

Running Head: AN INVESTIGATION INTO THE MAJOR PROBLEMS FACING UNIVERSITY TEACHERS

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE



**An Investigation into the Major Problems Facing University Teachers in
Teaching English for Specific Purposes as a Specialty Subject:
The Case of Teachers at the Department of English in Biskra University.**

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fulfilment for the requirements for a

Master Degree in Sciences of Language

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Declaration

I, Rania Salsabil **BOUNAB**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria.

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Dedication

To the memory of my grandfather.

I miss you more than words could ever express.

May Allah grant you paradise.

To my mom

Thank you for supporting me in every step I take and for motivating me to keep moving
forward.

To my grandma, father, siblings and my whole family members for encouraging me through
this research journey.

To my loved one, thank you for always being there for me, I am eternally grateful.

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Abstract

This study aimed at investigating the major challenges teachers face in teaching English for specific purposes as a specialty subject at the Department of English language and literature, in Biskra University. The present research also sought to suggest solutions for teachers' problems in order to improve the teaching and learning situations of English for specific purposes as a specialty subject. Accordingly, the current investigation adopted a qualitative research approach and used a case study research design to bring to light teachers' problems. To attain this objective, semi-structured interviews were conducted with three teachers in charge of the English for specific purposes module, at the Department of English, in Biskra University. Moreover, an unstructured questionnaire was administered to Master, sciences of the language students. The results obtained revealed that teachers' issues are mainly concerned with the syllabus, lack of collaboration and the unequipped classroom environment. As a result, designing a common syllabus and initiating collaboration in and outside the Department of English were the core of the suggested solutions.

Keywords: Collaboration, common syllabus, English for specific purposes as a specialty subject.

List of Abbreviations and Acronyms

CEIL: Le Centre d'Enseignement Intensif de Langues

CNP: Communicative Needs Processor

EAP: English for Academic Purposes

EBE: English for Business and Economics

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

EGP: English for General Purposes

ELT: English Language Teaching

EMT: English as a Mother Tongue

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

ESAP: English for Specific Academic Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

ESPJ: English for Specific Purposes Journal

ESS: English for Social Sciences

EST: English for Science and Technology

EVP: English for Vocational Purposes

GE: General English

PSA: Present Situation Analysis

Q&As: Questions and Answers

TD: Travaux Dirigés

TSA: Target Situation Analysis

US: The United States

USA: The United States of America

VESL: Vocational English as a Second Language

VS: Versus

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General Introduction

1. Background of the Study

English for specific purposes (ESP) is a learner centred approach, which emerged in the early 1960's. ESP is defined as “the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (Paltridge & Starfield, 2013, p. 2). In other words, ESP is designed to meet specific needs of the learners by providing them with the English they need “tell me what you need English for and I will tell you the English that you need” (Hutchinson & waters, 1987, p. 8). The main reason behind its emergence is the fact that, after the Second World War, English became the dominant language in both technology and commerce due to the economic power in the United States. The latter led to the need for teaching and learning English for a well defined purpose.

The teaching of ESP has witnessed a rapid development in the last few decades for the increasing demands of teaching ESP at the level of Universities and private institutions worldwide (DeMarco, 1986). In Algeria, teaching ESP has become a fundamental need and requirement for all kinds of learners' communicative needs, be it academic or professional. The former necessitates hiring English teachers to be in charge of the subject. Therefore, most of ESP teachers are general English teachers who are not subject specialists. As a result, ESP teachers face a number of challenges when it comes to teaching English for specific purposes, including the lack of knowledge about ESP and the unfamiliarity with the area they are teaching (Bouabdallah and Bouyacoub, 2017; Boudersa, 2018; Bouguebs, 2018; Saraa, 2020).

Apart from teaching ESP as a module in different specialties, including Physics, Mathematics, Chemistry, and so forth, ESP is also taught in the Department of English

language and literature as a specialty subject. The majority of ESP teachers at this Department are full-time teachers with a Magister or PhD degree. Moreover, their role as teachers is to provide students with what they need to know about ESP in case they become ESP teachers in the future. In other words, they provide students with the knowledge they need to know about ESP, how to conduct needs analysis, how to design ESP syllabi based on students' needs and how to teach ESP. Therefore, teaching ESP as a specialty subject is not an easy task to do. Despite its importance, the ESP module is neglected by both the Department of English and students, as well.

2. Statement of the Problem

With English becoming the lingua franca of international relations and the increasing demands for teaching English in different domains and for different purposes, language teaching witnessed the emergence of English for specific purposes. In the Algerian context, ESP is taught as a specialty subject at the level of the English Departments, and as a course in the other Departments in all Universities. The former deals with introducing ESP and all what is related to ESP teaching and learning, whereas the latter copes with the different needs and situations of the learners.

Teaching ESP as a specialty subject in the English Departments is associated with forming future ESP teachers. However, teaching this module is a challenging task to do. In a conversation the researcher had with an ESP teacher at the Department of English in Biskra University, she noticed that ESP teachers are not satisfied with what they are teaching in ESP, as well as how they are teaching this module. In other words, these teachers face a number of problems in teaching ESP as a specialty subject.

To our knowledge, the issues faced by teachers of ESP as a specialty subject were not discussed in research before. Consequently, the researcher seeks to highlight these challenges

in order to open door for future researchers to tackle this problem. Moreover, this study attempts to find solutions to these problems to improve the teaching quality of ESP in the future. In the same vein, the researcher will attempt to design a mini-syllabus that corresponds to both teachers and students' needs. This mini-syllabus aims to help facilitate the teaching of this module.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1: What are the major problems facing teachers in teaching ESP as a specialty subject at the level of the English Department in Biskra University?

RQ2: How can teachers teaching ESP as a specialty subject at the level of the English Department in Biskra University overcome their problems?

4. Research Aims

The general aim of the present study is to highlight the major challenges facing university teachers in teaching ESP as a specialty subject at the level of the English Department in Biskra University.

More specifically, this research work aims to:

- Provide solutions and recommendations to this research problem in order to improve the teaching and learning situations of ESP.
- Open door for future researchers to discuss these issues and challenges faced by teachers in charge of ESP as a specialty subject.

5. The Research Methodology for this Study

Due to the descriptive nature of the present study, the researcher will adopt a qualitative approach to explore the major challenges University teachers face in teaching ESP at the level of the English Department in Biskra University. In other words, the researcher will try to diagnose the obstacles that hinder the process of teaching ESP as a specialty subject.

As far as gathering data for this research work is concerned, the researcher will be using semi-structured interviews with three teachers in order to discuss the main challenges they face in teaching ESP at the level of the English Department in Biskra University, since the use of interviews will help the researcher get in-depth data about the issues teachers encounter in teaching ESP as a specialty subject. Additionally, unstructured interviews will be conducted with four ESP experts from the USA in order to have a better vision on how ESP is taught there and how it is supposed to be taught. Besides using interviews, the researcher will be distributing an unstructured questionnaire to Master, Sciences of the Language students at the level of the English Department in Biskra University. The administration of the questionnaire for students will provide the researcher with more insights into the needs and preferences of the students concerning the ESP class. Overall, the data collected will be the principle on which the solutions and recommendations will be based.

6. Population and Sampling Technique

The targeted population of this research study was teachers in charge of the ESP module and Master, Sciences of the Language students at the Department of English in Biskra University. The choice of the teachers was in accordance with the research questions the present study seeks to answer, which are concerned with the major problems those teachers face in teaching ESP as a specialty subject. As far as Master students are concerned, they

were chosen as they have studied ESP in both third year Licence and Master two levels. That is to say, it is believed that they are the most suitable according to the aims of the questionnaire. The targeted sample was selected using a non-probability convenience sampling technique since not all Master students were available. The total number of the respondents was 19 students, as for the teachers, we carried out interviews with three teachers.

7. Significance of the Study

This study will serve to gain more insights into the major obstacles that hinder the teaching process of ESP as a specialty subject. Moreover, this study will serve as a guide for future researchers since this problem has never been tackled before. In other words, the present study will open door for future research studies in this area. Furthermore, providing solutions to these problems and challenges will help teachers better perform in teaching this class. Hence, students will be more qualified to be ESP teachers in the future.

8. The Referencing Style of the Dissertation

The researcher adopted the APA (the American Psychological Association) 6th edition, as a citing and referencing style for the present research since it belongs to the social science and humanities discipline. Nevertheless, it is worth noting that the layout and the cover page are guided by the supervisor.

9. Structure of the Dissertation

The present dissertation is structured as follows:

Chapter One provides a literature review on ESP, including its definitions, characteristics, emergence and development. Moreover, it briefly discusses types and classification of ESP besides the difference between ESP and GE.

Chapter Two reviews the core elements involved in ESP teaching, namely, roles of ESP teachers, objectives in teaching ESP, needs analysis, course design and assessment. Additionally, the status of ESP in Algeria is reviewed.

Chapter Three is subdivided into three sections. The first one is concerned with presenting the rationale behind the research methodology adopted in this study. The second section is devoted to the analysis of the results of the data collected in the study. Lastly, the third section presents the synthesis of the results in relation to the research questions and research aims.

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Introduction

The present chapter attempts to present the theoretical aspects of English for Specific Purposes (ESP). In order to build a basic ground of the present research, this chapter covers some definitions given to ESP over the years alongside with its characteristics. Moreover, the chapter discusses how ESP is different from General English (GE) based on a number of researchers' previous studies. Furthermore, ESP origins, development, types and classifications are briefly presented.

1.1 Definitions of ESP

English for specific purposes (ESP) is a branch of English language teaching (ELT), which emerged in the late 1960's. Several researchers have attempted to reach an accurate and simple definition of ESP; yet a universally applicable definition is challenging to produce. The definitions provided by several researchers (e.g., Dudley-Evans & St John 1998; Hutchinson & Waters 1987; Hyland 2006; Mackay & Mountford 1978; Robinson 1991) incorporate a range of constant and changing characteristics. Belcher (2009) assumes that the most frequently used components of ESP definitions are the notions of needs and specificity.

According to Mackay and Mountford (1978), "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose" (p.2). In other words, they refer to the academic, occupational, or scientific purpose behind which learners are studying ESP. This definition might be considered the most general of all definitions since it addresses the general aim of teaching ESP, which is to attain an academic or occupational purpose. In another definition provided by Hutchinson and Waters (1987), they first state that ESP should be seen as an approach not as a product, "by which they mean that ESP does not involve a particular kind of language, teaching material or methodology" (Dudley-Evans & St John, 1998, p. 2). Moreover, they argue that "ESP, then is an approach to language teaching in

which all decisions as to content and method are based on the learner's reason for learning" (p. 19). In other words, they claim that learners' needs and their purpose for learning have to be initially identified to choose both course content and method of teaching accordingly.

Hutchinson and Waters (1987) view is supported by that of Robinson (1991) in which she conveys that ESP is goal-oriented and she claims that needs analysis is the core principle of developing courses in ESP. What she adds, in her definition, is that ESP is aimed at adults in homogeneous learning environments. However, Dudley-Evans and St John (1998) disagree on considering "homogenous class" as a characteristic of ESP; they claim that "ESP teaching does not necessarily have to be related to content but it should always reflect the underlying concepts and activities of the broad discipline" (p. 4). Robinson (1991) also argues that ESP which involves education, training and practice is based on three major realms of knowledge: language, pedagogy and the students' specialist areas of interest.

In the same train of thought, Hyland (2006) acknowledges that "ESP is, fundamentally research-based language education: a pedagogy for learners with identifiable professional, academic, and occupational communicative needs" (p. 398). This simply reflects the idea that all what is included in the course must be directly pointed to learners' needs. In other words, teachers cannot choose materials and content which are not relevant to learners' needs.

In another definition given by Anthony (2018), he acknowledges the validity of the key elements discussed by the researchers stated above. He defines ESP as:

an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. (p. 1)

Although a variety of ESP definitions have been suggested by different researchers, they all agree on the fact that learners' needs and purpose to learn English are of utmost importance. Therefore, through these definitions, we understand that the main concerns of ESP have been the same over the years.

1.2 Characteristics of ESP

According to Strevens (as cited in Dudley-Evans & St John, 1998), ESP is defined by identifying its absolute and variable characteristics. His definition makes a distinction between four absolute and two variable characteristics.

1.2.1 Absolute Characteristics

ESP consists of English Language Teaching which is:

- designed to meet specified needs of the learner;
- related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- in contrast with 'General English'.

1.2.2 Variable Characteristics

ESP may be, but not necessarily

- may be restricted as to the learning skills to be learned (for example reading only);
- may not be taught according to any pre-ordained methodology.

The idea of presenting absolute and variable characteristics of ESP appears to be very helpful to distinguish what is and what is not ESP. However, Dudley-Evans and St John

(1998) note that the second absolute characteristic may lead to confusion since it reflects the idea that ESP is related to the subject content only. Additionally, the last absolute characteristic provided by Strevens (1988) is rather general for it lacks specificity in terms of what makes ESP in contrast with general English.

In the same vein, Dudley-Evans and St John (1998, p. 4) provide an improved definition of ESP based on the work of the three pioneers in the field, Hutchinson and Waters (1987), Robinson (1991) and Strevens (1988). They present three absolute and four variable characteristics.

1.2.3 Absolute Characteristics

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

1.2.4 Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- 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.

1.3 General English (GE) vs. ESP

Although ESP and GE have existed as approaches to ELT for many decades, confusion between the two approaches still exists until the time being. Hutchinson and Waters (1987) claim that the difference between ESP and GE “in theory nothing, in practice a great deal” (p. 53). Nevertheless, this view is no longer applicable nowadays. ESP has grown to be quite different from GE in both theory and practice (Donesch, 2012).

English for specific purposes is a learner-centred approach, in which the content revolves around specific skills, necessary language and genres (Anthony, 2018) based on a detailed analysis of learners’ needs. According to Lorenzo (2005, p. 1), ESP “concentrates more on language in context than on teaching grammar and language structures”. Whereas, General English approach is language-centred that focuses on general content covering a range of grammar structures and vocabulary unrelated to the students’ mainstream subject this can be reflected in Orr’s (1998) idea that in GE, “Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse” (p. 51).

Additionally, the content in ESP is different from that in GE. Teachers in an ESP class choose content according to learners’ needs. That is to say, the choice of the language, skills, discourse and the teaching methodology depends primarily on learners’ needs. In contrast to General English lessons, where “teachers decide on what language they want to teach and then find content and activities which will help their students learn it” (Harmer, 1983, p. 5).

In the same vein, ESP is taught at the level of universities and private institutions, where the time and number of ESP sessions are most of the time chosen according to learners' preferences. However, English courses that are taught at the university level seem to be leaning more towards GE rather than ESP. In his study in the University of Mohamed Khider of Biskra-Algeria, Assassi (2020) reveals that "specialised ESP courses in the University of Mohamed Khider of Biskra in both the CEIL and different departments do not comply with the criteria of ESP classes. Thus, they are mostly EGP courses." (p. 452). On the other hand, GE is taught in middle and high schools as a subject in which the time allocated to GE sessions is provided by the institution.

A distinction can be made between ESP and GE is that in ESP classes, learners tend to know more about their specialty subject than the teacher since "ESP teachers do not have to possess the specialist knowledge of the subject matter" (Donesch, 2012, p. 3). This would not only help the learners better perform in the class but also eases the process of learning. However, in General English classes, teachers know more about the subject content than the learners as they have at least a Bachelor degree in English.

Another difference lies on learners' needs. ESP learners are usually adults who know exactly what they need English for. In other words, they have a predetermined purpose in mind, be it academic or occupational as claimed by Basturkmen (2006), "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (p. 18). Unlike ESP learners, GE students are not aware of their language needs; they study English just for the sake of exams. Hutchinson and Waters (1987, p. 53) support this view by stating that "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of that need". Similarly, Basturkmen (2006) asserts that ESP is

goal-directed in which the teaching goes from point A to point B, whereas, General English tends to go from point A to an indeterminate destination.

From the above stated differences, it can be said that ESP is different from GE in terms of content, setting in which each course takes place, knowledge about the English language and the awareness of learners' needs. Nonetheless, frequently, teaching ESP requires learners to have basic knowledge of GE as stated in Dudley-Evans and St John (1998, p. 5) "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 other words, learners' knowledge of GE eases the teaching and learning of ESP.

1.4 The Emergence of ESP

The history of English for specific purposes (ESP) can be traced back to the end of the Second World War. The latter "was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends" (Hutchinson & Waters, 1987, p. 6). In other words, the birth of ESP resulted from a combination of three prominent reasons. These reasons as stated by Hutchinson and Waters (1987) are: the demands of a brave new world, a revolution in linguistics and focus on the learner.

1.4.1 The Demands of a Brave New World

Hutchinson and Waters (1987) affirm that after the end of the Second World War, as the world's scientific, technical and economic activity developed intensively, and with the USA being the most economic power in the world at that time, English became the international language of economy resulting in an increasing demand for learning English "not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce" (p. 6). That is to say, learners

knew exactly why they needed to learn English. Another important historical period in the life of ESP is the early 1970's World Oil Crisis which highlighted the importance of English as a language of knowledge, particularly among the oil rich countries (Hutchinson & Waters, 1987). These developments did not make English of a high interest for the language teachers only, but for everyone.

1.4.2 A Revolution in Linguistics

A second reason for the emergence of ESP according to Hutchinson and Waters (1987) was observed in the shift in linguistic research. Flowerdew and Peacock (2001) find that:

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.
(p. 11)

Hutchinson and Waters (1987) back up this view by stating that the description of the formal features of language usage was no longer as influential as before since the interest of the researchers shifted towards examining how language is used in real communication. By doing so, researchers discovered that language differs from one context to another, for instance the English of commerce is different from that of engineering. Therefore, determining the English that a certain group of learners needs is associated with analysing the linguistic features of their field of work or study; "Tell me what you need English for and I will tell you the English that you need" (p. 8).

1.4.3 Focus on the Learner

The third factor contributing to the birth of ESP is rather psychological. According to Hutchinson & Waters (1987), educational psychology influenced the emergence of ESP by emphasising how learners' attitudes towards learning are of a great importance. In other words, being familiar with what learners' need to learn boosts their motivation to learn, hence the learning process improves in terms of quality and duration.

1.5 The Development of ESP

Throughout the history of ESP, the latter had undergone five main phases of development: the concept of special language: register analysis, beyond the sentence: rhetorical or discourse analysis, target situation analysis, skills and strategies and a learning-centred approach (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987).

1.5.1 The Concept of Special Language: Register Analysis

At the beginnings of ESP in the 1960's, linguists chose to apply the grammatical and linguistic features of the registers to differentiate between particular varieties of English. In other words, this phase was mainly concerned with "identifying and teaching the grammatical structures and vocabulary seen as of central importance in scientific and technical writing" (Basturkmen, 2006, p. 35). This postulates that core linguistic features are "common in a register because they are functionally adapted to the communicative purposes and situational contexts of texts from that register" (Biber & Conrad, 2009, p. 2).

Their view is in accordance with that of Hutchinson and Waters' (1987) where they state that each specialty has its specific linguistic features which are different from the other specialities. However, this does not mean that these linguistic features are exclusively unique to that given register, but some forms are used more often in one register than the other

(Dudley-Evans & St John, 1998). The aim of register analysis on the other hand is to use these forms and features which are specific to a discipline as a syllabus (Hutchinson & Waters, 1987).

