

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
Belhadj Bouchaib University - Ain Temouchent



Faculty of Letters, Foreign Languages and Social Sciences
Department of Letters and English Language

Exploring ESP Stakeholders' Perceptions of the Newly Adopted Online Teaching and Learning Environments: The case of the Department of Economics at Ain Temouchent University

An Extended Essay Submitted in Partial Fulfillment of the Requirements for a Master's Degree in Didactics and Applied Languages

Submitted by:

- Ms. Wafa ARAB

- Ms. Marwa AOUGAD

Supervised by:

Dr. Nouria MESSAOUDI

Board of Examiners

Chairwoman	Dr. BENABDALLAH Awicha	University of Ain-Temouchent
Supervisor	Dr. MESSAOUDI Nouria	Teachers' Training School of Mostaganem
Internal Examiner	Dr. BOUMEDIENE Amina	University of Ain-Temouchent

Academic Year: 2021/2022

In memory of all those souls who left

us too soon

To our lovely parents

and brothers

To my beloved niece

“Lina “

To my dear friend

“ Fatima”

ACKNOWLEDGEMENT

Most thanks to « Allah » for blessing and helping us in realizing and achieving this work.

We would like to express the deepest appreciation to our supervisor Dr. MESSAOUDI Nouria for her patience, advice and contribution.

We express our deep sense of gratitude to the honorable members of the jury including Dr. BENABDALLAH Awicha, and Dr. BOUMEDIENE Amina

We wish to offer thanks to the interviewed ESP teachers and questioned students and administrators (In the Department of Economics at Ain-Temouchent University)

Finally, special thanks go to all teachers of the English Department at Belhadj Bouchaib University.

Abstract

Online learning is an important part of education and is claimed to offer unique benefits in the teaching and learning process. Although almost all the academic community uses online learning management systems as one of the facilities in teaching and learning, some people still believe that online classes will revolutionize the classroom. In This same line of thoughts research paper attempts to investigate teachers and students' attitudes towards the integration of educational technologies and online learning in an English for Specific Purposes (ESP) classroom at Ain Temouchent University. The research was conducted in the Department of Economics. The data was carried through questionnaire directed to (100) Economic Master' students, as well as, an interview to two (02) ESP teachers to explore their perceptions towards the implementation of online learning in the ESP course. The Results revealed that most of participants showed a negative attitude towards the use of online learning environment, where this new educational system faced many challenges and shortcoming , which comprised; absence of training and technical support from university regarding the use of online learning tools and platforms ,lack of students 'motivation , and poor online course content that did not satisfy the needs of the learners .Teachers as well confirmed that online learning system did not add any addition in ESP teaching process , rather it negatively affected the students achievements. Finally, ESP teaching and learning at the Department of Economics needs more attention to achieve the desired objectives.

TABLE OF CONTENTS

Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xii
GENERAL INTRODUCTION.....	1

CHAPTER ONE: LITERATURE REVIEW

1.1 Introduction.....	7
1.2 ESP Definition.....	7
1.3 ESP Characteristics.....	8
1.4 ESP Types.....	9
1.5 English for Business and Economics.....	10
1.5.1 Business language.....	11
1.5.2 Teaching and learning EBE.....	12
1.6The Use of Technology in ESP.....	13
1.7 Online learning environments	14
1.7.1 Types of Online learning environments.....	15
1.7.2 Characteristics and specificities of online environments.....	21

1.7.3 Advantages and benefits of online teaching environments.....	23
1.7.4 Disadvantages of online learning environments.....	24
1.8 Conclusion.....	25
 CHAPTER TWO: RESEARCH DESIGN AND DATA ANALYSIS	
2.1 Introduction.....	28
2.2 Research Objectives.....	28
2.3 Research Method.....	29
2.4 Sampling.....	29
2.4.1 Sampling Techniques	29
2.4.2 Sample Population.....	31
2.4.2.1 ESP Teachers.....	32
2.4.2.2 ESP Students	32
2.5 Research Instruments	32
2.5.1 Questionnaire.....	32
2.5.2 Interview	34
2.6 Data Analysis.....	35
2.6.1 Quantitative data analysis.....	35
2.6.2 Qualitative data analysis	35
2.7 Teachers' Interview Analysis	36
2.8 Students' Questionnaire Analysis	40

2.9 Summary and Discussion of the main results	54
2.10 Conclusion	56

CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS

3.1 Introduction.....	59
3.2 General recommendations for ESP teaching.....	59
3.7.1 Time Load.....	59
3.7.2 ESP learners’ motivation.....	60
3.7.3 Course content	61
3.2.4 ESP Teachers training.....	61
3.3 Integration of Technology in English Language Teaching	62
3.4 Challenges Facing the Use of Educational Technology.....	64
3.5 Recommendations for technology integration in ESP course	59
3.6.1 Setting Clear Objectives.....	65
3.6.2 Selecting Appropriate Web Environment materials	66
3.6.3 Learning Differences and Preferences.....	67
3.6.4 Assessing online courses.....	68
3.6 Vision of the Future of technology integration in ESP course	68
3.7 Conclusion.....	69

GENERAL CONCLUSION.....71

BIBLIOGRAPHY.....75

APPENDICES

APPENDIX A ELT TRE

APPENDIX B STUDENTS QUESTIONNAIRE

APPENDIX C TEACHERS SEMI-STRUCTRES INTERVIEW.

LIST OF TABLES

Table 2.1: Academic degree and field of study.....	37
Table 2.2 Period of EBE teaching experience.....	37
Table 2.3: Teaching experience at university.....	37
Table 2.4 Students' age.....	49

LIST OF FIGURES

Figure1.1 Types of ESP.....	10
Figure 1.2 Types of Online learning environments.....	16
Figure1.3 Zoom Videoconferencing	18
Figure 1.4 Goggle Classroom	19
Figure 2.1: Types of sampling Techniques.....	30
Figure 2.2 Students' gender.....	41
Figure 2.3 Students' level.....	42
Figure2.4 <i>Students'</i> proficiency level in English.....	43
Figure2.5 personal computer possessing.....	44
Figure2.6 Devices used by students.....	45
Figure2.7. Frequency of using electronic devices.....	45
Figure2.8 The purpose of the use of digital tools.....	46
Figure2.9 students' attitude towards using online learning.....	47
Figure2.10 Teachers' reliance on e leaching.....	47
Figure2.11 Types of online teaching materials.....	48
Figure2.12 The Frequency using online teaching materials.....	48
Figure2.13 Students' platforms.....	49

Figure2.14 The training to online learning environments.....	49
Figure 2.15 The student’s attitudes towards using online learning environments	50
Figure2.16 Online teaching methods.....	50
Figure2.17 Online English course and Platforms effectiveness.....	51
Figure2.18: Problems encountered by the students.....	52
Figure 3.1 The integration of Technology in ESP course.....	64

LIST OF ACRONYMS

ESP: English for Specific Purposes

EST: English for Science and Technology

ESS: English for Social Studies

EBE: English for Business and Economics

TEFL: Teaching English as Foreign Language

ELT: English language Teaching

CAI: Computer Assisted Instruction

CML: Computer Managed Learning

CMI: Computer Managed Instruction

COBOL: Common Business Oriented Language

PLATO: Programmed Logic Automated Teaching Operations

GENERAL INTRODUCTION

GENERAL INTRODUCTION

English is widely become the international language of communication, science, business, trade and technology. In fact, it is a basic requirement in the labor market. This encourages a large number of countries, including Algeria, to adopt English courses at all levels of the educational system, particularly at the university level, through ESP teaching.

Therefore, the adaptation of this language at university is intended to enable certain groups of students to communicate easily and to fulfil their demands. English language courses are taught in all departments and at almost all levels through ESP courses in all its sub branches, such as English for Science and Technology (EST), English for Social Studies (ESS) and English for Business and Economics (EBE), and the Department of Economics at Ain Temouchent University does not make exception.

Moreover, teaching such a language to students of Economics is more than a requirement for academic or professional progress. In fact , economic students need English not only to read and understand documents, but also to write articles and participate in international conferences where English is the dominant medium of communication. However, the majority of Algerian universities do not provide a comprehensive English language course that improve the students reading, writing, listening and speaking skills, in order to achieve academic or occupational purposes in the future. ESP teaching appears to be ineffective.

Previously, ESP teachers relied only on traditional methods, but with the technological development, educational technology was integrated in the field of English language teaching and learning. As a result, new teaching and learning curricula have been developed. Nowadays, educational technology plays a vital role in education by providing a variety of technical tools that can improve learning and teaching. Since the

educational system around the world has been extremely affected during the outbreak of the Corona pandemic, which led to the closure of educational institutions.

Due to the quarantine, that has greatly impeded the personal interaction between teachers, students and administrators. In the absence of traditional teaching in university classrooms and one-on-one interaction, educational technology has emerged dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken on digital platforms as an alternative to face-to-face education.

However, the shortage of experience for both students and teachers, besides to the absence of technical support from the university has made the online learning a difficult process. One may say that most of ESP teachers and students did not support the use of online learning environments, due to the lack of experience, and the absence of any kind of technical support or guidance from the university. Those in charge of the online ESP course ,should design an online course that meet the demands of the student's specialty, taking into account the students different level of English proficiency .They are called to enhance communication between ESP teachers and students and increase the number of English classes and choose an appropriate timing for all students. Besides, they stressed the need to improve and develop the university platforms, provide training and technical support for both students and teachers concerning the use of these platforms.

Accordingly, the purpose of this study is to discuss the integration of online learning in ESP teaching, also to explore the perceptions' of ESP stakeholders towards this newly learning system adopted in the Department of Economics at Ain Temouchent university. The aim behind the implementation of these online teaching materials is to motivate the students to learn the English language, and ensure better achievement in the ESP course through the improvement of their educational attainment.

This study seeks to provide the ESP stakeholders with more information about both ESP in general and online learning in particular, in addition to giving a clear overview

of the status of ESP teaching in the Department of Economics at Ain Temouchent University . The results of the present study can help education leaders to improve the content of the ESP courses in order to satisfy the students' needs. It also allows to provide comprehensive instructions on how to integrate educational technology and online learning in ESP teaching and learning effectively to achieve the greatest benefit from these tools.

As a point of departure, the current study attempts to answer the following questions:

1. Do ESP teachers use newly adopted online environments in the English course?
2. What kind of online environments do they use?
3. What are the stakeholders' perceptions towards the integration of such teaching and learning environments in the ESP course in the Department of Economics?

These questions led to the formulation of the following hypotheses:

1. ESP teachers used the new adopted online learning system to give English courses in the Economic Department.
2. ESP teachers preferred to use online learning platforms according to their personal choices such as Zoom Teams, Google Meet, and Moodle.
3. ESP stakeholders were not satisfied with the integration of online environments in the English course. They considered this experience as a great failure that led to many problems and obstacles and negatively affected the students' achievements.

The current study is structured into three chapters. The first chapter presented the literature review on ESP and technology .It is divided into two main sections: the first section deals with ESP definition, its types, characteristics and sub-branches with more focus on EBE as being one of the most important ESP sub-branches. In the second

section, the investigator discussed the use of technology in ESP in general, as well as the specificities, advantages and disadvantages of online learning.

The second chapter consists of two parts .The first part gives an overview of the situation of ESP teaching and learning in the Department of Economics at Ain Temouchent University. In addition, it describes the research methodology design by illuminating the method, setting, participants, and selection of appropriate research instruments that can adequately meet the objectives of the study. The second part deals with the data analysis. The researcher presents the findings, analyzes the data, and evaluates the participants' perceptions regarding online education. This is accomplished through a qualitative and quantitative analysis of the data gathered. The process is designed to address a variety of previous raised questions about various aspects of ESP online teaching and learning.

Finally, in the third chapter a set of suggestions and recommendations were provided by the investigator regarding all the aspects and elements that can be used in promoting the ESP course, and the integration of online learning despite all the difficulties encountered in the Economic Department.

Chapter One

CHAPTER ONE:

Literature review

1.2 Introduction

1.2 ESP Defined

1.3 ESP Characteristics

1.4 ESP Types

1.5 English for Business and Economics

1.5.1 Business language

1.5.2 Teaching and learning EBE

1.6 The Use of Technology in ESP

1.7 Online learning environments

1.7.1 Types of Online learning environments

1.7.2 Characteristics and specificities of online environments

1.7.3 Advantages and benefits of online teaching environments

1.7.4 Disadvantages of online learning environments

1.8 Conclusion

1.1 Introduction

Learning English is considered as prestigious and well-rounded education. Through time it becomes a necessity because its status as a global language. In fact, it is widely believed that English became the world language in the postwar period, largely thanks to the important role the United States played in many fields, including technology. These historical events gave birth to the TEFL industry and its offshoot ESP, which has grown, expanded and prospered ever since. As a relatively young field in the field of teaching English as a foreign language, ESP has spread rapidly since the 1950s due to a lot of stimulation.

The present chapter constitutes the theoretical part. It is divided into three main sections: the first will shed lights on the definition of ESP, on passant par its types, characteristics, and the use of Technology in ESP. The second part while deal with English for business and Economics and describes Business language and the teaching of EBE. Teaching EBE. The last section will outline the types of online environment, characteristics, advantages and disadvantages.

2.1 ESP Definition

English for Specific Purposes (ESP) is considered as one of the most entrenched teaching approaches in English Language Teaching (ELT). It is the result of more than 50 years of research and practice. Therefore, it was presumed that the term ESP started to be used in the 1960s. The definitions of ESP in the literature are to certain extent tardy in time, Strevens, P. (1988). Nevertheless, the ESP community still has not yet come to an accurate definition of what the term ESP means. Dudley-Evans and ST John (1998), state that ESP is the use of a methodology and various activities that conduce with particular information to the subject or contents learnt that led to the growth of ESP. Anthony.L (1997: 9-10) exposed that ESP refers to “the teaching of English used in academic studies or the teaching of English for vocational or professional purposes”.

This indicates that the function of ESP is to help the language learners to develop the needed skills in order to apply them in specific fields and domains

In the same vein, Mackay and Mountford (1978: 2) see that “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose”. This means that English should be taught to fulfill specific language skills based on real situations, in a way that allows the learners to use English in their future occupations, or to grasp the English discourse related to their field of specialization. Similarly, Burton (2009,p.1)saw that, ESP has grown over the years as a result of market pressures and a deeper understanding within the educational and business communities that learners' needs and desires should be fulfilled whenever possible.

Richards and Rodger (2001,p.10) denote that the target of teaching ESP is to meet the language . Accordingly ,English for Specific Purposes (ESP) can be defined as an approach to language teaching that focused on teaching English to achieve the communicative competence and the specific needs of a given social groups in a particular domain such as medicine, economics, agriculture, information technology, teaching, and engineering. Howbeit, to understand the essence of ESP, a set of criteria should be taken into account. These include the characteristics of ESP, learners’ age, the time load, the course objectives, and the teaching materials.

1.3 ESP Characteristics

Different definitions were given to ESP in fact; scholars differentiate ESP from the other disciplines in terms of its characteristics. In this regard, Dudley-Evans and St. John (1998) outline two divisions of ESP characteristics: absolute characteristics and variable characteristics. They are summarized as follows:

Absolute characteristics

- a) ESP is designed to serve the specific needs of the learner
- b) ESP makes use of the basic methodology and activities of the disciplines it serves
- c) ESP is based on the language relevant to these activities with regard to (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable characteristics

- a) ESP may be associated or designed for specific disciplines.
- b) ESP may use a different methodology in specific teaching situations, from that in General English.
- c) ESP is assumably to be designed for adult learners, either at higher-level institutions or in vocational work situations. It might, however, be suitable for secondary school students.
- d) ESP commonly is destined to intermediate or advanced students.
- e) The majority of ESP courses are designed according to the presumption that several basic knowledge of the language system is acquired, but it is also suitable for beginners.

(Dudley-Evans & St. John, 1998:4)

It is noticed that the absolute characteristics are particular to ESP since the learners' needs are crucial when designing language activities. Regardless the variable characteristics, the courses of ESP can be designed for a given social group through the use of specific teaching methodology, ESP may, however, be of interest to many types of learners and disciplines. Accordingly ESP as Hutchinson and Water (1987) state should be considered as an "approach" to teaching English in a specific way that fulfil the learners' needs, or what Dudley-Evans St. John point as an "attitude of mind".

