

Investigating the need of Algerian Bankers to develop Specialized Business Vocabulary. The Case of Algeria Gulf Bank Employees in Tlemcen

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Abstract

This paper is a case study based on a needs analysis to find out English language needs of a group of Algerian bankers. In fact, the aim of this research is to show the use of the English language in Algerian banks. It also examines the importance of learning English for these employees and the necessity to develop specialized business vocabulary related to their profession. The researcher adopted three research instruments namely: an ESP teacher questionnaire, bank employees' semi-structured interview and an analysis of authentic workplace documents. The results obtained from this research revealed that Algerian banks may receive official documents written in English, which means that bank workers should be competent in this language. Another point shown is that these employees do not master effectively the English language, in addition to some vocabulary difficulties encountered when dealing with job related tasks. Accordingly, suggestions here focused on the need to design adequate business English programmes that concentrate on developing communicative needs in specific business occupation to cope with the demand of global community. The results also showed the necessity to examine the ESP teaching offered to banking students at tertiary level with the aim to bridge the gap between the academic courses offered and job requirements of banking students.

Key words: English for Occupational Purposes (EOP), Business English (BE), needs analysis, course design, specialized business vocabulary.

Bio Data

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1. Introduction

The interest in business English within the area of English for Specific Purposes has rapidly developed in the last two decades. Business professionals in nowadays' economy need the English language in order to complete their business operations and transactions. It is worthy to know that multilingual workers are more competitive than bilingual ones. Algerian professionals find themselves using English to accomplish some of their job tasks such as dealing with administrative documents written in English, answering e-mails, and speaking with foreign partners. Employees should be aware that they do not only need to know English, but also require developing a range of communicative language competencies to cope with the demands of internal and external markets.

Arabic is the official language used in administration and as a medium of instruction from primary school to university. French is recognized as the second language included in most Algerian educational sectors and administrations, whereas, English is taught as a foreign language. With the excess use of the English language in the world wide, Algeria should start thinking seriously of how best prepare its professionals to cope with the demands of the global society. This interest has resulted to take more responsibility of business training programmes offered to the working population. These programmes aim at providing more learning opportunities to help business learners and business professionals cope with the demands of the world of market.

In this study, the researcher tries to find how it is important for Algerian bankers to learn English in their workplace and also the necessity to acquire a good repertoire of specialized business vocabulary to avoid problems when communicating their work.

Thus, studying language cannot be separated from studying its vocabulary which is very essential in improving the four skills. By learning vocabulary, the learner will be able to communicate in English and avoid breakdowns and misunderstanding in communication.

2. Literature Review

2.1. Business English in the light of ESP.

The teaching of English for Specific Purposes has taken new dimensions in recent years. One of the main reasons of this development is that English has become a necessary language international business and communication. To meet the requirements and demands of the actual global market services, professionals and future professionals should master English adequately in their workforce. From this point of view, the teaching of ESP has taken a new aspect from simply being taught academically to professionally- oriented teaching, or "occupation-oriented" (Benyelles, 2009). This area of English teaching is mainly concerned with job situations where the main aim of learners is to learn how to better practise English in their professional environments, mainly known as English for Occupational Purposes (EOP).

Consequently, English has become important not only at the academic level but also at the professional one. Dudley Evans & St John (1998) define the term EOP as the "English that is not for academic purposes; it includes professional purposes in administration, medicine, law, and business, and vocational purposes for non-professionals in work or pre-work situations" (p.07). Thus, the language needed in EOP is restricted to a particular environment of profession in which all language forms and functions are taught accordingly. Historically, ESP has been dominated by the teaching of English for Academic Purposes and by the 1990s the academic study shifted little to focus more on the teaching of business English especially

with the appearance of Master and Business Administration (MBA) courses (Dudley Evans & St John, 1996).

