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List of Abbreviations

BP	British Petroleum
CLT	Communicative Language Teaching
CPF	Central Process Factory
DEP	Département des Puits
EAP	English for Academic Purposes
EBP	English for Business Purposes
EFL	English as a Foreign Language
EGBP	English for General Business Purposes
EGP	English for General Purposes
ENSC	Ecole Nationale Supérieure de Commerce
EOP	English for Occupational Purposes
EPP	English for Professional Purposes
ESB	Ecole Supérieure de Bank
ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
FRAC	Fracturation Hydraulique
HSE	Health, Security, and Environment
IBC	Introduction, Body, Conclusion
L1	Target Language
LA	Linguistic Anxiety
LMD	License, Master, Doctorate
NNS	Non-Native Speaker
NS	Native Speaker
PSA	Present Situation Analysis
SH	Sonatrach
SLA	Second Language Acquisition
TAR	Turn Around
TBLT	Task-Based Language Teaching
TS	Technical Support

Abstract

The objective of this research was to investigate the effect of linguistic anxiety on the language proficiency in public speaking among the Algerian engineers working in the hydrocarbon sector. British Petroleum/Sonatrach/Statoil Company was the case of study. The second objective was to design a business presentation syllabus that responds to their language proficiency deficits.

The research stands on an empirical study which was implemented through a Present Situation Analysis and a questionnaire. The Present Situation Analysis focused on the English taught in the company and the engineers' job description in order to find out the most needed language skill. The questionnaire was administered to the engineers to examine their lacks and wants in terms of language in public speaking.

The outcome of the study was that the engineers' lacks rests on three key aspects of language proficiency; grammar, lexis and language of structure. The suggested syllabus lied on the compromise of three approaches: the genre-based approach, the task-based approach and the integrated skills approach.

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General Introduction

It is universally admitted that English now reigns as the global language of business, and as a consequence more and more multinational companies are now mandating English as their corporate language, wherever they are based in the world. And thus English proficiency is increasingly becoming a basic skill needed for the entire workforce, in the same manner that literacy has been transformed from an elite privilege into a basic requirement for informed citizenship. Algeria is no exception in terms of global language impact as far as the English language is concerned when it comes to the world of economy and business. As far as the introduction of foreign languages are concerned, Algeria introduces the French language first at the third primary school year and it is maintained throughout the intermediate and secondary school years primary , intermediate and secondary pupils are taught (three class sessions of French of one hours each). French course is attributed the least coefficient except literature classes which has a coefficient of 3). The English language, in its turn is introduced at the level of the intermediate school and maintained all through the secondary school. In similar ways, it enjoys the same coefficient attribution as French except for the literature classes where language as a discipline is one of the major ones. Given this pedagogical hierarchy of foreign languages, pupils at all levels give them the least importance and thus are not motivated to work hard. All the other school disciplines are taught in standard Arabic – the national and official language of Algeria. As a result, baccalaureate holders of the different applied sciences joining the universities for graduate studies confront a new world of higher studies where foreign language mastery is very important not only at the university level but at the professional carrier as well. Though, French as a foreign language occupies a very important place in Algeria, the present work is rather oriented towards the place of the English language in the work spheres given the key role it plays. Thus the main purpose of this research project is to explore, investigate and understand how English language proficiency problems affects non-native users of English, principally the case of Business English as far as   BP /SH/ STATOIL company engineers are concerned. The aim is to discover how proficiency in English at workplaces influences works life of non-native speakers of English.

Given this evolution, the subject of English as a method of corporate communication has received much attention. Indeed, several significant studies have covered the attitudes and

analyses of business professionals' perceptions and the use of English. Employees say English is required or important for their job, and this is true at all levels of the organization, all over the world. In fact, the demand for Business English communication skills has become fundamental in the work place and BP/SH/STATOIL is no exception.

In fact BP/SH/Statoil is a multinational gas company in Algeria where employees of different nationalities and cultures are working together as one large team. The engineers work in an environment where English is the mostly used language among colleagues who are from different English speaking countries, such as the United Kingdom, The United State of America and Australia. In addition, first language users of English (L1) from Norway, Japan and Romania are also among the working staff. Thus the Algerian engineers who are working among such an English language background have trouble communicating in English.

Given the predominance and the importance of the English language as a medium of communication and as a language of professional occupation which will directly influence production and productivity, and given the level of the Algerian engineers as far as English is concerned, being only a foreign language given the lowest coefficient as a school discipline in the case of sciences and applied sciences at school and even at university. The company managers thought of organizing English courses in the company since the launching of its activity in 2004 hoping to palliate to the problems the Algerian engineers confront. However, these courses focus on general English which does not help apparently the engineers to really improve their English within their professional domain of use. Language teachers hired for this purpose including myself, had the opportunity to observe the major language proficiency problems in terms of skills, i.e. which language skill they need most to perform better and communicate efficiently in their jobs.

The English course deals mainly with reading, writing, and speaking. When it comes to the reading skill within their occupation domain; the engineers show ability to read and understand technical documents. Indeed, they can read, understand and use technical terms with no problems far better than the English teachers themselves. Writing is another skill that the engineers are required to use. They need to use English in writing e-mails to their managers in order to transmit information concerning some issues having to do with the plant operation or to make purchase requests. The use of English in e-mails is occasional and the

engineers do not confront problems to communicate main ideas. Writing does not thus really constitute any problem since they have possibility to use dictionaries or solicit help from their colleagues. Among the frequent activities these engineers are required to do as well is the elaboration of technical reports meant to inform their hierarchy about the daily work. These reports are standard forms already prepared for them to be filled out. Since filling out requires only words, phrases and rarely sentences, the engineers do not confront any problem as the majority of words, as mentioned before; are technical terms recurring in their daily register not requiring any proficiency in terms of knowledge of using the language system. Elaborating reports does not show the engineers' failure of using the language. Apparently there seem to be no problem.

However, their major problem is speaking. It is the mostly used skill since they are entailed to attend daily meetings which are a face to face case of language use and require the mastery of the speaking skill. They are also required to make short presentations during these meetings to explain issues and processes. The major problem encountered in the delivery of presentations, is the discomfort in using English and the occurrence of linguistic mistakes which affect the presentation itself. The engineers, using English in front of their managers and colleagues or even subordinates, experiences a situation of insecurity in using English as a foreign language which is a term within the field of psychology known as the linguistic anxiety in public speaking. According to Horwitz, Horwitz and Cope (1986) in their model of foreign language anxiety; this is called the communication apprehension which is concerned with public speaking. It appears in four distinct areas: cognitive, emotional, physiological and behavioral. The latter is our subject of study where the English language is a behavioral component to be measured.

The source of the engineers' linguistic anxiety in public speaking might be their low level of English proficiency. Beside other possible psycholinguistic sources that can contribute in the engineers' linguistic anxiety, the most palpable source of this feeling of insecurity is the low language proficiency level. Because speaking requires that users must master all the rules governing the target language, a questionnaire was elaborated to investigate about the language problems the engineers confront in delivering a presentation, so as to elaborate a syllabus which enables them to develop the speaking skill focusing on oral business presentation destined to SH/BP/Statoil context. Thus the investigation will take into

consideration the engineers' needs in terms of the necessary linguistic register required and the development of the oral presentation skills.

In fact; two questions are raised to achieve the above objectives:

(i) What are the engineers learning lacks in terms of language and skill in the speaking monologue?

(ii) What components should the syllabus contain to meet their lacks?

The scope of the study is to design an oral business presentation syllabus based on a combination of three approaches: a task-based, an integrated skills-based and a genre-based approach. A quantitative method is employed in this study to collect the data using the questionnaire strategy.

The present study consists of four key chapters. The first chapter is a literature review of English for Business Purposes, it tackle firstly the development of Business English and its teaching and secondly the place of Business English in Algeria. The second chapter deals with the Linguistic Anxiety and its impact on the different language skills with more focus on public speaking. The third chapter is devoted to the research empirical study; it constitutes a situation analysis as well as the data collection and analysis. The last chapter demonstrates the aim and the objectives of the syllabus, the methodology followed in designing the syllabus.

CHAPTER ONE: THE STATUS OF BUSINESS ENGLISH IN ALGERIA

1.1 Introduction

English is the mostly used medium for international business communication. Business men around the world use English at work. They use English in finance, industry and exchanging goods and services. As regards Evan Frando (2005:1), "Business English is communication with other people within specific context". Business English is considered as a branch under English for Specific Purposes (ESP). It is a combination of using English in specific business context (telephoning, participating in meetings…etc) and a more general business context (general business situations). The main objective of Business English is the effective performance. For business people, the priority is to understand and to be understood. An effective performance needs to be seen in the specific business contexts which entail in their turn business skills: reading, writing, listening, interacting and speaking. Therefore the focus on skills training is a basic principle of the performance objective. "Business English teaching…places much more emphasis on the need to develop the skills for using the language learned" Mark Ellis and Christian Johnson (1994:4).

Business English is widely used across the national territory in Algeria as the multinational companies are expending more and more due to the disclosure that Algeria is witnessing primarily in the Business domain. However, Business English has not been given the full attention required in the educational system. Only few contexts adapt the teaching of Business English such as some attempts in the educational system and private schools, again, the content and the method used must be explored for a better perspective of the situation. To have a deeper view on Business English and its teaching, particularly in Algeria, this chapter concerned with literature review is divided in two sections. The first section is about the definition, the development, the place, and the teaching approaches of English for Business Purposes while the second section, deals with the place of English for Business Purposes in Algeria .

1.2 Business English: a definition

It is not that easy to define Business English, however; it can be generalized to the language used to communicate in Business context, within (intra) and (inter) companies. It varies from one business domain to another; for instance; the English used for management staff is not the same as the English used in the plant. As Ellis and Johnson (1994: 3) note:

> Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of work in ESP.As with other varieties of ESP, Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context.
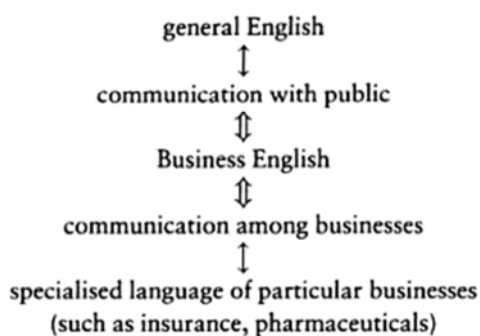
Scholars in the field explain that Business English have its own characteristics. Ellis and Johnson (1994: 9) further note that business English is characterized by three aspects .The "sense of purpose", the "social aspect" and the "clear communication". They see that the sense of purpose to be "the most important characteristic of exchange in the context of meetings, telephone calls and discussions. Language is used to achieve an end, and its successful use is seen in terms of successful outcomes to the business transaction or event." In business, there is always a sense of competition either between different companies or employees from the same company. This means that the performance objectives come before educational or learning objectives. Business English entails the factor of risk, i.e. any mistake in the performance of language could cost the business company or the businessman very much. When it comes to the "social aspect", operating in multicultural environment requires that interlocutors must adapt themselves according to multi-cultural settings they are confronted to among which the language of greetings and introductions. The third aspect which is "clear communication" is crucial to avoid any kind of misunderstanding. According to Ellis and Johnson (ibid), "Information has to be conveyed with minimum risk of misunderstanding, and the time for processing (both by the speaker and by the listener) needs to be short. Therefore there is a preference for clear, logical, thought emphasized by the kinds of words that indicate the logical process"

Sylvie Donna (2000: 2) as well, considers Business English to concern adults working in any field of business or preparing to work in the field of business. Though it has much in common with EFL , it is still different in many ways since it is always related to students' work to develop language business skills such as giving a presentation and in some cases it may even mean something much more technical.

1.2.1 The Development of English for Business Purposes

Researchers agree on the fact that Business English has developed as a result of the growth of further specific demands in terms of clearly restricted field services. As regards Réka Lugossy *at al* (2008: 84) "Business English is part of English for Specific Purposes as a distinct field from General English", while Pickett (1986:16 qtd in Tony Dudley-Evans and Maggie St John, 1998: 55) defines it as "the language a lot nearer the everyday language spoken by the general public than many other segments of ESP" the diagrammatic representation he offers displays the intra and inter cases of communication. (see fig 1.1).

Figure 1.1 the intra and inter cases of communication

general English
↕
communication with public
⇕
Business English
⇕
communication among businesses
↕
specialised language of particular businesses
(such as insurance, pharmaceuticals)

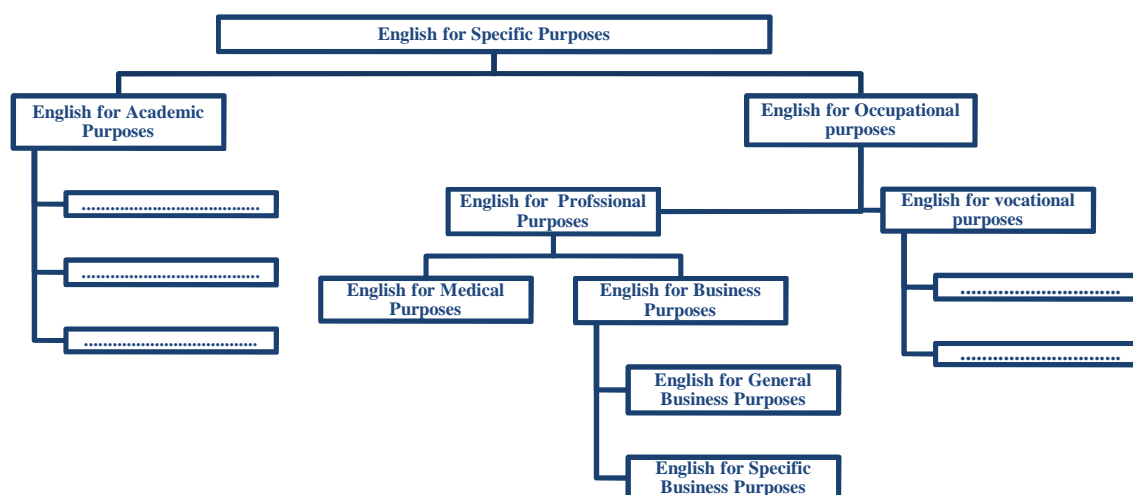*Source : (Pickett in Dudley-Evans and St John, 1998: 55)*

1.2.2 The Place of English for Business Purposes

ESP is traditionally divided into English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). The following modified diagram from the original one presented by Dudley-Evans and St John (op cit: 6) shows the placement of EBP in ESP as well as its own classification.