1.4 Types of ESP

ESP's maturation over time revealed a variety of perspectives on its subdivision. Linguists have proposed various types. The current study is based on the Hutchinson and Waters subdivision. In 1987, they established one of the most common and useful approach regarding English language teaching branches with the Tree of ELT (see Appendix 1) in which ESP is broken down into three types:

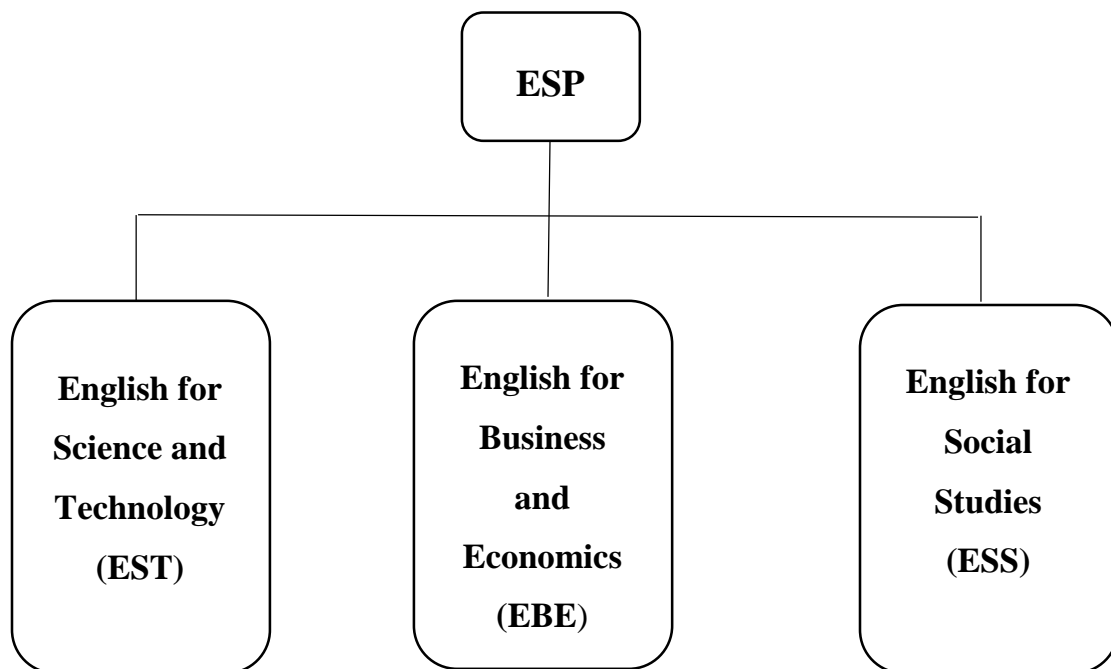


Figure1.1 Types of ESP (Adapted from Hutchinson and Water, 1987:17)

Each type is concerned with a particular field of scientific knowledge, such as technology, social disciplines, business and economics, as well as a huge number of human sciences research. In the present study, the researcher deal in depth with English for Business and Economics.

1.5 English for Business and Economics

Due to the globalization process and a worldwide preference for English as the lingua franca for business, English is used all over the world among employees, consumers and investors. According to Belcher (2009), English for Business and Economics (EBE) has lately emerged as a teaching and research field within English for Specific Purposes. English for Business and Economics is a branch of ESP that referring to teaching non-native speakers who need English for business purposes. It is widely used in international trade by many people whose first or second language is not English.

EBE shares the significant features of ESP such as needs analysis, syllabus design, course design, and material selection and development. Business English, like the other types of ESP, necessitates the establishment of a specific language corpus. It also highlights certain types of communication in a particular context.

In today's internationally linked world, this latter is becoming increasingly crucial as more and more firms require their employees to be multilingual. The main purpose of any Economic and Business English Course is to enable its users to communicate successfully with people in a business and economic context, whether through correspondence, face-to-face meetings, or other means.

1.5.1 Language business

Language is among the most significant means that people use to express themselves in society .It allows its users to deal with all aspects of life such as scientific, political, social and economic. Nowadays, due to the arbitrary relationship between language, economy and business in particular, business language becomes one of the important means for increasing economic development.

Business language is a sectorial language, which is used in economic and commercial domains. In other words, it is the language that corporates with the terms

and concepts used in economic processes, transactions, and commercial activities that are primarily focused on targeting clients and convincing them using just the language. According to Daniushina (2010:25), Business Linguistics is a discipline that studies the verbal and nonverbal components of business communication, as well as the specific functioning of language in a business setting. However, it is important to recognize that business language is much more than just talking about business or language, but it is also about conducting business. In very general terms, the study of language in business contexts is interdisciplinary. It draws on diverse disciplines, and sub-disciplines in economics, humanities, and social sciences. In addition, there are other sorts of Business Language includes COBOL Language (Common Business Oriented Language), Trade Language as a Lingua Franca, and Accounting Language.

Consequently, Business language is distinguished by the use of basic structures influenced by scientific nature.it includes many specialized vocabulary. Furthermore, business language has its own set of skills, such as:

- Negotiation.
- Telephoning.
- Meeting.

Business language takes different forms due to its role in facilitating services between employees and customers.it enables users to save time, money, and effort as well.

1.5.2 Teaching and learning EBE

Teaching and learning English for Economic and Business necessitates the teacher' knowledge of the subject. In this stage, the teacher's responsibility is to oversee and adjust the teaching skills and methods. This feature is particularly motivating for students since it allows them to apply what they have learned in Business English classes

to their major subject of study, whether it is economics, commerce, business administration, or marketing..

Students in the EBE course have specific purposes and emphasis on learning the language. They study English not only to comprehend ordinary conversation, but also to practice the language in a specific context for job opportunities. An Economic Business English program is based on the evaluation of the aims, needs, and functions English. Many universities around the world are providing ESP courses in order to respond to worldwide demand, and to fulfill students' future career needs.

1.6The use of Technology in ESP

In the last 30 years, the use of technology in language teaching and learning has changed dramatically. Language learning in general and ESP in particular have not been spared from the major changes that technology has brought to all aspects of life, whether favorably or badly. Nowadays the impact of technology on education is growing exponentially. It has revolutionized traditional teaching-learning processes, to meet the different needs and expectations of teachers and learners.

Practitioners in technology has provided researchers in the field of language and learning teaching with a better understanding of the use of language in professional and academic communication and further implications of technology in ESP classes (Arnó-Macía, 2012). Furthermore, technology, notably mobile learning and other digital devices, has enabled students with diverse learning styles to participate actively in the learning process in today's ESP classrooms (Albadi, 2016). As a result, various researches investigated the impacts of technology use in both general language and ESP classrooms, including the use of wikis, (Hadjiconstantinou & Yerou, 2012), Online learning in listening (Kavaliauskiene, 2011), Use of multimedia (Dayag, 2016),and the benefits of a slideshow-supplemented lecture and a virtual learning environment (Have & Corcoran, 2008). In addition to ,Chliaras (2014) outlined interactive whiteboards,

document cameras, student response systems, lecture recording systems, digital projectors, and wireless and projection keyboards as a new tech tools utilized in ESP lectures.

Consequently, with the technological progress that the world is witnessing in the field of language teaching and learning, the online learning environment has become one of the most widely used systems in ESP courses, particularly in higher education.

1.7 Online learning environments

At every level, an educational environment consists of three essential elements: a person who teaches (a teacher), a person who is taught (a student), and a educational content. The quality of educational aim fulfillment, i.e. the educational achievement of the person being taught, is determined by two major factors: the teacher who provides the educational environment and the student who receives the information. In order to ensure the efficiency of education, many technological tools have been developed to be in line with the components of the educational environment such as online learning. The practice suggests that the fourth component of the education system online learning is being more widely employed in higher education, but that it is also being introduced at other levels.

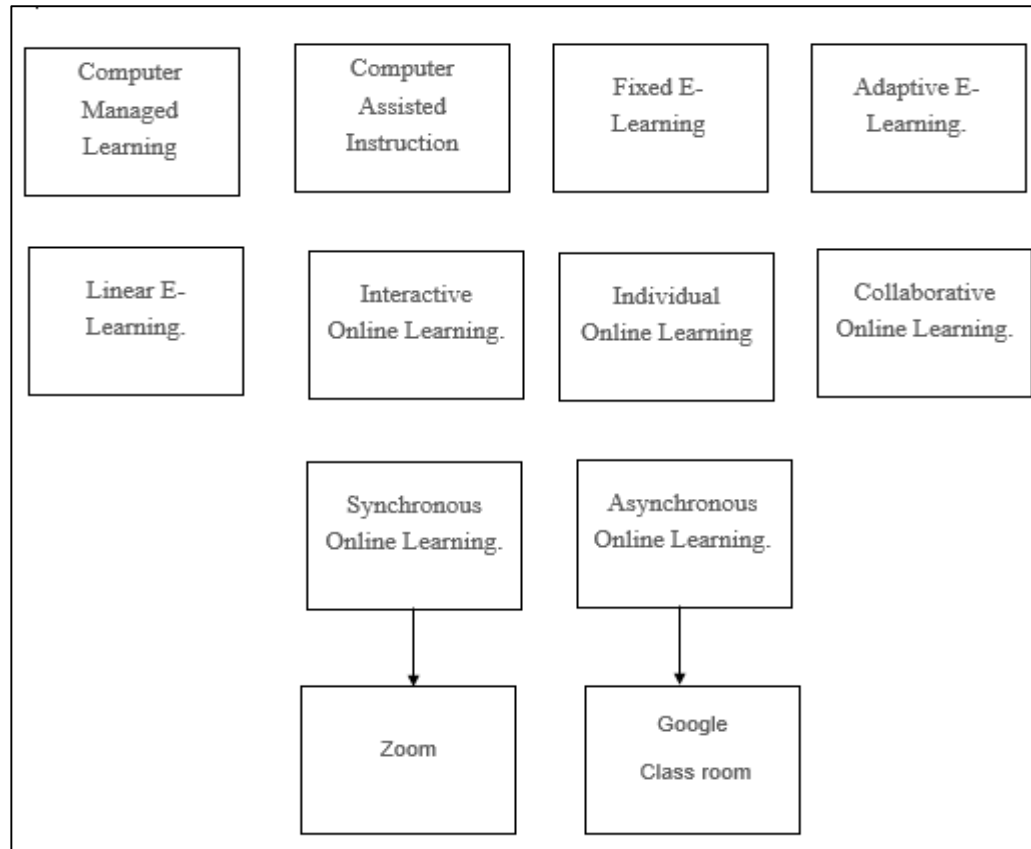
Online learning may be described as classroom education given online via the Internet or multimedia platforms. The relationship between online learning and technology is an important aspect of the definition. It is characterized as synchronous or asynchronous learning experiences employing various devices with internet access (e.g., mobile phones, laptops, etc.). A synchronous learning environment is organized in the case of students who attend live lectures, teachers and learners engage in real time, and instant feedback is possible, while asynchronous learning environments are not. Learning content is not offered in the form of live lectures or courses in such environment; however, it is available through various learning platforms and forums. In such a environment, instant feedback and quick response are impossible. In fact, Online

learning systems or virtual learning systems are learning systems that integrate internet connections with teaching and learning processes (Bentley et al., 2012). Students may learn and communicate independently with teachers and other students in these environments from different places (Singh and Thurman, 2019).

According to Erslan and Topkaya (2017,82),the e-learning environment, “combined with the increasing use of internet-connected digital computers and smartphones, has changed the pace and limits of second and foreign language learning, particularly among learners” .Many schools and universities have used online learning platforms as an alternative to continue the educational program in light of the closure of educational institutions. In brief, this type of education varies from traditional or face-to-face learning, in which students are required to be physically present in a traditional classroom setting.

1.7.1 Types of Online learning environments

Certain educational scientists have classified online learning environments based on the tools used, but others have decided to focus on various variables such as synchrony and learning content. There are 10 types of online learning environment distinguished. The types are clearly illustrated in the following diagram:



Figures 1.2 Types of online learning environments

Adapted from: Adapted from: Hargreaves, A. (2003). Teaching in the knowledge society: Education in the age of insecurity.

Some educational scientists have decided to classify online learning types more simply. There are only two types of online learning, according to them: computer-based online learning and internet-based online learning. This classification method may be considered more accurate since it distinguishes between e-learning and online learning, which are frequently used interchangeably. Some types of e learning, such as CML and CAL, are not necessary to take place online, but they are nevertheless considered types of online learning.

-Computer Managed Learning (CML)

Computers are used to control and analyze learning processes in computer-managed learning (CML), which is also known as Computer Managed Instruction (CMI). Information databases are used to operate computer-managed learning systems. These databases include aspects of knowledge that the student needs to learn, as well as a variety of ranking features that allow the system to be adapted to each student's preferences.

Due to the two-way communication between the learner and the computer, it is possible to determine if the student fulfilled his or her learning objectives to a decent level. If not, the processes can be redone until the learner has met his or her learning objectives. Furthermore, educational institutions employ computer-managed learning systems to recover data, which helps with educational administration. This might include information like lectures, training materials, grades, curriculum data, and registration details.

-Computer Assisted Instruction (CAI)

Computer Assisted Instruction (CAI), often known as computer assisted learning (CAL), is a sort of online learning that combines computers and conventional teaching methods. This might refer to interactive software for learners or the type of training software utilized by Stanford University's Patrick Suppes in 1966.

To promote learning, computer-assisted training techniques apply a number of multimedia such as text, graphics, audio, and video. The main aim of CAI is interactivity. In other words, it helps students to become active learners rather than passive learners by using different methods such as quizzes and other computer-assisted teaching and assessment methods. Several educational institutions nowadays, both online and conventional, employ various forms of computer-assisted learning to help their learners improve skills and knowledge.

-Synchronous Online Learning

Synchronous online learning helps students from all over the globe to participate in a learning task at the same time. Online discussions and videoconferencing are frequently used in real-time synchronous online learning since these tools enable training participants and educators to ask and answer questions in real time as well as being able to connect with each other. The fast growth of online learning technology has enabled this type of community-oriented online learning. Synchronous e learning was almost difficult to accomplish until the invention of computer networks in the 1960s. There are varieties of online synchronous learning tools available to assist students and instructors connect in an online environment such as Zoom.

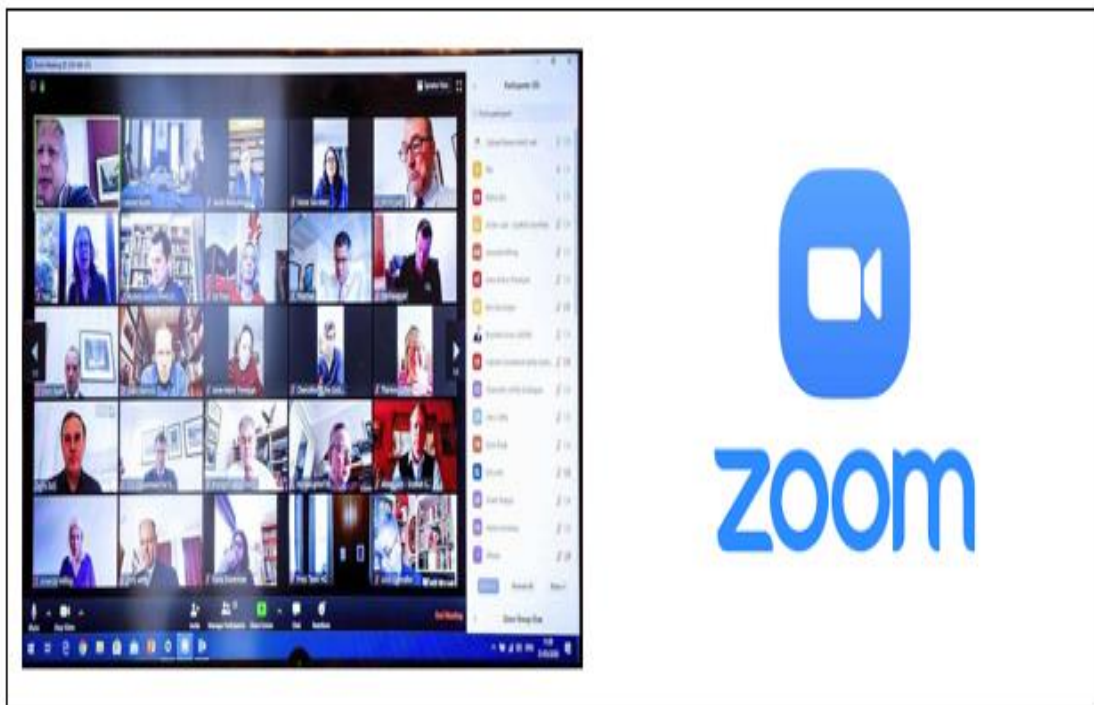


Figure1.3: Zoom video conferencing

Zoom: is a virtual meeting application that enables to accommodate many participants in one conference session, and a presentation of clear video and voice quality.

