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**AN INVESTIGATION OF WORKPLACE ENGLISH  
TEACHING AND TARGET NEEDS  
AT THE INSTITUT NATIONAL DE LA  
STATISTIQUE (INS)**

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Diploma in Applied Linguistics

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In memory of Hassen and Amel

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## **Abstract**

The purpose of this study was to examine the degree to which workplace training in the English language catered for the needs of a group of executives in a Tunisian public sector institution (the Institut National de la Statistique, INS). The participants consisted of 33 executives, their administrator, the syllabus designer, and the teachers of English. The trainees' present and target situations were investigated through questionnaires. The remaining participants were interviewed. Also an observation of the workplace environment was undertaken. The type of analysis carried out was mainly qualitative. An analysis of the textbooks in use was undertaken to perceive the convergence or divergence between what the teaching situation offered and what the trainees expected. The results indicated that 79% of the trainees expected to learn social language, 73% expected to write reports and 67% wanted to learn to conduct presentations. The analysis of the two textbooks revealed that they covered 81% of the trainees' needs. The findings of the present study showed that the English training at the INS was adequate. Materials analysis revealed that the two textbooks failed to cater for 11% of the trainees' needs. It was therefore necessary for the teachers to fill this gap through the inclusion of extra materials.

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## List of acronyms

BA: Bachelor of Art

BAD : Banque Africaine de Développement

CNFCPP: Centre National de Formation Continue et de Promotion Professionnelle

DESS : Diplôme des Etudes Supérieures Spécialisées

EAL: English as an Additional Language

EFL: English as a Foreign Language

ELT: English for Language Teaching

ELWC: English as a Language for Wider Communication

EOP: English for Occupational Purposes

ESL: English as a Second Language

FIPA: Foreign Investment and Promotion Agency

INS: Institut National de la Statistique

MENA: Middle East and North Africa

SAS: Statistical Software Analysis

TACC: Tunisian American Chamber of Commerce

TFP: Taxe sur la Formation Professionnelle

UNO : United Nations Organisation

VESL: Vocational English as a Second Language

## **Chapter One**

### **Introduction**

The Information Age and the new global economy have restructured the workplace and demanded high language skills for workers all over the world (Garay and Bernhardt, 1998). In fact, today the world is being shaped by a capitalist economy controlled by multinational corporations, which have supported English as the lingua franca of international capitalism (Mair, 2003). As a consequence, English teaching has moved beyond the traditional classroom to the factories, offices, hotels, hospitals and businesses. This type of English known under several identities such as English for the workplace, English for Occupational Purposes (EOP), English for Vocational purposes (EVP), or Vocational English as a Second Language (VESL) (Hutchinson and Waters, 1987) came to be implemented in the work site to raise the productivity and living standards of people in countries who wish to be part of the global market place (Ervin and Smith, 2008).

This chapter sets the context of the present study and demonstrates the involvement of governments to promote the training of English onsite. It also reviews EOP in Tunisia from theoretical as well as practical perspectives.

## **1 The need for English for occupational purposes**

The reasons behind training employees in the workplace are influenced by the current changes in all fields of life caused by globalization. This part will define the term *globalization*, its effect on revolutionizing working tools and communication skills.

### **1.1 Defining globalization**

Defining globalization is helpful in setting the context of this study. Globalization, according to Zajda (2005) is the result of a shift from an Industrial Age to an Information Age. This has led to a shift from an economy based on industry to one

based on knowledge, information and new communication tools. Globalization has facilitated economic exchange and foreign investment in such a way that society has become interconnected and interdependent (Ervin and Smith, 2008). This has been made possible through the access to new technologies and new administration tools (Tanzi, 2004). Globalization has required a workforce with satisfactory and flexible skills (Organisation for Economic Cooperation and Development, 2005). As a consequence, employers demand workers with more schooling and better skills to meet the changing trends. Others undertake to train their workers onsite to meet the impacts of globalization (Bernick, 2005). Workers need to be trained or re-trained to handle new technological tools and to master the communication skills that will help them to interact with the new working trends (Block and Cameron, 2002). Training workers in English will help not only to master workplace tools (Garay and Bernhardt, 1998) but also to communicate with their fellow workers all over the world since English is emerging as the global language (Stromquist and Monkman, 2000).

### **1.1.1 Globalization and English**

The use of English not only in the workplace but also in other fields in everyday life is not something new. It was inherited from colonialism and the supremacy of Anglo-American culture (Weiss and Tam, 2004). English-speaking professionals, according to the same authors, further confirmed the position of English as a medium to connect world economy and higher education. Nowadays, non English speaking workers need to be trained in English in order to understand workplace tools (Garay and Bernhardt, 1998) and to communicate effectively with international organizations (Block and Cameron, 2002).

### **1.1.2 The need for literacy in English**

The Information Age gave birth to the use of new technologies at work (Garay and Bernhardt, 1998); it also placed English in a dominant position. English has emerged as the predominant language used on the Internet (Block and Cameron, 2002). Training workers onsite to use information tools has often required literacy in English. In the United States, for example, Motorola managers were disappointed when they

discovered that the workers could not benefit from training on computers because they lacked reading and writing skills in English (Garay and Bernhardt, 1998).

Training workers in English onsite helps to contribute to better services. In fact, the need for onsite training in the English language assists those with a low literacy level in English to recover self confidence, to avoid accidents emanating from workers' lack of comprehension of safety regulations, to avoid workers' damage of expensive materials because of their lack of understanding of spoken or written instructions, and to improve the catering services both at hospitals and hotels (Belfiore and Burnaby, 1995).

### **1.1.3 English as the language of business**

From a business angle, 'English has become an intrinsic part of communication in multinational settings and a fact of life for many business people.' (Nickerson, 2005: 376). The actual goal of people using English at the international level is communication (Bruton, 2005). Rogerson-Revell (2007) adds that international meetings adopt the use of a common language of communication because they bring people from different linguistic and socio-cultural backgrounds. In Europe, 99% of European organisations use English for work. Such use of English is the result of the reflection of a mainstream awareness of English as the language of business and management (Rogerson-Revell, 2007).

The emergence of multinational companies further promoted the spread of English (Block and Cameron, 2002). Viewing the developing countries as a place for less regulation, multinationals invested capitals in these countries (Andersson, 1991). At the same time, according to the same author, developing countries, in general, suffer from a lack of capital. Consequently, there has been competition among these countries for foreign investment. English as the medium for oral and written communication required workers to be literate in this language (Block and Cameron, 2002). Training workers to use English effectively can help develop the productivity of the worksite. Friendenberg et al (2005) report a similar idea and suggest that workplace language training programmes can be beneficial both for employers through productivity improvements and for employees through a higher pay rate and career prospective. This is further highlighted by Chew (2005) who claims that in Hong Kong the employees'

poor English standards might decrease the city's level of competitiveness not only in relation to Singapore, its usual opponent, but even with regard to some cities in mainland China where standards of English are improving rapidly. The business world needs English because it constitutes one of the main factors to help preserve and develop international finance (Forey, 2005).

To conclude, one can say that globalization is the result of a change of the economic world from a focus on industry to a focus on information. By increasing economic freedom and encouraging competition, globalization helps to boost the productivity and the living standards of countries that are open to the global market (Ervin and Smith, 2008). Competitiveness and the need to meet the impacts of globalization have led to a new thinking. The workplace is being converted from a product-oriented place to a knowledge-based learning enterprise (Zajda and Springerlink, 2005). The new workplace requires workers who are willing to learn new skills. The new skills involve literacy in the new technological tools and communication skills (Block and Cameron, 2002). The language that has gained prominence in the global communication skills is English. It is used as a lingua franca by professionals all over the world in all fields of specialization.

Globalization has had an impact on applied linguistics. First, the demand for English benefited language schools and English textbook writers (Block and Cameron, 2002). The commerce of English for Language Teaching (ELT) books has been boosted thanks to globalization. Second, the role of the teacher has been changed from the one who conveys knowledge to that who facilitates learning (Zajda and Springerlink, 2005). The new Information Age has changed

‘teaching styles from didactic, where the teacher is the sole source of knowledge, to become a facilitator of learning. Teaching becomes multi-disciplinary, takes a discrete-skills approach and teachers become a resource and coach for student learning. Student learning in such a curriculum climate becomes collaborative, through teamwork, self-directed, to solve problems, and self-paced towards the completion of meaningful, real world projects, and authentic, challenging tasks.’ (p 60)

Being a tool to improve productivity, training has involved official authorities to facilitate its implementation.

## **1.2 Authority involvement in EOP**

Onsite training reflects the awareness of both employers and employees desire on a small scale as well as the unions and governments' on a larger one to meet international standards. In the USA, for example, unions started to consider workplace classes as part of job security and offered the union halls as a location for class attendance (Belfiore and Burnaby, 1995). The government of Hong Kong felt the need to sponsor its bank employees to attain a functional level in English and offered 50% subsidy of course fees in English (Chew, 2005). Federal funding by the Department of Education National Workplace Literacy Programme in the USA has also promoted the growing number of workplace ESL programmes since the late 1980's. However, many workplace supervisors who are willing to train workers onsite were denied public funding and had to buy ESL literacy instructional programmes from their providers (Jameson, 2005).

### **1.2.1 EOP in the Tunisian context**

#### **1.2.1.1 Theoretical perspectives**

Judd (1989) classifies English use into four categories: English as a second language (ESL); where non-native speakers of English mostly communicate in English like in the USA, Great Britain, etc. English is used as an additional language (EAL) in multilingual countries for intranational communication. English as a language of wider communication (ELWC): English has no intranational purpose but is used for international communication. English as a foreign language (EFL): it is taught as one of many foreign languages and does not have much communicative function for students when they finish their studies. In Tunisia, the last teaching situation of English (EFL) has been established for so many years. However, there is a strong feeling that pupils who leave the secondary education are not proficient enough in English. The new trends towards globalization have dictated a better mastery of English since it is considered as "the pre-eminent language of international relations, science and technology, telecommunications, international trade, business, politics and diplomacy." (Jabeur et al, 1999: 14). Therefore the situation of English in Tunisia is changing from EFL to ELWC due to the 'new work order' (Hinkel, 2005: 126). Globalization has, therefore,

led to the appearance of a universal marketplace, where competitiveness and the need to meet international standards are two of its outcomes (Debrah and Smith, 2002). As a consequence, alert to the new pressure, many business companies and individuals have enrolled in evening courses at Bourguiba School des Langues Vivantes, others have joined English teaching centres like the British council, the American centre, AMIDEAST, and the Tunisian American Chamber of Commerce (TACC) with the hope of mastering the English language and communicating with people abroad (Baldauf and Kaplan, 2007).

The economic context of a country can motivate individuals to learn English although it has no official status in society (Mc Kay, 1992). English in the workplace in Tunisia has often been referred to as a contributing factor that would enhance the economy. In fact, within the framework of the upgrading programme which started in 1994 (Bougault and Filipiak, 2005), and out of the idea of integrating Tunisia in the international scene (La Presse, January 12th, 2006), the Tunisian government devised some goals to attain over a number of years; from 1996 to 2001 (IX th plan), and from 2002 to 2006 (X th plan) (Bougault and Filipiak, 2005). Among these goals is the economic advancement that would result from the competitiveness of the Tunisian product on an international scale. The upgrading programme has taken into consideration not only investments in material help such as allocating a budget for the purchase of modern equipment, but also in immaterial help such as coaching and training the personnel.

The upgrading programme led to the creation of the National Centre of Continuous training and Vocational Promotion (CNFCPP). The CNFCPP is a public organism which comes under the Ministry of Education and Training. It was created in 1993 to develop a continuous training in the productive system. Among its goals we can cite: bringing assistance to the economic enterprises in the elaboration and the realization of their training plan, developing a sense of a continuous training within individuals and enterprises, running programmes and financial instruments of continuous training, and facilitating the professional promotion by improving the skills of the working personnel in different economic areas. The CNFCPP has as a programme the National Programme of Continuous Training (Decree N° 1993 of 23

August 2001), and two financing instruments: tax on professional training (Taxe sur la Formation Professionnelle; TFP), and the financing of the training linked to technological investments (article 39 of Investment Encouragement Code). Any enterprise which wishes to improve the skills of its personnel and to master new production technologies, management and organisation can be offered a diagnosis by the National Programme of Continuous Training. Any enterprise, thus engaged in training its personnel or in improving its competitiveness in general is offered a partial or total deduction of the amount of money spent on the training in the form of tax on professional training (TFP) ([www.cnfccp.nat.tn](http://www.cnfccp.nat.tn)).

The CNFCCP thus plays an important role in the upgrading of the personnel skills within the Tunisian enterprises and in the professional promotion of workers. Such a commitment on the part of the Tunisian government is indicative of its engagement to develop its economy and to fit the international standards. Viewing English as a tool to communicate with foreign clients and therefore to improve productivity, the Tunisian enterprises have been encouraged to retrain their staff in this global language.

Workplace training requires instructors who are expert in the workers' discipline (Grasskov, 2006). However, this is not always the case. Language instructors, called to train professionals, do not often master the field of specialty of the concerned trainees, and are therefore left to their own.

#### **1.2.1.2 Current challenges**

Although in theory there is a government commitment in promoting the teaching of English in the workplace, in practice, some questions are still unanswered. Firstly, does the teacher in charge of training a given category of workers have enough knowledge of their field of work? Secondly, are the workers aware enough of the importance of English in their work to attend the training courses during their lunch time or after a working day? Thirdly, are they motivated enough to complete the whole training session?



With respect to designing a syllabus that would meet the workers' needs, ESP teachers are denied any government support. Daoud (2000) mentions the lack of awareness on the part of policy makers as to the tailoring of an English course to meet the needs of the learners. This task, which is often thought to be easy, turns out to be a tedious and costly one.

As for workers' awareness of the importance of an English course in their enterprise, it often turns out that they are complacent with French. This might echo the fact that French, as a second language in Tunisia, left by colonialism, is the medium for communication in the workplace and a condition to have a well-paid job (Mc Kay, 1992). In addition to this, the French government offers large resources and economic pressure to encourage French use, while not such encouragement is made by the US and Britain (Baldauf and Kaplan, 2007). On the other hand, workers with a previous bad experience with English would not welcome such an English training programme and would express the need to use French as the medium of workplace communication.

Finally, workers' motivation to attend an English course would emanate from their instrumental orientation to acquire English to get a promotion, or to improve their situation and their position at work. In the absence of such goals, workers would show up during the first sessions, because an English course is something new and fashionable for them, but later they will abandon the course completely.

This study aims at examining the reasons for which a group of Tunisian executives enrolled in English classes during their lunch time, time normally to have a break or rush back home because of family commitments. It also aims at examining the teaching materials in use for the sake of highlighting their convergence or divergence with the target situation needs.

### **1.3 Rationale**

In Tunisia, the two main languages in use are Arabic (the mother tongue), and French as the second language left by colonialism. English is much less used in everyday life, which reflects the dominance of French as a second language (Oxford Business Group, 2006). French still fills an important place in the Tunisian education

and administration, and represents a symbol of admittance to modernity (Coulmas, 2005). However, the new trends in world economy dictated a governmental awareness of the importance of English as a lingua franca necessary to improve the quality of the services, communicate on the international scene and meet the requirements of a modern world. Therefore, outside the educational areas there has been an extraordinary demand for English by business companies and the general public, which has prompted many private institutions to teach it, along with the British Council, AMIDEAST, The Tunisian American Chamber of Commerce, and the Institut Bourguiba des Langues Vivantes (Baldauf and Kaplan, 2007).

The rationale for this study was that apart from the fact that the INS (See Appendix G) had not been explored before, the main aim of investigating the English training course here was to explore notions of learning in non-school settings.

#### **1.4 Goal of the study**

The aim of this study was to investigate the present and target situation needs in English of a group of Tunisian public sector executives through an analysis of their perceptions, and the perceptions of their administrator. The study also examined the textbooks these members were taught in order to evaluate their suitability for the perceived needs of the institution under investigation.

#### **1.5 Research Questions**

The present study aims to answer the following research questions:

1. What is the present situation of the employees and the administrator at the INS with respect to English use?
2. What are the target situation needs?
3. To what extent does the course offered respond to the target situation needs?

## **Chapter Two**

### **Review of the literature**

This chapter reviews previous researches on evaluating English training in the workplace. It presents needs analysis and materials evaluation as guiding principles for such an evaluation. Needs analysis is undertaken to analyse the workplace present and target situations. This is carried out through an exploration of workplace business requirements, and an understanding of the trainees' nature. Materials' evaluation is carried out for the sake of judging whether the present materials are consistent with the learners' expectations (Mc David and Hawthorn, 2006).

## **2 Evaluating workplace training**

A key issue in evaluating a training programme is whether it matches the need of the learners in terms of their job requirements (Hinkel, 2005). Among the benefits of evaluation suggested by Parry and Kirkpatrick (1997: 12) the following have been highlighted in the present study:

1. [Evaluation is carried out] to find out where the desired expectations are and aren't met.
2. To revise and refine the course to make it more effective.
3. To give instructors and course developers feedback to help them improve.

The above points make up a framework for the evaluation of the training at the INS. The desired expectations of the trainees will be investigated through a needs analysis which will determine their present and target situation. The materials evaluation will determine whether the programme was relevant to the trainees needs.

## **2.1 Needs analysis**

The proliferation of onsite training organizations has been the result of the changing labour market caused by globalization (Bernick, 2005). However, the workplace context is a little challenging for language trainers who feel ill-equipped to deal with such a context due to their lack of knowledge of the business milieu (Cummins and Davison, 2007). Therefore the first measure in creating a workplace course is to identify the learners' specific needs (Beer, 2003). Needs analysis can be carried out in the form of questionnaire, interviews, analysis of authentic workplace texts (Forey, 2005), or even workplace observation which might be used in class in the form of photos to explain job system and security measures (Belfiore and Burnaby, 1995). Interviews with and questionnaires to both supervisors and employees will not only determine course objectives but will convince the supervisors of the usefulness of the course as well as raise employees' awareness of themselves as learners. The analysis of the data obtained from these instruments will uncover the gap between the present and the targeted learners' needs (Mc Ardle, 1998).

The next section presents the different elements that enter into consideration in carrying out a needs analysis in the workplace due to its particularity.

### **2.1.1 Understanding workplace language needs**

Economic competitiveness is recognised as one major motivating factor for workplace language training, and therefore governments have been involved in promoting training for workers with the aim of increasing productivity (Monetti et al, 2003). However, for language educators, the workplace presents a professional environment which is different from the academic one they are used to. Workplace training needs are rather work-related (Arthur and Hurd, 1992). In fact, an understanding of the professional context as well as the requirements of the stakeholders within an organization is essential in designing efficient training (Cummins and Davison, 2007).

Needs analysis in the workplace helps language trainers devise a training programme that will suit the learners' needs in using the target language appropriately.

Different organisations would require different language needs, and if training were provided in the workplace, it needed to meet specific job tasks (Garay and Bernhardt, 1998). Shaaban (2005) notes that confronted with an urgent need to communicate in English with people from different nationalities, the American University of Lebanon (AUB) recruited English teachers who had to design a curriculum that would range from socialising in English such as greeting, introducing oneself, to work related terms such as description of tools, equipment, and machinery to cultural values such as tolerance, dialogue, hospitality, and respect.

Banking and tourism personnel in Jordan required English training to meet different needs. According to Al Khatib (2005), they needed English to label working instruments, to express their goals and professional constraints and carry out the duties assigned to them in a successful way. In fact, the data collected from the personnel showed that the need for an English training programme ranged from communication needs: 72%, 94%, job needs : 44%, 76%, to improving one's performance, 65%, 85% respectively. The tourism data demonstrated a higher need for an English training curriculum because English served a variety of functions in the industry of tourism such as handling telephone enquiries, on-line hotel reservation, writing and responding to e-mail messages, etc. compared with their bank personnel counterpart who did not use English as much. However, according to Chew (2005), bank employees in Hong Kong needed English to communicate with other English-speaking bank professionals in the form of seminar presentations and luncheon meetings. They therefore needed to be fluent and almost flawless in a setting where other colleagues were native speakers of English.

Evaluating language needs relies not only on a particular working environment but also on the job positions. Cummins and Davison (2007) relate the example of accountants' needs in a multinational accounting firm in Hong Kong. The type of tasks carried out in English depended on the hierarchical level of the accountants. For example, at the beginning of their career, junior accountants carried out very few tasks in English. They just collected data before handing them to their superiors. However, once promoted to a higher position, these accountants had to carry out many demanding tasks in English.

Needs analysis makes teachers reflect on the learners' contribution in the creation or the improvement of a training course, which will promote self-centred learning (Burns, 2002). The difference between learner-centred approach and teacher-centred approach as mentioned by Burns (2002) is that in a learner-centred approach classroom, learners are allowed by teachers to participate more in class, and to express their divergent opinions freely. However, in a teacher-centred class, learners' contributions are discarded to leave the path for their teacher's talk.

Graves (1996) suggests that it is sometimes advisable for some teachers to consult learners on a programme design rather than come with a prearranged syllabus. This will give the formers a clearer idea about the field of concern of the learners and will set the limits of the course development. In fact data obtained from a study on 12 business people and 15 EFL teachers revealed that these two types of informants had different interpretations of the same text (Forey, 2005). Therefore, for Forey collaborative research in the workplace between the educators and the learners will enhance curriculum development. Franco (2005) also indicates that on-site trainers do not have to worry about the curriculum as it is a shared responsibility between them and the trainees.

Needs analysis is also helpful for programme language designers who want to draw learners to programmes that will take into account their learning abilities and motivate them to learn by being compatible with their needs and interests (Oxford, 1999). Bhatia (1993) notes that a well thought of needs analysis will help trainers understand the skills and abilities that the learners need to attain, the texts and tasks they are supposed to encounter, and the potential target situations they will be involved in.

