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REFORMING BUSINESS ENGLISH TEACHING PRACTICES: PERCEPTIONS, CONSTRICTIONS, AND SOLUTIONS

Lyna Sabbah

Faculty of Arts and Languages, Department of English Language and Literature, University of Bejaia, Algeria
nrlhd87@gmail.com

Abstract

This research work is entitled “Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions”. It is an attempt to explore the scarcities and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce, at the University of Bejaia (Algeria) since Business English is one of the major branches of ESP courses. Accordingly, this investigation concerns itself with the issue of what challenges do this particular subset of Business English teachers meet and which remedial solutions can be suggested. To tackle this problem, we have put forward the hypothesis which states that “the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations”. In order to collect data and check the correctness of our hypothesis, we have opted to the quantitative and the qualitative methods by means of a questionnaire designed for the teachers of Business English in the three departments at the level of the faculty along with an interview designed for the faculty’s chief leaders. The anticipated outcome of this project is to demonstrate the lack and the deficits in the contemporary process of Business English teaching at the University of Béjaia, then suggesting solutions for better future practices. This research work highlights the importance of rethinking and revising

the existing policies starting from the ministry to the faculty level, focusing on collaboration between all the concerned parties. Besides, it points up redesigning and reshuffling the BE course curriculum according to learners' needs by taking into account all the skills within the communicative competence. Therefore, this investigation can be a valuable contribution to the professional development of Business English teachers, hence, their learners' feedback.

Keywords

Reforming - Business English – Teaching Practices - Teaching Policies, Curricula, and Strategies- The Lack and the Deficits- Solutions- Rethinking and Revising- Redesigning and Reshuffling- Communicative Competence

1. Introduction

Unquestionably, the progression of worldwide economy and economic deals by use of English as the lingua franca of business transactions necessitates the implementation of English for specific purposes (ESP) courses, precisely Business English (BE), in many fields of study. At higher education institutions or universities, there is a growing demand for BE classes to respond to the changing society requisites and obligations. Algeria is no exception since it has witnessed a paradigm shift in its educational system which has required the integration of ESP including BE credits as a means for academic and professional evolution. At the University of Béjaia, ESP in the Faculty of Economic Sciences, Management, and Commerce covers a number of Business English courses. These latter represent a problematic challenge for teachers to teach and explain them since they are more advanced, more specific, and more complex than texts of English for general purposes (EGP). On these grounds, it is our responsibility as instructors and specialists in the domain to examine the contemporary teaching policies, curricular, and strategies to find out the existing deficits and shortages and decide on the appropriate solutions for each. To accomplish the study, the paper at hand opens with a literature review on the basic notions and concepts necessary for the understanding of this research work, then the analysis of the questionnaire and the interview, followed by a discussion of the results, the implications, and lastly the conclusion.

2. Review of Literature

Doubtless, the variety of orientations to ESP mirrors the overarching significance of ESP instruction. Hence, a definition of ESP and its features is crucial before conducting any research work in this field. Actually, a plethora of definitions and descriptions have been suggested, yet the

literature shows no mere consensus on particular ideas. According to Hutchinson and Waters (1987), the pioneers of ESP notions and concepts, ESP is an approach where much more focus is put on the process rather than the product. They allege that ESP is founded before all on analysing learners' needs. Moreover, they acknowledge communication and learning as being the roots that nurture ESP. A more elaborate definition is provided by Pickett (1989) who depicts BE as a technical language determined by a specific type of activity, occupation, subject, and situation. Pickett characterises BE as an "ergolect", which implies that English language used in business is a work language (p.5). He spells out that what he calls an "ergolect" functions at the levels of lexis and transaction but barely at all at the level of grammar (p.11). In fact, an "ergolect" in Pickett's terms is what is known by the largest majority of scholars as 'register' or 'genre'. Additionally, Pickett (1986) considers the language of business and trade as one of the forms of the language spoken by the public (the ordinary people) since it is the means of interaction between the public and the producer (p.1). Belcher (2009) explains that English for specific purposes (ESP) is teaching and learning English as a second or foreign language and learners' final objective is being able to employ English in specific contexts. In his attempt to define Business English (BE), Pierini (2015) states that "When we use the expression Business English (BE) we refer to a very wide area of study and applications used mainly in the field of English for Specific Purposes (ESP), concerning the use of English in the working environment" (p.109).