Business English (BE) or English for Business Purposes (EBP) is one of the most current areas of growth in ESP (Ellis & Johnson, 1994). It is concerned with specific language corpora and focuses more on particular types of communication according to their special areas of use. It deals with specific vocabulary and language events (presenting to colleagues, the language of contracts, etc.) which are vitally important for business students and so teachers find themselves training classes in such procedures as the art of negotiating, the correct use of the phones and e-mails or the reading of business reports Harmer (1983). Similar to, Harmer (1983), Brieger (1997) summarises the idea of Business English as consisting of two main aspects: language knowledge (grammar, vocabulary, register, pronunciation...) and communication skills (meeting, negotiation, telephoning...).

On the other side, Ellis & Jonson (1994) refer to business English as consisting of three most important characteristics: sense of purpose in which every exchange in the area of business meetings, telephone calls, and discussion is a "sense of purpose". Secondly, social aspects where company employees have a need to contact other foreigner partners with different languages and different cultures. So that there is a need for an internationally accepted way of communicating with one another and finally, a clear communication in which information has to be conveyed with minimum risk of miss understanding and the time of the processing by both the speaker and the learner.

In the light of ESP studies, many authors have offered several books and article to enrich the field of Business English research with new visions, approaches from different perspectives and methodologies. The majority of these authors argue that from its beginning, business English has been concerned with practical issues of teaching rather than with the analysis of the features of its language (Johnson, 1993; Brieger, 1997; Dudley-Evans and St John, 1996; St John, 1996; Ellis and Johnson, 1994). Most literature at that period was concerned with discussing aspects of teaching, materials selection, courses elaboration and learners' issues in learning Business English. After that, new insights about using English in the workplace appeared in many ESP works. They revealed the importance to teach English to improve the ability of workers to use this language appropriately in their works (Li So-mui and Mead, 2000; Edwards, 2000; Lohiala-Salminen, 1996; Hutchinson and Waters, 1987). As a result, the demand on BE courses has been raised and expectations from these courses differed among the business learners and workers, courses presented at this level are divided into two categories according to the learners' specified needs and work expectations.

According to Ellis & Johnson (1994), there are three categories of BE learners: pre-experience learners who are undergraduate or post-graduate students learning at business schools; low-experience learners who are junior company members not fixed in their occupations and finally, job-experienced learners, are employees who need business in order to achieve precise objectives. In the same respect, they add that learning for the two first categories is similar whereas in the third category of learners seems to need more specific Business English, and the learner's choice of institutions will depend on what funds are available, and what is offered by the company (Ellis & Johnson, 1994).

Consequently, Dudley-Evans and St John, 1998 divide BE courses into two categories: English for general business purposes (EGBP) courses and English for specialised business purposes (ESBP) courses. The second category is concerned with courses offered to job-experience learners. They are carefully geared, and they mainly focus on one or two language skills and specific communicative business events such as socializing, meetings, memos, e-mails. A deep-end approach is followed in these courses tackling first fluency activities then moving to language and work based on fluency development (Dudley Evans & St John, 1998).

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In this case, the content is strictly taken from the learners' own business context. The following table suggested by Dudley Evans & St John (1998) explains the variables and factors that may influence ESBP courses.

Table1: Key Variables in Business English Courses. (Dudley Evans & St John, 1998, p.57)

<u>Variables</u>	<u>Factors to be considered</u>
course duration	Is it intensive or extensive?
participants	Are they all from the same company or is it an open registration course?
group size	Is it one-to-one or a small group?
location	Is it in-house, in company or overseas; residential or non-residential?
mode of learning	Is it class teaching, telephone teaching, self study?
trainers	Are they company employees or outsiders?

Business English courses are characterized by the teaching of English to business workers who need it in their occupation in a minimum amount of time with a maximum feedback. These courses are presented in through language training programmes which offer the opportunity to work and learn simultaneously with either individual training (one-to-one tuition) or with a group workshop (homogeneous business population). This homogeneity also enhances BE programmes since the topics discussed are usually in business and may create a business discussion among the trainees.

