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Investigating the Perceptions and Attitudes of EFL learners towards Business English

The Case of the Faculty of Economics students at the University of Ouargla

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Dedications

To our families with pride, our parents.

To everyone who loved me, then I loved them, respected me, then I respected them.

To all my teachers who have benefited from their knowledge and grace of their morals.

To all my colleagues and friends who have supported me to complete this humble work.

To all these people, I genuinely gift them this work.

Djelloul kaddouri

Dedications

I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents : Miloud and Aicha for being there for me. My sisters who have never left my side. To my brother Hichem for being supportive. I also dedicate this dissertation to my little family : my wife and my beloved daughter Rahiq el Djinane who have supported me throughout the process I will always appreciate all what you have done.

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List of Abbreviations

- EAP: English for Academic Purposes

- EFL: English Foreign Language

- EOP: English for Occupational Purposes

- ESP: English for Specific Purposes

- GE: General English

- EST: English for Science and Technology

- SPSS: Statistical Package for Social Sciences

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Abstract

 English has become a global language and a means of international communication. It is an important language in educational field and future professional jobs. However, English has developed to become the global language for business field. English for specific purposes (ESP) is inherently a student- centered subject. Learners' perceptions and attitudes are the fundamental determinants of the learning outcomes of ESP students. This Research shows that the distinction between 'General English' and ESP which the latter focuses on understanding the learners' needs. This research carries out a mixed-methods study of 87 management, economics and commerce students at the University of Ouargla with the objective of formulating strategies for improving Business English programs to enhance students' employability. The participants' perceptions and attitudes regarding the importance of Business English in preparing them for their academic study and the job market, along with a self-assessment of their language needs, were gathered via a 20 -item close-ended questionnaire with students in management and commerce .The results indicate that university students of management and commerce at Ouargla university , are fully aware of their language needs and can make decisions regarding the particular language skills that are needed for their own success in the academic study and the job market. The results also show that students hold very positive attitudes towards Business English and believe that success in the study and career is dependent on proper and adequate Business English provision at the university level.

Keywords*: English for Specific Purposes, Perceptions, Attitudes, Business English, Career, the University of Ouargla.*

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Chapter two: Research Methodology and Data analysis

General introduction

In today's globalized world, the importance of English as a universal language cannot be overstated. Individuals worldwide are striving to learn English, not only for personal and professional development but also as an economic necessity. This trend is particularly evident in emerging economies where proficiency in English can significantly enhance career prospects and economic opportunities. Algeria is one such country that recognizes the critical role of English in various sectors, particularly in business. This recognition has prompted the Higher Ministry of Education to implement English as a medium of instruction in higher education across diverse disciplines, including electronics, the petroleum industry, and, notably, management and economics.

The global shift towards English has profound implications for Algeria. Historically, the country has been influenced by French due to its colonial past, but the increasing dominance of English in global trade, technology, and diplomacy necessitates a strategic shift. English is now seen as a vital tool for integrating into the global economy. As businesses and industries in Algeria seek to engage more extensively with international partners, the demand for English proficiency, particularly Business English, has surged. Business English serves as a lingua franca—a common language used for communication between speakers of different native languages—enabling effective and efficient interactions in the global business space.

Business English, or English for Business Purposes, is a specialized branch of English for Specific Purposes (ESP). ESP is an approach to language teaching where all decisions about content and methodology are driven by the learners' specific needs and purposes for learning (Hutchinson & Waters, 1987). This focus on purpose-oriented learning makes ESP distinct from general English language instruction. Business English, in particular, equips learners with the linguistic skills necessary to navigate the complex and nuanced demands of business communication. This includes the ability to write professional emails, participate in meetings, negotiate deals, and understand specialized terminology related to various business functions such as marketing, finance, and management.

Despite the recognized importance of Business English, current ESP programs often fall short of delivering optimal educational outcomes. One significant challenge is the failure of these programs to adequately capture and address students' awareness of their need for

Business English and their perspectives on their own learning needs, wants, and deficiencies. Many ESP programs are designed without sufficient input from learners, leading to a disconnect between course content and the actual requirements of students. This misalignment can result in reduced motivation, lower engagement, and ultimately, subpar learning outcomes.

A fundamental principle of ESP is the thorough analysis of learners' needs, which informs all aspects of course design, from syllabus construction to material selection and teaching methodologies. Needs analysis involves identifying the specific linguistic and communicative requirements of learners in their professional contexts. For Business English, this means understanding the specific genres, registers, and communicative practices prevalent in the business world. By tailoring courses to these identified needs, educators can provide more relevant and effective instruction that better prepares students for real-world business interactions.

The integration of Business English into higher education in Algeria is a strategic response to the evolving linguistic landscape. Universities and higher education institutions are increasingly incorporating Business English courses into their curricula to better prepare students for the global job market. These courses are designed not only to enhance students' linguistic skills but also to provide them with a competitive edge in their professional careers. By learning Business English, students can improve their employability, enhance their professional competencies, and increase their opportunities for career advancement.

The success of Business English courses also hinges on the proficiency of teachers and the quality of teaching materials. Instructors must possess not only high levels of English proficiency but also a deep understanding of business contexts and practices. Effective teaching materials should be authentic, relevant, and engaging, reflecting real-world business scenarios and practices. This alignment ensures that students gain practical skills that they can directly apply in their professional lives.

the growing importance of English, particularly Business English, in Algeria underscores the need for well-designed and effectively delivered ESP programs. By addressing the specific needs of learners and aligning course content with real-world business practices, higher education institutions can significantly enhance the quality and relevance of Business English instruction. This, in turn, will better equip students to navigate the demands of the global business environment, thereby contributing to their personal and professional success.

This comprehensive introduction provides a detailed overview of the context, importance, challenges, and strategies related to Business English education in Algeria, setting the stage for the subsequent sections of the study.

1- Significance of the Study

The significance of this study lies in its potential to bridge the gap between the increasing demand for Business English proficiency and the inadequacies of current ESP programs. In today's globalized world, English has emerged as the lingua franca of international business. Consequently, proficiency in Business English is no longer an optional skill but a necessity for professionals in various sectors, especially in emerging economies like Algeria. This study aims to address several critical dimensions of this issue:

By examining the perspectives and attitudes of learners, this study seeks to uncover the specific gaps and deficiencies in current Business English courses. Traditional language programs often fail to cater to the specialized needs of learners who require English for business purposes. Understanding these gaps will enable educators to design more relevant and effective curricula that align with the real-world demands of the business environment.

Proficiency in Business English can significantly enhance an individual's employability and career prospects, contributing to personal economic advancement. At a broader level, it can also improve the competitiveness of businesses that operate in international markets. For Algeria, a country striving to diversify its economy and integrate more fully into the global market, improving Business English proficiency can have substantial economic benefits. This study, by providing targeted recommendations for Business English education, can contribute to these broader economic objectives.

This study emphasizes the importance of aligning teaching methodologies with learners' needs, preferences, and learning contexts. Insights derived from this research can inform the development of innovative pedagogical strategies tailored to Business English. This includes the use of real-life business scenarios, interactive learning methods, and technology-enhanced instruction, which can make learning more engaging and effective.

The findings of this study can inform policymakers in the educational sector, particularly those involved in higher education and vocational training. By highlighting the specific needs and challenges faced by learners, the study can support the development of policies that promote the integration of Business English into the core curriculum of relevant

disciplines. This can lead to systemic improvements in the way Business English is taught and assessed across educational institutions.

The study also explores how cultural and social factors influence learners' attitudes towards Business English. Understanding these factors is crucial for developing culturally responsive teaching practices that can motivate and engage learners more effectively. By addressing cultural barriers and leveraging cultural strengths, educators can create a more inclusive and supportive learning environment.

This research contributes to the broader field of ESP by providing empirical data and theoretical insights into the teaching and learning of Business English. It adds to the existing body of knowledge by focusing on a specific context—Algeria—thus offering a nuanced understanding of how Business English is perceived and learned in an emerging economy. This can inform future research and practice in similar contexts worldwide.

Thus, the significance of this study is multifaceted, encompassing educational, economic, pedagogical, policy, cultural, and scholarly dimensions. By providing a comprehensive analysis of learners' perspectives and attitudes towards Business English, the study aims to enhance the effectiveness of Business English education and, in turn, contribute to the broader goals of personal, professional, and economic development.

2- Aim of the Study

The aim of this study is to use insights obtained from learners' perspectives and attitudes to generate recommendations for enhancing the delivery and outcomes of Business English courses. This research seeks to explore the specific needs, wants, and lacks of learners within the context of Business English, a critical subfield of English for Specific Purposes (ESP). By conducting a comprehensive needs analysis, this study will identify the key factors that influence learners' motivations, attitudes, and perceptions regarding Business English acquisition.

Furthermore, the study aims to examine the current state of Business English instruction in Algerian higher education institutions, evaluating the effectiveness of existing curricula, teaching methodologies, and material selection. Through this evaluation, the research will highlight areas where current practices fall short in meeting learners' requirements and suggest targeted improvements.

Another objective is to investigate the role of teacher proficiency in delivering effective Business English courses. The study will assess the impact of teacher qualifications, experience, and training on students' learning outcomes and attitudes towards Business English. By identifying best practices and potential gaps in teacher preparedness, the study aims to provide actionable recommendations for professional development programs that can enhance teaching quality.

Ultimately, the aim of this study is to develop a set of evidence-based guidelines for designing and delivering Business English courses that are responsive to learners' needs, align with best practices in ESP, and effectively prepare students for successful communication in the global business arena. By achieving these objectives, the study hopes to contribute to the overall improvement of Business English education, thereby enhancing learners' employability and competitiveness in the international job market.

3- Rationale of the Study

The term English for Specific Purposes (ESP) emerged from the need to tailor English language courses to the specific requirements of learners. Unlike General English courses, which focus on broad language skills, ESP is designed to meet the unique linguistic needs of learners within particular professional or academic domains. ESP is characterized by three primary aspects: needs analysis, time, and language learned to acquire discipline-specific knowledge in English, rather than for general education purposes (Basturkmen, 2006). The growing importance of ESP, particularly Business English, reflects the evolving demands of a globalized economy.

Needs analysis is a fundamental component of ESP, serving as the cornerstone for developing effective language courses. This process involves identifying and understanding the specific linguistic needs of learners based on their professional or academic goals. In the context of Business English, needs analysis seeks to determine the communication skills required for effective performance in various business environments. This includes proficiency in business correspondence, report writing, presentations, negotiations, and cross-cultural communication. Understanding these needs ensures that Business English courses are relevant and practical, directly addressing the skills that learners need to succeed in their careers.

Time is another critical aspect of ESP. Unlike traditional language learning, which may span several years, ESP courses are often designed to be more intensive and time-efficient. Business professionals and students typically have limited time to dedicate to language learning due to their busy schedules. Therefore, Business English courses must be structured to deliver maximum impact within a shorter timeframe. This requires a focused curriculum that prioritizes essential skills and knowledge, allowing learners to quickly apply what they have learned in real-world business scenarios.

The language used in ESP, particularly Business English, is tailored to the specific vocabulary, expressions, and communication styles of the business world. This specialized language includes terminology related to finance, marketing, management, and other business functions. By focusing on discipline-specific language, Business English courses enable learners to communicate more effectively and confidently in their professional roles. This specialized approach contrasts with General English, which covers a broader and less targeted range of vocabulary and grammar.

Business English has become increasingly important in today's global economy. Companies operating internationally require their staff to communicate effectively with partners, clients, and colleagues from diverse linguistic backgrounds. The ability to use Business English proficiently is not only a valuable skill but often a necessity for career advancement. Business English enables professionals to engage in international trade, participate in global markets, and navigate the complexities of cross-cultural business interactions. As a result, there is a growing demand for Business English courses that equip learners with the language skills needed for international business communication.

In Algeria, the Ministry of Higher Education recognizes the strategic importance of English, particularly in business and industry sectors such as electronics and the petroleum industry. By promoting English as a medium of instruction in higher education, the Ministry aims to enhance the country's global competitiveness and economic development. This initiative underscores the need for effective Business English courses that cater to the specific needs of Algerian students and professionals. Despite this recognition, current ESP programs in Algeria often fall short of capturing students' awareness and perspectives regarding their need for Business English, leading to suboptimal educational outcomes.

However, in the context of Business English courses offered by universities, these aspects are frequently underdeveloped. For instance, the alignment of course content with learners'

real-world business needs, the selection of relevant and practical materials, and the proficiency of instructors in delivering Business English are areas that require significant improvement.

This study aims to provide a comprehensive understanding of learners' perspectives and attitudes towards Business English. By analyzing these insights, the study seeks to offer recommendations for enhancing the design and delivery of Business English courses. This includes revising curricula to better align with business needs, incorporating authentic materials that reflect real business scenarios, and ensuring that instructors are adequately trained in Business English pedagogy. Improving these aspects will not only enhance the educational outcomes of Business English courses but also better prepare learners for the demands of the global business environment.

Therefore, the rationale for this study is grounded in the need to bridge the gap between the growing importance of Business English and the current inadequacies in ESP programs. By focusing on learners' specific needs and perspectives, the study aims to develop more effective Business English courses that contribute to learners' professional success and support the broader economic goals of Algeria.

4- Limitation of the study

This study is restricted to small numbers of students (only 87 students) ranged from undergraduate to master degree. Further, this research which should measure all the students perceptions and attitudes of EFL learners towards business English is not all achieved.

5- Research Questions

Q1: Are learners aware of the importance and necessity of learning Business English?

Q2: What are their attitudes and perceptions towards Business English? Are they positive or negative?

6- Hypotheses

1- **Hypothesis 1:** ESP programs yield inadequate educational outcomes because they fail to capture students' awareness of the need for Business English acquisition or their perspectives regarding their wants, lacks, and necessities.

2- **Hypothesis 2:** Business English is regarded in the larger context of English for Specific Purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, materials selection and teacher's proficiency which are common to all fields of work in ESP. These aspects are the ones responsible for shaping the perceptions and attitudes of EFL learners; however, they are yet to be found in the course of Business English which is delivered by university.

7-Definition of terms

Perception: According to Tankard (2009), perception is the process of understanding sensory data using the auditory sense.

Attitude: A position of the body or manner of carrying oneself.

ESP: is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Hutchinson and Waters (2010, p.19).

Business English: The term Business English can be used to describe a particular genre of courses including some business lexis, which is considered as a part of English Language

Career: the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money (Cambridge dictionary).

CHAPTER ONE: LITERATURE REVIEW

Introduction

This chapter is dedicated to discuss perceptions and attitudes of EFL learners towards business English. The first part of the chapter seeks to talk about perceptions. The second one mentions attitudes. The third part talks about theories of both of them. The last seeks to talk about ESP from different views and tries to reveal the difference between ESP and GE, as well as its origins and branches.

1- Perception

1-1 The definition of perception

Perception is the experience of an object, event, and relationship gained via the resumption of data and the interpretation of messages. It adds meaning to the stimulus-response system in resuming information and predicting messages, which includes attention, hope, motivation, and memory (Rakhmat, 2000).

Perception, According to Robbins (2003), refers to the process by which individuals organize and interpret sensory information to give meaning to their environment.

Millikan (2004) also sees perception as a way of understanding natural signs or better of translating natural signs into intentional signs.

According to Tankard (2009), perception is the process of understanding sensory data using the auditory sense.

According Blake & Sekular (2006, p. 1), perception connects us to the world we live in and shapes understanding of it. They also mention that perception is very important because it supply people with a comprehensive view of the world to interact effectively within surroundings.

Perception according to Slameto (2010, p.102), is a process that corresponds with the delivery of a message of information to human's brain. Perception according to Kuncoroningrat (2011, p. 99), is the whole process of the conscious human mind drawing on the surrounding world.

According to Qiong (2017, p.18), perception is a process experienced to fulfill awareness or understanding of sensory information. Furthermore ,Walgito (2010, p.99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception .We can think of perception as a process where we can receive sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in to transform it into something meaningful and useful.

1-2 The Two Dimensions of Perception

According to Qiong (2017, p.18-20), there are two dimensions of perception:

1-2.1 The physical dimension of perception

The physical component of perception is first concerned with the conversion of a stimulus into a understandable form, and it aids humans in perceiving information about the world .Physical differences between people are insignificant as they compared to psychological differences, hence this physical dimension of perception shows our country, language, or skin color we all have almost the same eyes, ears, noses, and nerve endings that permit us to discover the world. We can all feel the breeze on our faces, hear a baby, smell the of roses , see the moon, feel the pain of a knife cut on a finger, sense thirst and hunger, and so on.

1-2.2 The psychological dimension of perception

People's values, attitudes, needs, interests, and other factors have a stronger effect on how persons perceive the environment, the psychological dimension become highly important. People give interpretations of chosen stimuli at this phase, and as a consequence, they have their own personal touch on the extern world. As a result, rather than their sensory organs (The physical dimension) determining what stimuli will attract people's attention and thus receive meanings, it is their value, attitude, or motives (The psychological dimension) that determine what stimuli will attract people's attention and thus receive meanings.

1-3. Types of perception

Robbins (2003) divides perception into three types :

1- 3.1 Person perception

Person perception refers to those process by which we come to know and think about other , qualities, and inner state. We construct a picture of others in ways that help to stabilize, make predictable, and render our view of the social world extend to which we attribute stable straits and enduring disposition to the others people.

1- 3.2 Social perception

Social perception means an attempt to understand persons; whether they are professionals, political, leaders, criminal, entertainer. knowledge that we have stored in our heads for the processing of new information about individuals. Social life indicates that we do

something more than creatures of the moment. Sustained patterns of interaction or social relationship require us to retain information, as the situation require. Without memory we should react to every events as if it is unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

1-3-.3 Perception of situation

Social psycholinguistic, views a situation as the social factors that Effect a person's experience or behavior at a special time and place. It is an interaction of time and space within which we act in special ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The link we make among these stimuli and our interpretation of the stimuli.

According to Irwanto cited in Shandi's thesis (2002), There are two types of perception: positive perception and negative perception.

4.3.1   Positive perception

Positive perception is a perception that includes all information and actions which are taken to put them in use. It will keep on to activate or receive and support any perceived item.

4.3.2   Negative perception

Negative perception is a perception that indicates all information and actions that has a conflict with the perceived object.

1-3-4. Concept of perception

1-3-4.1 Indicators of perception

According to Robbins (2003, p. 21), there are two indicators of perception:

1-3 4.1.2 Acceptance / reabsorption

The process of acceptance or reabsorption is indicator of perception at Physiology stage, it is about the performance of the five senses in receiving   external stimulus.

1-3 4.1.2 Understanding / evaluation

When the external stimulus have been grasped, they will be evaluated. It is a subjective evaluation. It will be different perception of each person in the same environment.

1-3-4. Perception features

General features of perception which are included in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word.

1- 4.2.1 Modality

Stimuli received should match each sensory modality, i.e.the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

1-4.2.2 Dimensional space

Perception world the nature of space ; we can say the top down, high and low, wide-narrow, foreground to background, and others.

1- 4.2.3 Dimensional time

The perception world has the dimension of time, such as slow , fast, young , old and others.

1-4.2.4 Contextual structure

Each phenomena in the world,   have a structure that blends observation context; the structure and context of a unified whole.

1- 4.2.5 The meaningful of word

World perception is the meaningful word. We make remarks or perceptions of the symptoms that are meaningful and related to us about an object, an event; through the reorganization of data and the interpretation of messages. This indicates continuing information and predictions, which implies attention, hope, motivation and memory.

1-4.4 Process of perception

According to (Wood, 2015), perception consist of three processes; selecting,

Organizing, and interpreting.

1- 4.4.1Selection

Selection is the sensory screening process of external stimulation and type that can be much or little.

1- 4.4.2 Organizing

The process of organizing data , so it has meaning for a person known as interpretation. Interpretation is affected by such factors as past experience, intelligence, motivation, personality and value systems adopted. Interpretations also depend on one's ability to categorize information they receive, that is, the process of complex information reduction into simple information.

1-4.4.3 Interpreting

Interpretation and perception are then interpreted into behavior as a reaction. So, the process of perception is to select, interpret, and collect information that arrives.

1-4.5 Factors affecting perception

According to MiftahToha cited in Priskilia Nursafitri (2021), there are two factors which affect a person's perception:

1- 4.5.1 Internal factors

Physical condition, emotions, attitudes and personality, attention, prejudice, desire or hope, learning, values and needs, motivation, mental disorders and interests.

1- 4.5.2 External factors

knowledge and needs, family background, information obtained, intensity, size, repetitions, new and familiar things or an unfamiliar object.

2- Attitude

2-1. Definitions of attitude

People's attitudes are a combination of their views and feelings towards events, specific concepts, and other people. According to (American Heritage Dictionary of the English Language, 2000) an attitude is:

"1. A position of the body or manner of carrying oneself ...

2. a. state of mind or a feeling; disposition ...; b. An arrogant or hostile state of mind or disposition.

3. The orientation of an aircraft's axes relative to a reference line or plane, such as the horizon.

4. The orientation of a spacecraft relative to its direction of motion.

5. A position similar to an arabesque in which a ballet dancer stands on one leg with the other raised either in front or in back and bent at the knee".Further, (Merriam-Webster's Medical Dictionary) defined attitude as: "2. B. a feeling or emotion toward a fact or state. 3. An organismic state of readiness to respond in a characteristic way to a stimulus (as an object, concept, or situation)". Besides, (Dark,2005) stated that, an attitude is "an enduring, learned predisposition to behave in a consisted way toward a given class of objects, or a persistent mental and/or neural state of readiness to react to a certain class of objects, not as they are but as they are conceived to be). Also, in social psychology, an attitude "refers to a disposition towards or against a specific phenomenon, a person or thing" (Dawson,1992).

