



04/06/2025 البويرة

نصريح شرفي

خاصة بالالتزام بقواعد النزاهة العلمية

(طبقاً لقرار المرسوم رقم 1028 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ويحكم عليها).

أنا المعضي أسفله،

الطالب (ة): نور الدين بن عبد الحميد رقم التسجيل: 202033017110

المحمل (ة) لبطاقة التعرف الوطنية رقم 406267987 والصادرة بتاريخ: 2023.07.01  
المسجل بكلية الآداب واللغات / قسم اللغة الإنجليزية

تخصص: التعليمية واللغات التطبيقية

والمكلف (ة) بالإنجاز مذكرة ماستر الموسومة بـ:

*Enhancing Linguistic Precision for Tailored Teaching Strategies in Economic English*

أصبح بشري في أن التزم بمراعاة المعايير العلمية والمنهجية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه، وفق ما ينص عليه القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 م.

رأي الإدارة بعد التدقيق

نسبة الانتحال والتسابق: 05,08%

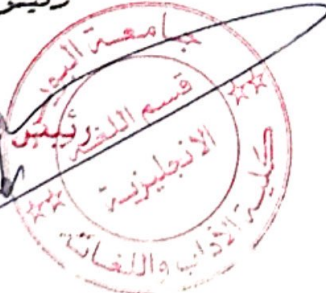
القرار:

☐ غير مقبول

☒ مقبول

رئيس القسم

قسم اللغة الإنجليزية  
عثماني الهام



البويرة في 04/06/2020

نصيرع شرفي

خاص بالالتزام بقواعد النزاهة العلمية

(طبقاً للقرار الوزاري رقم 1028 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من الشقة العلمية ومكافحتها).

أنا المضي أسفله.

الطالب (ة): م. زووي، كمال رقم التسجيل: 192033026632

المحمل (ة): بطاقة التعرف الوطنية رقم 101222896 والصادرة بتاريخ: 04/01/2021  
المسجل بكلية الآداب واللغات / قسم اللغة الإنجليزية

تخصص: اللغويات والفكر الحضاري

والمكلفة (ة) بإختار مذكرة ماستر الموسومة بـ:

Enhancing Linguistic Precision for Tailored Teaching Strategies for Economic English.

أصبح بشري أن ألتزم بمراعاة المعايير العلمية والمنهجية والنزاهة الأكاديمية المطلوبة في إختار  
البحث المذكور أعلاه، وفق ما ينص عليه القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 م.

رأيت الإدارة بعد التدقيق

نسبة الانتعاش والنسابة: 65%

القرار:

☐ غير مقبول

☒ مقبول



رئيس القسم  
الانجليزية  
عشمانني إلهام





Année universitaire : 2024 / 2025.

## Autorisation de Dépôt de Mémoire de Master

Je soussigné (e) M. : Senhadji Nassera

Grade : MAÎTRE DE CONFÉRENCE A

Département : Anglais / Faculté : des Lettres et Langues

Déclare avoir encadré les étudiant(e)s,

Nom: Merzouk	Nom : Farhi
Prénom : Kamel	Prénom : Yanis Massinissa
Spécialité : Didactics and Applied Languages	

Dans le cadre de la préparation d'un *Master en Didactics and Applied Languages* ; dont l'intitulé est:

*Enhancing Linguistic Precision for Tailored Teaching Strategies for Economic English.....*

.....  
.....

Et autorise ☒ n'autorise pas

Les candidates susnommée(s) à soutenir leur mémoire devant un jury.

Eclaircissements dans le cas de non autorisation :

.....  
.....  
.....

Fait à Bouira, le 3/6/2025

Signature de l'encadrant

*Contrad*



# Detectia

Université BOUIRA

ID: bbk1gg-191956



## Certificat d'analyse de la similarité textuelle

- Nom du document: FARHI YANIS MASSINISSA AND KAMEL MERZOUK THESIS.pdf
- Soumis par: BOUDALIA Rachida (Enseignant)
- Date de soumission: 2025-06-02



Taux global de similarité

- 5.0% Similarité Forte
- 0.0% Exclu manuellement



Nombre de sources

112 sources internet  
38 sources Thèses-Algérie  
0 sources dépôt privé



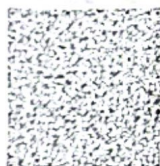
Passages surlignés

15464 mots  
114821 caractères  
0.1% de citations

Ce document est un certificat et résumé d'analyse et de détection de similarité textuelle qui peut être utilisé pour l'établissement d'un rapport de plagiat. Il revient à l'examineur, l'encadrant ou bien au comité déontologique de l'université ou de l'école d'émettre un avis quant au statut de plagiat du document analysé.

• Consultez l'arrêté N° 1082 du 27 Décembre 2020 fixant les règles relatives à la prévention et la lutte contre le plagiat pour en savoir plus concernant ce qui est considéré comme étant un acte de plagiat, les procédures ainsi que les sanctions.

Signature d'intégrité



Cachet et Signature

**Ministry of Higher Education and Scientific Research University of Akli Mouhand Oulhadj, Bouira  
Faculty of Letters and Foreign Languages Department of English Language and Literature**



**Enhancing Linguistic Precision for  
Tailored Teaching Strategies in Economic  
English**



**A Thesis Submitted to the Department of English Language and Literature – University  
of Bouira – in Partial Fulfillment for the Requirement of Master's Degree in Didactics  
and Applied Languages**

**Candidates**

**. Merzouk Kamel**

**. Farhi Yanis Massinissa**

**Supervisor**

**. Dr. Sanhadji Nassera**

**Board of Examiners**

<b>Mrs. Chaima Kacimi</b>	<b>MAA</b>	<b>University of Bouira</b>	<b>President</b>
<b>Dr. Sanhadji Nassera</b>	<b>MCA</b>	<b>University of Bouira</b>	<b>Supervisor</b>
<b>Mrs. Messaoudi Nadia</b>	<b>MBA</b>	<b>University of Bouira</b>	<b>Examiner</b>

**Academic Year**

**2024/2025**

## **Acknowledgment**

First and foremost, we thank Almighty Allah for granting us the strength, patience, and capacity to accomplish this work. This research would not have come to light without the help and support of many individuals.

We would like to express our deepest gratitude and sincere thanks to our dear supervisor, Dr. Sanhadji Nassira, for her invaluable guidance, kindness, patience, wise advice, and continuous encouragement throughout this journey.

Our heartfelt appreciation also goes to the esteemed jury members, Mrs. Chaima KACIMI and Mrs. Nadia MESSAOUDI for accepting to review and evaluate our work. Special thanks and profound gratitude go to our beloved family members for their unconditional love, unwavering support, and countless sacrifices. Their encouragement has been a constant source of strength.

We are also truly thankful to Dr.Fathia KERROUM, Mrs. Soraya BENOUMLGHAR, and Mrs.Hizia CHENANE for their guidance, support, and kindness throughout this long journey Our sincere appreciation extends to the Master 1 students who participated in this research and generously shared their time, opinions, and perspectives.

Finally, We are deeply grateful to everyone who believed in us and contributed in any way to the completion of this work.

## **Dedication**

This dissertation is dedicated to:

Ourselves

Our families

Those who believe in us

## **Abstract**

This thesis explores the challenges and pedagogical implications of teaching Economic English to Master 1 students of International Commerce at the University of Bouira, Algeria. Within a multilingual educational context—where Arabic and Tamazight are native languages and French serves as a secondary medium—students face unique difficulties in acquiring the specialized discourse of economics. This language layering complicates the mastery of economic terminology, grammar, and discourse coherence. The study examines how inconsistent instruction—marked by irregular grammar and fragmented vocabulary—affects learners' comprehension and application of economic concepts. A mixed-methods approach, incorporating student surveys and qualitative analysis, is used to identify instructional gaps and evaluate pedagogical models. The research also compares global best practices, drawing on frameworks from the British Council and OECD, to identify adaptable strategies for the Algerian context. The theoretical foundation includes Communicative Language Teaching, the Lexical Approach, and corpus-based learning. Results highlight a lack of national curricular coherence in Algeria's ESP framework, weak interdisciplinary collaboration, limited digital integration, and reliance on traditional assessments that neglect communicative competence and genre awareness. The thesis recommends a modular national curriculum with clearly defined linguistic goals, domain-specific content, genre-based tasks, and task based assessments. It further calls for interdisciplinary teacher training and the use of digital tools to foster autonomous learning. This work contributes to broader discussions on language policy, curriculum innovation, and instructional reform in multilingual settings.

### **Keywords:**

- **Multilingualism**
- **ESP (English for Specific Purposes)**
- **Pedagogy**
- **Terminology**
- **Curriculum Reform**



## Résumé

Cette thèse explore les défis et les implications pédagogiques liés à l'enseignement de l'anglais économique aux étudiants de Master 1 en Commerce International à l'Université de Bouira, en Algérie. Dans un contexte éducatif multilingue — où l'arabe et le tamazight sont les langues maternelles et le français sert de langue seconde — les étudiants rencontrent des difficultés particulières dans l'acquisition du discours spécialisé en économie. Cette superposition linguistique complique la maîtrise de la terminologie économique, de grammaire et de la cohérence discursive. L'étude examine comment un enseignement incohérent — marqué par une grammaire irrégulière et un vocabulaire fragmenté — affecte la compréhension et l'application des concepts économiques par les apprenants. Une approche méthodologique mixte, combinant des enquêtes auprès des étudiants et une analyse qualitative, est utilisée pour identifier les lacunes pédagogiques et évaluer les modèles d'enseignement. La recherche compare également les meilleures pratiques internationales, en s'appuyant sur les cadres du British Council et de l'OCDE, afin d'identifier des stratégies adaptables au contexte algérien. La base théorique s'appuie sur l'approche communicative de l'enseignement des langues, l'approche lexicale et l'apprentissage fondé sur les corpus. Les résultats mettent en évidence un manque de cohérence curriculaire au niveau national dans le cadre de l'anglais sur objectifs spécifiques (ESP) en Algérie, une faible collaboration interdisciplinaire, une intégration numérique limitée, ainsi qu'une dépendance aux évaluations traditionnelles qui négligent la compétence communicative et la conscience des genres discursifs. La thèse recommande un programme national modulaire avec des objectifs linguistiques clairement définis, un contenu spécifique au domaine, des tâches basées sur les genres et des évaluations axées sur les tâches. Elle appelle également à une formation interdisciplinaire des enseignants et à l'utilisation d'outils numériques pour encourager l'apprentissage autonome. Ce travail contribue aux débats plus larges sur la politique linguistique, l'innovation curriculaire et la réforme pédagogique dans les contextes multilingues.

## **List of Abbreviations**

ESP – English for Specific Purposes

CLT – Communicative Language Teaching

OECD – Organisation for Economic Co-operation and Development

ELT – English Language Teaching

EAP – English for Academic Purposes AI – Artificial Intelligence

MA – Master of Arts (used in citations)

TESOL – Teaching English to Speakers of Other Languages

## List of figures

Figure 1: Students Native Language .....	20
Figure 2: Students Level of English .....	21
Figure 3: Participants' Prior Exposure to Economic English Before Entering the Program .....	21
Figure 4: Frequency of English Usage in Academic Studies .....	22
Figure 5: Main Challenges Faced When Studying Economic English .....	22
Figure 6: Preferred Methods for Learning New Economic Terms .....	23
Figure 7: Perceptions of Specialized Terminology in Economic English .....	23
Figure 8: Comfort Level with Reading and Understanding Economic Research Papers in English.....	24
Figure 9: Effectiveness of Teaching Strategies in Learning Economic English .....	25
Figure 10: Need for Adapting Teaching Strategies to Varying English Proficiency Levels.....	25
Figure 11: Impact of Specific Methods on Economic English Learning Outcomes .....	26
Figure 12: Desired Support Mechanisms for Improving Economic English Proficiency.....	27
Figure 13: Perceived Benefits of a Structured Framework for Learning Economic English.....	27
Figure 14: Importance of Linguistic Consistency in Understanding and Communicating Economic Concepts .....	28