Register analysis was criticised in that it saw language from the surface level only since it did not deal with the characteristics beyond the sentence structure (DeMarco, 1986). The latter caused students not to understand the whole meaning of the text, although they understand all the words in the text (Selinker, Todd-Trimble, & Trimble, 1976).

1.5.2 Beyond the Sentence: Rhetorical or Discourse Analysis

Diverging from the sentence level approach, the second phase of ESP focussed on language beyond the sentence structures (Hutchinson & Waters, 1987). They follow up stating that at this point, ESP is concerned with “understanding how sentences were combined in discourse to produce meaning” (p. 11) alongside with how social contexts influence the use of discourse in communication (Barnard & Zemach 2003). In line with this idea, Robinson (1991) advocates that “the focus was thus on the text (specifically the conceptual paragraph) rather than on the sentence, and on writer’s purpose rather than on form” (p. 24). Allen and Widdowson (1974) formulate the basic assumption of language use as follows:

the difficulties which the students encounter arise not so much from a defective knowledge of the System of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. (p. 3)

What can be drawn from the above stated assumption is that the courses at this level are tailored to enrich ESP students’ knowledge of the way sentences are linked together in a text forming a meaning which can be changed according to the context.

1.5.3 Target Situation Analysis

In the 1980s, and with the publication of Munby's *Communicative Syllabus Design* (1978), learners' target needs became a fundamental element in the process of designing and carrying out ESP courses given that the basic aim of ESP courses is to "enable learners to function adequately in a target situation" (Hutchinson & Waters, 1987, p. 12). The concept of Target situation Analysis (TSA) was in fact coined by Chambers (1980) to refer to communication in the target situation. He further claims that "TSA goes into the target situations, collects and analyses data in order to establish the communication that really occurs-its functions, forms, and frequencies, and provides a basis for selecting the long-range aims of the course" (p. 25). What can be grasped from his statement is that in this phase, the focus is still on the surface linguistic features of the target situation.

As a matter of fact, Munby's (1978) approach opened door for researchers to discover learners' needs, as a result, a large number of articles on needs analysis were published during this period in the *English for Specific Purposes Journal* (ESPJ) (Johns, 2013). In the same vein, Jablonkai (2010) reveals that 12% of the articles published in the same journal in the period between 2002 and 2008 were about needs analysis. In other words, since its emergence, target situation Analysis was, and still attracts the attention of the readers.

1.5.4 Skills and Strategies

At this stage, the development of ESP witnessed a dramatically different approach from the three first ones. Instead of analysing sentences from the surface or beyond the surface structures, researchers investigate the cognitive processes that underlie language use (Hutchinson & Waters, 1987). In the same way, Dudley- Evans and St John (1998) claim that "The basis of the approach is that, in addition to language work, there is a need to address the thought processes that underpin language use" (p. 24). They further explain that the idea of

the skills-based approach is that it determines priorities among the four skills and concentrates primarily on the teaching of specific skills that are important in certain situations. In other words, skills-based approach aims at developing learners' skills and learning strategies instead of providing extensive linguistic knowledge to them since "the teaching of language in itself is not sufficient for the development of the ability to perform the tasks required of a tertiary level student" (p. 24).

1.5.5 A Learning-Centred Approach

The title might lead to some sort of confusion to the readers as they might confuse the learning-centred approach to learner-centred approach. To make the difference clearer, Hutchinson and Waters (1987) point out that the latter is an approach that is centred on the idea that "learning is totally determined by the learner" (p. 72). Their statement entails that in this approach, the learning process depends solely on the learners and their already existing knowledge and skills giving less importance to the other factors influencing the learning process. However, the learning-centred approach considers the learner as one of the factors of the learning process, but not the only one. The latter is the reason behind which Hutchinson and Waters (1987) chose to use "learning-centred" over "learner-centred".

In contrast to the four first approaches in ESP development, a learning-centred approach takes learners' needs into consideration along the process of course design. Additionally, learners' differences in learning are taken into consideration in this approach (Dudley-Evans & St John, 1998). Hutchinson and Waters (1987) further illustrate the difference between learning-centred approach and the previous approaches in course design in the following example:

A needs analysis reveals that: the ESP learners need English in order to be able to read texts in their subject specialism. They have no need to write, speak or listen to English.

Their sole need is to read English texts. If we followed a language-centred or skills-centred approach to course design, we might conclude that ESP lessons would concern themselves only with the activity of reading texts. There would be no listening work; all discussion would be in the native language and writing tasks would be minimal. This would be a logical application of the models for course design above ... But if we took a learning-centred approach, we would need to ask further questions and consider other factors, before determining the content and methodology of the course. (p. 75)

What can be concluded from the developments stated above is that each phase covers the gap left from the previous one. That is to say, the focus of ESP moved a step forward in each stage to get the closest to the fulfilment of learners' needs; this statement can be illustrated in Figure 1.1:

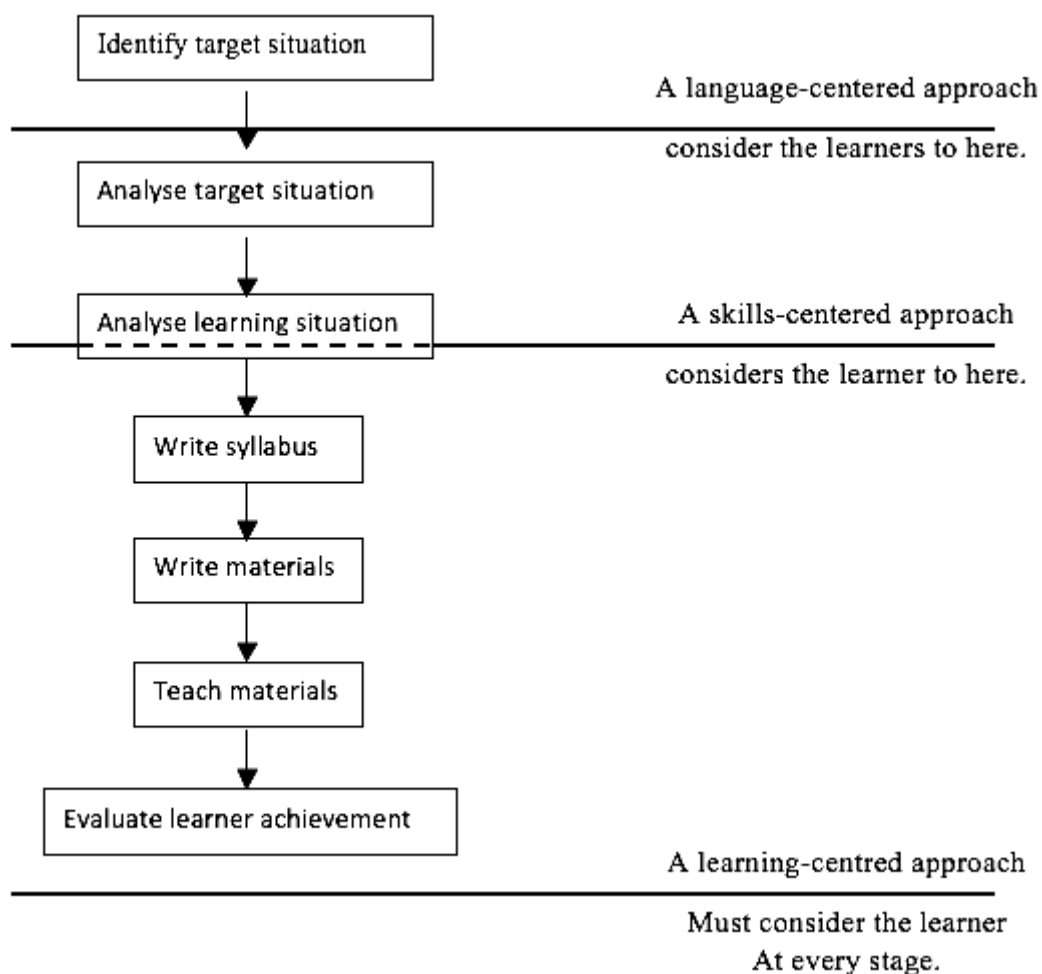


Figure 1. 1. A comparison of approaches to course design. Adapted from *English for Specific Purposes. A learning-centred approach* (73), by T. Hutchinson and A. Waters, 1987, New York, NY: The press syndicate of the University of Cambridge. Copyright 1998 by Cambridge University Press.

1.6 Types of ESP

In the history of ESP studies, many researchers (Anthony, 2018; Basturkmen, 2010; Carver, 1983; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) have attempted to provide types of ESP. However, Belcher (2009) argues that “there are, and no doubt will be, as many types of ESP as there are specific learner needs and target communities that learners wish to thrive in” (p. 2).

Carver (1983) identifies three types of ESP which make it distinct from English Language Teaching (ELT):

1.6.1 English as a Restricted Language

This type refers to English language used in very specific communicative environments. Carver (1983) illustrates this type by giving the example of air traffic controllers or waiters. He further states that “this is an extreme example of the approach to language learning through situational routines” (p. 133).

1.6.2 English for Academic and Occupational Purposes

According to Carver (1983), EAP and EOP are the core of ESP. This view is supported by a number of researchers (Anthony, 2018; Basturkmen, 2010; Dudley-Evans & St John, 1998). The importance of EAP and EOP is reflected in the huge attention giving to both EAP and EOP in research (Anthony, 2018). In the same line, their importance is illustrated in the tree of ELT (Figure 1.3) in which Hutchinson and Waters (1987) divided each type of ESP (mainly English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS)) into EAP and EOP, which can be further sub-divided into more specific disciplines (Figure 1.3).

1.6.3 English with Specific Topics

This is the third and last type of ESP provided by Carver (1983). According to him, English for specific topics puts emphasis on the topic rather than the purpose. In other words, in this kind of ESP, courses are designed for anticipated future needs of the learners not for already determined needs.

In line with what have been discussed above, ESP types are divided according to the disciplines they serve. The more ESP studies develop; the more ESP types diverge.

1.7 Classification of ESP

Based on the tree of ELT (Figure 1.3), Hutchinson and Waters (1987) classify each branch of ESP into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)/ English for Vocational Purposes (EVP)/ Vocational English as a Second Language (VESL). However, Dudley-Evans and St John (1998) consider EVP as a sub-division of EOP.

1.7.1 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is the English language which is taught within academic contexts (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Hyland, 2006; Kennedy & Bolitho, 1984). More precisely, it is “the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language” (Flowerdew & Peacock, 2001, p. 8).

EAP is further divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (Blue, 1988, as cited in Alqahtani, 2011). To fully understand EAP, an awareness of the difference between EGAP and ESAP is crucial (Blue, 1988, as cited in Dudley-Evans & St John, 1998). While the former deals with the language and practices common to all EAP students, the latter is concerned with the specific needs of learners in particular disciplines. Likewise, Dudley-Evans and St John (1998) affirm that EGAP “refers to the teaching of the skills and language that are common to all disciplines” (p. 41), whereas ESAP “refers to the teaching of the features that distinguish one discipline from others” (p. 41).

1.7.2 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) refers to the English language, which is taught to fulfil learners' needs to use English in their work profession (Kennedy and Bolitho, 1984). In other words, EOP courses are tailored for already employed professionals who need English to improve their job-related skills.

Similar to EAP, EOP can be subdivided into English for Vocational Purposes (EVP) and English for Professional Purposes (EPP) (Dudley-Evans & St John, 1998). Which can be further subdivided according to the discipline or professional area (Figure 1.2).

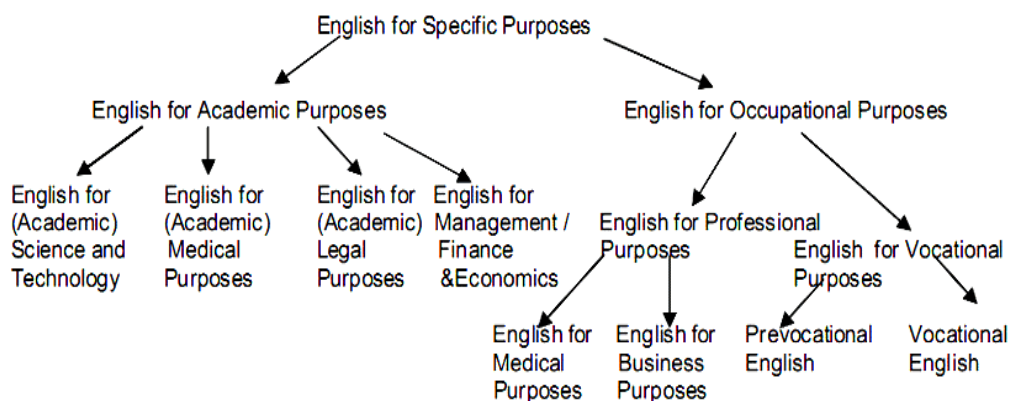


Figure 1. 2. ESP classification by professional area. Adapted from *Developments in English for Specific Purposes: A multi-disciplinary approach* (6), by T. Dudley-Evans and M. J. St John, 1998, United Kingdom: The press syndicate of the University of Cambridge. Copyright 1998 by Cambridge University Press.

Despite the differences between EAP and EOP stated above, Hutchinson and Waters (1987) claim that there is no clear-cut distinction between these classifications since learners can study and work simultaneously. Similarly, Flowerdew and Peacock (2001) state that, many aspects of EAP are aimed at preparing students for their professional occupations. These researchers illustrated their idea by giving the example of “English for Business in the

university, aspects of the course designed to assist learners in their studies would clearly be EAP, but university business courses, like other vocationally-oriented courses, usually seek to prepare their students for business careers” (p. 11)

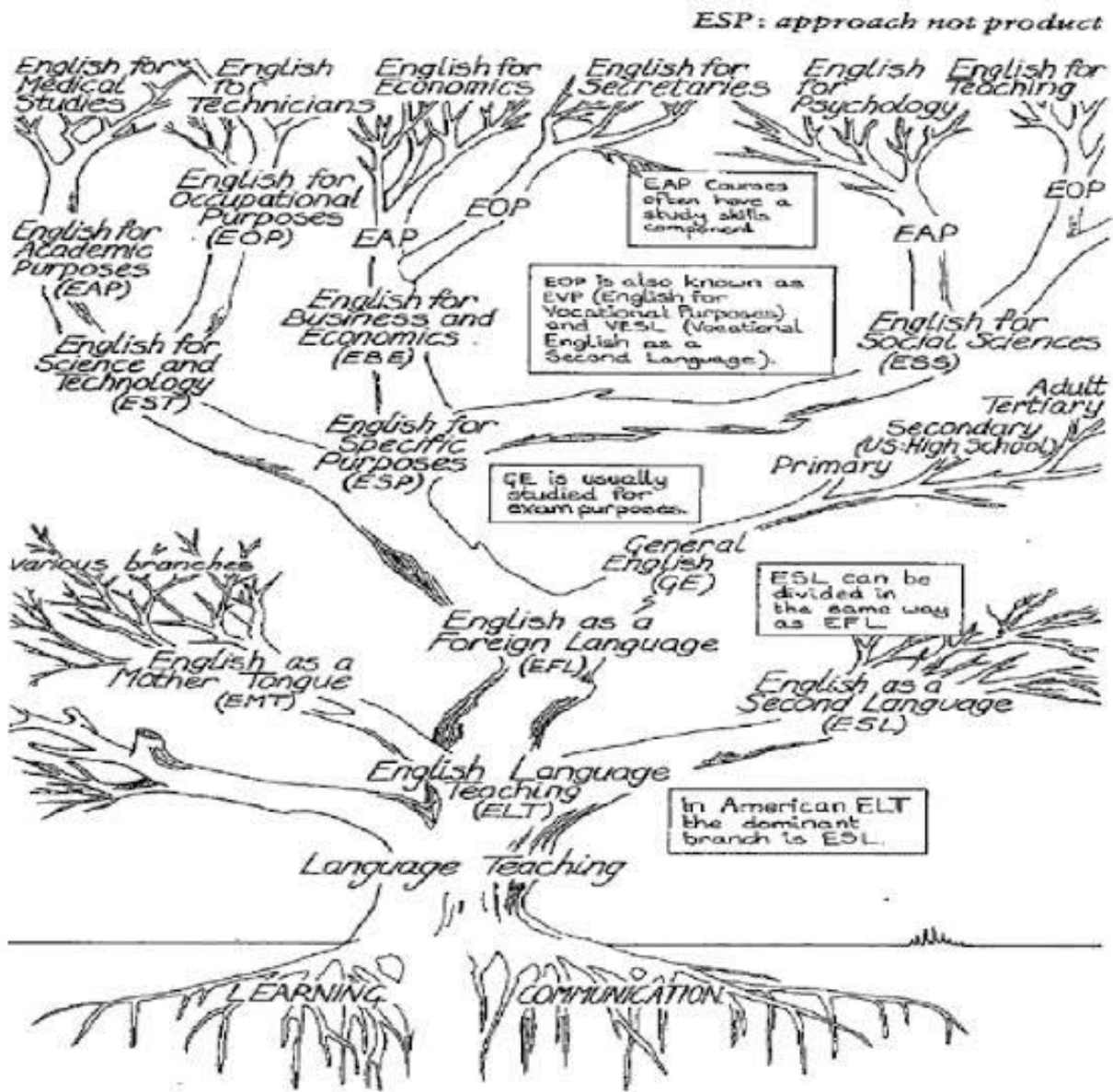


Figure 1. 3 The tree of ELT. Adapted from English for Specific Purposes. A learning-centred approach (17), by T. Hutchinson and A. Waters, 1987, New York, NY: The press syndicate of the University of Cambridge. Copyright 1998 by Cambridge University Press.

Conclusion

The foregoing chapter aimed at providing an overview of English for Specific Purposes including its definitions and characteristics which define its uniqueness. Additionally, it elucidated how ESP differs from GE at many levels. Furthermore, it discussed the main reasons behind the emergence of ESP without forgetting to illuminate the major developments it went through in its history. Finally, this chapter presented some of the types of ESP in addition to its classification. In other words, the present chapter provided a brief description of the main elements of ESP. In the following chapter, the researcher will provide a theoretical framework of the essential elements used in ESP teaching.

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Introduction

This chapter aims at presenting a theoretical framework of the fundamental concepts used in teaching ESP. Roles of the ESP practitioner, objectives in teaching ESP and assessment in ESP will be briefly discussed. Essentially, the present chapter seeks to highlight what needs analysis and course design are in the ESP context. Finally, the status of ESP in Algeria will be discussed briefly based on research carried out in this area.

2.1 Roles of the ESP Practitioner

A number of researchers (Dudley Evans & St John, 1998; Hutchinson & Waters, 1987; Swales, 1985) prefer to use the term “practitioner” over “teacher” “to emphasise that ESP work involves much more than teaching” (Dudley Evans & St John, 1998, p. 13). The ESP practitioner has five key roles including teacher, course designer and materials provider, collaborator, researcher and evaluator.

