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DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH



**AN EXPLORATION OF THE MAIN DIFFICULTIES,  
CHALLENGES AND REQUIREMENTS OF THE ESP  
TEACHING SITUATION IN ALGERIA:  
THE CASE OF ESP TEACHERS AT ABOU BEKR  
BELKAID UNIVERSITY, TLEMCEM**

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***DEDICATION***

*To my mother, father and dearest brothers without their moral support and help I will never ever succeed.*

*To all MEBITIL and BOUGHAZI all over the world.*

*Special thanks go to Faisal for his faith, prayers, endless support, guidance...For the sweet kids too: Assad, Ibrahim and my sweetheart Fiza.*

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*Marina; "I am just down to earth because of your endless criticism and love, too."*

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## **ABSTRACT**

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This current study seeks to shed light on the main issues our language teachers encounter in an ESP teaching situation when exploring the land of ESP,

particularly at the level of Abou Bekr Belkaid University, with close reference to those teachers working at the three following faculties: faculty of Exact Sciences, faculty of Economics and Commercial Sciences and faculty of Law and Political Sciences. The strategies they adopt or adapt to overcome their difficulties while at practice.

The fact that those general English teachers are pointed to teach ESP within a ‘learners’ centerdness’, reveals considerable obstacles and problems to adequately achieve an ESP teaching/learning objective. The situation, here in Algeria, seems to give so much focus to the learner and almost neglect the teachers’ professional needs to cope with the actual requirements.

Such a problematics requires a research design, fundamentally, based on five chapters. The first one is an introductory chapter devoted to provide the reader with a broad description of the target situation under investigation, in addition to the research questions and hypotheses, some key-terms and approaches are introduced to avoid any misunderstanding, since a number of uncovered aspects are also included.

Chapter two presents an overview of ESP; through discussing its different definitions, dealing with its origins, developments and its main subdivisions. Particular characteristics of its courses are exposed, besides different roles devoted to the ESP practitioners. Chapter three is rather reserved to the methodological approach being adopted in this study. Its main focus is on the description of research design and procedure used for both processes, namely data collection and data analysis. Chapter four deals, however, with the analysis and interpretation of the main findings. In the last chapter, the researcher attempts at providing new perspectives for ESP teaching in hope to promote the ESP teaching methodology for an EFL background, and thus, open the doors for further research in this particular scope of interests.

**Key-words:** ESP, ESP methodology, difficulties, strategies, teachers, training.

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## KEY TO ACRONYMS

**BA:** Bachelor of Arts

**CBA:** Content Based Approach

**EAP:** English for Academic Purposes

**EBE:** English for Business and Economics Purposes

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**EST:** English for Science and Technology

**GE:** General English

**ICT:** Information Communication and Technology

**MA:** Master of Arts

**NR:** Number of Respondents

**OUP:** Oxford University Press

**P:** Percentages

**Ph.D.:** Doctor of Philosophy

**TBLT:** Task Based Language Teaching

**TEFL:** Teaching English as a Foreign Language

**UK:** United Kingdom

**USA:** United States of America

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**CHAPTER ONE**

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**INTRODUCTION AND CONTEXT OF THE STUDY**

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**1.1. INTRODUCTION**

In the present chapter, the researcher attempts at giving a clear and thorough description of the target situation under investigation. Hence, in order to state the problem and to explain the rationale behind this study, the investigator

strives: first to shed light on English Language Teaching situation in Algeria, then on the ESP teaching situation that concerned the researcher at Abou Bekr Belkaid University, across three faculties. After that, the research questions and hypotheses are set. Last but not least, definitions of various key-concepts and approaches are respectively discussed in this research work.

This chapter culminates on the set of empirical information about ESP teaching situation with close reference to both the challenges and the techniques adopted or adapted by ESP teachers to overcome these obstacles in order to improve the teaching/learning process.

## **1.2. BACKGROUND OF THE STUDY**

The fact that the English language is now almost a necessary requirement for both development and international communication in many countries, learning it is a useful tool among ordinary people, scientists, institutions and governments. While searching for the reasons behind such growth of interests towards learning English, one may find different answers, as well as different motives. In this sense, Kennedy *et al* (1984:01) write:

*The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English.*

Consequently, today most scientific publications, business knowledge and exchange of ideas, global institutions, media and communication are in English.

Being aware of the fact that English has become the dominant language on globe, the Algerian government had decided years ago, like many other

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countries, to adopt English mainly at all tertiary-level institutions, all over the country.

Accordingly, studying English is not only restricted to human sciences, but it is now taught in business/economics and sciences and engineering as well. These language courses which are offered at those departments will be of precise nature supposed to fulfil specific learners' needs, i.e., ESP courses.

ESP is defined by Hutchinson *et al* (1987:21) as: “...an approach to language teaching which aims to meet the needs of particular learners.”

In this sense, with the growing number of universities all around the country demand for English teachers has exceeded supply. To cope with the situation, a vast majority of teachers who have been prepared to teach General English are asked to teach ESP.

This shift is considered as a hard task a General English teacher may go through in his professional career. Hutchinson *et al* (1987:160) state that:

*Teachers who have been trained for General English teaching or for the teaching of Literature may suddenly find themselves having to teach with texts that they know little or nothing about.*

In the same line of thought, Strevens (1988) describes this experience as a *shock* for those teachers. Hence, teachers who have been trained as General English teachers often find it quite difficult to deal with the requirements of their new situations, and this may result in their failure when involved in an ESP teaching situation. Johns (1981) lists five problems that ESP teachers may complain about, and which are as follow:

*Low priority in timetabling; lack of personal/ professional contact with subject teachers; lower status/ grade than subject teachers; isolation from other teachers of English doing similar work; lack of respect from students.*

Quoted in Hutchinson *et al* (1987: 164)

Years later, Ewer (1983:10) tends to divide these difficulties into five areas: Attitudinal, conceptual, linguistic, methodological and organisational.

- 1- *By attitudinal he refers to: the hostility of the humanities-trained teachers to scientific concerns.*
- 2- *Conceptual: the teacher needs to have some understanding of scientific methodology and procedure.*
- 3- *Linguistic: There will be considerable lexical difficulty, as well as problems in understanding the function the “core” language of science.*
- 4- *Methodological: Many teachers will be used to dealing with secondary school pupils rather than mature adults.*
- 5- *Organizational: Teachers will often be faced with administrative duties.*

Quoted in McDonough (1984:134)

### **1.3. ENGLISH AND ELT AT THE TERTIARY LEVEL IN ALGERIA**

Algeria, as the rest of the globe, endeavours to implement and therefore, develop the use of English to insure better communication, as well as better access to knowledge for students, workers, researchers and so forth.

Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser extent, Algerian decision-makers who are aware of the vital role played and held by the English language, try to implement the use of English at all levels of education. Zughoul (2003:122) argues:

*In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it*

*has been retreating and loosing a lot of ground to English.  
In fact the tendency of what can be termed a shift from  
French to English in these countries cannot be cancelled.*

At the tertiary level, English is introduced in different curricula at different departments nationwide, either as a main subject at the English Department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL and so forth; or simply as an additional but ‘compulsory’ module.

At this department, the majority of teachers who are in charge of these courses are full time teachers and who hold either Magister or PhD degree. Part time teachers can also teach at the English department and they often hold a License in English and are either first year or second year magister students.

As mentioned above, apart from the English Department, English is also introduced in other departments and it holds the status of an additional module but ‘compulsory’. Students who belong to one of the following specialties: Mathematics, Physics, Chemistry, Sciences, Engineering, Economics, Political Sciences, and so forth are required to follow ESP courses, depending on their area of research and their needs, as well.

Hence, different ESP courses are provided nationwide under different labels. The most common ones are: EST ‘English for Science and Technology’, EBE ‘English for Business and Economics’, and ESS ‘English for Social Sciences’. As a result, English as a module is studied along side with their current modules.

The vast majority of these teachers are part time teachers who are engaged in other situations and who have other duties, besides their permanent jobs such



as teaching at other departments; the English Department for instance, or teaching at other levels; the secondary or middle school.

### **1.3.1. The ESP Teaching Situation at Abou Bekr Belkaid University**

The need to learn English is also associated with the need to form language teachers who are able to teach English either for General Purposes or for Specific Purposes.

At Abou Bekr Belkaid University, the situation under investigation, where a rapid growth and expansion has gradually taken place these latest years, English is taught in a separate department within the Foreign Languages Faculty as a main subject. At this department and after accomplishing either four years (in the classical system) or three years (in the LMD system) students are rewarded with a BA degree in English, and by which they are able to work as English teachers.

Hence, once they get a position as English teachers they hold the statue of EFL teachers; this is mainly due to the fact that during their training, they had no ESP teaching methodology. Therefore, one may say that an ESP teacher is originally a General English teacher who is recruited to teach ESP courses, and by which he can apply for positions in different departments including the English department.

As far as this research work is concerned, and though the worldwide acknowledgment of the importance of English and despite the fact that ESP is one of the most prominent fields of ELT, it is yet faced with a lot of contextual hindrances.

In this regard, it is generally presumed that the common two features of ESP teaching are notably; time which is allotted for English teaching where it is

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only a period of one hour and half per week, generally planned as the last course of the day, or even the last course of the week. The second common feature is the nature of the job; language teachers, in almost cases, are, only, part-time practitioners (for more detailed see chapter four).

#### **1.4. STATEMENT OF THE PROBLEM**

As it has been mentioned above, learning English to fulfil communicative purposes becomes a worldwide concern, and Algeria is one of the interesting nations in developing the status of English regarded as a key to scientific and technological development.

To meet such a challenge the educational authority in Algeria implements the use of English mainly at tertiary-level. ESP courses are provided in different departments to meet learners' specific objectives both academic and occupational.

In this respect, teaching English for Specific Purposes (ESP) at the university level seems to have its own challenges and requirements in Algeria. This is, particularly, on the part of the language teacher and to ensure learners' success, teachers' qualifications, attitudes, and attributes have to be taken into consideration along side with the learners' needs and desires. In this vein, Kennedy (1983:73) writes:

*The concentration of learner needs in programs of English for special purposes (ESP) has led to the neglect of teacher needs, particularly in the case of teacher training courses.*

In this line of thought, our General English teachers often express their inadequacy for such positions; this may occur because of their fear of being unable to cater for their learners' specific needs.

In the light of what have been said earlier, being unprepared for teaching ESP, language teachers often find themselves obliged to rely on their own experience to teach those classes as well as to create their own teaching materials with respect to their students' discipline and needs, too.

### **1.5. PURPOSE OF THE STUDY**

Despite the increasing importance held by English as it was described before, little attention was given to the language teacher, and mainly the one involved in ESP situations.

This research work aims at identifying teachers' difficulties and challenges faced when taking part in an ESP teaching situation; whether these teachers are teaching Sciences, Economics or Political Sciences, and how they can overcome these obstacles to better cope with their learners' needs.

The purpose of this study is, thus, to try to discuss the ESP teaching situation by paying attention to the major problems encountered by language teachers; their attitudes towards the content of the ESP courses and the techniques they either adopt or adapt to promote their teaching performance.

Finally, the study is basically an attempt at finding the core ways that may help language teachers to improve their situation as well as the English language educational situation in Algeria; more precisely that of the ESP teaching at Abou Bekr Belkaid University.

### **1.5.1. Research Questions and Hypotheses**

Since successful ESP teaching is a world-wide concern, Algeria, as one of the developing countries, is fully concerned with the spread and improvement of the ESP teaching situation, but, unfortunately still facing great difficulties with a lot of obstacles, fundamentally, on the part of the language teacher. In this sense, our research enquiries mainly fall on the following research questions:

1-Is the General English teacher in Algeria enough prepared to cope with an ESP teaching situation?

2-What are the main difficulties our General English teachers of ESP are faced to?

3-What do our General English teachers need to have to better perform an ESP course?

Taking into consideration the above questions, the following hypotheses can be put forward:

- 1- With regard to the first question, the researcher believes that the vast majority of Algerian General English teachers who have been trained in literature, civilization or linguistics and who have not been trained as ESP teachers often find it quite difficult to cope with the learners' needs and the requirements of the ESP teaching situations.
- 2- This is also hypothesized by the fact that there is almost a lack of interest from the part of our learners, lack of confidence, lack of

knowledge of the subject area, and the absence of a real collaboration between them and the subject specialist and many other obstacles.

- 3- One may believe that since it is too difficult for a General English teacher to teach EST or EBE and cope with the emerging teaching situation, in-service training courses in forms of seminars and workshops are believed to be adequate solutions, i.e., the issue of ESP teacher training may be resolved in short-term through team-teaching either by collaborating with subject specialist or cooperating with the learners, or simply to work in team with other ESP teachers across the country by providing an ESP network.

## **1.6. SIGNIFICANCE OF THE STUDY**

This research work is an attempt to, hopefully, provide valuable data and remedial work to the ESP teaching situation in Algeria, and more precisely that of Abou Bekr Belkaid University.

Because this study explores the problems, difficulties and challenges faced by language teachers based on evidence from questionnaires, interviews and classroom observation, it is believed to provide the reader with a worthy contribution to ESP in Algeria, in general. Consequently, ESP practitioners and General English teachers who opt to teach ESP classes can benefit from this study in different ESP situations and in different universities across the country, i.e., they are all, in fact, urgently called to carefully handle and compare their situations, difficulties and challenges with the one that is studied in this research.

A better understanding of these issues, facing our language teachers, is thought to offer a better procedure to overcome these obstacles, to better cope with the requirements of ESP teaching situation.

## 1.7. DEFINITION OF KEY-TERMS

To avoid misinterpretation of any term that has been used in this study, and which is supposed to constitute the core of this research work, and in order to enhance a correct perception for a better understanding of the terms being used, the researcher tries to give more or less thorough definitions of a set of terms. This is to clarify those terms' meanings of equal importance in this area of research.

**a/ *Teacher Training:*** As one of the most intricate concepts in this field of interest has been delicately defined by Smith (2006:298) as “*Preparation for teaching that enables the trainee to deal with predictable situation in the classroom.*”

**b/ *Teacher development:*** According to Johnston (2003:95) the term is used in rather two different ways in the two professional contexts: Europe and North America:

- ❖ *In North America: Teacher development is usually seen as something done by the teacher educators and teacher trainers for (one might say to) working teachers. It is usually takes the form of in-service workshops, courses, summer institutes, and the like.*

*By contrast*

- ❖ *In Europe, in English Language Teaching (ELT) at least, teacher development is something that teachers themselves undertake and that is guided by the teachers concerned.*

**c/ Collaboration:** Dudley-Evans and St John (1998:16) refer to collaboration “*When there is some integration between specialist studies or activities and the language*”. According to them “*the fullest collaboration is where subject expert and a language teacher team-teach classes.*”

**d/ Cooperation:** Dudley-Evans and St John (1998:16) cooperation occurs “*When the ESP teacher finds out about the subject syllabus in an academic context or the tasks the students have to carry out in a work or business situation.*”

**e/ Team-teaching:** Based on its paramount importance, Richards *et al* (2002:544) maintain that team-teaching “*is a term used for a situation in which two teachers share a class and divide instruction between them. Team-teaching is said to offer teachers a number of benefits: it allows for more creative teaching, allows teachers to learn through observing each other, and gives teachers the opportunity to work with smaller groups of learners.*”

## 1.8. DELIMITATION OF THE STUDY

It is of utmost significance for any research work to identify its main purpose as well as objectives, and confirm that it has dealt with in a way that it ensures better understanding of the core of this study. The latter cannot be realized in isolation; unless that work is put within a suitable framework, i.e., within its limitations and delimitations.

Since focus is much more on the Algerian ESP teaching situation, the major objective behind identifying the hindrances ESP teachers face, is also to explore the strategies they resort to. This is in hope to be able to overcome gradually and skilfully these obstacles to better cope with the needs of the target

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teaching situations they are involved in alongside with their learners' expectations.

Other variables such as learners' situation, their motivation, subject specialists' role as a provider of content, the role played by the administration, and many other factors, seem to be of an equal importance and influence on the ESP classroom. The improvement of the ESP teaching and learning process, yet due to time limit, it would not be possible for the researcher to look for all these variables. Hence, it will be outside the scope of this enquiry.

### **1.9. STRUCTURE OF THE THESIS**

It should be mentioned at this level, that on the basis of the research problematics, this research work has been divided into five chapters. The current one is an introductory chapter. The second chapter reveals the related literature which has been written about ESP. The third chapter presents and describes the methodology that was used to conduct this study. It presents the population of the study, the research design, and procedures that have been used while collecting and then analyzing the available data.

The fourth chapter analyses data which has been collected trying to answer our research questions. The fifth chapter, however, summarizes the findings of the research work while trying to put it within its limitations, to open later on the doors for further research.

### **1.10. CONCLUSION**

In this first chapter, the researcher has tried to present the background of this study; attempting to describe ELT in Algeria. The ESP teaching situation with close reference to Abou Bekr Belkaid University has been our field of



exploration. This is essentially to insure a better understanding generally on the part of the readers. The investigator has recourse first to the statement of the problem then to the purpose of the study. Research questions and hypotheses have been presented.

Before dealing with the significance of the current work and the structure of the thesis, the researcher has witnessed a crucial need to provide the reader with definitions of a set of terms for the sake of a better apprehension of these concepts to avoid any kind of misinterpretation. In the next chapter, the investigator presented a theoretical framework of the notion of ESP.

## CHAPTER TWO

## CHAPTER TWO

### A LITERATURE REVIEW

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## **2.1. INTRODUCTION**

The current chapter offers a brief review of the literature relevant to ‘English for Specific Purposes’ (ESP). This review consists of seven parts:

The first part discusses different definitions of ‘ESP’. The second part distinguishes ESP from General English. The third and the fourth part expose rather a discussion of ESP origins and how it has developed overtime. The fifth part deals with the main subdivisions of ESP. The sixth part, however, concerns with the typical characteristics of the ESP course. Finally, the last part sheds light on the ESP teacher as a practitioner and the various roles he tends to play.

## **2.2. DEFINITIONS OF ESP**

Decades ago, people started to feel the need to learn English for different reasons either to communicate with others, to have access to knowledge or to fulfill business purposes, and due to these demands a sub-field of English Language Teaching (ELT) was introduced under the label of ‘English for Specific Purposes’ or ‘ESP’ for short.

‘ESP’ this broad diverse field of ELT has several definitions, and to know what ESP really means, the investigator tried to present a number of various definitions relevant to the ESP context.

Mackay *et al* (1978:2) define ESP as the teaching of English for a “*clearly utilitarian purpose*”. This means that the purpose depends on the learners’ needs which can be either of academic, occupational or scientific character.

Similarly, Munby (1978) maintains that learners’ communication needs is an essential ingredient in both syllabus and materials’ design. He (1978:02) writes:

*ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners.*

According to Harmer (1983:1) ESP is “...*situations where the student has some specific reasons to learn a language.*” In other words, learners want to learn the target language, i.e., English to fulfil specific reasons which can be academic or occupational.

Four years later, Hutchinson *et al* (1987:19) provide another definition by which they state that ESP is: “An *approach to language teaching in which all decisions as to content and methods are based on the learner’s reason for learning.*” Accordingly, to answer the following question: “*Why does this learner need to learn a foreign language?*” Will be of great help to determine the language to be taught.

Stevens (1988:1-2) states that “*ESP is particular case of general category of special-purpose language teaching. The same principles apply no matter which language is being learnt and taught.*” He goes a step further by

maintaining that a definition of ESP needs to distinguish between absolute and variable characteristics.

*The absolute characteristics are as follow:*

- *Designed to meet specified needs of the learners;*
- *Related to content, to particular disciplines, occupations and activities;*
- *Centred on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc;*
- *In contrast with “General English”.*

*Variable characteristics:*

*\*ESP may be, but is not necessarily:*

- *Restricted as to the language skills to be learned.*
- *Not taught according to any pre-ordained methodology.*

In 1991, Robinson associates the acquisition of linguistic repertoire to the field the learner is studying or working. She argues:

*The nature of the relationship between context or domain and the learning and use of the language is clearly vital to ESP and highly worth investigating. (Robinson 1991: 23)*

Another definition of ESP which deals with absolute and variable characteristics is that of Dudley-Evans *et al* (1998). The latter is influenced by that of Strevens (1988); it is a modified and improved version in which both authors have removed the fourth absolute characteristic, i.e., ESP is “*in contrast with General English*” and included the following variable characteristics.

- *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 used for learners at secondary school level;*
- *ESP is generally designed for intermediate or advanced students.*
- *Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.*

In almost the same line of thought, Basturkmen (2006:18) in her turn, states that:

*ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments and a key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students.*

While examining the set of definitions cited above, one may say that the majority of researchers agree on the fact that ESP is about both specific context and the learners' specific needs for learning the target language.

### **2.3. ESP VS GENERAL ENGLISH**

ESP learners are often adult highly motivated learners, having already some background knowledge of the English language; they generally seek to learn English to fulfil particular purpose; academic, professional or scientific. Therefore, they are aware of their needs, i.e., the target needs. As a result, learners' awareness is supposed to be of significant importance and even much higher than that of General English.

Hutchinson *et al* (1987:53) support this view and they state that: “*What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need.*”

In Algeria, pupils start to learn General English at middle school. At this phase, they are supposed to be taught a set of language areas such as: grammar, phonology, lexis and so forth. At this level, the English teacher is more concerned with transmitting his message rather than to be aware of the learners’ needs. In this case one may say that it is ‘language-centred’.

Another difference lies on the learners’ aim; though the pupils’ aim is to pass either examination at middle or secondary school or tests, it stands too general. This does not give much attention to learners’ level of proficiency whether they know how to speak in English or not and whether they are able to communicate effectively in this language or not. As opposed to ESP whose main aim and focus is to help learners to better communicate in their target situations.

This view is supported by that of Mackay *et al* (1978:28) who deem that English is taught “*not as an end itself but as an essential means to clearly definable goal.*” This goal may vary according to the situation; academic, professional or scientific. It is also reinforced by Stevans (1980) who argues that:

*ESP differs from general English in that it is based on a close analysis of the learners’ communicative needs for a specific occupation or activity, as well as a detailed analysis of the language of that occupation or activity.*

McDonough (1984) goes forward where she maintains that the ESP practitioner needs to understand the requirements of other professionals either in academic or professional fields. For this reason, he should be open to adopt new means and ways and flexible to accommodate new ideas.



## 2.4. ORIGINS OF ESP

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

### 2.4.1. Demands of the Brave New World

Hutchinson *et al* (1987) affirm that the end of the Second World War and the oil crisis of the early 1970s were two key historical periods in the life of ESP.

The need to learn English after the end of the Second World War to meet the challenges of the 'New World' as described by Hutchison *et al* (1987) is of a significant importance in ESP emergence.

