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Department of English

Investigating English Language Needs of First-Year Business Students at Ibn Khaldoun University of Tiaret

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Dedications

To

My beloved parents

My sisters: Hadjira, Linda, Fatma, Mounira and Kheira

My brothers: Mourad, Mostapha, Khaled, Rayen and Karim

My husband and my mother in law

Khaldia MECHKOUR

A big thank you to my parents who believed in me and supported me till the end...

A big thank you to my cousins Fidaa and Aya, who cheered me up all the way....

A big thank you to my colleague whom without this work wouldn't be able to see the light...

And, most importantly,

A big thank you to me who worked hard for this and never gave up...

Samia Farah RAFIK

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Abstract

English for Business Purposes (EBP) teaching and learning in academia is increasingly taking the stage in today's globalized business environment requiring proficiency for effective communication and competitiveness from the part of the business active agents, including academic ones, i.e., teachers and students. Additionally, the integration of English as a medium of instruction (EMI) in Algerian universities, as required by the Algerian Ministry of Higher Education and Scientific Research, has been on the spotlight questioning its effectiveness and challenges facing such pioneering project. This study investigates the specific specialized English language needs of first-year students at Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret shedding light on the interrelation of EBP and EMI and the prospects they provide for both teachers and students for their academic and professional development. A mixed-methods approach was adopted in the study combining three research tools: (a) classroom observation, (b) structured questionnaires administered to a random sample of 68 students, and (c) interviews with three faculty content teachers. Classroom observations assessed teaching practices and student engagement, highlighting gaps in English teaching and learning practices. Student questionnaires' results reveal reliance on translation tools by the investigated students in addition to the challenges they face in acquiring specialized business language skills. Interviews' findings highlight the need for curriculum reforms to better meet students' specialized English needs.

Keywords: English Language Needs, Needs Analysis, ESP, EBP, EMI.

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List of Acronyms and Abbreviations

CNP: Communication Needs Processor

EAP: English for Academic Purposes

EBE: English for Business and Economics

EBP: English for Business Purposes

EMI: English as a Medium of Instruction

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

EVP: English for Vocational Purposes

GDP: Gross Domestic Product of the area

P&L: Profit and Loss

SWOT: Strengths, Weaknesses, Opportunities, and Threats

TSA: Target Scenario Analysis

General Introduction

General Introduction

English for Business Purposes (EBP) plays a crucial role in the globalized business environment, where proficiency in English is not just advantageous but essential for effective communication, collaboration, and competitiveness. At Ibn Khaldoun University of Tiaret, like many institutions worldwide, the integration of English as a medium of instruction (EMI) highlights its increasing importance in academic settings. This shift motivates the investigation into the specific language needs of first-year business students, aiming to bridge existing gaps and enhance their readiness for professional careers.

The motivation behind this research stems from observations indicating a inconsistency between general English proficiency and the specialized language skills required for business studies at the Faculty of Economic, Business, and Management Sciences of Ibn Khladoun University of Tiaret. Many students struggle with the technical vocabulary and communicative demands specific to their field. This study aims to address these challenges by identifying areas where specialized English language teaching and learning can be tailored to better meet the academic and professional needs of business students.

The target population comprises approximately 600 first-year business students at the Faculty of Economic, Business, and Management of Ibn Khaldoun University of Tiaret. These students are at a critical juncture in their academic journey, where foundational language skills impact their future academic and professional success. A random sample of 68 students of different genders, ages, and academic performance levels was selected to participate in the study.

The primary objective of this study is to assess the English language needs of first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret, focusing on their perceptions of proficiency in specialized areas relevant to their academic studies. By understanding

these needs, the research aims to provide insights into how specialized English courses can be integrated effectively into the curriculum to improve students' academic and professional performance.

To achieve the purpose of the study, the following research questions and their hypotheses are addressed and put forward:

1) Research Question 1: How do first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret perceive the relevance of English proficiency for their academic and future professional success?

➤ Hypothesis 1: Students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret may perceive English proficiency as crucial for understanding academic content and communicating effectively in business contexts.

2) **Research Question 2:** What are the specific challenges that first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret face in acquiring specialized English language skills?

➤ **Hypothesis 2:** Students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret might encounter difficulties in grasping technical business terminology and applying it appropriately in academic tasks.

3) **Research Question 3:** To what extent do content teachers at the faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret perceive the effectiveness of current English language teaching and learning in meeting the specialized English language needs of first-year business students?

➢ **Hypothesis 3:** Content teachers at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret can identify gaps in the curriculum where improvements in specialized English courses may enhance students' language proficiency and academic performance.

This research employs a mixed-methods approach to collect data on students' specialized English language needs. Classroom observation serves as a primary method to assess teaching practices, student engagement, and the effectiveness of current English language instruction in meeting specialized business requirements. A structured questionnaire designed for students to explore their perceptions of English proficiency, specific language challenges, and preferences for learning support. Additionally, interviews with content teachers from the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret provide insights into curriculum design, challenges in delivering specialized English courses, and opportunities for improvement.

This dissertation is structured into two chapters. The first chapter reviews existing literature on ESP, EBP, and needs analysis, emphasizing their relevance in academic and professional contexts. This literature review contextualizes the study within current theoretical frameworks and identifies gaps that need further investigation. The second chapter details the empirical phase, focusing on data collection methods and analysis. It examines results and findings from classroom observations, students' questionnaires, and teachers' interviews to provide suggestions and recommendations for enhancing specialized English language teaching and learning that match the specific needs of first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret.

Chapter One

English for Specific Purposes, English for Business Purposes , and Needs Analysis

Chapter One

ESP, EBP, and Needs Analysis

Chapter One

ESP, EBP, and Needs Analysis

I.1 Introduction

A high level of English proficiency has become increasingly essential, particularly for students pursuing degrees in business-related fields. English serves as the primary language for communication, collaboration, and networking in the global business environment. However, first-year business students face unique challenges in mastering English. This chapter reviews literature on ESP, EMP, and Needs Analysis highlighting the significance of ESP in addressing these challenges and equipping students for success in both their academic and professional endeavors.

I.2 Definitions of ESP

Dudley-Evans and St John explore three prominent concepts. The first concept, proposed by Hutchinson and Waters, views ESP as an approach rather than a product, meaning it "does not involve a particular kind of language, teaching material, or methodology." This broad definition emphasizes flexibility. Dudley-Evans and St John also references Stevens' concept, which characterizes ESP by its absolute and variable properties. Absolute aspects include ESP's connection to other disciplines, focus on specific language topics, and distinction from General English (2). Anthony notes that Dudley-Evans introduced an additional element: "ESP is defined to meet specific needs of the learners" (2).

Despite the value of these classifications, Dudley-Evans and St John argue that ESP should not be defined solely as subject-content-focused or distinct from General English. They see ESP as meeting the needs of specific learners, adopting methodologies from the subject it focuses on, and emphasizing related language and discourse. Dudley-Evans and St John further specifies that ESP should be linked to specific fields, use different methodologies from General English, and be aimed at intermediate to advanced adult learners (131). This definition modifies Stevens' by removing the distinction from General English and specifying the intended audience.

Smoak describes ESP as "English instruction based on actual and immediate needs of learners. ESP is needs-driven and task-oriented" (27). These definitions have helped to define ESP's scope and objectives, emphasizing that "in ESP, the purpose for learning is paramount and directly related to what the learner needs to do in their vocation or job" (Harding 6).

I.3 Historical Background of ESP

The historical development of ESP can be traced through several phases, each marked by its advancements and contributions to the field. These phases highlight the evolution of ESP and its growing importance in language education.

I.3.1 The Conceptual Age

The emergence of ESP was influenced by the socio-political and economic conditions of the post-World War II era. The growth of international commerce and technology, combined with the dominance of English as a global language, created a demand for specialized English language instruction (Hutchinson and Waters 6). During this period, ESP began to take shape as a distinct field of language education, with a focus on meeting the specific needs of learners in various professional and academic contexts.

I.3.2 The Language Revolution

The linguistic developments of the 1960s and 1970s played a crucial role in shaping ESP. The shift towards a functional approach to linguistics emphasized the importance of context, purpose, and audience in language use. This revolution led to the development of ESP programs that focused on the practical application of language skills in specific contexts (Hutchinson and Waters 8). This period saw the emergence of specialized courses and materials designed to meet the unique needs of learners in various fields.

I.3.3 The Learner-Centered Approach

The 1980s and 1990s marked a shift towards a more learner-centered approach in ESP. This period saw an increased focus on addressing the specific needs, preferences, and learning styles of individual learners. The development of needs analysis techniques and the emphasis on tailoring instruction to meet the unique requirements of each learner became central to ESP (Hutchinson and Waters 8). This approach led to the creation of more personalized and effective language instruction programs, enhancing the overall learning experience for students.

I.4 ESP Characteristics

Dudley-Evans and St John (4) identifies both absolute and variable characteristics of ESP, providing a comprehensive framework for understanding its distinctive features. These characteristics highlight the unique aspects of ESP that set it apart from general English language instruction.

❖ **Absolute Characteristics:**

- **Designed to Meet Specific Needs:** ESP is specifically crafted to address the unique needs of students, ensuring that the language instruction is relevant and practical. This characteristic underscores the importance of tailoring ESP programs to meet the specific requirements of each learner, whether they are in an academic, professional, or vocational setting.
- **Discipline-Specific Methods:** ESP utilizes the fundamental methods and activities inherent to the discipline it serves, enhancing the contextual learning

experience. This approach ensures that learners are equipped with the skills necessary to use English effectively within their specific field, whether it be medicine, business, law, or another discipline.

- **Language Focus:** ESP concentrates on language elements (such as grammar, vocabulary, and communication) pertinent to the specific activities and contexts it addresses. This focus ensures that learners acquire the language skills necessary to perform specific tasks and communicate effectively within their chosen field.

❖ **Variable Characteristics:**

- **Target Audience:** ESP is often designed for adults beyond the traditional age of formal education, whether engaged in university studies or professional workplaces. However, it can also be suitable for secondary-level learners. This flexibility allows ESP programs to cater to a diverse range of learners with different backgrounds and needs.
- **Intermediate to Advanced Level:** ESP courses are typically tailored for students at an intermediate to advanced proficiency level, although beginners can also benefit from such courses. This characteristic highlights the importance of providing language instruction that is appropriate for the learners' proficiency level and ensures that they can make meaningful progress in their language acquisition.
- **Instructional Methods:** ESP may employ different instructional methods or strategies compared to general English courses, depending on the learners' specific needs and contexts. This flexibility allows ESP programs to adapt to the unique requirements of each learner, providing them with the most effective language instruction possible.
- **Domain-Specific Tailoring:** ESP can be customized to cater to specific domains or areas of expertise, ensuring that the language instruction is directly relevant to the learners' professional or academic goals. This characteristic underscores the importance of providing targeted language instruction that meets the unique needs of each learner.

I.5 Types of ESP

Carter identifies three types of ESP: (1) English as a restricted language, (2) English for Academic and Occupational Purposes, and (3) English on particular subjects. Restricted English includes specialized languages used by waiters and air traffic controllers. Mackay and Mountford explain that, "the language of international air traffic control... is a 'special' language in that the repertoire required by the controller is strictly limited and can be accurately delineated" (4-5). However, they argue that these restricted repertoires are not full languages.

English for Academic and Occupational Purposes encompasses fields like Science and Technology (EST), Business and Economics (EBE), and Social Studies (ESS), each divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson and Waters illustrate this with examples like "English for Technicians" (EOP) and "English for Medical Studies" (EAP). They note the overlap between EAP and EOP, stating that "the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (16). This supports Carter's rationale for grouping EAP and EOP under a single ESP category.

English on Particular Subjects shifts the focus from purpose to subject matter, such as scientists needing English for postgraduate studies or international conferences. He argues that this is not a separate type of ESP but rather an integral part of situational language instruction based on real-world requirements.

I.6 ESP and Business English

Business Englsh is a subfield of ESP, focusing on the language skills needed for effective communication in business contexts. The emergence of Business English as a distinct area of ESP can be traced back to the 1960s when the increasing globalization of trade and commerce created a demand for specialized language instruction. Business English courses are designed to equip learners with the skills necessary to communicate effectively in various business settings, such as meetings, negotiations, presentations, and written correspondence (Master, qtd. in Molhim 8). This subfield of ESP has gained importance in recent years, reflecting the growing need for specialized language instruction in the global business environment.

I.7 ESP and EMI in the Algerian Context

In Algeria, the implementation of ESP and EMI (English as a Medium of Instruction) gained increasing has attention in recent years. The country's educational policies have recognized the importance of English as a global language and the need for specialized language instruction to meet the demands of various professional and academic fields. The integration of ESP and EMI in Algerian universities aims to enhance students' language proficiency and equip them with the skills necessary to succeed in their chosen fields. This approach reflects the broader global trend towards recognizing the importance of English in achieving academic and professional success.

I.8 Needs Analysis

Needs analysis is a systematic method for identifying the training requirements of a specific group, be it clients, suppliers, employees, or students. These needs, often referred to as 'gaps,' highlight discrepancies between current practices and desired outcomes, also known as 'gap analysis'. Historically, the concept of needs analysis in ESP has evolved considerably. Before the 1970s, it relied on instructor intuition and informal assessments. The formal introduction of needs analysis in the 1970s emphasized target scenario analysis (TSA), which focuses on what learners need to do in specific contexts. Needs analysis is theoretically grounded and is closely related to teaching and syllabus design (West 91).

The Council of Europe developed a model for characterizing language proficiency based on a semantic framework, leading to the development of a communicative syllabus design by Munby. This approach, focused on communication needs, set the foundation for ESP course design, emphasizing the importance of identifying specific skills required in professional contexts.

I.9 Types of Needs in ESP

Hutchinson and Waters categorize needs into two main types: target needs and learning needs.

I.9.1 Target Needs

Target needs are crucial elements that define what learners must achieve within specific contexts. These needs typically include:

- **Necessities**: These are the core competencies and essential knowledge that learners must possess to perform effectively in their intended professional or academic environments. For instance, a business student focusing on international marketing may require proficiency in negotiation skills and cross-cultural communication to succeed in their future career.
- **Lacks**: This refers to the gaps or deficiencies in learners' current knowledge or skills compared to what is necessary for their target situations. Identifying these gaps helps educators and course designers tailor learning experiences to address specific areas of improvement. For example, a medical professional preparing for an English proficiency exam might lack vocabulary related to medical terminology in English, necessitating targeted language training.
- **Wants**: Learners' personal goals and expectations from the language course also form part of their target needs. These can range from aspirations for fluency in casual conversation to specific career-related language skills. For instance, an IT professional may desire language training that enhances their ability to write

technical reports or participate in international conferences (Hutchinson and Waters 54-56).