2.1.1 The ESP Practitioner as Teacher

The ESP teacher is most of the time a GE teacher who has basic knowledge of the subject matter or nothing at all (Stevens, 1988). The latter states that, the teaching methodologies in ESP are the same as the ones used in any language teaching contexts. In other words, the main teaching activities any language teacher has to deal with are:

- Shaping the input
- Encouraging the learner’s intention to learn
- Managing the learning strategies
- Promoting practice and use. (Stevens, 1988, p. 44)

However, Dudley Evans and St John (1998) argue that there may not be a radical difference between the teaching methodology used in teaching EGP and ESP. Nevertheless,

in the ESP context, learners, in many cases, tend to know more about the specific knowledge of the subject content than the teachers. That is to say, this basic difference between the learners in ESP and EGP classes “affects the methodology and becomes more pronounced as the teaching becomes more specific” (p. 13).

The role of ESP practitioner as a teacher encompasses a number of sub-roles, including: classroom organiser, consultant and negotiator (Dudley Evans & St John, 1998). In the ESP context, the relationship between the teacher and learners is more of a partnership, in which learners can engage in the classroom discourse more than in GE classes. The latter gives the learners the chance to express themselves by asking more questions or even extending the conversation outside the classroom for teachers to provide a one-to-one advice to the learners (Dudley Evans & St John, 1998). They further assume that “the willingness to be flexible and to take risks is one of the keys to success in ESP teaching” (p. 14).

2.1.2 The ESP Practitioner as Course Designer and Materials Provider

Besides being a teacher, an ESP practitioner has to design the course and provide materials suitable to that course (Robinson, 1991). In contrast to the role of course design for the General English teacher, the former represents a fundamental part for ESP practitioner’s practice (Hutchinson & Waters, 1987). In order to design the course, the ESP practitioner has to ask a number of questions which are mainly revolved around why do the learners’ need to learn? Who are the participants? Where and when will the learning take place? What do the learners need to learn? And how will the learning be achieved? These questions are asked to have more insights into what type of language the course should have, what are the theories of learning that will be implemented in the course in addition to determining learners’ needs (Hutchinson & Waters, 1987).

Additionally, the ESP practitioner is involved with providing the proper materials to cover learners' needs (Dudley Evans & St John, 1998). This process necessitates choosing a ready-made material if it is suitable to learners' needs, adapting material if it is not suitable or writing their own material when there is nothing suitable (Dudley Evans & St John, 1998). Also, ESP practitioners have to check the material's credibility before adapting it (Day & Krzanowski, 2011).

2.1.3 The ESP Practitioner as Researcher

The ESP practitioners also need to stay in touch with research in different areas depending on their needs. They need to incorporate the research findings and outcomes in the process of needs analysis, course design or in providing materials (Dudley Evans & St John, 1998). In other words, ESP practitioners "need to update their knowledge base and engage themselves in various professional development activities" (Potocka & Sierocka, 2013, p. 175). Moreover, ESP practitioners are not only researchers of when it comes to genres and communicative practices of the target situation; they are researchers even in their classrooms (Hyland, 2006).

2.1.4 The ESP Practitioner as Collaborator

Several ESP researchers (Day & Krzanowski, 2011; Dudley Evans & St John, 1998; Huckin, 1988; Hutchinson & Waters, 1987; Johns, 2013; Stewart, 2018; Strevens, 1988) draw our attention to the pivotal role of collaboration in the success of ESP programmes. Collaboration or team teaching as Huckin (1988) calls it refers to the cooperation between the ESP teacher and the subject specialist in which

The technical colleague can provide the technical information necessary to set up the game, can monitor the students' attempts to solve the technical problems, and can evaluate the proposed solutions from a technical perspective. The English teacher can

make sure that each student is required to perform certain communication tasks, can monitor each student's performance, and can provide corrective feedback when the game is over. (p. 65)

It can be inferred from what has been discussed above that the subject specialist is concerned with the carrier content, whereas, the ESP teacher focuses more on the language, skills and learners' performances.

2.1.5 The ESP Practitioner as Evaluator

In addition to being involved in evaluating the teaching and learning effectiveness, the ESP practitioner is involved in evaluating the courses and teaching materials as well (Dudley Evans & St John, 1998). ESP practitioners have to assess and evaluate learners' performances and progress throughout the whole period of learning. In other words, evaluation should be an on-going process in which the course and teaching materials are evaluated before, during and after the delivery of the course via assessing learners' perceptions of the course (Dudley Evans & St John, 1998).

From what has been stated above, it can be inferred that the ESP practitioner has a multifaceted role which demonstrates that there is no specific task assigned to ESP practitioners. In other words, "becoming an effective teacher of ESP requires more experience, additional training, extra effort, a fresh commitment, compared with being a teacher of General English" (Stevens, 1988, p. 43).

2.2 Objectives in Teaching ESP

Basturkmen (2006) describes five broad objectives in teaching ESP: to reveal subject-specific language use, to develop target performance competencies, to teach underlying knowledge, to develop strategic competence and to foster critical awareness. In her

description of the objectives, she makes reference to Stern's (1989, 1992) language teaching objectives, namely, proficiency, knowledge, affect and transfer.

The first objective is concerned with competence, mastery of skills like reading, writing, listening and speaking and language behaviour. As for knowledge as an objective, it is related to the awareness of the target language and culture. The former has two types, linguistic knowledge objectives that include "language analysis and awareness of the systematic aspects of language" (Basturkmen, 2006, p.133), and cultural knowledge objectives that include control over socio-cultural rules, as well as, the ability to recognize culturally significant facts. Affective objectives on the other hand are concerned with the positive and negative attitudes of the learner towards language competence and language learning (Stern, 1989). Transfer objectives are concerned with generalising what has been learnt beyond the particular language and culture.

2.2.1 To Reveal Subject-Specific Language Use

Basturkmen (2006) believes that the objective of revealing subject-specific language use is related to the linguistic knowledge objective and, to a lesser extent, to cultural knowledge objectives set by Stern (1989, 1992). ESP practitioners leaning towards this objective tend to teach their learners about how to use the English language in their target situation using the linguistic research findings of that same situation. Historically speaking, this objective has dominated the teaching of ESP (Basturkmen, 2006). Yet, Hirvela (1997) argues that teaching subject-specific language use focused only on the surface level of the language, neglecting the underlying structure of the discourse which helps in understanding and producing the discourse.

2.2.2 To Develop Target Performance Competencies

Developing target performance competencies objective is related to proficiency objective in the classification of Stern (1989, 1992) since it deals with teaching what people do with language as well as the skills needed to perform that act (Basturkmen, 2006). Courses in these classes are detailed to the extent that they are centred on the core skills and competencies which are further subdivided into micro skills and more specific competencies learners need to be competent at. Needs analysis plays a significant role in defining learners' demands and expectations in the target situation, hence, it helps teachers determine which skills and competencies to include in their courses in addition to setting the course objectives.

2.2.3 To Teach Underlying Knowledge

To obtain the proper understanding and knowledge of the target occupational or academic situation, learners need not only the linguistic proficiency and knowledge, but to dig deeper into the concepts used in the target situation and the language needed to use those concepts (Basturkmen, 2006). This objective goes hand in hand with the idea of Hirvela (1997) in which he puts emphasis on the importance of the underlying structure of the discourse, that helps in understanding and producing it. Basturkmen (2006) relates this objective to the cultural knowledge objective from Stern's (1989, 1992) classification.

2.2.4 To Develop Strategic Competence

According to Douglas (2000), strategic competence acts like a mediator and interpreter between the external context and the internal language knowledge and background. In other words, strategic competence enables learners to communicate successfully using the context of the situation in addition to their background knowledge of the language, which is English in ESP classes.

The aim of the present objective is to teach learners how to use their background knowledge of their disciplines in the target language that is English (Basturkmen, 2006). Dudley Evans and St John (1998) on the other hand, state that learners are not all the time aware of how to bring their background knowledge into the surface nor how to control it, therefore, one of the prominent jobs of the ESP practitioner in such situation is to develop learners' conscious awareness into how to have control over "language, rhetorical structure or communication skills" (p. 188). Basturkmen (2006) considers developing strategic competence objective as having a linguistic knowledge objective from Stern's (1989, 1992) classification.

2.2.5 To Foster Critical Awareness

From what have been stated above, one can notice that despite the differences among the objectives, they are all centred on the aim of fostering learners' language skills and shaping their knowledge of the language to fit into the target environments. However, like affective objective from Stern's (1989, 1992) classification, fostering critical awareness gives more importance to learners' feelings, beliefs and cultural environment (Basturkmen, 2006). ESP practitioners oriented to promoting learners' critical awareness would involve teaching learners how to establish norms and cultural knowledge of the target environment besides raising their consciousness towards how to critique any negative aspects and how to adapt into the target situations (Basturkmen, 2006). Henceforth, it can also be linked to the cultural knowledge objective of Stern's (1989, 1992) classification.

It can be inferred from what have been stated above that, although objectives in teaching ESP are different, they all share the core principles of teaching ESP which revolve around learners' needs and preferences. Furthermore, ESP practitioners are capable of instructing using one or more objectives. Finally, it is evident that Stern's (1989, 1992)

language education objectives and the ones set by Basturkmen (2006) in teaching ESP are quite similar.

2.3 Needs Analysis

Needs analysis is the pillar of any ESP course since what may distinguish ESP from EGP is the ability to define the specific and clear needs of the learners (Flowerdew & Peacock, 2001). Anthony (2018) considers needs analysis as the starting point of ESP for it entails the current and/or future academic or occupational needs of the learners. The present section presents the basic concepts used in defining needs analysis to develop a theoretical framework for the latter based on a plethora of works done by researchers.

2.3.1 Needs Analysis: Definition(s)

Needs analysis in ESP has been a centre of research and interest for a number of researchers over the last decades (Basturkmen, 2010; Brown, 2016; Dudley Evans & St John, 1998; Chambers, 1980; Hutchinson & Waters, 1987; Hyland, 2006; Robinson, 1991; West, 1994). It is important to first and foremost state that the phrases “needs analysis” and “needs assessment” are used interchangeably in research (Belcher, 2006; Brown, 2016). It is difficult to find rigorous definition of needs analysis on which researchers agree.

However, Dudley Evans and St John (1998) and Hyland (2006) agree on defining needs analysis as the continuous process of establishing the what and how of a course. In other words, the corner stone of needs analysis is what learners’ need to learn and how they want to learn it. On the other hand, Brown (2016) provides a detailed definition of needs analysis in which he states that it is the systematic collection and analysis of the detailed information necessary in order to design a curriculum that satisfies most of the language learning and teaching demands of the learners and teachers in a specific context.

2.3.2 Types of Needs

Hutchinson and Waters (1987) provide two types of needs; target needs and learning needs.

2.3.2.1 Target needs. Target needs refer to “what the learner needs to do in the target situation” (Hutchinson & Waters, 1987, p. 54). This umbrella term which encompasses a number of significant distinctions in practice, can be defined in terms of necessities, lacks and wants. Necessities are what the learner must know in order to operate effectively in the target situation. Learners’ lacks refer to the gap between the target proficiency and existing proficiency of the learners. Learners’ wants on the other hand involve their views on what they should learn.

2.3.2.2 Learning needs. It is impossible to fulfil learners’ target needs without identifying learning needs. Hutchinson and Waters (1987) define learning needs as the route to move from the starting point (learners’ lacks) to their destination (learners’ necessities). That is to say, learning needs are the effective ways of learning the skills and language learners lack (Dudley Evans & St John, 1998).

2.3.3 Target Situation Analysis (TSA)

Target situation analysis is one of the most common and known approaches to needs analysis (West, 1994; Alqahtani, 2011). The first work in TSA is presented by Munby (as cited in Hutchinson & Waters, 1987) called Communicative Needs Processor (CNP) which is a needs analysis model that consists of a number of key communication questions that can be used to identify the linguistic characteristics of learners’ target language needs (Hutchinson & Waters, 1987). Nevertheless, the term TSA was first introduced by Chambers (1980) to refer to communication in the target situation presented by Munby (as cited in Robinson, 1991).

The aim of the CNP is to establish the identity of the participants, their purpose of learning, the target setting in which the language will be used, instrument of communication, dialect, target level, communication key, communicative events and language skills (Alqahtani, 2011). Although, Munby's model was supported and approved by many researchers (Hutchinson & Waters, 1987), it was challenged by Chambers (1980) in that it covers linguistic characteristics of the target situation only. Moreover, Coffey (1984) argues that the process in Munby's model is complicated and hard to be put into practice, additionally, when it comes to learners' needs, he believes that the model cannot be further modified which in his view is not accepted since this approach should be more flexible.

Hutchinson and Waters (1987) believe that "the target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process" (p. 59). They further suggest a framework that covers the type of information a course designer needs to collect from the analysis of target needs.

2.3.4 Present Situation Analysis (PSA)

While target situation analysis is concerned with learners' needs, present situation analysis is centred on their lacks and wants (Flowerdew, 2013). By way of explanation, in PSA, what learners know and do not know, what they can or cannot do according to the requirements of the target situation should be identified (Basturkmen, 2010). Also, PSA seeks to unveil learners' strengths and weaknesses (Robinson, 1991). In such analysis, data can be collected using "test scores or other observational techniques (like interviews, corpora of learner-produced writing samples, and class observations)" (Brown, 2016, p. 22).

As aforementioned, needs analysis has been of a great interest for researchers for the last few decades. The former is seen as an ongoing, cyclical process in which target and

present situation needs have to be identified and analysed in depth. Additionally, Robinson (1991) considers needs analysis as a combination of both target situation analysis and present situation analysis.

2.4 Course Design

As discussed in the previous section, needs analysis is the gist of course design. The data collected from needs analysis should be further interpreted and turned into learning objectives which are the basis of a well-structured ESP syllabus (Anthony, 2018; Hutchinson & Waters, 1987). However, the results of needs analysis alone are not enough, the course designers' approach to syllabus, methodology and materials appropriate in the given context are of a great importance as well (Robinson, 1991). In ESP, the course plan should help learners develop a positive attitude towards the content of the course, motivate them to study and reduce their anxiety towards the course (Anthony, 2018). Basturkmen (2010) suggests four significant features in designing the ESP course: focusing the course, determining course content, developing materials and evaluating the courses and materials.

2.4.1 Focusing the Course

Basturkmen (2010) states that to develop an ESP course, one must first determine who the course is tailored for and what is the content of the course. In doing so, the course designer should decide how specific the course is going to be based on the target audience. In ESP context, there are two types of courses, wide angled and narrow angled courses. The former refers to courses designed for heterogeneous general groups of learners, while the latter is designed for homogeneous more specific groups of learners. In this context, homogeneous and heterogeneous groups refer to the learners' needs, professions, disciplines or levels of management (Dudley Evans & St John, 1998). For instance, teaching English for engineering studies can be considered wide angled, whereas, teaching English for computer engineering can be considered narrow angled.

Although narrow angled courses seem to reflect learners' needs more than wide angled courses, they have been criticized in that they enable learners to function in very limited situations due to the language constraints (Basturkmen, 2010). She also believes that some of the items in a narrow angled course may be more relevant to some learners than to others.

2.4.2 Determining Course Content

A major consideration in course design is to determine the course content. Basturkmen (2010) indicates that the course designer should first determine the nature of the content, and then plan the syllabus.

2.4.2.1 Real and carrier content. Anthony (2018), Basturkmen (2010), Belcher (2006) and Dudley Evans and St John (1998) distinguish between real content and carrier content in ESP. While real content refers to the pedagogical aims learners tend to reach at the end of the course, carrier content denotes the means and materials which are used as a vehicle to deliver the real content (Basturkmen, 2010).

2.4.2.2 Planning the syllabus. As discussed above, the question of what language and content to be taught is of a great importance in an ESP context (Basturkmen, 2006; Basturkmen, 2010). Once the language and content are determined from the results of needs analysis, they will be sequenced in terms of items within a syllabus (Basturkmen, 2006). Hutchinson and Waters (1987) define syllabi as documents which specify what will or should be learnt. Brown (as cited in Brown, 2016) goes further in his definition of syllabi stating that they are "ways of organizing the course and materials" (p. 46). Ur (1996, p. 177) summarises the objectives of language teaching syllabus as follows:

1. Consists of a comprehensive list of
 - Content items (words, structures, topics)
 - Process items (tasks, methods)

2. Is ordered (easier, more essential items first)
3. Has explicit objectives (usually expressed in the introduction)
4. Is a public document
5. May indicate a time schedule
6. May indicate preferred methodology or approach
7. May recommend materials

Similarly, Basturkmen (2010) states that course designers should make clear decisions about determining types of units (such as genres), items in the units (such as which genres) and sequencing (the order of the items) that will form the syllabus.

2.4.3 Developing Materials

Developing materials is one of the three options suggested by Hutchinson and Waters (1987) (evaluating materials, developing materials or adapting materials) to turn the course design into an actual teaching material. According to them, material evaluation refers to using existing materials, developing materials refer to the process of designing one's own material and material adaptation is a combination of the two first ones.

The key issue raised by course designers in developing materials is the question of authenticity (Anthony, 2018; Basturkmen, 2010; Belcher, 2006; Carver, 1983; Dudley Evans & St John, 1998; Hutchinson & Waters, 1987; Robinson, 1991). An authentic text means a text which was written for purposes other than merely language teaching and learning (Basturkmen, 2010). However, Widdowson (1979) sees authenticity not within the text itself, but in the interaction of texts in the target context. In other words, even the interpretation of the term "authenticity" differs from one researcher to another. Belcher (2006) argues that what seems authentic to a course designer might not be the case for another one. In the EAP

context, Stoller (2016) believes that practitioners often turn to adapted materials due to the challenging task of finding authentic ones.

In the same train of thought, Anthony (2018) believes that course designers should be aware of the different roles materials play in an ESP classroom before initiating the process of material development. He identifies six prominent roles which are: “help learners to understand the what, why, and how of the target language setting, help learners to build their language skills, assist learners to use language skills actively, encourage the incidental learning of target language skills, help learners develop a positive emotional response to the target language skills and support (non-specialist) instructors” (p. 99). It can be seen that the role of materials in ESP classrooms is centred on the teaching and learning of target language skills.

2.4.4 Evaluating the Courses and Materials

Evaluation refers to the process of collecting information which might change and influence the current or future activities (Dudley Evans & St John, 1998). In other words, in ESP, the practitioner needs to decide upon the effectiveness of his/her course and materials used, in doing so; he/she has to evaluate learners’ perceptions of the course throughout the whole period of teaching and learning (Basturkmen, 2010; Robinson, 1991). Dudley Evans and St John (1998) and Robinson (1991) argue that formative evaluation is implemented in ESP classes more than the summative one for it helps the ESP practitioner to make any needed changes in the course to improve it.

Alderson and Waters (as cited in Hutchinson & Waters, 1987) identify four key aspects that should be considered in evaluating ESP course: “what should be evaluated? How can ESP courses be evaluated? Who should be involved in the evaluation? When (and how often) should evaluation take place?” (p. 152). Hutchinson and Waters (1987) state that

everything important, from course delivery to learners' perception, should be evaluated. They believe that ESP practitioners should evaluate the course in the first week of delivery, during the course, at the end of the course and after the course if possible. They can use questionnaires, checklists, observations, rating scales, interviews, discussion, records or assessment to evaluate their courses (Robinson, 1991).

