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Submitted and Defended by:
BENAISSA Nesrine

Exploring the Major Challenges that Instructors of English for Specific Purposes Encounter when Designing an ESP Syllabus

The Case of Instructors of English for Specific purposes

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of

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Board of Examiners

Ms. GHENNAI Meriam	Biskra	President
Dr. SAIHI Hanane	Biskra	Supervisor
Dr. TIGANE Ilhem	Biskra	Examiner

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Declaration

I, **BENAISSA Nesrine**, 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

Certified:

Miss. **BENAISSA Nesrine**

Master student, Section of English

Signature:

Dedication

I dedicate this work to:

MY BELOVED MOTHER 'DJERMOUNE SOUAD'

The gorgeous and ideal woman who is beyond description
The lady of beauty, femininity and tenderness
The most stunning and admirable being alive

The pure kind soul
You are the driving force behind my success

You are my strength, support, courage and happiness

I beg God to keep you safe and give you a longer life
I am truly grateful for your presence in life

MY BELOVED FATHER 'MOHAMED EL YAZID'

The blessing that illuminates my path
The source of unlimited love and inspiration
The source of encouragement and pride
The greatest blessing in the universe
The one who carries all the meanings of manhood

The one who constantly pray for me and taught me how to trust Allah
You are my superhero
You are the only man who deserves all my love
I ask God to be pleased with you and grant you health and wellness

MY DEAREST BROTHERS 'OUSSAMA' AND 'YOUCEF'

The tenderest shoulder in the world
The solid shield that always protects me
The first and loyal friend
You are a great gift from God

I wish you all the best

MY LOVELY SISTER 'ASMA'

The trail companion
The delicate heart
The joy of painful days
May God grant you whatever you desire and keep you safe from all harm

My heartfelt gratitude for sacrifices you have made on my behalf. It would not be possible to complete this work without your support and prayers.

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Abstract

The current study strives to investigate the major challenges that instructors of ESP encounter when designing an ESP syllabus. To address the focal research issue, a qualitative approach was adopted to seek out worthwhile insights through two tools: a semi-structured questionnaire and an interview. The former was distributed online to twenty two (22) instructors of ESP from different Algerian universities while the latter was held with three (3) teachers of ESP and specifically of English for medical purposes (EMP). Accordingly, the attained outcomes indicated that instructors of ESP regard the task of designing an ESP syllabus as a daunting task due to a set of obstacles, such as the insufficient knowledge of the target domain, the absence of instructional materials and documentations, the lack of proper needs analysis and teaching experience. Ultimately, collaboration and training were highly recommended in order to eliminate the barriers that hamper the process of designing ESP syllabuses.

Key words: ESP, instructors of ESP, syllabus, syllabus design.

List of Abbreviation and Acronyms

ESP: English for Specific Purposes

EGP: English for General Purposes

EAP: English for Academic Purposes

EGAP: English for General Academic Purposes

ESAP: English for Specific Academic Purposes

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

EVP: English for Vocational Purposes

EMP: English for Medical Purposes

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second English

GE: General English

NA: Needs Analysis

TSA: Target Situation Analysis

PSA: Present Situation Analysis

LSA: Learning Situation Analysis

CNP: Communication Needs Processor

TEOSL: Teaching English to Speakers of Other Languages

TOEFL: Test of English as a Foreign Language

I: Interviewee

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General Introduction

Introduction

The status that English language has witnessed in 21st century in terms of domination and globalization has not come out of nowhere. It was due to several reasons related to the overriding of the British Empire and the United States of America in relation to the invasion and the colonial expansions they left behind. As a result, it has become an indispensable need for communication, a medium of exchanging different cultures and the language of different disciplines such as technology, trading, commerce, tourism as well and the language of the scientific research. In this respect, each field is characterized by particular discourse that distinguishes it from any other one. Accordingly, the idea of modifying language with appropriate parameters and regulations for specific aims and settings has led to a constant call to adopt English for specific purposes as a sub-division of English language teaching for different areas of specializations.

The core concept of English for specific purposes focuses fundamentally on the diagnostic selection of the subject matter, and on the linguistic items of typical contexts to cater learner's academic or professional needs and to enhance full-fledged skills. Based on learner-centered approach as a central pillar, English for specific purposes is first and foremost tailored to equip learners with key requirements of the language to promote their communicative abilities, in which a salient guideline should be followed. For this, a syllabus should be designed and constructed as a roadmap that requisites a document for what to teach (the content) as to adjust the suitable material based on the needs, how to teach (methodology) and why (the purpose) in order to give a clear picture of the course.

Yet, English for specific purposes teaching appears to address different challenges, especially when the teacher is not specialist in the field or when s/he is not well acquainted with a thorough knowledge of subject-matter and even when he is not the syllabus designer. Therefore, the ongoing complexities and the hurdles that teachers face when creating a syllabus make it a daunting task which may deviate their directions from accomplishing the intended objectives.

1. Statement of the Problem

Designing an ESP syllabus requires proper planning, meticulous and systematic organization, as well as careful decisions. This will help teachers to cope with the actual requirements and to achieve the intended objectives. However, many instructors of ESP(whether they are general English teachers, subject matter teachers or English for specific purposes practitioners) who teach English for learners of other disciplines regard the matter of designing a syllabus as an academic dilemma since they stuck to a considerable variety of hindrances, which may hamper the execution of what should be included in the syllabus, restrain teachers from achieving a particular level of progression in their subject matter, and hinder them to properly function for the required purposes of their syllabus.

A profound understanding of these challenges can be best attained through a clear investigation that may serve the study with a wealth of information. Accordingly, the current research will explore the main challenges that Instructors of ESP encounter when designing a syllabus for non-English language students.

2. The Research Questions

The study in hand is precisely designed to answer the following key research questions:

RQ1: What are the major challenges that instructors of ESP encounter when designing a syllabus?

RQ2: What are the main reasons behind instructors of ESP challenges?

RQ3: What do instructors of ESP recommend as strategies to design a valid syllabus?

3. Significance of the Study

The present research tends to cast the light on the major challenges which are mostly related to designing a syllabus that instructors of ESP undergo. In addition, more in depth comprehension of the case will suggest some efficient strategies as a framework that may acquaint instructors of ESP with proper orientations to help them mitigate their

challenges. This, consequently, may lend a helping hand for teachers to design an effective and appropriate syllabus with applicable, adaptable and suitable content to better fulfill learners' needs and elaborate new directions .Furthermore, it may pave the way for further future research works or advancements.

4. Objectives of the Study

Through this study, the researcher aims to achieve the following objectives:

4.1 General objectives

The general objective of the present research is to explore the main challenges that instructors of ESP encounter when designing an ESP syllabus. The researcher will, also, determine the main reasons behind these ESP instructors' syllabus design's challenges.

4.2 Specific objectives

The current research is particularly attained to accomplish these aims, respectively as follows:

❖ To sort out the main reasons behind syllabus design challenges.
❖ To recommend possible strategies to alleviate these challenges.

5. Research Methodology

5.1 The choice of the method

The study under investigation looks forward to discover the challenges that instructors of English for specific purposes teachers come across when designing a syllabus. Therefore, this research work will take the form of an exploratory research method, which may help the researcher to use the appropriate tools to obtain reliable data for this investigation.

5.2 Population and sample

The population of this research will consist of twenty two (22) instructors of English for specific purposes teachers at different Algerian universities (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila) and three (3) teachers of ESP and specifically English for medical purposes (EMP) as for the sample.

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5.3 Data collection tools

To achieve the purposes of the present investigation, the researcher will attempt to utilize two research instruments. Firstly, the resercher will opt for a questionnaire for twenty two (22) instructors of ESP from different universities (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila). Secondly, the researcher will opt for an interview with three (3) teachers of ESP (specifically EMP) at the center of 'Advance In Medicine' which is located in Biskra.

6. The structure of the Dissertation

The current study consists of two main chapters: The first chapter is divided into two main parts. The first part will go over ESP basics, including its definitions, the difference about ESP and GE, the historical background, ESP types,..

On the other hand, the second part will be about syllabus design, comprising syllabus definitions, its types, syllabus design in ESP, needs analysis and its components. Concerning the second chapter, it will be devoted to the field work and data analysis.

7. Limitations of the Study

At this level, one should take into account the main constraints the researcher went through while carrying out her research. Those setbacks are mainly related to:

- Time limits.
- Few related literature/ studies that have been conducted on this research.
- The lack of ESP teachers at the level of the Algerian context.
- There are some instructors of ESP which are involved in this study who refused to mention the universities where do they teach for -unknown reasons-.
- The insufficient responses and justifications of the respondents.
- Without these drawbacks, the study's findings would have been far more accurate.

Chapter One:
Literature Review

Part One: English for Specific Purposes

Introduction

The scope of learning English language after the Second World War expanded significantly beyond its prior boundaries of being solely used for commercial and communication purposes. Increasingly, people became more aware of its usefulness for further functions and thus, ESP emerged as a new trend that looks forward into fulfilling learners' tendencies or interests needed in a determined area , focusing more on linguistic demands that suite their studies or professions.

I.1 Definition of English for Specific Purposes (ESP)

There is a raging dispute among experts over how to define ESP so that it covers all facets of the concept due to the fact that, on the one hand, various linguistic and methodological approaches are used to interpret the notion. On the other hand, language genres differ according on the context in which they are utilised.

Consequently, it may be not accessible to establish a cohesive or a common definition, as it is agreed by Stevens (1980) and Yassin (1999) on that it is quite challenging to come up with a clear and succinct description for the notion.

One can wonder what makes English which is to be used in a particular situation special in nature, well simply because learners come to learn English with a purpose in mind, as assumed by Hans and Hans (2015) that English for Specific Purposes employs the word specific to refer to the reason why one is studying the English language . In addition, delving into a particular area requires field-language proficiency.

The specialised discourse that should be utilised in a certain domain, according to Parren (1969), is obviously determined by the field to which it belongs. In other words, deciding on which linguistic items to be taught for stipulated objective depends on the targeted subject–matter. In the same vain, Mackay and Mountford (1978) claimed that the concept of special language was initially perceived - in terms of the linguistic aspect- as a collection of eclectic technical words that are to be employed in a particular field. That is to say, the special terminology characterises language descriptions of a certain context.

It is important to highlight that, despite all the definitions put forth, English for Specific Purposes as a branch of English Language Teaching and Learning has one essential and shared objective: to familiarise the learner with the linguistic requirements

pertinent to his area of interest so that he can adequately perform for the intended objectives.

It is clear that the aforementioned definitions mostly discussed the linguistic features of the language. However, new perspectives–years after- surfaced to focus on other features as a result of the evolution of ESP that gave rise to new teaching approaches and methodologies, which opened up scopes towards focusing more on communication skills, the manner in which the language to be taught, the purpose to be achieved and most importantly the learner to be trained.

In the words of Johns et all (1991, p. 297): "ESP means the teaching and learning of English as a second or foreign language that meets specific needs of the learners, makes use of underlying methodology and activities of the discipline it serves, and is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre". Simply put, ESP as a medium of instruction tends to provide learners of specific discipline with the relevant linguistic aspects and language skills, following a specific methodology that is designed toward addressing learners' needs.

In the same vein, Dudley-Evans, (2000, p.9) delineated that: "ESP has tended to be a practical affair, most interested in investigating needs, preparing teaching materials, and devising appropriate teaching methodologies." This demonstrates that conducting needs analysis enables teachers to identify learners' needs as a base for determining the required methodology, planning the suitable syllabus and then adapting the adequate material.

Anthony (2015, p. 2) claimed that ESP seeks to provide learners with the necessary field-skills, using a variety of language discourses and genres as well as relying on the appropriate field methodology. That is to say, ESP strives to supply learners with the appropriate demands of their areas of interest through customized and approved strategies or methods to best accomplish instructional or vocational purposes.

From the above definitions, it can be deduced that ESP stands for providing learners with specific linguistic repertoire of the target language, using the appropriate methodology which is essential in introducing learners to the necessary communicative competencies so that they can put what they have learned into practise.

I.2 EGP vis-à-vis ESP

In specialized fields, the English language departs from the general English framework. Therefore, the distinction between GE and ESP is therefore clearly established by a thorough understanding of both scoops, in light of what has been found in literature.

According to Orr (1998):

English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. 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.

This means that English as a medium of instruction provides students with the fundamentals that make up the structure of the language and language skills.

On the other hand, Basturkmen (2006) claimed that in ESP, learning a language is not undertaken for the purpose of improving one's overall education but rather to make it easier for people to use language more effectively in situations like the classroom, workplace, or the professional world. That is to say, ESP is to foster language use in order to adequately function in particular contexts.

Concerning the Distinction between GE and ESP, Widdowson (1983, p.6) argues that:

ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly-defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course therefore, makes direct reference to eventual aims. GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future. Here, since there are no definite aims which can determine course-design, there has to be resources to intervening objectives formulated by pedagogic theory. These objectives represent the potential for later realization and are, so to speak, the abstract projection of aims.

Simply put, the goal's presence is what differentiates GE from ESP. While the former attempts to supply learners with varied skills without any defined goals, the latter strives to

provide learners special abilities they need to operate in a particular sector and achieve specific goal.

McDonough (1984) claimed that research in EGP can be conducted with no strict reference to specific educational contexts, as it does not require an adherence to the surrounded instructions. On the other hand, research in ESP is motivated by certain concerns and scenarios, as that the process is driven in light of pre-identified considerations.

Hutchinson and Waters (1987) argued that it is the awareness of the need rather than the existence of the need itself that sets ESP apart from General English. In other words, enrolling in ESP classes is driven by full consciousness for the reasons/needs behind language learning, as opposed to GE.

To conclude, the distinctive differences between GE and ESP profiles stand for the principle core of language learning.

I.3 The Diachronic Development of English for Specific Purposes

The outstanding evolution that ESP movement witnessed over the decades went through four main phases, where each phase was characterized by a number of aspects pertained to language varieties and approaches.

The multiplicity of perspectives made it difficult to accurately pinpoint the exact date-periods of the historical occurrence. Some claimed that it began during 1960, whereas Hutchinson and waters (1987) referred to a book written in the sixtieth century 1576. However, Haddem (2015), in her thesis, mentioned Jhons' (2013) detailed description of the phases, which are: The Early Years (1962-1981), The Recent Past (1981-1990), The Modern Era (1990-2011), and The Future (2011 plus). She summarized them as follows:

- The period from 1962 to 1981 focused on text-based counts and rhetorical devices, using descriptive research, involving statistical grammar counts within written discourses. Later, rhetorical concerns began to be taken into consideration with, for example, inferred devices used in a text.

- Then, the period from 1981 to 1990 witnessed an attempt to widen the scope of ESP and introduce some key concepts, the most important ones being: need

assessment; linguistic devices and their rhetorical purposes; use of technology in ESP teaching; genres and rhetorical moves as new concept.

- Whereas, the period from 1990 to 2011 is characterized by a number of other more or less new concepts and idea: The idea of intercultural rhetoric; the dominance of 'genre' ESP research; the appearance of corpus studies.

- From 2011 onwards, what will be the future being to ESP? According to Johns (2012),there are a number of researchers in ESP such as Swales, Bhatia, Bazerman, Belcher, Dudley-Evans, St John, Candlin, Graves and many others agree on the fact that the future of ESP will bring four essential elements:

  - Variety: in topics, methodologies, rhetorics, etc.

  - Context: classroom, business, online media, etc as the scope for research becomes diversified.

  - Complexity: realized through methodological triangulation

  - Critique: not only of researcher's work but of the research himself, through self-reflection.

These phases demonstrated how ESP gradually changed from focusing on text-based analysis to including need assessment, linguistic devices, genres and intercultural rhetoric. However, ESP is predicted to embrace a variety of factors that point to a bright an exciting future for the former, one that will serve a variety of themes and research philosophies while encouraging continual progress through critical assessment.

To conclude, the aforementioned sequential phases provided a succinct illustration of the evolution of ESP that was the outcome of its privileged status nowadays.

I.4 Types of ESP

ELT can be described as an umbrella that carries within it the dichotomy of GE and ESP, the former can be described as the need to use the language for specific aims, related to present or future concerns.

Numerous researchers made a contribution were they divided ESP into two branches: English for academic purposes (EAP), and English for occupational purposes (EOP). According to Kennedy and Bolitho (1984, p.4):

EAP is taught generally within educational institutions to students reading English in their studies. In other words, English for academic purposes as a branch of ESP refers to the English language courses which are offered in academic settings and involve providing language instructions that fulfill academic requirements.

EOP is concerned with teaching/learning English as a medium to equip students with the necessary competencies to perform in professional settings. Rico et al (2019) noted that EOP provides program that is especially designed to assist professionals in their careers and to make it easier for them to master the linguistic skills necessary for those careers. Hence, EOP calls for offering workplace language training to promote workers performance.