During this period, i.e., in the mid 1940s till the present time, a great development occurred and still occurs, basically reflected in the progress of science and technology. As a result, and in order to ensure better access to scientific and technological knowledge; a vast majority of people who are in most cases Non-Native Speakers of English (NNS) tend to learn English because most scientific researches and publications are written in English. This view is supported by Crystal (1997) who sustains that:

*The world status of present day English is direct result of two factors: British colonialism and the emergence of the US as a strong economic and military power. The later factor, states Crystal, is what continues to explain the position of English today.*

Quoted in (Zughoul 2003:118)

Though the demands of the new world and the changing status of English were of a paramount importance in the process of ESP emergence, and later on development, it still needs other factors the researcher will try to speak about in the next title.

### **2.4.2. Revolution in Linguistics**

The second reason as cited by Hutchinson *et al* (1987) is *a revolution in linguistics*. Flowerdew *et al* (2001:11) argue:

*A revolution in linguistics was brought by the three linguists: Halliday, McIntosh and Strevens 1964 who state the view that language should be seen as a source of communication which may vary according to the situations or the contexts. As opposed to theoretical linguists who traditionally saw language as an abstract system.*

In 1964, Halliday, McIntosh along side with Strevens agree on the type of linguistic analysis which they introduced and which they refer to as *register analysis* (See section 2.5.1.). Another prominent type of analysis related to language description is discourse analysis to which the investigator will come back in more details while discussing the different phases of ESP development.

### **2.4.3. Focus on the Learner**

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

Learners' needs and interests seem to have an influence on their motivation as well as the effectiveness of their learning. As far as ESP courses are concerned, one may notice that since the focus on the learner is of a vital value, needs analysis is of equal importance, too. According to Basturkmen (2006:15) Needs Analysis can be seen as:

*The type of investigation ESP curriculum developers use to identify the gap between what learners already know and what they need to know in order to study or work in their specific target environments.*

In this way, learners along side with their needs consist the primary concerns for the ESP practitioner while he draws his/her syllabus and design his courses.

## **2.5. THE DEVELOPMENT OF ESP**

It is worth noting that ESP this unplanned movement has been developed at different speeds in different countries. Hutchinson *et al* (1987) have identified five phases of development where they join each stage to one particular activity which has relation with the notion of special languages. The first stage of ESP development has dealt with Register analysis.

### **2.5.1. Register Analysis**

The first phase dealt with the grammar and vocabulary of the language. Before exploring this phase, i.e., '*register analysis*' or as Swales tends to label '*lexicostatistics*' (Swales, 1988:189) or '*Frequency Analysis*' by Robinson (Robinson, 1991:23). One may feel the need, first of all, to define the term *register*. According to Spolsky (1998:34):

*Register is a variety of language most likely to be used in a specific situation and with particular roles statuses involved. Examples might be a toast at a wedding, sports broadcast or talking to a baby. A register is marked by choices of vocabulary and other aspects of styles.*

In an attempt to join register analysis to ESP one may find that materials writers tend to analyse the set of grammar and vocabulary of the various registers then put forward the kind of courses, syllabus and curricula depending on what they have identified and what they have judged relevant to a particular specialty.

*A Course in Basic Scientific English* compiled by Ewer *et al* (1969) is considered as a good example. Ewer *et al* (1969:222) point out that: “*In order to get a working idea of what this basic language is consisted of, a frequency analysis of English actually used by scientific writers was required.*” They move further where they reveal that “*In subject, it covered ten main areas of science and a large number of individual disciplines from anatomy to volcanology.*”

The main focus of materials’ writers was on the words and sentence level. According to Dudley-Evans *et al* (1998) the assumption behind register analysis was while there is no difference between scientific and technical writing and General English; there was much focus on a certain grammatical and lexical forms. These latest are often used. Basturkmen (2006:35) extends this view by stating the example of:

*Analysis of scientific and technical texts by Barber (1962/1985) which showed that the passive tense is used more frequently in such writing than in general English and identified a set of subtechnical vocabulary items that were more likely to occur.*

As it has been already advocated above, register analysis operates only on the word and sentence level, and does not go beyond these levels. As a reaction to

register analysis, another approach emerged beyond the sentence level which is best known under the label ‘*Rhetorical*’ or ‘*discourse analysis*’.

### 2.5.2. Rhetorical or Discourse Analysis

At this stage, ESP shifted attention from emphasis on language at the sentence level to the level above the sentence. According to Hutchinson *et al* (1987) ESP at this phase, became closely involved with the emerging field of discourse or rhetorical analysis where the organization of sentences to form discourse is the core of this approach.

Because Discourse Analysis (DA) is also a key-concept, one may feel the need to afford an appropriate definition. According to Dudley-Evans *et al* (1998:87) discourse analysis is defined as:

*Any study of language or, more specifically, text at a level above that of the sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraph structure, or the structure of the whole text. The results of this type of analysis make statements about how texts –any texts- work.*

This approach has been developed in the 1970s. The pioneers, as cited by Robinson (1991), are *H. Widdowson; L. Selinker, L. Trimble, L. John and M. Todd-Trimble*. Robinson (1991:24) advocates that “*the focus was on the text rather than on the sentence, and on the writer’s purpose rather than on the form.*”

Discourse Analysis is, therefore, the way sentences are combined together to perform an act of communication, which the syllabus and the material are based on the findings of The latter as well.

In this vein, Hutchinson *et al* (1987) maintain that text-diagramming exercises constitute a mean for teaching students to recognize textual patterns and discourse markers. As an example, they have mentioned English in Focus Series (OUP). Another example of discourse analysis is the Nucleus Series cited by Dudley-Evans *et al* (1998).

### 2.5.3. Target Situation Analysis (TSA)

In the third phase of development, ESP shifted attention much more to the communicative approach where its main focus is to enable learners to function adequately in their target situation. Hutchinson *et al* (1987:12) define target situation as: “*the situation in which the learners will use the language they are learning.*” At this stage, ESP course design according to both authors (1987) should proceed by:

- First: identifying the target situation.
- Second: carrying out a rigorous analysis of the linguistic features of that situation.
- Finally, the identified features will form the syllabus of the ESP course.

Chambers (1980:25) names the label ‘*Target Situation Analysis*’ to this analytical approach. He states:

*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 from now on as target situation analysis (TSA).*

One of the significant examples of Target Situation Analysis is the one developed by Munby in *Communicative Syllabus Design* (1978). According to Hutchinson *et al* (1987), Munby (1978) analyzed learners' needs in terms of communication goals, the setting where a particular language would be used to communicate, means which can be either oral or written, and the language skills possessed by the learners, function and structures.

#### **2.5.4. Skills and Strategies**

During its fourth phase of development, ESP has witnessed a radical change since no more attention was given to the surface of language' forms and the main focus was on thinking processes that govern language use. Hutchinson *et al* (1987:13) argue that:

*...no need to focus closely on the surface forms of the language the focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms.*

Dudley-Evans *et al* (1998) move a step ahead where they associated the focus on skills with the idea of communicative language teaching. According to them, these interests have grown and developed naturally from what they have labelled '*functional-notional material*'. While examining this phase, one may say that:

- ✓ Strategy analysis seeks to emphasize much more on the learners' expectations for the way they should learn than what they want to learn.
- ✓ Depending on the particular characteristics of a typical situation; there are priorities among skills, i.e., a skill which is emphasised in one situation such as reading, is inappropriate for another situation,

consequently, another skill will be more adequate such as writing.

In this regard, Dudley-Evans *et al* (1998:24) maintain that:

*In many situations, especially when the medium of instruction was not English, for example in Latin America, this meant a focus on reading. In other situations it might involve a different skill, such as listening for international students embarking on academic courses in the UK.*

As an example of this approach Dudley Evans *et al* (1998) think that the course which has been developed at *Malaya University* which is entitled ‘*Skills for learning*’, focuses on the reading skill.

To sum up, one may say that ESP at this phase has dealt with the thinking processes which imply the use of language with the focus on the development of learners’ skills and strategies to acquire a second or a foreign language.

### **2.5.5. The Learning-Centred Approach**

At the fifth stage, ESP has rather shifted attention to the learner who is considered to be a key-parameter in the ESP teaching/learning process, and whose needs, wants, and lacks are viewed as the starting point in the process of syllabus design. The latter should suit and fulfill precise purposes either for the learner’s present situation or for his future career.

A syllabus has been defined by Hutchinson *et al* (1987:81) as: “*what is to be learnt with some indication of the order in which the items should be learnt and the interpretation that is put to.*”

From the above mentioned definition, it can be said that the syllabus should be designed according to the learners’ needs wants and lacks. This process



is commonly known under the label '*Needs Analysis*' which is the vital part in the process of materials' preparation and production in the area of ESP.

Once materials designers and curriculum developers get a full idea about what learners want to learn, lack or simply need, as well as the related information about those learners; the socio-economic and cultural context in which the language program will be designed and for whom it will be implemented. It will be possible for them to set the course' objectives and determine the content of the course.

This process will not then be achieved unless an assessment and evaluation of the learners' abilities to function easily in the target situation -to which the course syllabus and materials have been identified- occurred. In this sense, Dudley-Evans *et al* (1998:26) argue that:

*The concept of a learning-centred approach is outlined.  
This involves considering the process of learning and  
student motivation very fully and working out exactly what  
is needed to enable students to reach the end target.*

To put it differently, the ESP learner along side with the process of needs analysis became the main core of this approach at this stage of ESP development.

## **2.6. TYPES OF ESP**

As it has been said earlier in this work, ESP is a sub-field of ELT. The latter also has its proper sub-sections, too. The most prominent two branches of ESP are 'EAP' *English for Academic Purposes* and 'EOP' *English for Occupational purposes*. A third branch which has been a matter of debate few years ago 'EST' *English for Science and Technology*.

### 2.6.1. English for Academic Purposes (EAP)

‘English for Academic Purposes’ or for short ‘EAP’ can be referred to studying or teaching English in Academic contexts, such as universities in order to fulfil Academic Purposes.

In this vein, Kennedy *et al* (1984:4) point out that: “*EAP is taught generally within educational institutions to students reading English in their studies.*” EAP may constitute of teaching specific skills such as: reading texts, writing reports, taking notes and so forth for students at the tertiary-level institution.

### 2.6.2. English for Occupational Purposes (EOP)

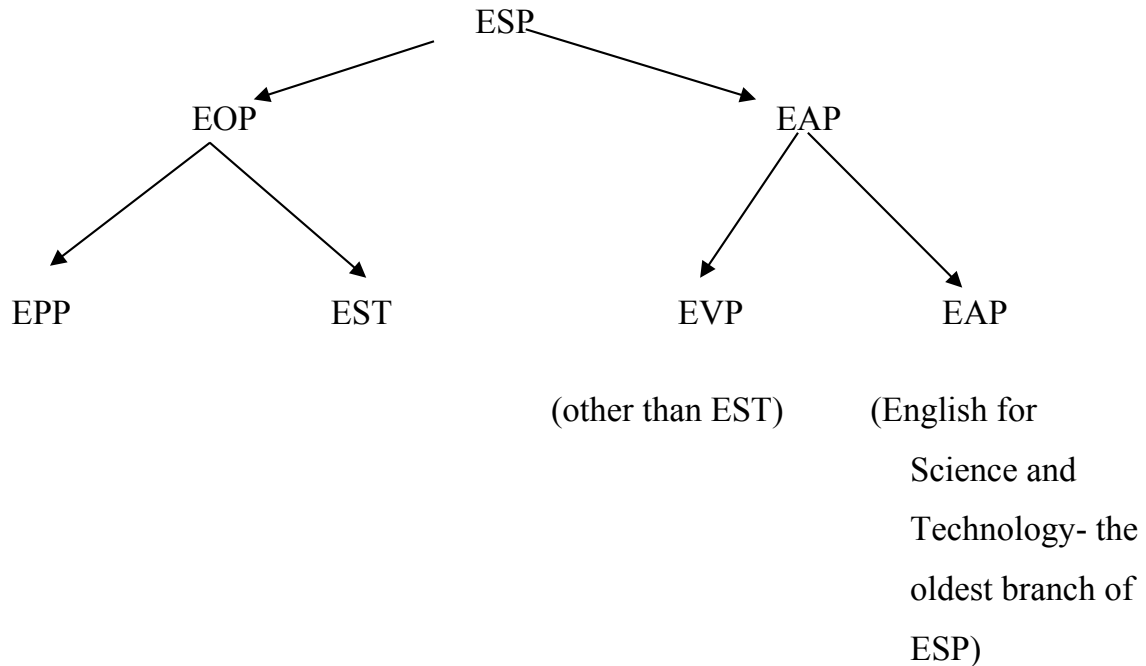
‘EOP’ refers to English which is either used or learned to fulfil occupational purposes which may include: medicine, law, banking, administration and so forth. Kennedy *et al* (1984:04) write: “*EOP is taught in a situation in which learners need to use English as part of their work profession.*”

A similar, but a more recent definition has been given by Dudley-Evans *et al* (1998:7) in which they assert that:

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

The diagram below adapted from Johns (1991) shows that ESP has been divided into two main areas: EOP and EAP. The latter has two subdivisions: EST and EAP. Apart from EAP which has been divided into two main branches where

EST appears as the oldest branch of ESP and EAP which includes all other labels regardless EST. EOP has its own two majoring fields, too: EPP ‘English for Professional Purposes’ and EVP ‘English for Vocational Purposes.’



**Diagram 2.1:** Subdivisions of ESP

(Johns 1991 quoted in Jordan 1997: 3)

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

### 2.6.3. EAP Vs EOP

In 1987, Hutchinson *et al* while drawing a distinction between ‘EAP’ and ‘EOP’ as the main subfields within ESP state that “*there is no clear-cut distinction*” and they argue 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.*"(Hutchison *et al* 1987:16)

Years later, Robinson (1991:100) offers a distinction between these two subfields by stating that:

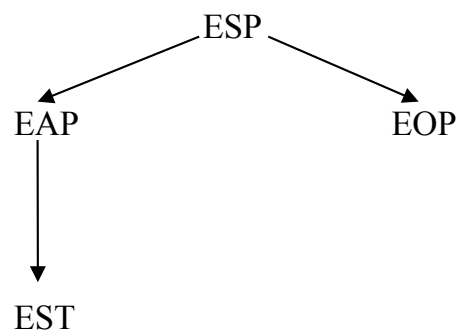
*EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker.*

In other terms, the main concern of both EAP and EOP is the learner where his either present or future situation may define his needs as well as the type of ESP course he may involve in.

#### **2.6.4. English for Science and Technology (EST)**

The third branch of ESP is 'EST' which has been a matter of debate among researchers among them: McDonough (1984), and Dudley-Evans *et al* (1998); whether it is a branch of its own or a sub-branch shared by both 'EAP' and 'EOP'.

The following diagram illustrates this idea:



**Diagram 2.2:** Subdivisions of ESP (Adopted from McDonough 1984:6)

In this diagram, McDonough (1984) has put EST as a subdivision of EAP in which he emphasized the view that it has an academic orientation. ‘EST’ refers to teaching English for Scientific and Technological purposes. In this trend, Kennedy *et al* (1984:6) argue that:

*The term ‘EST’ presupposes a stock of vocabulary items, grammatical forms, and functions which are common to the study of science and technology.*

They elaborate further for more precision and clarification to this notion by stating that “*EST is simply an important branch of ESP dealing with scientific content.*”

## 2.7. FEATURES OF ESP COURSES

As far as ESP learners are concerned, one may say that they are often adult learners who already have a background in English and who seek to learn English for a “*clearly utilitarian purpose*” (Mackay *et al* 1978) to meet specific target needs.

In most cases, those learners are supposed to have an intermediate or advanced level. Yet, in this case, the use of authentic materials as a component of the ESP course adopted or adapted is inevitable. Therefore, it can be noticed that the use of authentic materials is one of the features of the ESP courses.

In 1983, Carver states that there are three features common to ESP courses. He summarises them in what follows:

- *Authentic materials;*
- *Purpose-related orientation;*
- *Self direction.*

As it has been cited above, the use of authentic materials is a common feature of the ESP course mainly in self-directed study and research tasks. While discussing the use of authentic materials, one may find that many authors among them Robinson share the view that “*Authenticity is a key concept in ESP courses.*” (Kennedy *et al*, 1984; Robinson, 1991; Dudley-Evans *et al*, 1998; Basturkmen, 2006). Dudley-Evans *et al* (1998:28) define *authenticity* as follow:

*Authenticity lies in the nature of the interaction between the reader (or hearer) and the text. Part of the process of needs analysis is finding out exactly how learners use different sources so that activities in the ESP class can reflect what happens in real life.*

The second feature of the ESP course as expressed and discussed by Carver (1983) is: “*purpose related orientation*”, i.e., the situation of communicative tasks required by the target situation.

According to Carver (1983), the main aim of the ESP course is to enable learners to become communicatively competent in the target field through note-taking, conducting researches and presenting oral tasks.

The last feature as viewed by Carver (1983) is *self-direction* or what he defines as: “*...turning learners into users*”. Therefore, it is crucial for the ESP practitioner to base his course on a needs analysis procedure at the first step, while in the second step he is invited to encourage his students to decide what, when and how to study, i.e., displaying a certain level of autonomy or freedom.

In this respect, Kennedy *et al* (1984: 141) write: “*A prime concern for the teacher is to enable a student to become more and more autonomous in his learning as the course goes on.*”

It is also widely agreed among researchers (Robinson, 1991; West, 1994; Dudley-Evans *et al*, 1998; Basturkmen, 2006) that ESP courses are strongly subject to time. In other words, those learners, who seek to learn English for a specific purpose, have a limited period of time in which they are supposed to learn English. Therefore, they need to be taught only a limited range of the language rules which they will need for the field of specialty they are involved in.

To sum up, ESP courses hold specific characteristics which may differ from other courses. Learners' needs, wants, and lacks constitute the primary step in the process to needs analysis upon which it could be possible for the teacher to design an adequate course.

## **2.8. ROLES OF THE ESP TEACHER**

In ESP, courses varied depending on the learners' specific scientific field or profession they are concerned with. As a result, teachers who tend to teach these courses need to play different roles and acquire a specialized knowledge.

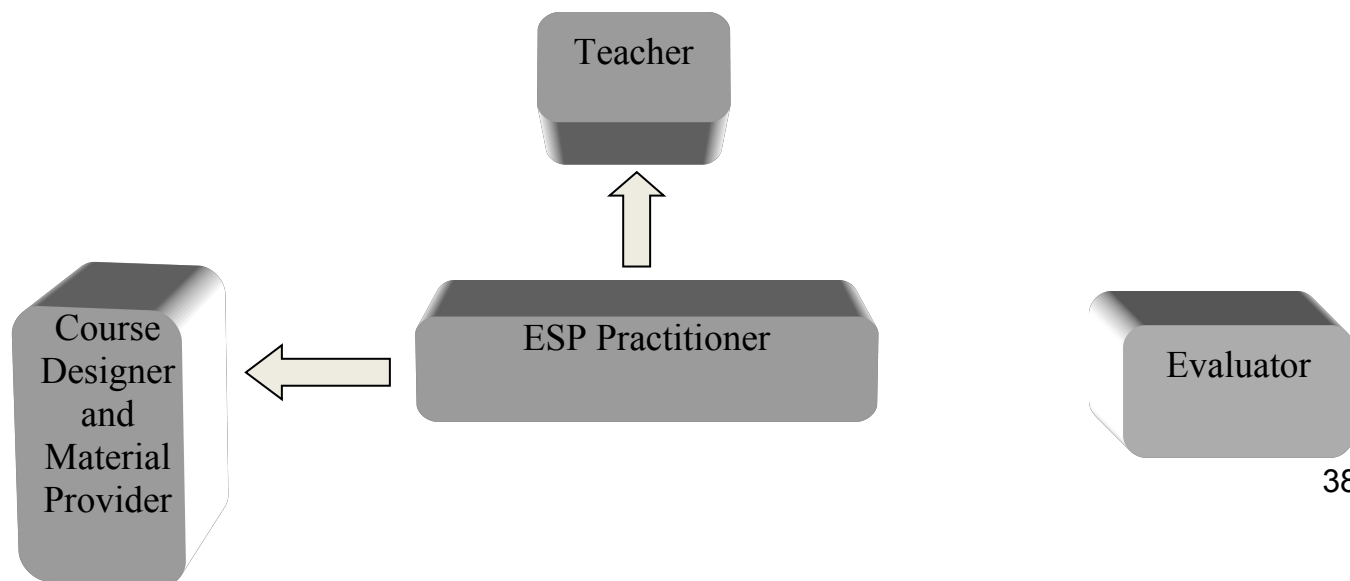
Since ESP teaching is extremely varied Swales (1980), Dudley-Evans *et al* (1998:13) and many others prefer to use the label 'practitioner' rather than 'teacher', "*to emphasis that ESP works involve much more than teaching.*"

According to Robinson (1991: 79), "*the role of the ESP teacher is a controversial issue*" since "*there is no single ideal role description.*" Hence, playing a different role in each stage of the ESP program starting from data collection and needs analysis, moving to the design of materials, to structuring the classroom and preparing the learning environments, ending with evaluating the learners' achievements the teaching materials as well as; one may say that ESP

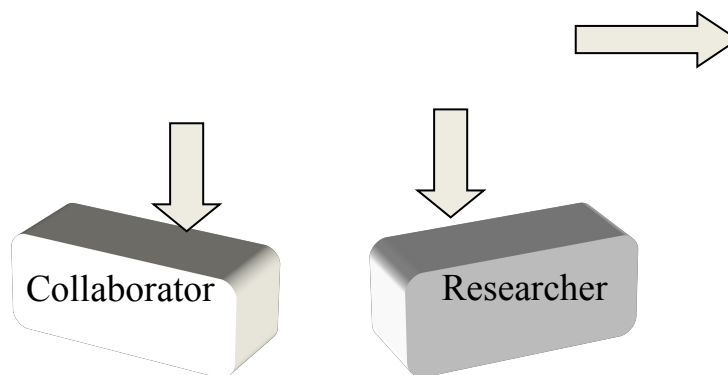
practitioners have to play various roles. In this regard, Dudley-Evans *et al* (1998:13) claim that:

*The ESP practitioner has five key roles: Teacher, course designer and material provider, collaborator, researcher and evaluator.*

The following diagram is an attempt to summarise the different roles ESP practitioners tend to play:







**Diagram 2.3:** Roles of the ESP Practitioner

Accordingly, it can be stated that the ESP practitioner needs to perform different tasks while involving in ESP teaching situation. Therefore, the first role which is devoted to him is that of the teacher.

### **2.8.1. The ESP Practitioner as a Teacher**

The main point which most of the researchers (Kennedy *et al*, 1984; Hutchison *et al*, 1987; Robinson, 1991; Dudley-Evans *et al*, 1998; and so forth) agree on is that the ESP practitioner is a teacher and good qualities of teaching such as the ability to generate communication, flexibility, showing interest in the learners' specialty is also required for ESP.

