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English for Marketing and Advertisement:

Terminology Assessment and Learning Experience

The Case of Master One Students of English at Abbas Laghrou University
Khenchela

*Dissertation submitted in partial fulfillment of the requirements for the
Master Degree in Languages and Culture*

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Dedication

This work is dedicated to :

My dear dad ,thank you for being there every time that I needed you .You 've made me more who I am today. May Allah make you one of the men of Jannah .

My mother; a mom like you is the sweetest gift God has ever given me .I can't thank you enough for all the fights and sacrifices you've been through to make me the person I am today.

My brothers Bilal, Sami ,a person who sticks up for you when no one else will ,life is better with you my super heroes .

My brother Badre eddine ;You have a place in my heart no one could have ever .

My sisters ,Aya &Hana ,my angels who lift me up when my wings forget how to fly .

My nephews Loudjian, Mohamed , Taline , Kawther , Amina , Badro, Oussaid , my heart owners.Grateful to have you in my life .

The person who lifts me from my sadness -Abdou-.

Some of my favorite humans ;Malek, Dounia , Maroua ,Ilhem, Akram , and all G4 and C4 friends ,forever grateful for these memories .

Last but not least , for the prettiest girl ever ;for me .

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Abstract

The shift towards English as the first foreign language in Algeria and the accelerated foundation of startups among university have created a rich, intriguing area for researching English learning and teaching related issues. One of these issues is English for marketing and advertisement which is the topic addressed in this research. The aim of this study is to investigate the English for marketing and advertisement terminological needs of the Master one students at Abbas Laghrour University, as well as their learning experience and orientations. Accordingly, a sample of 45 students out of 120 was selected for the study. Data was collected via a test that assessed the terminological level, and a questionnaire that gathered data about the participants' learning experience and attitudes. Results has shown that the M1 students have a poor level of English for marketing and advertisement terminology. In addition, it has been found that the students have never been introduced to this type of English, while they believe it is essential for them nowadays and they need it in their careers.

Key Words: Assessment, business English, English for marketing and advertisement, ESP, Terminology

List of Abbreviations

ESP English for Specific Purposes

EFL English as Foreign Language

L1 First Language

GE General English

BE Business English

List of Figures

Figure 1 Branches of ESP	20
Figure 2The importance or English for marketing and advertisement	32
Figure 3The needs of English for marketing and advertisement	33

List of tables

Table 1. Students test 'results statistics in the English-Arabic Section

Table 2. Students test 'results statistics in the Arabic -English section

Table 3. Questionnaire's results

Translation table

Table of content

Dedication.....	I
Acknowledgment.....	II
Abstract	III
List of Abbreviations	IV
List of Figures.....	V
List of tables	VI
Table of content.....	VII
General Introduction.....	1
Aim of the Research.....	2
Research Questions.....	2
Hypotheses.....	2
Method	3
Research Tools.....	3
Sample.....	3
Structure of the study	3
Chapter One:.....	5
Theoretical Review- English for Marketing and Advertisement.....	5
Introduction.....	6
1.1. Business English : English for Marketing and Advertisement	6
1.1.1. English as a lingua franca	6
1.1.2. English for Specific Purposes.....	7

1.1.2.1 Definition of <i>ESP</i>	7
1.1.2.2.ESP Characteristics	8
1.1.2.3. Branches Of ESP.....	10
Figure 1 Branches of ESP	10
1.1.3. Business English.....	11
1.1.3.2. Business English Development	12
1.1.3.3.Business English Characteristics.....	13
1.1.4.English for marketing and advertisement	14
1.1.4.1. An Overview	14
1.1.4.2. Definition of English for marketing and advertisement.....	14
1.1.4.3.The importance of English for marketing and advertisement	15
Conclusion	16
Chapter Two : Method, Results, and Discussion	17
Introduction.....	18
2.1 Method	18
2.1.1. The Test	18
2.2 The Questionnaire.....	19
2.3 The Sample	19
2.4. Analysis Procedure.....	19
3. Results	20
3.1. The Test.....	20
3.1.1. English into Arabic section	20
3.1.2.Arabic into English section	24

Questionnaire ' s Data analysis.....	28
Discussion	36
Conclusion	37
General Conclusion	38
Limitations and Recommendations.....	39
References.....	40
Résumé.....	42
ملخص	43
APPENDIX ONE	44
APPENDIX TWO	46

General Introduction

In today's interconnected world, English has become the most widely spoken language in the world. It has been considered the worldwide language of commerce. Most international transactions and negotiations are in English. According to St John (1990, p.15) states that "without research Business English for foreign and second language learners will be hampered". It means, the use of English depends on the learner's needs (Tony Dudley - Evans, p.5). Therefore, English language has become a lingua franca in the global business world. Peng (2009, p.58), The fact that many companies all over the world demand from their employees the communicative competence in using English language. This is due to the great importance of English in all the fields in general and in business in particular. Thus, its impact within the field of marketing and advertisement is no special case. With over 1.5 billion speakers all over the world, English is the most used language in the advertising of the famous brands and international companies' products. Also, international markets and exchanges are made in English. Thus, any activity in any sector in business all over the world requires English. One of these sectors, which is entirely digitalized nowadays is marketing and advertisement. In other words, for any one doing marketing and advertisement, including the startup projects founded everywhere today by the young generation, English is a necessity.

Statement of the Problem

In Algeria, there has been a recent shift towards English as the first foreign language as well as the launching of the startup project that witnessed an accelerated birth of startups among the university students. This novel context introduced English as a necessity for the startup's founders working in different areas. Eventually, it created a broader need for English learning and teaching, especially Business English, such as English for marketing and advertisement, for marketing is a key phase in any business project today.

This context is intriguing for researchers investigating EFL learning and teaching in Algeria as it features novel and emerging practices and operations. One of the intriguing issues is the English language marketing skills of the students, mainly those studying English at university. Therefore, this research tackles this topic, focusing on assessing the master one students of English (Abbas Laghrour university) terminological level and their learning experience and career orientations and needs.

Aim of the Research

The aim of this research is to assess the first-year master students' level of English needed in marketing and advertisement. More precisely, the study conducted targets the English for marketing and advertisement terminological competence of the students as it is the basic requirement for doing their job professionally and effectively as a marketing professional and as startup owners. The research also investigates the students learning experience and career orientations and projects.

Research Questions

To achieve the research objectives, the following questions were touched upon:

- 1-What terminological level of English for marketing and advertisement do the students have?
- 2- What place did Business English take in the students learning experience?
- 3- What are the students' career orientations and attitudes?

Hypotheses

The students have poor level of English for marketing and advertisement because they have never been introduced to BE, and therefore, they will fail in their academic, professional and business tasks.

Method

This research is descriptive in nature as it targets the assessment of the students' competence. Accordingly, the research tools that most suited the work were quantitative descriptive in nature, with some qualitative elements.

Research Tools

One crucial point is that the focus of this research is that terminology translation rather than translation abilities. Thus, in order to verify the validity of the hypothesis and obtain the necessary information, the data will be collected through the use of a test and a questionnaire. The test will be in the form of a translation exercise from English into Arabic, and vice versa. The questionnaire will investigate the students' attitudes and experience with English for marketing and advertisement.

Sample

This study was carried out with 45 participants out of a population of 120 Master on students from the English Department at Abbes Laghrour University of Khenchela, Algeria. The choice of first year students is motivated by the fact they are going to graduate (after having studied translation for two years and ESP for one year) and would have a university degree that enables them to work in business or start their own businesses.

Structure of the study

The current research is divided into two main chapters. The first chapter is theoretical part; while the second chapter is devoted to the field study.

The first chapter provides an explanation of ESP, its definitions, branches and characteristics. Then, it moves to Business English (definitions, its approaches and

development , and the characteristics) . The chapter's section is devoted to English for marketing and advertisement.