Language training programmes conduct a needs analysis around a group of learners or only one learner (senior staff) and try to develop courses according to those needs taking into account learners' weaknesses and strengths in using the language to determine their proficiency level. English training programmes focus directly on developing the learners' exact needs in which a larger variety of learning objectives will be placed upon developing the needed business tasks such as: carrying out meetings and focusing on presentations, social English conversations, introducing and discussing business topics, business presentation skills, build up business, negotiation skills, dealing with business communication and business writing.

2.2. Business Vocabulary

In a business context, vocabulary is taught with a close relation to the specific business field of the learner. This latter is developed through performing different business tasks such as: giving presentation, dealing with negotiation, participating in meetings, understanding job related concepts, writing in business, etc. Business English has its own vocabulary which is known as "core business vocabulary" (Dudley Evans and St John, 1998, p.80), specialized areas of business have their own vocabulary as well. Therefore, the type of vocabulary used in marketing will differ from that used in banking, while the former speaks about sales and products the latter interests in loans, budgets, and money exchange. Thus, vocabulary used in this category is likely to be "technical" or "specialized".

According to Dudley Evans and St John (1998) in ESBP, understanding technical vocabulary is crucial in this situation and language teacher are required to know their learners' feedback whether they have understood related terms or not. In this case the use of technical dictionaries or such sources is highly recommended and "in certain specific context it may be the duty of the ESP teacher to check that learners have understood technical vocabulary appearing as carrier content for an exercise" (Dudley Evans and St John,1998, p. 81). Because of the heavy role of the ESP/BE trainer, it has become clear that instead of teaching the language itself an awareness of special subject is also introduced. Therefore, the ESP teacher in this case should be careful when presenting new concepts in the field taking into consideration that cooperation with subject specialist is useful to better master the language in its appropriate way. BE teacher should be more attentive when teaching English to more specialized areas since the appropriate use of concepts is very critical and sensitive.

3. Methodology

This part describes the research design the researcher followed to get results and answers to the problems guiding the research.

3.1. Participants.

According to Busha and Harter (1980) "the concept of population to be surveyed is fundamental to research and refers to the group of persons or objects from which the research plans to draw inferences" (p.56). To provide data about the situation of English language use in Algerian banks a group of Algerian business employees working in the "Algeria Gulf Bank" in Tlemcen were involved as a source of information. Three ESP teachers working in the Chamber of Commerce and Industry (CCI) in Tlemcen were addressed to give their views about English teaching at occupational level in Algeria.

3.2. Method

The present research is a case study, it is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (Bromley, 1990, p. 302). The researcher opted for this tool of research to describe the situations where English can be used in the Algerian banks then examine the workers' needs of English in general and specialized business vocabulary acquisition in particular.

3.3. Instruments

In the present study, the investigator used three common instruments used as sources of evidence in social research. Documentary research is one of the methods used in social research sciences. It refers to the analysis of documents that contain information about the phenomenon we wish to study (Bailey, 1994). The use of this method is further described by Payne and Payne (2004) as the techniques used to categorise, investigate, interpret and identify the limitation of physical sources, most commonly written documents in the private or public domains. Three administrative documents of the "Algeria Gulf Bank" were analysed in order to show the use of English in Algerian banks, and then confirm the first hypothesis.

Second, a semi-structured interview was addressed to seven workers in the Algeria Gulf bank with different administrative positions from the director of the bank to the conveyer. Kvale (1996) defines it as "an interchange of views between two or more people on a topic of mutual interest sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data" (p.14). The purpose of any research

instrument is to obtain knowledge required for the study from the individuals under investigation. This instrument was conducted with the aim to identify the employees' language needs and their attitudes towards receiving business English courses in addition to their work responsibilities. Then, they were asked to give their views and opinions concerning the importance of integrating business vocabulary acquisition in the designed course.

The questionnaire is one of the common data collection instruments used in social research sciences, it is a list of questions presented to the respondents to answer them. Questionnaires are used to gather reliable and valid data relatively in a short time and efforts it is not only easy to administer but it is also useful especially when the data collected could not be observed (introspection), data which reflect the respondents' insider view of the investigated problem (Bartels, 2005). Accordingly, the researcher distributed a questionnaire to ESP teachers working in the chamber of commerce and industry "Tafna". It was carried out to have an overview about the real situation of ESP teaching in the Algerian occupational context and also the ESP teachers' attitudes toward Business English courses available in Algeria.

