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**Investigating the Teaching and Learning Situation
of ESP Writing at the Tertiary Level: The Case of
Third Year Students of Commercial Sciences at
Jijel University.**

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ABSTRACT

It is vital to English for specific purposes (ESP) courses to better prepare non-English major students to perform the English language-related tasks of modern academic and future professional contexts. Hence, the current study reported a small-scale investigation into the teaching and learning situation of ESP writing at the tertiary level. Two data-gathering tools were employed. A questionnaire was administered to 42 students at the third- year level enrolled at the commercial sciences department of Jijel University. To triangulate the quantitative data from the questionnaire, a semi-structured interview was conducted with two teachers of English. The findings revealed that the teaching situation of ESP writing is not satisfactory. Although the quantitative data from the questionnaire unveiled the students' interest in developing their writing skills, the qualitative data from the teachers' interviews revealed that the teaching of writing skills is taken for granted . Therefore, the students expressed dissatisfaction with the ESP course's effectiveness in meeting their writing needs and scaffolding their competence in writing skills. Hence, the current study's findings suggest the design of an ESP course that stimulates the written communication skills of business students and caters to their writing needs for academic and professional settings.

Keywords: Teaching and Learning, ESP Writing, Tertiary level .

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INTRODUCTION

Writing pervades human activities whether for personal, social, educational, institutional, or professional reasons. Nowadays, given the status of a lingua franca, language of international trade, scientific research, and publications; writing in the English language is deemed an enormously important skill that students are entailed to develop for the context of higher education and eventually for seeking future professional careers (Hyland, 2013). However, given its nature as a productive skill, the writing task bears an enormous challenge for both English as second or foreign language (ESL/EFL) major students. Therefore, for learners of English as an additional language (EAL) the challenge is multifaceted.

With the proliferation of English for specific purposes (ESP/EAP) courses, which are “centered on the language (grammar, lexis, and register), skills, discourse and genres” that correspond to a given discipline (Dudley-Evans & St John, 1998. p, 4), the writing task is much more daunting for ESP students as they need to cohere their previously forged writing abilities with the writing conventions of what swales labeled as their discipline-specific discourse community. In this respect, Hyland (2013) posited that the role of ESP teachers is “not to teach writing but teach a particular type of writing. Put more plainly, scaffolding learners towards competence in the “genres” or “text-types” that they are expected to encounter in their academic or professional context is the substantial aim around which ESP writing instruction should be designed and organized (Hyland, 2013, p. 96). In a similar vein, Bruce (2008) accentuated the development of discourse competence as the ultimate aim of teaching second or foreign language writing. Accordingly, opting for an atomistic approach that revolves around teaching discrete units of the language below or at the sentence level is undoubtedly disfavored.

Casting light on the Algerian context of higher education, it is discernible that Algerian stakeholders are committed to better preparing university students for gaining membership in their academic or future professional discourse community (Swales, 1990). The teaching of English is underscored as a compulsory module in the curricula of non-English disciplines namely, the scientific, technical, and humanistic ones. More strikingly, the contemporary discourse of higher education policymakers is endorsing the initiative of adopting English as a medium of instruction (EMI) as far as the teaching of content modules is concerned. However, findings from research into the ESP teaching and learning situation in the Algerian context are unfortunately correlated with dissatisfaction (Daoud 2000; Bouabdallah & Bouyacoub 2017;

Boudersa, 2018). The teaching of ESP courses is generally undertaken by untrained general language teachers who are additionally burdened with multifaceted tasks which vary from course design and development to material selection and evaluation (Boudersa, 2018). Furthermore, the absence of a syllabus that can guide the teaching and learning process in terms of demystifying the learning objectives and equally the selection of the teaching materials and methodology urge the ESP teachers to design their courses based on their assumptions of “what” to teach and “how” to teach (Hyland, 2006). Accordingly, this endeavor can be seriously detrimental to meeting the students’ language needs and ultimately affecting their attitudes toward learning a particular language skill.