The second chapter deals with the method employed in the study , the results analysis , and their discussion. This chapter will also give some recommendations and suggestions.

Chapter One:
**Theoretical Review- English for
Marketing and Advertisement**

Introduction

English is extremely important in the business sector ,because it makes it easier for people from different cultural backgrounds to communicate with each other. Business frequently operate internationally and collaborate with clients and colleagues from a variety of nations in todays globalized economy .Professionals can get over language barriers and make sure their communications are understood precisely by speaking English as a common language . Proficiency in English language communication can offer people a distinct advantage in the world-wide job market and facilitate opportunities for professional growth .

1.1. Business English : English for Marketing and Advertisement

1.1.1. English as a lingua franca

A “Lingua Franca” is a way of referring to communication between speakers who have different first languages. “...a lingua franca is a contact language used among people who do not share a first language ,and is commonly understood to mean a second (or subsequent) language of its speakers .”(Jenkins ,2007,p.1). it is meant that it is shared language between individuals , that can not communicate with the same language .The phenomenon of English as a lingua franca has become a popular and discussed topic over the last few years . Besides to globalization ,networking and internet .The English language has proven its global position as a lingua franca .Among linguistics who have studied the new establishment of EFL Barbara Seidelhofer as well as Jenkins , they define English as a lingua franca as it follows:“...any use of English among speakers of different first languages for whom English is the communicative medium of choice ,and often the only option..”(Seidelhofer,2011,p.7).However , Jenkins (2007,p.3) states that “...EFL emphasizes the role of English in communication between speakers from different L1s,..”.Through these definitions , we notice the level that English language has reached as a language of communication . It is the most spread in the globe.

Currently, English becomes a mother tongue to more than 375 million speakers (Graddol,p10),it meant that the key point for English to become the world's lingua franca is that an enormous number of people around the world speak or understand English .

Barbara Seidelhofer in in her book “Understanding English as a Lingua Franca ”states that English functions in two different levels :

➤ Local level:

English as lingua franca acts as a language that unites people in one country but they have many different languages .For instance ;the Nigerian language has other major languages such as Hausa , Igbo or Yoruba , but the official language that unites people is English language .(Seidelhofer,2011,p.4)

➤ Global level:

In here English as a lingua franca functions as a language that unites people from different countries of different first languages.

1.1.2. English for Specific Purposes

1.1.2.1 Definition of *ESP*

ESP is given several meanings ,linguistics say that teaching English for a particular reason is the correct meaning of ESP. “Producing a simple definition of ESP is not an easy task” Stevens(1987,p.109) .In 1987, Hutchinson and Waters (p.19) defined ESP as “an approach to language teaching in which all decisions as content and methods are based on the learner reason for learning ”. it's meant that the process of learning a language depends on what learners want from this language .Furthermore , by the term English for Specific (or Special ,Specified ,Specifiable)Purposes is meant the learner needs with English ,so ESP depends on what learners will be engaged in ,and based on in which activities they will perform

English , for example educational needs like medical students , or occupational needs such as attending conferences ...etc. Dudley ,Evans, Tony(An Overview of ESP ,1998,p.5).

According to Harmer (1983,p.1) ESP is “... situations where the students have some specific reasons to learn a language ...”.Moreover ,Richard and Rodger (2001,p.107) maintain that ESP is seeking for achieve the needs of learners that they acquire to carry out specific roles , so that they learn the content and real-world skills rather than master the language itself. More detailed definition , by Sevens(1988,p.1-2) who states that ESP is a particular case of general category of teaching a language .In addition to these definitions ,Meckay and Mountford (1978,p.2) point out that the purpose from learning a language depends on the learner needs .Also, Robinson (1991,p.2) states that students “... not because they are interested in the English language or English culture as such , but because they need English for study or work purposes .” . It meant , that the acquisition of English language depends on the learner needs in fact .Paltridge and Starfield (2013:2) consider ESP as “ the teaching and the learning of English as a second or foreign language where the goal of the learners is to use English in particular domain”.

recent definition is that of Johns and Price-Machado (2001:43) ,who think that ESP is : “ a movement based on the proposition that all language teaching is should be tailored to the specific learning and language use needs of identified groups of students Another and sensitive to the socio-cultural contexts in which these students will be using English .

According to the definitions given above , the goal of ESP is to satisfy learners needs in studying English for academic or professional purposes .

1.1.2.2.ESP Characteristics

In 1998 , Dudley -Evans and St. Johns tried to classify ESP into two features as following :

1. Absolute Characteristics

- ESP defined to meet specific needs of learners .
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre .

2. Variable Characteristics

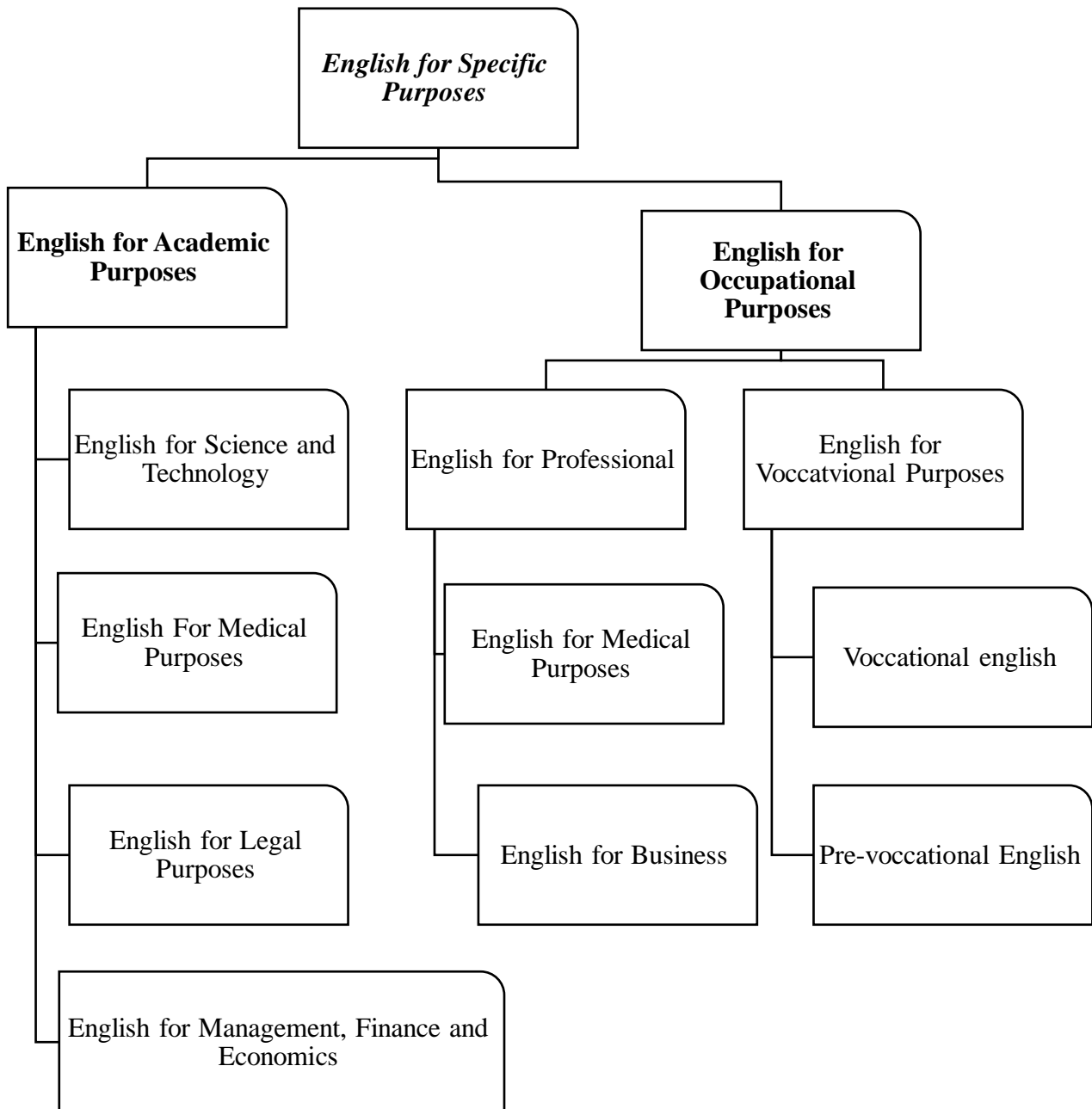
- ESP can be related to or designed for specific disciplines .
- ESP may use , in specific teaching situations , a different methodology from that of GE.
- ESP is likely to be designed for adult learners ;either at a tertiary level institution or in a professional work situation . It could , however, be for learners at secondary school level .
- ESP is generally designed for intermediate or advanced students .
- Most ESP courses assume some basic knowledge of the language systems ,but it can be used with beginners .