Figure 1.2 ESP classifications by professional area

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                        ┌─────────────────────────────────┐
                        │  English for Specific Purposes   │
                        └─────────────────────────────────┘
         ┌───────────────────────┴──────────────────────────┐
┌────────────────────┐                          ┌────────────────────────┐
│ English for Academic│                         │ English for Occupational│
│     Purposes        │                         │      purposes           │
└────────────────────┘                          └────────────────────────┘
     │                      ┌──────────────────┐          │
     ├─ ......................│ English for Profssional│    ├─ ┌──────────────────┐
     │                       │     Purposes     │         │   │ English for vocational│
     ├─ ......................└──────────────────┘         │   │     purposes         │
     │                    ┌──────────┴─────────┐           │   └──────────────────┘
     └─ ......................│              │              │       ├─ ................
              ┌──────────────┐  ┌──────────────┐           │       └─ ................
              │English for Medical│ │English for Business│
              │    Purposes     │ │   Purposes       │
              └──────────────┘  └──────────────┘
                                     │
                                     ├─ ┌──────────────┐
                                     │  │English for General│
                                     │  │ Business Purposes │
                                     │  └──────────────┘
                                     └─ ┌──────────────┐
                                        │English for Specific│
                                        │ Business Purposes │
                                        └──────────────┘
```

Source: Dudley-Evans and St John 1998:6

EBP is considered as part of English for occupational Purposes (EOP) under the umbrella of English for Professional Purposes (EPP) respectively, despite the fact that EBP is a large area and can also be subdivided. Similarly, EBP is used as an umbrella term to embrace both English for General Business purposes and English for Specific Business purposes targeting either a well selected group or determining a specific business situation such as meetings, negotiating, telephoning which fall under English for ESP. As regards Brian Paltridge & Sue Starfield (2012: 195) the view of Business English narrowed as a result of the enlargement of business communication and thus business English is identified "as the teaching of the language for vocational purposes through linking linguistic performance with actual business activities." For James Simpson (2011: 26),

> English for business Purposes (EBP), also known as Business English, became an independent area of study in the early 1990s, primarily as a consequence of the globalization of trade and commerce, which made it necessary for business people to move out their home grounds and operate across territorial, linguistic, cultural as well as socio-political boundaries.

1.2.2.1   English for General Business Purposes

English for General Business Purposes, henceforth (EGBP) courses are designed for learners who are seeking a basic language background for a future business job or those who are at the beginning of their business career. The learners attend the courses in groups on the account of their language level rather than the business domain they work in. EGBP courses are similar to the English for General purpose (EGP) but with the appropriate lexis and grammar to the business communication as well as the material set in a business context. A good range of materials set for EGBP is available for both teachers and learners and contain a variety of tasks and input set under the form of texts, audio and video. The courses are spilt into units of different areas in business and each single unit tackles the four skills in English with some specific development in grammar and lexis. Generally, EGBP courses focus on accuracy, grammar, lexis, tenses. Fluency comes at the end with few exercises. The setting includes courses such as "meetings", "travel arrangement", and "presenting" oneself within a company. Such courses teach a general range of English in business context rather than Business English for Specific purposes.

Dudley-Evans and St John (1998: 55) in their turn differentiate English for General Business Purposes and English for Specific Business Purposes courses. For them, EGBP courses "are usually for pre-experienced learners or those at the very early stages of their career. They are similar to general EFL courses with the materials set in business contexts".

1.2.2.2   English for Specific Business Purposes

English for Specific Business Purposes (ESBP) courses, on the other hand, are designed for learners who are job-experienced and come with their business knowledge to the class. ESBP courses focus on specific need or skill in a specific area in business. An ESBP course focuses on one or two skills and has a sharp target. The materials are carefully chosen according to the learners own business context, the groups are usually smaller and one to one courses are given to the board staff. In-company courses are provided to groups of mixed levels and the teachers are either from the company staff or external trainers. As Dudley-Evan & St John (op cit: 56) observe ESBP courses "are run for job-experienced learners who bring business knowledge and skills to the language –learning situation. These courses are carefully

tailored and likely to focus on one or two language skills and specific business communicative events."

Unlike EGBP, ESBP courses focus on fluency activities going gradually through language and skills activities based on the results, driving the learner to further fluency practice. And the setting is the learner real business context.

1.2.3 Teaching English for Business Purposes

"One of the main characteristics of business English is the emphasis on performance - training learners to become operationally effective." Ellis and Johnson (1994: 35). Businessmen in general need to be able to understand and be comprehensible to the others, for others who have a very tight timetable it is simply irrelevant for them to learn English for its own sake. Performance is then the main objective of Business English. According to Ellis and Johnson (op cit: 37) , business learners need some performance criteria such as "Confidence and fluency in speaking", "Skills for organizing and structuring information", "Sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener", "Strategies for following the main points of fast, complex, and imperfect speech" , "Strategies for clarifying and checking unclear information" , "Speed of reaction to the utterances of the others, " Clear pronunciation and delivery", "An awareness of appropriate language and behaviour for the cultures and situations in which they will operate", and "Some learners may also need to develop practical reading and writing skills". These are clearly perceived in the different specific business situations. In attending meetings, for example, the business learner needs to understand and interact and contribute in making decisions, consequently he or she will need almost all the performance criteria listed above. He or she may also be required to use the phone or write faxes and e-mails. These Business situations can entail the different language skills that need to be developed accordingly: Reading, writing, interacting, listening, and speaking. This will be discussed in the next chapter.

It is important for a Business English teacher to find an answer to the frequently asked question: Am I teaching the language or the skill? In Business English there is usually a focus on teaching specific cases such as meetings, negotiations, telephoning, presentations, where the use of strategies and techniques is needed most. Some teachers find it beyond their duty to

teach the skills, either because they don't have the knowledge and the experience or because they don't want to go further than teaching the language. On the other hand, other teachers are enthusiastic to try new domains, learn and develop themselves professionally while teaching.

Some of the strategies and skills are better taught in the mother tongue, because in some cases the skill is needed to be taught in priority without having to pay attention the language used. In the same way, it is very difficult to focus on language without considering any attention to the skill involved. Ellis and Johnson emphasize the interconnection between the skill and the language through one example, the case of meetings.

Table 1.1: Skills trainings v. language training

Skills	*Language*
Relationship building	Using appropriate forms of the second language to be polite, avoid offence, and create the right climate.
Chairing skills	Using the second language clearly and appropriately to control the meeting
Rhetorical skills: putting forward views, balancing arguments, introducing ideas, drawing conclusions	Using the second language clearly and appropriately to participate in the meeting.
Listening skills	Developing listening skill in English
Practicing and co-operative skills	Using second language for interaction, support, questioning. Using the second language to restate, reformulate, summarize.
Body language	

Source: Ellis and Johnson (1994: 216)

To teach the language without ignoring the skill that goes with it cannot be avoided most of the time, but what methodology and approach should be followed in business English to fulfill this mission. In fact, there is no best approach as we can find a variety of methodologies in the field of teaching business English. Every teaching situation is different from the other, this depends on the background of the learners, the interaction between the teacher and the learners and the activity as well. What works best for one group may not work for the other. Generally speaking, approaches that "put the learner at the center of the learning process are likely to be the most effective when working with professional people." Ellis and Johnson (1994: 218).

Three approaches to teaching business English are introduced within this chapter: The Task-based approach, the Genre-based approach and the integrated skills approach. Not all of them put the learners at the center of the learning process, as mentioned before, such as the Genre-based approach, but which is considered as complementary and sometimes mandatory in the teaching business English.

1.2.3.1 The Task-Based Language Teaching

Various definitions are given to The Task-Based Language teaching (TBLT), Jack Richards and Theodore Rodgers (1986: 223) defines it as "an approach based on the use of tasks as the core unit of planning and instruction in language teaching". Scott Thornbury (2005: 119) claims that it is 'an approach that foregrounds the performance of task, and which only afterwards focuses attention on the linguistic components of that task…'Willis (qtd in Richards and Rodgers, ibid) considers it as a rational development of the communicative language teaching (CLT) since it is based on some of the CLT main beliefs such as: the importance of the communicative activities for the language learning, and the support of the meaningful language to the learning process.

Conventionally, CLT is a philosophical approach to the language curriculum, and the TBLT is the application of this theory at the level of methodology. This is true for many other applications such as the content-based approach; problem based learning even genre theory…etc.

TBLT presents the idea of 'task' as the fundamental unit of the teaching process. The term task has different definitions but the most appropriate one according to Richards and Rodgers (op cit) is an 'activity' or a 'target' to achieve using language.

David Nunan (2004: 4) defines it as:

> …a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and the end.

In the 1950s, the task focused on solo psychomotor tasks where learners were committed to little communication. Attention then turned to team tasks where communication is imperial. According to David Nunan (2004: 35-38), seven principles construct the foundation of the TBLT : The first one is *"Scaffolding"*, a case, where the teacher should provide a framework to the learning process because the learners will be required to produce stretches in language which is sometimes beyond their capacities. The second one is "*Task dependency"* in which a task should be built upon the one that occurs before. The dependency principle is important for it leads the learner to go step by step in order to be able to carry out the task. In the *"Recycling"* situation, the learner is exposed to new linguistic items from the target language, it is not sure that he or she will assimilate the all input and mater it one hundred percent. The recycling principle allows the learner to be reintroduced to the same linguistic items of that target language but in different environments and contexts, which will maximize the chances to the mastery of these linguistic items. The "*Integration"* principle requires that Students should make a relation between form, function and meaning. This concept was brought by the systemic-functional linguistics. Unlike the synthetic approach which focuses on the form (phonology- lexicology) and favors to teach them separately, the functional approach find it unnecessary to focus on form while the goal from learning a language is to communicate and therefore the meaning is the one that worth focus. Until recently, the systemic-functional linguistics goes for an integration of form, functions and meaning. The "*Reproduction to creation"* principle enables Learners to regenerate the language models introduced by the

teacher, text. Though creative tasks which will reinforce the mastery of the form, the function and the meaning. This principle is applicable not only with intermediate levels but with beginners as well. However, the "**_Reflection_**" principle In TBLT consists of adding a reflective element to the teaching process giving opportunities to the learners to see the reason of the approach itself. The learner should be reflective and ask questions because in TBLT it is no more a regular classroom where input is given. The last principle is the "**_Active learning_**" which is similar to the "**_experiential learning_**" where the learner learns better through putting his or her immediate experience into the learning process and constructs his or her own knowledge. It is an important concept in the TBLT In contrast to the 'transmission' approaches to teaching language in which the learner get a range of instructions, the idea of experiential learning, enhances the learner centeredness to the learning process taking him from his or her own experience as a point of departure in the learning experience.

The experiential learning has its origins in many disciplines such as; social psychology, humanistic education, developmental education…etc. the person who connected all these varieties through his model was David Kolb (qtd in Jennifer Moon, 1999:25), see *fig 1.3*. He argues for integration and reflection, i.e. the learner starts from his immediate experience through a process of integration and transformation.

Figure 1.3: *A simplified version of the experiential learning cycle.*
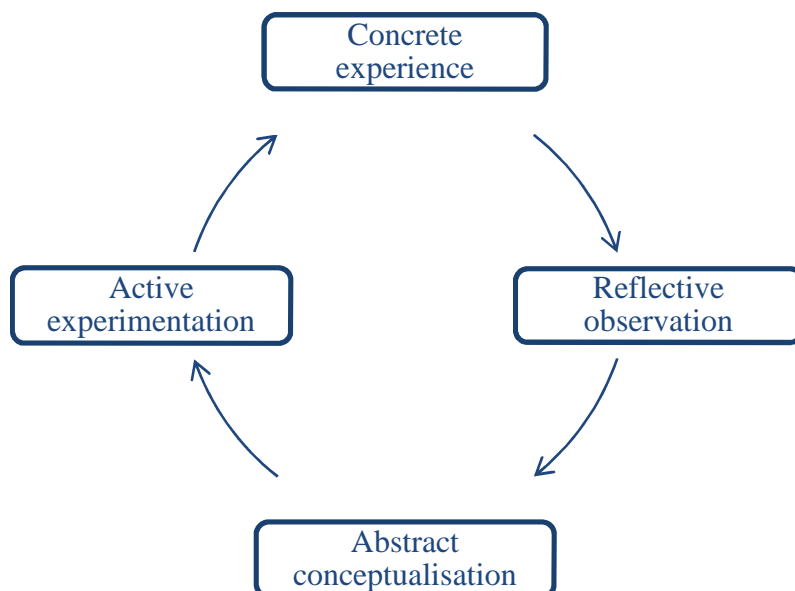
David Nunan (1992: 36) makes a relation between the experiential learning and the learner centeredness:

> Experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning.

As business English learners are generally restricted by the time to learn the language; the task-based approach is an approach that enables the teachers to cover the needs of the business English learners in terms of communication and enables the learners to participate and be integrated in the learning process; this maximizes the chances to succeed in learning business English faster.

1.2.3.2 The Genre-Based Approach

As regards Nunan (1993:18), there are two main purposes for speaking: the "Transactional" purpose, in which the function is to exchange goods and services, such as phoning to ask for service, making presentation on your company product, and the "Interpersonal" purpose is to socialize with others, the case in meeting.

One way to make a distinction in the structure of spoken genres is to know whether it is *interactive* or *non-interactive*. Interactive, such as telephone conversations, multi-person meetings, and non-interactive are mainly monologues, business presentations, and voice mail messages.

Another important factor to determine the structure of the spoken genres is *planning*. On the one hand, public speeches and business presentations are planned as they are written in advance. Telephone conversations, on the other hand, are not planned but they have a predictable sequence, as in receiving a call for instance, the speaker starts with greeting and asking for the interlocutor's name, then he asks for reason for calling. However, the speaker has to use his own strategies in following or changing this sequence depending on the topic of conversation. Thus, we can never plan for a telephone talk.

Scott Thornbury (2005: 121) claims that while the Task-based approach focuses on the learning process, the Genre-based approach prioritizes the learning product. The TBLT gives implicit instructions, but in deed the students need apparent and explicit models. An Algerian candidate, for example; need to have a clear model on what is the language and strategies to use in order to go through an interview with an English speaker, and a Chinese manager need to follow a model to be able to make a business presentation.

The Genre-based approach tend to be more explicit by giving direct instruction to the learners on the subject and the language used, and relate it to the social context and the purpose of the situation. According to Thornbury (ibid):

> Proponents of a genre-based approach would go further and emphasize that genres are not only structured in predictable ways, but that they are purposeful, socially situated, and culturally sanctioned. The starting point in a genre-oriented sequence of instruction,

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> therefore, is establishing the social purpose and cultural context of the genre in question. This is followed by the presentation and analysis of a typical example…

Giving clear model whether at the beginning or the end of the lesson does not mean that the student is required to imitate the model with no sense of creativeness. A good learner creates his or her own version and maintain at the same time the structure and organization of the genre in question.

Although the Task-Based approach and the Genre-Based approach are totally different approaches, their compromise is not impossible. At the converse, they can be complementary in teaching Business English.

1.2.3.3   The Integrated-Skills Approach

According to Ellis and Johnson (1994: 37), one of the ways to achieve performance objectives in Business English is through skills training. As the performance criteria can be seen in the different skills, focusing on the latter is important. However, Thornbury (2005: 118) explains that teaching one language skill in business, such as speaking for example, does not mean teaching it in isolation but needs to be learned in combination to the other skills. The first other skill that comes to mind in conjunction to the speaking skill is listening. In business meetings, for instance; the participants will not only speak but might read some documents, take notes, might listen to an audio visual presentation or might make a conference call which includes listening as well. Even in non-interactive speaking genres such as public speaking, it involves preparation like reading some documents, writing the main points of the speech, and listening to the questions at the end of the speech. An integrated skills approach is one good argument in favor to the Task-based approach.

1.3 The place of EBP in Algeria

In this section, the idea is to demonstrate the status of the teaching of Business English in Algeria throughout different contexts. In addition, there is an attempt to find who among the Algerians are concerned in learning business English and listed in terms of motivation from the less to the highly motivated.

1.3.1 EBP Teaching Contexts in Algeria