Hence, given the interplay between writing instruction, students’ proficiency level, and attitudes towards writing skills, the objective of the present study is to shed light on the ESP teaching and learning situation with a particular reference to writing skill. The study has two folds; first, it aims to probe into ESP students’ attitudes toward writing from both the students and their teachers’ perspectives. Second, the study aims to gauge the students’ level of satisfaction with ESP writing instruction and its effectiveness in developing their writing competence as well as targeting their writing needs. Therefore, the study addresses the following research questions:

- 1- What are commercial sciences students’ attitudes towards writing skills?
- 2- What are the ESP teachers’ practices in teaching writing?
- 3- To what extent does the ESP course meet commercial sciences students’ writing needs?
- 4- To what extent do the teaching practices scaffold commercial sciences students’ writing competence?

2. Literature Review

2.1 English for Specific Purpose (ESP)

In the 1960s, viewing language as a tool for communication is considered a pendulum swing in the English language teaching (ELT) profession. In fact, the language teaching methods have shifted their focus from a form-based paradigm which emphasized the rules of language usage (formal system of language) towards a function-based tradition which accentuated the notion of context in the description of language use in real communication (Hutchinson & Waters, 1987, p. 7). Hence, in Parallel with gaining the status of a lingua franca, recognizing the variation in the communicative needs of different

groups of learners contributed to the emergence of the English for specific purposes (ESP) movement and the expansion of its programmes worldwide. Indeed, drawing upon an array of factors, ESP has notably grown and developed to establish its own tradition that converged from the wider spectrum of the English language teaching profession (Nunan, 2004, p. 7). In this respect, Paltridge & Starfield (2013) defined ESP as “the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (p. 2).

Accordingly, Dudley-Evans and St John (1998, p. 1) distinguished between general language teaching and ESP in terms of the “practical outcomes” that the latter strives to achieve. In a similar vein, Hutchinson and Waters (1987) dispelled the view that considers ESP as a “particular language product”. Instead, they defined it as an “approach to language teaching” which retained its emphasis on the needs of a particular group of learners (p. 19). Yet, Hutchinson and Waters (1987) argued that the difference between ESP and general language teaching does not stem from the existence of a need; instead, it is the learners’ awareness of the need and the target situation that determine such a need that draws the distinction (p. 53).

Hence, ESP courses are designed to target the language and communicative skills that serve a particular group of learners in their academic or professional context (Basturkmen, 2010, p. 17). Accordingly, Hutchinson and Waters (1987) differentiated between three major categories of ESP courses as follows:

- English for Science and Technology (EST).
- English for Business and Economics (EBE)
- English for Social Sciences (ESS)

Similarly, these categories fall into two major divisions depending on whether English is required for academic study (EAP) or needed for occupational purposes (EOP) (p. 16).

2.2 Writing Pedagogy

The teaching and learning of writing skills is an integral part of any language learning experience. Yet, writing is commonly known as a problematic area in second and foreign language learning. At the higher education level, it is crucial for students to develop their writing skills in order to meet the literacy standards of the academic sphere. Equally important, showing good command of written communication skills optimizes the graduates’ opportunities for job hunting. In this respect, writing instruction

aims to scaffold students towards competence in the genres that define their academic discipline and future professional career.

By tracing the historical evolvement of second and foreign language (SL/FL) approaches to writing instruction, it is notable that each approach mirrors a particular conception of writing. These orientations to SL/FL writing can be translated into instructional practices in SL/FL classrooms. However, Hyland (2003) maintained that the succession of approaches to writing instruction is not seen as an act of replacing one approach with another. Conversely, approaches to SL/FL writing are viewed as “complementary” in perspective (p, 2). These orientations to writing are summarized in the table below as follows:

Table 1. Summary of the principal orientations to L2 writing teaching

Orientation	Emphasis	Goals	Main pedagogic techniques
Structure	Language form	• Grammatical accuracy • Vocabulary building • L2 proficiency	Controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns
Function	Language use	Paragraph and text organisation patterns	Free writing, reordering, gap-fill, imitation of parallel texts, writing from tables and graphs
Expressivist	Writer	• Individual creativity • Self-discovery	Reading, pre-writing, journal writing, multiple drafting, and peer critiques
Process	Writer	Control of technique	Brain-storming , planning, multiple drafting , peer collaboration , delayed editing portfolio assessment
Content	Subject matter	Writing through relevant content and reading	Extensive and intensive reading , group research projects, process or structure emphasis
Genre	Text and context	Control of rhetorical Structure of specific text-type	Modeling - negotiation- construction cycle • Rhetorical consciousness-raising

Source: Hyland, 2003, p 23

Therefore, the task of ESL/ EFL teachers is to be eclectic in adopting the teaching approaches to writing instruction. Similarly, teachers are recommended to adjust their instructional practices to meet the writing needs of a particular group of learners in a particular teaching context.

