The Lack of the Teacher Training within the ESP Context

The case of 3rd year Students in the Department of Business and Economy, University of Tlemcen

Extended Essay Submitted to the Department of English as a Partial Fulfillment for the Requirement of the Master Degree in DAELE

PRESENTED BY:

Miss Hadjer BENAMAR

SUPERVISED BY:

Mr. Slimane MEGHAGHI

BOARD OF EXAMINERS

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Academic Year: **2017 / 2018**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF TLEMCEN
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

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Dedications

This work is dedicated

To my beloved two hearts Dad and Mom

To my contract coherent siblings

To my beloved fiancé

To each pal I share the word "peace"

Acknowledgements

All my gratitude goes to ALLAH the most grateful who guides me and gives me the courage and determinationin conducting this research.

I offer my sincerest gratitude to my supervisor Mr. SLIMANE MEGHAGHI who has supported me throughout my thesis with his patience and knowledge.

I also express my deepest appreciation to Dr. ABDELKADER BENSAFA for his endless help and advice.

I would also like to thank the jury members for their efforts in reading and evaluating this work, as well as for their invaluable remarks and hordes of advice.

ABSTRACT

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With the growing demand to learn English for specific purposes and with the lack of any kind of teacher training program; the researcher attempts in her present research to investigate the main problems that ESP teachers face in the classroom at the department of Business and Economy in Tlemcen University. This research was managed with the population of the work combining both qualitative and quantitative methods. Teachers' questionnaire and classroom observation were used for collecting data and getting insights into how ESP teachers deal with the lack of the teacher training since the research findings revealed that ESP teachers are approximately all novice teachers that graduated in the ELT department with no further teacher training program. Another enquiry is to look for strategies and methods teachers do to substitute this lack. The main results showed that during teaching ESP, teachers feel uncomfortable and anxious.However, the results show that although using various strategies and methods it is still not enough which still lead to negative atmosphere, poor and boring classroom. Furthermore, students do not care as also they don't participate and engage in their activities. The results indicated that teacher training is something very important that Algeria institutions should not neglect.

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ABBREVIATIONS AND ACRONYMS

BE	Business English
EAP	English for Academic Purposes
EBE	English for Business and Economy
EEP	English for Educational Purposes
EGP	English for General Purposes
ELT	English Language Teaching
ELP	English for Legal Purposes
EMP	English for Medical Purposes
EOP	English for Occupational Purposes
ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science and Technology
GE	General English
HR	Human Resources
IT	Information and Technology
L1	First Language/Native Language
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TSA	Target Situation Analysis

GENERAL INTRODUCTION

GENERAL INTRODUCTION

English has become the international common language as a result to the power of the United States of America; the world considers English language as a lingua franca to communicate. For this reason,it has become an essential field of education for its dominance in sciences. It is a means to facilitate a constant communication with the world to gain access to modern sciences. English now is the doorway to access scientific research, computers, tourism, business and trade negotiations and international diplomacy.

For the sake of the importance of this language; teaching English has become compulsory in the worldwide including Algeria that has adopted English as a foreign Language obligatory in its schools and higher educational institutions' curriculum in order to prepare individuals to communicate with the worldwide and to be adapted with the global market where the use of English is actually influential, important and very necessary.

Algerian citizens are conscious of the importance of this language and the demand is growingin a tremendous way to know how to use this language fluently since it is the language that helps for success in different fields and areas. The researcher came up with the example of teaching English in the department of Business and Economy whether it is effective, sufficient or not and whether the teacher is capable and eligible to take the responsibility of the teaching task since the fact that there is a lack of any sort of training for English for specific business purpose (ESBP) teachers though thishuge demand.

Teachers are all graduated from ELT department who have no basic training or qualification for their assignment of teaching business English. However, almost all the teachers in the department of Economy are novice teachers who don't have even enough experience in teaching in general; it does not mean that ESBP teachers should be expert in business area but know how to train learners to communicate effectively in their specialism. Based on the above objectives, this study attempts to respond the following research questions:

1. What are the issues that ESP teachers face during teaching?
2. How do teachers improve the quality of their teaching?

These two research questions led to the following hypotheses:

1. The lack of training may be considered as the main problem that ESP teachers face.
2. Using varied strategies or methods may help teachers to meet their students particular language needs and improve their teaching.

Concerning the organization of the work, it is divided into two chapters.The first chapter is regarded as a theoretical part of the work. It includes the definition of English for specific purposes, English for business purposes, teacher training and the importance of that training.

The second chapter is the practical part in which it sheds light on the procedures used by the researcher. It explains the collection and the analysis of data through two types of instruments used in this work, and the results are discussed separately to confirm or disconfirm the proposed hypothesis.