## Table of Content

Acknowledgment.....	I
Dedication.....	II
Abstract.....	III
Résumé.....	IV
List of Abbreviation.....	V
Table of Figures.....	VI
Table of Content.....	VII
I. General Introduction.....	1
1.1 Introduction.....	2
1.2 Significance and purpose of research.....	3
1.3 Thesis statement.....	4
1.4 Research questions.....	5
1.5 Research hypothesis.....	5
1.6.1 Research design.....	6
1.6.2 Data collection tool.....	6
1.6.3 Population.....	6
II. Chapter One: Literature Review.....	7
2.1 Litterateur Review.....	8
2.2.1 Principles and Applications of CLT.....	9
2.2.1 What is Linguistic Precision in Economic English?.....	9
2.2.3 Explaining How Effective Communication Works in Economic English.....	10
2.2.4 The Commutative Approach is On The Rise in ESP.....	11
2.2.5 Essential Concepts in Economic English.....	11
2.2.6 CLT Used in Economic English Classrooms.....	12
2.2.7 How CLT Helps Economic English Learners.....	12
2.3 Addressing Concerns: Finding the Right Balance between Fluency and Accuracy.....	13
2.4.1 With the Lexical Approach, students concentrate on developing vocabulary and learning sets of economic words.....	14
2.4.2 How important the theory is in the language of economics?.....	15
2.4.3 Improving Linguistic Consistency by Having a Good Vocabulary.....	15
2.4.4 How Economic English can be Used in Teaching.....	16
2.4.5 Merging with Additional Methods.....	17
III. Chapter Two: Data Analysis and Discussion.....	19
3.1 Economic English Questionnaire Report.....	20

3.2.1 Observations and Interpretation.....	28
3.2.2 The Ideal and the Actual for Learner Autonomy.....	29
3.3.1 Key Teaching Challenges in Algeria.....	30
3.3.2 Learner Autonomy and Curriculum Limitations.....	30
3.3.3 The Role of Culture and the System.....	31
3.3.4 Recommendations for Improvements.....	32
IV. Chapter Three: Comparative Insights and Pedagogical Implications.....	35
4.1.1 Case Studies: Tunisia and Indonesia.....	35
4.1.2 Indonesia: Content and Language Integrated Learning and Collaboration.....	37
4.1.3 Broader Implications and Further Proof for Algeria.....	38
4.2.1 International Approaches to Economic English Instruction.....	39
4.2.2 The British Council's approach to teaching is called Task-Based Communicative Approach.....	40
4.2.3 The OECD's Guide for Needs-Based Teaching for Economists and Policymakers....	40
4.2.4 Comparative Implications for Economic English Pedagogy.....	41
4.3 Comparative Pedagogical Models and Curriculum Design.....	41
4.4 Digital Tools and Assessment Practices in ESP.....	43
4.5 Conclusion: Global Lessons for Local Action.....	44
4.6.1 Synthesis and Pedagogical Implication.....	46
4.6.2 How Important Is It to Use a Consistent Language in Specialized Learning.....	46
4.6.3 Theoretical Integration.....	47
4.6.4 Empirical Insights and Learners' Realities.....	47
4.6.5 Final Synthesis, Conclusion and Prospects for Future Research.....	48
General Conclusion.....	49
Pedagogical Implications.....	50
Research Limitations.....	50
References.....	52
Appendices.....	56



# **I. General Introduction**

## 1.1 Introduction

Today, in fields that use specialized words such as economics, maintaining proper and accurate language is essential, not just for teaching. Because it is used to describe technical subjects, economic English requires a high level of accuracy in language. Due to its specifics, Economic English is a tough area for both learners and teachers in places where English is not the first language such as Algeria. Such conditions often cause people to misunderstand each other, misinterpret things and perform poorly in school.

Like numerous other universities around the world, the Department of Economics at the University of Bouira is dealing with these problems head-on. Despite English being recognized everywhere as the main language of economics and worldwide trade, students often find it hard because they do not get enough exposure, have a small vocabulary and the methods used to teach the subject vary. The use of complicated economic terms, along with the way economic language is written and spoken, greatly hinders students from understanding and expressing themselves. As a result, this research is both important and necessary for dealing with these ongoing educational challenges.

The main aim of this study is to examine the important connection between using the same terms and students learning, remembering and using economic knowledge effectively. This research is aimed at Master 1 students in International Commerce at the University of Bouira, as English is often their third language. +

The study wants to point out that a well- structured and targeted approach to Economic English language teaching matters for students' academic performance.

The research relies on both theory and facts to assess how coherent language is in the department and suggests ways to make it better. The framework considers ideas from Communicative Language Teaching (CLT), the Lexical Approach and needs-based instruction to explain how targeted changes can result in better learning outcomes for students. Specific attention will be paid to how teaching certain topics with care for language, genres and context can help students learn a subject area.

A key hypothesis in the study is that activities that help students use the language correctly are connected to their academic performance. It suggests that when learning is adapted to the special language needs of economics, students show better understanding, remember things longer and produce more coherent work. By using an organized approach, this research aims to give useful information that will help the department of Economics at the University of Bouira and also shape changes in ESP (English for Specific Purposes) in Algerian universities. As a result, this introduction paves the way for a further discussion on how language acts as a barrier to academic achievement in economics and how teachers can be enabled to adopt language-sensitive and situationally appropriate teaching methods.

### **1.2 Significance and purpose of research**

At the University of Bouira's Department of Economics, the teaching and learning of Economic English face significant challenges due to a lack of consistency in language instruction. Students frequently encounter economic terminology that varies in meaning and usage depending on the instructor or teaching materials. This linguistic inconsistency hinders students' ability to fully comprehend economic content and develop a cohesive understanding of core concepts.

The issue is compounded by the multilingual backgrounds of students—many of whom speak Arabic or French as their first language and are learning English as a third language. These diverse linguistic foundations lead to varying levels of English proficiency, making it difficult for students to collectively engage with specialized economic content. Furthermore, the inherent complexity of economic English—characterized by abstract vocabulary, discipline-specific expressions, and complex sentence structures—adds an additional layer of difficulty.

Without a standardized and structured instructional framework, Economic English courses may lack coherence and fail to bridge the gap between general English proficiency and the specialized language required in economics. The absence of a unified teaching approach exacerbates the problem, as instructors often resort to individual, uncoordinated strategies that contribute to fragmented learning experiences and limit the effectiveness of language instruction for economic purposes.

In response, this research seeks to investigate the root causes of linguistic inconsistency in Economic English instruction and to propose sustainable solutions aimed at enhancing language cohesion. The ultimate goal is to foster clearer communication, deeper conceptual understanding, and improved academic performance among students in the Department of Economics. By identifying and addressing specific linguistic barriers—such as inconsistent terminology, inappropriate register, and structural difficulties—the study aims to inform the development of more effective teaching practices.

More specifically, the research will assess students' abilities to understand and apply the specialized language of economics. It will evaluate their grasp of terminology, grammar, and the organizational patterns typical of economic discourse. Attention will be given to the multilingual profiles of students, considering how their linguistic backgrounds, prior English exposure, and learning experiences influence their performance.

The central aim is to design and implement evidence-based teaching strategies tailored to the needs of economics students. These strategies will go beyond general English instruction by integrating language learning with economic content. The study will involve the development, application, and assessment of targeted approaches—such as task-based language instruction, lexical-focused activities, and genre-specific materials—that support both linguistic accuracy and critical thinking.

Student and teacher feedback will be collected through surveys, interviews, and classroom observations, using both qualitative and quantitative methods. This stakeholder input will ensure that the instructional model is pedagogically sound and responsive to the real experiences and needs of those involved.

In summary, this research aims to construct a specialized instructional model for Economic English that reflects the linguistic demands of the discipline and is tailored to the multilingual context of the University of Bouira. By improving students' language competence, the study seeks to enhance their academic outcomes and better prepare them for careers that require proficient communication in economics.

### **1.3 Thesis statement**

This study argues that by integrating principles of linguistic consistency derived from wide area measurement systems and high-performance computing applications, tailored teaching strategies in economic English can be refined to improve student comprehension and academic performance.

### **1.4 Research questions**

Throughout this research we will attempt to investigate the exposure role of constancy and how well they acquire specialized jargon. We raise the following questions:

1. How can teaching strategies be adapted to match the varying English language abilities of students studying international commerce at the University of Bouira?
2. What language difficulties do students face when learning economic concepts in English, and how can we help them overcome these challenges?
3. Do tailored teaching methods aimed at improving language consistency in economic English lead to better understanding and grades among students at the University of Bouira?

### **1.5 Research hypothesis**

The present study is grounded in the hypothesis that teaching strategies emphasizing linguistic consistency significantly enhance learners' comprehension, retention, and communicative competence in Economic English. Furthermore, the implementation of tailored English for Specific Purposes (ESP) instruction is posited to positively influence both learner motivation and academic achievement within the domain of economic studies. Together, these propositions form the conceptual foundation of this research, suggesting that a structured and consistent pedagogical framework in Economic English instruction can yield measurable and meaningful improvements in student learning outcomes.

### **1.6 Research methodology**



## **General Introduction**

---

We opted for the blended approach since the research approach is best suited for our study. It supports both quantitative measurements and qualitative descriptions of variables.

### **1.6.1 Research design**

We have chosen quasi- experiment as our research design

### **1.6.2 Data collection tool**

Data from students' surveys will be collected to address the study questions. We will be using a questionnaire as it has many benefits such as anonymity and privacy, flexibility, being time efficient, and providing quantifiable data for easy ordering.

### **1.6.3 Population**

In order to obtain the necessary information, we will be mainly working with Master 1 students economy students of the Bouira center university specifically international commerce as they have the most experience.

# **II. ChapterOne:**

## **Literature Review**

## 2.1 Literature Review

At the core of the discussion about how to teach Economic English effectively is a long-running and complex debate about how to balance language accuracy with the ability to communicate well. This issue is especially important in English for Specific Purposes (ESP), where students not only need to understand specific economic terms but also know how to use them in real-life situations. Johnson (1995) explains this clearly, saying that being good at Economic English means more than just using the correct forms—it also means being able to speak and write fluently and take part in real-world economic discussions. In other words, language skills should go beyond grammar to include the ability to use language naturally and clearly in different contexts. This balanced view shows that students need to both understand and share information accurately, and also be able to interact with others and create meaning.

On one side, economic language is full of technical terms, special grammar patterns, and abstract ideas, all of which require a high level of accuracy. Without this, students might misunderstand key points or explain ideas in a way that leads to confusion, which can be a serious problem in economics. On the other side, students also need to work well in active situations like discussions, presentations, negotiations, and writing tasks—where being able to express their thoughts clearly, persuasively, and in the right way for the situation is just as important (Basturkmen, 2010; Hyland, 2007). Because of this, teachers have the important task of creating lessons that help students build both types of skills. Focusing too much on grammar and accuracy might lead to students who can repeat definitions but can't use them in real conversations. On the other hand, focusing only on communication might not help students learn how to explain detailed economic ideas correctly.

The most effective teaching approach combines both: it helps students learn proper language use while also giving them real tasks and practice that match the kinds of communication they'll need in academic or professional economics settings (Airey, 2012; Dudley-Evans & St John, 1998). The challenge of balancing accuracy and fluency isn't a clear-cut choice between two options—it's more like a range that students need to move

along as they grow. Helping them develop both core skills and advanced abilities means teachers must support both needs: knowing the correct language and using it naturally, while also thinking critically and communicating effectively in the wider economic field.

### **2.2.1 Principles and Applications of CLT**

One of the biggest challenges in language teaching today is deciding what to prioritize: perfect grammar or effective communication. In many areas of English for Specific Purposes (ESP), like Economic English, getting every grammar rule right may not be as useful as helping students express their ideas clearly and confidently. Communicative Language Teaching (CLT) has shifted the focus from just correcting grammar to supporting students in using language to communicate meaningfully (Thornbury, 2017). The idea is simple— language is meant for communication, and helping learners participate in real conversations is often more valuable than focusing only on avoiding small mistakes.

In the context of Economic English, this means putting more emphasis on the specific language skills needed to present ideas, explain data, persuade others, and analyze economic topics in real-life situations. The goal is to prepare students for the kinds of communication they'll actually face in academic or professional environments. Brown (2014) supports this by encouraging teachers to include real- world tasks in their lessons.

For example, students might engage in debates on current economic issues, explore real case studies, or work together to solve business-related problems. These kinds of activities reflect how language is used in the real world—actively, purposefully, and often under pressure. While this approach may lead to occasional grammar mistakes, it encourages deeper learning. Students get the chance to experiment with language, build confidence, and develop practical communication skills. Instead of just knowing the rules, they learn how to apply them in meaningful ways.

In the long run, this helps learners become more fluent and capable users of Economic English, which is far more valuable in professional or academic settings than just being grammatically perfect.