The following figure represents the extent to which ESP branches and sub-branches might be further enlarged:

Figure one: Some of the branches and sub-branches of ESP from Anthony (2018)
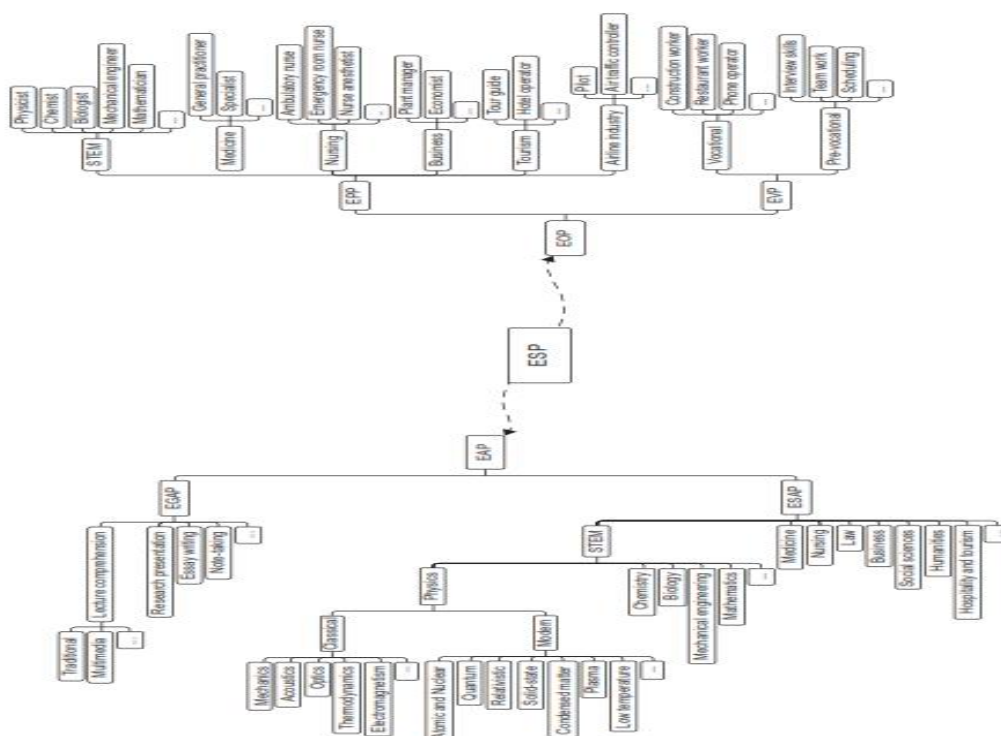
To sum up, deciding on which aims are to be set for learning English rely on the needs of the learner himself, whether for academic fulfillment or professional concern.

I.5 The Four Pillars of ESP

ESP courses are recognized as that kind of specialized courses on which learners develop target language skills that meet the needs of their field of interest. Accordingly, these specific purposes are taught based on the consideration of a set of pillars on which a successful ESP course is built, some of them are related to the learner, others pertain to teaching methods and tools, others related to course evaluation and goals. These four pillars are introduced by Anthony (2018) and summarized as follow:

I.5.1 Needs analysis

The core step before conducting any ESP course is to draw a clear comprehension about learners' needs. According to Hyland (2006):

Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, do not know or want to know, and can be collected and analyzed in a variety of ways.

In other words, needs analysis is concerned with the process of determining the gap between what learners already know and what they must learn. It can be done through any kind of survey through which the ESP instructors acquire information about students, analyse it, and then build the course based on the results that are obtained.

The structure of the survey should include carefully selected questions, considering learners' background knowledge, their expectations and desires, taking into account the setting (were) the course should take place, the time (when) to deliver the course and the purpose (why) which reflects the reason behind the need to ameliorate the target language as it remains an essential part in conducting needs analysis and in designing the course as well.

I.5.2 Learning objectives

Instructors of ESP have to learn about what kind of language genres and skills that learners need to learn and to use in target situations and set goals for the course. On the other hand, Nation (2001) claimed that establishing a set of learning strategy objectives for the class may be of great importance, for instance the root memorization strategy may be an effective way to improve English. Overall, it is important to know how to sequence these objectives in an interesting manner.

I.5.3 Materials and methods

Material availability may help determining the appropriate methodology. However, there are some resources that do not fit learners' preferences. For instance audio transcripts may include some complexities: complex language for instance, especially if learners were beginners. Therefore, ESP instructor should adapt the material in order to spotlight the target language points. In case learners were advanced learners, the instructor should assist them in order to cope with these complexities.

I.5.4 Evaluation

In an ESP course, ESP instructor should not only evaluate learners' performance but also ESP course, course success and quality instructions. Moreover, the success of the course depends on determining the number of the learners, their attendance.

Besides, the success of ESP instructor course can also be determined by looking at test results; for example, if the instructor discovers that students have obtained high language performance, this is a positive indicator of the success of the instructor role. However, there may be a possibility as that test results may reveal that students are not satisfied with the approved teaching method.

To sum up, ESP courses should incorporate four key pillars: the precise needs of the learners, the right methodology and material, and evaluation. The integration of these pillars help to a great extent in achieving the goals of the course.

I.6 The Roles of ESP Teacher

ESP practitioner should perform different stipulated roles at the same time while involving in ESP course. Many researchers such as Dudley Evans (1998) and Robinson (1991) are more likely to use the term practitioner rather than teacher to emphasize the fact

that ESP involves more than just teaching. According to Dudley Evans (1998), the ESP practitioner has five key roles: a teacher, a course designer and a material provider, a collaborator, a researcher and an evaluator.

I.6.1 As a teacher

As far as one of main roles of ESP teacher is about equipping learners with knowledge using English as a medium of instruction, Dudley-Evans and St John (1998) contend that this does not necessarily mean that the teacher is the primary source of knowledge because learners may be more familiar with their scientific disciplines as compared to the teacher.

Belcher (2006, p, 139) stated that one of the roles the ideal ESP practitioner is that of "content-knowledgeable instructor, capable of coping with a revolving door of content areas relevant to learners' communities". That is to say, ESP teacher should possess certain qualities a subject-matter expert who is competent to manage a variety of subjects related to the field content.

I.6.2 Researcher

Once an ESP teacher delves into particular context, he should take into account two primary factors: Diagnosing the student needs of the target domain for course orientation, and conducting research genres of field language and discourse, as advocated by Dudley-Evans and St John (1998): before designing courses or providing materials, teachers need to do researches in investigating the genres of texts, language, and skills required by the specific field of study.

I.6.3 A course designer and material provider

Course material and design are determined by assessing learners' needs. In spite of this, some of the activities have to be modified or adjusted by the teacher due to the fact that the material does not always match the actual needs of the student. As claimed by Dudley-Evans and St. John (1998):

> ESP teacher is responsible for planning the courses in accordance with learners' requirements, as for providing the suitable material, ESP teacher should adapt or choose the appropriate textbook that fit his learners' needs, whether it is published or self-produced.

In addition, it is important to consider the teachers' needs because sometimes the material might not suit his preferences and that may adversely influence the way he teaches and even learners' learning process, as Tomlinson (1998) pointed out that teachers and sponsors' needs are also to be taken account of because if the teacher, for example, is not satisfied with the materials he/she provides this would affect the learners by losing and decreasing their motivation.

I.6.4 Collaborator

The cooperation between content specialist and ESP teacher is of a paramount importance. Dudley-Evans and St. John (1998) stated that teacher of the subject field can be the carrier of the content, the party who prepare the materials; the specialist assesses the content that has been prepared by the ESP practitioner, and the fullest role as team-teaching partner. Therefore, ESP instructor should come into contact with subject specialist in order to know more about field-knowledge and reduce the burden that he may face when engaging in a domain in which teachers' subject - qualification /or background may be limited, as stated by Dudley Evans (1998): "the fullest collaboration is where subject expert and a language teacher team-teach classes."

Thus, cooperation also helps ESP teacher to develop his professional competencies by being acquainted with new skills and thus reinforce production efficiency and performance.

I.6.5 Evaluator

Evaluation is a basic procedure for measuring the extent to which the desired objectives are met. In this regard, ESP teacher is expected to assess learners' level and whether they have acquired the essential language skills and field key competencies, the course methodology as well and finally yet importantly, material in terms of what is suitable for learners' needs and whether learners are ready to apply what they learned into practice. Considering evaluation as a continuous process, Dudley-Evans and St. John (1998) noted that evaluation should be done before, while and after the course is being taught and finished.

To sum up, performing all of these tasks effectively aids ESP practitioners in meeting learners' target demands.

I.7 The Situation of ESP Teaching in Algeria

Due to the increasing demand of the English language in Algeria over the past few years, Algerian tertiary institutions and the ministry of higher education have tended to broaden the scope of English language by offering ESP courses for various departments, specialties, and levels as an additional foreign substance-module due to the fact that engaging in a such endeavour requires fluency in the English language.

However, conflicting debates continue to bring about various perceptions concerning the reality of oscillating between theory and practice. To clarify things, Bouderssa (2018) made a detailed illustration about ESP teaching scenario in Algeria:

- With regards to ESP, Bouderssa (2018) claimed that there are a wide range of aspects that should be highlighted when designing a course, for example students' needs, the content, the methodology, and the materials that must be designed based on what students need as that it may be not possible to rely on ready-made books as learners' demands change over time, their levels of English, the purposes of language learning, and even learners knowledge of field content. Therefore, designing and teaching an ESP course is not easy task, especially when the teacher is not a specialist in a field or has not undergone training before, so he should ask many questions in order to design or teach ESP.

- Despite the imposition of English language in various fields and levels of higher education and the emphasis on its necessity, Bouderssa (2018) stated that the value of ESP failed to be recognised. More evidently, ESP courses are of secondary importance.

- Bouderssa (2018) continued saying that ESP course at the MA-BA level is usually taught once or twice a week, for time allocation it does not exceed more than two hours. In addition, a subject coefficient often determines its importance. However, ESP course coefficient is usually ranked from 1 to 2, which indicates that it is less important than other courses and thus, the Algerian student undermines the value of the course and make uninterested in attending the course.

To conclude, the issue of reconsidering or revisiting the current situation of ESP in Algeria should be addressed as soon as possible, since what is known as /referred to ESP in

the Algerian context seems to be far from representing ESP in any real sense/true application nor reflecting its original principles in any way.

1.8 Description of ESP Course Situation in Algeria

The inclusion of ESP as a subject across all disciplines at Algerian institutions refle cts the significance of the English language in all endeavours. However, are these courses valued in any way? Bouderssa (2018) draws a thorough depiction for the current status of ESP courses in the Algerian contexts

In Algerian ESP courses, learners are given a text to read that may cover a general topic or may be relevant to students' area of study. The text is supposed to be explained by the teacher so that students can understand it. Yet as a matter of fact, some teachers typically feel compelled to convert to French and/or Standard Algerian Arab ic, or even dialectal Arabic as well since learners have low English proficiency.

However, Bouderssa (2018) maintained that is discouraged to use translation (for example, to Arabic - mother tongue or French - mother tongue) because ESP learners will end up getting less than the desired percentage of the course that focuses on enabling learners to master the language, and course content as well.

In light of the presented/given text, Bouderssa (2018) pointed out that the ESP teacher should provide learners with an opportunity to read it, and then they should ask questions before, during and after reading in order to interpret and understand it. After the teacher checks their level of comprehension of the content-text, he should open a discussion with learners in order to help them ask questions using the language. However, this rarely occurs.

Afterward, learners are asked to put the vocabulary and grammar they have learned into practice by writing a paragraph, synonyms, antonyms, etc. If available, listening material may be provided to learners as it may precede or follow writing, or can be both integrated.

Last but not the least, it is important to assess learners learning which should reflect course objectives and the course itself. Yet, many teachers use only summative assessment as an official exam at the end of the semester to provide learners with course grades rather than assessing them to learn first before evaluating them.

As a follow-up to the previous idea, it is worthy of note that both formative and summative assessment should be combined. Formative assessment helps the teacher ensure that the desired goals have been met, whereas summative assessment allows the teacher to make plans about the learning process. Therefore, a thorough grasp of both the theoretical and practical aspects is required in order to utilize them in an effective manner.

In spite of this, Bouderssa (2018) claimed that one cannot know whether Algerian ESP teachers take this matter seriously since a successful ESP course considers all of the above because most often , the syllabus or the course is not designed in the first place and even if one exists , it will focus solely on the linguistic features . As for the material, it does not exist since what is usually taught to ESP learners are texts chosen systematically or randomly only for the purpose of teaching.

Even though it is a challenging task to design a syllabus or a course, it is part of ESP teacher responsibility to design a syllabus or a course based on learners needs, as he should interact with experts in the field and even the provided exercises should be well organized, meaningful and goal oriented.

It is important to recognize that the communicative approaches play a key role in ESP teaching and learning contexts, but whether or not this approaches is taken into account remains a question. For example, Bouderssa, (2018) reported the ESP courses which are offered by the Universities of Constantine 2 and 3 in different departments do not rely on the communicative approach, even the ESP curricula in these colleges are centered primarily around language- based and grammar -based approach .Another issue is that ESP courses are often teacher-centered while they should be student-centered in the first place. Therefore, making a change in the curricula, the adopted textbooks and even ESP teachers' perception is essential.

Hence, every aspect associated with the ESP course (learners' needs, material, method,..) should undergo a comprehensive analysis, for instance interpreting a text and determining its characteristics, genres and selecting a relevant material that adequately serve field requirements may help the Algerian ESP course-syllabus designer provide an effective ESP course.

I.9 Review of the Previous Literature

Teachers of English for specific purposes are supposed to be competent in English language, to have a sufficient commend of subject-matter knowledge and a sound understanding of field conventions, to be qualified, and /or to be well familiar with learners needs in order to operate effectively with the required objectives. Nonetheless, their task is not easy since the process of designing English for specific purposes syllabus often unveils problems that go beyond teacher's willingness. More evidently, a significant amount of related literature reviews some of the problematic issues that ESP teachers confront in many aspects, but a few research studies have been done in the field of syllabus design.

To start, designing a syllabus is a hard task not only for ESP teachers but also for those who teach other courses. A reflective study reported by Prihandoko et al (2019) in Marauke Papua (Indonesia) University. The purpose of the study was to explore the challenges that novice lecturers face at the beginning of teaching process when creating a syllabi for several subject courses. This study relied on qualitative document analysis and reflective approach by analyzing syllabi of seven subject courses mentioned as follows: English Introduction to literature, Language and Logic, Sentence Structure analysis, Psycholinguistics, Sociolinguistics, and Writing. The results showed that the challenges were specified to intrinsic and extrinsic factors, related to individual teaching experience and institutions.

Moreover, Mebitil (2011) in her thesis, attempted to investigate the major problems that ESP teachers confront regarding ESP teaching at Abou Bekr Belkaid University, Tlemcen in cooperation with teachers from different faculties: faculty of Exact Sciences, faculty of Economics and Commercial Sciences and faculty of Law and Political Sciences). To fulfill the aim of the study, the researcher opted for multi-method approach to help determine the item difficulties. The interpretation and discussion of results gathered from the data collection instruments (both questionnaire and classroom observation) illustrated remarkable obstacles from both teachers and students parts. According to teachers, the lack of specialized knowledge of the subject matter and the difficulty to deal with field terminology caused problems for them, where the degree of subject knowledge acquaintance does not correlate much with their expertise. Besides, learner's low motivation and Ignorance of subject- value affected adversely their learning process.

Regarding the obstacles that teachers confront while designing syllabi, a study presented by Al-Kathiri (2016) at King Saud University, Riyadh, Saudi Arabia aimed at examining teachers' involvement in syllabus decision-making. To achieve the aim of the research, a semi-structured interview was constructed to ten English language teachers from three different instructional levels, where the questions were mainly concerned with syllabus criteria, teachers' perceptions and qualifications. The major finding indicated that the governmental system did not grant the opportunity for teachers' engagement in designing a syllabus, but rather, the mission is handed over to the experts who make general decisions for all levels.

In a similar vein, another study undertaken by Saraa (2020) on exploring challenges that Algerian ESP teachers encounter when creating their own syllabus at the University of Mohamed Ben Ahmed (Oran)/and other universities (Tiaret, Mostaghanem, Saida). In order to obtain data, she used a questionnaire as a research instrument. The key findings of the research revealed the absence of specific ESP teaching methodology, as a model or a guideline to help develop syllabi. Also, teachers were not provided with subject course books with regard to limited ESP sources.

To conclude, the aforementioned studies and elicitations clearly demonstrated a significant number of teachers recognize their challenges in ESP, and devoted to design a syllabus. Apparently, it is noted that creating an ESP syllabus is regarded as a weighty issue that holds various difficulties which prevent it to be built on a solid ground. Eventually, the present study will be an attempt to obtain more insights into the actual challenges faced by instructors of ESP.

Part Two: Syllabus Design

Introduction

Given the need to acquire professional English language competencies so that one can effectively perform in a particular academic or professional setting led to the emergence of learner centered approach to language teaching, which aims at changing the emphasis of instruction while putting learners at the center of learning practice in order to accomplish their target interests. Therefore, it became necessary to create special syllabi that map out language learning journey toward a defined destination and to articulate a rational for what is to be achieved at the end. All of which can be done through establishing a planned framework that sets an inclusive tone for the course by which content knowledge, linguistic patterns, skills, methodology and numerous activities are specified and mainly oriented at addressing language discipline needs.

I.2.1 The Notion of Syllabus

The definitions of the term "syllabus" changed over the time in response to the various situations in which it is used, reflecting the concept's multifaceted nature that hold different standpoints. However, the general/common consensus among syllabi creators is that a syllabus reflects a thorough proposal that demonstrates language programme of specific subject, including what to tackle as for the content/the classroom's units and what to accomplish as for the goals.

According to Wilkins (1981), a syllabus represents a list of language contents that are arranged in certain manner as to improve the efficiency of teaching and learning process. To put it differently, a syllabus implies a set of eclectic topics in a way that are properly organized to provide learners with predetermined educational experiences. Breen (1987, p.85) claimed that any type of syllabus attempt to clarify what does language learner need to know and what does a learner need to be able to perform with the acquired language. That is to say, the primary goal on which a syllabus should be tailored on is related to identifying the target needs that correspond to learner's language learning purposes in order to allow him use the language appropriately.

Kara (2001, p.68) offers a more specific definition:

> The syllabus is time bound, linked to particular objectives, and founded upon a grading that emerges following the theory of language to be assumed and the administrative needs. It is flexible in terms of negotiation and adjustment. It is concerned with the teaching content, and is an account of it.

In other words, a syllabus is basically built upon certain organized and systematic standards which are geared toward achieving specific objectives, considering time constraints and language content imposed by a given instructions that run the process. In addition, it is worth noting that syllabus may be subjected to some degree of adaptation to align effectively with the desired goals.

Basturkmen (2006, p.20) mentioned that the term syllabus refers to that kind of linguistic items which specifically outline what to be covered. Simply put, a syllabus is concerned with the act of selecting and sequencing aspects of language which in turn develops a plan for language teaching.