CHAPTER ONE

CHAPTER ONE   **LITERATURE REVIEW**

1.1 Introduction

Learning English is now treated a way to accomplish specific needs and wants. Therefore, new trends and diverse approaches are adapted to provide the learners' specific aims and purposes for learning English. Consequently, English for Specific Purposes and, Business English emerge and new branches in English language teaching (ELT), this chapter will be an introduction to define English for specific purposes (ESP), Business English (BE) and their different types as also to clarify what is meant by the teacher training and its different types by reference to relevant published research.

1.2 English for Specific Purposes vs English for General Purposes

English language Teaching (ELT) has two branches, English for Specific Purposes (ESP) and General English (GE), both share the same principles. In this respect Hutchinson and Waters point out:"**Though the content of learning may vary there is no reason to suppose that the process of learning should be any different for the ESP learner than for the General English learner.**"

(Hutchinson and Waters, 1987:18)

Hutchinson and Waters noted that the most fundamental point in the difference between (ESP) and (EGP) is the awareness of the requirement and needs of the language.

> **"What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited."**
> (Hutchinson and Waters, 1987:53)

In ESP, learners are adults and know exactly what English they need to reach their specific objectives, whereas in EGP learners follow courses for no specific purpose but for one only obvious purpose which is to pass their examinations.

ESP is learner-centered approach where the complete learning is focused on learner's needs, wants, requirements and objectives; however EGP is language-centered that focuses on leaning language from a general view (learning language skills and principles).

1.3 The Growth of ESP

Language for specific purposes may be derived as far away back as the Greek and Roman empires. **"The study of languages for specific purposes has had a long   and interesting history going back, some would say, as far as the Roman and Greek Empires.** (Dudley-Evans &St John, 1997:65)

The end of the second world war brought a radical changes concerning business and trade at an international level that led to the need and demand for an international language, this demand fell on English language to become the universal language and the lingua franca in many fields, in other words people around the world get in touch with each other by using English language, what brings to a wide demand to learn English to suit specific needs of profession. Besides this, the expansion of the linguistic field to use language communication is considered as another factor to the development of ESP; as also the educational psychology, the efficiency and motivation of learning is influenced by learners need and interest as stated Hutchinson and Waters (1987):

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> **"The growth of ESP, then, was brought by a combination of three important factors: the expansion of demand for English to suit particular needs and developments in the field of linguistics and educational psychology. All three factors see to point towards the need for increased specialism in language learning."**
>
> (Hutchinson Waters, 1987:8)

1.4 The Definition of ESP

ESP is the teaching of English to students whose first language is not English but who need it for a very specific and particular job, activity, or purpose rather than for a very general or broad purpose. ESP is an abbreviation for 'English for specific purposes' or 'English for special functions'.

(Dudley-Evans & St. John, 1998:4)explain the major features of ESP by stating some absolute characteristics and some variable characteristics:

- **Absolute Characteristics**

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

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

3. ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

- **Variable Characteristics**

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

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

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

4. ESP is generally designed for intermediate or advanced students.

1.5 Types of ESP

ESP is divided depends on the purpose of the learners needs and requirements. In this respect, David Carter (1983) clear that ESP has three types; they are English as a restricted language, English for occupational purposes (EOP) and English for academic purposes (EAP), and English with specific topics.

1.5.1   English as a Restricted Language

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

> **"... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment."**

(Mackay and Mountford, 1978: **4-5**)

1.5.2 English for Occupational Purposes vs English for Academic Purposes

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. (Hutchinson & Waters, 1987) noted that ESP is separated into: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). These areas also divided into two branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). What distinguishes English for occupational purposes (EOP) from English for Academic purposes (EAP) is that in EOP courses learners are taught to act in English on the job, whereas EAP is taught depending on studying skills such as writing formal academic text or listening to formal academic discourses, Robinson(1991) noted that ESP involve two types according to when the ESP course take place:

English for occupational purposes (EOP) including pre-experience, in-service and post-experience, whereas English for Academic purposes (EAP) is to study in specific discipline (pre-study, in-study and post-study) and as a school subject (independent and integrated). This classification is introduced in a tree diagram in figure 1.1

Figure1.1: ESP Classification by Experience (Robinson, 1991:3)

According to Dudley-Evans (1997:6), EOP is the English necessary for professional purposes (English for Medical purposes, English for Business purposes: EBP) and English for vocational purposes whereas EAP cover English for science and technology (EST), English for Medical purposes (EMP), English for Legal purposes(ELP), and English for management, Finance and Economics. However, Hutchinson and waters claim that there is no difference between EOP and EAP. **"People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job."**(Hutchinson and Waters, 1987: 16).

1.5.3   English with Specific Topics

In this type the focus is oriented on the topics realized upon the purpose which is built through the analysis of the collected data and information about the needs of the learners and students. It is about the language used in the courses and the programs to match what learners need to reach their goals and objectives.