(Dudley-Evans &St, John ,1998:4)

1.1.2.3. Branches Of ESP

As was previously noted , ESP teaches students the English that they require based on their individual circumstances. ESP can be subdivided upon the diverse professional domains of learners ,as illustrated in the figure presented by Dudley-Evans and St John (1998,p.6) below:

Figure 1 Branches of ESP



1.1.3. Business English

The use of English for specific purposes (ESP) is extending day after day due to the globalization, and Business English, a part of ESP, so it is defined simply as the language related to commerce, finance, and trade.

1.1.3.1. Definition of Business English

Mark Ellis Christine Johnson (1994) say that: "Business English is about training and performance .it has definable purposes .Its trainers are facilitators who are aware of the business context and the expectations of the course sponsor ; they relate language input to the requirement of the learners ,and have the planning ,evaluation ,and feedback skills to generate trust and confidence on the part of the learners ."Carl A. Nather ,M.A (1930,p.16) states that "... business English is the English in which business men write advertisements , letters, booklets, reports ,magazines, articles , and even books ...". Edwin Herbert Lewis(1911,p.2) defines BE as "...Business means buying and selling ,and English is the name of our mother tongue .Business English is obviously such English is used in mercantile transactions ." Frenedo (2005,p.7) also define BE as " An umbrella term for a mixture of general everyday English ,general business English, and ESP. It is not limited to words and phrases that only appear in some special business world "Ellis and Johson (1994:3) confirm that : " Business English must be seen in the overall context of English for Specific Purposes (ESP) , as it shares the important elements of needs analysis , syllabus design , course design ,and material selection and development which are common to all field of work in ESP."

To sum up , BE is like any variety of ESP based on a specific purpose, and it served the learner's needs which can be working or preparing enter to business world .Thus , business English is needed to facilitate communication skills among business men , and to improve the communicative competences of learners .

1.1.3.2. Business English Development

Language is considered as the main instruments of communication between individuals ;however, it changes in understanding with the changing designs in communication and relationship inside people . As various approaches of English dialect teaching, Commerce English has made through time moving forward on a few stages.

Within the late 1960s and 1970s, the as it were differentiated between General English and Business English was particularly dictionary, and this was appeared inside the course books and materials of that time giving much thought to dictionary works out and repetition drills, and rejecting application to real-life situations.

In 1972, there was a move towards more critical settings which happened with the distribution of the BBC course book and video English for Business. That as it may the need to be advance understudies' capacities to deal with practical circumstances was still an era of interested in the midst of the mid-1970s; and 1980s, and basically when Business English direction taken after the move in General English teaching towards a more useful syllabus. The emphasis was directly on functional language and direction of routine expressions presented in Business situations and practiced in common exchange circumstances like making arrangements ... etc.

From the late 1980s the goal moved to working on business communication capacities due to the change of company planning programs, which was giving employees with positive chances to engage in negotiating. As a result, books and materials on Business communication skills were published and influenced highly the present Business communication skills .

1.1.3.3. Business English Characteristics

Business English is a special form of English used in international trade, business and finance. It plays an important role in professional context, especially business meeting and sales presentations. To distinguish business English from General English, vocabulary and grammar specialist characterized its features. The first one, according to Ellis and Johnson (1994, p.8) “the language [used in business] will frequently be objective rather than subjective and personal”. It meant that business English is objective, presenting information without personal biases or opinions. For example, businessman is not allowed to give his personal opinion (I like this product, or I hate it ...) during business meeting and negotiations. So, the language used is straightforward to convey messages effectively. Another feature that is important is Be is the formal communication, therefore “formulaic language is used [...] is used in the context of routine pattern of exchanges” *ibid*. For instance, the use of formal salutations and closing; business English correspondence often begins with formal salutations like “Dear Mr.\ Mrs.” and ends with professional closings such as “Sincerely” or “Regards”.

Also, according to Ellis and Johnson (1994, p.9):

“Information has to be conveyed by minimum risk of misunderstanding, and the time for processing [...] needs to be short. Therefore, there is a preference for clear, logical, thought emphasized by the kinds of words that indicate the logical process (for example „as a result“, „for this reason“, „in order to“). There is often a need to be concise __ particularly when communicating by fax or telephone __ and certain familiar concepts may be expressed in word clusters to avoid circumlocution [using words more than necessary] (for example, „cash with order“, „just in time delivery“). Certain terms are evolved to save time in referring to concepts which people are familiar with (for example, „primary industry“, „Parent Company“). Many of these are acronyms (for example, CIF and FOB).”

As Frenco (2005,p.7) described business English as “ An umbrella term .”, So , business English covers many other varieties . One of the most famous varieties is related to the most active and important sector in the world which is marketing and advertisement . This variety is called “English for marketing and advertisement .”

1.1.4.English for marketing and advertisement

1.1.4.1. An Overview

Marketing and advertisement are integral components of business strategy , and play a crucial role in business and commerce , each one of them serves particular purposes .Marketing includes a broader set of activities help at understanding client needs , crating value , and building strong connection with customers . It helps to advance the product , involving the market research , and distribution . Advertisement ,on the other hand is an essential tool within marketing . It focuses on communicative messages to a target audience , to persuade the consumer and affect on his behavior , through a various way such as channels , media , billboards . Regarding this, companies are obliged to deal with people and staff from different places in the world. So, a certain language that all these different people can use must be chosen as the code of communication in this companies . As the dominant language in the world of business, English has established itself as the official language of marketing and advertisement.

1.1.4.2. Definition of English for marketing and advertisement

English for marketing and advertisement is a part of Business English . In fact , it shares all its characteristics . Thus, English for marketing and advertisement is the English used by people working in marketing and advertisement company .Sylee Gore in his book “English for marketing and advertisement ” (p.5) defined it as “ English for marketing and advertisement is aimed at anyone who works in marketing and advertisement departments ...” . Also, he says : “ English for marketing and advertisement deals with the important topics, relating to this sector . such as finding customers , marketing strategies and tools , creating ads , and trade fairs

...”. Employees in marketing and advertisement sector need to communicate effectively in their workplaces . For instance , English for marketing and advertisement and English for administration are two varieties of Business English . Both are learnt by people in order to communicate in their jobs (company , administration) , However , the context of ‘administration ’ is totally different from the context of ‘market sector ’. Because each context has its own features .So , each variety of Business English has its specific characteristics .

