

Investigating Language Needs in English for Specific Purposes**Nour El Houda GUERMI⁽¹⁾, Pr. Nacira HOCINE⁽²⁾**

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Received: 27/08/2019**Revised:** 18/12/2019**Accepted:** 07/01/2020**Abstract**

Due to the lack of time in master1 students of Economics agenda at the Doctoral School in Farhat Abbes-Setif1 University, it is a challenging and customarily neglected task to conduct a Needs Analysis for these students. For this reason and to the benefit of both learners and teachers, the purpose of this paper is to investigate these learners' needs for the prospect of future syllabus design. Accordingly and for the best reliable results, a questionnaire was conducted with no sampling procedures and on the whole population of nine specialties with a total of 276 master1 students. Our investigation revolved mostly around the learners' targeted situation analysis (TSA).

Keywords: English for specific purposes (esp), needs analysis (na), economics, master 1.

تحليل الحاجات من اللغة الانجليزية لأغراض نوعية**ملخص**

نظراً لضيق الوقت في برنامج الماجستير 1 لطلاب الاقتصاد، وعدم كفاية الجلسات الأسبوعية المخصصة لدروس اللغة الإنجليزية في كلية الدكتوراه بجامعة فرحات عباس، فإن إجراء تحليل الاحتياجات من اللغة الإنجليزية لهؤلاء الطلاب يعد مهمة صعبة ومهملة في غالب الأحيان، لهذا السبب ولمصلحة كل من المتعلمين والمعلمين، فإن الغرض من هذا البحث هو استكشاف احتياجات هؤلاء المتعلمين وتقديم توصيات لاحتمال تصميم منهج مستقبلي. للحصول على نتائج أفضل والتي تمثل احتياجات التلاميذ بدرجة عالية، تم إجراء الاستبيان على جميع الطلبة دون أي إجراءات لأخذ عينات. يوجد في قسم الاقتصاد حيث تم إجراء أبحاثنا تسعة تخصصات على مستوى الماستر 1 بمجموع 276 طالب. تمحور تحقيقنا في الغالب حول تحليل الموقف المستهدف للمتعلمين (TSA).

الكلمات المفاتيح: لغة إنجليزية لأغراض محددة، تحليل احتياجات، اقتصاد، ماستر 1.

Analyse des Besoins de l'Anglais à des Fins Spécifique**Résumé**

En raison du manque de temps dans le programme d'économie, des étudiants en master1 à l'école doctorale de l'Université Farhat Abbès, il est difficile et généralement négligé d'effectuer une analyse des besoins de ces étudiants. À cette fin et dans l'intérêt à la fois des apprenants et des enseignants, le présent document a pour objet d'examiner ces besoins sur la perspective de l'élaboration d'un programme d'études. En conséquence et pour des résultats fiables, le questionnaire a été réalisé sans procédure d'échantillonnage sur l'ensemble de la population où il existe neuf spécialités au niveau master1 avec un total de 276 étudiants. Notre enquête tourne principalement autour de l'analyse de la situation ciblée des apprenants(TSA).

Mots-clés: Anglais à des fins spécifiques, analyse des besoins, économie, master1.

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Introduction

English has become the language of the modern and globalised world we live in. It is used almost everywhere and in various domains of life such as Tourism, Technology, Medicine, Commerce and also Economy. This has urged people to learn the language in order to use it for communication. This phenomenon led the world of education to study and develop more accessible and effective methods of learning English and consequently contributed to the emergence of English for Specific Purposes (ESP). According to Hutchinson and Waters (1987)⁽¹⁾, the emergence of English as an international language after the Second World War, the revolution in linguistics which shifted the focus to language use instead of linguistic features, and finally the necessity to design courses to meet the different needs of the learners, are the three reasons that increased the development of English for Specific Purposes that is now studied around the world and applied in English classes. ESP has its share of research in Algeria, especially at the university level where English is now taught almost in every department. It is a necessity to identify the Algerian English learners' specific and different needs, design courses, syllabuses and curriculums that are most suitable for them, evaluate the courses already put in practice and even experiment on the learners to acquire knowledge about their skills, weaknesses, strengths and distinguish what is convenient for them. This is also the case of our research that is undertaken in the Doctoral School of Economics, Commerce and Administrative Sciences.

In this School, and precisely in the Economics department, Master1 students take English classes. Therefore, the aim of this paper is to investigate the specific English language needs of Master1 Economics students at Farhat Abbas- Setif 1 University. In doing so, the researcher accomplishes the initial and most important step which is Needs Analysis (NA) that will allow him to design a suitable syllabus and an example of a course for the targeted population.

1- Literature Review:

1-1- English for Specific Purposes (ESP):

As its name indicates, ESP emerged to meet the specific needs of the learners of English. It is known as an approach that goes beyond linguistic boundaries & regular skills. Hutchinson & Waters (1987)⁽²⁾ claimed that ESP should be looked at as an approach rather than a product and that the students' needs are the function of ESP because it's the reason for them to learn English. This approach is classified into two main types; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) Robinson (1991, cited in Hadji 2013)⁽³⁾. EOP is English used in work such as in commerce, in a Hospital or as a secretary while EAP is English for study in a particular discipline. Hutchinson & Waters (1987)⁽⁴⁾ draw a tree of English Language Teaching (ELT) where it is broken down into ESP and General English (GE), for ESP, there are three main branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for social studies (ESS). Each branch is further divided into EAP and EOP.