### **2.2.2 What is Linguistic Precision in Economic English?**

Even though the communicative approach is valuable, teaching Economic English always requires attention to language accuracy. In this area, being precise with language includes using the right terms, grammar that fits the situation and the usual order of arguments found in economic writing (Nwogu, 1997; Bhatia, 1993). Such terms as "liquidity," "monetary easing," and "inflationary pressure" do not mean the same as their common or everyday uses. Furthermore, using the passive in economic discourse and including "if" statements in forecasts help achieve certain goals in economic writing. Making mistakes in these areas may result in misunderstanding data, making wrong conclusions or losing credibility, especially when you need to be clear and correct at work or in school. As a result, using language accurately is necessary for taking part successfully in economic talks.

### **2.2.3 Explaining How Effective Communication Works in Economic English**

In contrast, communicative effectiveness refers to a learner's ability to express ideas clearly, confidently, and appropriately in a specific situation. It's not just about having the right words—it's about knowing how to use them to fit the context.

In Economic English, this means being able to present arguments, discuss financial issues, write professional documents, and understand complex materials like reports or academic texts (Guffey & Loewy, 2019). Someone is considered communicative effective when they can adjust their language based on who they are talking to, why they are talking, and how formal the situation is. For example, the tone and vocabulary used in a research paper will be very different from those used in a team meeting or a business pitch. Being able to switch between these styles smoothly is a key part of successful communication in economics.

Importantly, the balance between being precise and being effective can shift depending on different factors. These include the learner's personal goals (like passing an exam or succeeding in a job interview), their current language level, and the type of communication they are engaged in. Writing policy briefs or journal articles requires a high level of precision to avoid misunderstandings, especially when dealing with numbers or policy terms. On the other hand, in business negotiations or debates, the focus might be more on speaking persuasively and getting ideas across quickly and clearly. Because



learners' goals and situations are always evolving, teaching methods must also remain flexible. Teachers need to adapt their strategies to help students develop both accuracy and fluency, depending in what they need most at that stage of learning. A well-balanced and responsive approach gives learners the tools to succeed in both academic and professional environments.

#### **2.2.4 The Communicative Approach is On the Rise in ESP**

Because grammar-centered instruction has its limits, more English for Specific Purposes (ESP) courses—including Economic English—are now turning to the communicative approach. Scholars like Littlewood (1981) and Savignon (2002) support this shift, suggesting that meaningful interaction and the sharing of ideas should be at the heart of language learning.

Instead of focusing only on getting grammar rules right, this method encourages students to actively use the language to express themselves and understand others. In this kind of learning environment, students don't just memorize rules or translate sentences. They learn through doing—by communicating, discussing, and solving problems with others. For students of economics, this could include reading and analyzing case studies, exploring real economic news articles, or taking part in role-play activities like simulating a business negotiation or a policy debate.

These types of tasks are not only more engaging but also more useful, as they reflect the kinds of situations students are likely to face in real economic settings. By using language to complete practical tasks, learners build skills that go beyond grammar—they learn how to present information clearly, support their opinions with evidence, and respond appropriately in conversations. This approach supports long-term growth in both confidence and accuracy, helping students develop language that is not only correct but also effective in real-world economic communication.

#### **2.2.5 Essential Concepts in Economic English**

Several important ideas guide Communicative Language Teaching in Economic English and other areas of English for Specific Purposes (ESP). The instructional style is tailored to align with learners' needs, goals, and preferences. Tasks

are designed to reflect real-world economic communication, emphasizing practical application over strict adherence to grammar rules in the early stages. Developing the ability to speak effectively takes precedence, with a balanced integration of reading, writing, speaking, and listening skills within economic contexts. Hutchinson and Waters (1987) highlight these principles as essential for preparing students to use English effectively in both academic and professional environments.

### **2.2.6 CLT used in Economic English Classrooms**

Teachers can apply Communicative Language Teaching (CLT) approaches in various effective ways within the Economic English classroom. Some of the most successful methods include using simulations in which students take on roles such as financial analysts or trade negotiators, incorporating real economic data and problem solving tasks through Task-Based Language Teaching (TBLT) as suggested by Willis and Willis (2007), and analyzing authentic economic materials like market reports, journal articles, or financial news. These strategies enable students to use language in meaningful, real-world contexts, build their confidence, and develop the ability to make informed language choices—essential skills for navigating complex economic discussions.

### **2.2.7 How CLT Helps Economic English Learners**

It has been found that Communicative Language Teaching (CLT) activities can help students become more motivated, take part more actively in class, and use language effectively in different situations (Canale & Swain, 1980). This is especially useful for learners of Economic English, who often need to speak in seminars, present research findings, or take part in discussions about business performance and outcomes—all in English. CLT works well because it focuses on real communication. When students take part in role-plays, group discussions, or problem-solving tasks that reflect real economic scenarios, they not only practice speaking but also learn to use economic vocabulary and ideas in a meaningful way.

These types of activities give students the confidence to apply what they've learned in both academic and workplace settings. Another advantage of CLT is that it boosts student engagement. When activities are interesting and relevant to learners' personal or professional goals—such as simulations about market changes, business negotiations, or

financial planning—students tend to focus more and remember key terms and concepts better. As a result, CLT does not just improve fluency it also supports long-term learning of economic language.

### **2.3 Addressing Concerns: Finding the Right Balance between Fluency and Accuracy**

The benefits of Communicative Language Teaching (CLT) are well recognized—it helps learners become more active, engaged, and confident in using language. However, in fields like economics, where precision really matters, relying only on communication without accuracy can sometimes be risky. If a student uses an economic term incorrectly or builds a sentence that confuses the meaning, it can lead to serious misunderstandings. In economic contexts, even small mistakes can change the message in a big way. That's why many ESP (English for Specific Purposes) teachers today try to strike a balance. While they still value the communicative side of learning, they also make sure to focus on accuracy and structure. Researchers such as Long (1991) and Doughty & Williams (1998) have supported this blended approach. It means that while learners are encouraged to talk, present, and write, they are also guided to notice correct forms and structures—especially the ones that are common and important in real economic writing and speaking. In practical terms, this kind of teaching includes tasks where feedback is part of the activity. For example, students may work with real-world materials like economic articles, reports, or interviews. These sources help them learn how words and structures are actually used by professionals. Teachers can then point out key patterns and help students understand how accuracy supports clarity. This way, learners gradually build both fluency and correctness, without feeling held back by grammar drills.

In short, the idea isn't to choose between precision and communication—but to see them as working together. By treating both as important goals, teaching becomes more effective and meaningful. For Economic English learners, this is especially important because they must be able to express ideas clearly and accurately, just like professionals in the global economic community. Supporting students to develop both confidence and correctness ensures they are better prepared for the real-world tasks they will face, whether in academic research, financial analysis, or international business.

### **2.4.1 With the Lexical Approach, students concentrate on developing vocabulary and learning sets of economic words.**

Lewis (1993) argued that the lexical approach offers a new way of thinking about how people learn languages. Instead of focusing too much on grammar rules, this approach puts vocabulary at the center of language learning. Lewis believed that knowing and using larger “chunks” of language is more important for becoming skilled in a language than just understanding how to build sentences from individual words and grammar rules. These chunks include common collocations like “fiscal policy” and “interest rates,” phrasal verbs, and common expressions such as “on the other hand” or “it goes without saying.” These ready-made pieces of language help learners sound more natural and fluent. Other researchers, like Nattinger and DeCarrico (1992) and Pawley and Syder (1983), also support this idea. They suggest that fluent speakers rely on a mental bank of memorized phrases and expressions.

Instead of building every sentence from scratch, they pull these phrases from memory and adjust them to fit the situation. This makes it easier to speak smoothly, quickly, and confidently—skills that are especially useful in academic and professional settings. In fact, this way of learning mirrors how we use language in real life. People don’t usually stop to think about grammar rules when they talk or write. Instead, they use phrases they already know. This is especially important for students studying Economic English, where accurate, clear, and professional communication is needed. Economic discussions often include technical terms, repeated structures, and fixed expressions that don’t change much across contexts. From this perspective, learning a language is less about memorizing grammar and more about storing useful vocabulary, knowing when to use it, and being able to adapt it to different situations.

For learners in the field of economics, this approach is a great fit. It helps them focus on the kind of language they will actually need to use—whether they are writing reports, analyzing data, or taking part in professional conversations. By encouraging students to build a strong base of ready-to-use language chunks, the lexical approach supports both fluency and accuracy. It allows learners to communicate more naturally and professionally, which is the ultimate goal in Economic English education.

### **2.4.2 How important the theory is in the language of economics?**

Because of its large number of specialized terms and fixed expressions, economics is especially well-suited for the lexical approach. Economic English includes a wide range of technical vocabulary, such as “quantitative easing,” “marginal utility,” and “opportunity cost.” It also features many common collocations like “balance of trade,” “demand elasticity,” and “market equilibrium,” along with typical phrases often found in policy documents, journal articles, business reports, and financial analyses. These words and expressions are not only frequent but also essential for understanding and participating in economic discussions. When learners become familiar with them and know how to use them correctly, they can read economic texts more easily, write with greater clarity, and speak in a more professional and confident manner. For example, if a student can comfortably use expressions such as “implement fiscal changes” or “forecast coming trends,” they are more likely to succeed when giving presentations, interpreting economic data, or writing formal reports. This is why the lexical approach plays such an important role in mastering Economic English. It helps learners build a strong foundation of vocabulary that goes beyond just knowing definitions—it supports the accurate and consistent use of language that is vital in both academic and professional economic communication.

### **2.4.3 Improving Linguistic Consistency by Having a Good Vocabulary**

One of the key benefits of the lexical approach in teaching Economic English is that it helps promote consistency in how learners use language. When students are introduced to new words through real, meaningful situations—such as reading financial news, analyzing case studies, or discussing economic trends—they begin to notice how certain terms are actually used in economic contexts. This helps reduce common problems like confusing similar words, choosing the wrong term for a specific situation, or using inconsistent wording across tasks. For example, while a general English learner might assume that “investment” and “speculation” mean the same thing, someone studying economics needs to understand the specific differences between these two concepts. Learning vocabulary as lexical items—whether they’re single words, common phrases, or typical word combinations—helps students develop a more precise understanding of how to express economic ideas clearly and correctly. This method also improves learners’ ability to remember and use the correct terms when it matters most—



whether they're writing essays, preparing presentations, participating in debates, or reading complex economic texts. By working with vocabulary in specific, real-life contexts, students are more likely to build lasting knowledge and develop habits of accurate and consistent language use. Over time, this strengthens both their fluency and their confidence in using Economic English in academic and professional environments.

#### **2.4.4 How Economic English can be Used in Teaching**

In Economic English, teachers use many learner-focused, practical methods that encourage students to study, remember and practise vocabulary words. Teachers should use the following techniques:

- Look for Lexical Chunks in Real Materials

Learners can be directed by teachers to explore and analyse the main vocabulary found in genuine economic materials such as financial statements, articles from journals or current news on the market. Some activities involve highlighting key collocations, talking about them as they appear in context and grouping expressions by what they mean or how they are used.

- Teaching Learnable Expressions and Phrases
- People learning economics gain from practice with common word pairs (such as “stimulate growth” and “tighten monetary policy”) and expressions that are often used in the field. Using matching, gap-fills, sentence reformulations and collocation-building exercises helps learners use language more accurately.
- Guided by corpus data, teachers help students learn new vocabulary.

Teachers can discover the terms that both appear most often and are related to the subject using economic corpora. Using data, this method gives students access to actual language patterns instead of made-up vocabulary from books.

- Inspiring Students to Observe and Record Words

Students should be encouraged to keep a record of new vocabulary by recording examples and how to use them. This way of thinking helps learners become more responsible for their own vocabulary learning.

- Activities Focused on Helping Students Find and Use Words

To help students become confident in Economic English, it's important to create learning activities that actively involve them in working with vocabulary. This means more than just memorizing definitions—it involves using new words in speaking, writing, reading, and listening tasks. For example, when students build sentences using economic terms, take part in group discussions, or complete assignments using common word combinations (or “chunks”), they are more likely to remember and correctly use those words later. These activities give students a chance to practice language in meaningful ways. Whether they're explaining a concept like “market equilibrium” in a discussion or using a phrase like “fiscal policy” in a written report, they learn how vocabulary fits into real communication. This practice also strengthens their ability to understand economic texts and express their ideas clearly and correctly. When teachers regularly include vocabulary-focused activities in their lessons, they help students move from simply recognizing words to confidently using them.