- Asynchronous Online Learning

Asynchronous online learning involves groups of learners studying separately at distinct places and times from each other and, without any actual interaction. Asynchronous online learning is frequently seen to be more student-centered than synchronous e learning since it allows students full flexibility. As a result, students who may not have flexible schedules generally choose asynchronous online learning since it allows them to learn at their own pace. Since there were no methods of computer, networking existed before the invention of the PLATO computer system, all online learning were classified asynchronous. Nevertheless, with the widespread of computers World Wide Web, the choice between synchronous and asynchronous online learning has grown more complicated, since both has advantages and disadvantages. Asynchronous learning tools are highly interactive, and provide students with more control over their learning, among these tools, there is Google Classroom and it is the most common and widely used.

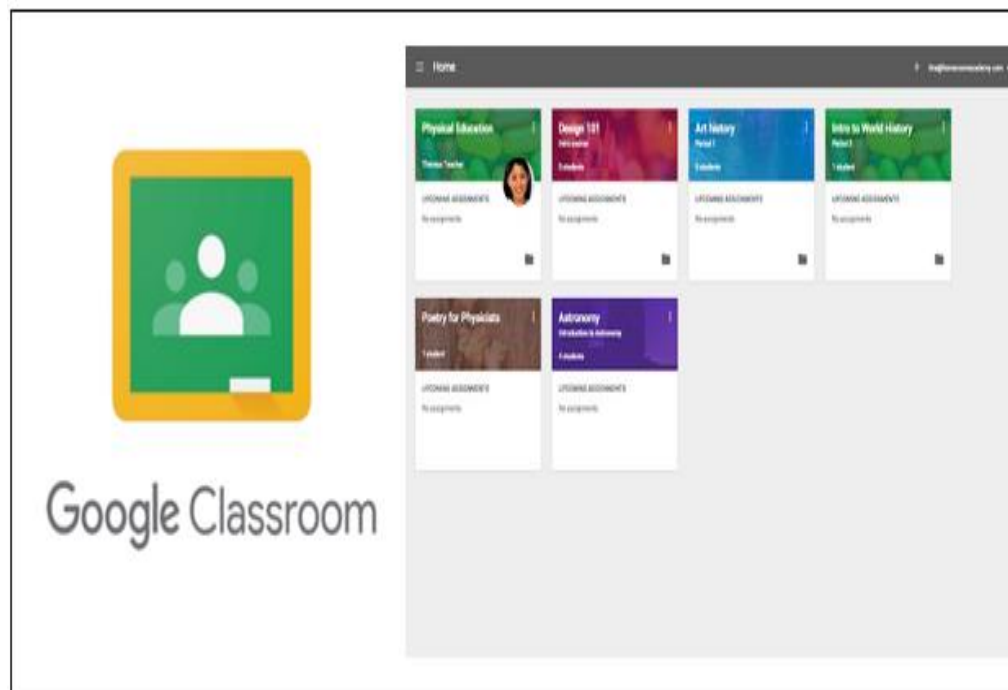


Figure1.2 Google Classroom

Google Classroom is a new tool in Google Apps for education that allows teachers to easily create and manage lessons, offer feedback, and connect with their classes.

- Fixed E-Learning

Fixed e-learning denotes that the content utilized throughout the learning process does not alter from its initial condition, and all of the students who participate receive the same knowledge. The materials are chosen by the professors and do not respond to the demands of the students. For many years, this kind of learning has been the norm in traditional learning, but it is not appropriate in online learning environments, because fixed e-learning does not use of the data obtained from student inputs. Evaluating each student's data individually and making modifications to the materials based on this data results leads to better learning student achievement.

- Adaptive E-Learning

Adaptive e learning is a new and creative sort of e learning that allows learning materials to be adapted and modified for each student. Adaptive e-learning methods. Which take into account a variety of aspects such as student outcomes, objectives, abilities, skills, and features, enable education to become more customized and student-centered than it has ever been. It is currently the stage in time when laboratory-based adaptive teaching methods may be utilized to organize student data mathematically. If it is done properly, this might usher in a new era of educational science. While this type of online learning is more complex to develop and implement than traditional teaching methods, its prospective worth and efficacy are sometimes underestimated.

-Linear E-Learning

When it comes to human-computer communication, linear communication indicates that the data always transfers from sender to receiver. This becomes a significant limitation in the case of online learning since it does not permit two-way

interaction between teachers and learners. Therefore, This type of online learning has an effect on education, but it is becoming less important with time. The distribution of training materials to students via television and radio broadcasts is a typical example of linear e learning.

-Interactive Online Learning

Interactive online learning enables senders to become receivers and vice versa, essentially establishing a two-way line of communication between the concerned parties. Teachers and students can modify their teaching and learning techniques based on the data sent and received. As a result, interactive online learning is far more common than linear e learning. Therefore, that it helps teachers and learners to communicate more easily.

-Individual Online Learning

Individual learning in this sense represents the number of students who are actively involved in attaining the learning objectives, instead of the material's student-centeredness. This type of learning is not effective for developing students' communication skills and team abilities, since it focused on learners studying individually, without interaction with other students.

- Collaborative Online Learning

Collaborative online learning is a new type of learning approach in which numerous students work together to study and accomplish their learning targets. In order to reach their mutual learning targets, students must collaborate and practice togetherness. This is achieved through the development of productive groups in which each individual student must consider the strong and weak points of each other student, and this, in fact, improves the learners' interaction and teamwork ability. Collaborative e learning is built on the assumption that knowledge is best formed within a group of

people who can communicate and learn from one another. Whereas this type of learning is more commonly employed in traditional classrooms than in virtual classrooms, it is nevertheless a respectable type of online learning that, when done right, can be extremely successful .

Adapted from: Hargreaves, A. (2003). Teaching in the knowledge society: Education in the age of insecurity

1.7.2 Characteristics and specifics of online learning environments

Online learning is growing increasingly. The following are some of the most common characteristics of online learning environments

a. *Connectivity or networking:* Students are scattered all over the world at different distances and are no longer restricted to a classroom with a teacher teaching them. Computers and broadband internet enables people to be connected and networked, with access to both text and visual content. Furthermore, there is a significant number of students, such as in open schooling, and this would not fit in a classroom in any situation. Online learning environment allows all of these learners to have access to the available content.

b. *It is fast, efficient and scalable:* Online learning is highly fast because it can be accessed immediately over the internet. It is incredibly efficient since it is simple to use and adaptable. When more storage is required, it may be extended; when less storage is required, it can be scaled down.

c. *consistency and capacity:* Online learning provides a unique feature. It is the ability to reach a higher level of coverage among the intended audience or anybody utilizing e-learning since the content and resources are the same.

d. Higher learning retention: Because the time of learning is largely dependent on the individual, the individual generally focuses more on the learning and training provided online. This also helps to reduce travel time and other expenditures that the student would experience if he or she attended a conventional classroom setting

e. Availability : Many presential courses are only available during certain hours of the day. This is not the case with online learning, which is available 24 hours a day, seven days a week. It is more efficient and cost-effective since it can be accessible from anywhere and at any time.

e. flexibility: Students' learning hours vary due to their occupations, which may include late evenings or early mornings. Such learners can benefit from e learning. Students who are disabled or who find it difficult to attend traditional classes would also benefit.

c. Interactivity and collaboration: Connectivity is between not only the teacher and the learners, but the learners can also be linked to themselves for exchanging knowledge, publishing opinions, and so on. Collaboration can indeed occur between different researchers or between professors and students separated by considerable distances.

1.7.3 Advantages and benefits of online teaching environments

Nowadays, the wide use of technology provides students and teachers with a variety of tools that can facilitate language learning and teaching throughout institutions in many regions of the globe. With the Internet's flexibility to overcome demographic barriers online education has quickly become not just suitable but also in high demand in education (Cahoon,1998).The adoption of online learning in education, especially for universities .Had multiple advantages and benefits. Effectively, online learning makes the learning process more creative and easy for both teachers and students compared to the traditional approach, where teachers deal with paper documents. Cui and Hu (2020) claim that blended learning makes it easier for teachers to organize learning resources.

Consequently, online learning enhances interaction and communication in addition to self-motivation and the ability to work independently. It also reduces language anxiety and stress. Additionally, according to Abdul Rahman et al. (2020,.7698) online learning improves the written skills, self-esteem, and increases the student' interest in learning English writing This improvement occurs when the learner shares the written knowledge as well as access to several reading materials on the online learning platforms. In fact, online learning enables Students that are motivated and/or quick learners to progress more quickly than they would in a traditional classroom setting, because the majority of communication with teachers will be done by email.

The fact that everything is digital or online is a benefit to the teachers; since all the works are submitted by e-mail. Educators can easily deal with the student' homework and assignments. Another benefit is that the teacher has no longer to deal with the difficulty of understanding handwriting because everything is typed.

Despite all the benefits and the facilities that online learning environment offers, it has several disadvantages , that may limit its effectiveness.

1.7.4 Disadvantages of online learning environments

One obvious disadvantage of online learning is that students must have both a computer and Internet connection. They must also be familiar with computer programs such as: Internet browsers, email, Zoom, Google Meet or Moodle. It is impossible for a student to use online learning environments without these abilities and tools. Students may face many problems when accessing online courses due to slow Internet speed or old devices.

Another disadvantage of online learning is the management of computer files. Students with limited computer skills level may find difficulties to make their computer files and documents organized. As a result, they may lose lessons or reports, which will lead to delay the submission of their homework, tests on time. Some students may also

encounter some problems installing the required software for the online course. Thus, students must be motivated and responsible and rely on themselves, since all their work is done on their own. Learners that are unmotivated or have limited skills may have negative achievements or limited feedback.

Finally, the lack of continuous coordination and communication between the teacher and the students makes the students feel isolated, because some teachers are not always available to aid the student. In other words ,students must adopt with self-learning without the teacher 's support..

1.8 Conclusion

As it is widely known and recognized, ESP teaching is becoming more and more important in our globalized world with its requirements. ESP teachers needs to be updated and reformulated in order to be closer in line with the challenges facing students of Economics. This chapter was, in fact, the theoretical part .It attempted to shed light on the basic concepts related to ESP and technology. It sought to identify different perspectives and practices in ESP course design. Putting much focus on business language and EBE teaching and learning. Then, the investigators attempted to highlight the importance of integrating the online learning environment in the ESP course. It tended to identify its types, characteristics, advantages and disadvantages.

As in any investigation, the review of literature is always supported by an account of the situation and population studied as well as a description of the methodological approach and research design. This will be the task of the next chapter.

Chapter Two

CHAPTER TWO Research Design and Data Analysis

2.1 Introduction

2.2 Research Objectives

2.3 Research Method

2.4 Sampling

2.4.1 Sampling Techniques

2.4.2 Sample Population

2.4.2.1 ESP Teachers.

2.4.2.2 ESP Students

2.5 Research Instruments

2.5.1 Questionnaire

2.5.2 Interview

2.6 Data Analysis

2.6.1 Quantitative data analysis

2.6.2 Qualitative data analysis

2.7 Teachers' Interview Analysis

2.8 Students' Questionnaire Analysis

2.9 Summary and Discussion of the main results

2.10 Conclusion

Introduction:

Chapter two is meant to explain all the steps of the research process and illustrate the methodological issues related to it. On the one hand, this chapter describes the nature of the study and its specificities. It implies a number of methods and procedures to be followed. Consequently, a great part of this chapter is devoted to justify the choice and the design of the research instruments used in collecting data such as questionnaire and interviews. On the other hand the current chapter provides a detailed exposure of the data analysis process in both its quantitative and qualitative dimensions.

2.2 Research objectives

The study aimed to investigate how the Economic students and ESP teachers perceive the effectiveness of using blended learning in the English course and to evaluate to what extent online learning contributes achieving better teaching results. .The study sought to research the following objectives:

- To portray the present situation the ESP course in Department of Economics.
- To describe the methodologies, Techniques and teaching materials used by ESP teachers to conduct the online courses.
- To determine the Stakeholders attitude, towards the integration of online learning in the ESP course.
- To identify the impact of these online learning environments on the students achievements.

To achieve this objective and make this process successful, the investigator tries to employ the most suitable research method; the next section highlights the purpose and the different characteristics of this method.

2.3 Research Method

This study used a descriptive case study research method. Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”

The case study is a comprehensive investigation into contemporary phenomena in its natural environment, and defining certain words in further depth. It enables researchers to delve deeply into data within a particular context.

2.4 Sampling

Sampling plays a fundamental role in any research study since it focuses on the population form that represents the main concern of any researcher. It allows him to collect data in order to reach certain research purpose. In this vein Balnaves and Caputi (2001, p.90) define sampling as “a technique, a procedure for selecting a subset of units of analysis from a population”.

Despite the fact that it is a subset, Sampling represents the population and provides a suitable environment for research in terms of costs, effort and time. However, testing All-individual is the best choice for reliable and correct results, but if it is impossible to access all the population , a set of sampling techniques is applied .

2.4.1 Sampling techniques

Studies in research methodology indicate two basic sampling strategies: probability sampling and non-probability sampling. Each of these techniques has a Particular function and different degrees of representativeness. The following figure illustrates the sampling strategies and their respective types:

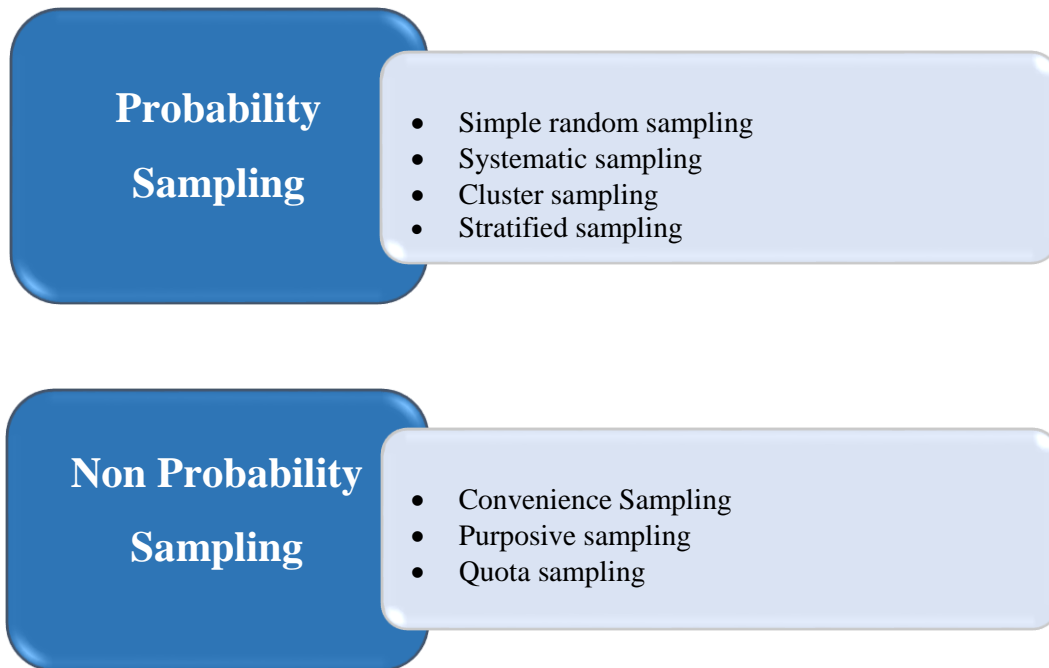


Figure 2.1: Types of sampling Techniques

Adopted from Kothari (1985:15).