The division continues in the tree of ELT, an example of EOP for the EST branch is «English for Technicians» whereas an example of EAP for the EST branch is «English for Medical Studies». Our research is in the area of English for Business and Economics (EBE) where the branch Business English (English in business situations) is introduced. In this paper, the focus is not on one approach of ESP that is EAP or EOP, simply because the use of English in other subjects is limited in this department. Therefore, it was left to the questionnaire results to show whether this class should prepare Master1 Economics students for future professional purposes or for Academic ones.

1-2- Needs Analysis (NA):

The primary difference between GE (General English) and ESP, is that ESP courses match the learners' needs according to their specialty, whether professionally or academically. For this reason, Needs analysis is not only considered as the initial and indispensable step for an effective language course design, but it is also crucial and critically important in ESP, for it

"can serve as the basis for developing materials, syllabus, test, teaching activities (methods) and evaluation strategies"⁽⁵⁾ Abdul Khalik (2014:121). Graves (2000: 98) has also defined Needs Analysis as "An ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs"⁽⁶⁾. Because of the importance of NA, it is investigated in different areas with the use of a set of approaches. NA most known approaches according to Harold & Brown (1997)⁽⁷⁾ are: Target situation analysis (TSA), Present situation analysis (PSA), Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register Analysis, Discourse Analysis, and Genre Analysis. The researcher has investigated the learners' TSA, PSA, Means Analysis and Strategy Analysis but this paper focuses mostly on learners' TSA. TSA has to do with what do the learner need to achieve in the future by identifying language needs and necessities in a specific situation. As mentioned by Dudley-Evans & St John (1998)⁽⁸⁾, this term was first used by Chambers (1980, cited in Hadji 2013)⁽⁹⁾. PSA is more about the learners' current level, what they can do with the language and what do they lack at the beginning of the course. It also investigates their language background. Strategy Analysis (otherwise, learning needs) is «the preferred approaches and methods in teaching and learning" Basturkmen (2010: 18)⁽¹⁰⁾. It focuses on the language itself in terms of skills. As it was argued by Dudley-Evans & St John (1998)⁽¹¹⁾, Means Analysis (otherwise Constraints Analysis) focuses on the current teaching context and means used and their limitations. Finally, Pedagogic Needs Analysis is a term that represents Lacks Analysis, Learning Needs Analysis and Constraints Analysis all together.

The approaches noted earlier are only a suggested collection of some but not all of the researchers' divisions. Graves for instance (2000)⁽¹²⁾ believes that what is more important with the process of conducting a Needs Analysis is an assortment of decisions about what learners need why, when and what means then act upon those decisions and finally reflect on the outcome of what those actions taken have provided to decide again what is suitable for these learners and the cycle goes on.

In light of what was briefly mentioned above, the attempt in this paper is to investigate, by the use of a questionnaire, different areas related to the learners' needs in order to obtain reliable information.

1-3- Syllabus and Course Design:

The aim of this research is to investigate the English language needs of master 1 students of Economics for the prospect of a syllabus and course design for the targeted population. The concept "Syllabus" has been defined by many researchers. For instance, Hutchinson and Waters (1987:88) described a syllabus as simply "a statement of what is to be learned"⁽¹³⁾. Yalden (1987)⁽¹⁴⁾ also pointed out that syllabus is a summary of the content to which learners will be exposed. Designing a syllabus however, requires more than an NA to provide the ESP practitioner with successful and effective learning inputs. The syllabus designer is required to follow a set of criteria such as learnability, coverage, frequency, and usefulness Hamer (2001)⁽¹⁵⁾. It is also crucial to carefully make decisions about the methods, the tasks, the materials and estimate the learners' capacities in order to avoid tasks that are too challenging or too easy. He is also bound to design the syllabus according to the curriculum that is provided by the educational system.

There are various types of approaches to syllabus design. However, there have been continuous attempts to categorize them into two main strands, such as Wilkins (1976)⁽¹⁶⁾, White (1988)⁽¹⁷⁾ and others. Starting with White (1988)⁽¹⁸⁾, he classified syllabi into class A and Class B. According to him, the first category is the interventionist approach that gives priority to the pre-specification of linguistic skills objectives. The second category is non-experiential and focuses on the natural growth of language in real-life communication. Wilkins (1976)⁽¹⁹⁾ made another distinction that is more classical. He classified syllabi into synthetic and analytic. The Synthetic syllabus is similar to White's A type. However, the

analytic type has developed into other types of syllabi such as situational syllabus, notional syllabus, task-based syllabus and content based syllabus. All of these syllabi are based on the Communicative Approach in teaching.