Comparing between Business English and General English lies at the heart of the discussion on Business English teaching since dissimilarities are apparently seen at various levels. In relation to ESP, Brieger (1997) affirms that teaching Business English necessitates an interrelation between three facets of the teaching process to ensure educational success: a- Teaching – meaning: running a training programme. b- English – meaning: knowledge of language and culture. c- Business – meaning: understanding specific processes, having knowledge of subject matter (p.3). Ellis and Johnson (2002) assert that: "Business English differs from other varieties of ESP in that it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, especially in the business situations)". It is commonly known that there are three outstanding models in teaching GE. The PPP Model which covers the "presentation-practice-production" paradigm. The presentation stage is exposing new grammatical structures in meaningful contexts. In the practice stage, many activities are given to the learners to practice what has been learnt. The last stage is production where the learners are provided with a set of tasks that entail establishing

interrelationships between previous knowledge and recent one. In such a model, the teacher dominates the classroom (Fang & Wenzhong, 2008, p.92).

The ESA Model introduced by J. Harmer (1998) is a three phases paradigm: “engage-study-activate”. The Engage phase implies arousing learners’ interest, motivation, and engagement. The study phase includes providing the learners with activities on specific points of the language and the way they are constructed to use the language as communicatively as they can. In this model, the focus is on learners’ cognitive and affective factors rather than on the teacher.

Ur (1996) calls the third model as the PPT Model in which the process of teaching a foreign language is divided into three components: presentation, practice, and testing. There are various resemblances between the purpose of the first and the second stage of this model and those of the PPP Model. Yet, the third stage which is testing helps in recognising the strengths and the weaknesses in the learned material.

Comparatively, BE teaching makes use of three diverse models (Fang & Wenzhong, 2008, p.92). The first model regards BE as a type of ESP, hence, a model of English for Occupational Purposes is used. The teacher starts by determining learners’ needs to enrich their basic ability and fill in the gaps both in language and in behavior. The second model is more a “content-based language instruction” which encompasses two stages. In the first stage, the learners are taught general business topics, such as enterprise, human resource management, stock exchange, international trade, economy theory etc. Next, the teacher introduces business communication skills training including how to write business correspondences and business memos. In the second stage, courses on English international trade are presented, and it is compulsory for the learners to deal with all these courses in order to be able to attend advanced seminar-oriented course of business. The third model emphasises on real-life situation planning, where business material is the course content. The learners have to acquire competence in the language utilised in the assortments of business communications.

To sum up, the aforementioned discussion have brought to the surface many concepts, insights, and perspectives on the teaching of Business English. It represents a basic framework for the practical part of this investigation, which is concerned with examining the other two variables of the title, constrictions and solutions in the teaching of Business English.

3. Research Agenda

3.1 A Blue Print of the Study

The practical part commences with teachers' questionnaire. This latter is adapted from the dissertation of Bensaci Halima Saadia (2013). The answer and the analysis of each question in the questionnaire is presented individually; however, in some cases the answers to two interrelated questions are presented simultaneously in one paragraph. Afterward, the chief leaders' interview is interpreted. These two research tools offer an opportunity to achieve our objectives and to test our hypothesis.

3.1.1 Population and Sample

The subjects under investigation are the chief leaders (N=03), and the BE teachers (N=10) in the Faculty of Economic Sciences, Management, and Commerce at the University of Bejaia (Algeria).

3.1.2 Method

This study is descriptive in nature using a quantitative approach in analysing the questionnaire's results and a qualitative approach in treating the data collected from the interview.

3.1.3 Procedures for Collecting and Treating Data

- a- The questionnaire is distributed on the BE teachers and collected later on.
- b- To amass more credible and reliable data, teachers' questionnaire is anonymous.
- c- The interview to each chief leader is made separately to give the opportunity for each to express himself freely and spontaneously.