1.5.4   English for Business and Economic Purposes

The term Business on English is so broad; the oxford university Business dictionary carry the following areas: accounting, commerce, e-commerce, economics, finance, HR, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. **"… an umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words or phrases that only appear in some special business world''** (Frendo, 2005:7)

Business English is a part of English for specific purposes. It is about teaching English to adults or university students that need some necessary skills to do business, to communicate in a business environment since English isconsidered as the lingua franca that non-native speakers use for business communication.

> **"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 fields of work in ESP"**

(Ellis & Johnson, 1994:3)

Picket (1986) focuses on the fact that there is more than one area in business communication by defining two different sides: 1) communication with the public outside the company, 2) communication inside the company or between companies. In this regard, Picket present this last in the diagram bellow:

Figure 1.2: Picket Representation(Dudley-Evans and St john 1998:55)

Dudley-Evans and St John (1998) state in the same regard that Picket presentation is not enough because business communication is so wide and broad that can't be divided in only two aspects: " The purpose of language interactions, the topics covered and the professional relationships will all affect the choice of language" (Dudley-Evans and St John, 1998:55).

1.5.4.1English for General Business Purposes

English for general business purposes is for learners with no experience in the business field; consequently they must first learn the basicsfor both business and the general English so that they can move to the specific. It insists on language level, acquiring the four skills to develop fluency. It is business English for pre-experience learners or those at the very early stages of their career (Dudley-Evans and ST John, 1998:55).

> **"Pre-experience learners have little or no experience of the business world. Typically, they are learning business English because the intend to follow a business career; they may be university students, for example, or even secondary school students, Because of their lack of experience they will often need to teacher to provide a window on the business world''**
>
> (Frendo, 2005:1)

1.5.4.2 English for Specific Business Purposes

English for specific business purposes are for those who are already experienced in business, it gives more importance to the practical side rather than the theoretical knowledge about the language; moreover, learners should only shift their knowledge from their first language (L1) to the target language. English for specific purposes means Business English thought for job-experiences learners. Frendo (2005) states:

> **"Job-experienced learners know a lot about their business and their own jobs, and often have very precise notions about why they need business English. In contrast to pre-experienced learners, they do need or expect the teacher to help them understand the world of business."**
>
> (Frendo, 2005:1)

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1.6 Functionsof ESP

The main purpose of ESP is to develop linguistic competency for those who need to perform in the target language for their activities or in other words, to analyze their needs and to fulfill these needs by helping them acquire the language they need. Chambers (1980) describes this latter as follows:

> **"By the language I mean the language of the target situation. Thus, needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation- what I will refer to from now on as target situation analysis (TSA)."**
>
> (Chambers, 1980:13)

ESP aims more on language in context rather than grammar and language structure thus to determine which language skills are most needed to develop target performance competencies….**ESP, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments."** Basturkmen (2006: 18)

1.7 Teacher Training

Training is defined as a continuous systematic system aimed at enriching or developing the individual's knowledge, skills and behavior to perform her/his work with a high degree of efficiency and effectiveness. It is also defined as: a systematic and continuous process in the life of the individual aimed at enhancing the ability to achieve a high level of performance and professional growth, through the provision of information, skills and trends related to his field of work or specialization.

> **"A planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization".**
> (Manpower Services Commission, 1981, p. 62 in Wilson, 1999, p. 4)

Training is also defined asan ongoing individual-centered organization process that aims to bring about specific behavioral, technical and mental changes to meet current or future specific needs required by the individual and the work performed and the organization in which he or she operates.

> **"Training then involves the acquisition of goal-oriented behavior which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited. Training, in this view, is directed at providing solutions to a set of predictable problems and sets a premium on reflecting expertise."**
> (Widdowson, 1990:62)

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By being exposed to the definitions of training, we recognize that training is a humanitarian activity, it is planned and intended activity that aims at making changes in selected aspects of teachers. Training thus involve two types of training that aims at improving and developing teachers' capacities and preparations, which will have an impact on increasing the organization's objectives.

1.7.1 Pre-service Training

Pre-service training means education that novice teachers receive before they undertake any educational work, during the pre-service education program, the trainee teacher learns how to use his or her experience to formulate lesson plans for classroom instruction; topics include classroom management, lesson plans, and career development. The main focus of these educational programs is on attending a school program follows an experienced teacher; the trainee teacher has the opportunity to develop his skills through lesson plans, learning how to teach and manage the classroom. It is vital for teacher educators to find out the methodology of a way to get involved with the core qualities of a good teacher and the way they will stimulate these qualities in student teachers.