### **2.1.2 Understanding the trainees' nature**

Learning depends on the environment in which learning takes place. Sano et al (1984: 170) support the idea that 'the methodology of teaching foreign languages should vary significantly according to the environment in which teachers find themselves'. However, apart from having an idea about the workplace context, the language trainer should be able to handle adult teaching very well (Monetti et al, 2003).

### **2.1.3 The trainees' cognitive and mixed abilities**

Unlike young learners, mature learners come to class with a pre-existing knowledge that helps them to extract rules from the data given and examine the circumstances where the rule would be suitable. They, therefore, become active participants in the lesson (Hutchinson and Waters, 1987). However, classrooms are never homogeneous and each trainee is a unique learner. In this context, Ainslie (1994) points to *mixed abilities* which mean the trainees' motivation, interests and needs, their different linguistic abilities, their general educational background, their different learning styles, and ages. So the teacher should be skilful in knowing how to address the trainees and elicit responses from them. He should also create a context of friendly exchanges both between him and the trainees and among the trainees themselves, thus helping to set a potentially successful language learning environment (Sano et al, 1984). Appel (1989: 262) calls for "humanistic activities", which include learner-centred activities, i.e. varied and creative activities which answer the learners' needs such as expressing their feelings, points of view, attitudes, etc.

Trainers should take advantage of the adult innate capacity in order to be skilful in creating a curriculum, evaluating learning and delivering good training (Piskurich et al, 1999). Therefore, adult learners who undertake an optional training in English should receive lessons that would take into account their advanced cognitive abilities and the affective factors, namely, personality, socialization, motivation, and attitude that come into play when acquiring new language elements (Healy and Bourne, 1998; Herschenson, 2000).

### **2.1.4 Trainees' attitudes, motivation and affective factors**

In conducting onsite training, the trainers should consider the employees' attitude, motivation and affective factors. Onsite trainers should keep in mind that they are teaching adults who had been away from the classroom for ages. The atmosphere should be stress-free and favourable for participation in learning activities (Shaaban, 2005). According to Tacheva (1994), learners' academic and professional requirements should be satisfied by a corresponding syllabus design in order for motivation to take

place. Without positive attitudes, learners would feel the course a waste of time and would not acquire so much.

Al Khatib (2005) indicates that the bank and travel employees view English rather positively as it represents an effective means of communication for them. In fact, due to the nature of their job, tourism workers expressed more favourable attitudes toward English. Jameson (1996) has also noted that adult immigrants, who attended a language course at the manufacturing light industry, felt the need to perform well during class. The type of activities they were involved in contributed to an increase in self confidence and hence a positive development in their attitude toward the language.

As for workers' motivation, researchers have often highlighted the importance of motivation of learning a foreign language. Motivation is influenced by the objectives of the learner (Oxford, 1996). Graham (1997) reports on Gardner and Lambert's (1972) classification of motivation into two types: integrative and instrumental. A learner with an integrative orientation wishes to learn the target language in order to identify with the community of the language learned. A learner with an instrumental orientation, however, is influenced by external reasons in learning the language. These reasons may be career or salary improvement. However, integrative and instrumental motivation can also emanate from the type of activities carried out in the workplace. For Al Khatib (2005), for example, employees in the tourism sector, who at the basis were instrumentally oriented, had more integrative motivation than the banking personnel. This was translated by their perceptions in viewing English as a means of communication both in the workplace and with international organizations. The banking personnel, however, due to the type of tasks carried out in the workplace, such as filling in forms or cheques; did not use English in the workplace as much as their tourism counterparts. Their motivation was, therefore, purely instrumental.

Trainers can also participate in motivating the learners. According to Belfiore and Burnaby (1995), trainers should use short term programmes (12 weeks) to motivate learners; to make them see an immediate result of their effort and therefore provide continuing modules so that learners can move through a series of levels.



Affective factors, on the other hand, would determine the attitude and the motivation of the employees. Trainers should also make sure that the use of English in the workplace does not represent any threat to the native language when it is used among the workers. Al Khatib (2005) concludes that for the tourism industry, English is very important in the workplace whereas Arabic is an important symbol of identity. For employees who are reticent to attend the course, teachers are called upon to gain the learners' confidence in convincing them about the usefulness of the course and the absence of any ideologies (Belfiore and Burnaby, 1995). The new communication skills demanded by globalization have changed languages from being primarily symbols of ethnic or national identity to an economic commodity (Block and Cameron, 2002). Such establishment affects people's motivation for learning languages.

Learners' progress, motivation and attitudes to a designed curriculum are reflected in the evaluation of their achievements in the diverse activities carried out during the training (Arnold, 1999). 'The results of the evaluation can be used to improve instruction based on the knowledge of learner progress' (p.17). However, learners' assessment is beyond the scope of this study.

## **2.2 Materials evaluation**

Materials evaluation is a practice that entails assessing the merit of a number of learning materials. (Tomlinson, 2003). According to Stake (1975), a programme evaluation may bring about different purposes: recording events and student change, perceiving institutional vitality, helping in administrative decision taking, and increasing our understanding of teaching and learning. Nunan, (1988) suggests that the main reason for evaluating a given programme is to judge whether the content and objectives match the learners as well as the administrators' needs. Results from the evaluation would either explain and confirm existing materials or modify or change them (Rea-Dickins and Germaine, 1991).

Carter and Nunan (2005) suggest four basic components to designing evaluation, see figure 1.

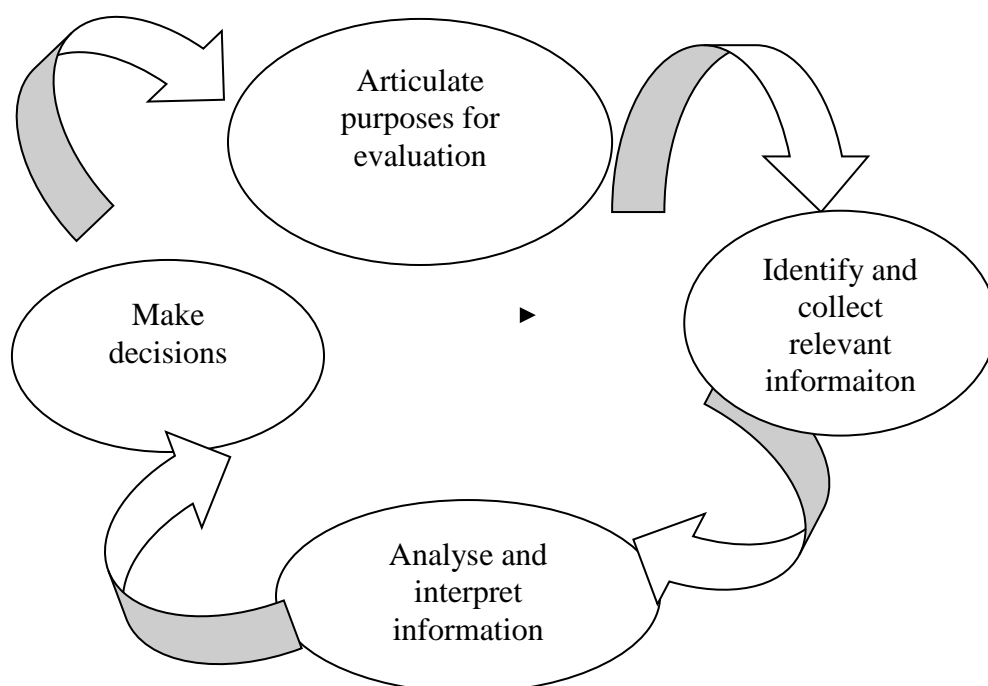


Figure 1. Four basic components of evaluation. (Carter and Nunan, 2005: 145)

These components are presented in such a way to illustrate a cyclical relationship. Each component controls the next.

According to the figure above, the first step of evaluating instructional materials is expressing the goal for making the evaluation. This means answering such a question as whether the materials fit the intended purpose of the audience. Lynch (2003) identifies the audience as all those who are responsible for the programme, from the sponsors to funders, to administrators, to teachers, and to learners.

Step number two is meant to ‘identify and collect relevant information’. This entails using different instruments such as students’ questionnaires and tests, and feedback from teachers.

The third step analyzes the information collected from the instruments and interprets it. Finally, in the fourth step, decisions are taken, i.e., the materials are kept, modified or rejected.

Bennett (2003) and Byram (2001) distinguish between two types of evaluation: internal and external. Internal evaluation is carried out by people who take part in the curriculum, whereas external valuation is carried out by an external observer who does not take part in curriculum development. Internal evaluators such as teachers or curriculum designers are members of the programme. Generally speaking, they are believed to know the programme under evaluation, and are less threatening to the participants who use it. Internal evaluation is praised for permitting the course designers to concentrate on what they perceive as the important characteristics of the programme under investigation. However, internal evaluation tends to be less objective and biased. External evaluation, conversely, is likely to be considered as more objective because of the evaluator's non-involvement in the course selection or design. Nevertheless compared to the internal evaluators, they have two disadvantages. First, they may have a lack of knowledge of the evaluated materials, so this will take them time to understand and assess them. Second, they may be subject of suspicion on the part of the participants. The choice between insiders and outsiders depends on the goals behind evaluation whether formative or summative (Byram, 2001).

Evaluation is also classified into formative and summative (Brooks-Harris and Stock-Ward, 1999). Formative and summative evaluations differ in timing, purpose and audience. A formative evaluation is used to assess the strengths and weaknesses of a given programme in use. Such an assessment is carried out in order to adjust a curriculum and improve it (Tessmer, 1993). Tessmer adds that several training and education establishments use formative evaluation, as part of the design of efficient programmes, to boost client satisfaction and to save money spent on the design or purchase of a programme. Finally, formative evaluation is part of the interest of programme designers (Burgess, 1993). Summative evaluation, however, is carried out at the end of a programme and aims to measure its effect (Brooks-Harris and Stockward 1999). It addresses a larger audience than the formative evaluation audience, with the aim to inform about the merits and shortcomings of a given programme at the end of its implementation (Burgess, 1993). However, the distinction between formative and summative may be blurred according to the same author as a summative evaluation can play the role of a formative one in deciding on an improvement on the curriculum in the future.

For Tomlinson (2003) even though materials evaluation is initially time-consuming and difficult to carry out, it is rewarding. For Hutchinson and Waters (1987) materials evaluation is an important step to decide whether to invest in a published textbook, to adapt existing materials to fit certain needs or to write specific materials.

### **2.3 Conclusion**

This chapter presented a short review of the literature concerning the investigation of workplace training through needs analysis and materials evaluation. The main tendency of the reviewed literature concerning needs analysis was to assess the needs of the learners before designing an instructional programme. However, this study presented needs analysis as a prerequisite tool to analyse the congruence of the already used materials with the needs of the trainees. A detailed view of the instruments used to carry out the needs analysis and the materials evaluation will be presented in the next chapter.

## Chapter Three

### Methodology

This chapter presents data about the setting, the participants and the instruments to answer the research questions mentioned in the introduction. It also provides information about the pilot study, the procedure of implementing the instruments, and the return rate. Finally it states the analysis procedure adopted to evaluate the data under investigation. Yet, before exploring these different points, it is necessary to highlight the nature of the method adopted in this study, and to provide the considerations undertaken to meet threats to internal and external validity of the present study.

### 3 Method approach

This study relies mainly on a qualitative method approach. Creswell (2003: 205) defines a qualitative study as one that ‘takes place in the natural setting, employs multitude methods of data collection, is emergent rather than prefigured, is based on the interpretations of the researcher, is viewed holistically, is reflective, uses both inductive and deductive reasoning processes, and employs a strategy of inquiry.’ The following points have been highlighted to match the characteristics mentioned by Creswell.

Concerning the setting, Lewis-Beck et al (2004) distinguish between a natural setting and an unnatural or artificial setting. The main drawback of an artificial setting is that the participants know they are being observed. Therefore, the results would not be as reliable as those in a natural setting. In the present study, the natural setting was a workplace, namely the INS where some employees worked and attended an English training programme. This setting presented a background for the researcher to answer the research questions previously mentioned.

As for data collection, Padgett (1998) stresses that qualitative research requires three main types of data collection: Observation, interviewing, and examination of documents. These three instruments provide interrelated information which is basic in

checking the validity of the data. Data collection in the present study ranged from questionnaires, interviews, workplace observation, to materials analysis.

The third characteristic of a qualitative study according to Creswell (2003) is the possibility of its evolving during its conduct. For Maxwell (1996: 3), a qualitative research ‘does not begin from a predetermined starting point or proceed through a fixed sequence of steps, but involves interconnections and interactions among the different design components.’ Marshall and Rossman (2006) add that original hypotheses relating to research questions can undergo many modifications in order to reach the final goal. This study underwent many modifications during its course. First, the research questions were reformulated several times to end up with a needs analysis and a materials evaluation. Second, the duration (one month) it took to get all the questionnaires back slowed down the advancement of the project, but at the same time made the researcher expect some types of justification for the delay in handing back the questionnaires on the part of the participants; namely lack of time, work obligations and working on-site. Third, originally, it was intended to interview several administrators. Yet, it was found out that among all the administrators at the INS, only one was in charge of the training of the employees. This led to the concentration of effort on one person rather than on several which not only saved time and effort, but also made data analysis easier. There was no need to crosscheck different interviews with the employees’ questionnaires. However, it is worthwhile mentioning that this convenience sampling is revealed as one weakness leading to a bias of the data (Weir and Roberts, 1994). This bias constituting one threat to internal validity will be treated subsequently.

The results of the present research were reported by an insider. The data were interpreted from the point of view of the researcher within a specific socio-political (The upgrading programme undertaken by the Tunisian government) and historical period (the advancement of Tunisia to reach the standards of advanced countries). The researcher was also a member of the participants. Therefore this highlighted her concern about the country’s progress in general and the INS in particular.

Qualitative research presents information in a holistic manner rather than with distinct variables (Kervin, 2006). This research was holistic because it provided a wide

view in order to draw attention to a central phenomenon specific to the participants under investigation.

Finally, the strategy of inquiry was modified to take into account the personality of the participants (the INS administrator and the trainees themselves) by making the questionnaires anonymous, and by avoiding questions that would put them ill at ease (questions about age and salary).

### **3.1 Internal and external validity of the study**

To start with, a definition of the term validity is worth mentioning. Holloway (1997: 159) defines validity as ‘the scientific concept of every day notion of truth.’ In a qualitative research it means the degree to which the researcher’s interpretations are suitable, significant, and practical in giving a truthful account of the study and reality (Wallen and Fraenkel, 2000). The main threats to validity in qualitative research are mainly the researchers’ bias and the influence of the researcher’s presence on the location and on the participants (Bichman and Rog, 1998).

Bias comes out when the researcher applies his or her theory or prejudice on the data collection (Bichman and Rog, 1998). This leads to poor interpretation, which according to Lee (1999) is the result of the use of leading questions, short responses, and the researcher’s inattention. However, Bichman and Rog argue that eliminating the researcher’s preconceived ideas to achieve a standardised approach to the research and therefore eliminate discrepancy between researchers is not the main concern in a qualitative research. The main goal is to perceive how a particular researcher’s principles affect the performance and the outcomes of the research.

The effect of the researcher on the setting and on the participants, referred to as reactivity (Bichman and Rog, 1998; Spasford and Jupp, 1996), can be illustrated during questionnaire administration (Mitchell and Jolley, 1996), interview administration (Gillham, 2000), as well as during the researcher’s observation of the participants (Spasford and Jupp, 1996). Bichman and Rog underline the fact that the purpose in a qualitative research study is not to get rid of such an influence but to use it in an

effective way. To minimize threats to internal and external validity, Holloway (1997) suggests evidence, triangulation, and generalisability.

### **3.1.1 Internal validity**

For the interpretation of the data to be valid, the concern is about how the researcher obtains and interprets the findings to answer the research questions (Hatch and Lazaraton, 1991). Holloway (1997) advocates that internal validity requires a truthful report of the participants on the part of the researcher. This can be carried out through a thorough and reasonable report of the field notes involving the participants' opinions (Sandelowski and Barroso, 2006) and the setting. In the same context, Hatch and Lazaraton (1991: 30) warn against the method for gathering the data. They stress the fact that 'the data collection method should not only motivate subjects to participate, but should allow them to give their best possible performance.' Therefore informing participants about the research objectives not only values them, but also allows them to participate willingly in it (Denzin and Lincoln, 2005), which would enhance the validity of the data. Holloway adds that validity is accomplished when the researcher can prove the truthfulness of the reported facts.

Truthfulness of facts whether in quantitative or qualitative research studies can be boosted by triangulation which calls on the use of several data collection methods to develop converging lines of evidence (Bichman and Rog, 1998). Weir and Roberts (1994) warn against the use of data from interviews and questionnaires only, because they involve the informants' subjective point of views therefore making it difficult to support their reliability.

To meet the requirements of internal validity from the point of view of truthfulness of the gathered data, the INS participants were informed about the goal of the survey, and the data were triangulated. The researcher was not a stranger to the INS participants. She had taught at the INS before the conduct of the survey. Therefore there was already an establishment of rapport between the researcher and at least one group of the participants. The participants were informed that the goal of the survey was to assess their real needs so that there would be more thoughtful consideration in designing a training course for them. Furthermore the participants were assured that they will be



informed about the research findings. The same thing occurred with the other participants; namely, the INS administrator, the Tunisian American Chamber of Commerce administrator, and the teachers. Moreover, the anonymity of the questionnaire encouraged the participants to take part in the survey. Second, questionnaires and interviews in the present study were backed up by workplace observation and materials analysis. Workplace observation was carried out through an authorized visit of the INS, and was supported with a hierarchical presentation of the different departments (See Appendix G). Materials analysis was carried out by following Hutchinson and Waters' (1987) checklist (See Appendix F). All this helped to triangulate the data and therefore contributed to draw valid conclusions built on the data gathered from this qualitative study.

### **3.1.2 External validity**

External validity can be achieved through generalisability of the research to other populations (Hatch and Lazaraton, 1991). This relies on an adequate sampling of the participants. However, if the selection of the participants is carried out through convenience sampling, then generalization cannot be possible (Hatch and Lazaraton, 1991). Generalisability is not easy to achieve because a qualitative study is often specific to particular participants and setting (Holloway, 1997). Holloway adds that what is important is the truthful account for the reader so that he can base his judgement.

In the present study, the participants were selected through a convenience sampling because they happen to be the only participants available. Therefore the results obtained cannot be generalised to other employees in the public sector in Tunisia, for example. However, they rather aim to provide the audience: the INS trainees, their administrator, the TACC administrator and course designer, and the teachers with information concerning this training. For the trainees, the results would uncover their hidden needs. For the INS administrator, who provided a budget for this training, the results would show whether the invested money was spent judiciously (Nunan, 1992). For the TACC administrator, who selected the materials for the training of the concerned participants, the data would reveal whether materials selection was

satisfactory or not. This would help in more thoughtful materials selection for the INS (potential contract renewal) and also for potential clients. Finally, for the teachers, the results would demonstrate the trainees' real needs, which would encourage them to provide necessary materials to meet such needs.

### **3.2 Setting**

Details concerning the setting are vital for the audience to have an idea about the context of the research (Marshall and Rossman, 2006). The present study took place at the Institut National de la Statistique (INS) (see appendix G) where the employees (the trainees) attended English classes during lunch time. The reason behind this choice is the accessibility to the workplace, as the researcher had an annual contract with the programme sponsors; TACC and also taught there.

### **3.3 Participants**

Research on needs assessment has demonstrated that investigating the learners is necessary to reveal their lacks, wants and needs (Holme and Chalavisaeng, 2006). According to Graves (1996:14), 'a needs analysis can comprise data from students as well as from the different people associated with the course, such as teachers, funders, parents, administration and employers'.

Four types of participants were involved in this investigation: first, the employees attending the English courses; second, the INS administrator, who was responsible for the training of the employees at the INS; third, the course designer, i.e., the TACC training and development manager; and finally, the English teachers.

Some background information is worth mentioning concerning the historical review of the INS English training programme. In the year 2006, 40 participants enrolled in the English onsite training courses offered by TACC. They were placed in three levels: elementary, Pre-intermediate General English and Pre-intermediate Business English according to a placement test conducted by the TACC training and development manager. Then some of them deserted the course for reasons which were not investigated as the present project concerned the contract of December 2006- March

2007. The number of participants from December 2006 to March 2007 was representative of those who attended and passed to another level.

The first type of participants, the present study was based on a sample of 35 INS employees (five trainees quit the English training programme during the 2006 contract); which was the total number of those who enrolled in the English language training in the aforementioned period. It is worth mentioning that in the year 2006, out of 400 employees only 40 (10%) were allowed to have onsite training. In 2007, the number dropped (9.25%) because of some trainees' desertion. Others who wished to be trained were asked to enrol elsewhere (Bourguiba School evening courses). As for the remaining number of employees, they showed no desire to enrol in any English training course. For the present contract, the participants were divided into three groups: Two Pre-intermediate General English groups and one Pre-intermediate Business English group.

The main text book used was *Cutting Edge* Pre-intermediate level. The advanced group learned business English through *Market Leader* Pre-intermediate level. The time allotted for each level was 42 hours at the rate of three hours per week. These three hours were divided over two sessions lasting one and a half hour each from 13:30 to 15:00.

The second type of participants was the INS administrator, i.e., the one who was in charge of the training programme. An interview was conducted with him to assess the reasons for allotting a budget to train the INS employees in an English programme.

Third, there was the course designer, i.e., the training and development manager at TACC. She was asked about the needs of the INS trainees, her point of view concerning the adaptability of the materials to the learners as well as expense and availability of the material.