3.2 Analysis and Interpretation of the Questionnaire

3.2.1 Personal Data

01-Age:
02-Sex: a-male b -female

According to participants' answers, the largest majority of BE teachers (99%) are young females which supports the fact that females have more tendency to learn and teach foreign languages in the Algerian context.

03- Qualification:
a-BA
b-master/ magister
c-doctorate
04- Years of experience in teaching Business English.....

Almost all the BE teachers (99%) are recently master two graduated with short experience in teaching. This implies that these teachers are still novices, which may negatively affect their performance in the classroom, hence, their students' feedback.

05.i- Did you take any training in Business English before you began teaching?

a- Yes

b- No

ii- If yes: Self-training Formal training

Having no training in BE for all the participants (100%) mirrors the faculty's policy which does not give high value to teachers' profiles to teach BE. Indeed, it is problematic since it may engender gaps in teachers' objectives, competencies, roles, methods, strategies as well as subject content and design.

06-What is your status as a teacher:

a-Full-time ?

b- Part-time ?

None of the applicants (0%) is a full-time teacher, yet they are all part-time teachers. This is due to the fact that BE is considered as an accessory module by the faculty.

07- Do you have another activity, occupation, job, such as:

a. teaching in a middle/ secondary school?.....

b. teaching in a private institution?.....

c. working in a company? (Specify).....

d. others? (Specify).....

The largest majority of the applicants (80%) are working in private schools/institutions and a minority without another occupation. This means they are more exposed to other teaching/learning environments different from that of the university, which may not help them to acquire the necessary skills to teach BE students as a particular category of university students with specific needs.

08.i. Which course do you prefer to teach?

a-General English

b-Business English

c-Both

ii. Please, justify your answer.....

The whole group of teachers (100%) prefer teaching General English rather than Business English, relating this to the following factors: a-Lack of background and special training in BE. b- The large majority of the faculty's students come with poor assets in GE which makes teaching BE an obstructive challenge. c- BE is much more demanding than GE in terms of investigating needs and designing courses. These answers reflect teachers' awareness of the differences between teaching BE and GE in terms of content and teaching models. Additionally, their hesitation to teach BE is a psychological factor which can impede teachers' performance.

09-Do you teach:

a. Second-year students?

b. Third-year students?

c-Master (1/2)

Only a modest number of the informants (20%) are teaching master students while the majority are concerned with second (40%) and third year (40%) students. Actually, second and third year levels contain the most crowded sections of learners which explains the preceding distribution.

3.2.2 Department's Policy

10.i.Do the English classes take place under the form of:

a. Cours?

b. TP?

c. TD?

d. Cours / TD?

BE classes for all the levels (100%) are in the form of TDs. Such a strategy enables the teachers to better manage the different classroom aspects including: organisation and discipline, interaction, time, activities and tasks.

ii-Please, note the time allotted for each session and the number of sessions for each group per week.

The faculty devotes one session each week with 1h30 for each to all levels (100%), starting from 2nd year to Master2 levels. Such a distribution does not satisfy teachers/learners' needs, particularly in the first years of studying BE where nearly all students come with perceptible deficits in English language.

11. Is attendance to the English classes compulsory?

a- Yes

b- No

The informants (100%) affirm that attending Business English TDs is compulsory. This may help in highlighting the value of BE and in motivating the students to give more importance to the credit.

12.i. Do you think the students are motivated enough to attend Business English classes?

a- Yes

b -No

ii. If No, please say why?.....

According to the applicants, only a minority of the learners (20%) are motivated to study BE since they have a good level in English, and they see English as a useful tool for their academic and professional development. Alternatively, most of the learners (80) lack the enthusiasm to attend BE classes for three chief reasons: a- They have low level in English; b- They do not consider the usefulness of BE in their field of study; c- BE coefficient is not motivating. In such a way, providing these students with a scaffold in GE is necessary before moving to BE concepts and notions. Moreover, the teachers need to explain to their learners the value of BE learning classes either academically or professionally.

13.i- Do you think giving coefficient (01) to Business English credit is adequate?

a- Yes

b- No

ii- Please, justify your answer in each case.....