#### **2.4.5 Merging with Additional Methods**

Although the lexical approach has proven to be highly effective in language learning, it works best when used alongside other methods—particularly the communicative approach. On its own, the lexical approach helps students understand and recognize useful word combinations and expressions. However, when combined with communicative teaching methods, it allows learners to actively use new vocabulary in ways that reflect real-life situations. This combination not only strengthens vocabulary recall but also improves students' confidence and fluency when using English in practical, professional settings. When learners are given the chance to practice

vocabulary in real-world contexts—such as role-plays, discussions, or problem-solving exercises—they are more likely to remember and apply terms accurately. A good example of this is business or policy simulation games, where students take on roles and work through realistic economic scenarios. In these simulations, they might use language related to investment strategies, government spending, inflation, or market behavior.

These kinds of activities do more than help students memorize words—they encourage them to speak naturally and use economic terms appropriately and consistently. This hands-on approach also helps students develop soft skills like collaboration, critical thinking, and persuasive speaking—skills that are important in both academic and workplace settings. By using vocabulary in context, students gradually learn to make precise word choices and avoid informal or incorrect expressions that could affect the clarity of their communication. To make the most of this approach, vocabulary instruction should be woven into practical tasks, rather than being taught separately. For example, teachers might ask students to give presentations, debate policy ideas, or analyze economic trends using newly introduced terms. This helps learners internalize vocabulary and practice using it in a way that mirrors how professionals and economists use language in real life. Modern ESP teaching methods support this kind of integration. They emphasize task-based and communicative learning, where language is used with a clear purpose and tied to real-world tasks. Following these principles in the teaching of Economic English helps students develop not only a stronger vocabulary but also greater confidence in expressing economic ideas clearly and professionally.

Ultimately, combining the lexical approach with communicative methods creates a richer learning experience. It helps learners build both the accuracy and fluency they need to use Economic English consistently—whether they're writing academic papers, participating in class debates, or preparing for careers in the world of economics.

# **III. Chapter Two: Data Analysis and Discussion**

3.1 Economic English Questionnaire

Report Q1: What is your native language?

The overwhelming majority of the students (27 out of 32) indicated that Arabic is their native language, reflecting the dominant linguistic context in Algeria, particularly in educational settings. The remaining 5 students reported Tamazight as their mother tongue, highlighting the country's multilingual landscape. This distribution emphasizes the need for language instruction that is sensitive to diverse linguistic backgrounds, as students approach English learning from different first-language frameworks. It also underlines the importance of designing English for Specific Purposes (ESP) courses —particularly in fields like economics— that are inclusive and responsive to this linguistic diversity.

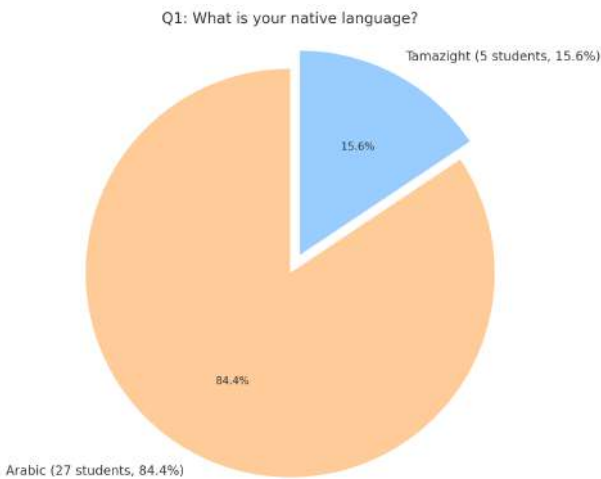


Figure 1: Students Native Language

Q2: What is your current level of English proficiency?

The majority of students placed themselves at the intermediate (16) or advanced (11) level, with only 3 identifying as beginners and 2 as fluent. This distribution indicates a class with a solid working knowledge of English, yet still with varied proficiency that could affect learning

outcomes. The gap between beginner and advanced students could lead to disengagement if instruction isn't differentiated. Instructors should consider adaptive teaching techniques, such as tiered activities or small group instruction, to ensure that students of all levels remain challenged and supported. The low number of fluent speakers also highlights the need to increase exposure to English-speaking environments, possibly through language labs or digital immersion tools.

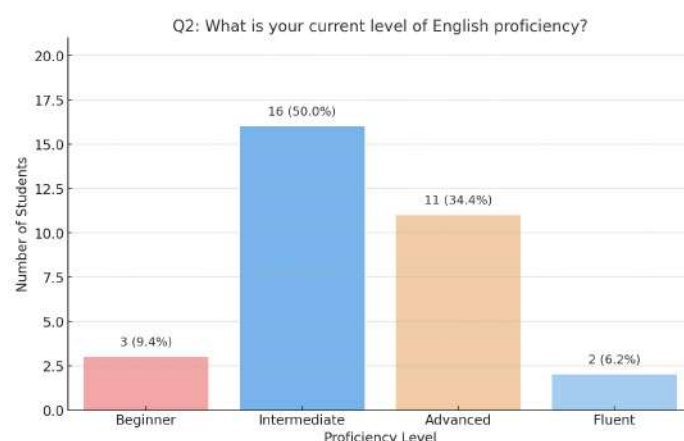


Figure 2: Students Level of English

### Q3: Have you studied economic English before joining this program?

Observation:

A significant majority (22 out of 32) reported that they had not studied Economic English before. This means most students are approaching the subject without prior exposure to the discipline specific vocabulary and discourse styles it demands. Educators cannot assume familiarity with economic jargon or academic writing norms, even if students are proficient in general English. There is a clear need for introductory bridging modules that lay the groundwork for specialized terminology, text structures, and genre awareness. This could include glossary building, concept mapping, or collaborative annotation of texts to ease the transition into economic discourse

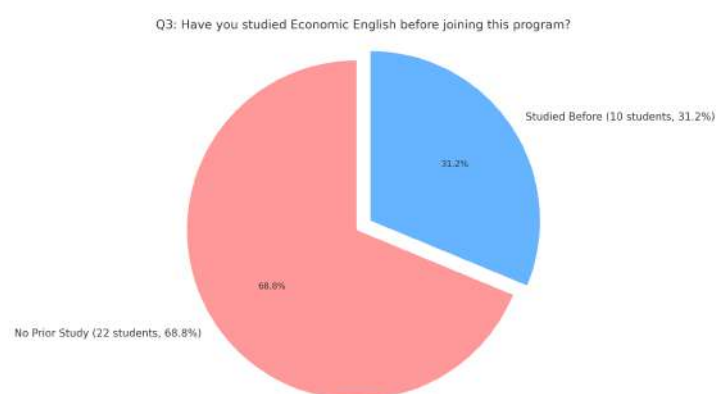


Figure 3: Participants' Prior Exposure to Economic English Before Entering the Program

### Q4: How often do you use English in your academic studies? Observation:

Only 3 students reported that they always use English in their academic work. The majority use it frequently (12) or occasionally (13), with 4 rarely using it. This suggests that English is not the dominant medium of instruction across courses, which may slow down students' acquisition of academic and economic English fluency. The inconsistent use of English also limits students' opportunity to internalize vocabulary, practice structures, and gain academic literacy. Educators might consider increasing the frequency and consistency of English language tasks, such as English-only presentations, readings, or assessments, to create a more immersive and effective language learning environment.

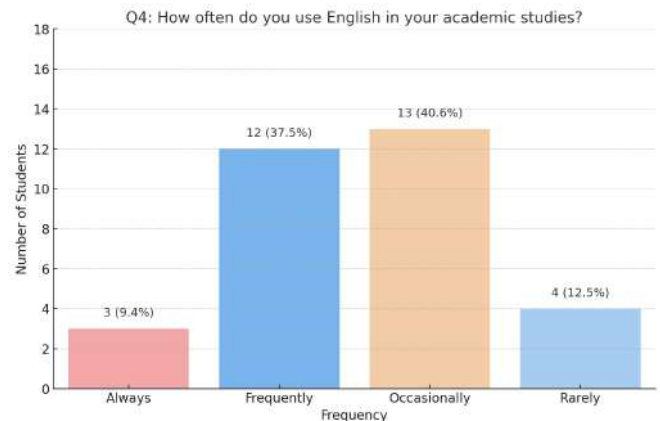


Figure 4: Frequency of English Usage in Academic Studies

#### Q5: What are the main difficulties you face when studying economic English?

Observation: The data indicate that the primary challenges students encounter when studying economic English are understanding technical vocabulary and engaging in spoken communication, each reported by approximately 27 respondents. Difficulties with report writing were also prominent (24), followed by challenges in comprehending economic concepts (20) and using grammar effectively (19). These results underscore the complex interplay between linguistic proficiency and disciplinary understanding. Students are not only required to master

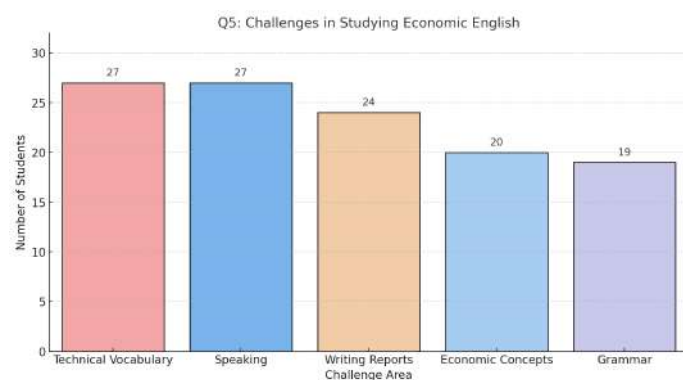


Figure 5: Main Challenges Faced When Studying Economic English



specialized terminology but must also articulate abstract economic ideas through both spoken and written discourse. Consequently, pedagogical approaches should extend beyond rote vocabulary acquisition to include context-rich instruction, speaking and writing activities, and explicit clarification of economic content. Moreover, grammar instruction may be more effective when embedded in authentic academic tasks, thereby enhancing both accuracy and functional competence.

#### Q6: How do you usually learn new economic terms?

Observation: Students rely heavily on translation into their native language (27) and multimedia tools like videos (22). Reading (18) is also significant, while fewer students learn through discussion (10) or flashcards (6). The reliance on translation is understandable given the unfamiliarity of economic terms and limited English exposure. However, over-reliance may hinder deep learning. A shift toward contextual vocabulary acquisition—through extensive reading, interactive glossaries, and peer teaching—could help students retain terms more effectively and apply them in speaking and writing. Multimedia and bilingual resources should be leveraged more intentionally in course design.

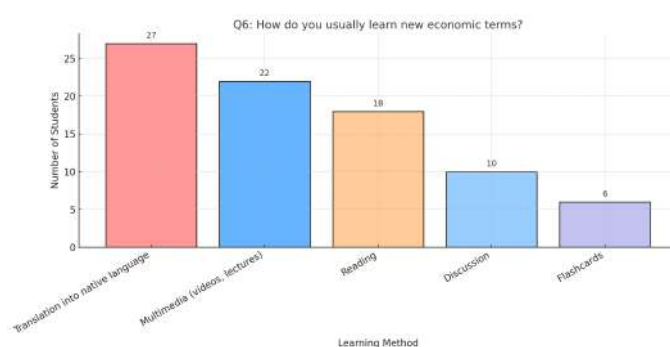


Figure 6: Preferred Methods for Learning New Economic Terms

#### Q7: Do you think economic English uses too many specialized terms?

**Observation:** A significant proportion of students perceive specialized terminology as a major barrier in learning economic English. Specifically, (18) students strongly agreed and (11) agreed that technical terms pose considerable difficulty, while only (3) students remained neutral. This distribution suggests a strong consensus that domain-specific language presents a substantial cognitive challenge. The prevalence of such responses reinforces the need for explicit instruction in specialized vocabulary, ideally integrated within meaningful economic contexts. Instructional strategies such as pre-teaching key terms, using glossaries, and incorporating concept-based discussions may help students navigate technical texts more effectively. Furthermore, emphasizing repeated exposure and practical application of these terms can support both comprehension and retention.