I.9.2 Learning Needs

Learning needs encompass the methods and strategies required to bridge the gap between current abilities (lacks) and required skills (necessities). This includes factors like motivation, attitude, and learning styles (Xiao, 2). Effective learning involves engaging and enjoyable materials, focusing on the learning process rather than just the content.

I.10 Needs Analysis in ESP Course Design

Needs analysis is fundamental in designing ESP courses. Munby's Communicative Syllabus Design introduced a comprehensive method for identifying target situation needs through the Communication Needs Processor (CNP). This methodology considers various communication variables, such as participants, topics, and mediums.

Dudley-Evans and St. John later expanded on this, presenting a holistic definition of needs analysis that includes:

- **Learner Information:** Tasks and activities for which learners use English, considering target situation analysis and objective needs.
- **Personal Information:** Factors influencing learning, such as prior education, cultural background, motivations, and attitudes.
- **Language Proficiency:** Current skills and language use, aiding in assessing learners' deficiencies.
- **Learning Resources:** Effective methods for acquiring necessary language skills.
- **Professional Communication:** Understanding language and skill use in the intended context through discourse and genre analysis.
- **Course Objectives and Setting:** Goals of the course and the teaching environment.

I.11 Procedures for Conducting Needs Analysis

Needs analysis, integral to the ESP movement since the 1960s, involves steps to gather information about learners' needs. Understanding these needs helps design effective courses. Key objectives of needs analysis include:

- Identifying necessary language skills.
- Evaluating the effectiveness of current courses.
- Determining specific language skill needs.
- Understanding gaps among students.
- Collecting data on student expectations and challenges.

I.12 Functional Language Variations in Business English

The term 'Business English' encompasses various fields, such as accounting, commerce, e-commerce, economics, finance, human resources, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, international trade, and transportation. According to the Oxford Business English Dictionary, individuals often require business English skills for writing emails and reports, making presentations, negotiating, using the phone, attending and participating in phone conferences and meetings, and welcoming visitors.

EBP has evolved from ESP, drawing on sociolinguistics and functional variation studies. Functional variation examines how language use differs across professional and academic contexts, leading to specialized registers like business English. This approach, initially focused on register analysis, has expanded to include genre analysis, emphasizing the importance of understanding discourse and professional conventions (Strevens 87).

Effective communication in business contexts requires more than just linguistic knowledge; it involves understanding genre conventions and professional practices.

Genre analysis, advanced by scholars like Swales and Bhatia, identifies linguistic norms specific to professional fields, enhancing communicative efficiency (Swales 91).

I.13 Needs Analysis in EBP

Needs analysis is crucial in EBP because learners' language proficiency and skills vary based on context (Pilbeam 87). Key components of needs analysis include:

- **Target Situation Analysis:** Identifying real tasks learners must complete.
- **Present Situation Analysis:** Assessing learners' current abilities in relevant tasks.

According to Dudley-Evans and St John, needs analysis involves collecting data on target language requirements, understanding learners' perceptions of communication within their corporate culture, and addressing specific language challenges.

I.14 Conclusion

The exploration of ESP literature reveals its evolution from a rigidly defined discipline to a flexible approach in English language teaching and learning. By examining various conceptualizations, from Hutchinson and Waters' broad approach to Stevens' nuanced categorization, ESP emerges as a field that addresses specific learner needs through tailored syllabi and contextual teaching and learning.

The evolution of ESP through historical phases reflects its adaptability to changing educational landscapes and global linguistic demands. Needs analysis, a cornerstone of ESP curriculum design, continues to play a pivotal role in identifying target and learning needs, ensuring that educational objectives align closely with learners' professional aspirations and academic requirements.

The integration of ESP with specialized areas such as Business English and highlights its relevance in preparing learners for specific communicative tasks and professional contexts. By embracing diverse methodologies and prioritizing learner-

centered approaches, ESP remains pivotal in equipping learners with the linguistic competencies essential for success in their chosen fields.

Chapter Two

Data Collection and Analysis

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Data Collection and Analysis

II.1 Introduction

This chapter presents the empirical part of the research, focusing on data collection and analysis to understand the English language needs of first-year business students at Ibn Khaldoun University of Tiaret. It is organized into two main parts. The first part outlines the research methodology, detailing the target population, research setting, sampling methods, and the data collection tools employed. This includes the use of a learners' questionnaire and teachers' interviews to collect relevant data. The second part presents the analysis and interpretation of the collected data, exploring the specific English language challenges faced by business students and the potential improvements in teaching and learning practices to better prepare them for their academic and professional futures.

II.2 Research Methodology

This study adopts a mixed-methods approach combining quantitative and qualitative data collection tools to better investigate the research topic.

II.2.2 Research Target Population and Setting

The target population for this study includes 600 first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret. These students receive instruction in English during their first semester. Additionally, three teachers, three content teachers were interviewed to gain insights into teaching practices and challenges.

II.2.3 Research Sampling

A random sampling method was employed to ensure that the sample accurately represents the overall population. Sixty-eight first-year business students were selected randomly to participate in the study. This method minimizes selection bias and ensures the generalizability of the results. Random sampling also supports the validity and reliability of statistical analyses used in the research.

II.3 Data Collection Tools

II.3.1 Classroom Observation

Classroom observation was adopted to gather data on teaching practices, student engagement, and classroom dynamics. This method involves observing and recording specific details about what occurs in a classroom, providing valuable insights into the teaching and learning environment. Observations help teachers improve their performance by identifying strengths and weaknesses and implementing desired changes based on feedback.

II.3.2 Student's Questionnaire

A learner's questionnaire was designed to collect data on students' learning needs, experiences, attitudes, and preferences. The questionnaire is structured into three main parts. The first questionnaire part collects demographic information including age,

gender, and self-assessed English proficiency. This data helps contextualize the students' backgrounds and provides a foundation for analyzing their responses.

The second questionnaire part focuses on the students' experiences with English language education during their first year. It includes questions about whether they had courses conducted in English, their perceptions of the efficiency of these courses, and the challenges they face in understanding and using specialized business language. This part aims to evaluate the effectiveness of current English language instruction and its congruency with the students' academic needs.

The third questionnaire part explores the specific English language skills the students believe they need to develop, the importance of these skills for their future careers, and the resources or support systems they find helpful. It also investigates their goals for improving their English language proficiency and their plans for integrating language learning into their business education. This section aims to identify gaps in language support and provide insights for enhancing language education tailored to the students' needs and requirements.

II.3.3 Teacher's Interview

The teacher's interview on specialized English courses for business studies at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret aims to gather data regarding the transition to English as the medium of instruction. It explores their perspectives on the Ministry's policy shift and assesses the current levels of English proficiency among both teachers and students. The interview seeks to identify specific English language needs within the context of business studies, such as essential skills and terminology necessary for effective teaching and learning. Additionally, it aims to uncover potential challenges in adapting to English-medium instruction and proposes strategies for integrating specialized English courses into the syllabus to enhance teaching effectiveness and student outcomes. Through these discussions, the interview aims to inform decisions and recommendations for successful implementation and improvement of English language education within the faculty.

II.4 Data Analysis

II.4.1 Classroom Observation

Classroom observation served as the primary method of data collection. On February 15, researchers attended a class at Ibn Khaldoun University with first-year business students, totaling approximately 25 to 30 individuals. The teacher's lesson focused on asking questions in English, but most students showed little interest. Some students used their phones or played games, while only a few engaged with the teacher. The teacher wrote examples of questions on the board, and when he asked the class to ask questions about them, students attempted to participate, but their answers were incorrect. After the lesson, researchers asked the disengaged students why they didn't participate, and they responded that they didn't understand the teacher, as if he were speaking on a British channel.

❖ **Analysis**: The observation indicated that the majority of students viewed the English module as supplementary, not aligning with their needs. They did not engage with the material and struggled with incorporating English, as many were also grappling with the French language. The teacher focused on general English grammar, which did not address the specialized English needed for business studies, highlighting a gap in the curriculum.

II.4.2 Students' Questionnaire

II.4.2.1 Respondents' Profile

Profile	Participants	Percentage
Age		
17-20	**65**	**95%**
20-25	**3**	**5%**
Gender		

- **Male**	**62**	**91%**	
- **Female**	**6**	**9%**	
English Language Course			
- **Semester One**	**68**	**100%**	
- **Semester Two**	**0**	**0%**	
Total	**68**	**100%**	

Tab1. Study Participants' Profile.

Interpretation: Table 1 shows that 91% of the participants are male and 9% are female. Most participants are aged between 17 and 20. All students took a general English course for one semester

Analysis: With only one semester of general English course, students have not engaged in specialized English learning. This lack of specialized training affects their participation and learning process.

II.4.2.2 Respondents' Responses

❖ **Item 1: How efficient do you think the English courses are in terms of teaching specialized business language?**
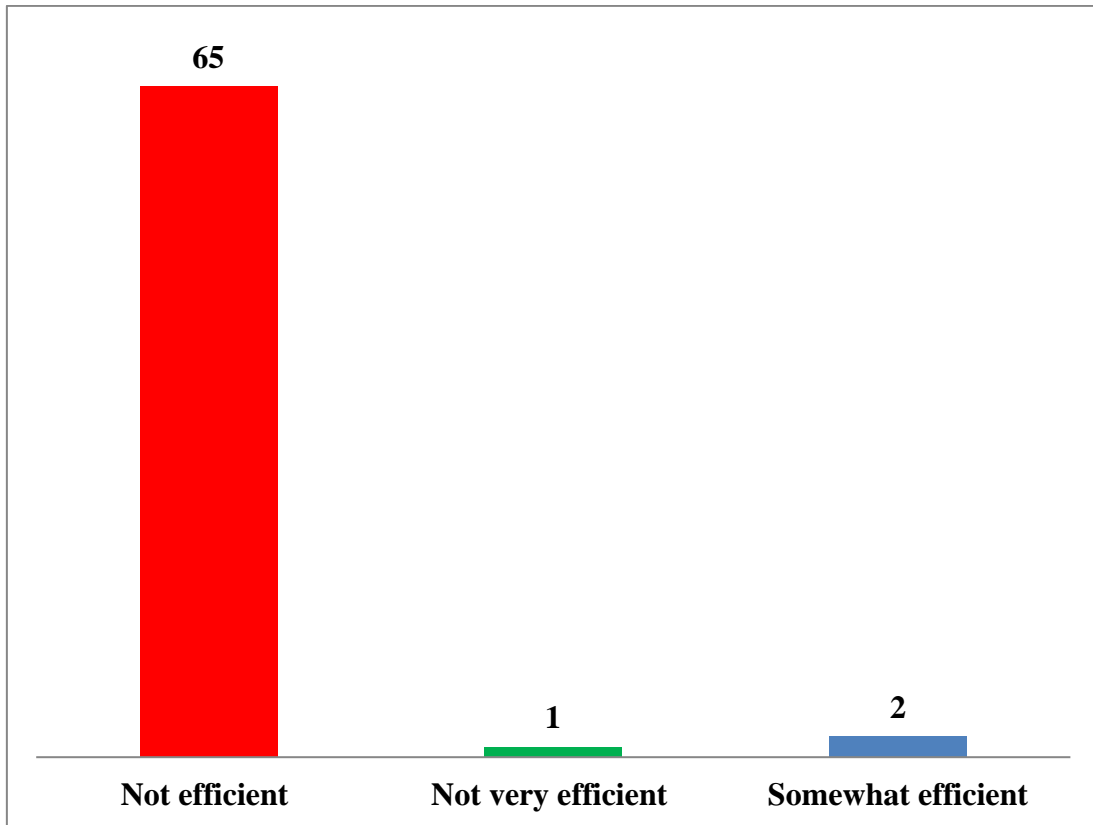
Fig1. Efficiency of Specialized Business English Teaching

Interpretation: Most students found the English courses ineffective in teaching specialized business language.

Analysis Students perceive the English courses as supplementary, failing to meet their specific needs.

 ❖ **Item 2: How do you currently address challenges related to understanding or using specialized business language?**
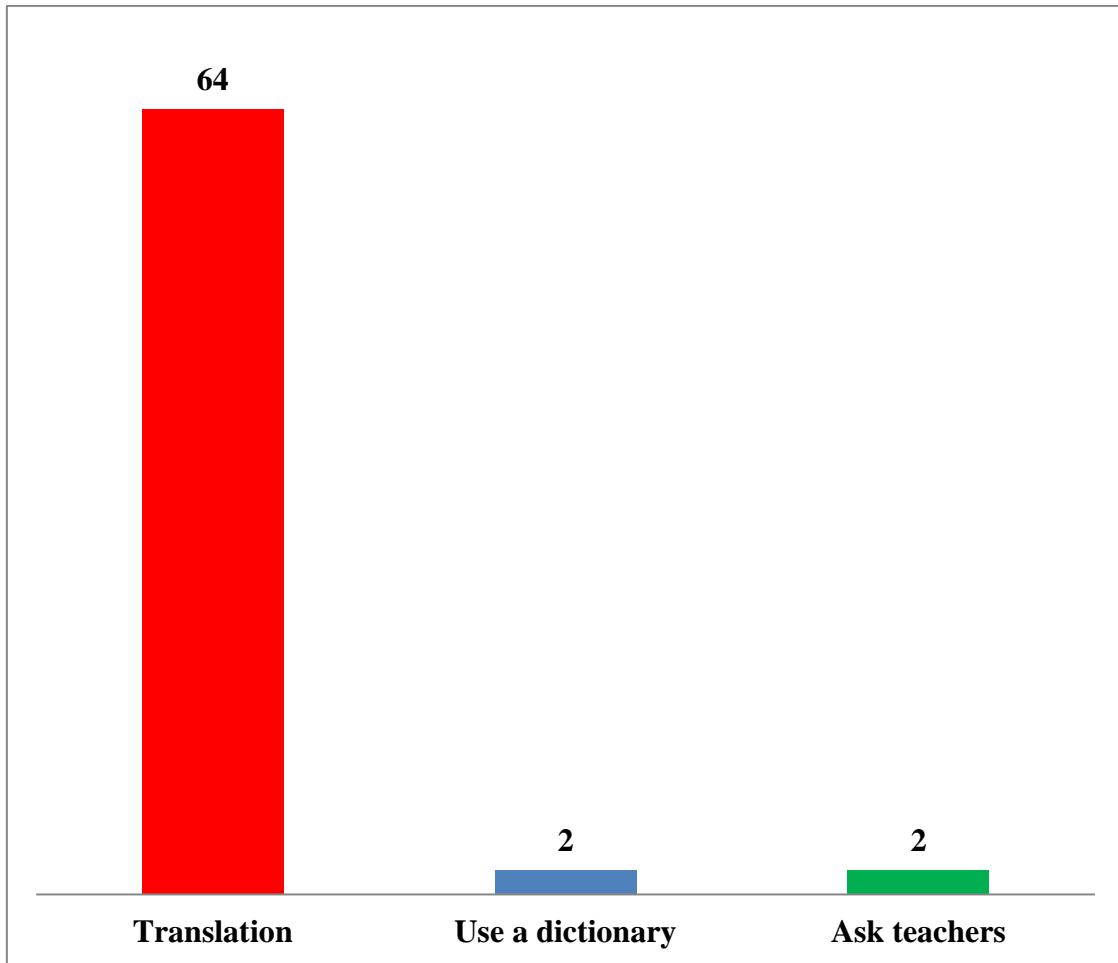
Fig2. Addressing Challenges in Specialized Business English

Interpretation: 64 students use translation tools, 2 consult their teachers, and 2 use dictionaries.