Course design covers a great deal in ESP literature due to the significant role it plays in ESP teaching and learning. Although there is no basic rule to follow in course design, the aforementioned features form the basis of any ESP course. It is important to know not only what course design is, but how to carry it out which is what the literature lacks.

2.5 Assessment

It is important to first distinguish between assessment and evaluation as they seem a bit confusing. According to Anthony (2018), the terms assessment and evaluation are synonyms; however, evaluation is a broader term than assessment. The latter refers to "the process of collecting, analyzing, and using data to gain an understanding of current performance for various purposes" (p. 124); assessment is most of the time used for learners only. On the other hand, the former can be used more broadly referring to contexts other than learners' assessment, for instance, it can be used for administrators, courses or instructors' evaluation.

When talking about ESP assessment the first question that comes to mind is in what way is it different from other areas of language assessment? The simple answer to this question is that ESP assessment is ought to be conducted in an ESP context (Douglas, 2013). Abrar-ul-Hassan and Fazel (2018) and Hutchinson and Waters (1987), on the other hand, believe that the difference lies within its focus on learners' proficiency and ability to perform communicative tasks in the target language domain which makes it very narrow in focus.

2.5.1 Types of Assessment

To ensure the success of the ESP course, learners' have to be assessed at different stages of their learning experience. To obtain that, Anthony (2018) identifies five types of assessment: proficiency assessment, placement assessment, diagnostic assessment, progress assessment and achievement assessment.

2.5.1.1 Proficiency assessment. This type of assessment is generally used as an entry requirement of a language course (Anthony, 2018). It assesses learners' linguistic proficiency in the target language (Abrar-ul-Hassan, 2012). Therefore, proficiency assessment aims at revealing whether the candidate is proficient enough and ready to carry out the ESP course and the required tasks or not (Hutchinson & Waters, 1987). It is also used to assess learners' proficiency development throughout the whole period of learning (at the entry and exit levels) to show how effective the course was (Anthony, 2018).

2.5.1.2 Placement assessment. Placement assessment is designed to unveil whether the learners need the ESP course or not (Hutchinson & Waters, 1987). By doing so, it reveals what learners lack and need to study in the ESP course. It also helps in grouping learners according to their language proficiency (Abrar-ul-Hassan, 2012) in order to form balanced homogenous classes.

2.5.1.3 Diagnostic assessment. Learners' linguistic strengths and weaknesses are highlighted in the results of this type of assessment (Abrar-ul-Hassan, 2012; Anthony, 2018). The latter states that diagnostic assessment is directly related to needs analysis, and thus to setting out the learning objectives of the course.

2.5.1.4 Progress assessment. Progress assessment is formative in nature, its results entail learners' perceptions of the course content, materials and methods (Anthony, 2018). Yet, it can very often have a summative direction in providing an overall evaluation of

learners' progress in the course. In carrying out a progress assessment, ESP practitioners should take into consideration the following points:

- Do the learners show an understanding of the learning objectives targeted by the particular materials and methods?
- Is there evidence that aspects of the materials and methods are redundant or confusing to learners?
- Does the performance of learners show evidence that the learning objectives are being met?
- Is there evidence that the learning objectives are too easy or too difficult to reach?
- Does the learning environment appear to promote learning?
- Is there evidence that the learning environment restricts, hinders, or prevents learning? (Anthony, 2018, p. 134).

2.5.1.5 Achievement assessment. Abrar-ul-Hassan (2012) and Anthony (2018) agree on that achievement assessment is summative in nature which aims at revealing to what extent the objectives of the course have been achieved which is somehow “an extension of progress assessment” (p. 134). In other words, it provides feedback about how well did the course meet learners' needs (Anthony, 2018).

Although a plethora of researches were conducted in the area of ESP assessment (Abrar-ul-Hassan, 2012; Douglas, 2013; Weigle & Malone, 2016), it still lacks precision when it comes to assessing learners' performances.

2.6 The Status of ESP in Algeria

Over the past few years, the English language in general and ESP in particular became of a great importance in Algeria, thus the demand for teaching and learning both English and

ESP saw a massive growth especially in higher education context. Accordingly, English has been integrated in the curriculum of different specialties (architecture, business, economy and so on) in all universities in Algeria under different labels. Yet, the aim of all courses is to provide the English needed for the specific groups of learners according to their disciplines (ESP).

In light of this, ESP courses are introduced at all University levels, in which general English teachers are called upon to take the role (Bouabdallah & Bouyacoub, 2017; Boudersa, 2018; Bouguebs, 2018; Assassi, 2020; Mebitil, 2014; Saraa, 2020). According to their studies, these researchers believe that, ESP teachers had no training programmes in ESP, nor were they provided with syllabi which would help them overcome some of the difficulties they might face during the processes of needs analysis, course design and course evaluation. However, the results of the study conducted by Saraa (2020) reveal that 5% of the participants received professional training in ESP which did not meet their expectations. Moreover, in contrast to the results of the above mentioned researchers' studies, all of Saraa's (2020) participants were provided with either syllabi or canvas, yet they did not meet their expectations as well:

(20%) of the participants stated that the university departments provide them with a teaching syllabus which includes guidelines and titles that teachers must tackle when lecturing; however, they also expressed a very negative attitude saying that this document did not meet with their expectations. On the other hand, the lion share of (80%) of the participants' responses claimed that no official ESP teaching syllabus is distributed to them and that the authority department , in the beginning of the academic year, hands out them with a 'Canvas' that includes the general goals and objectives of the ESP courses and the assessment modes. On the whole, even though

the syllabus document exists, it seems unsatisfactory as it is superficial and far from satisfying the ESP teachers' needs. (p. 87)

Furthermore, teachers B and C from the present study believe that what is taught in Algerian Universities is leaning more towards EGP rather than ESP for it lacks the specificity ESP is ought to present. ESP teachers tend to ignore the basis of ESP as they had no training which would enable them to perform properly in the classroom.

When it comes to the time allotted for the ESP course, it is generally taught for one hour and a half per week, mostly planned as the last course of the day (Bouabdallah & Bouyacoub, 2017). Additionally, the coefficient of the course is one (01) in all canvas (Assassi, 2020). Due to the time limitations and the minor importance given to the ESP course, both teachers and learners will lose interest and motivation to carry it out.

Overall, ESP is highly needed in all educational contexts in Algeria, yet a small number of researches are conducted in this area. Moreover, expert one in the present study claims that the state of ESP in Algeria still needs a lot of work to be done to develop real ESP courses. In this regard, and with ESP being at its infancy in Algeria, more research should be done to form a generation of ESP teachers who would have the potential to teach ESP properly.

Conclusion

The foregoing chapter highlighted the most important concepts used in ESP teaching contexts found in the literature. Becoming aware of what course design, needs analysis and assessment are, in addition to the roles of ESP practitioners and the objectives of teaching ESP help in enriching ESP teachers' knowledge to enhance their performances as ESP practitioners. However, this chapter revealed that the literature available is not enough to pave the way for ESP practitioners to better perform in their occupations. Therefore, the area

of ESP research needs improvement especially when it comes to needs analysis, course design and assessment in ESP. The forthcoming chapter will discuss the methodological choices opted for in this study. Additionally, it will present, discuss and synthesise the results obtained in this study.

3. Chapter Three: The Research Methodology, Results, and Data Analysis

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Introduction

The present chapter begins with an overview of the rationale behind the choices of the main components of this research study. Research paradigm, approach and design are briefly discussed in relation to the methodology adopted in this study. Additionally, it presents the data collection methods and procedures, data analysis procedures and population and sampling techniques used in this study. Equivalently, it reports the results of the study together with their analysis. This chapter is concluded by the synthesis of the results in relation to the research questions this study seeks to answer.

3.1 Research Methodology for this Study: Choices and Rationale

This section aims at presenting the methodological choices opted for in the present study and the rationale behind using them. Moreover, it discusses the fundamental elements in research methodology including: research paradigms, research approaches, research designs and population and sampling techniques. Finally, this section describes the data collection methods and data analysis procedures adopted in this study.

3.1.1 Research Paradigms

Research paradigms appeared in literature under different labels, including: philosophical worldviews, epistemologies and ontologies, or broadly conceived research methodologies (Creswell & Creswell, 2018). The latter define research paradigm as “a general philosophical orientation about the world and the nature of research that a researcher brings to a study”. The choice of the research paradigm of this study depended heavily on the aim of the study which is to highlight teachers’ problems in teaching ESP as a specialty subject at the Department of English, in Biskra University. In this respect, the constructivist worldview was the most suitable for this study, as this research relies much on the respondents’ views.

3.1.2 Research Approach

The choice of the research approach appropriate for the study goes hand in hand with the research paradigm adopted. There are three common approaches in research, including qualitative, quantitative and mixed-methods research approaches. While qualitative approach tends to use words and descriptions, quantitative approach is framed to using numbers. As for mixed-methods approach, it tends to use both quantitative and qualitative data (Creswell & Creswell, 2018). Moreover, the latter define qualitative research as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p.41). Accordingly, and due to the nature of the research questions the present study seeks to answer and in accordance with the research paradigm adopted in the study, we opted for a qualitative research approach in attempt to bring to the surface teachers’ difficulties encountered when teaching ESP as a specialty subject.

3.1.3 Research Design

Research designs are defined as “types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study” (Creswell & Creswell, 2018, p. 49). In other words, research designs tend to provide a framework for both the collection and analysis of data. The current study adopted a case study research design as it serves the purpose of getting an in-depth understanding of the problem at hand in a particular context. In other words, case study research design helps in discovering the problems teachers in charge of the ESP module at the Department of English in Biskra University face in teaching this module.

3.1.4 Data Collection Methods

Data collection methods refer to the tools that will be adopted by the researcher to gather the data which form the basic building blocks of the research. In other words, they refer to the instruments used in collecting data which will answer the research questions. Due

to the qualitative nature of the current research, we carried out semi-structure and unstructured interviews besides using unstructured questionnaires.

3.1.4.1 Interviews. One of the mostly used data collection tools are the interviews. The latter refer to the guided question-answer conversations which have a specific structure and purpose (Tracy, 2013).

3.1.4.1.1 Teachers' interview.

3.1.4.1.1.1 Aim and structure. In the interest of answering the two research questions the present study attempts to answer, face-to-face semi-structured interviews were conducted with three teachers in charge of the ESP module at the Department of English, in Biskra University. The interview consisted of 12 questions, which also included some probes to urge the teachers to elaborate and clarify more. Roulston and Choi define probes as “follow-up questions – also referred to as probes – are formulated relative to what interviewees have already said” (p. 233).

3.1.4.1.1.2 Piloting and validation. The piloting and validation of research tools are integral aspects in any research study. Their importance lies in improving the quality of the questions, to avoid misunderstandings and avoid any sort of a problem related to the questions. After the questions of the interview were designed, we sent them alongside with the opinionnaire and validation form via email to six experts to answer; yet, we received three answers only before carrying out the interviews.

The respondents' comments were mainly concerned with the choice of questions and the form. One of the experts believed that the ninth question “What is your position towards teaching ESP for three semesters?” was irrelevant without any further explanation. However, we raised this question to see whether the Master one gap was a hindering factor for teachers in teaching ESP or not. Another expert pointed out that question number four “What is the

status of ESP in Algeria in general and Biskra in particular?” was irrelevant for it is vague and should be included in the literature review which was the objective of the question. We included this question to have the viewpoint of teachers at the Department of English in Biskra University towards the teaching situation of ESP in Algeria as an addition to the literature available on this point. As for the form, another expert suggested turning the questions to open ended format to elicit more details. The latter was taken into consideration.

3.1.4.1.2 Experts' interview.

3.1.4.1.2.1 Aim and structure. To have more insights on how ESP is taught in the USA and how it should be taught at the English Department, in Biskra University, the researcher conducted unstructured online interviews with three ESP experts from the USA. Moreover, the researcher aimed at having their viewpoints towards what to include in the mini-syllabus the researcher will recommend as a solution to teachers' problems. As they were unstructured, the interviews took place as discussions with the experts where both the interviewer and interviewees had a turn in asking questions. The questions revolved around teaching and learning ESP as a specialty subject.

3.1.4.2 Students' questionnaire. Questionnaires are one of the most commonly used data collection tools in research studies. The former refers to “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (Brown, 2001, p. 6). For the present study, we opted for the unstructured questionnaire due to the qualitative nature of the study. The questionnaire was administered via the official Facebook group of Master two students of English in Biskra University.

3.1.4.2.1 Aim and structure. The aim of the questionnaire was to evaluate everything related to the ESP module including what is taught, how it is taught and when it is taught

from students' perspectives. Additionally, the questionnaire sought to bring to light students' preferences and suggestions which will form the basis of the present study's recommendations. The aforementioned aims lie under the aim of designing a mini-syllabus that will take all students' answers into consideration. The unstructured questionnaire was classified into three sections that had an overall of 15 open-ended questions; each section had a specific objective. Any similarities that might exist between questions will serve to triangulate and validate the data analysis.

3.1.4.2.2 *Piloting and validation.* The questionnaire questions, like teachers' interviews, were emailed to four experts; however, we received only two responses. The experts' advised us to reword some questions for the sake of clarity, which was taken into consideration. Also, one of the experts suggested adding two more questions which were added to the questionnaire. As for the piloting stage, the questionnaire was administered to three students from the population to answer and provide their feedback. Their answers did not reveal any ambiguity or irrelevancies; therefore, no changes took place in the questionnaire.

3.1.5 Data Collection Procedures

The data collection phase started off with teachers' interviews. Taking into account the ethical considerations and research demands, the teachers were first asked to sign a consent letter before starting the interviews. Two interviews took place in the same week; whereas, the last one took place two weeks after, depending on the availability and time schedule of the teachers. All three interviews were recorded. Then, students' questionnaire was administered to Master two students via their official Facebook group. The choice of using Google Forms was due to the unavailability of Master two students during the second Semester. We concluded the data collection phase with the experts' interviews, they were first emailed about our study and the rationale behind it, and then we asked them if they

would set up for online interviews. All four experts agreed on participating on this study and gave their consent regarding being recorded. The interviews took place using Zoom and Skype. Three of them were recorded; however, the fourth one was not recorded that is why we removed it from the study.

3.1.6 Data Analysis Procedures

Due to the qualitative nature of the data collected, we opted for analysing data using two data analysis procedures namely, the descriptive method and the thematic analysis. We used descriptive method as a procedure to describe the results of students' questionnaire. As for teachers and experts' interviews, they were analysed using the thematic analysis. After transcribing the interviews, the researcher read the transcripts a number of times seeking for understanding the data while highlighting and taking notes about the important elements in the transcripts. Then, the researcher started making connections between the highlighted elements which were then labelled under different codes. After organising the data into codes, we started gathering the similar codes together under different themes which were then interpreted and discussed in relation to the aim of the study.

3.1.7 Population and Sampling

The target population of this research study was teachers in charge of the ESP module and Master two, Sciences of the Language students at the Department of English in Biskra University. The choice of the teachers was in accordance with the research questions the present study seeks to answer which are concerned with the major problems those teachers face in teaching ESP as a specialty subject. As far as Master two students are concerned, they were chosen as they have studied ESP in both third year Licence and Master two levels. That is to say, they are the most suitable according to the aims of the questionnaire. The targeted sample was selected using non-probability convenience sampling since not all Master two

students were available. The total number of the respondents was 19 students, as for the teachers, we carried out interviews with three teachers.

3.2 Results and Discussion

3.2.1 Interview

The interview sought to find answers to the research questions which are mainly related to highlighting teachers' problems in teaching ESP as a specialty subject, in addition to providing solutions to these problems. Analysing teachers' responses, we identified four recurrent themes, including: teachers' experiences in teaching ESP, status of ESP in Algeria, the relation between teaching ESP as a specialty subject and forming ESP teachers and teachers' problems in teaching ESP as a specialty subject and their suggested solutions.

3.2.1.1 Teachers' experiences in teaching ESP.

Table 3. 1

Teachers' experiences in teaching ESP as a specialty subject

Teacher	Years of Teaching ESP
A	6
B	4
C	1

To open up the interview questions, the researcher asked the teachers to state for how many years they have been teaching ESP at the Department of English, and if they have taught it in other Departments. This question was asked in order to see whether their experiences in teaching ESP as a specialty subject have a relation with the problems they faced or not. Additionally, the second part of the question aimed at reflecting if teaching ESP in the English Department has helped teachers in teaching ESP in other contexts. As demonstrated in table 3.1, they have taught ESP for one to six years at the Department of

English in Biskra University. Teacher A was amongst the first teachers who were in charge of the ESP module at the Department of English, in Biskra University.

As far as the second part of the question is concerned, teachers B and C had no experience in teaching ESP in other departments; however, teacher B taught ESP in informal contexts for doctors, architects and aeronautics professionals. As for teacher A, he taught English for Computer Sciences for two years at the Department of computing in Biskra University, and EAP in a private school. Therefore, the variation of teachers' experiences in teaching ESP, in and outside the department of English, helped in providing rich and diverse data for the present study.

Talking about their experiences, both teacher A and B highlighted the major problems they faced while teaching the ESP course. Although teachers A and B taught ESP in different contexts (formal and informal), they both found themselves struggling with the unfamiliarity with the fields they taught. Teacher A for instance, had rough times dealing with the new concepts introduced to him in teaching English for Computer Sciences, he stated, "it is this huge exposure to different notions that I am not familiar with that affected my performance". Similarly, teacher B believed that the concepts related to specific fields are quite hard to understand. As a result of the unfamiliarity with the subject knowledge, teachers A and B found themselves in a hard position while adapting teaching materials. The latter acknowledged that "authentic materials are usually written in very technical language, which makes it difficult for us to understand basically the whole document". In this respect, teacher C agreed that "everything depends on knowledge. If you have enough knowledge about the subject you are teaching, your performance is expected to be much better".

Accordingly, teacher B put emphasis on the dilemma of jumping from one field to another. He argued "I found myself like I have to learn about the other fields and it is

humanly impossible to learn about agriculture, architecture, physical education, aviation all of them". To his view, one cannot be familiar with several fields simultaneously for it is a tiring task to do. To avoid the aforementioned problem, teacher B suggested,

you develop your competence as an educator, as a teacher of the English language; you develop your capabilities as a specialist in this domain applied linguistics, then of course, if you choose to be an ESP teacher, it is always better to choose one field.

In other words, the latter believed that one must broaden his knowledge in one specific field in ESP to enhance the teaching and learning situation of ESP. As for teacher A, he suggested teacher training as a solution to these problems, he said, "for me, what makes a good I mean, an effective teacher and effective instruction is a good training", he further added, "I wished if I have had such training in ESP teaching, this would probably enlighten my early career in teaching ESP and makes it or and give it a solid ground for a good beginning".