Moreover, others claim that attitudes are evaluation statements either favorable or unfavorable concerning objects, people or events, they reflect how one feels about something" (Robbins, 2010). Similarly, (Allport, 1935, p. 798) stated that "It is an effective mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations with it is related "Furthermore, (Krech and Crutchfield,1948) pointed out that an attitude is an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world. Clearly, attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way (Katz ,1960). Attitudes represent the individual evaluations, preferences, and rejections based on the information we receive. Attitudes are defined as a more or less stable set of predispositions of opinion, interest, or

purpose that involves anticipating a specific kind of experience and being prepared to respond appropriately. They serve as a backdrop against which facts and events can be evaluated. A person's long-term favorable or unfavorable cognitive assessments, sentiments, and action patterns toward a particular object or idea are described by their attitude.

In the same context, people have opinions on practically everything, including religion, politics, clothing, music, and food. A person's attitudes form a consistent pattern, and changing one may necessitate making numerous other adjustments. As a result, a cooperation would be better off fitting its product into current attitudes than attempting to change people's opinions. Learned attitude is a term that can be used to describe a person's attitude. In simple terms, an attitude is a person's manner of looking at something or their point of view on it (Rodgers, 2000).

2. 2 Types of Attitudes

According to (Yashasvi, 2022), there are three types of attitudes:

2.2.1 Positive Attitude

A positive attitude is based on a positive attitude and idea of the common good, regardless of the environment. It can assist the person accepting his talents and faults while also allowing him to remain resilient. Academic and professional success requires a good mindset. Attitudes frequently exhibit self-assurance, optimism, joy, dependability, and flexibility in terms of attitude. Here are few positive attitudes:

2.2.2. Confidence

Is a positive attitude and one of its major pillars. People who have a positive attitude are usually neutrally rewarded, when it comes to dealing with life, trust is crucial. It's enough to express the general attitude toward life, especially the attitude by looking boldly and stating," I am ready." Trust in other people, things, and things in the world starts with trusting the self.

2.2.3. Happiness

The next type of positive behaviour is happiness. Everything in the world is good for a cheerful heart. Confident people are content because they are unconcerned with exam results, interviews, and other aspects of life that are designed to put them to the test. If a person looks within him/herself, he/she will find happiness.

2.2.4. Sincerity

People who have an optimistic outlook are frequently sincere. He or she knows what to do and understands that the only way out of a jam is to get out of it. Sincerity is a quality that should not be overlooked or undervalued.

2.2.5. Determination

One of the key benefits of having a positive attitude is the ability to persevere. One may achieve in life and obtain everything they desire through hard work, effort, and determination. A person with determination and drive can achieve anything in life.

2.3. Negative attitude

People with a pessimistic attitude are unable to see things with optimism or delight. Positive thinking is the polar opposite of this. People are frequently exposed to unfavorable circumstances that cause them to develop a pessimistic outlook on life. Serve emotions that persist can have feelings to identify unfavorable attitudes. Some of the most typical symptoms include rage, frustration, and doubt. If a person has trouble dealing with bad feelings on his/her own, reach out to a friend or seek professional help. Negative attitudes can be classified into the following majority:

2.3.1. Anger

The majority of the time, people with negative attitudes are angry, their rage may be fuelled by a variety of factors. Anger is one of the most common causes of self-destruction, although a certain amount of rage is healthy, excessive rage only leads to destruction.

2.3.2. Doubt

A person can have doubts about himself, but he should never have them. When people are pessimistic, they are more likely to doubt themselves, which can lead to a lack of confidence.

2.3.3. Disappointment

The attitude of dissatisfied people is defined, if a person is dissatisfied, it will be shown on his/her face, and he/she will have major problems. Frustration is not conducive to a successful career start. It has the potential to enrage others and keep the individual from taking a constructive step toward happiness.

2.4. Neutral attitudes

People who have a neutral viewpoint tend to be self-satisfied. They can detect a neutral attitude by observing its multiple indicators, which include the lack of emotion or reaction to situations materialistic, possession, and indifference to obstacles. Neutrality, one of the most distinctive types of attitudes, has both advantages and disadvantages, but it can help you retain steadiness in the face of losses. It might also make you feel disconnected from people and your ambitions. If a person believes he/ she has a neutral attitude at work, make an effort to change it and embrace optimism.

3 - Components of attitude

The attitude is a generalized tendency to think or act in a certain way in respect of some object or, often accompanied by feelings. It is a taught propensity to respond in a predictable manner to a specific thing. This can involve assessments that are often positive or negative, but they can also be uncertain at times. These are the ways of thinking, and they shape how we relate to the world both in work and outside of work. Researchers also believe that attitudes are made up of various components. This may be shown by looking at the three elements that make up an attitude which are: Cognition, affection, and behaviour.Therefore, attitude is composed of three components, which include a cognitive component, affective or emotional component, and a behavioural component. Basically, the cognitive component is primarily reliant on the information or knowledge; whereas the affective component is based on the feelings. The behavioural component reflects how attitude affects the way people act or behave. It is helpful in understanding their complexity and the potential relationship between attitude and behaviour. But for clarity's sake, keep in mind that the term attitude essentially refers to the affected part of the three components. In an organization, attitudes are important for their goals or objectives to succeed. Each of these aspects is distinct from the other and they can interact to shape our attitudes and, as a result, how we interact with the world (Baldwin, &Wengrzyn, 2022).

According to Baldwin, &Wengrzyn, (2022) there are three components of attitudes:

3.1. Cognitive component

The beliefs, thoughts, and traits we identify with an item are referred to as the cognitive component of attitudes. It's the part of an attitude that expresses one's thoughts or beliefs. It refers to the aspect of an individual's attitude that is linked to his or her broad knowledge. These are usually expressed in broad generalizations or cliches, such as: all children are cute or smoking is harmful to one's health.

3.2. Affective component

An Affective component is the emotional or feeling segment of attitude. It has to do with a statement that has an impact on another person, and it deals with thoughts or emotions that are pushed to the surface concerning something, such as dread or hatred. Using the example above, someone may believe that all new-borns are adorable or that smoking is damaging to one's health.

3.3. Behavioural component

Behaviour component of an attitude consists of a person's tendencies to behave a particular way toward an object. It is a reflection of a person's intention in the short-run or long-run. Using the above example, the behavioural attitude may be I can't wait to kiss the infant; or we should keep smoking out of the library, and so on.

3.4. Attitude formation

When learning-based models were popular, early research on the attitude development looked into whether attitudes could be formed by classical or operant conditioning processes. Staats and Staats (1958) discovered that consistently combining positively valenced words (e.g., gift, sacred, happy) with a national name (e.g., Dutch, Swedish) resulted in significantly higher positive ratings of the national name than when the same name was associated with the negatively valanced words (e.g., bitter, ugly, failure).

Although the procedure's utility has been questioned, this finding persisted after subjects who claimed awareness of the study's purpose were omitted from the analysis(Kattner et al., 2012; Stahl et al., 2009). Additionally, Insko (1965) verbally reinforced good university students for agreeing with positive or negative statements about a campus issue. This operant procedure clearly influenced responses. Furthermore, the effects persisted when students'

attitudes were assessed one week later in a different context, by different researchers with the critical attitude items buried in a longer 'Local issues questionnaire.' Awareness of reinforcement contingencies is not a strong rival explanation of the persistent effects Insko reported.

A lot of research has looked into whether pre-existing attitudes influence the memory of new information (Hymes,1986; Read &Rosson, 1982). The basic conclusion is that it is compatible with their views better than material that appears to contradict their beliefs. The link among opinions, people tend to develop counterarguments when confronted with evidence that contradicts their beliefs, resulting in a strengthening of the original attitude and, in some cases, an attitude is more extreme in the initial directions.

3.5. Attitude strength

The degree to which an attitude persists over time, is resistant to change, and influences cognition and behaviour is referred to as Attitude Strength. (Fazio, 1995; Kirshnik& Smith, 1994). As a result, the strength with which an attitude is held informs people of when and which types of behaviour. At first, attitude strength was thought to be a single construct (Miller & Paterson, 2004). Although, current thinking holds that attitude strength is not a single concept, but rather a collection of dimensions such as extremity, importance, certainty, and accessibility (Miller & Paterson, 2004; Visser, Krosnik& Simmons, 2003).

Generally, attitude strength appears to depend on the accessibility of personality traits that themselves influence attitude strength, including self-esteem (DeMarree, Petty, &Brinol, 2007). The more accessible self-esteem is, the stronger the attitudes across a variety of objects. Finally, attitudes are weaker in people with chronic beliefs that personality is fixed (Kown&Nayakankuppam, 2015).

3.6. Functions of attitude

The basic idea behind the functional approach is that attitudes can treat different motives and functions, in which they are seen as constructs designed to serve an individual's social and emotional needs. According to Katz (1960), there are four (4) functional areas:

3.6.1. Knowledge

The knowledge function relates to individuals' desire for a world that is predictable and stable. This offers a sense of control by allowing them to foresee what is going to happen.

Attitudes can aid in the organization and structure of experiences. One can forecast a person's behaviour by knowing their attitude.

3.6.2. Adaptive

Other people will reward a person with praise and social acceptance if they have and/or express socially acceptable attitudes. The adaptive functions assist people fit in with social groups, and attitudes have to do with being a part of a particular group of people, seek out those who share their viewpoints, and adapt the views of those they like.

3.6.3. Ego-Defensive

Holding attitudes that safeguard individuals' self-esteem or excuse activities that make them feel guilty is referred to as an ego-defensive function. This function embodies attitudes that protect the self.

3.6.4. Utilitarian function

It reflects attitudes that summarize the rewards and punishments associated with an attitude object.

3.7. Importance of maintaining positive attitude

Geek Tonight (2021) stated that, in order to learn anything, one must have a good mindset. Maintaining a cheerful attitude will make the individual more open to fresh ideas and thinking, and it will make it easier to pick up new skills. Allowing negative ideas to disrupt attitudes and hence the learning process should be avoided. This can help them stay motivated to achieve desired objectives, whether they are academic or professional. If a person finds that his/ her negative ideas are becoming too overwhelming, he/she needs to try exercising or mediating that helps them shift into positive ones. Also, participating in activities that appeal to a person's passion, such as painting and cooking. Things are easier to learn when people have a good attitude toward them. Academic achievement and personal growth both improve greatly when individuals have a good attitude about learning, this is due to the fact that negative ideas can interrupt regular thinking patterns which results in distractions, that can be either academic or psychological in origin. In general, following a few easy measures can help people keep a positive attitude toward learning. To begin with, one should take the effort to seek out chances that will enable him/her to learn new things, if he or she is up for it, they need to try new challenges. This will provide him/her with the necessary exposure to help

them improve their talents. Second, staying away from any distractions, both academic and psychological, will make it easier to focus on the learning objectives or aim.

3.8. Factors influencing attitudes towards learning

Various scholars have established taxonomies of elements that influence the attitudes of second language learners, which in turn affects their language proficiency, such as personality factors, educational factors, social factors, age and gender among others. (Ehrman, 1996; McDonough & Shaw, 1993; Spolsky, 1989; Van Ells, 1984). Furthermore, Conteh (2002, pp. 192-193) supports the notion of certain applied linguists that social context, learner personality (self-confidence, risk-taking, and anxiety), learning conditions, learning process, and learning outcomes influence students' attitudes and the way they learn language.

3.8.1. Learner's personality context

The learner is probably the most important variable in any learning circumstance. The significance of effective elements in second and foreign language learning has piqued the curiosity of researchers and teachers alike throughout the years. Learner traits include a wide spectrum of personal and attitudinal variables.

According to the study of (Conteh, 2002, p. 193). Attitudes related to language acquisition are among the factors that contribute to a low affective filter, because the classroom atmosphere created and maintained by the teacher, rather than the attitudes of the students, are equally important in lowering the affective filter (Richards & Rodgers, 1986, p. 133; Krashen, 1987, pp.30-31). Krashen (1988) defines a good language learner as one who gains appropriate intake in the second-foreign language and has low affective filter to allow input to language acquisition. The lousy language learner, on the other hand, has neither acquisition nor learning coming to him, which could be due to psychological issues (lack of interest in the target language and its speakers, low self-confidence, high anxiety, and low aptitude or interest in grammar).

Affective principles according to Brown (1994, p. 22), are "foundation stones... on which strategies and learning material can be found." Aside from the learner's attitude and motivation, personality traits such as self-confidence, anxiety, and risk taking play a vital function in the language learning process. People have a wide range of characters, and personal characteristics which are linked to attitudinal and motivational elements. Personality

is defined by Keuning (1988, pp.366-367) as a" combination of psychological qualities used to classify individual.

3.8.2. Self-confidence

Brown (1994, p.23) defines self-confidence as the" I can do it" principle, which refers to a learner's belief in his/her capacity to do the task. According to Krashen (1988, p. 23), self-confidence stimulates the learner's intake and results in a low filter. The employment of simpler procedures in the beginning of classroom activities will boost students' self-confidence, as a sense of accomplishment will help them succeed in the next, more difficult task (Brown, 1994, p.23). Self-efficacy, self-esteem, risk taking and lack of worry are all self-confidence attributes that are also linked to learning a second or foreign language.

Ehrman (1996, p.137) identifies self-efficacy as a component of learning since it represents the learner's belief in his/her own abilities. Language learning difficulties may particularly influence self-esteem negatively which in turn affects students' attitudes and their language success too (Ehrman, 1996, p. 146). Learners may believe that the target language to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the expectations of him/herself, affects the learner's sense and attitude of his/her ability to learn language (Ehrman, 1996, p. 149).

3.8.3. Risk-Taking

Several scholars (Dulay, 1982; Brown, 1994; Larsen & Long, 1991; Skehan, 1989) have found a link between the willingness to take risks and language acquisition performance. According to these studies, if learners have a favourable belief and attitude about a particular language assignment, they may be eager to play the language game as gamblers, producing and interpreting the language. Larsen and Long (1991, p.188) point out that the immediate opposite of risk taking behaviour is sensitivity to rejection. Learners who are sensitive to rejection may avoid participating in class because they are afraid of being judged by their peers or the teacher. All of these factors may cause pupils to have a bad attitude about the English language.

3.8.4. Anxiety

Personality, anxiety, learning circumstance, and language proficiency appear to have a consistent relationship. Ehrman (1996) claims that learning is accompanied with a range of emotions, ranging from positive to negative moods or attitudes. Frustration, anger, worry, and

lack of self-confidence are examples of negative sentiments or attitudes, and these affective elements can influence the learning experience as well as how much language a learner can acquire and attain in a given amount of time. Anxiety in foreign language studies is frequently associated with difficulties in listening and speaking in class. At this time, English language instructors are trying to create favourable conditions in the classroom. The language educator should eventually be able to create acceptable teaching and learning materials in order to advance as a professional.

3.8.5. Educational context

Apart from informal context in which the learner may have the opportunity to learn and speak the target language in the community, school provides the learner with formal instructions in the target language. According to Conteh (2002, p.193), "the general atmosphere of learning, the classroom dynamics, opportunities for student-student and student-teacher interaction and students' perception of the teacher's commitment to their learning." are all factors that influence learners' attitudes and learning situations. The learning scenario, which is how language is acquired, the English language teacher, who takes into account elements such as physical, social, cultural variations that influence the learning-teaching process, and the teaching-learning materials are all examples of educational context.

3.8.6. Learning situation

Researchers suggest that the learning situation has an effect on the attitudes of learners and their success. According to Ehrman (1996, p.142), anxiety and anger may influence students' attitudes and motivation, especially in the situation where the English language subject is compulsory. In addition, Littlewood (2001, p. 21), indicates that in a country where English language is a compulsory subject, there is a link between attitudes of the learners' and teachers' authority, and learners' ability to participate in the classroom. In such conditions, it is the teacher who controls the class and students are not free from such domination which results in demotivation and unwillingness among the learners, and failure comes then. Furthermore, there is another important feature that needs to be given emphasis in the teaching-learning situation: time.

3.8.7. Social context

Spolsky (1989, p. 131) views that languages are primarily social mechanisms since languages are learned in social contexts. He further indicates that while language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners. Similarly, Van Lier (1996, pp. 35-36) argues that language use and language learning are the parts of the world in which learners live, therefore, any activity undertaken in the classroom must be understood in context, and has its own effect on the learners' beliefs, attitudes as well as their shaped behaviour. The social context comprises the family or home, the learners' peer groups, the community or the target language speakers and their cultures (Spolsky, 1989, pp. 2526).

3.8.8. Learner's parents

The social contexts to be taken into consideration are the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language (Spolsky, 1989, p.26). These factors determine the parents' rationales, goals and priorities. Larsen and Long (1991, p. 178) state that in several studies investigating the parental role and the development of attitudes towards the speakers of the target language, it was found out that the learners' attitudes reflected their parents' attitude towards the target language. According to them, it becomes evident that learners adopt their parents' attitude towards the target language and this in turn affects the learners ' attitude towards the target language and this in turn affects the learners' achievements in learning the language.

3.8.9. Community

According to Spolsky (1989, p. 26), the social context has two indirect but significant effects on second language learning. To start with, it is important in the development of learners' attitudes toward the target language, its speakers, and the language learning context, which includes learners' expectations and perceptions of learning and its likely outcomes. The development of the learner's attitude and motivation is influenced by these expectations and perceptions. In this regard, Wilkins (1974) claims that social and cultural attitudes have a significant impact on individual learners' attitudes and motivation in societies where their target language is met with indifference or even hostility.

Second, the context established the social condition (formal and informal) of the language learning setting, as well as the many opportunities for language learning. Informal context describes the potential opportunities in society for exposure to the target language, whereas formal situations reflect the existence of diverse educational institutions in society. For language learning (interaction with speakers and writers of the target language).

According to studies, there is a strong link between the type of exposure to the target language and the level of proficiency achieved. The learning outcome is better when learners have more opportunities to communicate with native speakers of the target language (Spolsky, 1989, p. 166). As various studies have shown, the community in which the learners live, even from their own culture, can influence the learners' attitudes and motivations toward the language as well as their attainment (Spolsky, 1989).

3- Theories of perceptions and attitudes

3-1   Theories of perceptions

3-1-1   Top-down and bottom-up theories of perception

Psychologists often distinguish between top-down and bottom-up approaches to information-processing. In top-down approaches, knowledge is used to lead processing. Bottom-up approaches, however, are similar to the structuralist approach, gathering information until a bigger picture is created. One of the main figures of a bottom-up approach was J.J. Gibson (1904-1980), who created a theory of direct perception. This stated that the real world supply sufficient contextual information for our visual systems to perceive what was there, unmediated by the influence of higher cognitive processes. Gibson developed the notion of affordances, referring to those aspects of objects or environments that permit a person to make an action. Gibson's focus on the match between individual and environment led him to refer to his approach as ecological. Most psychologists now would argue that both bottoms-up and top-down processes are involved in perception.

- **Bottom-Up theories**

The four main bottom-up theories of form and pattern perception are direct perception, template theories, feature theories, and recognition-by-components theory.

Bottom-up theories set approaches where perception starts with the stimuli whose appearance you take in through your eye. You look out onto the cityscape, and perception happens when the light information is transported to your brain. Therefore, they are data driven

- **Gibson's theory of direct perception**

Gestalt psychologists referred to this problem as the Hoffding function (Köhler, 1940). It was named after 19th-century Danish psychologist Harald Hoffding. He was seeking to know whether perception is such a simple process that all it takes is to associate what is seen with what is remembered (associationism). An influential and controversial theorist who questioned associationism is James J. Gibson (1904–1980).

According to Gibson's theory of direct perception, the data in our sensory receptors, includ is all we need in order perceive anything. As the environment provide us with all the data we need for perception, this view is sometimes also called ecological perception. In other words, we do not need higher cognitive processes or anything else to mediate between our sensory experiences and our perceptions.

Gibson see that, in the real situation, sufficient contextual information usually is provided to make the judgments. He said that we need not refer to higher level intelligent processes to explain perception. Gibson (1979) believed that we use this contextual information directly.

Therefore, as noted above, Gibson's model sometimes is referred to as an ecological model (Turvey, 2003). This reference is a result of Gibson's issue with perception as it occurs in the everyday world (the ecological environment) rather than in laboratory situations, where less contextual information is available. Direct perception may also play a role in interpersonal situations when we try to make sense of others' emotions and intentions (Gallagher, 2008). After all, we can recognize emotion in faces as such; we do not see facial expressions that we then try to make them all together to result in the perception of an emotion (Wittgenstein, 1980).Neuroscience also indicates that direct perception may be involved in one's perception.