3. Research Methodology

3.1 Participants

The subjects of the present study were 42 ESP students of third- year level who are enrolled at the commercial sciences department of Mohammed Seddik ben Yahia University of Jijel. The participants were randomly selected to take part in the study. Added to that, two teachers from the above-mentioned department were subject to the interview.

3.2 Research Instruments

In order to achieve the objectives of the present study, the researchers opted for a mixed research design that combines both quantitative and qualitative data- gathering tools. The study is intended to narrow down the lens of scrutiny to the teaching and learning situation of writing skills in a higher education ESP context. In this respect, two main research instruments were implemented namely, a questionnaire and a semi-structured interview.

The questionnaire was designed to correspond with the research questions. The items of the questionnaire were categorized into five sections. The first section gathers relevant information about the students' profile. The second section intends to gauge the students' perceptions of the importance of learning English and attending the ESP course. As for the third, fourth, and the fifth section, the researchers opted for a five-point Likert scale in order to consecutively measure the students' attitudes towards writing, their perceptions of their teachers 'instructional practices, and lastly their attitudes towards the effectiveness of writing instruction in their current ESP course.

As a second research tool, the semi-structured interview targeted the language teachers who belong to the department of commercial sciences at Jijel university . The questions of the interview aim to deepen our understanding of the place of teaching writing in the ESP course from the teachers' perspective.

3.3 Procedures

This small-scale investigation was carried out in the academic year of 2022-2023. The questionnaire was first translated into Arabic and pilot-tested by three students of the target population in order to exclude any ambiguity or redundancy in the questions. The refined questionnaire was administered to the students of the target population by means of social media (students' Facebook Group). Meanwhile, the interview was conducted with two language teachers at the department of commercial sciences of Jijel University.

4. RESULTS

4.1 Results of the Questionnaire

4.1.1 Section One: Participants 'Profile

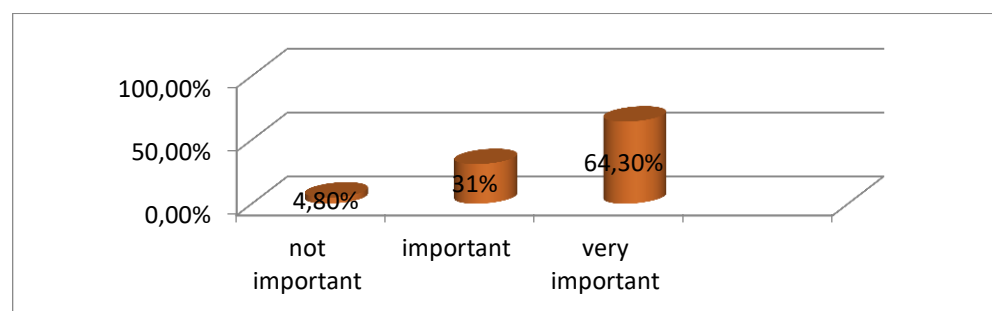
The first section of the questionnaire gathered relevant information about the participants' gender, age, and their self-assessed proficiency level in English. Concerning their gender, (61,9%) of the subjects were females and (38,1%) were males. The participants were full-time students who have been studying English for 10 to 11 years for the overwhelming majority. As far as their age is concerned , (48.6%) of the subjects are aged between (20- 24). (32, 4%) of the participants are aged between (25-30). Only (18, 9%) of the participants are aged above 30. The participants self -assessment of their proficiency level ranged from very weak to good. (4, 8%) of the respondents perceive their general proficiency level as very weak. Similarly , (19 %) of the participants considered their overall proficiency level as weak. Besides, (57,1%) of the respondents evaluated their level as average , and only (19 %) of the participants assumed to have a good proficiency level in English .

