Yahia Fares University of Medea
Faculty of Letters and Languages
Department of Foreign Languages
English Section

Investigating the Effectiveness of Task-Based Approach in Teaching English for Specific Purposes: A Case of First-Year Economics Students at Medea University

A Dissertation Submitted in Partial Fulfillment of The Requirements for Master Degree in English (Linguistics)

Submitted by:

Khaoula HADIBI

Supervised by:

DR. Samir ZINAI

Panel of Examiners:

Chairman	Dr. Farouk KHELIL CHERFI	University of Medea
Supervisor	Dr. Samir ZINAI	University of Medea
Examiner	Dr. Souad MIROUD	University of Medea

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DECLARATION

I, hereby, declare that this dissertation, entitled “Effectiveness of Task-Based Approach in Teaching English for Specific Purposes: A Case Study of First-Year Economics Students at Medea University”, has been undertaken by me for the requirement for Master Degree in English (Linguistics)Under the supervision of [**Dr. Samir ZINAI**]. I also declare the materials of this research are the pure outcome of my investigation and not incorporate any substances previously written or published by other researchers expect those indicated in quotations, citations or in the references list.

I am duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:20 May 2024

Signed: **Khaoula HADIBI**

DEDICATION

After five years of countless revisions, growth, exploration, and late nights, I'm thrilled to present this humble work, which would not have been possible without the loyal support of:

*The beacon of warmth and love in the world … ……..****My Mother***

*The pillar of strength and guidance in every storm…….. **My Father***

*The anchor of resilience and wisdom through every storm……**My Uncle Mohamed***

*The double blessed heart, mother- friend who always makes me feel special …….**My Aunt & her Husband***

*The special type of angel on earth who brings out my best qualities ……. **My Sister***

*The companions of joy and shared dreams ……**My Brothers***

*To the future teachers of English ……**My Besties "Dalila, Selma & Rayane"***

The ones who wished me the best and nothing but the best.

*The harmonizer of my melodies and composer of my own symphony ……**Myself***

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Praise is to Allah who by His blessings all good things are perfected.

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ABSTRACT

Task-based approach proved to be a successful teaching approach in various fields such as medicine, engineering, and economics. The main purpose of this study is to investigate the effectiveness of task-based approach in ESP students' outcomes, with a specific focus on first-year economics as a case study. An experimental research design with pre-test and post-test was applied on the experimental and control group. A total of 61 participants, including an ESP teacher and 60 first-year economics students, were previously divided into two groups. The control group received traditional lecture-based instruction, while the experimental group received task-based approach. In this research, data was gathered using a mixed method. Firstly, the quantitative data from pre-test and post-test was analysed *using SPSS.* Additionally, a Likert scale questionnaire was used to collect both quantitative and qualitative data from the students. In contrast, the qualitative data was obtained from the interview conducted with ESP teacher. The latter tool was analysed using content analysis techniques. The integration of task-based approach in ESP courses for first-year economics students yields several pedagogical benefits, including: developing higher-order thinking skills, encouraging collaborative learning, and increasing students' motivation and engagement. Furthermore, the study revealed a significant positive relationship between the use of task-based approach and the students' learning outcomes.

Key terms: Task-based approach, English for Specific Purposes, economics, Student-centered learning, learner engagement, teaching effectiveness.

مـــلـخـــص

لقد أثبتت المقاربة المبنية على المهام نجاحها كأسلوب تدريس في عدة مجالات كالطب والهندسة والعلوم. وقد شقت طريقها مؤخراً إلى مجال الإقتصاد. لذلك تهدف هذه الدراسة إلى التحقيق في فعالية المقاربة المبنية على التعلم القائم على المهام في نتائج الطلاب في مقياس اللغة الإنجليزية لأغراض متخصصة ESP.تم اشراك طلاب السنة الأولى في الإقتصاد كدراسة حالة و تطبيق منهج البحث التجريبي مع إختبارات قبلية وبعدية على المجموعة التجريبية و المجموعة الضابطة .ضمت هذه الدراسة أستاذ اللغة الإنجليزية لأغراض متخصصة و ستون طالبا من طلاب العينة .كما تم تقسيمهم مسبقا إلى مجموعتين : تلقت المجموعة الضابطة تعليمات تدريس تقليدية قائمة على المحاضرات ، بينما تلقت المجموعة التجريبية التعلم القائم على المهام .أجريت الدراسة في الفصل الثاني وتم إختيار موضوع "الإقتصاد" مع استخدام منهجية البحث المندمج لجمع البيانات ثم اللجوء الى تحليل البيانات الكمية من الإختبارات القبلية والبعدية باستخدام برنامج SPSS.بالإضافة إلى ذلك، وجب استعمال استبيان بمقياس ليكارت لجمع البيانات الكمية والنوعية من الطلاب. في المقابل، تم الإعتماد على أسلوب تحليل المحتوى لتحليل البيانات النوعية التي جمعت من المقابلة الشفهية التي أجريت مع أستاذ اللغة الإنجليزية لأغراض متخصصة.من خلال هذه الدراسة، توصلنا الى أن استخدام المقاربة القائمة على المهام توفر العديد من الفوائد لتدريس اللغة الإنجليزية لأغراض متخصصة لطلاب السنة الأولى إقتصاد .بما في ذلك تطوير مهارات التفكير ،تشجيع التعليم الجماعي، وزيادة تحفيز الطلاب واندماجهم .وكشفت الدراسة عن علاقة إيجابية بين المقاربة المبنية على المهام ونتائج الطلاب.

الكلمات المفتاحية: المقاربة المبنية على المهام، اللغة الإنجليزية لأغراض متخصصة،علم الإقتصاد، التعلم المتمركز حول الطالب،انخراط المتعلم ، فعالية التدريس.

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LIST OF ABBREVIATIONS

ADDIE: Analyse-Design-Develop-Implement-Evaluate model

CLIL: Content and Language Integrated Learning

EAP: English for Academic Purposes.

EBP: English for Business Purposes.

ELT: English Language Teaching.

EMI: English-Medium Instruction

EOP: English for Occupational Purposes.

ESP: English for Specific Purpose or Purposes.

FN: Felt Needs

GL: General Language.

LGP: Language for General Purposes.

LN: Learning Needs

LSP: Language for Specific Purposes.

NA: Needs Analysis

ON: Objective Needs

PN: Perceived Needs

SN: Subjective Needs

SP: Specific Language.

TBA: Task-Based Approach

TN: Target Needs

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GENERAL

INTRODUCTION

General Introduction

1. Research Background:

Countries exist in an interconnected world where they coexist, interact, influence, and are influenced in various fields such as economy, industry, and culture within the framework of globalization. Among the distinguishing features of the latter, the adaptation of the English language as a lingua franca is linked to an agreement to use it for communication and interaction in various fields. For this reason, social media platforms, websites' algorithms, and applications were constructed, along with artificial intelligence bots, which have transformed the course of technology usage worldwide. This utilization made English proficiency a requirement based on one's specialization, like in digital marketing, e-commerce, and forex platforms. The use of the English language has been generalized at different levels of education around the world.

Algeria, similar to other countries, and for a considerable period, adopted the teaching of the English language at the middle school level. The importance of English in today's advanced world is rapidly developing which led to its integration across educational levels, from primary school to higher education in diverse fields such as medicine, technology, and economics. (Kushakov, Kimbetovaz, & Tulabayeva,2022, p.74).

The Ministry of Higher Education and Scientific Research has recognized this need by implementing English for Specific Purposes (ESP) curricula, particularly to meet learners` needs. ESP is not considered a tool for communication but also a practical instrument. Along with the development of new teaching approaches like

task-based approach. ESP underlines the needs for more inquiry within the educational system.

The implementation of a task-based approach has been verified to be effective in improving students` writing skills and communicative proficiency (Nouari, 2015, p. 104). The task-based approach's impact has been examined in a variety of English teaching and learning environments. Nonetheless, there are limited studies that evaluate its effectiveness in English for specific purposes (ESP) contexts (Nouari, 2020, p. 98).Thus, the researcher has chosen the case of Doctor Yahia Fares University, Department of Economics, Medea University in Algeria. This study aims to evaluate the effectiveness of task-based approach in improving the ESP learning outcomes of first-year economics students, particularly focusing on business English.

2. Statement of the Problem:

The effective integration of ESP into university curricula remains a challenge. Algerian universities. Despite its importance in the professional world, ESP courses are often regarded as less important (Bouafia,2022, p. 1016). For instance, within the University of Ouargla, an educator with over 15 years of teaching experience in various engineering faculties and institutes has encountered a multitude of difficulties involved in teaching ESP. One of the major issues related to students is the insufficient English proficiency levels among students, which reduces and weakens their engagement in ESP classes (Doufene & Keskes,2023, p.233).

Besides the difficulties faced by students, ESP teachers who teach in the Science and Technology faculties at Medea University also encounter challenges. The researchers at this university identified an urgent need for training ESP teachers

including the improvement of the ESP curriculum to better address students' needs and professional demands, and the active integration of learners' needs into course design (Makhlouf & Arar,2022, pp. 446-447). As a potential solution, the use of task-based approach can bridge the gap between ESP courses and the professional world (Nouari,2020, p.98). This study investigates the need to evaluating the effectiveness of this approach aiming at ameliorating the outcomes of ESP learners.

3. Research Questions and Hypotheses

This study investigates the effectiveness of task-based approach. In order to highlight the significance of this study the following set of questions are formulated:

The main question:

To what extant does task-based learning approach have a positive impact on teaching English for specific Purposes to first-year economics students?

The following sub-questions are addressed in this paper:

- What are the impacts of task-based learning approach on ESP students' outcomes?
- Is there a statistically significant correlation in learning outcomes between students exposed to task-based approach and a non-exposed group?
- Is there a statistically significant correlation between student attendance and learning outcomes?
- How do ESP students evaluate their experience with task-based learning approach?
- What challenges do ESP teachers and students face when implementing task-based approach to the ESP setting?

To address the research questions, the following hypotheses were formulated:

- Task-based approach may lead to a positive correlation between its use and the learning outcomes of first-year economics students in ESP.

- Students' attendance might positively influence the outcomes achieved through TBA.

-Students may perceive TBA positively in terms of collaboration, confidence in using language, engagement and motivation

- Lack of teaching materials and language proficiency could maintain challenges for ESP teachers and students

4. Research Objectives:

The main aim of this study is to evaluate the effectiveness of task-based approach in teaching ESP at Medea University, in the department of Economics, taking first-year students as a case study. To reach this central goal, the study is designed with the

following secondary objectives:

- Exploring TBA as a readily adaptable solution for ESP teachers who may lack specialized training or a dedicated ESP curriculum.

- Examining the potential of TBA in allowing ESP teachers to create content that directly addresses students' academic and professional needs

- Comprehending the impact of TBA on ESP students' outcomes.

-Scrutinizing the experiences and the perceptions of ESP students who have been introduced to TBA.

-Promoting the adaptation of TBA in Algerian ESP classrooms, particularly in Economics departments.

5. Significance of the Study:

Several studies examine various aspects of teaching and learning English for Specific Purposes that come up with reliable results. However, fewer studies have made the same investigation our work is aiming to conduct.

The originality of this research is that it is one of the first attempts to address these specific issues at Medea University, specifically in the Department of Economics. Consequently, the benefits of this study cover a variety of aspects as listed below:

- For teachers of English:

- Understanding how effective this approach is for teaching ESP

- uncovering new tools and methods for teaching specialized languages.

- Adapting new teaching methodologies to better meet the needs of economics students by creating a more creative and student-centered learning environment.

- For students of English: The researcher observed that the library of Foreign Languages department contains limited or no studies addressing ESP, this noticeable Scarcity of studies highlights the initiation of the current study. Moreover, this research seeks to inspire and motivate English learners to explore ESP research. They will gain valuable insights from the findings of this study on the effectiveness of task-based approach in teaching English in a specific context.

- For students of Economics: it helps them understand the importance of English language skills within an economic context that aligns with their professional and academic success. Moreover, it is an attempt to implement ESP using the most adequate approaches to prepare students of economics for the shift to EMI.

- For the researcher: this study contributes to knowledge in the fields of language, ESP, didactics, and applied linguistics by providing a foundation for future research. Additionally, based on the findings of this study, not only at Medea University but also at similar universities in Algeria, this investigation offers an additional data source for other researchers

- For other researchers: they may learn from the researcher's experiences, and gain guidance to explore uncharted areas in ESP.

6. Thesis Layout:

This research consists of a general introduction, a body of four Chapters, and a general conclusion. The General Introduction comprises the study background, problem statement, research questions and hypotheses, research objectives, significance of the study, thesis layout, and definition of key terms

The first chapter, titled "Literature Review" encompasses a review of the pertinent theoretical and conceptual literature. Its first section presents the definition of language and its types, along with distinguishing LSP from LGP. Furthermore, this section displays the following key concepts in ESP: its definition, features, and fundamental pillars. The second section provides the conceptual framework related to task-based approach: including: its definition, stages, and the roles of both teachers and students. Additionally, it investigates the practices implemented in the business English context. The last part of the first chapter is devoted to previous studies pertinent to the topic where in which the researcher compared between previous studies and the current study.

The second chapter titled “Methods and Procedures” focuses the research methodology. This chapter discusses research design, population, sampling, and data-gathering tools. It also elaborates on details regarding the data collected through the test, the interview, and the analysis of a content course.

“Data Analysis “is the designated title for the third chapter. This chapter is dedicated to the analysis of the obtained data from the different data-gathering tools used in this research.

“General Discussion, Implications, and Limitations” forms the title of the last chapter. The fourth and last chapter is devoted to the discussions of the research findings, the implications, pedagogical recommendations, as well as the acknowledgment of limitations encountered throughout the research, and suggestions concerning the implementation of the Task Based Approach in ESP settings. The study concludes with a General Conclusion that summarizes the primary aspects of the research.

7. Definition of Key Terms:

This paper defines several key terms (listed below) to ensure reader comprehension, as these terms will be used extensively throughout the study.

- **Task-based approach**: it is a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivering of instruction (Richards & Schmidt, 2002, p.540).

- **Tasks:** various scholars offered multiple meanings of the the concept task in the educational contexts, based on its characteristics. Tasks are characterized as activities that require learners to use their knowledge, and engage in cognitive processing in

order to meet specific objectives. Prabhu (1987, as cited in Ait Hattani,2020, p. 70) advocated for task-based learning by emphasizing its effectiveness in promoting engagement in language tasks rather than just learning about language.

- ESP: stands for English for Specific Purposes (Titik,2014,p.37). The role of English in language courses, or programs of instruction, is that the content and aims of the course are fixed by the specific needs of a particular group of learners (Richards & Schmidt,2002,p.181).

- Business: the literal meaning of business refers to activities that involve individuals to be busy or engaged in producing, distributing, trading or exchanging goods and services to satisfy customers' needs and generate profit (Hayes, 2024).

- ELT: it is used especially in Britain to refer to the teaching of English as a second language or English as a foreign language in North America (Richards & Schmidt,2002, p.177). Hall and Eggington noted that before the year 2000, English language teaching (ELT) discussions mostly centered on practical classroom activities, such as new teaching methods, teaching materials, and classroom management (2000, as cited in Dewey & Leurg, 2010, p.2). They emphasized that teachers should take into account the larger aspects of English language teaching, including social, political, and cultural issues. They believed that for teachers to truly become experts in their field, they needed to understand these larger issues.

According to Alghamdi, Alghamdi, and Alsolami, the field of English Language Teaching has witnessed three distinct phases of instructional approaches and methods (2019, p.272). The first "traditional methods phase" employed diverse frameworks like grammar-translation and audio-lingual methods, each reacting to the limitations

of its predecessor and aiming to address new demands in language learning. The subsequent “modern approach phase” saw the rise of the communicative approach, focusing on equipping learners with real-world communication skills. This approach has two versions in ELT. The weak version, where students learn to use English. It is known as the content-based approach, and the strong version, where students use English to learn, is known as the task-based approach (Larsen-Freeman & Anderson, 2011, as cited in Alghamdi et al,2019, p.272).

Chapter One:

Literature Review

Chapter One : Literature Review

Introduction

The first chapter is devoted for a comprehensive investigation by exploring three key areas. The first part of this chapter dealt with the definition of language, followed by the disparities between general language and specific language. In the second part we tackled a comprehensive exploration of English for Specific Purposes, where in which we shed light on its definition, types, and fundamental pillars. After that, the researcher dealt with the concept of task-based approach which has been examined as the cornerstone. The definition, evolution, and diverse types of tasks associated with the task-based approach had been addressed. Furthermore, various stages of the approach, the crucial roles of both teachers and learners, as well as techniques for implementing task-based approach in business class, have been dealt with., lastly, this chapter concluded by reviewing previous studies.

1.1 General English VS English for Specific Purposes in teaching Economics

1.1.1 Definition of Language

In linguistics, scholars and theorists offer a variety of definitions for the term "language"; each definition varies in scope and emphasis. For instance, Vygotsky (1962) viewed language as the most critical mental tool. It is developed from social speech to private speech to cover inner speech influencing thought and cognition (Groenewald, 2021). He underlined the importance of cultural and historical contexts in learning by emphasizing how cultural tools like language are integral to the educational process (Schunk,2012, pp.243-248).

Conversely, Halliday (cited in Neddar,2017, pp.58-59) conceptualized language as social semiotics. This conceptualization implies that language functions just like a system of symbolic meanings which are shaped by social factors, beliefs, culture, and communication needs. It serves as a symbiotic tool that interacts with the environment to facilitate meaning exchange (Amberg & Vause, chapter 1,2009, p.5).

Hussain (2015) in his article "Language and Language Skills" further defined Language as a skill-oriented system rather than a content-oriented discipline like science, social studies, mathematics, etc., while these disciplines aim to convey information and enrich knowledge, language operates differently. Cognitive psychologists viewed language as a skill for performing tasks like swimming and playing. Importantly, the act of using these skills represents an action, while comprehending them necessitates mental efforts (pp.1-2).

To sum up, these different perspectives highlight the dynamic role of language, which is continuously evolving and influencing various aspects of human cognition, behavior, and communication. Notably, language encompasses both general and specific forms.

1.1.2 Differences between General Language and Specific Language

According to Pitsch and Draskau (1985), LSP is the formalization of languages used for specific purposes (Pitch & Drascau, 1985, as cited in Cabaret & Sager, 1999, p. 62). Language for Specific Purposes (LSP) and Language for General Purpose (LGP) represent two different types of language; each providing different

communication needs within society. Although both forms of human communication are fundamental (Prisco,2018). They exhibit remarkable similarities and differences in their structures, functions, and by extension, their importance for understanding the development of language use in different contexts.

Ishcuk's (2022) work titled "Specialized Discourse Features in English Tourism Text" related the distinctive attributes of (LSP) and (LGP) to the context-dependent nature of discourse. Prisco (2018) opined that LSP and LGP are alike because their discourses are based on similar morphological and syntactic structures. They are essentially based on the same morphological and syntactic structures. There are many types of discourse, including medical, legal, technical, and administrative, each of these can be divided into subtypes. For example, business letters, job descriptions, as well as annual reports are observed in administrative discourse. Every type of discourse or subtype of a particular type entails its unique range of lexical items, phraseology, themes as well as rules of composition(pp.163-165). This means that a given piece of writing falls under one generic system within which it can be identified as belonging to that specific kind of speech genre. Also, lexical items are another feature shared by LSP and LGP. For instance, "general language terms used in all fields without dissimilarity" (observe, demonstrate., demonstrate, prove, etc.…) as well as "general language words appropriate to a particular discipline" (Prisco, 2018).

However, despite their linguistic foundation, LSP and LGP have distinctive features. The main difference lies in their intended utilization. LSP is particularly tailored to specific domains, and terminology tailored for communication among

experts within those spheres (Gumovskaya, 2016, p. 141). On the contrary, LGP serves general communication needs across diverse contexts; it relies on a broader range of general vocabulary suited for everyday conversation. Finally, LSP and LGP follow grammatical rules and syntactic structures, the former often adjusts its syntax and style to meet the specialized communication needs of its domains. In contrast, the latter has standardized forms and for everyday communication (Ishcuk, 2022, pp. 168-196).

Balboni (1986, pp. 2-4) discussed several features which differentiate between Language for Specific Purposes texts and Language for General Purposes ones as follows:

- Phonological characteristics: Balboni (1986) was wondering whether language for Specific Purposes involved written texts, or it includes spoken language too. Some scholars argued that pronunciation does not change when discussing specialized topics. However, a closer examination revealed that there are differences between LSP and LGP. Firstly, LSP tends to use longer words almost, which affects how stress and intonation are used. Additionally, the frequent use of suffixes often complicates things by changing where the stress falls in a word.
- Functional characteristics: LSP texts serve a limited number of functions, mainly focusing on providing information or instructions; they are primarily referential and instrumental, aiming at conveying facts or performing specific tasks, rather than expressing emotions or poetic language.
- Extralinguistic characteristics: in LSP there is a stronger reliance on non-linguistic elements such as graphs, formulas, or grids, which often accompany or replace

linguistic elements in documents like business presentations. These visual aids are essential for conveying meaning in LSP texts, whereas in LGP they typically serve to complement or enhance the linguistic message.

- Lexical characteristics: one major difference between LGP and LSP lies in their vocabulary frequency distribution of both technical and non-technical terms differs between LSP and LGP. Additionally, LSPs incorporate numerous neologisms derived from Greek and Latin roots, reflecting the perceived universality of scientific discourse.
- Syntactic characteristics: LSP exhibits increased usage of passive voice and nominalizations "verbs turned into nouns". Variations occur in article, tense, and preposition usage. LSP may prioritize impersonal expression, leading to overreliance on specific verb forms like "ing" in English.

While these distinctive features guide LSP instruction, the distinction between LSP and LGP is not absolute. They exist on a continuum and their understanding benefits from acknowledging their overlap. (Prisco 2018).

The definition of LSP is rooted from the definition of ESP proposed by Strevens (1988) LSP emphasizes learning tailored to specific needs. Instruction delves into content and activities relevant to specific disciplines and professions, focusing on the unique language features used in those contexts. LSP bridges the gap between linguistic knowledge and content expertise, crafting instruction that directly addresses learners' needs (Trace, Hudson, & Brown, 2015, pp. 1-2).

1.1.3 Definition of ESP

ESP is characterized by a plurality of definitions. According to Collins Cobuild Online Dictionary (n.d.), it stands for English for specific purposes. This involves teaching English to learners whose first language is not English, but who need it for a particular job, activity, or purpose; it is considered a subbranch of applied linguistics. English for specific purposes is a learner-centered approach; its core aim is to fulfill the specific needs of target learners, to satisfy either their professional or vocational demands.

Hutchinson and Waters (1987, p.19) argued that ESP must be seen as an approach, not as a product. It is not a specific type of language or methodology, nor does it include a specific form of teaching material. It is an approach to language learning that is based on the learner's needs. Decisions as to content and methods are based on the learner's specific reasons for learning.

According to Lamri, Haddam & Bensafa (2022.p.2) from1978to 2006 ESP has been viewed as teaching specific content and skills of English to particular learners seeking an effective communication in academic or vocational contexts,

Basturkmen (2006, p.18) stated that ESP language is learned not for its purpose or to achieve a general education, but to ease entry or enhance linguistic efficiency in academic, professional, or workplace settings.

Wozniak (2020, p.172) noted that Anthony (2018) described ESP as an educational approach that focuses on teaching language to meet the academic or professional requirements of learners in their actual and futuristic settings. It achieves

these needs by using appropriate teaching materials and methods, which can be either general or specific to a particular field.

ESP is an educational approach that tailors English language instruction to the specific needs of individual learners by equipping them with the necessary skills and knowledge to effectively communicate and function in specific contexts.

1.1.4 Features of ESP

English for specific purposes represents specialized aspects of English language teaching that are characterized by unique features.in 1998, Dudley- Evans and Johns (1998, pp.5-4) attempted to outline the key characteristics, some of which are absolute while others are variable. The following represents a collection of characteristics.

- **The absolute characteristics.**

- ESP is outlined to meet the specific needs of ESP learners by prioritizing the knowledge, skills, and language mastery required for their chosen field of study or profession.

- It incorporates the fundamental methodologies and activities relevant to the discipline it serves; it incorporates real-world examples, and tasks that closely mirror professional and academic fields.

- ESP revolves around language suitability, which equips learners with the necessary linguistic tools for effective communication within their chosen domain. these activities cover areas including grammar, vocabulary, study skills, and spoken and written conversations within diverse contexts.

- **Variable characteristics**

- ESP has a connection or a design for a particular field of study, such as Medical English, or Business English.

- In a specific teaching context, ESP employ methodologies distinct from those used in general English. This often involves the focus on real-world tasks and communication skills relevant to the target profession.

- ESP is typically designed for adult learners either within a territory, institution, or professional work setting. Nonetheless, it could be utilized for secondary school-level learners.

- ESP is commonly designed for intermediate or advanced learners.

- Most ESP courses presuppose a fundamental knowledge of the language system. This allows for focusing on the intricacies of specialized vocabulary, and communication skills, without the need to revisit basic language mechanics.

Understanding these features can help teachers and learners appreciate the value of ESP courses. Its targeted approach, field-specific focus, the emphasis on communication skills.

1.1.5 Types of ESP

The "Tree of ELT " proposed by Hutchinson and Waters (1987) breaks down into three main branches, English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). These

branches are further subdivided into two sub-categories, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

An example of English for Occupational Purposes for the EBE branch is "English for secretaries ", whereas an example of English for Academic Purposes under the same branch would be "English for Economics".