Finally there were the teachers of English. They were asked about their experience teaching the aforementioned groups, the learners' areas of difficulty as well as their frequency of attendance.

### **3.4 Instruments**

According to Al Khatib (2005), one of the methods to study the target situation's needs is to use four types of instruments: questionnaires, interviews, observation of workplace daily tasks, and an analysis of the English language materials. This was adopted in the present study for the sake of triangulation, which allowed a crosschecking of information before its compilation, analysis and discussion.

#### **3.4.1 Questionnaires**

The use of questionnaires as a research instrument has many advantages. According to Moore (1983), questionnaires are frequently used instruments due to their flexibility. Such a flexibility is demonstrated by the fact that questionnaires can be designed for different types of research, and they can be developed or borrowed from previous studies (McNabb, 2004). Dörneyi (2003) adds that questionnaires are widely used because they are easy to make, particularly flexible, and allow the researcher to collect a large number of data which can be easily coded for a later computer processing. According to McDonough and McDonough (1997), the data obtained from the questions, if the questions are well-formulated, is accurate and clear. Moreover, questionnaires are time saving, practical for large-scale studies, and encourage respondents to provide honest information because they are anonymous (Brown, 2001).

Mitchell and Jolley (1996) distinguish between two types of questionnaires: self-administered questionnaires and investigator-administered questionnaires. Bourque and Fielder (2002) refer to such an administration as unsupervised and supervised. Self-administered questionnaires are filled out by the participants in the absence of the researcher. This type of questionnaire has two advantages; since the researcher is absent, the respondents are encouraged to give honest responses. On the other hand, return rate is low as the respondents do not feel obliged to return the questionnaire; therefore, the validity of the data is questioned. Another problem would be due to the absence of interaction between the researcher and the participants. Some questions, judged too ambiguous, may be skipped. Again the data would not be valid.

The second type of questionnaire, namely investigator-administered questionnaires, is filled out in the presence of the researcher. The latter's presence is double-edged. It has the advantage of clarifying some questions judged ambiguous which would raise the response rate, but at the same time it would lead to less honest answers because participants feel they are watched.

Questionnaire design is a very important procedure which should be considered carefully. The more careful the elaboration on the questions, the more reliable the data are. Dörneyi (2003:2) says: "the usual - and in most cases false- perception is that anybody with a bit of common sense can construct a good questionnaire." Oppenheim (1992) points out that there are no specific questionnaires for specific surveys. As a matter of fact, the researcher has to generate or adapt, and develop the questionnaire through several pilot tests to provide valid data. Davies (2006) adds that questionnaires are not perfect because of the possibility of the researcher's partiality in their creation and the respondents' misreading. Weir and Roberts (1994) recommend three criteria for a questionnaire design; validity, reliability and practicality. First, concerning a questionnaire's validity, there should be an appropriate selection and design of questions that would answer the research questions. Second, to be reliable, the questionnaire should include clear and unambiguous questions. This is reached through a piloting phase. Third, practicality consists in making it easy for the respondents to return the questionnaires by collecting them on the spot or by supplying an envelope with the target address, in the case of postal questionnaires.

The questionnaires in this investigation were adopted from authors stated in the review of the literature above, like Belfiore and Barnaby (1995), Al Khatib (2005), and Hutchinson and Waters (1987).

The questionnaire to the employees was used to answer research questions one and two. It was totally anonymous, which would according to Mitchell and Jolley (1996) raise the chances of getting honest answers from the respondents. The questions were intended to reveal the participants' necessities, lacks and wants, which according to Hutchinson and Waters (1987) constitute the basic components in analyzing the target situation needs.

The items used in the questionnaires are mainly Yes/No questions, multiple choice questions, and scaled items. Moreover, there are open-ended questions which would offer more freedom for the respondents, and therefore it would be possible to elicit “a whole range of replies of varying length and articulation” (Burgess, 2001: 8). According to McDonough & McDonough (1997), even though these types of questions are problematic in their analysis, they invite the respondents to contribute to the enrichment of the questionnaire by adding more opinions and more information than is offered by the closed questions.

#### **3.4.1.1 Questionnaire for employees**

The questionnaire to the employees (see Appendix A) consists of about seven pages and a cover page. The cover page includes a title and an introductory comment stating the purpose of the questionnaire and the approximate duration it takes. The questionnaire is divided into eight sections. The first one deals with *factual/background information*. The respondents were asked to fill in with the name of the organisation they were working for, the departments they were involved in, their job titles, experience, and present professional level. They were asked to describe some of their duties at work, and to place Arabic, French and English in order of use at the INS. Finally, they were asked to specify the level of English they were attending.

The second part is concerned with *education and training*. Here, they had two types of questions; first they had to answer *Yes/No* questions such as whether they had attended any training courses as adults, and whether they had obtained any certificate. Next, they had to fill in a table about any other training activity they received within the INS and write in their comments. This question was also asked to their administrator for the sake of triangulation. Then, they had to rank the skills in use onsite in order of priority. Question 13 has to do with the language points the employees would like to improve during the course. Question 14 deals with the type of language the employees come across in their job, and question 15 deals with the subject matter areas they use in their job. The last section in this part includes open-ended questions about the language elements the employees would like to achieve or improve during the course, and also investigates any other reasons the participants may have for taking the course.

The third part of this questionnaire is concerned with getting information on the *trainees' job*. Here the participants had to identify the most enjoyable aspects of their job and they were asked to suggest things to improve their job. They also had to fill in a three point scale table by ticking on *Never*, *Sometimes*, or *often* on such matters as their need to use telephone messages, memos, forms, instructions, letters, etc... in English. The last section in this part is concerned with the trainees' motivation in enrolling in the English language training course. They were asked to tick either *yes* or *no* on items about changing *their job* and if they *understand their role within the organisation*.

Part Four is about *barriers to learning*. First, the respondents were asked whether they had difficulty learning English. They were therefore asked to indicate either *Yes* or *No*. Question 24 concerns rating the difficulty/ies the trainees faced in their English training programme. A number of sub-skills were displayed in a table. The trainees had to rate their difficulties in a four point scale ranging from *very "difficult"* to *"easy"*. Their teachers were also asked this question. Question 25 is about the causes for the trainees' absence in the programme. They were asked to tick *yes* or *no* on a number of causes of absence, such as lack of confidence in oneself, lack of time, lack of money, etc. They were also asked to provide comments to clarify their answers. The last question in this section was in the form of an open ended question concerning the trainees' opinion about a successful programme.

Part Five deals with the participants' *learning preferences*. The respondents had to reveal their opinions on whether they approved or disapproved of the venue for English training as well as the timing of the courses. They were also asked to choose the learning techniques and the learning aids they liked to learn with. Finally, they were asked to mark the factors influencing the sequencing of the course content according to their actual priorities or preferences.

Part Six, being adapted from Al Khatib (2005), deals with the participants' attitude towards English. There are questions on the importance of English at the INS, the prestige associated with speaking English, the facility of communication thanks to English, and the threat of English to Arabic or French in the workplace. Five scales

were adopted in the design of this question; “*strongly agree*”, “*agree*”, “*undecided*”, “*disagree*” and “*strongly disagree*”.

To conclude this section, Gillham (2005: 3) points out that “interviews and questionnaires serve different purposes: to carry out a large-scale or preliminary survey you use questionnaires; to achieve a depth of understanding, you use an appropriate form of interview.” The next section deals with semi-structured interviews.

### **3.5 Semi-Structured interviews**

According to McDonough & McDonough (1997: 182) interviews are used in: “needs analysis, programme evaluation, individual case studies, and mini-surveys within institutions.” Interviews are a way of completing the missing information left by the questionnaires (Moore, 1983), and for Bartels (2005), they help triangulate the data obtained from the questionnaires and any other sources to provide credible data.

Interviews have many advantages. One of the advantages of this research instrument is the possibility for the interviewer to explain or reformulate the questions not clear enough to the interviewee. Such flexibility would allow the interviewer to investigate more points of view, which is not possible with questionnaires (Brown, 2001). Another advantage, according to Moore (1983), is that they involve face to face communication, which would encourage the respondent to answer. He is not left alone to complete a series of questions many of which will be ignored as is the case with questionnaires. McDonough and McDonough (1997) compare the interview to usual conversations which allow more flexibility for the respondents and more freedom to the interviewer in getting an optimum data. Gillham (2000) adds that people are more ready to devote time to an interview than to a questionnaire even if the interview takes more time. This is because interviewing answers some human desires; namely the need to be paid attention to, the need to be listened to, and the need to be appreciated.

Semi-structured interviews as defined by Wengraf (2001) include a number of prepared questions, which allow for later ad hoc questions emerging during the interview. Sometimes such interviews are preferred because they permit more fruitful communication and more individual answers than the step-by-step questions.



(McDonough & McDonough, 1997). Semi-structured interviews allow the interviewer to ask additional questions not only to crosscheck data from other sources but also to obtain some unanticipated answers (Mitchell & Jolley, 1996), which would enrich the researcher's qualitative data collection. This would require on the part of the investigator knowledge of how to ask good questions (Thomas et al, 1990). Wengraf adds that semi-structured interviews are not easy to design compared to structured interviews. On the contrary, they might require great effort from the interviewer as he should have a good skill in improvising the right questions.

Weir and Roberts (1994) recommend a careful planning for the interview. The three requirements for such a planning are designing the objectives, devising a schedule of the interview, and deciding on the sample to be interviewed. First, designing the objectives while dropping out irrelevant details would save time for the researcher. Second, devising a schedule means devising good questions. However, this latter detail is not as important as with questionnaires because the interviewer always has the possibility of reformulating his questions. The third requirement is sampling. It means deciding on the sort of participants to be interviewed, as well as on the frequency of the interview's implementation.

Although the interview has many advantages over the questionnaire concerning flexibility of the questioning and accessibility to the respondents, it has some limitations. Interviews are time-consuming (Gillham, 2000) compared to questionnaires. Such time consumption is explained from two different angles. First, according to Robson (1993), interviews involve a cautious preparation and planning. Such preparation and planning require the interviewer to arrange the meeting, and confirm it or reschedule it, which takes a lot of time. Second, interviews require a warm-up, an introduction, one main body of the interview in which reformulating and improvising questions is necessary, and closing sentences (Robson, 1993), which also require much time. For Robson (1993), interviews which last less than half an hour are not likely to provide reliable data, and interviews which last more than an hour may discourage respondents from participating. Interviews are not exempt from both the interviewer and interviewee's bias. Concerning the interviewer, the conversation he conducts with the respondent is that of a controlling one (Gillham, 2000). He is likely to guide the

interviewee with the questions. In this case, the interviewer would have more control over the situation and therefore his questions and interpretations would be subjective (Kvale, 1996). Thomas and Nelson (1990) add another risk to using an interview; namely that of the interviewer's wandering away from the topic. Regarding the respondents, the latter's answers may be shaped by their personal experience (Cohen et al, 2000).

Interviews were conducted with the INS administrator, TACC course designer, and the teachers of English in a way to complete the missing information left by the questionnaires. This helped in crosschecking information so as to ease the analysis of the data and make it more reliable.

### **3.5.1 Interview for the INS administrator**

The interview, adapted from Belfiore and Burnaby (1995) (See Appendix B), was used with the administrator to answer research questions one and two. It aimed at investigating the latter's present situation at the INS as well as his expectations from the language training programme, which is translated in his investment in the courses and the materials, as well as providing the venue for the courses.

The interview is divided into three sections. The first section deals with the administrators' perception of the requirement of the job. First he was asked to explain the duties of the job at the INS, to list any specialised terminology used onsite, to place Arabic, French, and English in order of use, skills and knowledge required for the job, the number of staff members available, the existing departments, the work schedule in use, the duration of the lunch break, the type of training the INS had been offering to its employees, why the administrator had the idea of integrating English courses in this institution, the place of training offered to the participants, the type of employees trained, whether he was planning to integrate more members in the English training programme, and whether he himself attended any English training programme. Question 15 deals with ranking in order of importance the skills in use at the INS. Question 16 is about the register used, whether it is general, technical, or business. Question 17 is about the subject matter areas used, if a lack of oral or written English skills hinders advancement for the administrator's subordinates (Question 18).

Question 19 deals with the frequency of English use in carrying out some administrative tasks, such as taking telephone messages, writing memos, filling in forms, etc... Question 20 is about the attendance of the INS members of international conferences. In question 21 he was asked about the benefits he promised to the employees trained in the English course. Finally he was asked about the main reasons for the trainees' absenteeism in the English course.

The second part deals with the administrator's goal in getting the employees to attend an English course. Question 23 is related to his preference for the language elements to be learnt by the trainees. The interviewer had to read the language elements one-by-one and ticked those which the administrator agreed on. Examples of language elements are: understanding instructions, explaining problems, learning job related words, recognising codes, labels, names, packages on-site, writing reports, charting information, learning social language, etc. Questions 24 and 25 are respectively about the learning techniques and the learning aids he thought suitable for the trainees. Then, the administrator was asked to assess a successful training programme. This question was also asked to the trainees, the course designer and the teachers of English for the sake of triangulation. The last question in this section is in the form of a five-point Likert scale which ranges from *strongly agree* to *strongly disagree*. The administrator was asked to give his opinion about his attitude toward the English language. To add freedom with this question, the administrator was asked to add any further information. The bio data section is devised to get the administrator's name, experience, department, and company.

### **3.5.2 Interview for the course designer**

Based on Breen and Candlin's list of evaluative questions (in Nunan, 1991), an interview (See Appendix C) was administered to the course designer; namely the TACC training and development manager. First she was asked background information about TACC and herself. In the second part, there are open-ended questions on the specialisation of TACC, how they undertook the training of some members at the INS, if they were training other organisations' staff members, if they undertook any formal needs analysis in the institute, what resources/materials were used, if they were

encouraging the use of additional materials. Part three deals with the tests and how they placed the trainees in their different levels. It also focuses on the materials and if they were appropriate to the trainees' needs and interests, as well as their own approaches to language learning, to the classroom teaching/learning process, and how they measure the success of the training programme. Part four deals with costs and availability of the materials. These points were selected to cross check them with the trainees and the INS administrators' respective questionnaires and interviews.

### **3.5.3 Interview for the teachers of English**

English teachers interview (See Appendix D) is based on the same ideas as those administered to the course designer. This was carried out for the purpose of cross checking the data and its triangulation. The teachers' interview is divided into four parts. The first one gauges background information about the teachers. Part Two includes general questions on the resources/materials to teach English at the INS, and whether any additional materials were used.

Part Three focuses on the learners and the materials used. The teachers were asked if the materials were appropriate to the learners' needs and interests, and their approaches to language learning, and if the materials were appropriate to the teaching/learning process. The teachers were also asked for their opinion about a successful lesson, if they followed the modules and the tasks in a linear way, if they agreed to carry out an activity suggested by the trainees, if they gave them homework, if the trainees liked to be given homework, which learning techniques the trainees preferred, which learning aids were available in the course, and finally, which factors they thought were important in influencing the sequencing of the course content.

Part Four deals with the learners' difficulties. The questions mainly aimed to report on the areas of difficulty the trainees faced, such as skills and sub-skills problems. This question was also administered to the trainees who were asked to tick the areas of difficulty they faced. Finally, they were asked to measure the success of the training course.

The last part is on the trainees' frequency of attendance, the desertion of some trainees of the course and the causes for all this as perceived by the teachers.

### **3.6 Workplace observation**

In order to understand the activities the participants are involved in, what these actions mean to them, and how they themselves see them, it is necessary to observe these people in a natural setting (Wilkinson and Birmingham, 2003). Punch (1998) makes a distinction between structured and unstructured observation, Gill and Johnson (2002) distinguish between participant and non-participant observation, and Cargan (2007) adds the in-between observer.

Structured and unstructured observation is similar to structured and unstructured interviews (Gajendra et al, 1999). For Punch (1998) structured observation is relevant to a quantitative approach. In such a case, the focus of observation is planned in advance. With unstructured observation, the researcher does not arrange for predetermined assumptions, but rather he observes the participants in action in a natural way. Unstructured observation may be classified into participant and non-participant observation (Gajendra et al, 1999).

Participant observation involves the researcher in the daily lives and activities of the observed subjects (Musante et al, 2002). This has many advantages. First, such an involvement enables the researcher to take part in the participants' daily experiences (Gill and Johnson, 2002). Second, it boosts the quality of information obtained during field observation, helps in a better interpretation of the collected data, and leads to devising further questions and assumptions (Musante et al, 2002). However, participant observation has its limitations. Cargan (2007) suggests, first, that the researcher's access into the group or the establishment to be studied is not easily granted. Second his subjectivity is difficult to control because of his immersion in the subjects' environment and daily practices. De Walt and De Walt (2002) recognise this factor of bias in the researcher, but add that this is not exclusive of the participant observation.

Non-participant observation, according to Gajendra et al (1999), is defined as a technique of acquiring data in which the researcher observes the participants' activities

while standing aloof and not taking part in them. This method has both advantages and disadvantages. On the positive side, being distant from the subjects, the researcher can better report on the participants' activities (Ruane, 2005). However, from a negative point of view, the presence of the researcher as an outsider to the participants' environment may have an effect on the latter's behaviour which yields unreliable data. Ruane adds that the researcher's detachment limits his understanding of the perceived participants.

In-between observer according to Cargan (2007) is a midway between participant and non-participant observer. This means that the observer is mainly distant while occasionally taking part in the observed situation. This strategy will allow redeeming for the weaknesses of one method by resorting to the other.

To summarize, observation as a research technique has a number of advantages over interviews and questionnaires. For Spasford and Jupp (1996), the researcher can record information about the setting and the human behaviour directly without having to depend on the participants' information which can be inexact or biased. Furthermore, participants sometimes do not report events or activities because they take them for granted since they are part of their daily lives (Wilkinson and Birmingham, 2003). The researcher can, however, notice the unremarkable and compare it with data generated from questionnaires and interviews.

However, field observation has also its limitations. Such limitations can account for the unreliability of the recorded data. For Spasford and Jupp (1996) people, when observed, may change their behaviour. Furthermore, observation is carried out through the eyes of the researcher, which is subjective in nature.

To conclude this section, observation as a research method is used when other data collection tools, like questionnaires and interviews, fall short of providing necessary information. It is also used to triangulate the data from the said tools.

In the present study, workplace observation was carried out to develop an understanding of the job tasks (Belfiore and Burnaby, 1995). Due to the large number of employees (400), the departments of the INS are spread over two buildings. In the main

building there are: *Demographic and Social Statistics Department, the Enterprise Statistics Department, Conjecture and Economic studies Department, and Regional Statistics Department*. In the annex building there are *National Accountancy Department, Diffusion, and Word Processing and Coordination Department*. Such a field visit was desirable to evaluate the sub-skills used by the employees at the INS in general. As the researcher taught there, it was possible to visit both buildings and identify the departments that belong to each building. The field visit was backed up with a checklist in which the respondents had to tick on items of skills and sub-skills in English while at work.

The checklist (See Appendix E) is divided into three parts. Part one (including two skills) deals with the listening and speaking skills, the second one, the reading skill and the third one, the writing skill. The respondents were asked to tick the items they used at work. An ‘*other*’ option is added to collect any information about the items used in the workplace and which the researcher may not have covered. The components of this checklist were adapted from the *London Agency and Basic Skills Agency (2006)*, which was created in 1975 and had as a project to display forms of good training in workplace literacy, language and numeracy skills. Other components were adopted from Daoud et al (1996) (in Ben Brahim 2001-2002).

In the speaking and listening part there are items such as making presentation, taking part in meetings and expressing one’s point of view, using the telephone, giving/understanding instructions, giving/receiving feedback, taking an order form, listening and transferring information to a table or diagram, and understanding hypothetical statements (e.g. conditional statements). An “other” option is added at the end of these sub-skills.

In the reading part, among the items used are: reading and understanding information, checking information, proof-reading, reading formal documents, speed reading, using reference books and libraries, note-taking, reading numbers, measurements, specifications, time, prices, measurements, and quantities in context, reading short contextualized lists, reading physical and process descriptions, reading and interpreting information in a table, chart, plan, etc., relating illustrations, graphic

presentations to linear text while reading, guessing the meaning of unfamiliar words from contextual clues and word formation, and drawing on background knowledge to predict information and understand texts. An “other” option is also added here.

Finally, in the writing part, there are items such as workplace writing, filling forms, writing handover reports, and minutes, handwriting, using work-related vocabulary in English, note-taking, writing while combining information from more than one source, transferring information from/to a table, diagram, chart, etc., using logical connectors of addition, sequence, comparison/contrast, conclusion, and writing a description from notes or observation. Finally, like with the other sub-skills. An “other” option is added for the trainees to provide any extra information.

After identifying the sub-skills in use at the INS, the respondents were asked to indicate the frequency of use of a given skill in English on a four point scale: *often*, *sometimes*, *rarely*, and *never*. This helped in tallying the frequency of English use within the organization.

### **3.7 Materials evaluation**

Assessing programme efficiency is one of the main reasons a programme evaluation is conducted (Mc David and Hawthorn, 2006). Such an evaluation will answer a question such as ‘to what extent the programmes’ actual results are consistent with the outcomes we expected.’ (p. 15).

The purpose of the programme evaluation in the present study was therefore to see whether the textbooks in use at the INS answered the needs of the participants. It also aimed to investigate whether the TACC administrator’s materials selection was the result of a thoughtful decision or, as Sheldon (1988) suggests, the result of a hasty choice made in a way to ensure that both the trainees and the teacher have a textbook through which they can assess each other mutually.

Materials evaluation was achieved by an analysis of the commercial textbooks the trainees used in their training; namely, *Cutting Edge*, *Pre-intermediate* General English, and *Market Leader*, *Pre-intermediate* Business English which was taught to the



advanced group of trainees. The evaluation of the teaching materials in this investigation was adopted from Hutchinson and Waters (1987) who suggest that a good programme evaluation saves time, effort, and money.