Template theories

Template theories explain that we stored in our minds sets of templates. Templates are highly detailed models for patterns we potentially recognize. We identify a pattern by comparing it with our set of templates. We choose the template that matches what we observe (Selfridge &Neisser, 1960). We can observe examples of template matching in our daily lives. Fingerprints are matched in this way. Machines process imprinted numerals on checks by comparing them to templates. Increasingly, products of all kinds are identified with universal product codes (UPCs or "bar codes"). They can be scanned and identified by computers at the time of purchase. Chess players who have knowledge of many games use a

matching strategy in line with template theory to recall previous games (Gobet& Jackson, 2002). Template matching theories belong to the group of chunk-based theories which explain expertise is attained by acquiring chunks of knowledge in long-term memory that can later be accessed for fast recognition. Template-matching theories fail to explain some aspects of the perception of letters. We identify two different letters (A and H) from only one physical form. Hoffding (1891) noted other problems. We can recognize an A as an A despite variations in the size, orientation, and form in which the letter is written.

The prototype theory

Rosch (1973) and Rosch (1975) suggest that rather than having some number of predefined templates within our minds, we instead categorise percepts when we refer to prototypes. Prototypes are similar to templates in that they symbolise outlines or ideas of what an object should be like, however unlike templates which require an exact match, prototypes focus on best-guesses when various features are in place.

Feature-matching theories

Another alternative explanation of pattern and form perception may be found in feature-matching theories. According to these theories, we tend to match characterstics of a pattern to features stored in memory, rather than to match a whole pattern to a template or a prototype (Stankiewicz, 2003).

3-1-2 Top down theory of perception

Top-down Processing is an important perceptual theory in cognitive psychology. The theory construct the paradigm that sensory information processing in human cognition, such as perception, recognition, memory, and comprehension, are organized and shaped by our previous experience, expectations, as well as meaningful context (Solso, 1998).

Top-down processing states that we make our perceptions starting with a larger object, concept, or idea before working on our view toward more detailed information. Top-down processing happens when we work from the general to the specific; the large image to the small detailed one. In top-down processing, your abstract impressions can influence the sensory data that you gather.

Top-down processing is also known as conceptually-driven processing,sincere perceptions are influenced by expectations, beliefs, and cognitions.

Table 2.1 Bottom up vs Top down theories

Bottom-Up		Top-Down
• Data driven. • Focuses on incoming sensory data. • Takes place in real time	VS	• Info is interpreted using contextual clues. • Uses previous experiences and expectations.

3-2 Theories of attitudes

3- 2.1 Attitude Formation

According to Fazio and Olson (Hogg & Cooper, 2007), attitudes are shaped through three processes: affect, cognition and behavior. This concept starts from the earlier authors' views of attitude formation.

Affective Attitude Formation : Affect refers to feelings . So, an attitude is formed through affect has a strong emotional component. Processes involved in affective attitude formation are exposure, classical conditioning, operant (instrumental) conditioning (Hogg & Cooper, 2007, Fiske, 2010, Crisp & Turner, 2010), modeling and observational learning (Fiske, 2010).

Another method of developing an affective attitude is instrumental (operant) conditioning, which is the well-known psychological theory of rewards and punishment (Hogg & Cooper, 2007, Fiske, 2010, Crisp & Turner, 2010). Specifically, a neutral stimulus occurs and it is rewarded. This accidental pairing becomes unconsciously associated with the reward. namely, an individual would develop a positive attitude towards the original neutral stimulus.

Social learning theory gives insight into two similar processes of conditioning that end in affective attitude formation. Specifically, the process of modeling is similar to classical conditioning, and observational learning is similar to instrumental conditioning (Fiske, 2010).

The difference between the two types of models is the unit of action. In classical and instrumental conditioning, it is the person's deeds that result in conditioned responses. In the social learning models, conditioning is the result of observed or modeled behavior of others.

3-2-2 Cognitive attitude formation

Cognitive theories of attitude formation trend toward more reasoned, informational approaches to forming an attitude. For example , a person gets date , evaluates them , and then decides their position. More specifically, "an attitude is formed on the basis of cognitions when one comes to believe either the attitude object possesses (un)desirable attributes, or that the attitude object will bring about (un)desired outcomes" (Hogg & Cooper, 2007, p. 125).

3-2-3 Behavioral attitude formation

Application of Bem's 1972 Self-Perception Theory to attitude formation suggests that in situations where an someone attitude is unclear, the individual will reflect on their behavior for answers (Fiske, 2010, Crisp & Turner, 2010). Through attribution of their behavior to internal or external causes, an individual may guess their attitude toward the object (person, place or thing) in question. For example, if asked what color of clothes I prefer I may go to my closet and see the most dominant . Since I purchased the clothing personally I would attribute my clothing choices, including color, to an internal attribution . Although, there could be reason of time, market selection and brand availability that has more external. Therefore, if my wardrobe is orange, I must have a positive attitude or preference for orange. Similarly, if I discover I own 15 pairs of almost identical black sandals, it is a safe assumption I like black sandals.

3-2-4. Cognitive consistency theories

people seek consistency among their attitudes and between their attitudes and their behaviour. They seek to reconcile divergent attitudes and align their attitudes and behaviour so that they appear rational and consistent. When there is an inconsistency, forces are initiated to return the individual to an equilibrium state where attitudes and behaviour are again consistent. This can be done by either altering the attitude or the behaviour or by developing a rationalization for the discrepancy. The cognitive consistency theories is concerned with inconsistencies that are arised between beliefs, knowledge and evaluation about an object .

Though various consistency theories differ in several respects, all of them have a common object that is reducing the inconsistency and returning the individual to the equilibrium state.

There are four important theories under this grouping:

(A) Balance theory

F. Heider provided the basic model of balance theory. The theory is mainly concerned with the consistency in the judgment of people and/or issues that are linked by some form of relationship. According to this theory there are three elements in attitude formation:
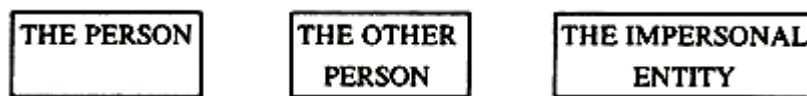

Fig 2.1 elements of attitude formation

Between these three elements two generic types of relationships are considered to exist: Sentiment relations and unit relations.

The sentiment or linking relations include all form of sentiments or effect and the unit relations express the fact that two elements are perceived as belonging together. Both sentiment relations and the unit relations can be positive and negative.

In this three elements system balance exists if all three relations are positive or two relations are negative and one positive. There will be imbalance if all three relations are negative or if two relations are positive and one is negative. People try to perceive others and objects related in order that the system is balanced. This theory sees that a balanced states are stable and imbalanced states are unstable. When imbalanced state occurs, the psychological tension which is created motivates the person to restore the balance cognitively by changing the relations. Thus a person's attitude towards an object depends on his attitudes towards a source who is linked with the object.

B. Affective cognitive consistency theory

M.I. Rosenberg has suggested the affective-cognitive consistency theory which is about the consistency between a person's attitude or effect towards an object or issue and his beliefs about its relationship to his more general values. This theory is address what happens within

the person when an attitude changes. It sees that the relationship between the affective and cognitive components of the attitude change when an attitude is changed.

C. Cognitive dissonance theory

Leon Festinger, in the late 1950s proposed the theory of cognitive dissonance. Dissonance means an inconsistency. Cognitive dissonance means any incompatibility that an individual might perceive between two or more of his attitudes or between his behaviour and attitudes. Festinger said that any form of inconsistency is uncomfortable and that individuals will attempt to reduce the dissonance and hence the discomfort. So, individuals will seek a fixed state where there is a minimum of dissonance, because an individual cannot completely avoid dissonance.

3-2-5. Functional theory

The functional theory concerned with attitudes and efforts relationship with the motivational structure of the individual.

This theory focuses on two things:

(i) The meaning of the influence situation in terms of both the kinds of motives

 (ii) The individual's method of doing and fulfilling his goals.

The most prominent figure in functional theory is Katz and he suggested four functions of attitudes. However, Katz functional theory has not stimulated much research except for the work on changing ego defensive attitudes.

3-2-6. Social judgment theory

The social judgment theory was originally formulated by Sherif and Hoveland (1961) .This theory explains how existing attitudes produce distortions of attitude related objects and how these judgments mediate attitude change. Thus, a person's initial attitude towards an issue, serves as an anchor for the judgment of attitude related stimuli.

4- English for specific purposes(ESP)

4- 1-Definition of ESP

English for Specific purposes (ESP) is a way of teaching / learning English for specialized subjects with some specific vocational and educational purpose in mind. There are different needs for different purposes of the English language like English for Economics, English for Business, English for Secretaries, English for Technicians and others. Thus, ESP is an approach to language learning based on the learners' needs. So, ESP is goal-directed, it is an approach to language teaching based on the learner's needs and reasons for learning a language as stated in Hutchinson et al. (1987,p.19): "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Hutchinson and Waters (2010, p.19).

Yet, ESP should be seen simply as an "approach" to teaching, not a product. John Munby (1978:2) defined ESP as, "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner".

The notion of ESP courses and communication needs are emphasized in ESP context. McDonough (1984) thinks that ESP is a focus of language teaching activity which certainly has its own range of emphases and priorities. It is stressed that ESP is a kind of language teaching activity. For Mackay and Mountford (1978:4), English for Specific Purposes is:

A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.

In this respect, ESP is a language tailored according to specific needs to match specific situations. Respectively, Mackay and Mountford (1978:2) added that ESP:

"**Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g.: for international telephone operators)... or vocational training programs, (e.g.: for hotel and catering staff)...or some academic or professional study, (e.g.: engineering)...**"

Dudley-Evans and St. John (1998), in a more recent study, have modified Strevens'(1988) definition and enlarge their revised view on ESP in terms of 'absolute' and 'variable' characteristics. Johns, A. M. & Dudley Evans,T. (1991).

A) Absolute characteristics

1. ESP is defined to meet specific needs of the learners.

2. ESP makes use of underlying methodology and activities of the discipline it serves.

3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres appropriate to these activities.

b) Variable characteristics

1. ESP may be related to or designed for specific disciplines.

2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

   ESP is generally designed for intermediate or advanced Students.

5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. Dudley-Evans et al (1998:4-5).

 This definition shows clearly the absolute characteristics that can be found in any field of ESP, then, within the variable ones; the user can notice what changes from one branch to another in the ESP realm.

4- 2- Branches of ESP

   ESP is a sub-field of ELT which has its proper sub-sections too. The most prominent two branches of ESP are 'EAP' English for Academic Purposes and 'EOP' English for Occupational purposes. A third branch which has been a matter of debate few years ago is 'EST' English for Science and Technology, the latter has emerged as a direct result of the difference in he needs of learners in their various disciplines.

4- 2-1/English for Academic Purposes (EAP)

 'English for Academic Purposes' or for short 'EAP' can be referred to studying or teaching English in Academic contexts, such as universities in order to fulfill Academic Purposes. In this vein, Kennedy et al(1984:4) point out that: "EAP is taught generally within educational institutions to students reading English in their studies." EAP may constitute of teaching

specific skills such as: reading texts, writing reports, taking notes and so forth for students at the tertiary-level institution.

4- 2.2 English for Occupational Purposes (EOP)

'EOP' refers to English which is either used or learned to fulfill occupational purposes which may include: medicine, law, banking, administration and so forth. Kennedy et al(1984:04) write: "EOP is taught in a situation in which learners need to use English as part of their work profession." A similar, but a more recent definition has been given by Dudley-Evans et al (1998:7) in which they assert that:

"The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-study work."

In sum, it can be said that EOP which is either for professional or vocational purposes, is about preparing learners to better cope with the requirements of everyday working needs.

4- 2.3 EAP Vs EOP

Robinson (1991:100) offers a distinction between these two subfields by stating that: EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker. In other terms, the main concern of both EAP and EOP is the learner's present or future situation that may define his needs as well as the type of ESP course he may involve in.

4- 2.4 English for Science and Technology (EST):

The third branch of ESP is 'EST' which has been a matter of debate of many researchers among them: McDonough (1984), and Dudley-Evans (1998); whether it is a branch of its own or a sub-branch shared by both 'EAP' and 'EOP'. McDonough (1984) has put EST as a subdivision of EAP in which he emphasized the view that it has an academic orientation. 'EST' refers to teaching English for Scientific and Technological purposes. In this trend, Kennedy (1984:6) argues that: The term 'EST' presupposes a stock of vocabulary items, grammatical forms, and functions which are common to the study of science and technology. Kennedy, H. and Bolitho, R. (1984).

4-3- Emergence of ESP

As far as ESP origins are concerned, one may say that there are three prominent reasons which gave birth and emergence to ESP. These reasons as cited by Hutchinson et al(1987) are: the demands of a brave new world, a revolution in linguistics and focus on the learners.

A/ Demands of the brave new world

Hutchinson et al (1987) affirm that the end of the Second World War and the oil crisis of the early 1970s were two key historical periods in the life of ESP. The need to learn English after the end of the Second World War to meet the challenges of the 'New World' as described by Hutchison et al(1987) is of a significant importance in ESP emergence. During this period, i.e., in the mid 1940s till the present time, a great development occurred and still occurs, basically reflected in the progress of science and technology. As a result, and in order to ensure better access to scientific and technological knowledge; a vast majority of people who are in most cases Non-Native Speakers of English (NNS) tend to learn English because most scientific researches and publications are written in English.

B/ Revolution in linguistics

The second reason as cited by Hutchinson et al(1987) is a revolution in linguistics. Flowerdew et al (2001:11) argue that : A revolution in linguistics was brought by the three linguists: Halliday, McIntosh and Strevens 1964 who state the view that language should be seen as a source of communication which may vary according to the situations or the contexts. As opposed to theoretical linguists who traditionally saw language as an abstract system. In 1964, Halliday, McIntosh along side with Strevens agree on the type of linguistic analysis which they introduced and which they refer to as register analysis.

C/Focus on the learner

The third reason mentioned by Hutchinson et al(1987) is focus on the learners. From the early beginning of ESP till the present time the focus on the learner who constitutes a key-parameter in ESP is conceived as one of the significant reasons which gave birth, emergence, and development to ESP.

Learners' needs and interests seem to have an influence on their motivation as well as the effectiveness of their learning. As far as ESP courses are concerned, one may notice that since the focus on the learner is of a vital value, needs analysis is of equal importance, too.

According to Basturkmen (2006:15) Needs Analysis can be seen as: The type of investigation ESP curriculum developers use to identify the gap between what learners already know and what they need to know in order to study or work in their specific target environments (Hutchinson and Waters, pp.6-8).

5- Definition of Business English

The term Business English (BE) always refers to the use of English for Business purposes e.g. international meeting, international communication and trade.

The term Business English can be used to describe a particular genre of courses including some business lexis, which is considered as a part of English Language Teaching and English for specific purposes (Johnson, 1993; Pickett, 1986; Johons, 1986; Walker, 2008).

However, according to Dudley Evans and ST John (1998:52) Business English is not easy to define and limit in linguistic terms because there exist different definitions by different people. For instance, for some, Business English focuses on vocabulary used in the universe of commerce, trade, finance, the professions, politics and international relations. For others, Business English refers to the many communication skills used in commerce topics, corporate policy, functions and multi-media presentations, negotiations, meetings, branding, customer relations.....

So when dealing with Business English we have to understand that for some, it is just about vocabulary, for others, it has some added skill components including communication topics. Therefore, our definition of BE should depend on our own goal(Rosa Gimenez: 100).

5.1 -The Beginning of Business English

Language is regarded as one of the main tools of communication between people, yet it changes in accordance with the changing patterns in communication and relationship within people.

In fact complete historical research of any language is really hard to investigate in as language is complex itself. Business English is generally used to recourse to the use of English language for business purposes since the latter is considered as the international dominant language. As many approaches of English language teaching, Business English has developed through time moving onward on several stages.

In the late 1960s and 1970s, the only difference between General English and Business English was particularly vocabulary, and this was manifested in the course books and

materials of that time giving much attention to vocabulary exercises and repetition drills, and neglecting application to real -life situations.

In1972, there was a transition towards greater skills training in a business context which occurred with the publication of the BBC course book and video English for Business .Yet the need to improve students skills to deal with practical situations was still an area of interest . During the mid-1970s; and 1980s; and mainly when Business English teaching followed the move in General English teaching towards a more functional syllabus. The emphasis was now on functional language and teaching of formulaic phrases introduced in Business contexts and practiced in common business situations like making appointments, business lunches etc.

From the late 1980s the focus moved to working on business communication skills due to the development of company training programmes, which was providing employees with favourable chances to engage in negotiating and effective meeting skills. As a result books and materials on business communication skills were published and influenced sharply the present Business communication skills, courses and course books.

5.2 -Business English Vs General English

According to many people the term Business English provokes a number of questions; among which: Is Business English different from English as Second Language (ESL)? Are Business English and General English completely different from each other?

It is clear that among the differences between the two types of English, Business English and General English; we have the learner and the reasons behind learning English .The Business English learner is usually an adult who studies English to use it in his work . He acquires specific communication skills which can have application at different levels in the work place .The learners of Business English formulate a group of different ages whereas, in General English the learners are mostly of the same age.

Moreover, Business English courses deal with topics like global business cultures, or a daily life at the office instead of family and friends in General English .In addition, the skills may be business communication skills as delivering presentation rather than speaking in general. Even the course materials will be both very relevant and authentic as being mainly designed for the clients or work sector.

A major difference between Business English and General English is manifested in the target of the learner for instance; in General English he aims to master the four skills

listening, reading, and writing and speaking whereas, in Business English the language skill needed is mostly determined by the learner s need. Consequently, the distinction between General English and Business English is easily made when we know that the aim of General English is language learning in general; however, the objective of Business English is mastering a certain linguistic repertoire within a specific discipline.

5- 3 The Business English learner

Business English or English for Business Purposes is that approach of teaching English to non native speakers (NNS) who seek to improve their level of fluency in given areas of business life including technology, marketing, manufacturing...where English is required.

It is quite clear that the learners possess the most important position in the Business English learning process. Business English learners are generally adults highly motivated to succeed, aware of the need to develop their language skills and ensure job retention. These learners have different experience in the world of business on one hand, and a different level of English on the other hand. They have higher expectations of efficiency, quality and professionalism.

Ellis & Johnson (1994) present, therefore, in relation to this broadness of Business English, three basic categories of Business English learner:

Pre-experience learners: students at business schools - not yet in work

General or low-experienced learners: junior company members and learners who are changing jobs.

Job-experienced learners: those in work who need Business English for a broad variety of reasons. Pre-experienced learners are mostly university students who intend to look for a business career after graduating with little experience in this field. According to this category. Classroom is the most important source of business knowledge and skills. Yet, job-experienced learners are the kind of learners who have business job experience. They have a set of precise needs relating to their job. General business-experienced learners are a combination between the above two categories. They have a given sum of business experience and they learn business English for a specific purpose or a new job. Also, some students need 'academic' Business English in a college setting. Thus, Business English, though a separate part of ESP, is still part of it.

Conclusion

This chapter has highlighted the most important elements contributing EfL learners towards business English .

Perceptions and attitudes are two psychological constructs that influence human behavior and decision-making. Perceptions refer to the way people interpret and understand the information they receive from their senses, while attitudes refer to the evaluations and feelings that people have towards objects, people, events, or ideas. Perceptions and attitudes can affect various aspects of human life, such as learning, communication, health, social relationships, and consumer behavior. So, Business English is a case of study.

However, we have defined the branch of Business English ,and we have explained its beginnings as a variety of ESP. We have concluded the chapter by manifesting the huge distinction that exists between General English and Business English and the business English learner.

CHAPTER TWO: RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

This chapter presents the detailed analysis of the data collected through the questionnaire designed to explore the perceptions and attitudes of students in the Faculty of Economics at the University of Ouargla towards Business English. The online questionnaire was open for responses over aperiod of four weeks by the participants . The primary aim of this analysis is to assess the extent to which students value Business English in their academic curriculum and its perceived importance for their future professional careers.

The chapter is systematically organized to provide a clear understanding of the findings. It begins with a presentation of the demographic data of the respondents, which includes information about their age, gender, level of study, and other relevant background details. This demographic overview sets the context for interpreting the subsequent analysis.

Following the demographic section, the chapter delves into the analysis of the questionnaire items, examining the students' responses in detail. Each item is analyzed individually to provide insights into specific aspects of students' perceptions and attitudes towards Business English. The analysis covers various dimensions such as the perceived relevance of BE for job opportunities, the practical skills provided by the course, the adequacy of the course structure, and the overall satisfaction with the way BE is taught.

The findings from this analysis are crucial for understanding the current state of Business English education in the Faculty of Economics and for identifying potential areas for improvement. By presenting a comprehensive analysis of the data, this chapter aims to offer valuable recommendations for enhancing the effectiveness of BE courses and better aligning them with the students' needs and expectations.

Overall, this chapter serves as a critical component of the thesis, providing empirical evidence to support the conclusions and recommendations drawn from the study. It contributes to a deeper understanding of the students' perspectives on Business English and highlights the importance of addressing their concerns to improve the quality of BE education in Algerian universities.

Instruments of the Study

The questionnaire utilized in this study was designed to gather comprehensive insights into the perceptions and attitudes of Algerian university students in the Faculty of Economics towards Business English. It aimed to capture students' views on various aspects of Business English courses, including their relevance, practicality, and overall effectiveness in preparing them for future careers.

The questionnaire comprised multiple-choice questions, Likert scale items, and open-ended questions, enabling a mix of quantitative and qualitative data collection. This approach ensured a thorough examination of students' experiences and opinions, providing valuable data to inform the subsequent analysis and recommendations. The use of an online platform facilitated broad participation, ensuring a diverse and representative sample of the student body.