Another subdivision was presented by Dudley-Evan and St John. This division suggests that specific purposes ESP are generally related to either one's profession or one's academic study. The former is referred to as English for Occupational Purposes (EOP), and the latter is termed English for Academic Purposes (EAP) (Vienna, Bocorn & Sarmento,2019).

- **English for Occupation Purposes**: EOP is mostly taught in a situation in which learners need to use English in their profession or at work (Kennedy and Bolitho 1984, as cited in Bracaj,2014, p.43). For instance, Auditors rely on English to decipher financial statements, write clear audit reports, and communicate effectively with international teams.
- **English for Academic Purposes**: EAP is mostly taught in a situation in which learners need to use English in their profession or at work (Achmed&Miolo,2020, p38). EAP courses equip learners with linguistic and social, including institutional and disciplinary practices essential for successfully studying and engaging in the intercultural process conducted through English (Rao,2020, pp.1-2).
- **English for Vocational Purposes**: EVP covers all English knowledge crucial for student study programs (Putra et al.,2021, p.267). Unlike occupational programs, vocational necessitates both technical knowledge and mastery of specialized

discourse demand joint learning journeys for teachers and students (Muliyah &Aminatun,2020, p.123).

- **English for Professional Purposes**: EPP targets professionals across diverse industries, from entry-level positions to management. while related to English for occupational purposes, EPP emphasizes broader communication skills used throughout the workplace, rather than just mastering the specialized language; it focuses more on communicating effectively in different work situations (Achmed&Miolo,2020, p39).
- **Sociocultural ESP**: Sociocultural ESP Like vocational training. It is mainly designed for adults, most of them are immigrants with limited financial status. However, classes in sociocultural ESP are almost completely presented in adult learning settings. Among the most frequent subcategories of sociocultural ESP include adult literacy and citizenship. For example, Amnesty programs and Survival English adult literacy programs attempt to teach fundamental abilities in writing and reading to adult students who frequently become illiterate in their languages, US History, and institutions. Survival English is designed to assist recent immigrants operating in society by completing basic responsibilities including getting a place to live, getting a license to drive, and creating a bank account (Crandall,1993, as cited in Howard & Brown,1997, p.26).

We believe that the classification of ESP (English for Specific Purposes) relates to the specific purposes one has in mind within a particular field. When designing an ESP course, especially for higher education, we typically consider two main purposes:

1- Enable students to access knowledge more easily by providing them with additional language skills.

2-Prepare them for success in their chosen professional field after graduation.

1.1.6 ESP Pillars

Every ESP course design presents unique challenges and considerations. Each case involves a distinct set of complications that demand careful attention. These core elements are often referred to as the pillars of ESP. As outlined by Anthony (2018, p.45), four pillars are needs analysis, learning objectives, materials and methods, and evaluation, However, other scholars proposed additional considerations such as the ESP syllabus, course design itself, and the role of ESP practitioner. These pillars serve as the foundational framework for the development of an effective language learning course designed for learners to suit their academic or professional contexts. Each of these components is critical to ensure that ESP teaching instructions are relevant, practical, and successful.

1.1.6.1Needs Analysis

1.1.6.1.1 Definition of Needs Analysis

Needs Analysis in language learning is the process of recognizing the language of an individual learner or group of learners. This process involves gathering information based on their priority about learners to be enable to use language in specific situations with particular people and reach a level of competence that is considered satisfactory. (Adnan,2012, p.7).

This definition is specific in the sense of addressing the concept needs analysis and it focuses on the type of information gathered, its role in the curriculum development, and focuses more on who, how, where, which, and when specific language is used.

1.1.6.1.2 Types of Needs Analysis

When it comes to categorizing needs, divergent viewpoints exist among scholars. The following provides the major classifications of needs articulated by various researchers.

- The first category: perceived needs (PN) and felt needs (FN).

Astika (1999, p.37) described Berwick's (1989) distinction between perceived and felt needs in education. Perceived needs as learning objectives based on the experiences of others, particularly experts in the field. These perceived needs are often seen as normative by representing external evaluations, such as those made by teachers. Consequently, they determine educational settings, particularly regarding language learning.

In contrast, felt needs represent a learner's desires and motivation in terms of language learning. They are deeply connected to personal feelings, thoughts, and assumptions about language. Essentially, felt needs are the wants and desires that drive a learner's engagement with the language by shaping their goals and suitable learning approaches (Juan,2014, p.13).

- The second categorization: objective needs and subjective needs.

Objective Needs can (ON) be directly observed and analyzed through learner data. this data includes Personal data (age, gender, nationality, prior knowledge), Linguistic data (Language use, level of proficiency), contextual data such as and real-world language use (Brainly (1989); Hutchinson &Waters (1991); Robinson (1991); Romanowsky (2017, as cited in Lam, & Ting,2023). Juan (2014, p.13) noted that Brindley (1989) and Robinson (1991) viewed objective needs as inferred from this factual information, which provides a basis for teachers to diagnose students' needs and formulate appropriate learning goals; These constant changes are a confirmation of the dynamic nature of objective needs, and this is what Richterich (1983, as cited in Fatihi (2003, p.43) believed that objective needs are not a simple static concept. He emphasized that analyzing these needs should be seen as the first step; they provide general guidelines for program design. However, learning is a dynamic process and language-related needs can evolve during the course itself. This can lead to the emergence of specific needs not which were not identified in the pre-course; they require adjustments to the course and the program designed.

Conversely, to objective needs, subjective needs (SN) are less readily observable and more complex; they delve into the emotional and cognitive aspects of learners. Romanovsky (2017, as cited in Lam et al.,2023) described them as the insider's perspective (Lam et al., 2023). Subjective needs reflect the learner's motivation, desires, and goals. This type includes elements like personality, self-confidence, learning strategies, self -esteem (Gonzalez, 2020, p.3).

- The third categorization Target needs (TN) and learning needs (LN)

Many scholars in the field of ESP proposed that needs analysis should focus on two core components: target situation needs, and learning needs.

Target needs, considered fundamental in ESP, examine the learner's language requirements within the occupational academic environment (Fialova,2021, p.22). One valuable framework is Munby's communicative needs process which defines parameters for understanding students' target situations. For instance, a job might demand high language accuracy, and target situation analysis can determine the required level of proficiency (Rahman, 2015, p.p25-26).

The concept of target needs highlights the importance of "necessities, lacks, and wants" in this context. Necessities are the essential language skills and knowledge required for effective performance in the target situation. Identifying these, along with the learners' existing knowledge (Hutchinson & Waters 1987, as cited in Khiati, 2020, p.29). This approach also emphasizes the importance of allowing students to express their expectations regarding target situation requirements. Recognizing that learners' perceptions may differ from course designers. It is essential to consider what learners desire to learn after completing the course (Titik, 2014, pp.44-43).

1.1.6.2 Syllabus and Curriculum

Nunan (1988, p.5) cited Stern (1984) who highlighted a distinction within curriculum, differentiating between "curriculum or syllabus "and curriculum process. Stern believed:

"I would like to draw attention to a distinction . . . between curriculum or syllabus, that is its content, structure, parts, and organization, and…, that in curriculum theory is often called curriculum processes, that is curriculum development, implementation, dissemination and evaluation. The former deals with what the curriculum is focusing on its content and structure, while the latter addresses the individuals involved and the methods used in developing the curriculum The former is concerned with WHAT of curriculum.

Stern separated curriculum into two key parts: what students learn (content) and how it is delivered (process). The content represents the knowledge and skills, the structure and organization of the learning materials, Conversely, the process is the development, implementation, and evaluation.

Widdowson (1984, as cited in Al-Mamun, 2019, p.181) emphasized emphasizes the supportive role of the syllabus within the large curriculum. He viewed it as a flexible framework designed to facilitate learning through engaging activities. While the curriculum lays out what units will be taught, the syllabus delves into how they will be delivered.

1.1.6.3 Course Design

1.1.6.3.1 Definition of Course Design

According to Hutchinson and Waters (1987, p.65), a course design functions as a transformative process where basic learning needs are interpreted and shaped

into cohesive sequences of teaching-learning experience. This intentional crafting ultimately aims to guide learners toward a defined and desired state of knowledge.

The course design process aims to minimize the gap between the existing knowledge of the learners and their specific needs. This process is intended to bridge this gap., relevant and learn specialized domains as well.

The cornerstone of course design lies in bridging the pedagogical contexts between learners' existing knowledge and target competencies. This process makes the learning experience more effective and relevant, also empowers learners within specialized domains (Lamri, Haddam, & Bensafa,2022, p.62).

1.1.6.3.2 Characteristics of ESP Course

The following characteristics collectively define ESP courses and differentiate them from general language courses by emphasizing relevance, authenticity, and learner empowerment. Most ESP researchers agreed on certain core features of common ESP courses which were identified by Carter (1983 as cited in Gatehouse,n.d.): authentic material, purpose-related orientation, and self-direction.

- Authentic materials: ESP courses involve the use of authentic material. According to Morrow (1977 as cited in, Thanh,2017, p.2), ESP courses prioritize authentic materials because they offer real word language in action created by real speakers for actual audiences, these materials naturally engage learners by presenting relevant and meaningful subject-specific content. This immersion in practical and contextualized language enhances both overall language proficiency and expertise in the learner's designed fields of study or occupation.

Dudley-Evans (1997), as mentioned in Ibrahim (2019, p.86), proposed that the use of authentic content in ESP is advocated for its flexibility; he emphasized that these materials, whether modified or adapted to suit specific learning contexts, hold significant value in education. In other words, authentic material is used as ease or tailored for specific teaching needs.

Both Dudley and Morrow's viewpoints reinforce the significance of incorporating authentic materials in ESP courses. It underscores that learner benefits most when their language learning is closely linked to real-world communication specifically in their specific field making their educational experience more practical, relevant, and effective.

- Purpose–related orientation: it is a key feature of ESP courses involving simulation of various communicative tasks to prepare learners for specific real-life situations. These practices include tasks like preparing, reading, analyzing papers, and notetaking for conferences (Bojovic,2006, p.490).
- Self-direction: according to Carter (1983, as cited in Mohamed & Alani, 2022, p.33), this feature empowers learners to become independent users of English, equipping them with the skills and strategies to navigate various real-world situations without constant reliance on external.

1.1.6.4 Materials

1.1.6.4.1 Definition of Materials

Tomlinson (2013, p.2) believed that materials include anything that can be used to facilitate the learning of language. They can be linguistic. Visual, Auditory, or

kinesthetic? Come. And they can be presented in a print. Throughout life, there is more performance or display, or in cassette, CD-ROM, DVD, or the Internet.

We notice that Tomlinson demonstrated that the materials could include a variety of items, such as books, newspapers, and even discussions between teachers and learners or among learners themselves. However, Hutchinson Waters believed that good instrumental materials should aid teachers in a court organization. Additionally, this material does play a supportive role to both learners and teachers throughout the learning process.

Good material should help teachers in organizing the course or what is more, it can function as an introduction to new learning techniques, and support teachers and learners in the process of learning (Hutchinson &Waters,1992, as cited in Lamri, Haddam & Bensafa, 2022.p74).

Moreover, materials function as a reflective medium for teachers. For instance, the selection of topics, language, examples and tasks mirror the teacher and the standing or what is essential for the learners in their specific professional or academic context besides involving conscious discussion, materials can structure and show the learning theory approached by the teacher to address language skills to meet specific needs and to achieve target learning outcomes (Zare-ee & Hejazi, 2018, pp.292-293).

1.1.6.4.2 Role of ESP Materials

In the process of selecting and developing instructional materials for ESP teaching Two crucial key factors involve language system and language uses (Titik,2014,p.57).

Language use Focuses on how language is employed in real-world contexts. It goes beyond the structures and instead explores. however, language system refers to the fundamental building blocks and rules that structure language (“Language VS communication",2023).

Firstly, in the process of selecting ESP materials, significant attention should be devoted to vocabulary content. (Nation,2001, p.17) claimed that technical vocabulary falls under the category of specialized vocabulary, and its frequency is shaped by factors that influence the use of all types of vocabulary. Instructors should prepare their learners to deal with an extensive number of technical terms present in specialized texts. (Nation,2001, as cited in Xhaferi,2010,235).

Besides vocabulary, grammar has an important role in ESP as well as on the one hand, it enhances comprehensible input by involving learners in using their grammar knowledge to unravel complexity in reading comprehension. On the other hand, grammar monitors the effective output. When encountering challenging sentences, learners can analyze the structure, functions, and instructions to better understand the meaning (Chen, 2016, p.617).

1.1.6.5 Evaluation and Assessment

1.1.6.5.1 Definition of Evaluation

Strufflebean defined evaluation as an educational process that involves identifying gathering, and presenting valuable information to support the making (Strufflebean, 1971, as cited in Osiesi,2020, p.2).

This definition provides a solid foundation for understanding evaluation as a systemic process for gathering data through various methods like these surveys, providing them analyzing and interpreting data, and clearly presenting them to inform decision- making, ensuring the accurate, relevant, and reliable information to support decision making and judging the potential consequences of different choices based on the gathered information,

However, Flanagan (1971, p.13) described ESP evaluation as necessitates incorporating language-specific tools. It empowers educators to gain a holistic understanding of their learner's progress and tailor their teaching methods, ultimately guiding them toward achieving proficiency in their chosen field.

The first definition emphasizes the systematic process of evaluation and its role in making decisions. However, the second definition focuses on the use of language-specific tools to evaluate progress and improve teaching effectiveness.

1.1.6.5.2 Course Evaluation

The ESP course evaluation goes beyond individual progress. It demonstrates to all stakeholders, students, instructors, and sponsors. that their contributions and learning effectiveness are mixed maximized (Doufene & Keskes, 2023, p.235). This

comprehensive evaluation process focuses on four crucial key questions: what skills and knowledge should be assessed? how effectively are assessment methods employed? Who should participate in the evaluation? and when should these assessments be conducted? (Lamri, Haddam & Bensafa ,2022, p.88).

1.1.6.5.3 Learner Assessment

Though often used interchangeably assessment and evaluation hold distinct purposes. Assessment focuses on improvement by providing ongoing feedback through observation to diagnose strengths, weaknesses, and areas of development (Chalikandy,2013, p.319). Conversely, evaluation judges the quality at a specific point, comparing performance against pre-established standards to provide a verdict of success or failure. It's like taking a final exam to confirm if the learning journey achieved its intended outcomes. While assessment is process-oriented, looking at how someone learns, evaluation is product-oriented, assessing the final results. This clarifies why assessment serves a formative purpose, aiming to continuously inform and improve while evaluation is summative, providing a final judgment (Koshal, 2015).

In ESP, there are three fundamental forms of learner assessments, namely: placement test, proficiency test, achievement test, and learner transfer test (Chalikandy, 2013, p.319).

- Test achievement: the authenticity of achievement assessment is determined by its alignment with real-world situations and tasks. For example, delivering a business presentation or making a brief news video (Arnis,2014, p.229).

- Learning transfer: It is the ability to apply acquired knowledge and skills in a new context divided learning transfer into two forms, near and far transfer. Near transfer occurs within the specific setting for which learners are trained, like a doctor using medical jargon in the hospital (Adams, 1987, as cited in Barnard & Jacobs,2017, p.9). Conversely, far transfer emphasizes the acquisition of broader knowledge skills during the training like a doctor explaining health information to a patient in English. Learning transfer can be evaluated through observation, self-reports, and surveys. The data provided can be utilized as input to enhance the relevance of the curriculum (Tsou & Chen, 2014, p.43).
- Placement test: It assesses listening, reading, and writing skills are designed tools to match students' foreign language proficiency with specific content courses. This type of assessment guides the placement of students into different levels of study. They provide course assessments rather than grades aiming at aligning students with suitable courses based on their language abilities (Oliveira, et al.,1997, p.137).
- Proficiency test: The role of proficiency tests in ESP remains a contentious issue. Though not specifically designed for this context. This standardized nature makes them attractive to program sponsored seeking an objective measure of student progress and program effectiveness (Hutchinson &Waters 1987, Tratnik 2008, as cited in Tsou & Chen, 2014, p.42). Proficiency tests seek to establish whether students' language abilities meet specific requirements without necessarily considering the language courses they may have completed (Vallette,1977, as cited in Angordans & Fuertes,1991, p.2).

The evaluation as an ESP pillar serves as a tool that guides learners' expertise and refines course design. However, the driven force behind this continual refinement is the feedback.

For learners' assessments, the feedback provides learners with detailed insights into their strengths and weaknesses, in addition to helping them understand how they learn, and what areas require improvements. Effective feedback guides learners towards achieving their specific goals within their specific field; It informs them of the progress made and the steps needed to reach desired levels of proficiency. Constructive feedback acknowledges learners' efforts and encourages them to perceive through challenges. This boosts their confidence and engagement in the learning process (Zareva,2019, p.65). The notion that feedback is not necessarily a reinforcement is challenged by Kulhavy's work. He highlighted that individuals can engage in three distinct responses feedback, acceptance, modification, or rejection. This underscores their crucial point that feedback might not automatically trigger further action. Furthermore, the source or feedback extends beyond the traditional rules like teachers or peers, learners themselves can actively seek it, while feedback can also be passively detected without explicit intention (Kulhavy, 1977, as cited in Hattie & Timperley, 2007, p.82)

Beyond its impact on individual learners, feedback can improve teaching methods. By understanding how learners respond to different assessment methods, instructors can refine their learning approach. Additionally, it allows stakeholders to identify areas where the curriculum needs adjustments to better align with specific needs. This process ensures the course. Means relevant. This continuous feedback

allows instructors to adopt and refine the course based on real-time data (Hattie & Timperley, 2007, p.87).

1.1.6.6 Role of ESP Practitioners

ESP teachers need to have a great deal of flexibility and take risks which are keys to success. Dudley-Evans and St John favored the term practitioner because they firmly believed that the function of ESP teachers goes beyond the traditional teaching role. This term reflects the understanding that the ESP practitioner's role incorporates more than teaching (Dudley-Evans & St. John,1998, p.14). They identified 5 key roles for ESP practitioners and these include:

- Serving as a teacher: the teacher played a crucial role in establishing a conductive learning environment and facilitating teaching processes by incorporating authentic materials to enhance learner motivation. Additionally, the teacher is responsible for implementing effective teaching methodologies designed to meet the specific needs of the learners (Ibrahim,2019, p.87).
- Engaging as a collaborator: the ESP Practitioners' collaborative role engages in close cooperation with subject specialists teaching (Dudley-Evans and St. John,1998, p.15). This collaboration involves gathering information about the subject's learner engaged within their professional environment to achieve integration of specialist studies, language, and activities. Additionally, specialists contribute their insights to the teacher-designed materials (Chibi,2018, p.201). A comprehensive collaboration may lead to team-teaching classes where educators and business trainers cooperate to teach both language proficiency and communication skills (Hutchinson &Waters,1987, p.201).

- Fulfilling the responsibilities of a course designer and material provider. The primary responsibility of ESP practitioners is designing a course and supplying learners with pertinent and suitable material taking into account the specificity of their needs. Pre-existing content may not align with learning objectives (Jeyaraj,2014, p.2). Thus, practitioners must adopt the role of material provider by surveying existing content in the market selecting the applicable units from the course book, and creating additional content by themselves. To ensure that it aligns with the learner's goals and Needs (Simion,2015, p.80).
- Adopted the role of the researcher: ESP teacher undertakes the responsibility of investigating and understanding the goals and requirements of the students. This initial research is crucial for identifying the specific needs of ESP learners (Alebaid,2020, p.6). It enables the design of courses and facilitates the development of teaching materials tailored to address the unique interests and requirements of the students (Mehta, 2012, p.93).
- Undertaking the duties as an evaluator: an ESP practitioner assumes the role of an evaluator. He regularly assesses the complete accomplishment of course objectives, the level of competency reached, and the overall course structure, including materials supplied and suggested tasks. This evaluation empowers the ESP teacher to make crucial decisions, such as adjusting the syllabus to enhance the outcomes of their future ESP courses (Boughebs, Rouagh, Perrodin,2023, p.15).

ESP practitioners serve as key architects in designing language instruction in specific contexts. Their expertise lies in integrating methodologies, needs analysis, syllabus designs, and effective course implementation. ESP practitioners play a

pivotal role in bridging the gap between language learning and specific communication demands, and diverse domains.

1.6.7 Methodology

The ESP section methodology serves as a critical exploration into the specialized language it elucidating the methodologies employed. in this section we paved the way to the dissertation focal point, laying the groundwork for the central inquiry, the investigation of task-based approaches in teaching ESP.

The question of methodology in ESP remains a subject of discussion and debate. The absence of a distinct methodology for ESP means that principles from the broader context of English language teaching are applicable. This viewpoint challenges the notion of a fixed framework for ESP instruction (Hutchinson & Waters,1987, as cited in Mahmudjonovna, Abdusamatovna, Solijon kizi, & Khakimjanovna,2022, p.141).

While Nalan Kinney (2016, p.260) attempted to explore ESP methodologies; his exploration widely accepted that there is no single “best” method. rather, the choice of methodology in ESP is influenced by various factors, including needs analysis, learner characteristics, and the specific field of study. This recognition highlights the need for a nuanced approach to methodology selection and ESP instruction.

A fundamental aspect of emphasis is the flexibility inherent in the ESP methodology. Teachers are encouraged to exercise autonomy in selecting methodologies that best suit the unique needs and performance of their learners. This

freedom underscores the importance of aligning teaching methods with learner requirements. Chalikandy (2013, p.318) viewed that an effective ESP instructor aims to minimize negative emotional responses from learners during the learning process, instead of focusing on fostering positive emotions through the implementation of the following strategies:

- The utilization of collaborative activities such as pair work and group work to foster a safe space for practicing communication, and reduce the stress ,and anxiety associated with speaking in front of the class.
- Carefully structuring tasks by introducing them, providing clear instructions, clarifying concepts, demonstrating tasks, conducting activities, concluding sessions, and offering feedback.
- Allowing sufficient time for deep reflection and action, actively listening to learners, posing questions, providing ample time for thoughts and responses, and allowing learners to complete tasks.
- Avoiding monotonous and overly mechanical teaching approaches.
- Prioritizing the learning process over the final outcome, where obtaining the correct answer takes precedence over mere correctness.
- The incorporation of elements like enjoyment, diversity, and variety into the learning experience.

These strategies embody the foundation principles of the communicative approach. They emphasize active engagement, meaningful interaction, and learner-centred instruction; they prioritize authentic communication, and collaborative learning (Rus, 2019, pp.4-5)

From this perspective, methodologies used like in the communitive approach are favoured for their focus on real-life applications; they enable students to engage in authentic language use. This approach helps maintain students' motivation and active participation throughout the lesson (Farizawati,2017, p.222).

1.2 The Essence of Task- Based Approach

1.2.1 Development of task Based Approach

Despite "tasks" being mentioned in both the Natural Approach and the early CLT, they were not considered as a foundation that could be used to construct an entire language course. The early proposals for a task-based approach emerged until the mid to end of the 1980s. The majority of these early suggestions were of a systematic type; they explained how to create and assess a task-based curriculum in addition to focusing on the justification for a task-based syllabus. The first comprehensive description of a task-based course was given by Prabhu (1987), and Nunan (1989) offered practical guidance on task design. (Ellis, Skehan, Shintani, & Lambert, 2020, p.5).

The emergence of task-based approach is related to the Bangalore Communicational Teaching Project (CTP) in India which focused on the basic principle of English instruction, what became known as the "Bangalore Project" created by Prabhu (Beretta & Beretta, 1985, p.121). It was initiated in 1979 and finalized in 1984 The term "task" is frequently used in this context to refer to the specific types of activities that take place in class (Sanchez, 2004, p.41).

Prabhu's launching pad was discontented with the Structural oral situational approach, which is based on a structural syllabus and was prevalent in his teaching context in India. He claimed that the development of competence in a second language necessitates neither the systematization of language input, or the maximization of planned practice, instead, he advocated for creating conditions where learners actively engage in efforts to handle communication challenges (Salman Sabbah, 2018, pp.135-136). According to Prabhu, this can be accomplished by involving students in task-based activities (Sudharshana, & Mukhopadhyay, 2023, p.43). This project introduced the following ideas (Sanchez, 2004, p.41):

- Prabhu’s project aimed to improve the situational oral approach by emphasizing competence and communication.

- He defined competence as grammatical competence, and communication as understanding and conveying meaning.

- Communicative competence was to be developed through meaningful activities.

- Teachers’ main role was to create environments for learners to engage in meaningful situations by excluding predefined formal syllabi.

Candlin (1987, as cited in Tulum & Ardi, 2021, p.256) argued that an approach centred on tasks would facilitate learners in gaining deeper insights into their individual identities and societal roles. It would promote self-realization and personal fulfilment, thereby it increasing learners' self-confidence. The main focus of Candlin’s viewpoint is that using task-based approach in language learning can be

beyond just teaching the language, and it can contribute to the personal development of learners.

In his book" Designing Tasks for Communicative Classroom" published in 1989, Nunan (1989, p.1) provided educators with a practical guide to task design and implementation; he emphasized on the avoidance of using traditional pedagogical approaches. He proposed the continued relevance of a structural syllabus while advocating for its adaptation into a flexible checklist format. This format would serve as a resource for teachers who offer guidance rather than prescribing specific content to be taught (1989, p.1).