2- Exploratory Research:

Conducting a scientific research cannot be accomplished without planning and organisation. A good researcher establishes frameworks, selects the appropriate methods and strategies and sets objectives for each detail of his work. According to Denscombe (2007:03)⁽²⁰⁾, "There is no one right way or methodology of research. There are, though, some strategies that are better suited than others for tackling specific issues. In practice, good social research is a matter of 'horses for courses', where approaches are selected because they are appropriate for specific types of investigation and specific kinds of problems." In our case, exploratory research is more appropriate and suitable for a Needs analysis for we attempt to explore and investigate the learners' specific English language needs. The aim behind this is to gain insights that could be implemented in further research such as designing the syllabus. The different types of data obtained during the inquiry were collected by the researcher and tabulated and illustrated with the use of the EXCEL form Microsoft Office software.

2-1-Subjects:

For more validity and reliability of the results, no sampling procedures were undertaken; the investigation was operated on the whole population of 1st year master students of Economics at the Doctoral School in Farhat Abbas, Setif 1 University and their ESP teachers as well. In the school, there are three departments which are Commerce, Economics and Administrative sciences. There are nine specialties in the Economics department with a total of 276 students and five teachers. The specialties are as follows:

- 1- International Economics studies the implications of international trade, international investment, and international borrowing and lending.
- 2- Monetary and Banking Economics that assesses banks and money in Algeria and in the whole world.
- 3- Economic Analysis and Forecasting is a branch that predicts the future of Economics.
- 4- Economy and Business Management is related to commerce from an economic perspective.
- 5- Customs Economy that focuses on international transactions.
- 6- Finance and Islamic Banking which as its name indicates studies the banks that apply Economic laws in Sharia.
- 7- Insurance and Takaful which is also an Islamic term for insurance within Islamic laws.
- 8- Communication Economics and ICT that revolves around how economics is communicated through technology.
- 9- Econometrics which deals with statistical analysis of economic data.

2-2-Description of the questionnaire:

This paper describes the analysis and findings of one research tool that is used in the investigation of learners' needs for the prospect of a syllabus and course design. The tool is a questionnaire dedicated to 1st year Master students of Economics. Its purpose is to assess and elicit detailed information mainly about the learners' targeted situation analysis (TSA) that is their wants and their opinions on what they need in addition to the lacks and problems they face in English classes. According to Lin S. Norton (2009: 91): "The advantages of a survey are that respondents are more likely to complete it honestly than they might respond to questions in an interview, particularly if they can complete the survey anonymously"⁽²¹⁾ in light of this quotation, questionnaires were conducted with students instead of interviews that were left to investigate the learners' needs based on teachers' perspectives. The questions are based on the quantitative approach with attitude scale questions. There are three sections in the questionnaire; Background Information which investigates the learners' master specialty, the number of students (see the Appendix) and those who participated, their current situations and their current occupational English needs. General Language Questions is the second section

which revolves around the actual English practices in different subjects and the learners' preferences considering the different language skills. Finally, the last section is entitled "language Skills" and is dedicated to the learners' real needs and wants regarding the four skills: Speaking, reading, listening and writing as well as vocabulary and grammar.

2-3- Pilot study of the questionnaire:

The reliability of the results of the questionnaire depends on how well the students understand the questions. Therefore, it is a crucial step to pilot test the research tool and be able to make revisions if necessary. Zoltan Dornye (2003: 63) expounds: "These trial runs allow the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for. Based on this information, we can make alterations and fine-tune the final version of the questionnaire."⁽²²⁾ To that end, the questionnaire was distributed to three students who volunteered for pilot testing with the attendance of the researcher to provide clarity and feedback when needed. The Questionnaire was modified after the pilot test. The participants stated in the last question where they were required to add any needs, remarks or suggestions, that some of the questions were redundant. They also complained about the questionnaire's length for it initially had 45 questions that are now reduced to 31. Some of the questions and concepts were also not comprehensible by the learners, so the researcher translated them into Arabic as required by the students.

3- Analysis and discussion of the results:

In this part, the results of the main questions were elected to represent the TSA from learners' perspectives.

