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Business English in the Current Algerian Employment Market and the Start-up National Project: Terminological Competency among Graduates of English at Khenchela University

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اللغة الانجليزية للأعمال في ظل مشروع المؤسسات الناشئة وسوق التوظيف الحالي في
الجزائر: الكفاءة اللغوية المصطلحية لطلاب اللغة الانجليزية بجامعة خنشلة

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ABSTRACT:

In light of the current diversification policy of the Algerian economy and the newly-launched Start-ups project, this study aims at evaluating the Business English vocabulary competence of Master One students of English at Abbas Laghrour University, Khenchela, Algeria in two major fields: oil and gas industry, and administration and management. In addition, it investigates the experiences and employment orientations of these students, as an attempt to explain the outcome of assessment. Accordingly, a descriptive research design has been set for the study, and the mixed data collection tools have been employed in the form of a vocabulary test and a questionnaire. 45 participants out of 120 were studied. The study revealed that there is a significant, serious deficiency in the students' competence, and most of them are not even familiar with Business English. Thus, the instruction system in this university fails to train these students for the Algerian job market and current start up demand.

Keywords: Assessment, Business English, Business Sector, ESP, Syllabus design, Vocabulary Competence

ملخص البحث

في ظل سياسة التنوع الحالية للاقتصاد الجزائري ومشروع الشركات الناشئة الذي تم إطلاقه مؤخراً، تهدف هذه الدراسة إلى تقييم كفاءة مفردات اللغة الإنجليزية لطلاب السنة الأولى ماستر في اللغة الإنجليزية في جامعة عباس لغرور بخنشلة، الجزائر، في مجالين رئيسيين: صناعة النفط والغاز، والإدارة والتسيير. بالإضافة إلى ذلك، تقوم الدراسة بفحص تجارب التعليم وتوجهات التوظيف لهؤلاء الطلاب، في محاولة لشرح نتائج التقييم المتحصل عليها. وبناءً على ذلك، تم تصميم بحث وصفي للدراسة، واستخدام أدوات جمع البيانات المختلطة في شكل اختبار مفردات واستبيان لدراسة 45 مشاركاً من بين 120 طالب في القسم. كشفت الدراسة أن هناك نقصاً كبيراً وجاداً في كفاءة الطلاب، وأن معظمهم ليسوا حتى على دراية بلغة الأعمال الإنجليزية. وبالتالي، يفشل نظام التعليم في هذه الجامعة في تدريب هؤلاء الطلاب لسوق العمل الجزائري والطلب الحالي على مشاريع الشركات الناشئة. الكلمات الرئيسية: تقييم، لغة الأعمال الإنجليزية، قطاع الأعمال، تعليم اللغة الإنجليزية لأغراض خاصة، تصميم المنهج، كفاءة المفردات.

1. INTRODUCTION

In the couple past years, Algeria has launched a strategy of diversifying the economy, which is mostly based on the oil and gas industry. The president Abdelmajid Tebboune has planned and started the start-ups project that aims at opening new prospects for an economic system that flourishes through small projects led by the Algerian youth, mainly graduates from universities. Accordingly, the economy of Algeria has been gradually changing and diversifying into a system built on the oil and gas industry and production companies blossoming all over the country in many fields. Consequently, the job market has changed, and employment needs are different now. People are needed in the business sector more than education or administration, which are saturated sectors currently.

This new status quo is in fact related to the world wide context. Today, more than ever, the world has become a globalized marketplace where people have access to all forms of goods at their fingertip. And, in order to participate in this marketplace, one needs to speak the lingua franca of the world, namely English. It is evident that business is carried out in English, a variable that incentivizes would-be participants in the global marketplace to learn it. Education is also a business; entire schools are devoted to teaching English for various specific purposes. Business English is one of the foremost, highly-demanded courses within the realm of English for Specific Purposes (ESP).

Given the current Algerian economic context and job market, and the global need of Business English, there is an urgent call for a meticulous syllabus that is based on the learners' needs and accommodated to their native culture. These syllabi must need both the learners and the job market needs. Therefore, an assessment of the universities' instruction programs is a recurrent necessity. Reviewing the literature on the status of Business English in our universities has shown a few studies that truly addressed issue. Accordingly, this study is conducted as an attempt to shed light on this issue and ring a bell to alert the academic and economic community about the insisting necessity of Business English.