In addition, Basturkmen (2006) illustrated the meaning of syllabus by providing a detailed description as follow:

a) A syllabus consists of a comprehensive list of:
➢ Content items (words, structures, topics)
➢ Process items (tasks, methods)
b) Is ordered (easier, more essential items first)
c) Has explicit document
d) Is a public document
e) May indicate a time schedule
f) May indicate preferred methodology or approach
g) May recommend materials.

Overall, although the extensive range of literature that ended up with a diverse definitions for the concept, the point of convergence lies in idea that a syllabus establishes a document for subject description that displays a guideline for content , units, activities and the necessary information to be delivered and taught to students in order to reach certain outputs.

I.2.2.Types of Syllabus

According to what is found in literature, scholars proposed two major types of syllabus in the domain of second language learning and teaching which are synthetic and analytic syllabi. These 2 syllabi are divided into six sub-syllabi: Structural, Notional-functional, Situational, Process, Content and Task-based.

I.2.2.1 Synthetic syllabi

The primary focus of the synthetic approach to syllabus design is related to the product/content of language learning. This type was introduced by Wilkins (1976, p.21) based on the premise that language is divided into separated linguistic components which are presented gradually until learners construct complete linguistic structures. In other words, language is treated as a set of items where learners are expected to grasp than sequence and fill out forms. In addition, Breen (1987) claimed that the different parts of the language to be taught take the form of lexical components and grammatical patterns.

I.2.2.2.1 Syllabuses of Type 'A'

Under the category of type A, there are three different syllabuses:

- **Structural -Grammatical**

The goal of this type of syllabus is to introduce students to a number of sequential and combined grammatical constructs of the target language in order to help learners acquire, grasp and master the grammatical structure while also improving their cognitive skills, as Nunan (1988) stated that: 'each item being mastered on its own before being incorporated into the learners pre-existing stock of knowledge'. Students can build up the grammatical structures gradually and step-by step and eventually incorporating them into their linguistic repertoire.

- **Notional-functional syllabuses (NFS)**

It is important to first clarify the notion and the function concepts before discussing this syllabus. According to Hutchinson and Waters (1987), functions apply to the purposes beyond language use, such as threatening or advising. On the other hand, notions are the components of meaning that give insight into how the reality is manifested and splited in the mind, for example: Frequency and gender.

Based on Wilkins (1976) view, this syllabus is an example of an analytical syllabus that places a strong emphasis on learning how to communicate through language. On the contrary, Widdowson (1990) and Markee (1997) view this syllabus as a synthetic one.

All in all, notional-functional syllabus stresses the communicative meaning of the language instead of treating it as a set of discrete units.

- **Situational syllabus**

This syllabus is based on the premise that what is to be taught should rely on the language that is exists in real-life situations, through which the selection of language patterns is constrained to certain context, as claimed by Krahnke (1987):

> The situational syllabus relies exclusively on realistic situations rather than contrived or artificial situations devised simply to exemplify linguistic structures…it is closely associated with a broadly communicative view of language and an experiential theory of learning.

That is to say, language is invariably connected to its social situation. As such, each context is characterized by specific dialogue or conversation that uses special vocabulary, grammatical items,

I.2.2.2.2 Analytic syllabus

The analytic approach to syllabus design attempts to promote learners communicative competence rather than focusing on language blocks, as White (1988, p. 44) pointed out that this syllabus focuses on how language should be learnt instead of what should be learnt. It is worth mentioning that at this level, language acquisition is seen as a collaborative process in which teachers and students select the course material together and be in charge with decision-making.

Syllabuses of Type B

Type B includes three types:

- *Process syllabus*

A simple statement can be used to describe the notion of process syllabus as 'how learning is carried out in the classroom'. This idea was supported by Breen (1984) who reported that "a process syllabus addresses the overall question: who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?"

That is to say, this type of syllabus put emphasis on the learner and learning needs rather than the process of language learning itself. In addition, Breen (1984) and Candlin (1987) consider process syllabus as 'negotiated syllabus' based on the premise that successful learning is promoted by negotiation between teachers and learners about what to select for instructional resources. It implies that both components should work together to decide on the learning material and how to run the class.

- *Content syllabus*

A syllabus that incorporates a variety of topics with a focus on teaching language related material (information, knowledge,..) while simultaneously learning it, as opposed to just emphasizing its grammatical patterns. To put it another way, specific themes related to the learners' field of study serve to reinforce the acquisition of the target language.

According to Stoller (2002, p.108):

> In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter.

Simply put, the target language tasks that are given to students of a particular subject help them get familiar with various field concepts, reinforce their language learning, and improve their linguistic and cognitive abilities/skills, for example receive information, analyse and assess it. Krahnke (1987, p.3) made an example about Teaching English as a medium of instruction for science classes, claiming that this foreign language should correspond to field - content, syllabus goals and learners needs.

- *Task-based syllabus*

A task-based syllabus involves a variety of challenging and goal-oriented tasks that imply the language that is being learned. Nunan (1988) defined task as a pedagogical activity in which students participate in order to improve their proficiency in the target language, putting more emphasis on language acquisition than on grammatical rules. In addition, Breen (1987) suggests that task arrangement includes the following two standards: "The relative familiarity of the task to the learners' current communicative knowledge and abilities, and the relative inherent complexity of the task in terms of the demands placed upon a learner". In other words, tasks should be created so that they are suitably structured, customized according to learners; comprehension levels, and varying in difficulty based on what outcomes are expected from them.

Overall, the main focus of synthetic syllabuses (structural, notional-functional, and situational) is to teach small isolated entities in order to help learners create complete, full language blocks. However, analytic syllabuses (task-based, process-based, and content based) emphasize the meaning and the development of communicative competence.

I.2.3 The Difference between Curriculum and Syllabus

The terms syllabus and curriculum are frequently used synonymously because, while they may have a theoretically identical or shared meaning, their intended meanings are distinct since they serve different goals. Consequently, this misconception caused confusion among language users and that prompted many experts to draw distinct distinctions between the two notions.

Rogers (1989) as cited in Richards (2001) pointed out that syllabus stands for the act of arranging and structuring the course content. It is the process through which topics are selected and organized for a specific group of learners. On the other hand, a curriculum provides a ground of considerations which are related to the instructions, the learners and the knowledge.

Print (1993) claimed that a syllabus refers to a document that comprises information along with certain learning tasks and goals. In other words, a syllabus entails the content that reflects classroom practices and highlights learning objectives whereas curriculum refers to all aspects of the educational process (aims, goals, materials,

equipment, examination, and evaluations). Putting differently, curriculum is concerned with the whole instructional standards that rule the pedagogical system.

As mentioned by White (1988), a curriculum tends to outline the overall educational process, from content knowledge to learning goals to methodology. It refers to a combination of proceeding which consists of teaching strategies, content, and objectives that construct a systematic educational plan. Nevertheless, a syllabus connotes a description of specific course, for example a dependent subject.

To conclude, it can be said that curriculum prescribes the philosophy of the programme that sets academic instructions from knowledge, skills and experiences whereas syllabus refers to as a part of the curriculum that specify a list of detailed concepts to be covered in a particular course.

I.2.4 Syllabus Design Criteria

A successful syllabus is initially constructed with regard to a set of criteria that shape the product of language learning. For Harmer (2001), syllabus designers must consider what item have to be included when designing a syllabus in light of a variety of criteria, which are Learnability, Frequency, Coverage and Usefulness.

I.2.4.1 Learnability

Language learners are more likely to grasp simple linguistic items than difficult ones. Therefore, the teacher should initially teach the easiest linguistic items and when learners improve their language proficiency, he gradually introduces more complicated items.

I.2.4.2 Frequency

At the beginning levels, it seems more pertinent to include items that are constantly used in language rather than those that are rarely used. For instance the phrase "I see", which express vision is often less used by native speakers than "I understand". Therefore, it makes more sense to use the second expression, which is frequently used than the first one.

I.2.4.3 Coverage

Some words are widely used in different contexts rather than others. Consequently, the future -going to- may be used before the present continuous (based on coverage) in situations when going to has more uses than the present continuous.

I.2.4.4 Usefulness

Word selection depends on the specific context in which words are going to be used. For instance, the vocabulary that expresses family members is introduced early in a student's academic career since it is pertinent to the topics that students can linguistically discuss.

To conclude, the choice of the linguistic items to be taught plays a major role in the process of designing a syllabus, as well for acquiring the target language.

I.2.5 Syllabus design in ESP

A syllabus is an essential part of the education sector for both teachers and students. It draws the path for the teacher as well as it familiarizes him with a template or layout that aligns the required tasks and outcomes. On the other hand, it guides the learner along the path by which he attains certain objectives.

Yalden (1987) stated that: "One cannot speak about course design without shedding light on syllabus design, for a syllabus is referred to as the summary of the content to which learners will be exposed". In other words, the term 'syllabus' refers to a blueprint or a formula that outlines the educational process framework, including the content, classroom activities and instructional techniques, all of which contribute to the development of the syllabus and provide an overall image of the academic term.

Hutchinson and Waters (2007) claimed that a syllabus directs teachers in managing classroom tasks and thus allow students to build future vision where they are more likely to succeed in their academic endeavours. To put it another way, teachers are empowered to be in charge with directing class work through which learners create a comprehensive understanding of how learning process works. Consequently, learners are motivated to achieve their goals. Language description, learning theories, and needs analysis are essential components that fold under the umbrella of syllabus design in ESP; they are displayed in the figure below:

Figure 1: ESP course design :   (Jamaluddin et al, 2019)

WHAT ?

Language

descriptions

syllabus

ESP

COURS

methodology

HOW ?

Learning

ttheories

Nature   of

particular

Target   and

WHO ? WHY ?

WHERE   ?

WHEN?
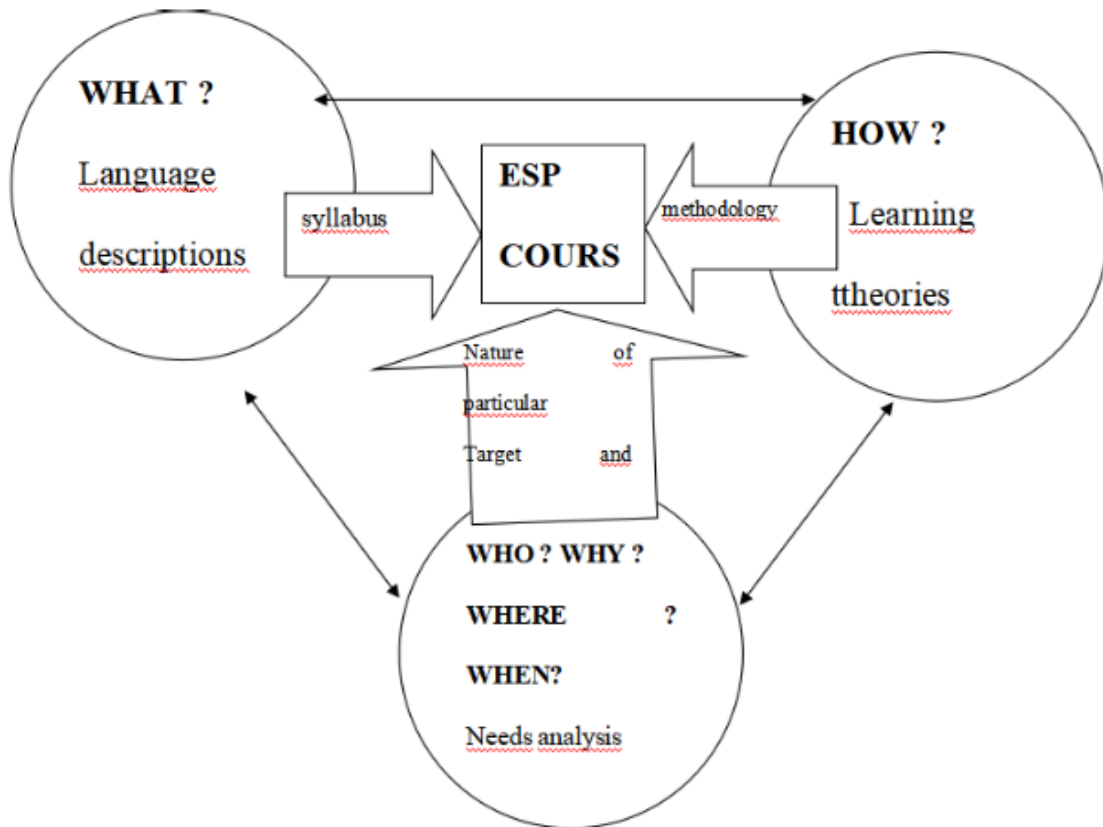
Needs analysis

In conclusion, any foreign language program adheres to a set of rules that translate the philosophy of the entire learning process into a series of experiences that assist learners to achieve their future goals.

I.2.6 Needs Analysis

ESP is an approach to language teaching that focuses on designing courses for learners, taking into consideration 'needs analysis' as a point of departure through which the teacher collect data as a mean to establish learners needs, to set motives behind language learning than to work on developing target purposes through different kinds of assessments, tasks and materials.

According to Hyland (2006, p.73), Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually

an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course , their teaching and learning preferences, and the situations they will need to communicate in. Needs involve what learners know, do not know or want to know, and can be collected and analyzed in a variety of ways.

That is to say, the purpose of NA is to develop language course based on specific standards that represents learners' reasons for course taking, through which teachers tend to ask learners a questions which are related to their background, language proficiency, motivation in order to design course that corresponds to learners' target needs.

Hutchinson and Waters (2007, p.53) stated that the ability to cognize the linguistic traits of target context is what defines the needs since awareness of the need is the main component of ESP. That is to say, learners' needs are clearly identified when there is a consciousness of what specific situation requires.

The concept of needs in NA can be expressed in many ways along with necessities, expectations, desires, lacks and wants according to learners language learning purposes, and due to the fact that learners' needs differ, Brown (2016) classified the term 'needs' or what he referred to as" needs viewpoints "into four categories, respectively as follows: Democratic view, discrepancy view, analytic view and diagnostic view. The aforementioned needs/views are defined in the following table:

Table 1: Purpose of NA: Options for Defining Needs and Analysing them (from Brown, 2016, p.14)

Needs Viewpoints	Definition of needs	Related synonyms
Democratic view	Whatever elements of the ESP majorities of all stakeholder group want.	wants ; desires, expectations ; requests ; motivations.
Discrepancy view	The difference or discrepancy between what they should be able to do in the ESP and what they currently can do.	Deficiencies ; lacks ; gaps ; requirements.
Analytic view	Whatever elements of the ESP students should learn next based on SLA theory and experience.	Next step ; x+ 1
Diagnostic view	Whatever elements of the ESP will cause harm if they are missing.	Necessities ;essentials ; pre-requisites.

In short, needs analysis remains a sort of research that attempts to figure out learners' knowledge gap as a mean to supply them with English medium that greatly serves the target needs of specific discipline.

I.2.7 Components of Needs Analysis

NA Comprises collecting a variety of data related to learners' current language proficiency and the future linguistic skills needed to function in a certain field. Consequently, target situation analysis (TSA), present situation analysis (PSA) and learning situation analysis (LSA) are considered the most crucial components for determining language learning needs.

I.2.7.1 Target situation analysis

Teachers of English for specific purposes (ESP) frequently employ Munby's model (1977) as a prerequisite for determining students' course needs 'as referred to TSA' through the needs analysis process. The 'Communication Needs Processor (CNP)', the key element of the model, is made up of eight variables that when they operate together, they produce a collection of needs that illustrate what learners be able to perform with the language at the end. Accordingly, Munby (1977, p. 15) variables are listed as follows: purposive domain (ESP classification), setting (the time and place), interaction (student-student, student-lecturer), instrumentality (medium of communication and channel of communication), dialect (the dialects which the learners will have to comprehend and produce), target level (level of linguistic proficiency), communicative event (what the learners will have to do with English), and communicative key (the way in which communication needs to be performed).

I.2.7.2 Present situation analysis

The present situation analysis looks at learner's knowledge at the beginning of the course. The process can be done through a kind of placement exam in order to examine-define what learners know (strengths), what they do not know(lacks or weaknesses)and what do they have to know.

At this point, it is essential to have an idea about learners' personal information and prior knowledge, considering learners' age, professions and motivation.

I.2.7.3 Learning situation analysis

Learning situation analysis (LSA), as mentioned byn Dudley-Evans and St. John (1998) helps identify what learners appear to need and how learners conceptualize language acquisition (relating to the process oriented needs). Overall, LSA aims at finding the gap that exists between what learners need to know and what they are expected to know.

A framework for needs analysis was suggested by Hutchinson and Waters (1987, p. 62) that entails considering a combination of factors, involving: The learners , the ways they learn, the purpose behind taking ESP courses, learning/teaching resources and the setting(where and when will ESP course takes place).

To sum up, ESP instructors should conduct the components of needs analysis to investigate different focuses and issues in language planning, as well to develop a language course syllabus that is suitable and practical for a particular context.

I.2.8 Correlation between Needs Analysis and Syllabus Design

The initial point from designing a syllabus is to determine what learners are genuinely seeking to reach through the course in order to gain access to a more focused setting. Therefore, the first stage that ESP syllabus entails passing through should therefore be needs analysis as it is situated within the methodology of English for Specific Purposes. Needs analysis is an ongoing /a continuous process that seeks to collect data about students to determine their real needs, which should be used as a basis for developing a course syllabus that simultaneously includes and satisfies those needs and directs learning process.

According to Basturkme (2013), "The importance of needs analysis lies in the potential of its findings to inform the development of the syllabus of the LSP course in question". To put it another way, needs analysis serves as a reference which decides whether or not the obtained results meet the requirements that structure course syllabus.