4. Results.

4.1. Documentary Analysis

Three documents were analysed namely: Documentary Credit, Certificate of Conformity and an Original Bill of Lading. The three documents are written in English where specific terms about shipping, laws and business were used. Different functions were also used in these documents such as request, informing, giving formal order...etc.

4.2. Semi-structured Interview

The collected data from the AGB employees' interview enabled the researcher to determine their target needs and their learning needs too. The number of personnel was seven and all of them have participated in the interview.

4.2.1. Employees' Background in English

This question sought information about the employees' previous English studies. Their answers were as follow: four of the informants said that the last courses they had received were at university, two others replied that they have only a background from the secondary school. The director of the bank declared that he has done some extra training in a private school in Oran. He was interested to improve his level; this in fact, helped him to be more competent than the other employees in the bank and take more responsibility to deal with the operation in English such as speak with English speaking partners, writing business reports, answering e-mails, etc. The others are not fluent for the reason that they have stopped learning English for a long time either after university or after the secondary school. In fact, this caused to them problems in mastering the language effectively. Some of the employees stated that the courses they have received from university were not enough, since they did not respond to all what they really need.

4.2.2. English Use at Work.

About the use of English, the researcher noted different answers. First, the director claimed that he always deals with English tasks in his occupation either written or oral. He answers phone calls of English speaking partners or managers from other international companies. He also deals with English to complete some international operations such as the delivery of mails and bank swifts to the other services. The validation of credits documentary

“CREDOC” letters, validation of payment approval (free transfers, cons-handed documentary), confirmation of all correspondence and swift with general directorate and the Algeria bank, in addition to answering e-mails and writing business reports, etc.

The other employees such as the commercial customer adviser and particular customer adviser claimed that they use English but in some cases such as treating credits documentary and bank swifts and other written documents. They, also, operate pre-financing of export credits for international export, issuance of international credit cards. The use of English still at the level of writing skill, they are rarely confronted with speaking English. The two cashiers stated that they also use English in their work but in few situations, as they need it to speak to some foreign partners and clients. the controller who is newly employed stated that she has not used English and it is possible to use it in the future; only the conveyor stated that he does not use English in his work.

1. Employees’ Awareness of the Necessity of English for their Professional Carriers.

The majority of the employees (85.71%) saw that English is necessary for them in their daily life occupation, they are highly aware that mastering English will give them the chance to graduate as it opens other opportunities for them to be recruited in better companies. Only the conveyor stated that he does not use English and he does not really need it.

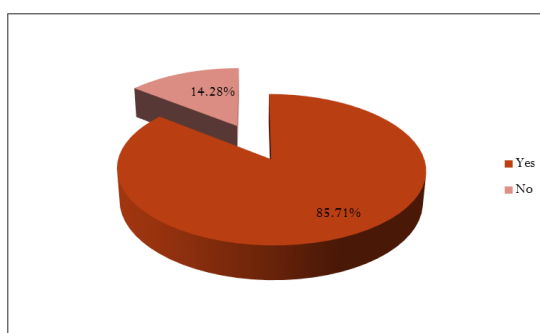


Figure1: Necessity of English in the Workplace

2. Employees’ Attempts to Enhance their Language Level

Regarding their personal efforts, the majority (71.42%) of the respondents said that they do not do anything to enhance their proficiency level. They depend only on their knowledge built from their previous studies. They added that confronting the same documents makes them somehow familiar with technical words and understanding becomes less difficult. Two of the employees (28.57%) answered positively but their motivation in learning differed. For instance, the director who is highly motivated said that he is doing his best in order to improve his proficiency level, he did extra English training programmes in a private school. In addition to that, he sometimes tries to learn English by reading magazines, business articles, listen to English music, reading books, using internet. The second worker who is the “particular customer advisor” is not really motivated as the first one but she does some limited activities such as listening to English songs, using internet and read idioms.