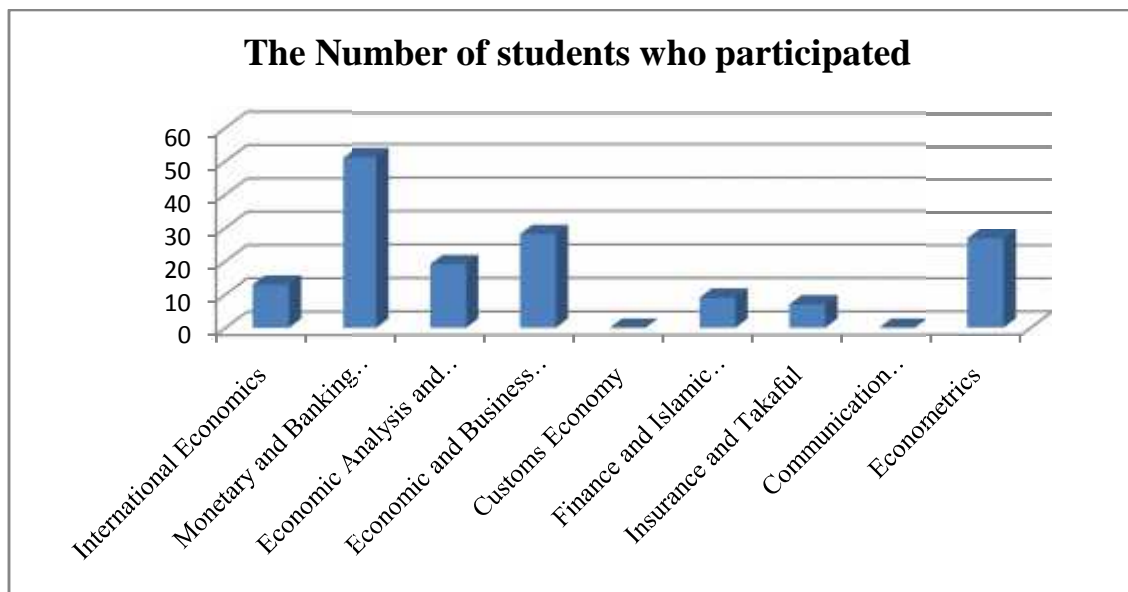
3-1 Section One: Background Information

The number of students who responded in each specialty is displayed in the table below.

Table n°01: Number of participants in each specialty:

The Specialty	The Number of students who participated	Total number of students	Percentages of each specialty
International Economics	13	17	76%
Monetary and Banking Economics	51	94	54%
Economic Analysis and Forecasting	19	31	61%
Economic and Business Management	28	50	56%
Customs Economy	0	2	0%
Finance and Islamic Banking	9	16	56%
Insurance and Takaful	7	24	42%
Communication Economics and ICT	0	3	0%
Econometrics	27	39	69%
Number of students who are currently working.	6	6	4%
Total in number and percentages	154	276	56%

Figure n°01: Number of participants in each specialty



The results in table 01 reveal the number of students who answered the questionnaire which is 154 that is almost 56%. The other students were absent or did not give back their papers. This number depends on each specialty. In International Economics for instance, 13 out of 17 students took part of this part of inquiry. In Monetary and Banking Economics 51 students participated out of 94. Economic Analysis and Forecasting had 19 contributors out of 31, Economic and Business Management with 28 out of 50, Finance and Islamic Banking with 9 out of 16, Insurance and Takaful as a new branch with 7 out of 24, Econometrics with 27 out of 39 and finally Communication Economics and ICT and Customs Economy with no participants out of 3 and 2 students. Students of the last two specialties were not easily found for they had common classes with other specialties and start English class only in the second semester. On the basis of the data shown in table 01 and figure 01, excluding Communication Economics and ICT and Customs Economy, the averages of students participating in each specialty are all approximately between (42%) and (76%). This means that the results obtained from the questionnaire could be considered as representatives to all the population since the percentages of all the specialties are proximate. The other questions dedicated to this section of the questionnaire inquired about the learners’ current practices outside the school. As mentioned in the table earlier, only 4% of the students are currently working which is the equivalent of 6 students. Their jobs are: commerce (family business 2 students), Marketing supervisor 1 student, a high school substitute teacher 1, retail phone salesman 1 and the last one said that he worked in the field of digital printing.

3-2 Section Two: General Language Questions:

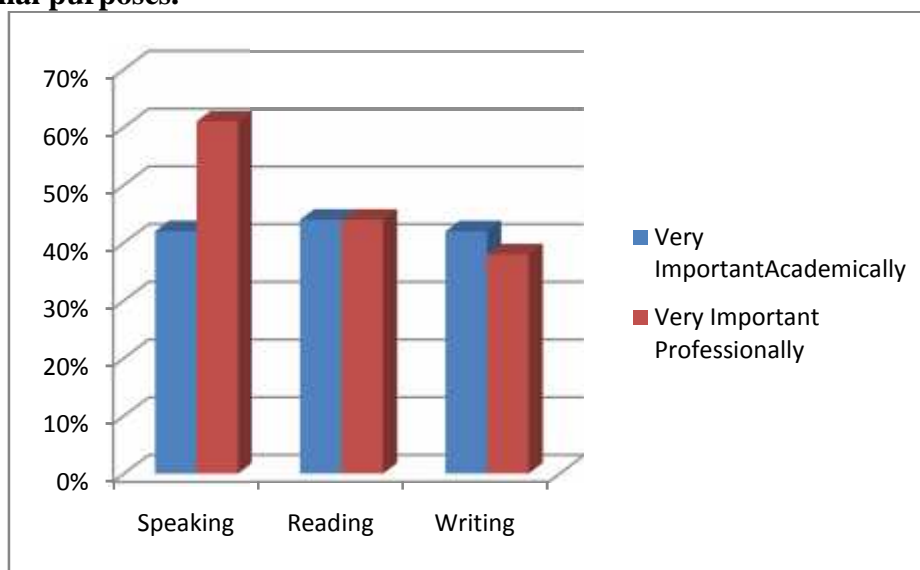
The focus in this section was on the learners’ opinion on their language needs in the other subjects they are currently taking and in the careers they aspire to pursue in the future. As shown in the table below, it also investigates the degree of importance of each language skill academically and professionally.

