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An-Najah National University

Faculty of Graduate Studies

Dept. of Teaching Methods

**The Effect of Using ESP Texts Based on  
Secretarial Content on the General English  
Reading Comprehension of the First Year Female  
Secretarial Students at the College Level**

By

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Supervisor:

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Submitted in partial fulfillment of the requirements of the  
degree of Master in Education

**Nablus, Palestine**

**November, 2000**

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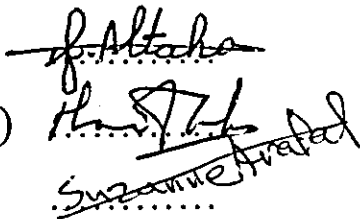
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The block contains three handwritten signatures. The first signature is for Dr. Fawaz Aqel, the second for Dr. Hanna Tushyeh, and the third for Dr. Suzan Arafat. The signatures are written in black ink and are somewhat stylized.

## ***Dedication***

To my father's soul, to my brothers and sisters, to my wife and beloved daughters, Maysam and Duha, and my dear son, Ali.

To all those who are dedicated to their work, and to all those who have taught me.

## *Acknowledgement*

I would like to express my deepest gratitude to my thesis supervisor, Dr. Fawas Aqel, for his valuable directions, support, and encouragement.

I also wish to thank the committee members: Dr. Suzan Arafat and Dr. Hanna Tushyeh for their valuable suggestions and participation in discussing the thesis.

I also wish to acknowledge everybody who gave me a hand with this work, especially Ismail Jaber Abu Zeyadeh for his help in analyzing the results of the study.

## *Table of Contents*

<b><u>Subject</u></b>	<b><u>Page</u></b>
Dedication	i
Acknowledgement	ii
Table of Contents	iii
List of Tables	v
Abstract	vi
<b>Chapter One: Introduction</b>	
- Background	1
- Statement of the problem	6
- Purposes of the study	7
- Questions of the study	7
- Significance of the study	8
- Limitations of the study	9
- Definition of Terms	9
- Summary	11
<b>Chapter Two: Review of Related Literature</b>	
- Theoretical Background	12
- Review of practical studies	20
- Studies conducted in Palestine	20
- Studies conducted in the Arab World	22
- Studies conducted in foreign countries	26
- Summary	33

<b><u>Subject</u></b>	<b><u>Page</u></b>
<b>Chapter Three: Methodology</b>	
- Population	34
- Sample	35
- Research instruments	36
- Validity of the test	39
- Reliability of the test	40
- Procedures of conducting the study	41
- Research design	42
- Variables of the study	43
- Statistical design	43
- Summary	43
<b>Chapter Four: Results</b>	44
- Summary	51
<b>Chapter Five: Discussion, Conclusions and Recommendations</b>	
- The results of the general English reading comprehension test	53
- The results of each of the four components of the general English reading comprehension	53
- Conclusions	62
- Pedagogical Implications	63
- Recommendations	65
<b>References</b>	67
<b>Appendices</b>	74
Appendix 1: A Sample ESP Unit	74
Appendix 2: Content Analysis Plans	105
Appendix 3: General English Comprehension Test	108
Appendix 4: A letter of permission for conducting the study	114
<b>Abstract in Arabic</b>	115

## *List of Tables*

<u>Table</u>	<u>Page</u>
3.1 Distribution of the Population at the Colleges	34
3.2 Mean Scores and Standard Deviations of the Two Groups on the Pre-test	40
4.1 Results of Pre-test and Post-test of the Experimental Group on the Reading Comprehension Test	44
4.2 Results of Pre-test and Post-test of the Control Group on the GE Reading Comprehension Test	45
4.3 Percentages of Success of the Two Groups on the Post-test	45
4.4 Frequency Distribution of the Students' Grades of the Two Groups on the Post-test	46
4.5 Mean Scores and Standard Deviations of the Two Groups on the Pre-test and Post-test	47
4.6 Results of Pre-test and Post-test of the Experimental Group on the Different Tested Components of the GE Reading Comprehension	48
4.7 Results of Pre-test and Post-test of the Control Group on the Different Tested Components of the GE Reading Comprehension	49
4.8 Mean Scores, Adequacy levels, Standard Deviations, and T-test Results of the Two Groups on Each Component on the Post-test	50

### *Abstract*

## **The Effect of Using ESP Texts Based on Secretarial Content on the General English Reading Comprehension of the First Year Female Secretarial Students at the College Level**

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Dr. Fawaz Aqel

The study attempted to investigate the effect of using ESP texts based on secretarial content on the general English reading comprehension of the first year female secretarial students at the college level.

Basically, the study aimed at answering two questions:

1. Is there any statistically significant difference at the level ( $\alpha \equiv 0.05$ ) between the mean scores of the experimental group who read ESP texts and the control group who read GE texts on the general English reading comprehension test?
2. Is there any statistically significant difference at the level ( $\alpha \equiv 0.05$ ) between the mean scores of the experimental and the control group on each individual component of reading comprehension?

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The population of the study ( $n = 258$ ) consisted of all first year female collegians majoring in Management and Office Automation in the academic year 1999/2000.

The sample of the study consisted of two sections, (42) students, at Ramallah Women's Training Center (Al-Tireh College).



Three ESP units and a general English reading comprehension test were produced by the researcher. The test was used as a pre-test and post-test.

The results of the test were then computed and analyzed using a series of t-tests.

The findings of the study were as follows:

- 1- There was a statistically significant difference between the mean scores of the experimental group and the control group on the general English reading comprehension test for the benefit of the experimental group.
- 2- There was a statistically significant difference between the mean scores of the experimental group and the control group on each of the four tested components of reading comprehension for the benefit of the experimental group.
- 3- All the students in the experimental group scored over twenty (the passing score) except one whereas only seven students in the control group scored over that passing score.
- 4- The students in the experimental group achieved the highest adequacy level on the lexical component.
- 5- Both groups achieved the lowest adequacy level on the grammatical component.
- 6- Both groups had the same achievement order on two components; the discorsal knowledge and grammat-ical knowledge.

In the light of the results of the study, the researcher recommended that teachers provide their students with ESP texts and

make use of such texts to enrich students' lexical knowledge. The researcher further recommended that course-designers devise ESP coursebooks pertinent to students' needs for each field of specialization and include such coursebooks at early stages of students' study at college. Moreover, the researcher recommended that the Palestinian Ministry of Higher Education replace GE courses offered to first year college students with ESP courses and work in co-ordination with the Ministry of Education to include ESP texts in the schooling stage. Finally, the researcher recommended that other researchers conduct similar studies on other fields of specialization at other levels, examine the effectiveness of the ESP material on skills other than reading comprehension and conduct studies on identifying the specific English needs of college students.

# CHAPTER ONE

## INTRODUCTION

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### *Background*

In recent years, there has been a tremendous interest in technical and vocational education due to the rapid and extensive developments in technology, science, commerce and industry all over the world. In the Second International Congress on Technical and Vocational Education held in Seoul in 1999, the participants agreed that adult vocational training is the urgent requirement of societies.

Domestically, the Palestinian Ministry of Higher Education is developing a national strategy for improving technical and vocational education programs in Palestine (PNA, 1999). Also, the General Administration of Curricula has found out that there is a dire need for specialization in the field of vocational and technical education to develop and/or activate the local economy. The Palestinian curriculum, which is being prepared, will offer vocational and technical training after students finish the tenth grade. This training aims to provide students with technical and vocational experiences. In the first phase, students study for two years and are granted a first diploma in the field of specialization. Students can then complete their study through a program that lasts from six months to four years according to the field of study. (UNESCO, 1998).

All these developments in vocational education highlight the role which English can play as an international and technical language. Clarke (1988) stated that English "has become the chief medium of international communication"(p.7). Huckin (1988) also indicated that English has become the language not only of diplomacy, aviation, tourism and pop culture, but more importantly, of science, technology and commerce.

Hasman (2000) discussed the global spread of English in view of the increasing number of users of the language. She gave these figures about users of English:

- 1- Over 1.4 billion people live in countries where English has official status.
- 2- One out of five of the world's population speaks English with some degree of competence.
- 3- By 2000, over one billion people will also be learning English.
- 4- Over 70% of the world's scientists read English.
- 5- About 85% of the world's mail is written in English.
- 6- 90% of all information in the world's electronic retrieval systems is stored in English.
- 7- By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. (p.3)

This global role of English language is also emphasized in the Palestinian curriculum to come. English will be taught to the first grade pupils for the first time. They will have three classes of English per week. This emphasis is due to the fact that

learning English will facilitate cross-cultural understanding and international cooperation. It will also provide an access for using the computer at an early stage especially in this age of information revolution. (UNESCO, 1998).

The global role assigned to English makes learning and teaching it extremely essential throughout the world. Therefore, people have to learn English either as a foreign language (EFL) or as a second language (ESL).

In Palestine we learn English as the first foreign language. It is learned as a compulsory subject in the school curricula for about eight years. Besides, English is used as the medium of instruction in some private schools and universities in Palestine. (See Abou-Dagga, 1996, Saqful-Hait, 1989).

Among the current developments in the learning and teaching of language is the trend towards the learning of language for specific rather than for general purposes (Stevens, 1978). This trend in language teaching and learning is called English for Specific Purposes (ESP). Brumfit (1980) pointed out that "an ESP course is directly concerned with the purposes for which learners need English"(p.107). Thus, ESP comes as a reaction against the general English (GE) trend which does not correspond to learners' real needs and purposes.

English is mainly used in Palestine as a foreign language. Most students learn it for general purposes in schools. However, some learners joining the Palestinian universities and colleges

need English for academic purposes (EAP) or occupational purposes (EOP) – either for study or for a career. In other words, these students have specific English needs different from those they had during the schooling stage. To address such specific needs, some universities in Palestine e.g. An-Najah National University, Birzeit University and Bethlehem University have started ESP courses for the faculties of sciences, business, law, engineering, social studies and so on. These courses aim to tackle students' own specific needs in learning the English language.

As for college students, ESP courses, or rather EOP courses, are offered in the second year of their study or training. They have pure general English courses during the first year of training. To take Ramallah Women's Training Center (Al-Tireh College) as an example, it offers diplomas in more than ten fields of specialization for women students. English is considered to be a very important subject in all these fields. Therefore, the college offers from three to five English classes to different fields of specialization for the two-year duration of study. During the first year, trainees have a pure general English course whereas in the second year they start to have courses on technical English which are usually devised by instructors of English.

The absence of ESP courses during the college students' first year of study results in weakness in English proficiency in the various fields of specialization due to the irrelevance of GE material to trainees' real specific needs which involve learning English associated with their future occupations. During the last

principals' and vocational and technical education specialists' conference held in Amman 2-4, August, 1999, principals' reports on the state and development of training at the centers administered by U.N.R.W.A included remarks on the weakness of college graduates, either at the trade courses or the semi-professional ones, to communicate fluently in English about their field of specialization or the future job they are prepared to work in (Abu Safieh, 2000). This indicates that weakness in English proficiency includes both first year and second year trainees, though the latter have some ESP courses. This weakness can be ascribed to the absence of ESP textbooks which can address students' needs. Students, in fact, have become bored with general English materials which have not so far addressed their real needs after more than eight years of learning them.

In fact trainees' weaknesses in English cover all English language skills: speaking, listening, reading and writing. As far as reading comprehension is concerned, students fail to comprehend GE reading texts in terms of content, vocabulary, grammar and discourse features.

Treating students' weaknesses in English can only be possible through giving them authentic and relevant material that suits their specific situations. As it is not easy to treat these weaknesses in all language skills, concentrating on one macro-skill can be to some extent sufficient.

Strevens (1978) indicated that in ESP materials there is more concentration on reading and the use of authentic texts

from special fields as comprehension practice. Therefore, reading comprehension plays an important role in English materials. Reading comprehension definitely consists of content, vocabulary, structure and discourse features all of which have effect on reading of texts.

The importance of reading comprehension stems from the fact that it is still used, whether in schools, colleges or universities, in assessing students' comprehension of certain materials. Unlike the other skills, reading tests are being considerably used to assess students' achievement in English language. English final and mid-term exams usually consist of reading texts with questions about the content, vocabulary, grammar and discourse features. Thus, investigating the effect of certain materials on the general reading comprehension is justifiable and can give a general perspective about students' achievement in the English language.

## **Statement of the problem**

The researcher, an academic instructor of English at Ramallah Women's Training Center, found out that students' achievement in the English language was low, especially in reading texts. The students failed to comprehend the GE reading passages and their four components: content, vocabulary, grammar and discourse features. The researcher attributed the trainees' low comprehension of reading texts to the absence of ESP texts, especially in the first year of their study at the College. The researcher also presupposed that ESP texts can motivate students and improve their comprehension of GE texts since they provide



authentic and relevant context. Using pure general English material cannot meet trainees' specific needs in learning English.

So, the researcher attempted to provide students with ESP texts and thereby investigate the effect of using such texts on the students' general English reading comprehension.

## **Purposes of the study**

The study had the following two purposes:

- 1- To investigate the effect of using ESP texts on the general reading comprehension of college students.
- 2- To examine the effect of using ESP texts on the following components of reading comprehension: content, vocabulary, grammar, and discourse features.

## **Questions of the study**

The study attempted to answer the following questions:

- 1- Is there any statistically significant difference at the level ( $\alpha = 0.05$ ) between the mean scores of the experimental group who read ESP texts and the control group who read GE texts on the general English reading comprehension?
- 2- Is there any statistically significant difference at the level ( $\alpha = 0.05$ ) between the mean scores of the experimental group and the control group on each individual component of the general English reading comprehension test?

## Significance of the study

This study is important in the sense that it directly deals with learners' specific and urgent needs in their fields of specialization. The ESP materials produced and implemented for students at the college level are considered to be an innovation in Palestine. To the researcher's best knowledge this attempt has not been done before.

Furthermore, this study gains significance as the first experimental study on ESP conducted in Palestine, especially in vocational settings where ESP is very important.

Therefore, the experimental results of this study will be useful for course-designers to devise textbooks for technical colleges. In addition to that, this study provides material to treat students' weakness in English due to some deficient points in the curriculum.

The study will further be of great importance for researchers who want to conduct similar studies associated with identifying students' specific needs at technical colleges, devising ESP courses for vocational students, providing learning and teaching strategies for ESP courses and evaluating the ESP situation at the college level.

## Limitations of the study

This study has the following limitations:

- 1- It is limited to all first year female college students majoring in Management and Office Automation and studying the course called **General English** from the coursebook called **Counterpoint** in the second semester of the academic year 1999/2000 at Al-Tireh College .
- 2- It is also confined to English for Occupational Purposes (EOP) or English for Vocational Purposes (EVP), and not any other branch of ESP.
- 3- It covers the area of English language, not any other subject-matter. It specifically stresses one skill and that is reading comprehension.
- 4- The ESP material is developed and implemented by the researcher himself.
- 5- Generalizations of the findings of the study are limited to the college level.

## Definition of terms

The following terms, which will frequently appear in the study, are defined by the researcher as follows:

**English for Specific Purposes (ESP)** is an approach to language teaching / learning which aims to meet the students' needs in particular situations.

**English for Occupational Purposes (EOP)** is a branch of ESP which is used to meet the needs of vocational students joining

technical colleges. It is concerned with providing English that can be useful in students' future jobs.

**General English (GE)** is English given to learners on a general basis and which is usually irrelevant to their specific needs.

**First year secretarial students** are female college students majoring in Management and Office Automation and having the course **General English** in the first year of their study.

**ESP material** is specialized texts that aim to meet students' needs and interests.

**Ramallah Women's Training Center (RWTC)** is a technical community college administered by U.N.R.W.A which offers vocational training for refugee women students. It is also called Al-Tireh College.

**Reading comprehension** is understanding the reading texts in terms of content, vocabulary, grammar and discourse features.

**Content knowledge** is a component of reading comprehension which students use so as to understand the concepts and themes of a reading text.

**Lexical knowledge** is a component of reading comprehension which students use so as to understand the vocabulary embodied in a reading text.

**Grammatical knowledge** is a component of reading comprehension which students use in order to understand the grammatical structures used in a reading text.

**Discoursal knowledge** is a component of reading comprehension which students use in order to understand features like pronominal reference, organization of ideas, and the indication and use of connectors e.g. coordinators and subordinators.