Regarding Probability sampling Techniques, Kothari (1985:15) proposes four main types:

- a. **Simple random sampling:** is a subset of a population picked at random. In this sampling procedure, every member of the population has an exact equal chance to be selected.
- b. **Systematic sampling:** the researcher randomly chooses members of the population at predetermined intervals, and divide the entire population on the population list.
- c. **Cluster sampling:** the investigator divides the population into different groups, and then he chooses random groups using a simple random or systematic random sampling technique, in order to collect and analyzr data.
- d. **Stratified sampling:** it involves the division of the population into smaller units based on common features and characteristics.

The second type of sampling techniques, which is Non-probability sampling, consists of the main types:

- a. **Convenience sampling:** it is a method based on collecting information from members of the population, who are conveniently ready to participate in the research study.
- b. **Purposive sampling:** the selection of the population depends on the characteristics of a population and the purpose of the study.
- c. **Quota sampling:** the researcher create a sample that includes group of individuals who reflect a given population. These individuals are selected according to certain characteristics and qualities.

Consequently, in the current study, the researcher used a probability sample to give each ESP member a chance to be selected and participate in this research, and a simple random sampling was employed in order to ensure the obtaining of a largest amount of comprehensive and detailed data in a short period of time.

2.4.2 Sample Population

Undoubtedly, the crucial element of any research study is the selection of the sample, which is a subgroup of the population that typically has a small size. Dornyei (2007:96) defines it as “the group of participants whom the researcher actually examines is an empirical investigation”. Hence, the sample population constitutes the source of information for the investigator to support his study. It includes students, teachers, administrators, workplace managers, subject- specialists. (Robinson, 1991:11)

In order to gather valuable information about the ESP situation in the Department of Economics at Ain Temouchent University, in general, and to identify both the stakeholders perceptions towards the adoption of online learning in the English course, and the impact of these online environment on the students achievement, the researcher deals with the following population:

2.4.2.1 ESP Teachers

The informants are two (02) English language teachers. One of the informants hold a Classical licence and Master's in Linguistics, while the second is Didactics Master's degree holder.

2.4.2.2 ESP Students

The total number of students participated in this research work is 100 students. The research concerns first and second year Master's students in the Department of Economics at Ain Temouchent University. It divided into 60 first-year Master and 40 second year Master students.

The students participated in this study are in the age group between 21 and 24 years old .They studied English for 5 years in the University .

2.5 Research instruments

In any study requires a research instrument to acquire the necessary data. According to Arikunto (2010), a research instrument is chosen as an aiding tool to gather data in order to facilitate the researcher. As for the procedures for conducting a case study research , scholars in the field have proposed many options such as : questionnaires, self-assessments, interviews, meetings, observations, samples of learner language, case studies...).

In this current study, the researcher collected data using questionnaire, and a semi-structured interview.

2.5.1 Questionnaire

The Questionnaire is at the top of the most common instruments used when conducting any research. It is easy to prepare, in comparison with other research instruments. Moreover ,the results obtained from a questionnaire are easy to evaluate and

analyze. William (2001, 236.) stated that “the questionnaire is a practical strategy since it allows the researcher to ask questions and get answers without talking to individuals selected from the population. Furthermore, it is a suitable tool for meeting the objectives of any research.” In this questionnaire, three types of questions were used:

Closed-ended questions: This form of question asks the respondent to answer with either 'yes' or 'no.' Close questions might “make analyzing the data relatively easy, but they restrict the responses” (Alby, 1999: 02).

Open-ended questions: They demand the informant to provide a long response in form of long or short paragraph in his own style .Open questions provide qualitative data, as a result analyzing them is not an easy task.

Multiple-choice questions: This type of question includes a list of possible replies or alternatives from which the respondent chooses one, two or more. Multiple-choice questions are easy to analyze because they give quantifiable data,

Regarding the present research work this research, the questionnaire was addressed to students of Economics at Ain Temouchent University, in order to get information about the present situation of ESP in the Economic Department, and the students’ attitudes towards the adoption of the online learning system. As a result, three different types of questions were used in this questionnaire

-Questions 1 to 7 were asked to obtain information about the students’ profile and the importance of English to their study and career.

-Questions 8 to 12 were set to know to whether the students used technology, and determine the purposes of using it.

-Questions 13 to 16 aimed at discover whether the teacher integrate Technology in teaching ESP.

--Questions 17 to 19 sought to know how the students dealt with online learning platforms.

Questions 21 was devoted to collect data on the students' perceptions towards the use of online environment.

-Question 22 aimed at explore the students suggestions regarding the adoption of the online learning.

The ESP students' questionnaire was designed to have an overview of English language learning at Ain Temouchent University's Department of Economics, and to explore students of Economics attitudes toward the integration of online learning in the English course. It was given to one hundred (100) students during the second term of the 2021-2022 academic year. (See Appendix B).

The questionnaire was written in English and translated into Arabic in order to facilitate, to avoid any misunderstanding. It consists of four parts (04) and twenty two (22) questions.

2.5.2 Interview

The Interview is a research tool used to obtain information by conversing the individuals of the sample. It is a useful instrument for gathering in-depth information by conversing the individuals of the sample, it is a useful instrument to gather in – depth information providing the respondents with a flexible and a free space to answer. From a scholarly point of view, Sewell (n.d) defines interviews in qualitative research as “attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations”. there are three types of interview:

The structured interview: Structured interviews are comparable to employment interviews. The researcher's questions are brief, and the informants are expected to react similarly, with short and unambiguous responses.

The semi-structured interview: unlike structured interviews, do not have strict rules. Their implementation is determined by how the interviewee replies to the researcher's questions.

The unstructured interview: is carried in the shape of a general discussion in which the interviewer offers the subject to the responder, who just expresses his or her opinion on it.

In fact, the present study relied on, a semi-structured interview, which was, conducted with ESP teachers' English language teaching at Ain Temouchent University's Department of Economics, and to explore English language teachers' attitudes toward the integration of online learning in the English course. It was given to two (02) ESP teachers during the second term of the 2021-2022 academic year. (See Appendix C).

2.6 Data Analysis

The analysis of the collected data is an important step in reporting the results of any research. Terre Blanche and Durheim (2002:105) define it as “the process of breaking down collected data into constituent parts in order to obtain answers to research questions”. This means that analyzing data requires dividing it into parts in order to obtain the answers In this regard quantitative and qualitative approaches are considered as one of the most useful methods that the researchers use. In fact, qualitative analysis relied on the coding and the content analysis techniques to formulate textual data. The researcher studies the content of each answer and organizes the responses together depending on the general objectives.

Regarding this work, the researcher used a mixed approached method, which combines both qualitative and quantitative for data collection and analysis

2.6.1 Quantitative data analysis

According, to Leedy & Ormrod (2001), Williams,(2011). Quantitative research refers to” the systematic examination of phenomena through the collection of measurable data

and the use of statistical, mathematical techniques. It involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”

2.6.2 Qualitative data analysis

Qualitative data analysis is another procedure that is used in research. It is defined as “The development of concepts which help us to understand social phenomena in natural rather than experimental settings, giving due emphasis to the meanings, experiences and views of the participants” (Pope and Mays, 1995). Quantitative analysis studies and gathers the data related to a case scientifically. This data is transformed into numerals and statistics and later presented into graphics, tabulations, and charts. Through the use of observation, questionnaires, interviews and focus group discussion, the quantitative analysis aims to prove or disprove alternative knowledge claims

2.7 Teacher Interview Analysis

Part One: Teacher’s Profile

This section enabled the researcher to know who the ESP teachers were. It provided data related to the teachers gender, degree and field of study, status, and their ESP teaching Experience. The results were analyzed as follows:

Question 01: Teacher’s Gender

The informants were English language teacher of both sexes: One male and one female.

Question02: Teacher’s age

One of the informants is 29 years old, while the other is 36 years old.

Question 03 ,04: Academic Degree and field of study

One informant held a Master's degree in Didactics, and the other participant was Linguistics Classical Licence and Master's holder. They gathered from the Department of English at Ain Temouchent University

Question 05: Status in the Department of Economics

Both of the informants were part-time teachers in Department of Economics.

Table 2.1: Academic degree and field of study

Number of Teachers	Academic degree	Field of study
01	Master	Didactics
01	Classical Licence and Master	Linguistics

Question06: Teaching Experience at university

One informant had taught English at university for six (6) years, and the other one had worked for seven (7) years.

Table2.2: Teaching Experience at university

Number of teachers	Period of English instruction at University
<u>01</u>	06 Years
<u>01</u>	07 Years

Question07: EBE teaching experience.

One informant had taught EBE at university for six (6) years, while the other informant had taught for two (2) years.

Table2.3: Period of EBE Teaching Experience

Number of teachers	Period of EBE teaching experience
<u>01</u>	06 Years
<u>01</u>	02Years

Question08: Teaching in other departments.

Only one of the informants had been working in other departments, which are the Department of Economics and Accounting,

Question 09: ESP teachers training.

While both of informants argued that, they did not receive any ESP teacher training, one of them considered it as an important step to achieve the objective of ESP teaching, whereas the other considered it as not necessary all the time.

Question 10: The integration of online environments.

The results revealed that both informants did not appreciate the integration of online environment during the pandemic.

Part two: Devices used by teachers for online (Learning/Teaching)

This part aimed to identify the different devices that the ESP teachers in Ain Temouchent University used to teach ESP

Question 12: The online learning environment using to teach ESP

Both of the teachers stated that they preferred to use other platforms according to their choices.

Question 13: Frequency of use.

Both teachers used these platforms just once a week.

Question 14: Types of platforms used

The informants used platforms according to their personal choices such as Zoom Team and Google Meet, as they did not rely on the platforms provided by the University for Online learning.

Question 15: Guidance to online learning

All the informants agreed that the university did not provide them with any guidance.

Part Three: Technical Problems

This part aimed to introduce the main technical problems that ESP teachers in the Economics Department at Ain Temouchent University Faced.

Both of the teachers confirmed that they faced many technical problems during the blended courses

Question16: Teachers' attitude towards integrating online learning.

While, the first informant said that it is useless and still need more guidance in order to achieve the real objective of teaching, the second teacher did not give any answer to this question.

Part four: Interaction

This part, allowed the researchers to analyze the students interactivity during the online sessions.

Question 17: The students' participation in the open discussions during online sessions.

The teachers claimed that the students did not show any positive reaction towards the open discussion in online learning and they did not participate in it.

Part five: Assessment

Learner's analysis permitted the investigator to determine the students learning styles and strategies.

Question 18: The Methods used to asses students Online.

The informants assumed that the only available method to assess students was online tests.

Question 19: Efficiency of online learning platforms

One of the informants stated that he was not satisfied with using learning platforms and the current situation express itself , they considered it as a (Great failure).The second one did not give any answer

Question 20: Student achievement when using online learning environment.

Both of the informants stated that the students achievement was poor, compared to their performance during traditional learning.

Part Seven: Suggestions

This part was devoted to identify the degree of awareness regarding the importance of teaching English via online learning.

Question 21: Teacher's suggestions

One of the informants stated that learning speaking is all about practice. It stands upon several conditions mainly related to the presence in classroom, which is very necessary.

2.8 Students' Questionnaire Analysis**Part one: Students' Profile**

This section allows the researcher to get acquainted with the student's information regarding age, gender, period of learning English ...etc. The results are analyzed as follows:

Question1: Students' age

The table above showed that, the majority of students were in at the age group between of twenty-one and twenty-four.

Table 2.4 Students' age

<i>Number of respondents</i>		<i>Age</i>
<i>Absolute Frequency</i>	<i>Relative Frequency</i>	
9	9%	21
45	45%	22
32	32%	23
14	14%	24

Question2: Students' gender

The respondents were of both sexes. There were fifty-five females 54% and forty-six males that is 46%.

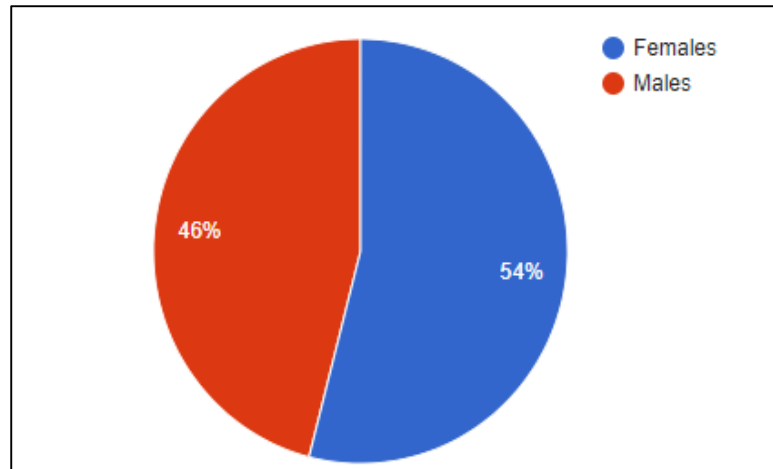


Figure 2.2 Students' gender

Question3: Students' level

60% of the informants were first year Master's students .The second year Masters were 40%.

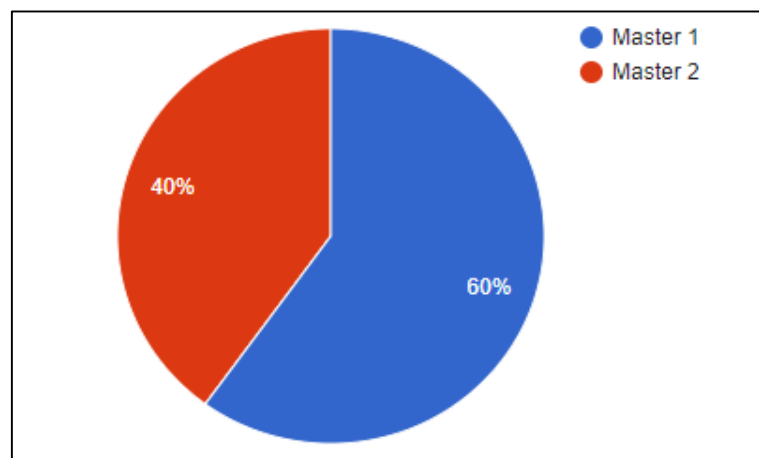


Figure 2.3 Students' level

Question4: Period of learning English at university

The majority of students stated that they started learning English at university from the first year licence to the second year Master, i.e. they learned English for five (5) consecutive years.

Question5: Importance of learning English

96, 2% of the students affirmed the importance of the English language. They are argued that it is language of scientific research and technological development, in addition to the fact that, the economic domain has become dominated by English speaking countries.

Question6: *Students'* proficiency level in English

The figure shows that the majority of students 59% considered themselves intermediate. While 27% of students claimed that they had a beginner level, whereas only 14% describes themselves as advanced.

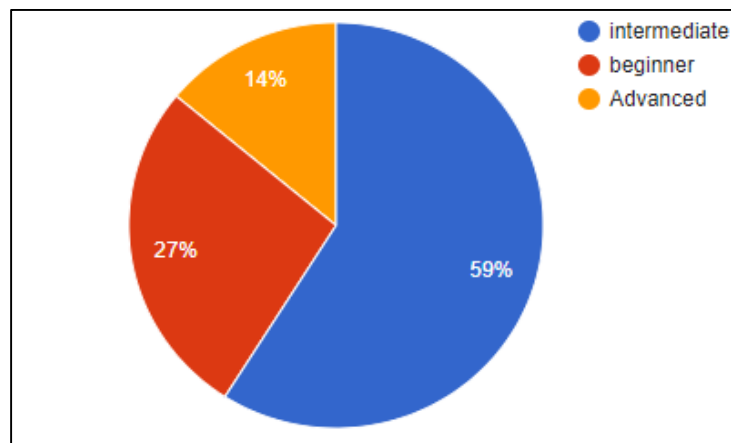


Figure2.4*Students'* proficiency level in English

Question7: Reasons for learning English

Concerning the reasons for learning English, Most of the respondents showed a great interest learning English. They considered as an international language. Moreover, they admitted that this latter has become the language of scientific technological research. Beyond that, the most powerful countries that dominate world economy and global trade markets are English-speaking countries.