In addition, Andy (2019) believes that teachers' awareness of learners' needs as well as their abilities to enhance the targeted language knowledge to be used in a specific context are deemed essential for designing an ESP syllabus. The aforementioned factors help to decide what to cover as content and what to select as for teaching strategies, considering that a successful syllabus is measured by the extent to which it is appropriately

customized and conforms to students' needs. Moreover, it is important to note that needs analysis does not only prerequisite for learning a foreign language since learners are, most of the time, guided by syllabus instructions that do not correspond to learners actual needs.

To sum up, needs analysis serves as a foundation for further stages and a useful instrument for gaining insights into students' target needs. That is to say, needs analysis is the base for constructing an ESP syllabus.

I.2.9 Challenges in Syllabus Design for ESP Courses

Syllabus design is a broad and fruitful area of research, but a challenging task at the same time. A Study was conducted by two ESP teachers: Marijana and Anamarija (2020) at the University of Zadar about the obstacles they faced when designing a syllabus for Students of Humanities and Social Sciences. The results revealed that the major challenges were related to: Needs analysis, mixed disciplines groups, textbooks, mixed ability groups and motivation.

I.2.9.1 Needs analysis

NA is the initial stage that should be carried out before designing a syllabus. The findings of the conducted needs analysis that was held by Marijana and Anamarija (2020), however, indicated that students need English for future uses and this may not be aligned with what is offered in the ESP course, as that learners may not be able to transfer the knowledge and skills they learn in the ESP course to a wider academic context.Therefore, teachers opted for the integration of the basic academic skills, especially speaking and writing so that these skills can be applied to all academic disciplines.

I.2.9.2 Mixed-disciplines groups

Marijana and Anamarija (2020) noted that the departments of Zadar University opted to combine numerous disciplines (such as Geography, Philosophy,...) into one large course known as a "Disciplinary discourse" because their timetables couldn't accommodate students' learning needs in a variety of subject areas. So when students were asked about their perceptions towards ESP courses, they typically respond that the course does not meet the target needs of their field of specialization. As a result, this factor- in turn- led to a lack of motivation and student interaction and thus the process of mixed disciplines was not the right choice.

However, teachers discovered that they should adopt Flowerdew's Hybrid Approach (2016, p.3) by making the course 'academic writing' where students can show some interest in their own writing that is linked to their area , in addition to implementing blended teaching approach(class teaching and online teaching). All of which may best help learners to learn.

I.2.9.3 Textbook

Although the course largely drew on the GE/EAP Textbooks, they were neither adapted to fit the needs of the students nor effective because the content was unrelated to their area of specialization.

I.2.9.4 Mixed-ability groups

Students' level of English proficiency posed another challenge since it did not fit the needed ESP course level (B1 level) as assumed by Dudley Evans and St John (1998, p.5) in terms of language, grammar, linguistic features and consequently, writing proved to be an obstacle for students.

I.2.9.5 Motivation

Motivation plays an important role in language learning. However, Marijana and Anamarija (2020) believed that it is challenging to keep students motivated for a variety of reasons, including the fact that English is not their field of expertise and the course is being taught at an advanced level. Thus may make it difficult for students to learn English and understand the significance of the course.

Despite the modifications that teachers made to the syllabus, course and material, motivation continued to be deficient. Nevertheless, the idea of offering the course at later stage were learners might be more cognizant of linguistic patterns in Croatian so that they can translate them to English thought to be better option.

To sum up, the above challenges posed a dilemma for ESP teachers in designing the appropriate syllabus for students and thus in language learning. However, teachers' endeavours to overcome the challenges were undertaken with the intention of serving the interests of the students, as for ESP context.

Conclusion

Throughout the first part, the researcher attempted to cover the fundamentals of English for Specific Purposes. At first, the researcher provided the definition of ESP, how it developed along the years and its major categories and sub-categories. Additionally, she draw a clear distinction between EGP and ESP and highlighted its key traits, foundations, and shed light on the main tasks that instructor of ESP should carry out. The researcher, then, discussed the status of ESP instruction in Algeria as well as the situation of ESP courses in the Algerian contexts and finally, she pave the way to the second chapter that is devoted to syllabus design with a review of the previous literature which is related to ESP and most crucially syllabus design.

The second part focuses on ESP syllabus design as a key concept of the current research. To begin with, the researcher clarified the notion of syllabus, discussed in details syllabus various types and spotted light on the difference between syllabus and curriculum in order to avoid any kind of confusion. Furthermore, she outlined the basic criteria that a syllabus should be built upon. In addition, the researcher shifted the attention to syllabus design in ESP, as well as needs analysis and its components in correlation with ESP. She concluded the chapter by addressing /reporting the main challenges that syllabus designers confronted when creating syllabi for ESP courses.

Chapter Two:

Fieldwork and Data Analysis

Introduction

The following chapter is devoted to the practical part of the current investigation. Therefore, it is divided into two main sections. The first section introduces the research from a methodological perspective, including; the research approach, the research design, the sample population and data collection instruments. However, the second section reports elaborative analysis and detailed interpretation of the findings, which are gleaned from the two research instruments, namely (a semi-structured questionnaire and an interview) in order to achieve authentic results and answer research questions.

II.1 Research Approach for the Present Investigation

In correlation with the exploratory nature of this study, the qualitative descriptive research approach was adopted to conduct this research as it helps to provide comprehensive insights and credible replies from participants. According to Creswell (2014, p.4): "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people". That is to say, qualitative approach focuses on discovering particular phenomenon.

II.2 Research Design

Research design is a major step that gives a clear picture about the direction of research. It refers to the whole plan that describes how the researcher plans to investigate the main issue of the study, including the methods that he uses to collect, analyse and discuss the data. For this study, a case study is used as the research design in order to obtain comprehensive data regarding the issue of syllabus design challenges that instructors of ESP in Algeria confront. Thus, the present research is a case study of ESP instructors from different Algerian universities (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila).

II.3 Population and Sample

The population of the under investigation research consists of 22 instructors of ESP from different universities (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila). The research samples are made up/of three (3) teachers of ESP (specifically EMP) at the center of 'advance in medicine' were taken as for the sample. It is worth mentioning that the number of teachers who accepted to take part in the study determined the sample size.

The distinction between both parts lies in the fact that the twenty two (22) instructors, on the one hand, are a mixture of general English teachers and field language teachers who teach 'the didactics of ESP' as a medium of instruction that is imposed as an additional module by the ministry of higher education. On the other hand, the other three (3) teachers are doctors ESP practitioners who teach English for medical purposes for doctors, surgeons and medical students. This sample was chosen because it represents the sole group of ESP instructors in Biskra. All in all, it can be said that teachers of ESP labour in the field while instructors of ESP teach in the field.

II.4 Data Collection Instruments

Research tools are the primary source of data. They can be described as a set of procedures that help gathering information through a set of forms including questionnaires, interviews or observations and they can take three formats: structured, semi-structured and unstructured. Yin (2011, as cited in Naskah, 2018, p.35) noted that:

> Collecting data refers to the compiling or accumulating of objects (documents, artefacts, and archival records) related to the topic. As such, the process of collecting data that is dictated by the research decides the appropriate instruments to rely on. Therefore, research tools should be compatible with the research's nature in order to facilitate the collection, description and analysis of data and thereby produce significant research results'.

II.4.1 The questionnaire

A questionnaire is a specific set of written questions which aim to extract specific information from the chosen respondents. It comprises of a sequence of questions that require to be answered in a way that is determined by the researcher, according to the purposes of the research. In addition, it can be close ended (structured), open-ended (unstructured), or a combination of the two (semi structured).

III.4.1.1 The description of the questionnaire

The construction of the semi structured questionnaire is composed of a series of thirty four (34) questions, including (multiple-choice, close-ended, open-ended questions) and it is divided into four main sections, each section holds a different label. The first section shed light on instructors' profile information, regarding their qualifications, ESP teaching expertise, training, profession and their current status. The second section in the

questionnaire was devoted to ESP, where the researcher sought to gather data about whether the use of domain language constitutes a difficulty for ESP instructors, and to elicit their perceptions toward who should be in charge of/for teaching ESP as well as the required roles that ESP instructor should perform.

The third section of the questionnaire seeks to determine whether instructors are given special ESP syllabuses, and to identify the difficulties, the reasons that stand behind each challenge. Last but not the least, instructors were asked to recommend some effective strategies in order to minimize confronting such a challenge. The last /Forth section deals with course amelioration, through which teachers were requested to select which area do their ESP courses cover, which material do they rely on and from where do they get it.

II.4.1.2 The administration of the questionnaire

A semi-structured questionnaire was created online using google forms and disseminated via Gmail to a considerable number of instructors of ESP (twenty two22)at different Algerian universities, faculties and departments at (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila). Additionally, in order to strengthen the validity and the trustworthiness/credibility of the results, a second tool was adopted which is 'the interview' in order to get rich/further data that could not be gotten through the questionnaire.

The purpose of conducting an interview was to gain further insights about the challenges teachers face when developing their own syllabus. Consequently, a semi-structure interview with 17 questions was held.

II.4.1.3 Analysis of instrcutors' questionnaire

Section One: Personal Information

Item 1. Would you please state your qualification?
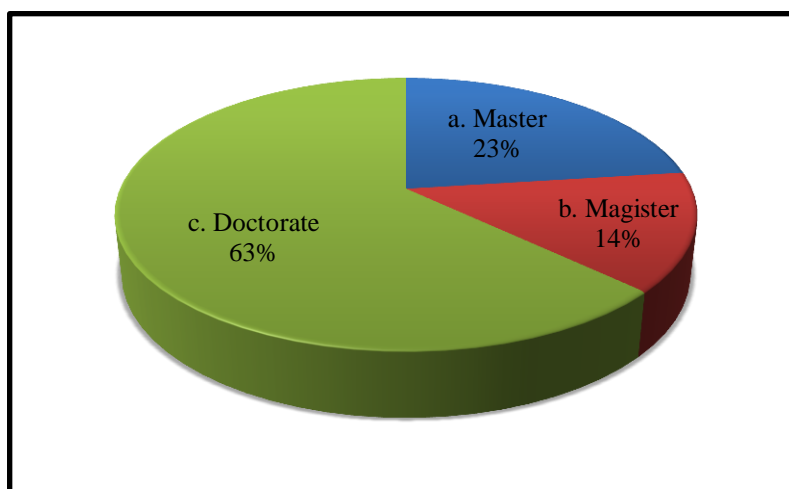
Figure 3.1: Teachers' Qualification

The above graph's findings showed that (63) percent of participants are doctors, whereas (23) percent are master's holders and (14) percent possess/have magister degrees.

Item 2. Are you a General English (GE) teacher, A Subject specialist, A Teacher of English for specific purposes (ESP)?

Table 3.2: Teachers' Profession

Options	Respondents	Percentage
a. A General English (GE) teacher	7	32%
b. A subject specialist	4	18%
c. A teacher of English for specific purposes (ESP)	11	50%
Total	**22**	**100%**

The table demonstrated that the majority of respondents (11) are teachers of English for specific purposes, while (7) are general English teachers and only (4) are subject specialists. However, some teachers asserted that they teach both GE and ESP, others stated that they are applied linguistics instructors.

Item 3. What is your status?

Table 3.3: Teachers' Status

Options	Respondents	Percentage
a. **Full-time teacher**	16	73%
b. **Part-time teacher**	6	27%
Total	**22**	**100%**

As shown in the table above/in response to this question, the majority of respondents (73%) are full-time teachers and just 27% of them are part-time teachers.

Item 4. How long have you been teaching ESP?
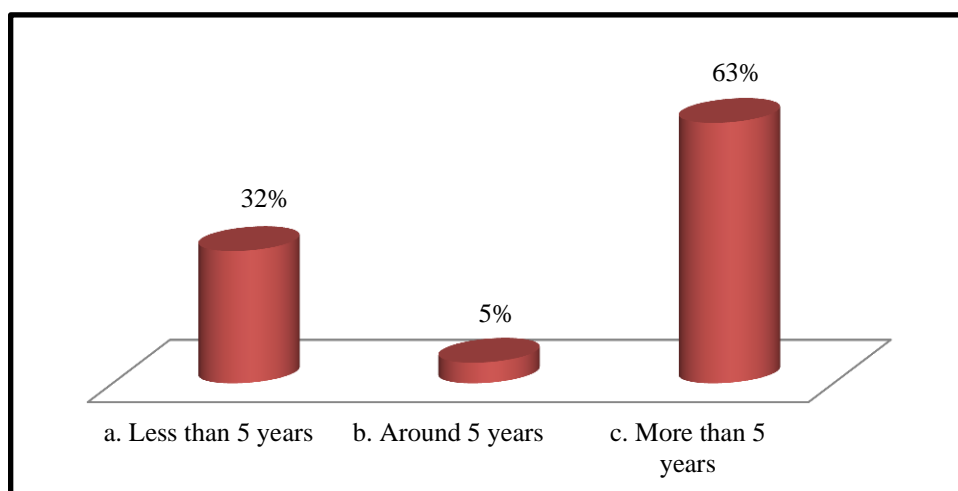
Figure 3.3: Period of Teaching ESP

As far as this question is concerned with the duration of teaching ESP, the graph revealed that teachers have different time experience. Accordingly, 14 teachers have more than 5 years of experience teaching ESP, 7 teachers have less than 5 years of experience and only one teacher has an experience of less than a year.

Item 5. Did you take any training in ESP before you began teaching?

The purpose of this question is to find out whether teachers undertake training prior to teaching ESP. The findings, therefore, showed that most teachers with (77%) participated in training while only a small percentage (23%) did not.

Table 3.5: Teachers Responses about whether They Took Any Training in ESP or Not

Options	Respondents	Percentage
a. Yes	17	77%
b. No	5	23%
Total	**22**	**100%**

Item.6. If yes, do you think that the training you have undergone was sufficient?

Table 3.6: The Sufficiency of the Undergone Training

Options	Respondents	Percentage
a. Yes	4	24%
b. No	13	76%
Total	**17**	**100%**

Although the results of the previous question revealed that the majority of teachers undertake training, this question indicated that only 4 of them affirmed that the training they took was good enough. However, 13 teachers answered that their training was not well sufficient.

Item.7. Which grades do you teach?

Table 3.7: Levels that ESP Instructors Teach

Options	Respondents	Percentage
a. **Licence**	5	23%
b. **Master**	3	13%
c. **Ph.D**	1	5%
d. **All of them**	2	9%
a+b	9	41%
b+c	2	9%
Total	**22**	**100%**
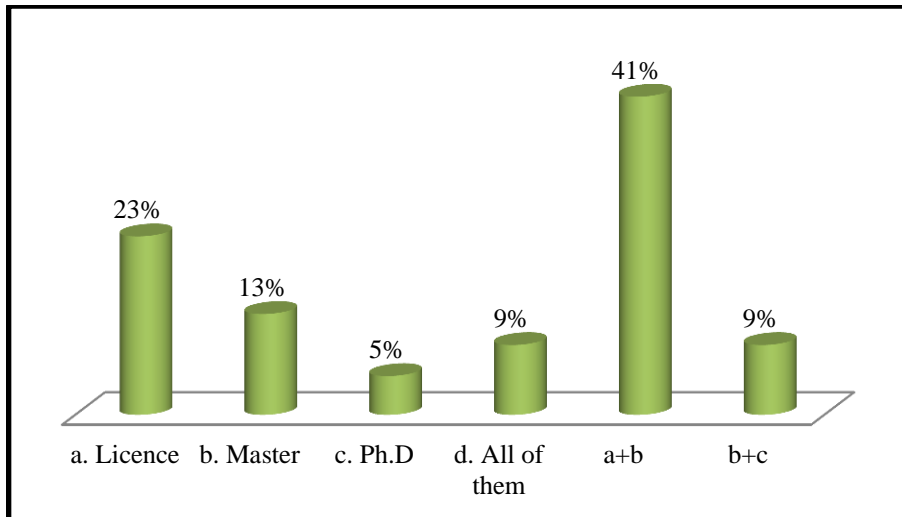
Figure 3.4: Levels that ESP Instructors Teach

In order to gain some insights about the main grades at which teachers deliver ESP courses and whether ESP is introduced at earlier stages, the findings revealed that nine 9 teachers teach separate levels [five 5 teachers teach licence level, three 3 teachers teach master level and only one 1 teacher teach Ph.D. In addition, thirteen 13teachers asserted that they teach multiple levels, as that nine 9 teachers teach licence and master, two 2 teachers teach all levels and two 2 teachers teach master and PhD levels.

Section Two: English for Specific Purposes (ESP)

Item 1. Do you think that the time allotted to the ESP course is sufficient to achieve its objectives?

This question requires teachers' viewpoints on/ about the sufficiency of time devoted to ESP courses. Therefore, the results displayed that only three 3 (out of 22) respondents agree that the allotted time is sufficient while the rest nineteen 19 respondents agree that it is not enough. This indicates that ESP course' objectives cannot be achieved with the current number of sessions.

Table 3.8: Teachers' Attitude towards the Time Allotted to the ESP Course

Options	Respondents	Percentage
a. Yes	3	14%
b. No	19	86%
Total	**22**	**100%**

Item 2. What kind of English do you teach?