Rejecting coefficient (1) to BE credit by all the community of teachers (100%) is related to a couple of factors: a- It does not reflect the value of Business English credit and its contribution to students' academic and professional life; b-It does not encourage students to make efforts during BE Classes. These answers reflect the psychological and the affective effects of the degree of coefficient on learners' efforts in a specific subject matter.

14-Does the Faculty organise meetings and/or seminars to train Business English teachers ?

a-Yes

b- No

The whole community of teachers (100%) answered the preceding question by "No". Indeed, ignoring the importance of meetings/seminars on BE demonstrates one of the gaps in the faculty's policy concerning this module. Doubtless, organising such meetings aid the teachers to enrich their professional development and competency.

3.2.3 Features of Business English Curricula

15.Do you consider that the time devoted to Business English teaching in the whole curriculum must be lengthened?

a- Yes

b- No

There is an agreement between all the informants (100%) on that the time devoted to Business English teaching in the whole curriculum must be lengthened. This reflects teachers' consciousness of the requirements of teaching this subject matter because of its significance and learners' lacks which necessitates much more time to cover the curriculum content appropriately.

16.i. Should Business English teaching be:

a-More qualitative?

b-More quantitative?

c-Both?

ii. Please, justify your answer.....

All the teachers (100%) believe that BE teaching should be both qualitative and quantitative. The former refers to the quality of the policy applied, the lessons taught, the materials, the methods, the strategies, the techniques,.....etc. Yet, the latter implies the time devoted to BE sessions and the number of lessons taught. As the participants explain, the qualitative and quantitative aspects are indispensable because teachers need more lessons to be taught and much more time to cover these subjects. Additionally, there should be motivating policies, curricula, and strategies for better teaching/ learning of BE.

17.i. Do the text materials lay emphasis more on learner centered than teacher centered approach to teaching language for better learning output?

a-Yes, completely

b- Partially

c -No

ii. Please, justify your answer.....

More than half of the BE teachers (60%) do not apply the learner-centered approach at all while (40%) of them partially use it in their classrooms. The teachers elucidate that students' low level and background in English, lack of interest, and time constraints are the chief reasons behind their hesitation to use the learner-centered approach. Indeed, such a practice reveals a shortage in the teaching methods and strategies as BE teaching is mainly based on learner-centeredness.

18. Do the courses improve your students' communicative competence (e.g., speaking and writing skill) ?

a- Completely

b- Partially

c- Not at all

Another feature of deficiency in BE teaching is the total ignorance of communicative skills: speaking and writing by all the staff of BE (100%). These two denote the building blocks in any Business deal, transaction, or operation. Consequently, ignoring the communicative competence

in BE classes can create generations of BE learners unable to perform effectively in their future professional life.

3.2.4 Teachers' Strategies

19.i. Besides the role of teaching, are you involved in any other role?

a- Yes

b- No

ii. If yes, what is it?

a- Course designer

b- Materials (texts) writer

c- Researcher

d- Collaborator

e- Evaluator

As it is known, a teacher in a BE class plays various roles: a teacher, a researcher, a course designer and materials provider, an evaluator, a collaborator. However, the subset of teachers (100%) we have investigated limits its role to only two functions: course designer and evaluator. Hence, teachers' output and performance will be also limited in a way that affects teachers' achievements and students' feedback.

20-How do you present grammar and vocabulary to your learners?

a- In terms of list

b- Through texts

Rather than presenting grammatical structures and vocabulary related to BE in isolation as separate fragments, (100%) of the informants employ them within texts. The texts, in their turn, provide diverse situational contexts essential to the development of learners' communicative competence.

21-What should be the focus of a Business English Course? Rank according to the degree of importance (Use numbers from 1 to 5)

a-Grammar -----

b- Reading -----

c- Writing -----

d- Vocabulary related to Business English -----

e- Listening -----

f- Speaking.....

Teachers' answers (97%) show that there is more focus on linguistic competence (d-a-b) rather than on communicative skills (c-e-f) which consolidates teachers' answers to question (18) above. Thus, problems in spoken and written communication can appear during learners' practice of BE tasks in and out classroom.