## *Summary*

This chapter shed some light on the background of the problem of the study. It also dealt with the purposes, questions, significance, and limitations of the study. Furthermore, it included definition of the terms related to the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

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This chapter is divided into two sections. The first section deals with theoretical literature on ESP while the other one goes over practical studies conducted on the field.

#### **Theoretical Background**

English for specific purposes is a current trend in the learning and teaching of English language. It directly addresses the learner's specific needs for learning a language. Therefore, it is a learner-centered approach.

Specialists in the field of ESP haven't yet come up with one specific definition for ESP. This is due to the fact that ESP is still a current innovation. Robinson (1980) pointed out that the concept of ESP is still fairly new, although its practices may have existed for some time. Furthermore, specialists in the field tend to think that ESP shouldn't be dealt with as a separate approach to language learning and teaching. Brumfit (1980) stated "it would be a pity if ESP were felt to exist as in some way an indivisible aspect of language teaching. Perhaps language teaching is indivisible" (p. 110). Also Strevens (1988) indicated that the methodologies of ESP conform to the same model of the language learning / teaching process as does any other form of language teaching.

Most ESP specialists' definitions of English for specific purposes centered upon the learner's specific needs. Stevens (1980) defined ESP as an approach based on a close analysis of the learner's needs. Hutchinson and Waters (1987) defined ESP as "an approach to language teaching which aims to meet the needs of particular learners"(p.21). However, Stevens (in Johns and Evans ,1991) provided this extensive and comprehensive definition for ESP: ESP consists of English language teaching which is:

- designed to meet specific needs of the learner,
- related in content to particular disciplines, occupations and activities,
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse ,
- in contrast with "General English",
- restricted as to the language skills to be learned,
- and not taught according to any pre-ordained methodology. (p.289)

ESP has several subdivisions or branches. These include English for Academic Purposes (EAP), English for medical Purposes (EMP), English for Business Purposes (EBP), English for Science and Technology (EST), English for Occupational Purposes (EOP), English for Written Academic Purposes (EWAP), and Vocational English as a Second Language (VESL). However, ESP can be classified into two main branches: English for Occupational Purposes and English for Academic Purposes. The first deals with language learning for the workplace, the second with language needed by students in a study setting to cope with their own subject specialisms (McDonough, 1998).

The emergence of ESP came as a result of several developments in the world. Kinsella (1979) attributed the rise of business language courses to the growth of international trade, the rise of multi-national agencies and the internationalization of business. Bhatia (in Saqful-Hait, 1989) cited two factors that helped in the development of ESP: the limitation of the sentence-oriented grammars used in language learning and teaching and a professional commitment to the academic needs of students.

On the other hand, Hutchinson and Waters (1987) attributed the rise of ESP to three factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. As far as the Arab World is concerned, Ligget (in Saqful-Hait, 1989), attributed the popularity of ESP to two basic reasons: scientific and technological needs of the learners as well as the needs for training.

When organizing ESP courses, instructors or teachers should be acquainted with the following assumptions about ESP (Robinson, 1991):

- 1- ESP courses are normally goal-oriented.
- 2- An ESP course is based on a needs analysis.
- 3- The students on an ESP course are likely to be adults rather than children.
- 4- There is a very clearly specified time period for an ESP course.
- 5- An ESP course should involve specialized language and content. (p.2-4)



In addition to the above-mentioned points, instructors need to follow a certain approach in their ESP course. In fact, there are several approaches to ESP, McDonough (1998) lists five approaches to ESP:

- 1- **Register analysis approach** which is based on the frequency of grammatical structures and lexical items in a certain specialism.
- 2- **Communication-based approach** which is concerned with language in use-the communicative properties of the language.
- 3- **Skill-based approach** which deals with skills with attention being paid to language processing as well as the linguistic product. It also covers language skills, especially reading and study skills for learners in an EAP setting.
- 4- **Task-based approach** which perceives learning as most likely to be effective when learners are carrying out language learning in conjunction with other learning activities.
- 5- **Genre analysis approach** which adopts linguistic analysis by looking not just at the internal characteristics of texts, but also at the way in which those characteristics play a sociolinguistic role in particular settings and discourse communities.(p.157-158 )

A sixth approach, the **rhetorical approach**, is cited by Selinker, Lackstorm and Trimble (in Robinson, 1980) which focuses more on the text rather than on the sentence.

ESP materials are assumed to be different from general English materials. Strevens (1980) distinguished between ESP materials and GE materials as follows:

- 1- more concentration on reading and less on speaking and writing,
- 2- the use of edited authentic texts from the special fields as comprehension practice,
- 3- collaborative authorship between language teacher and subject specialists,
- 4- and inclusion of notional, functional and communicative criteria for the selection of material and the organization of practical learning / teaching tasks. (p.200 )

Materials are very important in the ESP context. This importance is due to several reasons. Firstly, they are a source of language. They expose learners to the language that they require. For EFL learners, the ESP classroom is almost the only source of English. However, additional materials and rubrics (instructions) can also be sources of language. Secondly, they are considered as learning support since they involve learners in thinking about and using the language. Thirdly, they stimulate and motivate learners through offering new ideas and information and encouraging fun, creativity and challenge (Dudley-Evans and St John, 1998).

To design ESP materials, one needs to follow some model. Hutchinson and Waters (1987) proposed a model which consisted of four elements: input, content focus, language focus and task. The first element (input) may be a text, dialogue, video-recording, diagram or any piece of communication data, depending on needs

analysis. The content focus deals with language as a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom. The language focus, however, aims to enable learners to use language. The last element (task) leads towards a communicative task in which the learners use the content and the language knowledge they have built up through the unit.

For selecting and evaluating ESP materials, there are some criteria to follow. Pilbeam (1987) listed the following criteria: specificity, appropriacy, validity, flexibility, approach suitability, high quality and production duration. Meanwhile, da Silva (1993) proposed that the main criteria for selecting materials for trainees should be appropriateness, authenticity, relevance and learning needs. Yet, there are often **constraints** which can hinder the use of ESP materials. These include:

- 1- **Institutional factors** e.g. time allotted on the timetable for learning English, classroom or learning conditions, attitudes to English language teaching by institutional heads and staff and the status of English in the curriculum,
- 2- **teacher factors** e.g. teacher's own competence and confidence in using English, training of ELT and ESP teachers and attitudes to language and learning,
- 3- **and learner factors** e.g. perception of what English language learning is all about. (Mountford, 1988 , p.80-81).

ESP is concerned with incorporating all the four language skills in the learning and teaching of English. This fact is compatible with the current trends in English teaching and

learning, namely, the communicative approach. However, most ESP courses are restricted to one or two skills. Strevens (1980) emphasized that ESP requires restriction of the language skills to be learned. It is also suggested that a course may be built around just one skill.

Of the four skills, reading comprehension is the one most often dealt with in isolation (Robinson, 1980). The importance of the reading skill has been stressed by several specialists and writers of ESP. Swales (in Robinson, 1980) identified reading as being his students' greatest need. Also, Johns and Dudley-Evans (1991) stated "In ESP practice, the single skill is usually reading because of its primary importance in many EFL environments. Monoskill reading courses have undoubtedly proved popular and successful in many parts of the world"(p.305 ). Tushyeh (1986) found out that reading and speaking were the most needed skills for An-Najah University students. Likewise, Mustafa (1998) found out that reading was the most important skill for science learners in the University of Science and Technology, Irbid-Jordan. Thus, reading comprehension is described as a macro-skill. It is the most common skill in all ESP textbooks. Most ESP courses start with reading texts which are not dealt with as linguistic objects, but rather as vehicles of information. Johns and Davies (1983) set key principles for reading comprehension: (1) extracting information accurately and quickly is more significant than language details, (2) understanding the macrostructure comes before language study, and (3) application of the information in the text is of paramount importance.

ESP texts usually comprise specialized vocabulary or technical terms. These texts can not be comprehended unless specialized vocabulary is comprehended. Alber-Dewolf (1984) indicated that a good knowledge of term-formation processes improves the reading skills necessary for reading foreign LSP. It is also worthwhile to say that each specialist area has specific technical terms but these terms are not fixed. Sager (1981) pointed out that terminology is not so fixed due the following reasons: the speed of scientific development, its wider geographical and social spread, and the duplication of research in different places. Also, Robinson (1991) stated "while there may be value in compiling lists of terms for particular specialized areas, we must recognize the limitations of such lists" (p.28).

Dudley-Evans and St John (1998) summed up areas of vocabulary into two broad areas; vocabulary that is used in general language but has a higher frequency of occurrence in scientific and technical description and discussion e.g. factor, method, function, relevant ..etc.; and vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines e.g. bug in computer sciences, energy in physics and stress and strain in mechanics.

Technical texts not only employ specialized vocabulary, they also use special structures that occur more often in technical than literary texts (Lutoslawska, 1975). Through analyzing ESP texts, specialists in the field of ESP have come up with special structures that are relevant to many disciplines. For instance, Dudley-Evans and St John (1998) indicated that any grammatical

work done on the verb in EAP should concentrate on the present simple, active and passive voice and the modal verbs. Swales (1988) showed that in academic articles these tenses can be used: present simple (active and passive) and present perfect in the "introduction", past passive in the "method", past simple in the "results", simple present in "comments" and modals (may, might, could, would) indicating the degree of certainty of a writer's commitment to a statement or claim. In addition to verbs, other structures are commonly used in ESP texts e.g. articles (the absence of the article or the use of "the"), nominalisation, that is, the use of verbal nouns ending in suffixes, and prepositions.

Another important element for the comprehension of technical texts is the discourse features which aim to describe relations that are found in a text level. These relations include time, space, pronominal, intersentential, and rhetorical relations (Urquhart, 1984).

## **REVIEW OF PRACTICAL STUDIES**

This section reviews practical studies relevant to ESP conducted in Palestine, the Arab World and foreign countries.

### **I. Studies conducted in Palestine**

Two survey studies on ESP were conducted in Palestine. The first was conducted by Tushyeh (1986). He undertook a preliminary investigation of the English language needs and skills as perceived by students and faculty members at An-Najah National University. He distributed two questionnaires: a Faculty

Questionnaire and Student's Questionnaire. Eighteen faculty members and 47 students took part in the study. The subjects were chosen from different faculties e.g. science, engineering, education, sociology and so on. The findings of the study showed that 76% of the faculty members liked to give their students English language texts in the courses they teach because these texts would strengthen the English language of their students and qualify them for future careers. The faculty members also ranked reading as the most important English-language skill needed by their students. They also confirmed that English-language texts provide them with important terms and concepts. As far as the students were concerned, findings showed that 89% of the students believed that English is useful in their fields of specialization and 66% of them indicated that specialized English-language texts were insufficient. Meanwhile, 56% of the students thought that specialized texts would be useful in their future careers. With respect to ranking the language skills, most students ranked reading and speaking first. As for which was more important general knowledge of English or English related to field of specialization, most students favored general knowledge of English.

A similar study was carried out by Saqful-Hait (1989). She investigated An-Najah students' language needs and their abilities in the language skills as perceived by both faculty members and students in the faculties of Sciences, Engineering, Arts, Economics and Education at An-Najah National University. For this purpose, she distributed two questionnaires: one for faculty members and the other for students. The results showed that students at the colleges of Sciences and Engineering ranked listening as their most

needed skill whereas students at the other colleges ranked speaking as the most needed one. All students in all colleges agreed that reading is their second most needed skill. Concerning language abilities, 97% of the student respondents judged themselves to be very good in reading while 85% of the faculty members judged them so. This means that students and faculty members in the colleges of Sciences and Engineering viewed students' abilities as best in reading. In the other colleges listening and reading were first in the case of good ability. In the end, the researcher recommended that students have specialized English courses rather than general English courses.

## **II. Studies conducted in the Arab World:**

Several studies on ESP were conducted in the Arab World. They mostly addressed needs analysis and course design as related to ESP. Zughoul and Hussein (1985) conducted a study which attempted to explore the needs for English at Yarmouk University in Jordan. For this purpose, separate questionnaires for students and faculty were developed, piloted and distributed (students, n=1147; faculty, n=90). The questionnaires investigated three major issues: the extent of English language use at the university; perception of English-language needs and perception of the students' language abilities. Results indicated the widespread use of English in most educational settings except for class discussion and student questions in lectures. There was also evidence that students tended to overestimate their abilities in the different language skills, while a more realistic estimate was reflected in the responses of the faculty. Both students and faculty agreed on the primary importance of the listening skill.



A further study was conducted by Mustafa (1998). The researcher investigated the science students' evaluation of the impact of learning and using five reading strategies in L2 on performing academic tasks in that language for subject courses. In this attempt, she interviewed 50 professors and tested 500 students at the University of Science and Technology in Jordan. The results showed that professors prescribed reading assignments and believed that students face reading problems in vocabulary, paragraph organization and grammar. These problems were due to their poor background in the subject area. The professors' responses about the relative importance of the four skills as applied to the learning of science showed that they all considered reading to be the most important skill, but writing the most difficult. However, the students' scores on the cloze test showed that their overall performance was much lower than expected. The study also showed that formal instruction on reading strategies through the English course was perceived by students as being helpful in performing academic tasks required in English for their subject courses.

In an attempt to improve an English syllabus of higher education institutions in Tunisia, Hemissi (1981) conducted a study in which he used two questionnaires to be answered by both students and faculty members. The results revealed that students hardly used English outside the classroom and rarely prepared their lessons at home. However, the faculty members over-emphasized the reading skill.

A further study was conducted by Abu Mosallam (1984) who investigated Egyptian police officers' needs of the English language in an attempt to devise a common core course for all police departments. The police officers expressed different English needs. For example, the state security officers emphasized reading comprehension as their most needed English skill whereas interpol officers stressed reading and writing. The other department officers preferred speaking and listening skills as they had more relevance to their work. In the end, the researcher proposed a common core English course for all police officers, regardless of specialization. The course included language skills, functions, and forms required to handle the target communication and topics and activities related to each specialization.

Tawfiq (1984) also conducted a study in an attempt to arrive at implications for designing an ESP reading course in Kufa Medical Faculty at Al-Mustansiriya University-Iraq. He started by investigating the linguistic needs of the undergraduate students using five procedures: his previous experience; examining the textbooks; a pretest to predict the students' ability; three questionnaires to assess the language needs; and building-up of his own observations concerning the classroom interaction. He found out that students needed English for reading lecture notes, textbooks, journals, and medical references.

Schlepppegrell (1985) described a program developed for Egyptian economists participating in a joint research project with Americans called "English for Economists". The program was designed to build on students' existing reading skills and their

background knowledge of economics in order to improve their listening comprehension and writing skills through exercises which provided them with comprehensible input for acquisition. The students were highly motivated by the clear relevance of the course content to their professional interests.

Al-Araj (1997) conducted an experimental study which aimed at investigating the effect of using an ESP Shar'i (Islamic Law) course on the general English proficiency of Shar'i tenth-grade students. The sample of the study consisted of two sections, (40) male students, which represented the four Shar'i schools in Jordan. One section represented the control group and the other section represented the experimental group which was taught an ESP material produced by the researcher. The control group only received general English material. The researcher constructed a general English proficiency exam which was used as pretest to check the equivalence of the two groups. At the end of the experiment, the same exam was repeated as a post-test. Upon analyzing the scores of the two tests, the results revealed that the differences between the mean scores of the two groups on the post-test were statistically significant for the benefit of the experimental group both in general and on every individual component of the general English proficiency test. Another finding was that all the learners of the experimental group scored above fifty (the passing score) while (14) learners in the control group scored above that passing score.

### **III Studies conducted in foreign countries**

A lot of research conducted in foreign contexts emphasized designing ESP courses, identifying learners' linguistic needs and evaluating ESP instruction or courses.

Clare (1982) outlined a course and sample materials in English for garment workshop employees in New York. Attention was directed to the needs analysis process undertaken in the garment industry. The ESP course was limited in terms of content - only certain of the basic skills were emphasized; only relevant vocabulary, grammar and functions were selected; only suitable themes and topics were chosen; and only the necessary communicative needs were selected.