On the basis of the depicted results in the figure which reflects the types of English that teachers use in their ESP courses, (45%) of respondents stated they use specialized English, 5% of them use general English and (27%)of them tend to mix both general English and ESP. Nevertheless, other respondents (23%) indicated that the appropriate type of English to be used depends on the purpose from the course.
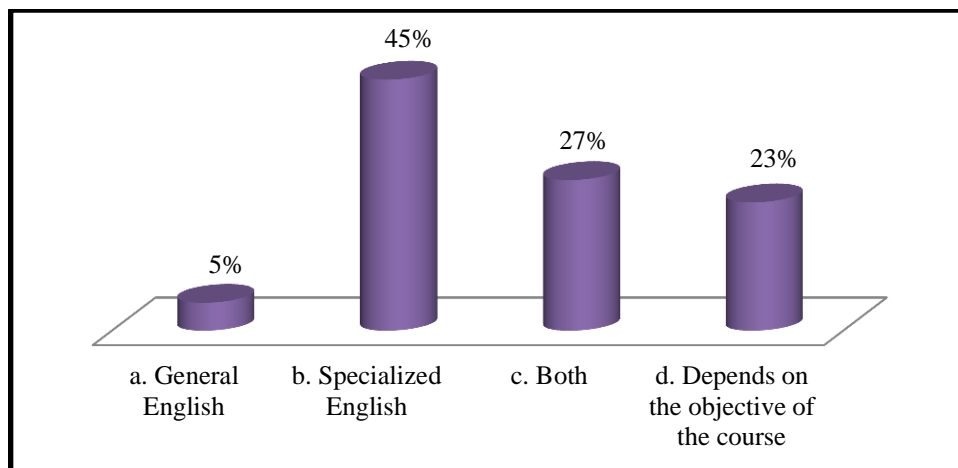
Figure 3.5: Kinds of Teaching English

Item 3. Do you find/experience any difficulties when using the domain language/are there any difficulties you encounter when using the domain language? If yes, in what way /how can the language be an obstacle/barrier for the teachers? Justify your answer.

This question attempts to discover whether using specialized language of a certain domain poses any challenges for teachers of ESP.

Table 3.10: Difficulties Encountered When Using the Domain Language

Options	Respondents	Percentage
a. Yes	13	59%
b. No	9	41%
Total	**22**	**100%**

The table demonstrated that 13 teachers encounter language-related obstacles while 9 teachers have no problem with the matter. Later in this question, teachers who answered with 'yes' were required to justify how do they find using domain language a challenging task. The major obstacles are justified and summarized as follows:

• Misunderstanding different ESP related key concepts and terminologies.

• Shifting from a domain to another is of a great complexity since each specialised discourse has its linguistic features and aspects and that may constitute problems even to ESP practitioners not to say EGP teachers.

• Bringing forth accurate vocabulary related to the subject field. While using certain vocabulary that may seem to be right for a non-specialist in the field, more accurate terminology would in fact be needed. Therefore, it is important for teachers to double check their content for accuracy every time.

• The lack the basic knowledge of subject matter (some disciplines are highly technical that they require minimum level of knowledge to understand their content). For example the jargon and the technical lexis remain a challenge for instructors of ESP especially in reading texts.

• In addition to the previous point, the lack of language content may misguide material selection and course objectives from the behalf of course designers.

• Another main obstacle is how to make the lesson comprehensive without using the mother tongue.

• When teaching a non EFL classroom, the perception changes. These are students who only use English to get the required information in this class only. Hence, usually the student is not well placed to get all the knowledge spoken or maintained in English, therefore, the mission of the ESP teacher becomes undoubtedly difficult.

• Techniques of training the subject + the objectives of the course.

Item 4. Do you think that ESP should be taught by?

    a) Subject specialist with a/who has a solid background
    b) Language teacher
    c) Collaborative teaching.
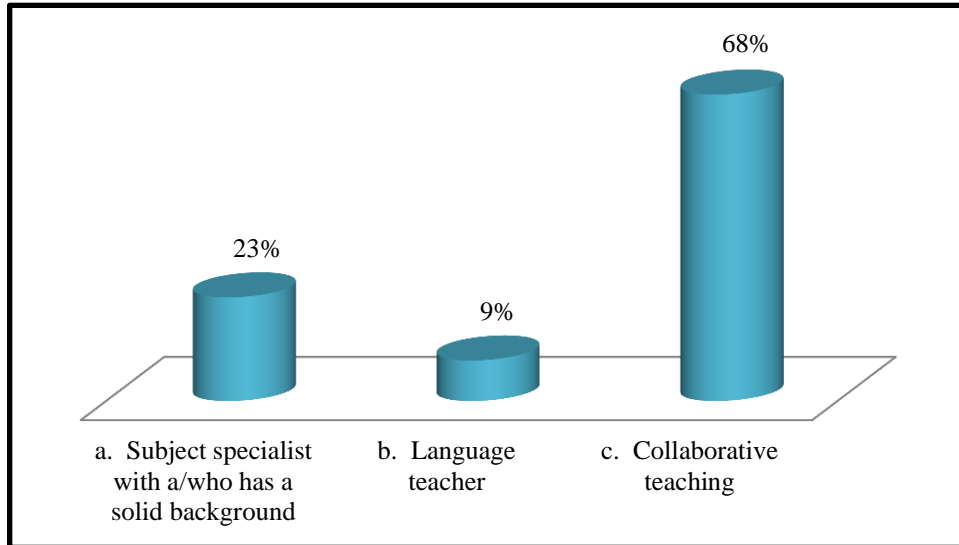
Figure 3.6: Teachers' Attitudes towards Who Should Teach ESP

The stated data in the above figure illustrates that the vast majority of respondents 68% see that ESP should be taught in collaboration between subject specialists and general English teacher; while 23% of them see that knowledgeable and experienced subject specialist and only few of them 9% believe that ESP courses should be taught by language teachers.

Teachers' justifications

Teachers who supported collaborative teaching stated that collaborating with subject specialists aids ESP teachers in understanding the subject syllabus whether through the access to the actual content course to be used as ESP activities or through the involvement of subject specialists in the ESP teaching /learning process. In addition to that:

    - Language and subject should intersect to yield material and reach objectives. As that they both can help in needs analysis and provide a richer teaching method/s.

-They should exchange experience and skills for the benefit of the learner.

-They should meet to fill in the gap related to the specifically of learners` academic domains.

-One of the main roles of the ESP practitioner is being a collaborator. He should play the role of a specialist student in the field as long as he teaches ESP.

-English teachers are not specialized in the specific content of different academic branches. Hence, they need to collaborate with content teachers to fill in the gap related to the specifically of learners` academic domains

Overall, one alone cannot do the job effectively. The language teacher is good at pedagogy (real content); while the subject specialist teacher is more competent in carrier content. So, collaboration is the best solution.

According to teachers who claimed that ESP should be taught be subject specialist, they believe that a trained subject specialist would be more suitable to teach English in this case because he/she will have the basic knowledge of the specialty and will be able to relate to the students background information in order to fit students' needs. Considering that ESP is superior than GE English, it needs to be taught by specialised in the field, especially when it comes to practice.

For those who stated that ESP should be taught by language teacher, they argues that if sometimes they may work on the idea that a subject specialized teacher is the best choice, they cannot ignore some certainties that the field itself requires a good background of language itself and not of the ESP subject, teachers of the speciality are well placed to do so. Otherwise, there will be no necessity to include ESP ones and the knowledge is already existed in the students' curriculum but not in English. That is the real core of

teaching ESP in non EFL classes. Moreover, they believe that the majority of language teachers are able to be ESP teachers (in any domain).

Item.5. According to you, an effective ESP teacher should be:

Table 3.12: Teachers' Role(s) in ESP Course

Options	Respondents	Percentage
a. Researcher	0	0%
b. Collaborator	0	0%
c. Materials (texts) writer/provider	0	0%
d. Evaluator	0	0%
e. Syllabus designer	0	0%
f. All of them	21	95%
a+e	1	5%
Total	22	100%
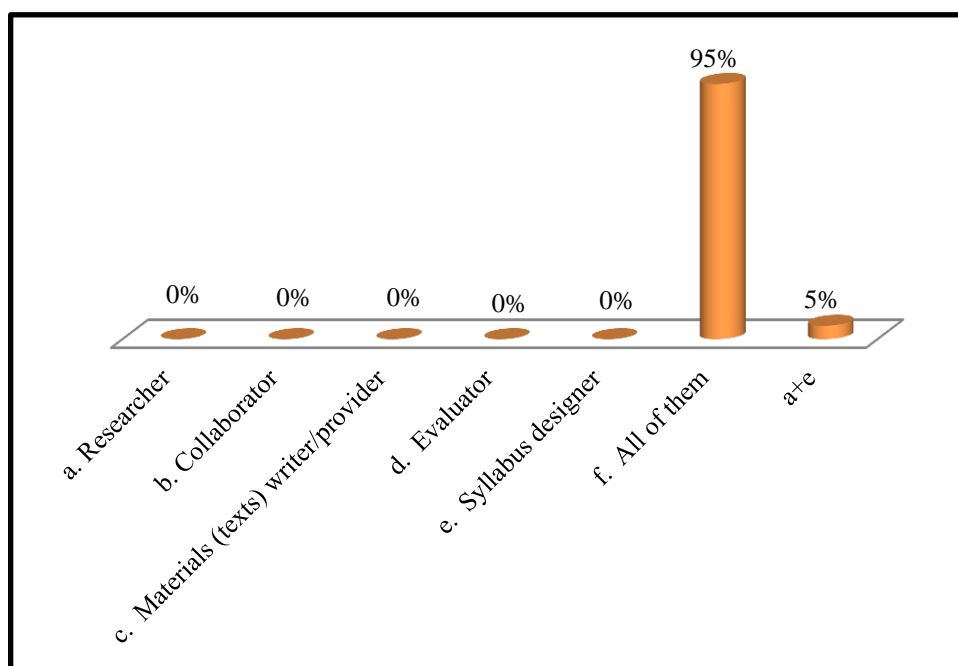
Figure 3.7: Teachers' Role(s) in ESP Course

The findings in the table indicated that almost all respondents (21out of 22) mentioned that a teacher of ESP should be (a researcher, a collaborator, a material provider, an evaluator and a syllabus designer). However, one 1 respondent reported that ESP teacher should be only a researcher and a collaborator. It can be concluded that a

successful ESP teacher is the one who performs and cover a variety of tasks/roles in addition to teaching.

Other suggestions were added regarding the roles that ESP teacher should hold, as that he should be a co-learner and a good lecture presenter.

Section Three: Syllabus Design

Item 1. Does the Ministry of Higher Education provide you with an official ESP syllabus to each level?

Table 3.13: Teachers' Responses about whether the Ministry of Higher Education provides them with an Official ESP Syllabus to Each Level or Not

Options	Respondents	Percentage
a. Yes	1	5%
b. No	21	95%
Total	**22**	**100%**

Almost all the respondents (95%) claimed that they do not receive /are not given any Official ESP syllabus as a reference to rely on when teaching different levels, stating that it is the responsibility of the teacher to design the syllabus and to suggest what to cover or to teach according to students' needs. This implies that designing a syllabus which meets ESP learners' expectations is possible/ feasible only if learners' learning needs are verified prior to course design.

Only small percentage (5%) of respondents indicated that they are provided with syllabuses. Claiming that even if they are handed with a syllabus or a program, it is not students- based needs syllabus, it does not fulfil the objectives of ESP learning and it needs more revision and enrichment.

Item 2. How do you evaluate the syllabus provided by the department?

Table 3.14: Teachers' Evaluation of the Syllabus Provided by the Department

Options	Respondents	Percentage
a. It is practical.	2	9%
b. It needs modifications.	8	36%
c. It needs complete reform.	12	55%
Total	22	100%
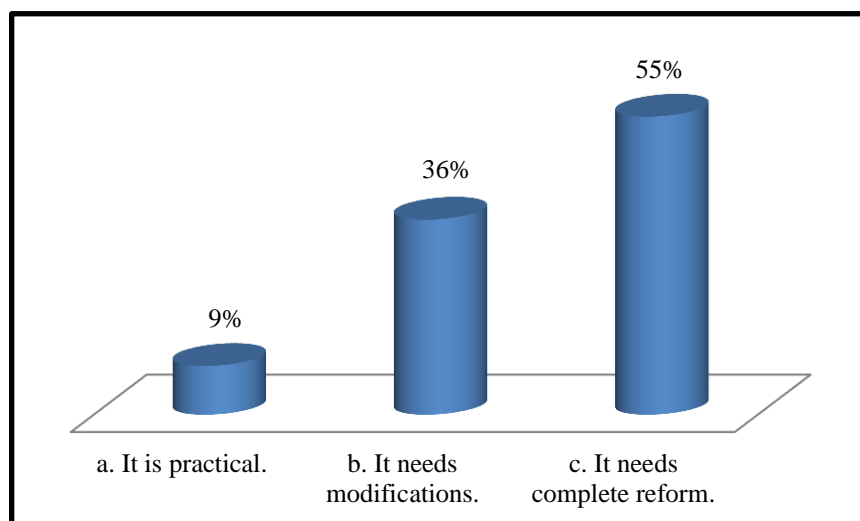
Figure 3.8: Teachers' Evaluation to the Syllabus Provided by the Department

This item is mostly intended to expose teachers' views regarding ESP syllabuses which are provided by the departments. The data pertaining to this item indicated that a considerable percentage of (55%) of respondents declared that the provided syllabuses require total reform based on the fact that they are neither students- based needs syllabus nor do they fulfil the objectives of ESP learning. However, (36%) of them claimed that the given syllabuses need more adaptations as that the aspect of ESP instruction require more revision and enrichment while (9%) demonstrated that they are practical/applicable.

Item 3. Do you bring modifications to the current syllabus?

Table 3.15: Teachers' Modifications in the Syllabus

Options	Respondents	Percentage
a. Yes	21	95%
b. No	1	5%
Total	22	100%

The major aim of this question is to reveal whether teachers make some adjustments for the syllabuses that are provided by their departments. The results indicated that the majority of teachers (21) do make changes for the syllabus while only 1teacher asserted that he does not alter the course syllabus.

If "Yes", what kind of changes do you make? (You may choose more than one option).

Table 3.15.1 Kinds of Changes in the Syllabus

Options	Respondents	Percentage
a. **Adding or omitting certain elements from the syllabus**	7	33%
b. **Adding extra information**	3	14%
c. **Presenting extra lessons of grammar.**	2	10%
d. **All of them**	2	10%
a+b	5	23%
a+c	2	10%
Total	**21**	**100%**
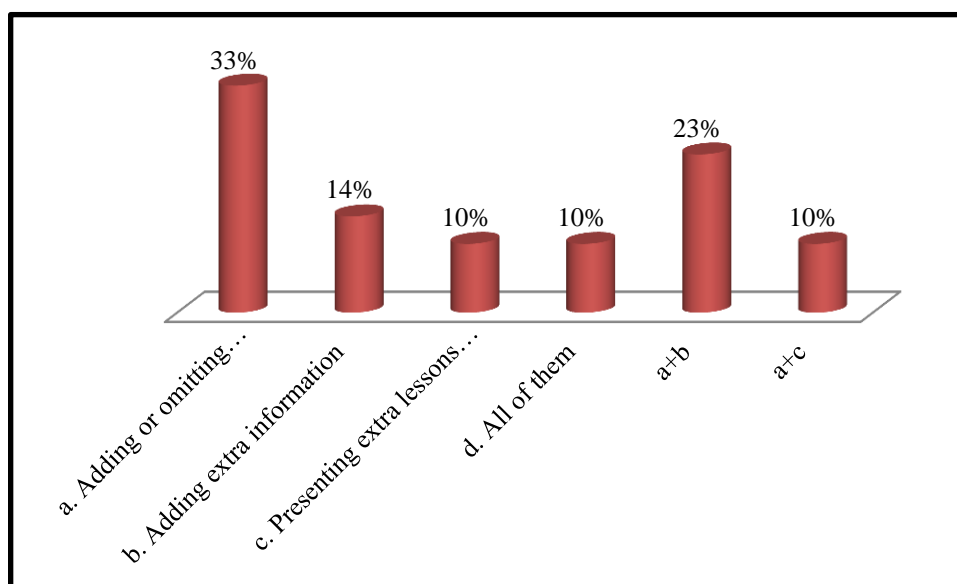
Figure 3.9 Kinds of Changes in the Syllabus

Concerning the (21) respondents who claimed they make modifications, seven (7) of them stated they add or remove certain components, five(5) respondents noted they add further information to the syllabus in addition to the above. (3) three respondents reported they merely introduce new components, (2) alleged they provide additional grammar

lessons, (2) asserted they add /omit and present extra grammar courses while the latter two (2) teachers said they took all of the aforementioned factors into account.

From the findings, it can be inferred that the syllabuses provided by the departments to the instructors of ESP are neither intended/designed to achieve the objectives of ESP courses nor do they serve learners' expectations and desires.

Item 4. Have you ever participated in syllabus design operations [workshops- conferences- training]?

<p align="center">**Table 3.16:** Teachers' Participation in Syllabus Design Operations</p>

Options	Respondents	Percentage
a. Yes	12	55%
b. No	10	45%
Total	**22**	**100%**

The answers gathered showed that twelve 12 teachers had prior experience to designing ESP syllabuses. On the other hand, ten 10 teachers asserted that they did not take a part in the process of developing a syllabus before. One could argue that not all the teachers have experiences in such operations.

- **If no, would you welcome an opportunity to participate in such operation?**

<p align="center">**Table 3.17:** Teachers' Attitude towards the Syllabus Design Operation</p>

Options	Respondents	Percentage
a. Yes	0	0%
b. No	10	100%
Total	**10**	**100%**

The main goal/objective of this question is to inspect whether respondents would appreciate the idea of contributing in the creation of the syllabus. However, only ten 10 teachers answered to this question with 'No' and this indicates that they have no interest in creating/tailoring syllabuses that target the needs of their learners.