3.2.1.2 The status of ESP in Algeria. In order to bring to light teachers' viewpoints towards the teaching situation of ESP in Algeria in general, and Biskra in particular, the researcher asked them about the status of ESP. Both, teachers B and C, agreed that there are no ESP classes in Algerian Universities; however, they are teaching EGP under the label of ESP courses. In his defence, teacher B commented that, "We cannot generalize at the same time we have to talk frequencies. So the largest frequency we have in our hands is referring that ESP courses are not actual ESP courses". As for teacher C, he backed up his argument with "I had a look at some lessons posted by the teachers, for example, of the Department of Architecture or Economics. They are basically teaching general English and not ESP".

Talking about ESP teachers in Algeria, teacher B argued that there are two scenarios; the first one is giving specialty teachers, who have basic knowledge of the English language,

the ESP course to teach. He added: “It works as far as the specialty itself is concerned, but teaching a foreign language in terms of didactics is a bit different”. He suggested that these teachers need special training to learn how to teach a foreign language. The second scenario he pointed out to was teaching ESP courses by full-time teachers, who belong to the Department of English, some of which are aware of how to design ESP syllabi. He commented, “I believe the perfect scenario in this case is to collect those lessons, to self reflect, to evaluate the course and to design a whole course from that kind of patchwork they have done throughout the year”. The latter concluded “the status of the ESP course in Algeria is still behind means we have so much work to do to develop ESP courses in Algeria because of their immense importance in science in general”.

As far as ESP as a specialty subject is concerned, teacher A stated that “we still have very controversial issues concerning the way it should be taught, the way it should be conceived, whether to focus on practical aspect of ESP or key or theoretical aspect of the field”. He did not provide any information about the status of ESP; however, he described the content of ESP syllabus, as did teacher C.

It is worth noting that all three teachers did not put emphasis on the status of ESP at Biskra University, they talked about ESP in general, as they did not find that there was a huge difference that was important to note.

3.2.1.3 The relation between teaching ESP as a specialty subject and forming ESP teachers. In order to discover how can the proper implementation of the ESP syllabus can help in forming better equipped ESP teachers in the future, we asked teachers the following question: How would teaching ESP in the English Department properly help improve the situation of ESP teachers in the future? All the three teachers showed positive responses to this question. That is to say, they all agreed that teaching ESP at the English Department

properly would enhance their performance if they ever become ESP teachers in the future. Teacher C answered, “providing students with the right concepts and knowledge about ESP would help them become better or ready ESP teachers in the future”. That is to say, students who have solid background knowledge about ESP would better perform as ESP practitioners in the future. Teacher B backed up this argument by sharing his experience while implementing his own syllabus for third year students for the first time. He expressed his satisfaction towards the results obtained from his students after practising needs analysis and course design. He stated,

I was quite satisfied. Why, because my learners who really are high achievers, they were successful in doing so they really developed something very interesting. They developed very interesting questionnaires and interviews. They have learned how to report data and how to interpret data from a questionnaire or an interview into target needs and learning needs.

He explained that having students practise what they learn in the course help them seek new opportunities, not only related to their education, but to their future careers as well. He added that if your students grasp what you teach them about ESP, it will help them in the following:

it will definitely help them first understand that ESP is not EGP, it will definitely help them learn that ESP is easier than EGP, it will help them understand also that necessities, Lacks and wants or needs in general make their job easier.

Teacher A on the other hand, believed that “the proper implementation of anything of any idea leads to relevant consequences”. He suggested that there should be a collaborative work between teachers who are interested in ESP in which they set the basic grounds about “how to initiate a course in ESP for different levels...what are the boundaries and what kind of

practices that should be encouraged and what are the behaviours that should be stressed on” in order to have an effective teaching of ESP for both, teachers and students.

3.2.1.4 Teachers’ problems in teaching ESP as a specialty subject and their suggested solutions. To answer the research questions the present study seeks to answer, the teachers were asked to highlight the major problems they faced in teaching ESP as a specialty subject, additionally; they were asked to suggest solutions to these problems. Answering these questions, teachers provided varied responses that we could possibly classify to three recurrent themes. Namely, the syllabus, lack of collaboration and the classroom environment.

3.2.1.4.1 The syllabus. To have a better understanding of teachers’ problems regarding their syllabi, they were first asked to state based on what they chose the content of their syllabi. Both teachers A and B answered that their syllabi were influenced by the available literature on ESP, mainly on the books written by Hutchinson and Waters, Dudley Evans and St John and Widdowson who teacher A considered “the leading figures of ESP that we come to know about ESP teaching, ESP instruction”. As far as the theoretical part of the syllabus at third year Licence is concerned, both teachers started developing their syllabi from the same point and including the same aspects. For instance, teacher B reported,

We have to take a look at, answering some questions, like what is ESP, how is ESP important, so when we think about these questions, especially in theoretical part, it is based on literature, basically, whatever anyone working on ESP needs to know, this is what I focus on.

In the same way, teacher A focused on providing an introduction to ESP; nevertheless, he argued that,

for sure, focusing on the history of ESP and the emergence of ESP was beneficial to a certain extent, but I realised later on that students are more interested in the way how it is done, so how it is taught, how it is practised than its origins.

As a result, he shifted to integrating the idea of language features and skills in ESP in the syllabus. As for the practical side of the syllabus, teacher B noted that he adapted whatever available on the literature to their teaching situation. He demonstrated,

It is always better to give them real life examples in our department, in our university and the more I give them these real life examples, I feel like they really understand what do we mean by these concepts. So real life examples, real life experience always helped me in developing especially this course.

Teacher C on the other hand, followed the same syllabus developed by teacher B. Therefore, instead of stating how the syllabus was designed, he demonstrated the sequencing of its delivery. He indicated that, “we start gradually by introducing the course to the students. We begin with a theoretical part in the first semester and then we move to the practical side”.

With regard to Master two, teacher A was the only one in charge of the ESP module, therefore, he was the only one responsible for syllabus design. Talking about the latter, he tried two approaches; the first one was providing content that is similar to the one of third year Licence which he considered as a follow-up. He commented, “I realised later on that students of master two need something related to their research. So I shifted to research in ESP instead of teaching ESP”. He further added, “I am still trying to find an appropriate spot. Where shall I stand as an ESP practitioner in terms of decision making, in terms of syllabus design, in terms of integrating activities. I am still in a maze, honestly speaking”.

Teacher B believed that the ESP syllabus implemented at Master two level created a gap, he argued, “the gap is not only about timing, the gap is even about the content between what I teach and what the Master two teacher teaches. It is a huge difference”. This argument was reinforced by students’ responses to the second question of the second section of the questionnaire, where only three out of 19 students were satisfied with the content of Master two ESP syllabus arguing that it was detached from the ones implemented in third year Licence.

Regarding teachers’ satisfaction towards the syllabi they were following, teacher C revealed that he was satisfied with the syllabus he was implementing by reporting, “I see so many positive points concerning the syllabus” which served as an evaluation of the syllabus designed by teacher B. In contrast, both teachers A and B expressed dissatisfaction towards the syllabi they were following; for instance, teacher A reported,

Satisfaction varies from one period to another in terms of for example, in terms of lectures, how to say management, in terms of covering the different aspects in the lesson. Okay, I'm satisfied to a certain extent. Now in terms of, as I said, the outcomes, the practicality of the outcomes, this is what I am questioning.

On the other hand, teacher B expressed his dissatisfaction by stating that “No, of course I am not. You can never be satisfied”. He added that what he was trying to be more satisfied with was the teaching method. He justified, “because, during these last three or four years, I tried to adopt different methods, but you know, every method has its ups and downs”.

Teacher A considered the syllabus as one of the major problems he faced while teaching ESP as a specialty subject. He reported,

the syllabus itself. So the undecided mind that I have concerning what to include and what to exclude in the syllabus this is for me is a very disappointing issue when it comes to teaching such an important course as ESP.

He added, “because the way I am doing it now did not result into what I am expecting or what I am having as expectations”.

After reporting that the ESP syllabus was amongst the major problems teachers face in teaching ESP as a specialty subject, they were further asked to suggest some solutions to overcome this problem. In this regard, all three teachers agreed on the need for a common syllabus for both third year Licence and master two levels which would be a result of teachers’ collaboration. Teacher A stated, “I love to see a group of teachers working on a common syllabus with well-defined access”. He further explained,

I think this would maximise the consistency of the instruction. I mean, you are following a track. You are following a sequence. This would not leave you in this dilemma of whether to go for the choice A or choice B. So the common syllabus gives teachers some sense of credibility of their instruction because they are following the same thing. And that decision came out of an agreement by different teachers.

Teacher C added that a common syllabus would minimise the misconceptions of ESP teaching and learning that both teachers and students have. He elicited, “even teachers of English who teach ESP have so many misconceptions they believe it is all about terminology or vocabulary related to a specific domain, but this is not ESP; it is just a very tiny part of ESP”. The answers displayed in table 3.9 are an example of the misconceptions students have on ESP, where 15.8 % of the respondents suggested integrating vocabulary and grammar in the ESP syllabus.

In addition to the common syllabus, teacher B suggested teaching the syllabus by the same teachers for a number of years to gain more experience in the field. He illustrated,

I am not saying they keep teaching the same course for 10 years, but, it would be better if they do not change teachers every year. It means like four teachers, they teach at least four or five years then if they want to bring other teachers, no problem.

Concerning the course, he said, “obviously we have to update every year”. Moreover, all three teachers recommended the elimination of Master one gap to ensure the proper implementation of the syllabus. Teacher A explained,

so many students could not make this flashback or could not make a mind, could not refresh their memory concerning the different concepts of ESP. So this gap I think should be eliminated and ESP should be integrated as an important course in the first year of Masters

The arguments stated above called for collaboration, which was the second major problem teachers faced in teaching ESP as a specialty subject.

3.2.1.4.2 The lack of collaboration. Collaboration was amongst the most repetitive themes throughout the interview answers by teachers A and B, where its absence caused a problem and its presence provided a solution. Both teachers agreed on the point that, although there was a small number of teachers teaching ESP in the English Department at Biskra University, most of them refused to make any sort of collaboration. Teacher B reported,

Me and my close colleague we worked together, we had no problems. We developed a course, well, the course I have developed it alone two years ago, but I have given him

my course, and he tried the course we collaborate. We tried to ask questions to modify some things, no problem.

Nevertheless, he struggled with convincing the other teachers to collaborate with him, he added, “to have teachers who are not ready to collaborate is not really helpful”. In the same train of thought, teacher A acknowledged, “we have many teachers teaching ESP, but the lack of cooperative work, the lack of sharing experiences affects heavily on how we handle the course. So we find ourselves handling or dealing with the course differently”.

As a solution to this problem, both teachers suggested collaboration between teachers.

Teacher A proposed,

workshops or many conferences or seminars in which all the ESP practitioners or at least teachers who are interested in ESP sit together and agree on a solid ground on how to initiate a course in ESP for different levels.

Teacher B added that teachers in charge of third year Licence ESP module should collaborate with the one teaching ESP at Master two level, in which they agree on the basis of the course to avoid any sort of a problem concerning the syllabus. He explained that “collaboration will be not only like, I take care of theory and they take care of practice, but both of us work together. Like we both focus on theory and practice”. In other words, the syllabi implemented in both third year Licence and Master two level should have both, theoretical and practical parts, moreover, there should be a smooth transition between the two academic years.

Collaboration should not be restricted to the English Department teacher B added. He stated that, it can be initiated between different departments to help provide learners with real life experiences, in which they get to practise what they learnt in theory.

3.2.1.4.3 The classroom environment. Teacher B emphasised that the teaching environment was not appropriate to teach ESP as a specialty subject. To start with, teacher A asserted that the number of students in the classroom was a hindering factor to the application of the course. He taught ESP as a lecture, in which all Master two groups studied together, he stated, “I would love to see ESP as a TD session instead of a lecture”. In other words, teacher A recommended teaching ESP as a tutorial session, in which the number of students would be suitable for him to urge them to practise in the classroom. This view is supported by the one of the students as displayed in the figure 3.2 where the majority (14 students) recommended studying ESP as a tutorial session to avoid crowded classroom.

Moreover, teacher B blamed students’ lack of motivation and interest on the unhelpful classroom environment. He explained, “classrooms are not well equipped and they cause more problems than they provide solutions”. He added, “we have nothing as far as our teaching and learning context, you buy your own projector and you find no electricity. You cannot keep printing papers that some things are better to be shown by pictures”. To put it another way, the classroom environment affected the implementation of the course negatively, as a result, students’ perception and application of the course would not be that successful.

To overcome this problem, teachers B and C recommended taking the course beyond the classroom walls. Teacher C for instance stated,

we try to get out of the classroom, we try to invite them to get in touch with students of other fields and to see their needs towards the English language in their domain, how they are currently studying English.

Similarly, teacher B encouraged collaborative work with other departments by stating,

I will try to look for at least for two or three departments, try to talk to them, try to make some kind of collaborative work with them to try and teach English outside of the classroom because it is not very helpful here.

He added, “maybe if I take my students to a laboratory, if I take them to some kind of field work in other departments, maybe they will be able to understand ESP and ESP course design better”.

3.2.2 International Interviews

The aim of the interview was to gain more insights into how ESP is taught by experts in the field in the USA in order to help us in both suggesting solutions to how to improve the teaching situation of ESP in the Department of English in Biskra University along with getting benefit from their pieces of advice concerning the mini-syllabus the researcher will recommend.

3.2.2.1 Experts' experiences in teaching ESP.

Table 3. 2

Experts' experiences in teaching ESP

Expert	Years of Teaching ESP
One	16
Two	7
Three	46

In order to design the mini-syllabus, the researcher asked three ESP practitioners from the USA about their experiences in teaching ESP to have a background on how ESP is taught in the English departments there. As demonstrated in the table above, experts have taught ESP for seven to 46 years. Expert one taught ESP at the Department of English in the University of North Carolina at Charlotte, she also was the head of the ESP programme. Expert two on the other hand, taught ESP for aeronautics professionals, at the Department of

aviation English in College of Aeronautics, in Florida. As for Expert three, she is specialised in EOP. She taught EOP as a course and trained teachers to be EOP practitioners in and outside the United States of America.

They were further asked to talk about how ESP is introduced to students of English in their Universities. As far as expert one's programme is concerned, she stated that ESP is amongst three majors introduced to students in their Masters programme, she explained,

we have what are called concentrations, and so most of the students in our Masters programme do literature or creative writing, and then we have a small number who do applied linguistics and then a very small number who do English for specific purposes.

With English being their native language, only a small number of students choose to follow the ESP programme as they do not have many job opportunities in relation to ESP. Expert two agreed to the lack of job opportunities in relation to ESP in the USA by referring to her own situation by stating,

What I do is kind of unique because I work at this university that is special for aviation, but there are not a lot of those kind of places. Most English teaching inside of university in the US is going to be like academic preparation. So I think there is a lot more ESP outside of the United States.

Moreover, all three experts believed that there are more opportunities in Algeria for ESP practitioners as English is not the dominant language.

ESP Masters programme was taught for two years; however, only one semester was devoted for the theoretical part of the course. Expert one demonstrated, "we meet for three hours a week for one semester, 15 weeks, the introduction class and then their project, which is basically taking that introduction class and expanding it". This is to say, in the three

remaining semesters, students practise whatever they were introduced to in the theoretical part with real ESP students. At the end of the second year, students are supposed to submit and present their final projects. It is worth noting that students are free to choose whether to work on EAP or EOP in their projects. To have a clearer picture of how the programme works, she provided the following example:

We had a student last year who finished. She did an ESP project at what we call a nursing home or a home for elderly people, and the nursing assistants are, many of them are immigrants to the USA for whom English is not their native language. And so she did a needs analysis and wrote up a program that would help those nursing assistants learn English to do their jobs at this home. So that is the graduation project as a class.

Similarly, expert three believed that practice was the key success of all groups of teachers she trained. She stated that,

we really need to build in field work., and it can be a very productive path because in all of my cases my students will find, know I will teach them how to go out into the community, do the economic profiling, find a client, work with them.

She added that, as a result, “nine times out of ten, the teachers are hired. So it is a very practical, it is theoretical, it is practical, and you are solving the issues of that workplace and you are getting yourself a job”. In other words, she emphasised the importance of practising with students who really need the ESP course, which resulted in solving problems related to their future careers.

This view was confirmed by expert two who was not introduced to ESP at all before starting working as an ESP practitioner. She acknowledged, “I think it would have been very useful for me to have learned about how to do a needs analysis in my Masters degree, so I did

not learn how to do that”. She added, “I regret, I wish that I had taken a class in ESP when I was at Masters Degree”. She explained that, not being introduced to ESP nor practising needs analysis made her struggle when she first started teaching this course, especially when it comes to analysing the needs of the target audience.

An example provided by expert three on how she carries out training in EOP was about a group of students she taught in Turkey for one semester only, which was kind of an experiment in a blend of online and in-person teaching. Similar to expert one’s programme, she introduced students to the basic concepts used in EOP, and then she demonstrated how to do instructional needs analysis. Students were first trained on how to do needs analysis with housekeepers in a hotel near their campus, since they needed English to communicate with international guests. The instructor and students worked together during this process, because they had to translate the needs analysis questions from English to Turkish. She stated, “I would lead how to do the questions, then they would do the translation. And then as they got comfortable with the kinds of questions to ask, they took the initiative and were speaking Turkish with these housekeepers themselves”. After gathering data, they developed the curriculum which enabled them to create the lessons from the overall design.

This experience took place when the instructor was in Turkey; however, when she left, she asked them to form four groups of five, and each group has to choose one specific industry sector to work on. After doing that, she observed their process, she explained, “they videotaped so I could observe their needs assessment process”. She added,

I was giving them feedback through the whole time. They would have to send me assignments. How much did you do this week? And then I would send feedback. Then they would send me more. So after we collected the data and had the design, we were refining it and checking it back with the clients and sharing lessons and all that.

It can be inferred that, whatever the context in which ESP is taught, be it in the English Department or in EOP training, it is usually dealt with in practice more than theory to ensure that students understood what they studied in class.

3.2.2.2 Experts' recommendations. In addition to having insights on how ESP is taught in the USA, the main objective of the interview was to have experts' recommendations concerning the main elements that should be included in the mini-syllabus that the researcher will recommend besides introducing the tasks that the teacher might involve his students into. Their recommendations revolved around needs analysis, methodology, collaboration, EAP vs. EOP, areas of ESP and practice.

3.2.2.2.1 Needs analysis. The most reoccurring theme was the importance of needs analysis. Expert two recognised that needs analysis should be amongst the first lessons delivered in the classroom, she stated, "I think that, number one is how to do a needs analysis and why needs analysis is so important in ESP", she explained, "I think that if we can teach students how to do very efficient and effective needs analysis, then we can make more and more specific courses".

Both experts one and three agreed with introducing students to needs analysis, as well as urging them to practise it. To explain how to teach needs analysis to ESP teachers in a training programme, expert three stated that,

the best way I can teach a teacher, an ESP teacher about needs assessment is to get into a field work situation with them, you know. And model with them how we do this needs assessment. I will lead the way, but as you are observing, when we do this, I say, okay, I am going to lead off with the questions.