Table n°02: The importance of English skills for academic and occupational purposes.

	unimportant		Of some importance		Important		Very important	
	Academic	professional	academic	professional	academic	professional	academic	professional
Speaking	17%	6%	17%	10%	10%	31%	42%	61%
Listening	12%	13%	25%	17%	30%	27%	38%	34%
Reading	12%	16%	27%	17%	27%	25%	44%	44%
Writing	19%	17%	14%	22%	27%	23%	42%	38%
Vocabulary	17%	27%	16%	25%	34%	17%	32%	27%
Grammar	23%	29%	10%	21%	22%	25%	30%	23%

As demonstrated in the table above, Speaking is reckoned as an essential skill for our population. It scored the highest percentage which stands for 61% of extreme importance in professional uses and the second-highest percentage with 42% in academic ones. Furthermore, Reading entails 44% as the largest academic percentage and another 44% as the second largest in professional uses. The table also indicates that writing represents a substantial proportion of importance scoring 42% of exceeding importance for academic purposes and 38% for occupational ones. Next, we see vocabulary with 27% of extreme importance for professional uses and 32% for academic ones. Finally, grammar had the lowest score with 23% for occupational purposes and 30% for academic ones.

Figure n°02: the highest scored English skills in terms of importance for academic and occupational purposes.



As the bar graph above shows, Speaking, Reading and then Writing are the skills that scored the highest for their importance to the Economics department students. The students chose speaking because they simply need to be able to communicate with the language and because of the difficulties they are facing with speaking and Interaction. The high number in reading is due to their need to read a good amount of references in English for their future academic careers and for their Master thesis, also to read emails, letters, and reports among others in their future occupation. This was shown when they answered other parts of the questionnaire. Writing is as important as speaking they are both productive skills that need to be developed for both EAP and EOP purposes and that was the reason why it was ranked third. For instance, learners need to write in English to answer exam questions and also to

prepare reports, send emails and be able to produce the language and put ideas in their own words.

3-3 Section Three: Language Skills:

In this last section, each of the six language skills is investigated separately regarding the needs and the difficulties the students face. Table 03 portrays the most important sub-skills that scored high in the “Very Important” column. The sub-skills of the speaking skill are: Using expressions for everyday and business conversations (61%), Asking and responding to questions (interactive strategies) (51%), Managing discussions (initiating, maintaining, restating, interrupting politely, holding or passing the floor, giving opinion etc) (47%). For listening, only one skill was clearly chosen by the students which is Listening to oral presentations and note taking (30%). Even though a large proportion of the students agreed that reading is important for them, the sub-skill of the suggested ones that was highly selected by the students is develop your knowledge in the field of business and economics (30%). This could be explained by the need to use English in other subjects which was proven in the questionnaire. Therefore, they need to read for projects and tasks performed in these subjects. The students are also required to write a dissertation as a part of their master program whether in Arabic or in French. In order to do this, the majority of books, articles, thesis and online sources they need to read are in English especially for the new specialties such as International Economics. For the same reason, translation as a sub-skill for writing had a relatively high respond with (27%). Learners were also interested in being able to write using their own style and words (30%) which as shown in the results of the questionnaire, they need to write articles and thesis if they continue their doctoral studies and to write reports and emails if they pursue a professional life. Grammar and vocabulary had the lowest scores. Nonetheless, learners are conscious that they are indispensable. Tenses, for example, scored (29%), direct and indirect speech (27%), Economic terms (29%) and Vocabulary related to marketing, finance and Business English with (39%).

On the basis of the data displayed in graph 03, the most needed sub-skills are mainly Speaking Writing and reading as it was shown previously when the students selected their needed skills. Moreover, the learners are also aware of the importance of the use of tenses in general and specifically the direct and indirect speech especially when writing reports or when quoting in their master dissertations. Conversational skills are the ones to hit the highest score in speaking and in all the other skills. In this respect, the focus of the syllabus must be on developing communicative and interactive skills. The only Listening skill as mentioned earlier that had a high score was Listening to oral presentations and note taking which could which is a situation that these students will face when participating in conferences, seminars and meetings whether in academic or occupational settings. In writing, the learners seem to want to be able to write using their own words and to develop an effective writing style in research articles, thesis and dissertations following academic conventions.

Figure n°03: The highest scored sub-skills needed by the Economics master 1 Students.