22. Do you coordinate with other teachers of the discipline?

a- Yes

b- No

The largest majority of teachers (98%) do not collaborate with each other. Coordination between teachers allows the exchange of experience, knowledge, and ideas. The absence of these elements may negatively affect teachers' professional development.

23. How do you evaluate your learners?

a- Orally?

b- By the written mode?

c- Situationally (role playing, task doing)?

According to (100%) of the applicants, the evaluation methods are restricted to the written form. They are usually texts on a given business concept (s) followed by direct reading comprehension questions, then some activities on semantic and syntactic points. This form of evaluation is more appropriate to GE contexts rather than BE classes. What is more, the speaking, listening, and writing skills are not present which makes the evaluation criteria incomplete and the assessment's results unreliable.

24. Would you please give a mark from 0 to 10 to evaluate your students' level in Business English:

a- Reading

0 1 2 3 4 5 6 7 8 9 10 (.....)

b- Writing

0 1 2 3 4 5 6 7 8 9 10 (.....)

c- Listening

0 1 2 3 4 5 6 7 8 9 10 (.....)

d- Speaking

0 1 2 3 4 5 6 7 8 9 10 (.....)

According to teachers' evaluation of their students' levels in the different language skills, the dearth in the four skills is obvious. The answers demonstrate that (93%) of the learners are evaluated as follows: reading (2-3), writing (0-2), listening (0-3), speaking (0-2). The other (07%) are evaluated as: reading (5), writing (3-4), listening (5), speaking (3). The shortage cannot be the result of students' poor assets only, but also of the teaching beliefs, prospects, and practices.

25.i. Do you use students' mother language or any other language while explaining the lesson?

a- Yes

b- No

ii. Please, say why?.....

For (100%) of the teachers, the languages used during BE classes are a mixture of French and the mother language (Kabyle). It is much more the grammar-translation method where acquiring new vocabulary and grammatical structures, and translating them into a pre-acquired language (s) is the core of the teaching process. Undeniably, this method does not fit the needs of the students to be able to communicate effectively in the target language (English).

26- May you give a mark by circling from 0 to 10 to express the lack of means for getting an acceptable level in Business English:

a- Documents and books concerning English used in your own field

0 1 2 3 4 5 6 7 8 9 10 (.....)

b-The use of a language laboratory

0 1 2 3 4 5 6 7 8 9 10 (.....)

c -Department's Policy

0 1 2 3 4 5 6 7 8 9 10 (.....)

d- Teaching strategies

0 1 2 3 4 5 6 7 8 9 10 (.....)

e- Well-designed curricula

0 1 2 3 4 5 6 7 8 9 10 (.....)

All the informants (100%) affirm that the lack of means for successful BE teaching prominently appears at the levels of language laboratories and well-designed curricula. The value of the former comes into view as it helps developing learners' listening/ speaking skills while the latter determines what to teach and why to teach it. In the second degree, faculty's policy which defines the general agenda/ outline of the teaching/learning procedures, and teaching strategies responsible for how well the information is transmitted are also to be reconsidered.

27- Would you please classify the factors that influence on the success of Business English teaching according to the degree of their importance in a decreasing order (using numbers from 1 to 4):

a- Teacher's profile and strategies.....

b- Materials and means used.....

c- Professional curriculum designers.....

d- Institutions' policies.....

Teachers' classification is as follows: a- Teacher's profile and strategies, institutions' policies, professional curriculum designers, materials and means used (70%). b- Professional curriculum designers, materials and means used, teacher's profile and strategies, institutions' policies (20%). c-Institutions' policies, professional curriculum designers, materials and means used, teacher's profile and strategies (10%). The majority have opted to the first classification which regards teachers' competencies, skills, experiences, methods then the policies followed as the basic pillars that ensure the success of BE teaching. Well-formed teachers guided by motivating policies can create and modify curricula that satisfy students' needs and wants and fill in the lacks. They can also decide on the opposite materials to match the classroom requirements.