4.1.2 Section Two : Present Situation Analysis

This section of the questionnaire aims to gauge the students' perception of the importance of learning English in general, their attitudes towards attending the ESP course , and their perceptions of the most important skills in academic settings and future professional contexts.

Question1: How improtant is learning English for you ?

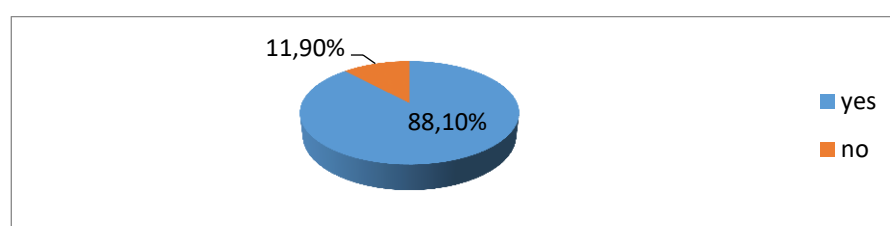
Fig .1. Students ' Perceptions of Learning English



As Figure 1 illustrates, the overwhelming majority of the students perceive learning the English language as important. This result reflects the students 'awareness towards the significance of learning the English language for university students and the status that this language enjoys worldwide.

Question 2: Are you interested in attending the ESP course?

Fig .2. Students’ perceptions of attending the ESP course



As displayed in Figure 2, almost the majority of the respondents (88,10%) reported their interest in attending the ESP course . This result reveals the students’ willingness to improve their proficiency level in English and their positive expectations from the ESP course .

Question 3: How would evaluate your proficiency level in the four language skills?

Fig. 3. Students’ perceptions of their level in the four skills

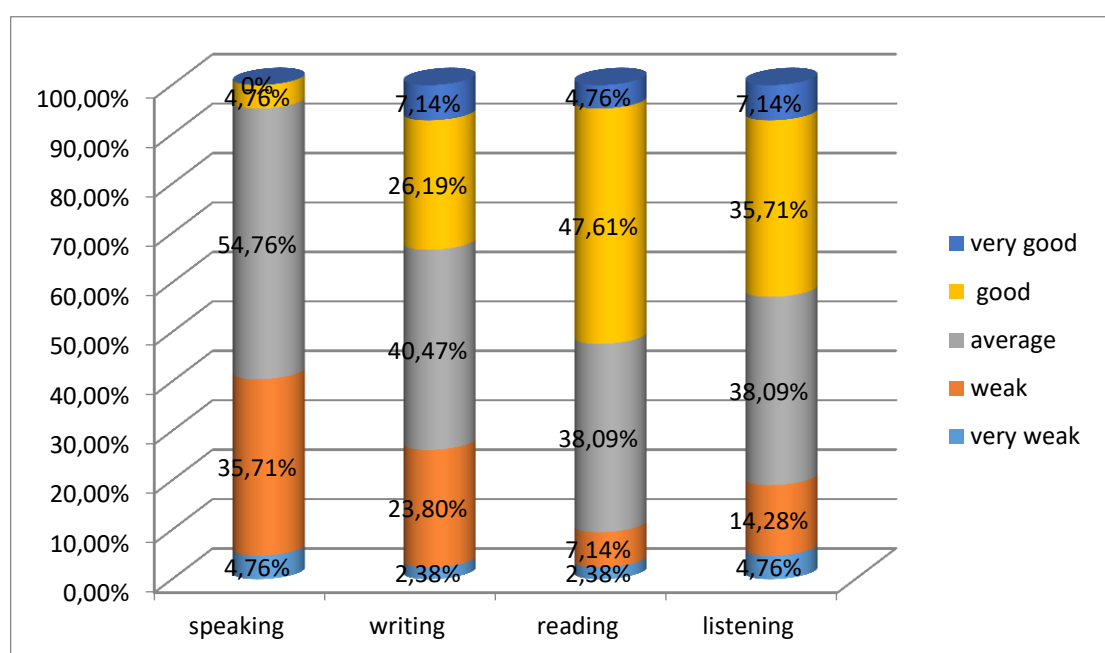


Figure 3 shows the participants’ self-evaluation of their English proficiency level in the four language skills namely,listening ,speaking , reading , and writing .It is noticeable that many respondents ‘ English proficency level is perceived as weak to average in speaking and writing . However, almost (47,61% %) of the respondents are perceived to have a good level in reading and (35,71 %) of the participants think that they have a good level in listening .