1.1.4.3.The importance of English for marketing and advertisement

It is noted that some marketing activities are necessary to market a product, particularly when it comes to promoting items to the international market. Planning and executing advertising campaigns are the most crucial marketing efforts. Promotion of a particular product to the worldwide consumer market is made easier by the dissemination of information in the form of advertisements. A commercial is viewed by experts in the field of public relations (PR) as a type of personal »exhortative » communication. For this reason, having a language that is widely understood is necessary before any advertisement can be successful. In today’s globalized world, English serves as one of these universally spoken languages. It is not unexpected that in 1972, just three of the thirty largest English language was and still is used by advertising companies like The European Association of Communications companies.⁹ Because the manufacture and consumption of commodities in the modern world are global in nature, the product description and user manual for these things ought to be understandable to everyone. A marketing scenario is developed wherein the consumer is expected to comprehend the producer’s language. Considering that English is the working language used by all manufacturers, this necessity has become even more crucial. Manufacturers from China, India, South Korea, the Arab world, and other nations whose languages are incomprehensible to the bulk of international customers are particularly affected. Consequently, the marketability of products made in these nations, sold there, and then exported global market .The advertising

companies, like The European Association of Communications companies, which was and is an English organization, need to be supported not just by an English text but also by a solid foundation. Based on the previously mentioned, we can state with logic and objectivity that English has a dominant position in the global market. It should be mentioned that information develops are becoming more and more important to the international market in particular and the global economy in general. Agencies weren't owned by the United States (two went to Japan, one to Great Britain). Furthermore, according to D. Crystall, « the official language of all the advertising agencies, such as The European Association of Communications Agencies, was and still is the English language”

Conclusion

To sum up, English for marketing and advertisement is aimed at anyone who works in marketing and advertisement sector. Students , and among them Startup projects owners , in this sector should master English for marketing and advertisement to communicate successfully. Recently , with given the boom in online businesses and start up projects in Algeria , they should have a rich marketing and advertisement vocabulary in comparison to other because they are supposed to work in all the sides or parts of this sector.

***Chapter Two : Method, Results, and
Discussion***

Introduction

This chapter represents the practical aspects of the current study . It gives a detailed description of the means of data collection and, and explains the steps of the methodology which were followed . Then, the results and their discussion are provided.

2.1 Method

This research is descriptive in nature. Most of it targeted quantitative data, with some qualitative elements. It was conducted among the master one students of English in the department of English at Abbas Laghrour University, Khenchela. 45 participants were selected for the study. the study employed two research tools: a terminology assessment test and a questionnaire.

2.1.1. The Test

The research tool which was selected to evaluate the students' level concerning the terminology of marketing and advertisement sector is a test in the form of a written terms translation activity. This kind of test helps a lot because the focus is only on the vocabulary competence and word equivalences and not in other aspects. The test includes an English into Arabic translation activity (30 terms) and an Arabic into English translation activity (30 terms), where the participants are supposed to give the equivalences; each one contains one or more expressions to be translated into Arabic. The basic (frequently used) terms and expressions needed in the marketing and advertisement sector were chosen from two sources . The first section is English into Arabic terms relying to English for Marketing & Sales : Essential Vocabulary that was written by teachers in online school <https://onlineteachersuk.com/marketing-sales-english-vocabulary/?amp> , The second section is for Arabic into English terms that posted on the website <https://www.proz.com/search/> .

2.2 The Questionnaire

In addition to the investigation of the students' competence concerning marketing and advertisement English terminology, the study is also supposed to investigate the reasons why the students translated correctly or incorrectly the terms and expressions of the test based on their learning experience. Therefore, it was decided to rely on a questionnaire in the form of direct questions. The questions covered three aspects: Students familiarity with business English and more specifically English for marketing and advertisement, the nature of ESP and translation courses they have received, and their attitudes towards English for marketing and advertisement.

2.3 The Sample

The sample chosen for the study consists of forty-five (45) first year students of language and culture studies. The choice was based on two aspects: the field of specialization of students and level of study. Students of language and culture studies were chosen because their study curriculum includes translation and ESP as basic modules. This means that they are more prepared than students of other fields to build English for marketing competence. First year master students were chosen because they have already graduated as bachelors, and eventually must have developed the required English.

2.4. Analysis Procedure

Concerning the test, the results of the students' answers were classified according to the correctness of translation of the expressions. The analysis is based on the percentages of correct and incorrect answers provided for each expression. This type of data enables us to investigate not only the general level of master one students but also the nature of expressions they have used when answering accurately, when answering approximately and when not translating at all. In the questionnaire, the questions covered students' familiarity with business English and more specifically English for marketing and advertisement, the nature of ESP and

translation courses they have received, and their view points towards English for marketing and advertisement .Moreover, the answers are of two forms: yes/no answers and answers where students selected among the choices the one, they see as correct.

3. Results

In this section, the results of the study are reported and analyzed. It starts with the test results, then moves to the questionnaire findings.

3.1. The Test

3.1.1. English into Arabic section

Terms	Arabic Equivalent	Answer Percentages
Branding	تمييز المنتج	Right 77.5% Wrong 22.5%
Brand loyalty	الولاء للعلامة	Right 42.5% Wrong 57.5%
Branding Position	تثبيت الاسم التجارى	Right 22.5% Wrong 77.5%
Jingle	دعاية غنائية	Right 24.5% Wrong 75.5%
Logo	شعار	Right 75% Wrong 25%
Slogan	شارة دعائية	Right 0% Wrong 100 %
Tagline	سطر العلامة	Right 2% Wrong 98%

Cold Calling	المكالمات الباردة	Right 4% Wrong 96%
CTA(Call to Action)	الدعوة للاتصال	Right 0% Wrong 100%
Earned Channeling	تمرير مكتسب	Right 13% Wrong 87%
Feedback	تغذية راجعة	Right 4% Wrong 96%
Mailing List	القوائم البريدية	Right 22.5% Wrong 77.5%
Owned Channeling	التمرير المملوك	Right 0% Wrong 100%
Paid Channeling	تمرير مدفوع	Right 0% Wrong 100%
Public Relations (PR)	العلاقات العامة	Right 24.5% Wrong 75.5%
Webinar	ندوة على الانترنت	Right 13.5% Wrong 86.5%
Word of Mouth (marketing)	التواصل الشفوي	Right 0% Wrong 100%
Buyer Persona	شخصية البائع	Right 6.5% Wrong 93.5%

Client	الزبون	Right 53.5% Wrong 46.5%
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Customer	المستهلك\العميل	Right 17.5% Wrong 82.5%
Customer /Client Base	قاعدة بيانات العميل	Right 11% Wrong 89%
Demographic	الدراسة الاحصائية للسكان	Right 11% Wrong 89%
End User	المستخدم النهائي	Right 13.5% Wrong 86.5%
Focus Group	مجموعة التركيز	Right 17% Wrong 83%
Lead	الانتاج	Right 0% Wrong 100%
Prospect	محتمل – متوقع	Right 8% Wrong 92%
Sales Engineer	مهندس مبيعات	Right 24.5% Wrong 75.5 %
Sales Representative (Sales Rep)	مندوب المبيعات	Right 17% Wrong 83%
SME (Subject Matter Expert)	خبير الموضوع	Right 6.5% Wrong 93.5 %
Target Audience	الجمهور المستهدف	Right 33.5% Wrong 66.5 %

Table 1. Students test 'results statistics in the English-Arabic Section

For the term “ Branding ”, 35 participants provided the right equivalent while 10 of them did not give the right answer. This means that 78 % know the equivalent while 22%do

not . Then ,we have the term “ Brand loyalty ”and its equivalent "الولاء للعلامة".57.5% of student’s answers could not answer the term correctly , whereas 42.5% of them submit the correct answer of the term .The next term is “Branding Position” and its equivalent " تثبيت الاسم " 77.5% of the students failed to provide the correct equivalent , while 22.5% correctly identified the right term. Also, we have the term “Jingle” and its equivalent is " دعاية غنائية". 75.5% of students answered wrongly .

Another term is “Logo ”, its Arabic equivalent is " شعار".24.5% of students have wrong answers .Then we have the term “Slogan ” and its equivalent " شارة دعائية " 100% of students could not give the right equivalent (did not answer at all).Also , we have the term “ Tagline ”, and its equivalent " سطر العلامة " . 98% of the answers were wrong .The next term is “ Cold Calling ”and its equivalent " المكالمات الباردة " . 96% of students answered incorrectly . The terms “CTA (Call to Action)”, “Owned Channeling ” , “Paid Channeling “, “ Word of Mouth (Marketing)”, and “ Lead ” are the same equivalent as " التمرير المدفوع", , " التواصل الشفوي " , " الدعوة للاتصال " , " التمرير المملوك", " الانتاج" and "100 % of the students could not answer correctly those terms .