In other words, she paves the way for the teachers to start carrying out needs analysis, and then she leaves so that they would practise more effectively. Expert one on the other

hand acknowledged, “the hardest part, the most time consuming part is the needs analysis, because everything is based on that, like what kind of vocabulary, what kind of texts or genres, what kinds of interactions”. She believed that students cannot do the whole process of needs analysis, as they are limited by time. She recommended,

one thing that they can do is sort of understand what kinds of approaches they might use. So is interviews best, is observations best, they collect documents, and so what they could do is write interview questions or say that they will collect these kinds of documents.

She explained,

That is like they do not have to actually do the needs analysis, but they could think about the kinds of activities they might do in order to carry out a needs analysis. And that first step, just thinking about what you might do, is a good learning activity even if you are not actually conducting the needs analysis.

3.2.2.2 Methodology. The second recommended title to be included in the mini-syllabus was the methodology to be used in ESP classrooms. Expert two suggested, “I think you are going to want to include things about methodology. Like what are the appropriate approaches methods to use in ESP? And that might be different depending on what area of ESP you are in”. She proposed teaching about using task-based language teaching and content-based language teaching. She argued that the implementation of the latter provides students with an understanding that content-based language teaching is not ESP, she elaborated, “just because you teach someone about aviation, it does not make it an ESP course”. It can be inferred that, it is important to include the difference between ESP and EGP in the mini-syllabus as it is important for the students to distinguish between ESP and EGP.

3.2.2.2.3 Collaboration. Collaboration was also a recommendation for the mini syllabus. Expert two recognised that it is important to educate students about the importance of working with a subject matter expert, she illustrated,

for us, we never build a course, we never deliver the course unless first we have asked professional pilot or professional air traffic controller to review everything. They have to review everything that we build and make sure that it is accurate, that it is appropriate for our students.

Similarly, expert three believed that learning about how to collaborate is crucial. In her teacher training programmes, she pushes her students to collaborate with field specialists starting from needs analysis until developing the curriculum. She explained,

You have to learn how to ask really good needs assessment questions and then to work with your collaborators so that they understand and together you come up with a curriculum that is really going to produce the results that the industry wants.

Expert two also recommended integrating the difference between EAP and EOP in the mini-syllabus. She said, “I think it would be interesting if you think a little bit about the difference between English for academic purposes and English for occupational purposes, because both of those are considered ESP”. She added that teaching about the areas of ESP would be beneficial for students as well.

3.2.2.2.4 Practice. All three experts suggested including practice in the mini-syllabus for it provides a better understanding of the theoretical aspects introduced in the course. Expert two proposed,

I think in the syllabus it would be great if you had some kind of practicum experience, you know, even if they cannot teach a course, maybe you do some case studies or you

provide them with the situation and say, let's do the needs analysis, let's develop like a sample lesson, let's do some kind of practice that would be very helpful.

Additionally, expert one proposed that students should practise needs analysis in groups of at least two or three students as needs analysis is really hard and time consuming for students to do individually.

3.2.3 The Questionnaire

The general objective of the questionnaire was to highlight students' preferences and suggestions towards the ESP module. The questionnaire serves as an evaluation of the course which will help the researcher in recommending solutions to the problems raised by both teachers and students to improve the situation of ESP at the Department of English, in Biskra University.

3.2.3.1 Section one: students' preferences.

Q1- Do you need the ESP module?

Table 3. 3

Students' needs for ESP module

Option	Number	Percentage
Yes	19	100%
No	0	0%
Total	19	100%

This question was asked in order to know whether students really need the ESP module, or not. As it is demonstrated in the table above, all (19) students believed that they need the ESP module. To get in depth responses to why students need ESP, the researcher asked the respondents to justify their answers. The results revealed that eight students associated the need to study ESP to their professional future, in general, and to pedagogy, in

particular. Equally, eight students believed that studying ESP enriched their knowledge about this field of study and research. The remaining three students found the ESP module interesting and essential to be taught.

Q2- What is your viewpoint towards studying ESP in Third Year Licence and Master Two without it being studied in Master One?

Asking this question, the researcher aimed to bring to the surface students' perspectives towards studying ESP in third year Licence and Master two without dealing with the module in Master one. The majority (13) of the students expressed negative attitudes towards the gap between the two years for it created a solid barrier between the two academic years. However, the remaining six students revealed a neutral viewpoint towards the question asked, claiming that it was normal.

Q3- Does the gap at Master One level affect your perception of knowledge and understanding of ESP?

Table 3. 4

The effect Master one gap has on students' perception of knowledge and understanding of ESP

Option	Number	Percentage
Yes	15	78.9%
No	4	21.1%
Total	19	100%

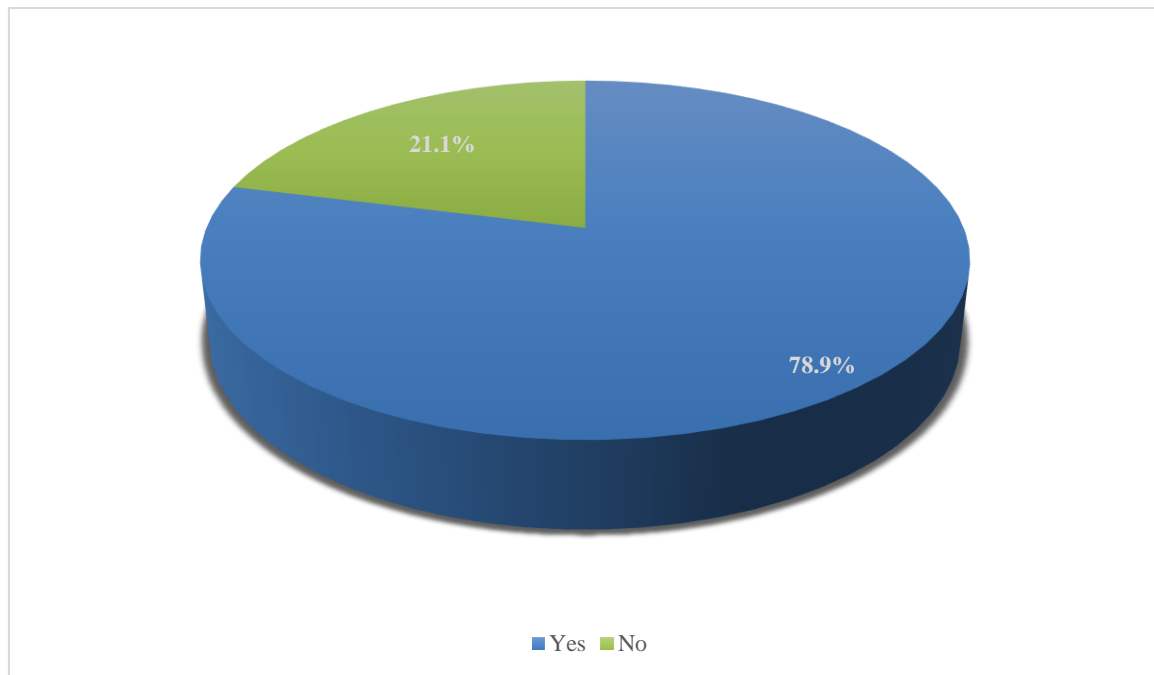


Figure 3. 1. The effect Master one gap has on students' perception of knowledge and understanding of ESP.

The objective of this question was to explore students' attitudes towards Master one gap, to see whether it affected their knowledge and understanding of the module or not and how. As revealed in Table 3.4, Master one gap affected the majority (78.9%) of students' perceptions of the module negatively. They stated that, the gap did not only affect their understanding of the module, but it also made them lose interest, being unable to recall what they studied in ESP in third year Licence and being unable to connect the dots between the two academic years. On the other hand, 21.1% of the respondents believed that the gap had no effect on their understanding or perception of the module. The results of this question revealed contradiction in students' responses to the previous question, where only 13 students stated that they were affected by the gap; however, 15 students answered that the gap impacted their understanding of the module in this question. Therefore, we believe that students were not sincere in answering one of the questions.

Q4- Do you prefer to study the ESP module as a Tutorial Session or a Lecture?

Table 3. 5*Students' preferences towards studying ESP as a tutorial session, a lecture or both*

Option	Number	Percentage
Tutorial Session	14	73.7%
Lecture	2	10.5%
Tutorial Session and Lecture	3	15.8%
Total	19	100%

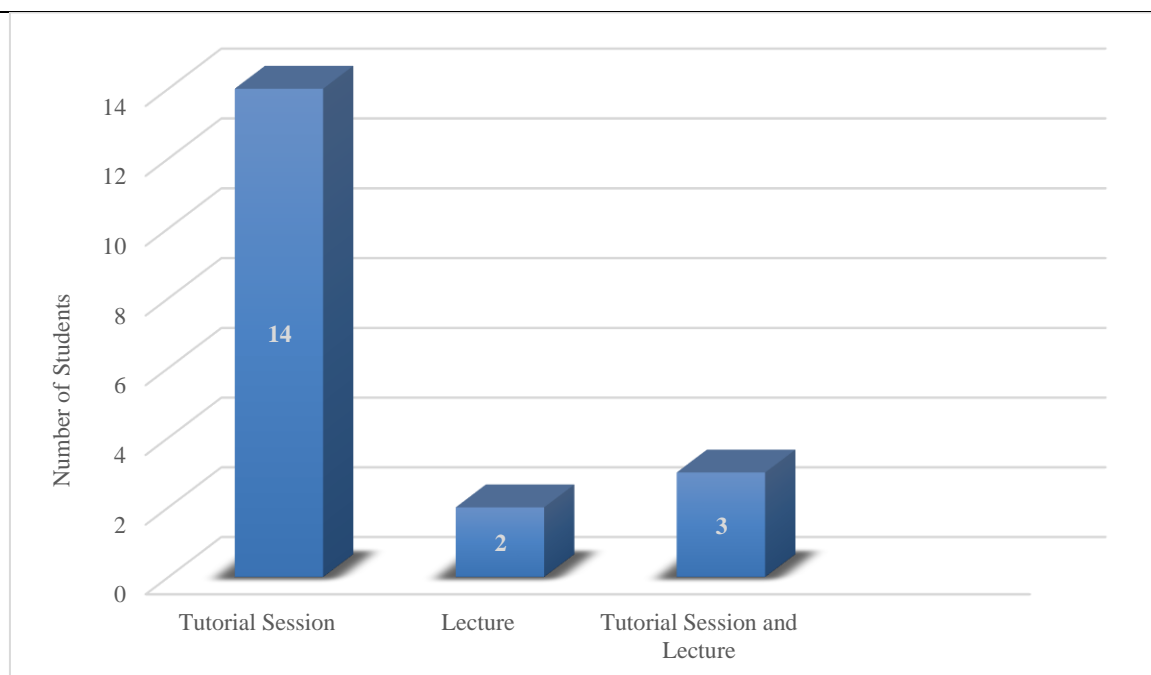


Figure 3. 2. Students' preferences towards studying ESP as a tutorial session, a lecture or both.

Through asking this question, the researcher attempted to highlight students' preferences when it comes to the nature of the course. Students were further asked to justify their choices. As displayed in the figure above, 14 students (73.7%) preferred to study ESP as a tutorial session to avoid crowded classrooms, to concentrate more and to have more practice due to the nature of the course. On the other hand, two students (10.5%) agreed on studying ESP as a lecture. One of the respondents believed that lectures are more effective than tutorial sessions because they are not limited to the subject matter, while the other respondent

skipped the justification part. The remaining three students (15.8%) stated that it would be more effective to study ESP as a lecture in which the teacher presents the theoretical parts of the course, and then as a tutorial session to practice what have been taught in the lecture.

3.2.3.2 Section two: students' expectations and insights.

Q1- What is your opinion towards the content of Third year ESP syllabus?

The aim of this question was to reveal students' positions towards the content of Third year ESP syllabus in order to highlight what they liked and disliked about it. The results showed that most of the students (14) were satisfied with the syllabus owing to the fact that the syllabus comprises an introduction to ESP, which was easy for them to comprehend. Yet, the majority believed the course lacked practice. Contrarily, two students found that the syllabus was complicated and hard to understand, while two other students could not recall what they studied in ESP. It is worth noting that not all of the students were taught by the same teacher, nor were they exposed to the same syllabus. In effect, one of the students did not have an ESP teacher at all.

Q2- What is your opinion towards the content of Master two ESP syllabus?

This question follows up the same aim of the previous question. However, this time we wanted to uncover students' viewpoints on the content of Master two ESP syllabus. The results obtained showed that only three out of 19 participants were satisfied with the ESP syllabus implemented at Master two level, yet they did not provide any further explanation to their viewpoints. As for the remaining students (16), they held negative attitudes towards the syllabus. In their opinion, the content of the syllabus was difficult, confusing, detached from the one implemented in third year Licence and did not meet their expectations. As a result, most of them skipped the lecture.

Q3- Can you list the major problems you have faced while studying ESP?

The objective of this question was to discover the major problems students encountered while studying ESP. The results obtained revealed that a significant number (18) of students faced some difficulties while studying ESP. The majority of the respondents (seven) claimed that they struggled with understanding the content of the course for it covered concepts that they were not familiar with, besides the lack of materials used inside and outside the classroom. The third of the respondents (six out of 18), on the other hand, agreed on having troubles linking the theoretical part that is taught in the classroom, to how it is supposed to be used in real life, which is due to the lack of practice from the part of the teachers. Moreover, four students believed that the teaching environment was not suitable for them to study or to focus during the lecture, especially at Master two level. In other words, at Master two level, all groups studied together in the same classroom, which created a crowded, noisy environment that hindered the perception of knowledge from the part of the students. Then, two respondents claimed that they did not like the teaching methods adopted by the teachers. The remaining student denied facing any problem at all. It can be observed that, students related their problems to their Master two academic year only.

Q4- Are you satisfied with the teaching method(s) adopted by the teachers when teaching the ESP course?

Table 3. 6

Students' satisfaction towards ESP teachers' teaching method(s)

Option	Number	Percentage
Yes	6	31.6%
No	13	68.4%
Total	19	100%

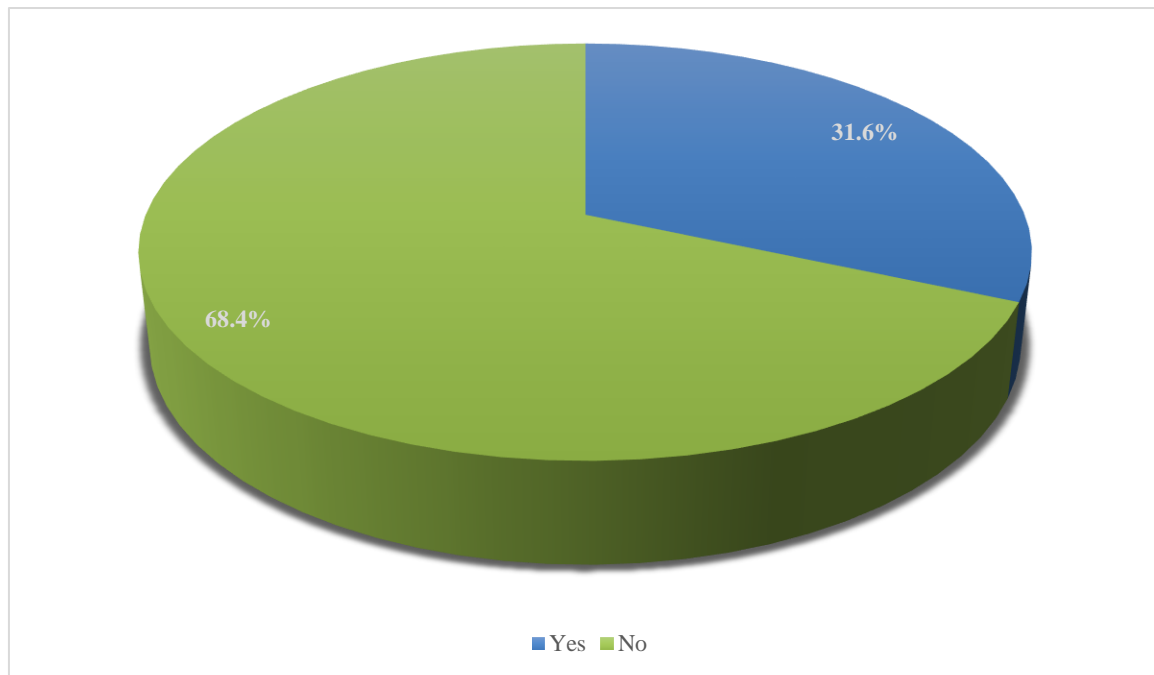


Figure 3. 3. Students' satisfaction towards ESP teachers' teaching method(s).

In response to this question, we aimed to uncover students' satisfaction towards the teaching method(s) adopted by the ESP teachers in the classroom. Additionally, students were asked to justify their answers to discover from which perspective they evaluated the teaching methods. As illustrated in the figure above, a significant number of students (68.4%) were not satisfied with the teaching method(s) adopted by the teachers. Justifying their choices, students provided different views as they evaluated the teaching methods from different perspectives. Six out of 13 students associated their dissatisfaction with the teaching methods to the absence of practice in the classroom. Three other students claimed that there was no logical connection between what was taught in the classroom and the exam questions. Equally, three respondents believed that their dissatisfaction of the methods adopted by the teachers was linked to the difficult nature of the module. Again, one respondent ignored the justification part. On the contrary, 31.6% of the participants showed positive attitudes towards the teaching methods adopted by the teachers. Two out of six students claimed that

they were satisfied with the teaching methods adopted in their Third year Licence, and not at Master two level. One of them justified,

I'm not sure how ESP should be taught but I found it more interesting in practice than in theory. I'm satisfied with the teaching methods adopted by the teacher I had in my 3rd year. ESP made more sense to me taught with visuals, examples and Q&As.

The four remaining respondents did not provide support to their views. From the students' justifications, it is worth noting that the majority were not familiar with what teaching methods are.

Q5- Do you believe that you will use what you learnt in ESP in your professional future?