More precisely, this work aims at evaluating and assessing the Business English vocabulary competence among the students of English. The university taken as a case for our study is Abbas Laghrour University in Khenchela, Algeria. Given the orientation and objectives aforementioned, the descriptive quantitative approach has been adopted for conducting the study, employing a vocabulary test and a questionnaire that investigates the issues related to Business English status in the instruction program.

The paper starts with presenting a conceptual background of the study. Then, it explains the research methodology, reports the results, and discusses the findings.

2. Conceptual Background

2.1 Needs Analysis and Syllabus Design

A syllabus cannot be designed ad hoc without any consideration of the target learners, their level, the objectives, the time frame, etc. That is why any attempt to design a syllabus goes through the stage of needs analysis. Its importance is displayed in its indispensable role as the preliminary phase of syllabus design. Needs analysis is the determinant of the aim(s) and content of any course. The significance of needs analysis is that it helps the educator pinpoint the wants and desires of the learners and their communicative needs (Lepetit & Cichocki, 2005). Takaaki (2006) considers needs analysis as a systematic compilation and analysis of all pertinent data that meet the learning needs of language learners. Needs analysis is, indeed, the cornerstone of ESP syllabus design (Dudley-Evans & St John, 1998). Prior to this interest in needs analysis as a requirement in ESP syllabus design, course planners overlooked the necessity of meeting learners' wants and interests and, instead, presumably, set out to without any feasible destination.

Determining learners' needs can be problematic, because the learners, confused as to their interests, fail to draw a line between the required skills they ought to acquire and the desired outcomes they think they need. In order to clear this confusion, surveys or interviews with the teachers are conducted (Kavaliauskiene & Uzpalience, 2003).

The importance of needs analysis can be understood by pinpointing the three major objectives that needs analysis meets in terms of general syllabus processes. The first aim is the fact that needs analysis provides information that allows for the evaluation and reviewing of an already-existing course for the sake of improving it. Second, needs analysis acts as a metric ensuring the making of proper decisions with regard to methodology, objectives, content specification, and student placement. Finally, it makes available wider input into the implementation of a learning program. These aims ensure flexibility on the part of the course and educators, on the one hand, and the learners' motivation, on the other (Nunan, 1988).

As far as the specific role of needs analysis in ESP, learners' needs differ. However, those needs have to be narrowed down for a successful syllabus. According to Strevens (1977), there exist four levels of restriction that shape an ESP course. First, restriction, which refers the basic skills solely required for a course (speaking, writing, reading, listening). Second, selection, which pertains to the sole required vocabulary, syntactic structures, and functions of language. Third, themes and topics, and they are the required discussion topics, situations, and themes. The fourth level of restriction revolves around only the communicative needs necessary for learning.

2.2 Business English and Course Design

The term business English, though common, might not simply signify what a person thinks it does: a course that teaches vocabulary and grammar about business. For instance, the terms economics or business are culture-dependent, and the course planner(s) ought to be aware of this. The issue lies in determining the more or less generalized features of a business English course (Ellis & Johnson, 1994; Donna, 2000). Hence, it is necessary that the planner(s) take into account the culture of the learners and their culture in order to reach a clear objective and a successful learning experience. On a slightly different note, metaphoricity is also one major feature of a business English course. It refers to the case where some expressions, usually understood in their general terms, are transferred into the specialized jargon of business English, which might result in a sort of confusion (e.g. depression, soaring prices, ailing economy, etc.) (Popescu, 2017).

According to Popescu (2017), the creation of a curriculum has a checklist of requirements: needs analysis, goal setting, syllabus development, selection, adaptation, material/resources production, methodology and evaluation. The subsequent step, after the needs analysis and the syllabus development processes, is execution, and it goes in one of two directions: use already available resources (published textbooks from other countries) or edit the already-existent resources and conform them to the predetermined learning situations or, even, create a compilation of the educator's/planner's own teaching materials. Realistically speaking, a combination of both methods is the answer, that is production and adaptation.