Then , we have the term “Earned Channeling ” and its equivalent " التمرير المكتسب " 87% of students answered wrongly. The next is “Feedback ”and its equivalent is "تغذية راجعة" 96% of students have wrong answers . The expression “Mailing List ” its equivalent is " القوائم البريدية " 77% of students ’ answers were incorrect .We have also “ Public Relations ” and its equivalent "العلاقات العامة " 77.5% of students have incorrect answers of this term . Also , we have the term “ Webinar ”and its equivalent is " ندوة على الانترنت " 86.5 % of student ’ answers were incorrect . The next is “ Buyer Persona ”and its equivalent is "شخصية البائع" 93.5% of answered wrongly .Then , the term “ Client ” and its equivalent " الزبون" 46.5 % of students answer were wrong .Another term “ Customer ”and its equivalent "العميل"82.5% of students

did not get it. Moreover, we have the term “ Customer \Client Base ” and its equivalent "قاعدة" 89% of students' answers were incorrect .

The next term is “Demographic ” and its equivalent is "الدراسة الاحصائية للسكان" 89% of students answered wrongly. Then , we have the expression “End User” and its equivalent is "المستخدم النهائي" 86.5% of the answers were incorrect. The next two expressions are “Focus Group” and “Sales Representative (Sales Rep)” and the equivalent is "مجموعة التركيز" and "مندوب مبيعات" 83% of the two expressions answers were wrong .Also , we have the term “Prospect ” and its equivalent is "محتمل" 92% of the answers were wrong .Another expression “Sales Engineer ” and its equivalent "مهندس مبيعات" 75.5% of the students could not answer correctly. Also ,we have “Subject Matter Expert (SME)” and its equivalent "خبير" 93.5% of student answers were wrong. The last one “Target Audience “and its equivalent "الجمهور المستهدف" 66.5 % of students did not get it.

3.1.2. Arabic into English section

Term	English Equivalent	Answers Percentages
الاعلان	Ad	Right 55.5% Wrong 45.5%
استهداف الاعلان	Ad Targeting	Right 35.5% Wrong 64.5%
الانشطة التسويقية بين مؤسسات الاعمال	B2B (Business -to-Business)Marketing	Right 4.5% Wrong 95.5%
الانشطة التسويقية بين الشركة و العميل	B2C (Business-to-Customer)Marketing	Right 2.5% Wrong 97.5%

حملة	Campaign	Right 37.5% Wrong 62.5%
تحويل	Conversion	Right 11.5% Wrong 88.5%
عرض توضيحي	Demo	Right 6.5% Wrong 93.5%
تجربة مجانية	Free Trial	Right 20% Wrong 80%
تسويق غير تقليدي	Guerilla Marketing	Right 0% Wrong 100%
تسويق مدفوع	Paid Marketing	Right 18% Wrong 82%
شريك التسويق	Partner Marketing	Right 15.5% Wrong 84.5%
البيع الشخصي	Personal Selling	Right 24.5% Wrong 75.5%
عرض	Pitch	Right 0% Wrong 100%
تجارة التجزئة	Retail	Right 4.5% Wrong 95.5%
تمكين المبيعات	Sales Enablement	Right 2% Wrong 98%
التسويق باستخدام محركات البحث	SEM (Search Engine Marketing)	Right 4.5% Wrong 95.5%

تحدي الاسعار	Undercutting	Right 0% Wrong 100%
البيع بالجملة	Wholesaling	Right 4.5% Wrong 95.5%
التزام – ارتباط	Engagement	Right 13.5% Wrong 86.5%
المؤشرات الأساسية للأداء	KPI (Key Performance Indicators)	Right 2.5% Wrong 97.5%
قيمة العميل الدائمة	CLV(Customer Lifetime Value)	Right 2.5% Wrong 97.5%
هامش ربحي	Profit Margin	Right 6.5% Wrong 93.5%
عائد أو مردود الاستثمار	ROI (Return on Investment)	Right 4.5% Wrong 95.5%
المقارنة المرجعية	Bench marketing	Right 2.5% Wrong 97.5%
القنوات	Channels	Right 26% Wrong 74%
أنظمة ادارة المحتوى	CMS (Content Management System)	Right 2.5% Wrong 97.5%
ادارة علاقات العملاء	CRM (Customer Relationship Management)	Right 4.5% Wrong 95.5%
دفع مقابل النقر	PPC (Pay-per-Click)	Right 13.5% Wrong 86.5%

اعمال مرتقبة	Pipeline	Right 0% Wrong 100%
تحسين آلية البحث	SEO (Search Engine Optimization)	Right 0% Wrong 100%

Table 2. Students test 'results statistics in the test

For the term "الاعلان" and its equivalent "advertisement". 25 participants provided the right equivalent while 20 of them did not give the correct answer . This means that 55.5% know the right equivalent whereas 44.5% do not .Then, we have the term "استهداف الاعلان" and its equivalent "Ad targeting ".16 participants provided the right answer while 26 of them do not .Thus , 35.5% of students' answers were right , while 64.5% could not get it .The next term is "الانشطة التسويقية بين مؤسسات الاعمال" and its equivalent "Business -to -Business Marketing (B2B)". The results show that , 64.5 % of the answers were wrong . Another expression "الانشطة التسويقية بين الشركة والعميل" and its equivalent "Business -to -Customer Marketing (B2C)" 97.5% of students have incorrect answers for this expression . Also , we have "حملة" and its equivalent "Campaign" 62.5% of students answered wrongly. The other term is "تحويل" and its equivalent "Conversion" 88.5% of the students answered incorrectly .

Moreover ,we have the term "عرض توضيحي" and the right equivalent " Demo " 93.5 % answered wrongly .The next term is "تجربة مجانية" its equivalent is "Free trial " 80 % of the students could not give the right answer . For the terms , "تسويق غير تقليدي", "عرض", "تحدي الاسعار", "تسويق مدفوع", "تحسين آلية البحث" and "اعمال مرتقبة", "Guerrilla Marketing", "Pitch", "Undercutting", "Pipeline", and " Search Engine optimization " 100% of the students could not get the right answer .Furthermore , the term "تسويق مدفوع" and its equivalent "Paid Marketing " 82.5 % of students' answers were wrong. Also , we have "شريك التسوق" and the equivalent is

“Partner Marketing ” 84.5 % of students answered incorrectly .For the term " البيع الشخصي " and its equivalent “ Personal Selling ” 75.5% of students answered wrongly . Moreover , the five terms " عائد او مردود الاستثمار ", "البيع بالجملة ", "التسويق باستخدام محركات البحث ", "تجارة التجزئة " and " ادارة علاقات العملات " the same equivalent as “Retail” , “Search Engine Marketing (SEM)” , “Wholesaling ” , “ Return on investment ”, and “ Customers Relationships Management (CRM)” 95.5% of the students could not get the answer .

Another term " تمكين المبيعات " and its equivalent “Sales Enablement ” 98% answered incorrectly .For the term " التزام – ارتباط " and its equivalent “Engagement ”.86.5% of students did not get it . The next terms " المقارنة المرجعية ", " قيمة العميل الدائمة ", "المؤشرات الاساسية للأداء " and " انظمة ادارة المحتوى " the same equivalent as “Key Performance Indicators” , “ Customer Lifetime Value ”, “Bench marketing ” , and “ Content Management System (CMS)” . 97.5 % Of the students wrongly answer .Also , we have the term " هامش ربحي " and its equivalent “Profit Margin ” 93.5 % answered incorrectly .Then , we have " القنوات " 74% of students wrongly answered .The last term " دفع مقابل النقر " and its equivalent “Pay -Per -Click (PPC)” 86.5 % of students could not get it .