Wallace (1985) conducted research on modifying ESP approach at seven Illinois universities to effectively prepare ESL undergraduate non-native students for their future academic and career communication needs. The results of a cross-disciplinary faculty survey were completed. The researcher found out that the surveyed faculty from the Art, Chemistry, Computer, Science, Curriculum and Instruction, Marketing and Management, Maths, Political Science, Pre-Engineering, and Psychology departments at the seven Illinois universities wanted their non-native students to be taught English through an approach that would foster research abilities, analytical thinking, and exam taking strategies. These professors wanted all the language skills to be taught by the English department. The other finding was that the modified ESP course designed in four phases – identification, development,

implementation, evaluation\_ was found to be an effective way of preparing students for their future academic and career communication needs.

Sheppard and Stoller (1995) held workshops on the project approach for ESP teachers from vocational schools in Italy. The teachers taught in a wide variety of vocational areas: social services and child care, electronics, catering, agriculture, computer science, tourism etc. The teachers were reported to have negative attitudes towards the present curricula and textbooks and they wanted to explore new techniques for expanding textbook activities to create a more communicative and stimulating learning environment. Upon the completion of the workshops, the researchers discovered, by means of an informal needs assessment, that the majority of ESP students needed more experience in listening to and speaking English. Some students, especially of electronics, had little difficulty with reading technical texts.

Yung (1995) investigated the effectiveness of using reading logs for Business English. For this purpose, he used a questionnaire. An analysis of the students' comments showed that they had a positive attitude towards the approach. Over two thirds of the students agreed that reading logs helped familiarize them with terms, issues, and writing styles in the field of business. The students' comments also showed that the reading aspect of the activity was useful in improving their knowledge and business language. Sixty-three percent of the students indicated that they enjoyed the reading aspect of the activity, because they could personally select texts that interested them.

Cumaranatunge (1988) investigated Srilankan women aides' English language needs through participant observation and field study at the workplace. A questionnaire in Srilankan was administered to a sample of (30) women presently working as domestic aides in Kuwait. A structured interview was also administered to a sample of forty-six people comprising returnees, domestic aides working in Kuwait, employment agents in Srilanka and in Kuwait and employees in Kuwait. The findings showed that 88% of the domestic aides thought that asking directions was a situation where English would be necessary. In ranking the four language skills in order of necessity, the subjects gave first place to the receptive and productive command of the spoken medium.

In a further study, Kasper (1997) investigated the effect of content-based instruction on ESL students' academic progress. The experimental group (n=73) had content-based instruction whereas the control group (n=79) had non-content-based instruction. The experimental group had a multiple-content course in which all students read selections from five academic disciplines: language acquisition, computer science, anthropology, biology and psychology. The five disciplines studied represented both students' interests and subjects which they were most likely to study in college. Each discipline-based unit was presented in four stages: prereading, factual work, discussion and analysis, and extending activity. However, the control group read selections not grounded in any specific academic disciplines, but rather covered a wide range of topics and they were exposed to the same four-stage instructional sequence. In all four semesters of this study, students in the experimental group obtained significantly higher average scores on the ESL final exams than did students' in the control group, with overall average

scores on the ESL final exams than did students' in the control group, with overall average scores of 81% for the experimental group and 68% for the control group.

Hudson (1991) conducted a study on third and fourth years Mexican students in the Chemical Engineering Department of the Universidad de Guadalajara having EST courses within an ESP reading project which emphasized the role of content comprehension. The materials for the two-year course were developed around thematic units which correspond to undergraduate course content. Instruction presented grammar and vocabulary only as they were necessary for comprehension of the texts. The study examined whether the emphasis on reading for content improved reading comprehension as well as knowledge of reading grammar and general reading ability. Students were administered three reading texts: reading grammar, comprehension, and cloze. Significant differences were found for instructional status and subtest and for each subtest by instructional level. The results suggested that the content comprehension approach could improve reading comprehension as well as knowledge of reading grammar and general reading ability.

To improve skillful communication and fluency in English, Graham and Beardsley (1986) conducted a study on ten graduate students of pharmacy at the University of Maryland. The students were non-native speakers of English and lacked communicative abilities in English. A pretest was given before the course which was structured around several functions of speech necessary for effective oral communication. A post-test was given after the

completion of the course. The results showed statistically significant improvement in all categories which the course had.

Kennedy (1985) conducted a study in order to design an English course for second year undergraduate business students at the university level. He started by carrying out an initial needs analysis. The result of this analysis led him to design a reading skills course using general topics with a business orientation as a content. The course was taught by local teachers with an advisor, while the researcher observed and taught occasional classes. The results revealed that most students preferred the new methods and materials used in the designed course and about the same number of students wanted to continue the same method for the following year.

Allison (1994) discussed the process of constructing a content course for first year law students at the University of Hong Kong. A needs analysis was conducted by interviewing law students and teachers and observing classes. Three findings emerged: student difficulty with the quantity and nature of legal reading required; desire for more oral skill development; and preference for emphasis on legal rather than general English. The course designers decided to limit content largely to law with flexibility to respond to specific learner needs as they emerged.

Latorre and Kaulen (1985) conducted a study which attempted to answer questions about what happens when eleven ESP-trained academics in the Faculty of Chemistry broaden their goals and attempt reading for wider audiences. The participants



read popular scientific readings, answered comprehension questions and recorded the time required to complete the readings. The materials presented consisted of ten reading units. Each unit aimed at encouraging comprehension at three levels: textual, propositional, and lexical. The format of the exercises was mainly of the multiple-choice or true-false variety. Results showed that participants' comprehension increased considerably in reading texts and specialized vocabulary.

Vivian (1984) conducted a study on refugee students who entered USA. The study aimed at providing these students with a special English program to prepare them as nursing assistants or home health workers. The program comprised two courses:

- 1- A nine-week course which was designed to provide the students with competence in general medical English, with emphasis on technical vocabulary development, and sufficient linguistic and lexical knowledge to pass entrance requirements for the vocational training course.
- 2- A nine-week course which provided students with competence in the vocational course content, with emphasis on technical vocabulary, listening proficiency and enough understanding of language and content to pass written final examinations.

The sample of the first course consisted of (25) students while the other sample which belonged to the second course consisted of (15) students. The researcher emphasized all the language skills which were related to the students' specializations. Results revealed that all the students succeeded in the final examination except two who succeeded in the second try. The researcher further found out

that the communicative approach was the most important approach to be adopted.

Chitravelu (1980) reported on several experiments conducted by the University of Malaya to bridge the gap between the English reading competence of the school-leaver and the level required of him/ her to be able to use university textbooks with ease and efficiency. Several instruments were used: questionnaires to students and faculty members, interviews with students and faculty members and a reading attainment test. The results of students' questionnaire and interviews showed that they considered reading in English important to their studies. They also thought that good spoken English would be an advantage especially in their future jobs. The students also suggested that 40 percent of the content of their reading should be related to the subject they were studying. Likewise, the results pertinent to the faculty teachers showed that they emphasized both reading and speaking skills and the importance of content that was relevant to students' courses. They also tended to think that students had both conceptual and linguistic problems in reading. The results of the Reading Attainment Test showed that there was a correlation between general academic success and language learning. They further showed that exposure and cognitive ability were determinants of performance in reading and linguistic ability.

Marshall and Gilmour (1993) examined the role of lexical knowledge in reading comprehension. For this purpose, they tested 2,111 Papua New Guinean students from Grade 7 up to university level in 45 selected sub-technical words which are important in

science because they are used to modify or to express the relations that exist between the key concepts of the discipline. Four formats were used to test each of the words. These formats were randomly distributed amongst four test papers. Each student in the sample was given one of the test papers and asked to answer it. After analyzing the results of the four formats of tests, it was found out that students lacked the required comprehension and often confused the words with others. This indicated that students had insufficient lexical knowledge which influenced their comprehension of texts.

### *Summary*

Most literature on the field of ESP emphasized the importance of identifying students' needs prior to any attempt to design any instructional material. This emphasis undermined the effectiveness of GE courses, as they were irrelevant to learners' needs and interests. Also, sufficient research on ESP highlighted the importance of reading as a skill most needed by the subjects of many studies. It was also evident that most researchers undertook survey studies while few others used experimental procedures in classroom situations. It was also obvious that to date no experimental study had ever been conducted on the ESP situation in Palestine.

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## **CHAPTER THREE**

### **METHODOLOGY**

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This chapter deals with the population and sample of the study, research instruments, procedures of conducting the study, research design, variables of the study, and statistical design.

### **Population**

The population of the study consisted of all first year female college students majoring in Management and Office Automation and having the course called **General English** in the academic year 1999/2000. These students were distributed at nine colleges and their total number was (258). The distribution of the population is shown in Table 3.1.

**Table 3.1**

**Distribution of the Population at the Colleges**

<b>College</b>	<b>No. of students</b>
Palestine Women's Technical College – Ramallah	10
Palestine Technical College (Al-Khadouri) –Tulkarm	14
Palestine Technical College (Al-Aroub) – Hebron	13
Palestine Technical College – Deir Al-Balah	84
Ramallah Women's Training Center – Ramallah	45
Al-Ummah Community College – Jerusalem	22
Al-Ibrahimiyyeh Community College – Jerusalem	08
An-Najah Community College – Nablus	33
College of Science & Technology – Khan Yunis	29
<b>Total</b>	<b>258</b>

The colleges are located all over Palestine: seven in the West Bank and two in Gaza Strip. The curricula used in these colleges are prescribed and administered by the Palestinian Ministry of Higher Education.

It is assumed that these students have had similar opportunities for learning English. They have learned English in schools for about eight years. Besides, all of them have already passed Tawjihi. They also have the same number of periods per week for English instruction. Moreover, they learn English from the same coursebook.

The English coursebook taught to the first year students in these colleges is called **Counterpoint**. This coursebook is recommended by the Palestinian Ministry of Higher Education to be used for English instruction in all vocational and technical colleges. The coursebook mainly provides General English content for these students.

## **Sample**

The sample of the study consisted of two sections, (45) students, specializing in Management and Office Automation (Secretarial studies) at Ramallah Women's Training Center (Al-Tireh College). The sample was selected on purpose because the researcher himself instructed these students. This provided the researcher with immediate administration and implementation of the study.

The researcher used the simple random sampling as a technique for selecting the two sections. One section (23) was randomly assigned for the experimental group which was taught an ESP material. The other section (22) was randomly assigned for the control group which was taught the usual GE material included in the coursebook used in the College. Both groups were taught using the communicative approach.

As three students were absent during the test sessions (the pretest and post-test), the two groups eventually consisted of (42) students: (21) for the experimental group and (21) for the control group.

It is also worth-mentioning that the students in these two sections come from similar socioeconomic environments. They are all registered refugees who come from refugee camps which are located in the West Bank and Gaza Strip. Furthermore, the subjects are between eighteen and nineteen years old.

## **Research Instruments**

The researcher utilized two instruments to conduct the study: ESP instructional material and a measuring instrument (test).

### **1. ESP Instructional Material**

The researcher developed three ESP units for the first year secretarial students based on business or secretarial content which would correspond to their needs and interests (Appendix 1, p. 74 shows a sample unit). The units included ESP texts of three major themes: the secretary's duties, recruiting staff, and business meetings. Various topics were included within these themes. In

addition to that, language tasks were integrated and built around the themes and topics of the units. These tasks included reading tasks, vocabulary exercises, grammatical points, discourse features, business idioms and terms and authentic material. To give a clearer picture about the content of the units, the researcher prepared a content analysis plan for each unit. (see Appendix 2, p.105).

The reading material (ESP texts) were adapted from various sources dealing with secretarial or office work. These sources are listed in Appendix 1, p. 104. However, the language tasks were either adapted or devised by the researcher. The ESP instructional material, was implemented nearly at the end of the academic year 1999/2000, the time when the students were about to be in the second year of their study.

Each unit was presented in two weeks (10 periods). So the whole material was covered in six weeks (see Appendix 2, p. 105).

The instructional material was then given to a jury of eight specialists: two university professors specializing in English language, three specialists in secretarial studies, and three ESP instructors at the college level to judge the ESP representation, the accuracy of language, the communicative potentiality of the activities, and the degree of teachability of those units.

## **2. Measuring Instrument**

The researcher constructed a general English reading comprehension test (see Appendix 3, p. 108). The test attempted to examine the students' attainment in GE reading comprehension in particular. The reading text included in the test was adopted from

the book **Developing Skills** by Alexander (1969). However, the test items were devised by the researcher. The same test was used both as a pre-test and a post-test. It also consisted of four components: Content Knowledge, Lexical Knowledge, Grammatical Knowledge, and Discoursal Knowledge. These components are assumed to have effect on the readability of texts as indicated by Day (1994). Below is a description of each of these components.

#### **A. Content Knowledge:**

This section examined students' comprehension of the theme and concepts of the text. It involved three types of questions. The first one included four true or false sentences while the second had two items of the completion variety and the third consisted of five subjective questions. The questions were structured in logical order to take into account the students' individual differences.

#### **B. Lexical Knowledge**

This section examined students' comprehension of the vocabulary of the text. It included three types of questions: matching four words and phrases and their equivalents in the text, choosing the most appropriate meaning of four underlined words and phrases, and completing four sentences with words or phrases from the text.

#### **C. Grammatical Knowledge**

This section had two types of questions: rewriting five sentences either in the active or passive voice, and correcting verb forms in five sentences from the text. The active and passive



constructions were stressed here as they are considerably used in ESP contexts.

**D. Discoursal Knowledge**

This part involved four types of questions: writing the cross reference of three words and phrases, choosing the right indication for three connectors in the text, joining three sentences using appropriate connectors, and arranging eight scrambled events in the text in the right logical order.

The researcher included the largest number of questions in this part to highlight its importance since it is a neglected section in most reading comprehension tests organized and administered by teachers or instructors.

The researcher intentionally included all types of questions in the test to create interest and motivation on the part of the students.

The test carries (40) points. For the distribution of marks and more detailed information about the test, see Appendix 3, p. 108.

**Validity of the test**

To establish the content validity of the test, the researcher gave it to a jury of three university professors, two supervisors of English and three experienced English instructors at the college level. The jury gave their recommendations and comments concerning the feasibility of the language components examined by

the test which were taken in consideration in modifying, adding and deleting some items of the test.

### Reliability of the test

The researcher randomly selected a section of 20 students from the College who were asked to take the test. After 10 days the same test was given to the same section. Their papers were corrected and the test internal consistency was found using Pearson's coefficient. The whole test obtained 0.91 reliability.

After establishing the validity and reliability of the test, it was administered at the beginning of the study as a pre-test to check the GE reading comprehension of the groups of the study. The results revealed that the two groups were homogeneous. The obtained means were (15.785) for the control group and (16.619) for the experimental group. (see Table 3.2). The same test was repeated at the end of the study as a post-test to check the students' GE reading comprehension improvement as a result of the treatment.

**Table 3.2**  
**Mean Scores and Standard Deviations of the Two Groups on the Pre-test**

Group	Means	Standard Deviations	T-value	Significance of t
Control	15.785	6.925	0.528	0.633
Experimental	16.619	5.272		

It is worthwhile to mention that the researcher devised the test and corrected all the papers of the test himself in order to ensure the consistency of correction.

## Procedures of conducting the study

The Study was conducted in the second term of the academic year 1999/2000 in Ramallah Women's Training Center (AL-Tireh College). The researcher got an official permission from the dean of the College to conduct experimentation there (see Appendix 4, p. 114). Then the researcher met with the deputy dean of the College to explain the objectives of the study and obtain any required data which could be beneficial to the study.

The researcher then discussed with students the purposes of learning English as they perceived them. Most students indicated that they would like English that could be related to their field of specialization. They manifested dissatisfaction with the English they were already having. In other words, they preferred ESP to General English because ESP could meet their needs and purposes of learning English. They all emphasized that this type of English (ESP) would be very helpful to them in their future careers. They also indicated that the texts they were reading were irrelevant to their needs and thus they suggested that they would rather have alternative texts that could suit their needs.

The researcher then started to develop and produce the ESP instructional material on the basis of students' needs and purposes. Similarly, the researcher embarked on preparing the general English reading comprehension test which represented the dependent variable of the study.

After that, the researcher visited the Ministry of Higher Education in order to get information about the colleges regarding

the number of students in each one, the specializations they had, the courses they offered, and their telephone numbers. Immediately after that, the researcher started to contact or visit these colleges to get the number of students majoring in Management and Office Automation in order to assign the population and sample of the study.

The researcher started the study by administering the pre-test for the two assigned groups. Then the ESP material was presented to the experimental group for six weeks. After that the post-test was administered for both groups. Finally, the results of the general English reading comprehension test were computed to be analyzed.