To answer Research Question Three, textbook evaluation, which is in the form of a checklist (See Appendix F), was adopted from Hutchinson and Waters (1987). It is divided into two parts: A and B. Part A displays a set of points intended to present the requirements of the syllabus in terms of the audience, aims of the syllabus, content of the syllabus, the methodology to be used in the syllabus, and finally other criteria which cover questions such as the price and availability of the materials in the local market. Part B analyses the materials which are being evaluated in the light of the same points mentioned in part A. The third step is to compare A and B results by awarding points:

- 0 = does not match
- 1 = partly matches
- 2 = closely matches

The points are then totalled in order to analyse the degree of congruence of the present materials with the learners' expectations.

An adaptation of some guidelines from Mc Donough and Shaw (1993) was also undertaken to add another dimension to textbook analysis; namely, that of external evaluation. This was carried out by 'looking at the claims on the cover of the teachers/students books and also on the introduction and the table of content' (p. 67). This shed the light on the convergence or the divergence of the learners' syllabus and the curriculum. Dubin and Olshtain (1986) add that existing programmes should be investigated from five angles: 'the existing curriculum and syllabus, the materials in use, the teacher population, the learners, and, the resources of the programme' (p. 27). Such an analysis would produce information that can lead to decisions concerning backing up, updating or modifying the programme.

### **3.8 Pilot study**

Light et al (1990) suggest that even when a researcher makes use of instruments from known authors; their usefulness and applicability still need to be shown, because what can be valid and reliable in one sample may not be so in another. As a consequence, piloting the research instruments is vital to reduce the non response rate (Gray, 2004). Piloting the questionnaire and interviews would, according to Mitchell and Jolley (1996), uncover some problems the researcher might not have noticed. Consequently, piloting questions is a very important measure in designing good questions. The objective of the piloting was to uncover areas of misunderstanding and help finalise the questionnaire as well as the interviews. Another reason for the piloting of the questionnaire was to find out its limitations, so as to foresee possible problems in the implementation of this instrument.

All the instruments of the present research were presented to the researcher's colleagues teaching at the INS in particular, as well as to others having a contract with TACC but who taught other clients. The total number of teachers, who examined and commented on the confusing questions in the questionnaires as well as in the interviews, was seven. The majority of teachers were American native speakers (3), one was bi-national (Tunisian-British), and three were Tunisian teachers; two of whom lived and worked for a long time in the United States.

After the piloting phase, the questionnaires as well as the interview designed for the INS administrator were translated into French. Mc Knight (2007) suggests that questionnaires should be translated into the prevailing language of the target population, and Myers (1999) adds that the researcher needs to adapt the instruments according to the language and literacy of the participants. A teacher of French proofread and edited the translated version to ensure correctness of the translated version (Mc Knight, 2007).

### **3.9 Procedure and return rate**

Having been given permission from the TACC administration to administer the questionnaires during the first half hour of one training session, thirty-five questionnaires were handed to three groups of the trainees. The main advantages of such

situation are that the teacher present can clarify any ambivalent questions, and encourage the respondents to fill in the totality of the questionnaires (Mitchell and Jolley, 1996). Questionnaires collection was carried out by the researcher herself and her colleagues who were informed about the objectives of the research.

Twenty-four participants returned the questionnaires the same day while the remaining eleven questionnaires were not filled out then because the respondents were absent. Many of the trainees were often either on mission abroad or working outside the office, so they were sent the questionnaires via their colleagues to fill in at home. Therefore the administration of these questionnaires was unsupervised (Bourque and Fielder, 2002).

As for the INS administrator, who was informed about the objectives of the research, he contributed to its implementation. He accepted to ask the managers enrolled in the Pre-intermediate Business English class, and who were often on mission, to fill in the questionnaires. All this took one month. In the end, out of the eleven questionnaires left, only nine were duly filled in and returned. The remaining two participants did not return the questionnaire. So the total number of the completed questionnaires was 33. Table 1 summarizes the questionnaire return rate according to supervised and unsupervised administration:

Table 1. Questionnaire distribution and return rate

<b>Questionnaires</b>	<b>Distributed</b>	<b>Returned</b>	<b>Return rate %</b>
<b>Supervised administration</b>	24	24	100
<b>Unsupervised administration</b>	11	9	81
<b>Total</b>	35	33	94

As for the administrator's interview, it was conducted after the 13:30-15:00 class and lasted about thirty minutes. It was a Paper and Pencil interview (De Vaus, 2002) where the researcher asked and listened to the interviewee's answers while taking notes.

Due to the nature of this type of interview, face-to-face, the questions in the interview were thoroughly answered.

The TACC course designer, i.e.; the training and development manager welcomed the interview, as she was concerned about clients' satisfaction. The interview was conducted in a very friendly way, and lasted about 15 minutes. The language of the interview was conducted in English as she not only trained teachers but also taught English to many executives at TACC.

The teachers of English who taught the INS clients were interviewed one by one after class. It took one week to get back all the interviews. The content of the teachers' interviews was designed in order to complete the missing information left by the trainees' questionnaires.

Authentic workplace observation consisted of gaining access to both buildings of the INS, and then to the different departments. This was reached through negotiations with different hierarchical levels. Gaining access to the first building presented no problem as the researcher taught there, and so was recognised by the gatekeeper, who is considered as an important element in granting or refusing a researcher's access (Spasford and Jupp, 1996). Gaining access to the different departments was granted by the INS administrator upon request of the researcher during the interview. Access to the second building was facilitated by collaborating with the researcher's students who worked there. This is referred to as gaining access to the fieldwork through the use of a sponsor according to Spasford and Jupp (1996). The researcher's trainees informed the other INS employees about the researchers' visit and its goal, while insuring confidence. During the field visit, the researcher had informal discussions with the employees about the use of English at the INS. This was backed up by a checklist, previously mentioned, to get the trainees to tick the skills or the areas where English was used.

Finally, the document survey was carried out to highlight the goal of the textbooks as well as the audience it was meant to address. It was undertaken by answering Hutchinson and Water's checklist (1987), and also crosschecking the content of the textbooks with the claims made on the cover pages (McDonough and Shaw,

1993). All this aimed at finding out convergences or divergences between what the curriculum offered and what the target situation required in general and the trainees' expectations in particular.

### **3.10 Analysis:**

Based on De Vaus (2002) data analysis preparation, analyzing the data went through three stages: pre-coding, post-coding, and entering the data. The pre-coding phase was carried out during the design of the questionnaires. Devising closed questions called on allocating codes to responses, which helped with data entry afterwards. In the post-coding phase, the questionnaires were coded to ensure that all the questionnaire data were entered, and to have the possibility to check responses during the analysis so as to check coding errors (De Vaus, 2002). Data entry consisted in entering the data obtained from the questionnaires and the interviews into a Microsoft *Excel* spreadsheet. Each of the four respondents' questionnaires and interviews was treated on its own in a separate table. Each column in these tables represented a specific variable (Burgess, 2001). The values that variables can take are usually selected by numeric codes. Their measurement is via nominal, ordinal or frequency scores. For the trainees, the variables were training levels, working experience, university degree, skills, needs, lacks, wants, attitudes towards the English culture in general, motivation, etc. For the administrator, the variables were the company's needs, the skills that needed to be improved, expectations from the course, etc...The variables for the course designer were her perceptions of the actual needs of the learners, the suitability of the material to the learners' expectations, and cost and availability of the materials. As for the teachers, the variables were the learners' needs, want, lacks, attitudes, proficiency, and skills that needed to be improved.

The open-ended questions in the interviews were analyzed qualitatively using *Tropes* software, which analyses qualitative materials by means of recurring words. These words are gathered under a scenario (script), which displays a classification of the recurring words according to themes. Such an analysis was carried out to seek any compatibility with the information obtained from closed questions in both the

questionnaires and the interviews (McDonough & McDonough, 1997). Then this was crosschecked to see the degree of convergence or divergence between them.

As for the workplace observation, the goal was to see how frequent English was used in different tasks and which skills and sub-skills were involved in these tasks. This was treated via frequency and nominal scores. The data, representing the target situation needs, obtained from an analysis of the trainees' questionnaires and the other participants' interviews as well as the workplace observation were compared to the objectives of the materials the trainees were studying. This would shed the light on their suitability or unsuitability vis-à-vis the learners, their administrators', as well as the target situation needs.

### **3.11 Conclusion**

This section presented the nature of the study, measures taken to avoid threats to internal and external validity. It also presented the instruments, the participants, the setting, and the piloting of this research. The last section dealt with the procedure of implementing the instruments and the return rate, and finally data analysis. The next section will present results of the analysis and discussions.

## **Chapter four**

### **Results and discussion**

This chapter reports on the results obtained through the three ways of data collection used in this study, namely the trainees' questionnaires, the INS administrator, the TACC and the teachers' interviews, and the materials' analysis. The data will be described, triangulated and then interpreted in light of the research questions.

The informants' data will be discussed first in order to answer research questions one and two. Second, the materials' analysis will be described and then analyzed in order to answer research question three. At the end of the analysis, following Hutchinson and Waters (1987) checklist, points will be awarded so as to see whether the materials fulfil the trainees' and their administrator's expectations or not.

## **4 Data analysis**

### **4.1 Biographical data of the participants**

#### **4.1.1 The trainees**

The sample consisted of 33 executives with various responsibilities and ranks. They belonged to the different departments in the INS. 5 employees were from the Accountancy Department, 7 were from Conjuncture, 1 belonged to the Financial and Administrative Direction, 3 were from Demography, 2 from Diffusion, 8 from Data Processing, 1 from Regional Statistics, and 6 from Enterprise Statistics. Table N° 2 summarizes the number of candidates per department.

Out of the overall number of candidates 76% were males and 24% were females. The academic achievement of the trainees did not vary widely as there were mainly four types of degrees: 33% had a DESS (Diplôme des Etudes Supérieures Spécialisées), 12% had data processing engineering, 52% had statistics engineering, and finally 3% (1 person) had a BA.

Table 2. Number of candidates per department

<b>Department</b>	<b>Number of candidates</b>
Accountancy	5
Conjuncture	7
Financial and Administrative Direction	1
Demography	3
Diffusion	2
Data Processing	2
Regional Statistics	8
Enterprise Statistics	6

Their present jobs, as indicated in Table 2, varied from superintendents (30%), to managers (3%), engineers (36%), assistant managers (3%), and senior technicians (27%).

Table 3. Distribution of candidates according to job positions

<b>Job positions</b>	<b>Number of candidates</b>
Superintendents	10
Managers	1
Engineers	12
Assistant Managers	1
Senior Technicians	9

The participants' length of service at the INS ranged from 1 to 8 years. For recently recruited candidates, enrolling in the English course was one among other types of training available at the INS, such as data processing and statistical software. As for those who had been working for a long time (e.g. 10 years) at the INS, they also manifested the desire to enrol in the English training programme to keep in touch with the new trends of world communication when attending international conferences and meetings with native and non-native speakers of English.

The majority of these candidates (91%) attended the Pre-intermediate General English course, while only few (9%) attended the Pre-intermediate Business English. Such a division was the result of 2006 placement tests including an oral and written test. The levels then were Elementary, Pre-intermediate General English and Business



English. In the present contract, they moved to higher levels. Those who enrolled in Pre-intermediate Business English in 2006 did not enrol in any course in 2007 because there was no offer for a new contract.

#### **4.1.2 The INS administrator**

The interviewee was the director of the Diffusion department. He was in charge of training the employees in many other subjects apart from English. He had a working experience of 18 years at the INS. He himself enrolled in an English training programme (Pre-intermediate Business English) in 2006, but later he dropped out. The reason he gave as an explanation for this was that he did not approve of the teacher's method at that time.

#### **4.1.3 The TACC administrator**

The interviewee was the training and development director at TACC. She had been working at TACC for 1 year. TACC is 'a non-governmental organization created in 1989. It is a founding member of the MENA Amcham Council, which groups the chambers of commerce in the Middle East and North Africa.'

TACC's overall mission is to encourage connections between businessmen/businesswomen and companies in Tunisia and in the United States of America, to develop, in particular, economic and commercial exchanges between the two countries.' ([www.tacc.org.tn](http://www.tacc.org.tn)) TACC is also interested in the training of professionals in English, French, and Computing in TACC or onsite. Among its clients we find the INS, Henkel, Tunisiana, Air Liquide, Nestlé, Lear Company, Foreign Investment and Promotion Company (FIPA). With all these clients, The TACC administrator conducts a needs analysis (See Appendix H) to evaluate their needs and accordingly orders books for them.

#### **4.1.4 The teachers**

Three teachers were interviewed. The researcher, being one member of the teachers, contributed with her opinions concerning the course. Two were Tunisian, one

was American, and the last one was British-Tunisian. TACC relies on native speakers as members of its teaching staff to attract as many clients as possible. It also recruits Tunisian teachers because, according to the TACC manager, sometimes some “participants, especially those in the *Starter* or *Elementary* level, request a non-native speaker to feel more at ease during the training.

Two teachers were female and two were male. Their teaching experiences ranged from 1 year to 20 years at the secondary education, from 1 year to 6 years at higher education, and from 4 months to 2 years at TACC. Two teachers taught the same level; Pre-intermediate General English, this was due to a problem of availability of the teachers. To solve such a problem, TACC training and management director opted for a team teaching method, which consisted in selecting two teachers, who had complementary timetables, to teach the same group. They, therefore, agreed on the tasks to carry out during each one’s course. One teacher, the researcher, taught another Pre-intermediate General English group, and another one taught the Pre-intermediate Business English group. As for their respective degrees, all the teachers had a BA.

## **4.2 Present situation analysis**

In the present study, investigating the present situation was meant to assess the INS employees’ real working tasks, their use of English at work and the challenges or lacks they faced when attending the English course.

### **4.2.1 The trainees’ real working duties**

Data collected from the trainees’ open-ended question (Question 6) revealed that the trainees’ main duties at work, in order of importance were finance and commerce as 41% responded that they often dealt with economy, consumption, sales, prices, enterprises, added value and production. 25% conducted field work in different regions, sectors, and sites in Tunisia on such domains as gender differences, while some of them collaborated with other countries in Africa. 15% dealt with administrative routines. 5% worked on industry and energy, 5% were involved in collaboration with their fellow workers in other departments, institutions, and in other countries, while 9% conducted data processing work.

The INS administrator confirmed these duties. When answering Question 13 on the specialties and skills the INS required from a newly recruited employee, he said that they required those who had an economic background with a good mastery of English. When asked to provide some specific jargon used at the INS, he provided the following terminologies: *economic, social jargon*, as well as *ratios, death rate, fertility rate, etc...*

As for the languages used at the INS, 48% of the candidates ordered the use of languages in the workplace as follows: Arabic, French then English, while 45% said they used French as the most frequent language followed by Arabic then English. Only 6% said they used French first, English second and Arabic last. The INS administrator also opted for the first choice.

Regarding training in general, 58% answered that they received some training as adults in computer processing; others in some languages like Italian. 52% obtained a diploma after a training session while 48% did not. At the INS a high percentage attended training in one or all the following courses: Data Processing, English, Management, Statistics Software, and Communication.

The administrator confirmed the availability of such training courses. He also pointed out that English was a bonus; that it was not necessary at work, but it could be so in a cooperation programme. The INS took part in programmes like *Med-Stat*; i.e., statistics programme with the Mediterranean countries, and *Euro-stat*, i.e. statistics programme with the European countries. Therefore, English was necessary as a communication tool. It was also used in seminars with Arab countries. In short English at the INS was used as a lingua franca to communicate with native speakers and non native speakers.

Concerning the trainees' views on important characteristics at work (Question 18), 79% of the trainees perceived good relationships with their colleagues as the most important aspect of their job. This was due to the good relationships existing at the INS thanks to the recent integration of new engineers and technicians, as the trainees reported. 55% placed the INS's continuous development of its employees and the fact that their work corresponded to the field of their specialisation equally. The INS administrator pointed out that the INS, as different from other public establishments,

was characterised by a continuous training of its employees to which it supplied an annual budget. It also offered diverse missions abroad, which gave an opportunity for different employees to travel and take part in meetings and conferences out of the country.

### 4.3 The trainees' real English uses and lacks

#### 4.3.1 The trainees' real English uses

The trainees were asked to evaluate their use of English in some tasks on a four-point scale ranging from *never* to *always*. Out of the 33 answers, 82% of the employees *sometimes* filled in forms in English at the workplace. This was further confirmed by their administrator who also opted for *taking telephone messages* as a task that was sometimes needed. No task was *always* carried out in English, and 85% of the participants reported they never wrote *minutes of meetings*. This could be explained by the fact that the majority of the tasks carried out by the executives at the INS were technical and were either in Arabic or in French. Cooperation and coordination instructions were carried out by the coordination department. Yet once an executive was chosen to go on a mission abroad, he would have to be responsible for the preparation of the documents he would need in English on his own. Table 3 displays the frequency of the use of English in the administrative tasks carried out by the INS employees, in general.

Table 4. Frequency of the use of English in the administrative tasks

Tasks in English	Never	Sometimes	Often	Always
Take telephone messages	48%	<b>39%</b>	9%	0%
Write memos	<b>70%</b>	24%	3%	0%
Fill in forms	6%	<b>82%</b>	9%	0%
Write letters	45%	<b>39%</b>	12%	0%
Write minutes of meetings	<b>85%</b>	12%	0%	0%
Write reports	<b>73%</b>	24%	0%	0%
Fill out work orders	<b>79%</b>	15%	3%	0%
Carry out evaluations	52%	<b>39%</b>	6%	0%
Write proposals	55%	<b>36%</b>	3%	0%

### 4.3.2 The Trainees' lacks

When asked about the difficulty they faced in learning English, 33% of the trainees confessed they had some difficulties, and 67% said they did not. This is consistent with the data gathered from Question 25 concerning the trainees' evaluation of the difficulty they faced in different micro-skills.

Oral skills, such as understanding the teacher's accent, were easy for 48% of the participants, and not too difficult for 36%. Speaking clearly was also not too difficult for 58%. Yet, the difficulty lied mostly in writing in an organised and coherent manner (55%). From the point of view of the teachers, it is worth mentioning that speaking fast was selected as very difficult by two teachers. This may be a reflection of the lack of exchange in English at work or outside the workplace.

According to the majority of the teachers (3 out of 4) pronouncing accurately, writing grammatically correct sentences, using the right punctuation, writing in an organised and coherent manner, and finally having a good writing style were difficult sub-skills for the trainees. As for the other sub-skills the teachers had divergent views.

One of the explanations of the trainees' difficulty in dealing with some micro-skills could be their absence from the English course. The teachers reported that the trainees were *sometimes* absent. The administrator reported that the main reasons behind such an absence were: professional, working on-site, missions abroad, and personal. The trainees ranked the reasons for their absence as follows: *lack of time* 85%, *working outside the office* 64% and finally *work obligations* 61%. What is noteworthy is that the INS had six regional offices. These offices were distributed over the whole country. The executives frequently paid visits to these offices to attend or carry out trainings or perform controls.

To further investigate the reasons for their absence, the trainees were asked whether they approved of the place of training and the timing chosen. 70% answered that they approved of the place where the English courses were taught, while 30% did not. An informal discussion with some trainees about such a question revealed that those who did not approve of the place wanted the training to be carried out in a hotel

instead of attending it onsite. As for the timing, the majority disapproved the scheduled time as they needed some rest after a morning work, and especially after lunch.

#### **4.4 Target situation analysis**

Having defined the trainees' lacks in the present situation analysis, the next measure is to identify their wants and needs.

##### **4.4.1 The trainees' needs and wants**

###### **4.4.1.1 The trainees' needs**

Question 16 dealing with *the language elements the trainees needed to learn during the English training course* revealed the following answers: most trainees (79 %) expected to learn social language, 73% expected to learn to write reports, and 67% expected to learn to make presentations. Such tendency can be explained, on the one hand, by the diversity of missions abroad carried out by the executives at the INS, and on the other hand by the visits of international experts to the INS. Report writing was therefore necessary for those who went on missions.

To further investigate the reasons behind the trainees' expectations from the English training course, an open ended question was added, namely; *what other reasons do you have for taking the course?* The responses given by the trainees were treated through *Tropes* software. The script was ranked in order of frequency of the recurring words. 61% of the respondents joined the English course because it was a way to build self confidence in communicating orally and in writing to international organisations, like the United Nations Organisation (UNO), and The African Bank of Development (BAD). 14% enjoyed the intellectual effort stimulated by a foreign language course. While the other 14% responded that one of the reasons that motivated them to learn English was having and communicating with friends abroad. 7% responded that an English course would help them up-date their work tools and use the new information technologies, like the Internet. 4% needed to learn English because they wanted to emigrate overseas. One can notice that the majority of the respondents (72%) had an instrumental orientation. The remaining 28% opted for an integrative motivation.

When asked about their view of a successful training programme, the trainees' answers were as follows in order of priority: 62% responded that they liked to have a complete programme including all the four macro-skills, i.e. they wanted to read texts, write reports, describe graphs, speak fluently and of course have good listening skills which go hand in hand with taking part in a conversation. They also wanted an exhaustive introduction to grammar, which, as they claimed, would allow them to write correctly and understand written documents.

The INS administrator assumed that by the end of the programme the trainees should understand oral and written English and also write correspondence, and hence further confirmed the responses on the part of the trainees.

To judge the success of a programme from another angle, 24% of the respondents judged that a good programme was one that offered them something new, something that enriched their knowledge in a short time. The remaining 14% believed that a good and communicative teacher and a homogeneous group (in terms of academic level and not in terms of professional hierarchy) were very important to have a successful training programme.