There are many attempts to the teaching of Business English in Algeria thanks to the disclosure the country is going through which led to the expansion of the foreign investments and installation of many multinational companies. Thus, Business English turn out to be an imperial need in the Algerian business world. However, it is still not figuring officially in the educational systems. The following are major contexts where business English should be taught in Algeria.

1.3.1.1   Educational Institutions

General English is introduced in intermediate schools and maintained till the secondary school level in all its branches of specialty (technical, science and nature, economy and literature & arts). There is no appearance to the Business English teaching before university level. This explains why students in universities have no knowledge in Business English.

At the level of the University of Literature, Languages and Arts, Algeria considered the "classical license" as a degree for teaching English, preparing the students to teach in middle schools, in high schools and even in universities, but with the recent change to the LMD system (License, Master, and Doctorate). English for Specific Purposes (ESP) as part of this LMD project was introduced in some universities. It represents only one module that involves the history and development of ESP and its teaching whereas Business English has no concrete place in the new system. It is also taught in Universities of Economy but with no approval from the Ministry of Education i.e. it is a self-developing program from the English teachers working in those universities considered as personal efforts.

1.3.1.2   Chambers of Commerce

There is no doubt that the Chambers of Commerce are the ones who are supposed to provide administration staff for the business sector, and thus found itself concerned with the introduction of business English to reinforce its training activities and respond to a world of Business functioning in English. The four Chambers of Commerce in Algeria (Algiers, Oran, Annaba and Laghouat) attempted to start Business English by organizing Business English training for the teachers they hired. In addition, the Chambers of Commerce together with the

British Council takes a run at setting up four high standard schools in the four regions to introduce business English courses. But until now the English courses offered by the British Council and the American Embassy are but General English courses given to their non-native staff to improve communication.

1.3.1.3   Private Language Schools

Private language schools participate also in the teaching of Business English in Algeria. These schools are not submitted to any official control when it comes to the teaching of the language. They use ready- made textbooks available such as "In Company", "Market Leader", "Direct English'' which are designed to respond to the learners' needs in terms of general business purposes.

1.3.1.4   In-Company

Teaching in-company means working at the customer's availability. It is a totally different experience from the general teaching context because the learning takes place in the work place, and learners are aware of their needs concerning the English course.

Generally, multinational companies worrying about their staff in terms of English language proficiency often hire the teachers of English to organize business English courses for them within the company while others may register their staff in private schools , i.e. teaching happens in the private school. By way of illustration, the multinational painting company "Sigma Coatings" uses the services of the private school "Intuition" while the multinational Gas Company BP/SH/Statoil uses those of "Language Solutions Algeria" school. As Penny Ur (2012: 269) argues,

> Business English is "another field which is on the increase. Most university business management programmes worldwide will include BE courses, and many large international corporations run in-house courses for their employees. Teachers of such courses are expected not only to teach English to a high level, but also to be knowledgeable about the principles, practice and terminology of modern international business, including information technology

1.3.2 Non-Native Users of EBP: The Case of Algerians

It is important to make a difference between business English 'users' and 'learners'. The term 'users' determines those who are already using English at the workplace, whereas the word 'learner's refers to those who learn Business English either for their future careers or their present careers. The present study is about the Non-Native users of Business English referring to the case of the Algerians who are already taking part of the world of business.

Business English is used as a language of communication across the cultural differences between business people in Algeria. In their daily use of business English, Algerians working for multinational companies interact both with native speakers of English and L1 speakers of English. English raises as the only business lingua franca, for example, an Algerian working for the company 'Sonatrach' and a Korean working for 'Sonatrach' subcontractor company will necessarily communicate using English to negotiate a contract. Thus, the mastery of Business English is crucial for those who will certainly work in the field of business or any domain where the services of the English language are important. Mark Ellis and Christine Johnson (1994: 15-17) identifies two broad groups concerned with learning Business English: pre-experience or low experience including junior company members and those who are moving jobs, and job experienced learners.

1.3.2.1 Pre-Experienced Learners

Pre-experienced learners are the newly university and college graduated students who gained knowledge of business theoretically and have no practical competence and thus have no idea about the needs in terms of language used in real life working situation. Some of them need business English for their post-graduation studies for resources are mainly available in English, others may need it for their professional career depending on which professional sector they are hired in. Both groups have reasons to develop their skills and language use corresponding to their field. As regards Mark Ellis and Christine Johnson (1994:16) "In general, pre-experienced learners will be more open-minded than those who are already well ahead in their careers, and this has implications for what can be done in the classroom. However, they may lack confidence in their ability to deal with business subject matter." Within this line of thought, Dudley- Evans and St John (1998:56-57) suggest that English for

General Business Purposes courses are usually for "pre-experience learners or those at the very early stages of their career… such courses tend to teach a broad range of English through business settings than English for specific purposes." As regards Josef Schmied (2008: 128)

> ...pre-experience learners often do not have an immediate or clearly defined need, but in English courses organized by their companies, they refresh their grammar knowledge, learn common business and general terminology to build a solid foundation for potential, subsequent specialist courses.

1.3.2.2   Junior Experience Learners

As regards junior experience learners, according to M Ellis and Christine Johnson (1994:19)

> Junior experience learners are those who are sent on language course and who are still within the stage of getting familiar with the ways in which their company operates and may not be familiar with what happens outside their own departments or job functions and while they may have a better command of English than those who are older, they may not have had enough experience to contribute effectively to meetings and negotiations.

1.3.2.3   Moving Job Learners

It is quite frequent among Algerians working in Gas and Oil domain, for example, to move abroad for higher salaries and better professional life. Whether in South or North Algeria, employees holding a technical background postulate to get hired in Gas and Oil companies in Golf countries such as Arabic United Emirates and Qatar. However these employees have modest information about the new job and lower language proficiency level to maintain an interview. The only language used in work spheres is English, starting from the job interview to giving instruction to the employees or explaining issues and processes in the plant. Therefore, mastering English is a mandatory condition in hiring people from around the world. Algerians desiring to join the Golf countries consider learning Business English a high ranked priority, and this explains their high motivation toward learning Business English. Another gategory of business english learners are those who are constantly moving jobs to work in other countries or those who seek for jobs in foreign countries . as Mark ellis and Christine Johnson (1994:16) reveal,

company employees quite frequently move jobs , and often move to other countries , and both these situations may warrant a period of language training . What is important to remember here is that they may know very little aboit their new job . they cannot give presentations about it because they have little informatio themselves .A further category here are those people learning english in countries that have only recently adopted western political and economic systems. For such learners it is not only the english language which might be new , but also the systems and procedyres of the new political models.

1.3.2.4   Job-Experienced Learners

These learners need to learn Business English to achieve specific objectives. As they are experienced learners, they tend to bring the same standards of their business environment to the language training. They are often curious to know the objectives of the language training tasks. They might be fastidious to their own performance or even to the trainer's performance. They have also generous awareness of time, as they can pressurize on the course in case of an intensive course where they use their life time to improve their proficiency level in English. Job-experienced Algerians seek for effectiveness in using Business English in every business skill to gain time and money. Learning Business English for them is becoming more and more imperial, things are going fast around and Business English is turning out to be their target language. Dudley and St John (op cit: 56) argue that

> English for Specific Business Purposes courses are run for job experience learners who bring business knowledge and skills to the language learning situation. The courses are carefully tailored, and likely to focus on one or two language skills and specific business communicative events. The materials often include selections from arrange of published books, framework materials and special written activities which probably stem from the learner's own business context.

Staff managers are in daily contact with natives and (L1) English speakers. A manager working for Sonatrach, for example, will need to succeed in his negotiation in English with a Korean manager from a subcontractor company.

However, we can find among this category learners who are less motivated about taking the Business English courses, particularly when the employer sponsors the courses and obliges them to attend. The learners are demotivated either because of the content of the

Business English courses which are not adequate to their area of work or because of the method used, and sometimes due to their unwillingness to go further in the language.

1.4 Conclusion

The chapter has reviewed the development of Business English and its status in Algeria. Business English falls under the rubric of ESP, a concept which was recently introduced in Algeria through the LMD educational system. However Business English is not given the full attention required as it has not a concrete place in the several teaching contexts discussed in this chapter.

The Algerian Business English users and learners are represented in a well defined grouping that embraces: pre-experience, junior experienced, moving job and job experienced members. Each category has determined goals for learning Business English that responds to their specific needs.

Non-Native Business English users confront a problem of language proficiency which is noticed in the different language skills. The next chapter deals with the major Language proficiency problems in language skills with more focus on the speaking skill, our subject of study. Speaking in Business English is discussed in relation to the Linguistic Anxiety and its impact on the language proficiency.

CHAPTER TWO: LINGUISTIC ANXIETY AND LANGUAGE SKILLS

2.1 Introduction

This chapter examines anxiety phenomenon in the field of foreign language use related to non native speakers. A major issue is how anxiety comes to play in second and foreign language learning and whether it is central construct or only a peripheral one. The chapter also relates to the different language skills and their relation as to the degree of anxiety provoking. G. Richard Tucker, David Corson (1999: 37-38) reveals that the history of research in second language acquisition is relatively short. Earlier studies dealt with individual differences in second language learning (Gardner &Lambert, 1959) while general measures such as test anxiety were developed in other   the ambivalence of findings, a review of some of the research to that time prompted Tomas Scovel (1978) to conclude the facilitating and debilitating effects on second language learning. However, recent major developments in the field argue that language anxiety is relatively independent of general anxiety appearing to develop from negative experience while learning the language, and that it has a two sided effect: a positive and or a negative one. For Meihua Liu (2009: 44), "the study of language anxiety is a relatively new development largely because the role of anxiety in language learning was not recognized in early research in applied linguistics, (Gardener/ MacIntyre 1993)".

Many researchers underline the negative effects of Language Anxiety (LA) (MacIntyre and Gardner, 1994; Rodriguez and Abreu, 2003) but others disagree in favor of the positive effects of LA. Kenneth Chastain (1975) explains that little stress in language learning may have positive influence, but he does excrete the fact that too much anxiety is but detrimental. Many others rather distinguishes between debilitating LA and facilitating LA arguing that a low level of anxiety may constitutes stamina for learning while a higher level constitutes an impediment to learning.

2.2 The concept of Anxiety

Anxiety is a term related to factors causing the feeling of discomfort that causes generally nervousness, fear, apprehension and worrying. These affect how we feel and behave and can be manifested through physical symptoms. People may experience a state of worry or fear when confronted to challenging cases in their daily life such as an examination, a recital, an interview, or a   presentation. Anxiety is considered a problem when it interferes with a

person's ability to fulfill an activity. Anxiety is a normal human feeling that a person experiences at times, for example, many people feel anxious when confronting a problem at work In fact, anxiety occurs when a negative reaction is expected as a result of performance. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety disorders, however, are different. They can cause such distress that it interferes with a person's ability to lead a normal life. For Karren E. Kowalski, Patricia S. Yoder-Wise (2005:16) anxiety is "Characterized by an overwhelming sense of apprehension; the expectation that something bad is happening or will happen; class of mental disorders characterized by chronic and debilitating anxiety (e.g. generalized anxiety disorder, *panic disorder*, phobias, and post-traumatic stress disorder)." As regards Benjamin J. Sadock, Virginia A. Sadock (2008:236) "[anxiety] is characterized most commonly as a diffuse, unpleasant, vague sense of apprehension, often accompanied by autonomic symptoms, such as headache, perspiration, palpitations, tightness in the chest, and mild stomach discomfort, and restlessness, indicated by an inability to sit or stand still for long ."

In the context of the present work anxiety is seen from the optical angle of foreign language learning with special focus on language use. Within this context , Williams (1991 qtd in Meihua Liu 2009: 43) considers LA as a " response to a condition in which the external element is or is perceived as presenting a demand that threatens to exceed the student's capabilities and resources to meeting it." Also, Horwitz *et al* (1986: 128) identify LA as "a distinct complex self- perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process."

2.3 Linguistic Anxiety

Psychologists distinguish different cases of anxiety but the most commonly known are *trait anxiety* and *state anxiety*. *Trait anxiety* is a general stable feature of a personality (Scovel, 1978: cited in Rod Ellis, 1994: 479), whereas *state anxiety* is related to a transitory situation provoked by a particular type of situation or event. Spielberger (1996 in Pamilla Ramsden (2013: 301) as well categorizes anxiety into trait and state anxiety represented respectively by a personality trait and a transitory condition. However, Horwitz *et al* (1986) suggest a third category termed 'situation specific anxiety' which is temporary related to an individual's specific context.

Situational anxiety has attracted the interest of researchers as far as SLA is concerned. According to Rod Ellis (1994: 480) "It has been carried out concatenatively by means of correlational studies involving measures of anxiety and learning… the research indicates that learners frequently experience 'language anxiety', a type of situation –specific anxiety associated with attempts to learn, an L2 and communicate in it."

Réka Lugossy *et al* (2008: 225) reveal that anxiety associated with foreign or second language learning and communication has long been in the focus of second language researchers. The focus of investigation wheeled around "the broader context of individual learner differences potentially responsible for differential success at language learning since the 1970's (Dornyei, 2005; Horwitz, 1990)". Réka Lugossy *et al* (op cit) further argue that the past twenty years witnessed developments in the field clarifying the construct of language learning anxiety , its development and maintenance, and as result L2- related anxiety has become one of the major , most highly examined psychological variables in L2 researches focusing on "learners of diverse target languages in various instructional settings and has been generally found to be one of the best predicators of performance and achievements in foreign language." Similarly, Alan Davies, and Catherine Elder (2008: 539) explain

> learners may have an inbuilt tendency to feel anxious (trait anxiety) but they may also, irrespective of their personalities, experience anxiety in particular contexts (situational anxiety). Foreign language classroom anxiety constitutes a particular kind of situational anxiety; one that is distinct from classroom anxiety in general because being required to use L2 when proficiency is limited constitutes a threat to the learners' "language ego

Linguistic Anxiety is the linguistic insecurity and the uneasiness in the use of language. It is usually a reaction that is due to the feeling of inadequacy concerning personal linguistic performance in certain contexts. Thus it sets under "state anxiety", for example, students taking oral examination, someone sitting for an important job interview, a speaker in front of an audience are transitory situation cases where linguistic anxiety can trigger. When linguistic anxiety is related to a foreign language, it is then called the Foreign Language Anxiety (FL Anxiety). McIntyre and Gardner, (1994: 284) define LA as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking,

listening and learning." It is related to either *learning* or *using* the target language. Horwitz *et al* (1986: 127), classifies it in three components : "communication apprehension" featured by anxiety to interact or speak in public, "fear of negative evaluation" and "test anxiety" and considers the first one as the most commonly experienced case as it is caused by the " Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension." In fact, if public speaking in the native language is stressful, speaking an FL in front of a public is even more stressful.