### **Research design**

The quasi-experimental design was used for this study. This design consisted of two groups: an experimental group with a pre-test and a post-test, and a control group with a pre-test and a post-test. The pre-test and the post-test were the same.

The research design followed these steps:

- 1- Needs analysis based on discussion
- 2- Purposive selection of the two sections
- 3- Random assignment of the two sections on two groups: an experimental group which received the treatment, and a control group which received no treatment
- 4- Administration of a pre-test to find out the homogeneity of the two groups on the dependent variable of the study
- 5- Presenting the ESP material to the experimental group

- 6- Administering a post-test to both groups so as to investigate the effectiveness of the independent variable

### **Variables of the study**

The purpose of this study was to examine the effect of using ESP texts whose content was secretarial or business on the general English reading comprehension of the first year secretarial students at the college level. Therefore, the variables of the study were:

#### **1- Dependent variable**

The dependent variable of the study was the students' general English reading comprehension in the following components: content knowledge, lexical knowledge, grammatical knowledge and discoursal knowledge.

#### **2- Independent variables**

The independent variables of the study were the ESP texts as instructional material for the experimental group and GE texts as instructional material for the control group.

### **Statistical design**

The results of the test were computed using the statistical program (SPSS). A series of t-tests were used to analyze the findings of this study.

### ***Summary***

In this chapter, the researcher dealt with the population and sample of the study, research instruments, procedures of conducting the study, research design, variables of the study and statistical design.

## CHAPTER FOUR

### RESULTS

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In this chapter , the results of the study are dealt with in accordance with the questions of the study. Basically, the study aimed at answering two questions which were:

- 1- Is there any statistically significant difference between the mean scores of the experimental group who read ESP texts and the control group who read GE texts on the general English reading comprehension?
- 2- Is there any statistically significant difference between the mean scores of the experimental group and the control group on each individual component of reading comprehension?

To answer the first question of the study, the results of t-tests for the experimental group which was taught ESP material and the control group which was taught GE material are shown in Tables 4.1, 4.2, 4.3, 4.4, and 4.5 below.

**Table 4.1**  
**Results of Pre-test and Post-test of the Experimental Group on the GE Reading Comprehension Test**

Test	Means	Standard Deviations	T-value	Significance of t
Pre-test	16.619	5.272	-8.439	0.000
Post-test	25.738	4.191		

Table 4.1 reveals that the calculated significance of t is (0.000) which means (  $P < 0.05$  ). This shows that there is a statistically significant difference at the significance level (  $\alpha = 0.05$  )

in the mean scores of the experimental group on the pre-test and the post-test in favour of the post-test. In other words, the experimental group preformed much better on the post-test than on the pre-test which could be described as a significant improvement in their GE reading comprehension.

**Table 4.2**  
**Results of Pre-test & Post-test of the Control Group on the**  
**GE Reading Comprehension Test**

Test	Means	Standard Deviations	T-value	Significance of t
Pre-test	15.78	6.92	0.072	0.944
Post-test	15.85	6.65		

Table 4.2 shows that the calculated significance of t is (0.944) which means that ( $P > 0.05$ ). This reveals that there is no statistically significant difference at the significance level ( $\alpha = 0.05$ ) in the mean scores of the control group on the pre-test and the post-test. Therefore, it was evident that the control group almost preformed the same on both the pre-test and the post-test of the GE reading comprehension .

**Table 4.3**  
**Percentages of Success of the Two Groups on the Post-test**

Group	Percentages of Success
Control	% 37.3
Experimental	% 95.2

Table 4.3 shows higher percentages of success for the benefit of the experimental group. Ninety-five percent of the students in

this group scored above twenty, the passing grade considered in the test, whereas only thirty-seven percent of the students in the control group scored above that passing grade .

This higher standard of achievement of the students in the experimental group compared with the students in the control group is shown in table 4.4 below.

**Table 4.4**  
**Frequency Distribution of the Students' Grades of the Two**  
**Groups on the Post-test**

Grade Limits	Frequency	
	Experimental	Control
6-12	0	9
13-19	1	5
20-26	7	5
27-33	13	2
Total	21	21

Table 4.4 above shows that twenty students in the experimental group scored above twenty, the passing score of the test, (13) of them scored above twenty-seven. Only one student in the experimental group failed to pass the test. On the other hand, only (7) students in the control group scored above the passing score of the test. Thus, it could be concluded that the students who studied the ESP material outperformed the students who studied the GE material.



To find out the amount of progress that each group had achieved during the study, mean scores and standard deviations of the two groups were calculated as shown in Table 4.5 below.

**Table 4.5**  
**Mean Scores & Standard Deviations of the Two Groups on the**  
**Pre-test & the Post-test**

	Group	Control	Experimental
Test			
Mean Scores	Pre-test	15.78	16.619
	Post-test	15.85	25.738
	Progress	0.07	9.119
Standard Deviations	Pre-test	6.92	5.272
	Post-test	6.65	4.191
	T-value	0.072	-8.439
	Significance of t	0.944	0.000

Table 4.5 above shows the amount of progress each group had achieved. The experimental group got an increase of (9.119) marks in their mean score on the post-test compared with their mean score on the pre-test. However, the control group got an increase of (0.07) marks only in their mean score on the post-test compared with their mean score on the pre-test.

To answer the second question of the study, the results of t-tests for the experimental group and the control group are shown in Tables 4.6, 4.7, and 4.8 below.

**Table 4.6**  
**Results of Pre-test & Post-test of the Experimental Group on**  
**the Different Tested Components of the GE Reading**  
**Comprehension**

	Component	Content Knowledge	Lexical Knowledge	Grammatical Knowledge	Discoursal Knowledge	Average
	Mark	10	10 Marks	10	10 Marks	out of 40
Test		Marks		Marks		
Mean Scores	Pre-test	4.33	4.809	3.238	3.476	16.619
	Post-test	6.452	8.404	4.881	6.00	25.738
	Progress	2.122	3.595	1.643	2.524	9.119
Standard Deviations	Pre-test	1.886	1.984	2.826	2.135	5.272
	Post-test	1.499	1.309	1.687	1.431	4.191
	T-value	-5.374	-7.501	3.444	-4.915	-8.439
	Significance of t	0.000	0.000	0.003	0.000	0.000

The results of t-tests in Table 4.6 show that there were statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the pre-test and the post-test on the various tested components of the GE reading comprehension for the benefit of the post-test. The students in the experimental group showed an average progress which was (9.119). The highest progress was on the Lexical Knowledge component which rose by (3.595) of the full mark score (10 is the total mark assigned for each component).

On the other hand, the lowest progress was on the Grammatical Knowledge component which was (1.643) of the full mark score.

The total progress in all components altogether was (54.87%). This manifested progress indicates that the use of the ESP material was appropriate to improve the various components of the GE reading comprehension test.

**Table 4.7**

**Results of Pre-test & Post-test of the Control Group on the Different Tested Components of the GE Reading Comprehension**

	Component	Content Knowledge	Lexical Knowledge	Grammatical Knowledge	Discoursal Knowledge	Average
	Mark Test	10 Marks	10 Marks	10 Marks	10 Marks	out of 40
Mean Scores	Pre-test	5.000	5.714	3.000	2.904	15.85
	Post-test	4.476	4.238	3.523	3.547	15.78
	Progress	0.524	1.476	0.523	0.643	0.2
Standard Deviations	Pre-test	1.680	2.165	2.097	1.365	6.92
	Post-test	2.310	2.795	2.768	2.005	6.65
	T-value	-0.920	2.532	-0.728	-1.136	0.072
	Significance of t	0.369	0.020	0.475	0.270	0.944

The results of t-tests in Table 4.7 above show that there were no statistically significant differences at the significance level (  $\alpha = 0.05$  ) between the pre-test and post-test on the various tested components of the GE reading comprehension. The average progress was only (0.2). The highest progress was on the Lexical Knowledge component which rose by (1.476) of the full mark score. The total progress in all components is  $\left( \frac{0.2}{15.85} \times 100 = 1.26\% \right)$ . This means that the use of the GE instructional material was

ineffective to develop the different components of the GE reading comprehension test.

To have a clearer picture about the achievement of students in the two groups, the mean scores and the adequacy levels were calculated for the two groups on each of the four components of the GE reading comprehension test. Furthermore, a t-test was made between the mean scores of the two groups on each of the four components in order to find out if there were significant differences between the mean scores of the two groups on each component separately.

Table 4.8 shows the mean scores, the standard deviations, the adequacy levels, and the t-test results of both groups on each component of the GE reading comprehension test.

**Table 4.8**  
**Mean Scores, Adequacy Levels, Standard Deviations, and T-test**  
**Results of the Two Groups on Each Component on the Post-test**

Component	Experimental Group			Control Group			T-value	Significance of t
	Means	S. D.	A. L.	Means	S. D.	A. L.		
Content K.	6.452	1.499	64.5%	4.476	2.31	44.7%	-4.564	0.000
Lexical K.	8.404	1.309	84%	4.238	2.795	42.3%	-7.051	0.000
Grammatical.K.	4.881	1.687	48.8%	3.523	2.768	35.2%	-2.389	0.027
Discoursal K.	6.00	1.431	60%	3.547	2.005	35.4%	-5.374	0.000
All	25.738	4.191	64.3%	15.78	6.65	39.45%	10.703	0.000

$$\text{A.L. =Adequacy Level} = \frac{\text{Mean score on component}}{\text{Total score on component}} \times 100$$

The results shown in Table 4.8 above indicate that there are statistically significant differences between the mean scores of the two groups on each of the four components for the benefit of the experimental group. It is also clear that the adequacy levels of the experimental group on each component are much higher than those of the control group. The students of the control group failed to achieve the adequacy levels on all the tested components. On the other hand, the students of the experimental group failed to achieve the adequacy level on the Grammatical Knowledge component, but they achieved the highest adequacy level on the Lexical Knowledge component.

To conclude, the order of the adequacy levels which was achieved by the experimental groups was in a descending order as follows: lexical knowledge, content knowledge, discoursal knowledge, and grammatical knowledge. This order was almost like that one achieved by the control group which was as follows: content knowledge, lexical knowledge, discoursal knowledge, and grammatical knowledge. So both groups had the lowest adequacy level on the grammatical knowledge.

### ***Summary***

This chapter dealt with the results of the study. The results showed that there were statistically significant differences between the mean scores of the experimental group and the control group on the general English reading comprehension and on each component of reading comprehension for the benefit of the experimental group. The results further revealed that 95% of the

students in the experimental group passed the test whereas 37% of the students in the control group did that. Besides, a finding indicated that both groups had the lowest adequacy level on the grammar component. Another finding showed that the experimental group had the highest adequacy level on the lexical component.

# **CHAPTER FIVE**

## **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

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### **Discussion of Results**

The results of the study are discussed below in terms of the results of the general English reading comprehension test and the results of the four tested components of the reading comprehension mentioned earlier in the study .

#### **1- The results of the general English reading comprehension test**

The results of t-test revealed that there was a statistically significant difference at ( $\alpha=0.05$ ) level between the mean scores of the experimental group and the control group on the general English reading comprehension test for the benefit of the experimental group. The mean score of the experimental group was (25.738) compared with (15.85) for the control group. The experimental group also achieved higher adequacy levels on the post-test than those of the control group.

These results emphasized that the ESP material which was given to the secretarial students in the experimental group was considerably effective in modifying and improving their achievement in reading general English texts. The researcher attributed this finding (the effectiveness of the ESP material) to the following aspects of ESP:

### **1. Purposefulness of the ESP material**

The ESP material in the present study provided the secretarial students with content that addressed their specific purposes from learning English. They became quite aware of what they needed English for. They had material which could be useful in their work as secretaries in the future. The ESP material which was developed and implemented by the researcher dealt with specific purposes such as reading agendas, reports, advertisements, letters and so on alongside with using technical terms and structures associated with their specialization. All these purposes were not available in the GE material.

### **2. Relevance of the ESP material**

The ESP material also incorporated concepts, topics and themes that were directly relevant to the students' field of specialization. This relevance was also obvious in the language tasks included in the material e.g. vocabulary, grammar and discourse features.

### **3. Learner-centeredness of the material and method**

The ESP material further highlighted the learners' role more than the instructor's role. The students actively participated in learning the material with minimum help or intervention on the part of the instructor who mainly played the role of a facilitator. Implementing the material in such a way was in harmony with the communicative approach.



#### **4. Authenticity of the ESP material**

ESP material is considered to be authentic material. It provides real experiences and situations for students. The ESP material developed by the researcher comprised varied authentic material e.g. notice forms, report forms, agenda forms, job vacancy announcements, application forms etc.

#### **5. Job orientation of the material**

The ESP material was directly associated with a secretarial career. In fact, students were interested and did very well in the ESP material because it was helpful and useful for them when they would qualify as secretaries in the future. Familiarity with English pertinent to their field of specialization would offer them better job opportunities and prospects.

#### **6. Students' motivation**

All the aspects discussed above enhance students' motivation. This means that the ESP material was effective in stimulating students' interests and attention. Thus, students developed positive attitudes towards learning English. Passivity, boredom, complaint and distraction no longer existed. Instead, students showed active interaction and involvement in the material being presented to them.

These findings of the study are consistent with the findings of several studies conducted in the area of ESP. For instance, Tushyeh (1986) showed that (76%) of faculty members at An-Najah University liked to give their students English language texts in the various fields of specialization they taught because these texts would strengthen the English language of their students and qualify

them for future careers. They also confirmed that English-language texts provide them with important concepts and terms about their fields of specialization. Tushyeh's study further showed that (66%) of the university students badly needed specialized English-language texts because they would be useful in their future careers.

The results of the study also agree with Al-Araj's results (1997). The researcher investigated the effect of an ESP Shar'i (Islamic Law) course on the general English proficiency of tenth graders. He found out that there was a statistically significant difference between the mean scores of the experimental group and the control group on the general English proficiency test for the benefit of the experimental group.

Furthermore, the finding of the study is consistent with Hudson's finding (1991) which showed that emphasis on reading for content improved the reading comprehension of the Chemical Engineering students at a Mexican university. A further support comes from Kennedy (1985). He built a reading skills course with a business orientation as a content. His results revealed that most students preferred the new methods and materials used in the designed course.

The results of the study also agreed with the findings of Latorre and Kaulen (1985). The researchers examined eleven ESP-trained academics who had material that consisted of ten reading texts. Results revealed that participants comprehension increased considerably in reading texts.

Further support to the findings of the study comes from Kasper (1997), Allison (1994), and Chitravelu (1980). Kasper investigated the effect of content-based instruction on the ESL students' academic progress. Results showed that the experimental group obtained significantly higher average scores on the ESL final exams than did the students in the control group, with overall average scores of 81% for the experimental group and 68% for the control group. Allison also conducted a needs assessment for organizing content for a course in academic English for first year law students at the university of Hong Kong. A major concern emerged: preference for emphasis on legal rather than general English. So the course designers decided to limit content largely to law. Chitravelu further reported on some experiments conducted by the University of Malaya to promote the school-leavers' reading competence before they joined the university. The results of analyzing the questionnaires and interviews showed that students wanted 40% of the content of their reading to be related to the subject matter they were studying. Also, the results of the Reading Attainment Test showed that there was a correlation between general academic success and language learning.

However, the results of the present study disagreed with those of Mustafa (1998), who found out that the students' scores on the reading close test showed that their overall performance was much lower than expected. She attributed this finding to reading problems which the students faced and to the students' poor background in the subject area.

The results also contradict with one finding of Tushyeh's study (1986). He showed that most university students favored general knowledge of English not English related to field of specialization. This finding was due to students' desire to learn spoken English to be able to communicate with native speakers.

Thus, the low mean scores and adequacy levels of the control group could be attributed to the GE material which ignored their specific needs. Any material that lacks relevance, purposefulness, authenticity, job orientation, and before all, student's motivation will surely be ineffective.

A further finding of the study showed that 95% of the experimental group passed the post-test whereas 37% of the control group did that. This finding was consistent with Al-Araj's results (1997) which showed that all the students in the experimental group passed the post-test whereas 70% of the students in the control group passed the post-test. Another supporting finding was shown by Vivian (1984). He conducted a study which aimed at providing students with all language skills which were related to their fields of specialization. All the students succeeded in the examination except two who passed in the second try.