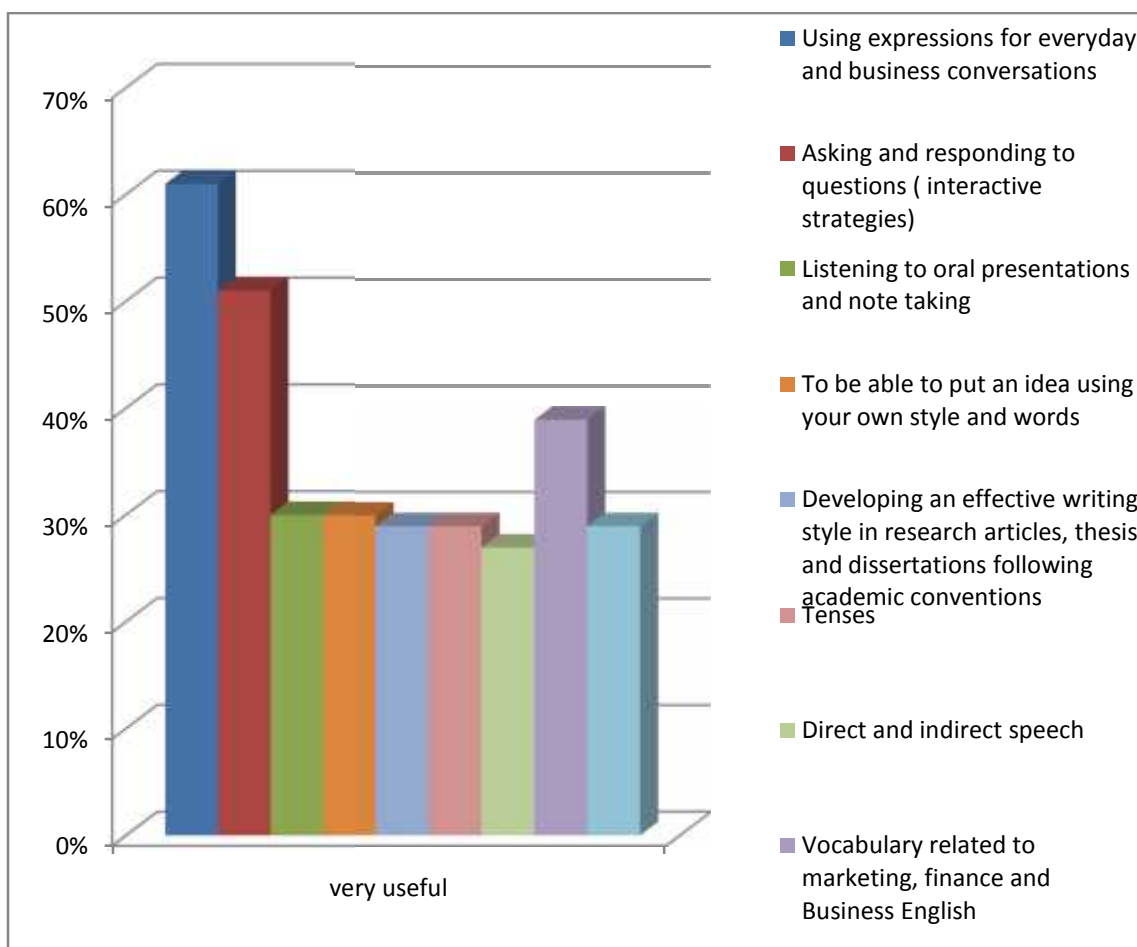


Table n03: The sub-skills needed by the Economics master 1 student.

Skills and Sub-Skills	Score and Percentages			
	Useless	Of some use	Useful	Very Useful
1-Speaking				
Using expressions for everyday and business conversations	4%	16%	32%	61%
Asking and responding to questions (interactive strategies)	9%	18%	35%	51%
Managing discussions (initiating, maintaining, restating, interrupting politely, holding or passing the floor, giving opinion etc)	6%	13%	35%	47%
Presentation skills (restating and paraphrasing, Voice Volume, sentence stress, appropriate pauses, use of visual aids, introducing explaining supporting points)	4%	19%	34%	43%
interact with an audience	4%	26%	44%	30%
Giving description and explanation	3%	19%	31%	29%

Instructing or demonstrating	12%	30%	44%	12%
Intonation and pronunciation	12%	22%	31%	34%
2-Listening				
Techniques of organizing ideas	32%	39%	18%	10%
Analyzing people's talk	32%	36%	18%	12%
Intensive listening	10%	31%	32%	14%
Listening to oral presentations and note taking	19%	9%	40%	30%
Listening for global understanding(gist)	21%	18%	40%	19%
Listening for specific idea	10%	22%	45%	22%
Inferring attitude	19%	23%	36%	18%
Pronunciation drills	9%	34%	36%	19%
3-Reading				
Develop your knowledge in the field of business and economics.	16%	29%	26%	30%
Recognition of connected speech	6%	36%	38%	12%
Understanding gist/ plan of the text	16%	26%	39%	21%
Note making and writing summaries/essays according to economic science teachers' instructions (For a TP for instance)	16%	21%	36%	26%
Proof-reading	22%	30%	35%	10%
Skimming and scanning	18%	25%	42%	18%
Evaluate and interpret information in technical texts	19%	40%	27%	10%
Word games	9%	27%	38%	25%
4-Writing				
To be able to summarize an idea and paraphrase	18%	40%	31%	10%
Organisational and editing	35%	39%	38%	3%
Translation	13%	32%	23%	27%
To be able to put an idea using your own style and words	13%	27%	32%	30%
To be able to take notes when listening to lectures, to audio materials or when reading a text.	17%	35%	34%	10%
Answering questions (Examinations, Interviews, formal and informal communications)	13%	22%	34%	18%
Performing written tasks in class (paragraphs, emails, essays, projects with introductions and conclusions)	12%	27%	39%	23%
Developing an effective writing style in research articles, thesis and dissertations following academic conventions	17%	31%	26%	29%
5-Grammar				
Tenses	12%	18%	25%	29%
Direct and indirect speech	9%	17%	29%	27%
Conditional	9%	17%	30%	23%
The use of modals	10%	16%	29%	26%
Sequencers	16%	17%	30%	18%
The use of Used to...	10%	22%	25%	25%