## 2.4 The Impact of Linguistic Anxiety on Language

Linguistic anxiety is not only "a feeling of tension and apprehension…" as defined by (McIntyre and Gardner, 1994: 284), but rather "a distinct complex of self perception, beliefs, feelings and behaviors…" Therefore, it is detected in four parts: cognitive, affective, behavioral and physiological. First, the cognitive part which rests on the low self-esteem, the perception of inferiority, the linguistic incompetence and the worry about the self image in front of the others. Second, the affective part and it entails the riot of emotions overcoming: tension, discomfort, uneasiness. Third, the behavioral part which implies the clumsiness, gestures and language disorders. The last part is the physiological part; it includes the apparent changes in physiology that is generally related to linguistic anxiety such as blushing, sweating, trembling, and freezing.

The component that seems to be measurable in Linguistic Anxiety, henceforth (LA), is the behavioral impact as it is about language which can be observed and assessed. The language of an anxious learner may be obviously affected and this could be seen in the reoccurrence of grammatical mistakes, the misuse of vocabulary, and the syntactic structure disorder. FL learners may feel anxious about using the target language in and outside the classroom for the reason that they lack the necessary skills and other competencies such as the linguistic, the socio-cultural competency. Beside the Psychological factors; the Linguistic factor is a fundamental factor that contributes in LA. According to McIntyre and Gardner (1994) the low level of English language proficiency is considered as a linguistic source of anxiety. "The apprehension experienced when a situation requires the use of a second language with which the individual is not full proficient" McIntyre and Gardner (1994: 5). Speakers are anxious to

expose their English language imperfections in front of the others and are trapped within a triangular pressure of the three factors as represented in fig 2.1.

Figure 2.1 Public Speaking Anxiety
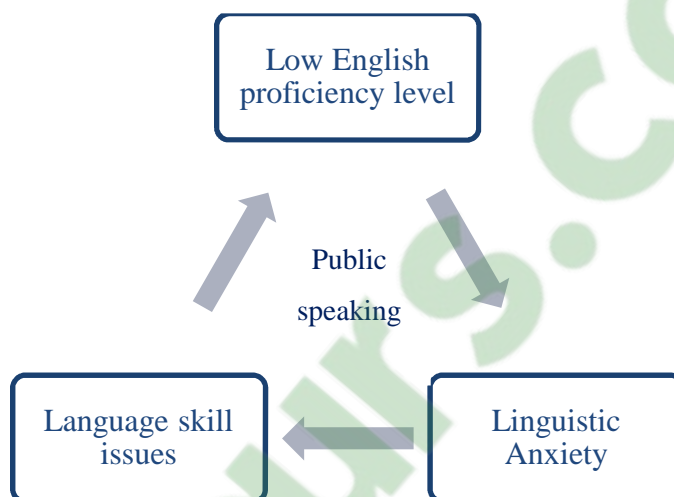
The impact of LA on language can be observed in all the language skills and mainly in the speaking skill. The speaking skill has gained instinctively the place of a key skill; FL learners tend to be called FL 'speakers' (Ur Penny, 2000). It is mostly found in the speaking skill "since speaking in the target language seems to be the most threatening aspect in second language learning" (Horwitz *et al*, 1986: 132). On the one hand, the other language skills appear to be differently related to the LA because they do not share the same key feature with the speaking skill. On the other hand, the relation between LA and the speaking skill can be examined through the three foundations of LA cited by (Horwitz *et al*, 1986: 127). They explain that LA is distinguished in three performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation. The three anxieties are directly related to the speaking skill. Hence, the latter cannot be separated from LA.

Several language issues can be observed in all the language skill in EBP as a result of LA. The low proficiency level of Learners lead to LA and a feeling incapability since expressing themselves will be more difficult in the target language. In the same line of thoughts, LA in speaking in EBP constitutes one of the problems that have immediate impact on the language

and thus on the effectiveness of the speech. The next section discusses the different language issues caused by LA in the speaking skill and more focus is put on the speaking skill.

2.5 Language Skills in EBP

Researchers treat language skills in ESP as five skills; reading, writing, listening (to a monologue), listening and speaking, and speaking (a monologue). They are divided as such because in listening and speaking we have two cases, when listening to or speaking monologue or when listening and speaking (interacting) as being part of a discussion, as in meetings and negotiations. In EBP, the division of skills remains the same since EBP falls under the rubric of EPP that is part of EOP which is again under the umbrella of ESP as mentioned earlier in the first chapter (see figure 1.2). EPP Refer to "the actual need for (future) professionals at work" (Miguel F. Ruiz-Garrido *et al*, 2010: 2). In the same line of thought, this fact guides us to consider that in EBP the skills are divided into five skills same as in ESP. The same principle is applied to EBP, Dudley-Evans and St John (ibid) explain about

> when we discuss listening comprehension, we need to be clear about whether we are referring to listening to a monologue, as in an academic lecture or a business presentation, or to listening as part of a group discussion, as in business meeting or negotiation or a seminar in which the listener will also contribute as a speaker to the discussion.

The five skills are considered as *macro-skills* as Dudley-Evans and St John (ibid) describe which in turn include other *micro-skills*. *Micro-skills* in reading, for example, would be skimming and scanning. However, these *micro-skills* are not taught separately. Each language skill in Business English has key language features to master. Business English users face various language proficiency problems in the different skills that handicap them from passing on an efficient message. One of the important skills that should be mastered in EBP is the speaking skill.

A good speaking skill is generating a comprehensible connection of words to the listener with fewer mistakes. When the speaking skill is used alone in business, it is called business presentations or public speaking. The need of public speaking mastery nowadays is of a great

demand in business. It is becoming more and more among the predominant skills required in hiring people in Business.

As mentioned earlier the language skills are related differently to LA, therefore the manifestation of language issues are different from one skill to another. Hereby a discussion of LA and how it relates to the different language skills as to the degree of anxiety provoked language issues.

2.5.1 Reading:

Developing the reading language skill in a foreign language is similar to reading in the native language. Learners need to adjust their reading behavior and strategies to the foreign language situation. Reading implies extracting meaning by applying different strategies. Reading is also an important activity which supports language learning in different ways as it constitutes language input. Through reading the learners absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. This helps learners to develop ways in which the systems of the language work together to convey meaning. Furthermore developing reading is function of the learners' purpose. As Linderholm and Van Der Broek (2002: 778) observe "Successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose are met." within this line of thought , William Grabe (2009: 7) identifies six purposes : " reading to search for information (scanning and skimming), reading for quick understanding (skimming) , reading to learn, reading to interpret information , reading to evaluate , critique and use information and reading for general comprehension (reading to entertain).

Focusing on the ESP reading course, Dudley Evans and St John (1998: 96) speak in terms of components which "require a balance between skill and language development". They list some of the key skills to be developed or transferred into the new language namely:

> selecting what is relevant for the current purpose, using all the features of the text such as headings and layout, typeface skimming, for content and meaning; scanning for specifics; identifying organizational patterns ; understanding relations within a sentence and between sentences; using the cohesive and discourse markers; predicting , inferring and guessing ; identifying main ideas, supporting ideas and examples; processing and

evaluating the information during reading ; transferring or using information
while or after reading.

The material used for reading in EBP is carefully chosen to fit the purpose of the study and help the development of the language as well as the micro-skills. The learners may bring authentic texts for study; the advantage is that the learner is committed to learn because he needs to understand the text for his own work as it enhances self-study. Reading for a purpose increases the chance to memorize and recall information to achieve goal and extract information. As regards Brian Paltridge and Sue Starfield (2012: 79) "the reader had to learn how to identify and extract relevant information from the text as a vehicle".

2.5.2 Writing

Writing in ESP includes writing business letters and faxes, telexes, memos, reports, and e-mails. All these written texts have their own genres, being knowledgeable about these different genres helps developing the writing skill. Genre awareness involves the expectation of the reader, the conventions that change with time and culture and the register of the specific genre.

"Developing writing skills also involves other skills, notably the skills of planning, drafting and revising so that the end product is appropriate both to the purpose of the writing and the intended readership" Dudley-Evans and St John (1998:115). Materials used for teaching EBP writing are those used in the real business context, they are used as models for practicing the skill.

Teaching the writing skill in EBP requires "raising student awareness of the ways genres are organizes to express certain purposes" (Ken Hyland, 2004: 48). Materials used for writing in teaching EBP are those used in the real business context, they are used as models for practicing the skill. The teacher should find a balance between *giving information* on writing and *practicing* it under individual or groups writing tasks.

2.5.3 Listening to a Monologue

The process of listening to a monologue has much in common with the reading process. Both listening and reading focus on the meaning of the text and make the relation between the

different parts of the text. The difference between them is that in listening there is no second chance to look at the meaning while in reading, the EBP user can reread several times to understand. Dudley Evans and St John(1998: 102) note that listening to a monologue implies several micro-skills to be developed such as; identifying "the purpose and the scope of monologue", identify the topic of lecture and follow topic development ", "recognizing the role of the discourse markers"," recognize key lexical items related to subject/topic" ," deduce meaning of words from context" ,and recognize function of intonation to signal information structure." "ESP listening is …dependent on knowledge about language forms and vocabulary that directly facilitates the perception and parsing of spoken input." (Brian Paltridge and Sue Starfield, 2012: 59). Grammar and vocabulary affect the outcome of comprehension to a great extent. Listening to a monologue requires the knowledge of genre which facilitates predictability and thus better following to the monologue.

2.5.4 Listening and Speaking

There are communicative situations where both speaking and listening are required. This is referred to as 'spoken interactions'. The participants have a dual role as listeners and speakers and require knowledge of both skills. "in analyzing conversations, it is not easy to talk about 'speaker' and 'listener', as both interlocutors…take on both roles" (John Flowerdew, Lindsay Miller, 2005: 52).

One key element in the spoken interaction is the *active listening*. It is about showing to what extend the listener has understood the speaker. The active listening includes speaking at the same time .i.e. it enables the listener to integrate the speaking skill so that he becomes speaker as well. The purpose of active listening is to encourage the speaker to use both verbal and nonverbal strategies as well paraphrasing and summarizing to show signals of understanding. An active listener role is "facilitating the mutual performance of the different sections in conversations" (John Flowerdew and Lindsay Miller, 2005: 52) by signaling the opening, the closing sections.

Generally spoken interactions are dialogues. Face to face conversations are easily handled since the paralinguistic factors participate to transmit meaning. However, telephone conversation can be difficult to handle given the impossibility to make use of body language. Bobby language contributes a lot to message transmission. James Borg (2009 :2) reveals that

choosing the appropriate body language participate in "achieving the outcome…" and that "reading the body language (or nonverbal of others allows …to modify and shape [the] message based on receiving subtle positive or negative signals during interaction." According to Dudley Evans and St John, an additional feature of good listening relates to body language. What body language conveys has a cultural dimension" (1998:106). Generally body language tells more than words. Rosa Giménez Moreno (2011:159) argues

> In spoken interaction the participants have a dual role, as speakers and listeners who interact actively in order to get the message across and who make use of their listening (receptive) and speaking (productive) skills in an almost simultaneous way. In order to acquire the skills to process the information accurately and react to it appropriately, learners must be trained in listening to different accents, rhythm and intonation. In short, they require 'active listening' active listening incorporates non-verbal communication, and verbal communication emphasizing the importance of the former and the cultural aspect of it.

Oral Communication in business activities, conversations talks and meetings is increasingly felt as a very important need in professional life. Effective communication and better relationships are key factors to succeed in business and social understanding. In practice, the speaking skill differs a lot from the writing one. The practice of the former displays not only linguistic problems but behavioral aspects as well. For Rosa Giménez Moreno (2011: 159) "The main features of oral communication are false beginnings, hesitations , sudden topic shift, ellipsis, redundancies, less accuracy, less coordination and subordination, less passive voice , implicit information , lexical and semantic repetition , less discourse markers and a reliance on acoustic elements (intonation , stress)."

Spoken interactions happen in face to face or one to one spoken interactions or in multi-spoken interactions styles. Telephone conversation illustrates the first case, while meetings and negotiations illustrate the second one. They are both concerned with socializing strategies that accompany speaking. The term socializing is used to mean "building relationships" (Dudley-Evans and St John (op cit: 109). It aims to generate a positive relationship in the work place among workmates, customers, visitors and audience in case of meetings.

In the case of multi-person spoken interactions, the participants need (learners) to master other sub-skills or micro skills such as turn-taking, when to shift topic, how to take the floor, how to access to the floor and other interactional principles that according to Sweeney (2003: 124-153) vary from culture to culture … acknowledgement of such difference and training on the relevant sub-skills are essential to achieve an effective communication in professional business English." For the very reasons mentioned before learning to speak in face to face and in multi-person cases is a must for those versed in business activities?

2.5.5 Speaking Monologue: Oral Presentations

Speaking monologue is viewed either as an opportunity to speak to the others, or as an event which may expose one's weaknesses. As a formal occasion it requires a lot of preparation and self-confidence. As a challenge it is best avoided given the assumption that public speaking is for the gifted few who have a speaking fluency skill. Spoken monologue, that is oral presentations,(Dudley-Evans and St John 1998) can be a feature of EOP and EAP. And given the fact that EBP is a sub-branch of EPP which itself is a sub branch of EOP (see page 17) speaking monologue is also a skill which features EPB.

Oral presentations concern students, professional engineers, academicians or business executives. Professional engineers are concerned especially with project presentation delivery in general. Though oral presentations share some common features as all other forms of communication, "oral presentations raise a particular issue for discussion",(Rizvi Ashraf, 2005). In EBP, speaking monologues are also presentations that fall under the general term "public speaking". However, these monologues differ from one business area to another. For example, a presentation for tour guides differs from one for sale representatives, and from thatfor doctors and engineers.

The word presentation covers a variety of instances and situations, for example; an opportunity to share ideas in meetings is a presentation, and a formal one-to-one talk is also a presentation. But the most pressure provoking is presenting to a group of people. This is known as an oral presentation which " is formal, structured, systematic and intended to raise a particular issue for discussion" (Sadhana Gupta, 2008: 91). Equally, Rizvi Ashraf (2005: 195) notes

> [An oral presentation] is purposeful and goal oriented, and communicates a message to an audience in a way that brings about the desired change in their understanding or opinion. It is flexible and changing, as well as complex and varied…oral presentations such as seminars, workshops, symposia, student presentations, industry conferences… a company profile presentations. Whatever may be the form of a presentation, they all seek to achieve certain objective.

The purpose of the presentation may define its type; an oral presentation can be informative, persuasive, occasional or instructive (Steven Zwickel and William Pfeiffer, 2006). Conversely, Patsy McCarthy *et al* (2002) find that all oral presentations have persuasive intentions even for speakers who are fully convinced that they deliver 'objective' information. For them there are always words that represent their point of view.   Despite the fact that oral presentations can have several purposes, they obey the same rules and skills that render them effective.

2.6 Oral Presentation Skills

The person's ability can make or break the career. The efficiency in the specific field and the hard work are not enough to make a business career. There is always a need to master the skill of presentation. The latter is a skill that can be acquired through practice. (Sadhana Gupta, 2008). Although there are many types of oral presentations, yet there are some keys features of oral presentation. Dudley-Evans and St John (1998:112) argue that

> An effective oral communication is built on language and skills and requires confidence. ESP courses are likely to look at: structuring, visuals, voice, and advance signaling as well as language. … Structuring a presentation has much to do with structuring a written communication… visuals can include a few written words … voice may include pronunciation… intonation. … Phrasing, pausing, speed of delivery, volume and tone variation… advance signaling or signposts help listeners follow the structure of the information and argument and recognize the significance of the visuals.

Similarly, according to (Anjanee Sethi and Bhavana Adhikari, 2010: 205), "Effective presentation skills are about the presenters' confidence, logical thinking; level of knowledge, ability to get ideas across to the audience and, most importantly, his ability to 'connect' with the audience. The synonym of communication is in fact connection".

Steven Zwickel and William Pfeiffer (2006) reveal that presentation skills are sum up in: 'audience analysis', 'knowing the purpose', 'organizing the presentation', 'illustrating the presentation', 'using the graphics', 'delivering a presentation'.

In the same line of thoughts, (Sadhana Gupta, 2008) explains that an effective presentation rests on the following factors: 'purpose', 'people', 'planning', 'preparation', 'practice', 'being positive', 'personal appearance', 'preach not', 'visuals', 'punctuality', 'Posture', 'honesty', 'confidence' and 'proper feedback'.