## **2- The results of each of the four components of the general English reading comprehension**

Table 4.8 page 50 showed that there were statistically significant differences between the mean scores and adequacy levels of the experimental group and the control group on each of the

four tested components of general English reading comprehension for the benefit of the experimental group.

These high mean scores and adequacy levels of the experimental group could be due to the ESP material of the secretarial content which could modify students' performance in GE material. In other words, students of the experimental group were able to transfer the experiences they had in learning the ESP material to new experiences in learning the GE material represented by general English reading comprehension.

This finding is consistent with the finding of Al-Araj (1997). He examined the effect of ESP Shar'i material on the general English proficiency. The general English test consisted of five components: listening, reading comprehension, writing, structure and vocabulary. Results revealed that students in the experimental group achieved higher mean scores and adequacy levels on each of the tested components than did the control group.

This finding further agreed with findings of Graham and Beardsley (1986). Their study attempted to improve skillful communication and increase fluency of the graduate students of pharmacy at the University of Maryland. They administered a pretest and a post-test on various structured functions of speech necessary for oral communication. The results of the post-test showed statistically significant improvement in all categories which the course had.

Table 4.8 p. 50 also showed that the students of the control group failed to achieve adequacy levels on all the tested components. This could be due to the lack of the ESP material that could have met their needs and interests and modified their learning behaviors. This result was in agreement with that of Al-Araj (1997) who found out that the students in the control group failed to achieve adequacy levels on each of the five tested components of the general English proficiency test.

A further important finding was that both the experimental group and the control group failed to achieve adequacy levels on the grammar component. The experimental group had (48.8%) adequacy level and the control group had (35.2%) (See Table 4.8 p. 50) . This could be attributed to the fact that both ESP material and GE material contain the same structures, though some structures occur more specifically in ESP contexts. This finding could also be due to the communicative mode of instruction which focuses on teaching grammar in functions and situations rather than in rules. A further explanation might be students' poor competence in grammar as a result of minimum exposure to English outside the classroom.

This finding is consistent with Al-Araj's findings (1997). He found out that both the experimental group and the control group achieved lowest adequacy levels on the structure component: (61:10%) for the experimental group and (48:10%) for the control group. The finding also agrees with a finding of an experiment conducted by the University of Malaya (Chitravelu, 1980) which discovered that staff members in various faculties of the university

tended to think that students had both conceptual and linguistic problems in reading. The finding is also supported by the finding of Mustafa (1998) which indicated that professors of various fields of specialization believed that students face reading problems due to weakness grammar.

Another finding of the study showed that the experimental group achieved the highest adequacy level on the lexical knowledge component. The adequacy level on this component was (84%). (see Table 4.8 p. 50). This finding might be ascribed to the ESP material which enriched students' knowledge with a variety of vocabulary, which included technical terms, business idioms as well as general English terminology. The students were considerably interested in learning both specialized and general vocabulary embodied in the ESP material. This lexical ability which the students demonstrated had the most considerable effect on their reading comprehension as a whole.

This finding agrees with Barnett and others (in Grabe, 1991) who confirmed that vocabulary is an important predictor of reading ability. Meanwhile, this finding was inconsistent with the findings of Marshall and Gilmour (1993) which showed that students had insufficient lexical knowledge which influenced their comprehension of texts.

On the other hand, Table 4.8 showed that the control group achieved the highest adequacy level on the content knowledge component. This might be due to the fact that the tested text provided ideas and concepts which could interest and prompt them

to use their background knowledge to be transferred to the new learning experience. To the researcher's knowledge, there was no study which might agree or disagree with this finding.

Table 4.8 further showed that the students of the two groups almost had the same achievement order on the various tested components. The achievement order of the control group was as follows: content, vocabulary, discourse features, and grammar. Merely a slight difference occurred on the achievement order of the experimental group which was as follows: vocabulary, content, discourse features, and grammar. (see Table 4.8 p. 50). This order might be attributed to levels of complexity of learning these components. The last two components in the order constituted the most difficult ones for both groups. This finding agreed with Mustafa's finding (1998) which showed that students difficulties arose in paragraph organization and grammar.

## ***Conclusions***

Several conclusions are drawn from this study.

These are summed up as follows:

- 1- The experimental group achieved much more progress than that of the control group in the general English reading comprehension.
- 2- The experimental group outperformed the control group on each component of the general English reading comprehension.



- 3- Ninety-five percent of the students in the experimental group passed the general English reading comprehension compared with thirty-seven percent for the control group.
- 4- Although the ESP material improved to some extent the grammatical knowledge of the experimental group, the students still failed to achieve adequacy level on this component.
- 5- Both students in the experimental group and the control group showed the same achievement order on the two components: discourse features and grammar.
- 6- The ESP material could enrich the vocabulary of the students of the experimental group as it provided them with a variety of technical and general English vocabulary. This explains why the experimental group had the highest adequacy level on the vocabulary component.
- 7- The ESP material was generally effective in modifying the behaviors of the students in the experimental group and transferring the experiences they had in ESP contexts to new experiences in GE contexts.
- 8- The students in the experimental group had much higher mean scores in reading comprehension than those of the control group because they were given material that suited their individual needs and interests.

### **Pedagogical Implications**

The findings of the study involve some pedagogical implications which can be helpful and useful from an educational perspective. The following implications might be drawn from the study:

- 1- The ESP material is effective in improving students' performance in English language learning. This can be due to the purposefulness, relevance, and appropriateness of this material to students' real needs.
- 2- The ESP material modifies students' cognitive behaviors to be used in GE settings. Students' previous knowledge of General English has been helpful in transferring the ESP experience to GE new experiences.
- 3- The psychological factor plays a crucial role in language acquisition and learning. Students perform better when they have positive attitudes towards the material they learn. The ESP material can motivate and stimulate students' involvement and interaction in the learning situation.
- 4- The ESP material is communicative in nature. This communicativity contributes to the language acquisition. This claim is supported by the literature related to ESP.
- 5- Students encounter difficulty in language acquisition and learning. One prominent difficulty is mastering English grammar. This difficulty might be attributed to intralingual or interlingual factors.
- 6- The ESP material can enrich students' lexical knowledge since it presents a variety of vocabulary e.g. technical terms and general terms. This knowledge can be transferred to be used effectively in reading English for comprehension.
- 7- Teaching reading comprehension involves teaching four reading components: content, vocabulary, grammar, and discourse features. Each of these components is assumed to have some effect on readability of texts. Ignoring any one of these will impede reading comprehension.

- 8- The ESP material provides job orientation for students. It effectively helps them to be more proficient in their future occupations and give them better job opportunities. Therefore, teaching ESP material directly touches students' outlooks.

## ***Recommendations***

In the light of the findings of the study, the researcher offers these recommendations to be taken into account by teachers, course designers, the Ministry of Higher Education, and researchers:

**1- Teachers are recommended to:**

- overcome students' weakness in reading comprehension through providing them with ESP texts related to their fields of specialization in the course **General English** which students study in their first year of study at the college. These texts can stimulate students' interests and motivation and
- make use of ESP texts in enriching students' lexical knowledge.

**2- The course-designers are recommended to:**

- devise ESP coursebooks pertinent to students' specific needs and interests for each field of specialization to be used in all technical colleges in Palestine and
- take into account the application of ESP courses at early stages of students' study at college to achieve good results .

**3- The Ministry of Higher Education is recommended to:**

- replace the **General English** course given to first year vocational students at technical colleges with an ESP course that

meets the specific purposes of each individual field of specialization and

- work in coordination with the Ministry of Education in including ESP texts in schools, especially in vocational schools which can have considerably positive effect on the students' achievement in reading comprehension at the college level.

**4- Researchers are recommended to:**

- conduct similar studies on other fields of specialization at other levels so that generalizations could be more valid,
- conduct similar studies on the effectiveness of the ESP material on skills other than reading comprehension and
- conduct similar studies on identifying the specific English needs of vocational students at the college level.

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## APPENDIX 1

### A Sample ESP Unit

#### Business Meetings

##### Importance and purposes of meetings

Meetings form a major part of communications within modern business, and all secretaries should be familiar with the procedures involved. The secretary's involvement will vary with the nature of the work and the type of organization. Nevertheless, it is essential to have a sound appreciation of what may be required and to be able to adapt the general knowledge acquired to fit differing circumstances.

Meetings provide an arena for oral communication on all manner of topics, and are used in business for a variety of purposes:

- to provide information
- to float ideas or proposals
- to generate interest and involvement
- to seek assistance
- to report back on some exercise or activity
- to coordinate activities
- to dispel rumour or anxiety

The principal advantages of calling meetings are that they enable face to face contact by a number of individuals at one time, while providing the opportunity of gauging instantaneous reaction and feedback. Communications can also be both vertical (between those calling the meeting and those in attendance) and horizontal (among those in attendance).

What is important for a successful and effective meeting is that the right people are invited and that they are sufficiently briefed in advance to be in a position to make a worthwhile contribution. This will rest on the adequacy of the period of notice and of the agenda and accompanying briefing documents. In addition it will be dependent to a great extent upon the quality of the chairperson and on the environment in which the meeting takes place.

The disadvantage of meetings is that they can become too numerous, resulting in a great deal of frustration and boredom, owing to much lengthy and often irrelevant discussion, and achieving little or nothing. Also it can be difficult to arrange dates and times convenient for all those who ought to be represented, especially where executives have heavy commitments and tight schedules to keep.

Many of these drawbacks can, of course, be diminished by careful advance planning and preparation, and a secretary will have a significant part to play here.

## Focus on reading

**After you have read the text above, answer the following questions :**

1. Give three purposes for meetings .
2. What are the advantages of meetings ?
3. What are the disadvantages of meetings?
4. What is meant by vertical meetings and horizontal meetings?
5. What factors does the success of meetings depend on?
6. How can we overcome the disadvantages of meetings?
7. What do the underlined words and phrases in the text refer to?

## Focus on Vocabulary

**Match the words in A and their meanings in B**

**A**

**B**

- |                  |                                     |
|------------------|-------------------------------------|
| 1. involvement   | ----- cause ; produce ; bring about |
| 2. arena         | ----- happening at once             |
| 3. rumour        | ----- form a judgement ; assess     |
| 4. generate      | ----- happen ; occur                |
| 5. instantaneous | ----- disadvantages                 |
| 6. gauge         | ----- any scene of competition      |
| 7. brief         | ----- sufficiency                   |

- |                 |   |
|-----------------|---|
| 8. agenda       | ----- talk or gossip                                  |
| 9. take place   | ----- before( hand )                                  |
| 10. numerous    | ----- participation ; taking part                     |
| 11. frustration | ----- discouragement                                  |
| 12. drawbacks   | ----- important                                       |
| 13. in advance  | ----- list of matters to be<br>discussed in a meeting |
| 14. adequacy    | ----- great in number ; very many                     |
| 15. significant | ----- summarize the facts                             |

## Focus on Grammar

**This is a description of the meetings held in a particular company. Rewrite the sentences in an appropriate order considering the position of the adverbials of time or frequency:**

1. meeting / have / a / a board / we / month / once
2. place / this / boardroom / in / the / takes
3. attend / board / meetings / members / always / these
4. usually / spend / matters / most / financial / we / time / on
5. rarely / sales / these / are / marketing / at / meetings / discussed / and
6. left / matters / such / are / departmental / to / meetings / generally
7. are / held / on / normally / weekly / these / Fridays
8. also / we / have / meetings / often / management / fairly

## Types of Meeting

Meetings can be classified into two main categories: formal and informal.

## **Formal meetings**

### **1. Annual general meetings**

These are required by statute, and provide a means by which a company, organization or society can reappraise its affairs for the past year in the form of an annual report, elect or reinstate office holders for the coming year, and generally declare its future intentions. Such meetings are open to all shareholders and 14 days' clear notice must be given, otherwise the meeting would be invalid.

### **2. Extraordinary general meeting**

These meetings are also open to all shareholders. They are called at the request of representatives of 10 per cent of the total voting shares when it is considered desirable to discuss any special business, possibly abnormal in nature, of concern to the shareholders.

### **3. Statutory meetings**

These are required by law to ensure proper communication between the directors of a company and its shareholders. Such meetings must be held not earlier than one month or later than three months after a company commences trading. It is the duty of such meetings to consider a statutory report, which has been circulated previously to all members.

### **4. Board meetings**

Management meetings of the board of a company are attended by directors and chaired by the chairman of the board or the deputy chairman. In reality these meetings may be relatively informal in nature, depending on the size and composition of the board and the business to be discussed.

## **Informal meetings**

### **1. Departmental meetings**

They are usually held either to pass information down the organisation (briefing sessions) or to receive progress reports from section heads.

## **2. Managerial briefing/progress meetings**

These occur frequently between a manager and subordinates and will form a vital part of the decision-making process. Sometimes the manager will need to brief staff ; at other times to learn of their progress, their opinions and ideas. To be effective such meetings will depend on good interpersonal relationships.

## **3. Working parties**

The setting up of a working party is a popular approach to solving problems by gathering together a group of individuals from different areas of work, with different levels of responsibility and with different degrees of expertise. Such a group can often bring to a problem a fresh approach, and the structure of such a meeting permits great flexibility and encourages individuality and ideas.

## **Focus on reading**

**As you have read the texts above, answer the following questions:**

### **1)What are the purposes of these meetings?**

1. Annual general meetings
2. Extraordinary meetings
3. Statutory meetings
4. Departmental meetings
5. Progress meetings
6. Working parties

### **2)Which of these meetings**

1. must be held not earlier than one month or later than three months?
2. depend on good interpersonal relationships?
3. are required by law?
4. assess the position of the company?
5. are open for discussing a problem and solving it?
6. are held between heads of departments?
7. discuss unusual matters?

### **3)What do the underlined words in the text refer to?**



**4) Find words or phrases in the texts which mean the following:**

- |  |                     |
|--|---------------------|
| a. yearly.....                                     | b. reassess.....    |
| c. unusual.....                                    | d. ineffective..... |
| e. replace.....                                    | f. starts.....      |
| g. knowledge and skill.....                        |                     |
| h. Those who own shares.....                       |                     |
| i. readiness to accept changes ; adaptability..... |                     |
| j. allows.....                                     |                     |
| k. persons working under others.....               |                     |

**Focus on Grammar**

There are several business idioms structured in terms of prepositional phrases

**1- Complete the prepositional phrases by adding a suitable preposition. Choose from: at/below/from/in/off/on/out of**

1. ....scratch
2. ....the question
3. ....cross purposes
4. ....par
5. ....the record
6. ....a nutshell
7. ....the balance
8. ....odds
9. ....rut
10. ....thin ice

**Check the meaning of these prepositional phrases in your dictionary.**

**2- Now complete the following using the above expressions:**

1. We are not satisfied with his work. His recent performance has been ....., I'm afraid.
2. This report is useless. We'll have to do it all again.....
3. I think we're talking .....here. I'm talking about one thing and you're talking about a completely different matter.
4. I'm sorry, that's.....It's completely unacceptable as far as we are concerned.
5. The situation is rather dangerous. We're.....here and I don't know what's going to happen.

6. They are.....with us about the payment clause and it's going to be very difficult to resolve our differences.
7. I'm.....in this job. I need a fresh challenge.
8. I won't go into details at the moment, but.....,the company is in serious trouble.
9. We still haven't been informed officially, but.....we've got the Chinese contract.
- 10.This week will be crucial. The whole future of this company is.....

### **3-When stating our positions in meetings, we often use some common prepositional expressions.**

Complete these statements made by the leaders of two negotiating teams using the appropriate prepositional expressions from the lists below:

<b>of benefit to</b>	<b>as a basis for</b>	<b>on this basis</b>
<b>limited to</b>	<b>in favour of</b>	<b>at some</b>
<b>the possibility of</b>	<b>co-operate with</b>	<b>at this point</b>

a) I'd like to start by making our position absolutely clear. What we want is an agreement that is.....both our parties. Our basic position is that we want to.....your company in both production and distribution in a worldwide market. This is our starting-point and we want this point to be clearly understood and to be used .....these negotiations. Secondly, we are.....a licensing agreement rather than a joint venture agreement. The policy of our company has always been to seek licensing agreements and we see no reason to change our position .....Thirdly, we firmly believe that any such agreement must be on a worldwide basis and not.....a particular geographical area. Finally, we want an agreement that does not exclude..... the participation of a third party -----future stage. This is our position and we hope that we will be able to proceed.....