Questionnaire ’ s Data analysis

This questionnaire given to master degree students contains 15(five teen) questions . These questions are divided into multiple-choice and open-ended type. It involves questions about the importance , and if it is necessity for learners to study business English , especially English for marketing and advertisement .

Q1-Are you familiar with business English?

Options	Number	Percentage %
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Yes	32	71%
No	13	29%
Total	45	100%

The first question aims at gathering whether master one students are familiar with “Business English ”or not .The results indicates that most of the student about 71% are familiar with it .So , most of them have background about the field of “business English ”.

Q2-Have you ever been thought “business English ” as a part of ESP (English for Specific Purposes) module or other modules ?

Options	Number	Percentage %
Yes	27	60%
No	18	40%
Total	45	100%

The majority of students 60% have responded saying that they have been thought “business English” as part of ESP .

Q3-Do you think it is important to have good communication skills in business English ?

Options	Number	Percentage %
Yes	42	93%
No	3	7%
Total	45	100%

In question three , 93% of students said that is important to have a good communication skill in business English

Q4-Do you think that a “business English ” course must be included in your bachelor’s curriculum ?

Options	Number	Percentage%
Yes	27	60%
No	18	40%
Total	45	100%

According to the results shown in the table , the majority of students 60% have positive answers about learning a “business English ” course in their bachelor’s curriculum .

Q5-Do you think that “ business English ” must be included as a specialty in the Master’s level ?

Options	Number	Percentage %
Yes	26	58%
No	19	42%
Total	45	100%

The majority 58% stated that having “business English ” as a specialty in The Master’s level is important to improve their skills .

Q6-Are you familiar with English for marketing and advertisement ?

Options	Number	Percentage %
Yes	24	53%
No	21	47%
Total	45	100%

There is a reconciliation of students' answers. The results indicate that students mostly 53% have interests to English in the field of marketing and advertisement. So, it means that most of them have already recognized this type of English. However, others have opposite answer, because they don't have any prior information about this kind of English.

Q7-Have you ever been asked to make marketing for something in English language ?

Options	Number	Percentage %
Yes	10	22%
No	35	78%
Total	45	100%

As it is shown in the table, the majority of responses 78% indicates that students have not previously marketed something in English. So, there is no pre-knowledge of the field of marketing and advertisement.

Q8-Have you read before English articles or publications related to marketing and advertisement ?

Options	Number	Percentage%
Yes	26	58%
No	19	42%
Total	45	100%

According to the results 's table , we found that 58% have read before English articles or publications related to marketing and advertisement and this means that they are familiar with English for marketing and advertisement , its contexts and the terminology used in it .

Q9-How much important is English for marketing and advertisement nowadays ?

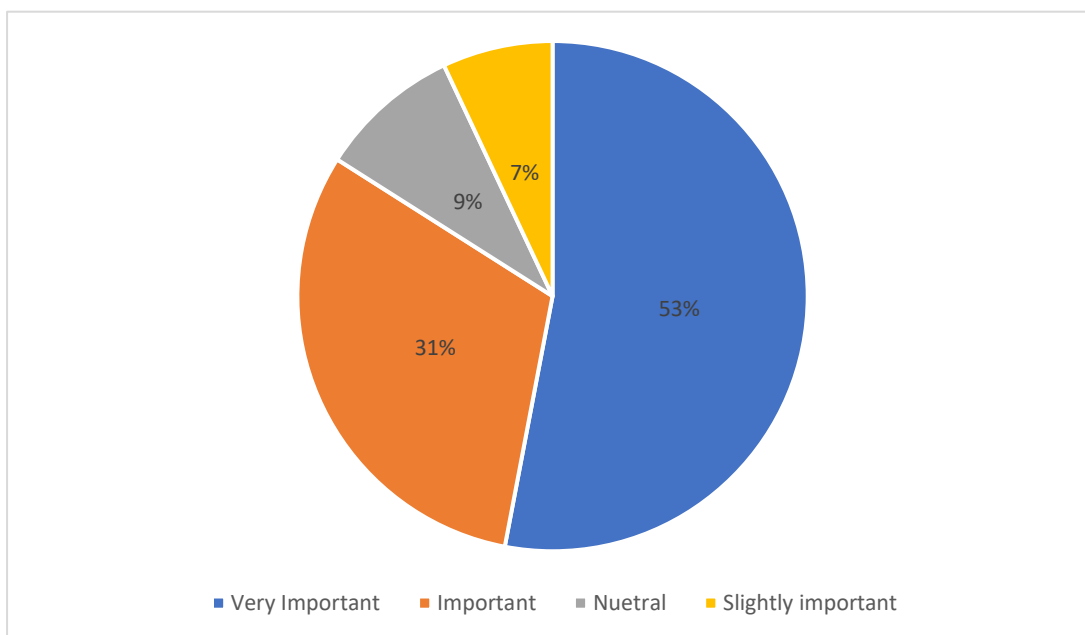


Figure 2The importance or English for marketing and advertisement

The figure above relates to students 'opinions to the importance of English for marketing and advertisement . Thus , 53% of the students said that English for marketing and advertisement is very important . 31% said that it is important . 9% of them prefer to stay neutral .Whereas 7% said that it is slightly important , and no one view that it is not important at all .

Q10-Given the boom in online businesses and start up projects in Algeria nowadays , how much needed English for marketing and advertisement is ?

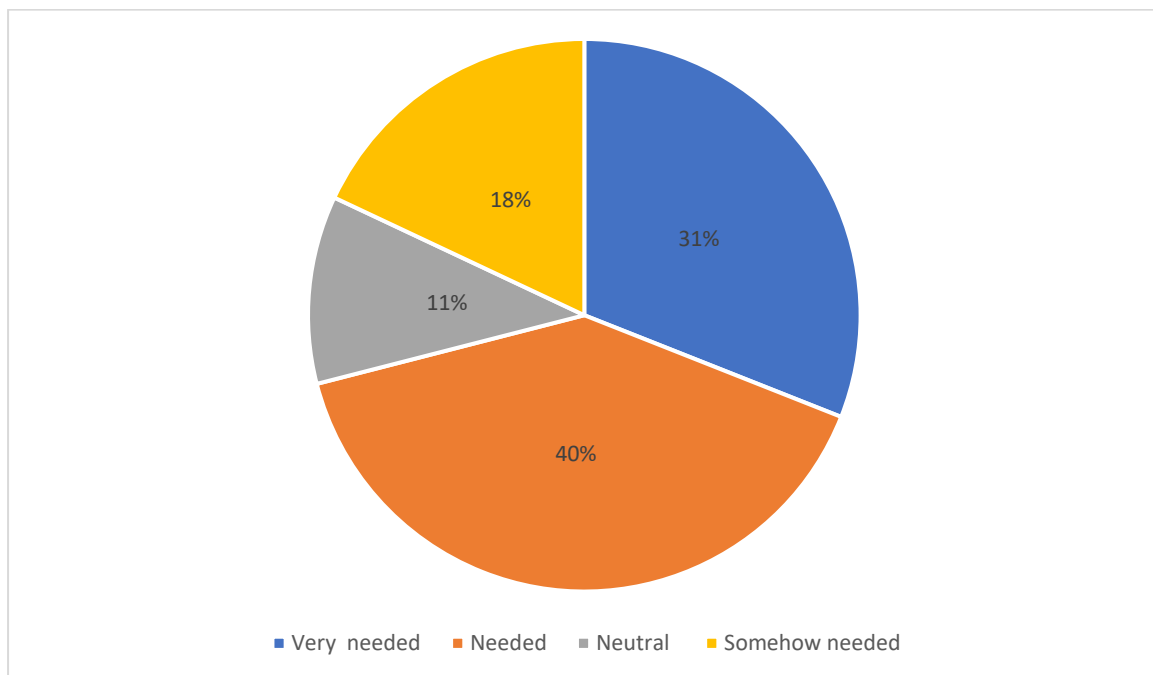


Figure 3The needs of English for marketing and advertisement

The figure above shows that 31% of the students said that English for marketing and advertisement is very needed . 40% said it is needed .Whereas , 11% of the students prefer to stay neutral .18% said that is somehow needed . While, none of them opposed that. .