The students also argued that they need English in order to understand the content of books and articles, since many documents related to economics and accounting are published in this language. However, almost all of the students stressed that they are in need of English to communicate with native speakers, develop language skills and increase knowledge gain. Other reasons were that it is the key to international professional career, especially with multinational companies; they enhance the opportunities for continuing the educational journey abroad.

Part Two: Students' use of technology

This part aimed to investigate whether students of Economics in the Department of Economics at Ain Temouchent use technology in learning English.

Question8: Personal computer possessing

While more than half of the students 55% denied owning a personal computer, only 45% of the informants confirmed that they had pc.

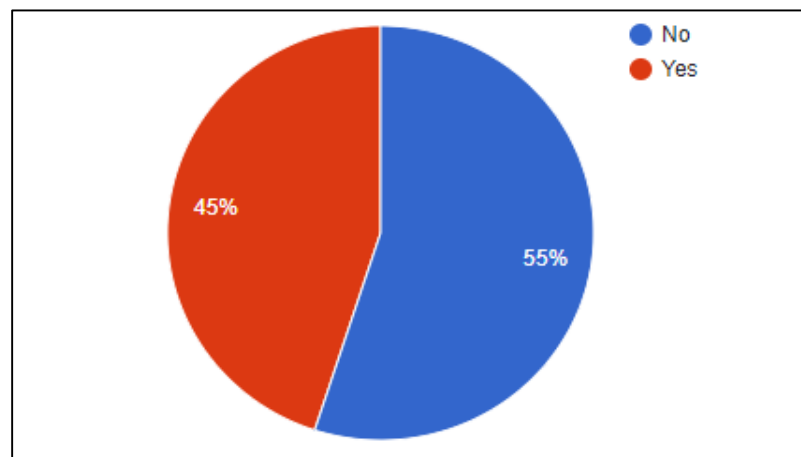


Figure2.5 personal computer possessing

Question9: Devices used by students

The smartphone had the largest share, as the majority of students 91% confirmed that they use it, the smallest share belonged i.e (41%) to users of tablet the percentage of 41% students.

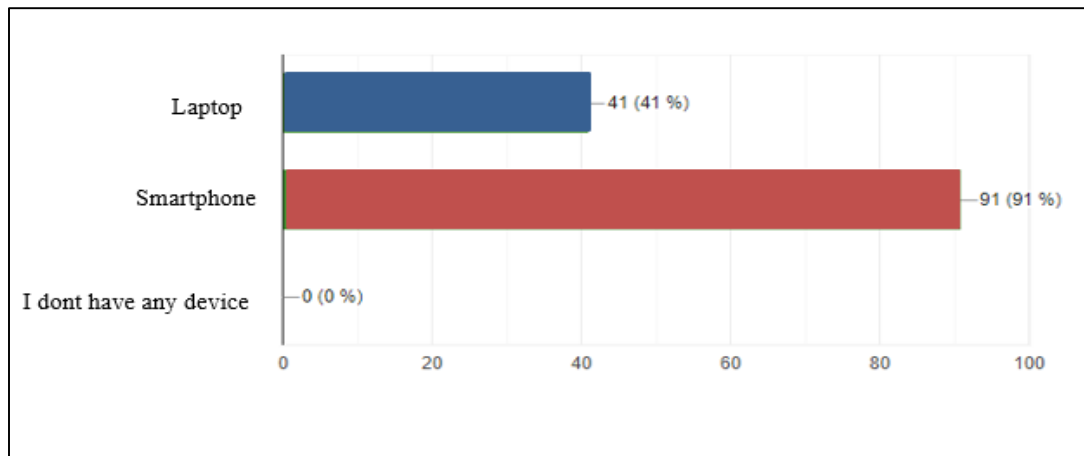


Figure2.6 Devices used by students

Question10: Frequency of using electronic devices.

According to the diagram bellow a large number of students 87,4% stated that they always use these tools ,while the other informants ,whose number is estimated at 9,7% tended to say that they often use these devices.

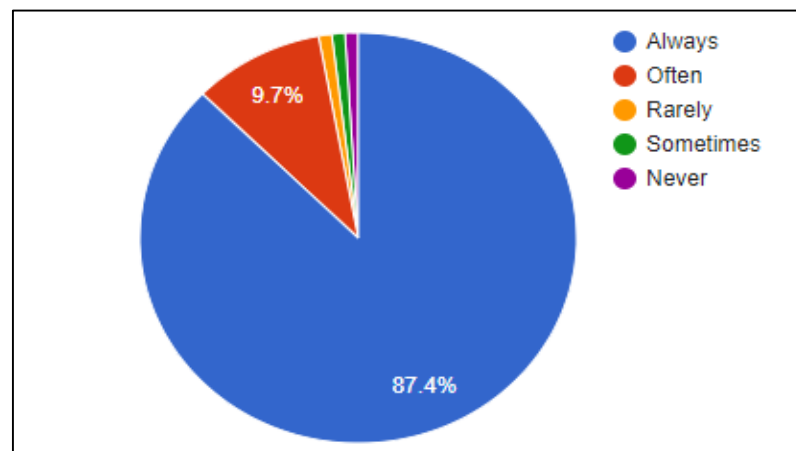


Figure2.7.Frequency of using electronic devices.

Question11: The purpose of the use of digital tools.

The results reflected that 95% of respondents tend to use these tools for communication. Similarly about 82%and 80% of participants use them for both study and entertainment relatively

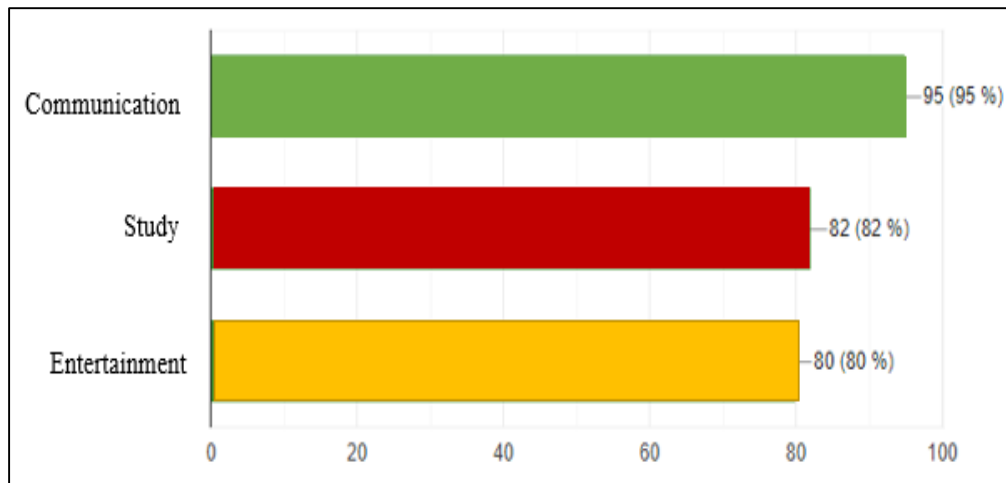


Figure2.8 The purpose of the use of digital tools.

Part Three: Integration of technology in ESP

This part enabled the researcher to know to which extent teachers and students were familiar with the use of technology in teaching and learning ESP, in addition to the materials that they used to achieve this objective.

Question12: students' attitude towards online learning

The results demonstrated that more than 82% of the participant were against it . The remaining 18% of them enjoyed online learning.

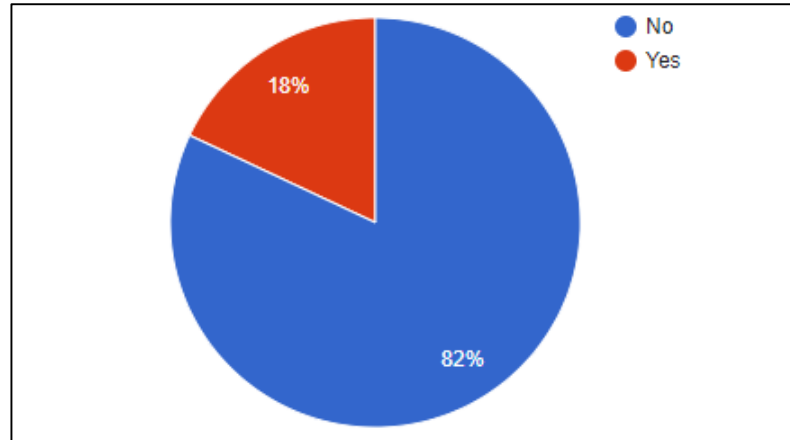


Figure2.9 students' attitude towards using online learning

Question13: Teachers' reliance on leaching

Approximately 52,8% of the informants asserted that their teacher of English used internet ESP in contrast 47,2% of them denied that they studied ESP online

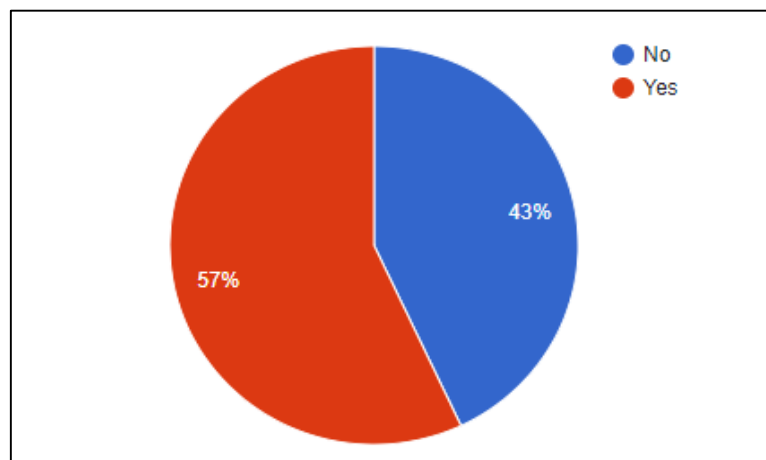


Figure2.10Teachers' reliance on e leaching.

Question14: Types of online teaching materials.

From the respondents answers it showed that 45% of the students agreed that their teacher used Facebook, then came the use of the Email 34% ,followed by the use of with Moodle 12% while Zoom was among the least used platforms by 7%.

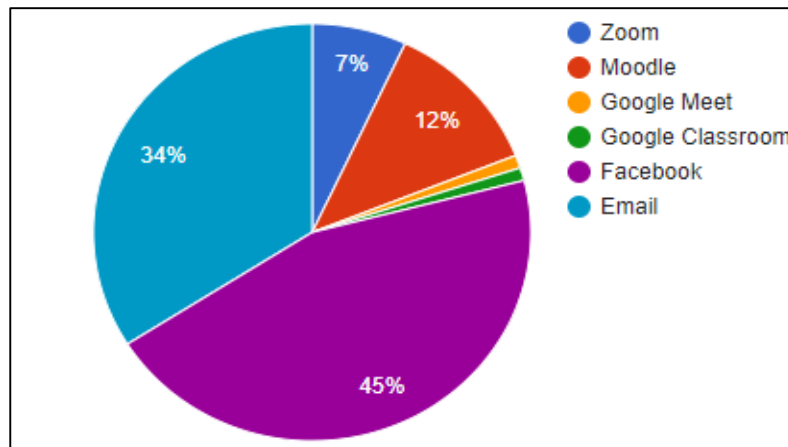


Figure2.11 Types of online teaching materials

Question15: The number of times teachers use online teaching materials.

The findings showed that students claimed that teachers often use these materials 36% informants said that the teachers sometimes this fact used these tools, whereas some students 5% platforms.

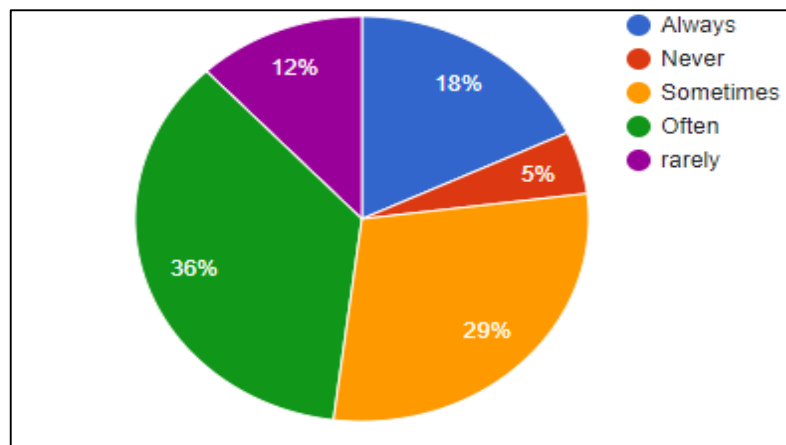


Figure2.12 The Frequency using online teaching materials.

Question16: Students' Platforms

All most all students 90% were familiar with the use of these platform, Whereas few students 10% who assumed that they were ignored how to use platforms.

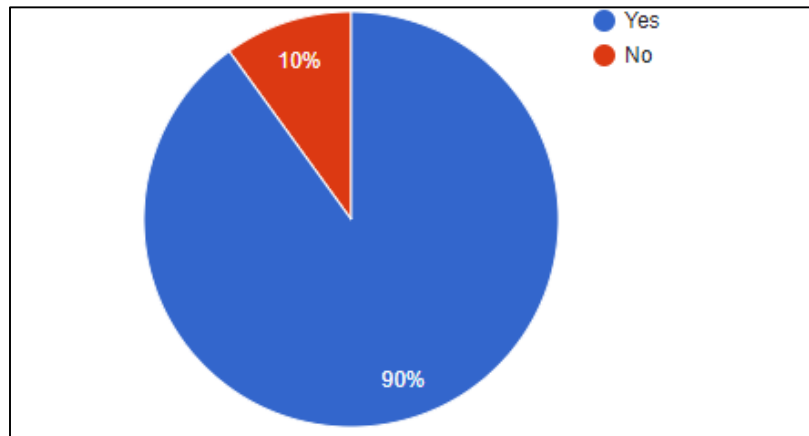


Figure2.13 Students' platforms

Question17: The training to online learning environments.

Students responses to this question are presented as follow; 75% of the participants learned to use these platforms through by themselves, then 24% of them received help from friend or family, where no participant received a university training.

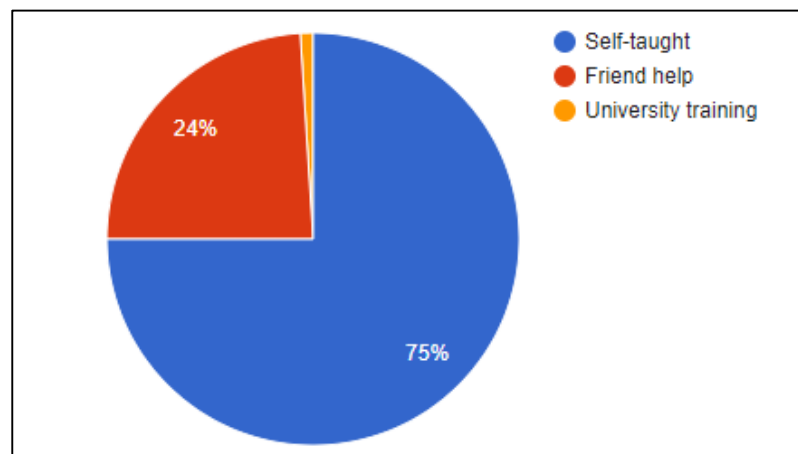


Figure2.14 The training to online learning environments.

Question18: The student's attitudes towards using online learning environments.

the chart above demonstrated that the majority of students 52% confirmed that the use of these platforms is somehow easy, while 31% of them found that it easy, the remains 17% considered them as difficult to use.