When it comes to business English course design materials criteria, a famous example that stands out is BELMA (Best European Learning Materials Award). Eight main principles, also subdivided into subprinciples, can be summarized as follows (Popescu, 2017): Relevance is the first principle, and it signifies pertinence of the materials in conforming to the needs and goals of the learners and teachers. The intended relevance aims to achieve a learner-centered content, learning situations, and targeted skills, on the one hand, and an appropriate alignment with the learners' cultural and social backgrounds as well as educational features. Transparency is the second principle, and it simply means clear goals, clear achievement metrics, clear presentation, and a clear rationale. The third principle is reliability. The latter can be achieved by ensuring internal coherence, relevant resources, efficient methodology in task selection, and accuracy of facts. The fourth principle is attractiveness.

What is meant by attractiveness is the development of activities and tasks that are appealing to the learner. Flexibility, the fifth principle, ensures that the learners' differences in objectives and approaches to learning are respected. Generativeness, the sixth principle, refers to the shift from a teacher-centered approach to an autonomous, learner-centered approach, in addition to the integration of acquired skills and learner cognitive development. Participation, the seventh principle, guarantees that responsibility and decision-making are shared among learners. Finally, socialization is the harnessing of culture-specific social skills and cultural awareness.

3. Method

This study aimed to investigate the M1 students' business English terminological competence and its related issues and attitudes at the department of English, Abbas Laghrou University, Algeria. Given the research orientation and objectives, this study followed a descriptive approach and employed a mixed method in the data collection and analysis. More precisely, a quantitative tool in the form of a vocabulary test was combined with a survey, which targeted both qualitative and quantitative data.

3.1 Research Objectives and Questions

The study targets:

- The evaluation of the students' Business English vocabulary competence
- The investigation of the students' familiarity and experiences with Business English and their future employment orientations.

According to these objectives, the following questions are touched upon:

- What level of Business English vocabulary does the students have?
- Does the level they have qualify them to perform effectively and efficiently in the business sector?
- What are the students' experiences and attitudes towards Business English?

3.2 The Sample

The study was conducted among master one students at the department of English, Abbas Laghrou University. The population consists of about 150 students, with approximately 120 are truly enrolled and attending their classes. Master one students were targeted because in this department the students are introduced the ESP course, which is related to the research topic of the present study, only in the third year. Therefore, Master one students make the significant population of the current research. Accordingly, a sample of 52 students was chosen for the study.

3.3. Data Collection Tools

3.3.1 The Vocabulary Test

The test intended to measure the participants' business English terminological competence. Accordingly, it was designed in the form of a vocabulary translation activity, which recorded the participants' performance. Business English terminology targeted in this study was divided into two categories: English for oil and gas industry, and English for administration and management. The choice of these two categories was fueled by the Algerian economic context and employment market demands, which is related to the oil and gas industry. Concerning the category of English for administration and management, the choice was based on the fact that this kind of terminology is necessary in any kind of business. Therefore, combined with English for oil and gas industry, they make the required terminology for the Algerian context. Thus, the test was divided into two parts respectively.

The test included 20 Arabic terms per each category (40 business English terms in total). The selection of these terms and their translations (equivalences) was based on two glossaries. The English

for oil and gas terms were selected from the 'K P C WORDBOOK for oil sector-related terms, phrases and names, 2nd Edition, 2007' and the English for administration and management terms were taken from ISACA Glossary of Terms: English-Arabic 3rd Edition, 2015'. The participants were required to provide the English equivalences of these terms. It was distributed to the students at the university in a hardcopy format, where they answered in presence. For the present research is not concerned with the translation skills or strategies used by the participants, it only shed light on the terminological competence of the students, which was tested based on the correctness of the terms provided by the participants.

3.3.2 The Questionnaire

In order to understand the underpinnings of the business English situation among the students, the study relied on a questionnaire of 13 questions that investigated the students' attitudes and learning experiences with Business English. It included both close-ended and open-ended questions. The students replied to the questionnaire immediately after finishing the test, but only 37 students out of 52 accepted to participate in the survey.

4. Results

The results of the study are reported in two sections. The first one is devoted to the test's results, and the second is concerned with the survey's findings. The test's results section reports the participants' performances in two separate parts: the first part is of English for oil and gas industry; the second part for English for administration and management. The tables including the results in the two parts provide the term, its equivalence in English, the correct answers percentages, and the wrong answers numbers. Because the research is linguistic oriented, and not translation oriented, the participants' answers were not included in the tables. It provides an overall analysis of the participants' terminological performance, on the basis of the results in both parts. The second section introduces the results of the participants' answers to the survey questions. It tackles each question separately.