Analysis: The reliance on translation tools suggests a gap in understanding specialized business language directly.

❖ **Item 3: Do you feel your current proficiency in specialized business English meets your academic needs?**
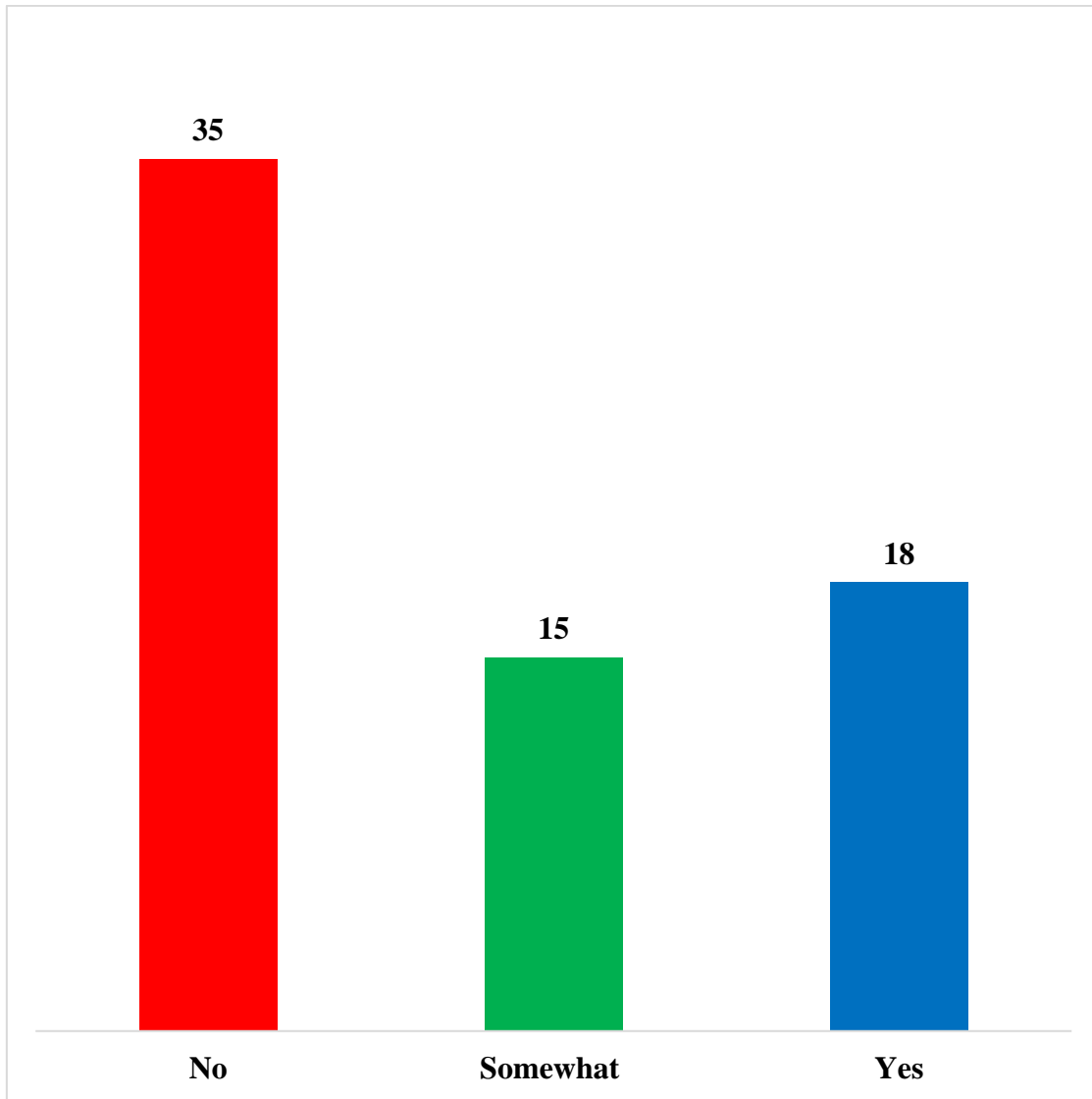
Fig3. Adequacy of Proficiency in Specialized Business English

Interpretation: 38 students believe their proficiency does not meet their academic needs, 22 believe it somewhat meets their needs, and 8 believe it meets their needs.

Analysis: The majority of students feel their proficiency only partially meets their academic requirements.

❖ **Item 4: How essential do you believe specialized business English skills are for your future career as a merchant?**
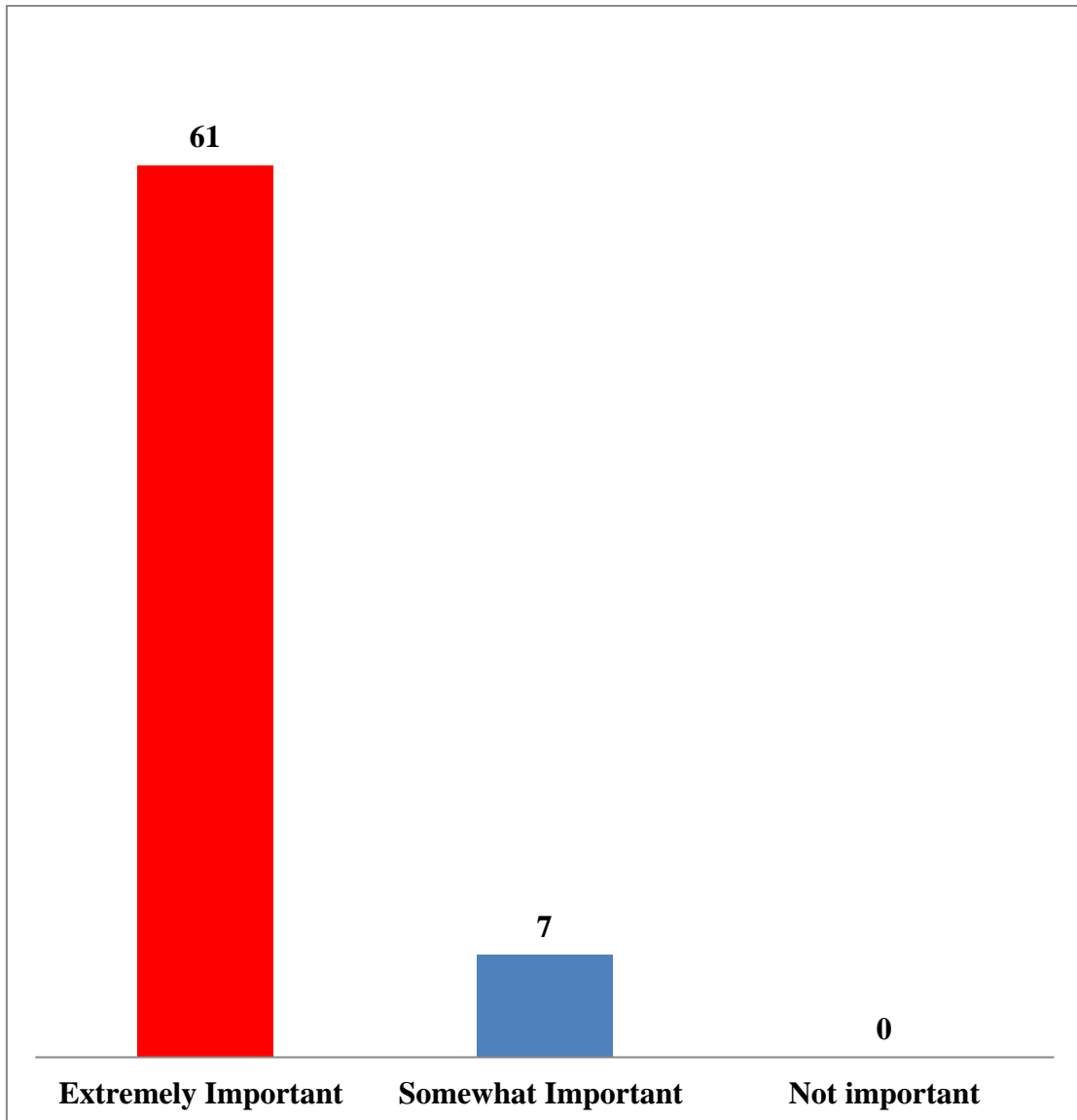
Fig4. Importance of Specialized Business English in a Merchant's Future Career

Interpretation: 61 students find specialized business English very important for their future careers, while 7 find it somewhat important.

Analysis: Specialized business English skills are crucial for future professional success.

❖ **Item 5: What challenges do you foresee in improving your specialized business English language skills?**
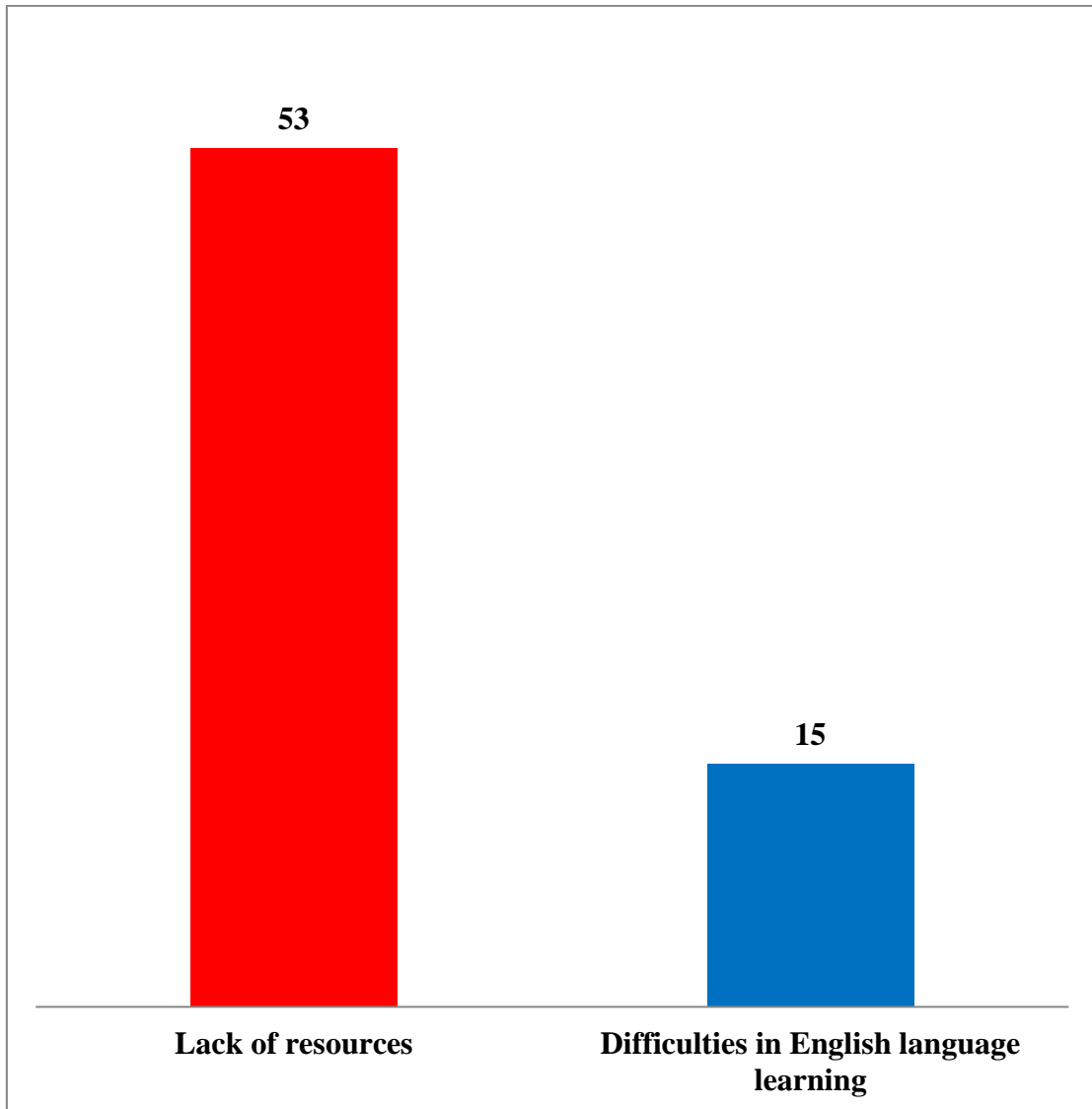
Fig5. Challenges in Improving Specialized Business English

Interpretation: 53 students cite lack of helpful resources as a challenge, while 24% cite the difficulties in learning the English language as a barrier.

Analysis: The identified challenges indicate a need for better resources and strategies to overcome these barriers.