The teacher education programmer has to permit the area where in an exceedingly teacher's personality can be developed as somebody who is reflective, self-examining and capable of analyzing his or her own life and becomes an agent of change, Loughran and Russel explain the significance of pre-service training programs as follows:

> **"Pre-service teacher education programs are the first place of contact between beginning teachers and their profession. If they are valuethe pedagogical knowledge that is continually being**

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developed, refined and articulated within their profession, and if they are to understand the complex nature of teaching and learning.And if they are to be 'teachers' not 'tellers'. 'trainers' or 'programmers', then the first contact through pre-service rograms is crucial."

(Loughran and Russel, 1997:68-69)

K

asanda (1995:83) states that **"During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession".** Pre-service training helps teachers enhance their role as teachers by gaining the necessary skills and competencies. It also helps teachers to cope with challenges that they encounter through their career.

1.7.2   In-service Training

Sapp (1996:71) claims that: **"In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program".**

The moment a teacher has completed his pre-service training, it does not mean that he is now trained. He continues to be so even though he joins in-service training which is particularly important in the stages of major reforms and transformations in any society. These transformations in educational systems require the need for qualitative changes that address their philosophy, goals and associated educational concepts, ideas and practices.

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The teacher is one of the main pillars on which the educational system depends on achieving the goals of this change which are primarily aimed at enabling the educational system to establish the foundations of its new educational culture which suits the requirements of its new civilization.

The importance of in-service training can be seen from different perspectives. In this respect, in- service training is all the educational and, personal experiences that can give an individual the opportunity of being more capable and satisfied in an assigned professional role.

In-service training raise the level of teacher performance and methods of evaluation, which develops classroom and develop the teacher's ability to innovate, this type of training should include some aspects of creativity and enlightening the teacher with modern methods and enhancing his expertise in his field of specialization. It also provides teachers with continuous learning methods through the development of the concept of continuous education to them, which enables them to self-learning skills continuous, and to find positive attitudes towards training to develop their abilities. It also avoids mistakes in the performance of their work. Pre-service and in-service teacher training have been distinguished by widdowson (1990:62, 65) as follows:

Pre-service training	In-service training
• The preparation of EFL novice teacher to pedagogical issues mainly (classroom management) • Help them to establish their own identity in teaching bye the development of self-confidence in teaching profession • Pre-service programs based on training	• Is acculturation process that every novice teacher should get through to become a new member in the teaching staff • In-service programs based on education

Table1.1 Pre-service vs In-service Teacher Training

Though there are some differences between the two types of training, we should admit that both have the same goal and objective which is to build effective teachers for a good teaching process. According to Saban (2002), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs.

1.8 Conclusion

This chapter first explain the differences between ESP and GE as it gives an overview about the growth of ESP and definitions about ESP as a part of Teaching English as foreign language (TEFL) or teaching English as a second language (TESL) in general. The researcher also mention the different types of ESP and select EBP as a branch of ESP, He also gives different definitions of EBP. Finally, the researcher shows an idea about what is meant by the teacher training and its different type. One can understand that in order to teach English for specific purposes teachers should first know the learners needs and requirements. Meanwhile, teacher training is the pillar of any kind of teaching to reach an effective and efficient teaching process. In other words, teaching is not an easy task to handle in contrary; it is a big responsibility.

CHAPTER TWO

CHAPTER TWO DATA ANALYSIS

2.1 Introduction

The study attempts to gather information from teachers and students of the Economic Department of Tlemcen University. It also aims at examining the issues that teachers face during teaching English for specific purposes. The chapter is designed under the following headings: the type of research, description of the setting, the sample population, and the research instruments with their procedures. After that, the researcher will analyze and present the collected data. Finally, she will interpret the main findings in relation to the hypotheses in the present research.

2.2 Type of Research

This study is designed to investigate if teachers ever enrolled in any teacher training, and if not how they deal with the lack of the training. In this respect, the researcher carries out a case study that aims to gather information from 3rd year "**Licence**" teachers and their students to prove or reject her hypotheses presented before.

2.3 Setting

The case study takes place in the department of Economics, located at the University of BekrBelkaid- Tlemcen. The department adopts the LMD system since 2003 that is based on preparing students for the "**Licence***"degree* for three (03) years. During this period, students study English module once per week.

The degree of "Licence*"* opens the door for students to move to the "**Master***"*degree within two (02) years where they carry on studying English but in an advanced way.

2.4The Participants

This study is conducted in the Economics' department at Tlemcen University. It is concerned with the first cycle of LMD (i.e. "Licence") during the academic year 2017/2018.