4.1. The Test

4.1.1. English for Oil and Gas Industry Terminology Performance

Table 1 below includes the participants' equivalences of English for oil and gas industry terms they were required to provide. It indicates the term in Arabic, its correct equivalent, number and percentage of correct answers, and number and percentages of wrong answers.

The first term is 'الحقل البحري' and its English equivalence is '**offshore oil field**'. The correct term was provided by only 3 participants (5.77%), while the majority of the participants (n=49/ 94,23%) provided either completely wrong answers or did not even answer. The second term is 'حفر' and it is in English '**drilling**'. Only 5 participants (9.62%) provided the accurate equivalence, and 47 of them (90.38%) either gave wrong terms or did not answer.

The third term is 'ناقلة', whose accurate equivalence is '**carrier**'; however, other answers were accepted as well such 'tanker'. About quarter of the answers for this term were correct (25%). The fourth term, 'سعر النفط القياسي', is more field-specific, and it has been found that none (0%) of the participants know its equivalence in English, which is '**benchmark price**'. The fifth term, محطة تعزيز, is translated into English as **booster station**. Only 17,31 % of the participants could provide the right equivalence. The majority failed to do so (82. 69%). The sixth term is نفط خام, whose English equivalence is **crude oil**. Though the term is relatively common, for it is often used in media and social platforms, the majority of the participants (80.77%) gave wrong equivalences to the term.

Table 1. Participants' Performance in English for Oil and Gas Industry Terminology

Term /transliteration/	Equivalence	correct answers		wrong answers	
		N/52	%	N/52	%
حقل بحري /hakl Bahri/	offshore oil field	3	5.77	49	94.23
حفر /Hafar/	drilling	5	9.62	47	90.38
ناقلة /Naqilah/	carrier	13	25	39	75
سعر النفط القياسي /Si'r al-Naft al-Qiyasi/	benchmark price	0	0	52	100
محطة تعزيز /Mahattat Ta'zez/	booster station	9	17.31	43	82.69
نفط خام /Naft Kham/	crude oil	10	19.23	42	80.77
برميل /Barmil/	Barrel	15	28.85	37	71.15
تكلفة و شحن /Tiklifah wa Shihan/	Cost and freight	6	11.54	46	88.46
إسالة الغاز /Isalah al-Ghaz/	gas liquefaction	4	7.69	48	92.31
تكرير النفط /Takrir al-Naft/	crude distillation	9	17.31	43	82.69
حقل بري /Haql Bari/	onshore field	2	3.85	50	96.15
صناعات أولية /Sina'at Awliyah/	upstream	0	0	52	100
مرحلة النقل /Marhalat al-Naqil/	midstream	0	0	52	100
مصفاة /Masfah/	refinery	5	9.62	47	90.38

صناعات لاحقة /Sina'at Lahiqah/	Downstream	2	3.85	50	96.15
منتجات بترولية أولية /Muntajat Betroutiyah Awliyah/	petroleum preliminary products	1	1.92	51	98.08
عقد فوري /Aqd Fawri/	spot contract	0	0	52	100
بنزين يحتوي على رصاص /Benzene Yahthu 'ala Rasaas/	lead gasoline	4	7.69	48	92.31
غاز خفيف/ نحيل /Ghaz Khafeef/Nahil/	lean gas	0	0	52	100
حمولة /Hamoolah/	lifting	0	0	52	100
Mean		4	8	48	92

The seventh term, برميل, has the English equivalence as **barrel**. About 70 % of the participants could not provide the right equivalence though the term is general and used in daily English. Still, the percentage of those who answered correctly (about 30%) is the highest among all the correct answers of the other terms in the test. The eighth term is تكلفة وشحن. Its English equivalence, which is **cost and freight**, was provided by only 11.54 % of the participants. 88. 46% did not succeed to give the right equivalence. The ninth term, اسالة الغاز, has the English equivalence as **gas liquefaction**. The majority of the participants (92.31%) did not provide the right answer. Only about 8% gave the correct equivalence. The tenth term is تكرير النفط. Its English equivalence is crude distillation. 82.69% were wrong answers. Only 17.31% of the participants provided the right equivalence. The eleventh term is حقل بري. It is translated into English as **onshore field**. Only 2 out of 52 participants could give the right equivalence. 96.16% of the answers were wrong. The twelfth term is صناعات أولية, and its English equivalence is **upstream**. None of the participants could provide the correct equivalence.