❖ **Item 6: Which specialized English language skills do you believe you need to develop?**
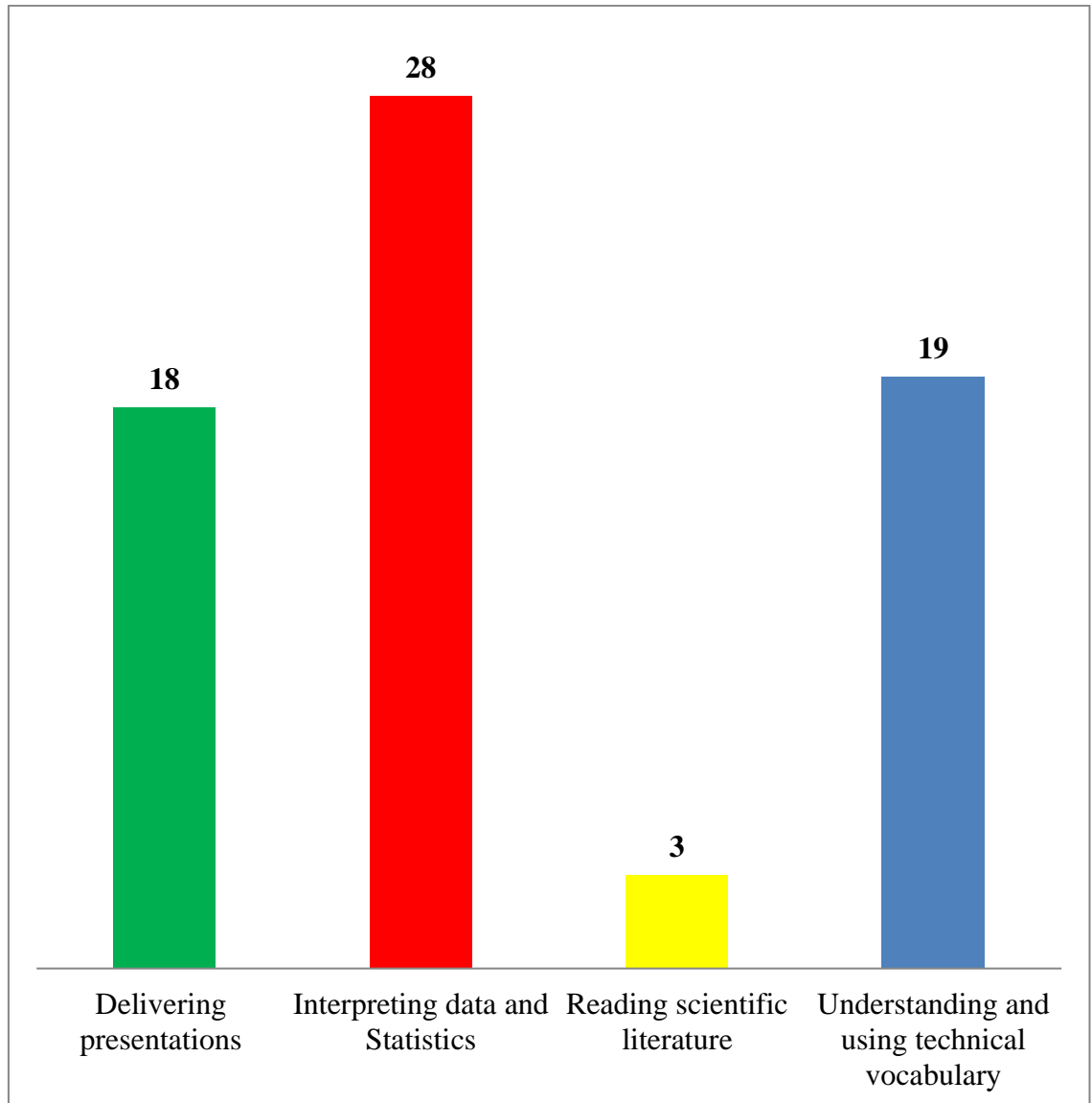
Fig6. Needed Specialized English Skills.

Interpretation: 18 students need to work on presentation skills, 18 on technical vocabulary, 29 on interpreting data and statistics, and 3 on reading scientific literature.

Analysis: Developing specific skills is essential for improving specialized business English proficiency.

❖ **Item 7: Rate the importance of professional skills (e.g., communication with clients, teamwork, leadership) for your future career as a merchant.**
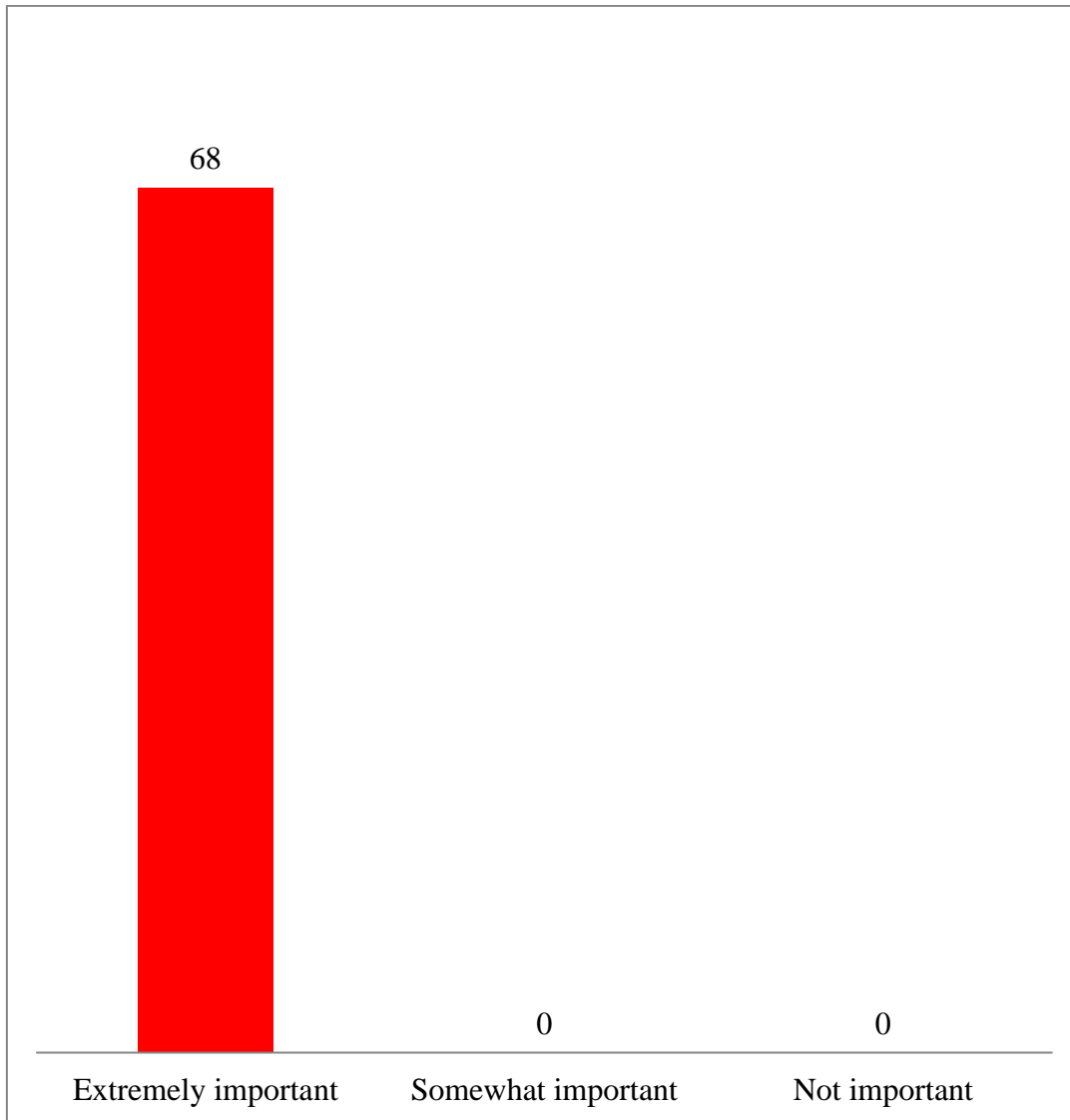
Fig7. Importance of Professional Skills for a Merchant's Future Career

Interpretation: 68 students believe professional skills are crucial for their future careers.

Analysis: The significance of professional skills for future careers is widely recognized.

❖ **Item 8: What challenges do you anticipate in developing your professional skills?**
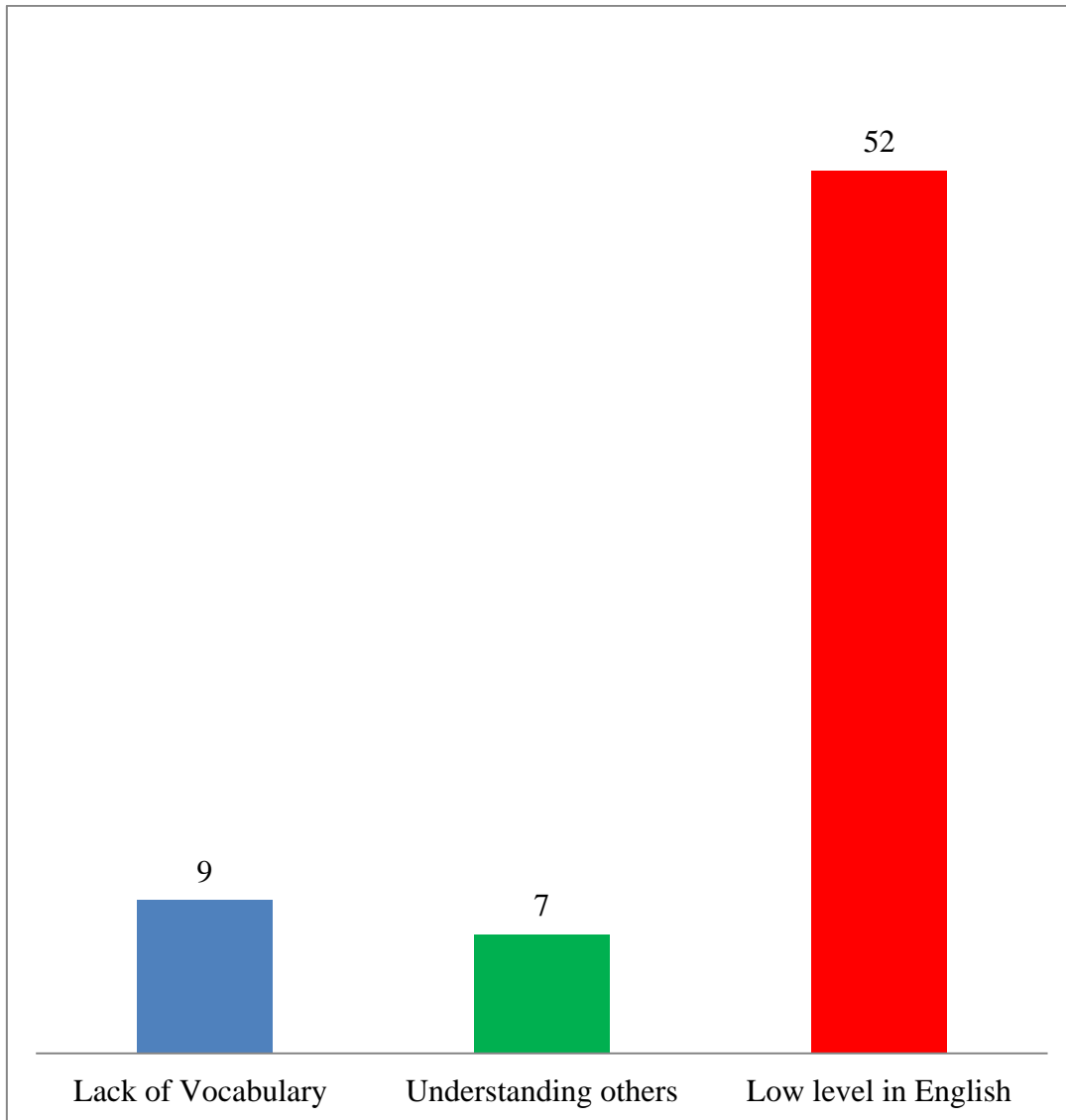
Fig8. Challenges in Developing Professional Skills

Interpretation: 49 students report low proficiency in English, 9 cite a lack of vocabulary, and 6 struggle with comprehension.

Analysis: The primary challenge for students is their low proficiency in English, followed by limited vocabulary and difficulty in comprehension. This indicates a need for targeted language support to enhance their overall professional skill development.

❖ **Item 9: What resources or support systems do you think would be helpful in improving your specialized English language skills?**
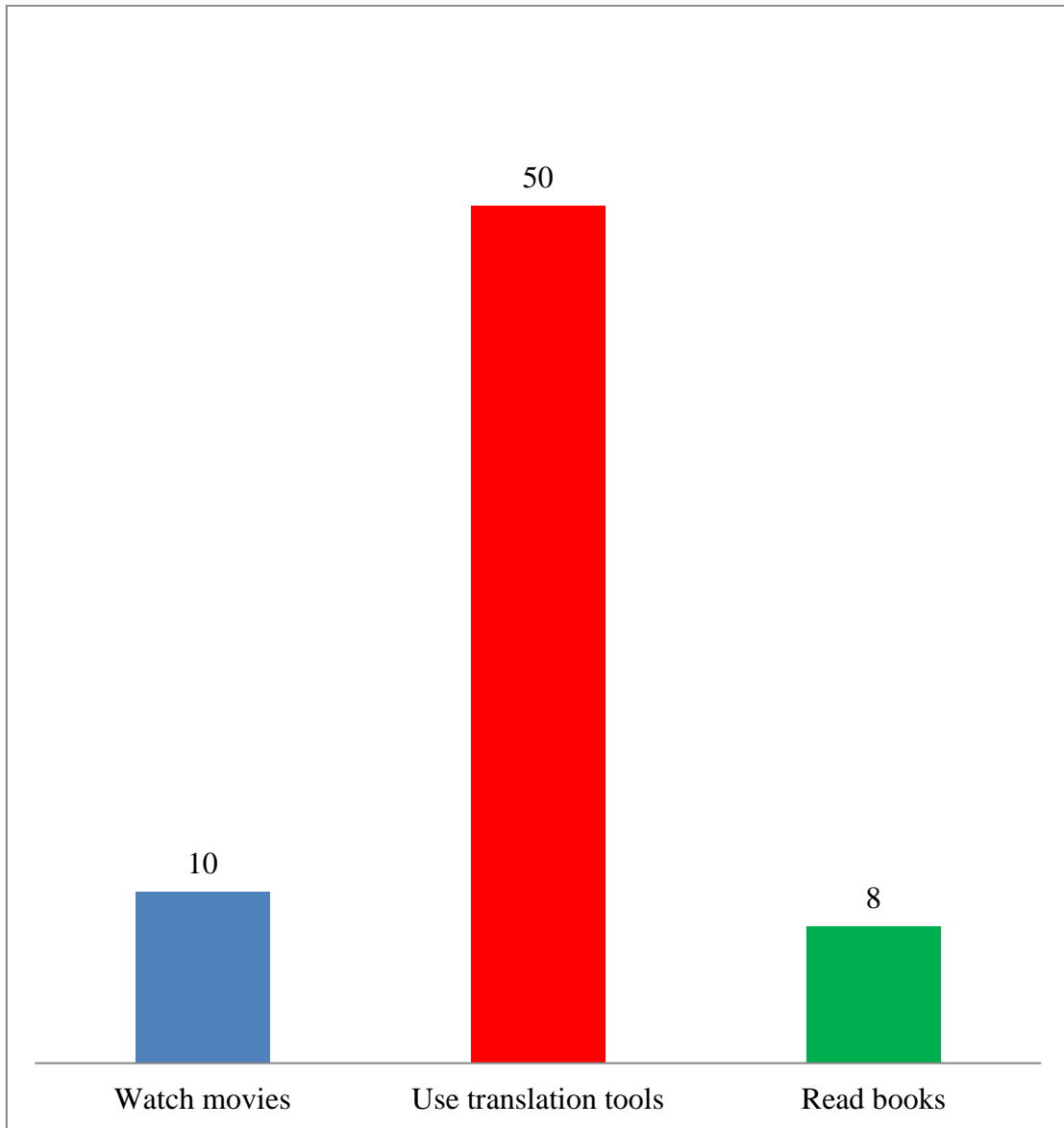
Fig9. Helpful Resources and Support Systems

Interpretation: 50 students use translation apps, 10 watch movies, and 8 read books.