2.4.1Teachers' Profile

Ten male and female teachers participate in this study. They hold different diplomas (01teacher with "Doctorate*", 0*8 teachers with"Master*"* and 01 teacher with "licence*"*), and their teaching experiences range between five (01) and fourteen (29) years. Table 2.1 below shows clearly their gender as well as years of experience:

Gender / Years of experience	Male	Female
01		03
02	01	02
05	02	
12	01	
29		01

Table 2.1: Teachers' Gender and Experiences

2.4.3. Students' Profile

The informants of this study are a population from 3rd year students at the Department of Economics. The participants are selected from different groups (02 groups). Their ages are between 20 and 22 years old.

2.5. Research Instruments

The researcher designs for the present study two different sources of data collection to answer the different secondary research questions. The investigator delivers a questionnaire to teachers for answering the first research question whose purpose to find out how teachers deal with the lack of the training. For the second research question which is about the strategies and methods they select to help them fulfill the needs of the learners, she holds a classroom observation.

2.5.1 Teachers' Questionnaire

The questionnaire is one of the most common devices of data collection in foreign language research. It is an instrument of gathering both qualitative and quantitative data by asking the informants about their attitudes and beliefs about the research topic. According to Brown (2001), the questionnaire is:

"Any written instrument that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers."

(Brown (2001, cited in Dornyei, 2007: 102)

The questionnaire can include different types of items: first, close-ended ones in which the respondent is provided with ready-made answers that can be:

yes or no questions, multiple choice items, or rating scales. The second type is open-ended items that require the informants to give their points of view in their own terms. The last type is called mixed items where the respondents select an answer then justify in their own manner and give explanations of their choice.

The questionnaire includes all types of questions mentioned before (close-ended, open-ended and mixed). It contains seven (07) questions grouped into (02) rubrics.

- **Rubric One:** itaims to gather information about teachers' age and gender (02 questions).
- **Rubric Two:** it is about collecting information about weather teachers have already enrolled in teacher training program and alsogather information about teacher's attitudes towards the training.

2.5.2 Classroom Observation

Classroom observation is a tool to collect data by watching peoples' attitudes and behaviours is a specific setting. There are different types of classroom observation; the first type is about the degree of involvement. It could be either participant or non-participant observation. The second type is about the organization of the observation; structured or non-structured. The third type concerns the research ethics overt or covert. The fourth type is about the nature of the observation either controlled or uncontrolled observation.

To see the way teachers deal with the lack of the training and its impacts on students, the researcher selected a non-participant, structured, overt and controlled observation in three (03) sessions in three different weeks:

The first one: the researcher was presented for one hour where the subject was about numbers, dates and prices.

The second one: the researcher was presented for one hour and a half. The lesson was about active and passive voice.

The third one: the researcher observes the same class of the second one and the lesson was a revision for the exams.

2.6 DataAnalysis and Interpretation

This section is regarded with the quantitative and qualitative analysis of data captured through the research instruments.

2.6.1 Analysis of the Teachers' Questionnaire

<u>**Rubric Two**</u>: **teacher's attitudes towards the training**

Item01: Have you ever targeted to pursue the career of the teaching?
The participant were first asked whether they have targeted to pursue the career of teaching or not; which means if they desired to be teachers while they were studying. 70% of the participants answered with yes and 30% answered with no.Table 2.2below explains the participants'desire to pursue teaching profession:

	Number	Percentage
Yes	07	70 %
No	03	30 %

Table 2.2:   Participants' Desire to Pursue Teaching Profession

Item 02: Have you ever enrolled in a teacher training program? If yes, when and where?

If no, how do you deal with the lack of training?

Only two teachers clarify that they trained to be teachers; one of them stated that he enrolled in a training program in 1996, 2002 and 2015 in both Tlemcen and Oran while the other stated that he engaged in a teacher training program in his first year school at Tlemcen. However, the eight left teachers who point out that they didn't enjoy any teacher training programwere asked how they deal with the lack of the teacher training; the answers were as follows:

- Asking other experienced teachers.
- Reading about how to deal with the issues that teachers face while teaching.
- Trying to practice what was taught in some module about the teaching.
- Using technology such as data show.
- Reading about effective methods and techniques.

	Number	Percentage
Yes	02	20%
No	08	80%

Table2.3: Teachers' Involvement in Teacher Program

Item03: what kind (s) of methods do you use in your classroom?

The researcher asks about the methods that teachers use in their teaching; all the teachers selected more than two answers which mean that they use different methods; grammar translation method, audio lingual method, direct method, communicative language method. Therefore, no one selected the eclectic method as shown in table 2.4 below:

Methods	Grammar-Translation Method	Audio Lingual Method	Direct Method	Communicative Language Teaching Method	Eclectic Method
Teacher's application of methods	07	03	06	10	00

Table2.4. Methods that Teachers Use

Item 04: Do you think that your way of teaching helps your students to learn appropriately?

To elicit data on teachers opinion abouttheir way of teaching, they were asked whether they think that their way of teaching help students to learn appropriately or not and the results on (table 2.5) reveal that approximately most of the teachers 80% answered by selecting yes, whereas a minority of 20% answered by selecting the answer no.