The thirteenth term is النقل, and its English equivalence, **midstream**, was provided by none of the participants. All the answers were wrong. The fourteenth term, مصفاة, has the English equivalence as **refinery**. The majority of the participants (90.38%) did not provide the right answer. Only about 9.62% gave the correct equivalence. The fifteenth term is صناعات لاحقة (تكرير و تصنيع). Its English equivalence is **downstream**. 96.15% were wrong answers. Only 3.85% of the participants provided the right equivalence. The sixteenth term is منتجات بترولية أولية. It is translated into English as **petroleum preliminary products**. Only 1 out of the 52 participants gave the right equivalence. 98.08% of the answers were wrong. The seventeenth term is عقد فوري, and its English equivalence, **spot contract**, was provided by none of the participants. All the answers were wrong. The eighteenth term is بنزين

يحتوي على الرصاص. It is translated into English as **leaded gasoline**. Only 4 out of the 52 participants could give the right equivalence. 92.31% of the answers were wrong. The nineteenth term is غاز خفيف/نحيل, and its English equivalence, **lean gas**, was provided by none of the participants. All the answers were wrong. The twentieth term is حمولة. Its English equivalence is **lifting**, and it was provided by none of the participants. 100% of the answers were wrong.

3.1.2. Administration and Management Terminology Performance

Table 2 includes the participants' provided equivalences of English for administration and management terms. It indicates the term in Arabic, its correct equivalent, number and percentage of correct answers, and number and percentages of wrong answers.

Table 2. Participants Performance in Administration and Management Terminology

Term	Equivalence	correct answers		wrong answers	
		N/52	%	N/52	%
مقدمات مالية للموظفين /Muqadamat Maliyah lil- Mawathifeen/	Advances	6	11.54	49	88.46
اصول /Usul/	Assets	7	13.46	45	86.54
مدقق حسابات /Mudaqiq Hisabat/	Auditor	7	13.46	45	86.54
ميزانية عمومية /Meezaneyyah 'Amumiyyah/	Balance sheet	4	7.69	48	92.31
عمولة بنكية /'Umoolah Bankiyyah/	Bank charges	7	13.46	45	86.54
فرز الزبائن /Farz al-Zabaa'in/	screening Clients	0	0.	52	100
موارد بشرية /Mawarid Bashriyyah/	Human resources	24	46.15	28	53.85
اعمال-اعمال /A'mal-'A'mal/	business-to- business	5	9.62	47	90.38
مستهلك - أعمال /Mustahlik- 'A'mal/	business-to- consumer	4	7.69	48	92.31

كبير المديرين التنفيذيين /Kabeer al-Mudirin al-Tanfeethiyyin/	Chief executive officer (CEO)	10	19.23	42	80.77
نظام الرواتب /Nizam al-Rawatib/	payroll system	3	5.77	49	94.23
الهيكل التنظيمي /Al-Haiki al-Tantheemiyy/	Organisational structure	10	19.23	42	80.77
عقد عمل /Aqd 'Amal/	employment contract	25	48.08	27	51.92
العائدات /Al-A'idat/	Revenues	1	1.92	51	98.08
ضوابط ادارية /Dhuwatib Idaariyyah/	Administrative control	3	5.77	49	94.23
تقديم عرض /Taqqdeem 'Arad/	Bidding	0	0	52	100
توزيع الأرباح /Tawze' al-Arbaah/	Allocation of profits	0	0	52	100
رصيد /Rasid/	Balance	2	3.85	50	96.15
موظفين /Mawathefin/	emlpoyees	26	50	26	50.00
التدفق النقدي /Al-Tadafuq al-Naqdi/	Cashflow	10	19.23	42	80.77
Mean		8	15	44	85

The first term is *مقدمات مالية للموظفين* and its English equivalence is '**advances**'. The correct term was provided by 6 participants (11.54%), while the majority of the participants (n=46/ 88.46%) gave the wrong equivalences. The second term is *أصول*, and it is in English '**Assets**'. Only 7 participants (13.46%) provided the accurate equivalence, and 45 of them (86.54%) either gave wrong terms or did not answer. The third term is *مدقق حسابات*. Its equivalence is **auditor**. Most of the participants

(86.54%) did not provide the correct equivalence. Only 7 participants out of 52 gave the right term. The fourth term is, ميزانية عمومية, and its English equivalence is **balance sheet**. It was provided by only 4 participants (7.69%). 92.31% of the answers were wrong.