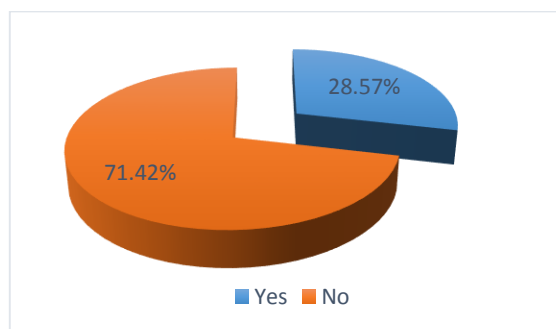


Figure2: Employees' Attempts to Enhance their Language Level

3. Attendance of English Courses.

In this case, the employees were asked about their readiness to attend courses in addition to their working time to see if they will be able to combine between learning and their work commitments. Most of them answered that timing will surely be after work and this will tire them. Two of the informants (28.57) answered that they are not prepared to attend such courses especially after finishing their work. Five employees (71.42) said that it is not easy since they are busy all the day, but because it is important, they will support and try to benefit from it.

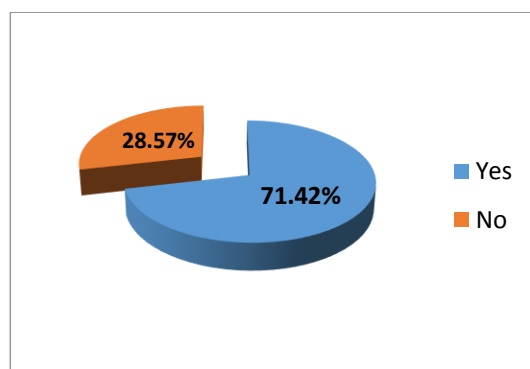


Figure4: Employees' Attitude towards attendance of training programmes.

4. The employees' English needs in the banking sector.

Needs vary from one member to another and this is due to the employees position in the bank and their occupation demands. Each one has a specific aim in using this language. For instance, the director is faced with more complicated situations than the other personnel, as it has been declared before, he is always in front of foreign partners, communicate with them give explanations. The others mentioned that their main needs are summarized in speaking in English, writing e-mails, business reports, business letters, and attending to meetings and conferences.