As regards Revzi (2005), the oral presentation skills are planning the presentation(define the purpose, analyze the audience, analyze the occasion, choose a suitable title), preparing the presentation (writing the content), organizing the presentation (IBC format), rehearsing the presentation (planning the time and the environment), Improving delivery (handling 'stage fright' and control the pace and the voice) and checklist to make an oral presentation.

## 2.7 Public Speaking and Linguistic Anxiety

The need for public speaking using the English language in Business fields is now of a great demand. In addition to the technical expertise or the specialty required for employment and promotion issues, human resources managers are aware of the importance of the ability to communicate effectively. Many universities stress the need to integrate a multidisciplinary program of communicative skills including presentations in the engineering content. (Carol Tenopir and Donald King, 2004). Non- native speakers of English versed in the field of business daily experience what effective communication means to fulfill even routine work activities in the multinational companies. They constantly face language anxiety problems in varying degrees and at varying levels of the English language use mainly in activities requiring oral use of the language, i.e. public speaking, and each according to her / his level of proficiency.

LA in oral presentations is a manifestation of communication apprehension as mentioned earlier and it is specified as "stage fright" (Horwitz et al, 1986). Most researches argue the negative relation between LA and the language production. Tobia (1986) explains that the effect of language anxiety is observed in three overlapping 'stages' in language learning: input, processing, and output where the output 'stage', the performance of language,

depends on the previous ones (McIntyre and Gardner, 1994). For Krashen (1982) LA is the result of the 'affective filter' *(figure 2.3)*. An affect is intended to include motivation, attitude, self-confidence or anxiety. One way for accounting for the non-learning within the idea of the affective filter relates to the case in which learners do not receive comprehensible input sufficiently enough to engage the learning process. In such a case, the affective filter rises when learners are stressed, and lowers if the input is comprehensible thus learning takes place. In case of learners experiencing LA, the filter is activated creating a mental block that prevents the anxious speaker learner from performing an effective oral presentation.

Figure 2.2: Operation of the "affective filter"
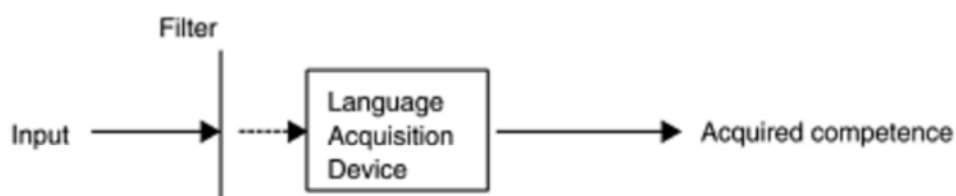
Source: Stephen Krashen (1982: 32)

The present research focuses on the impact of LA on the language at the 'output stage'. In another way, it is about the language proficiency issues encountered by the NNSs in oral presentations. The following discussion is about three main key aspects in oral presentations where language proficiency issues can be noticed.

2.7.1 Oral Presentation Structuring

The structuring of the presentation obeys to the IBC frame and the different standard moves necessary for a written or oral use of language. More complex moves are involved in the middle part of the business presentation, depending on its nature and its purpose, going from the general to the specific. These moves in the structure entail specific expressions such as the language of greetings 'Good morning', inviting to start such as 'Let me start by saying just a few words', and signaling the purpose of the talk 'We are here today to discuss…'or announcing the end 'let me just run out the key point again…'. (See *fig 2.2)*

Figure: 2.3 Oral presentation structuring

Introduction	Conclusion
Establish credentials	
State purpose and topic	Summarize
Indicate time	Make recommendations
Outline what is to come	Call for action

Source: Dudley-Evans and St John (1998: 112)

Oral presentation raises also an important fluency skill which must be developed to enable professionals to master the key strategies required for an effective oral presentation and to improve language proficiency, otherwise; speakers will experience language anxiety.

2.7.2 Grammar Issues

Most EBP learners consider that grammar has little relation with EBP; however a good command of the way the language system works plays an important role in oral communication. An oral presentation is not only having the skills of its structuring but also to deliver the content using correct language. Otherwise, the speaker will make a mess of a well-structured presentation. There is no doubt as to the importance of grammar for EBP users to reinforce the oral presentation skill. "the learner…need knowledge about spoken grammar, if they are to produce speech that is natural and not entirely modeled on the written language" (carter 1995, McCarthy and Carter 2001 qtd in Christine C. M. Goh, Anne Burns, 2012:54).

Much consideration should be given to grammar in speaking, and the choice to prioritize accuracy at the expense of fluency and vice versa depends on the language level of the speaker. Different grammatical issues are faced in business presentation including the use of the correct verb tense and voice and the appropriate adverbs.

Dudley-Evans and St John (1998: 79) explain that all grammar business books "place emphasis on the verb form especially tense and voice". Verb form .i.e. tense and voice, is one of the interesting grammatical aspects in business presentations in specific. The misuse of verb *tense* can create a misunderstanding to the audience and affects the message of the

presentation. When speaking about an issue, for example, that is already resolved and keep using the past simple each time to talk about it might mislead the audience.

The use of adverbs is an important component as it intensifies or minimizes adjectives. Most of the speakers give low importance to the use of adverbs which can change the strength of the message. Adverbs like *extremely, totally, absolutely*…etc. are total adverbs while *fairly, and quite*…etc are moderate ones. Giving importance to adverbs depends on the speaker's language proficiency level.

2.7.3 Lexical Issues

EPB also obeys to the four features of ESP. Selecting vocabulary items with precision so as to fit the case at hand, avoiding ambiguity, and being neutral in revealing scientific facts as well as taking into consideration the economy side of language use are among the key factors to achieve clarity and conciseness to transmit meaning.

Business presentations have their appropriate Lexical phrases such as: "…as the diagram shows, sales bumped this year, let us see the figures…" Such lexical phrases, according to Dudley-Evans and St John (1998), have a tight relation to the idea of predictability of genre .i.e. their use expresses moving, listing or changing ideas.

Visuals use in a presentation, also called, *signposts* are also introduced using the corresponding key phrases. A good business presentation requires the effective use the language of structuring to show the significance of the visuals. Such signposts are: "I have divided my talk into three parts", "let me show you some basic information about…", "the next page summarizes…"etc. describing data plotted in charts, graphs, and diagram also has its appropriate vocabulary items and phrases such as "to rocket" and "to boom" to describe a sudden increasing change or "to level off" to describe the end of a movement…etc. this vocabulary is specific to charts and graphs when describing change or the degree and the speed of change in a movement.

Grammatical and lexical issues befitting the oral presentation delivery fall within the language proficiency problems that non-native users of EBP confront and thus the syllabus design must focus correct and adequate language use since they have a role to play in Language Anxiety in public speaking.

2.8 Conclusion

This chapter discussed anxiety phenomenon in the field of foreign language use related to non native speakers. It also demonstrated the different language skills in Business English with more focus on the speaking monologue skill (public speaking). Major language proficiency problems encountered in speaking monologues were examined. It has been concluded that one fundamental source of the LA is the low level of language proficiency as regards McIntyre & Gardner (1994) and that LA has a negative effect on the language in the 'output stage'. Therefore, the public speaker cannot be confident unless he or she masters the language used.

CHAPTER THREE: A CASE STUDY IN BP/SH/STATOIL IN ALGERIA

3.1 Introduction

The study investigates the language proficiency issues triggered by the Linguistic Anxiety related to the speaking monologue (Public speaking). This study pays special attention to the engineers working in the hydrocarbon sector in Algeria. The research employed both quantitative and qualitative methods in order to insure accuracy and in-depth data gathering. The research questions are as follows:

(i) What are the engineers lacks in terms of language in the speaking monologue?

(ii) What components should the syllabus contain to meet the engineers' lacks?

The hypothesis of the research was that the language proficiency issues rests on the following areas: grammar, lexis, and language of structure. The focus of the analysis was to find the rate of the scale of difficulty in the three main components to be able to design a syllabus that responds to the lacks of the engineers.

3.2 Situation Analysis

In order to have a full picture of the case study, a situation analysis is conducted and organized in three steps. The first step was to shed the light on how important the English courses are in the company. The second step focuses on the informants' job description and the third gives an overview about the English courses taught in the company in order to have an accurate idea on the language skill to be focused on. Thus needs analysis related to the course, the informants and the required skills to develop appeared to be of a great necessity.

When it comes to needs analysis, the concept and approach is constantly developing to incorporating other approaches to further expanding the idea of needs analysis. The concept used to be related to students' needs. It emerged in the 70's in ESP literature and was conceived in terms of Target Situation Analysis. Controversy among scholars resulted in enlarging to concept of Target Situation Analysis even further introducing Present Situation Analysis concept (Richterich and Chancerel (1997) in Paltridge. B and Starfield. S, 2012) putting emphasis on "lacks" and "wants".

For Brian Paltridge and Sue Starfield (2012: 326-27), Present Situation Analysis "draws attention to the gap between what the students are able to do with language at the beginning of the course and what they need to do at the end of the course … referred to as their lacks. "

Paltridge and Sue Starfield (op cit) argue further that Present Situation Analysis , henceforth PSA, integrates other aspects among which "personal information about the learners ; factors which may affect the way they learn such as previous learning experiences, cultural information reasons for attending the course and expectations of it and attitude to English; information about the language teaching environment." Accordingly, while target situation analysis is concerned with "needs", present situation analysis is concerned with "wants" and "lacks", (Brian Paltridge and Sue Starfield (op cit). As regards Hutchinson and Waters (1987), Brian Paltridge and Sue Starfield report that the PSA is conceived as the potential and constraints of the learning situation, that is, external factors that may include the resources and materials available and the prevailing attitude or culture. These factors led Adrian Holliday (1994) To introduce the idea of "means analysis" which in terms of Richterich (1983) and Jordon (1997) "examines those factors that impede or facilitate curriculum implementation or change analysis is no so much concerned with language or the learner…, but with the contextual variables of the learning /teaching environment (qtd in Michael H. Long, Catherine J. Doughty, 2011:276)." However, as Dudley Evans and St John '1998:124) note, "means analysis is suggested (Holliday and Cook, 1982: 133) as an adjunct to needs analysis."

Conversely, as Paltridge and Sue Starfield observe, Munby (1978) considers PSA as "a set of constraints …impinging on syllabus design including cultural, sociopolitical, logistical, administrative, psycho-pedagogic and methodological factors which are posterior to target situation analysis". According to Michael Byram, Adelheid Hu (2013: 224)

> needs analysis is critical to the planning of an ESP course before a course begins to help course developers to select course content, decide the level of proficiency at which to pitch the course and required exit levels… while target situation analysis aims to identify the types of language-based tasks entailed in working or studying in the area and the linguistic skills and knowledge the students will need to function in it. PSA aims to reach an understanding of the students' current knowledge and linguistic proficiency in relation to the level needed for effective participation in the target language. While means analysis aim to understand the opportunities and constraints of the teaching context, such as how much time is available for the course and the teachers' level of background knowledge in the work or study area

Michael Byram (2004: 493) argued that PSA aimed to identify

> Students' present level of competence, their hope regarding future proficiency and details of their situations…complemented by a target situation analysis looking at the participants jobs or studies: which language skills has most priority…what more might they be enabled to do, what level of competence is required.

3.2.1 English Importance in The Company

The present study is about the largest gas project in Algeria. It is a Joint Venture of the Algerian national company of hydrocarbon known as "SONATRACH", with the "British Petroleum" and the Norwegian "Statoil". The project concerns the development and the exploitation of the natural gas located in the south of Algeria -Tiguentourine. The hydrocarbon industrial sector is largely multi- national in its staff. As a matter of fact, the Algerian employees are in direct contact with expatriates from different nationalities. The company consists of different departments including a Human resource development department which takes in charge the staff Training issues.

In large multinational companies such as SH/BP/Statoil, training is one of the pillars that contribute in the success of the company. Training, in general, is meant to impact on productivity first and to motivate the employees to improve in their professional services. The good running of the business of the company relies in the first place on the good management and a good performance of workers. Training enables employees to acquire effective skills, knowledge and motivation which are necessary to accomplish the required tasks. In fact, different trainings are provided in the company; technical training, administrative training, management training and communication training. The latter involves the English language training for all the staff.

Technical trainings are typically provided to the technical staff such as engineers, technicians and any employee who is performing a technical job with respect to his field. Administrative training is meant to the staff working at office only. Management staff also takes profit from the management training to keep up with new strategies and competencies.

But the English language training is for all the staff whatever the field or background study or specialty.

Communication is one of the basic worries of the company and is highly considered by the company's training policy. A good command of English is part of a good communication mainly because the English language is the lingua franca among the workers from different nationalities. This is one reason why English courses are important and are organized to improve the employees' proficiency. English is the language of e-mails, reports, faxes, official documents and any written document. English is also the main spoken language; it is the medium used in meetings, presentations, and telephone conversations. It is used by English speakers be they natives or L1 users and by Algerians as well.

Written English is also used by natives and non-natives among them the Algerian staff. It should be mentioned that having knowledge of the English language is desirable for employment in such multinational companies.

Speaking, being the immediate use of the language is considered as a priority to develop by the employees. Unlike writing for which the majority of the employees do not confront great difficulties to convey a message as they have much time to think and correct before transmitting it , speaking represents certainly a worry the Algerian staff is aware of. Thus courses to improve the speaking skill are indispensible.

Along my teaching experience, it was noticeable that an engineer can write a report or a coherent e-mail but displays problems to conduct a phone conversation to transmit information about a plant issue or even handle a spontaneous small talk with an English speaker. Though the majority of the staff is in a bad need of the English language, only one category, the engineers, has been selected to form the group of participant in the present work. This is because, the engineers in SH/BP/Statoil represent an important category of workers within the whole staff and for whom using the English language, and mainly, the speaking skill is essential and required in all activities, the technical as well as the administrative ones Within this line of thought, and so as to have a clear idea about their services, it was necessary to have an idea about their job.

3.2.2 The Participants' Job Description

The engineers working for this company occupy key positions within the staff hierarchy. They constitute 60% of the total number of employees working for the company. The technical service in such a field is of a fundamental importance because it is connected straightforward to the production which is the primary goal of the company. These engineers are constantly interacting with the foreign technical staff when conducting inspections and maintenance activities. They are also required to fulfill other communicative tasks in English like writing e-mails and reports, attending meetings, telephoning, teleconferencing as well as delivering technical presentations about their work. Table 3.1 displays the percentage of engineers in each department.

The engineers appear to be mainly in (HSE, maintenance, turn around, Technical support, DEP, construction), while (training, Human resources, Logistics) departments are considered as support staff. (The company's Human Resources statistics).

Table 3.1   The engineers' percentage in each departments.

Department	Percentage number of engineers
Management	0%
Training	0%
Human resources	0%
Logistics	0%
HSE	30%
Maintenance	40%
Turn Around	40%
Technical support	70%
DEP	65%
Construction	60%

Although the Algerian engineers have technical competence required for their job, their English linguistic competence represents a real problem. They have enormous difficulties to communicate effectively with the expatriates.

English is important for the engineers, but speaking English is even more important for them. Being a language teacher in this company and a colleague of those engineers at the same time, the chance was open for informal observation of their major language proficiency problems in terms of language skills. The engineers do show ability to read and understand technical documents. Indeed, they can read, understand and use technical terms with no problems far better than the English teachers themselves since they are content holders. Writing is another skill that the engineers are required to use. They need to use English to send e-mails to inform their managers about any issue or problem occurring in the plant.