Setting of the Study

The study was conducted at the Faculty of Economics at the university of Ouargla, which serves as an ideal environment for examining the perceptions and attitudes of students towards Business English. The Faculty of Economics is known for its diverse student body, comprising individuals who are preparing for various careers in business, finance, management, and related fields. This setting is particularly relevant for the study as it offers a realistic context where Business English is directly applicable and necessary for students' future professional endeavors.

The Faculty of Economics, specifically, emphasizes the importance of English as a lingua franca in international business, which makes it a suitable setting for investigating students' attitudes towards Business English.

Classrooms within the faculty are equipped with appropriate teaching facilities that support interactive and engaging learning experiences. These facilities include multimedia resources, internet access, and language labs, which are used to enhance the teaching and learning of Business English.

Subjects of the Study

The subjects of this study are students enrolled in the Faculty of Economics both at the Universities of Ouargla and Ghardaia. These students are at various stages of their academic journey, ranging from undergraduate to postgraduate levels. The diversity in their academic standing provides a comprehensive perspective on the attitudes and perceptions across different educational stages.

Demographic Details:

1. **Age:**

- The participants range in age from 18 to 30 years, with the majority being in the early twenties. This age group is representative of typical university students who are transitioning from academic l

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	from 18 to 24	65	74,7	74,7	74,7
	from 24 to 35	21	24,1	24,1	98,9
	from 35 and more	1	1,1	1,1	100,0
	Total	87	100,0	100,0	

Table 4.1 Age

2. **Gender:**

Both male and female students participated in the study, offering a balanced view of perceptions and attitudes across genders. The gender distribution is reflective of the overall student population within the Faculty of Economics.

3. **Educational Level:**

- The study includes students from various academic levels:

- **Undergraduate Students:** These are students pursuing their Bachelor's degrees in Economics and related fields. They represent the bulk of the study's participants and provide insights into the foundational perspectives on Business English.

- **Postgraduate Students:** These include Master's candidates who offer advanced insights based on their more extensive academic and, in some cases, professional experiences.

4. **Academic Background:**

- The students come from diverse academic backgrounds within the field of economics, including specializations such as finance, management, international business, and marketing. This diversity allows for a rich analysis of how different academic focuses influence perceptions of Business English.

Selection Criteria

- Participants were selected based on their enrollment in courses that include Business English as part of the curriculum. This ensured that all subjects had direct exposure to and experience with Business English instruction.

Participation:

- Participation in the study was voluntary, and students were informed about the purpose and significance of the research. They were assured of the confidentiality and anonymity of their responses, encouraging honest and open feedback.

By studying a representative sample of students from the Faculty of Economics, this research aims to provide an accurate and comprehensive understanding of the overall perceptions and attitudes towards Business English. The findings from these subjects are critical in identifying areas of strength and potential improvement in the Business English curriculum, ultimately contributing to more effective language education strategies within the faculty.

Data Collection

The data for this study were collected through an online questionnaire. The use of an online survey method was chosen for several reasons, including its efficiency, accessibility, and ability to reach a larger and more diverse group of participants. Below are the detailed steps and considerations involved in the data collection process:

Design of the Questionnaire

1.   Questionnaire Development:

The questionnaire was carefully designed to address the research objectives and hypotheses of the study. It included items that focused on students' perceptions and attitudes towards Business English, covering various aspects such as course content, relevance, practical skills, and overall satisfaction.

2.   Questionnaire Format

The questionnaire consisted of multiple-choice questions, Likert scale items (ranging from strongly agree to strongly disagree). This method approach allowed for both quantitative and qualitative data collection.

3.   Validation

Before distribution, the questionnaire was reviewed by experts in the field of education and language studies to ensure clarity, relevance, and validity of the questions.

Distribution of the Questionnaire

1.   Online Platform

The questionnaire was hosted on the reputable online survey platform (Google Forms). This platform was chosen for its user-friendly interface, reliability, and ease of access for participants.

2.   Invitation to Participate

Students were invited to participate in the study through multiple channels, including email invitations, and social media platforms commonly used by students (e.g., university Facebook groups, WhatsApp groups). The invitation included a brief introduction to the study, its purpose, and the importance of their participation.

3.   Informed Consent

The first section of the online questionnaire provided detailed information about the study, including its objectives, the voluntary nature of participation, confidentiality assurances. Students had to provide informed consent before proceeding to the survey questions.

Data Collection Period

1.   Time Frame

The online questionnaire was open for responses over a period of four weeks. This time frame was chosen to allow ample opportunity for students to participate, considering their varying schedules and commitments. It's started from 27th April to 27th May 2024.

2.   Reminders

To maximize response rates, reminders were sent out periodically through the same channels used for the initial invitation. These reminders were polite and encouraging, emphasizing the value of each student's contribution to the research.

Data Management

1. Response Monitoring:

The online platform provided real-time monitoring of responses, allowing the researchers to track the number of participants and ensure data integrity. Duplicate responses and incomplete submissions were identified and addressed.

2.   Data Security

Measures were taken to ensure the security and confidentiality of the collected data. Personal identifiers were not collected, and responses were anonymized to protect participants' privacy.

3.   Data Export

Upon closing the questionnaire, the data were exported from the online platform into a statistical analysis software called SPSS for further processing and analysis. The data were cleaned and prepared for statistical analysis, including checking for any inconsistencies or missing values.

By utilizing an online questionnaire, the study was able to efficiently gather data from a broad and diverse group of students in the Faculty of Economics. This method not only facilitated a high response rate but also ensured that the data collected were representative of the student population, providing a solid foundation for the subsequent analysis and findings presented in this thesis.

Demographic Analysis

This section provides a detailed analysis of the demographic characteristics of the respondents. The analysis includes gender distribution, academic level, and age groups. Understanding the demographic profile of the respondents is crucial as it provides context to their perceptions and attitudes towards Business English

Gender

The analysis reveals that the majority of respondents are females (57%) while males constituted (42.5%). which reflects the higher enrollment rate of female students at the university. This demographic trend is consistent with national data indicating a higher percentage of female university stu
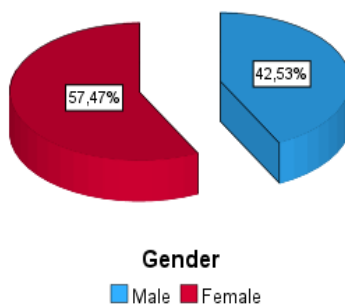

Figure 4. 1 Gender

Age

The data shows that the largest age group among respondents is 18-24 years, representing 74.7% of the sample. This is typical for university students and reflects the typical age of undergraduate enrollment. The 24-35 age group accounts for 24.1%, indicating a significant number of students who may be pursuing further education or are returning to university. The smallest group, those 35 years and older, makes up 1.1%, suggesting that mature students are less common in this context. (Figure 4.2)
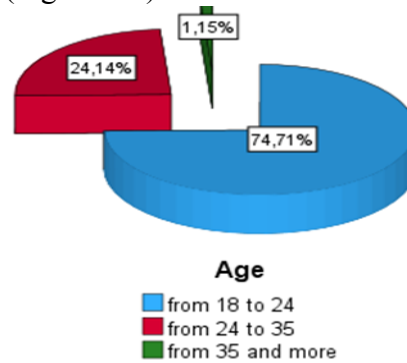
Figure 4.2 Age

Educational Level

The largest percentage of respondents were undergraduate students, estimated at 67.8%, whereas Master's students accounted for 32.2%. This is due to the higher number of undergraduate students at the university.(Figure 4.3)
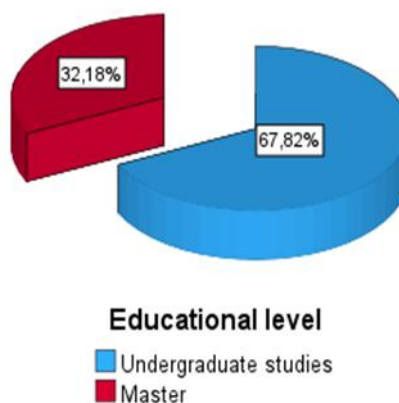
Figure 4.3 Educational level

Validity and Reliability of the Questionnaire

The reliability and validity of the questionnaire were assessed using Cronbach's alpha and other reliability coefficients.

The high Cronbach's alpha coefficient (0.749) and reliability coefficient (0.865) suggest that the questionnaire used in this study has strong internal consistency and reliability. These metrics are critical in ensuring that the responses are consistent across different items of the questionnaire, providing a robust foundation for the conclusions drawn from the data. This reliability means that the results can be trusted to accurately reflect the students' perceptions and attitudes towards Business English.(Table 4.2)

Reliability Statistics

Cronbach's Alpha	N of Items
,749	20

Table 4.2 Relaibility statistics

Hypotheses Testing

To evaluate the hypotheses, various statistical tests were conducted. The T-test for independent samples was employed to compare the mean scores between different groups. The null hypothesis ($H0$) posited that there would be no significant difference in perceptions and attitudes towards Business English between the groups. The alternative hypothesis ($H1$) suggested that there would be a significant difference.

First Hypothesis: The perceptions of EFL learners towards Business English are generally positive, with a mean average of 3.69 and a standard deviation of 0.34. Most students agree or strongly agree that Business English is necessary for job opportunities and provides practical skills (mean ratings ranging from 3.48 to 4.41). This positive perception is crucial for curriculum planners, as it indicates student recognition of the subject's value. (Table 4.3)

Table 4.3 First hypothesis

52

Number	Statement	meanaverage	standard deviation	Sample Direction	relative importance
01	the BE course meets my expectations of what I will learn.	3.48	0.988	agree	69.6
02	A strong command of Business English is necessary for better job opportunities in my field.	4.41	0.829	Strongly agree	88.2
03	The BE course provides me with practical skills that I can use in a business setting.	3.61	1.060	agree	72.2
04	The BE course credits should be high.	3.61	1.016	Agree	72.2
05	I believe BE should be a compulsory course.	4.22	0.655	agree	84.4
06	BE receives the same level of attention and importance as other modules in my program.	3.63	1.024	Agree	72.6
07	The methods used to evaluate my learning	3.55	0.803	agree	71

	in the BE course are fair and accurate.				
08	The amount of time allocated for the BE course is sufficient to achieve the learning objectives.	3.37	1.024	Neutral	67.4
09	My BE teacher involves me in discussions about the design and content of the BE course.	3.56	1.053	agree	71.2
10	I am satisfied with the way Business English is currently taught in my department.	3.49	1.266	agree	69.8
		3.69	**0.340**		**- positive**

Second Hypothesis: The T-test results show a significant difference in perceptions between male and female students (T = 2.189, p = 0.031). The data indicates that males have a higher mean score (38.21) compared to females (36.00), suggesting that male students perceive Business English more positively. This difference could be explored further to understand underlying factors, such as career expectations or previous exposure to

Table 4.4 Second hypothesis

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceptions	Male	37	38,216	4,4167	,7261
	Female	50	36,000	4,8445	,6851

Third Hypothesis: The T-test results also show significant differences between undergraduate and Master's students' perceptions of Business English (T = 2.090, p = 0.040). Master's students have a slightly higher mean score (36.46) compared to undergraduates (36.22). This suggests that as students advance in their studies, they may recognize the increasing importance of Business English, possibly due to its relevance in higher-level academic and professional activities.(Table 4.5)

Table 4.5 Third hypothesis

Group Statistics

	Educational level	N	Mean	Std. Deviation	Std. Error Mean
Perceptions	Undergraduate studies	59	36,220	4,8426	,6305
	Master	28	38,464	4,3075	,8140

Fourth Hypothesis: The attitudes of EFL learners towards Business English are overwhelmingly positive, with an average rating of 4.13 and a standard deviation of 0.303. Statements such as "Business English is important for success in the international job market" and "I am interested in learning Business English" received the highest ratings (mean scores of 4.45 and 4.44, respectively). This indicates a strong appreciation for the subject and its perceived benefits for future career success.(Table 4.6)

Table 4.6 Fourth hypothesis

Number	statement	Meanaverage	standard deviation	Sample Direction	relative importance
11	Business English is a very important subject for my university program.	3.83	0.979	agree	76.6
12	Business English is	4.45	0.832	Strongly agree	89

	important for success in the international job market.				
13	I am interested in learning Business English.	4.44	0.787	Strongly agree	88.8
14	Business English can be challenging to learn, but rewarding.	4.31	0.840	Stronglyagree	86.2
15	English is becoming increasingly important in the Algerian workplace.	4.03	0.970	agree	80.6
16	While English is gaining significance, French remains more important in Algeria.	3.60	1.333	agree	72
17	I have taken additional Business English training outside of university.	3.79	0.954	agree	75.8
18	Learning Business English will enhance my communication skills.Objectives.	4.39	0.768	Strongly agree	87.8
19	A strong	4.29	0.834	Strongly agree	85.8

	foundation in Business English is necessary for my studies in Economics and Commerce.				
20	I believe my Business English teacher plays a key role in facilitating my learning and improving my level.	4.24	0.876	Strongly agree	84.8
		4.13	0.303	–positive	

Fifth Hypothesis: The analysis indicates no statistically significant differences in attitudes towards Business English between male and female students (T = 1.058, p = 0.293). This suggests that while there are differences in perceptions, both male and female students share similar positive attitudes towards the subject, highlighting its universal importance.(Table 4.7)

Table 4.7 Fifth   hypothesis

Independent Samples Test

		t-test for Equality of Means			
				Significance	
		t	df	One-Sided p	Two-Sided p
Attitudes	Equal variances assumed	1,058	85	,147	,293

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Male	37	42,027	5,7178	,9400
	Female	50	40,880	4,3968	,6218

Sixth Hypothesis: Significant differences were found between undergraduate and Master's students in their attitudes towards Business English (T = -3.115, p = 0.003). Master's students showed more positive attitudes (mean score of 43.67) compared to undergraduates (mean

score of 40.27). This further emphasizes the growing recognition of Business English's importance at more advanced stages of academic and professional development.(Table 4.8)

Group Statistics

	Educational level	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Undergraduate studies	59	40,271	5,0098	,6522
	Master	28	43,679	4,1992	,7936

Figure 12

Table 4.8 Sixth hypothesis

Analysis of perceptions and attitudes

The following section provides a more detailed analysis of attitudes and perceptions of Algerian university students towards business English, including a breakdown of each questionnaire item.

Analysis of Perceptions

Item 1: The BE course meets my expectations of what I will learn.

- **Mean:** 3.48

- **Standard Deviation:** 0.988

- **Sample Direction:** Agree

- **Relative Importance:** 69.6%

The majority of students agree that the Business English (BE) course meets their expectations. This indicates that the course content aligns well with students' anticipations and academic needs.
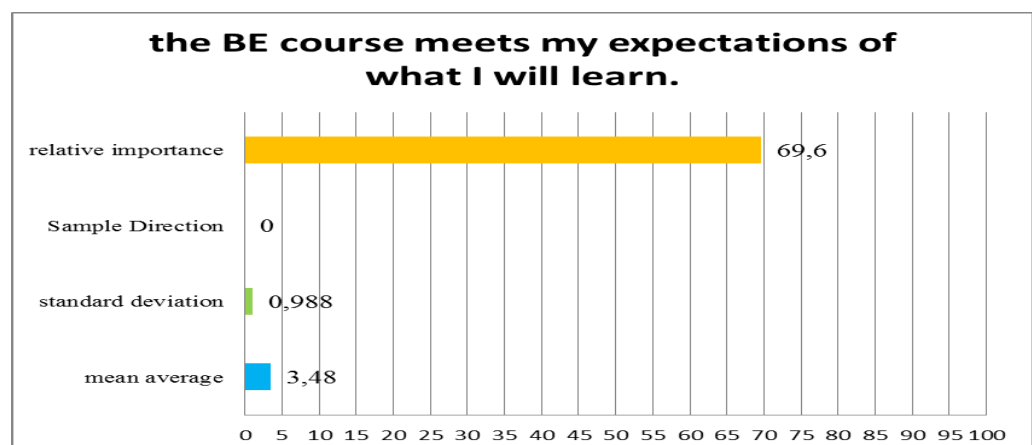
Figure 4.4 Item 1

Item 2: A strong command of Business English is necessary for better job opportunities in my field.

Mean: 4.41

- **Standard Deviation:** 0.829

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 88.2%

Students overwhelmingly agree that proficiency in Business English is crucial for securing better job opportunities. This highlights the perceived value of BE in enhancing employability.
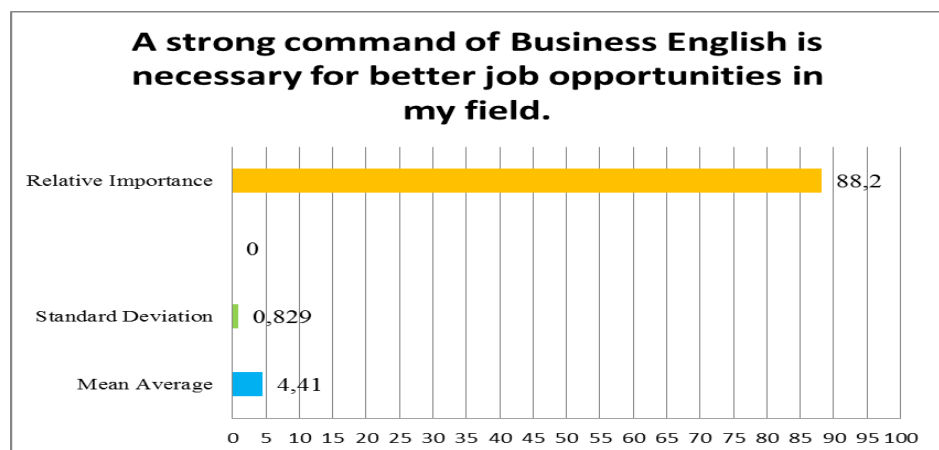

Figure 4.5 Item 2

Item 3: The BE course provides me with practical skills that I can use in a business setting.

- **Mean:** 3.61

- **Standard Deviation:** 1.060

- **Sample Direction:** Agree

- **Relative Importance:** 72.2%

Most students agree that the BE course equips them with practical skills applicable in real business environments, emphasizing the practical utility of the course content.

The BE course provides me with practical skills that I can use in a business setting.

Relative Importance	72,2
	0
Standard Deviation	1,06
Mean Average	3,61

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
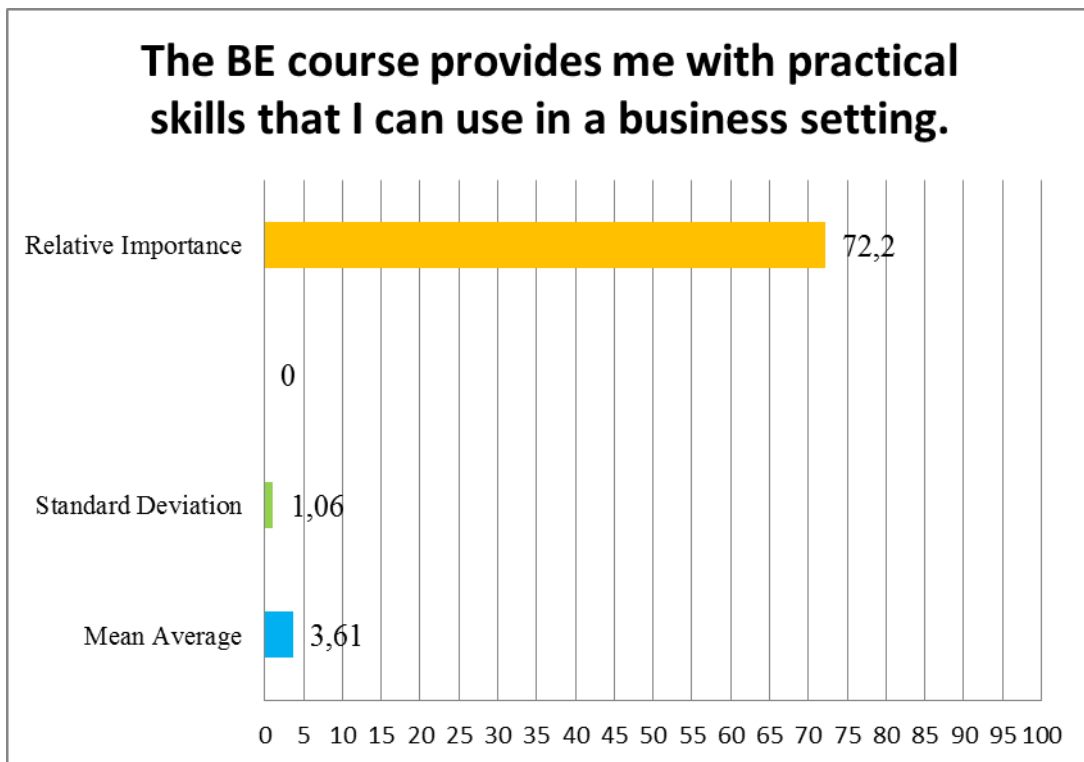
Figure 4.6 Item 3

Item 4: The BE course credits should be high.