3 out of 4 teachers revealed that a good programme was one that helped learners achieve certain advancement in English skills, an increased comfort in the use of English, and a desire to continue learning. One teacher said that he measured a successful programme through achievement tests.

The TACC administrator believed that with a good programme, the trainees had to show an improvement in the four skills, as shown in the achievement tests, and the teacher's report.

#### **4.4.1.2 The trainees' wants**

Regarding the learners' opinions on *what could be improved about their job*, 26% responded that they wanted better communication among the staff members. To further justify this, 10% talked about the age gap separating them from their bosses, and the lack of flexibility of the latter. They highlighted the need to recruit younger

graduates, so that there would be a real cooperation between the staff members and therefore a better output. 34% wanted an improvement of the organisation of the tasks at work, like conducting team work and implementing some projects they worked on, as well as a salary improvement. What is worth mentioning is that there was no explicit question referring to this variable, as it would put the respondents in an uncomfortable situation. Yet informal discussions with the participants led to the conclusion that the INS trainees were not well paid. 26% asked for better training programmes.

The trainees were asked to give their opinions about the training courses they were offered at the INS (Question 11). The majority (76%) benefited from these courses, English included. They attributed the adjectives *good and useful*. 11% labelled the courses as average, 6% (Two) said that they could not judge the course because it was not over. Finally 6% found that the courses of Statistical Analysis Software (SAS) were very badly delivered. Therefore, they wanted better training in this course which was necessary for their field of specialisation.

Concerning Question 19 (*what could be improved in your job?*) 3% said they wanted to have the possibility of acquiring advantages *and privileges at work*. 3% asked for the flexibility of working schedules. They reported that working from 8:30 to 13:00 and from 15:00 to 17:45 would impede both productivity and creativity.

On the question whether they wanted to leave their job at the INS, 15% expressed the desire to do so. The explanations they gave were as follows: (one person per answer) one respondent did not like working at the INS, another one believed that the newly recruited were often ignored even though they had good working skills. This was indicated by bad relationships between them and the senior managers. Someone wanted to leave the INS in order to improve his financial situation; someone else wanted his duties to involve more engineering skills. Finally, one respondent expressed the need to work in his home town.

The aim behind this section was to identify the trainees' lacks, wants and needs in the use of English at the INS. The trained executives expressed a great desire to learn English for communicative ends. It was also observed that the trainees' needs did not diverge much from their administrator's though their wants somewhat did. Having dealt



with the trainees with respect to their respective biographical presentations, their present working duties, their needs and wants, the following section will evaluate the materials the trainees were offered in order to see whether those materials met their expectations.

## **4.5 Materials analysis**

This section will focus on analysing the textbooks used to teach the participants. It will look at the audience, the textbooks aims, the content, the methodology adopted and finally other criteria which deal with the price and the quantity of the materials offered.

### **4.5.1 Audience**

The trainees were 33 Tunisian adults. 3% (1) were newly recruited (1 year), while the remaining ones had a length of service ranging from 2 years (21%) to 8 years (3%). 24% were females and 76% were males. Generally their job at the INS involved processing and analysing statistical data. Their professional levels ranged from senior technicians (27%), engineers (36%), superintendents (30%), assistant managers (3%), to managers (3%). Since these trainees held university degrees, they therefore learnt English for at least four years at the secondary school and two years at higher education. The December 2006 - March 2007 contract represented the second contract between the INS and TACC. These participants attended two levels of English training courses: Pre-intermediate General English and Pre-intermediate Business English. These trainees manifested a desire to retrain themselves in English because they were interested in improving their communication skills in the language, so that they could interact with foreign native and non-native fellow workers.

The main materials used were *Cutting Edge* and *Market Leader* Pre-intermediate level. They target adults whose knowledge of English is beyond the elementary level. McDonough and Shaw (1993) suggest that analysing a text book should start from the outside cover and go to the introduction and the table of content, which represents a link between the outward claims and the content. The inside analysis will either confirm the claims made or diverge from them. On the back page of both *Cutting Edge* and *Market Leader* the audience and the content are clearly referred to. For *Cutting Edge*, the

audience is adults and young adults. For *Market Leader*, the audience is ‘business English learners worldwide’ (Cotton et al, 2002). This is worth crosschecking with the data obtained from Question 26. (61%) of the trainees reported that they needed to improve their communicative skills. This means that there was congruence between the textbooks objectives and the trainees’ needs regarding the communication skills.

#### **4.5.2 Aims**

As said previously, The INS trainees enrolled in the English training course with the hope of improving their communicative skills.

*Cutting Edge* “combines rich international content, comprehensive grammar, and real-life functional language within a clear, easy to teach structure” (Cunningham & Moore, 2001). This external claim was crosschecked. A glance at the table of content revealed that *Cutting Edge* aimed at improving learners’ fluency in communicative contexts; hence the inclusion of real-life situations. As for *Market Leader*, it differed in terms of topics, and aimed at improving the learner’s ability to speak English in many business situations.

In conclusion and as far as the convergence or divergence of the learners’ aims in attending the English course and what the materials offered, it is clear that *Cutting Edge* was in line with the trainees’ expectations in improving their social English, while *Market Leader* somewhat covered some of the trainees’ field of specialisation; namely business interaction.

#### **4.5.3 Content**

##### **4.5.3.1 Language description**

The qualitative data obtained from both the INS administrator and the trainees’ questionnaires demonstrated that the need to train in English arose from a desire to communicate with fellow statisticians abroad mainly in conferences, as well as publish statistical figures on the web to foreigners willing to invest in Tunisia, or with the hope of obtaining loans from the world bank. Therefore, the English training courses should stress communication while highlighting a good mastery of the different registers that

the trainees would face in their work. By the end of the course, they should be able to recognise and use appropriate language in an appropriate context as was reported by their administrator.

Mainly in the reading and listening tasks, *Cutting Edge* as well as *Market Leader* provided activities which helped enlarge the learners' range of vocabulary items, such as: listen/read and complete the gaps. In the writing section in *Cutting Edge*, the learners were provided with a space to note down new vocabulary items to be used in their writings. In the workbook which accompanied the students' book, there were also exercises such as *vocabulary booster* where new lexical items were illustrated by pictures.

Grammar points were treated in an integrative way to help learners master the language under focus. In *Cutting Edge*, there were two *language focus* sections. First, there was an introduction of the new language element by putting it in context, then that element was highlighted in a *grammar analysis* section. Contexts covered topics such as: *making questions, making requests and asking for permission*. *Market Leader*, on the other hand, offered a variety of activities in a *language review section* where the language elements under focus were practiced.

The language points to be mastered as perceived by the trainees were mainly the present tense (24%), past and future tenses and the passive voice were equally placed (30%), articles (45%), present perfect (51%), progressive form (33%), phrasal verbs (36%), the conditional, modal verbs and prepositions with 27%, imperative (21%) comparatives and superlatives (30%). The two books covered the following language points:

#### *Cutting Edge*

As far as *Cutting Edge* Pre-intermediate level was concerned, the following language points were covered. Question forms, present simple (Module 1), past simple, time phrases often used in the past (Module 2), can, can't, have to, don't have to, should/shouldn't (Module 3), present continuous (and present simple), present continuous for future arrangements (Module 4), comparatives and superlatives,

describing what people look like (Module 5), intentions and wishes, predictions (Module 6), present perfect and past simple with *for*, present perfect and past simple with other time words (Module 7), using articles, phrases with and without *the* (Module 8), *may*, *might*, *will* definitely, present tense after *if*, *when*, *before* and other time words (Module 9), *used to*, past continuous (Module 10), gerunds (-ing forms), verbs of liking and disliking, *like doing* and *would like to do* (gerunds and infinitives) (Module 11), passive forms (past, present, future), sentences joined with *that*, *which* and *who* (Module 12), present perfect simple and continuous with the ‘unfinished past’, *how long...?*, *for*, *since* (Module 13), *some*, *any* and quantifiers, describing things (Module 14), past perfect, reported speech (Module 15), conditional sentences with *will* and *would* (Module 16). In the vocabulary section, the areas covered are : leisure activities, words to describe feelings, dates and special occasions, parts of the face and body, holidays, ambitions and dreams, geographical features, modern and traditional ways of living , accidents, likes, objects, jobs and personal characteristics, describing houses and apartments, verb phrases to do with money, people in politics, religion and public life.

### *Market Leader*

The Following language points were covered in *Market Leader*. Vocabulary about careers, modals expressing ability, requests and offers (Module 1), words and expressions to talk about buying and selling, and modals such as *must*, *need to*, *have to*, *should* (Module 2), vocabulary about companies and present simple and present continuous (Module 3), verb and noun combinations and past simple and past continuous (Module 4), vocabulary about stress in the workplace, past simple and present perfect (Module 5), vocabulary about eating and drinking and multi-word verbs (Module 6), word partnership and question forms (Module 7), vocabulary about planning and talking about future plans (*plan*, *hope*, *expect*, *would like*, *want*, *going to*, present continuous) (Module 8), verbs and prepositions and reported speech (Module 9), word building and conditionals (Module 10), economic terms and time clauses (Module 11), and adjectives for products and passives (Module 12).

What can be noticed is that the text books were exhaustive in presenting the language points. Some language points mentioned in the materials such as *adjectives* and *used to* were not requested by the trainees. The vocabulary, though general, served the expectations of (79%) of the trainees. In fact, they reported in Question 16 that they needed to deal with social *language*.

#### **4.5.3.2 Proportion of work on language skills**

The data collected from Question 12 in the trainees' questionnaire indicated that the main focus of their main need was on writing. 52% participants said that this skill was very important. 43% said that reading was an important skill. Speaking was important for 40% and finally listening was important for 28%. These data were different from what the INS administrator presented. When asked to order the language skills in order of priority he chose *reading* in the first place, *speaking* in the second, *listening* in the third, and *writing in the forth place*.

The distribution of skills in *Cutting Edge* Pre-intermediate was as follows: speaking 25%, listening 43%, reading 17%, and writing 15%. While in *Market leader* the distribution of skills went differently; speaking 56%, listening 26%, reading 12%, and writing 12%. Each module integrated the skills in different tasks; for example before a reading or listening activity, the trainees were asked to discuss a related topic, or match questions with ready made answers. As a post reading or listening activity, they were asked to write something similar to what they had been reading or listening to, punctuate a text, or make some editing.

The amount of skill work as requested by the trainees and that offered by the materials, partly matched. Table 5 is a comparison between the proportions of skills as needed by the trainees and as covered by the materials:

Table 5. Proportion of skills required by the trainees and those offered by the textbooks

Skills	Trainees	<i>Cutting Edge</i> Pre-intermediate level	<i>Market Leader</i> Pre-intermediate level
Speaking	40%	25%	56%
Listening	27%	43%	26%
Reading	43%	17%	12%
Writing	52%	15%	12%

What is noteworthy is that with the selection of *writing* as a very important skill, the trainees (73%) confirmed their need to write reports as mentioned in Question 16; namely, the language elements the trainees would like to improve during the course. As shown in the table above, both *Cutting Edge* and *Market Leader* focused on *speaking and listening* skills at the expense of *reading and writing*. This can be explained by the fact that these books target learners who would like to improve mostly their oral and aural skills.

#### 4.5.3.3 Sub-skills

The checklist concerning the frequency of the use of the trainees' skills and sub-skills in English at work demonstrated the skills in use. The data revealed that the trainees *sometimes* used English at work. Workplace observation and informal discussion with the employees confirmed this finding. The following is an enumeration of the sub-skills covered in the two text books in use.

##### *Cutting Edge*

###### **Listening**

- 1- Listen and check answers
- 2- Listen and answer questions
- 3- Listen and complete gaps with the most appropriate verbs/words
- 4- Listen and repeat words/sentences
- 5- Listen and take notes
- 6- Listen and answer questions
- 7- Listen and complete a table

- 8- Listen and choose appropriate phrases
- 9- Listen and match answers with the appropriate person
- 10- Listen and write in the replies
- 11- Listen and identify irrelevant ideas
- 12- Listen and match conversations with pictures

### **Speaking**

- 1- Compile a fact file about your partner
- 2- Tell a first time story
- 3- Make a list of guidelines for a language class
- 4- Prepare and talk about a personal calendar
- 5- Description of crime/suspect to the police
- 6- Plan your dream holiday
- 7- Discuss questions to ask famous people
- 8- Prepare an interview
- 9- Discuss entering a competition
- 10- Decide on five improvements to your school/office
- 11- Description of a rescue
- 12- Discuss the most important things in life
- 13- Decide what you need to take on a trip
- 14- Select a new mayor for Queenstown
- 15- Describe a favourite room
- 16- Find the differences between two stories
- 17- Discuss the new planet hero
- 18- Choose people to start a space colony

### **Reading**

- 1- Read a fact file from a website
- 2- Read and transfer information (from text to table)
- 3- Read and guess meaning from context
- 4- Read and identify opinions
- 5- Scan a text to check information
- 6- Read and match descriptions with places on a map
- 7- Read and complete a map of New Zealand
- 8- Read and match pictures with paragraphs
- 9- Read and compare

### **Writing**

- 1- Write a fact file about your partner
- 2- Write conversations for the situations mentioned in the book while bearing in mind the vocabulary from the listening
- 3- Linking ideas in narrative
- 4- Write a list of guidelines for teachers and students
- 5- Write a letter of invitation
- 6- Write a postcard while on holiday
- 7- Write an interview as a magazine article
- 8- Write formal/informal letters
- 9- Write an entry for a competition
- 10- Write a rough draft of a story
- 11- Write an application for a job
- 12- Write a description of a planet

## *Market Leader*

### **Listening**

- 1- Listen and check answers
- 2- Listen to phone calls
- 3- Listen to an interview and complete extracts
- 4- Listen to a conversation and complete missing words
- 5- Listen and identifying parts of speech
- 6- Listen and take notes
- 7- Listen and correct statements
- 8- Listen and complete a chart
- 9- Listen and answer questions
- 10- Listen and identify expressions used
- 11- Listen and tick the correct number
- 12- Listen and identify the sequencing of the passage
- 13- Listen and underline numbers heard

### **Speaking**

- 1- Discuss ideas about careers
- 2- Discuss shopping online
- 3- Discuss types of companies
- 4- Discuss ideas
- 5- Discuss causes of stress
- 6- Discuss corporate entertaining
- 7- Discuss ideas about marketing
- 8- Discuss planning
- 9- Discuss qualities and skills of a good manager
- 10- Discuss conditions for starting new businesses and public private sector companies
- 11- Discuss one's favourite products
- 12- Telephoning: making contact/exchanging information
- 13- Negotiating: reaching agreement/dealing with conflict
- 14- Presenting a company/a product
- 15- Participating in discussions
- 16- Socialising: greeting and small talk/entertaining
- 17- Meetings: interrupting and clarifying
- 18- Dealing with numbers

### **Reading**

- 1- Read and respond to an advertisement
- 2- Read articles from a newspaper
- 3- Read a company website
- 4- Read and answer questions
- 5- Read and complete a chart
- 6- Skim an article and select the appropriate title
- 7- Read and check answers
- 8- Read and identify negotiating styles

### **Writing**

- 1- Write a memo report
- 2- Write an e-mail
- 3- Write a sales leaflet
- 4- Write a letter



The data analysis demonstrated that the sub-skills covered in the two books outnumbered those needed by the trainees. The observations below derive from an evaluation of the trainees' needs and what the materials offered.

#### **4.5.3.3.1 Listening and speaking**

The proportion of work on the listening and speaking skills as mentioned by the trainees in the checklist is as follows. They *often* took part in meetings and spoke English (3%), used the telephone (6%), gave/understood instructions (12%), gave/received feedback (24%), listened to and completed an order form (3%). Less frequently or *Sometimes* 24% had to make presentations, 30% took part in meetings and spoke in English, 12% spoke on the telephone in English, 21% gave/understood instructions, 18% gave and received feedback, 24% listened to and completed an order form, 15% listened to and transferred information to a table, or diagram, finally 15% had to comprehend hypothetical statements in English.

The listening and speaking skills in the materials mainly focused on: pronunciation and using social English in *Cutting Edge*, while in *Market Leader* the focus was on making presentations, taking part in meetings, negotiating, telephoning, and using social English. One can notice that the two text books completed each other in fulfilling the trainees' needs.

#### **4.5.3.3.2 Reading**

There was a high degree of convergence between the trainees' needs in the reading sub-skills and the materials' coverage of these sub-skills. Indeed, the analysis of the checklist revealed that most of the reading sub-skills as required by the trainees figured in the materials. Table 6 is representative of the frequency of the trainees' use of some reading sub-skills.

Table 6: Frequency of the trainees' use of some reading sub-skills.

<b>Reading</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Reading & understanding information	<b>39%</b>	<b>45%</b>	15%	0%
Checking information Proof-reading	<b>24%</b>	<b>27%</b>	27%	18%
Reading formal documents	18%	24%	27%	27%
Speed reading	15%	36%	12%	33%
Using reference books and libraries	21%	30%	<b>18%</b>	<b>27%</b>
Note taking	6%	33%	18%	39%
Reading numbers, measurements, specifications.	12%	24%	<b>24%</b>	<b>36%</b>
Reading time, prices, measurements, and quantities in context	6%	30%	<b>45%</b>	<b>15%</b>
Reading graphs and process descriptions	9%	24%	<b>45%</b>	<b>18%</b>
Reading and interpret information in a table, chart, plan, etc.	6%	21%	27%	42%
Predicting gist and type of text from format, illustrations, title, letterhead, etc.	3%	15%	<b>30%</b>	<b>52%</b>
Relating illustrations, graphic presentations to linear text while reading	0%	27%	<b>21%</b>	<b>48%</b>
Reading a text and present the information in a non-linear form (e.g. complete a form, table, diagram, etc.)	0%	21%	<b>18%</b>	<b>58%</b>

Guessing the meaning of unfamiliar words from contextual clues and word formation.	12%	21%	<b>24%</b>	<b>42%</b>
Drawing on background knowledge to predict information and understand texts	24%	15%	<b>27%</b>	<b>33%</b>
Reading a short text and retell/paraphrase it	9%	27%	<b>18%</b>	<b>36%</b>

#### 4.5.3.3 Writing

As far as the writing skill is concerned, there was an overall convergence between what the trainees mentioned in the checklist and what the materials covered. As mentioned by the trainees, this skill was given more importance than any other skill at the INS. The trainees indicated that they *sometimes* fulfilled the following tasks in English at work: 52% filled in forms, 39% took notes, and 30% wrote reports, messages, notes, letters, memos, emails, and numerical information. Writing a letter, notes, memos, and reports was carried out as post activity in class. For the teachers, writing activities were only supposed to be carried out in class because the INS trainees resisted being given homework because of lack of time.

#### 4.5.3.4 Text types

Data obtained from Question 14 in the trainees' questionnaire indicated that they mainly dealt with both general and technical texts (39%) in their work, while 36% dealt only with technical texts. Exclusive use of business text types was 15%. It is worthwhile to note that business jargon was not much used as mentioned by the INS administrator. *Cutting Edge* was more social interaction oriented and *Market Leader* was more business oriented. One can remark, therefore, that these two text books did not fully cover the text types, i.e., the technical ones as required by the trainees at the INS.

### *Subject matter areas*

Since the trainees were statisticians, a tentative definition for *statistics* at this point would be necessary. According to the American Heritage Dictionary of the English Language (2000), *statistics* means: “The mathematics of the collection, organization, and interpretation of numerical data, especially the analysis of population characteristics by inference from sampling.” Statisticians are supposed to work in different fields, including medicine, government, education, agriculture, business, and law.

Many of the subject matter areas required by the trainees were congruent with what the materials covered. *Cutting Edge* covered general topics, which might be of interest to the trainees. Example of these topics were *Leisure and lifestyle, Important firsts, The best way to learn, Special occasions, Appearances, Time off, Fame and fortune, Countries and culture, Old and new, Take care!, The best things in life, Must have it!, The right kind of person, Building your dreams, Money, Imagine. Market Leader* covers topics on *Careers, Selling online, Companies, Great ideas, Stress, Entertaining, Marketing, Planning, Managing people, Conflict, New business, Products.*

Question 15 revealed that the employees at the INS mostly dealt with technology as a recurrent subject matter area (46%), investment (30%) and unemployment (26%). Both textbooks and especially *Market Leader* offered materials on such topics. One can remark that since the trainees’ main concern was to report facts on the topics mentioned above, the materials were expected to deal with texts accordingly. In *Cutting Edge*, most of the texts were factual. In fact such topics as: *People and places, Getting from A to B, Eating and drinking, Appearances, Fame and fortune, Countries and cultures, Old and new* report present information to the reader in a factual way. The tasks selected mainly focused on descriptions, comparisons, compiling information, etc. *Market Leader* targets communication in English on a wide range of business topics (mentioned previously in the *Language Description* section). The tasks, illustrated through telephone conversations, making presentations, negotiating, writing memo reports, etc., focused mainly on the way to behave in a business context.

The remark to be made is that even though not all the trainees' needs were covered, many of the topics in the two books demonstrated a high congruence with the trainees' work specialty. Also the subject matter areas covered by the two textbooks met the trainees' needs in acquiring both social and business English. As mentioned previously, the trainees revealed a desire to communicate with people abroad, not only in their field of specialisation but also, in more general contexts.

#### 4.5.3.5 Organization of content throughout the course

Data obtained from Question 30 in the trainees' questionnaire and Question 18 in the teachers' questionnaire suggested that the respondents opted for a sequencing of the course as follows: *content language* or *topics/ lexical items* first with 73%, *grammar* second with 64%, and *skill development* third with 61%. Table 7 below summarizes the figures mentioned above.