As regards emails, the engineers do not meet problems as they are occasionally used; furthermore, they have sufficient time to write and review the language they use to express themselves. Writing does not thus really constitute a serious problem. They have possibility to use dictionaries or solicit help from the English teacher. They also elaborate technical reports destined to inform their hierarchy. These reports are standard forms already prepared for them to be filled in with words, phrases and rarely sentences. They do not confront any problem as the majority of words, as mentioned before; are technical terms frequent in their daily register not requiring any proficiency in terms of knowledge of the language system. The elaboration of reports does not reflect the engineers' low proficiency level of the language. The listening skill does not appear to constitute a handicap for them as well. Any engineer with a low English proficiency level is able to understand at least the main ideas as the expatriate colleagues generally make efforts to use easily understandable English for intelligibility purposes.

However, their major problem seems to be in the oral production of English, i.e. speaking, mainly in face to face situations to exchange information or talk about plant issues. They are also required to make daily presentations in English describing daily work events. Examples of two engineers' job description are demonstrated; the corrosion inspections engineer's requiring a multilingual ability as well as strong presentation skills, and the production engineer requiring a good command of English (see Annex 1 page 95). The main problem observed in this case is the discomfort and stress as a result of language mistake occurrence, thus affecting the quality of the presentation. Consequently, they experience a situation of insecurity in using the English language which is the LA.

The participants of the present study are engineers from two technical departments: "Technical support (TS)" department and "Département des puits (DEP)".

They are required to speak in public in the following cases:

(i) They deliver HSE weekly report in the form of an presentation to inform about accidents, incidents, slips, falls of scaffolding, chemical spills…etc. in addition, the results of weekly HSE surveys indicate the number of company workers who made the HSE observation.

(ii) Technical presentations: to discuss the issues faced in the CPF inform about and the anticipated solutions and also the figures reflecting the amount of gas production in comparison to the plant capacity.

(iii) Occasional presentations are given to senior management staff and are usually presented by team leaders who are engineers at the origin. These occasional presentations are given at different special operations such as the shut down of the plant delivered by "Turn Around" (TAR) team, and *"FRAC"* operation, which is a process to extract gas.

3.2.3 English Courses in The Company

It is quite important to shed some light on the English courses given to all employees from all departments in the company, i.e. Methodology and the program content as well as the materials used by the English teachers. The employees take a "placement test" once hired in order to check their English proficiency level.

The objective behind this test is to determine the employee's level in English, and discover the strengths and weaknesses to be focused on. Another objective is to provide the English teacher with feedback in order to be able to organize the courses according to the different levels: beginners, pre-intermediate and intermediate. The "placement test" has four separated tests sequenced as follows (see Annex 4 page 102):

1. Listening: it is a four part listening test lasting for 45 minutes

2. Reading and language knowledge test: it is two part test which lasts 60 minutes

3. Writing test is also a two part test lasting 45. Minutes

4. Speaking test which is based on a topic of discussion selected by the examiner.

The results thus obtained serve to place the participants in groups corresponding to their English language level. When it comes to the teaching program, the company provides Business English "Market Leader". It is a collection of four books published by Pearson Education Limited aimed to meet the trainees' needs in terms of level (Elementary, pre-intermediate, intermediate, upper intermediate). Each "Market Leader" course book consists of twelve units, after every four units there is a revision unit. The latter is designed to entail the important elements dealt with in the last four units which enable the students to recapitulate four units and make a test (see Annex 3 page 100).

The Elementary Market Leader is an introduction to Business English; it is intended for beginners having little knowledge about Business English. By the end of the level the students will:

- Have a clear and a basic notion on the different business context such as meetings, business travel, sales, and marketing.
- Be able to introduce themselves and start a business conversation
- Be able to speak using correctly the articles, the simple past and the future tenses.

The pre-intermediate level Market Leader is designed for those who can understand and participate in the different business situations but with no creativity. Learners develop.

- The use of the past and the present continuous tenses.
- Read and understand authentic business articles in English.
- Express their job related problems.

The intermediate level Market Leader is designed to reinforce the previous levels Focusing on language mastery, it addresses learners who have good writing skill and speaking skill but seek more accuracy in using the language. By the end of the course the objectives attained are:

- Participate in debates and develop argumentation.
- Express certitude, probability and possibility.
- Use idioms and models.

Obviously, the Market leader is a book for English for General Business Purposes where all the Business English skills are tackled generally but it does not focus on the skills separately skill separately. In addition; the content does not correspond to the domain of the

hydrocarbons. The learners will have only a general language knowledge in business situations which constitutes a shortcoming of the learning condition.

3.3 Methodology

The objective of the present research is to find out the engineers needs in terms of the speaking restricted to public speaking in business. First the participants' job description together with an overview about the English courses taught in the company is conducted. This is to have about the ways and how's to introduce language skill targeted.

3.3.1 Data Collection

The first observation was that public speaking for the engineers constitutes a priority to be tackled. The second observation was that the Business English courses taught in the company are English for General Business Purposes which does not target the business skills separately. In addition the content does not respond to the hydrocarbon context. In order to have an idea on the language proficiency problems encountered by the engineers in public speaking, a questionnaire is used to determine the lacks and wants of engineers.

The questionnaire was directed by the teacher working in the company which makes it easy for the engineers to ask for further clarification about the questionnaire. Another reason is that the teacher is involved directly as the study is concerned with her field of work. It was administered to the engineers who have key positions and are in constant contact with the English speakers. It was designed as a quantitative and a qualitative technique for collecting data. The quantitative questionnaire provides numerical results; i.e. the quantity of answers. Yet, the qualitative questionnaire gives information about the quality of the answer. The questionnaire used aims at investigating the English language needs in oral presentations for the engineers working in the company. Its focus is to seek information based on theoretical framework of the study, which covers grammar, Lexis and language of structure issues in oral presentations.

The questions in the questionnaire are the 4-point Likert- Scale with close-ended questions. But an open-ended vacant space is also formulated at the end of the questionnaire

The 4-point Likert-Scale included measuring difficulty (1 = "a lot of difficulty"…4 = "no difficulty") (See Annex 2 page 97).

The samples chosen for the purposes of conducting needs analysis of the study were the engineers from different departments of the company, mainly; Technical support (TS) and "Département des Puits" (DEP) departments. There are 20 engineers in the two departments. Sixteen (16) engineers were selected for the questionnaire survey. They represent 80% of the total number which can reveal a significant representation.

3.3.2 Data Analysis and Interpretation

The discussion that follows is the analysis of the different answers provided by the informants. The questionnaire was written in simple English in order to be understood by the informants who have a pre-intermediate to intermediate level of English. Another point to perceive is that the questionnaire includes 12 targeted and concise questions covering the research hypothesis, i.e. language proficiency issues provoked by the Linguistic Anxiety, tackling the grammatical, lexical and language of structure issues.

Grammar:

*Question 1***: Do you find difficulty to use the appropriate tense verb when speaking?**

Verb tense
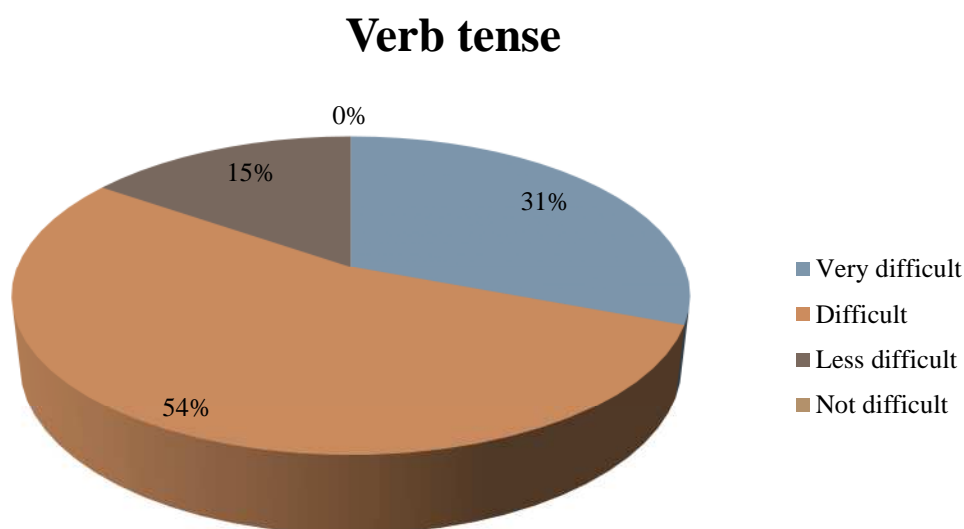
Speakers generally tend to concentrate more on the meaning of the ideas than accuracy of the language used forgetting that the latter impacts on the meaning itself. The idea behind the first question of grammar was to find out to what extend the use of the verb tense constitutes an obstacle of accuracy to the engineers. 54% of the informants reported they find it difficult to use the appropriate verb tense when speaking while 31% of them find it very difficult. For 15%, it is less difficult but no one find it easy. The major part of the answers reveal difficulty to use' the tense which indicates that the verb tense constitutes a concrete obstacle in their language proficiency.

Question2: **Do you find difficulty to use the "active" or "passive" form? Example: "we did the action" or "the action is done".**

Verb form
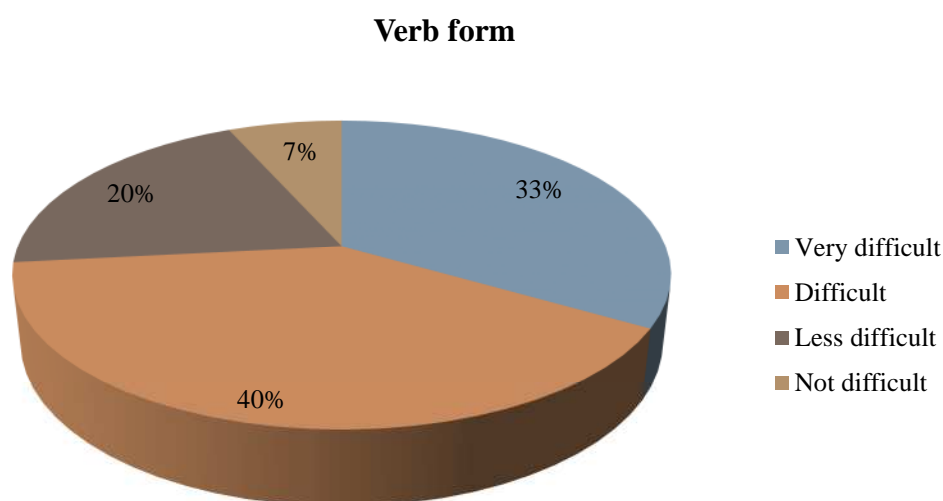
In speaking the use of verb voice is different from that used in writing. It is common that the passive voice is rarely used in speaking. The targeted question is asked to find out if the engineers are aware of this notion and how is it difficult to them to use it. Hence 40% of them find it very difficult to use the appropriate voice. For 33%, it is difficult and 20% is less difficult and only 7% don't find it difficult. We notice that the majority of the informants rank it difficult which reflects a lack in this area.

Question 3: **Do find difficulty to use appropriate adverbs to stress or minimize your ideas?**
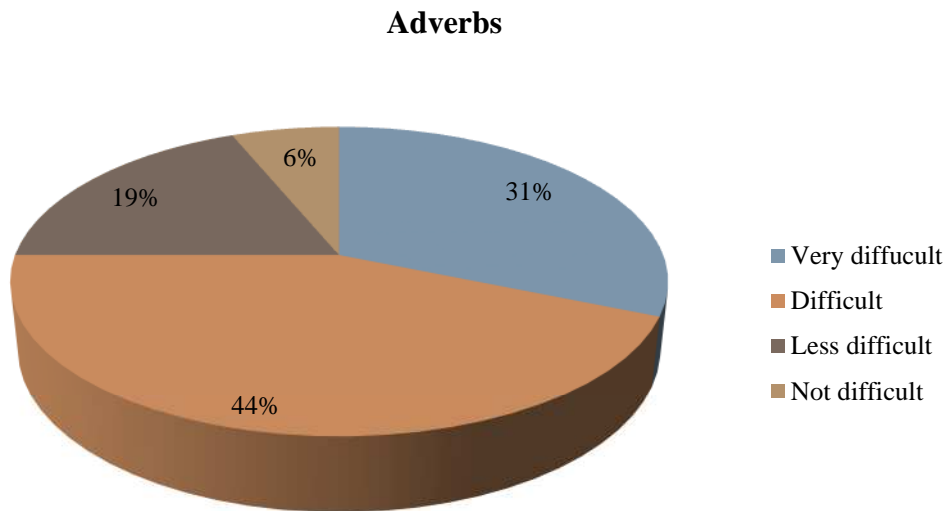
Adverbs

To the best of our knowledge we know that the adverbs can emphasize or minimize the adjectives in sentences, thus it impacts the message transmitted. The third question examines, implicitly, the engineers understanding of the role of the adverbs and the way they are used. The feedback demonstrates that the adverbs present another difficulty for the informants. The position of the adverbs to emphasize or minimize an idea constitutes a problem for 44% while 31% of them find it very difficult. 19% of them show less difficulty and only 6% can use adverbs without difficulty.

Lexis:

Question4: Do you find difficulty to use lexical phrases to introduce, illustrate or shift to an idea?
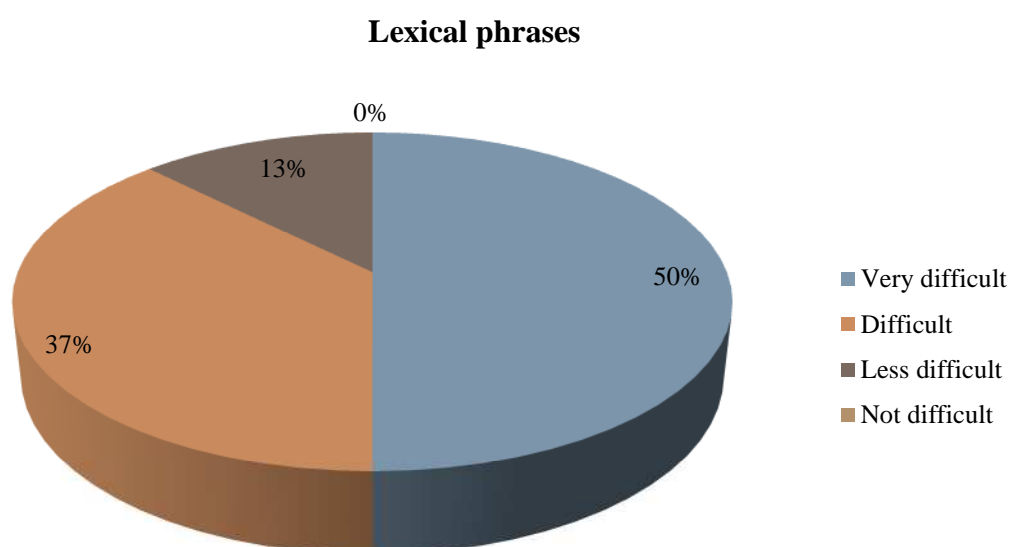
Lexical phrases

Generally speaking, it is difficult to use business lexical phrases to illustrate or reallocate an idea. In fact, using such specific phrases might be the first step of proficiency in the language. This question seeks information about frequency of usage of those lexical phrases among the informants. Half of them (50%) consider the use of such phrases as very difficult while it is difficult for 37% of them. Only 13% of them show less difficulty in using them. The results reflect that the majority of the informants face a real problem.

Question 5: Do you find difficulty to use the suitable vocabulary to describe charts and graphs?

Vocabulary to describe charts and graphs
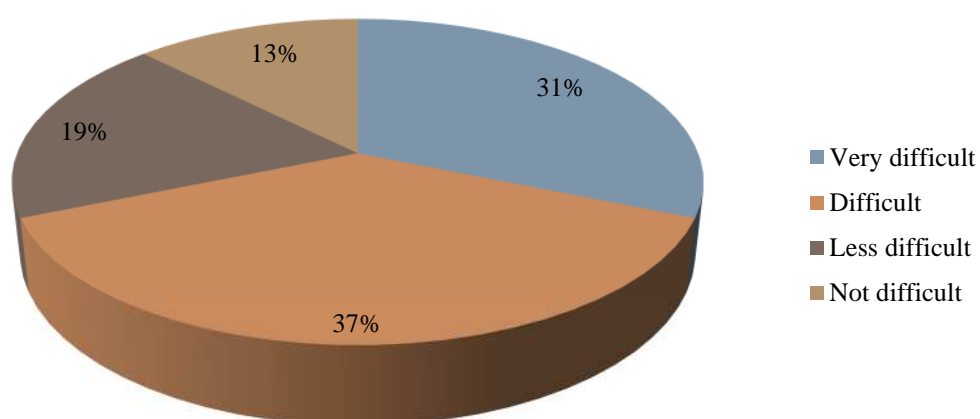
Question five targets another lexical issue the engineers may confront which when describing charts and graphs. Again, the difficulty level prevails in results thus obtained. A percentage of 31% reflects an extreme difficulty and 37% for difficulty. While a low percentage of engineers (19%) express less difficulty and 13% represents those naming no difficulty.

Question 6: Do you find difficulty to use words that refer to visuals?

Words to refer to visuals
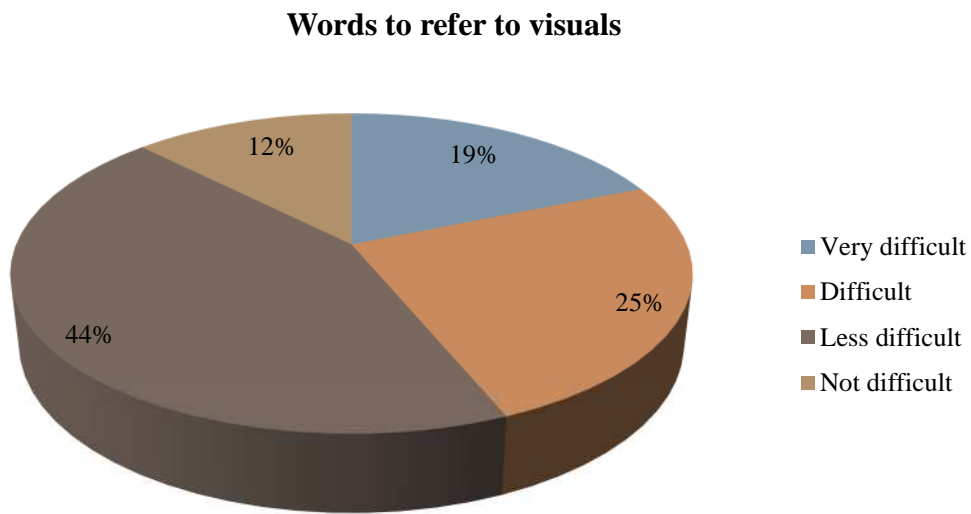
Question six infers about the engineers knowledge about the frequent words used to refer to visuals. Less difficulty seems to be the predominant answer of the respondents by 44%. 25% finds it difficult, 19% finds it 'very difficult', and 12% report 'Not difficult'.

Language of structure:

Question 7: Do you find difficulty to start a presentation?
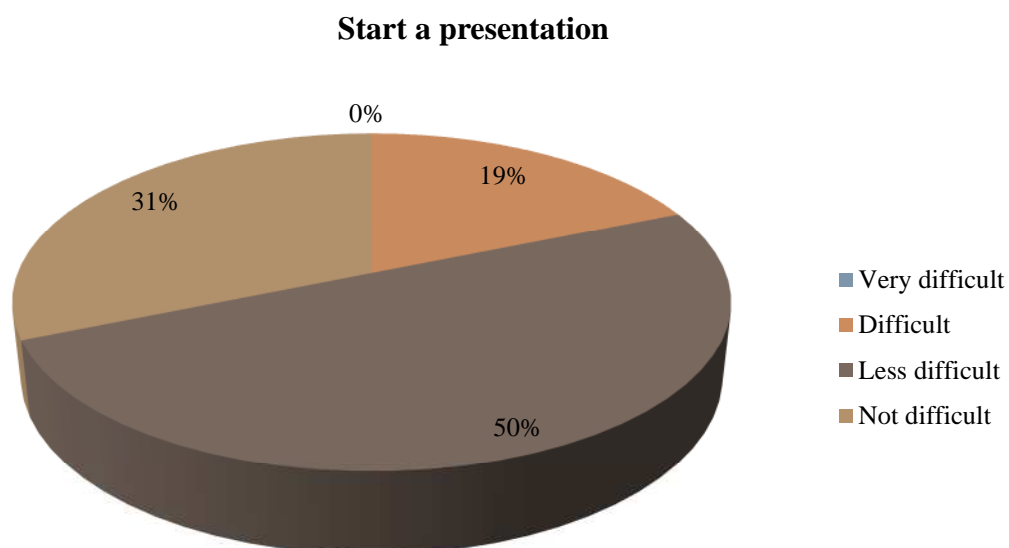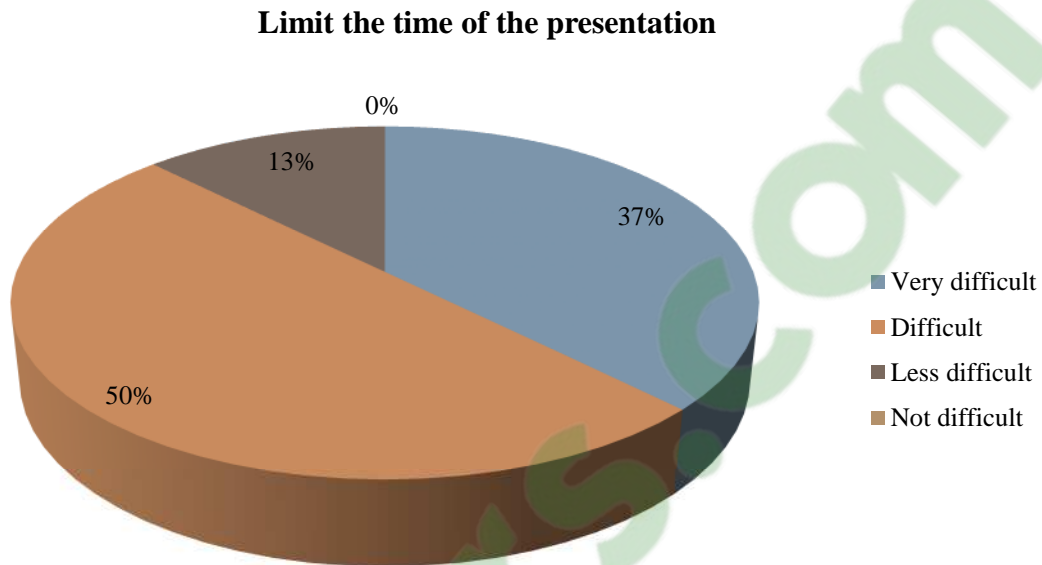
Start a presentation

This question is meant to find out whether the informants are capable to start a presentation or not. For 50% of them, starting a presentation is less difficult while 31% of them do not confront any problem. However, only 19% finds it difficult but no one finds it 'very difficult'. This reinforces the belief that the informants do not have difficulty in general.

Question 8: Do you find difficulty to State the purpose and the topic of your presentation?

State the purpose and the topic
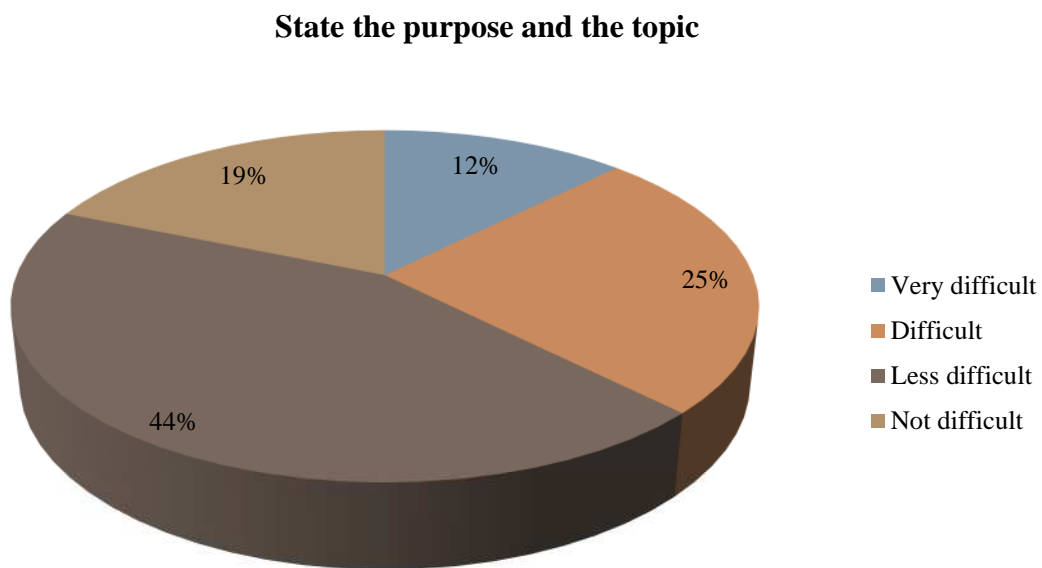
Question eight seeks to determine if stating the purpose of the topic represents any difficulty. The results show that the informants do not really have a great difficulty in general as 44% finds it less difficult, 25% finds it difficult, and 12% finds it very difficult and 19% not difficult.

Question 9: Do you find difficulty to limit the time of your presentation?

**Limit the time of the presentation**

Limiting the time of the presentation is important as it contributes vividly in the effectiveness of the presentation. The present question checks the respondents' ability to limit the time if language use is appropriate. The figures echo the difficulty encountered. It is difficult for 50% of the respondents, very difficult for 37% of them, less difficult for only 13%.

Question 10: Do you find difficulty to outline the whole of your work using the appropriate language?

Outline the whole work
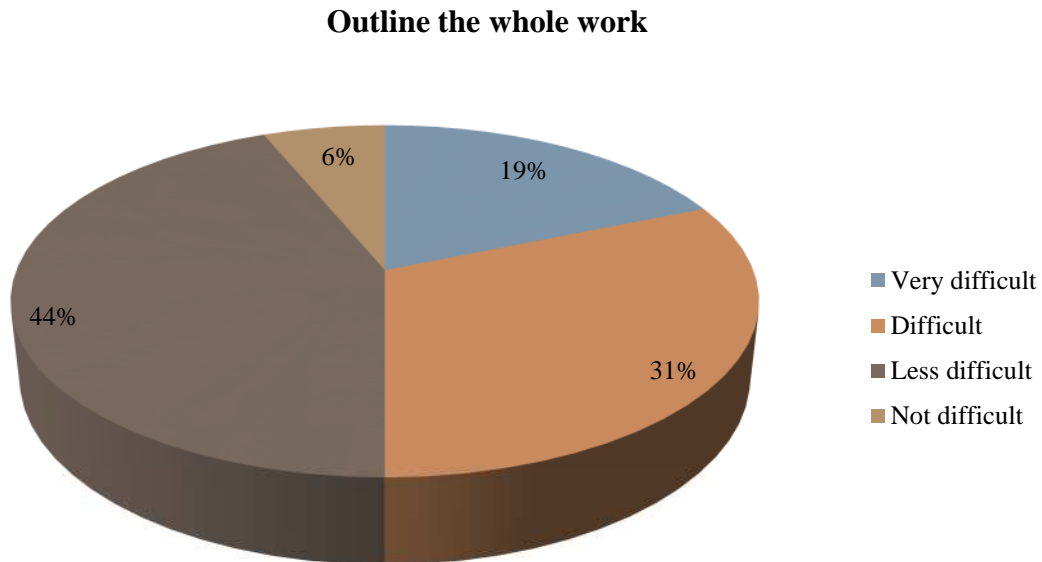
One of the crucial elements in a business presentation is outlining the presentation so that the audience can follow and get a clear idea. Therefore the questionnaire must contain a question that checks the engineers' ability to handle such a skill with the appropriate language. 44% finds it less difficult, 31% difficult and 19% finds it very difficult. Only 6% finds it easy. This means that they find some difficulty that we cannot deny in outlining the work of a presentation.

Question 11: Do you find difficulty to summarize your talk when concluding?

Summarise the talk
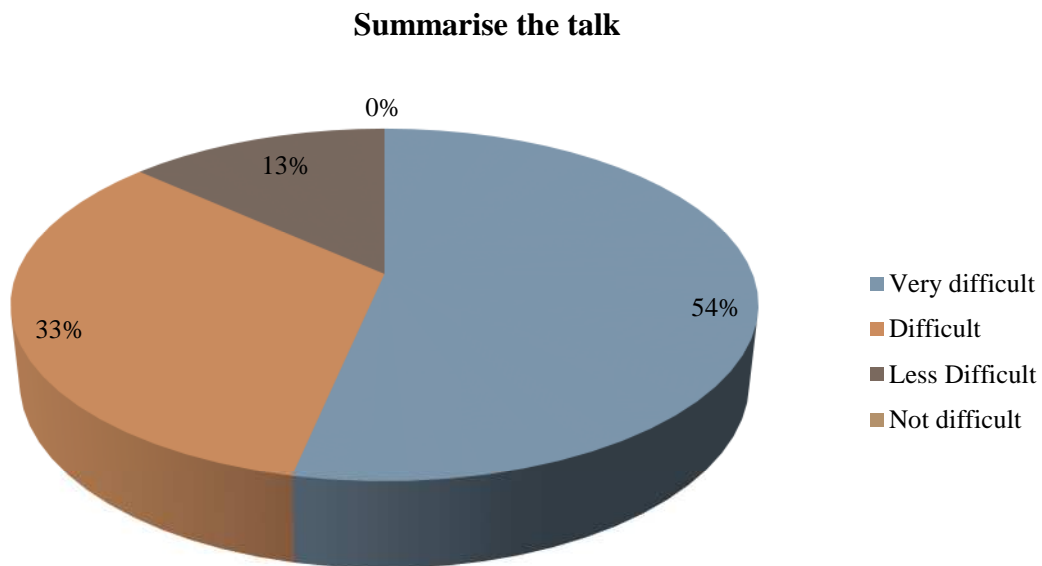
The majority of the engineers with the percentage of 54% face a lot of difficulty in summarizing the presentation. 33% of them consider summarizing the presentation difficult. It is less difficult for 13% of the respondents. This shows that summarizing constitutes a worry.

Question 12: Do you find difficulty to invite the audience to ask questions at the end?

Invite questions at the end
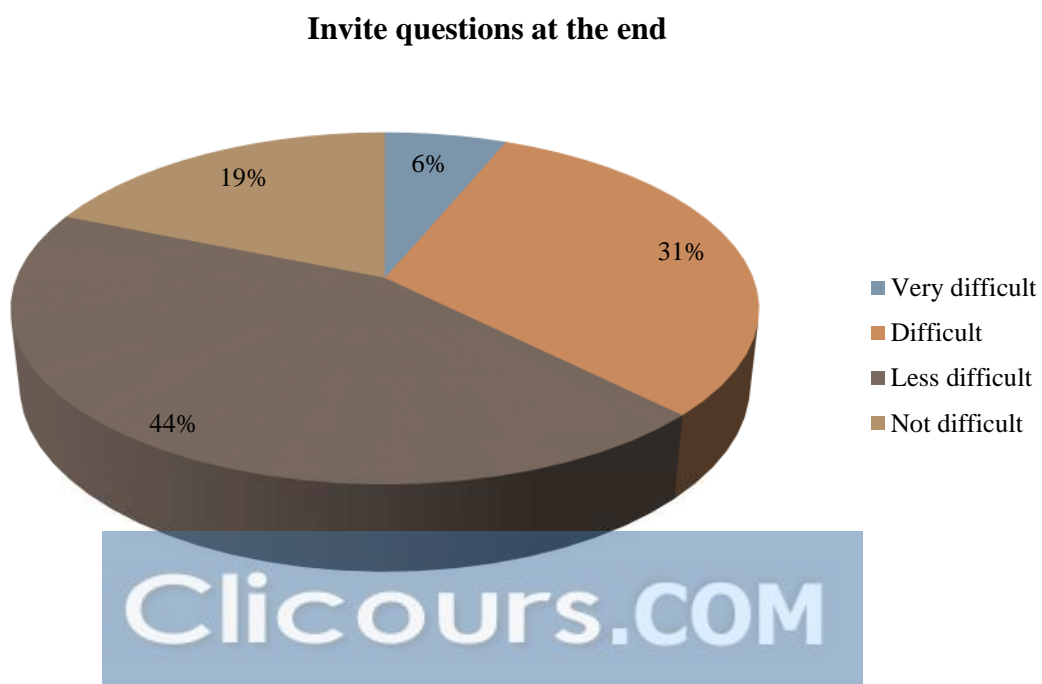
Question 12 reveals that 44% of them have less difficulty, 31 % of them do have difficulty, 19 % of them do not difficulty and only 6 % considers inviting the audience to ask questions very difficult. The results show that the informants need to have this sub –skill reinforced.

In general, the results show that the participants face some problems ranging from having great difficulty to less difficulty in the three main areas of language proficiency in public speaking. The following table sums up the results in domains of language use.

Table 3.2 Concluding results

	Very difficult	difficult	Less difficult	Not difficult
Grammar	39%	38%	18%	4%
Lexis	33%	33%	25%	8%
Language of structure	30%	34%	27%	9%
Average	**34%**	**35%**	**24%**	**7%**

3.4 Conclusion

This chapter dealt with the Present Situation Analysis, the participants and their job description analysis and the research questions. There is also enlightenment on how the questionnaire for data collection would be organized and administered and how the data would be analyzed and interpreted. In order to insure the study's credibility, quantitative and qualitative methods were used. The questions rested on three key aspects of language proficiency in public speaking: grammar, lexis, and language of structure. Engineers working for the hydrocarbon company BP/SH/Statoil in Algeria were selected as a case of study.

The study illustrated that there is a significant difficulty in language proficiency witnessed by the engineers in all the three main aspects except in three points in language structure (start the talk, state the topic and the purpose, and sum up the talk) they presented less to no difficulty. This analysis provided a good background for establishing the aim and objectives of the intended syllabus design.

CHAPTER FOUR: BUSINESS PRESENTATION SYLLABUS

4.1 Introduction

In the third chapter, we concluded that the engineers working in BP/SH/Statoil face difficulties in the three key aspects of language proficiency (grammar, lexis, and language of structure) when delivering a presentation. Thus we aimed at designing a 'business presentation syllabus' that responds to their language lacks. The fourth and the last chapter are devoted to respond at three main questions concerning the intended syllabus. Why designing a syllabus? How is the syllabus organized? What is it about?

4.2 The Goal of The Syllabus

One important question to be asked is why designing a program? In another way, what are the goals to be reached through this program? The previous chapter dealt with the PSA in the targeted company as a case study. We tackled first the importance of English courses in the company which gave us a good picture on the status of the English training there. Second, the engineers' job description enables us to know more about their needs in term of skills. Third, the analysis gave us an idea about the program used for the English courses. Therefore it allowed us to determine the English courses shortcomings. Within this discussion, we shall recognize the reasons that push us to design this program, then to identify the different goals of this program.

In the first place, the term to be used to describe the intended program is 'Syllabus'. The term syllabus refer to "a document which says what will (or at least what should) be learnt" (Tom Hutchinson and Alan Waters, 1987: 80). However, there is a divergence in views concerning what the nature of "the syllabus". Some scholars adapt a narrow approach in defining it and others adapted a broader one. Those who accept the narrow approach say that syllabus design is clearly different from methodology. "Syllabus is being concerned essentially with the selection and grading the content, while methodology is concerned with the selection of learning tasks and activities" (David Nunan, 1988: 5).Conversely, those who assume the broader view make no separation between the syllabus design and the methodology, because it is difficult to maintain a distinction between the content (What) and the methodology (How) especially with the event of the communicative language teaching (David Nunan, 1988).

In the present study, we took on the broader view by suggesting a syllabus entitled 'Business Presentation Syllabus'. Our experience at BP/SH/Statoil gave us an opportunity to have a clear view about the engineers' wants and lacks in terms of language used in business presentations. One of the motives that pushes us to design a 'Business Presentation Syllabus' is our observation that in hydrocarbon companies and this case BP/SH/Statoil do not provide the trainees with ESBP but rather EGBP. There is no focus on specific business language skills. The aim behind designing the syllabus is to provide the engineers with the basic structure of a business presentation and the required language accordingly and thus lower their Linguistic Anxiety and gain more confidence when speaking. The intention is not to eliminate the Linguistic Anxiety as it is not a therapeutic study but to decrease it by raising the engineer's language proficiency level for more effective presentations.