Analysis: Translation apps are the most popular resource, followed by movies and books.

❖ **Item 10: Have you utilized any language support services provided by your institution?**
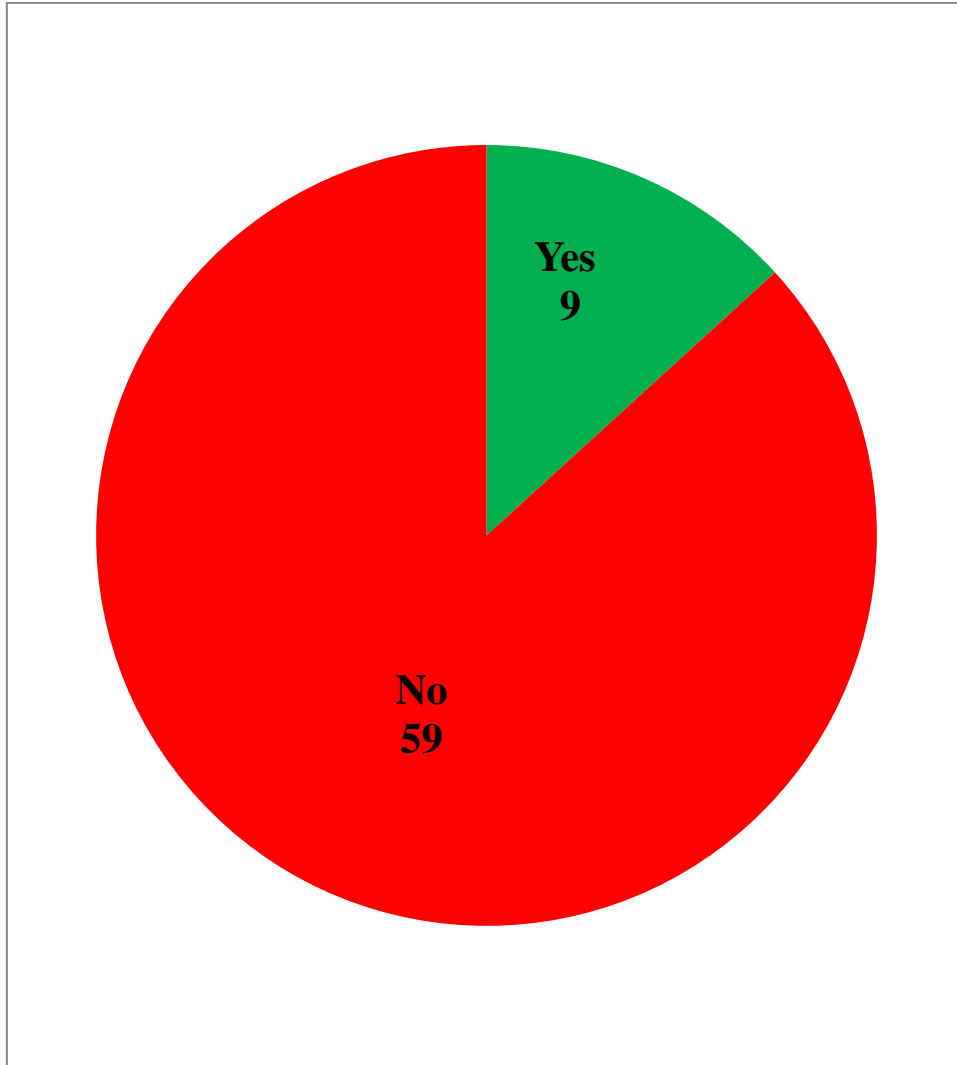
Fig10. Use of Language Support Services

Interpretation: The majority (59) of students have not used language support services.

Analysis: The fact that 59 out of the 68 questioned students haven't used language support services suggests these resources might not be well-promoted or accessible.

- ❖ **Item 11: If yes, how helpful have these language support services been in addressing your specialized English language needs?**
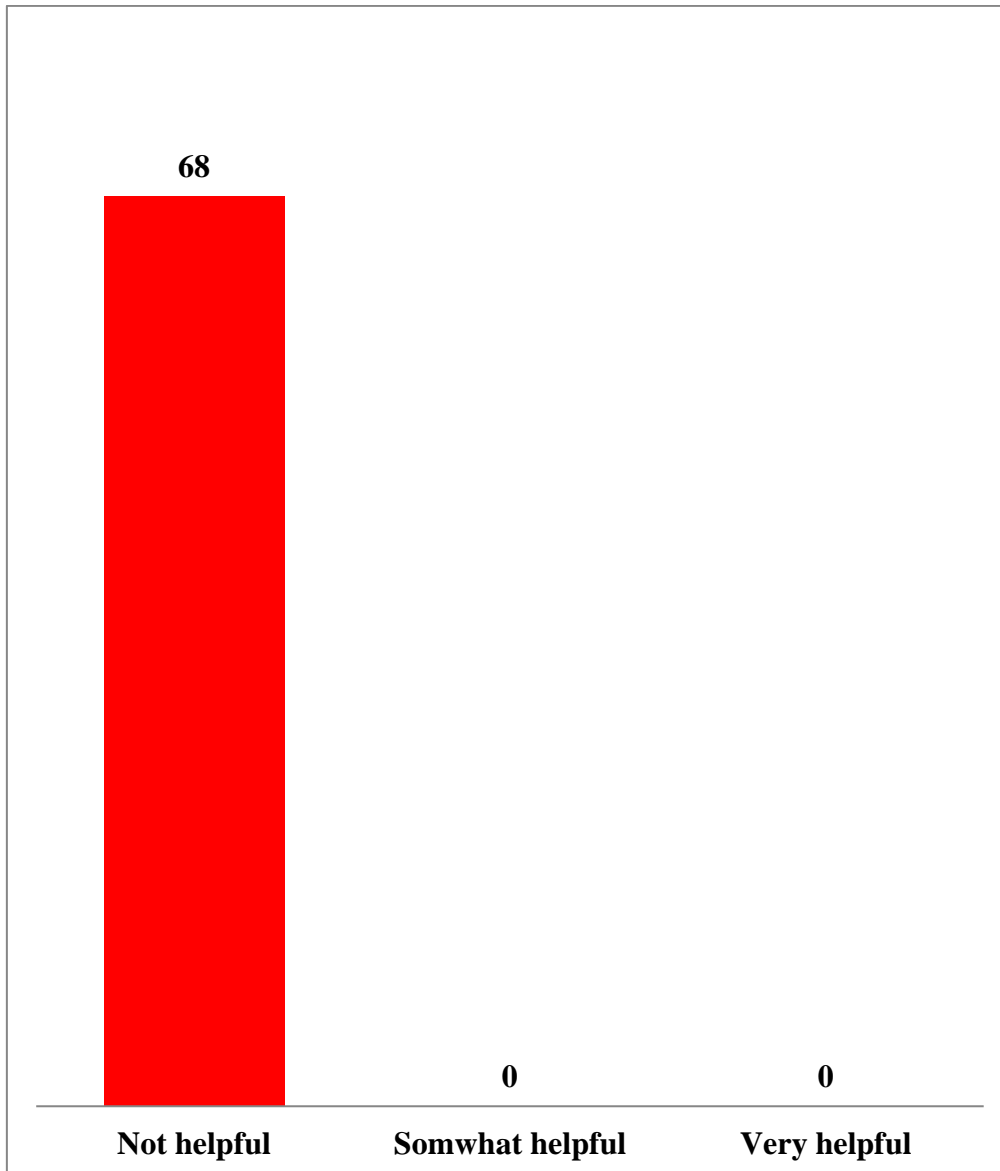
Fig11. Helpfulness of Language Support Services

Interpretation: Students found the language support services offered by their institution to be ineffective.

Analysis: The services did not meet students' needs, suggesting a need for improvement.

❖ **Item 12: What are your goals for improving your specialized English language skills during your business studies?**
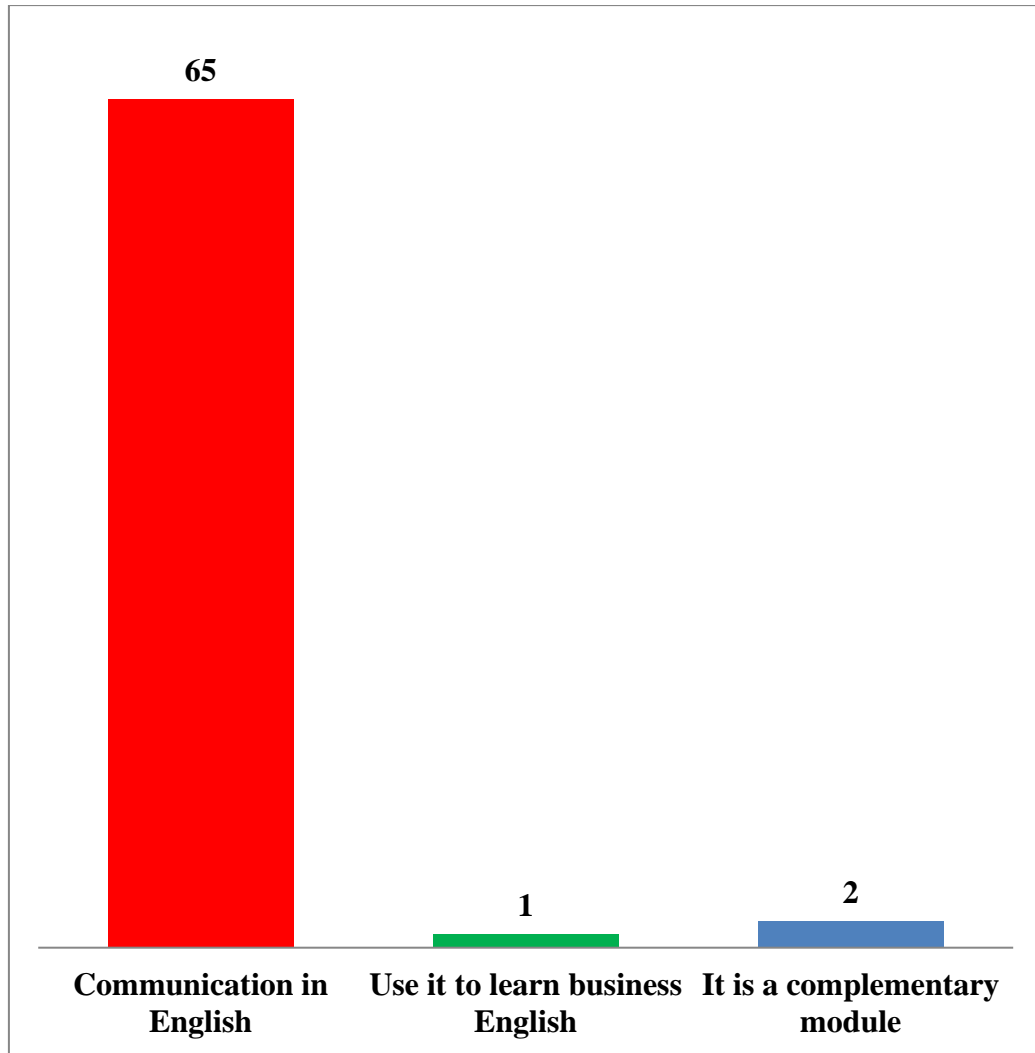
Fig12. Goals for Improving Specialized English Skills

Interpretation: 65 students aim to communicate in business English, 1 wants to study it, and 2 see it as a complementary module.

Analysis: Most students aim to improve their communication skills in business English, while very few see it as an academic focus or a complementary subject. This highlights the importance of practical language use in their studies.