While examining the role of the ESP practitioner as a teacher, one may notice that it implies a set of sub-roles he is required to play: the classroom organizer, the consulter, and the negotiator. In some cases, he is asked to work one-to one. Moreover, he needs to be flexible. Dudley-Evans *et al* (1998:14) state that: *“The willingness to be flexible and to take risks is one of the keys to success in ESP teaching.”*

Because of his works' conditions and situations the ESP practitioner is required to play different roles together at the same time. In the next step, the investigator will try to shed light on another role he is asked to perform that of the course designer and material provider.

### **2.8.2. The ESP Practitioner as a Course Designer and Material Provider**

As it has been mentioned before, the ESP practitioner does not only teach; there has been an agreement among researchers (Mackay *et al*, 1978; Swales, 1980; Robinson, 1991; Dudley-Evans *et al*, 1998) that he is required to have other duties such as designing, setting up and administering the ESP course.

While undertaking an ESP course, the ESP practitioner at a first step needs to plan his course and at a second step he needs to provide materials. The latter should be relevant to his learners' needs.

At this level of analysis, Dudley-Evans *et al* (1998) explain the role of the ESP teachers in providing materials. According to them, this process constitutes of:

- ✓ First, choosing suitable material which has been published.
- ✓ Then, adopting this material if it is not suitable.
- ✓ At a last step, ESP practitioners are invited to write their own materials when it is not possible for them to find something suitable.

Most of employers favour the kind of materials written by the ESP practitioner himself and this may result in the ignorance of ready-made materials even though it suits the learners' needs. Swales (1980) states:

*the role of the materials writer has become such a desirable characteristic of the ESP teacher in the eyes of employers that there is a danger that the advantages of published material are ignored even when that material is suitable for a given situation.*

Quoted in (Dudley-Evans *et al* 1998:15)

Apart from designing suitable materials for his course, the ESP practitioner is applied to work in either collaboration or cooperation with other language teachers, subject specialists, learners and so forth.

### **2.8.3. The ESP Practitioner as a Collaborator**

It is presumed in this sense, that teaching ESP is best practiced through either collaboration or cooperation with subject specialist or by cooperation with learners. Dudley-Evans *et al* (1998:16) refer to the term *cooperation*:

*When the ESP teacher finds out about the subject syllabus in an academic context or the tasks the students have to carry out in a work or business situation.*

And *collaboration*: “*When there is some integration between specialist studies or activities and the language*”. According to them “*the fullest collaboration is where subject expert and a language teacher team-teach classes.*”

In the same line of thought, Kennedy *et al* (1984) relate the success of team-teaching to cooperation from both sides; that of the subject teachers and ESP specialists along side with mutual trust. Cooperation and trust are considered to be the most essential ingredients for the success of such process.

To collaborate, cooperate or team-teach classes seem quite helpful for the ESP practitioner but he needs to be updated, and this can be achieved through keeping touch with research.

#### **2.8.4. The ESP Practitioner as a Researcher**

ESP practitioner needs, therefore, to be in touch with research in different areas of ESP like EBP, EST, ESS and to include and use the findings of research in his own situation to better cope with the learners' needs. According to Dudley-Evans *et al* (1998:15):

*an ESP practitioner has to go beyond the first stage of Needs Analysis -Target Situation Analysis (TSA) which identifies key target events, skills and texts- to observe as far as possible the situation in which students use the identified skills, and analyse samples of the identified texts.*

ESP practitioners are also invited to conduct researches about genre analysis and discourse analysis to get a clear idea about those texts used by the learners.

#### **2.8.5. The ESP Practitioner as an Evaluator**

Various types of evaluation can be applied to ESP courses. Hence, ESP practitioners are required to evaluate and assess their courses; they need to evaluate their learners' achievements as well as their courses, and the teaching materials they use. They need to assess themselves, the teaching methods and approaches they follow, to check how much success it brought to their classes.

Evaluation and assessment hold a crucial significance in ESP. In this vein, Dudley Evans *et al* (1998:17) write:

*It is important to follow up with students some time after the course in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for.*

They, even, go further to state that “*Evaluation through discussion and on-going needs analysis can thus be used to adapt the syllabus.*”

To be updated in terms of research evaluation and assessment will help the ESP practitioner better cope with the requirements of his learners’ needs and that of the target situation.

## **2.9. CONCLUSION**

This chapter has dealt with the rise of ESP; it has shown how this diverse field of ELT has been developed overtime. Differences between ESP and General English have been discussed. In this review of literature, subdivisions within ESP along side with the characteristics of the ESP courses have been outlined. At a last step, the investigator has tried to shed light on the various roles applied to the ESP practitioner who constitute the core of this study.

**CHAPTER THREE**

## CHAPTER THREE

### RESEARCH DESIGN AND PROCEDURE

#### 3.1. INTRODUCTION

#### 3.2. THE METHODOLOGICAL APPROACH

#### 3.3. THE DESIGN OF THE STUDY

#### 3.4. POPULATION AND SAMPLING

#### 3.5. INSTRUMENTATION

##### 3.5.1. Classroom Observation

##### 3.5.2. Questionnaire

###### 3.5.2.1. Preparing a Sample of Questionnaire

###### 3.5.2.2. Piloting the Sample of Questionnaire

###### 3.5.2.3. Administrating the Questionnaire

##### 3.5.3. Interview

#### 3.6. DATA COLLECTION

#### 3.7. DATA ANALYSIS

### 3.8. CONCLUSION

### 3.1. INTRODUCTION

In the present chapter, the investigator introduces the methodological approach and the research design of this exploratory study. Besides, informants and instruments of data collection are, respectively, exposed, i.e., the researcher describes and discusses the process of data collection. At last but not least, the data analysis methods are presented.

### 3.2. THE METHODOLOGICAL APPROACH

This research work as an exploratory-study, in which the investigator has tried to explore a situational phenomenon, attempts at diagnosing the teachers' inability to cope with their ESP learners' needs. In other terms, investigating the main reasons that stand behind such difficulties and the way our language teachers try to overcome their obstacles, underlying the challenges which are considered here as another important issue that the researcher needs to explore while conducting this research work.

Maxwell *et al* (quoted in Given 2008: 323) assert that “*the term explanatory research implies that the research in question is intended to explain, rather than simply to describe, the phenomena studied.*”

While gathering data for this research work, both quantitative and qualitative data has been collected. The questionnaire mainly used for quantitative data whereas, classroom observation and interview has been used to collect qualitative data.



Both quantitative and qualitative data are of equal importance to this work. Quantitative design has provided the researcher with numerical data which can be measured, and qualitative method has helped the researcher to get a deeper insight into the ESP teaching situation by which a more or less a clearer picture of the situation can be finally established. In this regard, Dörnyei (2007:43) writes:

*...the qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving process with each method contributing to the theory in ways that only each can.*

Therefore, a mixed-method approach seems to be most appropriate to this study. This has been reflected in the combination of both the quantitative and qualitative method within a single research project for the sake of providing answers to the research questions.

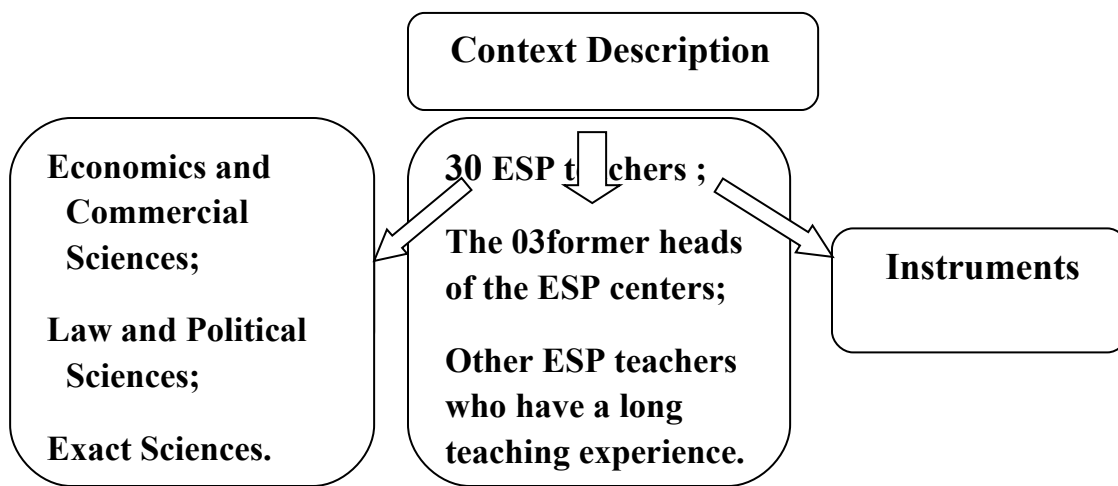
### **3.3. THE DESIGN OF THE STUDY**

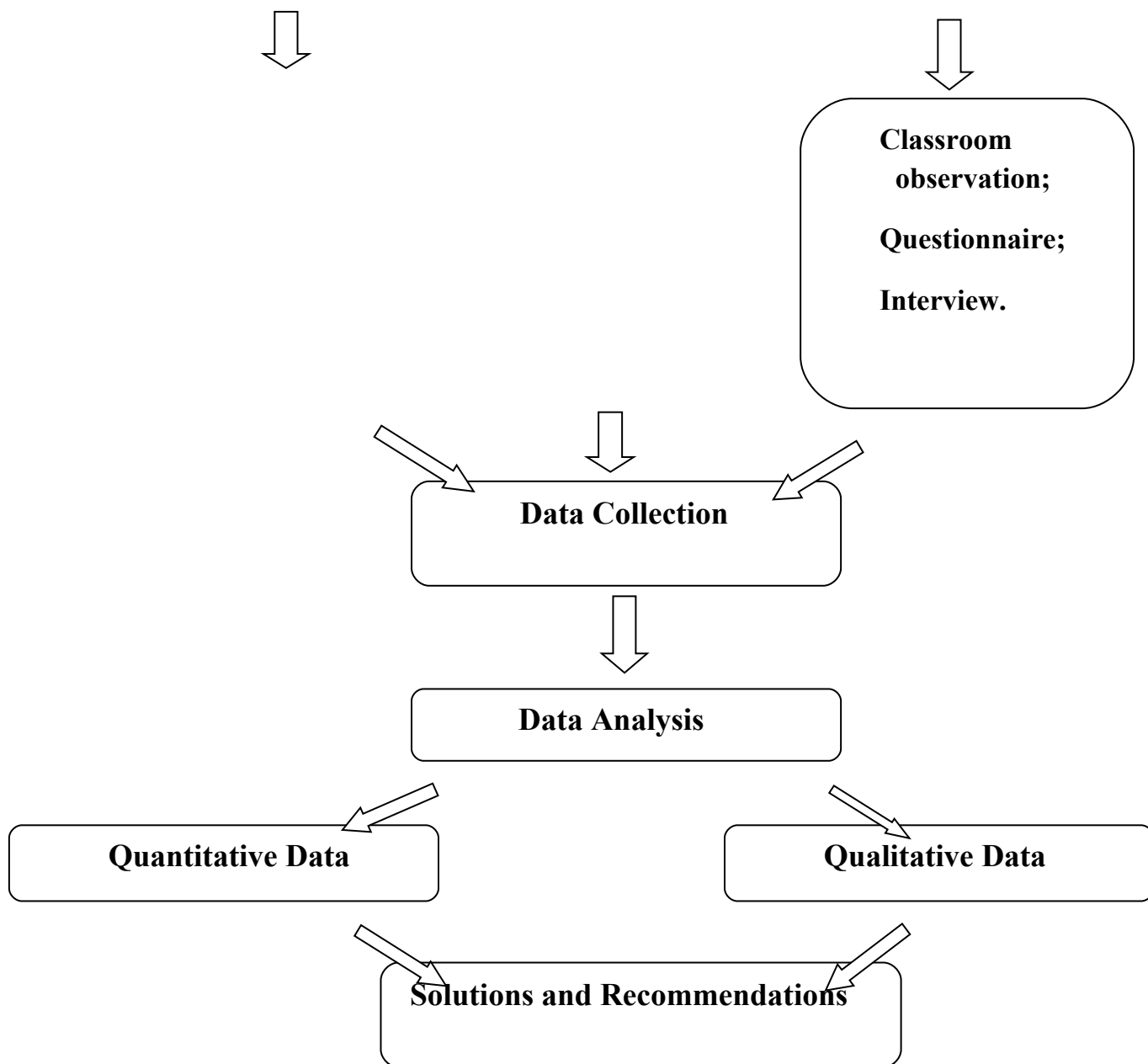
Concerning the quantitative research methods, the use of questionnaire has provided the investigator with a considerable amount of data about the most important issues related to the ESP teaching situation. This, in fact, constitutes a central issue for a language teacher, such as difficulties, obstacles, lack of training, lack of specialist knowledge, lack of materials, collaboration with subject specialist, cooperation with learners and so forth.

As far as qualitative methods are concerned, the use of both classroom observation and interview has been of a great help in getting in-depth information about day-to-day issues that encounter language teachers in different ESP

teaching situations. It has allowed the investigator to gather authentic data and to have a full idea about the real teaching experiences of ESP teachers.

As it has been cited earlier in this work, the main focus of this study is the language teachers who are involved in ESP situations. Hence, the research design of the study has been as follow:





**Diagram3.1:** Design of the Study

### 3.4. POPULATION AND SAMPLING

This research work has dealt with the English teachers as a sample population, who work in different departments at Abou Bekr Belkaid University, as ESP teachers during the academic year 2010-2011.

Though it has not been possible for the researcher to work with the whole population, this study has concerned only with those teachers working in the three following faculties: faculty of Law and Political Sciences, faculty of Economics and Commercial Sciences and the faculty of Exact Sciences.

The following table tries to summarize the number of ESP teachers who are working in different departments across the three faculties, and who have been involved in the present study:

<b>Faculty</b>	<b>Department/ N° of ESP teachers</b>
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<b>Economics and Commercial Sciences</b>	<b>Economics</b> (02)	<b>Commerce</b> (04)	<b>Management</b> (02)	<b>LMD</b> (10)
<b>Law and Political Sciences</b>	<b>Law</b> (01)		<b>Political Sciences</b> (10)	
<b>Exact Sciences</b>	<b>Chemistry</b> (01)	<b>Physics</b> (1 subject specialist)	<b>Mathematics</b> (01 subject specialist)	<b>Computing</b> (1 subject specialist)
<b>Combined total</b>	30 language teacher + 03 subject specialists			

**Table 3.1:** ESP Teachers at the Three Faculties

For this research work, it was not possible for the investigator to manage classroom observation with the entire sample of this study; therefore, the researcher has opted to select randomly one teacher from each department, from all those teachers working at the three faculties, i.e., six (06) teachers working out of the three faculties. At a second step, the investigator has recourse, to deal with the whole sample population while administering the questionnaire, i.e., the thirty three (33) teachers being involved in this study, and where it has been discovered later that only three among them are subject specialists.

In this respect, Dörnyei (2007:96) defines sample as: *“the group of participants whom the researcher actually examines in an empirical*

*investigation”* and the population as *“the group of people whom the study is about”*.

Selecting randomly the participants has given the opportunity for each teacher to be selected and this may reduce the risks of bias, and somehow ensure reliability and objectivity of this research work.

The choice of dealing with those teachers who belong to the three different faculties has enabled the researcher to explore the land of ESP teaching while paying attention to the language teacher who tends to work in different faculties and provide ESP course depending on the learners’ needs.

As a result, the researcher has tried to identify a set of problems and difficulties the ESP teachers may encounter in each faculty; comparing them, in hope to be able to draw conclusions of similar and different difficulties they face in order to suggest some useful recommendations to better cope with the necessities of the target situations. Hence, generalization of findings could be possible.

### **3.5. INSTRUMENTATION**

As far as this study is concerned, the researcher has tried to make use of the following research instruments, notably; classroom observation, questionnaire, and a structured interview.

#### **3.5.1. Classroom Observation**

In an attempt to have a useful insight in what is happening in the ESP teaching situation, the researcher has chosen the use of classroom observation, almost viewed as one of the acceptable tools to gather authentic data about day-

to-day problems faced language teachers in ESP teaching situations. Mason (1996: 60), states that:

*Observations are methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it.*

Dörnyei (2007:178) goes a step forward while maintaining that:

*...classroom observation provides direct information and it is one of the three basic data sources for empirical research.*

The context in which the courses have taken place and in-depth data, which have been gathered while observing ESP teachers and their learners, have constituted an important data source for the researcher. For this purpose, the researcher has chosen to use a classroom observation checklist which has been mainly adapted from the one used in Ukraine for a baseline study in 2003 (see appendix A) as an important tool to gather data through ‘*real time observation*’ (Wallace 1998). Audio-recordings and note-taking were also two basic means to systematically accomplish this task. In classroom observation, this has been done through assessing:

- The language being used during the course;
- The talking time for both teacher and learners;
- The teaching materials used;
- The way the course is conducted;
- The set of difficulties and problems.

Classroom observation as one of the tools to gather information, and because of human’s nature which may consider the fact of being observed as a

stressful experience, there has been a risk that teachers may refuse to be observed, i.e., it has been considered as an unwelcome experience for them.

For data reliability and validity, an interview and a questionnaire were also respectively designed to cross-check the information and process analysis.

### 3.5.2. Questionnaire

The questionnaire as one of the most useful tools is often perceived as a partly valid research instrument to elicit available information from the informants; the case, here, of the ESP teachers, at Abou Bekr Belkaid University. According to Nunan (1992: 231):

*A questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects.*

The construction of questionnaire is a delicate step for the researcher. Therefore, to ask the correct and the right questions to get reliable data, the investigator has needed: first, to pay attention to the type of questions she has used, i.e., open or closed questions or mixing both types. Second, the way she has asked her informants, too.

Indeed, the use of both types of questions may help the researcher to get more information that can contribute to this study, despite the fact that each type of questions has its own characteristics. Nunan (1992: 143) supports this view by saying that:

*While responses to closed questions are easier to collect and analyse, one often obtains more useful information from open questions. It is also likely that responses to open*



*questions will more accurately reflect what the respondent wants to say.*

Bradburn *et al* (2004:100) elaborate further when they state that:

*Closed-ended questions give the alternative answers to the respondent, either explicitly or implicitly. In contrast, an open-ended question does not provide answer categories to the respondent.*

As an example of the closed questions, the researcher has used the following item:

❖ Have you had any specialized training before teaching ESP?

Yes  No

As far as the second category, i.e., open questions is concerned the researcher has asked:

❖ According to you, how can collaboration and team-teaching help the EFL teacher to improve the quality of the ESP teaching process?

Accordingly, the advantages underlying the use of questionnaire in any research work can be stated and summarized in the following headlines:

- It covers a large number of participants;
- It is standardized and easy to analyze;
- It is not time consuming;
- Anonymity has given the informants more confidence which may lead them to give more honest questions.

While trying to write the questions the researcher tried to pay attention to every single question in order to avoid the kind of leading questions which may influence the informants' points of view. Nunan (1992:143) points out that: *“It is particularly important that the researchers not reveal their own attitudes through leading questions.”*

In this sense, complex and confusing questions should be avoided, too. Another factor which may treat the reliability of the data that has been gathered from this source may be expressed in the lack of motivation either to complete or return the questionnaire.

Likewise, the researcher has recourse to administering the questionnaire to a sample of General English teachers working in different departments as ESP teachers, and this has been undergone through a set of steps. These steps can be summarized as follow:

### **3.5.2. Preparing a Sample of Questionnaire**

To explore the different obstacles, challenges and strategies General English teachers follow in order to adopt themselves to their new situations as ESP teachers a number of questions with mixed types, i.e., closed and open questions were addressed. In this trend, Naoum (2007:64) states that:

*Before constructing your questionnaire, you should go back to you proposal and the literature file, and start formulating the 'first thought' list of questions. At this stage the order and the wording of the questions are not crucial. Your aim is to write down all possible questions which are related to your research (you will edit and order them later).*

After setting the objectives of the questionnaire, The latter has been translated to a set of questions.

### **3.5.2.2. Piloting the Sample of the Questionnaire**

Once the questionnaire has been designed, it was believed that a pilot study should be conducted for the sake of relevance. Schreiber (quoted in Given 2008:624) defines pilot study as follow:

*... Is a small-scale implementation of a larger study or of part of a larger study. Pilot studies last for shorter amounts of time and usually involve a smaller number of participants, sites, or organizations.*

Consequently, some samples have been administered to a number of language teachers with the aim of checking out the shortcomings of the questionnaire and minimize the risks of bias.

As it has been described above, the reason behind a pilot study is to reduce the risk of bias besides, the detection of some problems and difficulties of feasibility that the researcher has identified, and this is mainly due to the following reasons:

- The structure of the questionnaire: in the early phase of questionnaire construction the researcher tended to ask a series of questions (24 questions) without trying to put them under distinct rubrics, and this has resulted in the fact that the readers feel boring while trying to answer these questions.
- Repetition and useless of a number of questions; there has been a kind of repetition of some ideas, besides, the useless of some questions.

Before administering the final set of the questionnaire, the researcher has decided to recourse to the division of a set of questions into four distinct rubrics to which the researcher will try to come later on in more details (See section 3.6). This mainly to facilitate the task for the informants, and has decided to drop 06 questions either because it is a repetition of the same idea or simply they are considered as useless questions.

Bearing in mind that piloting the research instruments is of a paramount importance, the investigator has attempted to pilot the interview questions in order to avoid ambiguity and misunderstanding of a number of questions.

### **3.5.2.3. Administering the Questionnaire**

At this stage, the questionnaire has been distributed with the purpose of investigating the difficulties General English teachers face once they are involved in an ESP teaching situation and the methods and strategies they adopt besides, their linguistic and pedagogical competences they are supposed to have to overcome these obstacles.

Questioning a remarkable number of language teachers from different faculties, including different departments was supposed to increase the validity and reliability of the findings. In the same line, the respondents have been informed about the pedagogical purposes of the study.

Quantitative data which have been collected from questionnaire may not be enough to provide answers for the research questions, in addition to, some weaknesses this tool may bring or influence the reliability of the data which have been collected. As a result, another tool has been needed which is reflected in the use of the interview.

### 3.5.3. Interview

Due to some weaknesses in both instruments cited before, i.e., the use of classroom observation and questionnaire, and for the sake of gathering reliable data for this work, ensuring at the same time triangulation of data sources, the researcher has decided to use a third tool which is the interview to collect more in-depth information.