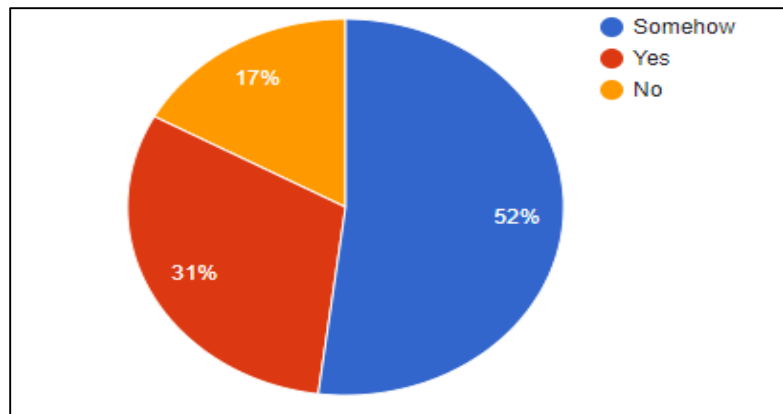


Figure 2.15 The student's attitudes towards using online learning environments.

Question19: Online teaching methods.

The results shown in the figure above illustrate, that a large amount of students 88% assured that the teacher sent the lectures via emails in a Word or PDF format while 11% of the participants agreed on the fact that their teacher organized group discussions, only 11% of the students said that he used virtual whiteboard.

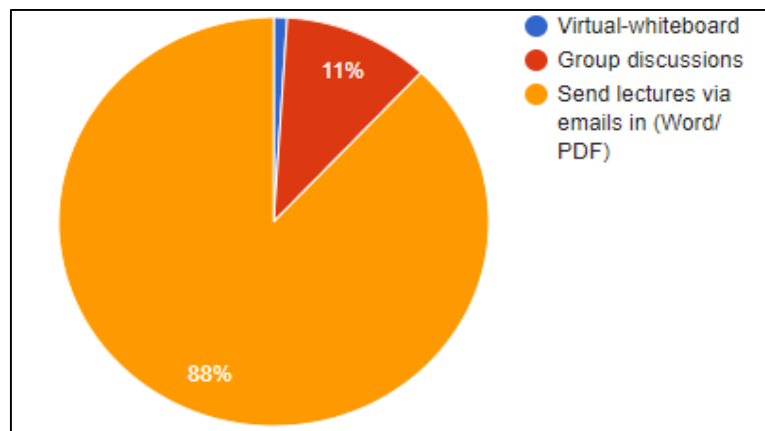


Figure2.16 Online teaching methods

Part Four: Students Perceptions towards the use of online learning environments

This section gave the researchers the chance to explore the students ‘perceptions towards use of online learning system in teaching English .it also helped them to determine effectiveness, and the extent of interaction they ensured between ESP teachers and students at this stage.

Question 20: Online English course and Platforms effectiveness

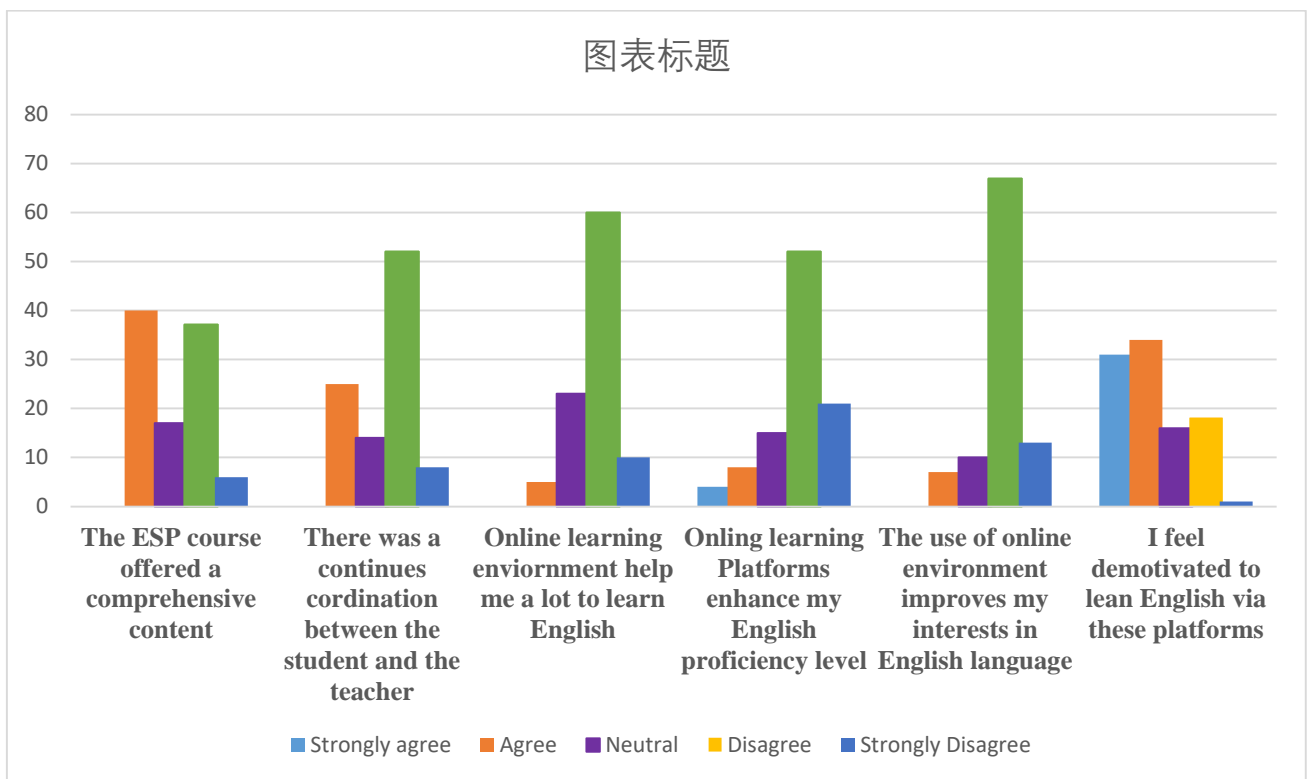


Figure2.17 Online English course and Platforms effectiveness.

40 students agreed on the fact that the ESP online course offered a comprehensive content, while 37 disagreed.

Regarding the coordination between teachers and students, 52% students denied the existence of any continuous coordination, whereas 25% admitted that there was communication between the teachers and the students.

Concerning online learning environments, 60% of the students indicated that this latter did not help them in the process of learning English, 23% said that these platforms assist them a lot.

More than the half of the students 52% disagreed that online learning platforms did not improve their English proficiency level, only few students (8) who agreed on role of these platforms in enhancing their proficiency level.

67students denied the fact that online learning did not enhance their interests in the English language, however only 7students disagreed.

The majority of the students 65% agreed that they felt demotivated to learn English via these platforms, while 18 confirmed the opposite

Question21: Problems encountered by the students.

The figure below showed that a considerable number of students 64% encountered problems related to low internet speed, 21%claimed that the files are not readable, while only15%of them state they students, they faced difficulties access the platforms because of the username or password.

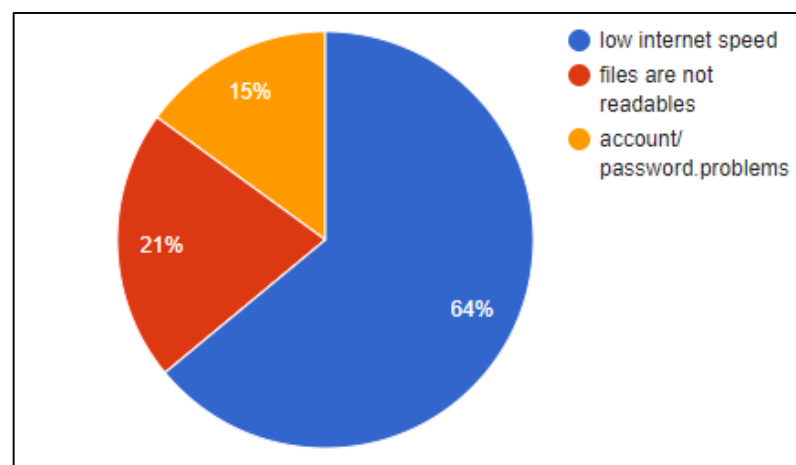


Figure2.18: Problems encountered by the students.

Question: 22: Student's Suggestions.

The aim of this question is to reveal students' needs, expectations, perceptions and recommendations on the ESP course.

Students suggested some practical solutions that may improve the status of ESP teaching and learning, and the integration of online learning in the ESP course in the Department of Economics at Ain Temouchent University. Where they called those in charge of the online ESP course, to design an online course that offers a comprehensive content, and respond to the demands of the students of Economics by take into consideration the different students level of English proficiency. They are advocated the need to enhance communication between ESP teachers and students, give more value to the English language teaching, and include it within the compulsory modules. Increase the number of English classes and choose an appropriate timing for all students. Besides, they stressed the need to enhance and develop the university platforms, provide a good quality of audio-visual lectures, training and technical support for students concerning the use of these platforms

2.9 Summary of the Main Results and Discussion

The present research work aimed to investigate the ESP stakeholder's perceptions towards the use of online learning in the ESP course. To develop this study the researchers selected first and second year Economic Master's students as a sample. The discussion of the findings is based on the analysis of the two research Instruments; the students' questionnaires and the teachers' interview. The questionnaire enabled the investigators to get detailed information about the students background, their English language proficiency level. It helped them to examine the students' awareness regarding the English language teaching situation in their department, in addition to their experience with distance learning, the problems they encountered, and even their recommendations concerning the integration of this new adopted education system. However, the teacher's interview allows the researchers to draw a clear picture

concerning the use of educational technology to teach ESP in the Department of Economics at Ain Temouchent University.

The results demonstrated that, the majority of students in the Department of Economics showed great awareness regarding the importance of the English language to their field of specialism and their future career. They considering English as the language of the global economy.

Regarding the first research hypothesis that hold that ESP teachers used the new adopted online learning system to give English courses in the Economic Department , the results proved that the teachers use different online learning environments to assist their teaching, including Moodle ,Zoom, Google Meet, Google Classroom. Then the first hypothesis is confirmed.

As for the second hypothesis, which suggests that, ESP teachers preferred to use online learning platforms according to their personal choices. The findings of this study revealed that this hypothesis is true, since the teachers confirmed that they did not rely on the platforms provided by the university, due to the lack of technical support and training from the university. However, they provide lesson by sending them via Email or Facebook. They used other applications such as Zoom and Google Meet. Then the second hypothesis is validated.

Concerning the third hypothesis, which hold that is that the use of online learning in the ESP course limits the students' motivation to learn English and deteriorate their proficiency level, and demote their language skills. . The obtained data revealed that both students and, teachers were not satisfied with the use of online learning platforms, because they were not effective and still need more guidance in order to achieve the real objective of teaching. They considered this experience a great failure. Since they encountered many challenges and difficulties while teaching online, due to the lack of technical support and training from the university. In addition, some students agreed on the fact that it was not comprehensive and did not fulfil their needs. Moreover, they also emphasized the absence

of continuous coordination between teachers and students. In fact, teachers indicated that students did not show any positive reaction towards the online open discussion and they did not participate in it those interaction sessions.

One may say that most of ESP teachers and students did not support the use of online learning environments, due to the lack of experience, and the absence of any kind of technical support or guidance from the university. Those in charge of the online ESP course ,should design an online course that meet the demands of the student's specialty, taking into account the students different level of English proficiency .They are called to enhance communication between ESP teachers and students and increase the number of English classes and choose an appropriate timing for all students. Besides, they stressed the need to improve and develop the university platforms, provide training and technical support for both students and teachers concerning the use of these platforms.

2.10 Conclusion

This chapter aimed to assess whether the integration of online learning in the ESP course is effective. In this part, the investigators attempted to provide an overview of the research design methods, data analysis and the research instruments used in this study. In fact, the analysis of the students' questionnaire and the teachers' interview revealed that both teachers and students were not satisfied with the use of online learning; however, they showed great awareness concerning the important of English to their studies and their academic careers.

In the next chapter, the investigators intend to provide some suggestions and recommendations that will help promote the integration of online learning and educational technology in general in the ESP course at Ain Temouchent University's Department of Economics.

Chapter Three

CHAPTER THREE Suggestions and Recommendations

3.1 Introduction

3.2 General recommendations for ESP teaching

3.7.1 Time Load

3.7.2 ESP learners' motivation

3.7.3 Course content

3.2.4 ESP Teachers training

3.3 Integration of Technology in English Language Teaching

3.4 Challenges Facing the Use of Educational Technology

3.5 Recommendations for technology integration in ESP course

3.6.1 Setting Clear Objectives

3.6.2 Selecting Appropriate Web Environment./ materials

3.6.3 Learning Differences and Preferences

3.6.4 Assessing online courses

3.6 Vision of the Future of technology integration in ESP course

3.7 Conclusion

3.1 Introduction

In this last chapter of the current study, and for the sake of promoting the ESP teaching in the Economic Department at Ain Temouchent University, the investigators have tried to present some, hopefully useful suggestions related to the designing of ESP course and the integration of technology in teaching English. These recommendations may help the ESP teachers either to overcome, or at least reduce the set of obstacles mentioned in the previous chapter.

In the light of the results obtained, the investigator discussed the integration of E-learning in ESP course, dealing with the principles of selecting online teaching tools and the learning differences and preferences. The researcher revolve around the urgent need for ESP Teachers training in order to deal with the material in hand, additional efforts to create motivational and interesting ESP courses, and additional time devoted to teach ESP. Finally, the challenges facing the use of online learning environment. As it has not been possible for the researcher to deal with all the issues, some suggestions will be highlighting to open the doors for further research

3.2 General recommendations for teaching ESP

The results obtained from the different research instruments used in the current study revealed that there is a bold call for a revolution in ESP teaching in term of time load, ESP teaching training, course content in addition to students' motivation.

3.2.1 Time Load

The time load devoted for ESP teaching in almost all Algerian Departments seems to be insufficient. English is taught for only one hour per week usually scheduled in the evening, this makes students feel bored during the session or lose focus, due to the fact that the English language module is not fundamental.

In this regard the investigator suggested that , those in charge in the Department of Economic should reconsider the status of ESP course ;by giving more value to the English language teaching , and include it within the compulsory modules. Besides the number of sessions should be increase to three or four sessions per week at least, and scheduled during different parts of the day, in order to enable ESP teachers to achieve the objectives of their courses and to motivate the students', and raise their awareness regarding the importance of learning English.

3.2.2 ESP learners' motivation

The students' motivation is a critical aspect in the success of any ESP course. Therefore, ESP teachers should be aware that the more students know their needs, the more they are motivated. As a result, they should emphasize the students' interests and needs in the course design and developing successful objectives that are not the instructors' ideas, but rather the results of the comprehensive needs analysis process.

ESP teachers who took part in the interview expressed their dissatisfaction with their students' lack of motivation. Most of the students stated in the questionnaire that they are willing to attend ESP course; nevertheless, they find it boring and uninteresting. This fact reduces their motivation to attend the ESP class. It is perhaps due to the adopted teaching method, which lacks creativity, and innovation .Thus, the content of the lessons may not serve the needs relate to their field of specialization.

Using a variety of methods, techniques, activities, and exercises, often known as an eclectic method, is another strategy to attract the students' interest in the classroom. These methods will enable the teacher to deal with all different levels of students; including intermediate and advanced, by providing each of them with a useful and successful lesson and updating the teaching approach.

Furthermore, teachers must support and encourage the students to conduct more in-depth research in their subject in terms of ESP lectures, and to avoid any negative attitudes toward English language learning.

3.2.3 Course content

One of the most prominent challenges that students face is the incompatibility of the English language curriculum with the field of specialization. It is necessary to design content that meets the needs of students of Economics and update it in parallel with contemporary economics. The teacher should focus on reading, because most of the materials presented to students are texts, articles and economic journals, In addition to the fact that reading is very helpful to improve the writing skill. Reading with the use of translation is also an effective method to consolidate economic concepts. Using Audio-visual materials, such as videos can enhance the listening skill of students, as they facilitate the educational process, and make teaching more realistic.