❖ **Item 13: How do you plan to integrate specialized English language learning into your overall business education?**
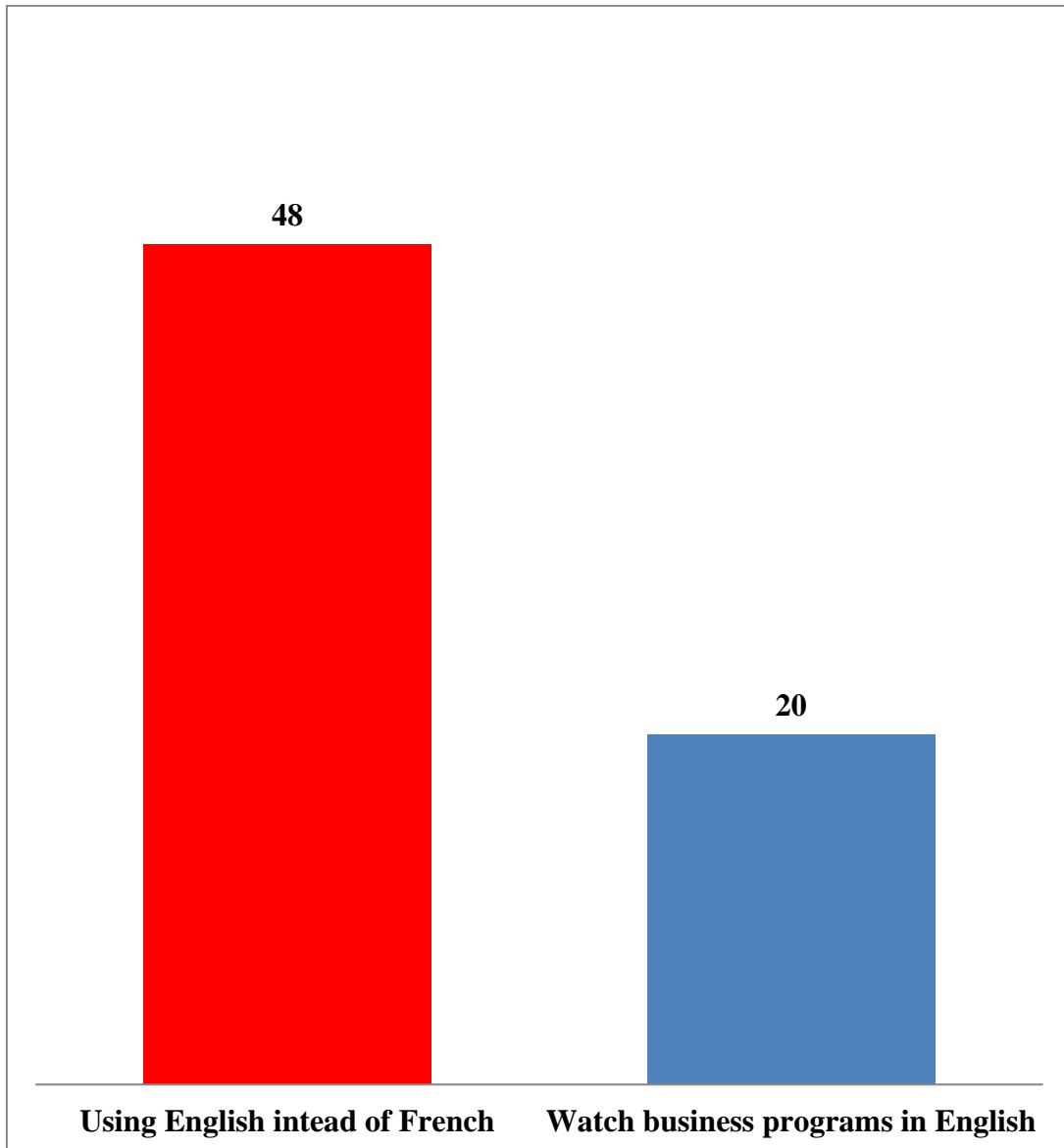
Fig13. Integration of Specialized English Learning

Interpretation: 48 students believe English should replace French, while 20 students plan to watch business shows in English.

Analysis: Many students find English important and seek to integrate it into their studies.

II.4.2 Teacher's Interview

This part deals with the analysis of the teacher's interview

II.4.2.1 Interviewees' Profile

Interviewees	Interviewee (A)	Interviewee (B)	Interviewee (C)
Gender	Male	Male	Male
Age	46	44	56
Specialty	International economics	Financial accounting	Intellectual-economic history
Teaching experience	21 years	13 years	10 years

Tab2. Interviewed Teachers' Profile.

Interpretation: Table 2 presents the profiles of the three interviewees, all male, with ages ranging from 44 to 56. They specialize in different areas: International Economics, Financial Accounting, and Intellectual-Economic History. Their teaching experience varies, with 21 years for Interviewee (A), 13 years for Interviewee (B), and 10 years for Interviewee (C).

Analysis: Their varied teaching experience and specialties of the interviewees can provide valuable insights into how specialized English training can be tailored to different academic fields, enhancing overall teaching effectiveness.

II.4.2.2 Interviewees' Responses

❖ **Item 1: The perspective on the Ministry's decision to transition from French to English as the medium of instruction in Algerian universities, particularly in the field of business studies.**

- **Interviewee (A):** The decision is correct as economics originated from Anglo-Saxon Great Britain and the USA, and resources are available in English. To benefit students, it is recommended to translate resources to Arabic and teach in Arabic, despite the long process and the potential for difficulty.

- **Interviewee (B):** The ministry of education has made an important decision that will be beneficial for the future generation.

- **Interviewee (C):** The use of English in Algerian universities is crucial as it serves as the global communication gateway**.**

➢ **Discussion:** The interviewees agree on the Ministry's positive aspects, with Interviewee (A) suggesting Arabic translation, while Interviewee (B) emphasizes its significance for future generations, therefore Interviewee (C) stressing the critical role of English as a global language

❖ **Item 2: The perception of the current level of English proficiency among teachers and students in your faculty.**

- **Interviewee (A):** The speaker evaluates the English proficiency of teachers and students at a university over 20 years ago. They estimate that only 3% or 5% of teachers are proficient in English, while students' proficiency is only 2%, which is low compared to expectations as the university transitions from Arabic to English. Their evaluation is not precise but based on their experience.

- **Interviewee (B):** The faculty's teachers, who hold doctorate degrees in their respective fields, seem to be advanced in their expertise, while our students are still beginners.

- **Interviewee (C):** The speaker acknowledges that while the French language is a new one, there is still much to learn and grow.

➢ **Discussion:** An Interviewee (A) debates language competence and academic knowledge, saying that she is 50% proficient in English; Interviewee (B) also brought into question the issue of expertise deficiency between the learner and the teacher, while Interviewee (C) also explained that learning never stopped when it came to the French language, transition or expertise.

❖ **Item 3: Thespecific English language needs arise in the context of business studies, both for teachers and students.**

- **Interviewee (A):** Economics is not an exception to other disciplines, and English for Specific Purposes (ESP) is not an exception. To effectively teach economics, students need to be put in real-world situations using economic terminology and business studies vocabulary. Good resources from Cambridge and Oxford can help, but challenges may arise with students and teachers.
- **Interviewee (B):** Teachers need language skills, presentation skills, academic reading and writing skills, and speaking skills to effectively communicate complex ideas to students, while students need comprehension of academic texts and effective communication.
- **Interviewee (C):** They require linguistic fundamentals, including language knowledge.

➢ **Discussion:** All those we interviewed agree that mastery of both verbal and written communication is vital in teaching and learning economics. Interviewee (A) shows the use of ESP and contextualisation, Interviewee (B) presents a list of competencies necessary for effective teaching and learning, and Interviewee (C), required language knowledge for the teacher and students. Together, all of them provide a more or less detailed picture of the linguistic and education requirements in the context of the economics class.

❖ **Item 4: Examples of specialized English skills or terminology that are essential for effective teaching and learning in business studies can be identified.**

- **Interviewee (A):** In the English for Strategic Purposes (ESP) of economics, it is essential to master all four skills: speaking, writing, and negotiation. These skills are crucial for students of trade, international trade, and business studies, as they need to communicate with clients, suppliers, and negotiate at international levels. Mastering speaking, writing, and listening skills is essential for negotiation and contract conclusion. It is also important to recognize that English skills cannot be divided from each other, as they are all essential for mastering economics and business.

- **Interviewee (B):** To effectively teach and learn business studies, teachers should focus on four skills: SWOT analysis, GDP, and P&L. They should also use business vocabulary and terminology, such as marketing and financial jargon, to effectively teach and learn these concepts.

- **Interviewee (C):** The Department of Management Sciences requires the development of both oral and written skills.

➢ **Discussion:** in each interview all three interviewees emphasized the need to build up proper language competence as a basis for teaching and learning economics and business studies. Interviewee (A) also stresses the importance of the prominent development of all four skills for ESP, while Interviewee (B) offers particular spheres and terms to specialize in and Interviewee (C) also underlines the advancement of the oral and written language proficiency and gives some support for the integration of language proficiency into the corresponding field.

❖ **Item 5: Challenges in adapting to teaching and learning in English can be foreseen.**

- **Interviewee (A):** The main challenges in teaching English include a large portion of teachers not mastering the language, and students with low proficiency levels. With

proper policies and implementation at primary, medium, middle, and high schools, it is expected that students will eventually master English at all levels within eight to ten years. However, the short-term challenges will persist, especially with students at a low level. Additionally, the level of ESP (English as a second language) is not available at the university.

- **Interviewee (B):** Educators and students face challenges in teaching complex commercial ideas, translating jargon and technical terms, and developing skills in academic writing conventions. Non-native English speakers struggle with English proficiency, while business research often requires substantial instructional writing, such as essays, reports, and research papers. These challenges can impact both educators and students.

- **Interviewee (C):** The combination of French and English is anticipated to pose challenges for both students and professors.

- ➢ **Discussion:** each of the three interviewees indicates that there are some major issues with the teaching of English and related courses. Interviewee (A) outlines the ultimate goals of the policy change saying that there is a plan of increasing proficiency Interviewee (B) brings specific concerns about instruction and acquisition of knowledge, Interviewee (C) expects that there will be challenges in the fact that the two languages used are French and English. Combined, they give the audience an overall picture of the various processes through, which educators and Students grapple with in the acquisition of the language and its mastery for academic purposes.

- ❖ **Item 6 : Specialized English courses can address challenges**

- **Interviewee (A):** The speaker believes that English as a Second Language (ESP) alone is not a magic solution for the national level economics faculty, as they face similar challenges and obstacles. Instead, there are other solutions, such as intensive course centers at universities, personal effort from students, and the adoption of Cambridge Oxford courses suitable for economics students. These courses can help

students adapt to the English language and improve their understanding of the subject. However, the speaker acknowledges that ESP alone is not a magic solution and suggests that other solutions, such as incorporating Cambridge Oxford courses, may be more effective.

- **Interviewee (B):** Courses can offer modules on cultural focus and verbal exchange education to help individuals navigate pass-cultural interactions, recognize cultural nuances, and overcome communication obstacles. These courses also focus on specialized terminology, grammar, and language mechanics to enhance clarity, coherence, and accuracy in language use.

- **Interviewee (C):** Modern teaching methods, integrated with technology, can attract students' enthusiasm and responsiveness, as they are influenced by technology, making them more responsive to new ideas.

- ➢ **Discussion:** all three interviewees are aware of the pitfalls of relying solely on ESP and offer more ways of enhancing their grasp of English as well as economics as a discipline. Interviewee (A) is the most concerned about the prolonged courses and individual work, Interviewee (B) points out the extensive course content that would incorporate cultural and specialized language modules and Interviewee (C) underlines technologies and techniques in the contemporary system. Altogether, they suggest development of the large-scale strategy to further address the challenges inherent in teaching and learning of the English language within the field of economics.

- ❖ **Item 7: Incorporating specialized English courses into the curriculum of business studies can be envisioned.**

- **Interviewee (A):** The speaker discusses the incorporation of English as a Foreign Language (ESP) courses in business studies and economics curriculums. They began this process three to four years ago, with other teachers working together in groups. They used ESP books and other resources from websites to suit the context of economics, including their specialty.

- **Interviewee (B):** The integration of specialized English courses in business studies curriculums can enhance teaching and learning by identifying language needs and proficiency levels, thereby addressing the language needs of both educators and students.

- **Interviewee (C):** The author believes that teachers should be trained in English and a new method of information transmission should be developed.

> **Discussion:** All the three interviewees agree on the need to include specific lessons in Communication classes to enrich business and Economic courses. Interviewee (A) discusses collaboration and resources regarding the implementation of ESP courses modifying process, Interviewee (B) points out the advantageous in assessing the language learning needs and the level of learners' language proficiency, and at last, Interviewee (C) emphasizes the significance of the teacher training and the creation of new methodological approaches. Altogether, they recommend multilevel strategies for enhancing the teaching and learning of English in the context of economics and business studies.

- ❖ **Item 8: Potential benefits in providing specialized English courses for faculty teachers relate to their teaching effectiveness**

- **Interviewee (A):** The speaker suggests that ESP courses for teachers could be more effective in helping students master specific English, particularly in economics. The main effort should be to provide teachers with the necessary vocabulary and terminology for their courses and tutorials, making this a beneficial solution for students.

- **Interviewee (B):** Specialized English courses offer numerous advantages, including improved academic comprehension, increased teacher-learner confidence, flexibility, adaptability, and enhanced communication between teachers and students.

- **Interviewee (C):** Offering English courses offers ease of language use and introduces a new department to the field.

➢ **Discussion:** All the interviewees agree that specialized English courses for teachers have benefits. Interviewee (A) emphasizes that such courses equip teachers with essential vocabulary and terminology, aiding student mastery of specific subjects like economics. Interviewee (B) highlights broader advantages, including better academic understanding, increased confidence, flexibility, and improved teacher-student communication. Interviewee (C) adds that these courses facilitate language use and could introduce new departments to the field, suggesting an institutional growth opportunity.

❖ **Item 9: Improving English language proficiency among faculty teachers could contribute to better student outcomes in business studies.**

- **Interviewee (A):** The level of teachers impacts the level of students, with mastery of English language skills enabling effective teaching and motivation. The main focus should be on teachers, without neglecting students. A combination of effort with teachers and students can lead to good teachers and well-prepared students, resulting in a well-rounded ESP course that meets the students' needs and improves their English proficiency. Therefore, focusing on both teachers and students is crucial for achieving a successful ESP program.

- **Interviewee (B):** Improved English language proficiency among college teachers can enhance student outcomes in business research through clear communication, facilitating better understanding and retention of complex business concepts. Additionally, teachers with strong English skills can provide targeted and constructive feedback on student assignments, projects, and displays, identifying areas for improvement and encouraging educational growth and improvement.

- **Interviewee (C):** The introduction of English courses in the field provides ease of language use and introduces a new department.