Item 6. Considering students' needs prior to designing an ESP syllabus is essential. Justify your answer, please.
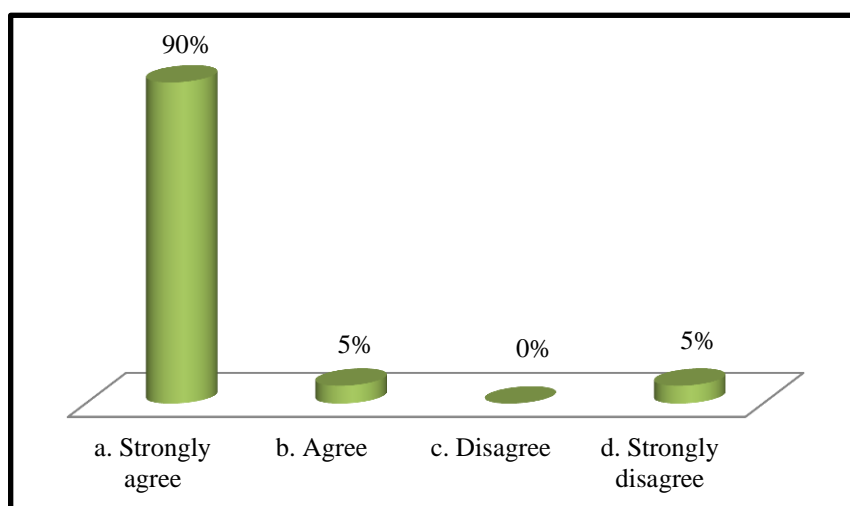
Figure 3.10: Needs' Prior consideration as a Prerequisite for Designing an ESP Syllabus

Through this question, the researcher aims to elicit information about whether it is crucial to take students' needs into account prior to constructing an ESP syllabus. The majority of teachers (90%) strongly agree that conducting needs analysis is indispensable, while the remaining (10%) were divided into (5%) of respondents who agree that needs analysis is necessary and (5%) of respondents disagree for the mentioned idea.

The respondents who strongly 'agree' (90%) mentioned that needs analysis is a major step upon which the ESP syllabus should be founded in order to ensure the optimal learning experience. That is to say, needs analysis is the soul of ESP and ESP is nothing without. Accordingly, needs should be well defined before syllabus/course design in order to achieve specific purposes because if there is no NA (learner-centered approach), there is no ESP as such.

(5%) of respondents who commented with 'agree' stated that needs analysis is half important, as that students do not usually know all their needs, so the teacher can take half of the responsibility to help them achieve their learning goals . The rest

(5%) of respondents who commented with 'disagree' argued that the syllabus is highly clear, which means that there is no need to consider learners' needs.

From the above elicitations, one can deduce that although perspectives may differ, needs analysis is a major pillar of syllabus design and the substance of the whole operation of ESP courses.

Item 7. According to you, what are the major challenges you encounter when designing an ESP syllabus?

The rationale behind this open-question is to explore the major challenges that instructors of ESP face when designing ESP syllabus. The following illustrates a wide range of difficulties that instructors typically face.

• Lack of relevant authentic materials like videos, textbooks, resources, stuffs, devices for application of the courses (reading, listening)and different teaching aids.

• Absence of collaboration and experience [as that teachers are reluctant to collaborate with the ESP teacher when it comes to sharing the necessary information to help create a syllabus].

• Insufficient knowledge of the target domain.

• Lack of conducting needs analysis

• Multiple levels and types of learners in one class in addition to the heterogeneity of groups.

• The diversity of specialties, which make it hard to design a syllabus for each domain.

• Students' engagement (students are reluctant to attend and do not accept being in the class, because of their problems of understanding and using English and that may prevent them from participating in the classroom / or doing any homework in

addition to the fact that the module's coefficient is 1 yet they still demand a high

score on the final test).

• Designing learning objectives.

• How to order the information and terminology.

• The final main challenge is how to meet the Algerian learners' needs.

Item 8. What are the main reasons behind syllabus design challenges? (You may choose more than one option).

<p align="center">**Table 3.20:** The Main Reasons behind Syllabus Design Challenges</p>

Options	Respondents	Percentage
a. **You are not permanent teacher.**	1	5%
b. **You do not have any particular experience.**	0	0%
c. **You do not really understand the needs of the students imposed by the specific field.**	0	0%
d. **There is no collaboration between the language teacher and the teachers of specific field.**	10	45%
e. **You have no experience in designing ESP syllabuses**	0	0%
f. **More than one reason**	11	50%
Total	**22**	**100%**
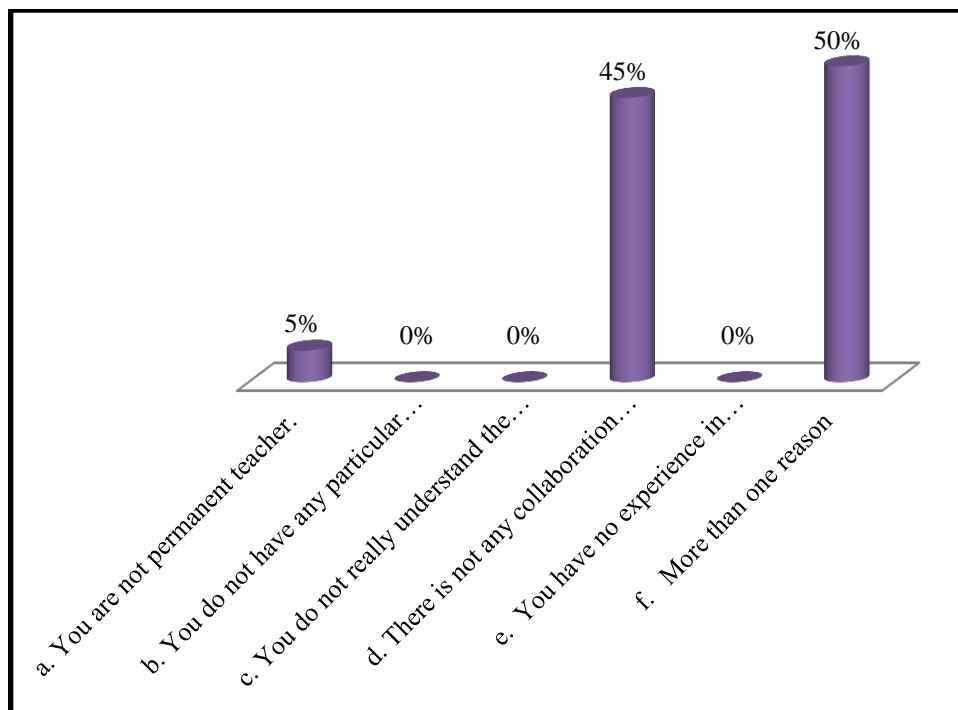
Figure 3.11: The Main Reasons behind Syllabus Design Challenges

The primary causes that make teachers of ESP face such a difficulties when designing ESP syllabus are the focus of this question. The above figure denoted that (50%) of teachers have more than one reason. Meanwhile, (45%) of teachers believe that the absence of cooperation among-between subject specialist and language teacher is a major reason. On the other hand, (5%) of teachers assert that the fact they being a part time teacher constitute a main cause for confronting challenges in the process of designing a syllabus.

Item 9. You need training for/to: (You may choose more than one option)

Table 3.21: The Purposes of Training for Teachers

Options	Respondents	Percentage
a. **Design syllabus in ESP**	1	5%
b. **Learn specialized terminology**	2	10%
c. **Be updated with the recent ESP teaching methodologies**	2	10%
d. **Learn ESP theory**	0	0%
e. **All of them**	11	50%
f. **More than one purpose**	5	25%
Total	**22**	**100%**

In light of this question, the researcher aimed to know what kind of training do teachers of ESP need. The findings demonstrated that eleven 11 teachers assert they need training to develop ESP syllabuses, to be in touch with the contemporary ESP teaching methodologies, to learn more about ESP conceptual philosophy, approaches and domain vocabulary. On the other hand, two2 teachers mention that they require training to participate in the process of designing a syllabus, while two 2 teachers report that they need training in order to be acquainted with field-jargon. Lastly, five teachers add that they need training for more than one purpose.

Item 10. Collaborative teaching helps to create a quality syllabus. Justify your answers, please.
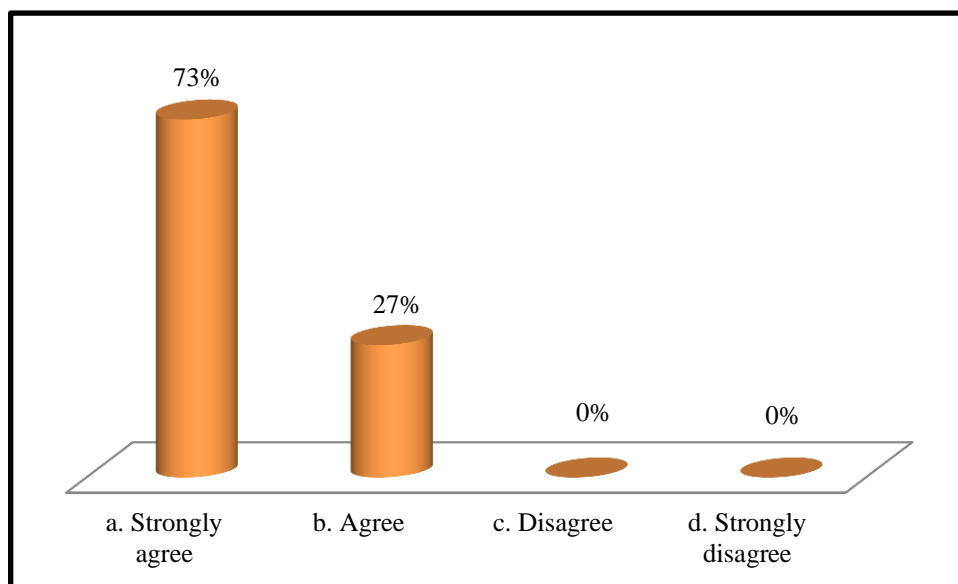
Figure 3.13: The Usefulness of Collaborative Teaching in Creating a Quality Syllabus

The figure showed that (73%) of teachers strongly agree that collaboration helps produce accurate syllabus, claiming that working in team helps significantly constructing effective and reliable syllabi, and that collaborative teaching is always paying attention to solve problems that teaching is facing. Furthermore, cooperating with subject specialist teachers is likely to assist ESP teachers in selecting appropriate lessons and gathering as

much as data that show students' needs. Simply put, ESP is based on effective selection of both carrier and real contents. Moreover, the syllabus is a twofold: a balance between language and specialism.

On the other hand, (27%) of teachers do also agree on the same issue. As that It is mostly seen as the teachers' responsibility to deliver a quality syllabus and although collaboration between teachers provides more interactive environment that can be useful in exchanging valuable information regarding the subject, each teacher is more aware of his/ her students more than any other one.

Item 11. What can you suggest to make ESP syllabus more effective and useful?

Through this question, the researcher attempts to know what do teachers of ESP suggest in order to design successful and reliable syllabus. Their answers are respectively summarized in following points:

* A serious consideration of syllabus design importance.

*Teachers should start by addressing the impediments that may get in the way of both designing and implementing the syllabus.

* Teachers should work on preparing good stages before moving to teaching ESP. Grammar and text studies should be well placed to help the teacher choose his syllabi.

* Considering the basic elements of ESP learning/teaching process to reach the best objectives and scores.

*Designing a syllabus should receive time and serious efforts in order to produce something worth using.

*Syllabus design should be preceded by a thorough needs analysis, as it should be followed with the appropriate material and include different kind of activities.

*More conferences and workshops targeted to teachers.

* Subject specialists should be fully involved in designing ESP syllabus.

*'Serious' collaboration between subject and language teachers, as well as cooperation between ESP teachers themselves and even decision makers with domain teachers of English language.

*Provide training to ESP practitioners.

*Involving students in the process of syllabus design.

*Being up-to date with what theory has to say about ESP course design.

*Practice.

* Syllabuses should be designed to meet learners` academic/ professional needs and highly related to their branches.

Item 12. Do you follow specific standards when selecting materials and course content? If yes, explain please.

Table 3.23: Teachers' Responses about whether They Follow Specific Standards for the Selection of Teaching Materials and Course Content or Not

Options	Respondents	Percentage
a. Yes	16	73%
b. No	6	27%
Total	22	100%

The table displayed that 73% of respondents adhere to strict criteria for choosing teaching materials and course content. Meanwhile, 27% of respondents state that they

choose their course topic and instructional materials without following particular standards.

The respondents who confirm that they follow some standards justified that needs analysis is the basis for establishing the relevant course material. The other criteria focus on subject sources and course content (a content that is receptive and productive), various activities with different objectives, references, activities, authentic and non-authentic materials, class size, time allotted, evaluation, teaching methodology which are suitable to students, practical and relevant to their discipline to assert that English here will reinforce learners' background. As this may help them participate in focalizing the lecture. All depend on who are your learners and what type of English they need.

One teacher mentions that s/he adopts discourse-based approach, which is based on analysing authentic materials that should be engaging, fascinating, and reflect real-life situations whenever it is possible.

Section Four: Course Implementation

Item 1. Which of the following areas does your course generally cover? (You may choose more than one option).
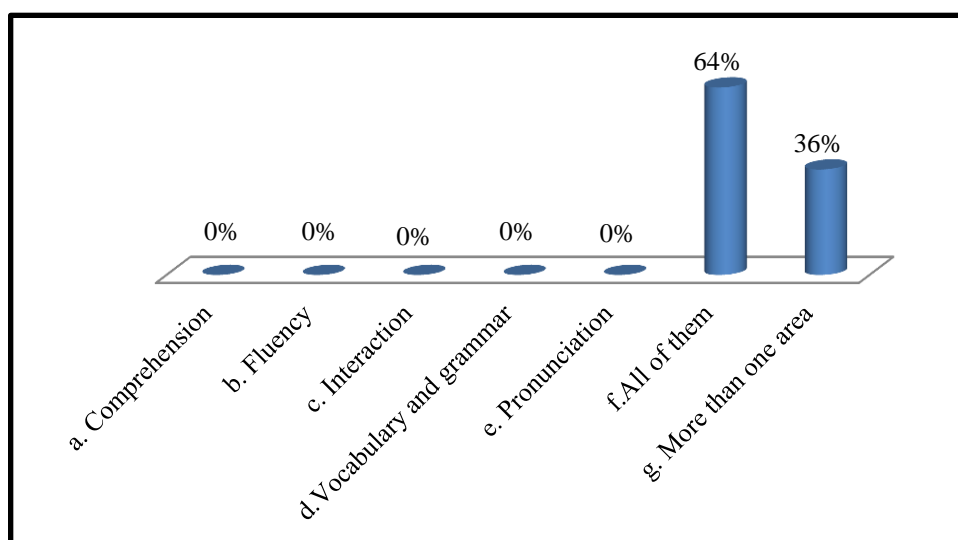
Figure 3.14: The Areas of ESP Course

The figure illustrated that (64%) of teachers in their ESP courses focus on comprehension, fluency, Interaction, vocabulary, grammar and pronunciation. Nevertheless, 36% of teachers asserted that they cover more than one area. It can be concluded that when teachers deliver ESP courses, they focus on a diversity of aspects which are not only related to the content, but also the language and classroom interaction. Other suggestions were added: writing conventions, accuracy, reading skills, writing skills.

Item 2. How do you consolidate your explanation when students do not get to the point? (You may choose more than one option).

Table 3.25: Strategies for Consolidating Learning

Options	Respondents	Percentage
a. Translation	0	0%
b. Dictionary	0	0%
c. Synonyms/antonyms	0	0%
d. Words in context	3	14%
e. Drawings	0	0%
f. Gesture	0	0%
g. All of them	19	76%
Total	**22**	**100%**

From the data recorded in the table, teachers' answers demonstrate that when students fail to understand, (76%) of them use translation, dictionary, synonyms and antonyms, clues, drawings and gestures in order to clarify their explanation. On the other hand, (14%) of teachers mentioned that they use only words in contexts. Other suggestions were added: providing some definitions.

Item 3. Are there clear specified objectives handed down to you from the Ministry of Higher Education and/or from the Department at your educational zone?

Table 3.26: Teachers' Attitude towards Specific Objectives

Options	Respondents	Percentage
a. Yes	4	18%
b. No	18	82%
Total	22	100%

In this question, teachers are asked about whether the Ministry of Higher Education/ their departments provide them with clearly stated course objectives. The table demonstrated that approximately all teachers (18out of 22) are not given any objectives, whereas only (4) teachers reply that they are provided with objectives. This indicates that ESP courses are of a secondary value/importance in comparison to other modules.

Item 4. Do you always create instructional objectives for each lesson you teach?

Table 3.27: Teachers' Answers about Planning Instructional Objectives for Each Lesson

Options	Respondents	Percentage
a. Yes	19	86%
b. No	3	14%
Total	22	100%

To this question, a great percentage (86%) of teachers answered that they formulate instructional objectives for each lesson. This indicates that they care about the process of teaching and learning English as a medium of instruction. The remaining percentage of teachers (14%), however, stated that they do not set objectives for each lesson.

Item 5. Is it easy for you to find the necessary materials needed for teaching?

Table 3.28: Teachers' Opinion towards Choosing the Necessary Materials for Teaching

Options	Respondents	Percentage
a. Yes	7	32%
b. No	15	68%
Total	22	100%

According to the results shown in the table, most of teachers (15) report that it is not easy for them to obtain the necessary instructional resources for their ESP courses. On the other hand, (7) teachers affirm that the process of material selection is easy for them.

Item 6. From where do you get teaching materials?

This question allows the researcher to gain insights about the instructional materials that teachers of ESP rely on when delivering their courses. The materials are listed below:

• Online resources and references [PDFS, Teaching Websites, Articles, Magazines, Databases available on the internet, blogs, online libraries].

• Books encyclopaedia, course books, textbooks, handouts, previous doctorate theses, chat GPT.

• Personal initiatives and experiences.

• Videos, pictures, audios.

• From the departments (data shows).

• From colleagues in ESP fields.

It is worth mentioning that ESP practitioners should be materials` designers. Authentic sources are the best to rely on in the process of designing authentic teaching materials.

II.4.2 The interview

The term "interview" refers to a two-person face-to-face oral communication intended to obtain information from the interviewees. The interviewer's responses may be written down or recorded.

II.4.2.1 The description of the interview

The purpose of conducting an interview was to gain further insights about the challenges which ESP teachers face when developing their own syllabuses. Consequently, a semi-structure interview with 17 questions was held with three ESP teachers.

Question 1to 5

Interviewees were asked a series of questions to learn more about their background knowledge, to provide feedback on the current status of ESP in Algeria and its significance for upcoming endeavours.