The fifth term, عمولة بنكية, is translated into English as **bank charges**. 13.46 % of the participants could provide the right equivalence. The majority failed to do so (86.54%). The sixth term is, فرز الزبائن, and its English equivalence is **screening clients**. None of the participants (0%) provided the correct equivalence. The seventh term, موارد بشرية, has the English equivalence as **human resources**. About half of the participants (46.15%) provided the right equivalence, and 53.85% of them did not give the right term. The eighth term is, أعمال - أعمال. Its English equivalence, which is **business-to-business**, was provided by only 9.62 % of the participants. 90.38% did not succeed to give the right equivalence.

The ninth term, أعمال - مستهلك, has the English equivalence as **business-to-consumer**. The majority of the participants (92.31%) did not provide the right answer. Only 7.69% gave the correct equivalence. The tenth term is, كبير المديرين التنفيذيين. Its English equivalence is **chief executive officer (CEO)**. 80.77% were wrong answers. 19.23% of the participants provided the right equivalence. The eleventh term is, نظام الرواتب. It is translated into English as **payroll system**. Only 3 out of the 52 participants could give the right equivalence. 94.23% of the answers were wrong. The twelfth term is, الهيكل التنظيمي, and its English equivalence is **organizational structure**. 19.23% of the participants provided the correct equivalence. The majority of the answers were wrong. The thirteenth term is, عقد عمل, and its English equivalence, **employment contract**, was provided by about half of the participants (48.08%). 51.92% did not give the right answer. The fourteenth term, العائدات, has the English equivalence as **revenues**. The majority of the participants (98.08%) did not provide the right answer. Only 1.92% gave the correct equivalence. The fifteenth term is, ضوابط ادارية. Its English equivalence is **administrative control**. 94.23% were wrong answers. Only 5.77% of the participants provided the right equivalence. The sixteenth term is, تقديم عرض. It is translated into English as **bidding**. 100% of the answers were wrong. The seventeenth term is, توزيع الأرباح, and its English equivalence, **allocation of profits**, was provided by none of the participants. All the answers were wrong. The eighteenth term is, الرصيد. It is translated into English as **balance**. Only 2 out of the 52 participants could give the right equivalence. 96.15% of the answers were wrong. The nineteenth term is, موظفين, and its English equivalence, **employees**, was provided by half of the participants (50%). The twentieth term is, التدفق النقدي. Its English equivalence is **cash flow**, and it was provided by 10 out of the 52 participants. 80.77% of the answers were wrong.

According to the participants' performance (Table 1 and Table 2), the oil and gas industry terms provided were wrong in 92% of the cases in average, and 85% in average for the administration and management terminology. Moreover, there were no correct answers provided at all for 7 out of 20 oil and gas industry terms, and 3 out of 20 for administration and management terms. These high percentages of wrong answers among the 52 participants reflect a serious deficiency in the business English terminological competence. Further analysis is included in tables 3 and 4 below, which show the distribution of wrong answers in relation to the 20 terms in the test.

Table 3. Oil and Gas Terms' Wrong Answers Distribution

Wrong answers percentages	Number of terms /20
0-50%	0
50-80%	2
80-100%	18

According to Table 3, most of the oil and gas industry terms (18 out of 20) were answered wrongly by 80% of participants. In other words, all most all of the participants could not succeed to provide the right equivalence to most of the terms. Moreover, it is shown also that half of the participants or more answered all the terms wrongly.

Regarding the administration and management terms, table 4 shows that 17 out of 20 terms were answered wrongly by the participants. Put differently, most of the participants did not possess the right equivalence for most of the terms. In addition, half or more than the participants provided the wrong equivalence for all the 20 terms.

Table 4. Administration and Management Terms Wrong Answers Distribution

Wrong answers percentages	Number of terms /20
0-50%	0
50-80%	3
80-100%	17

4.2. The Questionnaire

This section reports the participants' answers to the questions in the survey. Each question is analyzed separately.

Q1: For how long have you been studying ESP?