1.2.2 Definition of Task-Based Approach

Ellis (2003) stated that the task-based approach (TBA) prioritizes communication in teaching and learning languages, viewing the latter as a tool of communication instead of being a subject for research or manipulation (Ellis, 2003, as cited in Nouari,2020, p.102). Accordingly, Ellis (2005, as cited in Sholeh, Nur, & Salija, 2020, p.138) emphasized the growing importance of the TBA in ELT by considering it a significant and feasible teaching methodology and a prominent field of research

Richards (2006, p.30) believed that task-based instruction (TBI), which is focused on classroom activities, emphasizes that language learning takes place through unique interactional processes that are assisted by properly planned instructional tasks. TBI advocates argue against traditional, grammar-based syllabi, claiming that engaging learners in interactive tasks leads to the development of

grammar and other components of communicative competence. TBI supporters prioritize tasks as the primary unit for structuring education and classroom instruction, emphasizing their importance in language acquisition. This approach raises difficulties in identifying tasks and distinguishing them from other educational activities.

TBA as represented by (Branden, 2006). By emphasizing functional tasks that mirror real-world communication, TBA prioritizes the primacy of meaning and communication over strict grammatical forms and linguistic purposes.

The Task Based Approach prioritizes communication in language learning by using real-world tasks to develop communicative competence and fluency. It will not only equip learners with the necessary linguistic competence they need in the target situations, but also promote their engagement.

This approach, which emphasizes communication and interaction, is regarded as an effective way for trainees to acquire a language. Furthermore, language learners can easily practice vocabulary, permitting them to recognize unfamiliar terms through discussion. (Hulstijn, 1992, as cited in Ha, Loc, & Tuyen,2022, p.4). The TBA proponents agree on the following principles Swan,2005, as cited in Sim, Rahmat, & Khin,2023. p.1821):

- The naturalistic language use: Swan (2005) prioritized the naturalistic use of language in which learners should engage with language that mirrors real-life situations, as well as participating in activities with meaningful communication.

- Task- centered learning: He emphasized on learner autonomy rather than teacher-centeredness.
- Balancing acquisition and accuracy: fully naturalistic learning may not always result in high accuracy; engagement helps learners internalize formal language elements. This balance allows learners to benefit from both the authenticity of natural language use and the precision needed for effective communication.
- Communicative tasks as facilitators: He viewed tasks as primary tools for both natural language use and the focus on language form.
- He acknowledged the potential benefit of pre- or post-task activities which can facilitate the internalization of formal features that enable learners to communicate.
- He criticized traditional approaches as ineffective especially where they involve isolated instructions from communicative practices.

The task-based approach promotes language acquisition through naturalistic communication and engaging activities. While balancing authenticity with accuracy through communicative tasks and learner autonomy. The TBA promotes learner-centeredness by allowing learners to express their ideas while performing tasks, without teachers' interference. It globally attracts course designers and ESP practitioners (Ait Hattani,2020, p.67). Within the TBA umbrella, different types of tasks exist.

1.2.3 Definition of Tasks

Since the task-based approach was introduced, there has been a debate surrounding its strong and weak forms scholars have different perspectives on what constitutes a task. The proponents of the strong version viewed a task as a purposeful

and communicative activity that students can perform by using the target language (Willis 1996 as cited in Wu, 2018, p.785). Therefore, only communicative tasks are considered tasks, while other activities are referred to as practice. In contrast, the advocates for the weak version argued that tasks can be categorized as communicative and facilitating tasks (Ellis,2003, as cited in Razavi Hejrati, Taghipour Bazargani, & Saharkhiz Arabani, 2017, p.232).

The term "task" is the fundamental key term to the TBA, and various specialists have offered diverse definitions. According to Nunan (1989, as cited in Ellis,2003, p.4)

"*A task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right*".

Nunan believed that a good task encourages learners to use the target language naturally and communicate effectively. Through engaging tasks, learners prioritize expressing themselves effectively over achieving perfect grammar in the target language.

Bygate, Skehan, and Swain (2001 as cited in Van den Branden & Van Gorp, 2021, p.2) stated that focusing on meaning leads learners to achieve the task's objectives. Those objectives are the rationale for using tasks; to achieve them requires using the language authentically.

Both definitions showcase the multifaceted nature of "task" within the TBA. The first definition presents precise information on what a task includes from a learner's perspective. The second definition, however, is more concise; it emphasizes

the use of language for a specific goal. TBA features a wide range of task types that cater to various learning goals and skill development needs.

1.2.4 Types of Tasks

According to Ellis (2003, pp.16-17), two types of tasks can be distinguished:

- Focused tasks: these tasks aim to engage learners in processing specific linguistic features, where learners can process them either receptively (by understanding them) or productively (by using them). Learners process language not just for the sake of it, but because they are trying to achieve a specific outcome. The latter could be pragmatic (related to real-world communication) rather than purely linguistic. Like focused tasks, unfocused tasks encourage learners to communicate effectively.
- Unfocused tasks: this type of task allows learners to choose from a range of languages without specifically targeting a particular one. They are not designed with the usage of a specific linguistic function in mind. For example, in an unfocused task, learners might interact in a conversation or write a paragraph without a predetermined focus on a particular grammar rule or vocabulary item.

Nunan (2014, pp. 138-141) proposed two main types of tasks: pedagogical tasks and real-world tasks.

- Pedagogical tasks: these are tasks created and used within the classroom. Teachers use them to encourage students to interact in specific ways and use particular language skills and knowledge, such as grammar, and vocabulary. While the tasks themselves might not be real-word scenarios, they create meaningful contexts for

students to practice and develop their language abilities. Nunan (2014) further divided pedagogical tasks into two subcategories:

- Rehearsal tasks: designed for direct practice of a specific type of real-world task within the classroom.

- Activation tasks: this type has an indirect relationship to real-world situations, such as describing pictures, and identifying the differences.

➢ Real-world tasks: these tasks go beyond classroom exercises and simulate actual language use in everyday situations. Unlike textbook exercises, they aim to engage and motivate learners by making their learning relevant and meaningful.

To implement these diverse types of tasks effectively, the task-based approach outlined specific stages to guide the learning process.

1.2.5 Task-Based Approach Stages

The stages of the task-based approach framework provide teachers with a clear structure and sequence for properly implementing the approach. The framework introduced by Willis (1996) is the most teacher-friendly (Willis, 1996, as cited in Ha, Loc, & Tuyen,2022, p.3).

1.2.5.1 Pre-Task Stage

Willis (1996, as cited in Curran et al.,2000, p.23) suggested that the teacher, as a facilitator, initiates the task-based process by exploring the topic with learners. At this preparatory stage, teachers who wish to use specific materials should ensure they align with the chosen tasks for optimal use, the teacher carefully considers how the

selected material will be utilized during the pre-task phase. This exploration might involve visual aids pictures, videos, or texts. The chosen material serves dual purposes: providing the thematic content and emphasizing useful language elements. While the facilitator ultimately decides how much preparatory language work is needed, it is crucial to Remember that the primary purpose of using materials is to provide a smooth transition into the task itself. Willis in her book "A Framework for Task-Based Learning" (1969, as cited in Nouari,2015, pp.28-30) provided the following list of pre-tasks that teachers can utilize to create meaningful input.

- Classifying words and phrases: This activity involves sorting words or phrases into predefined categories based on their meaning or characteristics. Words like: apple, banana, and orange can be classified under the category of fruits
- Add one out: this engaging activity tests the observation and reasoning skills. The instructor displays a group of items, all but one of which share a common characteristic. the challenge lies in identifying the odd one, and explaining why it is odd. For example: the items: cat, dog, cow, airplane
- The odd one out is the airplane because it is the only item, an object, that does not belong to animals.
- Matching phrases to pictures: This activity requires learners to match textual descriptions(phrases) with their corresponding visuals (pictures). For example, a picture showing a blue car can be matched with the phrase "blue car"
- Memory challenge: Memory challenge: this activity tests participants' ability to recall information presented earlier. It can involve memorizing words, sequences, or visual patterns.

- Brainstorming and mind maps: brainstorming is a creative problem-solving technique where participants generate a large number of ideas without judgment. Once this stage is done, teachers should comment on how it is carried out. This feedback makes the next part of the lesson easier.

1.2.5.2 Task Cycle Stage

This stage comprised three sub-stages, the task, the planning, and the report. Each of them is crucial for the effective implementation of task-based approach (Papadopoulos, 2014, p.191)

- **The Task:** In this stage, learners complete the task in pairs or group work. The role of the teacher in this stage is to monitor and observe from a distance and encourage all the students' efforts at communication by allowing them to experiment without correcting their errors. Additionally, the students created activities in the target language "English language" to assess their classmates' understanding.
- **The planning:** After completing the task, students prepared to share their outcomes with the entire class, either by speaking or writing. Since they presented publicly, they aimed for accuracy. In this case, the teacher acts like an advisor; he is available to provide language support to ensure a well-structured presentation. Following their reports, students explained to their teacher and class the procedures, and they received constructive feedback.
- **The Report:** While all the previous stages lead up to this crucial phase, it carries the most weight in the framework. However, most learning happens during the planning stage. This final stage offers limited opportunities for language production, known as the report stage. As the final step, each pair presented their report to the

class (Willis,1996, pp.58-59). The main focus is on communication. Consequently, grammatical and linguistic errors are tolerated. In this phase the teacher acts like a chairperson; he should avoid discouraging students or criticizing their performance. Instead, he should offer positive encouragement and highlight areas of improvement. Recognizing learners' success builds their confidence and helps them overcome challenges (Nouari,2015; p.32).

1.2.5.3 Language Focus Stage

This stage consisted of two phases, the analysis, and the practice. Each of them is crucial for the effective implementation of task-based approach (Ha, Loc, Tuyen ,2022, p.3).

Willis (1996) emphasized on the importance of designing effective language analysis activities. These activities should not be isolated from real-world language use. They should follow the task cycle, in other words, they should analyze language features used within relevant contexts, such as reading materials. This allows learners to connect the form with its meaning in practical situations, making the learning process more meaningful and applicable. Furthermore, effective analysis activities encourage individual exploration. They allow learners to discover and make sense of language at their own pace. This approach prepares learners to utilize language features independently in the future by either fostering learners' autonomy and building upon their existing knowledge or empowering them to communicate effectively in various situations (p.3).

In the second phase of the last stage, Willis (1996) focused on the shift from language learning progress from analyzing features to actively using them. This phase is carried out by the teacher, who utilizes materials from the analysis stage, like texts or recordings, to create engaging activities; he needs to focus on the newly learned vocabulary and grammar. The key behind this phase is promoting active learning. instead of directly providing answers, the teacher facilitates exploration through techniques like choral repetition, where learners practice pronunciation, and memorize structures together. Memory challenges with partially erased examples or progressive dilation. Sentence completion exercises solidify grammar application by requiring to match verbs with subjects or objects in context. The incorporation of these engaging activities, teachers bridge the gap between analysis and application, they transform understanding into practical language skills (pp.110-113).

In this stage, additional research suggested incorporating a final phase aiming at solidifying learning. The teacher, as a facilitator, may suggest a feedback session to discuss the task's effectiveness, including teamwork, reactions to the topic, and language use. This discussion can address language usage through further exploration, error correction, and additional input, all things participants didn't enjoy. Feedback on the task will provide useful information for teachers when planning further tasks. (Curran et al.,2000, p.26).

The exploration of the framework of the task-based approach is essential to understand the vital role teachers play in its implementation.

1.2.6 Task-Based approach Pillars

Candlin and Murphy (1987, as cited in Ait Hattani) proposed that six key pillars are essential in the implementation of task-based approach in language instruction (p.71). These pillars are:

- **Goal of the Task:** tasks are driven by broad objectives, known as goals. The goals act as a bridge, connecting the specific task to the overall learning program. Goals may relate to a range of general outcomes including communication skills, emotional engagement, and cognitive development. Additionally, goals can outline the expected behaviors of both teachers and learners (Yu,2016, p.200).
- **Input**: input refers to the data, such as visual or written data provided by different sources. modern teaching methods go beyond solely external sources like teachers and textbooks. Learners are now actively involved in shaping the learning materials. Their ideas and experiences are valuable forms of input (Nouari,2015, p.23).
- **Setting**: it denotes classroom management, how students are arranged individually, in pairs, or groups, and where the activities take place entirely or partly inside the classroom (Yu,2016, p.201).
- **Activities:** Yu stated that "*Activities denotes the performance of a task itself on the basis of goals and inputs*" (2016, p.200). Skehan (1998, as cited in Nunan,2004, p.3) viewed that the task should prioritize understanding and the utilization of language meaningfully, not just memorizing and repeating what others say.

➢ **Role of Teachers and learners in Task -Based Approach:** building upon the previous point, Willis (1996) shared the multifaceted roles of teachers across different stages of the task-based approach. In the pre-task stage; they act as selectors and facilitators; they carefully choose materials and guide students towards appropriate tasks. During the task stage, the teachers' role shifts. In the first phase, they primarily monitor student progress; while in the planning phase, they act as an advisor. Finally; during the report stage, the teacher assumes the role of chairperson, he ensures a productive and focused discussion by providing feedback and monitoring students' language development. Breen and Candlin (1980, as cited in Nouari,2015, p.34) argued that the teacher has three roles in the communicative classroom. The first role is to facilitate the communication process; the second role is to participate, and the third is to observe and learn. However, Richards and Rogers (2001, as cited in Urooj & Rana, 2022) classified teachers' roles as follows: The teacher can be a selector and sequencer, he has the right to choose, adjust, or create tasks based on learners' needs and skill levels. He can also act like a preparer by offering pre-task tasks such as topic introduction, and task instruction.

They also asserted that learners should perform multiple roles. First; due to the emphasis on group and pair work in TBA, learners should learn to share information and to contribute in making meaning with their classmates. Second, risk takers, many tasks require the learners' creation and interpretation of some information about which they lack linguistic background, in this regard, they have to live with uncertainty and errors. Third, the learner should be an innovator. He should be encouraged to experiment with using language in different ways that involve using

new words and structures in different contexts. As learners become more involved in the collaborative process of designing curriculum and engaging in other complex activities, they are assigned more responsibility and potentially more sensitive roles (Richards & Rodgers, 1986, p.235).

- **Task Assessment:** Backman (2002, as cited in Ellis, Skehan, Shintani, & Lambert, 2020) noted that the implementation of tasks for assessment purposes had been incorporated into direct language assessment for a while. What was revolutionary was the concept of employing tasks to determine if learners were capable of carrying out specific target tasks rather than generating student performances to assess their broad abilities (language proficiency). In task-based language assessment, task performance is measured in terms of task completion (p.20).

The tasks used for assessment should reflect target tasks and real-life tasks. They suggested the use of needs analysis to recognize the specific target tasks appropriate to a specific group of learners and deriving authentic assessment tasks from them. Additionally, teachers are concerned with formative rather than summative assessment. (Nouari,2020, p.6). The formative assessment is a crucial element of the task-based approach.It provides data about how learners perform tasks. The information needed relates to both the product of the task (i.e., did the students succeed in achieving the outcome of the task?), and its actual performance (did the students engage actively when they performed the task?) (Ellis, Skehan, Shintani, & Lambert,2020, p.21). However, Ellis (2003, as cited in Nouari,2020, p.6) did not precise the type of assessment but he believed that there are four features of task-based assessment:

-The assessment goes beyond simple testing; it actively contributes to the learning and improvement process for both teachers and learners.

-The assessment assesses learners' ability to use the target language to solve real-world problems. This provides valuable insights into the learners' practical language proficiency. Instead of solely measuring isolated language skills.

-The assessment method is designed to provide a straightforward evaluation of learners' ability to apply the target language to specific tasks.

-The assessment ensures the skills tested are directly relevant and applicable to learners' daily lives.

1.3 Implementation of Task-Based Approach in ESP Settings

1.3.1 Implementation of Task-Based Approach in Economics

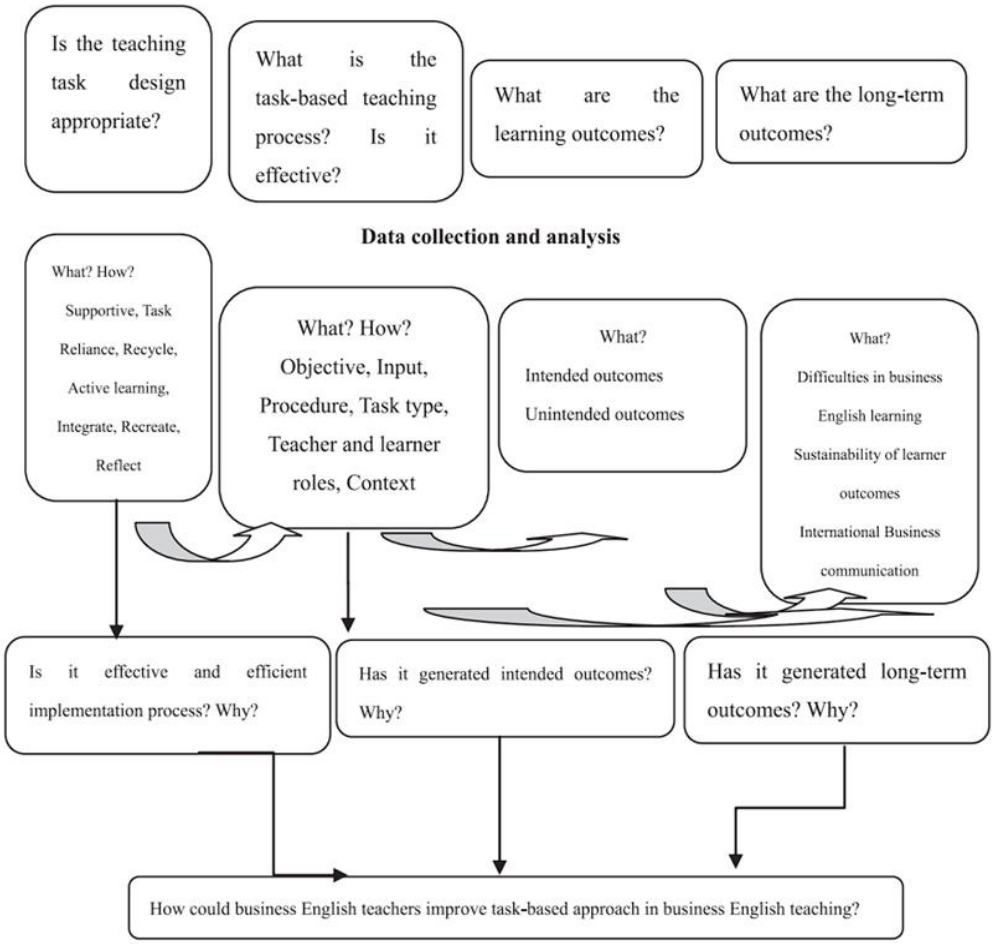
According to Huh (2006, p.6), the task-based syllabus is particularly well-suited for English for Specific Purposes (ESP) because it emphasizes real-word tasks; it aligns perfectly with the need to develop practical communication skills as suggested by the Chinese Business English National standards, which require that Business English courses follow a theoretical framework and task-based approach evaluation model (Xie,2022, p.5):

- Pre-task stage: it focuses on learning outcomes. Teachers should clearly define the specific knowledge and skills students should gain from the task. After that, they allocate the appropriate time for each stage of the task (pre-task, in-task, and post-task); then they use similar tasks to prepare students for the main task, ensuring they have the necessary foundation.

- In-task stage: teachers consider the complexity of the task, and adjust time limits to ensure students can complete it effectively while maintaining pressure that reflects real-world scenarios. Instructors try to choose an appropriate group size for the task. The smaller groups might facilitate deeper discussion and collaboration, while the larger groups could encourage broader perspectives and problem-solving approaches.
- Post-task stage: in this stage, teachers encourage students to reflect on their performance through reports or discussion, analyzing their strengths, weaknesses, and areas for improvement. They assign similar but progressively more challenging tasks to solidify learning and build on acquired skills. Also, educators use the task as a springboard to discuss how cultural background might influence communication styles and approaches during business interactions.

Figure 1.1

Task-based Approach in University Business English Courses Evaluation Model



Note. Figure 2 in Xie, Q. (2022). Using the task-based approach in business English courses for English majors at a Chinese University. International Journal of Chinese Education, 11(2). https://doi.org/10.1177/2212585x221099104

In University Business English, teachers use methods to assess the effectiveness of task-based approach (TBA). They collect information by monitoring student engagement and task completion and seeking feedback, from students and themselves. This evaluation helps measure the effectiveness of the approach, at various levels. Additionally, teachers focus on designing tasks tailored to situations and students aligning them with learning objectives providing guidance, and clarifying the roles of both teachers and students. The selected tasks are customized to suit the needs of Business English learners. Furthermore, teachers evaluate task

outcomes by assessing the quality and impact of both intended and unintended results. This assessment allows them to determine if the chosen task has successfully met its goals by utilizing the six components. Finally, teachers consider the rationales behind the effectiveness of the tasks and their impact on attaining long-term learning outcomes. A Business English teacher involves task-based approach that incorporates purpose-desired results and ongoing learning to enhance ESP teaching.

1.3.2 Previous Studies about the Implementation of Task-Based Approach in Teaching ESP

Since the objective of this research is to evaluate the effectiveness of task-based approach in improving ESP learning outcomes for first-year Economics students, it becomes crucial to review previous studies whose main objective is similar to a great extent. Several researchers attempted to seek the effectiveness of task-based approach in different ESP settings. The selection of these two studies is purposefully interesting. While they employ distinct data-gathering tools, both investigations share the contexts of English for Specific Purposes (ESP) within a business English setting, mirroring the focus of this dissertation.

For instance, a study by Nouari (2020) entitled “The Impact of Using a Task-Based Approach on Business Students’ Writing Skills in English for Business Purposes Classrooms”. His study is aiming at investigating the effects of implementing the TBA on the writing and communicative proficiency of third-year LMD students majoring in Economics at Laghouat University in Algeria, during the academic year 2013-2014. The total population considered 118 learners. The sample that is the main subject of the study consisted of 56 students divided into control and

experimental groups. The method used is a quasi-experimental method. This method was chosen because randomization was absent. In other words, it is impossible to assign participants randomly to control and experimental groups. In addition to the pre-test and post-test quasi-experimental design was employed to control external factors like learners' educational background. The findings of his study indicated that the TBA improved the writing skills of the experimental group in comparison to the control group. It also found that TBA promoted participants' communicative skills and created a real Business English environment, TBA offered more chances for students to write.

The second study reveals positive attitudes towards the task-based approach. It also highlights its benefits in language development and skill acquisition. This study was conducted by Ait Hattani, who explored the implementation of task-based approach in ESP instruction, he focused on teachers' and students' perceptions. The main objective behind his study is to examine how the integration of TBA can influence students' learning autonomy, motivation, classroom engagement, and the development of their communicative, critical, and collaborative skills. The participants are first-year students from the National School of Commerce and Management of Fes in Morocco. The total sample of participants consisted of 65 students, with 47 being male students and 18 being female students. Additionally,14 ESP university professors from various universities, including the Higher School of Technology of Fes, the Poly-disciplinary faculty of Eljadida, the private university of Fes, and the National School of Applied Sciences of Fes were invited to participate in semi-structured interviews. This study utilized a mixed-method design to explore

the relationship between task-based approach and learning autonomy in ESP classrooms. The research also employed questionnaires and semi-structured interviews as data-gathering tools. The former was designed in the form of five-points Likert scale from strongly disagree to strongly agree to examine students' opinions about the task-based approach, and its impact on enhancing ESP learning and classroom achievements. The purpose behind the latter is to shed light on professors' level of awareness, and their opinions regarding the use of TBA in ESP teaching. This study finds that teachers perceived the implementation of task-based approach in English for Specific Purposes as creating favorable conditions for teaching and learning. They believed that this approach involves learners in tasks relevant to their academic and professional needs; it enhances their autonomy and motivation; it allows them to develop their interpersonal abilities and communication skills, and encourages the development of creative and critical thinking necessary for their future careers.

Unlike Nouari's and Ait Hattani's studies, the present study deals with the experimental method aiming at evaluating the effectiveness of the task-based approach in teaching first-year Economics at Medea University aiming at investigating the relationship between the implementation of the task-based approach in ESP context and the students' outcomes. Hence, some minor differences may be witnessed in terms of the findings. It is also worth mentioning that in the current study, the researcher will make use of the correlation between the outcomes of students and the implementation of task-based approach. Thus, the outcomes of students can be statistically measured.

Conclusion

This chapter provided a thorough examination of English for Specific Purposes and the task-based approach. We specifically immersed ourselves in ESP, understanding how it addresses the unique language needs of different fields. We highlighted its pillars to emphasize the importance of tailoring language learning to a specific target audience. Next, we turned our attention to the essence of TBA by examining its historical evolution and core principles. We explored various types of tasks and their stages of implementation. Then, we focused on the pre-task, task cycle, and language-focus phrases. We also mentioned how teachers act as mentors and students play an active role. Finally, we reviewed existing research on TBA in ESP contexts and laid the groundwork for our study. This review provided valuable insights into the potential benefits and challenges associated with using TBA in specific language teaching contexts. By synthesizing these two areas, we developed a framework for further research. Upcoming chapters will delve into real-world learning by examining the evaluation of the effectiveness of TBA in improving ESP students' communication skills, language skills, and overall academic outcomes. Ultimately, our aim is to understand how ESP and TBA can work together by creating a powerful combination for language learning in specialized contexts. We hope that our study contributes to the ongoing conversation about effective language teaching methodologies within specialized contexts.

Chapter Two:

Methods and Procedures

Chapter Two: Methods and Procedures

Introduction

The second chapter is dedicated to the research methodology and research design. As mentioned previously, the present study is designed to evaluate the effectiveness of task-based approach in teaching ESP. It initially includes research design, the population, and sampling methods as well as the data gathering instruments employed as an attempt at answering and testing the research questions and hypotheses a range of experimental procedures are conducted.