Question 6 to 12

Through these questions, the researcher sought to know interviewees' perspectives on who should teach ESP, whether do they consider syllabuses as necessary tools, whether or not they create their own syllabi, and which standards, elements, and methodologies they rely on. The researcher was also interested in finding out respondents' views regarding the significance of needs analysis.

Question 13 to17

The purpose of the questions was to get interviewees to identify the obstacles and the causes that make it difficult for ESP teachers to design a syllabus. They were also asked to share their opinions on how EFL teachers might successfully handle ESP situations and what do they offer as suggestions to improve the efficacy and utility of ESP syllabi .

II.4.2.2 The administration of the interview

The interview was held face to face with (3three) teachers of ESP (specifically EMP) at the center of ADVENCE IN MEDICINE in Biskra. It took place within two weeks, each interviewee was asked separately for one hour and the answers were recorded. The selection of the sample was made under the assumption that it would requisite the necessary research sample, as that the study's aims would be best served by interviewees' feedback.

II.4.2.3 Analysis of teachers' interview

Q1. Would you specify your qualification, please?

This question intends to provide the researcher with information about the three interviewees' qualifications. Therefore, the three interviewees are Americans. They are teachers/practitioners of English for specific purposes and more specifically English for medical purposes (EMP).

The following signs were provided to the teachers to ensure their privacy: I1 denotes interviewee1, I2 denotes interviewee 2 and I3 denotes interviewee 3.

The following list fully outlines more information regarding their qualifications:

- The 1st interviewee is a physician/doctor, a TOEFL trainer and a teacher of ESP (specifically English for Medical Purposes).
- The 2nd interviewee is a doctor, she has: a university diploma in Spanish major, master for public health (MPH), minor in Mathematics, chemistry and Pre-medicine and a medical degree (MD). She taught (EFL), (ESL), (GE) and currently she is teaching (EMP).
- The 3rd interviewee is qualified with: master level to teach Mathematics, he taught mathematics for Spanish students and (ESL) to/for Spanish speakers. In addition, he taught (ESP), (EAP) and currently he is teaching (EMP).

From the aforementioned and considering the interviewees as ESP teachers, one can anticipate that this sample may immensely contribute in fulfilling the goals of the current experiment. Additionally, the variety of ESP teaching expertise could offer the researcher many insightful information/perspectives.

Q2. How long have you been teaching ESP?

All of the interviewees stated that they have been teaching ESP for a minimum of two years and a maximum of three years.

Q3. Can you tell us about your background as a teacher of ESP?

Through this question, interviewees were asked to share some background information on their career as ESP teachers. In light of this, their responses are demonstrated as follows:

- I1: 'I develop my syllabuses based on my own experience of teaching. All the courses are designed for functional skills, so instead of teaching basic rules, I teach skills and within the learning of these skills, learners get grammar implicitly since our education is implicit education with a lot of self-guided learning as I do independent practices in class. So the goal is that not just giving them rules and then they have to figure out how to use them but letting them use the rules and through using them they figure them out (of course learners are guided by experienced teacher).

- I3: 'My journey started with (ADVENCE IN MEDICINE). My curriculums are designed for implicit learning since I am in a context where I am dealing with language learners who are a little bit advanced in English and already have the basics, and now they have to be fluent in order to interact with the medical world and I do this through teaching medical concepts. In addition, I stick to the theory of language, which contends that grammar instruction is not usually very effective and that as a result, language is more acquired than it is learnt.

- I2: 'Concerning ESP and specifically EMP, I develop curriculums that combine not only (side language learning) but also integrating that with medical learning as well, which means that when I teach English I do not focus on grammar and how to conjugate verbs and even explicit vocabulary, but rather I teach medical concepts and through that language is learned implicitly. However, there should be some explicit explanation when necessary, for example when there is an error where we need to stop and do a pose.

- In a nutshell, the above answers share a common belief that the core principle for the interviewees, (ESP) and (EMP) courses adhere to functional skills and implicit language learning that work on promoting learners' field knowledge rather than focusing on jargon and linguistic conventions.

Q4. Would you describe the status of ESP, here, in Algeria?

As far as this question is concerned with the status of ESP in the Algerian context, both I1 and I3 noticed that there is a lot of interest and a great desire for ESP in Algeria, claiming that they teach many students that want to take 4times ESP classes since online ESP courses are the only available way. In addition to the fact that ESP has lately become a need in Algeria because of jobs and work positions which require proficient English

practitioners. However, they asserted that they did not come across specific ESP instructors or even schools that provide ESP courses.

Meanwhile, I2 mentioned that with regards to ESP and notably EMP as it is the context in which she is operating, there is a need for this particular purpose in order to access to the medical global community. For instance, Medical professionals need to have a functioning level of EMP. She supported her idea claiming that: '*At the current moment, most learners who take EMP courses can read research articles. However, they cannot interact with global medical community because of the lack of medical English knowledge*'.

Despite the fact that Algerians are now more conscious of the value of English in various fields, Algeria still struggles with a shortage of ESP instructors and institutions and that makes it difficult for students to enroll in English courses that cater to their areas of interest.

Q5. What is your perspective on ESP as an important course for future studies and career prospects?

Through this question, the researcher sought to know the interviewees' views vis-a-vis the significance of ESP for future academic endeavors and professional opportunities. Consequently, all of the interviewees share the same opinion.

I1 believes that because of 90 % of peer scientific literature is published in English, ESP is becoming more and more important for this reason. That is why ESP is a necessity for people that have professional development and job opportunities.

In a similar vein, I3 asserted that since the world has been on the trend of becoming more globalized, business, training and research became international and that is to have a common language. Henceforth, English today is the lingua franca and the main international language. In addition, he added that there is a great shift from using French to using English and because of that, ESP became super significant. However, it depends on the domains since there are some domains which are isolated in certain regions, for example if you are in a country where economy is self-sustained; it means that economy is not seeking neither going globally nor extending but rather staying.

I3 added another example, as that if you have an agricultural business that is based in Biskra and its vision is just limited to the surrounding context, ESP will be useless for

that business since there is no global vision for that business. Nevertheless, medicine is an international global domain as that diseases, pandemics spread globally, and because of that, doctors have to be well language-trainers for medicine, engineering, economics, business,...

In the same line of thought, I2 believes that the importance of ESP depends on people's career aspiration, as that if you like to be in touch with the international community, it would be a need. Moreover, she noted that Medical community seems to 'move away from the use of French' historically, politically, and the option is to move toward the use of English and have a sort of proficiency in English.

Through the above responses, one can infer that globalization, research advancements and the need to have a sort of proficiency in English put precedence of English over French.

Q6. What are the most important aspects that teachers of ESP should consider when involved in an ESP teaching situation?

This question showed that all of the interviewees put an emphasis on a set of aspects when they teach (ESP) / (EMP). Accordingly, I1 stated that understanding learners, their needs and specifically what and how they are planning to use ESP should be taken into consideration. For instance if learners need to learn English, do they need it for communication? What positions are they going for? Do they need common English language to work with native speakers? All these things are very important to be clarified in addition to knowing what functional skills do students need to be able to perform the job they are seeking.

Besides, I3 asserted that understanding how the language is acquired and learned is important for any ESP teacher, because if the teacher is not really familiar with how students learn and acquire the language, it would be difficult to develop a course syllabus as it would be challenging to teach in an effective and useful way. Also, a teacher have to be creative in the way he designs a course syllabus and make sure that he meets learners' needs, as that learners' motivation inform how to develop syllabus.

For I2, she pointed out that understanding the culture of learners is crucial. In ESP in general, a teacher may find himself in a situation where there is multiple cultures. Therefore, he should explore learners' cultures because otherwise he will not effectively

tap into learners' needs. That is to say, language is not just words or rules but instead, 'language is culture and culture expresses the language'. She continued by saying that in Algeria, if she can know how doctors or patients think, she will be able to guide them to use English that is beneficial for them, and this is especially important in ESP.

Q7. Do you think that ESP should be taught by?

Both I1 and I3 affirmed that collaborative teaching is the key, as that it is more feasible, reasonable, doable, and beneficial and can build out helpful courses, claiming that subject specialists may do not know language theory. Therefore, both supported their idea with the following examples:

According to I1:

If a doctor want to learn English for Medical Purposes in order to communicate with his patients or even physicians, the patients communication is going to be much closer to general English, and the communication that is of physicians is going to be more scientific language. Overall, learning how to deal with these situations would best work with collaborative teaching.

Sharing the same opinion, I3 stated that:

Let us suppose you have twelve 12 sessions, you have to choose two sessions and bring field specialist; he comes in and speak and answer students questions. The aim is to have specialists in both areas, working together, looking at the syllabus together, and teaching classes together so that they learn from each other's

(professional development from both sides).

On the other hand, I2 believes that ESP should be better taught by subject specialist who has an understanding of language acquisition. As a proof, she mentioned that since she learned two languages, she had gained two experiences of language learning with regard to her field-knowledge. Furthermore, she stated that many medical English learners prefer to have someone who is proficient in medical English language, as that each field has a language of its own. So if you do not know the language of particular field, you will not be able to teach it.

In the same time, I2 noted that subject specialist can collaborate with general English teacher, claiming that (for example to develop her curriculum, she has to work

with someone who taught English before 'collaborative programme development' ,So that she asks language teacher to help her understand specific issue in order to be able to explain it).

One can infer that although interviewees' perceptions differ, all of them agree on that ESP courses should strike a balance between the theory of language and field knowledge. The latter, therefore, can be accomplished through cooperation between subject specialist and language teacher.

Q8. Do you think that syllabuses are necessary tools in ESP teaching/learning process?

All the interviewees confirmed that syllabuses are essential instruments, as they help to have a map for students as where they are going and without a map, teachers may hurt themselves as teachers, their students and their expectations.

I3, however, added that teachers have to be careful with the way they deal with syllabuses because they may teach various classes, each class is different, students and their levels differ. For example, a teacher may have a class that is full of gifted students in writing but not in speaking, so he needs to have a syllabus as a guide and an overall map in which he may provide them with supporting activities for their oral production.

Besides, I2 noted that is very important to have a syllabus for both parts; the teacher, and the learners as well. For the teacher; it is hard sometimes to think of all the pieces to get to a certain place, but if he prepares the path to get to that place, he is more likely to get to that place. For the learner; on the other side, each learner has a goal in his brain. So for example if he does not understand the purpose of an activity in a class, his brain will not attach to that activity.

Q9. Do you design a syllabus for your students?

All the interviewees asserted that they design special course syllabuses for their students (Advance base level in medicine). This indicates that instructors' ESP courses have goals.

Q10. Please explain to what extent considering students' needs prior to designing an ESP syllabus is essential.

All of the interviewees believe that needs analysis is the first step that should be done before designing a syllabus as that is important to understand your learners' needs at the beginning.

How do you conduct it?

According to I1:

> *For a small number of learners, I do individual NA. I do not do it just once and then I make changes. I take into consideration all these needs and instead of changing the syllabus I do extra activities that cater to/for learners needs and with time, I end up collecting many data. For example for 4-5 course I may not get enough data but for 10courses I may get a hundred of data pieces that I could use to determine real needs'.*

For I2:

'When students sign up for a class, I do questionnaires [in terms of open-ended questions and multiple choices]. There are two ways to approach learners' needs:

1- You have a group of students whom you will teach them (medical English for instance). You conduct NA and try your best to design course syllabus according to the needs.

2- You create a course based on expected needs and when students attend the course, you match the needs and in that way you are planning in the same time'.

I3 added that although he knows that English is a need In Algeria and especially for doctors, he was wondering whether Algerian doctors need to learn English in order to communicate or to have conversations with their patients or not. The answer to this question was 'NO' and that greatly affected the way that he designs the syllabus.

Overall, needs analysis has a crucial role in developing a course syllabus.

Q11. What are the main criteria that you take into account before designing your ESP syllabus?

The key criteria that interviewees consider prior to designing an ESP course are illustrated as follows:

According to I1, the main criteria is that he designs his syllabus based on 'viable minimum curriculum', in which he analyses from the outside by observing or he analyses from the inside by teaching. So he designs 'minimum viable curriculum' which is a base curriculum to start with and as he teaches, he constantly re-evaluate that curriculum and then that curriculum get modified with time as he learns new things from his learners and build something that is better source syllabus which is the base of courses .

I3, on the other hand, stated that he looks at needs analysis and try to understand why learners study ESP, what are their goals and purposes and whether or not the need is related to fluency or accuracy (for instance) and try to balance between both and based on that he creates the curriculum and thus, he develops the syllabus.

For I2, the major criteria that she takes into consideration are related to; What are the needs of students? How much time does she have? Are students going to change / stay the same all the time?

Q12. Which methodology do you follow when developing your ESP syllabus?

All of the interviewees agree that they do not rely on a particular methodology when constructing a syllabus. On the other hand, I2 added that she operates based on the theory that claim 'language is best learned when bringing new material beside it', and that is where implicit language learning comes in (especially in ESP courses). Simply put, she believes that learners acquire the language as they learn new concepts. Also, when she develops her syllabus, she thinks about what is interesting and what is useful outside of just speaking English (for instance what do doctors need to know as an information?).

Q13. According to you, is designing an ESP syllabus an easy task?

The purpose of this question is to ascertain whether teachers find designing a syllabus an easy process. Interviewee's answers demonstrated that developing a syllabus for each new course is a difficult task and it has to be. However, designing the outline and the context is what they are good at and it is very easy for them. The only case in which

building a syllabus is quite easy – as added by I1- when he already has the course in hand. Overall, the mission of creating a syllabus is difficult undertaking.

Q14. What are the hindrances/challenges that instructors of ESP may encounter when designing their syllabus

I1, I2 and I3 claim that the following are the primary challenges that ESP teachers may run into when creating their own syllabus:

I1 stated that the major obstacle that construct a difficulty when ESP instructor designs a syllabus is when he does not know his (students) well (their needs, goals,…) claiming that: Each student has a nightmare: (if I do not learn English I will never get a job), a fear (It is going to take me forever to learn English because I am not in English speaking setting), a goal (to get a job locally here in Algeria), a dream (to work with a foreign company). So understanding what those fears, goals and dreams are will make a difference.

In addition, what really takes time is to design a syllabus which is important more than the course itself; for instance what activities to use, what objectives to reach and how do I get students to accomplish each objective 'under the written down syllabus'. So that if the instructor just sit down and write a syllabus for an ESP course without already being engaged with the students, it would be very difficult to actually know their needs in order to be taken for the development of syllabus. That is to say, conducting some sort of research in advance is probably necessary.

For I3, The 1st challenge is related to culture; as that if an Algerian teacher decides to teach ESP and he designs an ESP syllabus and conjunctions in partnership with a doctor, his task would be easier than foreign teacher because the latter should learn about culture, cultural questions, language questions and cultural appropriateness. For example a class of a women and her husband, can I bring another man in the same class for a group work? Is that culturally appropriate? Will the husband accept it?

In this case, teacher's understanding of students would be much greater in comparison to foreign teacher understanding. The 2nd challenge that I2 believes that it may cause an obstacle is related to designing a course syllabus for a wide range of different wants and needs. For example in his courses of medical English, he teaches surgeons and general practitioners and they all want very specific things but he cannot create a course

syllabus that integrate each field of medicine. It is hard to meet all these needs in a specific course.

I2 believes that if the teacher does not fully understand learners' needs, it would be very challenging to develop a syllabus and to meet needs and wants in the same time because you want to hit both. As that when learners say something, what do they mean they mean. She supported her idea saying that:

> In medical English, many learners-doctors say they want to learn how to talk to patients, but they will not talk to patients so why do they need to do that? Is it because of [the funny part] of learning medical English?'.... in this case, there is not a real purpose for learning the language.

The 2nd challenge refers to what I2 calls it as a 'puzzle of pieces', that if a teacher wants his end product to be cohesive and useful for learners' future, s/he has to make sure that his puzzle of pieces work together as he is progressively along the near line as learners get to that place. Otherwise, the final product will not serve learners' needs.

Q15. According to you, what are the main reasons that make the process of designing an ESP syllabus a challenging task?

All of the interviewees declared the primary cause that makes creating an ESP syllabus a difficult is the failure to recognize learners' needs precisely and how can teachers take students from their current level of language learning to the needed functional skills in order to pursue in the profession they want.

On the other hand, I3 current experience indicates that the main reason behind such a challenge is related to the fact that the syllabus he builds relies on the American method. So been unfamiliar with the ways Algerian learners learn may cause a challenge for him since he grow up in a different environment and follow a different educational system, teaching methods... For instance in some cultures, a teacher may be restricted to certain instructions as he only presents the lesson without encouraging learners to interact. Therefore, I3 came into not knowing how Algerians learn and how Algerian classes work, and this should be taken into consideration.

Q16. In your opinion, to what extent can EFL teachers succeed in teaching ESP? Justify your answer, please.

The objective of this question is to unveil interviewees' views on how far can EFL teachers impart ESP courses in an efficient way. Based on American perspective, all the interviewees agree that ESP courses can be successful when EFL teachers interact with subject specialists. Especially when they understand their limitations, recognize their shortcomings, stay away from presenting themselves as language/ field-experts.

I1 emphasises on the idea of teamwork, he added that:

> *If you want to teach English for engineers and that engineering interests you as you enjoy reading articles but you did not study it before, I think that it requires some investment as learning about that field and interact with field specialists because otherwise you will find yourself just offering vocabulary and that is not super helpful. So as you learn more about that field and even you learn from your students' field knowledge, you may become a very good ESP teacher.*

That is to say, to ensure that the mission of ESP instruction can be carried out effectively by EFL teachers, collaboration is highly required.

Q17. What do you recommend as strategies to design a valid and reliable ESP syllabus?