This question was introductory, and it aimed at drawing a clearer picture of the sample, as some students might have repeated the year or have never been introduced to the course. Most of the participants had studied ESP (1 year=62% + 2 years=11%). The 17% result showing zero years represents the cases where the answer was unspecified. However, most probably, these participants had been introduced to the ESP course if they had carried out their undergraduate studies in the new nationally unified undergraduate program. In other words, even if a participant had been studying his undergraduate program in another university, he must have been introduced to ESP since it is nationally taught at the third year undergraduate program.

Q2: How much important is the ESP course for the student of English?

This question investigated the participants' opinion about the importance of the ESP course for the students of English. The options ranged from useless to very important. Results showed that the majority of the participants believe that the ESP course is essential for the students, where 12% of the participants believed that it is very important and 61% believed it is important. Thus, there is a consensus among them that the students of English in this context must be taught ESP.

Q3: How would the ESP course help the student later in his career?

The participants were asked in this question to explain how the ESP course would help the English language graduate later in his professional career. For the data obtained here is qualitative, the answers were summarized into a number of explanations based on the recurrence of the data. One type of answers indicated that the ESP course will significantly help the students who will have careers different from teaching English such as interpretation and translation, office management, commerce, etc. Another type of answers expressed the role of the ESP course in enhancing the student's vocabulary competence and knowledge, through exposure to new terms and information. A third type pointed to the benefits of this course for those seeking a teaching career of English in other fields such as departments of economy, chemistry, and medicine. A fourth type of answers indicated that the ESP course is a means to improve any student's competencies and skills required for the improvement of his English as a tool for boosting one's personal and social life.

Q4: What have you been introduced to in the ESP course (content of the lectures)?

This question investigated the content of the ESP course the students had been introduced to. The participants reported that they had been taught the following points in the course: general idea about ESP, definitions and differences between ESP and EST, ESP theories, registers and styles, learning needs, and techniques and strategies of teaching ESP. Based on these information, the ESP course taught to the students is described as more general and theory-oriented.

Q5: Do you usually practice or just receive theoretical lectures in the ESP course?

To further investigate the nature of the ESP course and its orientation, the participants were asked about whether they had had practice or just been introduced to theories and definitions. It has been found that about 80% of the course was theoretical.

Q6: Are you familiar with "Business English"?

This question investigated whether the participants are truly familiar with business English or not. As shown in table 5 below, it has been found that the majority (81%) have no idea about business English.

Table 5. Participants' Familiarity with Business English

Answers	N	Percentages
Yes	7	19%
No	29	81%
Total	36	100%

*One participant did not answer this question

Q7: Have you ever been introduced to Business English in the ESP course?

In trying to draw a clearer picture about the presence of business English in the ESP course, the participants were asked if they had ever been taught business English as part of the course. Results in table 6 below clearly indicated that business English has not been taught as part of the ESP course, only in rare cases.

Table 6. Participants Learning of Business English

Answers	N	Percentages
Yes	2	6%
No	34	94%
<i>Total</i>	36	100%

*One participant did not answer this question

Q8: Given Algeria's today employment market, do you think Business English (English used for all related field of business such as economy, management, administration, etc.) is becoming a necessity?

In this question, the participants were asked about the importance of business English today for Algerian students of English vis-à-vis the economic context. A small definition was provided in the question to point out to what type of English is business English since most of the students are not truly familiar with it. As shown in table 7, the vast majority of the participants (91%) stated that business English is necessary.

Table 7. The necessity of Business English in Today's Algeria

Answers	N	Percentages
Yes	3	9%
No	31	91%
<i>Total</i>	34	100%

- Three participants did not answer this question

Q9: If your answer to the previous question is "yes", do you think Business English must be included in the ESP syllabus?

In relation to the previous question, most of the participants (87.5) stated that business English must be included in the ESP course, for it is highly recommended in today's employment market in the country. However, 12.5% believed that though it is essential, no need to include it in the course for the moment (table 8).

Table 8. The Implementation of Business English in the ESP Syllabus

Answers	N	Percentages
Yes	4	12.5%
No	28	87.5%
<i>Total</i>	32	100%

*five answers were missing

Q10: What do you think of implementing a "Business English specialty" in the Master's Program?

This question suggested another option in relation to the teaching of business English to the students of English: creating a new specialty at the department named "Business English", where graduate of the Master's will be specialized in English used for different purposes in the business sector. results showed that 95% (56% recommend, and 39% highly recommend) are with the idea of implementing Business English as specialty in the Master's program.