Question 04: Rate the following language skills according to their importance for your academic and future professional career.

Fig .4 . Students' perceptions of the most important skills

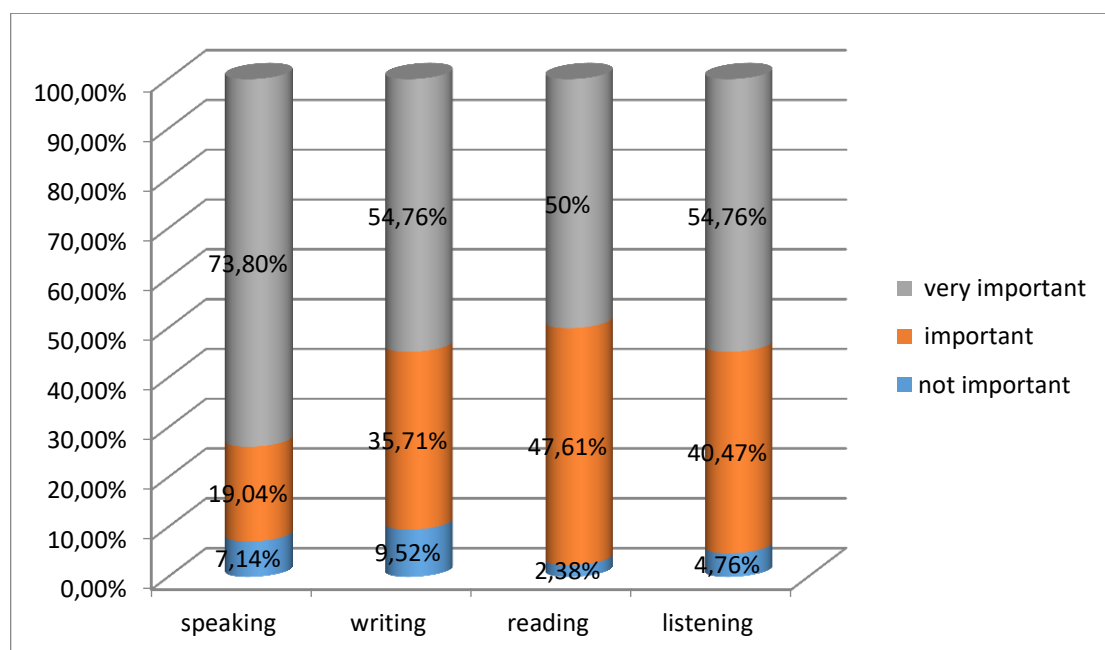


Figure 4 illustrates the most important language skills as perceived by the respondents. Apparently, the students agreed upon the importance of the four language skills in general with a particular emphasis on speaking skill which is ranked as the most important skill.

4.1.3 Section Three: Students' Attitudes towards Writing Skill

This section is intended to probe into the students' attitudes towards writing skills. The participants were asked to read carefully the statements and tick the category that corresponds to their attitude. The researchers opted for a Likert scale with five categories of responses ranging from 1 to 5. As an interpretation of the values of the Likert scale, number 1 stood for **strongly disagree** , number 2 corresponded to **disagree** , number 3 stood for **undecided** , number 4 signified **agree** and number 5 corresponded to **strongly agree** .