	Number	Percentage
Yes	08	80 %
No	02	20 %

Table2.5. Teachers' Opinion on their Way of Teaching

Item05: what do you think about your students' motivation?

The informants in this item were asked about students' motivation whether it is great, good, quiet good or not good. Table 2.6 below shows that no participant (00%) said that students' motivation is great, very few 20%answered with quiet good, 70% of the data revealed that it is good while only 10% clarify that students' motivation is not good.

Options	Frequencies	Percentages
Great	00	00%
Good	02	20%
Quiet good	07	70%
Not good	01	10%

Table2.6. Students' Motivation

Item06: Do your students skip your class?

This question was asked to the informants to know if the learners care about thismodule or just avoid it by skipping their class. The researcher gives four options; always, sometimes, rarely and never. The findings on (table 2.7) show that no one declared that students always skip class; however, 50% declared that they sometimes do, 40% selected rarely and only 10% selected never.

Options	Frequencies	Percentages
Always	00	00%
Sometimes	05	50%
Rarely	04	40%
Never	01	10%

Table2.7: Students' Presence

Item07: What strategies do you use to improve your ESP students' level?

The researcher ask the last question to know more about the strategies that ESP teachers may use to improve students' level; three teachers did not answer this question and leave it empty while the other seven teachers give diverse and multiple answers that will be listed in the following points:

- Using visual aids
- Praising them with extra marks
- Warning them
- Using different methods to avid boredom
- Trying to create a good atmosphere
- Providing them with texts related to their specialism
- Using attractive activities
- Using the mother tongue
- Engage them in different activities.

2.6.2Analysis of the Classroom Observation

- *The first session*

The researcher introduces her objective to the teacher and students.She sat in the back of the class while the lesson was about numbers, dates and prices.

	No	Less	Somehow	often
Motivation		✓		
Teacher's behaviour			✓	
Student's engagement		✓		
Student-teacher interaction		✓		
Student-student interaction		✓		

Table 2.8: Observation (First Session)

- *The second session*

The lesson was about Active/Passive voice.

	No	Less	Somehow	often
Motivation		✓		
Teacher's behaviour			✓	
Student's engagement			✓	
Student-teacher interaction		✓		
Student-student interaction		✓		

Table 2.9: Observation(Second Session)

- *The third session*

The lesson was a revision for examinations.

	No	Less	Somehow	often
Motivation			✓	
Teacher's behaviour			✓	
Student's engagement		✓		
Student-teacher interaction			✓	
Student-student interaction		✓		

Table 2.10: Observation(Third Session)

Based on the three sessions of the classroom observation, the researcher engaged in some remarks:

- **Motivation:** The researcher first noticed an obvious lack of motivation for both teachers and learners. The atmosphere is negative, boring and stressful. The absence of almost all the basic motivational conditions such as the setting,students lack opportunities to learn and the teachers give no sense of encouragement and support.

- **Teacher's behaviour:**Teachers seem lost, stressed, and anxious and with low self of confidence; they have problems organizing and managing the classroom behaviour. Teachers keep using the native language rather than the English language as they neglect the importance of using non-verbal communication (body language). They provide feedback all the time.

- **Student's engagement:**The researcher noticed that there are few present students as far as the class number of students. The majority of them are not interested, passive and do no not participate until the teacher pushes them, they are not aware of the importance of the English module. Students keep checking their phones and busy talking with each other out of topic.

- **Student-teacher interaction:**The researcher here notices that there is a poor interaction between the students and their teachers. Teachers do not know their student's names as they find difficulties to attract them to participate and to engage in their activities. Teachers keep threatening their students in order to keep quit and to follow the course.

- **Student-student interaction:** The researcher observes that there is no good opportunity for learners to communicate to be well-focused, well-organized in their lectures, they do not know how to work together (no cooperative/collaborative learning or group work). There is no productivity; some of them sit at the back of the class and keep quiet while others are busy doing things to waste time and get out.

2.7Discussion and Interpretation of the Main Results

In this section, the focus will be on discussing the main results of the two (02) research instruments used for this study. Then, it will deal with the two (02) hypotheses developed by the researcher previously.

The results of the teacher's questionnaire point out that the majority of the teachers are novice teachers with the same degree (Master degree) as they never enrolled in any teacher training programs before upon the second question that states if anyone of the participants has ever enrolled in a teacher training program. In other words, Teachers have no experience before tackling teaching process what leads to negative results about the amount of students that care about this module which is evident in the question number six (06) about the amount of students who skip English class where the finding demonstrates that 50% of the participants answer with "sometimes". In other words, one can understand that since learners don't attend means that they don't care.