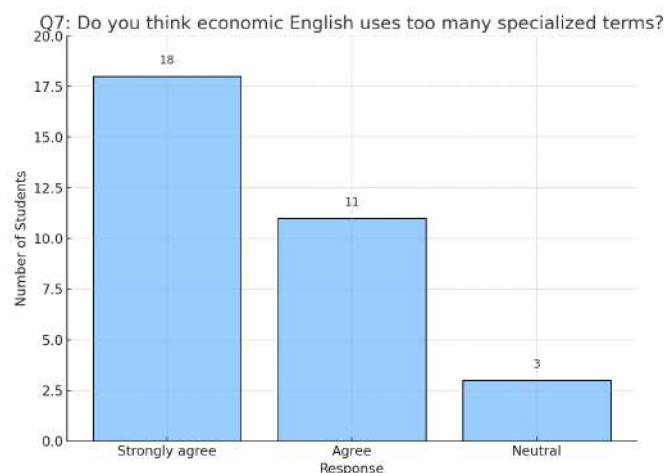


Figure 7: Perceptions of Specialized Terminology in Economic English

### Q8: How comfortable are you with reading and understanding economic research papers in English?

**Observation:** Only a small fraction (2 students) feels very comfortable with economic research papers. The majority fall within the range of “somewhat comfortable” to “somewhat uncomfortable,” indicating a moderate struggle with academic reading. This may stem from unfamiliarity with academic genres, complex sentence structures, and disciplinary conventions. Structured exposure through guided reading,

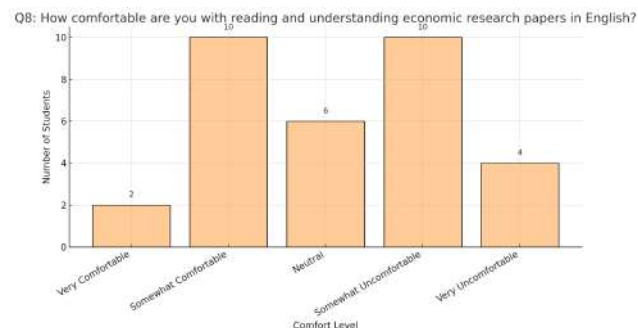


Figure 8: Comfort Level with Reading and Understanding Economic Research Papers in English

chunking, annotated articles, and reading strategies instruction (e.g., skimming, scanning, identifying thesis statements) would significantly benefit comprehension and confidence

### Q9: Which teaching strategies have been most helpful?

Observation: The most valued strategies include vocabulary-building exercises (28) and grammar lessons (22), followed by interactive discussions (20). This reveals students' preference for concrete, skill-building approaches. However, fewer students appreciated simulation (10), possibly due to a lack of familiarity with role-play formats. This may be an opportunity to better integrate real-life simulations, case studies, and business role-playing activities into lessons to bridge theory and practice. More dynamic and interactive methods could enhance not just understanding, but also motivation and engagement.

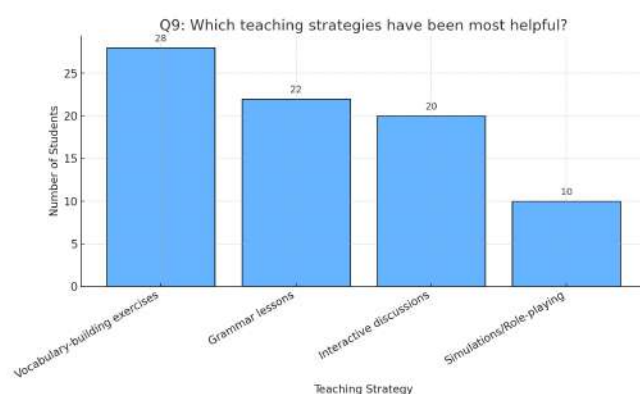


Figure 9: Effectiveness of Teaching Strategies in Learning Economic English

### Q10: Should teaching strategies be adapted to different English proficiency levels?

Observation: The data shows a strong preference for differentiated instruction, with 29 out of 32 students agreeing that teaching strategies should be tailored to different English proficiency levels. This widespread support highlights students' awareness of the challenges mixed-level classrooms pose. It also Need for Adapting Teaching Strategies 27to Varying English Proficiency Levels reflects the need for flexible

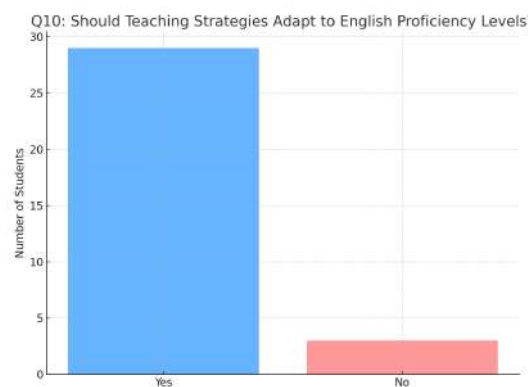


Figure 10: Need for Adapting Teaching Strategies to Varying English Proficiency Levels

instructional approaches that accommodate both high- and low proficiency learners. Adaptive strategies such as scaffolding, tiered tasks, and language support can ensure that all students remain engaged and are able to access course content effectively. The few students who disagreed (3) may feel confident in their abilities or prefer a uniform approach, but the overwhelming majority clearly value responsive, inclusive teaching methods.

### Q11: Have you experienced a method that improved your learning?

Observation: Most students (21) had at least one impactful experience— such as analyzing economic news articles or engaging in bilingual instruction. This suggests that real world and scaffold learning methods make a difference. However, the fact that 11 students said “no” shows that not all instructional practices are effective or equally distributed. Teachers should engage in reflective practice, student feedback, and peer observations to refine what works and reach all learners.

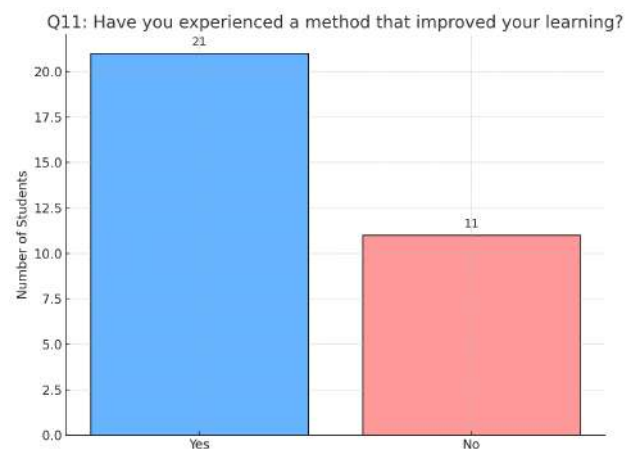


Figure 11: Impact of Specific Methods on Economic English Learning Outcomes

### Q12: What additional support would help you improve your economic English?

Observation: The data reveals a clear preference for technology-based and communicative support in

learning Economic English. The most requested aid is technology integration (30 students), reflecting strong interest in AI tools, apps, and digital platforms. Speaking sessions are also in high demand (27 students), suggesting a need for more oral practice in the curriculum to build fluency and confidence. Vocabulary lessons (25) and writing workshops (23) remain important, indicating students value both foundational skills and interactive engagement. These findings highlight the need for a balanced approach that blends traditional instruction with innovative, student-centered tools to enhance language learning outcomes.

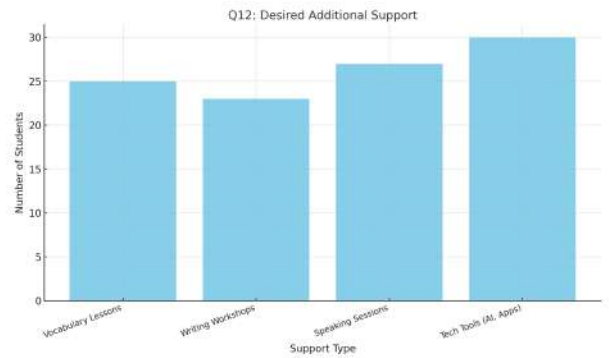


Figure 12: Desired Support Mechanisms for Improving Economic English Proficiency

### Q13: Would you benefit from a structured framework?

Observation: A significant majority (25 out of 32) believe they would benefit from a structured framework that emphasizes linguistic consistency in learning Economic English. This suggests students value clear, coherent guidance when dealing with specialized terminology and academic discourse. The high level of agreement points to a need for more organized and consistent teaching materials that help students internalize key vocabulary and navigate economic texts with greater ease. Only a small number of students were neutral or disagreed (7 total), indicating that while most learners desire structured support, there may still be a need to balance this with opportunities for independent exploration. Overall, the findings highlight the importance of predictable, well-sequenced

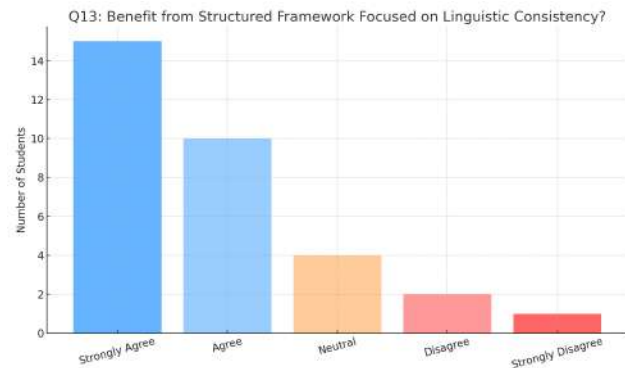


Figure 13: Perceived Benefits of a Structured Framework for Learning Economic English

instruction in enhancing language learning outcomes in ESP contexts.

#### **Q14: How important is linguistic consistency understanding and communicating economic concepts?**

Observation: Most students (28) believe it is either extremely or very important. Inconsistency in language use across modules, materials, or teachers can undermine learning. Students are not just learning what to say, but how to say it — and they need a coherent model. Emphasizing linguistic consistency will support not only comprehension but also academic confidence and professionalism in communication.

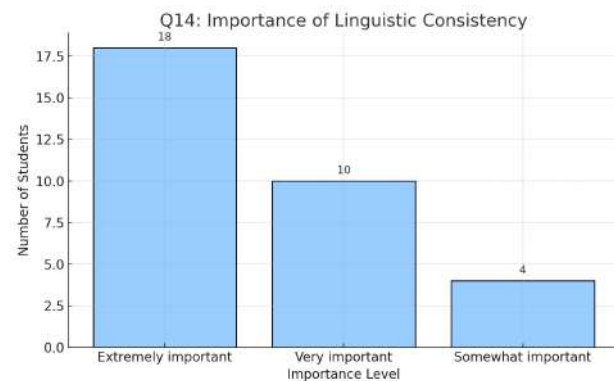


Figure 14: Importance of Linguistic Consistency in Understanding and Communicating Economic Concepts

### **3.2.1 Observations and Interpretation**

Teaching English for Specific Purposes (ESP) to Master 1 Economic English students in Algerian universities faces a variety of serious challenges. These issues are not just about how classes are taught—they also come from larger institutional systems and traditional beliefs that influence how learning happens. Together, these problems often prevent effective teaching and reduce student participation, especially in a subject like Economic English, where students need to understand and use very specific vocabulary on a regular basis. Many of the teaching difficulties are made worse by a lack of clear guidance on what should be taught, limited training for teachers in economic topics, and the continued use of outdated teaching methods that focus too much on grammar or memorization.

At the same time, wider issues— like rigid education policies, a shortage of resources, and poor coordination between departments—create an environment that does not support

the modern and practical needs of ESP instruction. This section looks more closely at these connected challenges by using examples from recent studies and real experiences from Algerian universities. The goal is to understand what's really causing the problems and to suggest realistic, step-by-step changes that can make ESP teaching more effective. By addressing both classroom level issues and the larger systems behind them, we can improve the quality of Economic English education and better support students as they prepare for careers in economics.

### **3.2.2 The Ideal and the Actual for Learner Autonomy**

All experts agree that autonomy supports the effectiveness of ESP instruction. It allows students to direct their own learning, understand how they learn and interact more meaningfully with subject topics. Learning Economic English makes autonomy crucial since learners must deal with complicated terms, abstract ideas and unique ways of talking about economics. Still, even though its value is noticed, learner autonomy is not widely seen in Algerian classrooms.

It is clear from empirical work at M'sila University (Saraa, 2020) that although student frequently use the internet for self-learning, they do not generally direct their efforts in a strategic way and are rarely taught by educators on how to think about their learning. As a result, there is only limited interaction with the materials, preventing the kind of thoughtful consideration needed for gaining language skills in these fields. A study by the University of Mentouri Constantine (Mehdaoui & Benabed, 2018) shows a big difference between students who are doing well and those who are struggling (Mehdaoui & Benabed, 2018). Those in the first group often control their own learning and set goals, but those in the second group depend on memorizing what's taught and often do not understand the main ideas. Since exams remain a major focus and students have little control over their learning, this difficulty is made worse in Algeria. As a result, students do not have many chances to decide on their learning which stops them from gaining the important skills for mastering ESP.

This issue is further complicated by the fact that few curricula are designed to support learner autonomy. Most ESP courses overlook methods that develop critical



thinking, self- assessment or language strategies. For this reason, students rarely interact with language which keeps them from improving their language skills and readiness for their future jobs.