Table 3. 7

Students' views regarding using ESP knowledge in their professional future

Option	Number	Percentage
Yes	15	78.9%
No	4	21.1%
Total	19	100%

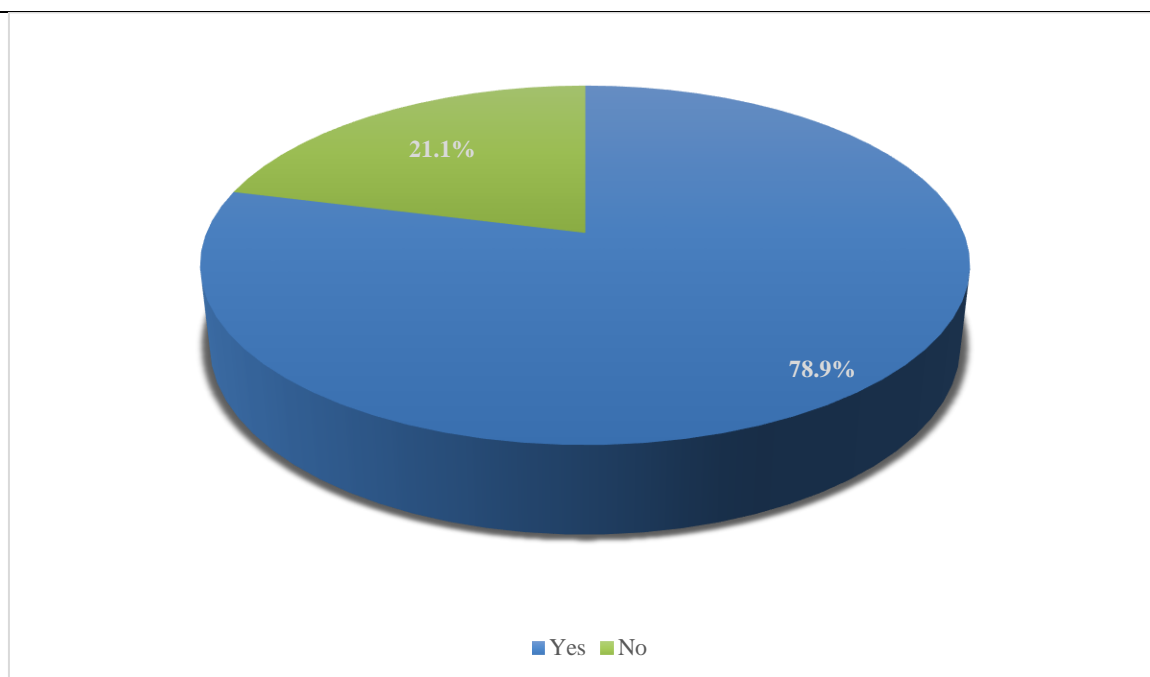


Figure 3. 4. Students' views regarding using ESP knowledge in their professional future.

Asking this question, the researcher aimed to discover students' awareness of the relationship between what they learnt in ESP and their professional future. The table above demonstrates that 78.9% of the whole respondents believed that they will use ESP knowledge in their professional future. They claimed that they might use ESP knowledge including needs analysis and vocabulary in ESP if they become GE or ESP teachers in the future. Two respondents claimed that they will use what they learnt in ESP even outside the teaching context. Meanwhile, 21.1% of the students believed that they will not use what they learnt in ESP in their professional future, stating that, they do not know how ESP content can be integrated in their future professions.

3.2.3.3 Section three: students' suggestions.

Q1- Do you prefer studying ESP in third year Licence and at Master one or Third year Licence and at Master two?

Table 3. 8

When do students prefer to study ESP

Option	Number	Percentage
Third year Licence and at Master one	14	73.7%
Third year Licence and at Master two	3	15.8%
Third year Licence, Master one and Master two	2	10.5%
Total	19	100%

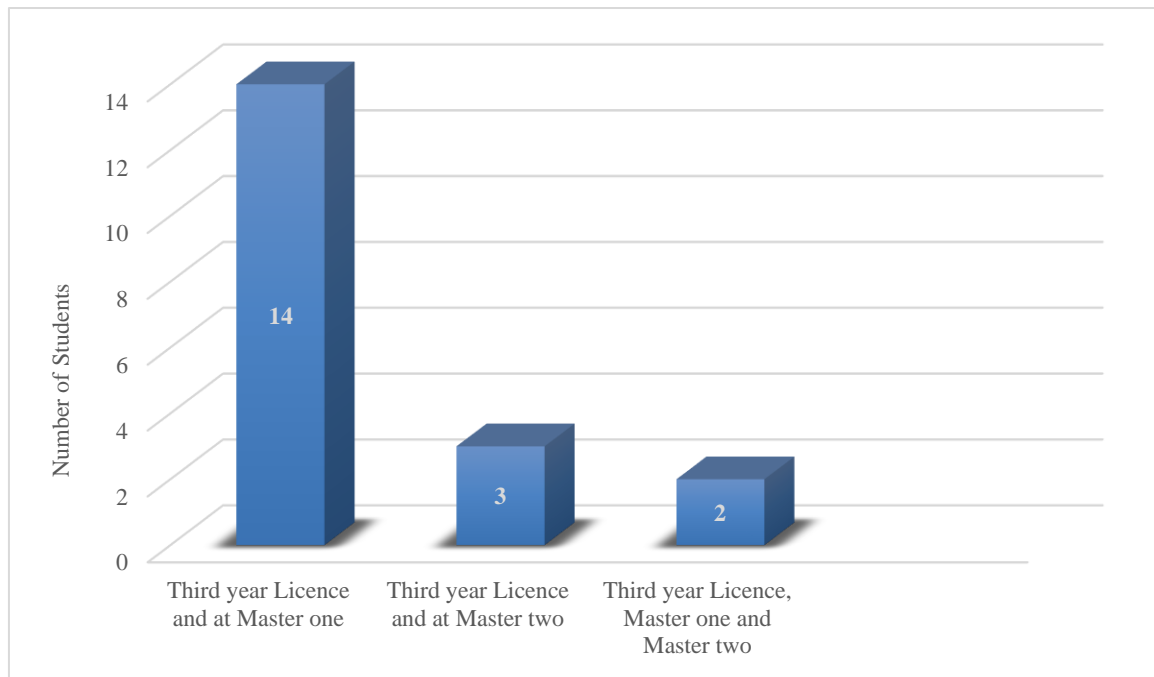


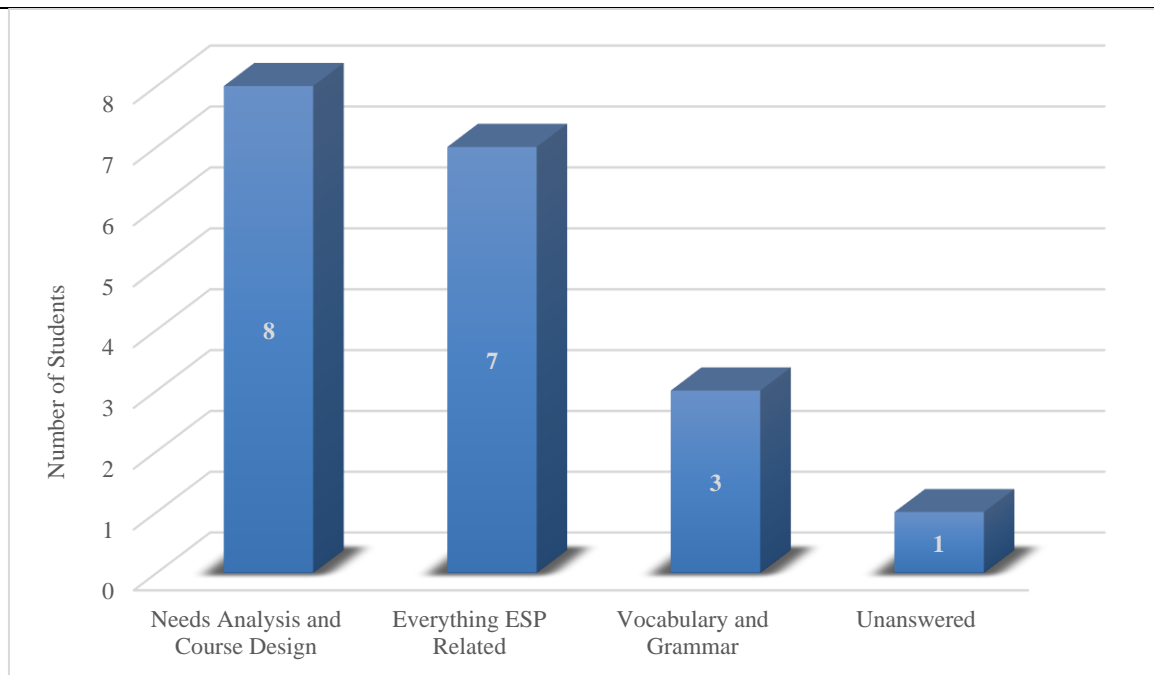
Figure 3. 5. When do students prefer to study ESP.

As far as this question is concerned, the researcher wanted to put emphasis on students' preferences to when they want to study ESP. Since the gap at Master one level affected students' perception of knowledge negatively, most of them (73.7%) suggested that ESP should be taught in third year Licence and at Master one level to avoid the gap and "ensure continuity of the learning process" as one of the respondents justified. Followed by 15.8% of the students who believed that, ESP should be taught in third year Licence and at Master two level. While two of the respondents justified their choices by stating that it would be better to study ESP during graduation years, one of the students suggested studying ESP for three years in a row as a justification to his/her answer. As for the minority (10.5%) of the students, they agreed on studying ESP from third year Licence to Master two level. In their turn, they believed that two years are not enough to grasp the essentials of the module.

Q2- What do you want to study in ESP?

Table 3. 9*Students' preferences towards the content of ESP syllabus*

Option	Number	Percentage
Needs analysis and course design	8	42.1%
Everything ESP related	7	36.8%
Vocabulary and grammar	3	15.8%
Unanswered	1	5.3%
Total	19	100%

*Figure 3. 6. Students' preferences towards the content of ESP syllabus*

This question was asked in order to dig deeper into what type of content students wanted to study in ESP. As it was the case with the previous questions, there were a variety of answers which we grouped them into four subsets. Figure 3.6, illustrates that eight students wanted the ESP syllabus to be centred on needs analysis and course design. Followed by seven students who believed that, everything related to ESP, from teaching to

learning, should be integrated in the syllabus. Three other students claimed that, it is essential to highlight how vocabulary and grammar should be learnt and taught in different fields of ESP as part of the ESP syllabus. The remaining one student denied having any idea concerning the content.

Q3- Do you believe that ESP should be taught in theory, practice or theory and practice?

Table 3. 10

Students' preferences between studying ESP in theory, practice or theory and practice

Option	Number	Percentage
Theory	1	5.26%
Practice	1	5.26%
Theory and Practice	17	89.47%
Total	19	100%

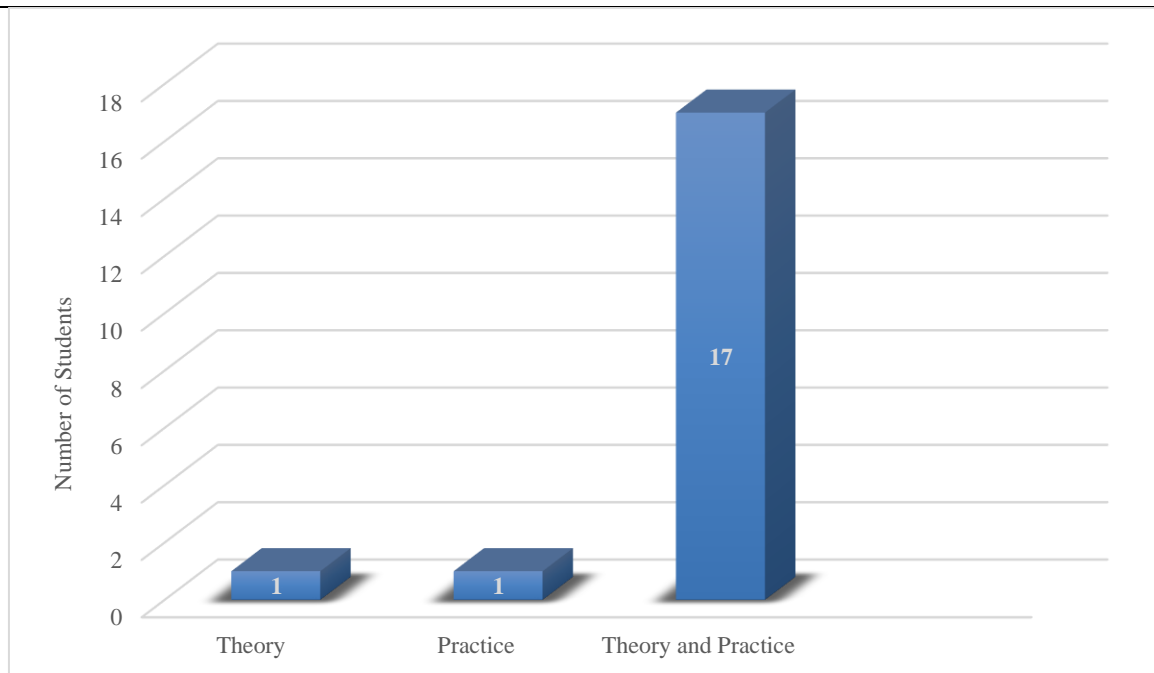


Figure 3. 7. Students' preferences between studying ESP in theory, practice or theory and practice

The figure above demonstrates the massive difference between students' answers. Almost all students (89.47%) claimed that ESP should be taught both in theory and practice. Justifying their answers, they stated that ESP knowledge cannot be grasped if it was based solely on theory, therefore, putting the theoretical part of the course into practice would enable them to make sense out of the lessons. On the other hand, one of the respondents (5.26%) believed that ESP should be purely studied in theory. S/he added that s/he does not think that there are elements of the course to be practised. The remaining one respondent chose practice as an answer for it provides more experience.

Q4- What do you suggest to improve the teaching of ESP?

The aim of this question was to bring to light students' suggestions to improve the teaching and learning situations of the ESP module. Students' suggestions focused more on integrating practice into the syllabus, varying the teaching methods adopted by the teachers and taking students' needs into consideration.

Q5- Is there anything you want to add?

This closing question was asked to give the opportunity to students to add any suggested comments about the ESP subject. Only two students made a comment concerning this question. The first one suggested that ESP should be taught from Licence to Master two, while the second one stated that "It should be a specialty apart from sciences of the language, and other branches".

Overall, the data gathered from the questionnaire revealed students' evaluation of the ESP module from different perspectives. To start with, students held negative attitudes towards Master one gap for it created a barrier between third year Licence and Master two level. Accordingly, they suggested studying ESP in third year Licence and at Master one level. Additionally, students expressed their dissatisfactions towards the content of Master two ESP syllabus as it was detached from the one implemented in third year Licence.

Moreover, teachers' methods of teaching were criticised of lacking practice. Furthermore, the overcrowded classrooms were another hindering factor for the course delivery, that is why, students suggested studying ESP as a tutorial session instead of a lecture. These comments will be the basis of the recommended solutions to improve the teaching and learning situations of ESP as a specialty subject.

3.3 Synthesis of the Results

As continuity to the previous section, this section aims at synthesising the results discussed in the previous one. As mentioned before, the present research attempted to unveil teachers' challenges in teaching ESP as a specialty subject at the Department of English in Biskra University besides suggesting solutions to the difficulties encountered by those teachers. The ultimate aim of this study was to improve the teaching and learning situations of ESP in this context by providing solutions and recommendations to the present research problem. To highlight the key findings of the qualitative data collected, we presented the results in relation to the research questions they served. The first question that we attempted to answer was:

- What are the major problems facing teachers in teaching ESP as a specialty subject at the level of the English Department, in Biskra University?

In order to answer the first research question, we conducted semi-structured interviews with three teachers who are in charge of the ESP module for both third year Licence and Master two levels. The data collected revealed that teachers' struggles are mainly related to the syllabus, lack of collaboration and the classroom environment. It was also observed that the lack of collaboration was the main source of problems as the syllabus related issues mainly revolve around lack of collaboration between teachers in setting the basic grounds of how and what to teach in this module.

Additionally, the data gathered from the questionnaire suggested that the difficulties encountered by the teachers resulted in students' confusion and difficulties in relation to the module. The latter is mainly concerned with the content of the syllabi and methods of teaching. As for the teaching environment, both teachers and students held negative attitudes towards the large number of students in the classroom which prevents them from both teaching and learning properly.

- How can teachers teaching ESP as a specialty subject at the level of the English Department, in Biskra University overcome their problems?

Answering this question, we aimed at arriving at recommended solutions from the part of the teachers in charge of the ESP module concerning the problems they faced teaching this module. The analysis of the data collected from the semi-structured interviews identified that all interviewees believed that having a common syllabus between teachers in charge of teaching ESP in both third year Licence and Master two levels would minimise the problems encountered by the teachers. A common syllabus would also help students better perform and understand in the classroom as it ensures continuity between the two academic years. In other words, the former would help students avoid the gap of knowledge created between the two syllabi implemented in third year Licence and Master two levels.

The second recommended solution by the teachers was initiating collaboration in and outside the Department of English to help teachers work as one entity, to avoid the unequipped classrooms and help students practise in real ESP contexts. Again, it can be noted that collaboration is the key solution to teachers' problems. The latter can help in designing a common syllabus and give the course higher chances for improvement.

To help teachers overcome part of their problems, the researcher attempts to design a common mini-syllabus. To do so, the latter distributed an unstructured online questionnaire

via Facebook to Master two students who studied ESP in both third year Licence and Master two levels. The aim of the questionnaire was to evaluate the syllabi introduced to the students, digging deep into what they liked and disliked about the course and their preferences concerning the module. Additionally, the data gathered from the questionnaire will be the basis of the recommendations raised from this study to improve the teaching and learning situations of ESP. Similarly, the researcher conducted unstructured interviews with three ESP experts from the USA to have better insights on how ESP should be taught and what should be included in the mini-syllabus.

The results obtained from the three data collection tools revealed that all participants agreed that the core of the success of teaching and learning ESP in the English Department is integrating practice in the classroom. In fact, they all believed that practice should be given more importance and time than theory. It should be noted that students blamed their lack of understanding of the concepts introduced to them in class to the fact that they did not know how to use them in real life situations which is due to the lack of practice. When it comes to the content of the mini-syllabus, students recommended integrating needs analysis, course design, grammar, vocabulary and everything related to ESP teaching and learning in the syllabus. In addition to needs analysis, experts one, two and three suggested the following elements to be included in the mini-syllabus: methodology used in ESP classrooms, ESP vs. EGP, collaboration between the instructor and subject specialist, EAP vs. EOP and areas in ESP.

To attain the objective this study attempted to reach which was to provide solutions and recommendations to this research problem in order to improve ESP teaching and learning situations, and from the data presented in the previous section, we can conclude that both teachers and students suggested that ESP should be taught as a tutorial session instead of a lecture. Accordingly, more practice should take place in the classroom. Moreover, they

believed that the gap at Master one level should be eliminated to ensure the flow of course delivery and enhance students' perception of knowledge. In other words, they agreed that ESP should be taught in third year Licence and Master one level.

Conclusion

This chapter provided an overview of the methodological choices of the present study. It discussed the research paradigm, approach and design of this study alongside with the instruments used to collect data, how we analysed data and the population and sampling of the current research. The results and interpretation of the data gathered were presented and synthesised in accordance with the research questions the present investigation attempts to answer.

General Conclusion

The present case study started off with having a conversation with a teacher in charge of the ESP module in the English Department, at Biskra University, which entailed the struggles this teacher faced in teaching the ESP module. That conversation paved the way for us to conduct this research. Although ESP teachers' challenges have been discussed in literature in different contexts worldwide, to our knowledge, the issues teachers face in teaching ESP at the Departments of English have not yet been carried out in any part of the world.

This research project was guided by a strong pedagogical interest in discovering more about teachers' problems in teaching ESP as a specialty subject, in order to bring to light this neglected area of research, in addition to providing solutions that appeal to both teachers and learners' needs and interests to improve the teaching and learning situation of ESP at the Department of English, in Biskra University. To achieve these goals, the researcher raised two research questions that mainly revolved around the challenges teachers face in teaching ESP as a specialty subject at the Department of English, in Biskra University, and the recommended solutions for these problems.