The content of *Cutting Edge* Pre-intermediate level displayed a planning of topics according to the complexity of the grammatical structures. For example, *Cutting Edge* started with the present simple in Module one, and ended with the conditional in Module sixteen.

Table 7. Organisation of content throughout the course.

Organisation of content throughout the course	should come first	should come second	should come later
Topics/Lexical items	73%	18%	9%
Grammar	21%	64%	15%
Sub skill development	21%	18%	61%

Therefore, it started with what is factual and habitual and ended with what is possible, imaginary, improbable, and impossible. Sub-skill development like speaking, listening, and reading went hand in hand with the topic under study. Writing, on the other hand, was placed at the end. With *Market Leader*, the primary focus was content language as the units (mentioned previously in the *language points* section) were selected according to a person's professional development. The second focus was on

language, and the third one was on sub-skill development like writing a letter, a memo, etc. The remark to be made is that *Market Leader* met the trainees' sequencing, whereas *Cutting Edge* relatively did not.

#### **4.5.3.6 Sequencing of content**

The topics selected by the trainees were based on different subject areas they dealt with. No specific remark was mentioned as to the sequencing of the content. Since the trainees dealt with a variety of topics, the easiness or difficulty did not depend on the topic in itself, but on the grammatical structures linked to each lesson and the careful selection of the appropriate vocabulary. As mentioned in the previous point in the materials' analysis checklist; namely, *organisations of content throughout the course*, the lessons were sequenced according to the complexity of the grammatical structures in *Cutting Edge*. Yet, *Market Leader* opted for another sequencing. Module One started with responding to an advertisement which is a person's first step in a professional career. The last Module ended with launching a new product. The modules in the middle offered topics and tasks on presentations, stress and entertainment, which are important in an employee's career.

#### **4.5.3.7 Sequencing of content within a course unit**

Each module in both *Cutting Edge* and *Market Leader* followed a warm-up, pre-activity, one main activity and one post activity pattern. To illustrate this, let's look at Module One: Leisure and lifestyle in *Cutting Edge* Pre-intermediate level. This module covered four pre-reading tasks, such as relating words to illustrated activities, discussion, giving one's opinion about other people's leisure activities, making a list of top ten leisure activities in the learners' country, and finally completing a diagram about leisure activities. A reading task with a special focus on the present simple, as the grammatical structure being dealt with in this lesson was the main activity here. It ended with two writing activities; using prompts to make sentences about the athletes mentioned in the pictures, and compiling a fact file about a partner, and one speaking activity; namely, interviewing one's partner for the sake of reinforcing the interrogative forms of the simple present. Real life situations which integrated listening, speaking

and writing activities were also added at the end of each module for the purpose of practising the grammatical structure covered in the module.

It should be noted that no warm-up activity was mentioned in *Cutting Edge*. In *Market Leader*, on the other hand, each module started with *starting up* activities aiming at raising the learners' attention and making them predict what they were going to learn during the lesson, and hence encourage fluency.

#### **4.5.4 Methodology**

##### **4.5.4.1 Theory of learning**

Taking into consideration the type of the learners at hand (adults who are cognitively mature and who have a specific background), the methodology adopted by the textbooks and the teachers should respect the nature of such audience by valuing their pre-existing knowledge, involving the learners in pair and group work, and avoiding pressure (Hutchinson and Waters, 1987). Nunan (1993) suggests that there should be a focus on communicative activities stressing the meaning rather than the form which would help the learners to have a mastery of grammatical items in a meaningful context. Interesting activities that would promote a communicative approach to language learning would be: practice exercises, reading passages, gap filling, or games, role-play cards, pair-work tasks to support real life tasks such as booking a room in a hotel, a job interview, telephoning, negotiating, participating in discussions, or using realia such as magazines, newspapers, charts, axes, maps, computer software, etc.

The analysis of the two textbooks revealed that the diversity of the tasks and topics and the integration of skills which enhanced a communicative approach to language learning valued the trainees as far as their nature was concerned. In response to the question on the suitability of the programme to the learners' needs and interests and the learners' own approaches to language learning (Question 8), two teachers said that the textbooks served such a goal, while the two others said there were some modules the learners found quite interesting whereas others did not meet the trainees' expectations. However, classroom observation, which was not carried out, would have revealed more about the teachers' methodology adopted and the trainees' immediate

responses to the tasks. The TACC administrator on the other hand said: ‘we are trying our best; we ask them what they want.’

To conclude this section, one can say that the materials closely matched the idea of communicative approach to language learning as far as the methodology was concerned. In fact the tasks which involved the learners in different situations highlighted such an approach. However, classroom observation is required to shed more light on this issue.

#### **4.5.4.2 Learners’ expectations about the course**

The majority of the trainees (85%) reported, in Question 32, that ‘using English facilitates communication with international institutions and the outside world.’ According to them this was the most important reason in undertaking English courses. This was also further confirmed by the INS administrator. Therefore, through the courses offered, they expected to learn the language in order to communicate a set of professional skills and to perform particular job-related functions. The data obtained from the sub-skills’ checklist also indicated that the trainees sometimes needed to take part in meetings and speak in English (30%), give/receive feedback (18%), read and understand information (45%), read quickly (36%), fill in forms (52%), and take notes (39%). This points out to the trainees’ need to develop these sub-skills in English.

Being aware of the nature of the trainees and their work obligations, the teachers mentioned the fact that they tried to make learning an enjoyable task for these trainees who, despite workloads, volunteered to take an English course to meet their expectations. This was carried out, they said, by selecting activities that would match the expectations of the learners (Question 11), or by giving the trainees the possibility to suggest activities (Question 13).

#### **4.5.4.3 Types of tasks needed**

Since the trainees in this study were specialised in statistics, they would, in their daily work, deal with processing non-textual information such as figures, graphs, pie charts, and tables. Even though *Cutting Edge* offered a wide range of real life situation



tasks that covered the trainees' needs for social communication (79%), it did not cover much of the trainees' expected tasks. This might not be considered as a weakness in this textbook, since it targeted adults who would like to improve their communicative skills in general. They were not intended to answer specific learners' needs.

*Market Leader*, on the other hand, as a course book for business people, provided many instances for handling non-textual information in reading or in listening activities. In addition to this, its *Case Study* section, built the writing tasks on charts and figures. So one can say that the course designer tried, through the selection of this textbook, to fill out the gaps left by *Cutting Edge*.

When asked whether they accepted to carry out an activity suggested by the learners, all the teachers said *yes*. The reason they gave was that the trainees were more aware of their needs than the teachers, so they had to make sure to fill some gaps left by the course books.

#### **4.5.4.4 Teaching/Learning techniques**

Question 29 in the trainees' questionnaire and Question 24 in the INS administrator's interview showed that both the trainees (58 %) and their superiors preferred pair and small group work. They also mentioned presentations (55%) as types of learning techniques. This was further confirmed by Question 16 in the teachers' interview. The two textbooks offered a wide range of instances for using such activities.

*Cutting Edge* covered tasks which involved pair work and group work, and even though these types of tasks were beneficial to the learners, one still wonders: whether they really interacted in the target language as they were supposed to.

*Market Leader* offered the same type of techniques in a different context. Here the learners were involved in presenting one's company, product, etc. As for the gap left by *Cutting Edge* concerning this technique, the teachers said that they accepted to carry out activities suggested by the trainees (Question 13). TACC training and development manager expected the teachers to provide learners with extra materials to suit their needs (Question 19). This would come after the learners acquired a certain oral

proficiency from the textbook. Such tasks would involve making telephone calls or presenting oneself. Three out of four teachers said that they used extra materials.

#### **4.5.4.5 Aids available for use**

Responses to both Question 29 in the trainees' questionnaire and Question 25 in the administrator's interview indicated that 52% of the trainees needed to have lessons with videos. This teaching aid was included in both textbooks, but it was not used because of the absence of video or DVD players.

39% of the trainees were in need of cassette recorders/CDs to listen to authentic English. As is the case with many commercial textbooks, the two textbooks covered listening tasks which required the use of a cassette or CD player. The trainees were also offered CDs for use at home so that they could listen and practise some exercises in the workbook.

Wall charts and overhead projectors were equally placed by 27% of the trainees. These aids were not available as reported in Question 17 in the teacher's interview. They, therefore, tried instead to make good use of the board by writing down notes and concluding remarks.

Finally, only 12% of the trainees chose realia as a required teaching aid, which might show that, as adults, these learners no longer needed physical objects to understand vocabulary items.

#### **4.5.4.6 Support for teaching the course**

This question was about the help the teachers had in teaching the course. In fact, the two textbooks were accompanied with a *Teacher's Book* and a *mini dictionary*. *Cutting Edge Teacher's Book* offered tips to teachers on how to make 'use of a discovery approach in the teaching of grammar, working with lexis, responding to learners' individual language needs and making the most of the Mini-dictionary.' Keys for questions, extra photocopiable activities and tests were also offered. *Market Leader's Teacher's Book*, on the other hand, provided the teachers with a general idea of the course, optional extra materials. A practice file and a test file were also offered.

However, according to the TACC administrator these *Teacher's Books* should not tie the creativity of the teacher. For her, each teacher was expected to bring something personal to the course.

#### **4.5.4.7 Flexibility of the materials**

According to Nunan (1991), commercial materials can be personalized to suit a variety of needs not originally targeted by the materials' developers. The two textbooks could be tailored to fit the needs of the trainees at the INS depending on the teachers' thoughtful adaptation. Such an adaptation would depend on the teacher's ability in selecting the tasks, using a different order of both the modules sequencing and the modules' tasks, when feeling that the learners were not cooperating with a task due to its difficulty or irrelevance.

Question 12 in the teachers' interview showed that three out of the four teachers preferred to follow the tasks and the modules in a linear way; this was a way for them to go through the whole textbook. One teacher opted for some modifications to make the learners attentive to the teacher's instructions and conduct the lesson in a creative way.

#### **4.5.4.8 Other criteria**

This point which dealt with price and quantity of the materials was the main responsibility of the TACC administrator. Data obtained from her interview revealed that the price of the textbooks was high because they were international textbooks. The INS administrator confirmed this in his report of the price of the whole package (i.e., the price of the textbooks and the training expenses). He said that it cost them: '220 Tunisian Dinars per trainee which was approximately twice the expenses for the trainees who enrolled in the evening courses at Bourguiba School.'

Another problem was also shown with the quantities of the textbooks TACC had in reserve. Sometimes they fell short of the supply due to the long period of time required by the customs to control the quantity of books coming to Tunisia. The INS administrator also complained about this point, saying that TACC ordered textbooks only when they had made a contract with a client. In this case, teachers were left to their

own devices, so they would try to design activities on their own. This point was further raised by the teachers, who at the beginning found it difficult to design appropriate lessons to the INS trainees due to their partial lack of knowledge of the trainees' needs.

Now that an overall analysis of the two textbooks was carried out, following Hutchinson and Waters (1987) recommendations, and based on the results of the present study, the following checklist is an evaluation of the suitability of the materials to the learners' needs, wants and interests. The marks, given range from 0 to 2 (0: does not match, 1: partially matches, and 2 totally suitable).

Table 8. Checklist for the evaluation of the present materials

Syllabus specifications	Materials analysis	Points awarded
<b>Audience</b>		
1A Who are your learners?	1B who are the materials intended for?	2
<b>Aims</b>		
2A What are the aims of the course?	2B What are the aims of the materials?	1
<b>Content</b>		
3A What kind of language description do you require?	3B What type(s) of linguistic description is/are used in the materials?	2
4A What language points should be covered? (What particular structures, functions, vocabulary areas etc?)	4B What language points do the materials cover?	2
5A What proportion of work on each macro-skills do you need? (E.g. reading) is desired? Should there be skills integrated work?	5B what is the proportion of work on each skill? Is there skills-integrated work?	2
6A What micro-skills do you need? (e.g. deducing the meaning of unfamiliar words)	6B what micro skills are covered in the material?	2
7A what text types should be included?	7B what kind of texts is there in the materials?	1
8A what subject-matter area(s) is/are required (e.g. medicine, biology etc.)	8B What treatment are the topics given?	1
9A How should the content be organised throughout the course?	9B How is the content organised throughout the materials?	2

10A How should the content be throughout the course units?	10B How is the content organised within the units?	2
11A How should the content be sequenced throughout the course?	11B How is the content sequenced throughout the book?	2
12A How should the content be sequenced within a unit?	12B How is the content sequenced within a unit?	2
<b>Methodology</b>		
13A What theory/ies of learning should the course be based on?	13B What theory/ies of learning are the materials based on?	2
14A What aspects of the learners' attitudes to/expectations about learning English should the course take into account?	14B What attitudes to / expectations about learning English are the materials based on?	2
15 A What kinds of exercises/tasks are needed?	15B What kinds of exercises/tasks are included in the materials?	1
16A What teaching-learning techniques are to be used?	16B What teaching-learning techniques can be used with the materials?	1
17A What aids are available for use?	17B What aids do the materials require?	1
18A What guidance/support for teaching the course will be needed?	18B What guidance do the materials provide?	2
19A How flexible need the materials need to be?	19B In what ways are the materials flexible?	2
<b>Other criteria</b>		
20A What price range is necessary?	20B What is the price?	1
21A When and in what quantities should the materials be available? Etc.	21B When and how readily can the materials be obtained? Etc.	1

Source: Hutchinson. T. & Waters. A. (1987: 99, 100, 101, 102, 103, 104) *English for Specific Purposes*. Cambridge University Press.

The score granted to the materials was 34 out of 42. This meant that the textbooks were highly congruent with the syllabus specifications. Indeed they met 81% of the trainees' needs. From the trainees' point of view, the course was beneficial for 76%. As far as McDonough and Shaw's (1993) concern about the legitimacy of the claims on the cover of the textbooks with the content is concerned, it can be said that both textbooks were faithful to their claims. In fact, *Cutting Edge* and *Market Leader* provided real life functional English in the form of speaking and writing tasks. *Cutting*

*Edge* covered the need of 79% of the trainees in expecting to learn social English, and *Market Leader* met the need of 67% of the trainees in expecting to make presentations.

However, textbooks, especially when they happen to be the only source, may not be enough for good training. Sargent and Smejkal (2000) stress the fact that teachers who are dependent on the textbooks' materials may fail to realize their students' skills and knowledge. For Hinkel (2005), the workplace environment represents an opportunity for a continuing language development which should be taken into consideration in running an English language course.

Conclusions and recommendations are presented in the next section to suggest remedies in order to cover the slight gaps left by the textbooks.

## Chapter Five

### Conclusions and recommendations

#### 5 Introduction

This chapter presents a summary of the results obtained from the data analysis. Conclusions and recommendations are presented for the current training stakeholders; for the teachers, the TACC administrator, The INS administrator and the trainees. This chapter ends with the contributions and limitations of the present study.

##### 5.1 Conclusions

This study was an investigation of an English training course of a group of workers at the INS in the year 2007. Such an investigation consisted of two main tools: a needs analysis and a materials' evaluation. The aim behind conducting the needs analysis was to investigate the INS trainees' and their administrator's present and target situation. This was carried out through questionnaires to the trainees, and interviews administered to the INS administrator, to the teachers as well as to the materials' designer (the TACC administrator). An informal workplace observation was carried out to observe the skills and sub-skills in use at the INS. To investigate the gap between the INS participants' present and their target situation, an analysis of the materials taught to them was carried out.

###### 5.1.1 Present situation

The present situation revealed that the trainees were executives from different departments and different ranks and duties at the INS. The data obtained from the trainees' questionnaire, the INS administrator's interview and from workplace observation revealed that they actually did not use much English in the workplace. 82% of the trainees reported that they *sometimes* filled in forms. The INS administrator further confirmed that the employees *sometimes* took telephone messages in English. For 48% the main language used at the INS was Arabic. French came next, followed by

English. For 45% French was the first language used. Arabic was in the second position. English was the third language to be used. English was mainly used in international meetings. The present situation analysis further revealed that 55% of the INS trainees had some difficulty in *writing in an organised and coherent manner* while the teachers reported that the trainees had problems not only in writing but also in pronouncing correctly.

### **5.1.2 Target situation**

The target situation analysis revealed that the trainees enrolled in the English course with different aims. Learning *social language* was selected by 79% of the trainees, *writing reports* was chosen by 73%, and *making presentations* was revealed as the most important expectation of 67% of the trainees. A qualitative analysis of the trainees' open-ended answers also revealed that they enrolled in the English course to build self-confidence in oral and written communication (61%). 14% enjoyed the intellectual stimulation offered by the language course, while the other 14% joined the English course to be able to communicate with friends abroad.

### **5.1.3 Materials evaluation**

The gap between the trainees' present situation and their target situation was investigated through an analysis of the materials in use. The following is a summary of the main findings reported from an exploration of the materials as suggested by Hutchinson and Waters (1987).

The textbooks in use demonstrated a high congruence between what the trainees expected (improving communicative skills for 61%) and what the materials offered. Indeed *Cutting Edge* offered social English, and *Market Leader* offered business interactions. From the *language* point of view, the two textbooks offered more grammatical points than was desired by the trainees. The vocabulary met the expectations of 79% of the trainees. However, the mismatch was in the skills. The trainee's skills in use were mostly writing (52%), and reading (43%) while *Cutting Edge* concentrated more on speaking (25%) and listening skills (43%). *Market Leader* offered 56% of speaking and 26% of listening activities. This indicates that the two



textbooks relatively failed to meet the trainees' expectations in reading and writing activities.

Concerning *text types* and *subject matter areas*, the textbooks fell short of covering the trainees' needs. 39% of the trainees reported that they dealt with general and specialised texts, and 36% dealt with technical text types. The two textbooks did not meet this requirement because one was general and the other was business oriented. Also the *subject matter areas* were a little divergent from the trainees' specialty needs.'

As for the organization of content and its sequencing within a course unit, the following remarks can be made. First, the trainees indicated that they opted for an organisation of the course as follows: lexical items in the first position (73%), grammar in the second position (64%), and finally skill development (61%). *Market Leader* offered the same sequencing, whereas *Cutting Edge* sequenced the content differently: (Grammar first, vocabulary second and skills development third).

Regarding methodology, the two textbooks were in line with the idea of a communicative approach. There were many activities that encouraged the learners to take initiatives. It should be noted that no classroom observation was carried out in this research, which is a weakness as said earlier.

As for *learners' attitudes to/expectations about the course*, 85% of the trainees expected to be trained so as to communicate with international institutions and the outside world. Being based on communication whether general or business, the textbooks succeeded in meeting this need. *Cutting Edge* offered social communication, and *Market Leader* offered business communication.

Regarding the types of exercises/tasks, *Cutting Edge* fell short of providing the trainees with tasks dealing with figures, graphs, and pie charts. However, *Market Leader* met such a need. The two textbooks were complementary for the INS trainees.

For the teaching/learning techniques, 58% of the trainees preferred pair and small-group work, and 55% liked to conduct oral presentations. Both textbooks met the

trainees' needs in working in pair or in groups. As for presentations, *Market Leader* offered many instances of presentation tasks. However, *Cutting Edge* did not.

Concerning the teaching aids, 52% of the trainees wanted to have videos in their lessons, 39% wanted cassettes/CDs, and 27% wanted wall charts and overhead projectors. Both textbooks offered videos but this teaching aid was not used because TACC did not have video or DVD players. The overhead projector was not used, either. Cassettes and CDs, however, were used by the teachers.

Regarding guidance/support for teaching the course, the two textbooks enclosed dictionaries to help to train the learners to study independently. The teachers were offered a *Teacher's Book* with suggestions and tips on a good use of the materials, as well as photocopiable activities to be used as extra activities.

The last items in this checklist concerned flexibility of the materials and training expenses. According to the TACC's administrator, the textbooks could be used as a helpful resource but not as the only resource. However, the teachers reported that they only used the textbooks (3 out of four); one teacher sometimes brought some extra materials. As for the training expenses, it was reported, by the INS administrator, that they were relatively high. In addition to this, he said that at the beginning of the training session, the trainees were left without textbooks because TACC did not have any in reserve.

To sum up, three main conclusions can be derived from the present investigation of workplace English training. First the data obtained revealed that the trainees needed more social English than job-related words. This could be explained by the fact that the present trainees had already mastered the jargon used in their workplace. Their enrolment in an English training course originated from their desire to communicate with people abroad (85%).

Second the two textbooks fell relatively short of covering as many writing activities as desired by the trainees. In fact the trainees revealed their need to write reports (72%) and to fill in forms (52%) in English. *Cutting Edge* offered 25% of

speaking activities and 43 % of writing tasks. *Market Leader*, on the other hand, covered 55% of speaking activities and 25% of writing tasks.

Generally speaking, the two textbooks met 81% of the trainees needs. From the data reported both the INS trainees and their administrator were satisfied with TACC training. This was also confirmed on the prize awarding day (TACC awards certificates to the trainees based on the teachers' reports). The INS administrators showed the need to have further training with TACC.

## **5.2 Recommendations**

This section presents recommendations for the teachers, the TACC administrator, and the INS administrator as well as for the trainees themselves for the purpose of meeting their linguistic needs.

### **5.2.1 Recommendations for the teachers**

Although no class observation was carried out in this research, data collected from the teachers revealed that they did not make much effort in training the target population. This is translated by the fact that they just used the textbooks suggested by the TACC administrator. No extra materials (for 3 out 4 teachers) were brought in class. The teachers showed some complacency with the materials which tied their creativity. This might have contributed in the trainees' absence, even though both the trainees and their administrator reported that the main reasons for absence were work obligations, illness or holidays. In this context, Rowsell (1992) points out that when asked about the cause for their absence, students most often indicate external reasons such as illness and work obligations. However, they hardly mention boredom caused by the teaching methods. Using the textbooks in an innovative way would not only chase boredom, but would also fill the gap left by the textbooks concerning the trainees' specialty area and their need to improve specific skills. The two textbooks failed to meet the expectations of the trainees in developing their reading (43%) and writing skills (52%). This finding might be of great importance for the teachers, who will need to take into account the trainees' lacks in such skills, and therefore might think about designing or selecting more varied and creative activities to answer the learners' needs. For Richards (1998),

even though textbooks are positive for teachers in terms of time benefits, they often fall short of providing a comprehensive language course. Therefore, to encourage the trainees' interest in the course, teachers should ask them to bring alternative tasks to some of those in the materials so as to make the lesson more appealing to their needs.