Interview is one of the most important tools to collect data from individuals through conversation either to understand a situation, or a topic that the researcher is interested in. Consequently, the use of the interview is conceived to be of great help to the investigator. Gillham (2000:1) defines interview as:

*A conversation usually between two people. But it is a conversation where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the interviewee.*

Interviewing is not an easy task; that is why the researcher has tried to pay attention to the fact that different types of interviews are available which differ in terms characteristics and the level of formality, too. According to Nunan (1992: 149):

*Interviews can be characterised in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured.*

Lincoln *et al* (1985: 269) go, even, further where they link the type of the interview one may use to the researcher's knowledge about the subject he needs to have insight about:

*the structured interview is useful when researchers are aware of what they do not know and therefore are in a*

*position to frame questions that will supply the knowledge required, whereas the unstructured interview is useful when researchers are not aware of what they do not know, and therefore, rely on the respondents to tell them!*

Since different types of interviews are available, the researcher has decided to conduct a structured interview (see Appendix D) mainly for the following reasons which have been cited by Dörnyei (2007:153):

*It ensures that the interviewee focuses on the target topic area and that the interview covers a well-defined domain.*

In this study, a structured interview has been chosen. First, with ESP practitioners who have a long ESP teaching experience. Second, with the three (03) former heads of the ESP Centres in Algeria; that of Oran, Constantine and Algiers; this is mostly for three following reasons:

- ✓ In order to have a clear idea about teaching ESP in Algeria;
- ✓ They expressed a remarkable experience as ESP practitioners;
- ✓ They have been the heads of the ESP Centres in Algeria.

Our interview which has been mainly adapted from that of Kinoshita, C with Noguchi, J (2006:03) consisted of 13 questions of mixed types, i.e., open and closed. As far as the open questions are concerned, the following question is an example:

- ❖ What are the most important key-concepts ESP practitioners should consider when involved in an ESP teaching situation?

As for the closed questions, the item below can be an adequate illustration:

- ❖ Is there any specific methodology to follow while teaching ESP?

This tool has helped, in fact, the investigator to explore two important points:

- The way ESP and General English teachers perceive their roles, and the type of difficulties they encounter;
- The strategies they adopt to overcome different obstacles to better cope with the requirements of the ESP teaching situations.

### **3.6. Data Collection**

To shed light on, ESP teaching situation by paying more attention to the language teachers and the main obstacles they claimed about and which need to be overcome while trying to find the ways by which either a General English or an ESP teacher needs to have, follow or simply adopt, to better cope with both the learners' needs and the requirement of the target situations. This research work has been gradually conducted, and data has been collected using variety of researcher tools.

The instruments have been carefully selected, having as purpose to meet specific objectives and to answer precise questions, taking into consideration; the needed information for this work and the data sources which have been used, i.e., language teachers, ESP practitioners and classroom observation. Data have been collected mostly for two reasons:

- ✓ To find answers to the research questions;

- ✓ To provide evidence for the hypotheses which have been already set and at a last step, to suggest some recommendations that may improve the ESP teacher status and the current situation, as well as, the ESP teaching situation as a whole.

All in all, triangulation as a key-parameter in this research work is expressed in Denzin's words (1978):

*The term triangulation refers to the generation of multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories, or research methods with the purpose of corroborating an overall interpretation.*

Quoted in (Dörnyei 2007: 165)

The first procedure is characterized in the use of classroom observation which started in October 2010 and has finished by January 2011. The main purpose to visit these classes was to find out the set of problems and difficulties our language teachers generally face in different ESP teaching situations, besides, the strategies they may follow to overcome these obstacles to appropriately handle the requirements of the target situation.

Though the fact that being observed may constitute an unwelcome idea for the teachers, the researcher has tried to insist on the fact that the real need is to attend courses with those teachers for the sake of gathering information, but neither judge nor evaluate the teacher or the content of the courses.

There have been two groups of teachers -the researcher has divided teachers to two groups depending on their claim either to participate in this study or refuse- the first group has rejected the idea, as a consequence they have refused to involve in this task. Whereas, the second group did not show any hostility and



worry to be observed and have invited the investigator to attend as many sessions as she needs to gather information and fulfil this task.

The task of observing classes in different departments across the three faculties has been guided by a determined classroom observation checklist (See Appendix A). The use of audio-recording and note-taking, besides the classroom observation sheet have constituted a great help for the researcher to gather valuable information which can be used later on as a useful resource to refer anytime the researcher may need to recheck.

The second step in the process of data collection consisted of administering a questionnaire. The latter (See Appendix C) consisted of eighteen (18) questions which have been divided into four rubrics; each rubric holds a distinct label. The following table illustrates the structure of the questionnaire:

<b>Rubric</b>	<b>Label</b>
<b>One</b>	Background and Profile.
<b>Two</b>	Teaching situation.
<b>Three</b>	Difficulties
<b>Four</b>	Solutions and recommendations.

**Table 3.2:** Questionnaire Structure

The researcher has divided the questionnaire into these rubrics in an attempt to follow: first the structure of this research work and second in an attempt to provide answers as well as useful insight into the ESP teaching situation with reference to the ESP teachers. This may later on provide answers to our research questions.

The first rubric which consists of four questions has dealt with both the background and profile of teachers. In this rubric, the investigator has tried to

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gather general information about the informants who are the language teachers; their qualifications, the number of the years they have been teaching general English and ESP, and whether they have received any specialized training before teaching ESP or not.

The second rubric of the questionnaire has dealt with the teaching situation in which the researcher has sought to have a deep insight into the ESP teaching situation where a language teacher is involved. This part of the questionnaire has consisted of four questions: the faculty they are working in, the number as well as the level of the students, and the language being used in classroom.

The third rubric which relates to the label of ‘difficulties’, tend to explore the land of ESP, i.e., paying attention to the kind of difficulties they encounter while undertaking the ESP course. The first two questions have dealt with the students’ difficulties and how their teachers help them process a problem-solving ESP situation. The third question is closely related to the teachers’ motivation. The fourth question, however, has focused on the teachers’ preparation for an ESP teaching situation, and the kind of hindrances they encounter while involved in ESP environments, i.e., whether they should have a specialized knowledge related to their learners’ field of study or not.

The last rubric consists of four questions emphasizing the teachers’ perception about possible solutions and recommendations. The first question explored the necessary skills teachers need to have or develop; their views about collaboration and team-teaching as keys for their teaching improvements, as well as training if it is good enough for them. To close this rubric, the researcher has decided to have an idea about the needs of EFL teachers to better cope with their target ESP teaching situations.

Besides the questionnaire, an attach letter, in which the investigator has explained the purposes of the current research work and the anonymity of the participants, has been also ensured. The questionnaire has been directly collected by the researcher herself. Here is an idea of the teachers' participation to the questionnaire realization:

<b>Faculty</b>	<b>Number of Questionnaire Returned</b>
<b>Economics and Commercial Sciences</b>	10/19
<b>Law and Political Sciences</b>	09/10
<b>Exact Sciences</b>	04/04
<b>Total</b>	23/33

**Table 3.3:** The Teachers' Rate Participation

As it can be noticed, the total number of questionnaire that has been administered is thirty-three (33), and due to a set of reasons, she has received only twenty-three (23). The investigator will try to come back later on in more details to the reasons which stand behind the number of questionnaire being received while discussing the results and interpreting the findings (See section 4.2.2.).

The third procedure is a structured interview which has been conducted online to the heads of the ESP Centres in Algeria, besides 03 other ESP practitioners who have a long teaching experience in ESP; more than ten years (>10 years) teaching ESP (See table 4.3.). In order to have further details and shed light on a number of issues in the heart of ESP teaching, the language teacher is the centre of interest for the researcher.

In an attempt at gathering reliable information from the interview, the researcher has tried:

- ✓ First, to set objectives for the interview;
- ✓ Second, translate these objectives to a set of questions which holds both forms; open and closed;
- ✓ Third, the investigator has tried to avoid confusing as well as complex questions.

As it was indicated before, data has been collected during the first semester. The investigator has spent four (04) to five (05) months, i.e., from the beginning of the academic year 2010/2011 till the end of the first semester, to gather information through visiting and attending classes, distributing questionnaires and conducting interviews.

In the next section, the researcher will shed light on the methods which have been adopted to analyse data.

### **3.7. DATA ANALYSIS METHODS**

As it was already mentioned above, a mixed methods approach has been chosen for this study both for data collection and data analysis. Dörnyei (2007:268) suggests that: “... *the analysis of data should proceed independently for the QUAN and QUAL phases and mixing should occur only at the final interpretation stage*”. This has been done either to illuminate or corroborate findings of both approaches.

As far as quantitative data is concerned, the investigator would not encounter a lot of difficulties in analysing the data since

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*Well defined procedures, guided by universally accepted canons are available; to address research issues and the computer will do most of the detailed mathematical work for us, producing relatively mathematical straightforward results.*

Dörnyei (2007: 197)

To meet this end, the researcher has tried to codify the data which have been obtained from the questionnaires' responses manually to a Microsoft Excel document; where it has been possible to transfer and translate this numerical data to different forms, i.e., tables, bar-graphs and pie-charts.

To choose the appropriate statistical program to analyse data is considered as a first step in the whole process of data analysis. The next step in the same process has focused on data preparation which should go through a set of phases in order to be ready for the analysis. Dörnyei best summarizes these different steps (2007: 199) while explaining that:

*The first principle of preparing out our data for analysis is that quantitative data need to be stored in a computer file. This requires the system coding of data, creating a data file, and then inputting the coded data. Once we have our data online, we need to screen, clean and possibly manipulate it, before it is ready for analysis.*

Analyzing qualitative data may differ from the analytical process of quantitative data in terms of steps to be followed, due to the nature of information which has been gathered from qualitative data sources, i.e., from classroom observation and the structured interview, as well. Dörnyei (2007) suggests an analytical process for qualitative data which goes through four (04) phases,

starting from transcribing the data, moving to pre-coding and coding, then interpreting the data and ending with drawing conclusions.

The above mentioned data analysis methods have constituted a great help for the investigator to summarize, compare and later on discuss the findings.

### **3.8. Conclusion**

In this Chapter, the researcher has presented the research design, the instruments as well as the data collection methods which have been used for the sake of gathering reliable data, and then, have a deeper insight into the ESP teaching situation in which the ESP teacher is considered to be a key-parameter.

While in this chapter, the methods of analyzing data have been discussed, in the next chapter, the investigator will try to analyse data which have been gathered for this purpose and later on, will discuss the results.

**CHAPTER FOUR**

**CHAPTER FOUR**

**ANALYSIS AND FINDINGS**

4.1. INTRODUCTION

4.2. INTERPRETATION OF THE FINDINGS

4.2.1. CLASSROOM OBSERVATION

4.2.1.1. Course Content and Conduct

4.2.1.2. Teachers' Problems

4.2.2. Teachers' Questionnaire

4.2.2.1. Background and Profile Analysis

4.2.2.2. Teaching Situation Analysis

4.2.2.3. Difficulties Analysis

4.2.2.4. Solutions and Recommendations Analysis

4.2.3. INTERVIEW QUESTIONS ANALYSIS

4.3. SUMMARY OF THE FINDINGS

4.4. CONCLUSION

**4.1. INTRODUCTION**

This chapter, actually, proceeds to a systematic data analysis, and thus, data interpretation. Most of the information gathered will be therefore, an attempt to provide practical answers to the research questions, indeed, from different sources, using variety of tools have been previously discussed.

**4.2. INTERPRETATION OF THE FINDINGS**

This main part of the current study has been, therefore, reserved to the discussion and interpretation of the findings presented, here, in different forms, notably tables; bar-graphs; and pie-charts.



### **4.2.1. Classroom Observation**

The major interest of classroom observation was an exploration into day-to-day issues facing our Algerian language teachers in ESP teaching situations, and the way they adopt/adapt to overcome these obstacles. This technique may add extra information besides questionnaire and interview which, therefore, may reinforce and ensure a more or less better understanding of the target ESP situation.

At the department of Law, the English language module has been absent for a long period of time, since it has just been implemented in the current department under the influence of the LMD system, where the first English course at this department has been reserved for the 1<sup>st</sup> year Master's students. The researcher has been invited to attend those courses, too. As a result, this department has been also included as part of our classroom observation procedure.

Maintaining observation during a given period of time, for the randomly selected teachers, has highlighted and confirmed the set of problems encountered by the language teachers in the three faculties under investigation. Consequently, the observation process has been divided, fundamentally, into two main parts: the first part has dealt with the way the course has been conducted, and the second part has been reserved for the content that has been provided for the learners through a series of lessons.

#### **4.2.1.1. Course Content and Conduct**

All along the ten (10) weeks of classroom observation where the researcher has observed six teachers belonging to different teaching contexts, has noticed that, while the number of students in each group varies from 25 to 60 or more, the number of students present has always been different from the one cited above, i.e., ten (10) to thirty (30) students only attend the lectures.

The following table is an attempt to summarize preliminary data which has been gathered from classroom observation. This has been undertaken with close reference to both teachers and learners.

<b>Elements Being Observed</b>	<b>The Observation</b>
<b>Teachers</b>	✓ Are often absent because of their duties outside the university.
<b>Students' attendance</b>	✓ Students who lack motivation are almost absent;

	<ul style="list-style-type: none"><li>✓ Exam is their major and only interest.</li></ul>
<b>Mixed groups</b>	<ul style="list-style-type: none"><li>✓ Teachers tend to gather two groups belonging to the same grade and speciality into one group where their number exceeds in most of the cases 100 student;</li><li>✓ In other cases, students belong to two different grades were often joined together, i.e., 3<sup>rd</sup> and 2<sup>nd</sup> year, 3<sup>rd</sup> and 4<sup>th</sup> year or 3<sup>rd</sup> and 1<sup>st</sup> year Masters' studies where they were provided the same lecture with the same content.</li></ul>
<b>Time</b>	<ul style="list-style-type: none"><li>✓ It is one hour and half often reduced to only one hour, or even, less than one hour depending on the teacher's commitments.</li></ul>

**Table 4.1:** Preliminary Data Derived from Classroom Observation

As the observation task gradually took place, the investigator has noticed that, in most of the classes, there is a total absence of a textbook to process an ESP teaching/learning. Materials such as audio and video, which are supposed to help learners better, learn, are often ignored by the teachers. Though, it is worth remembering that, at the level of the Political Sciences Department, two rooms have been reserved for the English course, holding the label of the 'English room'. In those rooms, one may find a computer alongside a data-show; these two

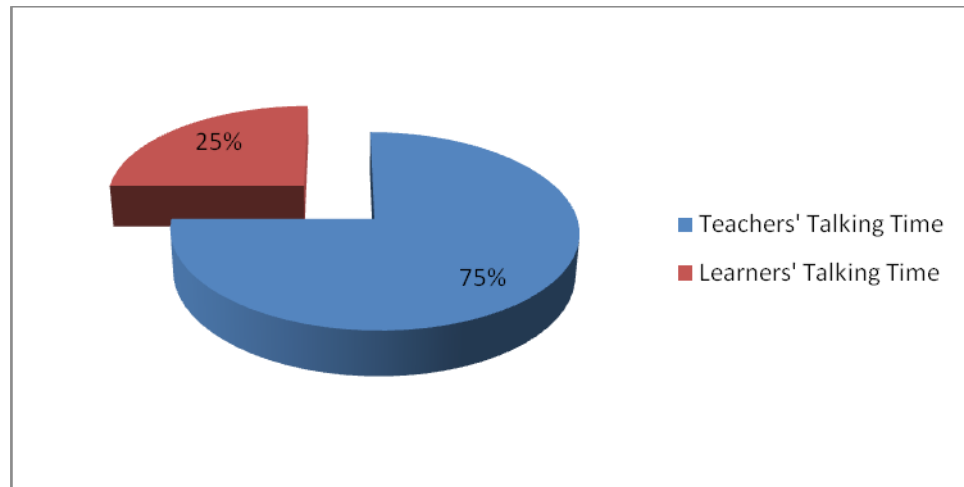
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tools may constitute great help for the language teacher to provide his course where authentic materials can also be exploited.

One aspect that has attracted the observer's attention, besides others, is that, the teacher is more a translator than a language teacher. Students in different classes ask the teacher to translate to either French or Arabic and even if he does the task in French, they ask him to do it once again in Arabic stating that they cannot understand English, and that French is difficult for them. Yet, it is worth mentioning that there were very few students who have either an intermediate or advanced level where they use to speak more or less fluently in the target language.

Besides, language used in the classroom being English, French or Arabic, the teachers use to choose either a specialized or non-specialized language. The latter depends on the learners' field of study which is most of the time just some key-words which they give the label 'terminology', while the rest of the course is of grammar nature.

As far as the talking time for teacher and students is concerned, the observer has witnessed that the teacher talks three times more than students do; if he/she talks 30 minutes, the students talk only 10minutes. The following pie-chart is illustrates this idea:



**Pie-chart 4.1:** Talking Time

It was also revealed that if a task has been given to students, they spend more than twenty (20) minutes to answer this exercise. One teacher under observation has given a fill in the gaps exercise where students have been asked to complete the blanks; the observer was really surprised that the time allotted to this task was more than twenty-five (25) minutes.

Moreover, in doing such a task, students are much of the time busy with other exercises about their field of study. This may reflect a low interest given to English as a module, hence, a low respect for the language teacher. Despite the fact that he is present in the classroom and he has given them a task to do, they are busy doing their exercises, talking to each other, or preparing presentations for other modules.

#### 4.2.1.2. Teachers' Problems

A set of common problems our language teachers seem to face in the six departments under investigation, are, mostly, related to:

- ✓ First of all, teachers have other duties outside the university; this may prevent them from preparing and providing regularly ESP courses.
- ✓ Second, students who are not motivated, they often talk to each other ignoring the teacher presence, which is considered as disrespect for him.
- ✓ Third, teachers often find it difficult to deal with specialized terminology related to learners' field of study. Though, The latter can be seen in different departments without having a heavy impact on the teachers' attitudes, in other settings such as the Exact Sciences faculty, this is considered as a serious problem for the language teacher. At the department of Chemistry for instance, the teacher tried to avoid dealing with specialized terminology; despite the fact that some key- terms existed in her course, escaping students' questions while revolving around explanation of a specific concepts, or simply translating a set of specified terms from French to English. That was the most prominent reaction. Hence, the lack of knowledge of the subject field in addition to terminology has constituted a real obstacle for the language teacher.
- ✓ Fourth, the lack of suitable published materials, as well as, programs to follow for those teachers are considered as another serious obstacle for them.
- ✓ Fifth, Most of the language teachers are not familiar with the use of ICT; this may result in their ignorance of these tools which in fact may help them better perform their courses and facilitate their ESP teaching/learning process.

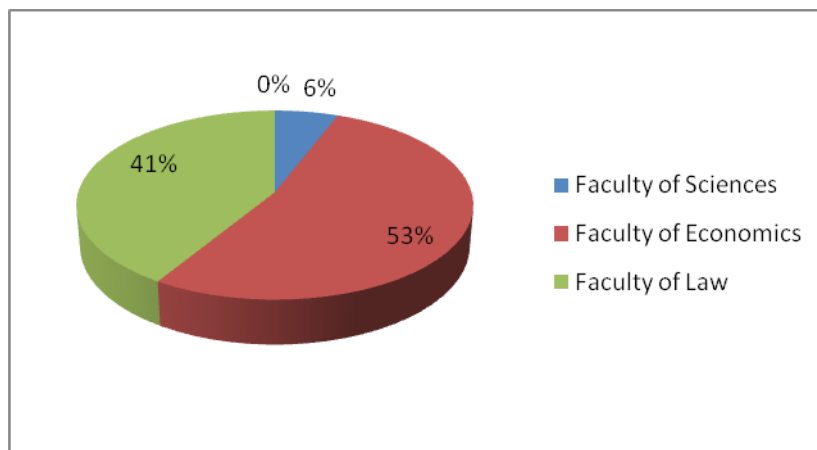
Despite the fact that, observing a limited number of teachers during a limited period of time may not be seen as sufficient to claim for setting the findings in a broader context. This does not deny the fact that classroom observation has represented a great help for the researcher to have at least an idea about the ESP teachers' situation in real contexts. In addition to this, and because the researcher is aware of the necessity to get more in-depth information which the ESP teachers themselves may reveal, administering a questionnaire for them is of paramount importance, too. In the next section, the investigator will deal with the analysis of teachers' questionnaire in more details.

#### **4.2.2. Teachers' Questionnaire**

In the early phases of this research work, the investigator has identified thirty-three (33) teachers working at the three faculties (See table 3.1.). Obviously, thirty-three (33) questionnaires were first administered. Out of these questionnaires, only twenty-three (23) came back as stated previously in section (3.6.). The latter represents (69.69%). Out of these twenty-three (23), six (06) questionnaires which represent (26.08%) were considered as being unusable. This is mainly because the respondents have not answered all questions. In other words, questions have been left incomplete, or because the respondents are not qualified, i.e., they are subject specialists who acquire English through their studies and, who have not a degree in English teaching. In consequence, they are considered as subject specialists and not as ESP teachers. As a result, six questionnaires have been disregarded; including that of the three (03) subject specialists and three (03) incomplete forms. Keeping this fact in mind, the

number of usable questionnaires has been reduced to seventeen (17) which represent (51.51%).

As it has been stated above, the researcher has identified seventeen (17) usable questionnaires which have been filled in by seventeen (17) ESP teachers; one (01) respondent was from the faculty of Exact Sciences, nine (09) respondents were from the faculty of Economics and Commercial Sciences, and the seven (07) remaining respondents were from the faculty of Law and Political Sciences. As a result, the distribution of teachers' proportions has been as follow: (5.88%) for the teacher at the faculty of Exact Sciences, (52.94%) for the teachers at the faculty of Economics and (41.17%) for teachers at the faculty of Law and Political Sciences. The following pie-chart represents the percentages of teachers' participation across the three faculties.



**Pie-chart 4.2:** ESP Teachers' Participation



This current study recourses, first, to generate frequencies and percentages for each faculty, then for the entire sample population. This has been done mainly to get an idea about each faculty separately, where results have been provided in forms of tables or bar-graphs, then using the pie-charts as a summary for the whole sample population. In this respect, Brown (1988: 01-02) supports this idea, stating that:

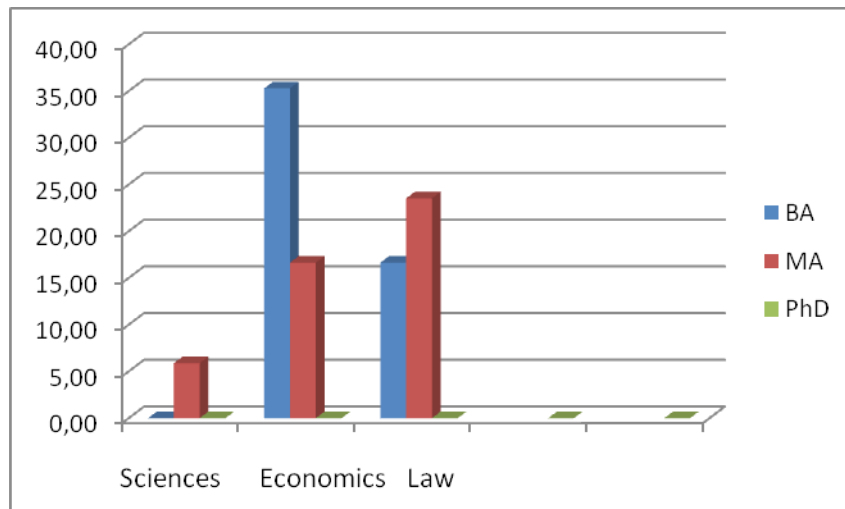
*A great deal of information is often included in charts and graphs, which are, after all, powerful and visually attractive ways to present a lot of information in a small space. ....visual representations can be an important aid to understanding both the strengths and weaknesses of statistical study.”*

#### **4.2.2.1. Background and Profile Analysis**

The main aim of the first rubric in teachers' questionnaire was to gather general information about ESP teachers. For that reason, to draw a clear profile for those teachers being involved in this work, information such as: qualifications, teaching experience as General English teachers, then as ESP teachers, specialized training before teaching ESP, have constituted a great help for the researcher.