- **Mean:** 3.61

- **Standard Deviation:** 1.016

- **Sample Direction:** Agree

- **Relative Importance:** 72.2%

Students believe that the BE course deserves a significant number of credits, indicating its importance within their overall academic curriculum.
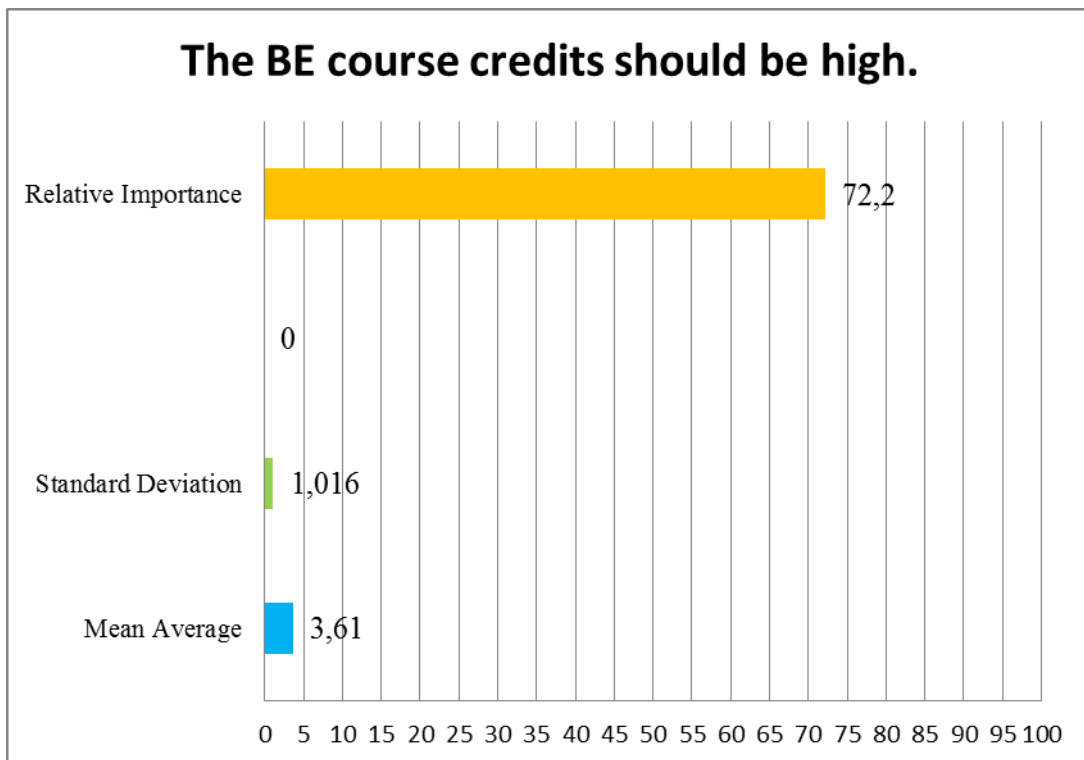
Figure 4.7 Item 4

Item 5: I believe BE should be a compulsory course.

- **Mean:** 4.22

- **Standard Deviation:** 0.655

- **Sample Direction:** Agree

- **Relative Importance:** 84.4%

There is strong agreement among students that Business English should be a mandatory part of their program, reflecting its essential role in their education. (Figure4.8)
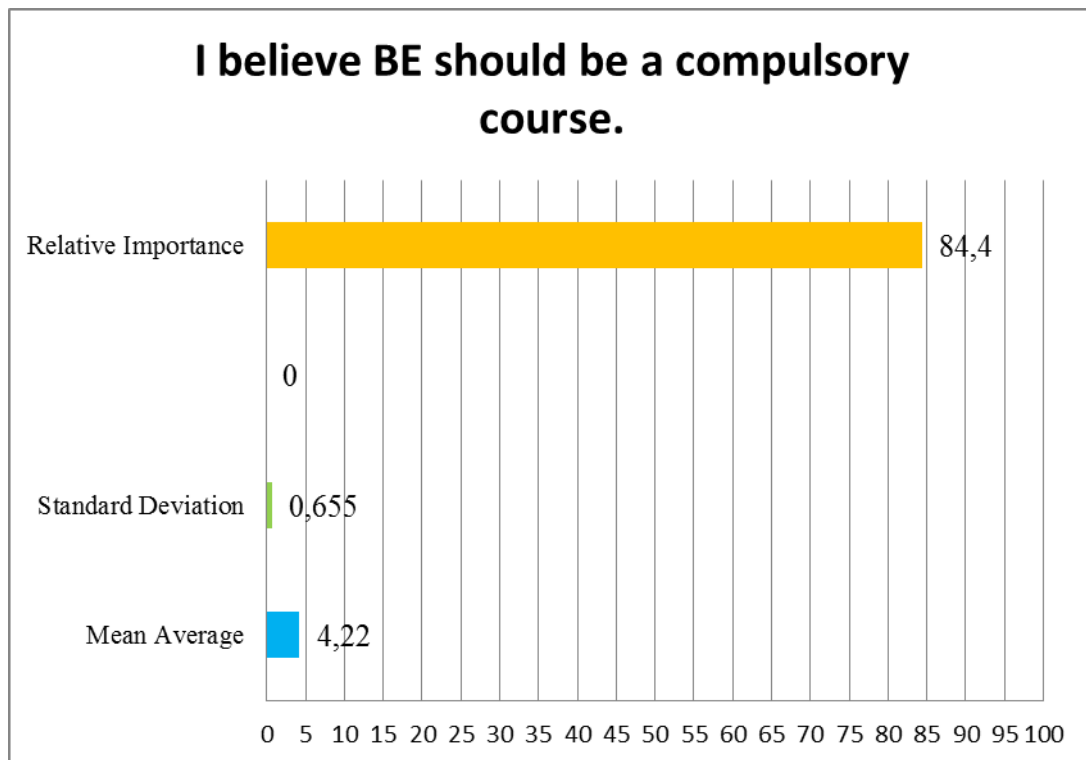
Figure 4.8 Item 6

Item 6: BE receives the same level of attention and importance as other modules in my program.

- **Mean:** 3.63

- **Standard Deviation:** 1.024

- **Sample Direction:** Agree

- **Relative Importance:** 72.6%

Students generally feel that Business English is given similar importance as other courses in their curriculum, indicating a balanced academic structure.(Figure 4.9)
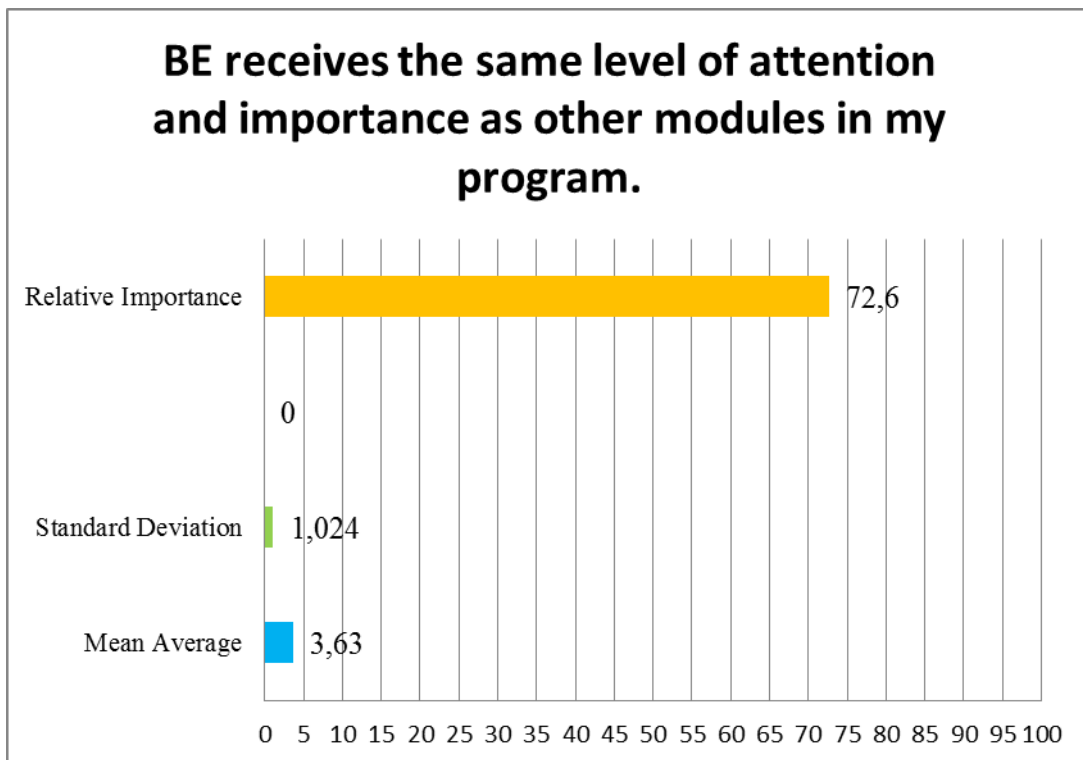
Figure 4.9 Item 6

Item 7: The methods used to evaluate my learning in the BE course are fair and accurate.

- **Mean:** 3.55

- **Standard Deviation:** 0.803

- **Sample Direction:** Agree

- **Relative Importance:** 71%

Most students agree that the assessment methods in the BE course are fair and accurately measure their learning, suggesting effective evaluation techniques.(Figure 4.10)
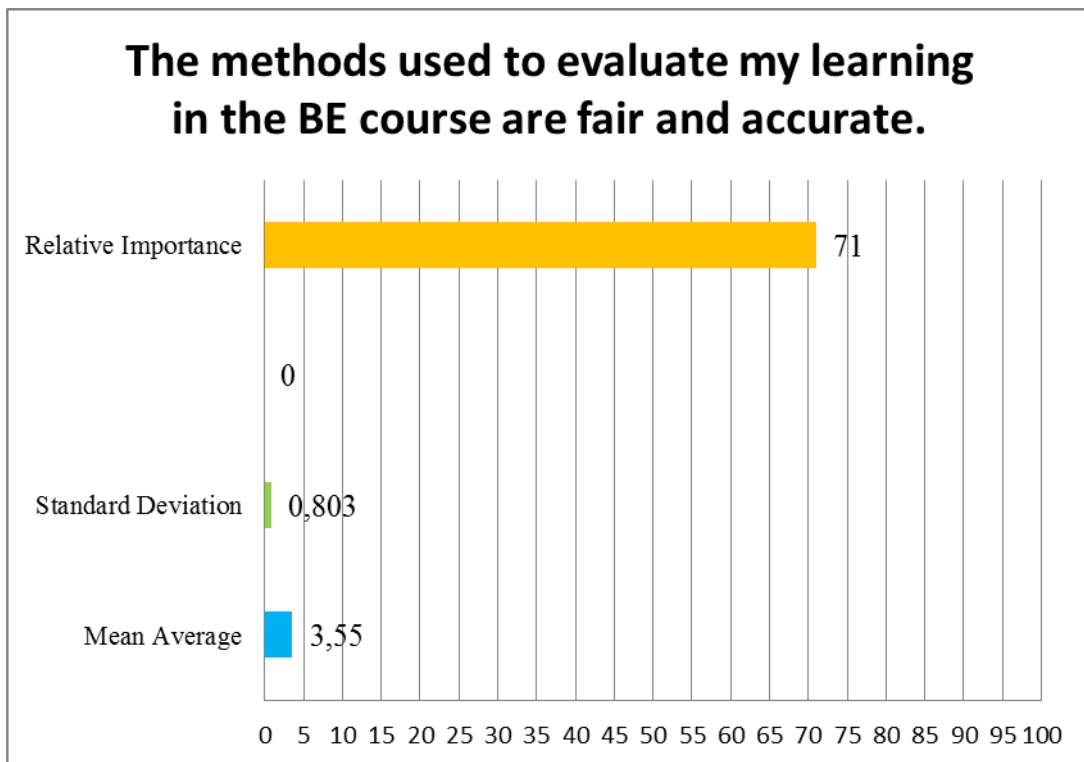
Figure 4.10 Item 7

Item 8: The amount of time allocated for the BE course is sufficient to achieve the learning objectives.

- **Mean:** 3.37

- **Standard Deviation:** 1.024

- **Sample Direction:** Neutral

- **Relative Importance:** 67.4%

Opinions are neutral regarding the sufficiency of time allocated for the BE course, indicating that some students might feel more time is needed to cover the material comprehensively.
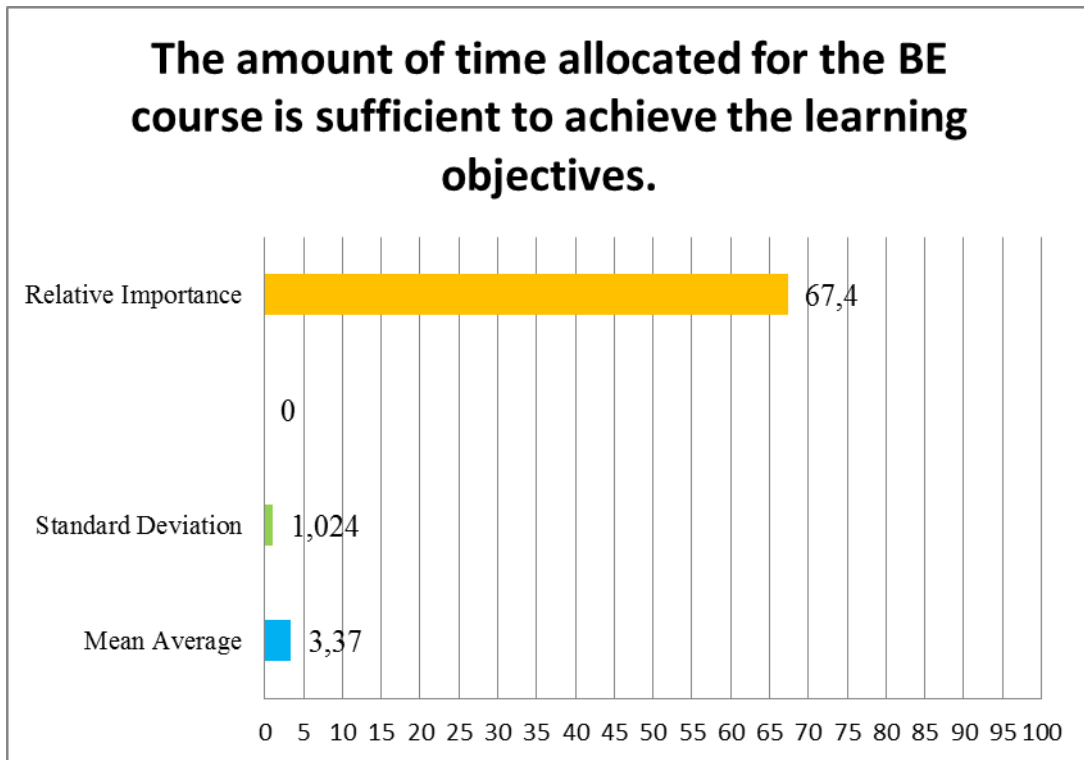
Figure 4.11 Item 8

Item 9: My BE teacher involves me in discussions about the design and content of the BE course.

- **Mean:** 3.56

- **Standard Deviation:** 1.053

- **Sample Direction:** Agree

- **Relative Importance:** 71.2%

Students generally agree that their BE teachers involve them in discussions about course design and content, promoting an inclusive and participatory learning environment.
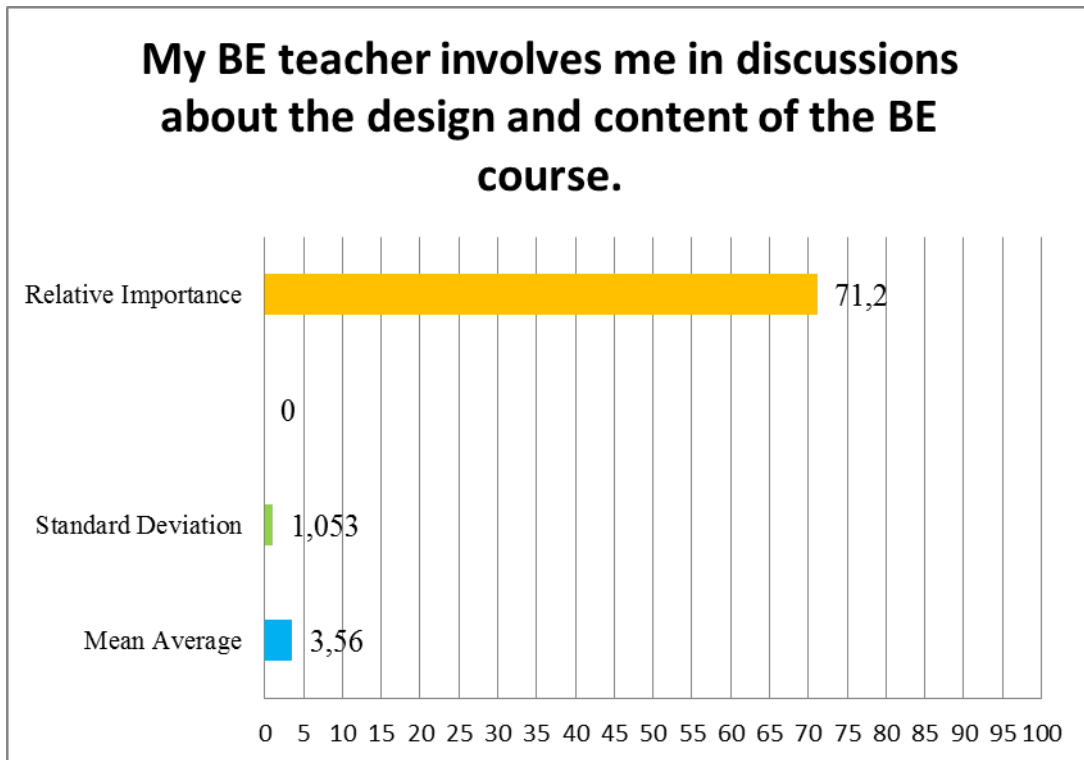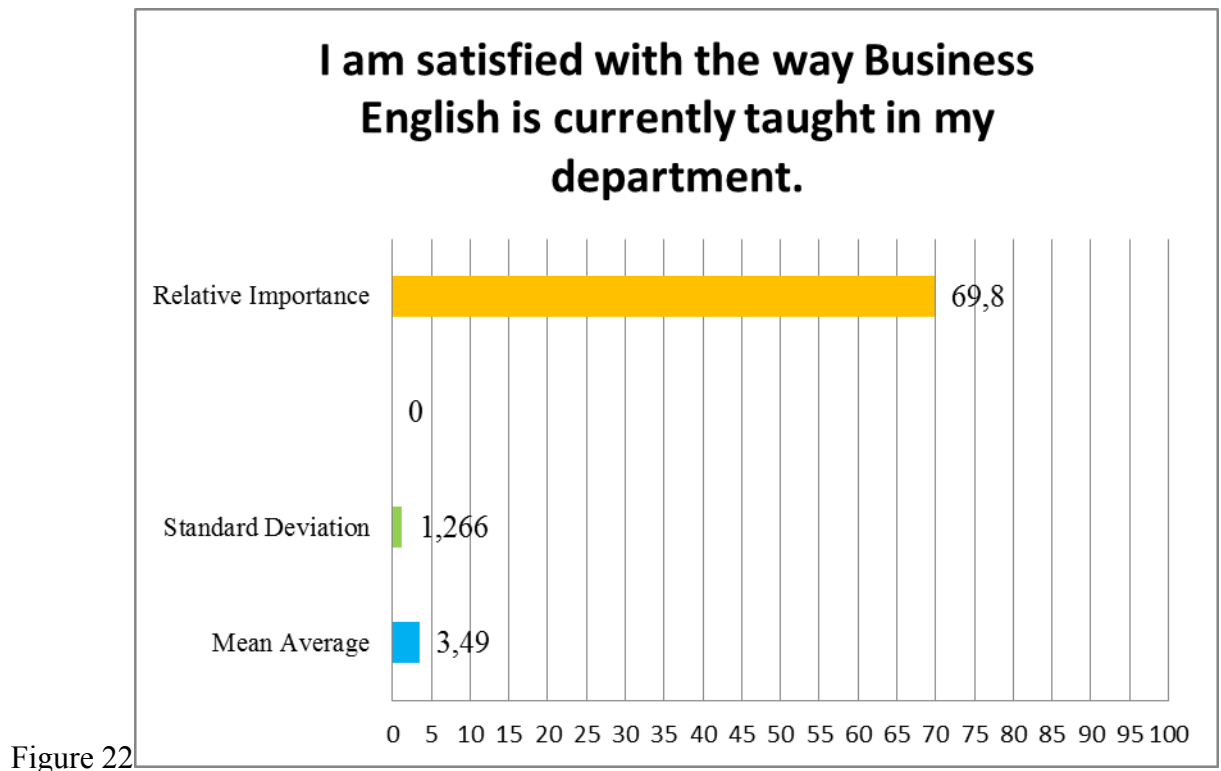
Figure 4.12 Item 9

Item 10: I am satisfied with the way Business English is currently taught in my department.

- **Mean:** 3.49

- **Standard Deviation:** 1.266

- **Sample Direction:** Agree

- **Relative Importance:** 69.8%

Overall, students are satisfied with the teaching methods employed in the BE course, indicating effective instructional strategies.