<b>opposed to</b>	<b>in a position</b>	<b>at this stage</b>
<b>stand on</b>	<b>as far as</b>	<b>present circumstances</b>
<b>preferable to</b>	<b>in favour of</b>	<b>of benefit to</b>

b) Thank you for stating the position of your company so clearly. If I may, I 'd now like to respond by outlining where we - -----these issues. Our starting point is also a desire for mutual co-operation with your company in the areas of production and distribution. I think both sides can agree on this point. At present, however, we are not----- to accept that a licensing

agreement is ----- a joint venture agreement. We don't normally grant licences to produce our products and we are strongly----- a joint venture agreement in the-----.

To respond to your third point, what we are looking for----- is a limited agreement. By limited I mean that we won't limit any agreement to the countries of the Pacific rim. We are not convinced that a world wide agreement would be----- us at this stage. ----- your final point is concerned, we are not----- the involvement of a third party in this agreement and we do not see any reason for the inclusion of such a clause. This is our current position.

## **A secretary's duties and responsibilities in meetings**

### **Prior to the meeting day**

- 1- Book the venue for the meeting or check the booking if it is a fixed one.
- 2- Send out the notice convening the meeting together with the agenda, previous minutes (where these are duplicated and circulated ) and any other supporting papers.
- 3- Organize refreshments, if required.
- 4- Book car parking spaces if representatives from other organizations or guests are expected.
- 5- Book and make arrangements for the setting up of any audiovisual aids which may be required.
- 6- Carefully note any apologies for absences as they are received.
- 7- Gather any necessary information and reports which may be required.
- 8- Start work on the chairperson's agenda in consultation with the chairperson.
- 9- Prepare name plates where it is a new committee or where a number of guests are expected and representatives may be unknown to one another.

### **On the day of the meeting**

1. Check the meeting for the heating, ventilation, lighting and seating
2. Confirm the refreshments and ensure that they will be served at a convenient time.
3. Confirm the parking arrangements.
4. Contact reception if guests are expected.

5. Liaise with the switchboard to reroute calls for the duration of the meeting , making arrangements for emergency calls to be routed to the meeting room should this be considered necessary.
6. Prepare the attendance register which all members will sign on arrival.
7. Have available spare copies of the agenda and other relevant papers.
8. Place paper , pens and pencils on the table.
9. Arrange ashtrays (if smoking is permitted).
10. Have drinking water and glasses available.
11. Finalise the chairperson's agenda.
12. Collect all necessary files and documents which may be called upon during the meeting.
13. Have a minute book ready for the chairperson's signature.
14. Place a "meeting in progress" sign outside the room/

## **During the meeting**

The secretary's primary role is to assist the chairperson , and you will normally sit on the chairperson's right. You will be required to ensure that the chairperson signs the previous minutes and initials any alternations. Often you will be expected to take minutes. Where minutes are being taken it will be necessary to listen very carefully and note selectively the business transacted , taking down all essential points of discussion.

### **Immediately after the meeting**

1. Remove the notice of meeting.
2. Notify the switchboard that the meeting has finished.
3. Notify catering staff that they may collect the refreshments trolley.
4. Clear away any surplus papers and destroy.
5. Escort guest off the premises , if required.
6. Return minute book , all files and documents to the office for safekeeping until the next meeting.

### **Other follow-up procedures**

1. Draft the minutes as quickly as possible.
2. Give to the chairperson to check.
3. Prepare final copy for duplication or photocopying and circulation.
4. File one copy of agenda , support papers and minutes for future reference should they be called upon.

5. Retain draft minutes until final copy has been adopted at the next meeting.
6. Index minutes where appropriate.
7. Reserve copy for minute book.
8. Attend to any necessary correspondence and thank you letters.
9. Devise any necessary aide-memoires.
10. Enter any relevant dates, including the next meeting, in your diary and the chairperson's diary.
11. Open a file for the next meeting.
12. Start the agenda for the next meeting.
13. Be prepared to remind any members who have agreed to take any action on behalf of the committee of their commitment.
14. Check periodically with the chairperson that they have undertaken any follow-up action promised.

### Focus on reading

As you have read the texts above, answer these questions:

- 1) Which of the following secretary's duties are carried out
  - (a) before the meeting,
  - (b) during the meeting,
  - (c) soon after the meeting and,
  - (d) in the follow-up?
  1. Informing catering staff to collect the refreshments trolley.
  2. Taking minutes.
  3. Listening carefully to what is being discussed.
  4. Booking car parking spaces for guests.
  5. Checking lighting and seating of the meeting room.
  6. Escorting guests off the premises.
  7. Removing the notice of meeting
  8. Taking down all essential points of discussion.
  9. Making arrangements for emergency calls.
  10. Preparing the necessary files and documents.
  11. Circulating the minutes.
  12. Starting the agenda for the next meeting.
  13. Contacting the receptionists.
  14. Placing a "meeting in progress" notice.
  15. Preparing audiovisual aids.

- 2) What do the underlined words in the text refer to ?

### Focus on Vocabulary

- 1) Choose the most appropriate meaning for the underlined words or phrases.

1. Is the venue for the meeting prepared?

- a. date                      b. time                      c. place                      d. purpose

2. A secretary should work on the agenda in consultation with the chairperson.
  - a. taking the advice of
  - b. without reference to
  - c. without the help of
  - d. in contradiction with
3. Only emergency calls should be routed to the meeting room.
  - a. avoided
  - b. ignored
  - c. sent on
  - d. changed
4. It is the secretary's duty to finalise the managers documents
  - a. give a final form to
  - b. sign
  - c. approve
  - d. fill in
5. Before filing documents, you should duplicate them.
  - a. sign
  - b. complete
  - c. produce copies of
  - d. arrange
6. Have you notified the staff members to attend the meeting?
  - a. encouraged
  - b. informed
  - c. gathered
  - d. requested
7. You have ordered too much stationery, we shall have a surplus of it.
  - a. the needed amount
  - b. lack of the amount
  - c. enough amount
  - d. excessive amount
8. It will be polite to escort your guests off the building
  - a. dismiss
  - b. take
  - c. welcome
  - d. accompany
9. You should attend to the files and correspondence.
  - a. go to
  - b. take care of
  - c. neglect
  - d. perform
10. A secretary cannot sign documents on behalf of her boss.
  - a. as required by
  - b. as approved by
  - c. as the assistant of
  - d. as the representative of

## 2) Match the words in A and their meanings in B.

A	B
Convene	act as a link with
Aide-memoire	a piece of metal with a person's name
Catering	keep
Refreshments	a statement of regret
Ventilation	providing food, drinks etc
liaise with	memorandum
Plate	food, drinks, amusement etc. provided
Premises	causing air to move in and out freely
Apology	call for a meeting
Retain	building

3)Complete the table below with the right verb or noun.

Verb	Noun
Convene	-----
-----	apology
Notify	-----
Circulate	-----
-----	catering
-----	ventilation
Attend	-----
-----	consultation
Refer	-----
Sign	-----
Arrange	-----
-----	approval

Focus on Grammar

The following are part of a business meeting where an important financial decision is made. Complete them using the correct form of these verbs:

**seem      examine      bring      reject      choose**  
**put      exclude      reach      satisfy      give**

1. So, we have now had a chance to ----- all the proposals in detail and it is now time to come to a decision.
2. Our first task is to ----- any which are definitely not acceptable.
3. I don't think that this will be particularly difficult because at least two of the five do not ----- the basic criteria for the contract.
4. I'm thinking here of proposals A and E, neither of which ----- an unconditional guarantee on the completion date.
5. So, are we all agreed that we are ----- proposals A and E?
6. Right. That ----- us to proposals B, C and D.
7. I personally feel that all of these are sound proposals but that of the three, proposals C is the one we should -----.

8. I say this for several reasons, but mainly because C is the one which ---  
----- to provide the most flexibility in terms of both time and funding.

9. It is also the most detailed, which means we can ----- a number of other decisions today, if we choose C.

10. All in all, then, I strongly believe that we should opt for C and I would, therefore, like to ----- that to the vote.

## Documents of Meetings

Documents of meetings include the notices of meeting, agendas, minutes, minute books and reports of meeting.

## Notices

The notice of a meeting is any form of communication adopted by the convenor to summon to the meeting all persons entitled to attend.

Possible methods for calling the meeting include:

- written or typed advance notice of the appropriate duration
- verbal notice, e.g word of mouth or telephone
- bill posting
- press notice
- door-to-door handbills
- a noticeboard
- broadcasting

All forms of notice must contain certain basic information, namely:

- the venue
- the day, date and time
- the details of any special business to be transacted
- the type of meeting, e.g public, committee
- the date of the notice
- the convenor's name
- Below is a sample notice of meeting.



## Memo

To All Heads of Departments

From General Manager

Date : 8 May 1986

Subject : NOTICE OF MEETING

Ref: YHA/TB

A meeting of all Heads of Departments will be held in the main meetings room, number 304, on the third floor of the administration building on Thursday, 15 May 1986 at 0830 hours.

cc Omar Abu Rukba  
Ali Bin Al Hitmi  
Jassim M Saleh  
Sami Essa  
John Lang  
Khalid Abdulla  
Dina Murad

## Agendas

Agendas is a Latin word meaning “things to be done”, but in practice it is a list of the items of business to be dealt with at a meeting. These items are arranged in logical order so that it will not be necessary to take a later item first, thus possibly affecting a decision on one of the earlier items. Routine business is always placed first to clear the way for discussion of any special items.

An agenda is sent to all members of the committee or organisation entitled to attend the meeting in order to give them time to ponder over and come to decisions on items of business to be discussed.

Agendas take different forms but usually include the notice convening the meeting. The following are three typical forms of agenda:

- **Skeleton**-this is simply a brief outline or summary consisting of numbered headings. This form is usually used when included as part of the notice circulated to members.
- **Detailed** - here, following a complete heading identifying the meeting ,items will be listed and details , eg proposals to be discussed ,will be submitted in draft form together with the

proposer's name. This format will be more commonly found where constitutional changes are proposed.

- **Chairperson's agenda** - this contains more information than the ordinary agenda, and space is provided on the right hand side of the paper for the chairperson to make notes.

Below is an example of an agenda of meeting :

## **GULF ENTERPRISES LIMITED**

A meeting of all Heads of Departments will be held in the main meeting room, number 304, on the third floor of the administration building on Thursday, 15 May 1986 at 0830 hours.

### **A G E N D A**

- 1 Apologies for absence
- 2 Minutes of previous meeting - No 32
- 3 Matters arising from the Minutes
- 4 Staff salary reviews for July, 1986
- 5 Visit by the Minister for Commerce
- 6 Conference on "The Automated Office"
- 7 New canteen progress
- 8 Staff annual dinner
- 9 AOB
- 10 Date and time of next meeting

## **Focus on reading**

**1) As you have read the texts about notices and agendas answer the following question :**

- 1) What is a notice ?
- 2) What is an agenda ?
- 3) Give three methods for calling a meeting ?
- 4) What is usually discussed first on the agenda ?
- 5) What are the forms of agenda ?
- 6) Is the convenor's name included in the notice ?
- 7) Who are usually agendas sent to ?

- 8) Should the date of the next meeting be included in the agenda ?
- 9) What subjects or items are usually set in agendas ?
- 10) What is the difference between a skeleton agenda and a detailed agenda ?
- 11) Which is more common making a separate notice or a notice with an agenda ?

**2) What do the words underlined in the texts refer to ?**

**3) Find words in the texts which mean:**

- (a) put forward for discussion .....
- (b) conduct business with .....
- (c) have a right to .....
- (d) suggestions .....
- (e) consider or think over .....
- (f) call or send for .....
- (g) outline of rough notes .....
- (h) taken and used .....

## Focus on Discourse

When setting the agenda of a meeting we usually express aims or purposes. This is often done through using the infinitive or gerund.

**Now match the beginnings of these sentences with their endings below to set the agenda of the meeting correctly.**

- 1) I would like to start by...
  - 2) The main purpose of this meeting is to...
  - 3) The first thing we need to do is...
  - 4) With regard to sales, we will also look...
  - 5) Then we should...
  - 6) After looking at market trends...
  - 7) The financial report will be followed...
  - 8) Finally, after looking at management procedures, I look forward to...
- (a) analyze market trends.
  - (b) hearing your views on the future developments of the company.
  - (c) to review this year's sales.

- (d) at the performance of individual sales personnel.
- (e) perhaps we could turn to financial matters.
- (f) set our sales targets for the rest of this year.
- (g) by a review of management procedures.
- (h) thanking you all for coming today.

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_

## Focus on grammar

Fill in these sentences with the correct form of the verb in brackets(infinitive or gerund).

1. Thank you for----- the meeting. (attend)
2. I look forward to-----from you again soon. (hear)
3. I do not-----any reason for the inclusion of such an item.  
(see)
4. I'd like to respond by-----the difficulties we face. (outline)
5. We had better-----the most important points. (discuss)
6. We should-----another meeting by the end of the month.  
(hold)
7. We are in favour of-----agreements with these  
companies. (sign)
8. Didn't we-----two weeks ago? (meet)
9. We are committed to-----good ties with local banks.  
(establish)
10. We are not used to-----with unreliable people. (deal)
11. Would you like to-----the telephone ? (use)
12. They would rather-----the goods by sea. (dispatch)
13. He prefers-----the contract as soon as possible. (receive)
14. After-----each other, we shall start setting our business  
terms. (introduce)

## Minutes

\_\_\_ Minutes are a clear, correct and concise record of business discussed and decisions reached at a meeting. They are later approved at the next meeting of the company. This is done over the signature of the chairman of meeting, after the minutes have been read out by the secretary and approved by the meeting.

In some cases the minutes may have been circulated beforehand by the secretary and if approval of meeting is obtained, they may be taken as read.

Minutes can be said to have three purposes:

- (i) **Constitutional.** They serve as a record of the proceedings and are often legally required.
- (ii) **Executive.** Minutes often provide the basis for action.
- (iii) **Progressive.** They can serve as a basis for evolving policy.

**When taking minutes a secretary should take the following points into consideration:**

- (1) The minutes must be impartial and balanced, so record differing points of view.
- (2) Keep your notes as short as possible, but remember that you will need to be able to read them at a later date.
- (3) Record the names of the persons speaking for this is useful as a reference point.
- (4) Make sure a list is made of all present.
- (5) Relate your minute items to the agenda items.
- (6) Distinguish between items under "Any Other Business".
- (7) Draft the minutes as soon as possible so that you have a clear recollection of the meeting.
- (8) Keep your notes until the minutes have been signed.

Here is a sample form of minutes:

	<p><b>GULF ENTERPRISES LIMITED</b></p> <p>MINUTES of a Heads of Department meeting (No 33), held in Room 304 On Thursday. 15 May, 1986 at 0830 hours.</p> <p><u>Present:</u></p> <p>Ali Bin Al Hitmi John Lang Sami Essa Dina Murad Jassim M Saleh Yousif Habib Al Yousif (in the chair)</p>
1. Apologies	Apologies were received from Mr Khalid Abdulla.
2. Minutes of Previous Meeting	The Minutes of the previous meeting were taken as read. Dina Murad proposed and Jassim M Salleh seonded that the Minutes were a true and accurate record. The Minutes were then signed by the Chairman.
3. Matters Arising	Point 7- the new staff appointments for the Works Department have been sent out and all have been confirmed.
4. Staff Salary	The Chairman reported that the Board of Directors have agreed an overall 7.5% increase for all staff members, to take effect from 1 July 1986.
5. Visit by The Minister of Commerce	The visit by the Minister if Commerce has been confirmed for July 10, 1986. A committee is to be formed to make all the necessary plans. Mr Lang will chair this committee and report all arrangements to the Managing Director.
6. Conference	Mr Khalid Abdulla is in charge of organising a conference on 'The Automated Office' to be held at the company training centre. As he is unable to attend this meeting the item has been postponed to the next meeting.
7. New Canteen	Dina Murad reported that the work on the new canteen is ahead of schedule and the revised date of completion is September 1, 1986.
8. Staff Annual Dinner	Arrangements for the Annual Dinner, to be held at the Gulf Hotel on July 25, 1986 will be made by Dina Murad who will be assisted by John Lang.
9. AOB	There was no other business.
10. Next Meeting	The next meeting is to be held on Thursday, 5 June, 1986 at at 0830 hours in room 304. The chairman closed the meeting at 0945 hours and thanked all present for their attendance.
11. Chairman	
12. Date	

## **Minute books**

For purposes of record and reference, minutes are written up in a minute book; this record of the meeting should include the date, the time and the place of meeting. It should also give the names of those present. Moreover, it should include the exact wording of any resolutions passed and in the case of important resolutions, the names of proposer and seconder.