It is worthwhile to mention TACC's administrator remark about the use of the textbooks by the teachers. Teachers are called upon to use the textbooks as a springboard in order to fulfil the trainees' expectations. It is important to take into consideration the value the workplace has in shaping the curriculum. For Hinkel (2005: 60) 'the workplace is the curriculum'. Such a consideration would entail for language educators the responsibility to adapt to the workplace technologies and skills.

### **5.2.2 Recommendations for the TACC administrator**

Concerning the TACC administrator, even though she made a valid choice, through a short needs analysis (See Appendix H), in selecting the two textbooks which were revealed to cover 81% of the trainees' needs, some recommendations would still be necessary. What would be advisable is to provide technical aids such as videos or DVD players as 52% of the trainees mentioned that they needed to have lessons with videos, and 27% wanted to learn with overhead projectors. This is in line with Arthur and Hurd (1992: 16) suggestion that 'materials should be varied. Students learn through different senses. Some are more visually orientated than others; some have good auditory perception and retention; some retain the written word particularly well.' It is therefore recommendable to invest more in these technical aids to meet the needs of the trainees.

### **5.2.3 Recommendations for the INS administrator and the trainees**

As far as the INS administrator and the trainees are concerned, the following remarks would be beneficial for them. First, regarding the timing for the English training, the trainees reported that they disapproved it. They said they needed to rest after working for the whole morning. It is worth recalling that the training course takes place after lunch. Researchers on nutrition call this 'post lunch dip' (Blundell et al, 2003). Such medical diagnosis points out a slower response rate on the part of

individuals who had lunch and particularly ingested fat (Dye and Blundell, 2002). It would, therefore, be advisable for the INS administrator, in coordination with the TACC administrator, to change the schedule for the training sessions in a way to offer to the trainees more opportunities to take advantage of the English training course.

Second, it is questionable whether the trainees were really exposed to a good amount of English in class. The trainees expressed a great desire to perform pair and group work. However, did they really speak English when they conducted such a work? Although pair and group work enhanced learners' centeredness by giving them more opportunities to speak and listen, (Nunan and Lamb, 1996), it is still questionable whether they interacted in the target language. Appel (1989) notes that when involved in pair or group work, his German students used their mother tongue. Shaaban (2005) also noted that during the class activities in which the employees at the American University of Beirut took part, there was too much use of Arabic. To make sure that such interactions are carried out in English; the teacher is called upon to make the learners report their work conducted with their colleagues in English (Appel, 1989).

### **5.3 Contributions and limitations of the study**

The implications of this investigation for the INS as well as for the TACC administrator are rather positive. For the INS administrator, the budget allotted for English training served to meet much of the trainees' expectations, such as helping them to communicate in English with people abroad, which would give a good impression of the Tunisian public sector on the international level. For the TACC administrator, the selection of the textbooks was revealed to suit a big part the need of these trainees. This would increase its credibility vis-à-vis potential clients.

As for the limitations of this study, there are at least three limitations that should be highlighted. First, it should be noted that this work was a case study involving a small size and one specific type of participants (33). Case studies involve many types of participants. According to McDonough & Mc Donough (1997: 204), case studies cover participants ranging from 'clinical uses, case law, sociology and anthropology, education, and language learning.' Case studies have some advantages, but they are also

challenging. The advantages lie in the fact that case studies are favoured over other large scale studies when the stress is on current events within some real-life circumstances (Yin, 1994). Another advantage according to McDonough and McDonough (1997: 217) is that “a case study may also help to form questions, not just lead to answers.’ The challenging point is that case studies are attacked from the point of view of the narrow value of such a study (McDonough and McDonough, 1997) and therefore it is difficult to generalize the results to large scale studies.

The second limitation is that no classroom observation was carried out. Classroom observation offers important feedback on students’ performance in class (Holbrook and Koenig, 2000). Consequently, the data provided can help reflect on teaching methodologies. However, data obtained from classroom observation can be misleading. Wragg (1999) points out to the fact that feeling they are observed, both students and teachers may change their behaviours to meet the expectations of the observer. In the present study, classroom observation was not carried out due to time constraints.

The third limitation is that no assessment of the trainees was carried out. However, Bhatia (1993) notes that the success of an ESP course does not depend on the trainee’s accumulation of good grades, but the real success is the trainee’s ultimate ability to perform well in the target situation and win contracts in authentic business settings. However, Bhatia adds, the need for an evaluation test is to satisfy the sponsors as they feel that they would like to see the outcome of their investment. Learners would also be concerned about their immediate achievement as it would be reflected in their grades. Goad (1997) points to the necessity to evaluate training upon its completion. This can take the form of exercises or tests to evaluate the trainees’ progress, and employees’ opinion questionnaires to evaluate the course and the trainer.

The present investigation revealed that the training at the INS was quite satisfactory. However, to further serve the needs of the INS participants in particular, and the need of any TACC client in general, there needs to be a combined effort on the part of the course designer, the teachers, the company administrator and the trainees.

Such a combined effort would enhance the credibility of the Tunisian government in the training of its employees to reach the standards of a global world.

As a conclusion one might say that in order to meet the needs of the global world in terms of training, further research on English in the workplace needs to be carried out. However, even though the workplace represents an additional environment of language development, it is not as accessible as the classroom (Hinkel, 2005). Hinkel adds that there are many limitations in the workplace. Such limitations emanate from the administration, the type of the environment, the short duration of the courses and the narrow workplace goals. For Conrad and Serlin (2005) there is a gap between policy makers and researchers. Therefore, there should be a mutual cooperation between these two parts in order to find a common ground in taking policy decision.

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## **Appendix A**

### **Questionnaire pour les employés à l'INS.**

Le questionnaire suivant fait partie d'un projet de recherches qui a pour but d'enquêter sur le cours d'anglais auquel vous êtes entrain d'assister et sur vos besoins réels dans cette langue. Le questionnaire prendra approximativement 30 minutes de votre temps. Merci de consacrer le temps et l'effort nécessaires pour y répondre. Veuillez donner une réponse honnête et complète aux questions ci-dessous. Vos réponses seront confidentielles.

**Merci de votre collaboration**



## Questionnaire pour les employés à l'INS.

### A/ Informations Générales

**1a-** Organisation.....**1b-** Département.....

**2a** – Sexe.....**2b-** Diplôme universitaire.....

**3** – Poste actuel.....

**4 a-** Depuis combien de temps occupez vous votre poste actuel?

**4b-**années .....**4c** mois.....

**5- Quel est votre niveau professionnel actuel ?**  Agent

Cadre

Chef service

Sous-directeur

Directeur

**6 - Décrivez brièvement quelques tâches que vous menez dans votre travail**

**quotidien :**

.....  
.....

**7 - Placez les langues suivantes dans l'ordre d'usage à l'INS.**

Arabe - Français - Anglais

a /..... b /..... c /.....

**8 – A quel niveau du cours d'anglais assistez vous?**

Anglais Général Pre-Intermédiaire

Anglais Commercial Pre-Intermédiaire

### B/ Formation

**9 - Est-ce que vous avez assisté à des cours de formation pour adultes?**

Oui  Non

Si oui, nommez-les ci-dessous:

.....  
.....

**10-Avez-vous obtenu des diplômes ?**

Oui             Non

Si oui, veuillez donner des détails

.....

.....

**11- Quel type de formation avez-vous suivi depuis que vous travaillez à l'INS ?**

Type de formation	Commentaire sur la formation

**12- Veuillez classer les compétences suivantes par ordre de priorité (Cochez la colonne correspondante) : 1 = très important, 2 = important, 3 = pas très important 4 = pas important du tout.**

Compétences	1	2	3	4
Lecture				
Oral				
Textes écoutés				
Production écrite				

**13 – Quelles sont les composantes de la langue que vous aimeriez améliorer / développer pendant ce cours?**

- articles  quantificateurs  présent  passé  present perfect  futur  conditionnel
- opérateurs modaux  la voix passive  formes progressives  impératifs  comparatifs et superlatifs  prépositions  verbes à postposition  conjonctions  gérondifs  noms composés et adjectifs  style indirect
- Autres; veuillez spécifier:.....

**14 - Quel registre de langue rencontrez-vous dans votre travail? Cochez la/les possibilité/és**

- Général       Technique       Affaire

**15 – Quel domaine traitez vous dans votre travail?**

sciences humaines  médecine  sport  géographie  éducation  coût de la vie

voyage  loisir  environnement  technologie  publicité  affaire  chômage

investissement

Autres, veuillez

spécifier.....

**16-Veuillez cocher les types de langue que vous souhaiteriez apprendre lors de la formation en langue anglaise.**

Comprendre des directives

Explication des problèmes

Mots liés au travail

Reconnaître des codes, étiquettes, noms, progiciel sur le lieu du travail

Rédaction d'un rapport

Rédaction d'un mémo

Etablir le graphique d'une information

Langue de communication sociale

Faire des exposés

**17 – Quelles sont les autres raisons qui vous poussent à assister à une formation en anglais ?**

.....  
 .....

**C / Votre travail**

**18- Veuillez cocher les aspects les plus importants dans votre travail.**

De bons rapports avec vos collègues

La formation continue des employés par l'INS

- Le fait que votre travail corresponde à votre domaine de spécialité
- La liberté d'organiser votre travail selon votre propre guise
- Prendre des mesures de responsabilité
- L'opportunité de voyager
- Un bon salaire
- Un emploi du temps flexible
- La promotion
- Avantages

**19- Qu'est ce qui pourrait être amélioré dans votre travail ?**

.....

.....

.....

.....

**20- A quelle fréquence exécutez vous les tâches suivantes en anglais ?**

	Jamais 0%	Parfois 40%	Souvent 70%	Toujours 100%
Prendre des messages par téléphone				
Rédiger des mémos				
Remplir des formulaires				
Rédiger des lettres				
Rédiger des PV de réunions				
Rédiger des rapports				
Remplir des ordres d'exécution				
Réaliser des évaluations				
Rédiger des propositions				
Autres (veuillez spécifier)				

**21 – Aimeriez vous changer de travail ?** Oui Non

Si oui, expliquez pourquoi:

**22a- Maîtrisez vous votre rôle au sein de votre travail ?**OuiNon**22b - Si non, expliquez pourquoi:**

.....

**D/Obstacles à la formation:****23-Avez-vous des difficultés dans l'apprentissage de l'anglais ?**OuiNon**24 – Veuillez évaluer les difficultés que vous rencontrez (Cochez le numéro correspondant): 1 = très difficile, 2 = difficile, 3 = pas trop difficile, 4 = facile**

Difficultés	1	2	3	4
Compréhension de l'accent du professeur				
Compréhension du contenu enregistré				
Parler clairement				
Parler vite				
Prononcer correctement				
Lire vite pour saisir l'idée générale d'un texte				
Lire et comprendre les questions dans un texte				
Lire et comprendre des détails				
Comprendre un nouveau vocabulaire à partir du contexte				
Ecrire correctement				
Ecrire des phrases grammaticalement correctes				
Utiliser la bonne ponctuation				
Rédiger un essai d'une façon correcte et cohérente				
Avoir un style correct				

**25 – Veuillez cocher les raisons possibles de votre absence dans le programme de formation en anglais.**

Obstacles	Oui	Non	Commentaire
Etre démotivé			
Le cours est trop difficile			
Le cours est trop facile			
Manque de temps			
Engagements familiaux			
Manque d'information sur les objectifs			
La façon dont les cours sont dispensés			
Je n'aime pas le professeur			
Je pense que je suis trop vieux			
En déplacement			
Pas sûr de ce que j'aimerais faire			
Obligations de travail			
Difficultés d'apprentissage (par exemple dyslexie)			
Pas de manuel offert			
Autres			

**26– Qu'est ce qu'un bon programme de formation selon vous ?**

.....  
 .....

**E/ Vos préférences pour apprendre**

**27 - Est-ce que vous aimez l'endroit dans lequel les cours de formation en anglais sont dispensés?**

Oui Non

**27a - Est-ce que vous approuvez l'horaire de la formation?**

Oui Non

**27b - Si non, expliquez pourquoi**

.....  
 .....

**28 - Laquelle des techniques de formation suivantes préférez-vous?**

La méthode figée travail à deux  travail en petits groupes faire des exposés

travail qui se rapporte à la spécialité

Autres, veuillez

spécifier : .....

**29 – Quels sont les supports pédagogiques que vous aimerez avoir dans votre cours?**

Magnétophones Rétroprojecteurs des objets réels tableaux muraux vidéo

Autres, Veuillez spécifier.....

**30 – Quelles sont vos préférences dans l'organisation du contenu du cours ?**

**Veillez cocher la bonne alternative: (1 = la section qui devrait être en premier, 2 = devrait être seconde, 3 = devrait être plus tard)**

Organisation du contenu du cours	1	2	3
Sujet/éléments de vocabulaire			
Grammaire			
développement des sous compétences			

**F/Attitude envers la langue**

**31 - Qu'est-ce que vous pensez des déclarations suivantes? Veuillez cocher la bonne alternative**

	J'approuve fermement	J'accepte	Indécis	Je désapprouve	Je désapprouve fermement
C'est important d'utiliser l'anglais dans notre institution					
L'arabe est la seule langue qui devrait être utilisée dans notre institution					
Parler en anglais indique le prestige					
Parler en anglais facilite la communication avec les institutions internationales et le monde extérieur					
Parler en anglais pose une menace à la langue arabe et française					

**Merci de votre collaboration**



## Appendix B

### Interview pour l'administrateur de l'INS

#### Première partie

**1 - Quelle est la spécialité de l'INS ?**

.....  
.....

**2 - Pouvez-vous citer quelques terminologies spécifiques utilisées dans votre travail ?**

.....  
.....

**3 - Pouvez-vous placer les langues suivantes dans l'ordre de leur usage à l'INS ?**

a/ Arabe                      b/ Français                      c/ Anglais

**4 – Quel type de compétences et de spécialités est-ce que l'INS cherche chez un nouvel employé ?**

.....  
.....

**5 - Combien d'employés y a-t-il à l'INS?**

.....  
.....

**6a - Combien de départements y a-t-il à l'INS?**

.....  
.....

**6b-Pouvez vous les nommer?**

.....  
.....

**7-Quel horaire est actuellement en usage à l'INS ?**

.....  
.....

**8- Quelle est la durée de la pose déjeuner?**

.....  
.....

**9 Quelle formation offrez-vous aux personnels de l'INS ?**

Type de formation	Commentaire sur la formation

**10 - Pourquoi avez vous intégré des cours de formation en anglais à l'INS?**

.....  
 .....

**11 -Où est-ce que les stagiaires assistent aux cours de formation en anglais ?**

.....  
 .....

**12 - Quel type d'employés formez-vous dans le cours d'anglais?**

.....  
 .....

**13 – Est-ce que vous avez l'intention d'intégrer plus de membres de votre personnel dans les cours de formation en anglais? Pourquoi? Ou pourquoi pas?**

.....  
 .....

**14a-Avez-vous suivi une formation en anglais ?**

Oui  Non

**14b - Pourquoi? Ou pourquoi pas?**

.....  
 .....

**15-Veuillez classer les compétences suivantes par ordre de priorité: 1 = très important, 2 = important, 3 = pas très important, 4 = pas important du tout**

Lecture Production écrite Textes écoutés Oral

**16 - Quel registre de langue rencontrez-vous dans votre travail?**

Général Technique Affaire

**17-Quels sont les sujets que vous traitez dans votre travail ? Répondez par oui ou par non.**

	Oui	Non
Sciences humaines		
Médecine		
Sport		
Géographie		
Education		
Coût de la vie		
Voyage		
Loisirs		
Environnement		
Technologie		
Publicité		
Affaire		
Chômage		
Investissement		

Autres, pouvez vous spécifier.....

**18 – Est-ce que de mauvaises compétences orales ou écrites en anglais entravent le progrès de vos employés?**

.....

**19 À quelle fréquence estimez-vous l'exécution des tâches suivantes en anglais ?**

	Jamais 0%	Parfois 40%	Souvent 70%	Toujours 100%
Prendre des messages par téléphone				
Rédiger des mémos				
Remplir des formulaires				
Rédiger des lettres				
Rédiger des PV de réunions				
Rédiger des rapports				
Remplir des ordres d'exécution				

Faire des évaluations				
Rédiger des propositions				
Autres (veuillez spécifier)				

**20- Est-ce que les membres de l'INS assistent à des conférences internationales ?**

.....  
 .....

**21 - Quels avantages avez-vous promis à vos employés pour les encourager à assister au cours d'anglais ?**

.....  
 .....

**22 - D'après vous, quelles sont les raisons principales de l'absence de vos employés dans les cours de formation en anglais ?**

.....  
 .....

## Deuxième partie

**23- Quels types de langue souhaiteriez-vous que les stagiaires apprennent lors de la formation en langue anglaise**

- Comprendre des directives
- Explication de problèmes
- Mots liés au travail
- Reconnaître des codes, étiquettes, noms, logiciel sur le lieu du travail
- Rédaction d'un rapport
- Rédaction d'un mémo
- Etablir le graphique d'une information
- Langue de communication sociale
- Faire des exposés

**24 - Laquelle des techniques de formation suivantes aimerez-vous que vos employées suivent ?**

- La méthode figée  travail à deux  travail en petits groupes  faire des exposés  
 travail qui se rapporte à la spécialité  
 Autres, veuillez spécifier : .....

**25 – Quels sont les supports pédagogiques que vous aimerez avoir dans le cours de formation en anglais pour vos employés ?**

- Magnétophones  Rétroprojecteurs  des objets réels  tableaux muraux  vidéo  
 Autres, Veuillez spécifier.....

**26 - Comment est-ce que vous mesurez le succès des stagiaires dans ce programme de formation en anglais ?**

.....  
 .....

**27 a – Que pensez-vous des déclarations suivantes ?**

	j'approuve fermement	accepte	Indécis	je désapprouve	je désapprouve fermement
C'est important d'utiliser l'anglais dans notre institution					
L'arabe est la seule langue qui devrait être utilisée dans notre institution					
Parler en anglais indique le prestige					
Parler en anglais facilite la communication avec					

les institutions internationales et le monde extérieur					
Parler en anglais pose une menace à la langue arabe et française					

**27 b- Y a-t-il une autre information que vous aimeriez ajouter ?**

.....  
.....

**Troisième partie**

**28 -Quelle est la gamme des prix des manuels ?**

.....  
.....

**29 - Qui parraine les cours de formation en anglais ?**

.....  
.....

**30 - Est-ce que les manuels sont facilement accessibles ?**

.....  
.....

**31 – Est-ce que le nombre des manuels couvre le nombre des stagiaires à l'INS ?**

.....  
.....

**Quatrième partie**

**32 - Le nom de l'administrateur: .....**

**33 – Expérience : .....**

**34 - Département.....**

**35 - Institution.....**

**Merci de votre collaboration**

## Appendix C

### Interview for TACC administrator

#### A/ Background information:

- 1- Organisation .....1a-How old is TACC?.....  
 2- Name .....2a- Gender..... 2b- Job title .....  
 3- How long have you been in your present job? 3a-Years.....3b-Months .....

#### B/ General Questions

4- What does TACC specialise in?  
 .....  
 .....

5- How did you undertake training members of the staff at INS?  
 .....  
 .....

6- Are you currently training staff members of other organisations?  
 .....  
 .....

7- Have you undertaken a formal needs analysis of the trainees in question?

Yes                       No

8- If yes, can you briefly describe the main points of your needs analysis?  
 .....  
 .....

9- What resources / materials are used for their training?  
 .....  
 .....

10- Do you use any additional material? What kind?  
 .....  
 .....

#### C/ The learners and the materials:

11- How did you place the trainees in different levels; elementary GE, pre-intermediate GE, and business English?  
 .....  
 .....

**12-** Is the material appropriate to the trainees' needs and interests?

.....  
.....

**13-** Is the material appropriate to the trainees' own approaches to language learning?

.....  
.....

**14-** Is the material appropriate to the classroom teaching/learning process?

.....  
.....

**15-** How do you measure the success of the trainees in this English training programme?

.....  
.....

**D/ Cost and availability of the materials:**

**16-** What is the price range of the textbooks?

.....  
.....

**17-** Is the material easily available?

.....  
.....

**18-** Does the number of the textbooks available cover the needs of INS trainees?

.....  
.....

**19-** Is there any other information you would like to add?

.....  
.....

**Thank you for your cooperation**



## Appendix D

### Interview for the teachers of English

#### A/ Background information:

1- Organization .....

2- Name ..... 2a- Gender..... 2b- Nationality:.....

2c-Degree.....

3-Years of teaching experience:

Secondary education      Years.....Months.....

Higher education      Years.....Months.....

With the TACC      Years.....Months.....

#### B/ General Questions

4- What level/s are you teaching at the INS?

.....

5- What resources / materials are used for training the learners at the INS?

.....

.....

6- How satisfied are you with the textbooks used for training the learners at INS?

very satisfied    satisfied    not satisfied    not satisfied at all

7- Do you use any additional material? What kind?

.....

.....

#### C/ The learners and the material

8- Is the material appropriate to the learners' needs and interests?

.....

.....

9- Is the material appropriate to the learners' own approaches to language learning?

.....

.....