3.2.5 Further Suggestions

28- In the space below, please write any comment or suggestion you would like to add concerning the policies, the curricula, and/or the teaching strategies applied in the Faculty of Economic Sciences, Management, and Commerce.

In this last section of the questionnaire, the teachers have commented and added further suggestions which can enrich their answers to the preceding questions. They focalise on three

major axes: faculty’s policy, curricula designing and standards of evaluation, and teachers’ professional development.

- a- Rethink and revise the policies followed starting from the ministry to the faculty level.
- b- Redesign and reshuffle the BE course curriculum according to learners’ needs by taking into account all the skills within the communicative competence.
- c- Emphasise on adopting the Learner- centred approach, with various roles the teacher have to play during BE classes.
- d- The curriculum should be designed by a collaboration between BE teachers, specialists, and teachers of the other credits to establish effective, complementary programmes that serve the students for short and long term objectives.
- e- It is essential to have a consensus on evaluation samples, tasks, and criteria that cover the different language skills.
- f- Association between the faculty of ESCM and English department to form new generation of BE teachers able to satisfy the contexts’ requirements.
- g- Organising seminars/ conferences by the faculty on teaching BE.
- h- Selecting teachers with previous experience/training in BE and distributing the students’ academic levels on the teachers according to their professional profiles.
- i- Augmenting the coefficient from (1) to (2) to highlight the value of BE in students’ academic achievement and future professional development.
- j- Increasing the time allotted to BE teaching.

3.3 Analysis and Interpretation of the Interview

The interviewers are three chiefs’ leaders in the faculty of Economic Sciences, Management, and Commerce. They have been interviewed in October 2018. The questions and the answers are presented in the following chart.

Table 1: The Chief Leaders Interview

The Interview Questions	The Answers
1)-Do you think that teaching Business English should be obligatory in your Faculty?	Yes, it is because English is the language of Economy .The students need English to understand the various articles written in English. Moreover, in their professional life, English is omnipresent in their everyday deals.

2)-When choosing teachers to teach Business English credit, do you apply some criteria? What are they?	Most of the time we do not. Sometimes, we take into consideration teachers' experience.
3)-Is it obligatory for the teacher to have a training or an experience in teaching Business English?	Frankly speaking, we do not take into consideration this factor .The most important thing for us is being able to teach some lessons of Business English.
4)-On which basis do you distribute students' levels on the teachers?	Generally, we distribute the levels according to the availability of the teachers. In some cases, we take into account teachers' profiles.
5)-Is there any curriculum of Business English imposed by the Ministry of Higher Education in your Faculty? If no who designs the programmes?	No, there is not. It is up to the teachers to design the programmes with some guidelines from the responsables.
6)-Is the collaboration between the teachers of Business English required?	Though it is necessary to have this collaboration between teachers, we do not oblige them to do so. Teachers are given freedom.
7)-Is it necessary to prepare a programme in accordance with the content of the programmes of the other subjects which are taught in your Faculty?	In fact, it is important to have correlation between the different subject matters for better teaching /learning process, thus, efficient feedback. However, teachers do not apply it.
8)-Do you provide the teachers with the necessary documents and materials to accomplish the different lessons?	No, we do not. The teachers rely on themselves to find the needed documents/ materials to accomplish the lessons appropriately.
9)-Do you think the time allotted to teach Business English for the different levels is sufficient to cover the programme quantitatively and qualitatively?	Comparing to the value of BE and its importance to the students, the time allotted is not sufficient. It needs to be revised.
10)-From your point of view, does the coefficient (1) reflect the worth of Business English credit?	Honestly, it doesn't. However, elevating the coefficient implies reconsidering all the other credits which is not an easy task for the present time. It requires so much efforts and different agents to accomplish it.
11)-Is the evaluation of students' level in Business English sufficiently accurate?	Indeed, students' evaluation is based only on their answers to the exam questions, and teachers are commonly superficial in their questions and smooth in their assessments.