### **Focus on reading**

**Having read the texts about minutes of meetings, answer the following questions:**

- 1) What are minutes?
- 2) What are the purposes of minutes?
- 3) Why are minutes written in a minute book?
- 4) What should a minute book include?
- 5) Say whether the following are true or false.
  - (a) Minutes should preferably be taken in the form of long notes.
  - (b) It is important to record the names of persons speaking in a meeting.
  - (c) A secretary should only record the notes she finds compatible with her points of view.
  - (d) The minutes items should be relevant to the agenda items.
  - (e) A secretary should draft the minutes immediately after the meeting.
- 5) Find words in the texts which mean:
  - a) very brief
  - b) in advance
  - c) fair or not favouring one more than another
  - d) remembrance or recall
  - e) decisions made
  - f) a person who supports a proposal at a meeting

**6) What do the words underlined in the texts refer to?**

**Focus on Grammar**

**1) Change the verbs in brackets into the passive form to complete these extracts from the minutes of a meeting:**

1. The minutes, which..... prior to the meeting, were duly signed as an accurate record. (circulate)
2. It..... by all present that Bill Wilson take the chair in the absence of the MD. (agree)
3. It .....that some members of the group were dissatisfied with the format of the reports. (report)
4. As there was an increasing level of complaints about the cleanliness of the staff restaurant, it ..... to call the catering manager to the next meeting of the group. (decide)
5. A new system ..... whereby each member of the group took it in turn to chair the meeting. (propose)
6. Agreement on the future of the RB150 project.... after a heated debate lasting over an hour. (reach)
7. There have been rumours about a possible hostile takeover of the company, but this..... by headquarters in Zurich. (deny)
8. Without coming to any agreement on Point 8 on the agenda, the meeting....., when the fire alarm went off unexpectedly. (adjourn)

**2) Rewrite each sentence using the verb given in the passive:**

- 1- Analysts think that Smiths is one of the UK's leading chains.(regard)
- 2- We got the information from a reliable inside source.(obtain)
- 3- We OK'd the budget at our last meeting.(clear)
- 4- Everyone accepted the idea.(agree, unanimously)
- 5- The office should be closed on 25 December.(resolve)



**3) Rewrite the following sentences using the active voice:**

- 1- The meeting was attended by three salesmen.
- 2- The minutes haven't been drafted yet.
- 3- The meeting is being held at the moment.
- 4- The proposal will be seconded by everyone.
- 5- It was agreed to follow-up the problem of rise in prices.
- 6- The resolution had been made by the time Mr. Salah arrived.

**4) Look at the example and make similar sentences.**

Someone fined a driver. Mr. Naji was cross about it.  
Mr. Naji was cross because a driver had been fined.

1. Someone lost an important file. Mr. Khatib was angry about it.
2. Someone cancelled an appointment. Mr. Shalabi was annoyed about it.
3. Someone left the filing cabinet open. Alia was cross about it.
4. Someone hadn't cleaned the duplicator. Omar was annoyed about it.
5. Someone put the wrong address on the letter. Mrs. Nadi was displeased about it.
6. Someone complimented Huda on her work. Huda was pleased about it.

## **Reports**

The purpose of a business report is to group together, in accurate and concise manner, important data showing the true position of affairs relating to a particular matter. Recommendations or suggestions may or may not be made, as dictated by circumstances or under set terms of reference. Reports are in fact guides to management and organisation.

A report should be characterised by clear expression and neat display; it should be in the nature of an argument, well reasoned and arranged, accurate in details, and leading logically to conclusions and recommendations, if any.

**Here are some guidelines to follow in writing a report:**

1. Observe these rules: clarity, accuracy, brevity.
2. Arrange the information or argument in logical order.
3. Use indirect speech, unless, of course a personal report has been specifically asked for.
4. Indicate the nature of the report by giving it a heading clear in meaning.
5. Plan the lay-out of your report carefully, giving special note to heading, paragraphs, sub-paragraphs, listed points, etc.
6. Date and sign your report.

There are two types of reports.

- (i) ordinary or routine reports and
- (ii) special reports

Ordinary reports are normally presented at set intervals and passed on routine information, e.g chairman's report to the annual general meeting of shareholders; monthly progress reports; financial or sales reports. They generally contain a statement of facts. Each subject should carry a separate paragraph with relevant reference or heading. Special reports are, however, reports of a special inquiry, e.g on accidents, fire-damage, staffing, etc. They may also be reports from a sub-committee appointed for the specific purpose of examining an item or requirement and reported back to a main committee or authority.

The content of any special reports is determined by its terms of reference, i.e. the instruction or guide governing the report; in many cases such terms of reference come direct from the minute book.

In the writing of a special report the terms of reference should be stated first; facts and arguments should then follow in logical order and all such facts and arguments must be relevant to such terms of reference; then come the findings; and finally the conclusions and recommendations. The report must be signed and dated.

Below is an example of a special business report.

	Report of Sub-Committee on the siting of two additional shelters in the Botanical Gardens
<b>Terms of Reference</b>	By a resolution passed at the Parks and Gardens Committee Meeting on 4 <sup>th</sup> March, the sub-committee was instructed to examine the siting possibilities for two additional shelters in the Botanical Gardens.
<b>Action by SubCommittee</b>	Three meetings were held – on 9 <sup>th</sup> , 17 <sup>th</sup> and 25 <sup>th</sup> March. Two of these were held in the Gardens where possible sites were examined. The Parks’ surveyor, Mr G . Small, was present on both occasions; his report is attached.
<b>Findings</b>	(i) Several good sites are available, two in the South Garden and one in the Palm Grove, as shown on the enclosed plan at (A), (B), and (C). (ii) All three are suitable, but siting at (B) would result in the loss of some very valuable shrubs.
<b>Recommendations</b>	That one shelter be sited in the South Garden at (A), the other at (C) in the Palm Grove.
<b>Encls</b>	(Signed) James Clarke Convenor

### Focus on reading

A)Having read the texts about reports, answer the questions below:

- (1) What is the purpose of a business report?
- (2) How should a business report look like ?

- (3) What kind of speech is used in a business report ?
- (4) What are the types of a business report ?
- (5) What are the components of a special business report ?
- (6) What do the words underlined in the texts refer to ?
- (7) Find words in the texts which mean the following:
  - (a) correctness.
  - (b) shortness.
  - (c) investigation .
  - (d) results .
  - (e) things suggested to be good for a certain purpose.

**B)Read the following report of an informal meeting and then complete the blank spaces in the following sentences using the list of words below:-**

**REPORT OF MEETING HELD IN MR BALLITO'S OFFICE**  
**AT 10.30 A.M. ON FRIDAY , 4 JANUARY 1989**

**PRESENT;** Mr B Ballito, Managing Director, in the chair  
 Mr P Pinto  
 Mr J Brava  
 Mr K Vesta

**PARKING REGULATIONS**

Mr Pinto said that it was difficult to park in the centre if town during office hours.  
 Mr Vesta asked if vans could unload and load before 8.30 a.m. or after 5.30 p.m.  
 Mr Ballito said that drivers must obey city car parking regulations. He said that in future any parking fines would have to be paid by the drivers themselves.

4 January 1989

A report has..... parts. They are:

1. The heading,    (a) the place of the .....  
                               (b) the..... of the meeting  
                               (c)the time.....the meeting
- 2- A list of people who.....the meeting.
- 3- A subject
- 4- A summary of what.....said at the meeting

5- The date of the.....

The person who is in charge of the meeting is called the.....  
. We say he is 'in the chair' and these .....are written by  
the side of his name.

date	five	meeting	of
attended	heading	was	report
stating	chairman	words	

## Focus on language

When reporting on a meeting , we usually use the reported speech or indirect speech. Go back to the above report and find reported sentences and questions.

- 1) Now use the information given in this short report to fill in the gaps in the text below.

I'm afraid there are a number of problems with this agreement. First of all, we feel that your company has not been reliable on several occasions in the past. We are particularly unhappy about the fact that there have been a number of late deliveries and these have caused us considerable problems. Another problem is that on at least five occasions you have supplied faulty parts and we have had to return these to you. In addition, some orders have arrived either incomplete or simply incorrect. There is also the problem of discount. Originally you promised us a 10% discount on orders over £10,000, but you charged us the full amount even when the bulk order was clearly stated on the order form. I'm not very happy about the prices you charge either. Other companies are offering the same products at more competitive price and I can see no reason why we should continue to buy from you if you reduce your prices, offer a consistent discount, preferably at a higher rate, and guarantee a better quality of service and delivery.

He said ..... a number of problems with the agreement.  
In particular, they felt that we ..... reliable on several occasions in the past.  
There ..... a number of late deliveries and he said they .....  
particularly unhappy about that. He also said that we ..... faulty parts on at  
least five occasions and that some orders ..... either incomplete or incorrect.  
He also mentioned the discount problem. Apparently , we ..... them a

10% discount on orders over £ 10,000 , but .....them for the full amount even when the bulk discount ..... clearly stated on the order form . He was unhappy about the price too . He said that other companies..... the same products at more competitive prices and he.....see no reason why they should continue purchasing from us. They ..... only consider continuing to buy from us if we ..... Our prices , ..... a consistent discount , preferably at a higher rate , and ..... a better quality of service and delivery .

**2) Look at these examples of sentences and how they are reported:**

- a. We will be able to complete delivery by the end of the next week.  
They said they would be able to complete delivery by the end of the week.
- b. We are reviewing our ordering procedures.  
They told us that they were reviewing their ordering procedures.

To report sentences you can use verbs such as said, told, suggested, assured, confessed, demanded, promised, recommended, requested, ordered, proposed, denied, informed, reminded, explained, warned, and so on.

**Now report the following sentences in a similar way:**

1. The goods have been dispatched to you.
2. We are unable to forward the goods that you ordered this week.
3. We use a security company to deliver important orders.
4. Don't forget the discount.
5. We need to put money into our current products.
6. The price of gold has slumped in recent weeks.
7. We will improve the quality of our goods.

**3) Look at these examples of questions and how they are reported :**

- a. What's the salary ? How long are the hours ?  
He asked what the salary was and how long the hours were.
- b. Is there any overtime ? Do you need a reference ?  
He wanted to know if there was any overtime and if we needed a reference.

**Now report the following questions about a contract in a similar way:**

1. How many companies are involved?
2. Is there a penalty clause ?
3. How many units can you supply each month ?
4. How will the goods be shipped ?
5. How much discount can you offer ?
6. Is the agreement flexible ?
7. Can you guarantee the terms ?

### **Business Meeting Terms**

As a secretary , you will frequently meet , in the course of your duties , many technical terms connected with business meetings.

The most commonly used terms are given below:

- **Ad hoc** This means “arrange for this purpose”. An ad hoc sub – committee is appointed for the purpose of carrying out one particular piece of work , such as the arrangements for the visit of a very important person (VIP).
- **Addendum** An amendment which adds words to a motion.
- **Addressing the chair** All remarks must be addressed to the chairperson , and members must not discuss matters between themselves at a meeting.
- **Adjournment** Subject to the articles , rules or constitution for an organisation , the chairperson , with the consent of the members of the meeting , may adjourn it in order to postpone further discussion , or because of the shortage of time. Adequate notice of an adjourned meeting must be given.
- **Amendment** A proposal to alter a motion by adding or deleting words. It must be proposed , seconded and put to the meeting in the customary way.
- **Attendance sheet** A record of people present at a meeting , usually provided by an attendance sheet which is passed round for signature by members.

- **Casting vote** A vote usually allowed to the chairperson , except in the case of a company meeting. A casting vote is used only when there is an equal number of votes 'for' and 'against' a motion.
- **Closure** A motion submitted with the object of ending the discussion on a matter before the meeting.
- **Dropped motion** A motion that has to be dropped either because there is no seconder or because the meeting wishes it to be abandoned.
- **En bloc** The voting of, say, a committee en bloc, that is, electing or re- electing all members of a committee by passing of one resolution.
- **In camera** A meeting which is not open to the public.
- **Intra vires** Within the power of the person or body concerned.
- **Lie on the table** A letter or document is said to 'lie on the table' when it is decided at a meeting to take no action upon the business contained in it.
- **Majority** The articles and rules of the organisation will define the majority of votes required to carry a motion .
- **Memorandum and articles of association** These are regulations drawn up by a company setting out the objects for which the company is formed and defining the manner which its business shall be conducted.
- **Motion** A motion must normally be written and handed to the chairpersn or secretary before the meeting. The mover of the motion speaks on it and has the right copy at the close of the discussion. The seconder may then speak to the motion only once. If there is no seconder, a motion is dropped and cannot be introduced again. When put to a meeting, the motion becomes 'the question', and when it is passed, it is called 'the resolution'.
- **Nem con** This means 'no one contradicting', ie there are no votes against the motion, but some members have not voted at all.



- **Next business** A motion 'that the meeting proceed with next business' is a method of delaying the decision on any matter brought before the meeting.
- **Point of order** This is a question regarding the procedure at a meeting or a query relating to the standing orders or constitution raised by a member during the course of the meeting, eg absence of quorum.
- **Poll** Poll is the term given for the method of voting at an election, and in a meeting this usually takes the form of a secret vote by ballot paper. The way in which a poll is to be conducted is generally laid down in the standing orders or constitution of the organisation.
- **Postponement** The action taken to defer a meeting to a later date.
- **Putting the question** To conclude the discussion on a motion it is customary for the chairperson to "put the question" by announcing 'The question before the meeting is.....'
- **Question be now put** When members feel that sufficient discussion has taken place on a motion, only the proposer of the motion being discussed may speak and a vote is taken. If the motion 'question be now put' is defeated, discussion may be continued.
- **Quorum** This is the minimum number of persons who must be in attendance to constitute a meeting. The quorum is laid down in the constitution or rules of the organization.
- **Reference back** This is an amendment referring a report or other item of business back for further consideration to the body or person submitting it. If the motion 'reference back' is defeated the discussion is continued.
- **Resolution** A formal decision carried at a meeting. It must be proposed, seconded and put to the meeting in the customary way. A resolution cannot be rescinded at the meeting at which it is adopted.
- **Rider** A rider is an additional clause or sentence added to a resolution after it has been passed and it differs from an amendment in that it adds to a resolution instead of altering it. A rider has to be proposed, seconded and put to the meeting in the same way as a motion.

- **Right of reply** The proposer of a resolution has the right of reply when the resolution has been fully discussed. It is allowed to reply only once, and afterwards the motion is put to the meeting.
- **Sine die** Meaning without an appointed day, or indefinitely.
- **Standing orders** These are rules compiled by the organisation regulating the manner in which its business is to be 'constitution'.
- **Status quo** Used to refer to a matter in which there is to be no change.
- **Ultra vires** Beyond the legal power or authority of a company or organization.
- **Unanimous** When all members of a meeting have voted in favour of a resolution it is said to be carried 'unanimously'.