2.1 Research Design

It is a crucial step in conducting research. It refers to the blueprint plan that guides the systemic collection, analysis, and interpretation of data in a research study (Creswell,2014, p.24). As the study attempts to test and prove whether the TBA could enhance the learners' outcomes, the experimental method seems to be the most adequate method to fulfil the mentioned objectives as it is believed to be appropriate to analyse the functional relationship, that is to say, cause-and-effect relationship between variables. The independent variable is the task-based approach. This variable is introduced in the experimental group and not introduced in the control group. The effectiveness of TBA is measured by comparing the scores of the experimental group on a test to those of the control group. The dependent variable is the students' outcomes. This variable is measured in both experimental and control groups. The test is used to prove the relationship between the mentioned variables.

The rationale for choosing the experimental method is multi-faceted. Firstly, the experimental method allows for the establishment of cause-and-effect relationship

between the use of TBA and learners' outcomes, a correlational study can only show a relationship between the two variables. Secondly, the experimental design allows for control of external factors that might influence learners' outcomes. By, having separate groups with controlled teaching methods, the researcher can isolate the impact of TBA. This method can provide more evidence for the effectiveness of TBA. We can possibly conclude that the improvement in the outcomes of the students is likely due to the implementation of TBA, we can potentially apply the results to similar ESP teaching and learning contexts. The research design section comprised two key components: a case study approach, as well as a defined methodology for collecting data.

2.1.1 Case Study

According to Kothari (2004, p.113), a case study is a focused examination of a specific entry under consideration. The research is conducted at Medea University's Faculty of Economics, Business, and Management Sciences.

English is taught to the department's students in two ways: as an ESP module in the first semester, and as a General English module in the second semester. In 2021, a subject specialist teacher developed a curriculum based on the task-based approach that focuses on the conceptual and theoretical framework of Business topics. this curriculum provides fifteen Business English classes that focus on the four skills (reading, writing, speaking, and listening). Each course emphasizes Business terminologies in English, Arabic, and French (Boulesnam,2021, p.2). Due to the lack of ESP teachers, this module is taught by one subject specialist. One hour and a half

is the time allotted for teaching and learning ESP per week which is believed to be insufficient.

2.2 Methodology

Research methodology is the scientific study of how research is carried out, involving a structured approach to solve research problems (Patel & Patel, 2019, p.48). Based on our research topic and the intention to use SPSS for statistical analysis to examine the relationship between task-based approach and the outcomes of first-year economics students in ESP, the methodology of the present study leans towards mixed method. This method involves the collection and analysis of numerical data to answer research questions and test hypotheses. the test was used to quantify students' outcomes in ESP and business English by allowing us to statistically analyse the impact of TBA on students' outcomes compared to the control group.

To determine the effectiveness of the task-based approach on ESP students' outcomes, written tests were designed by the researcher and ESP teacher, and applied to the experiment and control groups. The pre-test before the task-based class and the post-test after the learning process for both groups. For the data collection, the post-test has the same learning outcomes as the pre-test for both groups control and experimental group. The rationale behind conducting the pre-test was to ensure that participants had similar background knowledge. The test is grounded on only one topic "Economics". The researcher chose to tackle this lesson that students have already dealt with more than once in order to guarantee that the students have been repetitively exposed to it. This test consists of six (6) questions. The questions are

related to four levels of learning cognition: knowledge, application, comprehension, and analysis.

To provide a numerical representation of the quantitative data collected, the researcher employed two data-gathering tools: the questionnaire is used to address the students from the experimental group to obtain their views regarding the task-based learning approach. The questionnaire is defined by Babbie (1990, p. 377, as cited in Acharya,2010) defined the questionnaire:

"a document containing questions and other types of items designed to solicit information appropriate to analysis. Questionnaires are primarily used in survey research, experiments, and other modes of observation" (p.2).

The aim behind using this tool is to understand how students feel, experience, and think about task-based approach. In the present study, the questionnaire is used to gather quantitative data through nine questions, and qualitative data through one open-ended question; it gives crucial importance to formulate credible conclusions and reliable findings.

Besides the questionnaire, a statistical approach using Statistical Package for the Social Sciences (SPSS) software which is designed specifically for social science research, SPSS is a powerful and user-friendly software package for data manipulation and statistical analysis (Landau & Everitt, 2004, p.1). SPSS's accuracy and credibility in data analysis and presentation made it the chosen tool for this study. The researcher employed SPSS to analyse the test's results in terms of frequencies and percentages by focusing on descriptive statistical analysis.

Additionally, to maximize efficiency, we utilize SPSS for correlation analysis. This software pinpoints the strength and direction of the relationship between the task-based approach and students' outcomes. The correlations (positive or negative) suggest a link between TBA effectiveness and students' learning. The researcher used frequencies and percentages. Based on her research topic and the intention to use SPSS for statistical analysis to examine the relationship between task-based approach and the outcomes of first-year economics students in ESP.

Qualitative data was collected by mainly interviewing ESP teachers. conducting a successful interview requires a delicate between main questions, follow-ups (additional inquiries), and probes (in-depth explorations). (Rubin &Rubin 2005, p.171, as cited in Ruslin et al., 2022, p.24). To achieve this balance, many researchers, like Lindlof and Taylor (2002, as cited in Ruslin et al., 2022, p.24) recommended that the topic that an interviewer requested to explore should be well prepared in advance. Having an interview guide, which serves as a roadmap, ensures all essential areas are addressed (main questions) while allowing for the exploration of new ideas that may arise during the conversation" follow-ups, and probes). This combination of planned and in-the-moment adjustments promotes an engaging interview.

Semi-structured interviews prioritize capturing all relevant information, unlike strict formats This flexibility allows the interviewer to ask follow-up questions and delve deeper using exploratory probes when interesting points arise from the interviewee. These techniques ultimately contribute to a richer and more informative interview experience. The Interview is to be a qualitative support to understand the conclusion drawn.

Chapter Two: Methods and Procedures

2.3 Population and Sampling

In Statistics, the term population pertains to a specific collection of things, entities, or individuals that are under examination. These entities as known as elements that can encompass tangible subjects like individuals or animals, as well as numerical values or measurable amounts expressed in physical terms (Gibilisco 2004, as cited in Mehiri, 2018, p.28), however, Marczyk Dematteo and Festinger (2005) asserted that researchers are unable to examine the whole targeted population. For this reason, it is imperative to ensure that the sampling process maintains a representative nature of the chosen population (Alouane & Gasmi,2020, p.38). Therefore, the population of the present study is Economics students of Yahia fares University of Medea and the sampling is the first-year students.

2.3.1 Students' Profile

The participants of the present empirical study are the students of the first-year LMD enrolled in the economic sciences 'classes at the University of Medea during the academic year 2023-2024. It is important to mention that the sample that is the subject of this study consists of (60) students divided into two groups, control and experimental. The researcher attempted to choose identical samples from the same population.

Accordingly, the participants come from different regions of Medea. Their ages range between eighteen and twenty. However. Notably, all of the participants have been studying English as a foreign language for at least five years before entering the university. However, the sampling in the current study was based on

particular measures. The control over some extraneous variables such as age and gender. The age factor was controlled as participants were almost the same age, so there are no old students whose relatively higher experience might bias the findings of this research study. Moreover, the gender was respected due to the nature of the mentioned groups which are composed mostly of male students. The number of boys and girls in both groups was similar which is in favour of the research's validity. As clarified in the following table:

Table 2.1

Gender Categorization and Proportions of the control and experimental groups

Students	Sample		Control Group		Experimental Group	
Category	Number	Percentage	Number	Percentage	Number	percentage
Female	30	50 %	15	50 %	15	50 %
Male	30	50 %	15	50 %	15	50 %
Total	60	100%	30	100%	30	100%

Note. The table displayed the number and percentage of male and female participants in both the experimental and control groups.

This study chose this sample for two reasons. Firstly, English language proficiency is crucial for this population due to the Algerian government's emphasis on using English in various economic and public administration sectors instead of French. Secondly, the sample was anticipated to be more motivated than students in other classes. Motivation is considered key to learning success. We believe that the stated reasons make the sample of this study representative of the population, consequently, the findings of our study can be generalised.

The students were informed that they were taking part in a research study. The researcher provided them with a clear explanation of the aim of the research before

carrying out the study. Lastly, the students were notified that the test administered by the researcher was neither graded nor made part of their regular assessment.

2.3.2 Teacher's Profile

In the Department of Economics, only teachers with English majors teach English. One teacher, who is taking part in this study, has a double-majors, that is to say, he has an MA in English and a professorship in Business Studies holder. This teacher implements the task-based approach with his classes, he has been teaching ESP at the faculty of business at Medea University for more than 10 years. Furthermore, being a subject specialist makes him well-suited to participate in this educational experiment which takes place in a setting that demands a strong background in both general English language teaching and in Business English in particular. In his publication, the teacher who is taking part in this study is aiming at developing a set of outcomes to meet ESP student's needs. These outcomes are presented as follows (Boulesnam, 2021, p.2):

- Acquiring essential skills for effective communication in professional settings.
- Enhancing the understanding of fundamental business concepts.
- Writing concise passages and comprehending basic business texts.
- Enlarging vocabulary associated with business English.
- Expanding proficiency in business terminologies in English, French, and Arabic.
- Improving their business English comprehension that is interconnected to other different fields such as microeconomics, accounting, and management.
- Embracing contextualized learning and chunks-based acquisition rather than memorization of a list of words.

Chapter Two: Methods and Procedures

In this study we will assess the student's ability:

- To comprehend economic texts.
- To exhibit their proficiency in matching economic concepts with their appropriate definitions.
- To compare different economic perspectives and principles by demonstrating critical thinking.
- To use economic terminology in both English and Arabic.
- To apply economic concepts in different contexts to show a deeper understanding of economic discussions.

2.4 Data Gathering Tools

Data gathering tools are based on the process by which a researcher collects data to meet his study's objectives (Taherdoost,2021, p.14). The researcher applies a mixed method where two main instruments of data collecting are used namely a test, a focus group, and an interview.

2.4.1 Students' test

2.4.1.1 Pre-Test

The pre-test (**See Appendix A)** comprised six questions similar to the format of the post-test, the first question entails matching concepts with their definitions, and the second question is divided into two parts, each consisting of multiple-choice questions. The third requires participants to recognise the validity of provided statements. Question four is an open-ended query designed to assess memory retention. Question five prompts participants to find the appropriate terminology for

given concepts, while question six tasks them with filling in gaps with the appropriate word. Each question received marks from those assigned in the post-test. In the following section, the researcher provides the rationale behind the inclusion of each question.

2.4.1.2 Post-Test

The test (**See Appendix B**) is conducted to quantitatively gather data and analyse them. It aims at measuring the effects and changes in learners' outcomes that occurred as a result of the use of the task-based approach. The researcher prepared a test similar in nature and difficulty with the objectives of tasks the teacher is aiming to meet. During the process of designing the test, the researcher considered the level of students. In addition, the students had forty-five minutes to accomplish the test. It is composed of three stages introduced by Willis (1996); each stage consists of a set of tasks.

1. Pre-task questions: as mentioned in the first chapter, at this preparatory stage, Willis (1969) suggested a list of pre-tasks such as classifying words and phrases, memory challenges, adding one out, brainstorming, and other tasks that can be used as pre-tasks. In the present study. The researcher used two types of questions: multiple-choice items and matching concepts questions.

- Question one: Multiple-choice items: the participants are required to select one item. This question encourages students to predict the content based on prior knowledge. It develops their memorization and identifying key information. This question is aiming at assessing students' ability to test their prior knowledge and ability to activate relevant schema.

- Question two: Matching the concepts: The learning outcomes behind this question are promoting the understanding of the relationship between concepts and their definitions, and strengthening vocabulary knowledge of essential ESP terms. The rationale behind matching definitions to terms requires comprehension. It assesses students' understanding of key economic vocabulary used in the text.

2. Task cycle stage: This stage was previously integrated into ESP classes by the ESP teacher. However, due to the nature of the test aimed at assessing students' outcomes, the initial phase cannot be executed. This is because students are unable to collaborate in groups or evaluate their peers' comprehension. In the second phase, reporting, students are unable to reveal their answers publicly. In the final phase, reporting, each pair presents their report to the class, which is unfeasible during the test.

3. Language focus stage: in this stage, Willis (1996) emphasized the importance of designing effective language analysis activities. This stage comprises phases, the analysis, and the practice. In the analysis phase, students should analyse language features used within relevant contexts, as the following questions.

- Question three: True or false statements: The outcome behind this question is to develop reading comprehension skills for identifying factual details. Or encourage students' critical thinking skills for evaluating statements. The rationale behind this task is to assess students' ability to identify factual information from the text and differentiate between true and false statements.

➢ Question four: Open-ended questions. This question is divided into two parts:

- Question a: the aim behind this question is to enhance their ability to analyse and compare information from the text. It promotes critical thinking.

- Question b: this question promotes the ability to extract specific details related to the concepts presented in the text. This question aims at synthesizing information.

➢ Question five: Terminology. This task assesses students' ability to recognize and match equivalent terms in the native language (Arabic)with the English vocabulary used in the text. This task is aiming at strengthening the understanding of ESP vocabulary and enhancing the ability to use learned terminology in different linguistic contexts.

➢ Question six: Gap-filling with options This question requires comprehension of context and knowledge of economic concepts. The rationale behind this question is to develop the students 'ability to identify missing information and choose appropriate terms based on their understanding.

The key behind the second phase, practice, is promoting active learning. The incorporation of engaging activities allows students to practice pronunciation.

Due to the interactive and engaging nature of both stages: the task cycle and practice phase, they cannot be integrated into the test questions. Instead, they will have a particular emphasis on the questionnaire and the interview sections.

2.4.2 Students' Questionnaire

The questionnaire (**See Appendix C**) used in the present investigation was made up of nine (9) questions. The researcher used two types of questions: multiple-choice items and open-ended questions.

➢ Multiple-choice items: the participants are presented with a series of questions following five (5) points Likert scale, where they are required to select one item from a set of answers. For example: "How Often do you participate in tasks during your ESP class?"

- Never
- Rarely
- Sometimes
- Often
- Always

➢ Open-ended question: this is a question that elicits qualitative data. It provides a detailed response. This type of question gives the opportunity for the respondents to freely express their viewpoints. Only one question of this nature was included.

The researcher utilised a questionnaire comprising ten questions, each with its rationale:

- **Question One:** including gender information is important to consider. It aligns with the nature of our study. In the present study, the experimental group consists of (15 females and 15 males).
- **Question Two:** it aims to assess the attendance of the participants in ESP class.

- **Question Three:** it aims to measure the participation tasks during your ESP class, in addition to identifying participants' average time of exposure to ESP contents and TBA.

- **Question Four:** it seeks to evaluate the perceived effectiveness of tasks in enhancing English language skills.

- **Question Five:** it seeks to measure the level of engagement and motivation using TBA during ESP class.

- **Question Six:** it aims to explore the comfort levels in discussing economic concepts in English through tasks.

- **Question Seven:** the rationale behind this question is to assess the effectiveness of ESP teacher guidance during task-based approach.

- **Question Eight:** it aims to evaluate the perceived feedback on task performance.

- **Question Nine**: it identifies the most challenging aspects of completing tasks in the ESP classes.

2.4.3 Teacher's Interview

The teacher's interview contains a set of questions that were addressed to ESP teacher, the reason behind this interview (**See Appendix D**) is to provide data about the teachers' background knowledge concerning the implementation of task-based approach in ESP classes. The teacher's interview, like the students' questionnaire, contains nine (8) main questions, related to the present study, and two (2) extra questions related to the future of ESP in Algeria, precisely at universities:

- **Question One:** it aims to investigate the techniques or strategies used by ESP teacher during his courses to prepare students for the increasing use of English in academic and professional settings.
- **Question Two:** it seeks to assess the prior English proficiency levels of the students before implementing TBA.
- **Question Three:** it aims to gather more information about ESP teachers in implementing task-based approach in teaching ESP to first-year economics students.
- **Question Four:** it aims to identify the most effective activities for enhancing students' understanding of economic concepts.
- **Question Five:** it seeks to evaluate the observed improvements in students' engagement and motivation resulting from the implementation of task-based approach.
- **Question Six:** it aims to explore the perceived benefits of using task-based approach, especially in the domain of economics.
- **Question Seven:** it seeks to understand How assessment methods are integrated within task-based learning to evaluate students' language skills progress and achievement.
- **Question Eight:** it aims to identify any challenges or limitations while implementing task-based approach, in addition to the strategies utilised to address them.
- **Question Nine:** the aim behind this question is to explore strategies for adapting ESP to support students struggling in EMI environments.

- **Question Ten:** it aims to solicit advice from educators and curriculum developers on integrating ESP With EMI "English as a medium of instruction and ClIL Content and Language Integrated Learning Approaches.

Conclusion

In this chapter, we have clarified the rationale behind our methodological choices for this study. We began by outlining the research design, then we delved into the case study framework. Furthermore, we discussed the methodology employed to gather both qualitative and qualitative data, covering the administration of the pre-test, post-test, questionnaire, and interview. We also discussed the selection of the target population and introduced the chosen sample. Then we provided insights into students' and teacher's profiles. Additionally, we explained the data-gathering tools utilised including the procedures of implementing the pre-test, and post-test, as well as the procedure of analysing quantitative data using Statistical Package for the Social Sciences (SPSS), and to the examination of unstructured data via open-ended questions. By breaking dawn, the researcher's procedures for data collection, we satisfied the objectives of this research behind using the per-test, the post-test, the questionnaire, and the interview, all of which aimed at addressing and testing the research questions and hypotheses.

Chapter Three:

Data Analysis

Chapter Three: Data Analysis

Introduction

The research's main objective is to examine if there is a positive impact of task-based approach on ESP students' outcomes as it is hypothesized. The focus of this chapter dives into the heart of the findings of the investigation. To achieve the study's goals, the researcher utilized various tools to gather the necessary data. The latter was collected through post-test, pre-test, questionnaire, and semi-structured interview. The pre-test and post-test were conducted to answer the first question and the remaining questions, were answered using a questionnaire and the interview to explore ESP students' and teacher' perceptions about TBA. The scores of the test were collected twice before and after implementing TBA. The first phase of the analysis uses independent Simples t-test analysis to compare the pre-test results of the control group with the pre-test results of the experimental group. Then the researcher compared the post-test results of the experimental group with the post-test results of the control group using SPSS. In the second phase, we analysed the results of the questionnaire using the same software to determine frequencies and percentages. The quantitative results are represented in clear pie charts and tables, whereas, the qualitative data from the interview was interpreted via content analysis. The results obtained are attached to this thesis under the list of appendices.

Chapter Three: Data Analysis

3.1 Results Analysis of Pre-Test and Post Test

Pre-test and post-test were conducted to answer the second sub-question of the research questions, which was "Is there a statistically significant correlation in learning outcomes between students exposed to task-based approach and the control group?". Before and after the implementation, the same test was introduced for the students. The papers were collected and assessed by the researcher before and after the implementation of TBA. The quantitative data gathered from both tests were numerically analysed using SPSS. The test results of both groups were analysed by using Independent- Sample t-test.

3.1.1 Pre-Test Score Analysis

The pre-test played a crucial role as a data source and served as a valuable control tool that allowed the researcher to assess participants' English language proficiency levels. The primary aim of the pre-test was primarily to determine the difference between the two groups, experimental and control groups, thereby minimizing bias in the results to enhance the validity and reliability of the overall study. The pre-test results of both groups are summarized in the following **Table 3.2:**

Table 3.2

Pre-Test Compared Means of Experimental and Control Groups

Group Statistics			
	groups	N	Mean
Pre-test Total Grades	Experimental group	30	9.80
	Control group	30	8.08

Note. The table displayed the number of participants and means of experimental group and control group before the implementation of TBA.

The statistics from **Table 3.2** reveal no significant difference in pre-test scores between the control group and the experimental group. The mean of the control group is eight point-eight (8.08) and nine point-eighty (9.80) for the experimental group. The difference between the means is only one point-seventy-two (1.72).

These results suggest that the participants in both groups come from the same sample and have nearly identical proficiency levels in English for Specific Purposes, specifically in business. Consequently, the researcher can use these findings to assess any progress or regression in the experimental group's proficiency level. Furthermore, any positive or negative changes can be attributed to the task-based approach, which was the teaching method used for instructing this group.

3.1.2 Post-Test Score Analysis

After the implementation was introduced for both groups, The post-test was introduced to both groups to investigate the impact of the task-based approach on students' achievement. The test results of both groups, the control and experimental group, were analysed by using Independent- Sample t-test. The post-test results of both groups are summarized in the following **Table 3.3:**

Table 3.3

Post-Test Compared Means of Experimental and Control Groups

Group Statistics			
	groups	N	Mean
post-test Total Grades	Experimental group	30	15.017
	Control group	30	10.217

Note. This table displayed the number of participants and means of experimental group and control group after the implementation of TBA.

This table summarizes the average scores of post-tests for both groups. While both groups exhibited improvement in their mean scores, the increase was significantly greater in the experimental group. The control group's mean score rose from 8.08 to 10.217, whereas the experimental group showed better improvement, with their mean score increasing from 9.80 to 15.017. This difference highlights a widening gap in the performance of both groups compared to the pre-test scores.

3.2 Students' Outcomes Analysis

This analysis centres on the following research question "What are the impacts of task-based learning approach on ESP students' outcomes?", to address this question, a fine analysis of the experimental group's scores on each post-test question was undertaken. It is crucial to note that the post-test questions were not randomly selected. They were designed to assess students' knowledge, application, comprehension, and analytical skills.

- **Question One**

Table 3.4

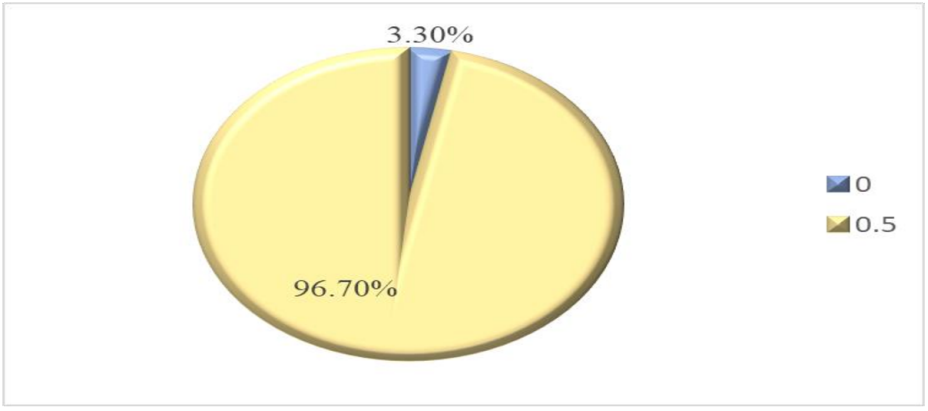
First Question of the Post-test: Choosing the correct answer

Post-test: Choose the correct answer					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	3.3	3.3	3.3
	.50	29	96.7	96.7	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the first post-test question.

Figure 3.2

Percentages of Scores Achieved by ESP Students on the First Post-Test Question



Note. This pie chart presents the percentages of scores achieved by ESP students on the first post-test question.

This table and the graph reveal the results of the first post-test question, which assessed students' ability to recall information presented during the lecture on Economics. The data reveals a positive trend towards knowledge retention. Ninety-six-point-seven percent (97.6%) of the participants responded correctly. This suggests that task-based-approach may have been successful in facilitating knowledge acquisition and retention. However, a small minority of students three-point-three (3.3%) were unable to correctly identify the lecture topic.

➢ Question Two

Table 3.5

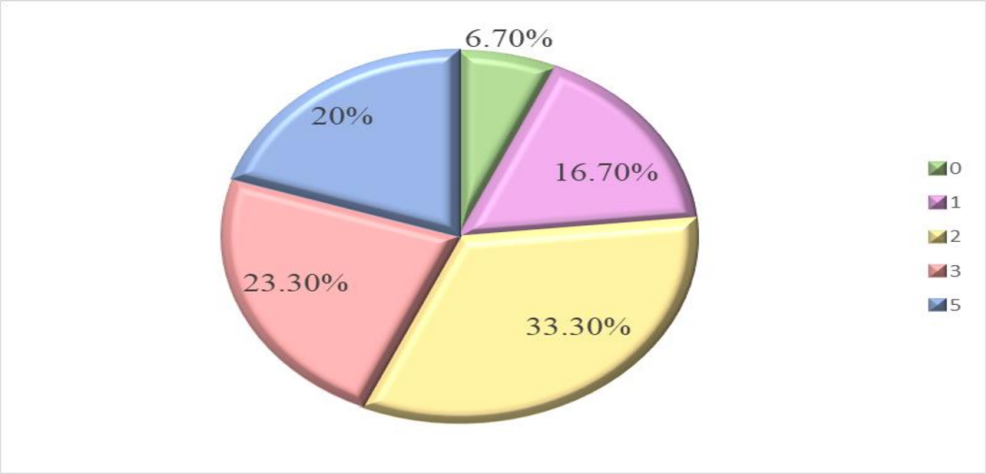
Second Question of the Post-Test: Matching the concepts with their definitions

Post-test: Match the concepts with their definitions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	1.00	5	16.7	16.7	23.3
	2.00	10	33.3	33.3	56.7
	3.00	7	23.3	23.3	80.0
	5.00	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the second post-test question.

Figure 3.3

Percentages of Scores Achieved by ESP Students on the Second Post-Test Question



Note. This pie chart presents the percentages of scores achieved by ESP students on the second post-test question.

This table and pie chart present the results of the second post-test question. This question was designed to assess students' comprehension of key economic vocabulary used in their lecture. The results reveal that a significant portion of the students, more

than fifty-six percent (56.7%) did not reach the average score. Twenty-three-point-three percent (23.3%) of students scored at the average level. A percentage of twenty percent (20%) of them performed above the average.