In order to build a feasible and a suitable ESP syllabus, the interviewees offered a set of suggestions which are represented as follows:

-It is essential to start with needs analysis: ESP teacher have to conduct surveys, formal needs analysis and take the obtained data to offer specific courses that meet specific needs. If several needs are unable to meet, ESP teachers may create additional courses. In other words, ESP teachers should allow needs analysis to be the road map for his syllabus, and then he views the syllabus as a guide

-Teachers have to have in-goal and a vision in their minds. An example was given by I1 as that; 'for people who work in Hassy Messoud in the oil and gas sector, I exactly understand what their needs are (for instance they need to speak in English) and I picture their goals so that I can take learners from that place to the required goal'. Therefore, teachers will not be able to guide students to their destination if they do not fully understand what the in-goal is.

-Teachers should pull patience, time and research together in order to design a valid ESP syllabus. Otherwise, it would be very challenging to design a syllabus that fit teachers' teaching if they are willing to enter certain field because they are going to get many questions in class in which they will find themselves not prepared for answering.

 - Teachers have to specify what to teach since they cannot teach everything in English, as they should narrow down the content, the skills (the skills-based for ESP learners) in order to get them to that skill. The latter was supported by I2 who stated that 'one of the courses that I developed was how to give a specific presentation in a hospital. It has a specific format since presentations vary in medicine but this specific one incorporates many helpful pieces that may help them for other purposes and thus, we build skills'. The idea is that you have to have a focus, and then you design the strategies that help build that skill.

 -Teachers have to understand exactly what learners are interested in and what are they hopping for and use that to help /guide teachers in designing their syllabuses.

 -For EFL teachers, they need to have some patience about what are they going to teach and not just teaching for the sake of getting a job.

II.5 Discussion of the Main Results

The analysis of the two data collection instruments is discussed in this part, along with the interpretation of the findings. Initially, the results of teachers' questionnaire yielded significant data and useful information that enabled to answer research questions. The primary objective of this research is to investigate the obstacles that instructors of ESP undergo when creating an ESP syllabus. In this regard, the findings demonstrated that the process is a daunting task due to several issues.

First, since most instructors of ESP lack the necessary experience that may help them create an appropriate syllabus, and because they are not given any official syllabus or a teaching material as a base that could [somewhat] guide them, it is challenging to obtain the necessary material for their courses, to choose the content that meets both the needs of the domain and the target demands of learners and therefore creating a syllabus. Even for the rare cases where teachers are handed with syllabuses, they do not meet the goals of ESP learning or go hand in hand with the needs of students since ESP is viewed as a module of a secondary importance.

Another major challenge that arises when designing a syllabus is that teachers find themselves unable to do needs analyses due to the fact that each class involves multiple levels, types of learners and that put teachers in such a position that make them wonder which target needs they should concentrate on, as it is unrealistic to design a syllabus that integrate different needs.

When designing a syllabus, ESP instructors find it difficult to order information that should be covered in class, in terms of the presentation, the concepts and their importance. Accordingly, teachers find their selves ordering the content in a random manner, without respecting designing stages. Teachers also expressed their attitudes towards how the use of domain language constructs an obstacle which prevent them to flexibly cope with ESP course and to attain the basic knowledge of subject matter. All of which occurs as a result of a lack of training.

The major reason that lay beneath these challenges is the lack of cooperation among instructors of ESP and field experts. The latter make the instructors have insufficient knowledge to deal with the required needs of each domain and thus teachers find themselves unsufficiantely qualified to teach ESP /design ESP syllabus.

The analysis of the interview provided a wealth of knowledge and useful data that helped answering the key research questions. To start, ESP has become increasingly significant in Algeria since labour and professional development start to demand a level of proficiency in English and given the fact that Algeria is moving away from using French. However, ESP position in this country still struggles with the lake of ESP instructors as noticed by the interviewees (as showed in the questions 4-5).

The interviewers, who are among the few foreign ESP instructors that work in Algeria, provide EMP training for doctors, surgeons, and other medical professionals (as indicated in Q1). Accordingly, they develop special course syllabuses for their students in order to fit the demands of their target domains. However, creating a syllabus is more difficult than it first appears to be. There are a number of challenges that ESP educators face at this point (Q14).

In light of the main research question that was developed to investigate these barriers, the results showed that the initial difficulty that impede the task of developing a syllabus is related to the inadequate understanding of learners' needs, as that when they are not stated at earlier stage, it will be hard to construct a syllabus that incorporates both learners' needs and wants in the same time. This means that the absence of needs analysis may negatively affect the significance of ESP syllabus and make it difficult for the instructors to choose the content that best suits learners' target demands.

In addition, developing a course syllabus that accommodates a diverse spectrum of needs poses another obstacle, as it is not practical to integrate all needs in one course given that learners' preferences for learning a field language vary from one learner to another, even when those learners are from the same domain.

It was thought that there are a number of causes for the aforementioned challenges that ESP instructors come across while designing ESP syllabus. The goal of this inquiry is to look into the main reasons (Q15).

Considering the syllabus as a series of steps that should be carefully set in order to help learners reach a certain destination, the main reason that led syllabus designers to face when designing a syllabus is related to: how to plan stages that take students from the opening level to the exit level. Accordingly, ESP instructors may be confused of precisely on what basis they construct the plans that help learners effectively respond to each stage.

Cultural disparities, on the other hand, may impede the mission of creating a syllabus when ESP instructor does not know about the culture of his learners or even he may encounter different cultural groups. Therefore, being unfamiliar with the language, the standards, the beliefs and the way of thinking of certain community hamper the process of creating a syllabus.

Conclusion

The second part presents the practical part of the present research. On the one hand, the researcher discussed the methodology adopted underlying this research from research design, sample population and research instruments. On the other hand, she qualitatively analysed, interpreted and discussed the results drawn from both teachers' questionnaire and interview as a means to investigate the major challenges that instructors of ESP undergo when creating ESP syllabus.

General Conclusion

To conclude, this investigation tends to sort out the major challenges that instructors of ESP confront when they create ESP syllabuses. Overall, the research framework comprises two chapters: the first chapter is devoted to the theoretical part and it is divided into two parts: ESP and syllabus design whereas the second chapter is devoted to the practical part.

The first part represents an overview about ESP, where the researcher clarifies the concept and how it differs from GE, describes its historical development, its divisions and sub-divisions, emphasises its pillars, the tasks that ESP instructor should perform and highlights ESP position in Algeria as well as the situation of ESP course. Last but not least, the researcher discusses also the related literature.

The second part deals with syllabus design, where the researcher focuses mainly on the essential elements of syllabus as well as its definition, its types, its criteria, the difference between syllabus and curriculum. More importantly, syllabus design in ESP, needs analysis and its main components in relation to ESP and eventually, syllabus design challenges.

The second chapter pertains to research fieldwork, where the researcher divided it into two parts. The first section covers the methodology, population and sampling, and data collection instruments whereas the second part is devoted to the analysis and the discussion of the obtained findings.

To gather data, the researcher utilised two instruments. On the one hand, a semi-structured questionnaire was posted online via Gmail to 22 instructors of ESP from the universities of (Biskra 1- 2, Oran, Constantine, Mascara, Batna, Telemcen, Bejaya, Saida, El Ouad, Algeria, Msila). On the other hand, an interview was held with three 3 ESP teachers, particularly EMP teachers.

On the light of the drawn results which were qualitatively analysed, a thorough discussion demonstrated a number of hindrances that instructors of ESP find when they design their own ESP syllabuses. These challenges stem from teachers' lack of expertise in the subjects they are teaching, lack of authentic teaching aids and the restrictions that hamper them from conducting needs analysis due to the oversized classes, multiple types of learners and the diversity of needs. However, some recommendations were added with

the aim of minimizing the obstacles that stands as a stumbling block for designing ESP syllabus.

Recommendations

The following recommendations have been developed from the study's findings in order to eliminate the challenges that may impede the process of ESP syllabus design:

- Provide training, seminars, workshops and special conferences on syllabus design to instructors of ESP with the opportunity to put what they have learned from these experiences into practice.
- A constructive ESP syllabus is the one which is designed in cooperation between subject teachers and language teachers. Therefore, both sides experience, knowledge and feedback may help produce reliable, applicable and successful syllabus.
- Since ESP courses are tailored to supply learners with the target requirements of their domains, learners' needs must not be excluded and should be taken into consideration as a base through which a syllabus is drafted upon.
- Instructors of ESP should be involved in the process of syllabus design, as that the instructor is the only one who knows his learners types, preferences and goals
- Instructors of ESP should be constant researchers in order to be updated with recent ESP theories and approaches.

The Summary

In the field of learning foreign languages, English is now a requirement across all fields. With the expansion of its scope, it has been categorized into three axes, each of which encompasses a variety of areas: general English (GE), teaching English as a foreign language (EFL) and English for specific purposes (ESP). The latter have been incorporated as an additional module in all academic fields' of the universities with the intention of meeting learners' target needs, through specialized syllabuses.

However, instructors of ESP see that the design of these syllabuses is a complex issue due to a number of obstacles. Consequently, the current dissertation is an initial attempt to investigate the key challenges facing instructors of ESP when creating ESP syllabuses at the level of the Algerian context.

To fulfil the purpose of this study, a semi-structured questionnaire was administrated to twenty two (22) instructors of (ESP) from different universities and departments and an interview was held with three (3) EMP teachers. The obtained data revealed that the inadequate knowledge of the target subject, the absence of needs analysis, the lack of instructional resources and teaching experience are the major obstacles that hamper the process of designing ESP syllabus. To sum up, certain recommendations were established in order to mitigate the occurrence of these obstacles.

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Appendices

Appendix 01

A Questionnaire for the Instructors of English for Specific Purposes at Biskra University

Exploring the Major Challenges that Instructors of English for Specific Purposes Encounter when Designing an ESP Syllabus

Dear teacher.

I am currently conducting a research about the major challenges that instructors of English for Specific Purposes encounter when designing an ESP syllabus. Therefore, I would appreciate your participation in the study by answering the attached questionnaire. Your contribution will be of great importance, and your answers will remain confidential and used for research purposes only.

Thank you for your time, efforts and collaboration

Prepared by:

Nesrine BENAISSA

Supervised by:

Dr. Hanane SAIHI

2022-2023

Section One: Personal Information

Q1. Would you please state your qualification?

Master ☐   Magister ☐   Doctorate ☐

Q2. Are you?

GE teacher ☐   Subject specialist ☐   A teacher of English for specific

purposes (ESP) ☐

Q3. What is your status?

Full-time teacher   ☐   Part-time teacher   ☐

Q4. How long have you been teaching ESP?

- ☐ Less than 5 years
- ☐ Around 5 years
- ☐ More than 5 years

Q5. Did you take any training in ESP before you began teaching?

Yes ☐   No ☐

If yes, was it?

Self-training ☐   Formal training ☐

Q6. Do you think that the training you have undergone was sufficient?

Yes ☐   No ☐

Q7. Which grades do you teach?

License ☐   Master ☐   Ph.D. ☐

Section Two: English for Specific Purposes

Q8. Do you think that the time allotted to the ESP course is sufficient to achieve its objectives?

Yes ☐   No ☐

Q9. What kind of English do you teach?

- ☐ General English
- ☐ Specialized English
- ☐ Both
- ☐ Depends on the objective of the course

Q10. Do you find/experience any difficulties when using the domain language/are there any difficulties you encounter when using the domain language?

       Yes ☐   No ☐

Q11. If yes, in what way /how can the language be an obstacle/barrier for the teachers? Justify your answer.

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Q12. Do you think that ESP should be taught by?

    ☐   Subject specialist with a/who has a solid background

    ☐   Language teacher

    ☐   Collaborative teaching

Justify your answer, please

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Q13. According to you, an effective ESP teacher should be:

    ☐   Researcher

    ☐   Collaborator

    ☐   Materials (texts) writer/provider

    ☐   Evaluator

    ☐   Syllabus designer

    ☐   All of them

If others, please specify

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Section Three: Syllabus Design

Q14. Does the Ministry of Higher Education provide you with an official ESP syllabus to each level?

Yes ☐   No ☐

Q15. How do you evaluate the currently accredited syllabus?

☐ It is practical.

☐ It needs modifications.

☐ It needs complete reform.

Please elaborate.

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Q16. Do you bring modifications to the established syllabus?

Yes ☐   No ☐

If "Yes", what kind of changes do you make?

☐ Adding or omitting certain elements from the syllabus

☐ Adding extra information

☐ Presenting extra lessons of grammar.

If others, please speciy.

Q17. Have you ever participated in syllabus design operations [workshops-conferences-training]?

Yes ☐   No ☐

If no, would you welcome an opportunity to participate in such operation?

Yes ☐   No ☐

Q18. Are you often asked to give your opinion about any point or problem of the syllabus?

Yes ☐   No ☐

Q19. Considering students' needs prior to designing an ESP syllabus is essential.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

Justify your answer, please

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Q20. According to you, what are the major challenges you encounter when designing an ESP syllabus?

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Q21. What are the main reasons behind these /syllabus design challenges?

- ☐ You are not permanent teacher.
- ☐ You do not have any particular experience.
- ☐ You do not really understand the needs of the students imposed by the specific field.
- ☐ There is not any collaboration between the language teacher and the teachers of specific field.
- ☐ You have no experience in designing ESP syllabuses

If others, please specify.

Q22. Do you need training for?

- ☐ Design syllabus in ESP
- ☐ Specialized terminology
- ☐ Methodology
- ☐ ESP theory
- ☐ All of them

Q23. Collaborative teaching helps to create a quality syllabus.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Justify your answer, please

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Q24. What can you suggest to make ESP syllabus more effective and useful?

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Q25. Do you follow specific standards when selecting materials and course content?

Yes ☐   No ☐

If yes, please explain

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Section Four: Course Implementation

Q26. Which of the following areas does your course generally cover?

- ☐ Comprehension
- ☐ Fluency
- ☐ Interaction
- ☐ Vocabulary and grammar
- ☐ Pronunciation
- ☐ All of them

If others, please specify.

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Q27. How do you consolidate your explanation when students do not get to the point?

- ☐ Translation
- ☐ Dictionary
- ☐ Synonyms/antonyms
- ☐ Words in context
- ☐ Drawings
- ☐ Gesture

Others

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Q28. Are there clear specified objectives handed down to you from Ministry of Higher Education and/or from the Department at your educational zone?

Yes ☐   No ☐

Q29. Do you always create instructional objectives for each lesson you teach?

Yes ☐   N ☐

Q30. Is it easy for you to find the necessary materials needed for teaching?

Yes ☐   No ☐

Q31. From where do you get teaching materials from?

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Your time, efforts and collaboration are highly appreciated

Appendix 02

An Interview for Teachers of English for Specific Purposes

Dear teacher,

   I am a second-year student of English at the University of Biskra and I am currently conducting a research about the major challenges that instructors of English for Specific Purposes encounter when designing an ESP syllabus. Thus, I would appreciate your assistance if you could provide me with answers to the following questions:

Prepared by:

Nesrine BENAISSA

Supervised by:

Dr. Hanane SAIHI

2022-2023

Q1. Would you specify your qualification, please?

- ☐ Master
- ☐ Magister
- ☐ Doctorate

Q2. How long have you been teaching ESP?

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Q3. Can you tell us about your background as teacher of ESP?

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Q4. Would you describe the status of ESP, here, in Algeria?

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Q5. What is your perspective on ESP as an important course for future studies and career prospects?

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Q6. What are the most important aspects ESP instructors should consider when involved in an ESP teaching situation?

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Q7. Do you think that ESP should be taught by?

- ☐ Subject specialist with a/who has a solid background
- ☐ Language teacher
- ☐ Collaborative teaching

Justify your answer, please

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Q8. Do you think that syllabuses are necessary tools in ESP teaching learning process?

☐ Yes

☐ No

If yes, explain why please.

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Q9. Do you design a syllabus for your students?

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Q10. Please explain to what extent considering students' needs prior to designing an ESP syllabus is essential.

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Q11. What are the main criteria that you take into account before designing your ESP syllabus?

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Q12. Do you follow a specific methodology when developing your ESP syllabus?

☐ Yes

☐ No

Q13. According to you, is designing an ESP syllabus an easy task?

☐ Yes

☐ No

Justify your answer, please

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Q14. What are the hindrances/challenges that instructors of ESP may encounter when designing their syllabuses?

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Q15. According to you, what are the main reasons that make the process of designing an ESP syllabus a challenging task?

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Q16. In your opinion, to what extent can EFL teachers succeed in teaching ESP? Justify your answer, please.

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Q17. What do you recommend as strategies to design a valid and a reliable ESP syllabus?

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If you have further opinions or suggestions, please feel free.

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Your time efforts and collaboration are highly appreciated. Thank you.

الملخص

تسعى الدراسة الحالية جاهدة للتحقيق في التحديات الرئيسية التي يواجهها مدرّسو اللغة الانجليزية كلغة خاصة (ESP) عند تصميم مناهجها. لمعالجة قضية البحث المحورية، تم اعتماد نهج نوعي للحصول على رؤى جديرة بالاهتمام من خلال أداتين؛ استبيان شبه منظم ومقابلة. تم توزيع الأول عبر الإنترنت على 22 مدربًا في اللغة الانجليزية كلغة خاصة من مختلف الجامعات والإدارات الجزائرية بينما تم اجراء مقابلة مع 3 مدرسين ل ESP وتحديداً اللغة الإنجليزية للأغراض الطبية (EMP). وبناءَ على ذلك، أشارت النتائج التي تم تحقيقها إلى أن معلمي برنامج تعليم اللغة الإنجليزية يعتبرون مهمة صياغة منهج برنامج اللغة الإنجليزية مهمة شاقة بسبب مجموعة من العقبات، مثل عدم كفاية المعرفة بالمجال المستهدف، وغياب المواد والوثائق التعليمية، ونقص تحليل الاحتياجات والخبرة التدريسية. في النهاية، تمت التوصية بشدة بالتعاون والتدريب من أجل إزالة الحواجز التي تعيق عملية تصميم مناهج ESP.

الكلمات المفتاحية: اللغة الانجليزية كلغة خاصة، مدرسو اللغة الانجليزية كلغة خاصة، تصميم المناهج، التحديات