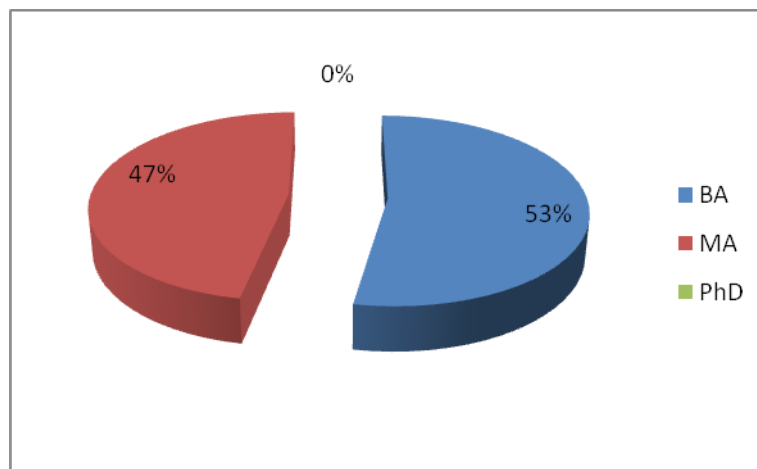
As far as the first question is concerned, the teachers' answers revealed that:

- 1- At the faculty of Sciences: the ESP teacher, as the only one, holds an MA (5, 88%)
- 2- At the faculty of Economics: six (06) teachers, i.e., (35, 29%) hold a BA. The three (03) other teachers hold an MA; this represents (16, 64%).
- 3- At the faculty of Law: three (03) teachers (16, 64%) hold a BA, while, four (04) teachers (23, 52%) hold an MA. The following bar-graph illustrates this:



**Bar-graph 4.1:** Teachers' Qualifications in Each Faculty

As for the entire sample population, the following figure summarizes the percentages of teachers' qualifications:



**Pie-chart 4.3:** Teachers' Qualifications

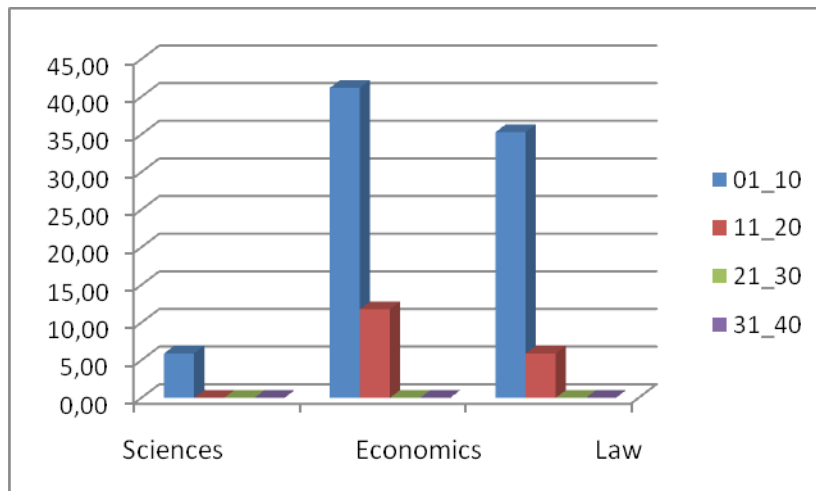
Based on these results, it can be said that having a BA or MA and being a part-time teachers, with other responsibilities outside the university either at the secondary or tertiary level, has a heavy impact on the teachers' attendances, attitudes and tasks they perform such as: materials writing, production and development. In other words, it seems to have a negative influence on the ESP teaching/learning process as a whole.

**Question 02:** How long have you been a General English teacher?

Teachers' ELT experience varies from one (01) year teaching experience to twenty (20) years teaching experience at either the secondary or tertiary level. Teachers under study, working at:

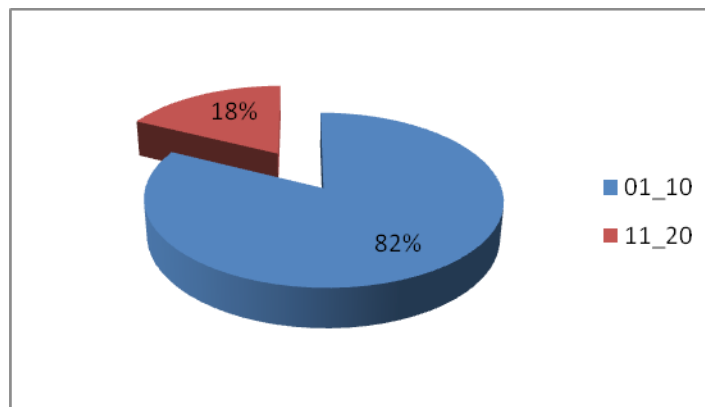
- 1- Faculty of Exact Sciences, the only available one expresses three (03) years of teaching experience.
- 2- Faculty of Economics and Commercial Sciences: seven (07) teachers have from one (01) to ten (10) years teaching experience which stands for (41, 17%), two (02) teachers taught English at the secondary level for more than ten (10) years (11-20). The latter corresponds to (11, 76%).

3- Faculty of Law and Political Sciences: six (06) teachers (35, 29%) worked as English teachers at the secondary level; their experience varies from one (01) to ten (10) years. Only one teacher (5.88%) has twelve (12) years teaching experience. The bar-graph below summarizes these results:



**Bar-graph 4.2:** Teachers' ELT Experience in Each Faculty

To complement the idea, the figure below recapitulates the results gained from the entire sample population:



**Pie-chart 4.4:** Teachers' ELT Experience

Question 03: How many years have you been teaching ESP?

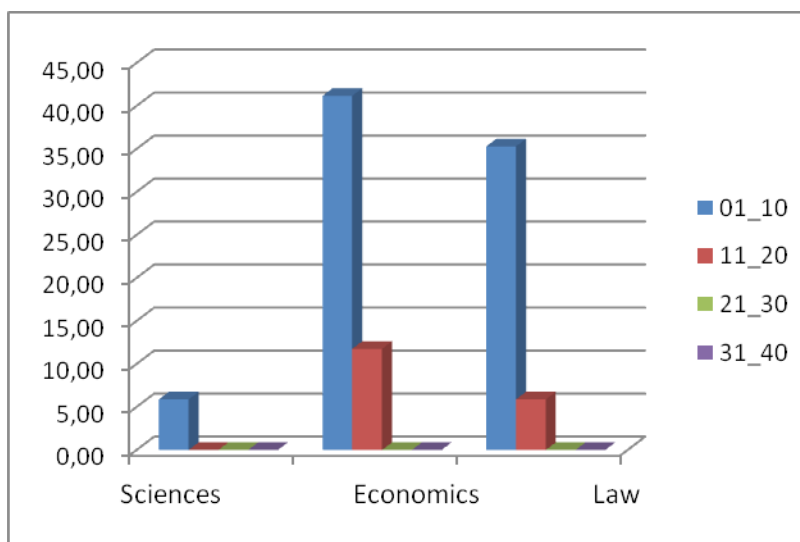
Teachers' responses vary from one (01) to twelve (12) years. Fifteen (15) teachers claimed to have between one (01) and ten (10) years teaching

experience, and only two (02) teachers stated that they have more than twelve (12) years teaching experience. The following pie-chart illustrates this idea.

Whereas the table in addition to the bar-graph below exemplify the ESP teaching experience at each faculty.

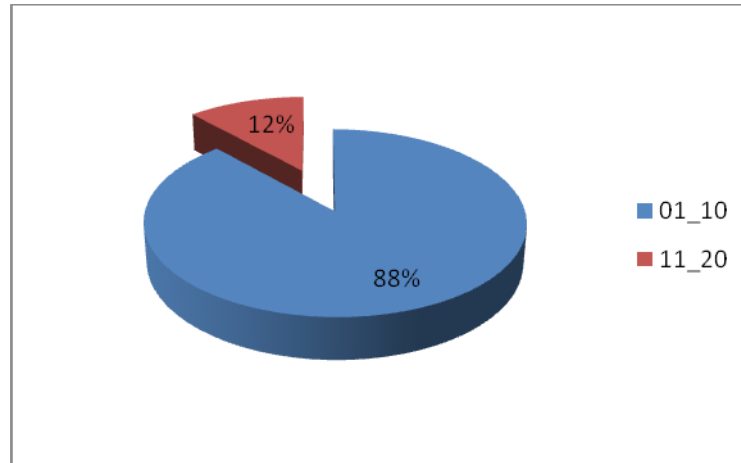
Year taught ESP	Faculty						TOTAL
	Sciences		Economics		Law		
	NR	P	NR	P	NR	P	
01-10	01	5,88	07	41,17	07	41,17	15 (88,86%)
11-20	00	0,00	02	11,76	00	0,00	02 (11,76%)
<b>TOTAL</b>	01	5.88	09	52,94	07	41,17	17 (100%)

**Table 4.2:** Teachers’ ESP Experience



**Bar-graph 4.3:** Teachers’ ESP Experience in Each Faculty

For a better summary illustration, the following pie-chart is used:



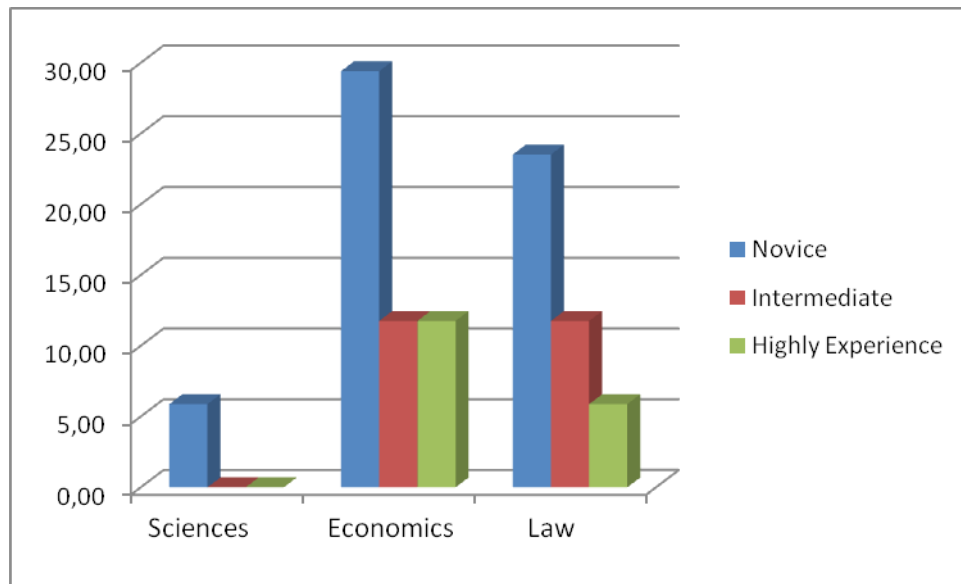
**Pie-chart 4.5:** Teachers' ESP Experience

While dealing with teachers' experience as general English teachers, then later on, as ESP teachers, a crucial necessity appears to categorize those teachers under three main groups: novice, intermediate and highly experienced, as suggested by Ericsson *et al* (1991). The table and the bar-graph below represent proportions for each faculty while the chart signifies proportions for the entire sample population.

Status	Faculty					
	Sciences		Economics		Law	
	NR	P	NR	P	NR	P
Novice <3	01	5,88	05	29,41	04	23,52
Intermediate 3-10	00	0,00	02	11,76	02	11,76
Highly experience >10	00	0,00	02	11,76	01	5,88
<b>TOTAL</b>	<b>01</b>	<b>5,88</b>	<b>09</b>	<b>52,94</b>	<b>07</b>	<b>41,17</b>

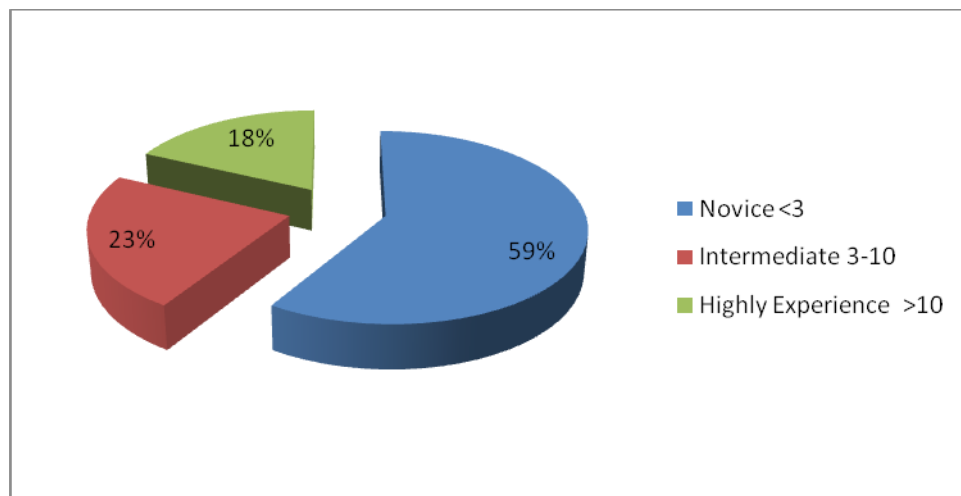
**Table 4.3:** Expertise Status of Respondents

(Adapted from Ericsson *et al*, 1991)



**Bar-graph 4.4:** Expertise Status of Respondents in Each Faculty

As far as the figure below is concerned, it can be seen that 10 teachers are novice, 04 teachers are considered as intermediate, while 03 teachers have been regarded as highly experienced.



**Pie-chart 4.6:** Expertise Status of Respondents

Having a high proportion of novice teachers across the three faculties under investigation may have negative effects on the quality of the ESP teaching. Those teachers who have been recently graduated, having a limited ESP teaching

experience, and who obviously lack a specialized ESP training (as shown in the table 4.7.) are often unable to cater for their learners’ needs.

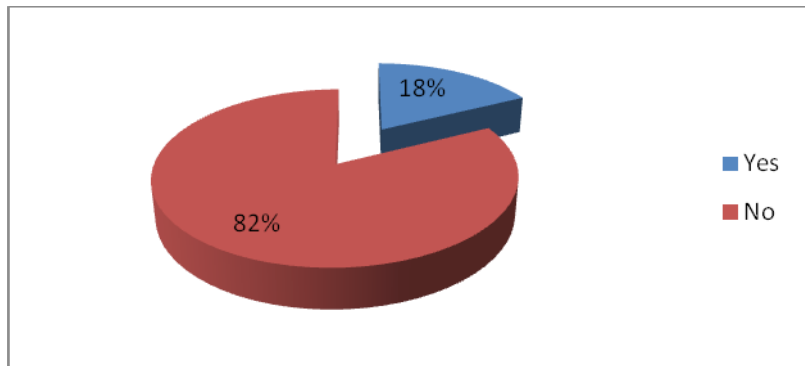
Question 04: Have you had any specialized training before teaching ESP?

The answers revealed (see table 4.7.) that fourteen (14) of teachers received no specialized training before being appointed in such positions. Three (03) other teachers stated that they have received a theoretical training in areas such as needs analysis, materials production and so forth. Nevertheless, it still remains theoretical since nothing in practice has been, practically, done.

Specialized Training Faculty	YES		NO		TOTAL
	NR	P	NR	P	
Sciences	00	0,00	01	5,88	01
Economics	01	5,88	08	47,05	09
Law	02	11,76	05	29,41	07
<b>TOTAL</b>	<b>03</b>	<b>17,64</b>	<b>14</b>	<b>82,35</b>	<b>17 (100%)</b>

**Table 4.4:** Teachers Undertaking Specialized Training

The next pie-chart points up the teachers undertaking specialized training:



**Pie-chart 4.7:** Teachers Undertaking Specialized Training

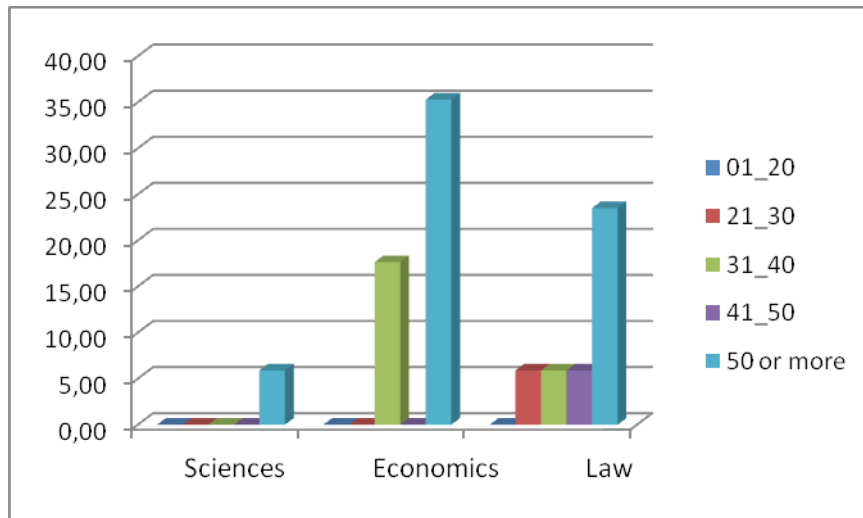


The following rubric has been reserved for analysing data which have been gathered about the teaching situation where our language teachers are supposed to practise their everyday tasks.

**4.2.2.2. The Teaching Situation Analysis**

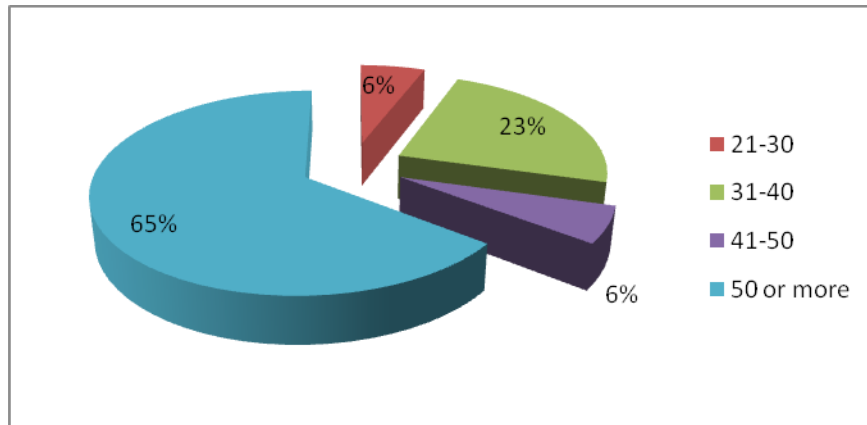
Question 01: How large are your classes:

As it is shown in the next bar-graph, the number of students in each group is approximate, since there is no exact number. The latter varies from 21-30, reaches 80 and goes beyond this, to attain in some cases 150 and even more; as it is the case in the faculty of Economics and Commercial Sciences. Besides this, teachers add that the students’ attendance is often irregular where sometimes it exceeds 100 and it is often, decreased to 04, 05, or even 10 students. For both situations, it is almost difficult for the language teacher to provide the ESP courses.



**Bar-graph 4.5:** Number of Students in the Classes in Each Faculty

The next pie-chart (4.8.) has been reserved for the entire sample population:



**Pie-chart 4.8:** Number of Students in the Classes

Large classes with heterogeneous levels and needs displayed a negative impact on the teaching/learning process where students who lack motivation, and who have a low level of proficiency, create another challenge for the language teacher. He has to deal with the notion of time allotted, which is often inadequate, and where English is the last course of the day and even the last course of the week. The latter adds another effect on the learners' motivation, attendance and attitudes towards both the English course and the language teacher.

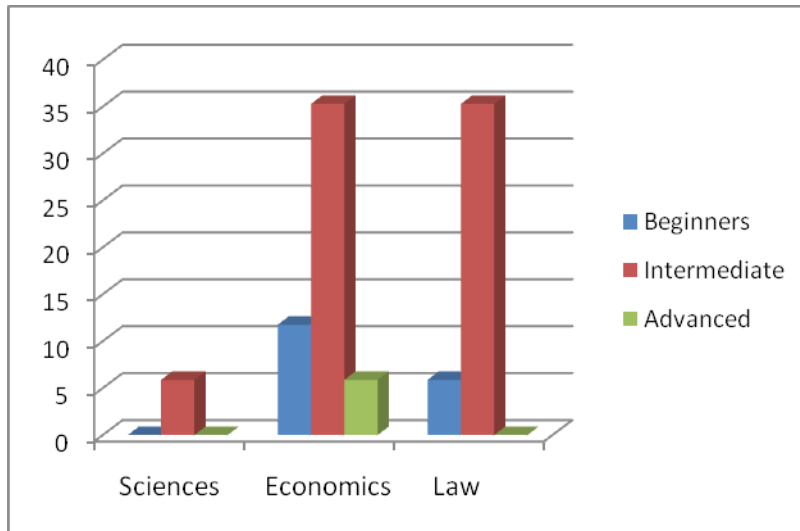
Question 02: What is the level of your students?