6-Vocabulary				
Mathematical Signs, Symbols and Expressions	32%	32%	26%	9%
Economic terms	9%	25%	38%	29%
Vocabulary of general English	14%	29%	30%	26%
Vocabulary related to marketing, finance and Business English	6%	23%	27%	39%

Conclusion: Results and suggestions:

The purpose of the questionnaire was to identify the learners’ specific language wants and opinions on what they need to improve the language teaching and learning in the Department of Economics at the doctoral school of Farhat Abbes University. The findings of this research have provided some insights and implementations for designing the syllabus intended for the targeted populations.

The results above give rise to the following implications:

It is necessary to be firm on the importance of introducing a suitable syllabus and course in addition to developing new strategies and techniques that help learners untangle the difficulties they face in English classes

It is highly recommended to revise the number of weekly sessions dedicated to English since teachers are not able to reach any tangible objectives and the process of continuum assessment and Needs analysis are generally neglected by the teachers because of the lack of time.

The current practices in ESP classes should be reconsidered to suit the learners’ level, language, and learning needs. The needed sub-skills that were required by the learners above and the results of their diagnostic tests that determine the learners’ lacks, wants and needs (TSA and PSA) should serve as the basis of the syllabus and the groundwork for the teachers to design their lessons.

Online Business English lessons are not sufficient to serve the learners’ specific needs of English. Therefore, teachers who are practicing it in class should inspire more. This means that designing the objectives along with the selection of lessons and materials should be based on both academic and professional purposes as the targeted population needs require.

Vocabulary and grammar should no longer be neglected and taught as an end, be that as it may, be imbedded with the other skills to improve the learners’ English language proficiency.

The emphasis should generally be on the productive skills in addition to reading and specifically on interactive strategies, how to use expressions for everyday and business conversations, write using one’s own style, Develop an effective writing style in research articles, thesis and dissertations following academic conventions and listen to oral presentations and note-taking.

In a language class, teachers are always considering the use of a variety of materials that could benefit their learners. Hence, the ESP teachers of the targeted populations should use more than handouts and documents related to economics in their classes. Audio and videotapes, journals and articles, websites and even textbooks could be helpful.

Moreover, the answers collected from the informants showed that there are some different needs as well as the common ones discussed earlier. These different needs are due to their different specialties. Consequently, we suggest to the syllabus designer and to dedicate a part for these different needs that should be developed by their teachers according to their specialty.

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Appendices:

Appendix 01

1st Year Master Economics Students' Questionnaire:

Please fill in this questionnaire carefully. For questions where a scale is provided, please tick (X) in the right box. Your response is confidential. Thank you in advance for your cooperation

Section One: Background Information

1- What is your master specialty?

- *International Economics
- * Monetary and Banking Economics
- * Economic Analysis and Forecasting
- * Economy and Business Management
- * Customs Economy
- * Finance and Islamic Banking
- * Insurance and Takaful
- * Communication Economics and ICT
- * Econometrics

2- Are you currently working in the economics field?

YES NO

3- If yes, what is your occupation?

4- Do you use English in your current job?

YES NO

5- If yes, what do you need it for?

Section Two: General Language Questions

6- When you finish your master degree, what sort of career, you intend to pursue?

7- Will you use English in your future job?

YES NO

8- If yes, what do you need it for?

9- Do you need English in any other subjects in your specialty?

YES NO

10- If yes, what are they?

11- What are the main topics of interests in these subjects?

12- Classify the following English skills in terms of importance for your academic studies and future job.

	unimportant		Of some importance		Important		Very important	
	Academic	professional	academic	professional	academic	professional	academic	professional
Speaking								
Listening								
Reading								
Writing								
Vocabulary								
Grammar								

13- Classify the following English skills in terms of your level of proficiency.

	Elementary	Intermediate	Advanced
Speaking			
Listening			
Reading			
Writing			
Vocabulary			
Grammar			

Section Three: Language Skills

1. Speaking and Interaction

14- In which of these situations you need to speak English?

- * Briefing and giving oral presentations
- * Negotiating
- * contributing in conferences and seminars
- * Phone conversations
- * Class discussions
- * Formal/ Informal meetings
- * Job interviews
- * Training sessions
- * Travelling and social discussions (hotels, restaurants, airports, banks, supermarkets..)
- * Others please specify.