- **Question Three**

Table 3.6

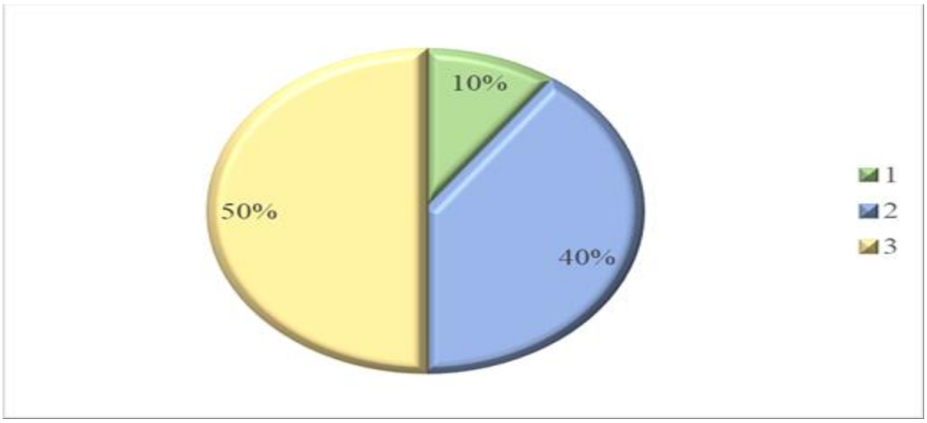
Third Question of the Post-Test: True or false statements

Post-test: Say whether the following statements are "True" or "False					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	10.0	10.0	10.0
	2.00	12	40.0	40.0	50.0
	3.00	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the third post-test question.

Figure 3.4

Percentages of Scores Achieved by ESP Students on the Third Post-Test Question



Note. This pie chart shows the percentages of scores achieved by ESP students on the third post-test question.

This table and pie chart show the outcomes of the third question, which aimed to assess students' ability to identify factual information and differentiate between true and false statements. The data exposes interesting insights. Fifty percent (50%) of the participants answered all the questions correctly. This suggests a strong ability to identify factual details and evaluate statements critically. However, forty (40%) scored at the average level. The remaining ten percent (10%) of participants scored below the average.

- **Question Four**

Table 3.7

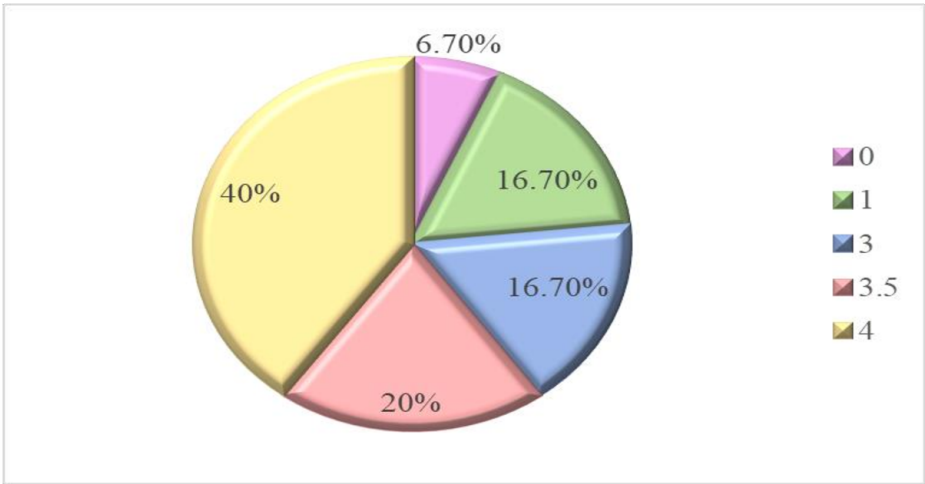
Fourth Question of the Post-Test: Open-Ended Questions

post-test : Answer the questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	1.00	5	16.7	16.7	23.3
	3.00	5	16.7	16.7	40.0
	3.50	6	20.0	20.0	60.0
	4.00	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the fourth post-test question.

Figure 3.5

Percentages of Scores Achieved by ESP Students on the Fourth Post-Test Question



Note. This pie chart presents the percentages of scores achieved by ESP students on the fourth post-test question.

This table and pie chart present the outcomes of the open-ended post-test question, which is designed to assess students' ability to analyse and compare their information. The analysis reveals a range of performance levels. Twenty-three-point-three percent (23.3%) of participants scored below the average. However, thirty-six-point seven percent (36.7%) achieved the average score. The remaining ten percent (10%) which represents twelve participants performed exceptionally well. They got the highest possible grade (four out of four).

- **Question Five**

Table 3.8

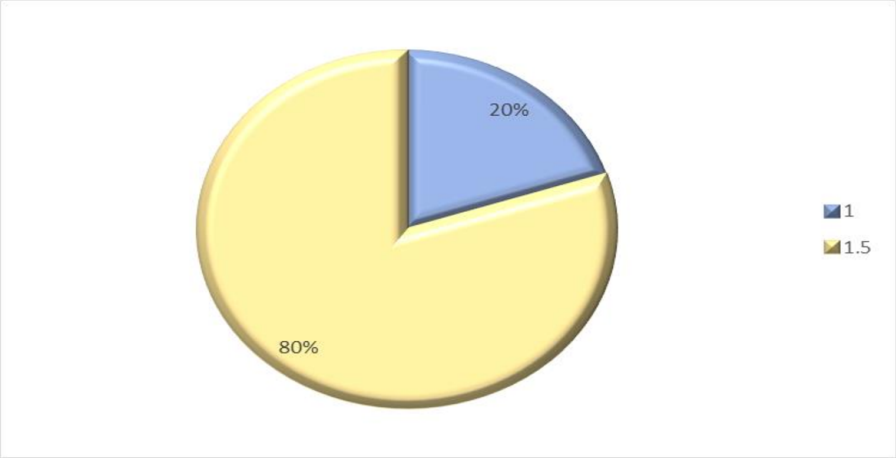
Fifth Question of the Post-Test: Terminology

post-test: Find the appropriate terminology for each concept					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	20.0	20.0	20.0
	1.50	24	80.0	80.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the fifth post-test question.

Figure 3.6

Percentages of Scores Achieved by ESP Students on the Fifth Post-Test Question



Note. This pie chart presents the percentages of scores achieved by ESP students on the fifth post-test question.

This table and pie chart summarize the results of a post-test question designed to assess students' ability to recognize and apply learned specialized vocabulary. The analysis reveals a positive trend in students' acquisition of supersized terminology. Eighty percent (80%) of the participants were able to correctly figure out all the

concepts. However, a small minority of them, twenty percent (20%), encountered difficulties in completing the task.

- **Question Six**

Table 3.9

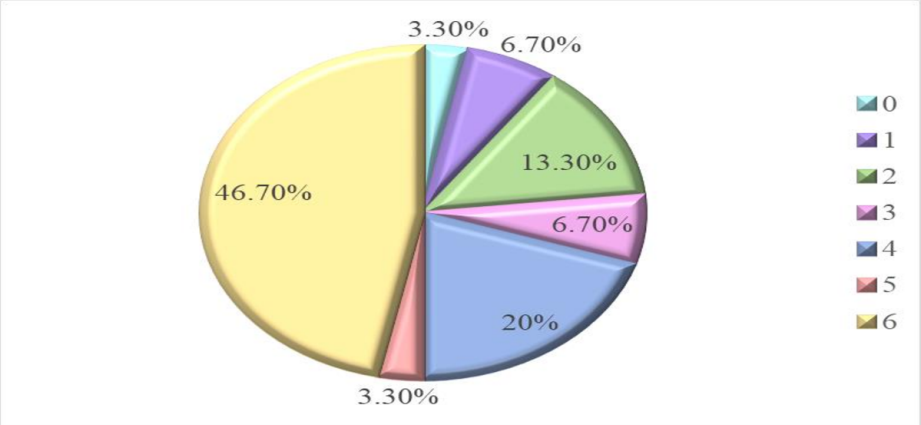
Sixth Question of the Post-Test: Gap-filling with options

Post-test: Fill in each gap with the appropriate word					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	3.3	3.3	3.3
	1.00	2	6.7	6.7	10.0
	2.00	4	13.3	13.3	23.3
	3.00	2	6.7	6.7	30.0
	4.00	6	20.0	20.0	50.0
	5.00	1	3.3	3.3	53.3
	6.00	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of scores achieved by ESP students on the sixth post-test question.

Figure 3.7

Percentages of Scores Achieved by ESP Students on the Sixth Post-Test Question



Note. This pie chart presents the percentages of scores achieved by ESP students on the sixth post-test question.

This table and pie chart present the result of the sixth question. This type of question assesses students' comprehension of the context by applying economic knowledge in a practical scenario. The analysis reveals a range of performance levels. Twenty-three-point-three percent (23.3%) of the participants scored below the average. However, thirty percent (30%) of them achieved the average score. The participants who performed well are Forty-six-point seven percent (46.7%) of the sample. They demonstrated a strong ability to comprehend the economic context.

3.3 Results Analysis of the Questionnaire

This section reports the results obtained from the data gathered through the questionnaire which addressed four questions, "is there a statistically significant correlation in learning outcomes between students exposed to task-based approach and the control group?", "is there a relationship between student attendance and their outcomes achieved through the task-based approach?", "what are ESP students' perceptions about their experience with task-based learning approach?", "what challenges do ESP students face when implementing task-based approach to the ESP course?", The questionnaire was designed to understand students' feelings, experiences, and thoughts about TBA. The questionnaire adopted a five-point Likert scale from "5" meaning "Absolutely agree" to "1" meaning "Absolutely disagree". Since the researcher and ESP teacher did not implement the task-based approach in the control group class for more than three sessions, the questionnaire was filled out only by the participants in the experimental group, involving 30 participants in total.

➢ Question One

The first question in the questionnaire addressed participants' gender. Coincidently, the participants achieved a balanced gender distribution with 15 male students and 15 female students. While gender is not a primary research focus. The balanced gender distribution helps prevent pre-existing gender-relative differences. In other words, the researcher can be more confident that any observed effects are truly caused by TBA or other factors related to it, not by factors like pre-existing differences between genders.

➢ Question Two

Table 3.10

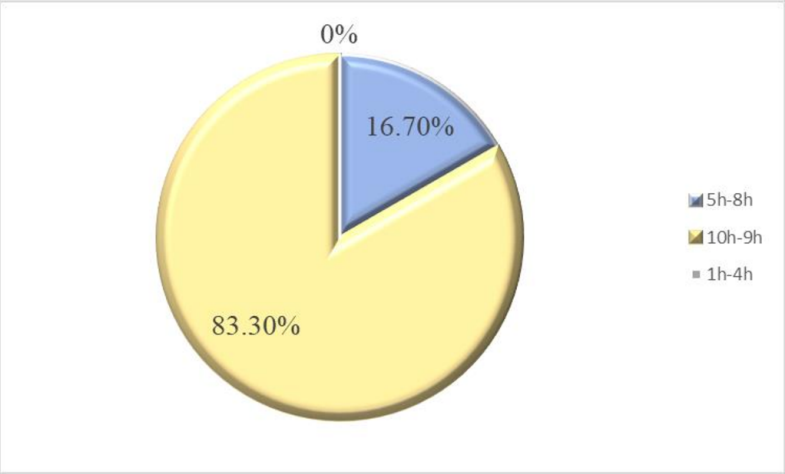
How Many Times Did You Attend the English Class in the First Semester?

How many times did you attend the English class in the first semester?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-8	5	16.7	16.7	16.7
	9-10	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' attendance during the implementation of task-based approach.

Figure 3.8

How Many Times Did You Attend the English Class in the First Semester?



Note. This pie chart represents the percentages of ESP students falling into each attendance category.

The table along with the chart above illustrate the attendance categorization of students during the first semester when they were exposed to task-based approach. The analysis reveals eighty-three-point thirty percent (83.3%) of participants, representing 25 students, reported attending English class frequently throughout the first semester. On the other hand, a small portion of participants, totalling (16.7%) or five (5) students, reported attending class for five to eight hours across the semester.

➢ Question Three

Table 3.11

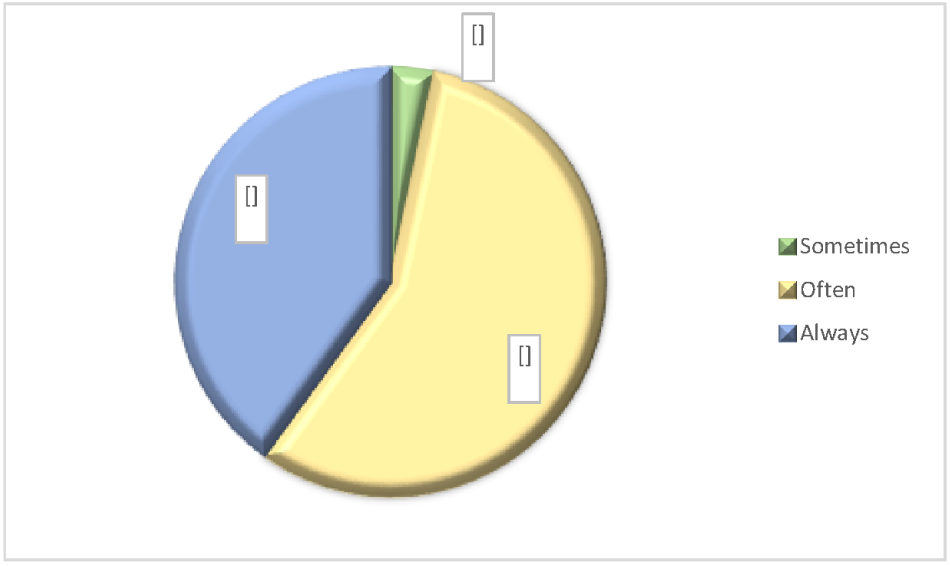
How Often Do You Participate in Tasks during your ESP Class?

How Often do you participate in tasks during your ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	3.3	3.3	3.3
	Often	17	56.7	56.7	60.0
	Always	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students who responded to the third question.

Figure 3.9

How Often Do You Participate in Tasks during your ESP Class?



Note. This pie chart represents the percentages of ESP students who participate in tasks during their ESP class.

This table and chart present students' responses to the question "How Often do you participate in tasks during your ESP class?". The analysis reveals a positive trend towards active participation. Forty percent (40%) of the students reported participating in tasks always. On the other hand, seventeen students, or fifty-six-point seven percent (56.7%), reported participating often. A small minority of students (3.3%) reported participating sometimes.

- **Question Four**

Table 3.12

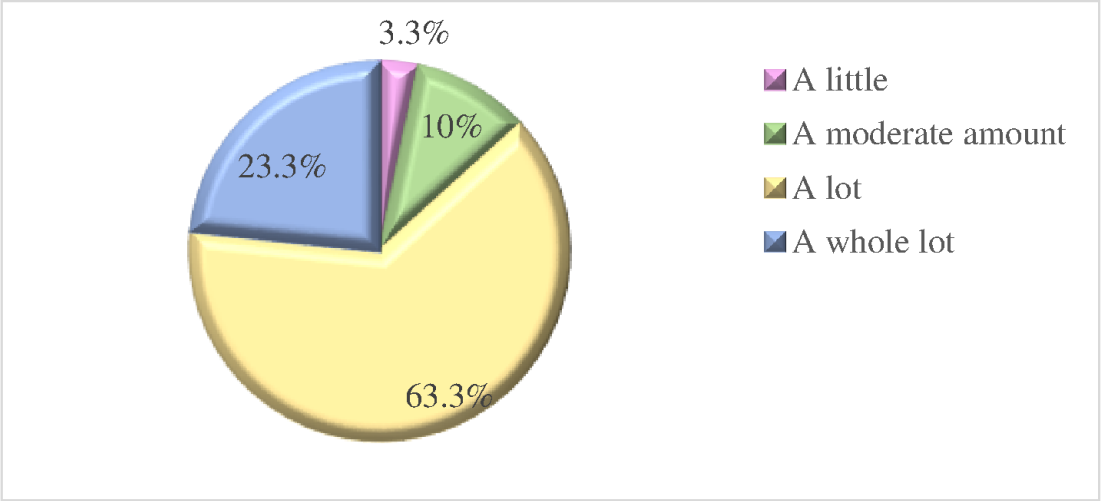
How Much Do these Tasks Help You Improve your English Language Skills for Academic or Professional use?

How much do these tasks help you improve your English language skills for academic or professional use?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	1	3.3	3.3	3.3
	A moderate amount	3	10.0	10.0	13.3
	A lot	19	63.3	63.3	76.7
	A whole lot	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' responses regarding the effectiveness of tasks in improving their English language skills for academic or professional use.

Figure 3.10

How Much Do these Tasks Help You Improve your English Language Skills for Academic or Professional use?



Note. This pie chart represents the percentages of ESP students' perception regarding the effectiveness of tasks in in improving their English language skills for academic or professional use.

This table and pie chart depict ESP students' perceptions regarding the effectiveness of tasks in improving their English language skills for academic or professional use. The data reveals a strong positive perception. A combined total of eighty-six-point six percent (86.6%) of participants cited that the tasks helped, "a whole lot and a lot", in improving their English skills. While the majority perceived significant improvement, a smaller group of three students, or ten percent (10%), opted for "a moderate amount of improvement". Additionally, one student reported experiencing "a little" improvement

- **Question Five**

Table 3.13

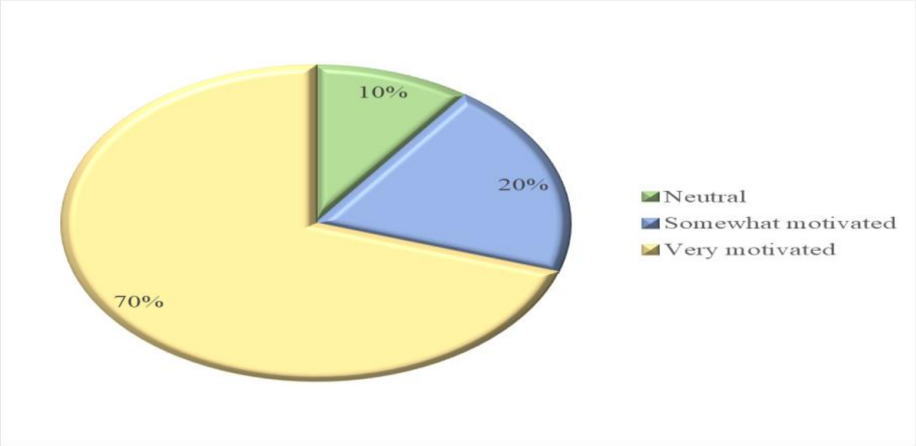
How Engaged and Motivated Do You Feel while Completing Task in the ESP Class?

How engaged and motivated do you feel while completing task in the ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Somewhat motivated	6	20.0	20.0	30.0
	Very motivated	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' responses concerning their level of engagement and motivation while implementing TBA in ESP class.

Figure 3.11

How Engaged and Motivated Do You Feel while Completing Task in the ESP Class?



Note. This pie chart represents the percentages of ESP students'responses concerning their level of engagement and motivation while implementing TBA in ESP class.

The table and pie chart show students' responses to the question related to their engagement and motivation while completing tasks in ESP class.The analysis reveals a positive trend towards high engagement and motivation with TBA .Seventy percent

(70%) of the students, or 21 students,reported feeling very motivated while completing tasks.However,a minority of students ,thirty percent (30%),or ten (10)students reported feeling less motivated,which is categorized as "somewhat motivated,and neutral".

- **Question Six**

Table 3.14

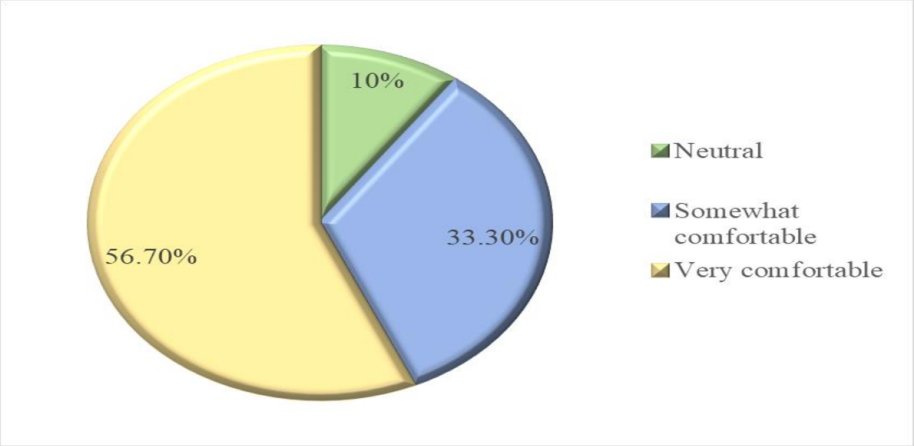
How Comfortable Do You Feel Discussing Economic Concepts in English Using Tasks?

How comfortable do you feel discussing economic concepts in English using tasks?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Somewhat comfortable	10	33.3	33.3	43.3
	Very comfortable	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' responses regarding their comfort level discussing economic concepts in English using TBA.

Figure 3.12

How Comfortable Do You Feel Discussing Economic Concepts in English Using Tasks?



Note. This pie chart represents the percentages of ESP students' responses regarding their comfort level discussing economic concepts in English using TBA.

This table and chart summarize the understanding of students' perceptions of their comfort level, which is crucial when evaluating the effectiveness of task-based approach in promoting their communication skills. The analysis reveals a positive trend towards increased comfort in discussing economic concepts in English. Fifty-six-point-seven percent (56.7%) of the participants reported feeling very comfortable in engaging in these discussions. However, thirty-three-point-three percent (33.3%) of the students reported feeling somewhat comfortable. Finally, ten percent (10%) of the participants opted for the neutral response.

- **Question Seven**

Table 3.15

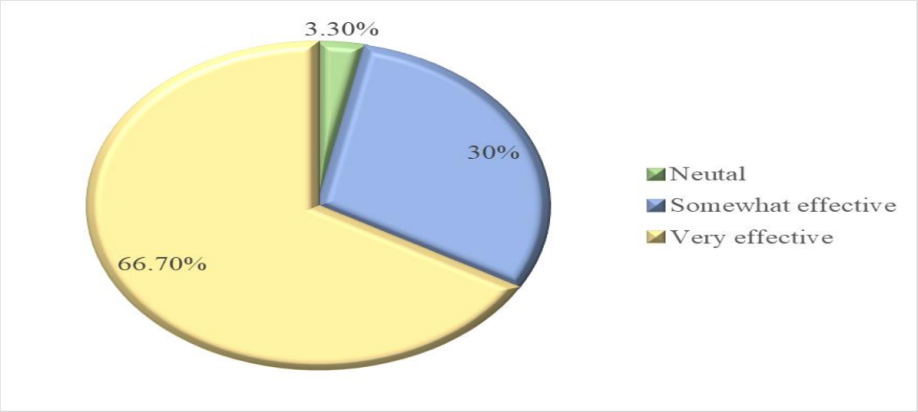
How Effective Was Your Teacher in Providing Guidance and Support during Task-Based Activities?

How effective was your teacher in providing guidance and support during task-based activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.3	3.3	3.3
	Somewhat effective	9	30.0	30.0	33.3
	Very effective	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' responses regarding their teacher's guidance and support during TBA activities.

Figure 3.13

How Effective Was Your Teacher in Providing Guidance and Support during Task-Based Activities?



Note. This pie chart represents the percentages of ESP students' responses regarding the effectiveness of their teacher's guidance and support during TBA activities.

This table and pie chart illustrated students' responses regarding the effectiveness of their teacher's guidance and support during task-based activities. The analysis reveals that sixty-six-point-seven percent (66.7%) of the participants, which represent 20 students, reported that their teacher's support and guidance were very effective. On the other hand, thirty percent (30%), or 9 students reported that their teacher's support and guidance were somewhat effective. Only one student opted for the neutral response.

➢ Question Eight

Table 3.16

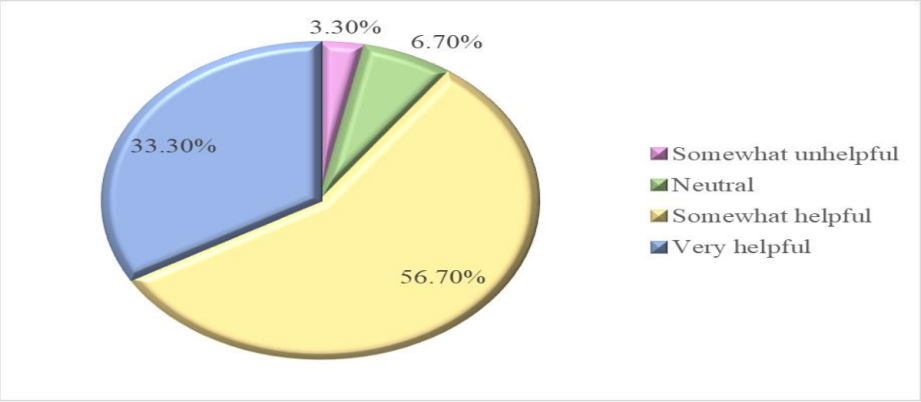
How Helpful Was the Feedback You Received on Your Task Performance?

How helpful was the feedback you received on your task performance?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat unhelpful	1	3.3	3.3	3.3
	Neutral	2	6.7	6.7	10.0
	Somewhat helpful	17	56.7	56.7	66.7
	Very helpful	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Note. This table presents the frequencies and percentages of ESP students' responses regarding the effectiveness of the feedback they received on their task performance.