3.2.4 ESP Teaching training

ESP encounters problems with untrained and unqualified teachers. In fact, ESP teachers are language teachers with limited knowledge and lack of expertise not only in the economics field, but also in selection and production suitable teaching materials. For this reason, the investigators recommend full-specialized training to enhance the expertise of ESP teachers in material production. In addition, the integration of technology-instructions into ESP teacher training is encouraged to help them gain the skills they need to advance their ESP curriculum. Therefore, in online learning environment, the usual roles of ESP teachers as source of knowledge. Next, should be recognized that these roles may respond to the goal to be achieved. This means that ESP teacher who acts as a mentor should suggest consult and guide his learning. Roles that others can override are results to the fact that, the ESP practitioner acts as a coach, who does not only teach the language, but the one who performs the role of who train learners

to use online templates. Thus, the formal training will also improve the way teachers guide learners to use different learning strategies and understand their learning styles to maximize their chances of learning the language effectively.

3.3 Integration of Technology in English Language Teaching

The emergence of various educational materials and software has encouraged teachers to use educational technology into their classes.

In contrast to traditional teaching strategies, which can make students passive and feel bored, current language teaching strategies principally consist of multimedia, social media, various available resources, and educational software to provide the learners with the opportunities to effectively increase their linguistic competence and thus to acquire knowledge. Moreover, the use of technology in the classroom, such as videos, pictures, and software applications, enables teachers to bring the outside world inside the classroom. Bringing theories into reality drives students to practice and become fully engaged in language acquisition, and connect the classroom with the real world (Richards, 2015). The use of internet networks may provide learners with information and assistance by offering cultural background. Furthermore, using social media, interact with foreigners, may provide learners with the opportunity to learn about the target culture.

Interaction between the teacher and students, as well as interaction among students themselves, is critical in the classroom. As a result, the use of technology can be beneficial in enhancing this interaction (Asta, 2010). The use of PowerPoint in teaching for example, can enables learners to have direct connection with their teacher. In this way, they will feel free to participate and express themselves. Furthermore, the instructor will find it simple to share his ideas and transmit the information.

3.4 Challenges Facing the Use of Educational Technology

Despite the spread of educational technology in various parts of the world, and its increasing importance for the future of higher education, Algeria remains far from the possibility of integrating this technology into education due to a set of technological obstacles and challenges, either individual or organizational. Revealing these obstacles and trying to address them is an important step in improving the quality of education and learning process.

Among the most prominent challenges faced by the adoption of technology in education is the lack of Internet flow. A solid network infrastructure necessitates fast, high-quality Wi-Fi at school, and at home, as well as data protection, access to digital services, and many other options. Designing, constructing, and maintaining a solid network infrastructure requires tremendous attention and consideration, since it is required for the successful and appropriate continuous use of technology in education.

In the fact, the lack of reliable hardware and software in educational institutions is also a major barrier to the adoption of technology in education. Besides untrusted or unreliable educational programs and platforms that have a defect, to be a major factor for students face problems in accessing exams or not being able to log in to the platforms of their educational institution.

Every day, new and innovative educational technology emerges. Teachers must be able not only to utilize each new technology to its full potential, but also to teach their students how to use it. Providing classrooms with a gleaming new technology that neither the teacher nor the students can use is unlikely to get better a students educational experience. Moreover, forcing busy instructors to learn how to utilize a new tool may be irritating and time-consuming. Although professional training for

instructors, faculty, and staff may take time and money, it is required if students are to obtain the intended results from their technology experience.

Consequently, the lack of teaching and students experience and training in the use of technological services constitutes an obstacle to the integration of technology in education. Although providing teachers with digital devices in the teaching process may make them feel more comfortable with educational technology, many teachers have not taught how to use technology course in their courses .In fact, how economics teacher uses digital materials and online learning platforms may differ greatly from how an English teacher uses them. It is sure that both will take a lot of trial, error and experimentation to update their course plans. An important barrier to adopting new technologies is the failure to provide trainers with the help they need to make educational technology more effective in the classroom.

Finally, one of the problems with technology its part in education is that many administrators are hesitant to implement it right away. The reasons behind this vary, but they are most likely attributable to economic constraints as well as the lack of clarity covering the use of educational technology.

3.5. Recommendations for technology integration in ESP course

The current research involves online course that have been integrated into an English course in the Department of Economics as being one of the emerging trends in ESP teaching . Meanwhile, the integration of technology in ESP course was reviewed on several levels by students and teachers in terms of content, objectives, and assignments, resulting in a number of concerns and complaints about the course design, assessments, and the content. These concerns are presented in the following figure:

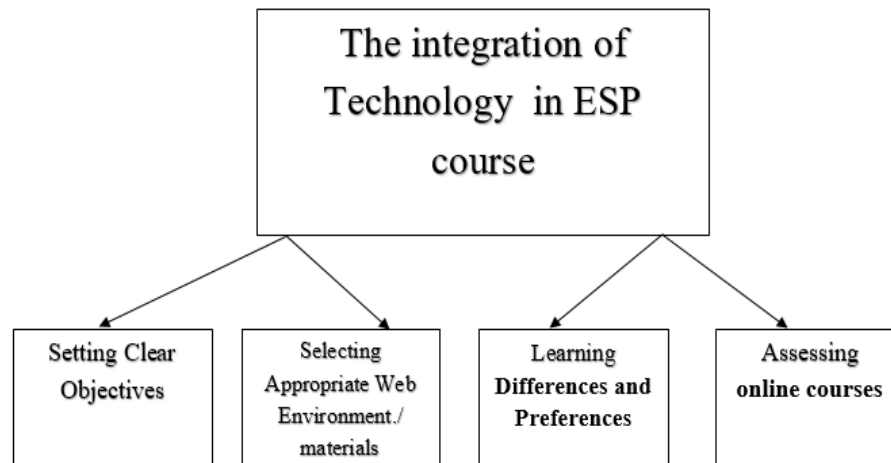


Figure 3.1 The integration of Technology in ESP course.

3.5.1 Setting Clear Objectives

The successful integration of technology in the ESP course helps to achieve teaching objectives that guide learners throughout the course delivery and inspire them to continue their learning at their own pace without becoming lost or confused. Students will be able to assess and evaluate their achievement based on the previously established objectives at the end of the lesson. Therefore the more explicit and detailed the objectives are the more students will understand what they are learning, since ESP is viewed as a goal-oriented course that addresses learners' requirements and promotes the quality of learning. Students are supposed to have their own objectives based on their needs and perceptions relying on the fact that “students' personal expectations, attitudes, motivation, affect high-quality learning objectives”. Löffström et al. (2006: 33)

Setting objectives with the integration of technology in the ESP course will require the use of certain web sites and tools such as electronic books, e-articles, and notes that are widely available on the Internet. Some of them provide easy access to valuable content such as the instructors' experiences and knowledge on term of language learning which will enhance the ESP course, and aid the students to evaluate their learning path

3.5.2 Selecting Appropriate Web Environment / materials.

The Internet provides a set of web environments that have become widespread. Since anyone can easily access these platforms, the appropriate choice of educational medium is very important to ensure the quality of learning and increasing learners' enthusiasm and participation in tasks and duties. In order to achieve these goals, teachers must make use of new technology interactive forms, which allow the integration of animation, audio-visual materials, and hypertext and hypermedia structures. These capabilities are useful illustrative that facilitate information processing and knowledge development, in addition to learning-boosters and qualities to active participation that are not available in typical learning environments.

In context of ESP courses, the web environment provides a wealth of multimedia and interactive materials such as blogs, online forums, and chatrooms for various professional and academic pursuits. ESP teachers are advised to take advantage of this feature that allows their students to engage and communicate actively with others who share the same interests and needs, especially if the participants in these web environments are original experts who can provide credibility to online communication. As a result, a well-selected environment helps in the achievement of the learning objectives. The teachers' function in selecting the right web medium for education is critical since it needs familiarity with web tools and their suitable applications, in addition to their knowledge of web tools benefits and disadvantages in order to avoid any stumbling obstacles throughout the ESP course.

Similarly, learners are supposed to have prior training in how to deal well with this media to make the instructions natural and smooth in order to embody the principles of online learning. Likewise, the administration should play a part in this process by providing organized timetables, enough internet technology, and learning guides for both instructors and students. Considering all of these factors in an online course may lessen

the chances of failure and dissatisfaction, especially for newly introduced learners and teachers to online learning settings.

3.5.3 Learning Differences and Preferences

To provide the greatest possible learning assistance, designing a simple online course in ESP necessitates paying close attention to participants' learning styles and preferences. Given that learners receive and produce information in different ways, course designers must consider relevant web tools and apps that allow learners to work online effectively based on their learning styles. For instance, visual learners definitely benefit from the visuals accessible on the internet, including anything from charts and graphics on websites, whereas auditory learners prefer listening to audio resources such as online radio, broadcasts and audible stories.

Online course designers should take into consideration introverted and extroverted learners by incorporating appropriate learning tools and platforms that suit their specificities. Individual supervision, evaluation, and feedback might work best for introverts by creating a personal space in which they can learn and succeed better, such as individual e-mail messages, and personal chats with their teacher. This private web feature allows introverted learners to feel more safe and self-confident in their learning skills. Besides, it helps evaluate the learners' achievements without the need for their mates'. In fact this perhaps reduces shyness and boosts their self-confidence. Extroverts, on the other hand, work and perform better in a collaborative environment that encourages sharing, speaking, comparing, competing, and interacting with the others.

ESP teachers and students take advantage of all these online features through social networking, such as Facebook groups or blogs, where learners have the same comparable goal needs, competences, and interests. As a result, course designers and teachers incorporate appropriate teaching strategies such as group work, collaborative projects, and class assignments for this kind of learner.

3.5.4 Assessing online courses

Course assessment and evaluation are essential components in any sort of course. They aim to identify the strengths and shortcomings of the curriculum and to promote the achievement of the learning objectives through feedback. Online feedback can be through various programs provided by the Internet services, which allow teachers to synchronize sending comments, notes and recommendations via emails, newsletter to learners at different stages of the course as in online assignments.

Online feedback may be done not just by the teacher, but also by colleagues in order to provide a constructive feedback that will help the learner make the necessary improvements in their learning. Subject specialists can be involved in the feedback and assessment of students' success in ESP to make it seem more real. Online course assessment is used to examine not only the accomplishment of objectives and the finale behavior of learners, but also the functionality and efficiency of the online environment, as well as its compability with the situation and the discipline of the learners. Thus, the online assessment should follow some steps to demonstrate the effectiveness of both components of the course, namely pedagogy and technology, in order to sustain its overall form and structure.

3.6 Vision of the Future of technology integration in ESP course

Technology development will enhance teaching and learning. The educational system will be improved through new technologies. Digital devices and high-quality software will be provided in institutions. The flow of the Internet will be increased at university, and access to learning platforms will be facilitated. The use of technological materials will become easier for students, teachers and even administrators. Online learning will be effective by providing comprehensive training for teachers and students to ensure its effectiveness and increase students' achievement in particular.

3.7 Conclusion

This chapter highlighted the relationship between teaching, learning and technology. It addressed the impact of technology on the enhancement of education. Moreover, the researchers outlined the difficulties that teachers and students encountered while using technology. They suggested some useful solutions for overcoming these difficulties to help teachers and students to engage in different ESP teaching situations, and to better respond to the needs of the target situation. Then, the researchers, gave a future view on the integration of technology in education and some recommendation on how to upgrade the teaching of ESP. Finally, it is of paramount importance to mention that these proposed recommendations cannot be considered as effective if they remain only theoretical.

**GENERAL
CONCLUSION**

GENERAL CONCLUSION

The present status of ESP teaching at Ain Temouchent University, in general the Department of Economics, in part it reveals an urgent issue that needs more attention and an immediate action. In comparison to the other modules, the ESP course has a lower priority. This is evident in the frequent absenteeism of students from classes, due to the fact that, English is considered as a secondary module. Other problems such as the lack of a structured curriculum and the unqualified recruitment of teachers are also recognize. Consequently, this research work aimed to discover whether ESP stakeholders at the Department of Economic Department used the online learning environments appropriately during the global outbreak of the Corona virus. It also tended to explore their perceptions towards the integration of this newly adopted learning system.

Therefore, the current research sought to identify ESP stakeholders' attitudes towards the integration of online learning environments in the ESP course. It is tended to provide some practical solutions that serve both the teaching, pedagogical, and administrative structure of ESP teaching in the Department of Economics at Ain Temouchent University.

Consequently, the present research work consist of three chapters. The first chapter represented a literature overview on ESP in general, its types, characteristics and subdivisions, putting much stress on English for business and Economics. It gave a brief introduction to the use of technology in ESP, with a special focus on online learning environments, its types, specificities, benefits and disadvantages.

The second chapter was devoted to the research methodology and data analysis. A questionnaire and an interview were used to collect data, which was analyzed latter both quantitatively and qualitatively. The investigators attempted to ensure the research methods, that why they used the previously described tools to determine the importance of English to the students of Economics, and identify their attitude toward the use of online learning ,its effectiveness and its impact on the students achievements.

The analysis of the obtained results revealed valuable data regarding the integration of technology in the Department of Economics at Ain Temouchent University .The majority of the students showed a great awareness about the importance of the English language to their studies and their future career. In contrast, most of them expressed a negative attitude towards the integration of online learning in the ESP course. Similarly, teachers expressed their dissatisfaction with the adoption of this new type of teaching, giving the disadvantages that overshadowed its advantages and the problems that accompanied with its use.

Furthermore, in the current study faced many problems and obstacles, which made the process of collecting and analyzing data somehow difficult. Among the most prominent of these barriers, we may highlight; the reluctance of students and teachers to answer both the questionnaire and the interview.

Despite, the vital role that the teachers play in this research work, some of them refused to answer the interview as a whole, while, the other teachers answered only some of the questions and ignored the others. The administration also had its share of the difficulties encountered in this research, where some of the pedagogical staff at the Department of Economics refused to provide us with information about the general status of ESP teaching in this department.

The third chapter discussed the relationship between education and technology through investigating many aspects of that including the major contribution of educational technology to English teaching and learning. Moreover, the investigators tried to provide a set of recommendations and suggestions that can improve the content of the ESP course and enhance the integration of online learning in the Department of Economics. In addition, they suggested some practical solutions that may help overcome the obstacles and the challenges facing online learning in general.

To sum up, one might add that the present research work attempted to shed light on the need to insensitive ESP teaching in depth and intensively in all the Algerian universities. Besides, the English language module should be include within the

fundamental modules and give it more priority , since learning English become an urgent necessity to keep pace with the development taking place in world in all domains. Moreover, the investigators tried to raise both teachers and students' awareness about the importance of integrating technology such as online learning environments in ESP course.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Abelairas-E, Patricia & Astorkiza,I.(2020). *From Exploratory Data Analysis to Exploratory Spatial Data Analysis. Department of Applied Economics V, University of the Basque Country, Spain. Mathematics and Statistics 8(2): 82-86, 2020.*
- Adhabi, Essa & Anozie, Christina. (2017). *Literature Review for the Type of Interview in Qualitative Research. International Journal of Education. 9. 86. 10.5296/ije.v9i3.11483.*
- Agustina T. (2014). English For Specific Purposes (Esp): An Approach of English
- Alby, F. (1999) *Methods of collecting data: Interviews and Questionnaires in Practice.*
- Alexandra-Valeria P. (2010) 49 *A General view on the relationship between ESP and ,EGP . University of Timisoar. Communication and Translation Studies 3 (1-2) 49.*
- Analysis to Exploratory Spatial Data Analysis.*
- Anas ,M.(2019) *Introduction to Business Language Morocco.* The International Conference on Business, Economics, Law, Language & Psychology (ICBELLP), May 02-03, Rome International Journal of Social Sciences.
- Anita S, A. Anupam ,P. Pikee, S.Aruna ,N. (Indian Journal of Medical Specialties 4 (2), 330-333, 2013

Anthony, L. (1997). Defining English for Specific Purposes and the Role of the ESP Practitioner. Retrieved June 18, 2020 from <http://www.antlab.sci.waseda.ac.jp/abstracts/aizukiyo97.pdf>

Anthony, L. (1997). ESP: What does it mean? Why is it Different?

Asmali, M. (2018). Integration of technology into ESP classes: Use of student response system in English for specific purposes classes.

Asta, K. (2010). Impact of Modern Educational Technologies on Learning Outcomes: Application for E-Learning In Biomedical Engineering. (Doctoral Thesis). Hervanta: University of Tempere.

Babić, S.(2011). E-learning environment compared to traditional classroom.. 1299-1304.