Table 2. Students' attitudes towards writing skill

Items	1	2	3	4	5
-Writing in English is an important skill for the academic studies	5%	2,5%	12,5%	45%	35%
-Writing is an important skill for the future career	0%	10%	17,5%	45%	27,5%
- I like writing in English because it is an enjoyable task	2,5%	12,5%	20%	40%	25%
-I would like to improve my level in	5%	2,5%	12,5%	45%	35%

writing if the writing course is tailored to meet my writing needs

Note: 1= strongly disagree, 2 = disagree, 3 = undecided, 4= agree, 5= strongly agree

As shown in Table 1, (80%) of the respondents agreed that writing in English is an important skill for academic studies. Similarly, the majority (72, 5%) of the participants perceived writing in English as an important skill in professional contexts. Interestingly , (65%) of the participants considered writing in English as an enjoyable task. Hence, it can be noticed that the majority of the subjects (70%) are keen to improve their writing skill if the writing course is tailored to meet their writing needs.

4.1.4 Section Four: students' perceptions of their teacher's instructional practices in writing

This section aims to uncover the teachers' instructional practices in teaching writing from the students' perspective. The students are asked to read the statements carefully and tick the right column that corresponds to their answer

Table 3. Students' Perceptions of their Teachers' Instructional Practices

The teacher focus on :	1	2	3	4	5
-Controlled grammar activities	19,04%	16,66%	4,76%	38,09%	21,42%
-Sentence construction.	19,04%	19,04%	26,19%	26,19%	9,52%
-Paragraph writing	21,42%	14,28%	30,95%	23,80%	9,52%
-Writing correspondence (writing business letters , emails)	30,95%	33,33%	30,95%	4,76%	0%
-Paraphrasing / Summary writing	19,04%	50%	21,42%	7,14	2,38%
-Translation and vocabulary learning	7,14 %	2,4 %	21,42%	47,61%	21,42%

Note: 1= strongly disagree, 2 = disagree, 3 = undecided, 4= agree, 5= strongly agree

Concerning the students' perceptions of their teachers' instructional practices, two top items were selected. The majority of the participant (69, 03 %) agreed that their ESP course gives centrality to the translation activities and

the acquisition of business vocabulary. Additionally, more than half of the respondents (59, 51%) believed that their teacher adapts a form-based approach to teaching in the ESP course.

On the other hand, it can be noticed that (64, 28%) of the participants disagreed with the statement that considers the teaching of business correspondence as a part of their teacher's writing syllabus. Similarly, (69, 04%) of the respondents perceive the teaching of paraphrasing and summary writing as being ignored in the ESP course.

4.1.5 Section Five: Students' attitudes towards the effectiveness of ESP writing instruction

This section of the questionnaire aims to unveil the students' attitudes towards the effectiveness of the ESP course in addressing their writing needs as well as in developing their writing competence. The students were asked to read the statements below and choose the correct column that corresponds to their attitude.

Table 4. Student's attitudes towards ESP writing instruction

Items	1	2	3	4	5
-The teaching of writing is stressed in the ESP course	23,80 %	30 ,95%	21,45%	14,28%	9,52%
-The number of writing sessions is sufficient	35,42 %	30,95%	19,04%	9,52%	4,76%
-I am satisfied with the ESP course because it tackles my writing lacks and wants	28,57 %	30,95%	26,19%	7,14 %	7,14 %
-The teacher 's instructional practices assisted me in developing my writing skill	30,95%	21,45 %	21,45%	16,66 %	9,52%

Note: 1= strongly disagree, 2 = disagree, 3 = undecided, 4= agree, 5= strongly agree

As Table 3 exhibits, (54, 75%) of the participants believed that the teaching of writing skills is not stressed in the ESP course. Besides, (21, 45%) of the respondents were not sure about the implementation of writing instruction in the ESP course. However, only (23,8%) of the participants agreed that the teaching of writing skill is covered in the ESP course.

As far as the number of sessions is concerned, (66,37%) of the

participants did not perceive the number of writing sessions as sufficient. On the other hand, only (14,28%) of the participants expressed their agreement with the sufficiency of the writing sessions. (19,04%) of the responses, however, remained undecided.

Concerning the students' satisfaction towards the writing instruction, more than half of respondents (59,52%) were not satisfied. in a similar vein, (52,4%) of the subjects believed that their teachers' instructional practices did not assist them in developing their writing skills. On the other hand, (14,28%) expressed their satisfaction towards the writing instruction in the ESP course. Similarly, (26,18 %) agreed that the teachers' instructional practices assisted them in developing their writing skills.