10- Is the material appropriate to the classroom teaching/learning process?

.....

.....

**11-** What do you consider a successful lesson?

.....  
 .....

**12-** Do you follow the modules and the tasks in the text books in a linear way?

- Yes                       No

If no, say why

not.....

**13-** Would you accept to carry out an activity suggested by the trainees?

- Yes                       No

**14-** Do you give them homework?

- Yes                       No

**15-** Do they like to have homework?

- Yes                       No

If no, say why not?

.....  
 .....

**16-** Which learning technique do the trainees prefer?

- lockstep    pair-work    small group-work    presentations    work involving technical subject matter    other, please, specify.....

**17-** Which learning aids are available in the course?

- cassette recorders    overhead projectors    realia    wall charts    video  
 other, please, specify.....

**18- According to you, what is the participants' preference for the organisation of content in the course? How would you rate the following activities? (1= the section that should come first, 2= should come second, 3= should come later)**

Organisation of content throughout the course	1	2	3
Topics/Lexical items			
Grammar			
Sub skills development			

**D/ The learners' difficulties:**

**19-** Which skill presents the most difficulty to the trainees?

- Listening    Speaking    Reading    Writing

**20-** Are these sub skills 1= very difficult, 2= difficult, 3= not too difficult, 4= easy for the learners?

Sub-Skills	1	2	3	4
Understanding the teacher's accent				
Understanding recorded material				
Speaking clearly				
Speaking fast				
Pronouncing accurately				
Reading fast to get the main idea of the text				
Reading and understanding text questions				
Reading and understanding details				
Understanding new vocabulary from the context				
Writing with the correct spelling				
Writing grammatically correct sentences				
Using the right punctuation				
Writing in an organised and coherent manner				
Having a good writing style				

**21-** How do you measure the success of the trainees in this English training programme?

.....  
 .....

**E/ Learners' attendance:**

**22-** How often do the learners miss the English language training course?

- often       sometimes       rarely       never

**23-** According to you, what are the main reasons for the learners' absence from the English training courses?

.....  
 .....

**24-** Are there any trainees who deserted the English course?

- Yes       No

If yes, say why?

.....

25- Do you have any other information to add?

.....  
.....

**Thank you for your cooperation**

Université du 7 Novembre à Carthage  
Institut Supérieur des Langues de Tunis  
MA Programme  
Applied Linguistics  
Zeineb Ayachi Ben Abdallah

## **Appendix E**

### **Une liste de contrôle à remplir par les stagiaires**

Ce-ci est une liste de contrôle qui couvre la plupart des sous compétences dont vous faites usage dans votre travail. Merci de la compléter minutieusement. Le contenu de vos réponses sera confidentiel.

**Merci de votre collaboration**

Veillez cocher les sous compétences dont vous faites usage au travail, puis cochez la fréquence de leur usage en anglais dans les colonnes fournies

<b>Sous Compétences utilisées au travail</b>	<b>Frequence d'usage en anglais</b>			
	Souvent	Parfois	Rarement	Jamais
<b>Oral et Textes écoutés</b>				
<input type="checkbox"/> Faire des exposés				
<input type="checkbox"/> Participer à des réunions et parler en anglais				
<input type="checkbox"/> parler au téléphone				
<input type="checkbox"/> donner/comprendre des directives				
<input type="checkbox"/> donner/recevoir des informations				
<input type="checkbox"/> Ecouter et remplir un bulletin				
<input type="checkbox"/> Ecouter et transférer une information en tableau, ou en diagramme				
<input type="checkbox"/> Comprendre des déclarations hypothétiques (ex le conditionnel)				
<input type="checkbox"/> Autres				
<b>Lecture</b>				
<input type="checkbox"/> Lire et comprendre des informations				
<input type="checkbox"/> Vérifier une information / Relecture d'un document				
<input type="checkbox"/> Consulter des documents officiels				
<input type="checkbox"/> Lire rapidement				
<input type="checkbox"/> Consulter des ouvrages à la bibliothèque				
<input type="checkbox"/> Prendre des notes				
<input type="checkbox"/> Lire des nombres, des mesures, spécifications.				
<input type="checkbox"/> Lire l'heure, les prix, et les quantités dans un contexte				
<input type="checkbox"/> Lire des courbes et procéder à des descriptions				
<input type="checkbox"/> Lire et interpréter des informations dans un				

tableau, une carte, un plan, etc.				
<input type="checkbox"/> Prédire l'essentiel et le type d'un texte à partir d'un format, illustrations, titre, en-tête, etc.				
<input type="checkbox"/> Etablir un rapport entre des illustrations, des présentations graphiques et un texte linéaire pendant la lecture				
<input type="checkbox"/> Lire un texte et présenter l'information dans une forme non linéaire (par exemple, remplir un formulaire, tableau, diagramme, etc.)				
<input type="checkbox"/> Deviner le sens de mots peu familiers à partir d'indices contextuels et de formation de mots.				
<input type="checkbox"/> Comprendre un texte en se basant sur l'information d'origine				
<input type="checkbox"/> Lire un texte et le raconter/paraphraser				
<input type="checkbox"/> Autres				
<b>Production Ecrite</b>				
<input type="checkbox"/> Rédaction de rapports, messages, notes, lettres, mémos, emails, informations numériques sur le lieu de travail				
<input type="checkbox"/> Remplir des formulaires				
<input type="checkbox"/> Rédiger des rapports de passation				
<input type="checkbox"/> Rédiger des PV de réunions				
<input type="checkbox"/> Manuscrit				
<input type="checkbox"/> Utiliser un vocabulaire en anglais lié au travail				
<input type="checkbox"/> Prendre des notes				
<input type="checkbox"/> Rédiger une note tout en combinant une information à partir de plusieurs sources				
<input type="checkbox"/> Transférer une				

---

information d'un/à un tableau, diagramme, une carte, etc.				
<input type="checkbox"/> Utiliser des connecteurs logiques d'addition, séquence, comparaison/contraste, conclusion				
<input type="checkbox"/> Ecrire des descriptions à partir de notes, d'observations				
<input type="checkbox"/> Autres				



## Appendix F

### Checklist of the evaluation criteria used in materials analysis

This is a material evaluation checklist, adopted from Hutchinson and Waters (1987), the purpose of which is to analyze the objectives of the training material and crosschecking them with the trainees' actual needs. This will ultimately yield to backing up, updating or modifying them.

#### Material evaluation

<b>Audience</b>	
1A Who are your learners? e.g. - ages -sex - nationality/ies - study or work specialism(s) - status/role with respect to specialism (e.g. trainee cashier, qualified anaesthetist etc.) - knowledge of (i) English (i) specialism (iii) other (e.g. knowledge of the 'world' etc.) - educational backgrounds - interests (etc.)	1B who is the material intended for?

<b>Aims</b>	
2A What are the aims of the course?	2B What are the aims of the materials?

<b>Content</b>	
3A What kind of language description do you require? Should it be structural, notional, functional, discourse-based, some other kind of combination of one or more of these?  4A What language points should be covered? (What particular structures, functions, vocabulary areas etc?)	3B What type(s) of linguistic description is/are used in the materials?  4B What language points do the materials cover?  5B what is the proportion of work on each

<p>5A What proportion of work on each macro-skills do you need? (E.g. reading) is desired? Should there be skills integrated work?</p> <p>6A What micro-skills do you need? (e.g. deducing the meaning of unfamiliar words)</p> <p>7A what text types should be included? e.g -manuals -letters dialogues -experimental reports -visual texts (pictures, diagrams, charts, graphs, cartoons, etc.?) -listening texts -any other kind?</p> <p>8A what subject-matter area(s) is/are required (e.g. medicine, biology etc.)</p> <p>What level of knowledge should be assumed (e.g. secondary school, first year college/university, post graduate etc?)</p> <p>What types of topics are needed? (e.g. in medicine: hospital organisation, medical technology etc.)</p> <p>What treatment should the topics be given (e.g. 'straightforward', factual; 'human interest' angle; humorous; unusual perspective; taking into account issues, controversy, etc.)</p> <p>9A How should the content be organised throughout the course? - around language points? - by subject-matter? - by some other means (e.g. study skills)? - by a combination of means?</p> <p>10A How should the content be throughout the course units? - by a set pattern components? - By a variety of patterns?</p>	<p>skill? Is there skills-integrated work?</p> <p>6B what micro skills are covered in the material?</p> <p>7B what kind of texts is there in the materials?</p> <p>8B What treatment are the topics given?</p> <p>9B How is the content organised throughout the materials?</p> <p>10B How is the content organised within the units?</p>
--	---

<ul style="list-style-type: none"> <li>- By some other means?</li> <li>- To allow a clear focus on e.g. certain skill areas, a communication task etc.?</li> </ul> <p>11A How should the content be sequenced throughout the course? e.g. - from easier to more difficult?</p> <ul style="list-style-type: none"> <li>- to create variety?</li> <li>- to provide recycling?</li> <li>- by other criteria?</li> </ul> <p>Should there be no obvious sequence?</p> <p>12A How should the content be sequenced within a unit? e.g. – from guided to free?</p> <ul style="list-style-type: none"> <li>- from comprehension to production?</li> <li>- accuracy to fluency?</li> <li>- by some other means?</li> </ul> <p>Should there be no obvious sequence?</p>	<p>11B How is the content sequenced throughout the book?</p> <p>12B How is the content sequenced within a unit?</p>
<b>Methodology</b>	
<p>13A What theory/ies of learning should the course be based on? Should it be behaviourist, cognitive, affective, some other kind, a combination of one or more of these?</p> <p>14A What aspects of the learners' attitudes to/expectations about learning English should the course take into account?</p> <p>15 A What kinds of exercises/tasks are needed? e.g.</p> <ul style="list-style-type: none"> <li>- Guided – free?</li> <li>- Comprehension – production?</li> <li>- Language/skills use?</li> <li>- One right answer – many possible right answers?</li> <li>- Whole class – group – individuals?</li> <li>- Language-/skills-based – content-based?</li> <li>- 'Mechanical' -problem solving?</li> <li>- Role-play, simulation, drama, games?</li> <li>- Ones involving visuals?</li> <li>- Self-study?</li> <li>- Some other kinds?</li> </ul>	<p>13B What theory/ies of learning are the materials based on?</p> <p>14B What attitudes to / expectations about learning English are the materials based on?</p> <p>15B What kinds of exercises/tasks are included in the materials?</p>

<p>16A What teaching-learning techniques are to be used? e.g. 'Lockstep?' - Pair-work? - Small-group work? - Student presentations? - Work involving technical subject-matter? - Other kinds?</p> <p>17 A What aids are available for use? - Cassette recorders? - Overhead projectors? - Realia? - Wall charts? - Video? - Other?</p> <p>18A What guidance/support for teaching the course will be needed? e.g. - Statements of aims? - Lists of vocabulary and language-skills points? - Language guidance? - Technical information? - Methodological directive or hints? - Suggestions for further work? - Other kinds?</p> <p>19A How flexible need the materials need to be?</p>	<p>16B What teaching-learning techniques can be used with the materials?</p> <p>17B What aids do the materials require?</p> <p>18B What guidance do the materials provide?</p> <p>19B In what ways are the materials flexible? e.g. - Can they be begun at different points? - Can they be linked to other materials? - Can they be used without some of their components (e.g. cassettes)?</p>
<b>Other criteria</b>	
20A What price range is necessary?	20B What is the price?
21A When and in what quantities should the materials be available? Etc.	21B When and how readily can the materials be obtained? Etc.

## Appendix G

### A PROPOS DE L'INS

[1 - Statut et mission](#)

[2- Organisation administrative](#)

[3- Les représentations de l'INS dans les régions](#)

[4 - Principales activités de l'INS](#)

[5- Les textes de référence](#)

#### **1 - Statut**

L'Institut National de la Statistique (INS) a été créé en 1969, c'est un établissement public à caractère non administratif. Il est placé sous la tutelle du Ministère du Développement et de la Coopération Internationale. Il constitue en outre l'organisme central du système national de la statistique.

Selon son statut l'INS est administré par un Conseil d'Entreprise présidé par le Directeur Général de l'INS.

**Siège :** 70, rue Ech-cham BP 265 CEDEX Tunis, Tunisie

**Tél :** 71 891002 Fax : 71 792 559

**Email :** [INS@mdci.gov.tn](mailto:INS@mdci.gov.tn)

**Site :** <http://www.ins.nat.tn>

#### **Missions Principales**

- Assurer en coordination avec les autres structures statistiques publiques la collecte, le traitement, l'analyse et la diffusion de l'information statistique.
- Mener des recensements, des enquêtes démographiques, sociales et économiques.
- Elaborer les comptes de la nation selon ses différentes dimensions (nationale, trimestrielle)
- Elaborer les indicateurs de conjoncture économique et assurer le suivi et l'analyse de la conjoncture.
- Organiser la documentation statistique nationale en rassemblant les données produites par les structures du système national de la statistique
- Assurer la coordination technique des activités statistiques publiques.

- Assurer le secrétariat permanent du conseil national statistique.
- Organiser la coopération internationale dans le domaine statistique.

## 2 - Organisation administrative

**Au niveau central** : l'INS est constitué de 7 directions centrales : 6 directions centrales techniques qui assurent l'activité de conception et de suivi et de réalisation des travaux de production et de diffusion de l'information statistique, et une direction centrale regroupant les services communs. En outre deux structures sont rattachées directement à la Direction générale de l'INS :

- Le Secrétariat Permanent du Conseil National de la Statistique
- L'Observatoire de la Conjoncture Economique .

Les directions centrales :

- D.C des statistiques démographiques et sociales.
- D.C des statistiques d' entreprises.
- D.C de la comptabilité nationale.
- D.C des statistiques de la conjoncture et des études économiques.
- D.C des statistiques régionales.
- D.C de la diffusion , informatique et coordination.

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Ici

**Au niveau régional** : l'INS est représenté par six directions régionales (Districts) qui couvrent les grandes régions du pays.

	<b>Adresse</b>	<b>Téléphone</b>	<b>Fax</b>
<b>Nord-Est</b>	<b>Tunis:</b> Cité Bouchoucha, le Bardo 2000.	(216) 71 588 697	(216) 71 588808
<b>Nord-Ouest</b>	<b>Béja:</b> Rue de la municipalité, Imm zlaoui , Béja 9000.	(216) 78 450 755	(216) 78 440 359
<b>Centre-Est</b>	<b>Sousse:</b> Imm. Mallouli Rue Med Ali, Bab Djedid Sousse 4000.	(216) 73 224 245	(216) 73 224 245
<b>Centre-Ouest</b>	<b>Kasserine:</b> Avenue Habib bourguiba. Kasserine 1200	(216) 77 474 811	(216) 77 474 811
<b>Sud Ouest</b>	<b>Gafsa:</b> Rue Taieb Grenza face de l'hopital régional Douali 2100 Gafsa.	(216) 76 224 951	(216) 76 224 951
<b>Sud Est</b>	<b>Médenine:</b> Avenue Habib bourguiba-2ème étage, Medennine 4080.	(216) 75 643 864	(216) 75 643 864

La mission principale des représentations régionales est de réaliser les opérations de collecte de données, de chiffrage et de saisie et s'étend à d'autres activités régionales spécifiques ainsi que le développement des statistiques régionales dans leurs zones géographiques.

[HAUT](#)

### 3 – Les représentations de l'INS dans les régions

Carte de la Tunisie avec répartition régionale et légende



cliquer  
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### 4 - Les Principales Activités de l'INS

#### Statistiques démographiques et sociales

- Recensement général de la population et de l'habitat. Le dernier recensement en date a été réalisé en 2004.
- Elaboration des statistiques de la population et de l'Etat civil.
- Enquêtes sur l'emploi auprès des ménages.
- Projection de la population. La dernière projection couvre la période 2004-2034.
- Enquête nationale sur la consommation des ménages .La dernière enquête a été réalisée en 2000 . L'enquête 2005 est en cours de réalisation.
- Effectifs et salaires de la fonction publique.
- Les indicateurs de l'infrastructure.

Statistiques économiques

- Répertoire national des entreprises.
- Enquêtes sur les activités des entreprises.
- Les comptes nationaux annuels/ trimestriels.
- Les indices de conjoncture.
- Statistiques du commerce extérieur.
- Enquête sur les investissements.
- Suivi de la conjoncture économique.

Coordination statistique

- Coordination technique en matière de statistique.
- Secrétariat permanent du conseil national statistique.

Personnel de l'INS

L'INS compte 405 agents au 30 juin 2005 dont 46 % sont au niveau central. Les cadres représentent 42 % de l'ensemble du personnel.

**5 - Les textes de référence**

Dans ce qui suit on se limite aux textes de références les plus récents et qui sont afférents à l'organisation de l'Institut National de la Statistique ( année 2000) et à la promulgation de la loi statistique (année 1999 )

• Décret N° 2000 -2408 du 17 octobre 2000 , fixant l'organisation administrative et financière et les modalités de fonctionnement de l'Institut National de la Statistique.

• Loi N° 32 de l'année 1999 du 13 avril 1999 relative au système national statistique

• Décret N°99-2797 du 13 décembre 1999, fixant la composition, l'organisation et les modalités de fonctionnement du Conseil National de la Statistique .

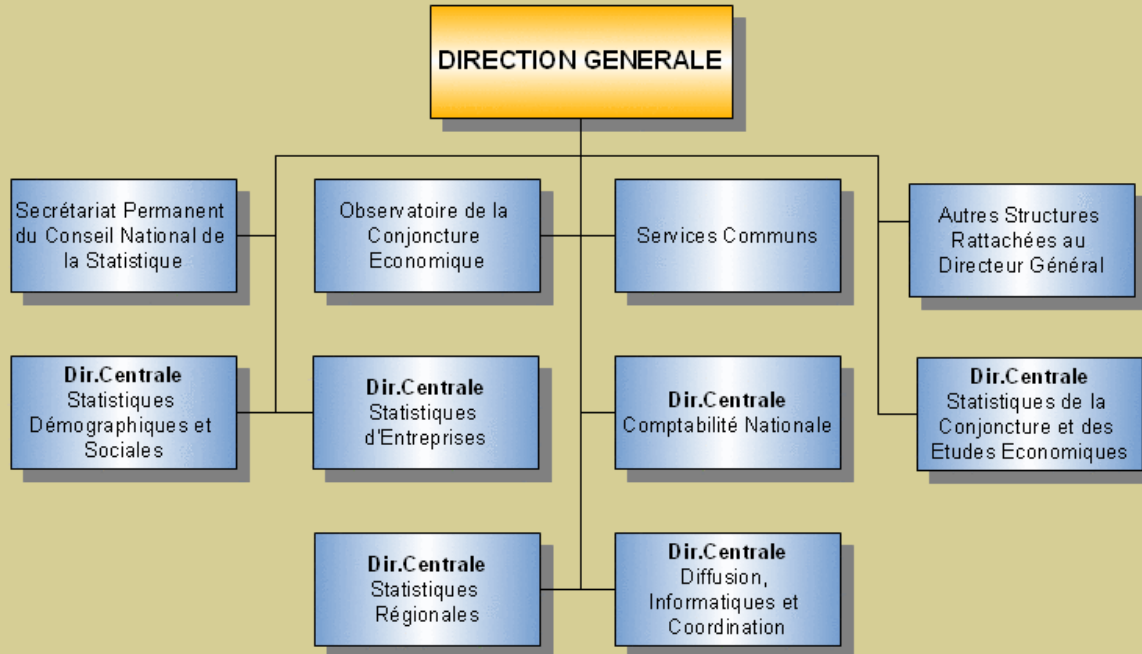
• Décret n° 2004-2659 du 29 novembre 2004, portant sur modification du décret n° 99-2797 du 13 décembre 1999, fixant la composition, l'organisation et les modalités de fonctionnement du conseil national de la statistique.

• Décret N°99-2798 du 13 Décembre 1999 , fixant les modalités et les conditions de paiement de la contribution des utilisateurs de l'information statistique.

• Décret N°99-2799 du 13 décembre 1999 , fixant les conditions et les procédures de réalisation des recensements et des enquêtes statistiques par les structures statistiques publiques auprès des personnes ne faisant pas partie de ces structures.



## Organigramme de l'Institut National de la Statistique



## Appendix H

### Needs Analysis

#### You and your job

Which company do you work for?

.....

What is their main area of business?

.....

What is your position in the company?

.....

What do you do?

.....

#### Communication skills

How much time do you want to spend on different communication skills on this course?  
Circle a number from 0 (no time) to 4 (a lot of time)

**Discussions and meetings**                      0   1   2   3   4.....

**Telephoning**                                      0   1   2   3   4.....

**Social English**                                  0   1   2   3   4.....

**Company products and customer relations** 0   1   2   3   4.....

**Presentations**                                  0   1   2   3   4.....

**Negotiating**                                    0   1   2   3   4.....

**Business correspondence**                0   1   2   3   4.....

**Business reports**                            0   1   2   3   4.....

**Job interviews**                                0   1   2   3   4.....

Now give more details about each skill. Who do you communicate with in English?  
What about? Make notes on the lines above, next to the appropriate skills.

#### Business topics

Which topics are you interested in? Choose from the list below. You can add another topic of your own at the end.

**Management**       **Production**       **Political/economic context**       **Travel**

**Sales and marketing**       **Human resources**       **International trade**

**Entertaining**       **Finance**       **New technology**       **Recent business news**

**Grammar**

How much grammar have you studied before coming on this course?.....

How much grammar would you like to do on this course? Any particular areas? .....

**Other objectives**

Do you have any other objectives for this course that you have not mentioned?

.....

Is there anything else you would like to tell your teacher to help him/her to plan your course?

.....

Source: Emmerson. P. (1999).*Business Builder. Intermediate Teacher's Resource Series.* Macmillan Publishers Ltd