Bacon-Shone, J. (2015). Introduction to Quantitative Research Methods. Loughborough Univeristy ,7(03), 147-160

Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. Family Practice. 25.

Bartels,N.(ed).(2005).Applied linguistics and language Teacher education :what we know
“In applied linguistics and language teacher education 4 (2005).(405-424)Boston:
Spinger Sciences and business.

Bartels, N. (ed). (2005) "Researching applied linguistics in language teacher education" In applied linguistics and language teacher education 4(2005), 1-26. Boston: Springer Science and Business Media, Inc.

Baxter, P., Susan J., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. The Qualitative Report Volume, 13(4), 544–559.

Bhardwaj, P. (2019). Types of sampling in research. Journal of the Practice of Cardiovascular Sciences. 5. 157.

BHoffmann, L. 1976. "Towards a theory of LSP. Elements of a methodology of LSP Analysis", Fachsprache 1 (1-2), p. 12-17.

Bilokcuoglu, H. (2012). 'A paper on the special area of English of the non-specialist ESP English instructor.

Brown, J.D. (1988) , Understanding research in second language learning. Cambridge : Cambridge University Press.

Campbell, D and Fiske, D.W. (1959) "convergent discriminant validation by Multytrait - multi-instrumentiste method matrix". In psychological Bulletin. 56, 81-105.

Daniushina. Y (2010), on introducing Business Linguistics, Rthesis Unica Journal.

Dörnyei, Z.& Griffee, D. T. (2010). Research Methods in Applied Linguistics. TESOL Journal, 1(1), 181–183.

DR Lamri ,C.(2016). An introduction to English for specific purposes (ESP) Abou Bekr Belkaid University – Tlemcen Faculty of Arts and Language Department of English .

Dudley-Evans, T. (1998). Developments in English for Specific Purposes: A multi-disciplinary approach. Cambridge: Cambridge University Press.

Dzięcioł-Pędich, A. (2014). Business English in the Eyes of Economics and Management Students at the University of Białystok. Studies in Logic, Grammar and Rhetoric.

Gaganpreet ,S. (2017). [*Pros and cons of different sampling techniques*](#)

Harling, K.. (2012). An Overview of Case Study. SSRN Electronic Journal.

10.2139/ssrn.2141476. page 01

Hassan, I.& Rahman, A.& Latiff, N. (2021). Development of English Writing Skills through Blended Learning among ESL Learners in Malaysia

Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centred approach. England: Cambridge University Press *.International Journal of Applied Research .*

Hargreaves, A. (2003). Teaching in the knowledge society: *Education in the age of insecurity*. New York: Teachers College Press.

Jabar, A.Akram & Al-Noori, B. (2020). *E-Learning In Teaching*.

Kakoulli ,C. Elis & Papadima,S.Salomi. (2020). The use of digital technology in ESP : Current practices and suggestions for ESP teacher education . Journal of Teaching English for Specific and Academic Purposes.

Kashoob, M.& Attamimi, R. (2021). Exploring Omani EFL Students' Perceptions of the Newly Adopted Online Learning Platforms at the University of Technology and Applied Sciences-Salalah. Journal of Education and Learning. 10. 28.

Kunwar, R.& Poudel, K. & Shrestha, A. (2020). Online Education as a New Paradigm for Teaching and Learning in Higher Education in Nepal: Issues and Challenges.

Lal, R.(2015). An E-Learning Environment. International Journal of Computational Engineering Science. 12. 189-192.

Marinescu, R. (2018). English for Business and Economics. Challenges and Opportunities
Roxana Marinescu.

Mohd .S, Izwan Nizal & Mohd. J, Jastini & Rodzi, Sarah. (2016). Google classroom as a tool for active learning.

Nur, F. Tira. (2019). Business English as a part of teaching English for specific purposes (ESP) to Economic students. 2. 143-152.

Parra, D. A.(2014) English language learners' perceptions of their target and learning needs in a Technical and Technological Female Institution in Colombia .La Sabana University,of Colombia.

Posey, G. Burgess, Thomas ,E. Marcus & Jones, Y. (2022). The Advantages and Disadvantages of the Virtual Classroom and the Role of the Teacher.

Potęga, P.(2016). A linguistic account of Business English. Studia Anglica Resoviensia. 13. 78-88.

Poth, C.& Searle, M. (2021). 30 Essential Skills for the Qualitative Researcher (2nd ed.) by John Creswell and Johanna Creswell Báez. Journal of Mixed Methods Research.

Rao, V. C.(2019). English for Business Purposes: An ESP Approach Journal for Research Scholars and Professionals of English Language Teaching 3(15).

Retrieved June20, 2020 from<http://www.antlab.sci.waseda.ac.jp/abstracts/esparticle.html>

Rianto, Bayu & Mulono, Apriyanto & Ridwan, & Amri, Samsul & Yeni, Melda & Ridwan, M.. (2021). Basics of Zoom Cloud Meeting & Google Meet.

Richards, J. C (2015). Technology in Language Teaching Today . Indonesia Journal of English Language Teaching , 10(1), 18-32

Rojabi, A. (2020). Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia. *English Language Teaching Educational Journal*. 3. 163.

Sahragard, Rahman & Meihami, Hussein. (2016). An Investigation into Research Methodology and Research Orientation of the Studies Published in Teaching Persian to Speakers of Other Languages. 5.

Selinger, H. and Shohamy, E. (1989). *Second language research Method* Oxford :Oxford university press.

Teaching for Non-English Department Students .*Beta Jurnal Tadris Matematika* .

Terre ,B.,M &Durheim,K.2002.(ed) *Research in practice :Applied Methods for the social sciences*.Cape Town :UCT.

William,M.(2001).Motivation and Emotion.In R.S Feldman *Essentials of Understanding Psychology*.USA:University of Massachusetts at Amehst.

Wittenberg, R (2001). *Mark Balnaves und Peter Caputi: Introduction to quantitative research methods. An investigative approach. Beiliegende CD-ROM. Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie - KOLNER Z SOZIOL SOZIALPSYCHOL*. 53. 806-807.

Wray,A. And Bloomer,A.(2006).Projects in linguistics :A Practical Guide Researching language.London:Hadder Education.

Xhaferi, B. & Xhaferi, G. (2020). Online Learning Benefits and Challenges during the COVID 19 - Pandemic-Students' Perspective from SEEU. SEEU Review. 15. 86-103.

Zainal, Zaidah. (2007). Case study as a research method. Jurnal Kemanusiaan. 9. June 2007.

APPENDICES

APPENDIX A

ELT Tree

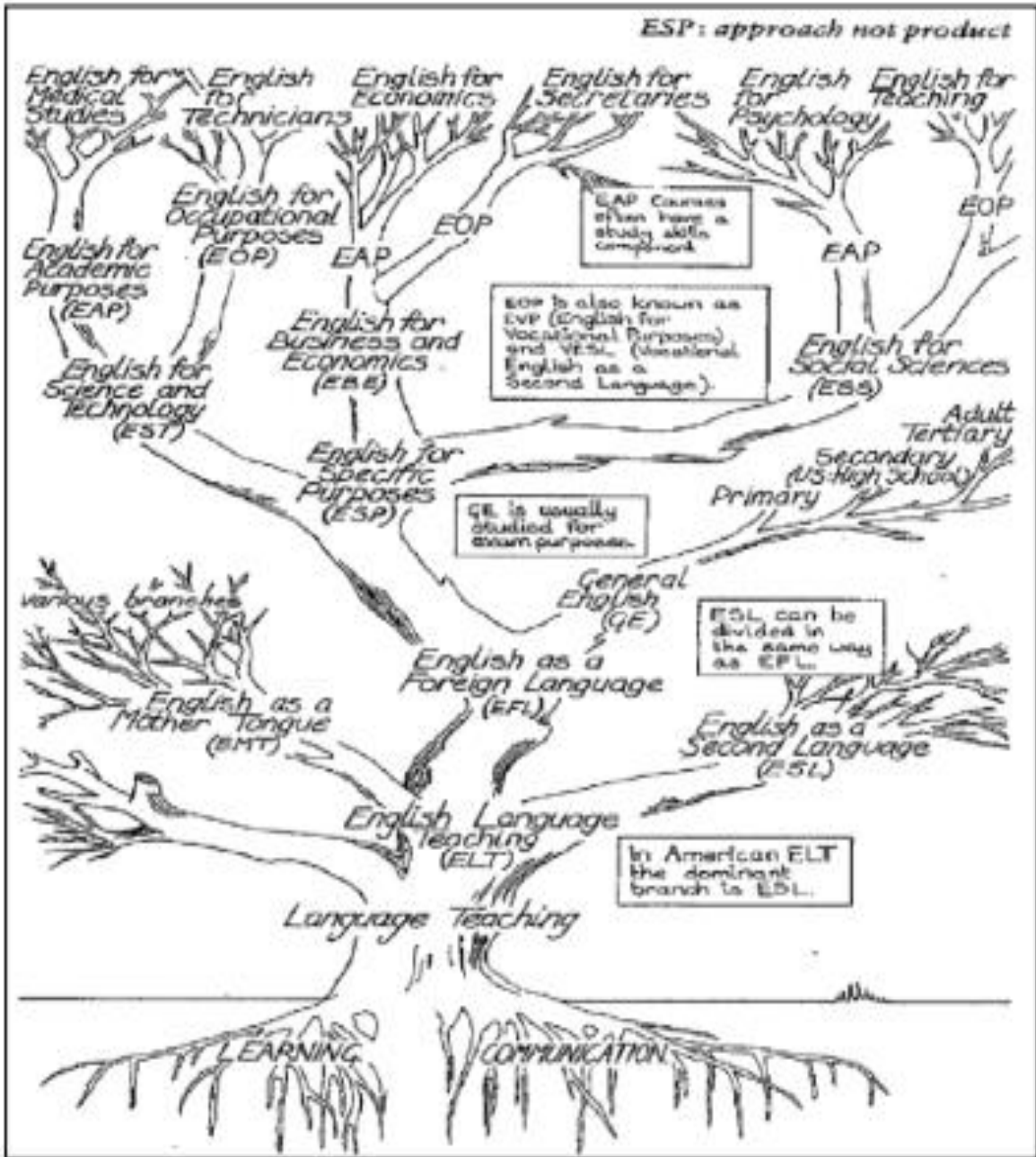


Figure Tree of ELT (Hutchinson and Water, 1987:17)

APPENDIX B
Students'
Questionnaire

Students Questionnaire

The questionnaire aims at defining ESP teachers and students use on newly adopted online learning environments and exploring the integration of these platforms in ESP course in the Economic Department at the University of Ain Temouchent. I would be very grateful if you could answer the following questions.

Parte One: Student Profile

Age : Years

Gender Female Male

Study Level

4-How long have you been learning English at university? Years

5-Do you think that learning English is important to your studies and your future career?

Yes

No

Why?

.....

6 According to you what is your proficiency level at English?

Beginner Intermediate Advanced

Part Two: Student use of technology

7- Do you have personal computer?

Yes

No

8- Which of the following devices do you use?

Laptop

Smartphone

9- How often do you use these tools?

Always

Often

Sometimes

Rarely

10- What do you use them for ?

Communication

Study

Entertainment

Part Three: Integration of Technology in ESP

11- Did you enjoy learning via internet during the Covid?

Yes

No

12- Does your teacher of English use internet to give lessons?

Yes

No

13- What are the platforms that she/he used to teach English?

Moodle

Google Meet

Google Classroom

Zoom

Other

14- How often does she/he use them?

Always

Sometimes

Often

Rarely

Never

15- Did you learn to use these platforms ?

Yes

No

18- If yes , how?

Self-taught Friend help University Training

19- Did you find them easy to use ?

Yes Somehow No

20- Does your ESP teacher use

Virtual white-board Group discussion Send lectures via email

(Word/ PDF format)

Part Four : Students perceptions toward the use of online learning environments

21- To what extent are you agree with these following statements

statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The online ESP course offered a comprehensive content					
There was a continues coordination between the student and the teacher					
Online learning environments help me a lot to learn English					
Online learning Platforms enhance my English proficiency level					
The use of online environment improves my interests in English language					
I feel unmotivated to lean English via these platforms					

22- Which of these following problems did face when using online learning environments?

Low internet speed Files are not readable Problems related
To account/password

23- Please add any suggestions about the use of of these online learning environments to learn ESP.

Thank you very much!

APPENDIX C
ESP Teachers'
Interview

Teachers' Semi-Structured interview

This research is carried out to identify ESP teachers' attitudes towards the integration of online environments in the ESP course in the Department of Economics at Ain Temouchent University. I would be very grateful if you could answer the following questions:

1. Gender:
2. Age... ..
3. Qualification:.....
4. Specialty:.....
5. Your status in the department
6. For how many years have you been teaching English at university?
7. For how many years have you taught EBE?
8. How long have you been teaching in the Department of Economics?
9. Have you taught in other departments?

If yes, which one(s).....

10. Did you have any specialized training in teaching ESP?

If yes, would you describe it?

.....
.....

If no, do you think that you need it?

.....
.....

11. Did you appreciate the integration of online environments during the pandemic?

12. Which online learning environments do you use to teach ESP?

13. How often do you use them?

14. These platforms are personal choice or imposed by university?

15. Does the department provide you with any guidance?

16. Did the students participate in the open discussion in the online sessions?

17. What are the problems you encountered when using online learning platforms?

.....

18. Which methods have you used to assess students online?

.....

19. Do you think that the online learning platforms are helpful?

.....

20. What do you expect your students to achieve when using online learning environments?

.....

21. Please add any comments concerning the integration of e-learning learning in the English course.

.....

Thank you very much!

Summary:

The current study aimed to achieve different objectives; first, to portray the present situation of ESP course in the Department of Economics at Ain Temouchent University. Second, to describe the methodologies, and teaching materials used by ESP teachers to conduct the online courses. Third to, determine the Stakeholders attitudes towards the integration of online learning in the ESP course .Finally, to identify the impact of these online learning environments on the students' achievements. The discussion of the findings revealed that the students' were urged need to improve the English language skills, also showed that both teachers and students expressed their dissatisfaction with the use of online learning and its negative impact on the educational process.

Keywords: English for specific purposes, online learning environments, The Department. of Economics

Résumé :

L'étude actuelle visait à atteindre différents objectifs; premièrement, décrire la situation actuelle du cours ESP au Département d'Economie de L'université Ain Temouchent ; deuxièmement, décrire les méthodologies, les techniques et le matériel pédagogique utilisés par les enseignants ESP pour dispenser les cours en ligne ; troisièmement, déterminer les attitudes des intervenants envers l'intégration de l'apprentissage en ligne dans le cours ESP; enfin, d'identifier l'impact de ces environnements d'apprentissage en ligne sur les acquis des étudiants. La discussion des résultats a révélé le besoin urgent des élèves d'améliorer leurs compétences en anglais. Comme elle a révélé que les enseignants et les élèves ont exprimé leur mécontentement à l'égard de l'utilisation de l'apprentissage en ligne et de son impact négatif sur le processus éducatif.

Mots-clés : Anglais pour des objectives spécifiques, online Learning, Département d 'Economie.

الملخص :

سعت الدراسة الحالية إلى تحقيق أهداف مختلفة ؛ أولا ، تصوير الوضع الحالي لتدريس الانجليزية لاهداف خاصة في قسم الاقتصاد بجامعة عين تموشنت. ثانيا ، وصف المنهجيات والمواد التعليمية التي يستخدمها معلمو الانجليزية لاهداف خاصة لتقديم الدروس عن بعد . ثالثا ، تحديد مواقف أصحاب المصلحة تجاه دمج التعلم عبر الإنترنت في مقياس اللغة الانجليزية ، وأخيرا تحديد تأثير بيئات التعلم عبر الإنترنت على إنجازات الطلاب. كشفت مناقشة النتائج أن الطلاب تم حثهم على ضرورة تحسين مهارات اللغة الإنجليزية , كما أظهرت أن كلا من المعلمين والطلاب عبروا عن عدم رضاهم عن استخدام التعلم عند بعد وتأثيره السلبي على العملية التعليمية.

الكلمات المفتاحية: اللغة الإنجليزية لاهداف خاصة ، بيئات التعليم عن بعد ,قسم الاقتصاد.