### **3.3.1 Key Teaching Challenges in Algeria**

Economics students benefit from effective ESP instruction more when the teacher knows about the subject as well as the teaching methods. Teaching Economic English means going beyond grammar and communication skills; one must know economic vocabulary, understand key economic concepts and bring together language learning and real economic topics. Although these demands are important, many Algerian ESP teachers are not prepared for them. In Algerian universities, it is often the case that teachers are qualified to teach language, but not all the topics that are part of their curriculum, according to Missoum (2023). Teachers not trained in economics usually teach in general English which is not sufficient for the needs of economics students. Because of this disconnect, students struggle to put their language abilities to use when looking at economic data, discussing market developments or creating policy briefs. It is even more worrying that there aren't many professional development opportunities designed for ESP teachers. Although some institutions teach generic communication or technology in education, just a few give language teachers chances to develop the skills needed to teach Economic English well. Working together in workshops is rare for language instructors and economics faculty, yet it is vital for making sure courses reflect the expectations of each field. The fact that language and subject departments are separated makes it harder for faculty to plan team- taught classes or make interdisciplinary curriculum changes which research has suggested are very effective in ESP. Unless teacher training is targeted and departments cooperate, ESP courses in Algeria may not reflect real- world needs and won't help students meet the demands of the global business environment.

### **3.3.2 Learner Autonomy and Curriculum Limitations**

The issue with ESP instruction in Algeria, especially for Economic English at the Master 1 level, is not simply a lack of materials or resources. Instead, one of the most pressing challenges lies in syllabus design. In many universities, teachers are expected to

create their own course outlines from scratch, often with minimal direction from their institutions. There are few clear benchmarks to guide content choices or ensure that the lessons match the specific needs of economics students. As noted in Saraa's research, the result is a patchwork of syllabi that often lack consistency, structure, or meaningful alignment with core economic concepts.

This fragmented approach leads to serious teaching and learning problems. Without a well-organized and coherent syllabus, students might encounter the same general language content in multiple courses, while never being introduced to crucial economic vocabulary or concepts that are essential for later academic or professional use.

The absence of a national or department-wide framework also means that it's difficult to track students' progress in using English for economics—teachers have no common standards for assessing whether learners are improving in a way that matches their field. Moreover, the design of the syllabus has a direct effect on how motivated students are. When course content fails to reflect real-world economic tasks—such as reading reports, analyzing market data, or writing summaries of financial news—students quickly lose interest. They begin to see ESP as just another general English class, rather than a key tool for their future careers. Instructors, too, may feel disconnected from their teaching, seeing the course as peripheral to the students' main studies.

To make ESP more effective, syllabi must be better designed, more focused, and more relevant. Clear guidelines, input from economics experts, and a focus on real-world applications could help create a more unified and purposeful approach to teaching Economic English in Algerian universities.

### **3.3.3 The Role of Culture and the System**

One of the key reasons why English as a Second Language (ESL) education remains weak in Algeria is the broader cultural and institutional context in which it takes place. In many university classrooms, the dominant teaching style still relies heavily on traditional methods like lectures and the grammar-translation approach. These methods

focus mostly on memorizing rules and translating texts, rather than using language for real communication

This directly clashes with the principles of English for Specific Purposes (ESP), which emphasizes interaction, completing meaningful tasks, and using language in ways that reflect real academic or professional situations. In addition to outdated teaching methods, there are serious structural issues. Many classes are overcrowded, making it difficult for teachers to manage discussions or offer personalized support.

There's also an unequal distribution of qualified ESP instructors across universities. Some institutions have experienced, well-trained teachers, while others rely on general English teachers who may not be familiar with the specific vocabulary or communication skills needed in economics or other disciplines. On top of that, there is a lack of essential resources—such as language labs, subject-specific materials, digital tools, and access to economic texts—which makes it even harder to create engaging, targeted lessons.

The situation is further complicated by the uneven application of educational reforms like the LMD (Licence-Master-Doctorate) system. While the LMD system was introduced to modernize Algerian higher education and bring it closer to international standards, it often fails to meet the practical needs of ESP instruction. As Missoum (2023) points out, universities frequently lack flexible course structures, appropriate teacher training, and interdisciplinary cooperation.

Without these components, the reforms do not fully support the teaching of ESP. As a result, ESP courses remain disconnected from the broader academic mission of the institutions and don't contribute as effectively as they could to students' overall development. In short, the continued use of outdated methods, combined with systemic challenges and poorly implemented reforms, prevents ESP courses from being dynamic, relevant, and aligned with the real needs of students. To make real progress, there needs to be a shift not only in how teachers approach instruction but also in how institutions support and prioritize ESP within the wider goals of education.

### **3.3.4 Recommendations for Improvements**

The different but connected challenges in teaching, institutional support, and educational structure can only be effectively addressed if a full and well coordinated reform strategy is put in place. This strategy must work on multiple levels—from national education policies and university planning to classroom practices and teacher feedback. The following recommendations suggest how to improve the overall quality and structure of English for Specific Purposes (ESP) instruction, with a special focus on Economic English in Algerian universities. First, the Ministry of Higher Education should work closely with universities, language experts, and economics faculty to create standardized templates for ESP syllabi designed specifically for economics students. These templates should clearly state learning goals, outline useful topics (such as international trade, monetary policy, and economic development), and offer examples of real-world tasks like writing financial summaries, analyzing data sets, interpreting economic graphs, or preparing group presentations. The goal is to give all universities a common starting point for ESP instruction while allowing them to adjust details to fit their students' specific needs and resources. Second, institutions must prioritize continuous and practical professional development for ESP teachers. Many current training programs focus mostly on general language teaching, but ESP teachers need more.

Their training should include basic knowledge of economic concepts, how to work with real economic texts, and how to apply Content-Based Instruction (CBI) methods that combine language and subject learning. These development programs would be even stronger if they involved collaboration between language teachers and economics faculty—either within the same institution or across universities. Such teamwork can help language teachers gain a deeper understanding of economic content while also helping subject specialists learn how to support language learning more effectively. Together, these steps can help bring structure, purpose, and better quality to ESP instruction. With clear guidelines, better resources, and stronger teacher preparation, Economic English can become a more powerful and relevant part of students' education—helping them to succeed not only in their studies but also in their future careers.

**VI. Chapter  
Three:  
Comparative  
Insights and  
Pedagogical  
Implications**

#### 4.1.1 Case Studies: Tunisia and Indonesia Tunisia

with its linguistic landscape mirroring Algeria's strong presence of Arabic and French, has innovated its Economic English instruction by heavily relying on a genre-based approach. Universities, such as the University of Carthage, have recognized the critical need for English proficiency in business and economic fields. Their programs prioritize immersing students in authentic economic texts and communication styles.

Tunisian universities actively teach students through various economic genres. This includes detailed analysis and production of texts commonly found in the economic sector, such as market reports. Students learn to understand the structure, vocabulary, and rhetorical strategies used in reports analyzing market trends, consumer behavior, and industry performance. In executive summaries, emphasis is placed on extracting key information and condensing complex economic data into concise, impactful summaries—a vital skill in professional settings. Students also engage with texts forecasting economic growth, inflation, or policy impacts, developing their ability to comprehend and articulate future economic scenarios. This genre-based instruction is supported by the work of Ben Amor (315), who highlights the reliance on these common texts to enhance students' understanding of economic language.

To bridge the linguistic gap, students extensively use bilingual glossaries, often in Arabic, French, and English. Translation exercises are a regular component, helping students to directly compare and contrast economic terminology and concepts across languages. This method directly addresses the challenge of limited exposure to expensive vocabulary by providing targeted support.

Students are encouraged to produce their own economic writing, using authentic examples as models. This active engagement in writing within specific economic genres reinforces their understanding and practical application of the language. A particularly effective method employed in many Tunisian ESP courses is contrastive analysis. This involves explicitly comparing the language of economics in French, Arabic, and English. Teachers guide students to identify similarities and differences in vocabulary, grammatical structures, and discourse patterns across these languages when used in an economic context. For instance, they might compare how financial concepts are expressed in each language, or how arguments are structured in economic reports. As Zoghلامي (48) points out, this method not only supports deeper understanding of economic language but also helps students avoid frequent errors that arise from direct translation (linguistic

interference), a common challenge for multilingual speakers. This explicit awareness of linguistic differences, or "meta linguistic awareness," is crucial for students to navigate the complexities of multiple languages effectively.

Recent research, like that by Frontiers (2023), indicates that Tunisian students and teachers engage in translanguaging practices, fluidly moving between English, French, and Tunisian Arabic to ensure effective communication and content acquisition in English-medium instruction (EMI) settings. This demonstrates a pragmatic approach to language use in the classroom, where all available linguistic resources are leveraged for learning.

#### **4.1.2 Indonesia: Content and Language Integrated Learning (CLIL) and Collaboration**

Indonesia offers a distinct yet equally valuable model, embracing Content and Language Integrated Learning (CLIL) as a preferred teaching approach, particularly for vocational and professional classes. The Indonesian experience emphasizes the seamless integration of subject matter and language development.

The CLIL approach in Indonesia, as described by Dewi and Savski (92), is characterized by teaching both content and language abilities concurrently. For economics students, this means studying economic concepts in English, with language acquisition occurring naturally through this content-driven instruction.

Instead of isolated vocabulary lists, English economic vocabulary is taught within the context of economic concepts and discussions. This ensures that students understand the nuanced meanings and appropriate usage of terms.

Indonesian CLIL programs heavily incorporate shared discussions and teamwork activities. Students collaboratively engage with economic problems, analyze case studies, and present their findings in English. This fosters communicative competence and deepens their understanding of the subject matter simultaneously. The emphasis is on active use of the language for meaningful communication.



A key success factor, notably at institutions like University Indonesia, is the strong collaboration between ESP teachers and economics lecturers. ESP teachers and economics lecturers often team up to plan lessons, ensuring that both linguistic and subject-specific goals are met. In some cases, they even co-teach lessons, with the economics lecturer focusing on content and the ESP teacher providing language scaffolding and support. This integrated approach ensures that students receive coherent instruction in both domains. This collaboration also facilitates ongoing professional development for teachers in both language and subject areas, as they learn from each other's expertise. The importance of this collaborative model is highlighted by Widiati and Cahyono (174), who underscore its role in integrating teaching across language and subject areas.

To enhance relevance and engagement, teaching materials are frequently adapted for each region. This involves incorporating local case studies and examples of economic policies relevant to Indonesia. Localizing content not only supports learning by making the material more relatable but also inspires EFL students by demonstrating the practical importance of economics within their own context. This contextualization combats the potential perception that English is an abstract, irrelevant subject by directly linking it to students' realities.

#### **4.1.3 Broader Implications and Further Proof for Algeria**

Both Tunisia and Indonesia demonstrate that multilingualism, rather than being a barrier, can be leveraged as a resource. Their strategies (contrastive analysis, translanguaging) acknowledge and utilize students' existing linguistic knowledge to facilitate English acquisition. This is particularly relevant for Algeria, where students typically learn English as their third language.

The effectiveness of these models in resource-constrained environments provides practical blueprints for Algeria. They show that significant improvements in ESP instruction can be achieved through pedagogical innovation, teacher collaboration, and strategic use of existing resources, rather than solely relying on expensive imported materials or native-speaker teachers.

The Tunisian and Indonesian experiences highlight the importance of aligning the ESP curriculum with the specific needs of students entering economic and business fields. This means moving beyond general English instruction to specialized content that directly prepares them for their future studies and careers.

By making English instruction directly relevant to students' academic and professional aspirations, both countries foster greater motivation. When students see the immediate utility of English in understanding economic concepts and engaging in professional discourse, their engagement and learning outcomes improve significantly. This addresses the challenge often faced in resource-constrained settings where students may not perceive the immediate relevance of English.

Research on teaching English in resource-constrained environments, such as that by ResearchGate (2023) on social science students, emphasizes the need for comprehensive approaches that involve curricular changes, communicative methods, and teacher support. It highlights that integrating English with content from students' major fields (like social, economic, and political aspects) can provide a more meaningful learning experience and increase participation. This aligns perfectly with the successes seen in Tunisia and Indonesia.

By carefully considering and adapting the successful models from Tunisia and Indonesia—particularly their genre-based instruction with contrastive analysis, and the CLIL framework with strong teacher collaboration and content localization—Algeria can significantly improve its Economic English instruction, uniting content and language in a way that is effective, engaging, and relevant for its multilingual students.