4.2. Result of the Interview

4.2.1 Teachers' Profile

The subjects of the interview were two teachers of the English language who have been teaching English from 3 to 4 years at the department of commercial sciences of Jijel University. Both of the interviewees were females. They are part-time teachers who hold a master degree in Didactics of foreign languages.

4.2.2. Section One: Teachers' experience in teaching ESP courses

Question 01: *What do you rely on when designing your English lessons?*

Both of the teachers agreed upon the fact that there is no official syllabus that they can rely on in determining the goals and objectives of their courses. In designing their lessons, the teachers reported the use of commercial textbooks or ready-made materials from the Internet. The following quotes represent their actions :

“The administration does not provide us with any syllabus. It is the task of the teacher to decide what to teach. I usually resort to ready-made materials from the internet or text books related to the field of commerce” (Teacher 1)

“I rely on books specialized in teaching commercial sciences such as professional English in use in marketing and in economics” (Teacher2)

Question 02: *Have you ever conducted a needs analysis prior to designing your English lessons?*

One of the interviewees showed her awareness towards the importance of conducting a needs analysis, yet, she was reticent to probe into the students'

perceptions of their English language needs prior to the design of her lessons. She declared that she relied on her teaching experience in designing her lessons

“I am used to teaching students of commercial sciences so I know exactly what they want from the ESP course” (teacher1)

On the other hand, the second teacher admitted that she is not familiar with Needs Analysis and she asked for more information about this phase.

Question3: According to you, which language skills are most important for your students’ academic success and future workplace?

The teachers agreed upon the importance of the four language skills in general with a particular emphasis on productive skills namely, speaking and writing skills.

“Students need to develop the four language skills; yet, I think speaking and writing are the most important skills for my students’ academic success and future workplace” (Teacher 1)

“Speaking and writing are very important skills especially for those who aim to pursue their post graduate studies or aspire to work in international business companies” (Teacher 2)

4.2.3 Section Two: The Place of Teaching Writing in the ESP Course

Question 01: How would you describe your students’ proficiency level in writing ?

The teachers expressed their dissatisfaction towards their students’ proficiency level in writing. They perceived their students’ writing ability as low for the majority of the students. According to them, the number of students who have a good level of writing skill is very limited to two or three students in the whole group.

Question 2: Are your students motivated to develop their writing skills? If the answer is no, how do you motivate them?

Both of teachers consider their students’ motivation in learning the writing skills as very low. As Teacher 1 declared, *“My students are reluctant to develop their writing skills in English since the language of instruction in the content modules is Arabic”*.

On the other hand, teacher 2 believed that her students hold negative attitudes towards writing skill. As she said, *“My students do not like writing in*

English. They perceive writing as a very difficult and demanding task. They are only interested in doing some exercises about business vocabulary”

When asked about the methods that they rely on to boost their students’ motivation, both of the teachers admitted that they have never tried any method to spark their students’ interest in writing skills.

Question 2: *How often do you teach writing skill in your ESP course and which teaching method do you adopt?*

Regarding the teaching of writing skills, the interviewees indicated different views about the frequency of teaching writing skills.

Teacher 1 declared that the teaching of writing skills has no place in her ESP course. According to her, she focuses more on the teaching of business vocabulary along with the tasks of translation. As she said, “*Honestly, I do not teach writing skills in my ESP course since my students are not interested in developing their writing skills*”.

On the other hand, teacher 2 indicated that she used to scaffold her students in the task of constructing simple sentences if the session is devoted to a grammar lesson. As she said, “*when I teach grammar rules, I devote some activities to the construction of simple sentences in English*”.

Question 04: *What are your difficulties in teaching writing skills?*

Concerning the difficulties that teachers face when teaching writing skills, teachers believe that the time allotted to the English course is not sufficient to tackle all the language skills in an efficient way. According to them, time constraints prevent them from scaffolding the students’ writing competence through implementing a sufficient number of writing workshops. Furthermore, teachers asserted that their students’ low proficiency level in English urges them to focus more on teaching the grammar rules of the language and tackle their weaknesses at the sentence level .