Based on classroom observation, the results show that the majority of ESBP teachers feel stressed, anxious and lost while teaching. They lack self-confidence, not ready to pursue this task and obviously lost. Moreover, teachers lack an essential procedure which is using body language that became an essential area to achieve an effective teaching process. Besides this, the findings reveal that ESBP classes are poor from the basic motivational conditions likewise teacher-student interaction, student-student interaction and student engagement. Consequently, the results collected from both teachers' questionnaire and classroom observation support the first hypothesis which states that the lack of the training may be considered as the main problem that ESP teachers may face.

The analysis of teachers questionnaire based on the answers of the question number three (03) and question number seven (07) reveal that all the teachers (100%) use different kinds of methods and use various and multiple strategies to improve students level and to reach an practical and active teaching process.

The researcher linked those findings to the previous analysis which claim that the atmosphere of ESBP classes is boring and stressful that effect students' positive engagement that can't excite them to work in an efficient way and in a cooperative way to well achieve their needs as to have a strong interaction with their teachers as also teachers lack classroom management. One can say that the second hypothesis is not valid. Even though using varied methods and strategies teachers still can't realize the purpose of an effective teaching process. In other word, even with a diplomat teachers still not equipped to deal appropriately with students.

2.8 Suggestions and Recommendations

In the light of the research study's results, the researcher recommends for decision makers to start thinking about this challenging and complex task. The researcher suggests establishing a well pre-service ESP teacher training program inside the department of English as a foreign language or builds a center for the training then selects carefully teachers "trainers" who are experienced and good enough to contribute this job as well as trainees "students" who are already graduated from ELT and capable to seek an effective ESP teaching process.

Trainers should analyze the needs of the trainees and encourage them to realize the reason behind their training, moreover to understand that they need to be more than teachers by helping them recognize their role as course designers, materials providers, collaborators, researchersand evaluators.
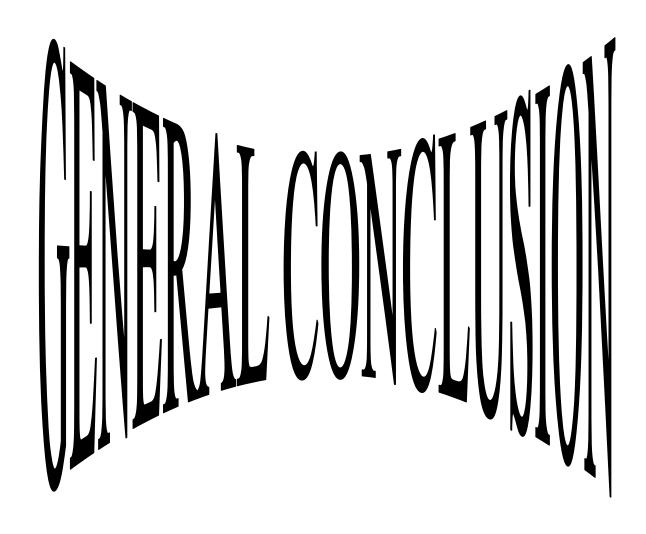
Trainers should focus first onunderstanding the requirements of their future students to have the ability to first know how exactly use the communicative methodthen adopt the appropriate and reliable materials that can accomplish their needs to help designing coursesbecause ESP course design is unique it is impossible to design courses that are suitable for all the students of ESP; not like GE course design that specialists and methodologists could realize this goal for satisfying goals and objectives.Trainers must give to all the students the opportunity to teach; in other words, start teaching each other (role play) that make the trainer assess then evaluate them to see whether the trainees are ready to teach or not.

Creating a learning environment "motivation" is an essential part that trainers should not neglect because the atmosphere plays a big role for either success or failure. The researcher here suggests for thetrainers to create a positive atmosphere by the help of using technology devicesespecially because we are living in a world that everybody is interested in using technology.

Although they finish from the pre-service teacher training and start teaching and put into practice what they have learned the doors open for the in-service teacher training program that are also organized by the teacher training center. To evaluate and look if the trainees reach the efficient teaching purpose, in-service training also shows teachers' ability to innovate and enable them to continuous self-learning skills. Finally, the researcher also suggeststaking into considerations learners' opinion about the teacher and his/her method whether S/he is in the right way or not.

2.9 Conclusion

To conclude, two points are worth to be mentioning through both the teachers' questionnaire and the classroom observation. First the main problem that face ESP teachers is the lack of experience as also the lack of the teacher training. they are almost all novice that are not trained to tackle teaching responsibility what make them nervous and anxious while teaching which clearly lead to a passive climate that do not provide to students the opportunity to learn and to study appropriately as it does not build a good relationship or interaction between them. Second, results showed that even though teachers do their best by using different methods and strategies the results are the same. From here, we understand that the absence of teacher training program in Algeria is the reason of this complex issue.