#### **4.2.1 International Approaches to Economic English Instruction**

Different international organizations have introduced methods for teaching Economic English that answer the requirements of those using English in schools, workplaces and multilingual societies. Both the British Council and the Organisation for Economic Co- operation and Development (OECD) have initiated programs that fit today's teaching methods and address needs in economic discussions worldwide.

#### **4.2.2 The British Council's approach to teaching is called Task-Based Communicative Approach.**

Global leaders in the area of English education, the British Council practice a task-based approach inspired by theories in Communicative Language Teaching. Key to this model is using real language, together with communicating about actual topics, not just reading and memorizing. Economic situations are often used to organize the curriculum, including preparing financial reports, studying major economic numbers, making presentations and reviewing current market developments. According to Richards and Rodgers (2001), through task-based learning, students understand grammar and vocabulary while using language to finish different tasks, instead of learning the rules by heart. When learning is done while doing real tasks, students are more likely to learn and use important language skills at schools and at work. Besides, it leads to greater learner self-reliance and helps build fluency as well as accuracy which both favorably affect economics.

There are often lessons in British Council materials aimed at interpreting graphs, setting up investment plans and discussing different economic proposals, things individuals in real business settings would do in a similar way. It reflects the requirements of those meant to function in businesses, politics or educational fields around the world, calling for both clear understanding and communication skills.

#### **4.2.3 The OECD's Guide for Needs-Based Teaching for Economists and Policymakers**

Meanwhile, the OECD focuses on a smaller group—usually mid-career experts in economic research and policy—intending to improve communication across countries working on global economic matters. In their training, economic understanding is mixed with policy-related task practice, resulting in better skills in economics as well as in language.

Among the programs are writing sessions, group examples of policy formation and oral presentations that all affect the program, just as they would in real politics. Thanks to this approach (Brinton et al., 2003), language exercises are not separate from course content, but instead are an important piece of it. As an illustration, students may be challenged to write executive descriptions of economic projections, preside over policy briefings to persuade an audience or take part in imaginary talks focused on international matters, always using correct language and rhetoric.

It makes clear that being fluent in business English should always depend on what it is used for and in which context. When participants in the OECD engage in collaboration, they have the opportunity to exchange and refine the way they speak using technical vocabulary, correct grammar and an expert level of communication.

#### **4.2.4 Comparative Implications for Economic English Pedagogy**

Both these methods can be practical in Economic English training for Algerian higher education, since they make useful recommendations for multilingual classrooms. Student engagement can be improved using the task-based approach pioneered by the British Council, while the policy-integrated strategy practiced by the OECD can better serve advanced and professional learners. International models highlight the need for systems that support:

- Projects placed in real-life contexts
- Combining learning of content with learning a new language
- Making the learner's needs the basis of curriculum design
- Develop an ability to communicate well and with precision

Use of these frameworks in classrooms can address language uniformity, teach concepts more deeply and get students ready for international educational and work marketplaces.

### **4.3 Comparative Pedagogical Models and Curriculum Design**

Observations of ESP around the world highlight problems both with teaching tools and classroom practices in Algeria's Economic English program. Absent is a common English for Specific Purposes curriculum among universities in Algeria. Since education is not the same everywhere, it results in many different ways of delivering information, assessing learners and deciding on goals.

Alternatively, Tunisia and Indonesia have put together detailed and unified ESP systems based on ministerial advice and teamwork among institutions. They often outline what students should know and be able to do in that field and what language is needed. As a consequence, teachers in these nations work with set course plans, collective resources and education programs matching their study programs. Yet, in Algeria, teachers of English have to draft their own lesson plans regularly, without much help from employers or other teachers. As a result of this autonomy, there tends to be similar classes being repeated, sections without information and significant differences in quality levels at different institutions (Missoum 73).

An additional issue in Algeria is that different fields do not collaborate well. Often, international ESP programs in Europe and Southeast Asia use co-teaching or combine training sessions to join experts in subjects such as economics with people trained in language instruction. By partnering with others, their instruction is sure to be accurate in both language and context, increasing the real-life value of what students learn. Also, many ESP teachers in Algeria do not have proper economic training which can make lessons insufficient and keep students from learning the correct discourse habits for success in this area.

An ESP curriculum in Economic English, officially approved for use at Algerian universities, could address these issues in the field. Such a curriculum outlines:

- Communicative and language goals for all proficiency ranges,
- Integration of domain-specific content, such as macroeconomic principles, financial terminology, and trade policies,
- Also includes tasks that ask students to write reports, make sense of data and draft policy briefs following academic and professional guidelines.

Following a flexible framework helps teachers maintain standards while respecting the culture in their area which results in more reliable and fair teaching. It could contribute to teaching workshops, sharing resources and encouraging economic English teachers to conduct research jointly.

#### **4.4 Digital Tools and Assessment Practices in ESP**

Online tools in English for Specific Purposes greatly enhance personal instruction, keep learners more engaged and ensure consistent language use. The British Council and OECD are leading causes, internationally, in integrating various online tools, AI applications, databases and simulation programs into learning ESP. In addition to making lessons more flexible and making them available to more people, digital technologies boost learner independence which is important for keeping language skills active.

Learners can use these tools to handle real educational materials, get quick feedback and move at their own pace—all of which plays a big role in success with Economic English. For example, some online content writers can detect inconsistencies in your language and using corpora lets students observe actual wording patterns of financial topics in newspapers or books. Thanks to digital affordances, language is used more correctly, lessons flow better and learners are held more responsible.

By contrast, many ESP classrooms in Algeria still face challenges because of a lack of technology and the necessary training for teachers and students. Traditional classroom teaching is the norm, as most teachers use very little in the way of multimedia, digital platforms or interactive resources. Because of this gap, students cannot take part in genuine and meaningful tasks and get limited access to correction, feedback and personal review. In addition, having very few digital activities means kids can't practice on their own which prevents them from picking up basic language habits and making sure their vocabulary is appropriate for different situations.

According to Coxhead (2018), often using corpus resources and word lists greatly improves a learner's vocabulary, memory and ability to use words properly. Because they help students understand real-life economic texts, the tools are useful in international ESP

classes. Access to such materials allows Algerian students to build the knowledge and practicality of Economic English communication that they could not develop, otherwise. Different assessment strategies are adopted by each government. In such classes, task-based assessments play a key role in delivering teaching. Basically such assessments are created as real-life tasks such as report writing or briefing others, evaluated with comprehensive rubrics that measure both ability in the language and in related concepts. Such evaluations strengthen education and show teachers what students need moving forward.

However, most Algerian ESP evaluations are meant to sum up learning and still mainly make use of grammar practice, separated vocabulary tests and literature translation tasks. According to Saraa (2020), these exams don't focus on important skills in economic communication such as arguing, combining ideas and realizing how audiences might respond. Being unconnected to their language goals, assessment designs make it harder for learners to make frequent and important use of the language.

Algerian ESP programs should put greater effort into building digital system training teachers and making changes to assessment methods. Replacing old exams with improved ones and adding technology-assisted teaching tools, can improve coherence in teaching Economic English while increasing both student and teacher independence.

#### **4.5 Conclusion: Global Lessons for Local Action**

A review of ESP practices internationally helps determine methods for improving and strengthening Economic English teaching in universities in Algeria. Even while the country deals with structural and resource issues, neighboring countries and groups show that correct reforms and sky high investment can result in successful and lasting results.

We need to develop an ESP curriculum that is nationwide, research-based and guarantees similar standards and strength in all schools. Right now, since different schools have their own syllabus plans, it results in unequal learning and varied skills. By following the examples of Tunisia and Indonesia, where ESP is built on a single set of curriculum guidelines, Algeria could employ a modular curriculum that describes what learners



should know in language, includes economic matters and supplies instruction focused on key genres they will need.

Teachers of ESP courses should be encouraged to improve their skills through training programs involving several fields. A difference in language ability and knowledge in a specific area leads to lessons that are not very informative or detailed. For example, the OECD improves the skills of economists and policy professionals through teamwork and the British Council promotes effective instruction with mixed task strategies and sharing various subject resources. It is important for Algerian institutions to design ways for economics and language departments to work together, so ESP learning becomes more complete.

Additionally, using new technology and current methods of assessment should be a decisive priority. There is greater learner involvement in international environments when AI-based tools, corpus-based instruction and simulators are used, as this supports the learning of consistent language use at every moment (Coxhead; British Council).

Simultaneously, assessment changes ought to abandon grammar-translation teaching and move toward formative, skill-focused exams that focus on communication, critical thinking and topic-specific skills (Saraa).

Evidence from scouting efforts in Tunisia and Indonesia, as shown by the British Council and the OECD, prove that planning strategies, cross-departmental coordination and continuing institutional help are more important than resources. Despite having less, expertly designed systems can guide students to acquire the accurate language and communication needed for everyday participation in the world's multilingual community.

All in all, Algeria is approaching a key stage in its progress toward better education. Adhering to international standards and customizing them for local environments helps Algerian universities create winning Economic English courses for students interested in succeeding at school and in various industries.

#### **4.6.1 Synthesis and Pedagogical Implication**

This investigation was carried out to understand the language problems that Master 1 Economics students in the University of Bouira have to overcome in learning Economic English. Within the field of English for Specific Purposes (ESP), this research discovered that the lack of consistent language is a continuing and disruptive problem for learning and communication. Lots of students struggled to clearly define complex ideas related to economics. Common problems seen were unclear vocabulary, wrong sentence construction, grammatical mistakes and a lack of clear structure. This research points out that there is a major gap in education: students are not taught context-specific language for economics. A lack of proper introduction to economic words, standard ways of speaking and right forms of usage makes it tough for students to write or talk well in this field. So, the study points out that such instructional strategies should draw on theories and be in line with the learners' actual language problems. Achieving linguistic consistency helps students do well in school, join in economic talks and operate successfully in the global economy.

#### **4.6.2 How Important Is It to Use a Consistent Language in Specialized Learning**

Being consistent with language is very important in ESP, especially when teaching Economic English. It includes more than simply proper grammar and being able to communicate fluently; it also requires using the right markers, specific jargon and forms that make economic communication so clear and precise.

According to Nwogu (1997) and Bhatia (1993), using the wrong technical term in economic writing may result in wrongly interpreting the data or arguments which could lead to confusion in academics or the real world. The research reveals that being exposed to a consistent language model is important for students to remain clear, sure of themselves and achieve good grades.

Also, many learners are often caught in a split learning environment between focusing on grammar and practicing communication. As Johnson (1995) and Thornbury (2017) pointed out, students do well when the structure they learn includes both form and

function. As a result of ineffective coordination, students do not learn correct habits which leads to language use that is not clear.

#### **4.6.3 Theoretical Integration**

The research is supported by three connected theories: Communicative Language Teaching (CLT), the Lexical Approach and Needs-Based Pedagogical Design. They all discuss useful approaches to teaching Economic English to groups of learners with different needs.

CLT is based on the important work of Canale and Swain (1980) and stresses the value of interaction, understanding meanings and using language in everyday situations. CLT improves fluency and encourages students to take part, but Doughty and Williams (1998) point out that students must also use accurate language in hard academic fields like economics. As a result, this study recommends a combination of teaching real-life communication and directly teaching grammar, vocabulary and structure.

The Lexical Approach (Lewis, 1993; Nattinger & DeCarrico, 1992) helps solve the problem of changing vocabulary by encouraging people to learn chunks of language, pairs of words and terms relevant to their fields. These terms are not just part of the vocabulary in Economic English; they also represent important economic concepts. By helping students learn and use these multi-word expressions, teachers boost fluency, accuracy in ideas and credibility in the profession. In addition, NeedsBased Pedagogical Design supports the idea that each learner requires a unique instructional approach. Students enrolled in Economic English at the University of Bouira have a variety of abilities, come from different countries and wish to achieve different academic objectives. As a result, instruction should be flexible, use tasks for different learners, scaffolding ways and continuous feedback. When pedagogy is adjusted like this, all students benefit from additional help that helps their language skills grow gradually.