In order to investigate the problem at hand, a qualitative research approach was employed for it was the most suitable approach regarding our research questions and aims. Due to the qualitative nature of this study, a case study research design was adopted, as it serves the purpose of getting an in-depth investigation of the current research inquiry. Accordingly, interviews and questionnaires were used to collect data to attain the objectives of this study. The data collected were analysed using descriptive method and thematic analysis which constitute qualitative data analysis procedures. In view of the research questions motivating the present investigation, the most important findings may be summarised in the following.

The results of the semi-structured interviews conducted with three teachers in charge of the ESP module at the Department of English, in Biskra University, revealed that there are three common challenges these teachers face in teaching this module. The syllabus was the first problem addressed by the teachers, as they do not have a common syllabus to follow, instead, each teacher has to rely on himself in developing his own syllabus. The latter resulted in creating a gap of knowledge between the content of the syllabus each teacher follows. This gap was mainly due to the lack of collaboration between the teachers, which was the second issue they faced. The lack of collaboration did not affect teachers only, but it affected students' perceptions and interests of the module as well. Finally, the third challenge addressed by the teachers was the classroom environment. Having overcrowded classrooms besides having an unequipped physical environment resulted in neglecting the most important aspect of teaching ESP as a specialty subject which is the practical part of the module.

As far as the recommended solutions for teachers' problems discussed above are concerned, teachers suggested two main remedies. The findings revealed that having a common syllabus followed by all teachers in charge of the ESP module would minimise teachers' hesitance concerning what to include and exclude from the syllabus. Additionally, teachers believed that a common syllabus would ensure the smooth transition between the two academic years in which ESP takes place. Initiating collaboration between teachers in and outside the English Department was the second solution suggested by the teachers, which is, again, an important element in designing the common syllabus.

To attain the objective the current investigation attempted to achieve, the researcher will design a mini-syllabus that corresponds to both teachers and students' needs and preferences. To do so, the researcher administered an online questionnaire to Master two students, sciences of the language, via their official Facebook group. Additionally, the researcher interviewed three ESP experts from the USA. The data gathered revealed that,

attention should be driven towards the practical side of the course more than the theoretical side of it. Moreover, the results suggested that the course should heavily focus on needs analysis and course design. Finally, titles like, methodology used in ESP classrooms, ESP vs. EGP, EAP vs. EOP, collaboration and areas in ESP were suggested to be a part of the mini-syllabus.

Implications and Recommendations

The recommendations presented in this section were drawn based on the results of the data collected in this study. The aim of the former is to bring to light the modifications that need to take place in order to improve the teaching and learning situation of ESP as a specialty subject, at the Department of English, in Biskra University.

- Raise teachers and students' awareness of the objectives behind teaching ESP as a specialty subject.
- More importance should be given to the ESP module, as it is associated with forming future ESP teachers.
- Collaboration between teachers at the Department of English, at Biskra University, to set the basic ground on how to teach this module and what to teach.
- Initiating collaboration between the Department of English and other Departments to provide students with real life experiences.
- Teaching the ESP module by the same teachers for a number of years, to enhance their performance and gain experience.
- Eliminating Master one gap. That is to say, teaching ESP in third year Licence and Master one level.
- ESP should be taught as a tutorial session instead of a lecture.
- Students should be exposed to more practice in and outside the classroom.

- Equipping classrooms with the needed materials.

Limitations and Suggestions for Future Research

Although the main objectives motivating this research study have been accomplished, it is important to recognize its limitations. One of the limitations of the present research lies on the unavailability of the literature in relation to teaching ESP as a specialty subject, which pushed us towards discussing the literature related to the general scope of ESP in the two first chapters. That is why, we suggest carrying out the same research studies in different universities worldwide to enrich and build a ground on the literature about what and how to teach ESP as a specialty subject.

Another limitation was due to the nature of the questionnaire. In this study, we designed an unstructured questionnaire, which required students to provide justifications and long answers. Although we made sure that providing answers to all questions was obligatory on Google Form, most of the students skipped answering some questions by typing unrelated answers which was a hindering factor during the data analysis process. Therefore, we advise future researchers to opt for semi-structured questionnaires that provide students with limited set of answers which enable the researcher to analyse the results more effectively and in a shorter period of time.

Finally, we started collecting data during the second semester period when students and teachers were most of the time unavailable. The researcher wasted most of her time trying to get in contact with the teachers to set for an interview; however, she succeeded on having three interviews only. Accordingly, we advise future researchers to start their field works early to ensure the proper flow of the data collection procedures.

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Appendices

Appendix A: The Mini-Syllabus

Third Year Licence

Description of the Course: ESP as a specialty subject is a module taught in the English Departments in Algerian Universities. This module focuses on providing an introduction to ESP to the students of English besides urging them to put the theoretical part into practice. This course aims at building a solid ground about what ESP is and how to teach it.

Evaluation: Instead of completing exams, students will be evaluated based on their classroom performances, mainly on the oral quizzes, group discussions, written tests and the oral presentations.

Oral Presentations: In the oral presentations held at the end of the academic year, students are required to present the process of designing the lesson plan, starting from needs analysis, to course design, to the lesson plan.

Course Evaluation: By the end of the academic year, students will be asked to answer an opinionnaire. The latter consists of questions regarding everything related to the course, from content to the course delivery and teaching methods. Additionally, students will be required to write down their thoughts concerning what they grasped from the course. The aim of the course evaluation is to improve and update the course.

Month	Week	Topic	Readings
	Week 1	- Why studying ESP as a specialty subject (introducing the course). - What is ESP.	- Anthony (2018).

September	Week 2	<ul style="list-style-type: none"> - Characteristics of ESP. - Emergence and development of ESP. 	<ul style="list-style-type: none"> - Dudley Evans and St John (1998). - Hutchinson and Waters (1987).
	Week 3	<ul style="list-style-type: none"> - EGP vs. ESP. - Similarities and differences. 	<ul style="list-style-type: none"> - Basturkmen (2006). - Donesch (2012). - Hutchinson and Waters (1987).
October	Week 4	<ul style="list-style-type: none"> - Quiz. - Classifications of ESP. 	<ul style="list-style-type: none"> - Hutchinson and Waters (1987).
	Week 5	<ul style="list-style-type: none"> - Introducing EAP. - Introducing EOP. 	<ul style="list-style-type: none"> - Dudley Evans and St John (1998). - Kennedy and Bolitho (1984).
	Week 6	<ul style="list-style-type: none"> - EAP vs. EOP. - Types of ESP. 	<ul style="list-style-type: none"> - Flowerdew and Peacock (2001). - Carver (1983).
	Week 7	<ul style="list-style-type: none"> - The ELT tree. - Group discussion. 	<ul style="list-style-type: none"> - Hutchinson and Waters (1987).
November	Week 8	<ul style="list-style-type: none"> - Quiz. - Objectives in teaching ESP. 	<ul style="list-style-type: none"> - Basturkmen (2006).
	Week 9	<ul style="list-style-type: none"> - Introduction to needs analysis. - Selecting a sample. 	<ul style="list-style-type: none"> - Brown (2016). - Hyland (2006).
	Week10	<ul style="list-style-type: none"> - Needs analysis. - Design a needs analysis plan. 	<ul style="list-style-type: none"> - Anthony (2018). - Flowerdew (2013).
	Week11	<ul style="list-style-type: none"> - Needs analysis. - Selecting data collection tools. 	<ul style="list-style-type: none"> - Brown (2016).

December	Week12	- Needs analysis. - Designing questions.	- Brown (2016).
	Week13	Written test. Test correction and discussion.	
	Week14	Students' inquiries. Answering students' inquiries.	
	WINTER HOLIDAYS		
January	FIRST SEMESTER EXAMS		
	CORRECTIONS		
	Week 1	A recap on the major points discussed in the first semester. Second semester plan and objectives.	
February	Week 2	- Needs analysis. - Data collection procedures.	- Brown (2016).
	Week 3	- Needs analysis. - Analysing collected data.	- Brown (2016).
	Week 4	- Needs analysis. - Categorising data.	- Brown (2016).
	Week 5	- Quiz. - Introduction to genre analysis.	- Anthony (2018). - Paltridge (2013).
March	Week 6	- Introduction to corpus analysis. - Investigate specialist discourse.	- Anthony (2018). - Nesi (2013).
	Week 7	- Introduction to course design. - Developing course plan.	- Anthony (2018).

	Week 8	- Course design. - Focusing the course.	- Basturkmen (2010).
	SPRING HOLIDAYS		
April	Week 9	Written test. Test correction and discussion.	
	Week10	- Course design. - Determining course content.	- Basturkmen (2010).
	Week11	- Course design. - Developing and evaluating course materials.	- Anthony (2018). - Hutchinson and Waters (1987).
	Week12	- Course design. - Develop one sample lesson plan.	- Anthony (2018).
May	Week13	Oral presentations.	
	Week14	Group discussion. Course Evaluation.	
	SECOND SEMESTER EXAMS		

Master Two

Description of the Course: Students will move from practice to theory. In Master two, they will first discuss the issues they faced in needs analysis and course design in order for the teacher to explain how to overcome them. Additionally, basic concepts in ESP teaching will be introduced.

Evaluation: Unlike third year Licence, students will be evaluated based on their performance in the final exams.

Course Evaluation: By the end of the academic year, students will be asked to answer an opinionnaire. The latter consists of questions regarding everything related to the course, from content to the course delivery and teaching methods. Additionally, students will be required to write down their thoughts concerning what they grasped from the course. The aim of the course evaluation is to improve and update the course.

Month	Week	Topic	Readings
September	Week 1	The objectives of the course.	
	Week 2	Sharing the course plan and the rationale behind it.	
	Week 3	Recap on the major points discussed in third year Licence.	
October	Week 4	Issues in needs analysis (group discussion).	
	Week 5	Data interpretation in needs analysis.	
	Week 6	- Issues in ESP course design (group discussion).	- Basturkmen (2006).
	Week 7	- Authentic vs. unauthentic materials. - Dealing with challenges in	- Anthony (2018). - Robinson (1991).

		ESP.	
November	Week 8	- Roles of ESP teachers and learners.	- Basturkmen (2010).
	Week 9	- Methodology in ESP.	- Basturkmen (2006).
	Week10	- Assessment in ESP.	- Abrar-ul-Hassan (2012). - Anthony (2018). - Douglas (2013).
	Week11	- Evaluation in ESP.	- Dudley Evans and St John (1998).
December	Week12	- Status of ESP in Algeria.	- Assassi (2020).
	Week13	General revision.	
	Week14	Course evaluation.	
January	WINTER HOLIDAYS		
	FIRST SEMESTER EXAMS		
	CORRECTIONS		

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Appendix B: Interview Consent Form

Interview Consent Form

Participant's Name

Interview Date

Project/Research Title

An Investigation into the Major Problems and Issues Facing University Teachers in Teaching English for Specific Purposes as a Specialty Subject: The Case of Teachers at the Department of English in Biskra University.

Description of the Project

The present research work aims at highlighting the major issues and challenges teachers face in teaching ESP as a specialty subject at the Department of English in Biskra University. It also aims at recommending a number of solutions to these problems.

- I confirm that my participation in this research project is voluntary.
- I understand that I will not receive any payments for participating in this research interview.
- I understand that most interviewees will find the discussion interesting and thought-provoking. I have the right to decline to answer any question or to end the interview.
- I confirm that the research interview will last approximately 20-30 minutes.
- I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure.
- I have read and understood the explanation provided to me.
- I have been given a copy of the consent form.
- I wish to review the notes, transcripts, or other data collected during the research interview.
- I agree that the researchers may publish documents that contain quotations by me.

By signing this form, I agree to the terms indicated above.

Participant's Signature

Researcher's Signature

Date Signed

Date Signed

Appendix C: Teachers' Interview Opinionnaire

Dear teacher,

The current study is entitled "An Investigation into the Major Problems Facing University Teachers in Teaching English for Specific Purposes as a Specialty Subject: The Case of Teachers at the Department of English in Biskra University". It seeks to answer the following research questions: what are the main problems and challenges facing teachers in teaching ESP at the level of the English department, in Biskra University? And what can be done in order for the teachers to overcome these problems? By answering this opinionnaire, you will be helping in the process of refining and validating one of the data collection tools which is the teachers' interview. Thank you very much for your time and considerations.

1. Are there any repetitive questions?

Yes

No

- If yes, please specify them.

.....
.....

2. Did you find any grammar / spelling mistakes in the questions?

Yes

No

- If yes, please notify them.

.....
.....

3. Are there any irrelevant questions that need to be removed?

Yes

No

- If yes, please provide the number of the question(s) below.

.....
.....

4. Is the interview of reasonable length?

Yes

No

- If no, does it need to be

Shorter

Longer

5. Are there any ambiguous questions that need to be reformulated and / or clarified?

Yes

No

- If yes, please indicate which question(s) need rewording

.....
.....

6. If there are any questions that you believe are of close relevance to the purpose of the interview but were not included, please write them below.

.....
.....

7. If there are any additional comments or suggestions, please notify them.

.....
.....

8. Can you please write a report about the interview?

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

Thank you very much for your time and collaboration

Appendix D: Interview Validation Form

I hereby certify that I have read the students' interview in the study carried out by Rania Salsabil **BOUNAB** who is currently working on her MA dissertation at Biskra University. I have provided the researcher of the present study with remarks and comments on the content of the interview.

Background Information on the Expert:

Name:

University:

Present Occupation:.....

Degree:

Telephone Number:

Email Address:

Signed:

Researcher Contact Details:

Full Name: Rania Salsabil BOUNAB

Email: raniasalsabil3@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English

Appendix E: Teachers' Interview Questions

- Q1- For how long have you been teaching ESP at the Department of English, and have you ever taught ESP in other Departments?
- Q2- If yes, can you please talk about your first experience in teaching ESP in other Departments? And any problems you faced?
- Q3- Do you believe that if you had (or have had) the adequate information about teaching ESP you would have better performed as an ESP practitioner? Why?
- Q4- What is the status of ESP in Algeria in general and Biskra in particular?
- Q5- How would teaching ESP in the English Department properly help improve the situation of ESP teachers in the future?
- Q6- As a teacher of ESP as a specialty subject at the English Department in Biskra University, how do you select the course content of your syllabus? And what are the criteria based on which you develop the ESP syllabus?
- Q7- Are you satisfied with the syllabus you are following? And what do you suggest to improve it?
- Q8- If there was a common syllabus for the ESP module in the English Department, how would it help teachers of ESP as a specialty subject overcome their problems?
- Q9- What is your position towards teaching ESP for three semesters?
- Q10- What are the challenges you face in teaching ESP as a specialty subject?
- Q11- What do you suggest to overcome these challenges?
- Q12- Is there anything you want to add?

Appendix F: The Students' Questionnaire

Dear Master two students, we are currently conducting a research, entitled "**An Investigation into the Major Problems Facing University Teachers in Teaching English for Specific Purposes as a Specialty Subject: The Case of Teachers at the Department of English in Biskra University**". You are hereby kindly asked to help us by providing real answers to the following questionnaire. Please give your answers sincerely, as only this will guarantee the success of the investigation. Your responses will be anonymous and will be used for research purposes only.

Section One: Students' Preferences

Q1- Do you need the ESP module?

Yes

No

- Can you please justify your answer?

.....

Q2- What is your viewpoint towards studying ESP in Third Year Licence and Master Two without it being studied in Master One?

.....

Q3- Does the gap at Master one level affect your perception of knowledge and understanding of ESP?

Yes

No

- How?

.....

Q4- Do you prefer to study the ESP module as a

Tutorial Session

Lecture

- Why?

.....
.....

Section Two: Students' Expectations and Insights

Q5- What is your opinion towards the content of third year ESP syllabus?

.....
.....

Q6- What is your opinion towards the content of Master two ESP syllabus?

.....
.....

Q7- Can you list the major problems you have faced while studying ESP?

.....
.....

Q8- Are you satisfied with the teaching method(s) adopted by the teachers when teaching the ESP course?

Yes No

- Would you please justify your answer?

.....
.....

Q9- Do you believe that you will use what you learnt in ESP in your professional future?

Yes No

- How?

.....
.....

Section Three: Students Suggestions

Q10- Do you prefer studying ESP in

The Third year Licence and at Master one

The Third year Licence and at Master two

- Please justify your answer

.....
.....

Q11- What do you want to study in ESP?

.....
.....

Q12- Do you believe that ESP should be taught in

Theory

Practice

Theory and Practice

- Can you please state why?

.....
.....

Q13- What do you suggest to improve the teaching of ESP?

.....
.....

Q14- Is there anything you want to add?

.....
.....

Thank you very much for your help.

ملخص الدراسة

تهدف هذه الدراسة إلى التحقق من التحديات الرئيسية التي يواجهها المعلمون في تدريس اللغة الإنجليزية لأغراض محددة كمادة تخصصية في قسم اللغة الإنجليزية بجامعة بسكرة. بالإضافة إلى ذلك، يهدف البحث الحالي إلى اقتراح حلول لمشاكل المعلمين من أجل تحسين أوضاع تعليم وتعلم اللغة الإنجليزية لأغراض محددة كموضوع متخصص. وفقاً لذلك، يتبنى التحقيق الحالي منهج بحث كفي ويستخدم تصميم بحث لدراسة الحالة لتسليط الضوء على مشاكل المعلمين. لتحقيق هذا الهدف، أجريت مقابلات شبه منظمة مع ثلاثة مدرسين مسؤولين عن تدريس وحدة اللغة الإنجليزية لأغراض محددة، في قسم اللغة الإنجليزية، في جامعة بسكرة. علاوة على ذلك، تم إعطاء استبيان غير منظم لطلاب الماجستير، علوم اللغة. أظهرت النتائج التي تم الحصول عليها أن قضايا المعلمين تتعلق بشكل أساسي بالمناهج الدراسية ونقص التعاون وبيئة الفصل الدراسي غير المجهزة. نتيجة لذلك، كان تصميم منهج مشترك وبدء التعاون داخل وخارج قسم اللغة الإنجليزية هو جوهر الحلول المقترحة.

Le Résumé

Cette étude vise à enquêter sur les principaux défis auxquels sont confrontés les enseignants dans l'enseignement de l'anglais à des fins spécifiques en tant que matière de spécialité au Département d'anglais de l'Université de Biskra. En outre, la présente recherche vise à proposer des solutions aux problèmes des enseignants afin d'améliorer les situations d'enseignement et d'apprentissage de l'anglais à des fins spécifiques en tant que matière de spécialité. En conséquence, la présente enquête adopte une approche de recherche qualitative et utilise une conception de recherche d'étude de cas pour mettre en lumière les problèmes des enseignants. Pour atteindre cet objectif, des entretiens semi-structurés ont été menés avec trois enseignants responsables du module d'anglais sur objectifs spécifiques, au département d'anglais de l'Université de Biskra. Par ailleurs, un questionnaire non structuré a été administré aux étudiants de Master, sciences de la langue. Les résultats obtenus ont révélé que les problèmes des enseignants concernent principalement le programme, le manque de collaboration et l'environnement de classe non équipé. En conséquence, la conception d'un

programme commun et l'initiation d'une collaboration à l'intérieur et à l'extérieur du département d'anglais étaient au cœur des solutions suggérées.