As far as the students' level of proficiency is concerned, three (03) teachers believe that their students are beginners; whereas, thirteen (13) teachers state that their students have an intermediate level of proficiency. Only one (01) has stated that his students are advanced. For more details the following table and bar-graph try to provide the different proportions for each faculty:

Student level proficiency	faculty						TOTAL
	Sciences		Economics		Law		
	NR	P	NR	P	NR	p	
Beginners	0,00	0,00	2,00	11,76	1,00	5,88	3,00 (17,64%)
Intermediate	1,00	5,88	6,00	35,29	6,00	35,29	13,00 (76,46%)

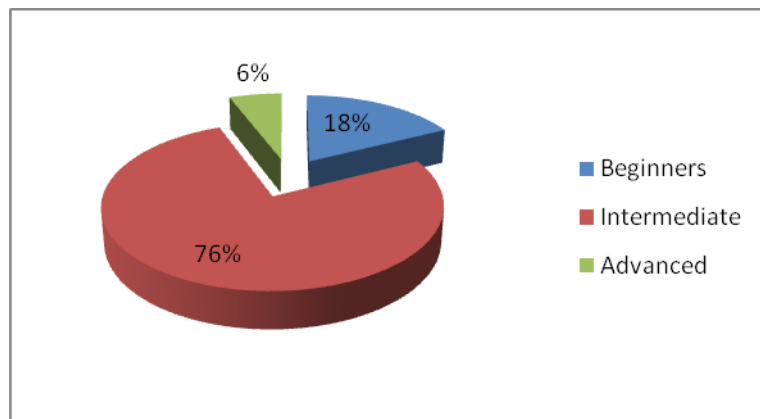
Advanced	0,00	0,00	1,00	5,88	0,00	0,00	1,00 (5,88%)
<b>TOTAL</b>	1,00	5,88	9,00	52,94	7,00	41,17	17,00

**Table 4.5:** Learners’ Level of Language Proficiency



**Bar-graph 4.6:** Learners’ Level of Language Proficiency in Each Faculty

The next pie-chart has been complementary used to further illustrate the discrepancies, in terms of percentages for the whole sample population:



**Pie-chart 4.9:** Learners’ Level of Language Proficiency

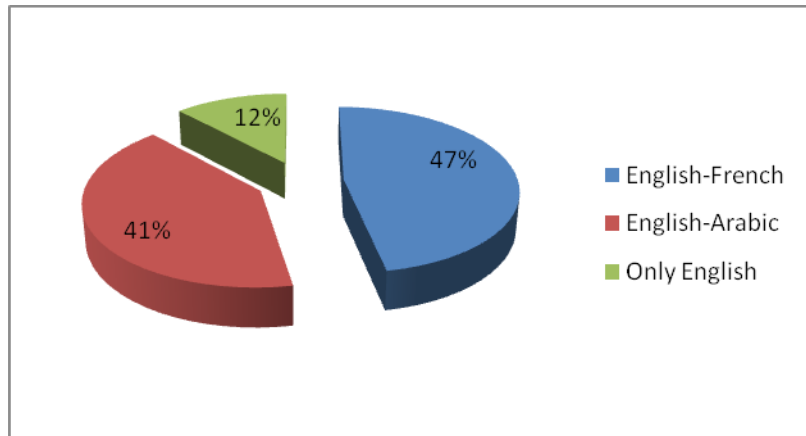
Even though, the above-cited teachers claimed that, their students are intermediate; they often lack motivation and face problems, while undertaking the ESP course.

Question 03: Which languages do you use in classroom?

Besides English, Arabic and French is also used in the English course. Teachers' answers revealed that eight (08) teachers claimed the interference of both languages; English and French during the English course. Seven (07) other teachers think that Arabic alongside English is often the dominant characteristic of their courses. Only two (02) teachers claimed that they use only English during their courses. While each faculty separately is described in the table (4.10.), for summary details, pie-chart (4.10.) picturizes this:

Language Used in Classroom	FACULTY						TOTAL
	Sciences		Economics		Law		
	NR	P	NR	P	NR	P	
English French	0,00	0,00	6,00	35,29	2,00	11,76	8,00 (47,05%)
English Arabic	1,00	5,88	3,00	17,64	3,00	17,64	7,00 (41,16%)
Only English	0,00	0,00	0,00	0,00	2,00	11,76	2,00 (11,76%)
<b>TOTAL</b>	1,00	5,88	9,00	52,94	7,00	41,17	17,00 (100%)

**Table 4. 6:** Languages Used in the Classroom in Each Faculty



**Pie-chart 4.10:** Languages Used in the Classroom

The use of the three languages, i.e., English, French and Arabic can be explained by the fact that students' who lack a sufficient command of the target language, and who have a low level of proficiency, obliged in most cases, the ESP teachers to switch either to Arabic or French. This is of course to explain various ideas the teacher judges to be of significant importance such as explaining some key-terms, giving definitions and dealing with sentence structures.

#### **4.2.2.3. Difficulties Analysis**

Question01: What difficulties do your students encounter while undertaking the English course?

The majority of teachers under investigation agree on the following difficulties:

- ✓ Lack of motivation; English is not important for them;
- ✓ Low level of language proficiency. Hence, they encounter a set of problems at different levels: Grammar, vocabulary, pronunciation, sentence structure and so forth;
- ✓ Lack of appropriate terminology for their fields of study.

Question 02: How do you help them overcome these obstacles?

Teachers' all seem to agree on the following aspects:

- Choosing suitable materials including texts that learners are familiar with;
- Creating opportunities for learners to perform different tasks where teachers note strength, as well as, weaknesses of their students. Accordingly, this may help them later on evaluate and assess their learners first, then the teaching methods besides the content they are providing for them;
- Simplifying rules, texts as well as lessons is the technique that most of the teachers agree on;
- Translation to both languages French and Arabic is another technique teachers use to help learners better understand their courses;
- Phonetic lessons are also introduced to help learners better pronounce, and later on, perhaps avoid spelling mistakes.

Question 03: Do you think that teachers' motivation is an essential element in the teaching/ learning process?

Almost all teachers (94, 11%) agree on the fact that the teachers' motivation is an essential ingredient in the teaching/learning process; considering that:

- Being attracted by the field they are teaching;

- Showing interest in the learners' speciality;
- Creating an atmosphere for a better learning;
- Providing opportunities for learners to communicate during the course with their friends under the teacher supervision, indeed.

If these can be put into practice, a gradual improvement, from the part of the learners, is believed to be achieved.

Question 04: Is the General English teacher prepared to cope with an ESP teaching situation?

It is almost observed that (70, 58%) represented in twelve (12) teachers are not prepared to teach ESP. However, five (05) teachers (29, 41%) assume that they are enough ready for such a task.

Being unprepared for the teaching of ESP, besides lacking a specialized training and having a limited repertoire of the specialized terminology of specific fields they are teaching, constitute almost other serious barriers for the language teachers.

As a reaction to this situation, the teacher who is already stressed, who has received no special training as an ESP teacher, who has no orientation, and who receives no help from his colleagues, he often leaves his work for the reasons cited before. This is, in addition to the nature of the job which is of a part-time nature and which is not motivating financially at all.

Question 05: According to you, what are the difficulties General English teachers of ESP faced?

This question has been mainly used to crosscheck data gained from classroom observation. Therefore, the teachers' difficulties, as stated by themselves have been summarized as follows:

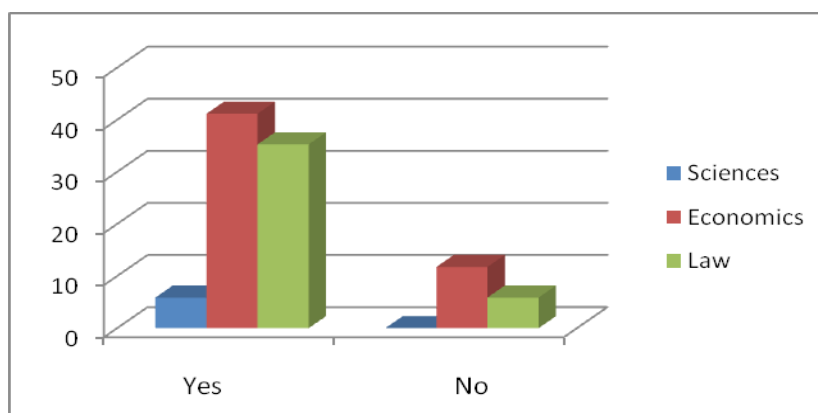
- ✓ No prior training to ESP teaching;
- ✓ Students' low level of language proficiency;
- ✓ Students' lack of motivation;
- ✓ Heterogeneous groups which create more difficulties for the language teacher;
- ✓ Students' attitude towards English language and the English teacher which has negative effects on their attendance;
- ✓ Lack of respect shown in different ways, i.e., talking to each other ignoring the teacher's presence, or daring to leave the course;
- ✓ Lack of collaboration and cooperation between ESP teachers, and between them and subject specialists;
- ✓ Lack of specialized knowledge of the relating area they are teaching;
- ✓ The insufficient time allocated to the English course;
- ✓ The absence of syllabus as well as programs to follow;
- ✓ The lack of suitable published materials.

From the above-mentioned difficulties, one may say that it has confirmed and strengthen data, which have been gathered while observing classes (See section 4.2.1.2.).

Question 06: Should EFL teachers of ESP have a specialized knowledge depending on their learners' field of study?



Fourteen (14) teachers out of seventeen (17) agree on the necessity to acquire a specialized knowledge depending on the field they are teaching. On the other hand, three (03) only considered the specialized knowledge as being not important for them. The following figure characterizes this idea:



**Bar-graph 4.7: Teachers' Perception about Specialized Knowledge Acquisition in Each Faculty**

Based on these results, it can be concluded that the ESP teachers should not be expert in the field they are teaching, but at least having an idea about the field they are taking part in. Learning some specialized terminology will, in all probabilities, help them, in a way or in another, better deal with those situations. This is mainly for the sake of better communicating with learners, selecting suitable materials and adjusting those materials to their students' needs.

**4.2.2.4. Solutions and Recommendations' Analysis**

**Question 01: What skills teachers of ESP need to have and develop?**

Most of our teachers under investigation professionally admitted that:

- Flexibility is a key-term an ESP teacher should bear in mind for the sake of improving the teaching/learning process;

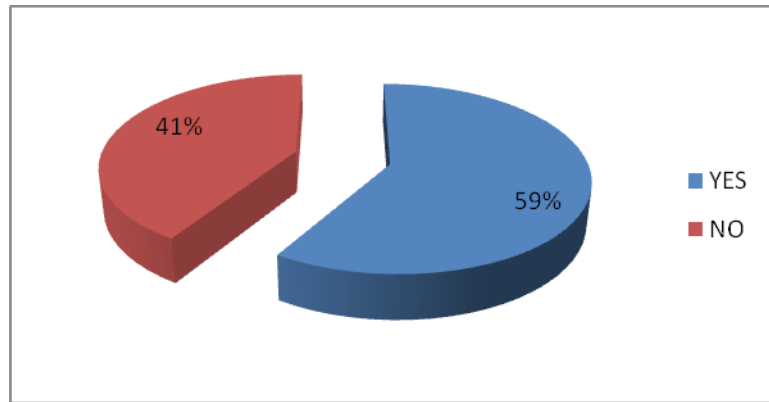
- Needs analysis: to know and to learn how to analyze their learners needs is of paramount importance, helping them to design suitable materials for their courses;
- Develop their critical thinking help them analyze related documents appropriate to the field they are teaching.

Question 02: According to you, how can collaboration and team-teaching help the EFL teacher to improve the quality of the ESP teaching process?

Teachers' answers conveyed that although teachers claim the absence of a real collaboration among ESP teachers, and to a larger extend between them and subject specialists, they almost agree on the fact that collaboration besides, team-teaching is essential to improving the ESP teaching qualities. According to them, collaboration enables the language teachers to know more about the students' course content which helps them better categorize the skills needed for their students in terms of priorities.

Question 03: Is it only training that makes a good teacher of ESP?

Diversity among teachers' opinions, as it is shown in bar-graph (4.14.) occurred where ten (10) teachers (58, 82%) state that it is good enough for a language teacher; this implies the idea that they do not need other components to better perform their courses. The seven (07) other teachers (41, 17%), disagree with this view, and they go forward by stating that sometimes teachers undergo different types of training. This does not imply that they are good teachers.



**Pie-chart 4.11:** Teachers' Perception about Training

Besides training which has been regarded as an essential component in the teacher development, those ESP teachers may need to acquire a set of competences, i.e., language competence, pedagogic competence and so forth. Being familiar with the use of the ICT as a tool that facilitates the task of teaching for them can be considered as another element a language teacher should take into consideration.

Question 04: What do EFL teachers need to have to teach ESP?

The majority of the teachers commonly agree on the following points:

- Flexibility to deal with different learners in different situations;
- Keeping in touch with recent changes in the different fields through research;
- Being familiar with the use of the ICT as a tool to facilitate the teaching/learning process;
- Learning how to analyze students needs;
- Having a full command of the target language;

- Having a training in the area they are teaching or they are seeking to teach;
- Acquiring a specialized knowledge of the field they are teaching which may help them better communicate;
- Being attracted by the field they are teaching;
- Working in teams with their learners, other ESP teachers or subject specialists;
- Being aware of different approaches to ESP teaching.

#### **4.2.3. Interview Questions Analysis**

The results of the interview, gathering in-depth information about ESP teaching situation and confirming the results gained from other sources while using other tools, fundamentally, classroom observation and teachers' questionnaire, have been also subject to discussion. As it has been stated before, the interview was structured in its nature.

The interview was supposed to be conducted with six (06) informants; four (04) respondents have accepted to answer the interview questions and the two (02) other informants have refused; may be because they have a lot of commitments besides teaching, or just because of the way the interview has been conducted, i.e., online.

For the sake of data reliability to ensure anonymity, the four informants have been respectively given the following symbols to refer to them R1; R2; R3; and R4. The R stands for Respondent, and then 1,2,3,4 are numbers used to refer to them. The analysis and the interpretation of each question have been presented below, as well.

Question 01: Can you tell us about yourself and your background as an ESP practitioner?

The four (04) informants' teaching experiences vary from ten (10), eleven (11), twelve (12) till twenty-five (25) years of ESP teaching experience. The researcher strongly believes that this fact may have an influence on their perception about ESP. The latter can be seen clearly in the way they answered the next questions.

Though the three (03) informants have a long teaching experience in ESP; admittedly being highly experienced, they have not mentioned any specialized training, in or outside the country. This essentially means that they have learned how to teach ESP only through experience, as they started their careers as general English teachers, and then turned to teaching ESP; besides this, they have not been involved in ESP research since they have not expressed any research they have undergone in this field. In contrast, the fourth informant' answer revealed a high experience both in ESP teaching and research. He stated that he has finished his PhD thesis about ESP decades ago, i.e., in 1985 at the university of Wales. Later on, he had the opportunity to be the head of one of the ESP centres from 1987 up till now, where the main responsibility of the centre is to be in charge of training of those who "*would be university candidates to study abroad: GB, USA, and Canada.*" (R04)

Based on these results, it can be said that the fourth informant is said to be the father founder of the ESP in Algeria since he was, according to him, the first ESP practitioner to involve in both ESP research and teaching some thirty years ago where the researcher has benefited a lot from his valuable insights.

Question 02: Having teaching ESP for a long time can you describe the status of ESP here in Algeria?

All informants agree on the fact that ESP is still in its 'infancy', and it is about to develop gradually throughout many departments in terms of the courses

being provided. The fourth informant moves a step ahead where he links its current status, i.e., infancy phase, to the fact that “*the emphasis was put on literature and civilizations*” for a long period of time. The area which has been developed, according to him, is ESP “*at the postgraduate level*” where he, besides, the two other heads of the ESP centres “*teamed to launch ESP component into the curricula of the postgraduate studies*”. The LMD system has brought total change to the situation where now, according to him, ESP “*has the lion’s share if things are done correctly*”.

Questions03: Is there any specific methodology to follow while teaching ESP?

Informants, fundamentally, share the same view, i.e., no specific methodology is available for teaching ESP. According to them, needs analysis and identification are of paramount importance to ESP teaching.

Though it is true, it is worth remembering that ESP teachers should take into consideration their learners differences, their wants, needs and lacks, i.e., to better understand their learners, they need to draw a profile about them. This will, maybe help them better cope with the requirements of the target situations. Analyzing students’ needs may help the teacher to provide texts whose content is familiar to their students, design tasks which can be encountered in their target situations and so forth.

Question 04: How deep and wide may an ESP teacher with an EFL background go into the students’ specialism?

According to the respondents, a language teacher is almost teaching language and not specialty. Nevertheless, it is of crucial importance to know about the field they are teaching. One of the informants believed that motivation is an essential element; “*being motivated to know about the learners’ field of study*” (R1) may help the teacher better cope with the learners’ needs.

Informant (R04) believed that there are specialties of easy access to teachers such as business. However, other disciplines such as sciences may

constitute a barrier for a language teacher because of the nature of their content. This confirms the findings of both classroom observation and questionnaire where teachers maintained that scientific fields such as chemistry are difficult to teach mainly because of the specialized language being used in those fields.

Question 05: In what way can language be an obstacle for the teachers?

R01; R02 and R03 relate this difficulty to specialized terminology being used in each specialty, and give different examples to the same source of problem. The fourth informant related The latter to lexis as whole and he maintains that “*it is an obstacle even for subject specialists.*”

Though it is impossible for anyone being language teacher or subject specialist to learn all the related lexis to the field he is teaching as there is always new terms. Nevertheless, it is still important for a language teacher to learn a set of specialized terminology of the related field, and to have an idea about the area he is teaching which will help him better deal with the specific situation he is taking part in.

Question 06: Do you think that ESP practitioners should have special language training?

Almost all respondents believe on the necessity to undergo appropriate special language training. Informant (R02) advocated that “*this is something should be dealt with urgently.*” Informant (R04) elaborates further, where he maintains that “*going into a specialism is not easy and voluntarism is not sufficient*”. This reflects the typical characteristics of each specialty a teacher may be involved in, besides the exclusive commitments he should perform as ESP practitioner (See section 2.8.).

Question 07: How does collaboration between language teachers and subject specialist take place?

One of the informants; notably (R02) has related collaboration to ‘clarification’ which means that the role of the subject specialist is only to provide

clarification, explanation when the language teacher encountered a problem in subject matters; his guidance then is important. Another informant (R01) states that it takes two ways; either by providing information about the content which may help them design suitable materials or by attending lectures to detect students' strengths as well as weaknesses. This can be done when English is the language of instruction. Informant (R03) believes that *"collaboration is difficult to apply for the Algerian context where there is a remarkable lack of personal and professional contact with the subject specialists."*

Informant (R04) shared the same view where he states that *"collaboration is easily said than done."* He best sums up this idea by maintaining that *"it is quiet difficult to achieve perfect collaboration, because our universities do not function on this basis."*

Question 08: How would you describe an effective ESP teacher?

The informants' answers revealed that an effective ESP teacher is the one who:

- Is able to analyze his learners' needs;
- Is able to design suitable courses;
- Is able to adjust his materials depending on his/her learners' needs, as well as their levels of language proficiency;
- Is seeking to be in touch with recent changes in different domains;
- Is seeking to stay up-dated;
- Tries to be very active and imaginative;
- Tries new techniques of teaching and evaluating;
- Is able to reject routine for a better change; and



- Be reflexive is the most important element a language teacher should take into consideration.

Question 09: What are the most important key-concepts ESP practitioners should consider when involved in an ESP teaching situation?

It is almost observed that the four informants share the same thought about the following elements:

- ✓ Motivation;
- ✓ Differences among learners;
- ✓ Need;
- ✓ Needs Analysis;
- ✓ Purpose;
- ✓ Syllabus design;
- ✓ Register;
- ✓ Genre;
- ✓ Text;
- ✓ Discourse.

Questions 10 & 11: Can you tell us more about the difficulties which an ESP practitioner may face? Can you give us an example?

The 03 informants (R01; R02 and R03) agree on the following problems:

- ✓ Lack of learners' motivation;

- ✓ Students' low level of language proficiency ;
- ✓ The ESP materials are not available;
- ✓ Lack of training;
- ✓ The absence of collaboration with ESP teachers and subject specialists.

Whereas, the fourth respondent relates the problems of ESP teachers to needs analysis; for him needs analysis which poses problems for language teachers. He justifies this by asserting that:

*Going into the workplaces generates systematically mistrust from the counterpart. The university community meets misunderstanding when trying to list job requirements.*

Question 12: Can an EFL teacher teach ESP? Why?

Respondents' answers revealed that EFL teachers can teach ESP since "nothing is impossible to achieve". Moreover, they linked the ability to teach ESP to the idea of accepting change and progress; they can achieve this end by simply rejecting routines, seeking innovations and daily progress under the main label of 'teacher development.'

Question 13: Can you share with us your convictions about the future of ESP in Algeria?

Admittedly, ESP is about to, progressively, develop and improve, particularly in the light of the newly emerging LMD system and the globalization process; where more and more university teachers are interested in this field. To meet this end, this can be achieved by being extensively and intensively involved in ESP research.

### 4.3. SUMMARY OF THE FINDINGS

After analyzing data, the researcher here has attempted to provide the reader with a summary of the major findings of this research work in form of a table:

Summary of the Main Findings	
Types of Difficulties	Strategies Adopted
<u>Due to learners:</u> <ul style="list-style-type: none"><li>✓ Students' lack of motivation;</li><li>✓ Heterogeneous groups which create more difficulties for the language teacher;</li><li>✓ Students' attitude towards English language</li></ul>	<ul style="list-style-type: none"><li>➤ Flexibility to deal with different learners in different situations;</li><li>➤ Keeping in touch with recent changes in the different fields through research;</li><li>➤ Being familiar with the use of the ICT as a tool</li></ul>

<p>and the English teacher which has negative effects on their attendance;</p> <ul style="list-style-type: none"> <li>✓ Lack of respect which they have shown in different ways, i.e., talking to each other ignoring the teacher's presence, daring to leave the course.</li> </ul> <p><u>Due to teachers themselves:</u></p> <ul style="list-style-type: none"> <li>✓ No prior training to ESP teaching;</li> <li>✓ Lack of collaboration and cooperation between ESP teachers, and between them and subject specialists;</li> <li>✓ Lack of specialized knowledge of the related area they are teaching.</li> </ul> <p><u>Due to Administration:</u></p> <ul style="list-style-type: none"> <li>✓ The insufficient time allotted to the English course;</li> <li>✓ The absence of syllabus as well as programs to follow;</li> </ul>	<p>to facilitate the teaching /learning process;</p> <ul style="list-style-type: none"> <li>➤ Learning how to effectively analyze students' needs;</li> <li>➤ Having a sufficient command of the target language;</li> <li>➤ Having a training in the area they are teaching or they are seeking to teach;</li> <li>➤ Acquiring a specialized knowledge of the field they are teaching which may help them better communicate;</li> <li>➤ Being attracted by the field they are teaching;</li> <li>➤ Working in teams with their learners, other ESP teachers or subject specialists;</li> <li>➤ Being aware of different</li> </ul>
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**Table 4.7:** Summary of the Main Findings

**4.4. CONCLUSION**

In this current chapter, the researcher has attempted to analyze, present and discuss the findings of the main data gathered through different tools. First, exposing the data collected from observing classes, then moving to that information obtained from teachers' questionnaire, and finally ending with those deepen insights gained from practitioners' interview. Based on the main findings of this chapter, it could be possible to draw conclusions, as well as propose some hopefully beneficial recommendations.

Finally, the chapter ended with an in-depth analysis of the constraints related to the learning and using of listening strategies, in the experimental group. Such an analysis will be the basis of a remedial work that the researcher will outline in the following chapter.