Q11: What area of Business English must be stressed in the lectures in the ESP course for Algerian students of English?

In relation to the content of business English that must be focused on the ESP lectures, 60% the participants stated that both English for oil and gas industry and English for administration and management must be focused on in the course given the Algerian context. 30% of them indicated that the aspect of business English that should have more interest is English for administration and management. Only a few stated that English for oil and gas industry should take more place.

Q12: If circumstances allow you to choose, what job would you go for?

This question investigated the participants professional career orientation. Given the employment market in Algeria and in relation to their field of study, the three most probable professions were included in the question. Results showed not every participant is willing to work as a teacher. About half of them seek a teaching career, while the other half is willing a career in administration or interpretation in the field of oil and gas industry.

Q13: Do have any suggestions to add?

In this last question, the participants were offered the chance to add any comments or suggestions in relation the study's topic. Their suggestions can be summarized into two points. The first point indicates that the students surely face difficulties now or later in their careers, for they are trained exclusively to work in the teaching field. The second point referred to the changes in the current times, where online and freelancing business are blossoming, and therefore, learning business English would be of great help to the people, which are mostly students, working in this area.

5. DISCUSSION

As the ESP approach entails, teaching the students is more of equipping them with the required skills in the various fields they would indulge into than providing them with information. Nowadays, a successful pedagogical operation at the tertiary level requires a thorough comprehension of the students' needs and the socio-economic context. As graduates of English, the students are required to build a terminological competence that enables them to perform efficiently in the various academic and professional fields. In the Algerian context, they are most probably oriented towards careers in three fields: teaching, administration and oil and gas industry.

Directed by the needs analysis approach in the EFL context, the current study evaluated the students' business English terminological competence, at the department of English, Abbas Laghrour University. The findings showed that there is significant deficiency in the terminological competence of the students in relation to oil and gas industry and administration and management sector, which is reflected in the high percentages of wrong answers in the vocabulary tests. In other words, the kind of instruction the students receive in the department of English does not train them for the business sector.

A deeper investigation of this situation revealed that the students are not even aware of the concept of business English and have rarely been introduced to it in their courses, specifically the ESP course. Indeed, this explains the serious problems they suffer from in the business vocabulary. However, a considerable number of them stated that they are looking forward to work in the business

sector, either as translator or interpreters in the oil and gas industry, or in the administration sector, after graduation. This displays a contradiction between the students' needs and job orientations and the training they are receiving at university. Accordingly, it can be declared that the instruction programs at the department of English at Abbas Laghrour University neglect an essential part of the English language instruction, which is Business English, which caused deficiency among the students. Consequently, the graduates with a bachelor degree from this department will face tough challenges in conducting their works successfully in the business sector. Thus, the instruction program fails to meet the students and the job market's needs and expectations. This study rings the bell for the professors and people in charge of the instruction programs at the university to revisit their programs and syllabi to target Business English in the instruction and training process to meet the students and job market's needs.

The necessity of Business English in Algeria nowadays is urgent more than ever. The country is directing towards English and adapting it as the first foreign language gradually in all fields. In relation to the academic field, the Algerian university is seriously promoting English as the official foreign language of the university and working on making all instruction in English where suitable, including economics and business-related fields of study. It is now training the university professors of economics, and administration and management to teach in English. Thus, instructors of Business English are required.

The most important thing is the *start-ups project* the government and ministry of higher education have launched. Encouraging and supervising the graduates to establish their companies, the country is having a considerable number of start-ups in different domains. These are newly founded companies, with a capitalist orientation, that will create more jobs in the business sector. Therefore, they will be in great need of officers and administrators who are well-trained in Business English.

Given all these facts and changes in the Algerian context, it is highly recommended that the university programs include Business English as an essential element of the instruction programs at the departments of English. Moreover, when the circumstances allow, it is better if a separate course is devoted to Business English.

6. CONCLUSION

This study has shown that the students in the case study investigated are not successfully equipped with the Business English vocabulary that enable them to work efficiently in the business sector, which is getting more active in Algeria nowadays more than ever. Thus, it recommended the revisiting and enhancement of the instruction programs. However, this study is limited only to the department of English at Abbas Laghrour University, and more research is required to address this issue in other universities and in different contexts. This kind of research will provide decision makers to draw successful strategies and plans for the development of the tertiary instruction and economic market in Algeria.

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