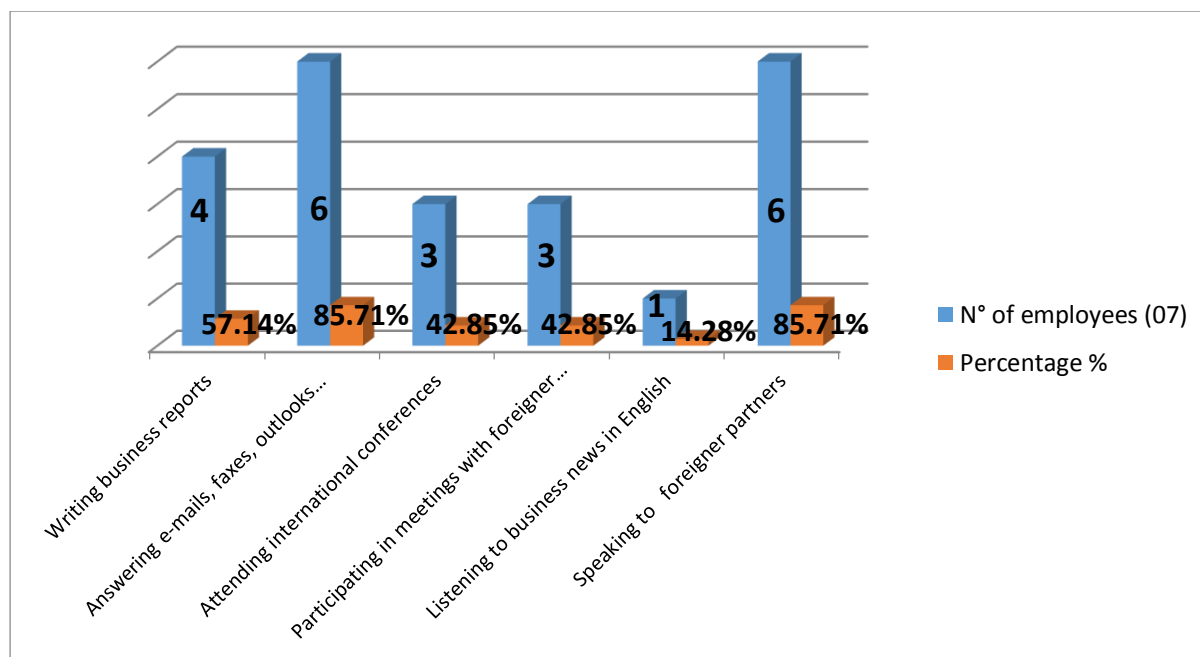


Figure5: Employees' Needs

5. *Employees' difficulties in using English for business purposes.*

The findings showed that the majority (85.71%) found that speaking is the most difficult skill to be acquired. 71.42% mentioned that understanding special terms is also a difficulty that face these workers during their work. Moreover, 42.85% of the employees revealed the lack of writing skills in business contexts in the third position of complexity and difficulty that is important to be developed. The same percentage is put to the fourth category which is concerned with communicating in a business context, and in the fifth position, 28.58% of the employees understanding general words meanings and others lack skills of communicating in business. Finally, the less difficult skill is knowing grammar rules and their correct use. In spite of its classification as the less difficult, it still means that they do not only lack specific English but also general one, which has the priority to be developed at first then move to things that are more specific.

6. *The Frequency Use of Specialized Business Vocabulary*

It is about the frequency of business vocabulary appearance in their work. Four (57.14%) of the informants said that they are always faced with business vocabulary in their daily job life. Two others (28.57%) say that they are sometimes faced with this vocabulary; while the last one answer that he is rarely faced with this type of vocabulary. which means that the majority of the employees are confronted to specific business words.

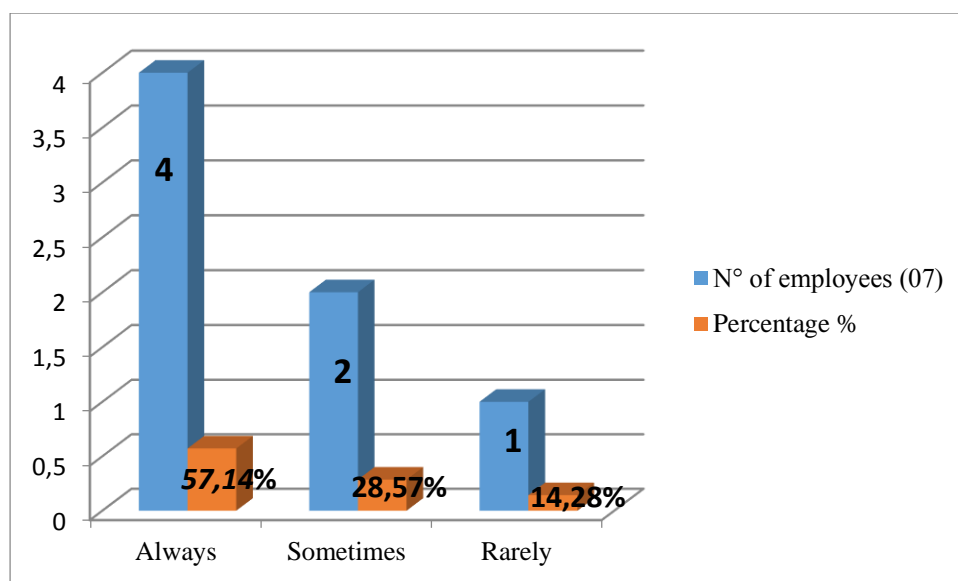


Figure6: Usefulness of Communicative Activities to Learn Business Vocabulary.