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## APPENDIX 2

### Content Analysis Plan

Class: Secretarial Students

Unit One

Time Allotted: (10 periods)

Theme	Topics	Functions	Structures	Vocabulary	Discourse features	Authentic Material	No. of periods
The Secretary's Duties	1. The secretary's responsibilities	1. Describing the routine of work 2. Expressing obligation	Adverbs of frequency  Modals: must, have to	confidentiality, refer to, approve, ongoing mail, incoming mail, executive, brief (v), implement, correspondence, folder, consult, contact (v)	Pronominal reference	Job description form	2  1
	2. The secretary's limitations	1. Expressing advice 2. Asking about the performance of duties	Modals: should, ought to, had better Present Perfect with yet/already	responsible, sign(v), signature, urgent, without reference to, on behalf of, asap (as soon as possible) thro' (through)	Comparing in meaning between if-clauses and adverbial clauses with "when" Pronominal reference	-  -	2 1
	3. The secretary's personal qualities	1. Being tactful and diplomatic 2. Giving suggestions in a pleasant way 3. Filling questionnaires 4. Describing personal qualities	Modals: would, may, might Negative Questions Yes/no questions Simple Present Tense	reliability, reception, over-familiar, tactful, numerate, initiative, invoices. sorting, petty cash, security, misunderstanding, smart	Present perfect (used to present a problem that has just occurred) and 'If'-infinitive (used to offer help to overcome such a problem)	A questionnaire	1 1 1 1

## Content Analysis Plan

Class: Secretarial Students

Unit Two

Time Allotted: (10 periods)

Theme	Topics	Functions	Structures	Vocabulary	Discourse features	Authentic Material	No. of periods
Recruiting Staff	1. Curriculum Vitae (cv)	Filling in personal information	Present Simple / Past Simple	references, insurance, curriculum vitae, training course, schooling, sense of community, professional, qualify	Pronominal reference / Transitions of addition	A sample curriculum vitae	2
	2. Advertising the vacancy and response to the advertisement	Extracting information from advertisements	Present Passive	vacancy, position, vacant, required, applicant, situations	Pronominal reference	A job vacancy advertisement Letter of response	2
	3. Application form	Completing application forms		bio data, referees, apply, formal, personal interests	Organization of forms	An application form	1
	4. Selecting candidates for an interview	Expressing future plans	Future Passive	candidate, arrangement, inform, location, premises, personnel department, attend	Transitions of contrast (differentiating between two candidates)	An interview notice	2
	5. Interviewing candidates	Asking and answering questions about personal details	Wh-questions and Yes/no questions	employee, conduct, welfare benefits, appoint, conditions of service, employer, employment	-	-	1
	6. Appointing Candidates	Explaining working conditions	Present Perfect Passive	letter of appointment, contract, personal record, working conditions, way, salary	Transitions of reason (since, for, as, because)	A letter of appointment	2

## Content Analysis Plan

Class: Secretarial Students

### Unit Three

Time Allotted: (10 periods)

Theme	Topics	Functions	Structures	Vocabulary	Discourse features	Authentic Material	No. of periods
Business Meeting	1. Importance and purposes of meetings	Describing meetings	Adverbials of time and frequency	arena, involvement, in advance, significant, adequacy, generate, instantaneous, numerous	Pronominal reference and Transitions of addition	-	1
	2. Types of meetings	Using business idioms	Prepositional phrases	expertise, shareholder, reinstate, subordinates, extra ordinary, commence, in a nutshell, out of question, from scratch, below bar, off the record, in the balance, at odds, in a rut, on thin ice, at cross purposes	Pronominal reference and Connectors: otherwise, such	-	2
	3. A secretary's duties in meetings	Taking decisions in meetings	Recycling verb forms	venue, route, surplus, finalize, duplicate, notify, attend to escort, retain, convene, catering, aid-memoire,	Pronominal reference	-	2
	4. Notices and agendas of meetings	1. Considering proposals 2. Setting agendas for meetings	Infinitive with (to) Gerund	notice, agenda, transact, propose, proposal, summon, draft, adopt, entitled to	Transitions of purpose (for, to)	Notice form Agenda form	1
	5. Minutes of meetings and minute books	Describing minutes of meetings	Passive Voice	minutes, impartial, concise, recollection, resolution, second	Pronominal reference / conjunctions (after, until)	Minutes form	2
	6. Reports of meetings	Reporting on meetings	Reported Speech	accuracy, brevity, inquiry, findings, recommendations	Pronominal reference / Connectors (unless, however, in fact)	Report form	2

### APPENDIX 3

#### General English Reading Comprehension Test

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Secretarial Students

Time: Two Hours

Read the following text carefully, then answer the questions about the sections I, II, III, and IV below.

The great ship, Titanic, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 66,000 ton Titanic was a colossal ship. At that time, however, she was not only the largest ship that had ever been built, but was regarded as unsinkable, for she had sixteen water-tight compartments. Even if two of these were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four days after setting out, while the Titanic was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The Titanic turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling sound from below, and the captain went down to see what had happened. The noise had been so faint that no one thought that the ship had been damaged. Below, the captain realized to his horror that the Titanic was

sinking rapidly, for five of her sixteen water-tight compartments had already been flooded! The order to abandon ship was given and hundreds of people plunged into the icy water. As there were not enough life-boats for everybody, 1500 lives were lost.

### **I Content Knowledge**

**A. Decide whether each of the following sentences is true or false. Correct the false ones. (3 marks)**

1. The number of the compartments in the Titanic was insufficient. T F
2. The Ship sank on its first voyage. T F
3. There were 2207 people on board the ship. T F
4. The lifeboats were enough for everybody. T F

**B. Complete these sentences according to the meaning of the text. (2 marks)**

1. The ship was sailing for ..... when it sank.
2. The ship sailed safely for .....

**C. Answer these questions: (5 marks)**

1. Why was the Titanic considered unsinkable?
2. When did the ship turn sharply?
3. How did the captain know the ship was sinking?
4. What do you think the reason for the sinking of the ship was?

5. Why do you think the sinking of the ship was tragic?

## II Lexical Knowledge

A. Find words in the text which mean: (2 marks)

1. disastrous ..... 2. very large .....  
3. quickly ..... 4. shaking .....

B. Choose the most appropriate meaning of the underlined words or phrases: (4 marks)

1. Hundreds of people plunged into the icy water as they heard the order to abandon the ship.  
a. drowned      b. floated      c. dived      d. flooded
2. A huge iceberg was suddenly spotted by a look-out.  
a. broken      b. seen      c. moved      d. stood
3. The ship turned sharply to avoid direct collision.  
a. keep away from      b. bring about      c. go for      d. get into
4. The Titanic turned in time, narrowly missing the wall of ice.  
a. being lost      b. failing to escape      c. escaping      d. finding

C. Use words from the list below to complete these sentences: (4 marks)

set out    faint    abandon    flooded    collision    horror

1. The water ..... our fields since it rained heavily during the last week.
2. Children had better not see ..... films.
3. We couldn't see very well, the light was too .....
4. The accident was due to the ..... of the two cars.



### III Grammatical Knowledge

**A. Rewrite the following sentences so that your new sentences are similar in meaning to: (5 marks)**

1. The order to abandon the ship was given.  
The captain .....
2. The great liner will always be remembered.  
We .....
3. The ship had been damaged.  
The iceberg .....
4. The water flooded the compartments.  
The compartments .....
5. Experts regard the ship as unsinkable.  
The ship .....

**B. Put the verb in brackets into the correct form. (5 marks)**

1. The captain went down to see what (happen).
2. After the alarm (give), the ship turned sharply.
3. While the Titanic (sail), a huge iceberg was spotted.
4. If people (have) enough boats, there wouldn't have been such heavy loss of life.
5. The order was given (leave) the ship.

### IV Discoursal Knowledge

**A. What do these words or phrases refer to? (1.5 marks)**

1. At that time (line 4) .....
2. These (line 7) .....
3. This great liner (line 8) .....

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**B. These three connectors appear in the text. Choose the right indication for each one: (1.5 marks)**

1. for (lines 6, 9, 21) (result, purpose, reason, duration)
2. as (line 23) (similarity, comparison, result, reason)
3. however (line 4) (addition, result, contrast, concession)

**C. Join the following sentences using the appropriate connector from the list below. (3 marks)**

so ... that    even if    while    as    however

1. The ship turned sharply. It did not escape collision.
2. Many people drowned. There were not enough life boats.
3. The noise had been faint. No one thought the ship had been damaged.

**D. Put these events in the right logical order. (4 marks)**

- a. The ship turned missing the wall of ice.
- b. A huge iceberg was suddenly seen.
- c. People were ordered to leave the ship.
- d. The ship left Southampton.
- e. Hundreds of people were drowned.
- f. The ship was sinking rapidly.
- g. A faint sound was heard from below.
- h. Soon an alarm had been given.

1. .... 2. .... 3. .... 4. .... 5. .... 6. .... 7. .... 8. ....

## Model Answers

### I. Content knowledge:

A. 1. F 2. T 3. T 4. F

Correction:

1. The number of the compartments was sufficient.
4. There were not enough lifeboats for everybody.
- B. 1. New York 2. four days.
- C. 1. Because it had sixteen water-tight compartments.  
2. After the alarm had been given.  
3. Because five of its sixteen watertight compartments had already been flooded.  
4. The ship collided against an iceberg.  
5. Because it sank with heavy loss of life.

### II. Lexical knowledge:

- A. 1. tragic. 2. huge / immense / colossal.  
3. rapidly. 4. trembling.
- B. 1. c 2. b 3. a 4. b
- C. 1. flooded 2. horror 3. faint 4. collision

### III. Grammatical knowledge:

- A. 1. The captain gave the order to abandon the ship.  
2. We will always remember the great liner.  
3. The iceberg had damaged the ship.  
4. The compartments were flooded.  
5. The ship is regarded as unsinkable.
- B. 1. had happened 2. had been given 3. was sailing  
4. had had 5. to leave.

### IV. Discoursal knowledge:

- A. 1. in 1912 2. sixteen water-tight compartments  
3. the Titanic
- B. 1. reason 2. reason 3. contrast
- C. 1. The ship turned. However, it did not escape collision.  
2. Many people drowned as there were not enough lifeboats.  
3. The noise had been so faint that no one thought the ship had been damaged.
- D. 1. d 2. b 3. h 4. a 5. g 6. f 7. c 8. e



التاريخ : ٢٠٠٠/٤/١م

السيدة عميدة كلية الطيرة المحترمة

تحية طيبة وبعد :

الموضوع : تسهيل مهمة الطالب سعيد علي سعيد حامد رقم التسجيل (٩٧٤٩٧٨٢)  
الطالب المذكور أعلاه هو أحد طلبة الماجستير في كلية العلوم التربوية تخصص  
أساليب تدريس اللغة الإنجليزية في جامعة النجاح الوطنية ، وهو الآن بصدد إعداد الرسالة  
بعنوان :

(The Effect of Using ESP Texts Based on Secretarial Content  
on the General English Reading Comprehension of the First  
Year Female Secretarial Students at the College Level)

لذا نرجو التكرم بمساعدته في تنفيذ المادة التعليمية الخاصة بالدراسة لمدة ستة أسابيع  
ومن ثم قياس أثر هذه المادة على مهارة القراءة لدى طالبات السكرتاريا باستخدام  
الاختبارات.

تفضلوا بقبول الاحترام ،  
جامعة النجاح الوطنية  
عميد كلية الدراسات العليا  
كلية الدراسات العليا  
نابلس / فلسطين  
د. محمد العملة

نسخة : الملف

## الملخص باللغة العربية

اثر استخدام نصوص اللغة الإنجليزية ذات الأغراض الخاصة على مهارة القراءة العامة في اللغة الإنجليزية لدى طالبات السكرتارية في السنة الأولى من دراستهن في الكليات الفلسطينية

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هدفت الدراسة إلى فحص أثر استخدام نصوص اللغة الإنجليزية للأغراض الخاصة ذات المحتوى السكرتاري على مهارة القراءة العامة في اللغة الإنجليزية لدى طالبات إدارة وأتمتة المكاتب في السنة الأولى من دراستهن في الكليات التقنية وكليات المجتمع الفلسطينية . وحاولت الدراسة الإجابة عن سؤالين :

- ١- هل يوجد فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات علامات المجموعة التجريبية التي تقرأ النصوص الإنجليزية ذات الأغراض الخاصة والمجموعة الضابطة التي تقرأ النصوص الإنجليزية العامة في مهارة القراءة العامة في اللغة الإنجليزية ؟
- ٢- هل يوجد فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات علامات المجموعة التجريبية والمجموعة الضابطة في كل عنصر من عناصر مهارة القراءة العامة ؟

وقد تكون مجتمع الدراسة ( $n = 258$ ) من جميع طالبات السكرتاريا في السنة الأولى من دراستهن في الكليات الفلسطينية وفي العام الدراسي ٢٠٠٠/١٩٩٩ . بينما اشتملت عينة الدراسة على شعبتين (٤٢ طالبة) يدرسن في كلية الطيرة - رام الله وقد اختيرت تلك الطالبات على أساس قصدي وباستخدام الطريقة العشوائية البسيطة ، حيث تم تحديد إحدى الشعبتين كمجموعة تجريبية والأخرى كمجموعة ضابطة .

وقد قام الباحث بتطوير وإنتاج ثلاث وحدات دراسية احتوت على مواضيع ومفردات وقواعد لغوية وبعض مظاهر الكلام المكتوب والتي كانت وثيقة الصلة بحاجات واهتمامات طالبات السكرتارية . واستنبط الباحث أيضاً اختباراً لقياس مهارة القراءة العامة في اللغة الإنجليزية من أجل فحص أثر المتغير المستقل . وقد اشتمل الاختبار على أربعة عناصر : المعرفة بالمحتوى ، المعرفة بالمفردات ، المعرفة بالقواعد اللغوية ، والمعرفة ببعض مظاهر الكلام المكتوب .

وبعد التحقق من صدق وثبات الاختبار ، قام الباحث بتقديم الاختبار كاختبار قبلي في بداية الدراسة وكاختبار بعدي في نهاية الدراسة .

وقد تم تحليل نتائج الاختبار باستخدام سلسلة من اختبارات ( t ) .  
وقد تمخضت الدراسة عن النتائج التالية :

- ١- وجود فروق ذات دلالة إحصائية بين متوسطات علامات المجموعة التجريبية والمجموعة الضابطة في مهارة القراءة العامة في اللغة الإنجليزية لصالح المجموعة التجريبية .
- ٢- وجود فروق ذات دلالة إحصائية بين متوسطات علامات المجموعة التجريبية والمجموعة الضابطة في كل عنصر من عناصر مهارة القراءة العامة في اللغة الإنجليزية لصالح المجموعة التجريبية .
- ٣- استطاعت جميع طالبات المجموعة التجريبية تجاوز علامة النجاح باستثناء طالبة واحدة ، في حين أن سبع طالبات فقط من المجموعة الضابطة استطعن ذلك .
- ٤- حققت طالبات المجموعة التجريبية أعلى متوسط علامات في العنصر الثاني من عناصر مهارة القراءة العامة وهو عنصر المفردات ، مما يعني أن النصوص ذات المحتوى السكرتاري أثرت ذخيرة هؤلاء الطالبات من المفردات .
- ٥- حققت كلتا المجموعتين أدنى متوسط علامات في العنصر الثالث من عناصر مهارة القراءة العامة وهو عنصر قواعد اللغة ، مما يعني أن هذا العنصر شكل صعوبة للمجموعتين .
- ٦- كان لكلتا المجموعتين نفس الترتيب التحصيلي في العنصرين : قواعد اللغة ومظاهر الكلام المكتوب .

وعلى ضوء نتائج الدراسة تلك ، قدم الباحث توصياته لكل من معلمي اللغة الإنجليزية للأغراض الخاصة ، مصممي المناهج ، وزارة التعليم العالي ، والباحثين . فقد أوصى المعلمين بتزويد طلابهم بنصوص إنجليزية ذات أغراض خاصة لأنها تنسجم مع حاجاتهم واهتماماتهم ولها علاقة بتخصصاتهم وتطلعاتهم المستقبلية ، كما أوصاهم بتوظيف تلك النصوص في إثراء مفردات طلابهم في مادة اللغة الإنجليزية .

كما أوصى الباحث مصممي المناهج باستنباط مقررات لغة إنجليزية ذات أغراض خاصة تناسب حاجات الطلبة لكل تخصص وتزويد مثل هذه المقررات في مراحل مبكرة من دراستهم في الكليات .

وأوصى الباحث أيضاً وزارة التعليم العالي باستبدال مساقات اللغة الإنجليزية العامة التي يدرسها الطلبة في السنة الأولى من دراستهم في الكليات بمساقات بديلة تراعي حاجات الطلبة الخاصة من دراستهم للغة الإنجليزية ، وكذلك العمل بالتنسيق مع وزارة التربية والتعليم على إدخال نصوص لغة إنجليزية ذات أغراض خاصة في مراحل التعليم المدرسي .

وأخيراً أوصى الباحث الباحثين الآخرين بإجراء دراسات مماثلة على تخصصات ومستويات أخرى ، وفحص أثر مواد اللغة الإنجليزية ذات الأغراض الخاصة على مهارات لغوية أخرى غير مهارة القراءة ، وإجراء دراسات أخرى حول تحديد وتقييم حاجات طلبة الكليات .