In the first question, the chief leaders express their awareness of the high value of teaching Business English academically as well as professionally. Indeed, any successful teaching policy depends on the positive beliefs that we hold towards the subject matter in hand to ensure appropriate decision making. In their answers to questions two and three, the chief leaders show

one of the foremost gaps in any teaching policy which is the selection of teachers. The teacher is the pillar of the teaching process; hence, any kind of deficiency in his/her profile results in lacks in the whole teaching/learning progression. Consequently, the selection of teachers should be based on credible criteria that consider teachers' competence, individual and social skills, training, and experience.

The answers to question four turn around the same idea: teachers' experience is less considered comparing to their availability. Teachers' experience plays an imperative role in managing the different classroom aspects and students' behaviour and interaction mainly in the case of BE credit which is deemed as a secondary subject matter in the faculty. Novice teachers may encounter serious problems when dealing with more advanced learners either at the level of the course content or the students' comportment.

The questions five and six tackle the problem of curriculum designing and coordination between teachers on programmes' content. The absence of unified curricula designed by professionals and experts in the domain, from the Ministry as a higher authority is a critical issue. It may create a kind of inefficacious, dissatisfying syllabi which do not respond to the context requirements. Moreover, the individual programme design may cause disequilibrium in the quantity and the quality of the lessons taught between students of the same level as well as when going further in their next academic years. It may also provoke problems of the authenticity of evaluation results between teachers.

The seventh question reveals the fact that teachers of BE should also cooperate and collaborate with the teachers of the other credits in the faculty. Such a coordination generates a kind of harmony between the various subject matters and makes them complementary in a way that ensure continuity and efficiency necessary for the success of BE teaching process. Conversely, as it is the case with our specimen, its absence may produce less successful programme content, less evolution in the teaching/learning process, and less motivated learners.

Question eight sheds light on the role of the faculty in providing BE teachers with the basic materials and documents to carry out the different courses. While equipping the teachers with what is needed creates a healthy, motivating environment for teaching, the shortage could provoke negative outcomes. It may demotivate both the teachers and the students, reduce the quality and the quantity of the information transmitted, and create problems for learners to assimilate more complex notions and concepts in their future carrier.

From the answers to the ninth question, it is obvious that the faculty leaders share the same idea with the teachers concerning increasing the number of sessions for BE teaching. The poor level of the majority of the students in English language (as the teachers stated in the questionnaire) requires more efforts and much more time from the teachers to cover BE lessons. In comparison with the importance of this credit to learners' academic and professional lives and its widespread use in the sector of economy nationally and internationally, BE deserves to be reconsidered in terms of the time allotted to teach it.

Again, a common point of view between the teachers and the leaders emerges in question ten. Attributing coefficient (1) to BE credit devaluates its significance to the students which may cause them to ignore it. Hence, this will deter the teachers from making more efforts to enhance their performance and skills in the classroom.

A key feature of any teaching process is the evaluation system. The issue in the Faculty of Economic Sciences, Management, and Commerce is that students' evaluation is restricted to the written mode (BE texts with reading comprehension questions and some activities on grammar points). Yet, the communicative competence of the individual learner is neglected either during the lessons presentation or the assessment items. Ignoring this crucial aspect in teaching/assessing BE is likely to cause the failure of the students in communicating effectively in writing, speaking, and listening which are indispensable in the field of economic deals and transactions.

3.4 Discussion

In the study at hand, we have scrutinised the diverse forms of challenges and constraints confronted by the teachers of BE in the Faculty of Economic Sciences, Management, and Commerce. The focal points are the teaching policies, curricula, and strategies which should be, as we have hypothesised, revised and reshuffled to guarantee successful BE teaching/learning process. We have based our inquiry on needs analysis questionnaire to BE teachers as well as descriptive interview analysis to the chief leaders.

To set the stage, the questionnaire has provided us with useful information on the subjects' personal background and profiles, teaching/evaluation perspectives, beliefs, methods, and strategies. The results of the first section show that the largest majority of the teachers are young, recently graduated, with no previous training in BE. These novice teachers seem to have less fruitful performance and output in their teaching which will have negative impacts on students' learning. Such problems could be avoided if the faculty has taken into consideration teachers' experience and profile when selecting them to teach BE credit.