Figure 22

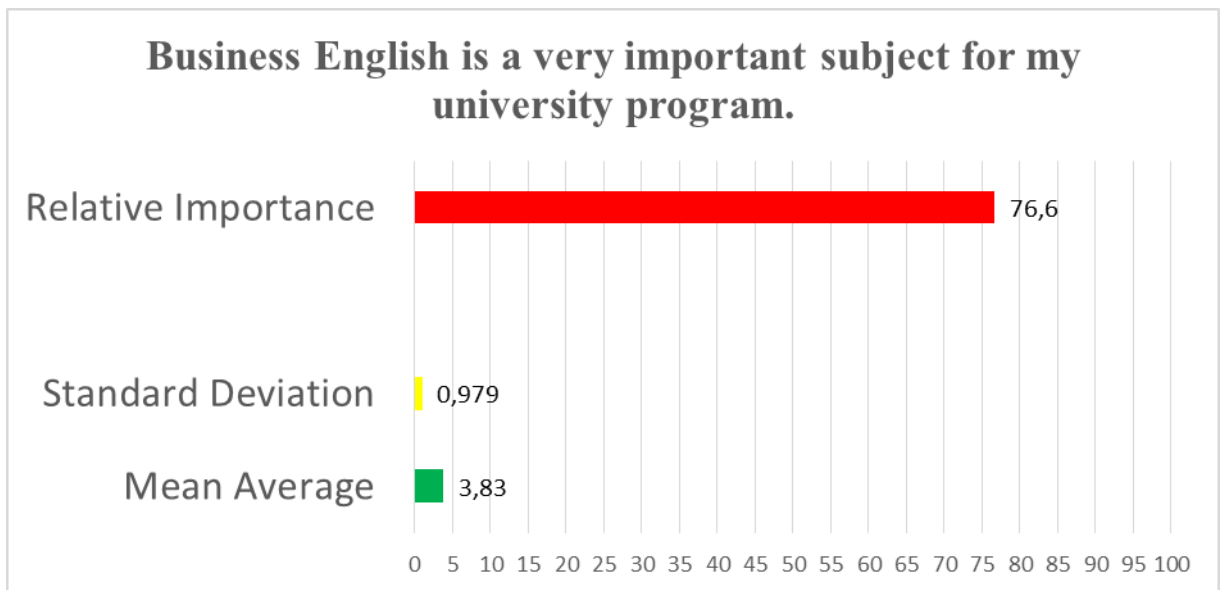*Figure 4.13 Item 10*

Analysis of Attitudes

Item 1: Business English is a very important subject for my university program.

- **Mean:** 3.83

- **Standard Deviation:** 0.979

- **Sample Direction:** Agree

- **Relative Importance:** 76.6%

Students agree that Business English is a crucial subject within their academic program, underscoring its perceived relevance and importance.

Figure 4.14 Item 11

Item 2: Business English is important for success in the international job market.

- **Mean:** 4.45

- **Standard Deviation:** 0.832

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 89%

There is strong consensus that proficiency in Business English is vital for success in the international job market, highlighting its global significance.

Business English is important for success in the international job market.

Relative Importance	89
	0
Standard Deviation	0,832
Mean Average	4,45
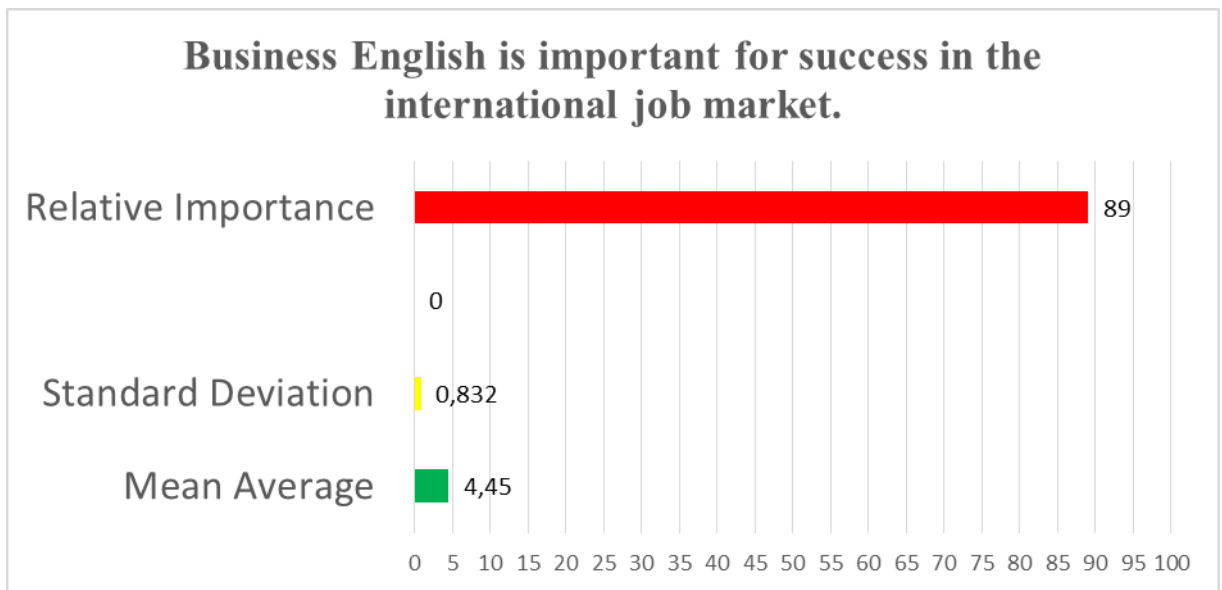
Figure 4.15 Item 12

Item 3: I am interested in learning Business English.

- **Mean:** 4.44

- **Standard Deviation:** 0.787

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 88.8%

Students show a high level of interest in learning Business English, reflecting a positive attitude towards the subject.

I am interested in learning Business English.

Relative Importance	88,8
	0
Standard Deviation	0,787
Mean Average	4,44
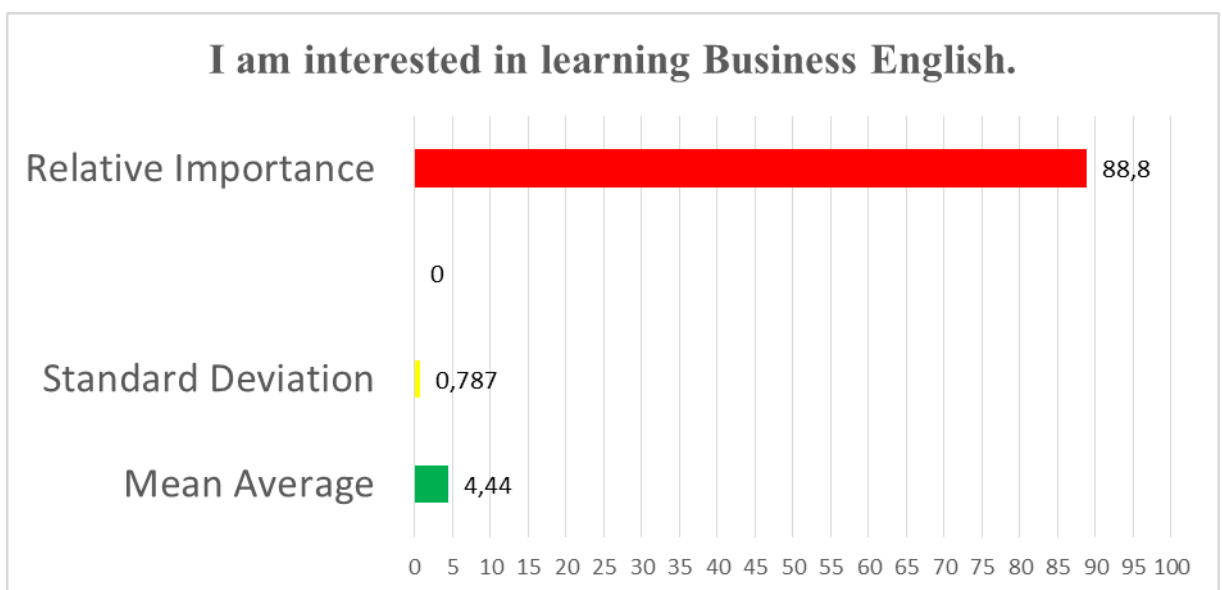
4.16 Item 13

Item 4: Business English can be challenging to learn but rewarding.

- **Mean:** 4.31

- **Standard Deviation:** 0.840

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 86.2%

Students agree that while Business English may be challenging, it is ultimately rewarding, indicating a recognition of the effort and benefits involved.
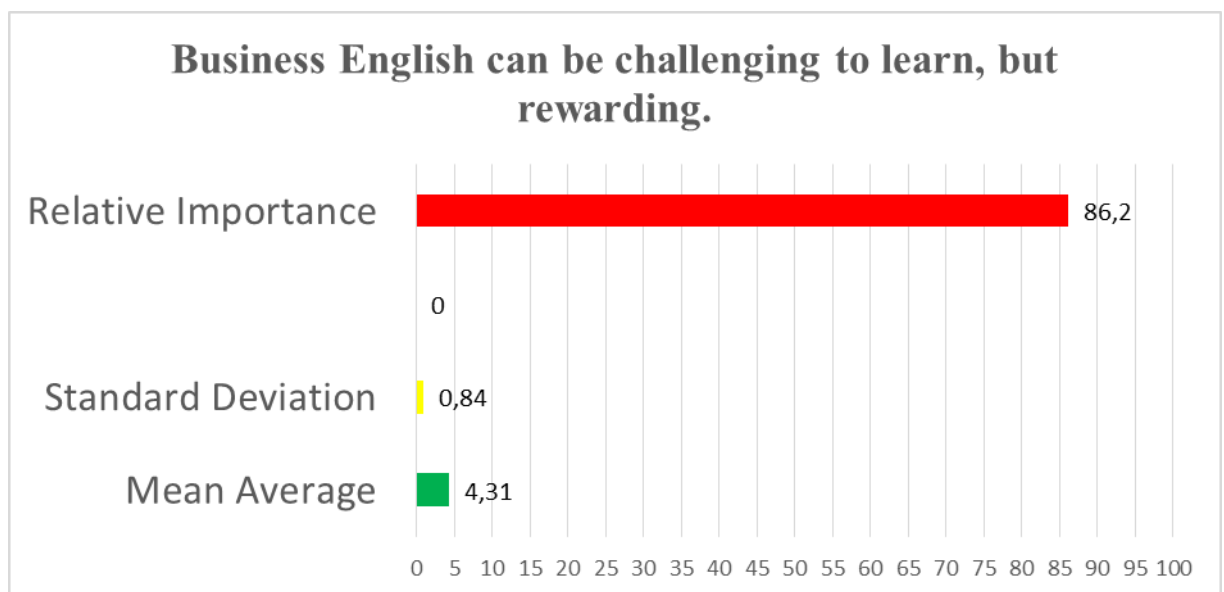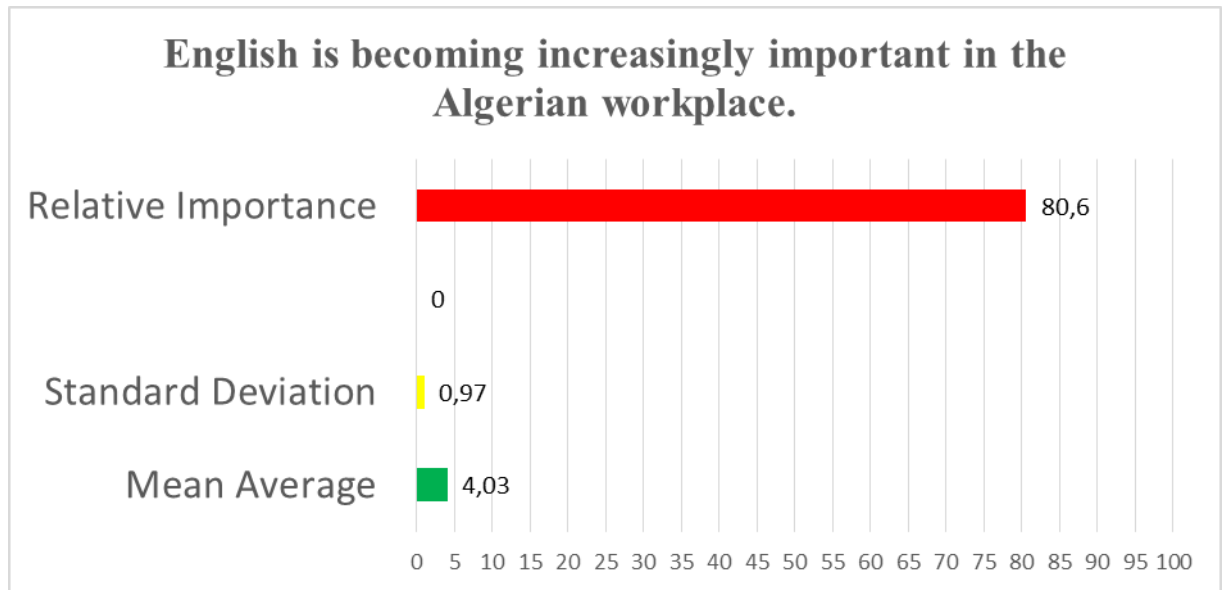

Figure 4.17 Item 14

Item 5: English is becoming increasingly important in the Algerian workplace.

- **Mean:** 4.03

- **Standard Deviation:** 0.970

- **Sample Direction:** Agree

- **Relative Importance:** 80.6%

Students acknowledge the growing importance of English in the Algerian workplace, suggesting a shift towards greater use of English in professional settings.
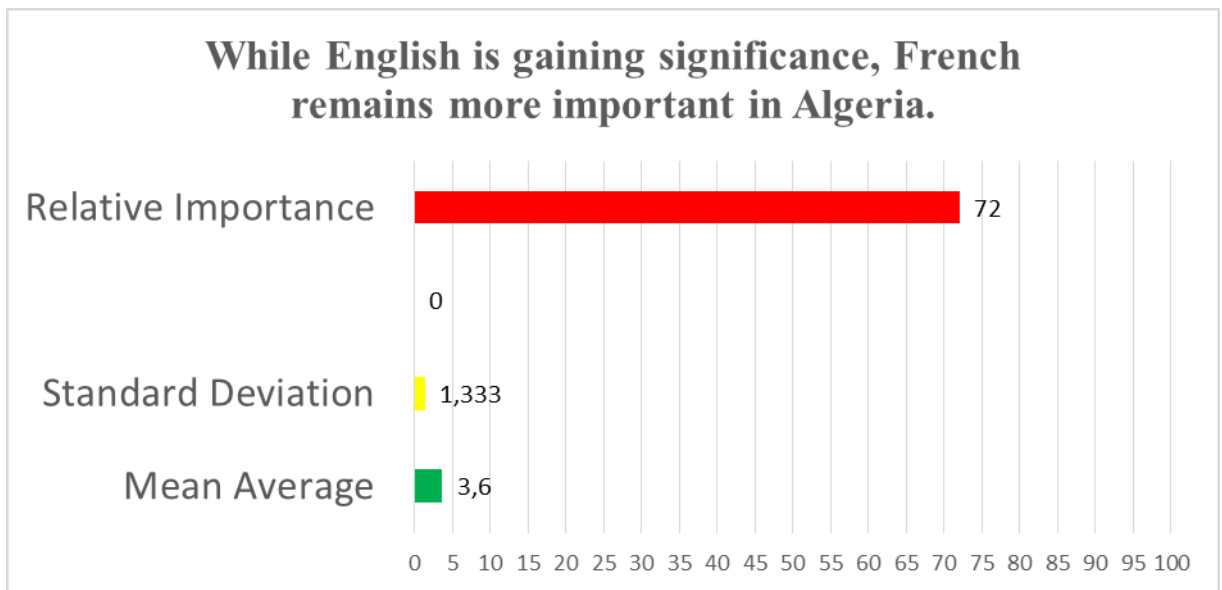

Figure 4.18 Item 15

Item 6: While English is gaining significance, French remains more important in Algeria.

- **Mean:** 3.60

- **Standard Deviation:** 1.333

- **Sample Direction:** Agree

- **Relative Importance:** 72%

Students agree that despite the rising importance of English, French still holds a more significant position in Algeria, reflecting the country's linguistic landscape.
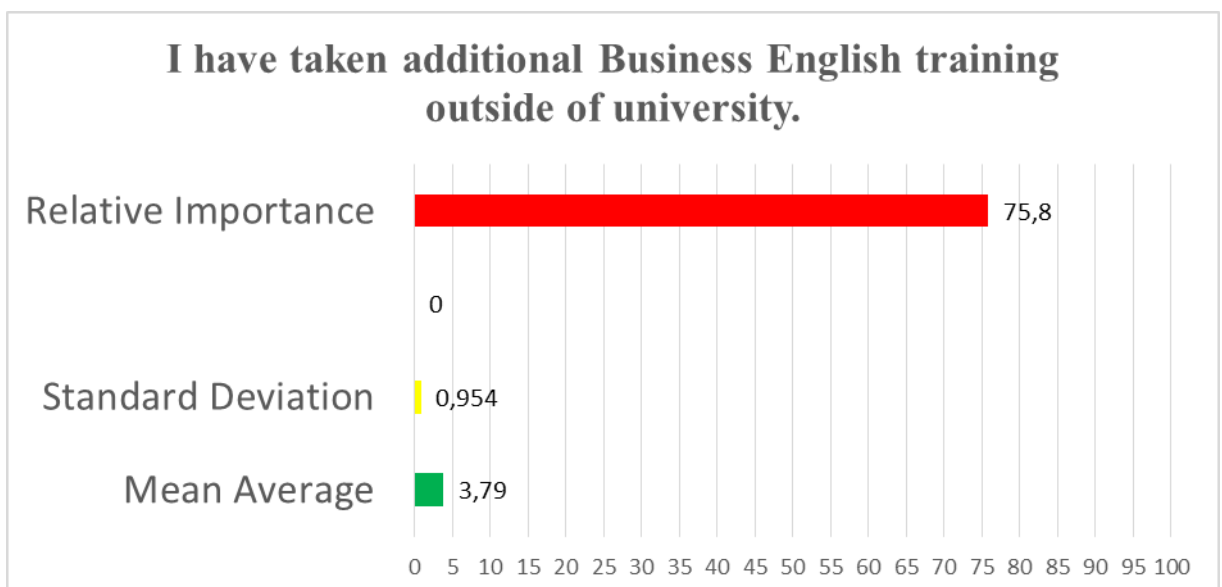
Figure 4.19 Item 16

Item 7: I have taken additional Business English training outside of university.

- **Mean:** 3.79

- **Standard Deviation:** 0.954

- **Sample Direction:** Agree

- **Relative Importance:** 75.8%

Many students have pursued additional Business English training outside of their university courses, indicating a proactive approach to language learning.
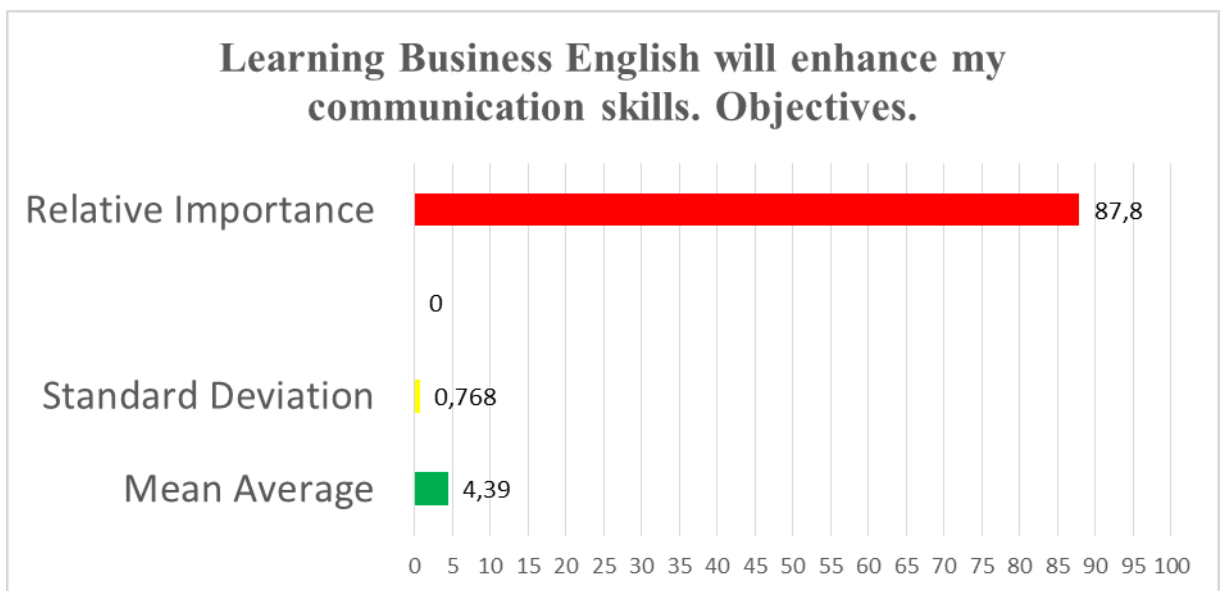
Figure 4.20 Item 17

Item 8: Learning Business English will enhance my communication skills.