Concerning the aspects of language that need more practice and work in the classroom, the majority of the respondents (85.71%) gave priority to learning technical terms related to banking. They declared that they prefer to learn English through communicative activities since they will have more opportunities to deal with similar situations as their work. Only one (14.28%) of the informants had negatively answered asserting that he does not feel himself comfortable especially when speaking in front of the others.

4.3. ESP Teachers' Questionnaire.

The data obtained from the teachers' questionnaires revealed important points that that will help in analysing the EOP teaching situation in Algeria and give suggestions to a better quality and creativity in EOP course design.

1- Teachers' qualification and status at University.

Teachers involved in this situation are three; two of them hold a Magister degree and work as full-time teachers at University, the third one holds a Licence qualification and works as a part-time teacher. The three teachers work at both University and the Chamber of Commerce and Industry (CCI) in Tlemcen. Thus, they have experience in teaching occupational English, which will help them answer the following questions.

2- Teachers' experience in teaching English

All teachers declared that they have both the experience in teaching general English and specific one but with more experience in teaching general English. Two teachers asserted that their important experience in EOP is a language programme offered by the CCI to a group of air traffic controller at "Messali El Hadj Airport" in Tlemcen.

3- Teachers training in ESP.

All teachers claimed that they did not receive any ESP training during their teaching career. They taught general English easily but when they come to specific teaching they are not well equipped in this domain, they face some difficulties in terms of the methodology, the content and the type of terminology used.

4- Teacher's difficulties in explaining the special subject.

All the teachers replied positively, one of them said that he found difficulties in teaching grammar and vocabulary. The second one added that the type of English she knows is general. She can teach literature or linguistics without any difficulty but when it comes to teaching special language, like in psychology, things become somehow difficult and this is due to the lack of training in this domain. The third teacher added that it is difficult to teach English for specific purposes, such as aeronautics, for many reasons that could be summarized as follow: topics are limited, the teacher has a poor knowledge in this field, there are specific terms for each discipline, in addition to the learners' level that could be low even in general English.

5- Teachers' Attempts' to improve their knowledge in the subject field.

The first teacher said that he does not do anything in order to improve his knowledge in the subject field, the two others answered with "yes". The second teacher said that she reads some documents in the field of psychology, makes more studies to provide the suitable teaching material, and she works in collaboration with other colleagues to exchange ideas and more information in this field. The third one posited that in addition to internet research, he tries to provide the course with motivating activities that promote learners' communicative competence .

6- CLT use in ESP teaching

All the teachers answered that they follow the communicative approach in teaching ESP. They always include communicative activities to help students interact in the classroom as they involve them to be in real-life situations when dealing with dialogues and conversations or writing and answering emails. One teacher added that these activities are more interesting when they are on-line since the learners can be in touch with other foreign learners. Thus, they will be more motivated and make more efforts to understand them and be understood at the same time. Another teacher saw that communicative activities are more beneficial when they are designed from authentic business materials and business simulations to make more interaction in the classroom.

7- Teachers' suggestions to enhance EBP teaching in Algeria

Different points have been suggested at this level. First, one of the informants said that it is the responsibility of both teachers and learners to reach the course aims and objectives. Thus, they should work in collaboration and make more efforts in this domain. The second one said that the most important thing is to teach them general English then move to specific one since the learner cannot engage in a business conversation while they have low proficiency level in general English.

Moreover, learners should be able to update their knowledge about what is happening in the global world, create discussions about business and make comparison in different business situations either at the national or international scale. In addition, the government should supply the CCIs in Algeria with more trained ESP teachers. Moreover, educational authorities should give more consideration to open specialized centres for ESP teaching, equip the teachers with a good training and prepare them to elaborate the suitable materials as well as design interesting courses for teaching English to business purposes.

5- Discussion

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The collected data through the analysis of the administrative documents proved the use of English language in the Algeria Gulf Banks and other administrations as well such as the port or other banks. The analysis of these documents helped the researcher to recognise some language requirements that the employees face when they are dealing with business operations. In fact, these requirements are emphasised and taken into consideration when designing the language aspects of the business English course. The analysis of the target language needs revealed that the majority of the AGB informants, especially those who hold an important position in the bank need English in their work. They asserted that certain tasks are completed in the English language such as credit documents regulation, payment treatments, answering international calls, writing business reports, business letters, and sometimes attending meeting and conferences.