Q11-Do you think a marketing professional must improve their English writing and communication skills ?

Options	Number	Percentage %
Yes	39	87%

No	6	13%
Total	45	100%

According to the results shown in table , the majority of the students 87% see that a marketing professional must improve their writing and communication skills in English .

-Please , justify your answer

The students who have answered ‘Yes ’ insisted that learn a foreign language there should be its context(business);where this language is used. Also , by mentioning the importance of those skills in dealing with customers , and how effects in convincing them.

Q12-Do you think that teaching “English for marketing and advertisement ” will give students more competence to win jobs in companies ?

Options	Number	Percentage %
Yes	36	80%
No	9	20%
Total	45	100%

The majority number of students 36 , stated that teaching “English for marketing and advertisement” is important to give them more competence to win jobs in companies . While , few of them said the opposite .

-Please , justify your answer .

Students justified their answers by stating how it is important teaching “English for marketing and advertisement ” to develop the awareness of the student and to get knowledge about communicative competence, and its importance in obtaining jobs in companies .

Q13-In “business English ”courses in Algerian universities , do you believe that “English for marketing and advertisement ” should be given more importance ?

Options	Number	Percentage %
Yes	34	76%
No	11	24%
Total	45	100%

In the table above , 76% of the participants responded by ‘Yes’, to encourage the importance ‘English for marketing and advertisement ’ in “ business English ” courses in Algerian universities

-Please , Justify your answer .

They justified their answers by mentioning the global position of the English language , in addition , it helps students to activate their critical thinking and make them familiar with the different language aspects.

Q14-Should a separate course be devoted to “ English for marketing and advertisement ”?

Options	Number	Percentage %
Yes	28	62%
No	17	38%
Total	45	100%

The table above indicates that the majority of students 62% stated that “English for marketing and advertisement ” should be devoted as a separate course .

Q15-Do you have any further suggestions concerning business English , and specifically English for marketing and advertisement ?

In this part only 15 students gave some comments .8 of them thanked the researcher for enabling them to answer this questionnaire and wished him best luck. someone who suggested to teach “business English ” instead of another subject.

Discussion

The study has shown that the students have a poor level of English for marketing and advertisement. This means that the lack a very essential skill in Algeria’s novel academic, professional and business context, which is English for marketing and advertisement. The students are not demanded today only as translators, or administrative agents. The escalating need of English require educators in all fields as well. In other words, ESP specialized educators are highly demanded today in the country.

Moreover, the startup projects, which has been launched by the government in the recent couple of years and received much attention in the country, obliges the students of English (who are meant with this project like all other students form different specialties) to possess an English for marketing and advertisement competence to succeed in their business. Regarding this situation and the results, the study has revealed, a serious problem is spotted: the students are not qualified for the above-mentioned tasks and projects.

The questionnaire has revealed that a considerable number to BE but English for marketing and advertisement has not received serious interest. It showed also that the students are interested in BE and English for marketing and advertisement, and they believe that this kind of English must implemented in their curricula to help them build the required competence and attain the needed skills in the academic, professional and business careers.

All these findings ring some bells for researchers and professors at the university to revisit and develop the curricula to fit the emerging needs of the market and university as well. Moreover, this study has added some contribution to research on ESP in Algeria, which is gaining more attention recently.

Thus, the following recommendations are provided:

1. BE should be implemented in the curricula at university, especially in the English departments.
2. English for marketing and advertisement should receive higher interest and focus for it is key in any business startup today.
3. A BE specialty would be a good choice in the Master's level.
4. The students should be provided with attentive follow up concerning their careers' required skills and competences.

Conclusion

In the field study, it was found out that students' level concerning "English for marketing and advertisement" terminology still needs to be improved. This means that graduated students who want to start their own projects or to work as professionals of marketing in the business sector will not be able to work effectively and professionally. The most important reason is that Business English is not included in ESP and translation modules in a systematic official way; more specifically, it is because "English for marketing and advertisement" is given no importance in the courses language and culture students are receiving despite their interest and desire to study this English and their awareness of the importance of the role of English for marketing and advertisement and focus for it is key in any business startup today. Perhaps, our view should be revised and include "English for marketing and advertisement" in our university programs.

General Conclusion

This study assesses the marketing and advertisement terminological competence in of Master one students at the University of Abbas Laghrour KHENCHELA. We tried to investigate their learning experience and career orientations and needs, and give insights into students' interests . To answer the previously asked questions:

- 1-What terminological level of English for marketing and advertisement do the students have?
- 2- What place did Business English take in the students learning experience?
- 3- What are the students' career orientations and attitudes?

We worked with 45 students , the data collected through the use of a test and a questionnaire. The test we used the form of a translation exercise from English into Arabic, and vice versa . The questionnaire will investigate the students' attitudes and experience with English for marketing and advertisement. . After collecting the data, we analyzed the tests and questionnaire ' results.

The findings confirmed our hypothesis and showed that the students have poor level of English for marketing and advertisement because they have never been introduced to BE, and therefore, they will fail in their academic, professional and business tasks. . Furthermore, the research questions were answered based on the t-test's results:

- 1- Students have a poor level of English for marketing and advertisement.
- 2-They have never been introduced to business English .
- 3-Students showed interests in learning business English in general, and English for marketing and advertisement in particular .

Limitations and Recommendations

This work studied the marketing and advertisement terminological competence of Master one students. Due to some constraints and the nature of the subject, the results of this experiment should be considered in light of the study's limitations. First, the sample size is relatively small. Second, time was another issue considering that the experiment was held during class sessions which made it hard to adapt to the participants' schedules. In light of the previously mentioned points, the issue is still somehow vague and needs further research. Therefore, we recommend the following:

- Future researchers should attempt to replicate these findings in a broader range of populations to allow the possibility of generalizing these findings if similar.
- It is also recommended that the place and circumstance to take this test is important.
- We invite future researchers to extend and dive deeper into this subject matter which has challenged some of the long-held assumptions of the need of English in this field.
- We recommend researchers and professors at the university to revisit and develop the curricula to fit the emerging needs of the market and university as well.
- We recommend other researchers to increase the number and diversity of words used to give the probability of any variation in answers to emerge.

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Résumé

Cette recherche est une investigation et une étude du niveau des étudiants concernant leur terminologie nécessaire des termes utilisés dans la publicité et le marketing. Le but de cette étude est de savoir si les étudiants de première année Master se spécialise dans la langue et la culture et possèdent une terminologie qui comprend les termes techniques de base utilisés dans le domaine susmentionné. L'étude vise à révéler les raisons pour lesquelles les étudiant possèdent ce niveau, qu'il soit bon ou mauvais. Ce travail n'a mis en évidence que deux concepts de base : l'anglais des affaires. En particulier ceux utilisés dans la publicité et le marketing. La création d'entreprises privées à l'Université d'Algérie, qui leur permettent d'effectuer leur travail en toute discrétion et avec succès. En ce qui concerne l'étude liée à cette recherche, il a été utilisé pour examiner les traductions de l'anglais vers l'arabe et vice versa en étudiant le niveau des étudiants et un questionnaire contenant un ensemble de questions importantes pour découvrir les raisons derrière ce niveau.