The first objective was to establish a basic knowledge about the genre of a business presentation to enable the engineers to organize their future presentations in simple and coherent way. The second objective was to provide the appropriate language usually used in business presentations.

4.3 The Organization of The Syllabus

The next point to deal with is the way the syllabus is organized. The third chapter was an attempt to analyze the Algerian engineers' lacks and wants for better communication in English. For that reason a job description was carried out to determine what business language skill is needed most in their area of work. As a result we concluded that the speaking monologue skill (presentation) is most needed. In order to complement our observation and support the research hypothesis, a questionnaire was administered to help us find out the lacks and wants in terms of language in presentations. Consequently, by designing a syllabus we aim at providing the trainees with the basic structure of a presentation as well as the language knowledge required. In order to achieve this end, a compromise of three approaches (Genre-based approach, Task-based approached, and Integrated-skills Approach) should be proposed. Both appropriate methodology and adequate content are joined in the suggested syllabus. The next discussion is to illuminate the methodology that is the integration of the three approaches.

4.3.1 The Three Approaches Syllabus : A Compromise

Joining three approaches (Genre- based approach, Task-based approached, and Integrated-skills Approach) to constitutes a 'Business Presentation Syllabus' is one of the endeavors. The three approaches are used in the syllabus design at the units and activities levels.

The learners follow an explicit model for their presentations. Therefore the genre-based approach is used for the whole organization of the syllabus; i.e. the arrangement of the units. The business oral presentation genre is reflected in the units. That is to say, each unit examines one or two particular steps in the oral presentation. As the genre-based approach focuses on the learning product, the learner will be able to organize and produce a business oral presentation that reveals the steps learnt. Practicing is meant to lead the learners to be creative and to produce their own version.

The second stage focuses on the Task based Language Teaching (TBLT). TBLT is concerned with the learner's activity. At the end of each unit a task is performed which consists of delivering an oral presentation that focuses on the pre-determined genre steps of the business presentation. This task is concerned with getting the students to deliver a presentation accurate English. The teacher will supply different language knowledge activities during the unit which provide the learner with the necessary language to be integrated in the task. Thus the learner will be creative in using the language through the experiential learning approach. The learners should: 1) 'do' i.e., concrete experience; 2)' review', reflective observation,3) 'learn' ,abstract conceptualization, and 4) 'apply' , active implementation.

The language knowledge activities supplied by the teacher during the unit do not tackle the speaking skill in isolation but rather in conjunction with the other language skills. At this level the integrated-skill approach appears to be the most suitable approach to adapt. The Integrated skill approach involves the integration of the skills at the level of the different activities that end up with performing the unit task. A presentation activity requires that the learner makes some readings to organize the plan of the presentation and attend oral presentation for observation.

4.3.2 The Task Components

Different definitions are provided by scholars in the field of task based approach to language learning .all focus on the idea that it is a work in which both the learner and the teacher constitute the important element .It is used to check both the learning process and feedback. It is "an activity which required learners to arrive at an outcome from given information through some process of thought, which allowed teachers to control and regulate that process Prabhu, (1987:24)". It is an activity which requires using language, with emphasis on meaning to attain an objective (Bygate et al 2013:11). For Breen (1987:23) , 'task'

> is used in a broad sense to refer to any structural language learning endeavor which has a particular objective, appropriate content, a specific working procedure and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitating language learning – from simple and brief exercise type to more complex and lengthy activities such as group problem-solving and or simulations and decision-making.

Exploring the elements that interplay in a task; David Nunan (1987:40) identify "task goals", "input data" and "learner procedures" which are supported by "teacher and learner roles and the stings in which tasks are undertaken" and that Nunan (1989) represents in *(figure 4.1).*

Figure 4.1: A framework for analyzing communicative tasks

A framework for analysing communicative tasks

Source: David Nunan 1989:11

Using Nunan's framework (1989) a sample business oral presentation will be:

- Goal: Deliver an effective presentation
- Input: Audio copy of a presentation
- Activity: i) Listen to the audio and focus on the language and the structure used.

                 ii) Write the plan of the presentation.
- Teacher role: assistant   and supportive
- Learner role: Listener, planer, speaker.
- Setting: Classroom /individual work

4.3.3 The Task Methodological Framework

   Willis, J (1996) was the first to introduce a framework for task-based learning. It is a helpful framework as it gives a structural frame to be used in TBL approach to learning. The framework consists of a pre-task phase during which the learner is introduced to the topic and the task to be conducted , the task cycle phase including task , planning and report and the post-task language feedback which consists analysis and practice, (in Tomlinson 2013: 272). Each phase contains a series of activities to be accomplished in order to make an effective presentation.

The pre-task phase involves choosing the input and determining how it will   be exploited. The teacher will act as a facilitator to choose material and the language knowledge necessary to master the genre step of the presentation. It also includes integrated skill activities to reinforce the language as well as the structure of a presentation. At this stage, the learner receives assistance from the teacher and records information that he or she would need to use in the next phases.

The second phase which is the task cycle consists of preparing the task. According to Willis Jane (op cit), is separated from the pre-task phase to emphasize the importance to prepare the learners thoroughly before performing the task. It is mainly about planning the presentation, writing the structure to be followed, using the language acquired in the previous phase, and preparing the poster or the slide. The two previous phases prepare the learner linguistically in order to move to the realization phase. It is mostly about carrying out the task which would immediately reflect its success.

The post-task phase is after finishing the task, it is in that phase that the speaker would be able to evaluate the success and identify his lacks. An evaluation discussion follows which consists of explaining difficulties and discussing the positive and negative points of the task through the participation of the classmates by

- Asking questions to the speaker.
- Discussing language and the presentation structure issues
- Suggesting ideas for improvement
- Reacting on the topic
- State the difficult and the less difficult items
- Correct the errors.

The post-task phase provides useful information for the teacher in planning the next tasks, and allows the learner to evaluate himself as it is an experiential learning.

4.3.4 Grading The Tasks

Jack. C. Richards, Richard W. Schmidt (2013: 251) describe grading as

> The arrangement of the content of a language course or text book so that it is presented in a helpful way. Gradation would affect the order in which words, words meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner

According to David Nunan (2004), grading the tasks is an extremely difficult operation even for syllabus designers. The suggested union of the three approaches guides us in determining the gradation of the unit tasks. As discussed earlier, the genre-based approach is adapted at the level of the whole syllabus. That is to say, the different steps of a presentation are highlighted through the sequence of the units; i.e. each unit will tackle only one or two steps. For example, unit 4 is about 'visuals' hence the activities supplied in this unit will focus on the language used to refer to visuals including the vocabulary and the grammar required.

Each unit of the intended syllabus is considered to be a pre-task phase which will "fulfill a similar function as schema-building task in larger instruction sequence." (Nunan, 2004: 128). The different activities will orientate the learner and supply the language needed to complete the unit task.

Similarly, the unit tasks constitute in their turn 'schema building' tasks in larger instruction sequence. The instruction sequence in the suggested syllabus is a sequence of elements that constitutes the whole. It is considered by Nunan (2004) as 'Project-based instruction', i.e. "a collection of tasks that all add up to a final project" Nunan (2004: 133). The learner, at the end of the training will have a full picture on how a business presentation should be organized including the necessary vocabulary and grammar required.

4.4 Presenting The Syllabus

The following is the contents of the suggested 'business presentation syllabus'

UNIT	Title	Structure	Language	Unit task
1	**Staring a task**	• Make good introduction • State the topic and the purpose	• Language to introduce yourself • Present simple and present continuous	Presenting your company
2	**Organize a talk**	• Outline the talk • Limit the time of the talk	• Lexical phrases	Presenting new equipment.
3	**Speaking from figures**	• Describing chart and graphs	• Vocabulary	Reporting HSE figures.
4	**Visuals**	• Referring to visuals	• Vocabulary • Passive and active voice	Presenting to purchase new equipment or chemical product.
5	**Concluding**	• Summarize the talk	• Using adverb to emphasize and minimize the talk • Language to sum up	Giving information about a process.
6	**Handling questions**	• Invite questions	• Ask and answer questions	Presenting a plant issue.

Chapter Four: Business Presentation Syllabus

As mentioned earlier the methodological framework of the suggested tasks is adapted from Wills. J (1996) with some modification. ***Unit 3 'Speaking from figures'*** is taken as an example to illustrate this adaptation.

PRE-TASK

It represents the activities of the whole unit which consists of the four integrated skills activities. The pre-task phase is detailed in the next page.

Activity 1: Converse on an open question about the topic of the unit.

Activity 2: Listen to an audio and complete the activity

Activity 3: Read information about language knowledge

Activity 4: Carry out a language activity

TASK REALIZATION (DO)

- Reading an HSE report about the company's incidents, accidents, and hazards.
- Preparing some graphs and charts based on the supplied data.
- Planning for the presentation (with a focus on how to describe the charts and
- Decide where to stand
- Prepare the projector (if used)
- Carry out the presentation

POST TASK (REVIEW-LEARN)

- Reflect and ask questions to the speaker
- Discuss language and the presentation structure issues
- Suggest ideas for improvement
- React on the topic
- State the difficult and the less difficult items and correct the errors

It is a continuous cycle which enables the learner to recycle his or her language knowledge and reproduce it in five situations (five units) in order to be able at the end of the syllabus to deliver effective presentations.

Pre-tasks phase is detailed in the following demonstration of the same example *Unit 3 'Speaking from figures'*.

Activity 1: What do know about visuals? Why do we use them? Look at the two examples of a slide and comment.

Activity 2: listen to the audio and complete the following passages

An increase

This chart shows _____ in the number of companies selling cheap bottle furniture. Two years ago, there were thirty major companies selling this type of furniture. This year, the number _____to seventy. That means that the competition in the market _____ in twelve months.

A decrease

There has been a _____in the number of people with more than one child over the last five years. As a result, the number of children going to primary school _____.This will affect our sales of secondary school book.

Staying the same

It's interesting to note that the number of staff _____for the past three years. Basically, the demands for trained instructors _____and the market _____.

Activity 3: Language Knowledge

Describing change	*Degree of change*	*Speed of change*
Increase/rise/go up	Dramatically/considerably	Rapidly/quickly/suddenly
Grow/expand		
Rocket/boom	Moderately/slightly	Steadily/slowly
Decrease/drop/fall		
Decline/go down		
Slump/Collapse		
Flatten out/Level off		
Remain constant/stable		
Stay the same/at the same		
level		

— Draw a graph and read it for your peers. Listeners try to draw what they hear. Then discuss your answers and correct.

Activity 4: Interpret the below graphs and charts.
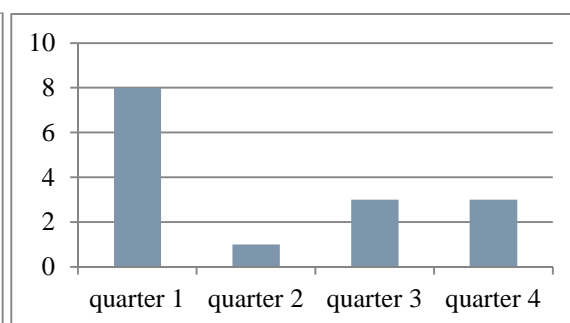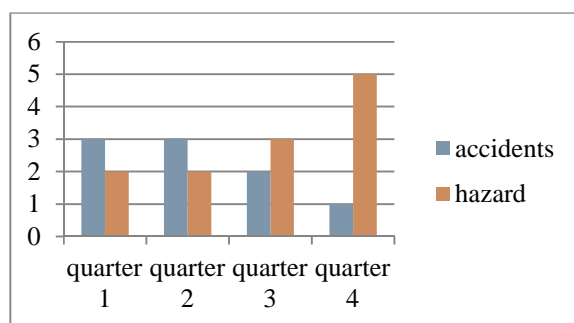
Describing HSE report
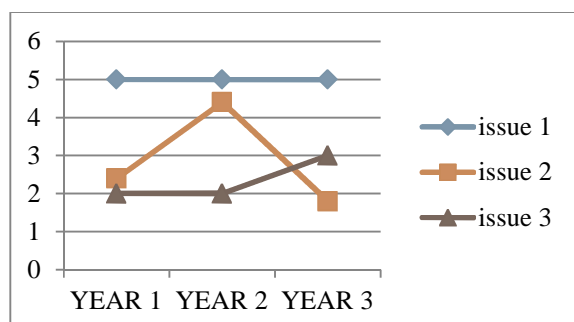
Describing Gas production
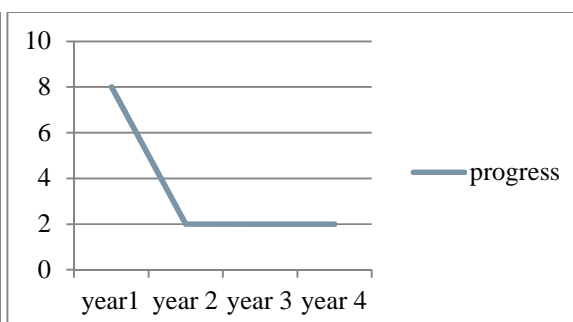
Describing plant issues

Describing productivity progress

85

4.5 Conclusion

In this chapter, three main questions concerning the designing of the 'business presentation syllabus' are answered (WHY, HOW, and WHAT). First, the goal of the syllabus was to a to provide the engineers with the basic structure of a business presentation and the required language accordingly and thus lower their Linguistic Anxiety and gain more confidence when speaking in oral presentations. Second, the syllabus is organized through a union of three approaches to highlight its goal and objectives. Third, there was a presentation of the syllabus as well as a unit sample.

General Conclusion

English is considered as the first international language of technology and business in the world thanks to the expansion of technical and commercial activities which generated the need for an international language after the Second World War. This fact created a new generation that need to learn English and most importantly know why to learn it. Businessmen around the world learn English not for the sake of learning a foreign language but rather to satisfy their business demands. Moreover multinational companies are commanding English to be their official language. The necessity to learn and use English is becoming universal; Algeria being part of the business world is not excluded from this fact. However, foreign languages in the Algerian educational system are given the least importance at all levels of education which results in a generation of bachelors that are struggling with new world where foreign languages are the most needed both at the level of the university and the real world. The aim behind the present study was to investigate and understand how Business English language proficiency problems affect non-native users of Business English. The case of Algerian engineers working for a multinational company BP/SH/Statoil is selected as a case of study.

My personal experience as a language teacher in BP/SH/Statoil Company powered my motivation to investigate the engineers' language proficiency issues in English. In other words, it paved the way fro an informal observation in terms of English language issues. In order to get more accurate data and support the informal observation, an analysis of the participant's job was held. The outcome that arises from this analysis is that the main language skill most required in their job is the speaking skill, precisely the speaking monologue. Besides, a questionnaire was administered to go further in the analysis of the skill and get an idea on the language proficiency problems encountered in public speaking. The aim was to seek responses to the research questions:

(i) What are the engineers learning lacks in terms of language and skill in the speaking monologue?

(ii) What components should the syllabus contain to meet their lacks?

Through the analysis of their job description, speaking appears to be the main skill. Their major problem encountered in the delivery of presentations, is the discomfort in using English

and the occurrence of linguistic mistakes which affect the presentation itself. The engineers, using English in front of their managers and colleagues or even subordinates, experience a linguistic anxiety in public speaking .The source of the latter might be their low level of English proficiency. In addition to other possible psycholinguistic sources that can contribute in the engineers' linguistic anxiety, the most palpable source of this feeling of insecurity is the low language proficiency level; because speaking requires a full mastery of all the rules governing the target language.

As regards the questionnaire, the major language lacks encountered by the participants rest on the three key language aspects suggested in the hypothesis: grammar, lexis and language of structure. The results that arose from the questionnaire constituted the guidelines for the intended 'business presentation syllabus'

The aim behind designing the 'Business Presentation Syllabus' was to respond to the engineers' lacks. Based on a combination of three approaches: a task-based, an integrated skills-based and a genre-based approach, the syllabus covers all the language difficulties required. However, other interesting avenues could be covered apart from the language Anxiety and its effects on public speaking. The other language skills, for instance, could be tackled in the field of hydrocarbon in future researches.

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Annex

INTERNAL JOB BULLETIN

JOB TITLE : **Inspection/Corrosion Engineer**
DEPARTMENT : **IA OPS Technical Support Team.**
AFFECTATION : **Tiguentourine.**
LINE MANAGER : **Mechanical Integrity Supervisor (Integrity Technical Authority).**

Role:
- Co-ordinate and engineer Long term inspection tasks.
- Analyse and Improve existing inspection and corrosion monitoring Build.
- Analyses and improve corrosion and inspection team performance.

Responsibilities :
- Carrying out visual inspections of pressure pipe work /vessels, flow lines, trunk lines and export pipelines.
- Supervision and organisation of NDT personnel. Assisting in radiographic dead leg surveys. Working alongside companies carrying out thermograph on pressure vessels.
- Carrying out vibration analysis of pipe work and rotating equipments.
- Reviewing and assessing corrosion monitoring results and creating anomaly reports.
- Witnessing hydrostatic tests.
- Assisting and working closely with our integrity management contractor (Lloyds Register). Working with Failure Risk Assessment (FRA), Risked Based Inspection (RBI) and Written Scheme of Examination (WSE).
- Planning and preparation for shut downs.
- Cathodic protection monitoring, potential readings and results interpretation.
- Corrosion monitoring within the Central Process Facilities (CPF) and the gathering system carrying out liquid sampling, corrosion coupons control, Corrosion probes reading.
- Set up and monitor integrity observation cards (IOC).

Studies:
- University Engineering Degree in Mechanical, Metallurgy or chemical Discipline.

Experience:
- 10 years experience in the hydrocarbon industry.
- At least 3 years in inspection and corrosion monitoring experience.
- Basic Knowledge in HSE systems.

Skills:
- Strong analytical and IT skills, MS office suite capabilities, Excel being the most important.
- Strong HSE knowledge and application.
- Good knowledge about hydrocarbon industry equipment and operations.
- Good knowledge of Inspection and maintenance management processes.