Figure 3.14

How Helpful Was the Feedback You Received on Your Task Performance?



Note. This pie chart represents the percentages of ESP students' responses regarding the effectiveness of the feedback they received on their task performance.

The table and pie chart above present students' responses regarding the effectiveness of the feedback they received on their task performance. The analysis reveals a range of perceptions regarding feedback effectiveness. Thirty-three-point-three percent (33.3%) of the participants, or ten (10) students, found that the feedback is very helpful. Additionally, fifty-six-point-seven percent (56.7%) of the students found the feedback somewhat helpful. One student provided a contrasting viewpoint; he found that the feedback was somewhat unhelpful. On the other hand, a small minority of students. Six-point-seven percent (6.7%) opted for the neutral response.

- **Question Nine**

Table 3.17

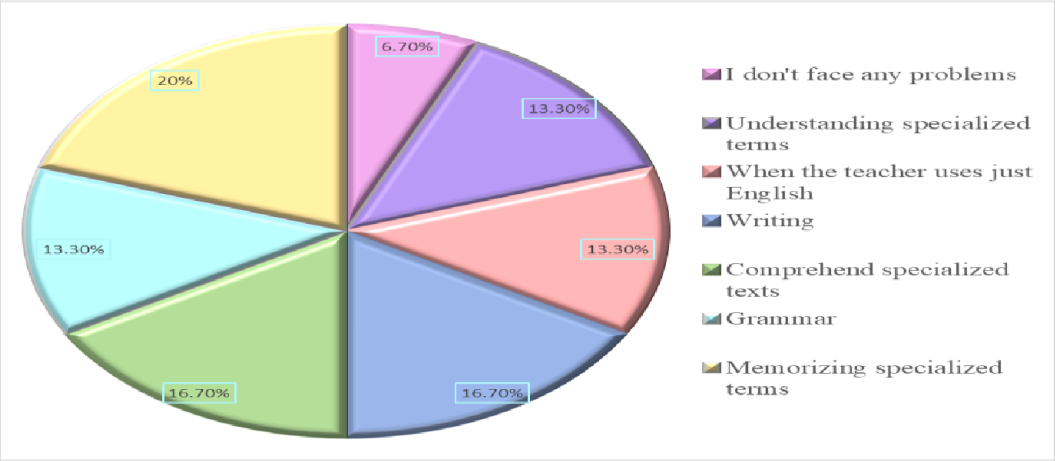
What do you find most challenging about completing task in your ESP class?

What do you find most challenging about completing task in your ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't face any problems	2	6.7	6.7	6.7
	Understanding specialized terms	4	13.3	13.3	20.0
	When the teacher uses just English	4	13.3	13.3	33.3
	writing	5	16.7	16.7	50.0
	comprehend specialized texts	5	16.7	16.7	66.7
	grammar	4	13.3	13.3	80.0
	memorizing specialized terms	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Note. This table presents frequencies and percentages of ESP students' responses regarding the most challenging aspects they encountered while completing tasks in Business English.

Figure 3.15

What Do You Find Most Challenging about Completing Task in Your ESP Class?



Note. This pie chart represents the percentages of ESP students' responses concerning the most challenging difficulties they faced while completing tasks in Business English.

This table and pie chart summarize ESP students' responses regarding the most challenging aspects they encountered while completing tasks in their ESP class. The analysis reveals a range of difficulties faced by students. While a small portion six-point-seven percent (6.7%) reported encountering no problems, while a significant number of students identified a specific challenge. Firstly, thirteen-three-point-three percent (13.3%) cited that comprehension of specialized terminology is an obstacle. Furthermore, thirteen-point-three percent (13.3%) of the participants reported challenges when their teacher used only English during task instructions or even in the explanations. Writing difficulties emerged as a common challenge, with sixteen-point-seven percent (16.7%) of participants identifying this productive skill as a challenging area. Similarly, sixteen-point-seven percent (16.7%) of participants cited encountering difficulties in comprehending specialized texts used in the tasks. Grammar emerged as

another challenge for thirteen-point-three percent (13.3%) of the participants. Finally, memorizing specialized terms posed difficulties for a noticeable portion of the class with twenty percent (20%).

- **Examining the Relationship between Students' Attendance and the Outcomes Achieved through the Task-Based Approach**

This study employed Spearman's rank-order correlation coefficient to assess the association between students' attendance (an ordinal variable), and the outcomes achieved by ESP students through TBA (a scale variable). Spearman's coefficient ranges from (-1), perfect negative correlation, to (+1), perfect positive correlation, with (0) indicating no association. This test was used to answer the question "is there a relationship between student attendance and the outcomes achieved through the task-based approach? This non-parametric approach was chosen to investigate the potential relationship between attendance and students' performance.

Table 3.18

Spearman's Rank Correlation between Students' Attendance and Task-Based Approach Outcomes

Correlations			
		Question 2	post-test Total Grades
Question2	Correlation Coefficient	1.000	.405*
	Sig. (1-tailed)	.	.013
	N	30	30
post-test Total Grades	Correlation Coefficient	.405*	1.000
	Sig. (1-tailed)	.013	.
	N	30	30
*. Correlation is significant at the 0.05 level (1-tailed).			

Note. This table presents The Spearman's rank correlation coefficient between students' attendance, in the first semester, in ESP class, and their post-test grades.

This table delves into the relationship between students' attendance and their outcomes after implementing task-based approach. This analysis reveals a statistically significant positive correlation (r =. 405, p= .013) This signifies those students with higher attendance in the first semester, in ESP class, achieved higher scores on the final assessment. While the observed correlation suggests a positive association between attendance and performance, the strength of this relationship is moderate. The Sig value is (p .013), which is less than 0.05. In social sciences academic research, the significance level of 0.05 is commonly used. Therefore, this result can help to reject the null hypothesis (no correlation) and conclude that there is a statistically significant correlation between attendance and post-test grades.

3.4 Results Analysis of the Interview

The interview was conducted to answer the fifth and sixth questions of the research questions, which are "what are ESP students' perceptions about their experience with task-based learning approach?", and "What challenges do ESP teachers and students face when implementing task-based approach to the ESP course? An ESP professor contributed to the discussion to get more clarification about his opinion and get better insight into the TBA. There were nine (9) main questions and two (2) additional questions. There were five (5) themes extracted from teacher's responses after discussion content analysis, namely: "Benefits of task-based approach",

"Implementing TBA for ESP learners", "Challenges and solutions", "TBA and EMI environments", "Integrating ESP with EMI and CLIL".

-The first question related to the context, "How can ESP courses prepare students for the increasing use of English in academic and professional settings?", addresses indirectly task-based approach by providing context for the rationale behind teaching ESP. The teacher's response, *"I think that ESP courses are designed to bridge the gap between general English proficiency and the specific language needs of students in their academic and professional fields (Economics)*", highlights the core purpose of ESP courses. This focus on students' specific needs is crucial for a successful task-based approach. An effective TBA activity should be designed to meet the language used in specific contexts, particularly in economics. His answer suggests that tasks used in ESP classrooms should move beyond simply practicing general English skills. Instead, they should focus on developing the language skills and knowledge students need to succeed in their professional and academic life.

- The themes and codes extracted from the Interview are categorized in the following **Table 3.19**, then further explanation of the mentioned themes is offered with ESP teacher's responses from transcribed interview:

Table 3.19

Themes and Codes Extracted from ESP Teacher Interview on Task-Based Approach

Questions	Themes	Codes
Question three: Would you please describe your experience in implementing task-based approach in teaching ESP to first year economics students? **Question six**: In your opinion what are the key benefits of using task-based approach? Precisely in the domain of economics. **Question five**: Have you observed any notable improvements in students' engagement and motivation since implementing task-based approach into your teaching?	Benefits of task-based approach.	1- Enhanced learning. 2-Student-centered learning. 3- Improved skills.
Question two: What are the prior English proficiency levels of your students? **Question four**: Which type of activities do you find most effective in enhancing students understanding? **Question seven**: How do you integrate assessment methods within task-based approach to evaluate students' language skills progress and achievement in this field?	Implementing TBA for ESP learners.	1- Learners profiles. 2- Engaging Activities. 3- Assessment Integration.

Question eight: Have you encountered any difficulties or limitations while implementing task-based learning approach? if so, how have you addressed them?	Challenges and solutions	1- Implementation difficulties. 2- Addressing challenges
Question nine: How can ESP adapt to support students struggling in EMI environments?	TBA and EMI environments	1-Integration of ESP and EMI
Question ten: What advice would you give to educators and curriculum developers interested in integrating ESP. With EMI and ClIL?	Integrating ESP with EMI and CLIL	1- collaboration between ESP, EMI, and CLIL

Note. Themes and Codes Extracted from ESP Teacher Interview on Task-Based Approach.

3.4.1 Benefits of Task-Based Approach

To gain insights into ESP teacher's perspectives on implementing TBA in ESP classrooms, his views on this theme are analysed and presented as follows: transcribed teacher views about the first theme are given below:

The third answer *is "Implementing a task-based approach in teaching ESP to first-year economics students has been a rewarding experience. It allows students to learn more about their field through meaningful communication and problem-solving in context. Moreover, it is a student-Centered learning that promotes students' autonomy, collaboration, teamwork, and critical thinking".*

- **Enhanced learning**: ESP teacher emphasized that task-based approach allows ESP students to learn economics through "meaningful communication and problem-solving in a specific context. An understanding of the taught concept is

very essential in every teaching environment. Task-based approach ensures the active role of students through students' engagement and motivation. Hence, grasping the concept will be faster than passive learning. Also, this type of strategies, task-based approach, enhances the performance of students by providing a realistic practical sense of the learnt topic for the student.

The fifth answer *is "Yes, of course, implementing task-based learning has led to noticeable improvements in students' engagement and motivation. I think this approach led to more active participation and higher levels of motivation to learn".*

- **Student-centered learning**: the teacher underscores the potential of task-based approach to foster student agency in ESP classrooms. He emphasises on autonomy, collaboration, and critical thinking. within the interactive environment, students had more opportunities to be in touch with their classmates, some students learn from each other more than from the teacher. They support their weak schoolmates and correct their mistakes especially when they work in teams. This collaborative aspect becomes a motivating force in ESP, as each student's participation is crucial for team success.

The sixth answer *is "the main benefits of using a task-based approach in this domain include enhancing critical thinking skills, improving economic vocabulary fluency and accuracy, and encouraging students' ability to apply economic vocabulary in their daily lives. I think this approach also improves other soft skills such as communication and creativity in the field of economics".*

- **Improved skills:** The teacher highlights the benefits of TBA to enhance ESP learners' skill sets. The interviewee emphasised critical thinking, economic vocabulary fluency, and communication skills. This aligns with the principles of

TBA, where students actively engage with economic concepts through tasks by providing a deeper understanding. This evokes the idea of learning through failure and success.

3.4.2 Implementing TBA for ESP Learners

In response to the questions related to the implementation of task-based approach in ESP classrooms. The teacher's views on this theme are presented below:

The second answer *is "My students have different levels of English proficiency, ranging from beginner to advanced. We can say that 80% are beginners".*

- **Learners' profiles**: the teacher highlights a key challenge faced by ESP teachers which is student proficiency variations. His ESP class has a diverse range of English, with 80% of students classified as beginners. This diversity needs a careful consideration when designing and implementing tasks in an ESP classroom.

The fourth answer *"Here, I can give you examples.*

1. In teaching the history of economics, you can use time line activity where students have to find each economic thinkers' period of time, contribution to economics, and nationality.

2. Comparative economic systems debate: Students participate in a structured debate where they defend and critique the strengths and weaknesses of each economic system. They analyse historical case studies, ideological differences, and economic outcomes, using evidence to support their arguments and engage in critical thinking.

3. Provide students with texts or documents related to economics and ask them to translate these texts accurately while maintaining the specialized terminology and context-specific language. Emphasize the importance of clarity and precision in their translations".

- **Engaging Activities:** despite the changeable proficiency levels, the interviewee displays the potential of TBA to engage ESP students. The teacher provides three task examples that demonstrate how TBA can be adapted to address economic

concepts: for teaching economic history, and comparative systems, and translating economic texts.

- **Timeline Activity for Economic History:** students engage in historical analysis by constructing timelines that order the contributions of economic thinkers. This type of task encourages critical thinking while requiring students to use specific economic vocabulary. For instance, the use of the latter represents the contributions of each thinker on the timeline, students need to use specific economic terms. This requires them to understand and apply the relevant vocabulary.

- **Comparative Economic Systems Debates:** this task promotes critical thinking, communication, and research skills through a structured debate methodology. Students start by conducting research about different economic systems, they assess these systems' strengths and weaknesses, and after that, they use evidence to support their arguments. This encourages collaboration and engagement with economic issues.

- **Economic Text Translation:** translation tasks help students build specialized vocabulary and develop an understanding of context-specific language used in economics. According to the interviewee, this type of task enhances both language and content knowledge by focusing on accuracy, precision, and clarity.

The seventh answer *is "Assessment in task-based learning is integrated through different methods, including listening skill assessment by designing listening tasks that involve economic interviews and discussions. For example: students have to count the number of capitalist words mentioned in the interview or debate. Speaking skill assessment: Role play and dialogues. Writing skill assessment: Tasks like assigning students writing tasks such as paragraphs. Assess students' written language proficiency by evaluating their writing*

organization, coherence, clarity, grammar, vocabulary usage, and argumentation skills in economic contexts".

➢ **Assessment Integration:** the interviewee highlights a crucial aspect of TBA in ESP classroom: the teacher describes how all four language skills including listening, speaking, writing, and reading can be assessed through engaging activities related to economic concepts. In his viewpoint, the assessment method used in ESP class is as follows:

- Assessing listening skills: The teacher has mentioned tasks like analysing economic interviews or debates. For instance, students might be asked to count specific terms like "capitalist". This type of assessment method goes beyond simply listening for understanding. It requires students to actively analyse the content by focusing on specific vocabulary usage.

- Assessing speaking skills: role plays and dialogues are used to assess students' ability to communicate effectively in spoken English within an economic context. This type of task provides opportunities for students to practice using economic vocabulary and concepts in real-world communication.

-Assessing writing skills: writing tasks like paragraphs are used to assess students' written language proficiency. According to the interviewee, the assessment has crucial features including organisation, clarity, coherence, grammar, and vocabulary usage designed for economic contexts. Additionally, the interviewee has mentioned the evaluation of argumentation skills, in other words, the ability to

present a clear idea and write a concise economic analysis, and well-supported economic argument in writing.

3.4.3 Challenges and Solutions

In response to the questions related to the challenges that may encounter ESP teachers in implementing task-based approach in ESP classrooms, and the solutions they use to address these challenges. The teacher's views on this theme are presented below:

The eighth answer *"The implementation of task-based learning is not that easy task, some challenges may arise, such as time constraints, different levels of students, and the need for resources. To address these challenges, I prioritize task selection based on relevance and feasibility, provide support for students as needed, and continuously assess and adjust the course design to optimize learning outcomes".*

- **Implementation difficulties:** the teacher has acknowledged challenges explained as follows:

  - Time constraints: completing tasks effectively can be time-consuming which can affect the curriculum coverage.

  - Student level variations: a diverse range of students' language proficiency can make it difficult to find tasks that suit and appropriately challenge everyone.

  - Resource limitations: the interviewee believed that finding and creating suitable TBA materials can be difficult, specifically with limited resources.

- **Addressing challenges:** the teacher describes several strategies for overcoming the aforementioned challenges. These solutions include the following:

- Prioritizing task selection: ESP teacher should carefully select tasks based on their relevance to the course objectives and feasibility within the given timeframe. He should ensure that all students are engaged in meaningful tasks that can be completed within the allotted time.

- Differentiated support: the interview viewed that providing personalized support for students with varying proficiency levels allows everyone to participate meaningfully. For instance, involving scaffolding tasks, and offering additional resources.

- Course design adjustment and an ongoing assessment: the ongoing assessment allows ESP teachers to identify areas where students suggested. The data gathered from the assessment can be used to adjust the course design, modify tasks, or provide more support. This process ensures that TBA tasks are relevant, engaging, and effective for all ESP students.

3.4.4 TBA and EMI Environments

The interview focused on how English for Specific Purposes can be adopted to support students struggling in English as a Medium of Instruction (EMI) environments. The transcribed teacher's view about this theme is given below:

The ninth answer *is "I think that ESP can adapt to support students struggling in EMI (English as a Medium of Instruction) environments by:*

• *Teaching and reinforcing key economic vocabulary, terminology, and academic language structures essential for understanding and communicating economic concepts effectively in English.*

• *Provide glossaries, vocabulary lists, and concept maps to help students grasp and retain specialized economic language used in EMI classrooms and materials.*

• *Use technology-enhanced learning tools like educational videos, and interactive quizzes to engage students, reinforce learning, and enhance their understanding of economic principles in English. These three tools are used in my class".*

In this interview, the ESP teacher focused on three key strategies:

- Specialized vocabulary and language structure: the interviewee has emphasised on the importance of teaching and reinforcing key economic vocabulary, terminology, and academic language structure. This strategy is important for EMI's success. Students need a strong foundation in specialized vocabulary and grammatical structures used in economic contexts (ESP classes). The more ESP teachers reinforce these teaching elements, the more students are equipped with these tools to understand and participate effectively in EMI classrooms

- Bridging the gap with resources: The ESP teacher mentioned a list of resources such as glossaries, vocabulary lists, and concepts maps. These resources offer valuable support by making specialized language accessible and easier to retain. For instance, glossaries can provide definitions; vocabulary lists allow for the focused domain; and concept maps help students visualise and understand the relationships between different economic terms.

- The power of technology: the interviewee saw EMI as a powerful tool for EMI learners. It helps students to be more engaged and reinforced. For example, educational videos can introduce new concepts visually, while interactive quizzes offer opportunities for assessment.

3.4.5 Integrating ESP with EMI and CLIL

In the last question of the interview, the interviewee emphasized on the interconnectedness of ESP, EMI, and CLIL. Each approach plays an important role in equipping students with the language skills and knowledge they need to succeed. The transcribed teacher's view about the collaboration between ESP, EMI, and CLIL is given below

The tenth answer *"My advice is to prioritize alignment between language learning objectives and content learning goals, provide explicit language instruction within the context of subject-specific content, incorporate authentic materials and tasks, offer opportunities for meaningful language practice and feedback, and promote collaboration and interdisciplinary learning experiences*".

The interviewee's advice highlights the collaborative nature of these approaches by emphasising on the following:

- Prioritizing alignment between language learning objectives and content learning goals: there should be a clear connection between the language students are learning in ESP and the content they are expected to understand in EMI and CLIL settings. This alignment ensures students acquire the necessary language to access and engage with the subject matter.

- Contextualized language Instruction: teaching vocabulary and grammar should occur within the context of a specific subject matter. The contextualization reinforces the connection between language and content by making learning more meaningful.

- Authentic materials and tasks: the incorporation of authentic materials like economic articles or simulations, and tasks that reflect real-world situations is crucial. This offers students the chance to practice the language they are learning in a way that is both realistic and engaging.

- Meaningful language practice and feedback: providing students with feedback helps them identify areas for improvement and solidify their language skills.

- collaboration and interdisciplinary learning experiences: furnishing collaboration among students, and fostering interdisciplinary learning experiences are significant in the learning process. These key elements involve collaborative tasks that encourage students to use their language skills.

Conclusion

This chapter delved into the practical aspects of the study. It presented and analysed the data collected through various research instruments. The chapter commenced by examining the pre-test and post-test results. This analysis assessed students' performance before and after the implementation of task-based approach. Additionally, each question within the post-test was analysed to provide more details about the students' achievements across various learning objectives. Furthermore, the researcher explored the outcomes of the questionnaire administered to ESP students. The analysis delved into each question to understand students' perceptions and experiences related to the implementation of task-based approach. This quantitative analysis was generated using SPSS, including descriptive statistics, percentages, and

frequencies. These results were presented in both tables and pie chart graphs. The chapter concluded with a qualitative analysis of the ESP teacher's interview. Content analysis was used to identify both the themes and codes within the interview data. An explanation of the identified themes is provided to facilitate data interpretation.

Chapter Four:

General Findings

Implications and

Limitations

Introduction

This chapter explores the effectiveness of task-based learning approach for ESP students. It aims to discuss the findings of the research. Firstly, it commences with the general findings collected from the analysis of the collected data, along with their significance in relation to the theoretical framework presented earlier. The chapter then presents a summary of the key findings related to teaching English for Specific Purposes from the analysis of the collected data and explains how these findings contributed to answering research questions. The researcher suggests some implications derived from the analysed data. Additionally, recommendations are proposed in this chapter. After that, the researcher encountered limitations during the research process. It identifies areas in need of improvement and presents suggestions for further research.

4.1 Discussion of the Findings

Building on the data analysis presented earlier in Chapter three (3), this section explores the general findings obtained through students' post-test results, the questionnaire, and the interview, which were used to address the research questions and achieve the study's objectives.

4.1.1 Discussion of Students' Post-Test Outcomes Findings

In the previous chapter, the analysis of the first post-test question revealed that students exposed to TBA exhibited a strong ability to recall information given during the lecture. This analysis suggests that task-based approach corresponds with

constructivist principles of learning. TBA may have facilitated knowledge acquisition and retention by encouraging students to actively engage through tasks.

The second question indicated that some students effectively grasped key economic vocabulary through TBA activities. The findings revealed a range of comprehension levels. This suggests that TBA may have varying degrees of effectiveness in promoting vocabulary acquisition.

The third post-test question analysed in the previous chapter denoted that a significant percentage of the students exposed to TBA excelled in identifying factual information and evaluating statements. This analysis led the researcher to propose that TBA may prepare ESP students to comprehend complex texts. However, using other data-gathering tools will help to gather crucial data to understand the reason behind students whose performance was less effective.

Students from the experimental group, as revealed by the open-ended post-test questions, showed strong analytical thinking skills. In other words, TBA may encourage students to extract specific details, synthesize information, and draw conclusions. These findings propose that TBA may be effective in upgrading higher-order thinking skills. However, the findings also indicate variability in student performance. Further analysis of all students' learning experiences would be beneficial. This would allow us to adjust the approach and guarantee that it promotes critical thinking skills for everyone.

Furthermore, the results of the fifth question indicated that a significant portion of the students effectively applied learned ESP vocabulary in a different linguistic

context. Based on these findings, TBA may be considered a successful tool for building up vocabulary acquisition, improving vocabulary fluency by encouraging students to apply vocabulary effectively in diverse contexts, and increasing communication skills. These findings showed that this approach has a potential for vocabulary development,

The last post-test question, filling in the gap task, revealed that some students have encountered challenges in comprehending the economic context or applying their knowledge of economic concepts This suggests that TBA may require more adjustment. Conversely, other students excelled in this task. their results highlight the potential effectiveness of TBA in Encouraging students to comprehend the economic context and promote them to apply relevant knowledge.

4.1.2 Discussion of Students' Questionnaire Findings

In this section, the researcher delved into the findings collected from the questionnaire administered to first-year ESP students who were exposed to task-based approach.

The first question addressed students' gender. The analysis showed a balanced distribution of male and female participants. This balanced distribution is crucial because it helps to ensure any observed effects on students' outcomes are due to TBA and not- pre-existing gender differences.

Moving on to the second question, the data analysed in the previous chapter indicated a high attendance rate. The latter revealed a good level of students' commitment to the course.

The analysis of the third question revealed that the participants, who were engaged with the tasks within the TBA framework, had an active participation from students. This active participation could be a factor that contributes to the development of their English language skills.

The fourth question explored students' perception of the tasks' effectiveness in improving their English language proficiency. The findings align perfectly with TBA's central aim which is fostering practical language skills relevant to the students' economic studies.

The fifth question focused on students' motivation and engagement. The high level of reported motivation and engagement proposed that TBA foster a more engaging learning environment. This increased motivation can lead to better learning outcomes.

The sixth question investigated students' comfort in discussing economic concepts in English. The increase in comfort level proposed that TBA is effective in developing students' confidence and ability to use English for their specific academic purposes

The importance of teacher guidance in the effective implementation of TBA was highly highlighted by the positive perception of teacher support revealed in the seventh question. These analyses confirm that the clear instructions, scaffolding, and support provided by the instructor throughout the tasks are crucial.

Last but not least, the eighth question addressed the issue of feedback effectiveness. The range of responses highlighted the importance of clear and

constructive feedback to meet the needs of economics students which can significantly enhance learning from TBA tasks.

Finally, the last question explored the challenges encountered by students. A variety of challenges were identified (terminology, writing, language use, comprehension, and memorization). Within the framework of task-based approach, to overcome these encounters ESP teachers need glossaries, visuals, and target support to address these specific skills areas.

4.1.3 Discussion of the Teacher's Interview Findings

In this section, the researcher delved into the findings collected from the interview administered to ESP teacher**.**

The interview with the ESP teacher accentuated the significant benefit of task-based approach in encouraging deeper learning of economic concepts and facilitating active student engagement by involving them in discussion, solving-problems, and meaningful communication tasks. By actively participating in TBA tasks, ESP students develop a deeper understanding of economic concepts within the ESP classroom. Additionally, TBA provided ESP students with a realistic and practical understanding of the economic topics they are learning. This practical application of economic principles increased their motivation to learn.

Furthermore, TBA strengthens students' agency by incorporating tasks that encourage autonomy, collaboration, teamwork, and critical thinking. the findings of the interview revealed that task-based approach empowered ESP students to take ownership of their learning. In addition, the interactive environment created by TBA

tasks allowed the students to learn from each other. He also denoted that when ESP students work in teams, they support and correct each other's work. This collaboration provides a motivating force. The emphasis on teamwork and collaboration promotes soft skills like communication and critical thinking which are essential for success in their academic and professional environments.