CONCLUDING CHAPTER PROMOTING THE ESP TEACHING  
METHODOLOGY FOR AN EFL CONTEXT

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**CONCLUDING CHAPTER**

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**PROMOTING THE ESP TEACHING METHODOLOGY FOR  
AN EFL CONTEXT**

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## **5.1. INTRODUCTION**

In this last part of the current study, and for the sake of improving the ESP teaching/learning process with reference to the ESP teacher, the investigator has tried to present some, hopefully, useful suggestions and recommendations which may help the ESP teachers either, to overcome, or at least reduce the set of obstacles identified in chapter four.



In the light of the results obtained, a set of suggestions about the teachers' qualifications, besides, their preparations and their roles have been proposed. As it has not been possible for the researcher to deal with all the issues, some suggestions have been afforded to open the doors for further research.

## **5.2. RECOMMENDATIONS**

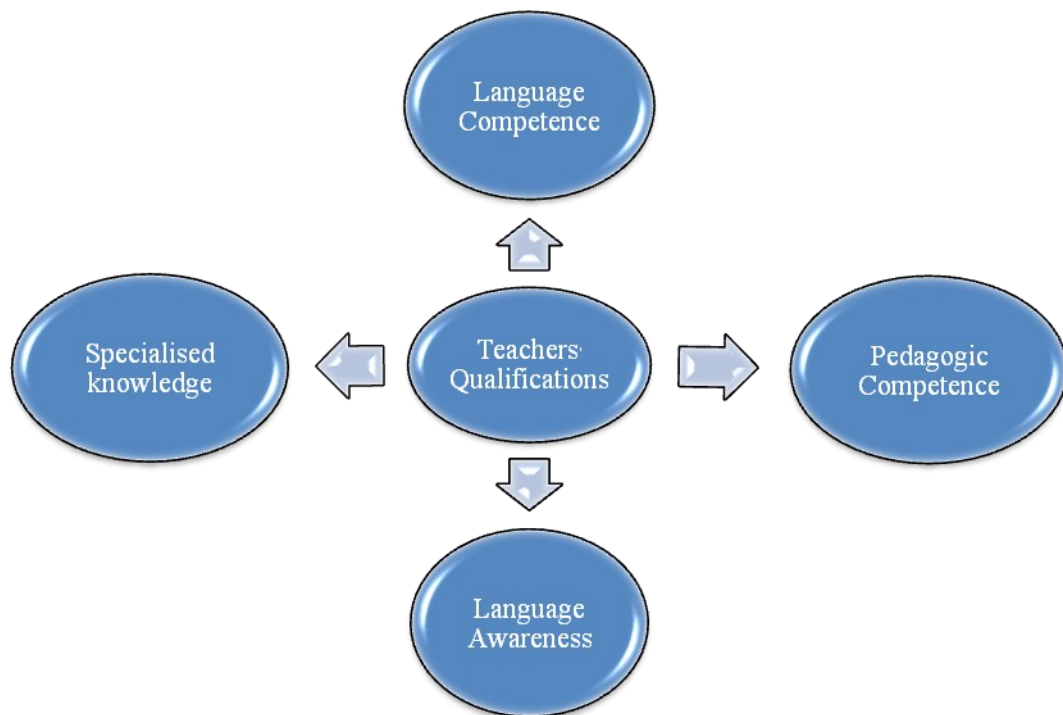
In this section, the researcher tries to provide some pedagogical implications for the sake of promoting the ESP teaching situation and more precisely that of our ESP teachers. To meet this end, the investigator attempts to present some suggestions about teachers' qualifications.

### **5.2.1. Teachers' Qualifications**

While investigating the area of ESP, it has been noticed that the ESP teacher who constitute a key-parameter in the teaching/learning process has been neglected. This may be considered as the main reason for such failure in this process, regardless learner's needs, wants and lacks, and their levels of proficiency, as well.

For the purpose of functioning adequately in any teaching situation, the ESP teachers; like the general language teachers, need first to acquire three

types of competences, notably Language Competence; Pedagogic Competence and Language Awareness. In addition to another element which is related to the specialised knowledge. The following diagram is an attempt to summarize this view:



**Diagram 5.1:** Teachers' Qualifications

(Adapted from Thomas 1993)

In other words, if a teacher lacks one of these competences, he or she may not be able to function appropriately as a teacher. Accordingly, these four competences are believed of vital value for those teachers. In this respect, the first element, to be considered, is the Language Competence.

### **5.2.1.1. Language Competence**

According to Thomas (1993), Language Competence is pre-requisite for the language teacher. Taking into consideration that an Algerian ESP teacher is not a native speaker of English, this does not imply to have a native-like competent. Their role, in contrast, is to help learners to function effectively in their target settings.

### **5.2.1.2. Pedagogic Competence**

While discussing the second element, Thomas (1993) stresses on the need to be pedagogically competent. The latter implies the ability to teach effectively. This is commonly due to the fact that, one may have a good command of a language but this does not mean that he/she is a good teacher. In this respect, Richlin (2006:135) writes:

*A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research) are effective to achieve the course objectives.*

To achieve this end, the teacher should keep in touch with the current research works about teaching/learning process. Attending conferences and workshops may also constitute a great help for the instructor.

### **5.2.1.3. Language Awareness**

One of the teachers' duties is the ability to supervise both processes namely, language use and learning in the classroom. This can be achieved through conscious reflect on language which can be accomplished by going beyond the ability to only use the language.

Language awareness is a key-parameter in ESP teacher training because of the fact that "*the language content of the ESP courses usually differs from that presented on general language courses*". (Lomax *et al* 2002: 131) According to them, an ESP teacher does not teach a different type of English, they add:

*it is simply acknowledges that those learning English for business, legal...wish to improve their proficiency in particular kind of discourse in English ...therefore the language content of their courses reflects the particular linguistic features of these discourses.*

In addition to the three competences cited above, the investigator has felt the need to introduce a fourth element to better cope with the requirements of an ESP teaching situation which is characterized by having what is theoretically known as 'a specialized knowledge'.

#### **5.2.1.4. Specialised knowledge**

As it has been mentioned before, ESP is defined as the teaching of English for a “*clearly utilitarian purpose*” (Mackay *et al*, 1978), depending on the learners’ field of study; current; and future situation and needs too. Hence, an ESP teacher is often faced with adult learners who are supposed to have specialised knowledge of the field scope of research, and who seek to learn the kind of English which is believed to be encountered in their educational context.

In this respect and before tackling this fourth element, i.e., Specialised Knowledge, one may believe in the need to give, a more or less, clear definition of the current term. Ferguson (quoted in Brown *et al* 1997, 80) states that “*the term ‘specialist knowledge’ is typically construed as knowledge of the subject matter of the discipline or profession of the students taught*”.

As a consequence, the role of the ESP teacher is considered to be about helping students to communicate effectively in the target language while using their knowledge related to field they are engaging in. To achieve this purpose, a certain level of knowledge of the learners’ area of study is required. However, it is to be stated at this point that the primary concern of those teachers is to teach language and not the speciality. This idea has been clearly articulated by Bojovic (2007:493) “*ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English*”.

#### **5.2.2. In-Long Term Solutions**

While trying to suggest some cheerfully realistic comments to better cope with the necessities of different ESP teaching and learning situations, the investigator has tried to distinguish between two types of solutions, namely in 'long term' and in 'short term' solutions.

As for the long term solutions, the investigator believes that training courses is a necessary requirement for both novice and experience ESP teachers.

#### **5.2.2.1. Teacher Training**

For the sake of better improving the ESP teaching/learning practice, it can be said that 'the specialized teacher-training', is of crucial significance.

Most of researchers who are concerned with assessing the progress of ESP teaching, relate the failure of ESP courses to the lack of training. According to them, being *ill-prepared* in the area they are engaged in, may constitute the first reason for such a failure, or at a lower level, they relate it to the idea that ESP teaching is, basically, regarded as a difficult task for those who lack a serious ESP teacher-training. (Ouakrime: 1997)

This view is supported by that of Swales (1985: 214) who strongly emphasizes that “*one of the constraining factors to this progress is the lack of ‘specialized teacher-training’*”.

While trying to explore the term ‘training’ with close reference to the ESP teachers, one may find that there is an agreement among researchers that teachers’ perception, as well as, their opinions may vary concerning The latter, and what is really constituted and meant for them. According to Valdes (1986:103):

*A better command of the target language by the teacher is a necessary but not a sufficient condition. Teacher training, for them, includes an important element of methodology, classroom observation, materials trial and development, and so on.*

Training as a process may underline three phases, namely pre-service; in-service and post-service training courses. For the case of the ESP teachers, it can be said that, an ESP teacher should be trained before being involved in ESP teaching situation first as a language teacher. Later on, while he is involved in such a situation he may need to have an in-service training which should suit his needs and the field he is involved in.

#### **5.2.2.1.1. Pre-Service Teacher Training**

In order to function adequately as a teacher, an ESP practitioner should, first of all, undergo a pre-service general training phase by which he is required to attend the following lectures, including a variety of sciences which

revolve around the Teaching of English as a Foreign Language (TEFL) as it is its case in Algeria. In this phase, a prospective ESP teacher should be well equipped with a sound training which includes: Phonetics; Linguistics; psychology; pedagogy; methodology and so forth. In addition to this, he or she must undertake a 'specialized training' where other areas such as needs analysis; syllabus design; materials production; specialized language 'terminology', must be, carefully, addressed. At last but not least, practice is almost needed.

In this sense, and since any prospective teacher may feel inadequate if he seeks to rely on what he has learnt in theory, he, then, needs to find a way to practice what he has acquired in their theoretical years. The latter can be achieved through observing other teachers, and later on, he may be asked to run the course under their trainers' monitoring. Trainers' supervision may constitute a great help for a prospective teacher who does not only need supervision but a feedback, too, on their performance.

#### **5.2.2.1.2. In-Service Teacher Training**

As it has been discussed above, pre-service teacher training is of paramount importance for prospective teachers. On the other hand, and for those who are already involved in ESP teaching situations, in-service teacher training will constitute a great help for them. This can be achieved through attending workshops and seminars by which they seek to cater for a better professional development. In the same line of thought Savas (2009:402) writes:



*Language teachers and prospective language teachers can attend professional development workshops to let themselves acquire a second field of expertise, such as medicine, engineering or law.*

While taking part in such training, ESP teachers may benefit a lot; “new teachers learn from veterans. They become oriented more quickly and effectively.” Buckley (2000:12)

### **5.2.3. In-Short Term Solutions**

As far as the short term solutions are concerned, one may say that team teaching, collaboration, cooperation, ESP network are of special value, an ESP teacher may consider to better cope with the requirements of the teaching situation he/she is supposed to take part in.

#### **5.2.3.1. Team-Teaching**

Since ESP teachers; who have been trained in literature, civilizations, linguistics and so forth; may lack the knowledge of the field they are asked to

teach, team-teaching may constitute a great assistance for them to overcome this obstacle. In this respect, Jordan (1997:121) maintains that:

*Team teaching a joint of teaching, or sharing of teaching, by both the subject specialist and the English tutor- has added another dimension to the teaching of ESP/EAP since the late 1970s.*

Before trying to tackle this point, i.e., team-teaching, and revealing some, more or less, useful ideas on how it can bring help for both prospective and current ESP teachers, one may perceive the need to establish a quite clear definition for the term. Buckley (2000:4) states that “*team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn*”. This view has come to support that of Jordan (1997:121) assumes:

*The specialists act as informants on what goes on in the subject discipline. This aspect is highly relevant to genre analysis... Although such joint ventures can be time-consuming, the benefits are shared by the tutors and the students.*

Though team-teaching is considered as an important key to the improvement of the ESP teaching situations, it can have some disadvantages for teachers. Buckley (2000:13) summarizes these shortcomings in the following points:

- ✓ *Some faculty fears that they will be expected to do more work for the same salary;*
- ✓ *Team-teaching makes more demands on time and energy.*
- There will be inevitable inconvenience in rethinking the course.*

*Members must arrange mutually agreeable times for planning and evaluation sessions. Discussions can be draining, even exhausting, from the constant interaction with peers. Group decisions are slower to make.*

Team-teaching can take different forms; either by collaborating with subject specialists, or other ESP teachers, cooperation with learners is also applicable.

#### **5.2.3.1.1. Collaboration Vs cooperation with Subject Specialist**

The presence of the subject-specialist can be considered as a significant key in the progress of the ESP classes. This can be undergone through collaborating with the language teacher, or simply cooperating with him/her (See section 2.8.3.)

Therefore, team-teaching may constitute of a collaboration or cooperation with the subject specialist. To succeed in this task a set of elements need to be included. These elements are cited by Williams (quoted in Jordan 1997:121) in the following way:

- ✓ *Willingness to collaborate on the part of both sets of staff;*
- ✓ *Clear demarcation as to where their respective responsibilities lie;*
- ✓ *Awareness of each other's conceptual apparatus and teaching approach;*
- ✓ *The joint effort being viewed by the student as a complementary teaching situation.*

In the same line of thought, Richards *et al* (2005) assume that for a better implementation of team teaching, the following components should be ensured:

- ✓ Time;
- ✓ patience;
- ✓ honest reflection;
- ✓ re-evaluation;
- ✓ response by faculty and administrators.

#### **5.2.3.1.2. Collaboration Vs Cooperation with Learners**

Because ESP has its own typical characteristics which most of the time has relation with learners. They are often adults and who seek to learn the target language. This fact may affect both teachers' and learners' position simply because "*the teacher is not 'the primary knower' of the carrier content of the material.*"(Dudley Evans *et al* 1998:13) Consequently, students can be considered as a source of information, not only in terms of content matters, but also in terms of the target and learning needs, as well. (Almagro *et al* 2002).

Considering this fact may lead to another important factor which it is a mature of innovation and change, if the language teachers learn how to work in teams with their learners. This can be carried out by sharing responsibilities from both parts; that of the ESP teacher and that of the learners too. The latter may help learners take full responsibility for their learning by being autonomous learners.

### **5.3 . NEW PERSPECTIVES TO ENHANCE ESP TEACHING**

This current section has been reserved for the sake of enhancing ESP teaching through adapting new perspectives, techniques and ways.

#### **5.3.1. An Eclectic Approach**

While traditionally speaking, the three following approaches, i.e., Content-Based Approach, Task-Based Approach, and Lexical-Based Approach were used separately. In this research work, the investigator assumes the need to combine the three approaches under one common approach which will hold the label of an ‘Eclectic Approach’.

Before dealing with the Eclectic Approach, the researcher feels the need to introduce each approach separately, provide definition for each, and discusses advantages as well as disadvantages for each approach may help the reader to get an insight about what a combination of the three elements may bring for both teachers and learners.

##### **5.3.1.1. Content Based Approach**

Most researchers (Brinton et al, 1989; Jordan, 1997; Richards, 2001; Brown, 2001) agree on the fact that, through the use of the Content-Based Approach, the learners benefit in two ways, i.e., the content, as well as the language. Hence, this may help them acquire the needed language in a

meaningful context which is closely related to their fields of study or profession.

In this sense, Krahnke (1987:65 quoted in Richards *et al* 2001: 204) defines Content Based Approach as:

*The teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.*

Within the Content-Based Approach, the language activities are associated with subject matter being taught. In this regard, Brinton *et al* (1989:2):

*In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an Approach leads itself quite naturally to the integrated teaching of the four traditional skills.*

Since any approach has its own advantages, being acknowledged with the disadvantages may help teachers better adapt to the particular situation they are taking part in. The most important drawback of the CBA is that the language teacher is almost teacher of language and not content teacher; being

unfamiliar with the area he is teaching, and lacking the field knowledge may represent an obstacle for the ESP teacher.

### **5.3.1.2. Task Based Approach**

It is commonly agreed among researchers that TBLT is regarded as one of the most prominent approaches to ESP teaching, this implies the idea that specific tasks are designed to meet specific needs through the establishment and the practice of defined skills; to practice and develop either each skill separately or by combining the four skills together to meet specific needs of the learners being academic, scientific or occupational is of paramount importance. It has been defined by Nunan (2004:216) as follows: *“an approach to language teaching organized around tasks rather than language structures.”*

TBLT has its own advantages since it favoured tasks related to real-life where authenticity is a key-term in such a process and the learner is its central interest; gaining autonomy for his learning will help him better learn. Its main drawback is that teachers who may lack innovation cannot implement correctly this approach in their classes.

### **5.3.1.3. Lexical Based Approach**

The main focus of this approach is to develop learners' proficiency through lexis. According to Richards *et al* (2002: 304) it is:

*An approach to language teaching that is based on the view that the basic building blocks of teaching and*

*learning are words and lexical phrases, rather than grammar, functions or other units of organization.*

This confirms and stresses the view of Lewis (1993 quoted in Moudraia, 2001: 01) who considers the following “*language consists of grammaticalized lexis, not lexicalized grammar*” as the main element which this approach stands on. Providing rich lexis for the learners may help them to better communicate. This may ensure later on, the improvement of their language proficiency.

For its main drawbacks, it can be said that though providing rich lexis help learners achieve better communication, teachers often find difficulties while trying to focus on only this approach. Dealing with only one word may take a long time, besides, a lot of efforts and preparation from the part of the teachers as there is no single definition for one word.

To conclude, it can be said that implementing one of the previous cited approaches separately in teachers’ classes, or through combining the three approaches under the label ‘eclecticism’ where matching learners’ content disciplines with the language being used, choosing appropriate tasks while addressing not only lexis, but surpassing The latter to reach other aspects, is a matter of a teacher choice. Considering the fact that, he is supposed to be, well, aware of his learners’ needs which may help him choose and later on adapt his course to the appropriate situation he is taking part in, will be of great benefit for him and his learners, as well.



### 5.3.2. Technology Use ‘ESP Network’

Internet which is considered as an essential parameter in day-to-day communication is of significant value to language teachers, learners and education as a whole. Hence, *“the integration of Internet in the English language classroom opens new horizons into the ESP teaching field”* (Posteguillo *et al* 2001:269). Internet helps those teachers who are familiar with its use to design and even deliver their courses through what is, fundamentally, called ‘virtual platform’. The latter helps teachers to be in contact with their learners everywhere and anytime; being online or offline. While online teachers may have a direct contact with their learners through moodles, via emails and so forth. Yet, when offline, students can have access to tasks, materials, courses and so on.

The proposed idea for moodle is not only for language teachers alongside their learners but it can also join language teachers from different universities nation-wide which may help ESP teachers better exchange their ideas, experiences and courses, too. Highly experienced teachers can provide assistance for prospective, and novice teachers providing guidance for them besides feedback.

Accordingly, this step believed to be *“another natural step in the progressive evolution of English language teaching and of ESP teaching in particular”*. (Posteguillo *et al* 2001:271). Besides Algerian ESP teachers, the

proposed idea moodle can join different ESP teachers from different parts of the world. In other terms, it will not be limited to a specific group of teachers belonging to one country, but it will go beyond this to reach larger groups.

## **5.4 . LIMITATIONS**

It would be wiser, at this level, to indicate that the researcher has, basically, identified three types of limitations, notably participants; methodology and time.

### **5.4.1. Participants**

Participants, who have taken part in this study, are those teachers working at the three following faculties: sciences; economics; and law. This fact may have some impacts on both processes that of data collection and later on their analysis.

### **5.4.2. Methodology**

It is worth remembering that this research work is an attempt at highlighting the most prominent issues faced a language teacher in ESP situation. Hence, it is exploratory in its nature. Combining both qualitative and quantitative research methods within a single research work, using a variety of tools from difference data sources may not be considered as enough for such a work; as for the classroom observation it was considered as unwelcome idea for the a number of teachers, as a result a group of them refused to take part in this study. With the questionnaire there is the risk that teachers' answers do not reveal their own views, as well as the current teaching circumstances revolving around them.

The investigator faced a set of difficulties while trying to conduct the interview online with those ESP practitioners who have a long ESP teaching experiences where four 04 informants out of six (06) have answered the interview questions; the two (02) heads of ESP centres have not replied to the emails, that of Algiers and Constantine . Yet, only the former head of ESP centre of Oran who have answered the interview questions, alongside the three (03) ESP practitioners.

This fact may have some effects on the results gained from such source using such an instrument. As it has been mentioned, the interview was online, such a fact may have an influence too on the informants' responses; in such a situation face to face interview may be considered as appropriate.

### **5.4.3. Time**

Since any study is limited to a specific period of time where the researcher is almost obliged to handle both processes that of data collection and data analysis within a precise period of time. In this study, the researcher has collected data for the current research work during the first semester of the academic year 2010-2011. This fact may have some effects on the data gathered.

## **5.5 . THE WAY FORWARD**

The conclusions are restricted to a specific group of teachers in a specific context. Therefore, it may not be accepted by other teachers in other universities, too. As a result, another study will be required to reach this purpose.

Hence, to open the door for further researches to conduct similar studies, the investigator assumes that, it can be possible for others to use a broader sample population which may include other faculties within the same university, i.e., Abou Bekr Belkaid University, or go beyond this, to gather data from different universities nation-wide. The latter might help the investigators to get an adequate degree of representativeness which may more or less ensure generalization of findings.

Exploring and identifying teachers' difficulties, as well as their needs will lead to other studies which revolve around training for ESP teaching, implementation and assessment of ESP courses, besides materials preparation, development and design.

Most importantly, and for the aim of improving the teaching/ learning process, to bring about change in any situation an ESP teacher is involved in, is a necessity. As a matter of fact, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the ESP teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence, ESP teachers should be seen as affective learners who seek a daily development for a continuous improvement which should join knowledge, theory and practice.

Despite the fact that limitations are part of any research work and have a direct influence on the findings of any study, the investigator hopes that this work will shed some light on the actual situation of the ESP teachers across the three faculties which may encourage later on larger projects. The latter can join other participants such as: ESP practitioners; subject-specialists; administrators; and learners.

## **5.6. CONCLUSION**

As far as this final chapter is concerned, the researcher has attempted to, hopefully, provide some useful recommendations that may help both prospective teachers and those who are already engaged in different ESP teaching situations better cope with the requirements of the target situations, and to attempt to participate in the promotion of the ESP teaching situation in Algeria as a whole.

It is of principal importance to mention that these proposed recommendations cannot be considered effective if they remain only theoretical. Practice then is almost needed. Accepting both change and

innovation under the label ‘teacher development’ will help novice teachers acquiring expertise through experience.

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# APPENDICES

# Classroom Observation Sheet

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**Attached Letter**

**Dear teachers,**

This questionnaire is part of research which is being carried out at Abou Bekr Belkaid University, TLEMCEM in an attempt to highlight the most important challenges facing our General English teachers who are involved in ESP situations, and the techniques they adopt/ adapt to overcome their difficulties.