GENERAL CONCLUSION

General Conclusion

Teaching English for specific purposes is a challenging task. Thus, ESP teachers seek to develop their teaching in order to improve their level through using various methods and strategies. But it is still not enough; teachers still miss a very important task. This paper has investigated how ESP teachers at Tlemcen University deal with this lack due to the difficulties and obstacles they encounter with their learners.
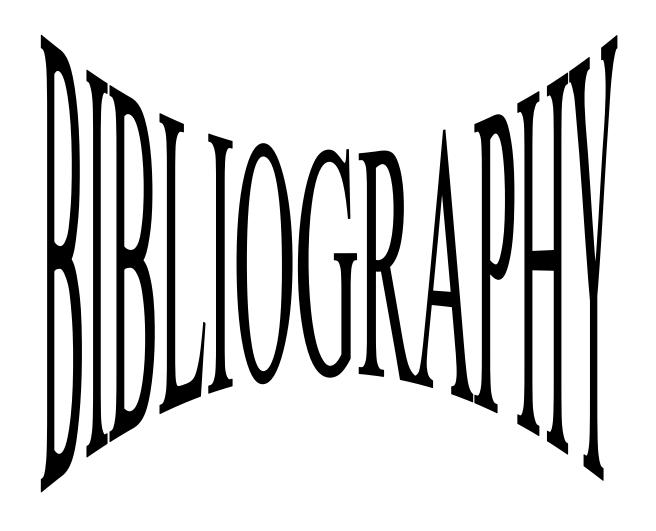
To discuss the issues cited above, the researcher used a collection of qualitative and quantitative data collection methods in her case study. The main objective was to get answers for the research questions presented previously.

This work was divided into two (02) chapters: chapter one reviewed the theoretical part of the dissertation. This startedwith mentioning the main differences between ES and GE, then, an overview about ESP by stating the different types and to what it aims, as well as the definition of BE as a branch of ESP. Finally, it introduced what is meant by the teacher training and explains the two types; pre-service training and in-service training.

This research undertook a study at the University of AbouBekrBelkaid-Tlemcen. Chapter two is the practical. It attempted to describe the situation, research instruments used, and analyzing data using quantitative and qualitative methods. The researcher adopted two (02) research instruments including: a questionnaire and classroom observation. The questionnaire was addressed to teachers and the classroom observation was selected to see the both teachers' and students' attitudes and behaviours for third year students.

The main findingsgathered from teachers' questionnaire and classroom observation confirmed that ESPteachers at Tlemcen University are novice withouttraining. This situation makes them face and encounter several issues and troubles such as anxiety, stress and low self-confidence. To fulfill this lack, they did their best by using distinct methods and strategies to raise motivation, to attract them, to build a good student-teacher interaction/student-student interaction and well engage them to accomplish their needs and requirements since ESP teaching is all about the specific needs. Furthermore, the results demonstrated that the absence of the teacher training program in Algeria in the ESP context is an essential thing that Algeria should take into consideration due to the wide importance to learn English language in today's life.

Finally, the present researchis not sufficient for presenting all the aspects and sides related to the lack of the teacher training. Therefore, this work opens the doors to further research to well demonstrate the problems and the issues causedby this lack and suggest solutions to solve these issues for an appropriate ESP teaching and learning.

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APPENDICES

Appendix 01

Teachers' Questionnaire

You are kindly requested to answer the following questions by putting a cross (X) in the appropriate box or expressing your comments when necessary so as to identify ESP / EGP teacher training out of the English department.

Gender: **Male** ☐   **Female** ☐

Teaching Experience: ☐ years   **Degree:** …………………………………

1- Have you ever targeted to pursue the career of teaching?
     Yes ☐   No   ☐

2- Have you ever enrolled in a teacher training program?

     Yes ☐   No   ☐

   If yes, when and where?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   If no, how do you deal with the lack of training?
   ……………………………………………………………………………………………
   …………………………………………………………………………………………….
3- What kind (s) of methods do you use in your classroom?
                              ☐

Grammar Translation Method

Audio Lingual Method ☐

Direct Method ☐

Communicative Language method ☐

Eclectic Method ☐

4- Do you think that your way of teaching helps your students to learn appropriately?

Yes ☐ No ☐

5- What do you think about your students' motivation?

Great ☐ Good ☐ Quiet good ☐ Not good ☐

6- Do your students skip your class?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

7- What strategies do you use to improve your ESP students' level?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Thanks for your cooperation ☺

Appendix 02

Classroom Observation

	No	Less	Somehow	often
Motivation				
Teacher's behaviour				
Student's engagement				
Student-teacher interaction				
Student-student interaction				

Motivation :

Teachers' behaviour :

Students' engagement :

Student-teacher interaction :

Student-student interaction :