#### **4.6.4 Empirical Insights and Learners' Realities**

The analysis of student questionnaires gave strong evidence that supported many of the ideas discussed earlier in the theory. A large number of students openly said they had trouble understanding economic jargon, dealing with abstract ideas, and expressing their thoughts clearly in writing. These challenges were even harder to manage because most of the students had never taken a course in Economic English before. For many of them, English is not their first or even second language—Arabic and French come first—so learning in English adds an extra layer of difficulty. When faced with unfamiliar economic terms, most students said they often turned to online translation tools or explanatory videos. These tools offer some temporary help, but they do not replace real learning. True understanding happens when students are taught how to use these terms correctly and confidently in realistic situations, like discussing a market trend or writing a short report. Sadly, because students have limited exposure to English throughout their earlier education, they often struggle to fully absorb and apply the language. Still, despite these difficulties, students showed a clear preference for learning strategies that are well-organized, interactive, and suited to different levels of ability. Many said they wanted more practice using Economic English through hands-on activities like writing reports, giving presentations, and discussing real economic scenarios. This shows that students are not only aware of their learning needs—they are also open to new teaching methods, as long as these methods are relevant, engaging, and used consistently. It's a hopeful sign that with the right support and teaching strategies, students are ready to take an active role in improving their Economic English.

#### **4.6.5 Final Synthesis, Conclusion and Prospects for Future Research**

The thesis gives a new and important view to English for Specific Purposes by focusing attention on the often overlooked factor of linguistic consistency. Although communicative fluency is a major focus in ESP, this study shows that using the same terms, structure and types of writing is important, especially in economics where being precise affects a person's credibility and understanding.

Pointing out that students are unable to explain economic concepts clearly and confidently because of uneven language skills, the study supports calls for change in

instruction. Students and learners should be taught to use language well in speaking, writing and presenting it in the proper context to do well in education and work.

In the future, studies should examine how learners' language skills develop over time when certain teaching principles are applied. Observing how students' writing and speaking abilities develop over several semesters might show us if integrated teaching works well. There is a further need for experiments that examine how co-teaching models, with language and content experts jointly teaching Economic English in real time, perform. Using collections of student writing and speech as corpora is a hopeful method to observe and analyze typical problems, observe vocabulary progression and see how improvement happens. This information may guide the design of better teaching resources and assessment tests.

All in all, this study indicates that linguistic consistency acts as a base for successful ESP teaching. When the global economy changes, we should also update our teaching methods. All stakeholders, including institutions, educators and policy makers, are required to make sure students have the ability to communicate precisely and confidently in the areas they are studying.

### **General Conclusion**

This study investigated the linguistic challenges faced by Master 1 students studying Economic English at the University of Bouira, emphasizing the crucial role of linguistic consistency in specialized language learning. The findings revealed a fragmented instructional environment where economic terminology is inconsistently taught, often leading to confusion, reduced comprehension, and poor academic performance. The lack of structured curricula, insufficient teacher training, and minimal integration of digital tools have further hindered effective instruction. The study validated that targeted, communicative, and vocabulary-rich teaching approaches significantly enhance students' ability to understand and use Economic English. By examining both local educational contexts and successful international models, such as those from Tunisia and Indonesia, the research offered concrete solutions to improve ESP (English for Specific Purposes) education in Algeria.

## **Pedagogical Implications**

The findings of this study highlight several key pedagogical implications for the improvement of Economic English instruction in Algerian universities. First, the absence of a unified curriculum has contributed to inconsistent teaching practices, making it essential to develop a standardized, modular ESP framework that aligns linguistic objectives with economic content. Teaching should adopt a task-based, communicative approach that emphasizes real-world application, such as writing financial reports, interpreting economic graphs, and conducting policy discussions. Additionally, the instruction must go beyond isolated grammar and vocabulary lessons to incorporate genre-based learning and lexical chunking, helping students internalize the structure and language of economic discourse.

Differentiated instruction is another critical consideration. Given the varied proficiency levels of students, teaching strategies should be flexible and tailored to accommodate learners' diverse linguistic backgrounds. This calls for tiered tasks, scaffolding, and personalized feedback to ensure all students can engage meaningfully with the material. Moreover, the success of these pedagogical reforms depends heavily on continuous teacher development and interdisciplinary collaboration. ESP instructors should be provided with professional training that includes both linguistic and economic components and be encouraged to work alongside economics faculty to ensure subject relevance. Finally, integrating digital tools—such as AI-powered language platforms, corpus-based resources, and simulation exercises—can enhance student engagement, promote learner autonomy, and ensure greater consistency in language use.

## **Research Limitations**

While this study offers valuable insights into the challenges and potential improvements in teaching Economic English, it is not without limitations. Firstly, the research was conducted with a relatively small and localized sample—Master 1 students at the University of Bouira—which may limit the generalization of the findings to other Algerian universities or educational contexts. The reliance on self-reported data through

questionnaires also introduces potential bias, as participants' responses may not always accurately reflect their true experiences or abilities. Moreover, the study does not include longitudinal data, which restricts its ability to 54 assess the long-term effectiveness of the proposed teaching strategies. Without extended observation or follow-up, it is difficult to determine whether improvements in language use would be sustained over time. Additionally, although the comparative analysis with Tunisia and Indonesia offers practical suggestions, the direct applicability of these models to the Algerian context requires careful adaptation due to cultural and institutional differences. These limitations suggest the need for further research involving a broader range of institutions, more diverse data collection methods, and extended timelines to validate and expand upon the findings presented here.

## **LIST OF REFERENCES**



## References

- Assassi, L. (2015). *Teachers' and students' attitudes towards the implementation of English for Specific Purposes (ESP) courses: The case of Economics and Management at the University of Tlemcen* [Master's thesis, University of Tlemcen].
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. Longman.
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. University of Michigan Press.
- British Council. (n.d.). *Digital learning: English teaching resources*. <https://www.britishcouncil.org>
- Brown, H. D. (2014). *Principles of language learning and teaching* (7th ed.). Pearson Education.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
- Coxhead, A. (2018). *Vocabulary and ESP: Perspectives and challenges*. Routledge.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Dewi, R., & Savski, K. (2020). CLIL in Indonesia: Moving from policy to practice in a multilingual context. *Indonesian Journal of Applied Linguistics*, 10(1), 89–99.
- Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge University Press.

- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
- Flowerdew, J., & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. Cambridge University Press.
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Lawrence Erlbaum Associates.
- Guffey, M. E., & Loewy, D. (2019). *Business communication: Process and product* (9th ed.). Cengage Learning.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Hyland, K. (2007). Genre and academic writing in EAP. *English for Specific Purposes*, 26(2), 147–162.
- Johnson, K. (1995). *Understanding communication in second language classrooms*. Cambridge University Press.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge University Press.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lasagabaster, D., & Sierra, J. M. (2010). Classroom observation in CLIL and non-CLIL contexts: A study on teacher collaboration and teacher talk. *Language Learning Journal*, 38(2), 173–191.
- Larsen-Freeman, D. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Language Teaching Publications.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.

- Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39–52). John Benjamins.
- Mehdaoui, F., & Benabed, F. (2018). *Investigating the use of learning strategies in an ESP context: The case of first-year Master students of Biology at the University of Constantine* [Magister thesis, University of Constantine].
- Missoum, M. (2023). Challenges facing ESP teachers in Algeria: A meta-analysis. *ResearchGate*. <https://www.researchgate.net>
- Missoum, H. (2019). *ESP in the Algerian university: The state of the art*. Éditions El Khaldounia.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nattinger, J. R., & DeCarrico, J. S. (1992). *Lexical phrases and language teaching*. Oxford University Press.
- Nunan, D. (1988). *Approaches and methods in language teaching*. Cambridge University Press.
- Nwogu, K. N. (1997). The medical research paper: Structure and functions. *English for Specific Purposes*, 16(2), 119–138.
- Organisation for Economic Co-operation and Development. (n.d.). *Language and skills training for policy professionals*. OECD iLibrary. <https://www.oecd-ilibrary.org>
- Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 191–226). Longman.
- Richards, J. C. (1999). *Approaches and methods in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

- Robinson, P. (2001). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task-based performance. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 287–318). Cambridge University Press.
- Sahnoun, S. (2021). Translanguaging practices and English-medium instruction in Tunisian higher education: A mixed-methods study. *International Journal of Multilingualism*, 18(4), 517–535.
- Saraa, F. (2020). *ESP teaching at Algerian universities: Realities and challenges – The case of economics students at M'sila University* [MA thesis, University of M'sila].
- Saraa, N. (2020). *Assessment practices in ESP classrooms: An Algerian perspective*. Algiers University Press.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.
- Shen, Y. (2013). Balancing accuracy and fluency in English classroom teaching to improve Chinese non-English majors' oral English ability. *Theory and Practice in Language Studies*, 3(5), 816–822. <https://doi.org/10.4304/tpls.3.5.816-822>
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Syam, R., Sari, M. M., & Haryanto. (2023). EFL students' perceptions on teaching English in resource-constrained contexts for social science students in Universitas Negeri Makassar. *Journal of English Language Teaching, Linguistics and Literature*, 6(1), 11–20.
- Thornbury, S. (2017). *Teaching unplugged: Dogme in English language teaching*. Delta Publishing.
- Thornbury, S. (2017). *An A-Z of ELT* (2nd ed.). Macmillan Education.
- Willis, D. (1990). *The lexical syllabus: A general service vocabulary*. Collins.
- Zoghلامي, N. (2020). Translation and the use of contrastive analysis in ESP contexts. *Journal of Languages for Specific Purposes*, 6(1), 45–54.

# **APPENDICES**

## Appendices

### Appendix A: Students' Questionnaire

#### Enhancing Linguistic Precision for Tailored Teaching Strategies in Economic English

##### Section 1: Personal and Academic Background

• **What is your native language?**

- ☐ o Arabic
- ☐ o French
- ☐ o English
- ☐ o Other (Please specify): \_\_\_\_\_

• **What is your current level of English proficiency?**

- ☐ o Beginner
- ☐ o Intermediate
- ☐ o Advanced
- ☐ o Fluent

• **Have you studied economic English before joining this program?**

- ☐ o Yes
- ☐ o No

• **How often do you use English in your academic studies?**

- ☐ o Always
- ☐ o Frequently
- ☐ o Occasionally
- ☐ o Rarely

## Section 2: Challenges in Economic English

- **What are the main difficulties you face when studying economic English? (Check all that apply)**

- ☐ ☐ Understanding technical vocabulary
- ☐ ☐ Constructing grammatically correct sentences
- ☐ ☐ Writing academic papers or reports
- ☐ ☐ Speaking fluently in discussions
- ☐ ☐ Understanding economic concepts explained in English
- ☐ ☐ Other (Please specify): \_\_\_\_\_

- **How do you usually learn new economic terms?**

- ☐ ☐ Reading textbooks and articles
- ☐ ☐ Watching videos and lecture
- ☐ ☐ Engaging in discussions and presentations
- ☐ ☐ Translating words into my native language
- ☐ ☐ Other (Please specify): \_\_\_\_\_

- **Do you think economic English uses too many specialized terms that make learning difficult?**

- ☐ ☐ Strongly Agree
- ☐ ☐ Agree
- ☐ ☐ Neutral
- ☐ ☐ Disagree
- ☐ ☐ Strongly Disagree

- **How comfortable are you with reading and understanding economic research papers in English?**

- ☐ ☐ Very Comfortable

- ☐ o Somewhat Comfortable
- ☐ o Neutral
- ☐ o Somewhat Uncomfortable
- ☐ o Very Uncomfortable

### Section 3: Teaching Strategies and Learning Methods

- **Which teaching strategies have been most helpful in improving your understanding of economic English? (Check all that apply)**

- ☐ o Interactive discussions and debates
- ☐ o Group projects and case studies
- ☐ o Grammar-focused lessons
- ☐ o Vocabulary-building exercises
- ☐ o Business simulations and role-playing
- ☐ o Other (Please specify): \_\_\_\_\_

- **Do you believe that teaching strategies should be adapted to different English proficiency levels?**

- ☐ o Yes
- ☐ o No

- Have you experienced a teaching method that significantly improved your ability to understand and use economic English? If yes, please describe:

### Section 4: Suggestions for Improvement

- **What additional support would help you improve your economic English skills? (Check all that apply)**

- ☐ o More targeted vocabulary lessons
- ☐ o Additional writing workshops
- ☐ o More speaking and discussion sessions

<input type="checkbox"/>
<input type="checkbox"/>



☐ Use of technology (apps, online courses, AI tools)

☐ Other (Please specify): \_\_\_\_\_

• **Would you benefit from a structured framework for learning economic English that focuses on linguistic consistency?**

☐ Strongly Agree

☐ Agree

☐

Neutral

☐

☐ Disagree

☐ Strongly Disagree

• **In your opinion, how important is linguistic consistency in understanding and communicating economic concepts?**

☐ Extremely Important

☐ Very Important

☐ Somewhat Important

☐ Not Very Important

☐ Not Important at All