- **Mean:** 4.39

- **Standard Deviation:** 0.768

- **Sample Direction:** Strongly Agree
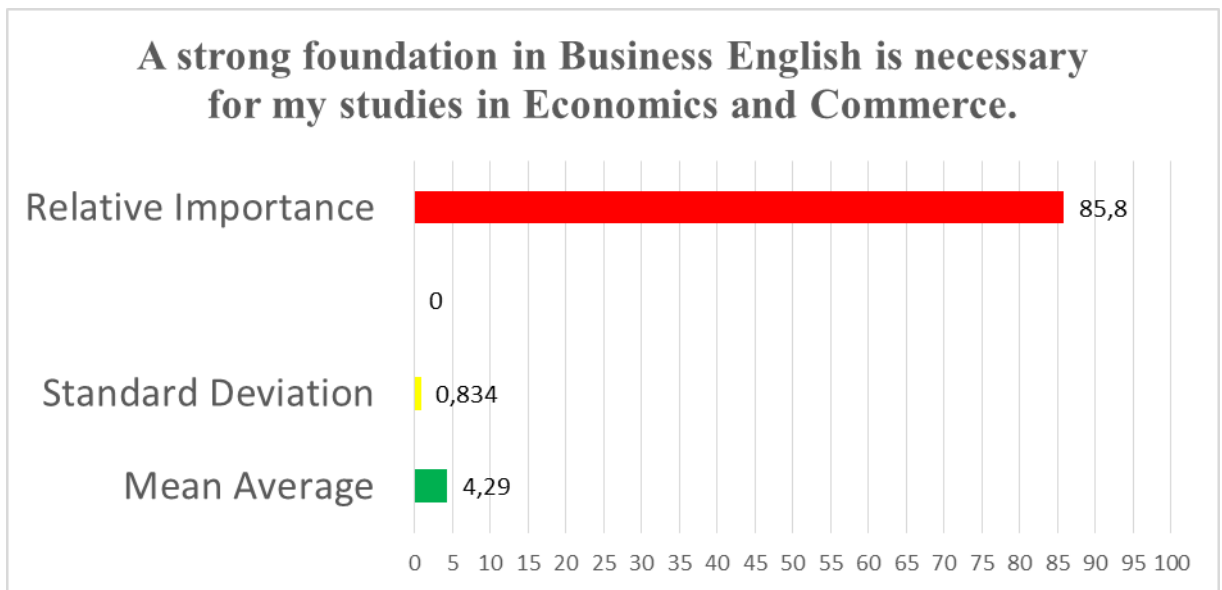
- **Relative Importance:** 87.8%

There is strong agreement that learning Business English will significantly enhance students' communication skills, underscoring its practical benefits.

Figure 4.21 Item 18

Item 9: A strong foundation in Business English is necessary for my studies in Economics and Commerce.

- **Mean:** 4.29

- **Standard Deviation:** 0.834

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 85.8%

Students believe that a solid foundation in Business English is essential for their studies in Economics and Commerce, highlighting its academic importance.

Figure 4.22 Item 19

Item 10: I believe my Business English teacher plays a key role in facilitating my learning and improving my level.

- **Mean:** 4.24

- **Standard Deviation:** 0.876

- **Sample Direction:** Strongly Agree

- **Relative Importance:** 84.8%

There is strong agreement that the Business English teacher plays a crucial role in facilitating learning and improving students' proficiency, emphasizing the teacher's impact on their educational experience.
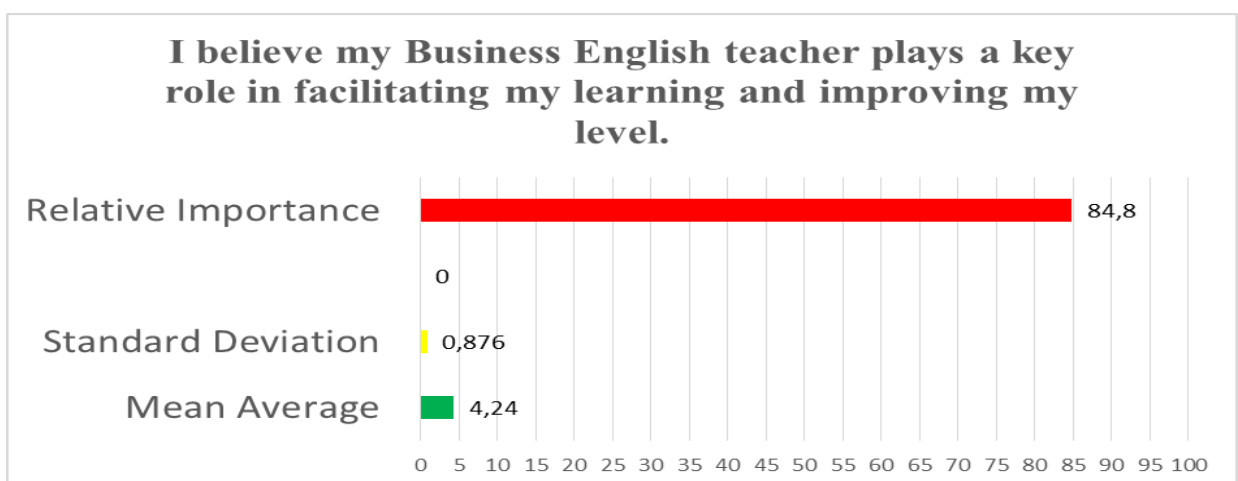
Figure 4.23Item 20

Conclusion

The detailed analysis of each questionnaire item shows that Algerian university students in the Faculty of Economics have positive perceptions and attitudes towards business English. Students recognize the importance of Business English for their academic and professional success, appreciate the practical skills it provides, and value the role of their teachers in facilitating their learning. Significant differences in perceptions based on gender and level of study highlight the need for customized teaching approaches to address diverse student needs.

Discussion of the Findings

1. Introduction

The discussion section interprets the statistical findings in the context of existing literature and theoretical frameworks.

The data collected from the questionnaire provides a wealth of information on the perceptions and attitudes of Algerian university students towards Business English. This section delves into the nuanced understanding of these perceptions, offering interpretations grounded in statistical evidence and existing literature.

2. Perceptions of Business English

The analysis reveals a generally positive perception of Business English among students, with an overall mean rating of 3.69 (SD = 0.34). This suggests that students recognize the importance of Business English in their academic and professional lives. Statements such as "Business English is necessary for job opportunities" and "Business English provides practical skills" received high ratings, indicating that students see direct benefits from mastering Business English.

This perception is likely influenced by the increasing globalization of the job market, where English is often used as the lingua franca. Students recognize that proficiency in Business English can enhance their employability and career prospects, making them more competitive candidates in both local and international job markets.

The positive perception can also be attributed to the growing recognition of English as a global lingua franca, especially in business contexts. As Algeria continues to integrate into the global economy, proficiency in Business English becomes increasingly essential. This aligns with the instrumental motivation theory, which posits that language that learners are motivated by practical benefits such as career advancement and economic opportunities.

2.1 Gender Differences in Perceptions

A significant finding from the T-test analysis is the gender difference in perceptions of Business English, with male students showing higher mean scores (38.21) compared to female students (36.00). The T-test result (T = 2.189, p = 0.031) confirms that this difference

is statistically significant. This suggests that male students perceive Business English to be more beneficial or necessary for their careers.

This gender disparity may also reflect societal and cultural factors influencing career aspirations and educational experiences. Male students might have more exposure to business environments or perceive greater pressure to succeed in the job market, thereby valuing Business English more highly. Previous studies have also noted similar trends, where male students often exhibit stronger instrumental motivation towards learning English for career-related purposes.

2.2   Academic Level Differences in Perceptions

The analysis also highlights significant differences in perceptions between undergraduate and Master's students. Master's students had a slightly higher mean score (36.46) compared to undergraduates (36.22), with the T-test results ($T = 2.090$, $p = 0.040$) indicating statistical significance.

This suggests that as students progress in their academic careers, their appreciation for Business English increases. This could be due to the greater exposure to advanced academic and professional materials requiring Business English proficiency. Master's students are likely more aware of the practical applications of Business English in their future careers, enhancing their motivation and positive perceptions.

2.3   Cultural Perceptions and Business English

Cultural perceptions also play a significant role in shaping attitudes towards Business English. The study found that students who view English as an important cultural asset are more likely to have positive attitudes towards Business English. Statements like "Learning Business English helps me understand global business cultures" received positive responses.

This highlights the need for culturally responsive teaching approaches that recognize and value students' cultural backgrounds while promoting the benefits of Business English. Incorporating cultural awareness and intercultural communication into the Business English curriculum can help students appreciate the broader cultural context of the language and its use in international business.

2.4   Correlation Between Perceptions and Academic Performance

Interestingly, the data indicates a correlation between students' perceptions of Business English and their academic performance. Students who perceive Business English positively tend to perform better academically in Business English courses. This correlation underscores the importance of fostering positive attitudes towards Business English, as it can directly influence students' engagement and success in the subject.

Educators can leverage this insight by creating a supportive and motivating learning environment that emphasizes the practical benefits and real-world applications of Business English. Highlighting success stories and providing opportunities for students to see the tangible benefits of Business English in their academic and professional lives can further enhance their motivation and performance.

2.5   Perceptions of Business English Curriculum and Materials

Students' perceptions of the Business English curriculum and materials significantly influence their attitudes and engagement. Many students expressed the need for updated and relevant materials that reflect current business practices and terminology. Statements like "The course materials are up-to-date and relevant to the business world" received moderate ratings, suggesting room for improvement.

The incorporation of contemporary business issues, case studies from recent industry developments, and authentic business documents can enhance the relevance and applicability of the curriculum. Updating the curriculum regularly to include the latest business trends and practices will help students see the direct application of what they are learning, thereby increasing their engagement and motivation.

2.6   Perceptions of Assessment Methods

Students' perceptions of the assessment methods used in Business English courses also impact their attitudes. Traditional assessment methods, such as written exams and quizzes, were viewed less favorably compared to more dynamic and practical assessments like presentations, projects, and role-playing exercises. Statements such as "Assessments in this course accurately reflect my ability to use Business English" had mixed responses.

To align assessments with the practical nature of Business English, incorporating diverse and authentic assessment methods can be beneficial. Practical assessments, such as business

presentations, case study analyses, and collaborative projects, not only test students' language skills but also their ability to apply these skills in real-world scenarios.

2.7   Perceptions of Real-World Application

Students' perceptions of the real-world application of Business English significantly affect their attitudes. Those who see a clear link between what they learn in class and real-world business scenarios are more motivated and engaged. Statements like "I can apply what I learn in Business English to real business situations" received high ratings, indicating the importance of practical relevance.

To enhance the perceived real-world application of Business English, incorporating experiential learning opportunities such as internships, business simulations, and industry projects can be highly effective. These experiences allow students to apply their language skills in authentic contexts, reinforcing their learning and highlighting the practical benefits of Business English proficiency.

3.   Attitudes Towards Business English

The attitudes of EFL learners towards Business English are overwhelmingly positive, with an average rating of 4.13 (SD = 0.303). Statements such as "Business English is important for success in the international job market" and "I am interested in learning Business English" received the highest ratings (mean scores of 4.45 and 4.44, respectively) indicate strong agreement among students about the value and importance of Business English.

These findings indicate a strong appreciation for Business English and its perceived benefits for future career success. The high ratings suggest that students are not only aware of the importance of Business English but are also highly motivated to learn it. This positive attitude is critical for effective learning, as motivated students are more likely to engage with the material and achieve better outcomes. The findings align with Gardner's Socio-Educational Model, which emphasizes the role of motivation in second language acquisition.

3.1   No Significant Gender Differences in Attitudes

While significant differences were observed in perceptions, the analysis indicates no statistically significant differences in attitudes towards Business English between male and female students (T = 1.058, p = 0.293). Both male and female students share similarly positive attitudes, highlighting the universal importance of Business English across genders.

This finding suggests that despite different perceptions, the underlying appreciation and motivation to learn Business English are strong among all students. It underscores the necessity for inclusive educational strategies that cater to the needs of both male and female students.

3.2 Significant Differences in Attitudes by Academic Level

The T-test results also reveal significant differences in attitudes between undergraduate and Master's students (T = -3.115, p = 0.003), with Master's students showing more positive attitudes (mean score of 43.67) compared to undergraduates (mean score of 40.27).

This difference further emphasizes the growing recognition of Business English's importance at more advanced stages of academic and professional development. Master's students likely see the immediate relevance of Business English in their academic research, internships, and future job placements, driving their more positive attitudes.

3.3   Impact of Business English on Career Prospects

The survey responses highlight that students perceive Business English as a critical skill for enhancing their career prospects. A substantial proportion of respondents agreed with the statement that "Business English is necessary for job opportunities" (mean score of 4.25). This strong agreement underscores the importance students place on Business English in securing employment and advancing in their careers.

This perception is consistent with global trends, where proficiency in Business English is often seen as a key differentiator in the competitive job market. Employers increasingly seek candidates who can communicate effectively in English, particularly in multinational companies and industries that operate on a global scale. As such, the positive perception of Business English among Algerian students reflects a realistic understanding of the demands of the global job market.

3.4   Challenges in Learning Business English

Despite the overall positive perception, the data also reveals some challenges students face in learning Business English. Many respondents indicated difficulties with specific aspects of the language, such as specialized vocabulary and the application of business concepts in English. For instance, the statement "I find it challenging to understand business terminology in English" received a moderate agreement (mean score of 3.45).

These challenges highlight the need for targeted instructional strategies that address these specific difficulties. Educators should focus on developing students' vocabulary and practical language skills through immersive and interactive learning experiences. Additionally, integrating real-life business scenarios and case studies into the curriculum can help students better grasp the practical application of Business English.

4.   Influence of Previous Exposure to English

The analysis also considers the influence of students' previous exposure to English on their perceptions and attitudes. Students with a background of English-medium instruction or those who have participated in English language programs tend to have more positive perceptions and attitudes towards Business English. This group reported higher confidence levels in using Business English and greater enthusiasm for its practical applications.

This finding suggests that early and continued exposure to English can significantly impact students' proficiency and comfort with Business English. Therefore, fostering a strong foundation in English from an early stage, and providing opportunities for continuous practice, can enhance students' readiness for Business English courses in higher education.

5.   Impact of Instructional Methods

The findings also shed light on the impact of different instructional methods on students' perceptions and attitudes. Students reported more positive perceptions and attitudes towards Business English when courses incorporated interactive and participatory teaching methods, such as group discussions, role-playing, and business simulations. These methods were perceived as more engaging and effective in developing practical language skills compared to traditional lecture-based approaches.

This suggests that adopting more interactive and student-centered teaching methods can enhance students' learning experiences and outcomes in Business English courses. Educators should consider integrating a variety of instructional techniques that promote active learning and real-world application of language skills.

In addition to the previously mentioned points, the following aspects offer further depth to the discussion of findings regarding the attitudes and perceptions of Algerian university students towards Business English.

6. Perceived Relevance to Academic Success

The study indicates that students perceive a strong link between Business English proficiency and their overall academic success. Statements like   "Proficiency in Business English helps in understanding course materials" and "Business English skills are essential for academic presentations and reports" received high ratings, suggesting that students see Business English as integral to their academic performance beyond just business contexts.

This perception can be linked to the increasing use of English-language resources in higher education, including textbooks, research articles, and online materials. As English becomes more dominant in academic publishing, proficiency in Business English can facilitate access to a wider range of scholarly resources, enhancing students' academic performance and research capabilities.

7. Technology and Business English Learning

Another significant finding is the role of technology in learning Business English. Many students reported that digital tools and resources, such as online courses, language learning apps, and multimedia resources, positively influence their learning experience. Statements like "Online resources and apps make learning Business English more accessible" received considerable agreement.

The integration of technology in Business English education can enhance learning by providing interactive and flexible learning opportunities. Technologies such as language learning apps, online business simulations, and virtual exchanges can offer personalized learning experiences and practical language practice. This aligns with contemporary educational theories that emphasize the importance of digital literacy and the use of technology in modern education.

8.   Peer Influence and Collaborative Learning

The survey also highlights the positive impact of peer influence and collaborative learning on students' attitudes towards Business English. Many students agreed with statements like "Group projects and discussions help improve my Business English skills" and "Learning Business English with peers is motivating."

Collaborative learning environments can foster a sense of community and mutual support, which can enhance motivation and engagement. Group activities such as role-playing business scenarios, peer reviews, and collaborative projects can provide practical language

practice and encourage active learning. This finding supports social constructivist theories, which argue that learning is a social process and that peer interaction plays a crucial role in language acquisition.

9.   Self-Efficacy in Business English

Self-efficacy, or the belief in one's ability to succeed in specific situations, emerged as an important factor influencing students' attitudes towards Business English. Students with higher self-efficacy reported more positive attitudes and greater confidence in their ability to use Business English effectively. Statements such as "I feel confident in my Business English skills" received moderate to high ratings.

Enhancing students' self-efficacy can be achieved through incremental learning goals, positive feedback, and opportunities for success. Educators can boost self-efficacy by creating a supportive learning environment that emphasizes progress and achievement in Business English skills.

10. Professional Identity and Business English

The findings also suggest a link between students' professional identity and their attitudes towards Business English. Students who see themselves as future business professionals are more likely to value Business English. Statements like "Business English is essential for my professional identity" highlight this connection.

This underscores the importance of aligning Business English education with students' career aspirations and professional goals. Integrating career development activities, such as networking events, guest lectures from industry professionals, and internships, can reinforce the relevance of Business English to students' future careers.

11. Impact of Teaching Quality

Lastly, the quality of teaching significantly affects students' perceptions and attitudes towards Business English. Students reported more positive attitudes when they perceived their instructors as knowledgeable, engaging, and supportive. Statements like "My instructor makes Business English interesting and relevant" were strongly endorsed.

Investing in teacher training and professional development can enhance the quality of Business English instruction. Educators should be equipped with the latest pedagogical strategies and resources to effectively teach Business English and engage students.

12. Student Autonomy and Learning Strategies

The study also highlights the importance of student autonomy and personalized learning strategies. Students who reported using self-directed learning strategies, such as setting personal goals, seeking additional resources, and practicing outside of class, had more positive attitudes towards Business English. Statements like "I take responsibility for improving my Business English skills" were strongly endorsed by high-performing students.

Encouraging student autonomy through self-directed learning projects, independent research assignments, and personalized learning plans can foster a sense of ownership and responsibility. Educators can support this by providing guidance on effective learning strategies and offering resources that students can explore independently.

13. Teacher-Student Interaction

The quality of teacher-student interaction plays a crucial role in shaping students' attitudes and perceptions. Positive interactions, characterized by supportive feedback, personalized attention, and encouragement, were associated with higher motivation and better perceptions of the course. Statements like "My teacher provides helpful feedback on my Business English skills" received high ratings.

Building strong teacher-student relationships through regular feedback sessions, open communication channels, and personalized support can enhance students' learning experiences. Training teachers to provide constructive feedback and to adopt a supportive teaching approach can further improve student outcomes.

14. Influence of Peer Learning and Networking Opportunities

The study also found that opportunities for peer learning and professional networking positively influence students' perceptions of Business English. Participation in study groups, peer review sessions, and networking events with business professionals were highly valued by students. Statements such as "Networking events and interactions with business professionals enhance my learning" were positively rated.

Integrating peer learning and networking opportunities into the Business English curriculum can provide students with valuable insights and practical experience. Organizing events where students can interact with business professionals, participate in internships, and

engage in peer mentoring programs can enhance their understanding and appreciation of Business English.

Conclusion

The increased discussion of findings reveals several key factors influencing Algerian university students' attitudes and perceptions towards Business English. The perceived relevance of Business English to academic success, the role of technology, the impact of collaborative learning, cultural perceptions, self-efficacy, professional identity, teaching quality, curriculum materials, student autonomy, assessment methods, teacher-student interaction, peer learning, networking opportunities, and real-world application all play significant roles.

By addressing these insights and implementing the recommendations, educators can create a more effective and engaging Business English learning environment. This will better prepare students for the demands of the global business landscape, ensuring they are equipped with the necessary language skills to succeed.

General conclusion

This study highlighted the perceptions and attitudes of EFL learners towards business English in the faculty of economics at the University of Ouargla. Attitudes and perceptions play a great role in language acquisition. They are very powerful tool in terms of interest and motivation which are the fuel to advance in the learning process. In this research, we found out that the students of this department are aware of the importance of Business English, students have positive perceptions and attitudes towards learning business English .furthermore, and there is alliance between the curriculum and expectations of students from it.

The second chapter has highlighted the most important elements contributing EFL learners towards business English. These elements are Perceptions and attitudes, which are two psychological elements that influence human behavior and decision-making Perceptions and attitudes, can affect various aspects of human life, such as learning Business English. Moreover, we have defined the branch of Business English, and we have explained its beginnings as a variety of ESP. We have also highlighted the huge distinction that exists between General English and Business English and the business English learner.

In the third chapter, we analyzed the questionnaire items that show that Algerian university students in the Faculty of Economics, Management and Commerce have positive perceptions and attitudes towards Business English. Students recognize the importance of Business English for their academic and professional success, appreciate the practical skills it provides, and value the role of their teachers in facilitating their learning. Significant differences in perceptions based on gender and level of study highlight the need for customized teaching approaches to address diverse student needs.

General conclusion

In chapter four, we discuss the findings which revealed several key factors influencing Algerian university students' attitudes and perceptions towards Business English. The perceived relevance of Business English to academic success, the role of technology, the impact of collaborative learning, cultural perceptions, self-efficacy, professional identity, teaching quality, curriculum materials, student autonomy, assessment methods, teacher-student interaction, peer learning, networking opportunities, and real-world application all play significant role.