➢ **Discussion:** Interviewee (A) is able to pinpoint the fact that student learning and motivation is largely determined by the teachers' fluency in English. They emphasize on bidirectional need as a way of developing a proper ESP curriculum which implies paying attention to both the teachers and the students. Teacher–

student relations are considered crucial in the process of successful implementation of practices aimed at improving English literacy and students' needs fulfilment. Interviewee (B) further discusses the meaning of raising language proficiency in the group of college teachers for increasing the performance of learners in business research. This they demonstrated on how clear communication and positive feedback from proficient teachers can enhance understanding and acquisition of the understanding of such concepts for the improvement of education. Interviewee (C) also raises awareness on the consequences of offering English courses in academic sectors. They stress the simplicity of language application and the possibility to create new opportunities for departments. This outlook focuses on the extensive organization gains that come with the incorporation of English courses into curriculum.

- ❖ **Item 10: Recommendations that can be offered to the faculty and the Ministry to ensure the successful implementation of specialized English courses in business studies.**

- **Interviewee (A):** The recommendation is to prepare students for English language proficiency from primary school to high school, with a focus on teachers and students. In the short term, intensive course centers at university level should be used to prepare teachers and encourage students to enroll in these courses. This will help both teachers and students prepare themselves. It is important to consider the importance of using the mother language, as mastering English without focusing on it can lead to students forgetting their own language. The level of Arabic language proficiency has decreased in the last five to eight years, highlighting the need for a focus on both English and national languages.

- **Interviewee (B):** The text suggests that faculty should utilize technology and virtual tools to improve language practice and provide resources for students and members. Clear evaluation measures should be developed to assess the effectiveness of specialized English guides. The ministry should develop guidelines for implementing these guides in commercial enterprise studies applications and

allocate sufficient funding for their development and implementation, along with expert improvement opportunities for school participants.

- **Interviewee (C):** Strengthening learning conditions for business sciences in English is crucial, and we must contribute to adding new touches and effective methods for successful implementation.

➢ **Discussion:** Interviewee (A) highlights the need of utilizing rigorous university course centers and preserving mother tongue competency to help students become proficient in English from elementary school through high school. While Interviewee (C) stresses increasing learning conditions for English-based business courses and offers creative techniques and professional development for effective implementation, Interviewee (B) advises employing technology and virtual tools to boost language practice.

II.5 Discussion

II.5.1 Classroom Observation

The classroom observation conducted on February 15 at Ibn Khaldoun University with first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret reveals insights into the students' engagement and language needs. The session, which involved around 25 to 30 students, aimed to teach question-asking skills in English. However, the observation highlights a pervasive lack of interest and engagement from the students. Several factors contributed to this outcome, which are crucial for understanding the broader context of language learning needs in this educational setting.

Firstly, it was evident that a substantial number of the students did not perceive the English module as integral to their studies. This perception likely stems from a mismatch between the curriculum content and the students' immediate academic and professional needs. The English lessons appeared to be viewed as supplementary rather than essential, which diminished the students' motivation to participate actively.

The lack of engagement was further worsened by the students' limited proficiency in English. Many students were observed using their phones or playing games during the lesson, indicating a disconnection with the material presented. When the teacher attempted to involve the students by asking them to form questions based on the examples written on the board, their participation was minimal and often incorrect. This highlights a critical issue: the students struggled to comprehend and apply the English language skills being taught.

An important factor contributing to these struggles is the bilingual context in which the students are operating. Many students are still grappling with the French language, which is commonly used in Algeria for education and administration. This bilingual challenge adds a layer of difficulty for students who must simultaneously learn English, which is not their first or second language.

Additionally, the teacher's approach to the lesson also played a role in the students' disengagement. The focus on general English grammar did not cater to the specialized needs of business students. Business students require English language skills that are tailored to their field, including specific vocabulary and contexts relevant to business practices. The observed lesson's general approach failed to bridge this gap, leaving students unable to see the relevance of the content to their studies and future careers.

In response to the researchers' inquiry after the lesson, the disengaged students expressed that they found the teacher's English difficult to understand, likening it to listening to a British channel. This feedback highlights the necessity for teaching methods and materials that are accessible and relevant to the students' proficiency levels and specific needs.

All in all, the classroom observation sheds light on incongruence between the English curriculum and the language needs of business students at Ibn Khaldoun University. To address these issues, it is essential to develop a curriculum that integrates specialized English for business studies, incorporates engaging and relevant teaching methods, and supports students in overcoming the bilingual challenges they face. This tailored approach would likely enhance students' motivation, participation, and

proficiency in English, better preparing them for their academic and professional careers.

II.5.2 Students' Responses

The analysis of the students' questionnaire sheds light on the issues within the current English language curriculum designed for business students at Ibn Khaldoun University of Tiaret. The data calls for a thorough examination of how the curriculum is designed and implemented, highlighting the need for improvements to meet the students' specialized English language needs effectively.

One of the primary concerns is the lack of specialized training in the English courses. The majority of students feel that these courses are not effective in teaching the specific language skills needed for the business field. This mismatch suggests that the curriculum is not aligned with the practical linguistic demands of their future careers. The current focus on general English does not prepare students for real-world business situations.

Another finding from the questionnaire is the students' heavy reliance on translation tools to handle their English language challenges. This dependency indicates that students are not developing the ability to understand and use business English on their own. It highlights the need for teaching methods that encourage contextual language learning, rather than just translation. This approach would help students develop a more intuitive grasp of English relevant to business contexts.

In addition, the students' self-reported proficiency levels reveal a concerning gap between their skills and their academic needs. Many students feel that their current proficiency in English does not meet the demands of their studies. This gap points to the curriculum's failure to equip students with the necessary language skills. There is a clear need for teaching methods that emphasize practical and contextual use of English that match the students' academic and professional requirements.

Moreover, students face challenges in vocabulary and comprehension. These issues suggest problems in English teaching and learning. Addressing these challenges requires a comprehensive approach, including vocabulary-building exercises, practical

usage scenarios, and activities that enhance comprehension. These interventions should be integrated into the curriculum to provide continuous language development.

Furthermore, the diverse range of skills that students wish to develop, such as presentation skills, technical vocabulary, and data interpretation, shows the need for a more tailored curriculum. Additionally, students also acknowledge the importance of professional skills like communication, teamwork, and leadership. This recognition points to the need for an integrated approach to language learning. The curriculum should embed language skills within broader professional skills training.

Last of all, the low use of language support services along with their perceived ineffectiveness, suggests a gap in the support system. Thus, there is a need to enhance the accessibility and quality of these services.

II.5.3 Interviewees' Responses

First, The responses from the interviewees regarding the transition from French to English as the medium of instruction in Algerian universities reveal a complex setting of challenges and opportunities. Each interviewee acknowledges the potential benefits of this shift, but they also highlight the practical difficulties that need to be addressed to for a smooth transition.

Second, the interviewees agree on the positive aspects of transitioning to English. They emphasize the historical and practical relevance of English in business, suggesting the translation of resources to Arabic to help comprehension. Others see the decision as forward-thinking, beneficial for future generations, while some highlight English as a crucial global communication tool. This agreement reflects a broad recognition of the importance of English in the global business setting.

Moreover, the perceived proficiency levels of teachers and students indicate a gap. Interviewees note a very low proficiency among both groups, based on long-term observations. They point out the expertise difference between teachers, who are advanced, and students, who are beginners. This gap presents a critical challenge, suggesting that current English language education is insufficient and highlighting the

urgent need for targeted language training programmes for both teachers and students to bridge this proficiency gap.

Third, the interviewees identify a range of needs in business English teaching and learning. They advocate for real-world applications of English for Specific Purposes (ESP), using high-quality resources from Cambridge and Oxford. They list essential competencies such as presentation skills, academic reading and writing, and effective communication. They also emphasize fundamental language knowledge.

Fourth, the need for specialized skills is clear. The interviewees highlight the importance of mastering all four language skills: reading, speaking, writing, listening, and negotiation for business contexts. They focus on specific areas like SWOT analysis and financial terminology, and stress the importance of developing both oral and written skills. These insights indicate a multifaceted approach to language instruction, where both general language proficiency and specialized business terminology are integral to effective teaching and learning.

Fifth, the interviewees foresee some challenges in the transition to English. They point out the low proficiency levels among teachers and students and suggest a long-term strategy involving educational reforms from primary to university levels. They highlight the difficulties in teaching complex business concepts and the need for substantial academic writing skills. They also anticipate challenges in balancing the use of French and English. These concerns highlight the necessity for a phased, well-supported transition plan that includes intensive language training, curriculum adjustments, and continuous support for both teachers and students.

Sixth, the interviewees provide various solutions to address these challenges. They suggest that ESP alone is not a panacea and advocate for intensive courses and personal effort, supported by high-quality resources. They recommend courses that include cultural and verbal exchange education, alongside specialized terminology. Some see modern teaching methods and technology as key motivators for students. These recommendations highlight the need for a holistic approach that combines rigorous academic support, practical language applications, and the integration of technology to enhance engagement and learning outcomes.

Seventh, the incorporation of specialized English courses is seen as crucial. Interviewees describe ongoing efforts to adapt ESP courses to the economics context, using collaborative resources. They point to the benefits of identifying language needs and proficiency levels to match teaching and learning effectively, and emphasize the importance of teacher training and new methods of information transmission. This agreement on the value of specialized courses indicates a need for a structured, collaborative approach to curriculum development.

Eighth, the interviewees highlight the benefits of specialized English courses for faculty. They emphasize the acquisition of necessary vocabulary and terminology to help students. They list advantages such as improved academic comprehension and enhanced communication. They mention the ease of language use and the potential for creating new academic departments. These insights suggest that investing in specialized English training for teachers can enhance their teaching effectiveness, leading to better student outcomes and broader institutional benefits.

Ninth, improving English proficiency among faculty is seen as critical for student success. Interviewees stress the impact of teacher proficiency on student motivation and learning, advocating for a focus on both groups. They highlight the role of clear communication and constructive feedback in enhancing student understanding. They also point to the institutional benefits of offering English courses. These perspectives highlight the importance of a comprehensive strategy that addresses both teacher and student needs.

Finally, the interviewees offer recommendations for successful implementation. They advocate for early language education and intensive university courses, while also preserving the mother tongue. They suggest effective use of technology, developing clear evaluation measures, and providing adequate funding and professional development. They call for improved learning conditions and innovative methods. These recommendations highlight the need for an approach that combines early education, technological integration, and continuous professional development for the successful implementation of specialized English courses in business studies.

II.6 Conclusion

To start with, classroom observation highlighted some issues in student engagement and language comprehension. Students showed a lack of interest, largely due to the perception that English modules are supplementary rather than integral to their studies. This disengagement was compounded by limited English proficiency and the challenge of learning in a bilingual context where French remains prevalent. The general approach to English grammar did not cater to the specialized needs of business students, highlighting the need for curriculum reform to include business-specific English language skills.

Additionally, student questionnaire responses revealed a gap between current English proficiency of students and the demands of their academic and professional futures. The reliance on translation tools, the perceived ineffectiveness of current English courses, and the need for business-specific language skills suggest a mismatch between the curriculum and students' needs. Students expressed a desire for more practical, immersive language learning approaches that prepare them for real-world business scenarios. They also highlighted the importance of integrating professional skills such as communication, teamwork, and leadership into the language curriculum. These insights call for improvements to match the curriculum with the students' future career requirements.

Furthermore, the teachers' interviews reveal an agreement on the benefits of transitioning to EMI, recognizing its global relevance and long-term advantages. However, challenges such as low proficiency levels among teachers and students and the complexities of balancing French and English were noted. Teachers emphasized the importance of specialized English courses incorporating high-quality resources, real-world applications, and modern teaching methods to enhance student engagement and learning outcomes. Addressing these needs requires a specific approach, including targeted language training programs, engaging teaching methods, and enhanced support services.

General Conclusion

General Conclusion

The investigation of specialized English language needs of students at the faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret has many critical insights. This study highlights the pivotal role of English proficiency in facilitating effective communication, collaboration, and competitiveness in the business sector. As universities worldwide integrate EMI, it becomes increasingly important to tailor language education to meet the specialized demands of various disciplines, including business studies.

The study findings reveal several challenges and opportunities within the current English language curriculum. Classroom observations highlight widespread student disengagement, primarily attributed to the perception that English modules are supplementary rather than integral to their academic studies. This disconnect was worsened by students' limited English proficiency and the bilingual educational context dominated by French. The observed curriculum's general approach to English grammar did not effectively address the specialized language needs of business students, suggesting a need for targeted reforms.

Additionally, the analysis of the response of the students to the questionnaire items reinforce these observations, indicating a gap between students' current English skills and the practical language demands of their future careers. Many students expressed reliance on translation tools and dissatisfaction with the effectiveness of current English courses in preparing them for business-specific challenges. Their feedback highlighted a demand for more immersive, contextually relevant language learning experiences that integrate professional skills like communication and leadership.

Furthermore, the interviews with the content teachers provided further insights into the complexities of transitioning to English as the primary instructional language. While acknowledging the long-term benefits of this shift, faculty highlighted persistent

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challenges such as low proficiency levels among both students and teachers. They emphasized the necessity for specialized English courses that incorporate real-world applications, high-quality resources, and innovative teaching methodologies to enhance student engagement and learning outcomes.

The hypotheses addressed in this study aim to explore students' perceptions and challenges regarding specialized English language proficiency in business contexts. Through this investigation, these hypotheses are confirmed, providing critical insights into the target students and teachers' experiences and needs:

➤ Hypothesis 1 suggests that students may perceive English proficiency as crucial for understanding academic content and effective communication in business. The study confirms that students indeed value English for these purposes, highlighting its foundational role in academic success and professional readiness.

➤ Hypothesis 2 explores challenges students face in acquiring specialized English skills, suggesting difficulties in grasping technical business terminology. Research finding and results validate these challenges, emphasizing the gap between general English instruction and the specific skills needed for business studies.

➤ Hypothesis 3 speculates that content teachers at the faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret can identify gaps in current English instruction for first-year business students. Interviews affirm this hypothesis, revealing content teachers agreemnt on the need for curriculum reforms to better meet students' specialized English language needs.

Based on the study results and findings, some suggestions and recommendations are proposed to enhance English language education for first-year business students at the faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret. **First,** the curriculum should be revised to include specialized English courses tailored to business needs, integrating relevant vocabulary and practical applications. Second, interactive methods should be adopted like case studies and

simulations to contextualize language learning in business scenarios, enhancing student engagement and skill acquisition. Third, ongoing training should be provided to equip the teachers of the faculty with effective pedagogical strategies for teaching specialized English. Fourth, support programmes should be strengthened such as tutoring and peer mentoring to assist students in improving their language skills outside the classroom. Fifth, the faculty should work on integrating communication, teamwork, and leadership skills development alongside language instruction to prepare students comprehensively for their careers. By implementing these recommendations, the faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret can better prepare its business students with the language proficiency and professional competencies necessary for success in the global business environment.