- Strong knowledge of Non destructive techniques (NDT) and corrosion monitoring methods
- Good knowledge in metallurgy and material selection
- Basic ability to read PID, PFD, and Construction drawings.
- Strong Communication & Presentation skills.
- Strong ability to work and live in a multicultural environment.

Aptitudes:
- Problem Solver.
- Good organizational skills.
- Performance driven.
- Good Interpersonal skills.
- Multi Lingual (French and English).

Closing date: November 1st, 2009

bp StatoilHydro

INTERNAL JOB BULLETIN

JOB TITLE :	Process Engineer
DEPARTMENT:	Tech Support
LOCATION:	Tiguentourine
LINE MANAGER:	Tech Supp Team Leader

ROLE:

Assurance of long term integrity and performance of the process design within the plant,

RESPONSIBILITIES:
- Provide technical support and troubleshooting to Operations and Maintenance within the Process engineering field specifically but not limited to process equipment .
- Assist Process Technical Authority with process technical support and troubleshooting .
- Assessment and assurance of maintenance effectiveness .
- Long-term study/development work on facilities .
- Perform root cause failure analysis and make recommendations to avoid future failures .
- Participate and provide support to Exploitation during process upsets.

EDUCATION:
- Degree in pertinent engineering discipline or pertinent vocational technical training and certification .

EXPERIENCE:

- 3 to 5 years experience in oil, gas or petrochemical industry.
- 2 years working knowledge of process plant .

SKILLS:

- Fully competent in all areas of plant process equipment, including valves, pumps, vessels, exchangers etc. Capable of performing root-cause failure analyses on mechanical equipment .
- Full awareness of the MoC procedures applied on the project and the various risk assessment procedures available,
- Have demonstrable experience of Participation in HAZIDs, HAZOPs, SIL & Task Risk Assessment and peer review,
- Experienced in the use of process simulation software (e.g.HYSYS, FLARENET) for process design and performance testing,
- Has had responsibility for P&ID, PFD development, specification of design conditions, materials, control & shutdown systems.
- Experienced in the development of operating procedures and use of check lists for pre-start safety reviews.
- Experience with flare and relief system design including sizing and specification of relieving devices,
- Have demonstrable experience with separation and distillation systems, heat exchange equipments and centrifugal compressors including design, operation, control & protective systems and troubleshooting,

Applications closing date: 26/10/2010

Annex 2

Survey

Return to Ms. Chaalane Zineb

Post graduation student-University of

Oran, Faculty of Languages and Arts-

English, option ESP.

Full name _____

Job Title*_____

Company _____

Department*_____

E-mail*_____

(*) Essential information.

About the questionnaire:

— Please choose the answer which is appropriate to your own professional case.

— Your answers will present important information to elaborate a business presentation course adapted to your area of work.

— Please write the appropriate number that corresponds to your choice from 1 to 4 as follows:

1 = "a lot of difficulty"…4 = "no difficulty"

— For further explanation, please contact me via e-mail (esp.communicate@outlook.com)

Thank you for your cooperation.

Do you find difficulty to…?

Grammar

Q1: Use the appropriate tense verb when speaking?

Answer: [   ]

Q2: Use the "active" or "passive" form? Example*: "we did the action" or "the action is done"*.

Answer: [   ]

Q3: Use the appropriate adverbs to stress or minimize your ideas?

Answer: [   ]

Lexis

Q4: Use lexical phrases to introduce, illustrate or shift an idea?

Answer: [   ]

Q5: Use the suitable vocabulary to describe charts and graphs?

Answer: [   ]

Q6: Use words that refer to visuals?

Answer: [   ]

Language of structure

Q7: Start a presentation?

Answer: [   ]

Q8: State the purpose and the topic of your presentation?

Answer: [   ]

Q9: Limit the time of your presentation?

Answer:

Q10: Outlining the whole of your work using the appropriate language?

Answer:

Q11: Summarize your talk when concluding?

Answer:

Q12: How to invite the audience to ask questions at the end?

Answer:

Additional comments

………………………………………………………………………………………………………
………………………………………………………………………………………………………
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Annex 3

Map of the book

	Discussion	Texts	Language work	Skills	Case study
Unit 1 Careers page 6	Discuss ideas about careers	Reading: Ten ways to improve your career – *Business Wire* Listening: Two people talk about ways to improve your career	Words that go with *career* Modals 1: ability, requests and offers	Telephoning: making contact	Fast-Track Inc.: Choose the best candidate for the job of sales manager Writing: e-mail
Unit 2 Selling online page 14	Discuss shopping online	Reading: Worry for retailers as web shopping clicks into place – *Financial Times* Listening: An interview with the Head of E-Commerce at Argos	Words and expressions for talking about buying and selling Modals 2: *must, need to, have to, should*	Negotiating: reaching agreement	Lifetime Holidays: Negotiate a joint venture Writing: letter
Unit 3 Companies page 22	Discuss types of companies	Reading: The world's most respected companies – *Financial Times* Listening: An interview with IKEA's UK Deputy Country Manager	Words for talking about companies Present simple and present continuous	Presenting your company	Valentino Chocolates: Prepare an investment plan Writing: a proposal document
Revision unit A page 30					
Unit 4 Great ideas page 34	Discuss ideas	Reading: Three articles about great ideas Listening: An interview with the Head of the Innovation Works	Verb and noun combinations Past simple and past continuous	Successful meetings	Fabtek: Choose the best ideas for three new products Writing: report
Unit 5 Stress page 42	Discuss causes of stress Discuss gender-related qualities Discuss and rank stressful jobs	Reading: A career change – *The AGE* Listening: An interview with an authority on stress management	Words about stress in the workplace Past simple and present perfect	Participating in discussions	Genova Vending Machines: Develop a plan to reduce stress Writing: report
Unit 6 Entertaining page 50	Discuss corporate entertaining	Reading: Corporate entertainment – *CNN* Listening: An interview with two experts on corporate entertaining	Words for talking about eating and drinking Multi-word verbs	Socialising: greetings and small talk	Organising a conference: Choose the best location Writing: e-mail
Revision unit B page 58					

Grammar reference: page 118 **Writing file:** page 130

	Discussion	Texts	Language work	Skills	Case study
Unit 7 Marketing page 62	Discuss ideas about marketing	Reading: № 5: The Film – *Financial Times* Listening: An interview with a marketing consultant	Word partnerships Questions	Telephoning: exchanging information	Kristal Water: Relaunch a product Writing: sales leaflet
Unit 8 Planning page 70	Discuss planning	Reading: Investing in Nizhny Novgorod – *Financial Times* Listening: An interview with a leading business adviser	Words for talking about planning Talking about future plans (*plan, hope, expect, would like, want; going to; present continuous*)	Meetings: interrupting and clarifying	The voice of business: Plan a radio programme Writing: letter
Unit 9 Managing people page 78	Discuss qualities and skills of a good manager	Reading: Young managers – *Financial Times* Listening: An interview with a professor of organisational behaviour	Verbs and prepositions Reported speech	Socialising and entertaining	The way we do things: Improve ways of working together Writing: report
Revision unit C page 86					
Unit 10 Conflict page 90	Quiz on managing conflict	Reading: Conflict management – *Guardian* Listening: An interview with a management consultant	Word building Conditionals	Negotiating: dealing with conflict	European Campers: Negotiate a solution to a problem with an employee Writing: letter
Unit 11 New business page 98	Discuss conditions for starting new businesses and public- and private-sector companies	Reading: The human touch – *Financial Times* Listening: An interview with a consultant to new businesses	Economic terms Time clauses	Dealing with numbers	Marcia Lee Jeans: Choose a location for a new factory Writing: letter
Unit 12 Products page 106	Discuss your favourite products	Reading: Fruits of the rainforest – *Financial Times* Listening: Five people talk about the best thing they have ever bought	Adjectives for products Passives	Presenting a product	Minerva A.G.: Choose innovative products for a store Writing: report
Revision unit D page 114					

Activity file: page 136   **Audio scripts:** page 145   **Vocabulary file:** page 157

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Annex 4

Name :

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Language Solutions Placement Test
Writing

LANGUAGE SOLUTIONS

Writing Test – 45 minutes

Do the task in Part 1
Choose 1 task in Part 2
Write your answers on this Answer Sheet.

Part One

You have received this letter from a local hotel.

> Dear Miss Jones
>
> Further to our phone conversation this morning, I am writing to say our Conference Centre will be available all day on 17th November. Could you confirm the booking and let us know what arrangements you require for meals?
> Yours sincerely
>
> *John Williams*
>
> John Williams

Write a reply:

- confirming the booking;
- saying how many people will attend;
- explaining what lunch requirements you require.
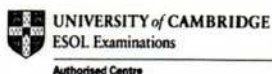
Write 50 – 60 words.
Do not write an address.

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LANGUAGE
SOLUTIONS

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Writing

Part Two

EITHER

Task A

Your company wants to set up some training courses for staff. You have been asked to write a report recommending the type of training people in your department most need.

Write the report, describing the training you most recommend.

Write about:

- the types of courses;
- why these courses are necessary;
- which staff should attend them

and any other points which you think are important.

Write 180 – 200 words.

OR

Task B

Due to recent growth, your company offices are no longer large enough and the company directors have decided to move to bigger premises. You have been asked to report on an office building that you have visited for the company.

Write the report, explaining why you think the building would be suitable.

Refer to relevant factors such as:

- size and layout;
- cost;
- facilities

and any other points which you think are important.

Write 180 – 200 words.

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LANGUAGE
SOLUTIONS

Language Solutions Placement Test
Writing

Task __

Language Solutions Algeria

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BULATS
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Language Solutions Placement Test
Listening

LANGUAGE
SOLUTIONS

Listening Test – 45 Minutes
Write all your answers on the answer sheet in pencil.

PART ONE   Questions 1 – 10

- You will hear 10 short recordings.
- For questions 1-10 choose letter A, B or C.
- You will hear each recording twice.

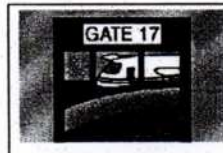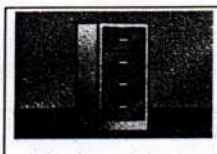1   Which is the gate number for the flight to Bangkok?

A   GATE 3

B   GATE 12

C   GATE 17

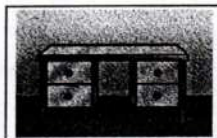2   Which product will the company stop making?

A

B

C

3   Which graph shows the correct figures?

Domestic Sales (in thousands)
600
500
400
300
200
100
May   Jun   Jul
A

Domestic Sales (in thousands)
600
500
400
300
200
100
May   Jun   Jul
B
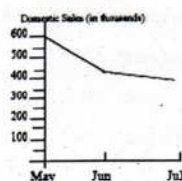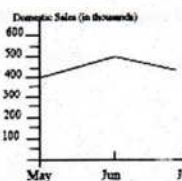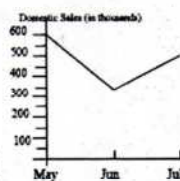
Domestic Sales (in thousands)
600
500
400
300
200
100
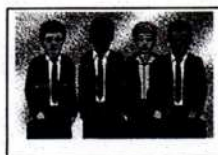May   Jun   Jul
C

4   Which team is working on the project in Russia?

A

B

C

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Listening

LANGUAGE
SOLUTIONS

5   When will the new product be ready for testing?

A
```
 1  2  3  4  5  6
 7  8  9 (10)11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31
```

B
```
 1 (2) 3  4  5  6
 7  8  9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31
```

C
```
 1  2  3 (4) 5  6
 7  8  9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31
```

6   Who is the sales assistant in the shop talking to?

   A   her boss

   B   another assistant

   C   a customer

7   What does Mike do at the training centre?

   A   He's a student.

   B   He's a receptionist.

   C   He's a teacher.

8   What does the announcer say about the train to Portsmouth?

   A   The train will leave at 10.37.

   B   The departure platform has been changed.

   C   Passengers will be unable to get food on the train.

9   What does the woman want her colleague to do?

   A   train new employees

   B   demonstrate a machine

   C   give a talk

10   Who is the man on the phone talking to?

   A   his boss

   B   a customer

   C   his assistant

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Language Solutions Placement Test
Listening
PART TWO   Questions 11 – 22

LANGUAGE
SOLUTIONS

- You will hear three conversations. Fill in the numbered spaces using the information you hear. You will hear each conversation once only.

Conversation 1 Questions 11 – 14
- Look at the form below. You will hear a man calling to place an order.

ORDER FORM
CUSTOMER DETAILS
Name: Ken (11) ....
Company: Greenlight Communications   201 Hall Road, Manchester
Tel: 0161 313988   Fax: (12) ....
ORDER DETAILS
Item: (13) ....   Model: XT519
Quantity/Amount: (14) ....

Conversation 2 Questions 15 – 18
- Look at the form below. You will hear a woman making a complaint.

COMPLAINT FORM
Name: Mrs Hector
Address: 31 (15) .... , Rossington
Tel: 01923 951975
Date: 5 April   Date of Complaint (if different): (16) ....
Branch: (17) ....
Reason for Complaint: Goods damaged due to bad (18) ....
Action: Issue credit note

Conversation 3 Questions 19 – 22
- Look at the form below. You will hear a woman calling about an order.

Company:	(19) ....
In:	Leon, (20) .... Spain
They want:	300 of Model X42 by (21) .... at the latest.
	Despatch by (22) .... (they will pay).

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Listening

LANGUAGE SOLUTIONS

PART THREE

Section One
Questions 23 – 27

- You will hear five people answer the question 'What do you like about your work?'
- As you listen, decide what each person likes most.
- Choose your answer from the list **A – I**, and write the correct letter in the space provided.
- You will hear the five pieces **once** only.

Example: ..... I .....

A	meeting lots of people
B	good salary
C	working on my own
D	variety
E	company has good reputation
F	good office canteen
G	developing useful skills
H	near home
I	foreign travel

23 Person 1 ....

24 Person 2 ....

25 Person 3 ....

26 Person 4 ....

27 Person 5 ....

Section Two
Questions 28 – 32

- You will hear five people talking.
- As you listen, decide what each of them is talking about.
- Choose your answer from the list **A – I**, and write the correct letter in the space provided.
- You will hear the five pieces **once** only.

Example: ..... I .....

A	a plan for a new office
B	a problem at work
C	a business meeting
D	a staff meeting
E	a conference
F	a job interview
G	a new colleague
H	safety precautions
I	a pay rise

28 Person 1 ....

29 Person 2 ....

30 Person 3 ....

31 Person 4 ....

32 Person 5 ....

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Listening

LANGUAGE
SOLUTIONS

PART FOUR

Section One
Questions 33 – 38

- You will hear a conversation between a university student, Sally, and a company representative, Dan, at a recruitment seminar. Sally is interested in working for Dan's company, Manson's plc.
- For questions 33 – 38, circle **one** letter A, B or C for the correct answer.
- You will hear the conversation **twice**.

33 Sally finishes her studies

    A   in two weeks.
    B   in a month.
    C   in six weeks.

34 Sally would like to work in

    A   marketing.
    B   retailing.
    C   finance.

35 Manson's have divisions in

    A   Europe only.
    B   Europe and Hong Kong.
    C   Hong Kong only.

36 Manson's want employees who are

    A   academically clever.
    B   dynamic personalities.
    C   keen to learn.

37 In an employee's first year, Manson's offer training in

    A   management.
    B   sales techniques.
    C   market development.

38 Trainees are assessed every

    A   3 months.
    B   6 months.
    C   12 months.

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Listening

LANGUAGE
SOLUTIONS

Section Two
Questions 39 – 44

- You will hear a conversation between two employees of a 24-hour supermarket discussing some tenders they have received for a cleaning contract. Helen is a purchasing officer, and Tony is Head of Maintenance.
- For questions **39 – 44**, circle **one** letter A, B or C for the correct answer.
- You will hear the conversation **twice**.

39   What is the problem with their present contractors?

    A   They're not honest.
    B   They're not reliable.
    C   They're not suitably skilled.

40   Helen thinks that Bentons and Quickco

    A   offer very different deals.
    B   don't differ very much.
    C   have two main differences.

41   When do they want the new cleaners' contract to start?

    A   in August
    B   in September
    C   in December

42   Helen thinks a key factor in deciding who gets the contract is

    A   the speed of the cleaners.
    B   the number of cleaners.
    C   the cost of the cleaners.

43   Tony is keen for Quickco to get the contract because they

    A   have a good reputation.
    B   presented their tender well.
    C   offered a trial period.

44   How do they feel about their final decision?

    A   They are confident about it.
    B   They decide they need some references.
    C   They want to discuss some issues further.

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Listening

LANGUAGE
SOLUTIONS

Section Three
Questions 45 – 50

- *You will hear a personnel manager interviewing an applicant for a job.*
- *For questions 45 – 50, circle one letter A, B or C for the correct answer.*
- *You will hear the interview twice.*

45   In his current job, David has to

    A   see if certain work has been finished.
    B   assemble parts of a machine.
    C   help people progress in their careers.

46   Most of the time, David works in

    A   the Sales Department.
    B   the main office block.
    C   the production area.

47   What improvement does David say computers have made?

    A   Problems are dealt with immediately.
    B   Production staff have less to do.
    C   More detailed information is available.

48   In David's opinion, the most common problem is

    A   human error.
    B   machine breakdown.
    C   missing parts.

49   David feels he is suitable for the new job because it requires

    A   working with similar products.
    B   problem-solving skills.
    C   a knowledge of computers.

50   David regards himself as

    A   a natural leader.
    B   a good team member.
    C   a sensitive person.

Annex

Abstract

The objective of this research was to investigate the effect of linguistic anxiety on the language proficiency in public speaking among the Algerian engineers working in the hydrocarbon sector. British Petroleum/Sonatrach/Statoil Company was the case of study. The second objective was to design a business presentation syllabus that responds to their language proficiency deficits.

The research stands on an empirical study which was implemented through a Present Situation Analysis and a questionnaire. The Present Situation Analysis focused on the English taught in the company and the engineers' job description in order to find out the most needed language skill. The questionnaire was administered to the engineers to examine their lacks and wants in terms of language in public speaking.

The outcome of the study was that the engineers' lacks rests on three key aspects of language proficiency; grammar, lexis and language of structure. The suggested syllabus lied on the compromise of three approaches: the genre-based approach, the task-based approach and the integrated skills approach.

Key words

English For Specific Purposes; Business English; Public Speaking; Oral Presentations; Linguistic Anxiety; Engineers; BP/SH/Statoil; Language Issues; Task Approach; Genre Approach.