Besides the designed tasks that aim to develop the critical thinking skills of ESP students, TBA tasks allowed ESP students to solidify their understanding of economic concepts and use them accurately when communicating economic ideas.

Moving on, the teacher provided examples of various engaging tasks that can be adapted within the ESP classroom. These tasks cater to different learning styles. They can also be adjusted to accommodate students' proficiency levels. To illustrate this point, the timeline activity for economic history encouraged critical thinking and vocabulary application. Similarly, the comparative economic systems debates promoted critical thinking, communication, and research skills. Finally, economic text translation tasks provided opportunities to enhance specialized vocabulary and understand specific language used in the field of economics.

Finally, the ESP teacher highlighted the importance of integrated assessment within TBA tasks. He underlined that the four language skills listening, speaking, writing, and reading are developed and assessed within a context relevant to ESP learners. According to the interviewee, speaking skills are evaluated through tasks that require students to actively analyse economic interviews or debates. Speaking skills are assessed through role plays and dialogues. ESP students are required to effectively communicate in an economic context using English as a target language.

At last, writing skills are assessed through tasks like writing paragraphs by focusing on organization, clarity, coherence, and specific vocabulary to economic contexts. Through the integration of various assessment methods within TBA, educators gain a holistic understanding of ESP student learning. This ensures the tasks are not only engaging but also effective in developing the necessary language and content knowledge for success in economics classes.

4.2 Summary of key Findings

This section presents a rundown of the results obtained by different data collection instruments used in this study. These key findings directly address the research questions.

- What are the impacts of task-based approach on ESP students' outcomes?

The following key findings shed light on the impacts of TBA on ESP students' outcomes:

- It enhanced knowledge acquisition and retention through active engagement which aligns with the constructivist principles.
- ESP students are encouraged to apply learned vocabulary in diverse economic contexts by making learning more relevant and practical.

- TBA encourages ESP students to develop strong analytical thinking skills and promote communication skills for academic and professional success.

- TBA proved to be an effective tool for ESP students. It promotes more engagement in the learning and teaching environment. The reported high attendance rates, the active participation, and the high motivation and engagement environment lead to better learning outcomes.

- TBA empowers ESP students by boosting their confidence in discussing economic concepts comfortably.

➢ Is there a statistically significant correlation in learning outcomes between students exposed to task-based approach and a non-exposed group?

As mentioned before, the pre-test scores showed no statistically significant difference between the control and the experimental groups. This indicated that before the implementation of TBA, both groups had similar levels of English language proficiency in tasks related to economics.

However, the post-test scores revealed a statistically significant improvement in both groups. The increase was significantly greater in the experimental group exposed to the task-based approach. The key finding is that the effectiveness of task-based approach led to a greater enhancement in ESP learning outcomes specifically tasks related to economics.

➢ Is there a relationship between students' attendance and their outcomes achieved through TBA?

The significance value (p-value=0.013) which is lower than the commonly accepted threshold of 0.05 is social sciences. This statistically significant value allowed us to reject the null hypothesis of no correlation between ESP students' attendance and their performance after implementing TBA in the economics setting. The findings confirmed there is a moderate positive relationship (r =.405) between ESP students' attendance and their performance after implementing TBA in an economics context.

➢ What are ESP students' perceptions about their experience with task-approach?

ESP students perceived TBA as an effective tool due to its strong alignment with the core ESP principles Firstly, TBA addressed their needs through needs analysis. ESP students focused on relevant tasks related to economics. Secondly, TBA encouraged a shift to a student-centered learning approach by promoting collaboration and teamwork. In other words, ESP students become active participants, through participation and communication. Furthermore, this learner centeredness nature of TBA led to high motivation and engagement of ESP students. Finally, the increased comfort in discussing topics related to economics built confidence and specific language use which aligns with the need for specific language skills and confidence in ESP contexts, precisely in economics.

➢ What challenges do ESP teachers and students face when implementing TBA in ESP setting?

- Challenges faced by ESP students within TBA implementation are as follows:

▪ ESP students encountered difficulties in understanding instructions and explanations in English, specifically with complex economic terms.

- ESP students struggled to comprehend specialized texts used in TBA.

▪ Grammar emerged as an obstacle in hindering effective communication and writing tasks.

- Challenges faced by ESP teachers within TBA implementation are presented as follows:

- Time constraints: completing tasks effectively can be time-consuming which can affect the curriculum coverage. ESP teachers need to find ways to optimize the learning experience within the allotted time.
- Student level variations: a diverse range of students' language proficiency can make it difficult to find tasks that suit and appropriately challenge everyone.in other words, ESP teachers are required to adapt teaching materials or provide differentiated support.
- Resource limitations: ESP teachers need to spend more time adapting existing relevant teaching materials to be successfully designed for ESP students' needs.

Fortunately, several strategies can help ESP teachers overcome these challenges including the following:

- Tasks selection: ESP teacher should carefully select tasks based on their relevance to the course objectives and feasibility within the given timeframe.
- Involving scaffolding tasks and offering additional resources led to improved learning outcomes for all students.
- Course design adjustment and an ongoing assessment: ESP teachers can adjust the course design, modify tasks, or provide more support. This ongoing process ensures that TBA tasks remain relevant, engaging, and effective for all ESP students.

Besides engaging and relevant tasks, for better implementation of task-based approach in economics, assessment methods are required to be implemented in this

context by integrating a comprehensive assessment of the four language skills (writing, speaking, listening, and reading).

4.3 Research Implications

The findings of the study demonstrate that the TBA is an effective tool for ESP teachers; it bridges the gap between academic and professional words. This approach prioritizes communication over memorization; it aligns with the ultimate goal of ESP instructions. The Department of Economics at the University of Medea implemented task-based approach by shifting the focus of ESP classes from a lecture-based approach to a communication-based approach. In the aforementioned department, ESP teachers prepared students for the academic world's demands.

The primary implication of the present study is that TBA offers a readily adaptable solution for ESP teachers. It improves their students' communication and the targeted language skills they require. In the absence of an ESP curriculum and the lack of specialized training for ESP instructions, teachers in the mentioned department have not been trained on the principles and pedagogies essential for ESP contexts. Therefore, the TBA emerges as a practical solution for ESP teachers. Its accessibility in terms of effort and time combined with its emphasis on real-world tasks prepare the learners with the language necessary for their target fields.

Furthermore, task-based approach permits the content creation that addresses students' needs not pre-selected by the teacher or the course book materials. The adaptability of TBA enables ESP teachers to utilize authentic materials that directly address both the academic and professional development needs of their students.

The present study along with previous studies, advocates for the adaptation of the task-based approach an effective tool in ESP classrooms to enhance students' communicative proficiency and develop all four language skills. The following key points illustrate the effectiveness of TBA in enhancing ESP students' learning outcomes:

- The improvement in students' outcomes when task-based approach is used compared to the traditional method. The researcher does not advocate for the complete abandonment of traditional instructions, which can often lead to an over-reliance on a teacher-centered approach.

- Task-based approach enhances the learners' exposure to the target language. This exposure includes a wide range of lexical items, terminology higher-order skills, which contribute to building professional vocabulary.

- TBA lessons create a cycle of exploration and practice based on the needs of students that make these lessons enjoyable and motivating. These engaging lessons motivate students to participate, in other words, students spend more time communicating in English, and this empowers them to confidently express their knowledge and ideas related to economics in English.

- The adoption of TBA in the Algerian specialized classes is strongly recommended because it encourages learner-centeredness and increases students' collaboration.

4.4 Pedagogical Recommendations

In the light of the presented and discussed results, the following recommendations are proposed to teachers and researchers in the field of ESP

- **National Curriculum**

Our study explores the effectiveness of task-based approach in enhancing ESP students' outcomes. Consequently, to capitalize on its benefits and ensure consistent learning for all ESP students in Algeria, we recommend the development and implementation of a national ESP curriculum specifically designed to meet the needs of economics students. This national curriculum promotes standardization across Algerian universities, aims to ensure relevant content to the Algerian economic landscape, and facilitates the integration of TBA for language acquisition.

The national ESP curriculum for economics students should be constructed using the ADDIE model. This instructional design ensures a comprehensive and adaptable curriculum that delivers ideal learning experiences. The analysis phase involves figuring out exactly what students need to learn. In other words, seeking what the workplace demands, students majoring, and their backgrounds. Moreover, the design phase transforms these needs into a learner-centered curriculum based on authentic economic tasks where in which TBA will be a cornerstone of this design. Besides the design phase, the development phase will involve subject-matter experts and ESP educators' collaboration to create relevant teaching materials. Last but not least, the implementation phase necessitates teachers' training in both TBA and specific curricula. Finally, the evaluation phase ensures continuous improvements by collecting, analysing, and assessing throughout the learning process.

- **ESP Teachers Training Through TOT Programs**

To improve the ESP program, we recommend strengthening teacher training through specialized Training of Trainers (TOT) programs. In Algeria, ESP teachers lack the necessary skills to effectively develop ESP curricula. Well-designed ESP-focused TOT programs can address this gap by providing them with the necessary equipment such as assessment techniques, designing task strategies, and curriculum development for specialized fields. Furthermore, TOT programs create a platform for teachers to share best practices and this promotes consistency across institutions. By encouraging these pedagogical programs, we empower teachers to reach the best-quality instruction in ESP, ESP teachers employ interactive learning techniques. Ultimately, the outcomes of the students improve.

- **Didactics of ESP**

The recommendation for a transformative approach to ESP didactics emphasizes learner-centeredness. The latter aligns with the need for a communicative ESP classroom, where communication is the core function of language. By implementing TBA, these classrooms prioritize real-world tasks. This approach motivates students and leads them to a deeper understanding of language as they actively use it to achieve goals within tasks. Furthermore, the integration of technology can create a dynamic and interactive learning environment by offering diverse learning tools and resources to meet different learning styles.

- **Collaboration between content teachers and language teachers**

The collaboration between teachers promotes a more holistic learning experience. The content teachers benefit from language teachers' expertise to make teaching materials linguistically accessible, while language teachers gain insights into the content domain. A successful collaboration between language teachers and content teachers can provide students with both the necessary content knowledge and the language skills, and create more effective learning environments.

- **Experiential Learning in ESP Classes**

We recommend task-based approach in ESP classrooms. This approach places students at the heart of the learning journey by enabling them to learn through experiential learning. This type of learning, learning by doing, empowers students towards autonomy, and motivation, and raises the sense of ownership and responsibility. Experiential learning develops communication and teamwork skills. On the other hand, teachers move from directors to facilitators; they create a dynamic environment for ESP students.

4.5 Limitations of the Study

In this study, the researcher employed a specific method in the process of gathering data required to enrich the study and address the questions. It is acknowledged that any research has limitations; the present study is not an exception. Numerous inconvenient situations should be noted.

Firstly, this research is limited to a small group of students. Its sampling is only concerned with first-year students of Economics at Yahia Fares University.

Consequently, there is a possibility that the data obtained may not be generalizable to other settings. The researcher believes that other investigators may be able to conduct this research on different populations within the same university, or to gather data from various universities across the country. The latter might help future researchers in gaining a satisfactory level of findings, which could potentially guarantee the generalization of the findings.

Additionally, the frequent lack of students' attendance suggests that our sampling participants may not have been randomly selected. In this regard, the majority of the experimental group might have higher levels, while the control group includes only a few students with similar levels.

Furthermore, other factors related to data-gathering tools could not be fully controlled. The pre-test and the post-test were designed to measure the level of the sampling before the implementation and after it. Each task in the pre-test received marks in accordance with those assigned in the post-test. Both tests have been validated by ESP module Professor at the faculty. There is a possibility that they may be overly basic; their level of difficulty may threaten the credibility of the data collected.

Moreover, the investigator faced a set of difficulties while trying to conduct the questionnaire. Some students refused to answer it, which was difficult for them to fill it out where there were many cases of misunderstanding, but it was necessary to gather reliable data.

Although the teacher who participated in the present study is a professor in Economics and holds a Master's degree in Linguistics, conducting interviews with numerous ESP teachers would have provided a deeper understanding of the implementation of TBA in ESP and its impact on ESP students. This would have also enriched the qualitative data analysis.

4.6 Suggestions for Further Research

In the third chapter, a semi-structured interview with the ESP teacher provided valuable insights into his perspectives on how can ESP support students' transition to English as a Medium of Instruction and Content and Language Integrated Learning. Based on his valuable perspectives, this section explores some suggestions that can be useful for further research.

The primary suggestion that can be taken into consideration, is the focus on the effective implementation of ESP in higher education that assures a fluid transition towards EMI settings. This transition requires the content and skills developed in ESP curricula and the language demands of EMI settings. This suggested study could investigate how these curricula equip students with the skills to comprehend lectures and produce academic presentations. In addition to assessing their effectiveness on students' engagement and academic success in EMI settings.

We can gain deeper knowledge by conducting further research about the challenges facing students in EMI settings. The suggested study can explore the complexity of the subject matter combined with the lack of background knowledge in English can hinder comprehension in EMI.

Further research could explore the professional development needs of educators, particularly related to implementing EMI and CLIL frameworks. This suggested exploration should consider not only the pedagogical knowledge, but also the role of technology in facilitating learning within these blended environments. The focus on technology may provide educators with the necessary tools to enhance students' success.

Conclusion

This chapter delved into the data collected through the three research instruments employed in the study. Subsequently, a concise summary of the key findings was presented. These findings directly addressed the research questions initially outlined in the general introduction. The scores and results of this experimental research revealed that the task-based approach had a positive impact on teaching English for Specific Purposes to first-year economics students. In other words, the study demonstrated that using TBA can effectively enhance the learning outcomes of ESP students. This chapter concluded by exploring the implications of this research. Additionally, it offered pedagogical recommendations for educators interested in implementing TBA within their ESP classrooms. The chapter acknowledged the limitations encountered by the researcher while conducting the current study, and suggested research for further research in this field.

GENERAL

CONCLUSION

At Medea University, English for Specific Purposes is a crucial subject for Economics students. It goes beyond just getting good grades or academic achievement; it equips them with the skills employers may seek.

However, the current pedagogical approaches in the faculty, and likely other faculties across the country, need a pedagogical revision. These approaches often prioritize language form over communication skills; the needed skills to succeed in the 21st century. The focus on language form fails to prepare students for the demands of English-speaking business poles like USA, China, and European Union. Consequently, ESP students may lack the necessary English skills for specific purposes, particularly in economics, which hinders their ability to meet the requirements of the business sector.

Therefore, this study investigated the effectiveness of the task-based approach on ESP students' outcomes. The implementation of any new teaching methodology requires careful evaluation to ensure its efficiency and suitability for a specific group of learners. The TBA's focus on practical tasks and communication that align with the economic topics they encounter in their coursework, not tasks directly related to the workplace. By focusing on academic ESP ,we aimed to bridge the gap between the theoretical knowledge students gain and their ability to communicate effectively in English within an academic context.

The present study was built around four chapters designed to address the research questions and test the hypotheses. The first chapter, aimed to provide readers

with an in-depth understanding of general language and specialized language. This chapter delved into the theoretical and conceptual frameworks of English for Specific Purposes and task-based approach. Finally, we presented the key distinctions between our research and previous studies.

The second chapter delved into the research context; it provided a detailed picture of setting where the study took place. It described the sampling process, the chosen scientific method, the data-gathering tools employed, and the specific procedures the researcher followed. The experimental method was utilized to explore how TBA impacts the learning outcomes of ESP students. The pre-test was used to assess students' proficiency and ensure the sample groups belonged to the same population.in this chapter, the researcher presented more details and explanations about the implementation of TBA in the study. Moreover, the chapter described the post-test, a statistical tool used to evaluate the impact of TBA on students' ESP outcomes. In addition to the tests, the researcher used the questionnaire to gather in-depth data on students' perceptions of TBA, specifically focusing on their engagement and motivation. Finally, a semi-structured interview with an ESP teacher provided valuable insights into the implementation of TBA from his perspective.

Chapter three also delved into the data analysis. The researcher analysed the results of the pre-test and post-test, which were administered to measure students' outcomes before and after the implementation of task-based approach. In addition, the chapter presented the analysis of data gathered through the questionnaire. This

analysis explored ESP students' perceptions of the TBA. Finally, the chapter analysed the results of the interview conducted with ESP teachers.

In the last chapter, we analysed the research findings, starting with a discussion of the general findings and their connection to the theoretical framework. Then, the chapter focused on key findings by explaining how these findings contribute to answering the research questions. Moreover, the researcher proposed implications for ESP pedagogy and offered specific recommendations. Last but not least, the chapter acknowledged limitations encountered by the researcher during the research process. Finally, it identified areas for improvement and suggested further research.

The findings supported the initial hypotheses. TBA led to positive impacts on student learning outcomes, fostered a positive learning environment, and was perceived favourably by students.

The results showed that task-based approach enhanced knowledge acquisition and retention, encouraged vocabulary application in economic contexts, and promoted analytical thinking and communication skills. Last but not least, students reported increased confidence in discussing economic concepts and more engaging learning experience. Statistically significant correlations were found between TBA implementation and improved learning outcomes, with higher attendance further strengthening these outcomes.

The findings of the present study highlight the potential of TBA for ESP instructors. TBA can lead to improved language proficiency and a deeper

understanding of the target content by incorporating tasks relevant to the students' specific needs and fostering a student-centered approach.

However, the implementation of task-based approach was not without hurdles. Students struggled with technical vocabulary and comprehending specialized texts, while teachers dealt with time constraints and student level variations. To address these challenges, we recommended strategies and solutions to overcome these obstacles

In the end, it is worth mentioning that the researcher believed that this research may empower Algerian universities, teachers, and learners by providing tools and strategies to enhance communication in ESP classroom which aligns with both academic and professional contexts.

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(Appendix A)

- **Pre-test**

1. **Choose the correct answer**: "When did economics develop as a scientific field?
   a) 19th century
   b) 17th century
   c) 18th century
2. Match the concepts with their definitions below:

Concepts	Definitions
Wealth	a) The work done by people to produce goods and services.
Consumption	b) The process of transforming raw materials or parts into finished goods using tools, machinery, and human labour.
Labour	c) The act of using goods and services.
Agriculture	d) Planting seeds and raising animals to get food we eat.
Manufacturing	e) The state of having a plentiful supply of valuable possessions.

3. **Say whether the following statements are "True" or "False".**
   a) Mercantilists believed wealth was measured by the amount of gold a country possessed. ( )
   b) Physiocrats argued that all wealth came from agriculture. ( )
   c) Laissez-faire refers to minimal government intervention in the economy. ( )

4. **Answer the following questions**
   a) What is the main difference between economics and physical science?
      - Economics studies human behaviour
      - Economics uses the same scientific method as physics.
      - Economics deals with social interactions.
      - Economics focuses on non-living matter.

b) Enlist the principles of the concept »Laissez-Faire" from the text.

- …… - …….. - ……

5. Find the appropriate terminology for each concept

English	Arabic
Agriculture	
Government	
Classical Economics	

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6. Fill in each gap with the appropriate word from the list given.

Agriculture - social- Security – 18th century- land- laissez-faire.

Economics emerged as a science in the ……. century. Unlike physics, it's a …… science, focusing on human behaviour. Key figures shaped early economic thought: Richard Cantillon: He defined wealth as enjoying goods produced by land and labour, not just money. He also believed labour transforms the potential wealth of ……. into real wealth. Physiocrats: This group saw …….as the only source of wealth. They favoured minimal government intervention (……) and ensuring ……...

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(Appendix B)

- **Post-Test**

1. **Choose the correct answer**: "The lecture is about ……
   a) The history of agriculture.
   b) The development of economic thought.
   c) The life of Richard Cantillon.

2. **Match the concepts with their definitions below:**

Concepts	Definitions
Wealth	a) The work done by people to produce goods and services.
Consumption	b) A set of ideas that explain a phenomenon based on evidence and observation.
Labour	c) The act of using goods and services.
Land	d) The materials and resources provided by nature.
Scientific theories	e) The state of having a plentiful supply of valuable possessions.

3. **Say whether the following statements are "True" or "False".**
   a) Cantillon defined wealth as the amount of money someone possesses. ( )
   b) Economics is considered a social science, not a physical science. ( )
   c) The Physiocrats believed that land or agriculture could create wealth. ( )

4. **Answer the following questions**

a) How did the Physiocrats differ from Cantillon in their view of the source of wealth?

……
……

b) Enlist the principles of the concept »Laissez-Faire" from the text.

…… - …….. - ……

5. **Find the appropriate terminology for each concept**

English	Arabic
Wealth	
State	
manufacturing	

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6. Fill in each gap with the appropriate word from the list given.

government -wealth -economic thinkers- manufacturing - scientific theories- Physiocrats-

Early ……. like Cantillon, Physiocrats, and Smith transformed sporadic economic discussions into ……... Cantillon, saw ……. as consuming goods from land and labour, while ……... focused solely on agriculture as the source of wealth and advocated the ……’s interventions. Smith, in contrast, recognized the importance of ……. alongside agriculture.

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(Appendix C)

- **Students' Questionnaire**

This questionnaire is part of the fulfilment of our master's degree. It is aiming at investigating the effectiveness of task-based approach, in teaching ESP at Medea University.

Your responses will be treated with confidentiality and anonymity. Your honest feedback is crucial in shaping the future of ESP learning for economic students.

We are kindly asking you to take the time to complete this questionnaire. Thank you in advance for your collaboration.

Researcher

1. I am:
   - □ A female student
   - □ A male student

2. How many times did you attend the English class in the first semester?
   - □ 1h-4h
   - □ 5h-8h
   - □ 9h-10h and more

3.How Often do you participate in tasks during your ESP class?	□ Never	□ Rarely	□ Sometimes	□ Often	□ Always
4.How much do these tasks help you improve your English language skills for academic or professional use	*f* Not at all	□ a little	□ a moderate amount	□ a lot	□ a whole lot
5.How engaged and motivated do you feel	□ Not at all motivated	□Somewhat unmotivated	□Neutral	□Somewhat motivated	□Very motivated

while completing task in the ESP class?					
6.How comfortable do you feel discussing economic concepts in English using task?	□ Not at all comfortable	□Somewhat uncomfortable	□Neutral	□Somewhat comfortable	□Very comfortable
7.How effective was your teacher in providing guidance and support during task-based activities?	□ Not helpful at all	□Somewhat unhelpful	□Neutral	□Somewhat helpful	□Very helpful
8.How helpful was the feedback you received on your task performance?	□Not at helpful at all	□Somewhat unhelpful	□Neutral	□ Somewhat helpful	□Very helpful

9.What do you find most challenging about completing task in your ESP class?