In the second section of the questionnaire, we have focused on the department's general policy about BE teaching. Positive points are noticed concerning the form of the BE classes and students' attendance. Adopting the TD form to teach BE helps the teacher to have control over the class as a whole. Additionally, the fact that the students are obliged to attend is a valuable factor to overcome learners' neglect of the module. Conversely, there are other unhelpful factors which affect the teaching/learning environment. The insufficient time devoted to BE classes mainly with the poor prior knowledge in English language and demotivated learners represents a real challenge to both the teachers to cover the programme and the learners to assimilate its content. In addition to time constraints, there is also the issue of coefficient which in no way helps to change the students' negative beliefs and attitudes towards BE credit. One more obstacle is the total absence of seminars or conferences to train BE teachers and deepen their familiarity with the module, which may reduce teachers' skillfulness, particularly when dealing with different levels and various groups.

The third section examines BE curricula from a variety of aspects. The teachers suppose that the teaching process should be revised qualitatively and quantitatively. Concerning the teaching approaches, there is more tendency to the teacher-centered approach rather than the learner-centeredness, with total ignorance of communicative skills. The preceding data mirror the large gap in the current practices; hence, the need for urgent corrective solutions to fill in the lacks and satisfy the wants and the needs of the students.

In section four, BE teachers' strategies in the classroom are broached. Teachers' limited roles as course designers and evaluators, and the focus on the Grammar-Translation Method principles either in teaching or assessing the learners are the results of the fragile level of the students in English language and the sharp shortage in the means of teaching BE credit. Consequently, the teaching strategies are not a matter of mere individual, random choice, but they are interrelated with other factors that determine which strategy to choose, when and how to use it.

The last section of the questionnaire is devoted to further comments and suggestions. The informants have provided us with propositions that pour down in the stream of the deficits existing in three aspects: the policy established, the curricula designed, and the strategies applied which should be all adjusted and improved.

The other tool we have exploited to collect data is the chief leaders' interview. A comparative analysis of teachers' answers and leaders' responses show similar convictions and

positions concerning a range of aspects of BE teaching in the faculty. The worth of BE module for the students, the lacks and the deficits existing at various levels, and the need for a radical change of the current situation are all a matter of consensus between the two poles. Naturally, such an agreement is an incentive factor for future transformations necessary to overcome the difficulties encountered by the teachers of BE.

4. Implications

Even though the results of both the questionnaire and the interview sustain the conviction that the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations, there are some potentially important implications based on existing findings. We believe that the instructors need ample time to train themselves in the teaching of BE subject matter with all its requirements since BE is characterized by both specific professional content and by the more general content related to effective business communication (Ellis and Johnson, 2002, p. 3). In order for the teaching/learning process to be effective, the individual learner should have certain background knowledge in GE to be able to assimilate the notions and the concepts of BE module. This implies the need for an intensive, preparatory year as a scaffold before tackling BE courses. Furthermore, the course content should be both challenging and motivating at the same time. For the former, it means learning materials that inspire mental efforts and skills but not impenetrable, in a way that builds up learners' prior knowledge step by step, in a spiral organisation. For the latter, the choice of the materials should be based on learners' needs analysis results, that is, their lacks, wants, and interests.

5. Conclusion

In this paper, the rising interest in BE in Algerian higher education institutions gives reason for conducting such a research project. The inquiry centers on recognising the challenges and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce. The results of both the teachers' questionnaire and the chief leaders' interview have shed light on many aspects of shortage and deficiency at the levels of the faculty's policies, curricula, and strategies. These latter should be adjusted and reshuffled by taking into consideration the abovementioned suggestions and implications. To realise this, we call for a serious will from the part of officials, specialists, professionals, and teachers to cooperate with each other in order to generate a paradigm shift in the present practices. Accordingly, and on

account of our inquiry's outcomes, we avow that our hypothesis which states that "the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations" has been validated. However, it is of the utmost priority to conduct further studies in an attempt to find out learners' lacks, needs, wants, styles, preferences, plus expectations during Business English classes. Besides, there should be other investigations that examine the ways to develop efficient methods, techniques, and strategies to teach, evaluate, and manage BE classes.

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