Concerning the present situation analysis, the employees showed that they have an intermediate level in general English proficiency and this level is acquired from their previous academic studies. Only the director was advanced than the other workers and this is due to his motivation to learning English by doing extra personal efforts. Accordingly, the AGB staff is very conscious about the importance of English use in their occupational life clarifying that they need to enhance their proficiency level. English now is not only a tool for general communication but also a lingua franca between businesses, this feature made of multilingual workers more attractive than bilingual ones in the world of global market.

Hence, when analysing the learning needs, the employees claimed for the necessity of English training programmes provided according to their needs and work timing. They emphasised on the need to develop business communication skills and business vocabulary acquisition to communicate effectively in the world of work with their partners. In addition to that, they welcomed the idea to learn business English through communicative activities and practice the language in similar business situation to improve their communicative competence.

The results obtained from the ESP teachers' perspective in the CCI showed a negative attitude towards ESP and BE teaching. The reason for such an attitude is that these teachers suffer from the lack of an ESP training, which helps them resolve problems in special language teaching such as dealing with the subject content, identifying learners' needs and designing appropriate courses as well as selecting the adequate pedagogical materials for specific teaching. Moreover, they emphasised on the necessity of the communicative approach as well as communicative activities in teaching specific business vocabulary arguing that the learners' aim behind leaning this language is to communicate effectively with English speaking clients and/or partners. Furthermore, one of the ESP teachers emphasised on the importance to include distance learning and enrich the course with technological tool in ICT to teach communicative activities on line in order to improve motivation among the learner through dialogues and conversations.

Conclusion

The present study aimed at examining and describing the situation of English in Algeria Gulf Bank in Tlemcen. Deep work was done to analyse the AGB employees' needs when using English at work and find some solutions and remedies to the difficulties faced during work commitments. For this reason, the researcher opted for a triangulation of research instruments including documentary analysis, semi-structured interview dealt with AGB personnel and a questionnaire submitted to the ESP teacher working at the Chamber of Commerce and Industry of Tlemcen.

In fact, the researcher identified important findings in terms of the language aspects used during business operations in the field of banking. Results also revealed other important points summarized under students' needs, lacks and expectations that should be carefully considered when designing the course. From a pedagogical perspective, ESP teachers' questionnaire analysis clarified the total absence of a well-structured ESP training for ESP teacher in addition to the lack of suitable materials for teaching EOP and BE in Algeria, teachers depend only on their personal efforts to solve some teaching obstacles they were faced with in teaching EOP.

Limitation and Implication.

Due to the unavailability of official documents from different banks, this research was limited on sample population to only AGB employees from where bank documents were provided to enrich the research with original documents. Another limitation faced this research was the absence of the language training programme offered to AGB staff because of financial support. As a result, the researcher was not able to conduct a classroom observation that could help better in describing the situation of EOP teaching in Algerian context and the role of communicative approach in developing communicative needs and business vocabulary.

Thus, the results were taken into consideration to help establish measures of treatments to be incorporated in designing an EOP/BE course, motivate workers to keep with lifelong learning to enhance their self-sustainability as well as competitiveness and employability. ESP teacher should also know how to negotiate with their learners their priorities for learning; integrate methods and activities that make them more competent in communication. Hence, the study made an urgent appeal to higher educational authorities to think of configuring ESP teachers' projects that work on the elaboration of well structured ESP courses at the tertiary level. These courses should give precious attention to develop students' communicative needs in English according to the requirements of specific professional fields as well as the demands of the actual global market community. However, for the future research, it can also cover other issues namely the effectiveness of ESP courses offered at University to prepare students for their future life occupations, the availability of authentic business materials to teach business English in specific fields, motivation of learners to pursue courses during their working days. The extent of efficacy of private language institute in Algeria to design a modal of business English course and finally the causes behind the absence of language programmes offered by institutions and companies to their personnel.

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