……
……
……

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Appendix (D)

- **Teacher's Interview Questions and Responses**

Questions	Teacher's responses
How can ESP courses prepare students for the increasing use of English in academic and professional settings?	*"I think that ESP courses are designed to bridge the gap between general English proficiency and the specific language needs of students in their academic and professional fields (Economics field)"*
What are the prior English proficiency levels of your students?	*"My students have different levels of English proficiency, ranging from beginner to advanced. We can say that 80% are beginners".*
Would you please describe your experience in implementing task-based approach in teaching ESP to first year economics students?	*"Implementing a task-based approach in teaching ESP to first-year economics students has been a rewarding experience. It allows students to learn more about their field through meaningful communication and problem solving in context. Moreover, it is a student-Centered learning that promote students' autonomy, collaboration, team working, and critical thinking".*
Which type of activities do you find most effective in enhancing students understanding?	*"Here, I can give you examples.* *1. In teaching the history of economics, you can use time line activity where students have to find each economic thinker period of time, contribution to the economics, nationality, ...* *2. Comparative economic systems debate: Students participate in a structured debate where they defend and critique the strengths and weaknesses of each economic system. They analyse historical case studies, ideological differences, and economic outcomes, using evidence to support their arguments and engage in critical thinking.* *3. Provide students with texts or documents related to economics and ask them to translate these texts accurately while maintaining the specialized terminology and context-specific language. Emphasize the importance of clarity, and precision in their translations".*
Have you observed any notable improvements in students' engagement and motivation since implementing task-	*Yes, of course, implementing task-based learning has led to noticeable improvements in students' engagement and motivation. I think this approach led to more active participation and higher levels of motivation to learn".*

based approach into your teaching?	
In your opinion what are the key benefits of using task-based approach? Precisely in the domain of economics.	*"The main benefits of using a task-based approach in this domain include enhancing critical thinking skills, improving economic vocabulary fluency and accuracy, and encouraging students' ability to apply economic vocabulary in their daily life. I think this approach also improve other soft skills such as communication and creativity in the field of economics".*
How do you integrate assessment methods within task-based approach to evaluate students' language skills progress and achievement in this field?	*"Assessment in task-based learning is integrated through different methods, including listening skill assessment by designing listening tasks that involve economic interviews and discussions. For example: students have to count the number of capitalist words mentioned in the interview or debate. Speaking skill assessment: Role play and dialogues. Writing skill assessment: Tasks like assign students writing tasks such as paragraphs. Assess students' written language proficiency by evaluating their writing organization, coherence, clarity, grammar, vocabulary usage, and argumentation skills in economic contexts".*
Have you encountered any difficulties or limitations while implementing task-based learning approach? if so, how have you addressed them?	*The implementation of task-based learning is not that easy task, some challenges may arise, such as time constraints, different levels of students, and the need for resources. To address these challenges, I prioritize task selection based on relevance and feasibility, provide support for students as needed, and continuously assess and adjust the course design to optimize learning outcomes"*
How can ESP adapt to support students struggling in EMI environments?	*I think that ESP can adapt to support students struggling in EMI (English as a Medium of Instruction) environments by:* *• Teaching and reinforcing key economic vocabulary, terminology, and academic language structures essential for understanding and communicating economic concepts effectively in English.* *• Provide glossaries, vocabulary lists, and concept maps to help students grasp and retain specialized economic language used in EMI classrooms and materials.* *• Use technology-enhanced learning tools like educational videos, interactive quizzes to engage students, reinforce learning, and enhance their understanding of economic principles in English. These three tools are used in my class".*
What advice would you give to educators and curriculum developers interested in integrating ESP. With EMI and ClIL?	*"My advice is to prioritize alignment between language learning objectives and content learning goals, provide explicit language instruction within the context of subject-specific content, incorporate authentic materials and tasks, offer opportunities for meaningful language practice and feedback, and promote collaboration and interdisciplinary learning experiences"*

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Appendix (E)

- **Results Analysis of Pre-Test and Post Test**

Pre-test Score Analysis

Group Statistics			
	groups	N	Mean
Pre-test Total Grades	Experimental group	30	9.80
	Control group	30	8.08

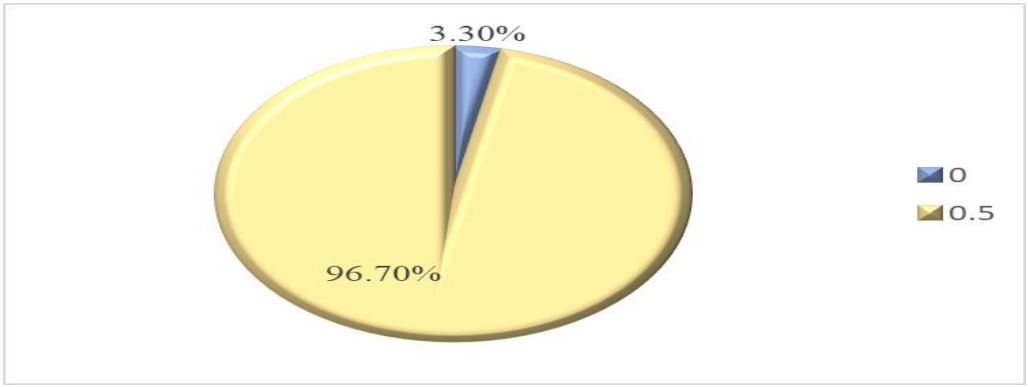
Post-test Score Analysis

Group Statistics			
	groups	N	Mean
post-test Total Grades	Experimental group	30	15.017
	Control group	30	10.217

- **Results Analysis of Students' Outcomes**

1-The First Question

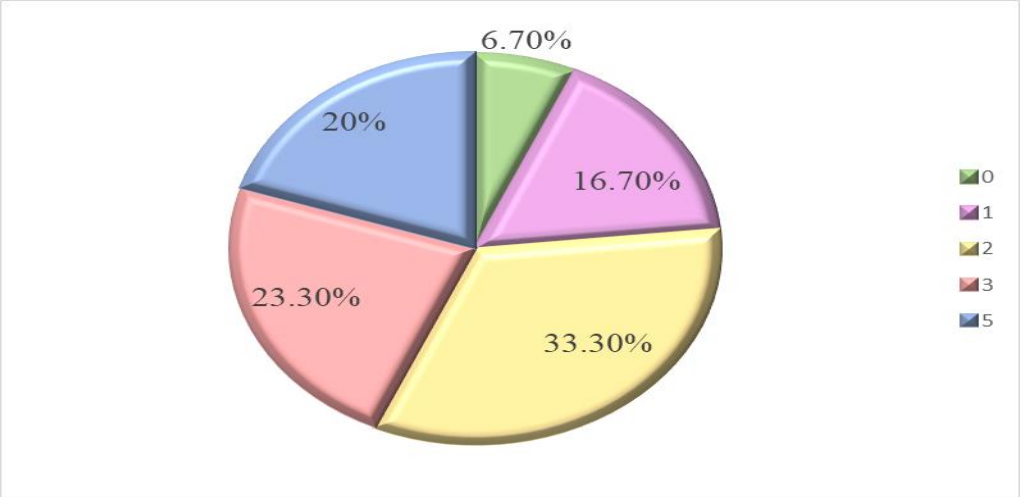
Post-test: Choose the correct answer					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	3.3	3.3	3.3
	.50	29	96.7	96.7	100.0
	Total	30	100.0	100.0	



2- The Second Question

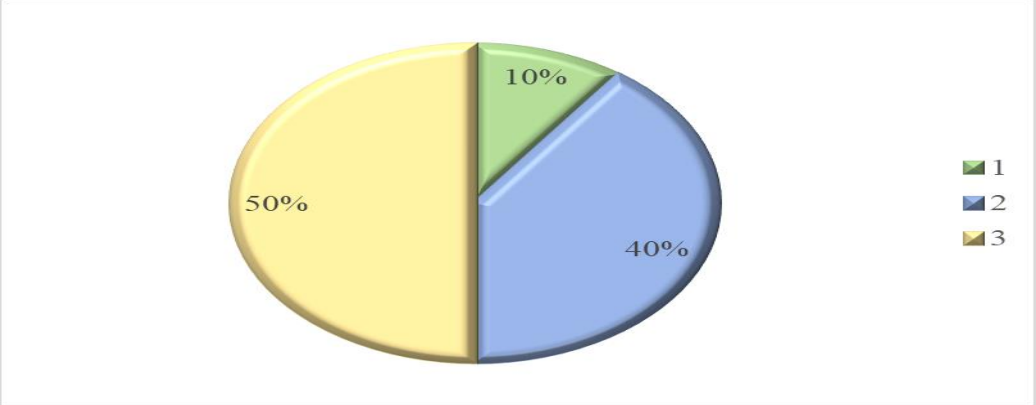
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Post-test: Match the concepts with their definitions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	1.00	5	16.7	16.7	23.3
	2.00	10	33.3	33.3	56.7
	3.00	7	23.3	23.3	80.0
	5.00	6	20.0	20.0	100.0
	Total	30	100.0	100.0	



3-The Third Question

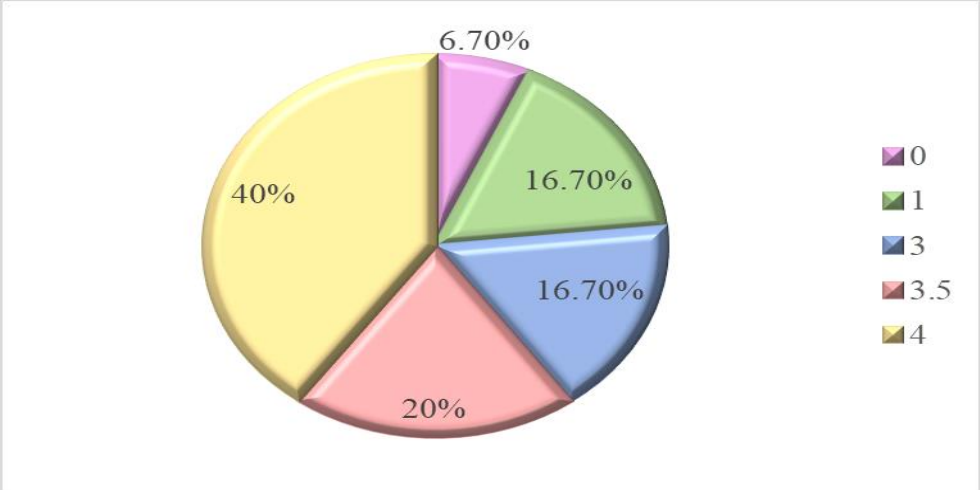
Post-test: Say whether the following statements are “True” or “False					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	10.0	10.0	10.0
	2.00	12	40.0	40.0	50.0
	3.00	15	50.0	50.0	100.0
	Total	30	100.0	100.0	



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4-The Fourth Question

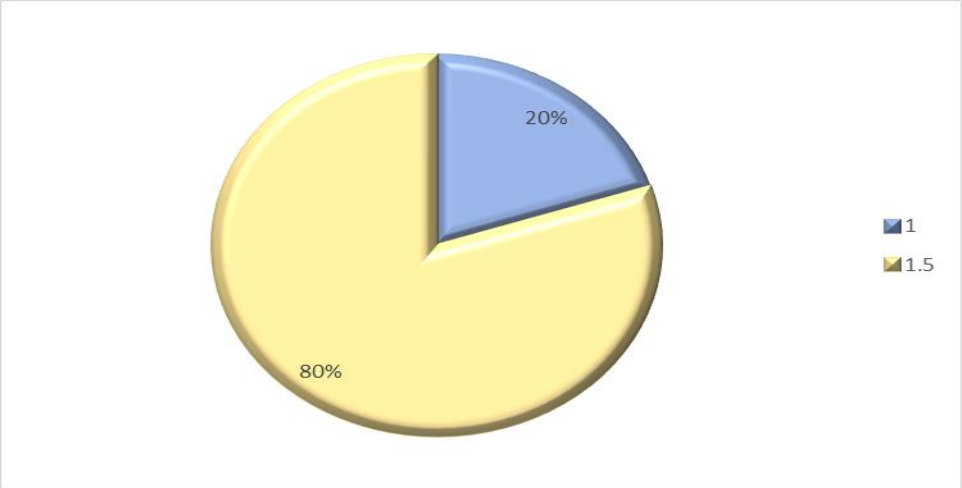
post-test : Answer the questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	1.00	5	16.7	16.7	23.3
	3.00	5	16.7	16.7	40.0
	3.50	6	20.0	20.0	60.0
	4.00	12	40.0	40.0	100.0
	Total	30	100.0	100.0	



5-The Fifth Question

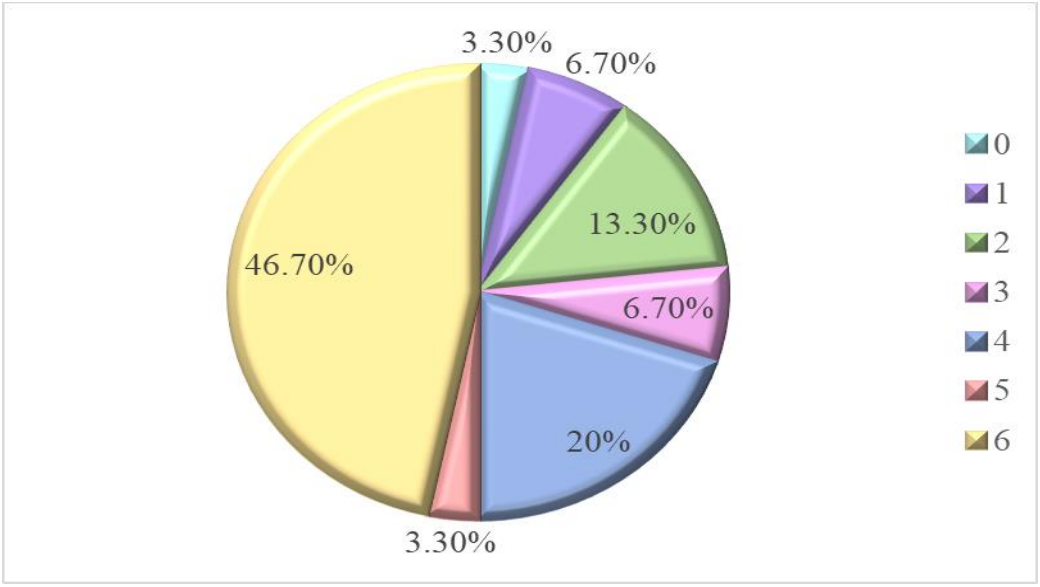
post-test: Find the appropriate terminology for each concept					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	20.0	20.0	20.0
	1.50	24	80.0	80.0	100.0
	Total	30	100.0	100.0	

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6- The Sixth Question

Post-test: Fill in each gap with the appropriate word					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	3.3	3.3	3.3
	1.00	2	6.7	6.7	10.0
	2.00	4	13.3	13.3	23.3
	3.00	2	6.7	6.7	30.0
	4.00	6	20.0	20.0	50.0
	5.00	1	3.3	3.3	53.3
	6.00	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

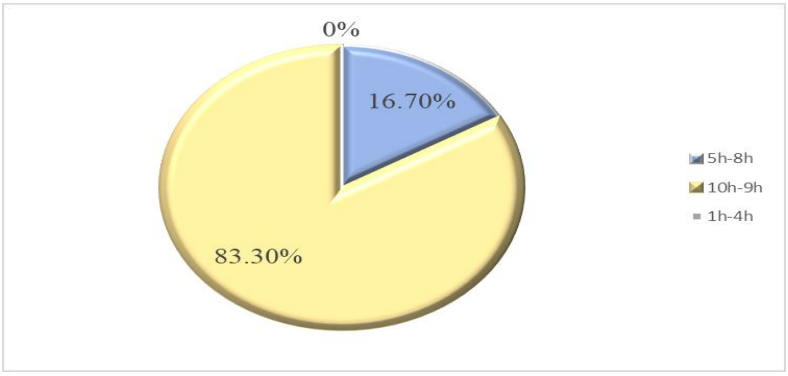


- **Results Analysis of Students' Questionnaire**

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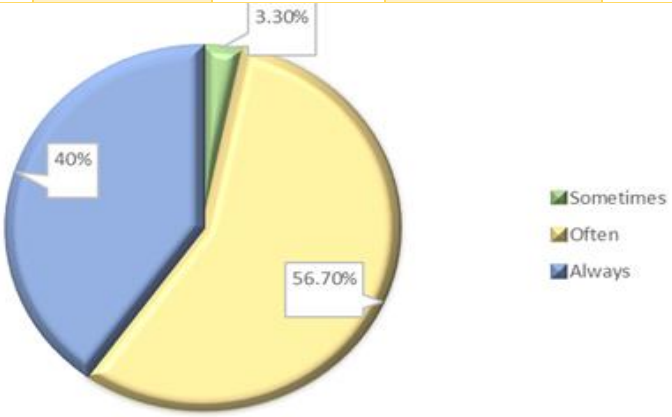
1 How many times did you attend the English class in the first semester?

How many times did you attend the English class in the first semester?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-8	5	16.7	16.7	16.7
	9-10	25	83.3	83.3	100.0
	Total	30	100.0	100.0	



2- How Often do you participate in tasks during your ESP class?

How Often do you participate in tasks during your ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	3.3	3.3	3.3
	Often	17	56.7	56.7	60.0
	Always	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

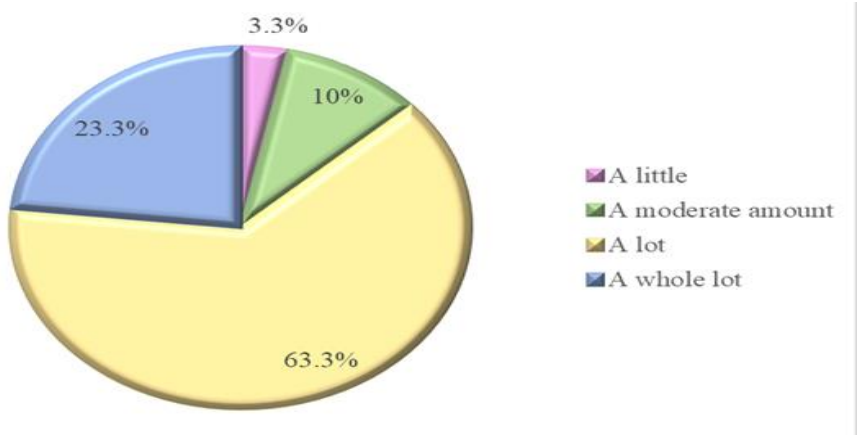


3- How much do these tasks help you improve your English language skills for academic or professional use?

How much do these tasks help you improve your English language skills for **academic or professional use?**

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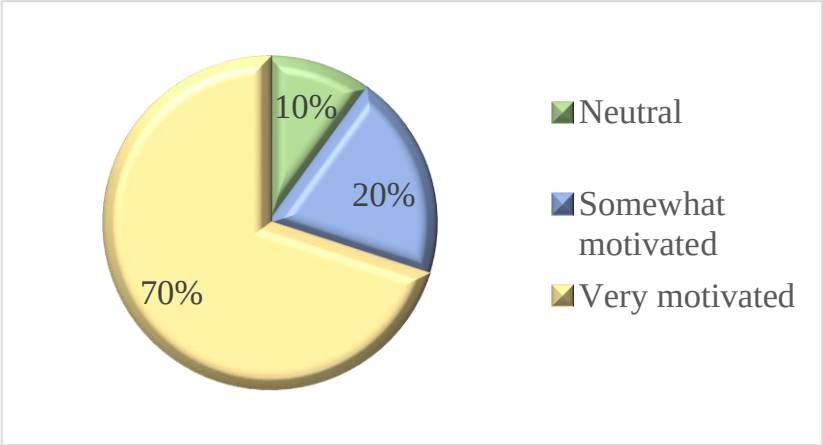
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	1	3.3	3.3	3.3
	A moderate amount	3	10.0	10.0	13.3
	A lot	19	63.3	63.3	76.7
	A whole lot	7	23.3	23.3	100.0
	Total	30	100.0	100.0	



4- How engaged and motivated do you feel while completing task in the ESP class?

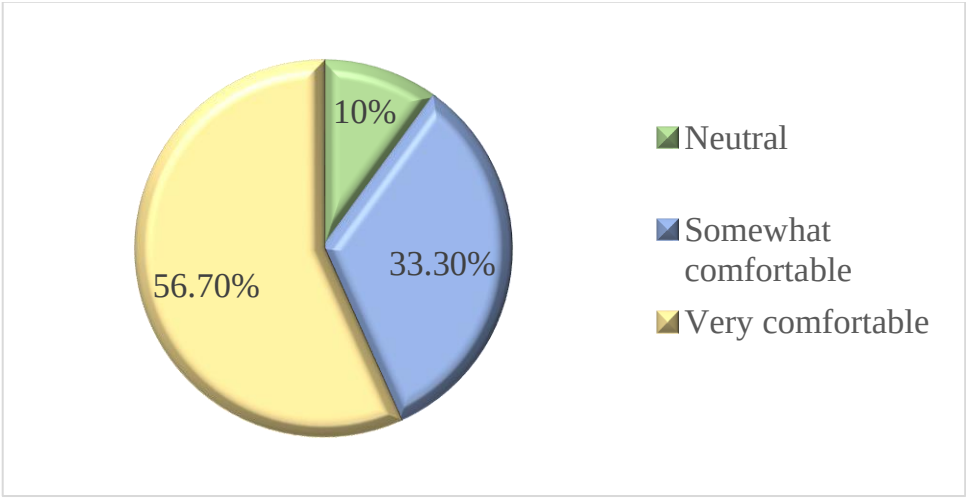
How engaged and motivated do you feel while completing task in the ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Somewhat motivated	6	20.0	20.0	30.0
	Very motivated	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

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5- How comfortable do you feel discussing economic concepts in English using tasks?

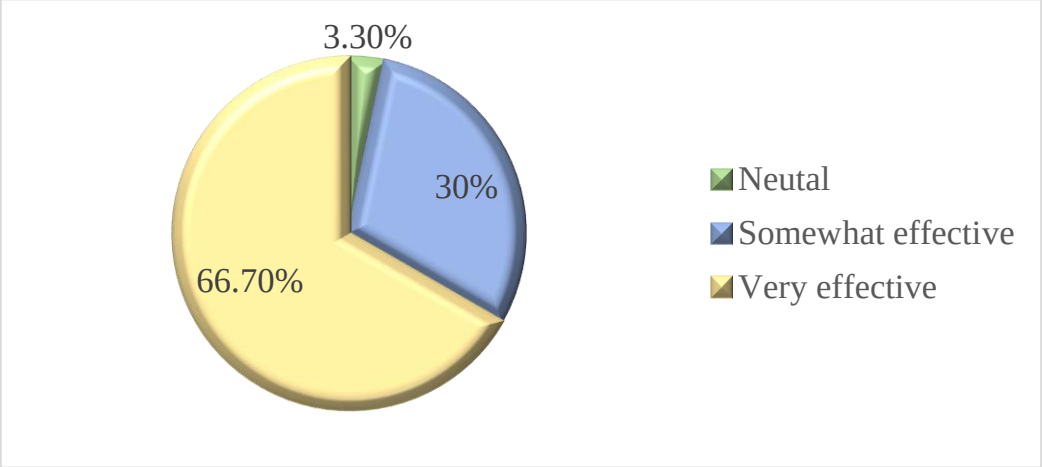
How comfortable do you feel discussing economic concepts in English using tasks?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Somewhat comfortable	10	33.3	33.3	43.3
	Very comfortable	17	56.7	56.7	100.0
	Total	30	100.0	100.0	



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6- How effective was your teacher in providing guidance and support during task-based activities?

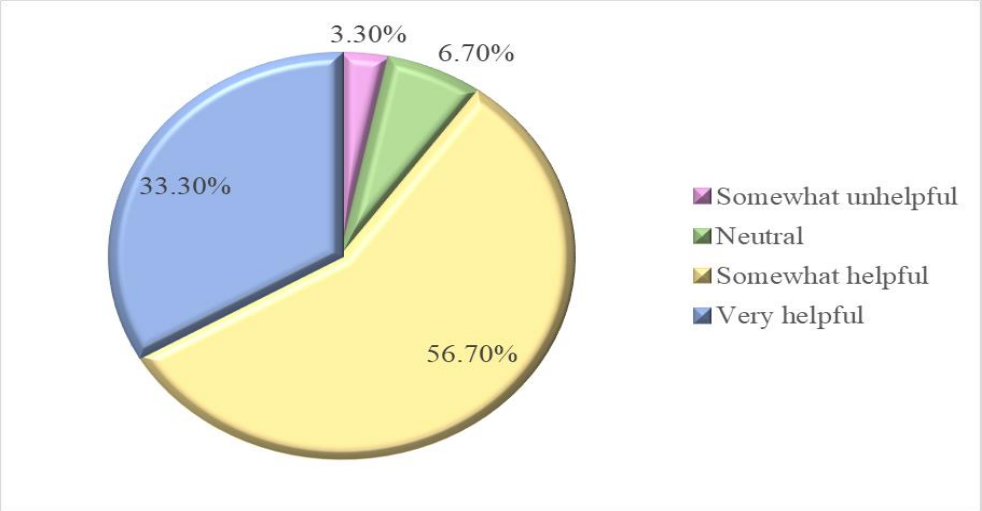
How effective was your teacher in providing guidance and support during task-based activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.3	3.3	3.3
	Somewhat effective	9	30.0	30.0	33.3
	Very effective	20	66.7	66.7	100.0
	Total	30	100.0	100.0	



7- How helpful was the feedback you received on your task performance?

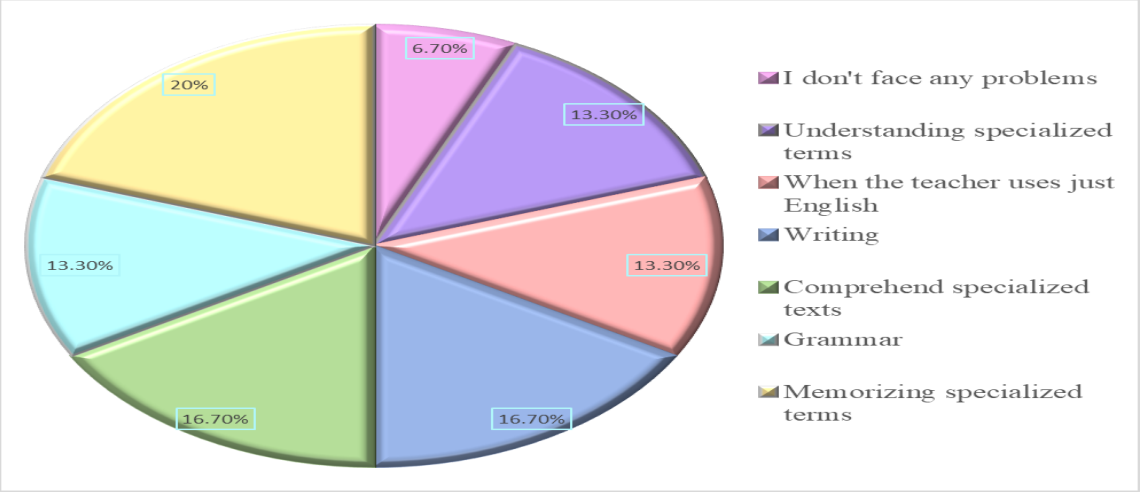
How helpful was the feedback you received on your task performance?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat unhelpful	1	3.3	3.3	3.3
	Neutral	2	6.7	6.7	10.0
	Somewhat helpful	17	56.7	56.7	66.7
	Very helpful	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

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8- What do you find most challenging about completing task in your ESP class?

What do you find most challenging about completing task in your ESP class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't face any problems	2	6.7	6.7	6.7
	Understanding specialized terms	4	13.3	13.3	20.0
	When the teacher uses just English	4	13.3	13.3	33.3
	writing	5	16.7	16.7	50.0
	comprehend specialized texts	5	16.7	16.7	66.7
	grammar	4	13.3	13.3	80.0
	memorizing specialized terms	6	20.0	20.0	100.0
	Total	30	100.0	100.0	



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- **Correlation tests**

Correlations			
		Question 2	post-test Total Grades
Question2	Correlation Coefficient	1.000	.405*
	Sig. (1-tailed)	.	.013
	N	30	30
post-test Total Grades	Correlation Coefficient	.405*	1.000
	Sig. (1-tailed)	.013	.
	N	30	30
*. Correlation is significant at the 0.05 level (1-tailed).			