“My students’ level in English is very low; I prefer to focus on teaching grammar rules of the language and business vocabulary” (Teacher 1)

“One session per week is not sufficient to teach all the language skills. I need at least two or three sessions to teach the writing skill” (Teacher 2)

5. DISCUSSION

Central to this research work is the investigation of the teaching and learning situation of ESP writing at the commercial sciences department of Jijel University. The quantitative data obtained from the questionnaire asserted the students' interest in learning the English language. Indeed, as shown in **Figure 1**, more than half of the participants perceived the learning of the English language as highly important. Accordingly, the overwhelming majority of the respondents showed their interest in attending the ESP course with different reasons in mind. The majority of the participants 'self- evaluation of their overall proficiency level wavered from weak to average.

As far as the teaching and learning of writing skills are concerned, the result about the students' attitudes towards writing skills revealed a mismatch between the students and their teachers' responses. As shown in **Table 2**, it is observed that the majority of the respondents hold positive attitudes towards writing skills. Precisely, the students showed their awareness towards the importance of writing skills in their academic studies and in their future professional life. More importantly, the majority of the Students agreed to improve their writing skills if the writing course is tailored to meet their writing needs.

Dissimilar to the participant's perspective, the teachers believed that their students hold negative attitudes towards writing in English. According to them, students are reluctant to develop their writing skills in English since the latter is not considered a medium of instruction as far as the teaching of content modules is concerned. On the other hand, the teachers were found to totally disregard the teaching of writing skill. Although the teachers perceived writing as an important skill in the academic sphere and future professional context, the development of business students' writing competence did not receive due attention in the ESP course. Furthermore, the teachers' conceptions of ESP teaching are mainly restricted to the teaching of translation and business vocabulary. Notably, the construction of simple sentences in a grammar lesson is the only activity subsumed under the heading of writing instruction. In line with this finding, the result summarized in **Table 4** disclosed the students' dissatisfaction towards the effectiveness of writing instruction in the ESP course. The respondents agreed that the ESP course does meet their writing needs. Similarly, the teacher's instructional practices did not assist them in developing their writing skills.

Taken as a whole, the result of the present study unveiled a communication gap between teachers and their students. In fact, the absence of an official syllabus and the lack of collaboration between ESP teachers and content teachers have deepened the gap between the teachers' instructional

choices and their students' expectations from the ESP course.

6. CONCLUSION

In an attempt to better enhance the quality of ESP teaching at the tertiary level, the present study investigated ESP students' and teachers' attitudes and perceptions towards ESP writing at an Algerian higher education context, namely Mohammed Seddik Ben Yahia University, Jijel.

Given the fact that the ESP course design is usually assigned to general language teachers with no training in the target speciality, the accumulated information from the present study can give insights to both in-service and future ESP teachers of the current study's target context. The findings asserted that the students hold positive attitudes towards writing skills. Conversely, the result revealed that the teaching of writing skills is seriously overlooked. For this reason, the students expressed their dissatisfaction with the effectiveness of the ESP course.

Based on these findings, the teachers are urged to adopt a learner-centered approach in designing their ESP courses. In addition, developing the learners' written communication skills should be given due consideration in the ESP course. In a similar track, it is recommended that the teaching of business English should focus on developing the student's written communication skills for both the EAP and EOP contexts. Furthermore, ESP teachers are recommended to gauge their students' perceptions of their writing needs and wants. As Dudley-Evans & St John (1998) accentuated, conducting a rigorous needs analysis is an indispensable phase prior to the design of any ESP course (p, 122). Due to time constraints, the task of ESP teachers is to be selective in terms of adopting the teaching materials and the teaching methods. The teachers are recommended to adopt a discourse- based approach to language teaching which can "bridge the gap between text and context" (Johns, 2002. p, 8).

In a nutshell, developing the English language skills of business students entails the collaboration of a group of stakeholders namely, the language teachers, the subject specialists, and the students themselves in order to narrow down the lens of scrutiny as far as the assessment of their ' language needs is concerned .

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