15- Rate the followings according to their degree of usefulness

	Useless	Of some use	Useful	Very Useful
Using expressions for everyday and business conversations				
Asking and responding to questions (interactive strategies)				
Managing discussions (initiating, maintaining, restating, interrupting politely, holding or passing the floor, giving opinion etc)				

Presentation skills (restating and paraphrasing, Voice Volume, sentence stress, appropriate pauses, use of visual aids, introducing explaining supporting points)				
interact with an audience				
Giving description and explanation				
Instructing or demonstrating				
Intonation and pronunciation				
Others, please specify and rate				

16- How difficult are the following when speaking English?

	Easy	Of some difficulty	difficult	Very difficult
Pronouncing correct English				
Using appropriate terms (mainly related to economics)				
Taking part in a discussion in class, talking about economic issues, (expressing an idea, giving opinion, agree, disagree, describing, exemplifying)				
Presentations				
Others, please specify and rate				

2. Listening:

17- In which of these situations you need to listen to English?

- a. Language lab in the university
- b. T.V programs (songs, films)
- c. Radio programs
- d. Materials on the web
- e. Following Teachers' talk and instructions
- f. Telephoning
- g. Formal meetings
- h. Conferences and seminars
- i. social discussions
- j. Others please specify.

18- Rate the followings according to their degree of usefulness.

	Useless	Of some use	Useful	Very Useful
Techniques of organizing ideas				
Analyzing people's talk				
Listening to oral presentations and note taking				
Listening for global understanding(gist)				
Listening for specific idea				
Inferring attitude				
Pronunciation drills				
Others, please specify and rate				
..				

19- How difficult are the following when listening to English?

	Easy	Of some difficulty	difficult	Very difficult
Listening and understanding teachers' instructions/lectures				
Listening and taking notes				
Understanding audio visual materials used in class				
Others, please specify and rate				

3. Reading

20- In which of these situations you need to read in English?

- a. Books, articles, dissertations
- b. Newspapers, magazines
- c. On- line materials
- d. Faxes/ memos/ letters/ emails

- e. Trade press/ company newsletters
- f. Reports (e.g., sales, audit, etc.)
- g. Brochures
- h. Others please specify.

21- Rate the followings according to their degree of usefulness

	Useless	Of some use	Useful	Very Useful
Develop your knowledge in the field of business and economics.				
Recognition of connected speech				
Understanding gist/ plan of the text				
Note making and writing summaries/ essays according to economic science teachers' instructions (For a TP for instance)				
Proof-reading				
Skimming and scanning				
Evaluate and interpret information in technical texts				
Word games				
Others, please specify and rate				

22- How difficult are the following when Reading in English?

	Easy	Of some difficulty	difficult	Very difficult
Vocabulary (word meaning mainly the one related to economics)				
Comprehension of the text				
Finding rapidly the main/ secondary idea (s)				
Finding rapidly the needed information (answering correctly comprehension questions)				
Conducting library and internet research				
Others, please specify and rate				

4. Writing:

23- In which of these situations you need to write in English?

- a. Chatting with your friends on the net
- b. Taking notes from books or on-line documents
- c. Answering exam questions
- d. Writing reports or exposés
- e. Taking notes in lectures/course assignments
- f. Business letters
- g. Faxes/ emails/ memos
- h. Reports
- i. Presentations/ proposals
- j. Writing academic articles/ dissertations and thesis
- k. Others, please specify.

24- Rate the followings according to their degree of usefulness

	Useless	Of some use	Useful	Very Useful
To be able to summarize an idea and paraphrase				
Organisational and editing				
Translation				
To be able to put an idea using your own style and words				
To be able to take notes when listening to lectures, to audio materials or when reading a text.				
Answering questions (Examinations, Interviews, formal and informal communications)				
Performing written tasks in class (paragraphs, emails, essays, projects with introductions and				

conclusions)				
Developing an effective writing style in research articles, thesis and dissertations following academic conventions				
Others, please specify and rate				

25- How difficult are the following when writing in English?

	Easy	Of some difficulty	difficult	Very difficult
Writing correct English (spelling)				
Summarizing an idea				
Organizing the ideas				
Writing an introduction, a conclusion				
Using the language of economics, how to describe, define, compare, exemplify...				
Using the right punctuation				
Others, please specify and rate				

5. Grammar

26- Rate the followings according to their degree of usefulness

	Useless	Of some use	Useful	Very Useful
Tenses				
Direct and indirect speech				
Conditional				
The use of modals				
Sequencers				
The use of Used to...				
Others, please specify and rate				

6. Vocabulary

27- Rate the followings according to their degree of usefulness

	Useless	Of some use	Useful	Very Useful
Mathematical Signs, Symbols and Expressions				
Economic terms				
Vocabulary of general English				
Vocabulary related to marketing, finance and Business English				
Others, please specify and rate				

Section Four: Further enquiries and suggestions

28- Do you have problems in English class?

YES NO

29- If yes, what kind of problems?

30- Rate the usefulness of the following materials

	Useless	Of some use	useful	Very useful
Books related to economics				
Textbooks				
Documents related to economics				
Dictionaries				
Web sites				
Audio tapes				
Video tapes				
Journals and articles				
CDs				
Others, please specify and rate				

31- Are there any other needs, remarks or suggestions you would like to add?