The questionnaire is devised with pedagogical purposes in mind. I am sure that your contribution will be valued, and certainly helpful to promote ESP teaching situation in Algeria. Teachers are kindly welcomed to fill the questionnaire. Please note that you do not have to write your name and as a result the information will be used only for research purposes.

For further questions or enquiries you may contact the researcher by e-mail: [mebitilnawal@hotmail.fr](mailto:mebitilnawal@hotmail.fr)

**Thank you in advance for your kind cooperation.**

# *Teachers' Questionnaire*

**TEACHERS' QUESTIONNAIRE**

**\*Please Mention the Faculty:.....**

**I- Background and Profile**

1-Qualification:

Licence       Magister       PhD

2-How long have you been a General English teacher?

Years

3-How many years have you been teaching ESP?

Years

4-Have you had any specialised training before teaching ESP?

Yes                       No

**II- Teaching Situation**

1-How large are your classes?

Number of students

2-What is the level of your students?

Beginners               Intermediate               Advanced

3- Which languages do you use in classroom?

English and French

English and Arabic

Only English

**III-Difficulties**

1-What difficulties do your students encounter while undertaking the English course?

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

2-How do you help them overcome these obstacles?

.....  
.....  
.....  
3-Do you think that teachers' motivation is an essential element in the teaching/ learning process?

.....  
.....  
.....  
4-Is the General English teacher prepared to cope with an ESP teaching situation?

.....  
.....  
.....  
5-According to you, what are the difficulties General English teachers of ESP faced?

.....  
.....  
.....  
6-Should EFL teachers of ESP have a specialised knowledge depending on their learners' field of study?

Yes  No

Why?

**IV- Solutions and Recommendations**

1-What skills teachers of ESP need to have or develop?

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

2-According to you, how can collaboration and team-teaching help the EFL teacher to improve the quality of the ESP teaching process?

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

3- Is it only training that makes a good teacher of ESP?

Yes  No

\*If No, please try to justify your answer.

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

4-What do EFL teachers need to have to teach ESP?

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

# Teachers' Interview

Dear Sir/Madame,

I am presently conducting a research to try to shed light on the main difficulties faced a language teacher while involved in ESP teaching situation and the ways he/she tends to adopt/adapt to overcome these obstacles.

I would be very grateful if you could answer these questions. Your responses will be used for research only and will remain confidential.

*Thank you in advance for your kind cooperation.*

*Ms. Nawal MEBITIL*

- 1- Can you tell us about yourself and your background as an ESP practitioner?
- 2- Having teaching ESP for a long time can you describe the status of ESP here in Algeria?
- 3- Is there any specific methodology to follow while teaching ESP?
- 4- How deep and wide may an ESP teacher with an EFL background go into the students' specialism?
- 5- In what way can language be an obstacle for the teachers?
- 6- Do you think that ESP practitioners should have special language training?
- 7- How does collaboration between language teachers and subject specialist take place?
- 8- How would you describe an effective ESP teacher?
- 9- What are the most important key concepts ESP practitioners should consider when involved in an ESP teaching situation?
- 10- Can you tell us more about the difficulties which an ESP practitioner may face?



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11- Can you give us an example?

12- Can an EFL teacher teach ESP? Why?

13-Can you share with us your convictions about the future of ESP in  
Algeria?

## **Teachers' Answers Protocols**

### **Teachers' Answers Protocols**

#### **Respondent '01'**

- 1- I can consider myself as a highly experienced teacher; I taught ESP in different departments for about 12 years.

- 2- Generally speaking, the situation of ESP is progressively developed in terms of the courses provided throughout many departments. No teaching materials are available as a result; the teachers rely on themselves to design their own courses.
- 3- No teaching methodology is specific to ESP teaching, the only characteristics that is given importance is that of needs analysis and identification. This means that the methodology of ESP teaching is not different of General English Teaching.
- 4- An EFL teacher can teach ESP however he should be motivated to know about the students' fields of research so that to be able to cope about different learning contexts.
- 5- It can be an obstacle if the teacher for instance uses reading courses and he lacks the students' specialized terminology therefore he will be unable to guide and help learners to understand the text.
- 6- Yes, training is very important so that teachers will be able to analyse the learners' needs design courses and materials.
- 7- Collaboration with the language takes two ways, the first form in to ask them about the content (for the sake of having information) the second way on the other is to attend the same course and see the learners' lack. This end is mainly used when English is as the language of instruction.
- 8- An effective ESP teacher is the one who is able to design courses based on their needs, adjust his materials according to their language of proficiency.
- 9- The key concept is the motivation factor, ESP learners are in general not motivated as they consider it as an additional one,

and motivating them and raising their interests are of great necessary.

10-He may face many difficulties such as: lack of motivation, the ESP materials are not available, lack of training, students' low level of language proficiency.

11- An example of this is the lack of motivation when learners attend the class making no effort justifying their reason by saying that they did not an ESP courses during their university studies

12-Yes, he can teach, at the beginning of hi teaching carrier he may encounter great difficulty, however, year after year he will be experienced and cope with the different learning situation.

13- I think that the ESP teaching will be developed specially in the light of the LMD system and globalization.

### **Respondent '02'**

1- I am currently an English teacher in the department of Management and Political Sciences. My teaching experience as ESP teacher is more than 10 years.

- 2- As a matter of fact, the ESP status in Algeria still undeveloped, this due to the lack of teacher training in ESP.
- 3- No, there isn't.
- 4- While conducting ESP lessons the EFL teacher should as much as possible deepen into the student's specialty by getting a broad information about the speciality in order to avoid errors or misunderstanding.
- 5- Language could be an obstacle for teacher, when they lack technical terms, and in this case, they would switch to explain in French or Arabic.
- 6- Yes, of course and is something should be dealt with urgently.
- 7- In fact, the collaboration between EFL teachers and subject specialists is of paramount importance .This collaboration can take place when the language teacher cannot understand something about the subject matter he is teaching, in this case he will need the help or guidance of a specialist of that subject.
- 8- An effective ESP teacher should be familiar with the different domains, and their news update.
- 9- The teacher should consider that he will teacher specific topic that has relation with the target speciality, and he, also, will teach age cues for the prescribed scope.
- 10- The difficulties are those of subject understanding, specialised terms, sometimes students ask the teacher to explain a matter that he had never heard about it.
- 11-Generally, he needs to have a great deal of knowledge about the different fields that exist in his area.

12-Since we have an ESP speciality in our universities I link that the future of ESP in Algeria will develop and will meet the needs that we have in the different faculties.

**Respondent '03'**

- 1- I have worked as ESP teacher for a long time....I think that it is more than ten years.
- 2- Since ESP is still its first phases, here in Algeria, one may say that it develop slowly but in the right direction. This is mostly in terms of learners' needs and materials production and development. Though teachers have no clear model to follow they rely on their own teaching experience to design suitable courses for their learners.
- 3- No specific teaching methodology is available to follow while teaching ESP. Teachers needs first to identify their learners' needs. This implies the idea that ESP teaching methodology is not different at all.
- 4- Be attracted by the field they are teaching, language teachers become active learners in the area they are teaching. Nevertheless, this does not imply that we as language teachers are required to become expert in that field.
- 5- Language can be considered as a real obstacle for those who lack specialised knowledge of the related area they are teaching.
- 6- Language training in the field they are teaching is very important for a language teacher. This insures, later on, the teachers' positive perception as well as attitudes towards both the area in which they are teaching and the language used for this special area.
- 7- Collaboration and cooperation between language teachers and subject specialists is of paramount importance. Nevertheless, it is difficult to apply it to the Algerian context where there is a lack of personal and professional contact with the subject specialists.
- 8- An effective ESP teacher is the one who is aware of his learners' needs, who is able to design his courses depending on their needs. He is the one who is seeking everyday development.

- 9- ESP teacher should be fully aware of the fact that learners in most cases lack motivation. He needs to take into account the time allotted to English course besides, differences among learners.
- 10- We face everyday difficulties and the most prominent one is the lack of motivation as I have mentioned before, and the lack of published materials. No training is offered for as ESP teachers....
- 11- Neglecting the teacher presence in the classroom is one example of our daily difficulties.
- 12- Yes, he can but he needs first to be aware of his learners' needs, to have training, and to be flexible, later on, he may acquire knowledge of the area he is teaching by experience.
- 13- ESP will develop since the Algerian authority is fully aware of the vital role and place held and played by the English language.

### **Respondent '04'**

- 1- Well, I started preparing a DEA degree in American literature (a comparison between Mark Twain and JD Salinger). I was not yet



into TEFL. My scholarship in Great Britain allowed me to register first for a Diploma in TEFL and then pursued my studies with an M.Ed (in education and TEFL) and finished my PhD thesis about ESP in January 1985 at the university of Wales. I returned to the university where I was a teacher in the economics institute to teach TEFL, and scientific English. I was lucky to head the ESP centre from 1987 up till now. The ESP centre was really a key factor in my ESP practice. We were in charge at that time of the language training of would-be university candidates to study abroad (GB, USA, and Canada). We developed also a program towards non-ESP learners. This program was called: outreach program.

- 2- It is still in its infancy. This is due to long-term practice in English where the emphasis was put on literature and civilization. It has taken decades before anything was done towards ESP.

The only area which has been developed all over Algeria was ESP at postgraduate level. Though I was the first ESP practitioner in the country, I had the luck to have a TEFL teacher who followed me in Constantine: Prof. Abderrahim Farida, and later an ESP researcher Dr Khaldi Kamel in Algiers. We teamed to launch the ESP component into the curricula of postgraduate studies. Now things have completely changed with the LMD reform which I headed for foreign languages domain. ESP today has the lion's share if we did things correctly.

- 3- I am not sure ESP is a question of methodology; it is rather a problem of emphasis and a concern for the learners' needs and wants. It is true that teaching ESP has pushed me to change my methodology to look for more participatory methods where the learners are more active.

- 4- As language teachers we need to avoid thinking that we have to become also a specialist. We may have to go into general knowledge about these specialisms, but never pretend to teach them. I believe that there are specialisms which are of easy access to the language teachers who read about these specialisms (e.g. business English). Do not forget that we have to help the learner use their knowledge and transfer it into English.
- 5- Specialized lexis is always a difficulty even for the subject specialist, let alone for the language teacher. There is a core vocabulary we have to get and then come the neologisms which are created everyday in all specialisms.
- 6- Of course it would help teachers if they got a proper ESP training. Going into a specialism is not easy and voluntarism is not sufficient. However, we should not forget that language learning is an on-going process: we never stop learning. So, each individual must have a personal agenda for improving their language and lexis competence. One cannot rely simply on acquired language.
- 7- Collaboration? Well easily said than done. It is quite difficult to achieve perfect collaboration, because our universities do not function on this basis. However, it has been easier for me to work in collaboration with the subject specialists when I was appointed in the institute of economics in direct contact with them.
- 8- Get to know first the language of your specialism. Try to be very active, imaginative and try new techniques of teaching and evaluating: avoid routine. Be reflexive. Never take pedagogical innovations for granted, be critical.
- 9- There are many. Amongst them: need, needs analysis, purpose, syllabus design, register, genre, text, discourse.

10- It is always a needs analysis that could pose problems to the ESP practitioner. Going into the workplaces generates systematically mistrust from the counterpart. The university community meets misunderstanding when trying to list job requirements. The ability to foresee what our students could do later in their life is quasi impossible

11- Nothing is impossible to achieve. This means that any EFL teacher could teach ESP unless they do not make any effort to progress. They have to also change their old ways and drop routine-like practices. It is a kind of new mentality.

12- Nobody can say what tomorrow could bring. However, when I started to write my thesis on ESP, some thirty years ago, I knew, and that was confirmed by W.R. Lee, the well-know ELT Journal director, that I was starting something new. It has been difficult to come back home and go counter the literature/civilization-led universities. But that is always the case when innovations are introduced. The force of inertia comes from your peers. Today, there are more and more university members who believe in such a field. I am rather sure that ESP is bound to develop smoothly.

#### **ملخص باللغة العربية:**

العمل الذي بين يدينا هو عبارة عن بحث لاستكشاف القضايا الرئيسية التي تواجه مدرسي اللغة الانجليزية المتخصصة في التدريس و التي حالت بين تأدية وظائفهم و بالتالي طرحنا عدة طرق للتغلب على هذه العقبات بفضل تقرير مفصل من خلال تحليل معمق عن أساتذة جامعة أبي بكر بلقايد.  
**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض محددة، منهجية، والصعوبات والمدرسين، والتدريب.

**Résumé en Français :**

Le présent travail est une tentative d'explorer les principaux problèmes rencontrés les professeurs de langues dans des situations d'enseignement ESP exercice de leurs emplois, en plus de la façon dont ils adopter / adapter pour surmonter ces obstacles. Un rapport d'une enquête détaillée est fourni par une analyse en profondeur de la situation des enseignants ESP 'au niveau de Abou Bekr Belkaid Université, Tlemcen.

**Mots clés:** ESP, ESP méthodologie, les difficultés, les enseignants, la formation.

**Summary in English:**

The present work is an attempt to explore the main issues faced language teachers in ESP teaching situations while performing their jobs, besides the ways they adopt/adapt to overcome these obstacles. A report of a detailed investigation is provided through in-depth analysis of the ESP teachers' situation at the level of Abou Bekr Belkaid University, Tlemcen.

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH

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ABOU BEKR BELKAID UNIVERSITY – TLEMCCEN  
FACULTY OF ARTS AND LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH



## **RÉSUMÉ**

**AN EXPLORATION OF THE MAIN DIFFICULTIES,  
CHALLENGES AND REQUIREMENTS OF THE ESP  
TEACHING SITUATION IN ALGERIA:  
THE CASE OF ESP TEACHERS AT ABOU BEKR  
BELKAID UNIVERSITY, TLEMCEN**

**Presented by:  
Ms Nawal MEBITIL**

**Supervised by:  
Dr. Amine BELMEKKI**

**Academic Year:  
2010 – 2011**

## **RÉSUMÉ**

For the sake of bridging the existing gap between the requirements of different situations and the needs of the language teachers through providing a detailed situation analysis mainly that of the ESP teachers across the three faculties under investigation: faculty of Exact Sciences, Economics and Commercial Sciences and that of Law and Political Sciences, at Abou Bekr Belkaid University, Tlemcen, and later on providing some hopefully useful recommendations. The main focus of the current study was to detect the set of problems a language teacher has encounter in his day-to-day career.

Teachers, who were involved in this study, faced daily obstacles while performing their jobs. This fact has constituted the first reason for conducting this study. Giving so much focus to the learner under the label of “learners’ centerdness” and neglecting the teachers’ needs have constituted another reason for conducting this work. Throughout this study, the researcher has attempted to highlight the set of reasons standing behind teachers’ difficulties.

As far as this study is concerned and since successful ESP teaching is a world-wide concern and though Algeria is one of the interesting countries in improving the ESP teaching situation but it is still face with a lot of obstacles mainly on the part of the language teacher. As a consequence, the following questions can be asked:

1-Is the General English teacher prepared to cope with an ESP situation?

2-What difficulties General English teacher of ESP is faced to?

3-What do our General English teachers need to have to better perform an ESP course?

Taking into consideration the above questions, the following hypotheses can be put forward:

With regard to the first question, the researcher thinks that the vast majority of Algerian General English teachers who have been trained in literature, civilization or linguistics and who have not been trained as ESP teachers often find it difficult to cope with the learners’ needs and the requirements of the ESP situations.

It is also assumed that the language teachers often face a lot of difficulties once involved in ESP situation, i.e., lack of interests from the part of the learners, lack of confidence from their part, lack of knowledge of the

subject area and the absence of a real collaboration between them and the subject specialist and many other obstacles.

One may believe that since it is too difficult for a General English teacher to teach EST or EBE and find it difficult to cope with the new teaching situation, in-service training courses in forms of seminars and workshops can be a solution, i.e., the issue of ESP teacher training may be resolved in short term through team-teaching either by collaborating with subject specialist or cooperating with the learners, or to work in team with other ESP teachers across the country by providing an ESP network.

For the sake of providing answers to the research questions and later on evidence for the hypotheses, this current work has undergone different phases starting by analyzing the situation under investigation through dealing with the main reasons pushed the researcher to undertake this research, the main purpose of this study, besides, the research questions and hypotheses. Presenting the population as well as the sample of this study in addition to the significance of this study, providing definitions of some key terms to avoid misinterpretation of any term used in this work is of equal importance too.

An overview of English for Specific Purposes was provided; through discussing different definitions given to ESP, as well as, various phases of its development in addition to its main subdivisions and the typical characteristics of its courses. And since the ESP teacher is the heart of this research, a detailed description of his various roles has been provided too. Reviewing the literature relevant to any field is of paramount importance for any research. Hence, this research too has been linked to its literature in its second chapter while preparing the ground for this work.

As each study needs to follow a defined methodology for both data collection and later on its analysis, the instruments being adapted to this research have been defined and described. Triangulation of data sources, tools besides methods is an essential ingredient in the preparation and the conduct

of any research. Hence, it is worth remembering that the researcher has attended classes, administered questionnaires and conducted interviews to gather as much as possible in-depth information which has helped to draw a full picture for a clear profile of teachers' needs.

Data which has been collected, it has been analysed respectively starting by classroom observations, moving to teachers' questionnaire and ending with teachers' interview. The findings revealed that though teachers are considered to be responsible for the process teaching and learning through delivering the suitable content for their learners and providing guidance for them too, they encounter serious difficulties which prevent them from the ability to function adequately in their target situations.

The following table is an attempt to summarize the main findings of the data gathered:

Summary of the Main Findings	
Types of Difficulties	Strategies Adopted



CONCLUDING CHAPTER PROMOTING THE ESP TEACHING  
METHODOLOGY FOR AN EFL CONTEXT

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<p><u>Due to learners:</u></p> <ul style="list-style-type: none"><li>✓ <b>Students' low level of language proficiency;</b></li><li>✓ <b>Students' lack of motivation;</b></li><li>✓ <b>Heterogeneous groups which create more difficulties for the language teacher;</b></li><li>✓ <b>Students' attitude towards English language and the English teacher which has negative effects on their attendance;</b></li><li>✓ <b>Lack of respect which they have shown in different ways, i.e., talking to each other ignoring the teacher's presence, leaving the course.</b></li></ul> <p><u>Due to teachers themselves:</u></p> <ul style="list-style-type: none"><li>✓ <b>No prior training to ESP teaching;</b></li> <li>✓ <b>Lack of collaboration and cooperation between ESP teachers,</b></li></ul>	<ul style="list-style-type: none"><li>➤ Flexibility to deal with different learners in different situations;</li> <li>➤ Keeping in touch with recent changes in the different fields through research;</li> <li>➤ Being familiar with the use of the ICT as a tool to facilitate the teaching /learning process;</li> <li>➤ Learning how to analyse students needs;</li>  <li>➤ Having a full command of the target language;</li></ul>
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**Table1.1: Summary of the Main Findings**

Based on these findings, a set of hopefully useful recommendations and suggestions have been provided in the last chapter for the benefits of both elements; teachers and learners. Nevertheless these pedagogical, as well as administrative reforms remain only theoretical unless a radical change in addition to serious actions put into practice by those who are considered as the decision makers first at the university level then to a higher level by the ministry itself. This could be done mainly for the sake of maintaining balance between the requirements of different situation; being academic or professional and the increasingly developed demands of technology, economy and sciences through preparing teachers whose main aim is to promote the ESP teaching situation and who are absolutely aware of the requirements of their different teaching situations, who have knowledge of the main principles ESP is based on, who are ready to accept change by adopting positive attitude toward the fields they are teaching and before all who can better articulate and respond to their learners' needs.

Finally it is worth remembering that despite the existence of limitations, this study which is reflected in its findings can be considered as a sign that ensures better understanding which leads to the development and the promotion of the ESP teaching situation, and imposing reforms will not provide any benefit for anyone unless those who are concerned with, i.e., language teachers, in this case, are accepting change and willing to accommodate to a new land with new perspectives, ideas, techniques, methodology and rejecting routine via self-development since each one is responsible for his own development; this can open the doors for teachers to involve in research through what is labeled "action research".

As far as this study is concerned, the researcher has identified three types of limitations: participants, methodology and time. As it has been stated all along this research work, participants who take part in this study are those working at the three faculties: sciences, economics and law; who have accepted to be involved in this project. This fact may have some impacts on both processes; that of data collection and later on its analysis.

It is worth remembering that this research work is an attempt to highlight the most prominent issues faced a language teacher in ESP situation. Hence, it is exploratory in its nature. Combining both qualitative and quantitative research methods within a single research work using variety of tools from difference data sources may not be considered as enough for such a work; as for the classroom observation it was considered as unwelcome idea for the majority of them as a result a group of teachers refuse to take part in this study. With the questionnaire there is the risk that teachers' answers do not reveal their own views as well as the current teaching circumstances revolving around them.

The investigator faced a set of difficulties while trying to conduct the interview online via email with those ESP practitioners who have a long ESP teaching experience where 04 informants from 06 have answered the interview questions; the 02 heads of ESP centers have not replied to the emails, that of Algiers and Constantine . Yet, only the former head of ESP center of Oran who have answered the interview questions, alongside the 03 ESP practitioners.

This fact may have some effects on the results gained from such source using such instruments. As it has been mentioned, the interview was online where it has been sent via email, such a fact may have an influence too on the informants' responses; in such a situation face to face interview may be considered as appropriate.

Since any study is limited to a specific period of time where the researcher is almost obliged to handle both processes that of data collection and data analysis within a precise period of time and as far as this study is concerned the researcher has collected data for her research work during the first semester of the academic year 2010-2011. This fact may have some effects on the data gathered.

The conclusions are limited to a specific group of teachers in a specific context. Therefore, it may not be accepted by other teachers in other universities, too. As a result, another study will be required to reach this purpose.

Hence, to open the door for further researchers to conduct similar studies, the investigator assumes that, it can be possible for others to use a broader sample population which may include other faculties within the same university, i.e., Abou Bekr Belkaid University, Tlemcen, or go beyond this to gather data from different universities nationwide. This later may help the investigators to get an adequate degree of representativeness which may insure generalization of findings.

Exploring and identifying teachers' difficulties, as well as their needs will lead to other studies which revolve around training for ESP teaching, implementation and assessment of ESP courses, besides materials preparation, development and design.

Most importantly and for the sake of improving the teaching/ learning process, to bring about change in any situation an ESP teacher is involved in, is a necessity. As a matter of fact, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the ESP teaching; accepting this idea, besides the ability to learn new ways of teaching may constitute a great help for both teachers and learners. Hence, ESP teachers should be seen as affective learners who seek a daily development for a continuous improvement which should join knowledge, theory and practice.

Despite the fact that limitations is a part of any research work being done, or will be done, and have a direct influence on the findings of any study, the investigator hopes that this work will shed some light on the actual situation of the ESP teachers across the three faculties which may encourage later on larger projects. This later can oin other participants such as: ESP practitioners, subject specialists, administrators and learners.

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