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Appendices

Appendix 1

Students' Questionnaire

Identifying Specialized English Language Needs for
First-Year Business Algerian Students

Dear Student,

Thank you for participating in this research study. Your honest responses are crucial for advancing our understanding of the specialized English needs of first-year business Algerian students. Please carefully read each question and provide your answers based on your experiences and perceptions. If you have any questions or need clarification, please feel free to ask. Your responses will be kept confidential and used solely for academic research purposes.

عزيزي الطالب

شكرًا لمشاركتكم في هذه الدراسة البحثية. إجاباتكم الصادقة أمر بالغ الأهمية لتطوير فهمنا لاحتياجات اللغة الإنجليزية المتخصصة لطلاب السنة الأولى في العلوم التجارية بالجزائر. يرجى قراءة كل سؤال بعناية وتقديم الإجابات استنادًا إلى تجاربكم وتصوراتكم. إذا كان لديكم أي أسئلة أو تحتاجون إلى توضيح، فلا تترددوا في طرحها. ستبقى إجاباتكم سرية وستستخدم فقط لأغراض البحث الأكاديمي.

❖ Part I: Please put a cross (x) in the appropriate box.

الجزء الأول:ضع علامة(X) في المكان المناسب

1. **Age (العمر):** ………

2. **Gender (الجنس):** a) Female (أنثى) ☐ b) Male (ذكر) ☐

3. **Which semester did you have courses conducted in English during your first year of business studies?**

   (في أي سداسي دراسي أجريت دورات باللغة الإنجليزية خلال السنة الأولى ؟)

   ☐ (السداسي الثاني) Semester 2 (b ☐ (السداسي الاول)Semester 1 (a

❖ **Part II: Please put a cross (x) in the appropriate box(es) and write when necessary.**

You can reply in Arabic or French.

الجزء الثاني: يرجى وضع علامة (×) في المربع (المربعات) المناسبة والكتابة عند الضرورة.

يمكنك الرد باللغة العربية أو الفرنسية.

1. **How efficient do you think the English courses are in terms of teaching specialized business language?**

   ما مدى كفاءة دورات اللغة الإنجليزية من حيث تدريس لغة العلوم التجارية المتخصصة؟

   a) Not efficient at all (غير كافية على الإطلاق) ☐

   b) Not very efficient (غير كافية جداً) ☐

   c) Somewhat efficient (نوعاً ما كافية) ☐

   d) Very efficient (كافية للغاية) ☐

2. **How do you currently address challenges related to understanding or using specialized business English language?**

   كيف تعالج التحديات المتعلقة بفهم أو استخدام اللغة الإنجليزية المتخصصة للعلوم التجارية ؟

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3. **Do you feel your current proficiency in business specialized English language meets your academic needs?**

   هل تشعر أن مهارتك الحالية في مهارات اللغة الإنجليزية المتخصصة للعلوم التجارية تلبي احتياجاتك الأكاديمية؟

   a) No (لا)☐   b)Somewhat (نوعاً ما) ☐   c) Yes (نعم)☐

4. **How essential do you believe specialized business English language skills are for your future career as a merchant?**

ما مدى أهمية مهارات اللغة الإنجليزية المتخصصة للعلوم التجارية في حياتك المهنية المستقبلية كتاجر؟

       a) Extremely important (مهمة للغاية)   ☐

       b) Somewhat important (مهمة بشكل متوسط)   ☐

       c) Not important at all (غير مهمة على الإطلاق)   ☐

5. **What challenges do you foresee in improving your specialized business English language skills?**

ما التحديات التي تتوقعها في تحسين مهاراتك اللغوية في اللغة الإنجليزية المتخصصة للعلوم التجارية ؟

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❖ **Part III: Please put a cross (x) in the appropriate box(es) and write when necessary.**

    You can reply in Arabic or French.

الجزء الثالث: يرجى وضع علامة (×) في المربع (المربعات) المناسبة والكتابة عند الضرورة.

يمكنك الرد باللغة العربية أو الفرنسية.

1. **Which specialized English language skills do you believe you need to develop? (Select all that apply)**

(أي مهارات لغة إنجليزية متخصصة تعتقد أنك بحاجة إلى تطويرها؟اختر كل ما ينطبق)

    a) Delivering presentations (تقديم العروض) ☐

    b) Interpreting data and statistics (تفسير البيانات والإحصاءات)☐

    c) Reading scientific literature (قراءةالبحوث العلمية) ☐

    d) Understanding and using technical vocabulary (فهم واستخدام المفردات التقنية)☐

2. **Rate the importance of professional skills (e.g., communication with clients, teamwork, leadership) for your future career as amerchant:**

قيّم أهمية المهارات المهنية لمستقبلك المهني كتاجر مثل التواصل مع العملاء، العمل الجماعي، القيادة

          a) Extremely important (مهمة للغاية)☐

          b) Soemwhat important (مهمة نوعاً ما) ☐

          c) Not important at all (غير مهمة على الإطلاق) ☐

3. **What challenges do you anticipate in developing your professional skills?**

ما التحديات التي تتوقعها في تطوير مهاراتك المهنية؟

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4. **What resources or support systems do you think would be helpful in improving your specialized English language skills?**

ما الوسائل أو النظم الداعمة التي تعتقد أنها ستكون مفيدة في تحسين مهاراتك اللغوية في اللغة الإنجليزية المتخصصة؟

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5. **Have you utilized any specialized English language support services provided by your institution?**

هل استفدت من أي خدمات دعم اللغة الإنجليزية المتخصصة تقدمها مؤسستك؟

          a) Yes (نعم)☐   b) No (لا)☐

6. **If yes, how helpful have these language support services been in addressing your specialized English language needs?**

   إذا كانت الإجابة نعم، فكم كانت هذه الخدمات المقدمة مفيدة في تلبية احتياجاتك من اللغة الإنجليزية المتخصصة؟

   a) Not helpful at all   (غير مفيدة على الإطلاق)☐

   b) Somewhat helpful   (مفيدة نوعاً ما)☐

   c) Very helpful   (مفيدة للغاية)☐

7. **What are your goals for improving your specialized English language skills during your business studies?**

   ما هي أهدافك لتحسين مهاراتك في اللغة الإنجليزية المتخصصة خلال دراستك العلوم التجارية؟

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8. **How do you plan to integrate specialized English language learning into your overall business education?**

   كيف تخطط لدمج تعلم اللغة الإنجليزية المتخصصة في تعليمك العلوم التجارية الشامل؟

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❖ **Thank you for completing the questionnaire! If you have further questions please contact us on: (.....................................) or (…………………………..)**

Appendix 2

Teachers' Interview

Interview on Specialized English Courses for Business Studies at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret

(Entretien sur les Cours d'Anglais Spécialisés pour les Études Commerciales à la Faculté des Sciences Commerciales, Economiques, et Gestion de l'université Ibn Khaldoun de Tiaret)

• **Interviewer (Intervieweur) :**

• **Interviewee (Interviewé) : …………………..**

• **Interview Date (Date de l'Entretien) : …………………..**

Dr. ………………. , good [morning/afternoon], Thank you for taking the time to participate in this interview. As the Algerian Ministry of Higher Education and Scientific Research transitions towards using English as the medium of instruction in universities, we're keen to understand the needs of faculty teachers of business regarding specialized English courses and their potential impact on teaching and learning. Our discussion today will focus on the relevance and benefits of specialized English courses in business studies for 1st year students.

(Dr. ………………. , bonjour / bonsoir, Merci d'avoir pris le temps de participer à cette entrevue. Alors que le Ministère Algérien de l'Enseignement Supérieur et de la Recherche Scientifique passe à l'utilisation de l'anglais comme langue d'enseignement dans les universités, nous sommes désireux de comprendre les besoins des enseignants de la faculté des sciences commerciales et économiques concernant les cours d'anglais spécialisés et leur impact potentiel sur l'enseignement et l'apprentissage. Notre discussion d'aujourd'hui portera sur la pertinence et les avantages des cours d'anglais

spécialisés en études commerciales et économiques pour les étudiants de première année.)

• **Interview Questions (Questions de l'Entretien):**

1. What do you think about the Ministry's decision to transition from French to English as the medium of instruction in Algerian universities, particularly in the field of business studies?

   (Quel est votre avis sur la décision du Ministère de passer du français à l'anglais comme langue d'enseignement dans les universités algériennes, notamment dans le domaine des études commerciales?)

2. How do you perceive the current level of English proficiency among teachers and students in your faculty?

   (Comment évaluez-vous le niveau actuel de maîtrise de l'anglais parmi les enseignants et les étudiants de votre faculté?)

3. In your opinion, what are the specific English language needs that arise in the context of business studies, both for teachers and students?

   (À votre avis, quels sont les besoins spécifiques en langue anglaise qui se posent dans le contexte des études commerciales, tant pour les enseignants que pour les étudiants?)

4. Could you identify some examples of specialized English skills or terminology that are essential for effective teaching and learning in business studies?

   (Pourriez-vous identifier quelques exemples de compétences ou de terminologie anglaise spécialisée qui sont essentielles pour un enseignement et un apprentissage efficaces en études commerciales?)

5. What challenges do you foresee in adapting to teaching and learning in English?

(Quels défis prévoyez-vous de rencontrer dans l'adaptation à l'enseignement et à l'apprentissage en anglais?)

6. How do you think specialized English courses can address these challenges?

   (Comment pensez-vous que les cours d'anglais spécialisés peuvent relever ces défis?)

7. How do you envision incorporating specialized English courses into the curriculum of business studies?

   (Comment envisagez-vous d'incorporer les cours d'anglais spécialisés dans le curriculum des études commerciales?)

8. What potential benefits do you see in providing specialized English courses for faculty teachers related to their teaching effectiveness?

   (Quels avantages potentiels voyez-vous à fournir des cours d'anglais spécialisés pour les enseignants de la faculté en ce qui concerne leur efficacité d'enseignement?)

9. In your opinion, how could improved English language proficiency among faculty teachers contribute to better student outcomes in business studies?
   (À votre avis, comment une amélioration de la maîtrise de l'anglais parmi les enseignants de la faculté pourrait-elle contribuer à de meilleurs résultats pour les étudiants en études commerciales?)

10. Finally, what recommendations would you offer to the faculty and the Ministry to ensure the successful implementation of specialized English courses in business studies?

    (Enfin, quelles recommandations offririez-vous à la faculté et au Ministère pour garantir la mise en œuvre réussie des cours d'anglais spécialisés en études commerciales?)

Dr. …………. . Thank you for sharing your insights on this important matter. Your input will undoubtedly inform our efforts to support the successful integration of English language instruction in business studies and understand the specialized English needs of business first year students in your faculty.

(Dr. …………. , Je vous remercie d'avoir partagé vos idées sur cette question importante. Votre contribution informera sans aucun doute nos efforts pour soutenir l'intégration réussie de l'enseignement de la langue anglaise dans les études commerciales et comprendre les besoins en anglais spécialisé des étudiants de première année en études commerciales dans votre faculté.)

Summary

This study explores the English language needs of first-year business students at the Faculty of Economic, Business, and Management Sciences of Ibn Khaldoun University of Tiaret, particularly in the context of English for Business Purposes (EBP) and English as a Medium of Instruction (EMI). Utilizing a mixed-methods approach, the research combines classroom observations, student's questionnaire, and interviews with content teachers. Study Findings indicate that students rely heavily on translation tools and struggle with specialized business vocabulary, revealing gaps in the current English curriculum. The study highlights the necessity for curriculum reforms that address these gaps by integrating targeted English language instruction and practical applications. Additionally, it emphasizes on the need for ongoing teacher training and support programs to enhance language proficiency and prepare students for professional success in a global business environment.

Résumé

Cette étude explore les besoins en langue anglaise des étudiants en première année de commerce à la Faculté des sciences économiques, commerciales et de gestion de l'Université Ibn Khaldoun de Tiaret, en particulier dans le contexte de l'anglais à des fins commerciales (EBP) et de l'anglais en tant que moyen d'enseignement (EMI). Utilisant une approche mixte, la recherche combine des observations en classe, des questionnaires pour les étudiants et des entretiens avec les enseignants. Les résultats de l'étude indiquent que les étudiants s'appuient fortement sur des outils de traduction et ont du mal à maîtriser le vocabulaire commercial spécialisé, ce qui révèle d'importantes lacunes dans le programme d'enseignement actuel de l'anglais. L'étude souligne la nécessité de réformer les programmes d'études pour combler ces lacunes en intégrant un enseignement ciblé de l'anglais et des applications pratiques. En outre, elle met l'accent sur la nécessité d'une formation continue des enseignants et de programmes de soutien afin d'améliorer les compétences linguistiques et de préparer les étudiants à la réussite professionnelle dans un environnement commercial mondial.

ملخص

تستكشف هذه الدراسة احتياجات اللغة الإنجليزية لطلاب السنة الأولى تجارة في كلية العلوم الاقتصادية والتجارية وعلوم التسيير في جامعة ابن خلدون بتيارت، خاصة في سياق اللغة الإنجليزية لأغراض الأعمال (EBP) واللغة الإنجليزية كوسيلة تعليمية (EMI) . وباستخدام منهجية متعددة الطرائق، يجمع البحث بين الملاحظات الصفية واستبيان الطلاب ومقابلات مع أساتذة المواد الدراسية. تشير نتائج الدراسة إلى أن الطلاب يعتمدون بشكل كبير على أدوات الترجمة ويعانون من صعوبة في استخدام مفردات الأعمال المتخصصة، مما يكشف عن وجود ثغرات كبيرة في منهج اللغة الإنجليزية الحالي. وتسلط الدراسة الضوء على ضرورة إصلاح المناهج الدراسية التي تعالج هذه الثغرات من خلال دمج تعليم اللغة الإنجليزية المستهدف والتطبيقات العملية. بالإضافة إلى ذلك، تؤكد الدراسة على الحاجة إلى برامج تدريب ودعم مستمرة للأساتذة لتعزيز الكفاءة اللغوية وإعداد الطلاب للنجاح المهني في بيئة الأعمال العالمية.