ملخص

هذا البحث عبارة عن تقييم و دراسة المستوى الطلبة فيما يتعلق برصيدهم اللغوي من المصطلحات المستعملة في مجال الإعلان و التسويق . الهدف من هاته الدراسة هو معرفة ما إذا كان طلبة السنة أولى ماستر تخصص لغة و ثقافة يملكون رصيذا لغويا غنيا يشتمل على المصطلحات التقنية الأساسية المستعملة في المجال السابق الذكر مايمكنهم بداية مشاريعهم الخاصة في المشاريع الناشئة .بالإضافة إلى ذلك ، فالدراسة تهدف إلى الكشف عن الأسباب التي أدت الطلبة على إمتلاكهم هذا المستوى سواءا كان جيدا او سيئا .فقط سلط هذا العمل الضوء على مفهومين أساسيين هما اللغة الإنجليزية المستعملة في الأعمال ، و خاصة تلك المستعملة في مجال الإعلان و التسويق . و تأسيس المشاريع الخاصة الناشئة في الجامعة الجزائرية التي تمكنهم من أداء عملهم بكل خفية و نجاح . فيما يخص الدراسة الميزانية المتعلقة بهذا البحث ، فقد تم الإعتماد على فحص ترجمة من اللغة الإنجليزية إلى اللغة العربية و العكس أيضا بدراسة مستوى الطلاب و إستبيان يتضمن مجموعة من الأسئلة المهمة لمعرفة الأسباب الكامنة وراء ذلك المستوى

APPENDIX ONE

The Terminology Test

Dear Participants,

You are kindly invited to pass this anonymous test that assesses the English for marketing and advertisement terminological competence by providing the equivalences in tables 1 and 2 below.

Thank you so much

Table 1. English into Arabic Terminology Test

Term	Arabic Equivalent
Branding	
Brand loyalty	
Branding Position	
Jingle	
Logo	
Slogan	
Tagline	
Cold Calling	
CTA(Call to Action)	
Earned Channeling	
Feedback	
Mailing List	
Owned Channeling	
Paid Channeling	
Public Relations (PR)	
Webinar	
Word of Mouth (marketing)	
Buyer Persona	
Client	
Customer	
Customer /Client Base	
Demographic	
End User	
Focus Group	
Lead	
Prospect	
Sales Engineer	
Sales Representative (Sales Rep)	
SME (Subject Matter Expert)	
Target Audience	

Table 2. Arabic into English Terminology Test

Term	English Equivalent
الاعلان	
استهداف الاعلان	
الانشطة التسويقية بين مؤسسات الاعمال	
الانشطة التسويقية بين الشركة و العميل	
حملة	
تحويل	
عرض توضيحي	
تجربة مجانية	
تسويق غير تقليدي	
تسويق مدفوع	
شريك التسويق	
البيع الشخصي	
عرض	
تجارة التجزئة	
تمكين المبيعات	
التسويق باستخدام محركات البحث	
تحدي الاسعار	
البيع بالجملة	
التزام – ارتباط	
المؤشرات الأساسية للأداء	
قيمة العميل الدائمة	
هامش ربحي	
عائد أو مردود الإستثمار	
المقارنة المرجعية	
القنوات	
أنظمة ادارة المحتوى	
ادارة علاقات العملاء	
دفع مقابل النقر	
اعمال مرتقبة	
تحسين آلية البحث	

APPENDIX TWO

The Questionnaire

Dear participants,

You are kindly invited to answer the present questionnaire, which is part of research assessing the marketing and advertisement terminological competence of M1 students, and investigating their attitudes and experiences.

All answers are anonymous, and data is kept confidential and used only for research purposes.

Thanks in advance for your valuable collaboration.

The Questions:

1. Are you familiar with business English?

Yes No

2. Have you ever been thought 'business English' as a part of ESP (English for Specific Purposes) module or other modules?

Yes No

3. Do you think it is important to have good communication skills in business English?

Yes

No

4. Do you think that a “business English” course must be included in your bachelor’s curriculum?

Yes

No

5. Do you think that “business English” must be included as a specialty in the Master’s level?

Yes

No

6. Are you familiar with English for marketing and advertisement?

Yes

No

7. Have you ever been asked to make marketing for something in English language?

Yes

No

8. Have you read before English articles or publications related to marketing and advertisement?

Yes No

9. How much important is English for marketing and advertisement nowadays?

Very important

Important

Neutral

Slightly important

Not important at all

10. Given the boom in online businesses and start up projects in Algeria nowadays, how much needed English for marketing and advertisement is?

Very needed

Needed

Neutral

Somehow needed

Not needed at all

11. Do you think a marketing professional must improve their English writing and communication skills?

Yes No

Please, justify you answer

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12. Do you think that teaching “English for marketing and advertisement” will give students more competence to win jobs in companies?

Yes No

Please, justify your answer.

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13. In “business English” courses in Algerian universities, do you believe that “English for Marketing and Advertisement” should be given more importance

Yes No

Please , justify your answer

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.....

14. Should a separate course be devoted to English for marketing and advertisement?

Yes No

15. Do you have any further suggestions concerning business English, and specifically English for marketing and advertisement?

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.....
.....

Thank you so much for your answers

Translation Table

Table 1. English into Arabic terminology

Terms	Arabic Equivalent
Branding	تمييز المنتج
Brand loyalty	الولاء للعلامة
Branding Position	تثبيت الاسم التجاري
Jingle	دعاية غنائية
Logo	شعار
Slogan	شارة دعائية
Tagline	سطر العلامة
Cold Calling	المكالمات الباردة
CTA (Call to Action)	الدعوة للاتصال
Earned Channeling	تمرير مكتسب
Feedback	تغذية راجعة
Mailing List	القوائم البريدية
Owned Channeling	التمرير المملوك
Paid Channeling	تمرير مدفوع
Public Relations (PR)	العلاقات العامة
Webinar	ندوة على الانترنت
Word of Mouth (marketing)	التواصل الشفوي
Buyer Persona	شخصية البائع
Client	الزبون
Customer	العميل
Customer /Client Base	قاعدة بيانات العميل
Demographic	الدراسة الاحصائية للسكان
End User	المستخدم النهائي
Focus Group	مجموعة التركيز
Lead	الانتاج
Prospect	محتمل - متوقع
Sales Engineer	مهندس مبيعات
Sales Representative (Sales Rep)	مندوب المبيعات
SME (Subject Matter Expert)	خبير الموضوع
Target Audience	الجمهور المستهدف

Table 2. Arabic Into English terminology

Term	English Equivalent
الاعلان	Ad
استهداف الاعلان	Ad Targeting
الانشطة التسويقية بين مؤسسات الاعمال	B2B (Business -to-Business) Marketing
الانشطة التسويقية بين الشركة و العميل	B2C (Business-to-Customer) Marketing
حملة	Campaign
تحويل	Conversion
عرض توضيحي	Demo
تجربة مجانية	Free Trial
تسويق غير تقليدي	Guerilla Marketing
تسويق مدفوع	Paid Marketing
شريك التسويق	Partner Marketing
البيع الشخصي	Personal Selling
عرض	Pitch
تجارة التجزئة	Retail
تمكين المبيعات	Sales Enablement
التسويق باستخدام محركات البحث	SEM (Search Engine Marketing)
تحدي الاسعار	Undercutting
البيع بالجملة	Wholesaling
التزام – ارتباط	Engagement
المؤشرات الأساسية للأداء	KPI (Key Performance Indicators)
قيمة العميل الدائمة	CLV (Customer Lifetime Value)
هامش ربحي	Profit Margin
عائد أو مردود الاستثمار	ROI (Return on Investment)
المقارنة المرجعية	Bench marketing
القنوات	Channels
أنظمة ادارة المحتوى	CMS (Content Management System)
ادارة علاقات العملاء	CRM (Customer Relationship Management)
دفع مقابل النقر	PPC (Pay-per-Click)
اعمال مرتقبة	Pipeline
تحسين آلية البحث	SEO (Search Engine Optimization)