We stated in the recommendations that educators can create a more effective and engaging Business English learning environment. Also, it's very important to integrate students' needs and wants during the process of teaching to ensure a better preparation for the local business field demands and the global business landscape, ensuring they are equipped with the necessary language skills.

Further Research

This study has tried to cover perception and attitudes concerning EFL learners towards Business English in the department of Economics and Commerce .This study have limitations Due to the number of participants and also there was just one university which is Ouargla.

We recommend Involvement of other institutions and universities with similar groups of learners. This will give more reliability for the study. We also recommend investigating more aspects which involved in the process of teaching and learning such as: the curriculum of Business English, teachers training, Material developers and need analysis of Business English at work place. However, the findings of the present study may prove to be beneficial for English language teachers, curriculum developers and materials writers in other universities and institutions worldwide.

Finally, there is a growing need for teaching and learning English in Algeria , and ESP for different fields so it is very important to consider all the circumstances which contribute in the process of teaching and learning in order to provide an adequate environment for EFL learners to improve.

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APPENDICES

Appendices

Appendix A

1 of 6

Investigating perceptions and attitudes of EFL Learners towards ESP- Business English-Faculty of Economics, Business and Management Sciences

Thank you for your willingness to participate in this questionnaire.

This questionnaire is part of the requirements for a Master's Degree program in the English Department. Your thoughtful responses will be used for research purposes to contribute to our field's knowledge. Your responses will be kept strictly confidential and used solely for academic purposes.

Please read each question carefully and answer to the best of your ability. There are no right or wrong answers, and your honest feedback is valuable.

Thank you again for your time and participation.

* Indicates required question

Personal information

1. gender *

    Mark only one oval.

    ◯ Male

    ◯ Female

2. University *

    Check all that apply.

    ☐ University Kasdi Merbah Ouargla
    ☐ University of Ghardaia

3. Educational level *

Mark only one oval.

◯ Undergraduate studies

◯ Master

4. Age *

Mark only one oval.

◯ 18-24

◯ 24-35

◯ Over 35

5.   *

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-The BE course meets my expectations of what I will learn.	◯	◯	◯	◯	◯
2-A strong command of Business English is necessary for better job opportunities in my field.	◯	◯	◯	◯	◯
3-The BE course provides me with practical skills that I can use in a business setting.	◯	◯	◯	◯	◯
4-The BE course credits should be high.	◯	◯	◯	◯	◯
5-I believe BE should be a compulsory course.	◯	◯	◯	◯	◯
6-BE receives the same level of attention and	◯	◯	◯	◯	◯

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importance as other modules in my program.

7-The methods used to evaluate my learning in the BE course are fair and accurate.	◯	◯	◯	◯	◯
8-The amount of time allocated for the BE course is sufficient to achieve the learning objectives.	◯	◯	◯	◯	◯
9-My BE teacher involves me in discussions about the design and content of the BE course.	◯	◯	◯	◯	◯
10-I am satisfied with the way Business English is currently taught in my department.	◯	◯	◯	◯	◯
11-Business English is a very important subject for my	◯	◯	◯	◯	◯

university
program.

**12-Business
English is
important for
success in the
international
job market.**

  ◯   ◯   ◯   ◯   ◯

**13-I am
interested in
learning
Business
English.**

  ◯   ◯   ◯   ◯   ◯

**14-Business
English can be
challenging to
learn, but
rewarding.**

  ◯   ◯   ◯   ◯   ◯

**15-English is
becoming
increasingly
important in
the Algerian
workplace.**

  ◯   ◯   ◯   ◯   ◯

**16-While
English is
gaining
significance,
French remains
more important
in Algeria.**

  ◯   ◯   ◯   ◯   ◯

**17-I have taken
additional
Business
English training
outside of
university.**

  ◯   ◯   ◯   ◯   ◯

18-Learning Business English will enhance my communication skills.

◯ ◯ ◯ ◯ ◯

19-A strong foundation in Business English is necessary for my studies in Economics and Commerce.

◯ ◯ ◯ ◯ ◯

20-I believe my Business English teacher plays a key role in facilitating my learning and improving my level.

◯ ◯ ◯ ◯ ◯

Appendix B

وزارة التعليم العالي والبحث العلمي

جامعة غرداية

تصورات ومعتقدات متعلمي اللغة الانجليزية حول مقرر الانجليزية لأهداف خاصة (انجليزية أعمال)

الفئة المستهدفة: طلبة كلية العلوم الاقتصادية والتجارية وعلوم التسيير بجامعة قاصدي مرباح-ورقلة-

الجنس		ذكر		أنثى	
العمر	18-24		24-35		أكثر من 35
المستوى التعليمي		أدرس في مستوى الليسانس		أدرس في مستوى الماستر	

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	استبيان
					1- يتفق المقرر التعليمي للغة الانجليزية التقنية مع توقعاتي من دراسة الإنجليزية.
					2- إن التحكم الجيد في اللغة الانجليزية التقنية ضروري للحصول على فرص عمل أفضل في مجالي.
					3-يزودني المقرر التعليمي بالمهارات العملية التي يمكنني استخدامها في العمل.
					4--ينبغي أن يكون معامل مادة اللغة الإنجليزية في الجامعة أعلى.
					5-أعتقد بأن اللغة الانجليزية التقنية يجب أن تكون إجبارية في المقرر الدراسي.
					6-يحضى مقياس اللغة الانجليزية التقنية بنفس أهمية بقية المقاييس في المقرر الدراسي.
					7-إن آليات تقييم متعلمي اللغة الانجليزية التقنية منصفة ودقيقة.
					8-الوقت المتاح للغة الإنجليزية التقنية كاف لتحقيق الأهداف التعليمية.
					9-يشركنا أستاذ اللغة الانجليزية التقنية في نقاشات حول محتوى المقرر التعليمي
					10-أنا راض على الطريقة التي تدرس بها الانجليزية التقنية على مستوى قسمي.
					11-الانجليزية التقنية مادة مهمة جدا في برنامج جامعتي.
					12-الانجليزية التقنية مهمة للنجاح في مجال العمل على المستوى الدولي.
					13-أنا مهتم بتعلم اللغة الإنجليزية.
					14-قد يكون تعلم الانجليزية التقنية مليء بالتحديات ولكنه مفيد.
					15-تكسي الانجليزية منحى تصاعدي من حيث الأهمية في سوق العمل بالجزائر.
					16-في حين أن الانجليزية بدأت تأخذ مكانة، تبقى الفرنسية أكثر أهمية في سوق العمل بالجزائر.
					17-لقد قمت بتكوينات اضافية في اللغة الانجليزية التقنية خارج الجامعة
					18-تعلم اللغة الانجليزية التقنية سيدعم مهاراتي في التواصل.
					19-التكوين القوي في الانجليزية التقنية ضروري لدراستي في الاقتصاد والتجارة.
					20-أعتقد بأن أستاذ اللغة الانجليزية التقنية يلعب دور مهم في تسهيل تعلمي وتحسين مستواي.

Appendix C

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	42,5	42,5	42,5
	Female	50	57,5	57,5	100,0
	Total	87	100,0	100,0	
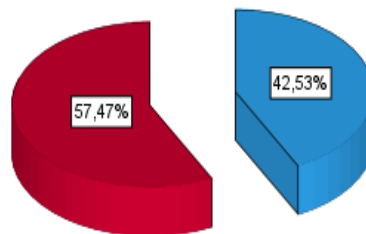
Gender

■ Male ■ Female

Educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate studies	59	67,8	67,8	67,8
	Master	28	32,2	32,2	100,0
	Total	87	100,0	100,0	

From the table, we notice that the largest percentage of undergraduate students was estimated at 67,8 □, while the proportion of Master's students was 32,2□, this is due to largest rate of undergraduate students at the univers

The corresponding form illustrates this

32,18%

67,82%
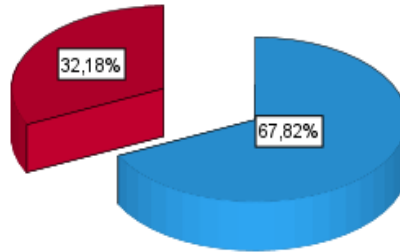
Educational level
- ⬛ Undergraduate studies
- ⬛ Master

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	from 18 to 24	65	74,7	74,7	74,7
	from 24 to 35	21	24,1	24,1	98,9
	from 35 and more	1	1,1	1,1	100,0
	Total	87	100,0	100,0	

From the table we notice that the largest proportion of the age group was 18 to 24 years and their proportion is estimated at 74‹7%, Then followed by the 24-35 age group,

their rate is estimated at 24,1 %, while the 35-year age group is estimated at 1.1%. This is a reference to the university's presumptive age of 18-24. The other ratios are that students graduate and complete their studies before.….

The corresponding form illustrates this:

Age
- from 18 to 24
- from 24 to 35
- from 35 and more
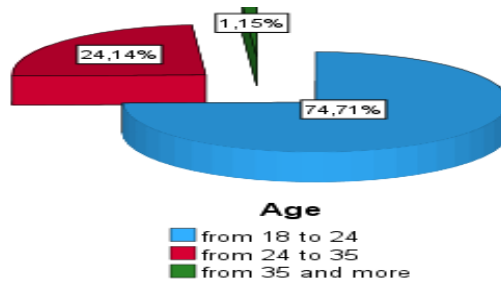
Test of the first hypotheses:

$$\text{Step} = \frac{\text{Largest Value - Lowest Value}}{\text{Number of areas}} = \frac{5-1}{5} = \frac{4}{5} = 0.80$$

Areas	Alternatives	Arithmetic Average Field
The first area	Strongly disagree	From 1 to 1.80
The second area	Disagree	From 1.81 to 2.61
The third area	Neutral	From 2.62 to 3.42
The fourth area	Agree	From 3.43 to 4.23
The fifth area	Strongly agree	From 4.24 to 5

$$\text{Step} = \frac{\text{Largest Value - Lowest Value}}{\text{Number of areas}} = \frac{5-1}{2} = \frac{4}{2} = 2$$

Arithmetic average concerning perceptions

The perceptions of EFL learners towards business English is negative.

This table shows the level of perceptions of EFL learners towards Business English

Number	Statement	mean average	standard deviation	Sample Direction	relative importance
01	the BE course meets my expectations of what I will learn.	3.48	0.988	agree	**69**.6

02	A strong command of Business English is necessary for better job opportunities in my field.	4.41	0.829	Strongly agree	**88**.2
03	The BE course provides me with practical skills that I can use in a business setting.	3.61	1.060	agree	**72**.2
04	The BE course credits should be high.	3.61	1.016	agree	**72**.2
05	I believe BE should be a compulsory course.	4.22	0.655	agree	**84**.4
06	BE receives the same level of attention and importance as other modules in my program.	3.63	1.024	agree	**72**.6
07	The methods used to evaluate my learning in the BE course are fair and accurate.	3.55	0.803	agree	**71**

From the table, we notice that the level of perceptions of EFL learners towards business English is positive by mean average 3.69 and standard deviation 0.34. We notice that the second most important phrase is the importance of a ratio equal to 82.2, followed by the first three fourth phrases at the end of the sixth, ninth, tenth of the importance of a ratio between (69.6 % - 84.4%) and the eighth phrase of a rate equal to 67.4 %.

Test of the second hypothesis:

H 0- there are no statistically significant differences in EFL learners' perceptions towards business English between male and female.

H 1- There are statistically significant differences in EFL learners' perceptions towards business English between male and female.

To test the zero hypothesis h0m, we use the T test for two independent samples (T test independence)

RESULTS:

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceptions	Male	37	38,216	4,4167	,7261
	Female	50	36,000	4,8445	,6851

In the table, we note that the average calculation of the male category is 38.21 with a standard deviation of 4.41, while the average calculation of the female category is 36.00 with a standard deviation of 4.84.

Independent Samples Test

		t-test for Equality of Means			
				Significance	
		t	df	One-Sided p	Two-Sided p
Perceptions	Equal variances assumed	2,189	85	,016	,031

From the table we note that the test value T = 2.189 with a kinetic score of 85 at an indicative level of sig = 0.031. It's smaller than the level of connotation 0.05. So, we reject the zero hypothesis h0 and accept the alternative hypothesis h1 which states that there is a fluorescent connotation in students' perceptions and this difference is for males.

Test of the fourth hypotheses:

The attitudes of EFL learners towards business English is positive.

This table shows the level of attitudes of EFL learners towards business English.

Number	Statement	mean average	standard deviation	Sample Direction	relative importance
11	Business English is a very important subject for my university program.	3.83	0.979	agree	76.6
12	Business English is important for success in the international job market.	4.45	0.832	Strongly agree	89
13	I am interested in learning Business English.	4.44	0.787	Strongly agree	88.8
14	Business English can be challenging to learn, but rewarding.	4.31	0.840	Strongly agree	86.2
15	English is becoming increasingly important in the Algerian workplace.	4.03	0.970	agree	80.6
16	While English is gaining significance, French remains more important in Algeria.	3.60	1.333	agree	72

17	I have taken additional Business English training outside of university.	3.79	0.954	agree	75.8
18	Learning Business English will enhance my communication skills. Objectives.	4.39	0.768	Strongly agree	87.8
19	A strong foundation in Business English is necessary for my studies in Economics and Commerce.	4.29	0.834	Strongly agree	85.8
20	I believe my Business English teacher plays a key role in facilitating my learning and improving my level.	4.24	0.876	Strongly agree	84.8
		4.13	0.303	positive	–

From the table, we notice that the level of perceptions of EFL learners towards business English is positive by mean average 4.13 and standard deviation 0.303. we notice that

Test of the fifth hypothesis:

H 0- there are no statistically significant differences in EFL learners' attitudes towards business English between male and female.

H 1- There are statistically significant differences in EFL learners' attitudes towards business English between male and female.

To test the zero hypothesis h0m, we use the T test for two independent samples (T test independence)

RESULTS:

Group Statistics

|	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Male	37	42,027	5,7178	,9400
	Female	50	40,880	4,3968	,6218

In the table, we note that the average calculation of the male gender is 42.02 with a standard deviation of 5.71, while the average calculation of the female category is 40.880 with a standard deviation of 4.39.

Independent Samples Test

		t-test for Equality of Means			
				Significance	
		t	df	One-Sided p	Two-Sided p
Attitudes	Equal variances assumed	1,058	85	,147	,293

From the table we note that the test value T = 1.058 with a kinetic score of 85 at an indicative level of sig = 0.293. It's bigger than the level of connotation   0.05. So, we accept the zero hypothesis which states that there are no statistically significant differences in EFL learners' attitudes towards business English between male and female.

The corresponding form shows this:
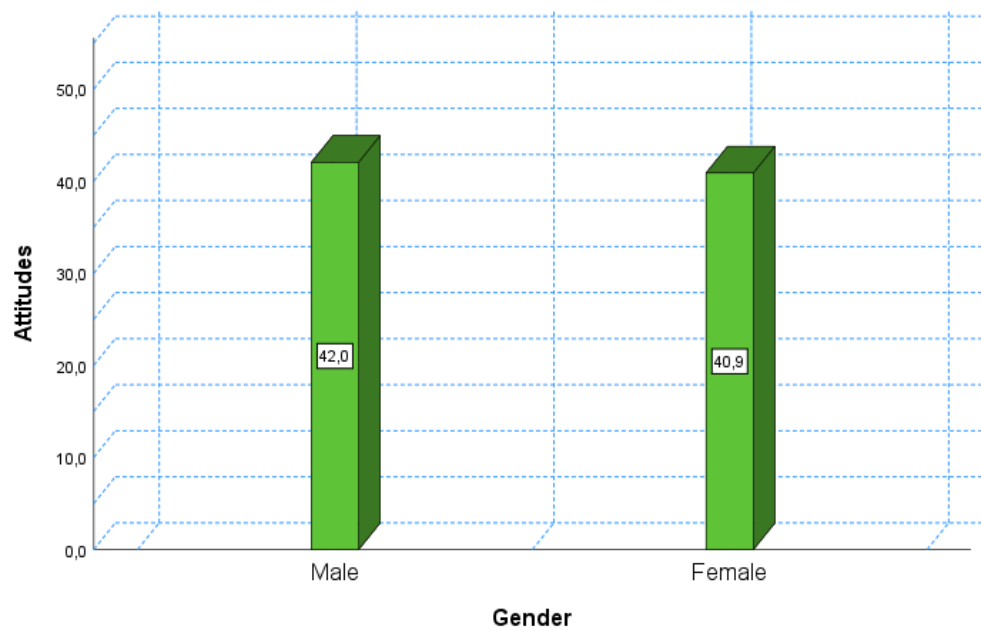
Test of the sixth hypothesis:

H 0- There are no statistically significant differences in EFL learners' attitudes towards business English between undergraduate and Master's learners.

H 1- There are statistically significant differences in EFL learners' attitudes towards business between undergraduate and Master's learners.

To test the zero hypothesis h0, we use the T test for two independent samples (T test independence)

RESULTS:

Group Statistics

|	Educational level	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Undergraduate studies	59	40,271	5,0098	,6522
	Master	28	43,679	4,1992	,7936

In the table, we note that the average calculation of the undergraduate learners is 40.27 with a standard deviation of 5.00, while the average calculation of the Master learners is 43.67 with a standard deviation of 4.19

Independent Samples Test

		t-test for Equality of Means			
				Significance	
		t	df	One-Sided p	Two-Sided p
Attitudes	Equal variances assumed	-3,115	85	,001	,003

From the table we note that the test value T = -3.115 with a kinetic score of 85 at an indicative level of sig = 0.003. It's smaller than the level of connotation 0.05. So, we reject the zero hypothesis h0 and accept the alternative hypothesis h1 which states that there is a fluorescent connotation in students' perceptions and this difference is for master students.

The corresponding form shows this:
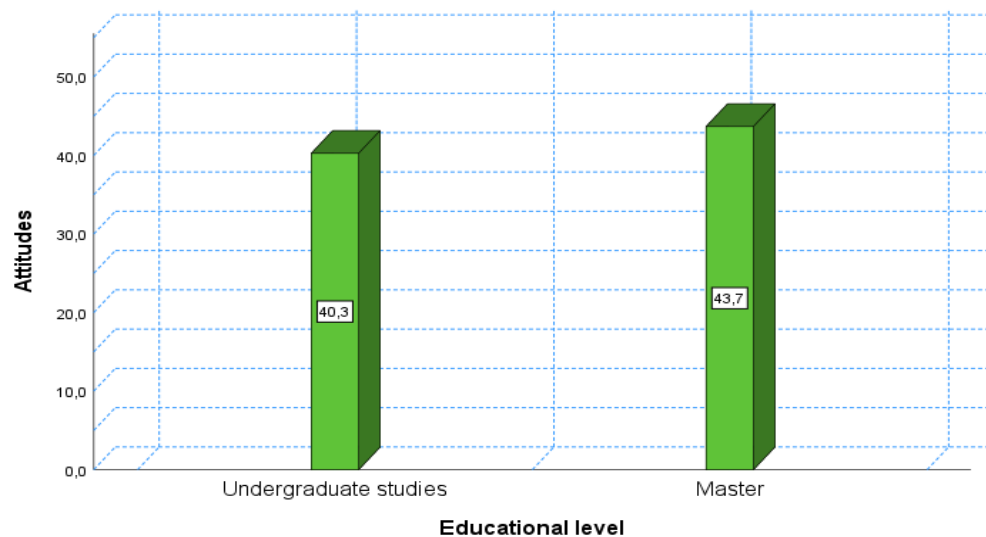
الملخص

أصبحت اللغة الانكليزية لغة عالمية ووسيلة للاتصال الدولي. إنها لغة مهمة في المجال التعليمي والوظائف المهنية المستقبلية. ومع ذلك، فان اللغة الإنجليزية تطورت لتصبح اللغة العالمية لمجال الأعمال. اللغة الإنجليزية لأغراض محددة (ESP) هي بطبيعتها موضوع يركز على المتعلم. إن تصورات المتعلمين ومواقفهم هي المحددات الأساسية لنتائج التعلم لطلاب ESP. يوضح هذا البحث التمييز بين اللغة الإنجليزية العامة و الانجليزية لأهداف خاصة و الذي يركز على فهم احتياجات المتعلمين. يجري هذا البحث دراسة مختلطة الأساليب لـ 87 طالبًا في إدارة الأعمال والاقتصاد والتجارة بهدف صياغة استراتيجيات لتحسين برامج اللغة الإنجليزية للأعمال لتعزيز قابلية الطلاب للتوظيف. تم جمع تصورات المشاركين ومواقفهم بشأن أهمية انجليزية الاعمال في إعدادهم لدراستهم الأكاديمية وسوق العمل، إلى جانب التقييم الذاتي لاحتياجاتهم اللغوية. تشير النتائج إلى أن طلاب الجامعات في الإدارة والتجارة على دراية تامة باحتياجاتهم اللغوية ويمكنهم اتخاذ قرارات بشأن المهارات اللغوية الخاصة اللازمة لنجاحهم في الدراسة الأكاديمية وسوق العمل. تظهر النتائج أيضًا أن الطلاب لديهم مواقف إيجابية للغاية تجاه انجليزية الاعمال ويعتقدون أن النجاح في الدراسة والوظيفة يعتمد على توفير اللغة الإنجليزية للأعمال على المستوى الجامعي.

الكلمات المفتاحية: *اللغة الإنجليزية لأغراض محددة، التصورات ، المواقف، انجليزية الأعمال، المهن، جامعة ورقلة.*