

**Kasdi Merbah University Ouargla**  
**Faculty of Letters and Languages**  
**Department of English Language and literature**



**Dissertation**  
**ACADEMIC MASTER**  
Domain: Letters and Foreign Languages  
Field: English Language and Literature  
Speciality: Applied Linguistics and ESP

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**Title**

**The Impact of Training Courses on ESP  
Practitioner Performance in The Classroom**  
(The case of ESP practitioner at departments of Economics, Biology and English  
at Kasdi Merbah University Ouargla)

Publically defended

On: 06/06/2015

Before the jury:

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Academic year: 2014/2015

*DEDICATION*

*TO MY PARENTS WITH GREAT LOVE AND RESPECT*

## **ACKNOWLEDGEMENTS**

First of all, I thank ALLAH who paved me the way to complete this work.

I would like to express my deep sense of gratitude to my supervisor Miss BAHRI FOUZIA for her help, insightful comments and suggestions that helped fulfill the present study.

I would like to thank the examiners for accepting to read this work.

I would like also to express my gratitude to our teachers especially Mrs. Sadounne, Dr. Halimi, Goui and Mr. Bencheikh.

## **List of Abbreviations**

- ESP:** English for Specific/ Special Purposes.
- EGP:** English for General Purposes.
- ESL:** English as a Second Language.
- EFL:** English as a Foreign Language.
- ELT:** English Language Teaching.
- EST:** English for Science and Technology.
- EBE:** English for Business and Economics.
- ESS:** English for Social Sciences.
- EAP:** English for Academic Purposes.
- EOP:** English for Occupational Purposes.
- EMP:** English for Medical Purposes.
- ELP:** English for Legal Purposes.
- EMF:** English for Management, Finance and Economics.
- TT:** Teacher Training.
- TD:** Teacher Development.
- GE:** General English.
- L.M.D.:** Licence .Magister .Doctorate.
- PhD:** Doctorate of philosophy.

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# **General Introduction**

## **General introduction**

In the 21<sup>st</sup> century, ESP has gained a significant place among academic and professional circles. In that, Dudley- Evans and St John (2001) argued that “the demand for English for specific purposes ...continues to increase and expand throughout the world” (p; 115). Teaching ESP has been considered as a separate undertaking from English language teaching .in that, ESP practitioners need a special guidance and practical resources by which they can improve their professional career because of that their task of teaching ESP courses differs from that of teaching general English courses.in other words, ESP practitioners knowledge about teaching ESP is no longer enough to meet ESP students’ target needs. Furthermore, ESP practitioners need a special training involving appropriate principles and approaches for ESP teaching and learning. Therefore, our ultimate aim is to conduct the impact of training courses on ESP practitioner performance in the classroom at Kasdi Merbah University Ouargla.

### **I. Aims of the study**

Enhancing ESP practitioner performance through training courses has been a dominant issue in ESP teaching. Therefore, many researchers have been made studies on the efficacy of training courses in promoting better performance of ESP practitioner in the classroom. So, the aim of this study is to offer a general idea about ESP such as its definitions, its development stages...also, the aim of this research is to develop the concept of ESP practitioners’ training courses as a theoretical basis for the organization of the process in Algerian Universities. Therefore, the major aim of this study is to investigate the impact of training courses on the ESP practitioner performance in the classroom (the case study of ESP practitioner at Kasdi Merbah Ouargla University).

### **II. Research question**

The main question to be dealt within this study is the following:

Are training courses effective in enhancing ESP practitioner performance in the classroom?

### **III. Research hypothesis**

The training courses are effective in enhancing ESP practitioner performance in the classroom.

#### **IV. Population**

This study is carried out on 15 ESP practitioners at the Departments of Economics, Biology and English, KasdiMerbahOuargla University, for the academic year 2014/2015.

#### **V. Research Instruments**

The tool of data collection for this study contains two instruments, written research questionnaire that includes closed –ended questions in order to collect quantitative data and written structured interview that contains closed and open-ended questions to collect qualitative data.

#### **VI. Structure of dissertation**

This study includes three chapters. The first discusses the ESP training courses and the main concepts of ESP. The second one deals with the difference among ESP practitioner and GE teacher performance on the classroom and it tackles the main roles of ESP practitioner in the classroom. Third chapter includes questionnaire, interview and the analysis of their results.

# Chapter One: ESP Training Courses

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1.3. Developments of ESP

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1.3.2. Discourse Analysis

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1.6.5.1. Educational psychology

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1.6.6. Social psychology

1.6.7. Special training as a teacher of foreign or second language

1.7. Conclusion

### 1.1. Introduction

English for Specific Purposes (ESP), is considered as a sub-divided components of applied linguistic research. Teaching ESP courses for foreign learners is a challenge for an ESP practitioner, where he/she should be familiar with the main concepts of ESP such as its definitions and its development phases also, he/she is involved to cover the common students learning demands and needs such as designing courses, selecting teaching methods and approaches. Furthermore, he/she should focus on preparing them to be an effective communicators in the target situation and, to reach this ultimate goal he/she needs to promote his professional career. Therefore, ESP teaching requires a special approach to the instructors who are supposed to teach English through content.

In this chapter, we are intended to identify ESP main definitions, its development stages, its types. Also, there will be a discussion about demands of teaching ESP, training of ESP practitioner.

### 1.2. What is ESP?

English for Specific/Special Purposes (ESP), can be related back to the end of the Second World War in 1945 where English was used as a lingua franca of technology, commerce, media, medicine, education, and research development occurring all over the world here, we mean by lingua franca: “A variety, or varieties of English used as a means of communication between non-native speakers. Formerly, this term referred to a language which was not the first language of those involved.”(Cook, 2003:129). Hutchinson, Waters and other linguists argued that the use of English language was varied from one learning situation to another in other words, ESP can be defined in many ways as following:

- According to Hutchinson and Waters: “ESP is an approach rather than a product, which starts with the question ‘Why do these learners need to learn English?’” (Hutchinson and Waters, 1987:19).

- Johns and Price-Machado believed that :”ESP is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students and also sensitive , to the socio-cultural contexts in which these students will be using English”.

–Strevens (1974) argued that:” ESP is classes of four absolute characteristics “which have a relation with English teaching and two variable characteristics.

#### 1) - The four (04) absolute characteristics

1.1) designed to meet specific needs of the learner.

1.2) Related in context (that is in its theme and topics).

1.3) Centered on language appropriate to these activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse.

1.4) In contrast with 'General English.

## **2) The variable characteristics**

2.1) ESP may be restricted as to learning skills to be learned (for example; reading only).

2.2) ESP may be taught according to any pre-orientated methodology (Dudley and St. John, 1998:3).

## **1.3. Developments of ESP**

### **1.3.1)-Register analysis**

The basic principles of this concept, emerged in 1960s' and 1970s' the main cause under its' appearance was the pedagogical motivation of relating ESP courses to the students' needs. In that, Ewer and Lattore (1997) and other linguists argued that there is a prominent difference between ESP and general English and the main goal of this approach was to identify the grammatical, and lexical features of these registers.

### **1.3.2) - Discourse analysis**

In this phase, the attention was shifted towards the language in use. In another words, Widdoson (1974) assisted that, the knowledge produced from following register analysis approach is not sufficient to meet students' target needs for that, we need to develop a knowledge of how sentences are used in the performance of various communicative acts.

### **1.3.3)-Target situation analysis**

This theory assumed that, the purpose of an ESP course is to enable learners to function appropriately in the target situation. That is the case in which the students will make use of the perceived data and it may be said that, the identification and the analysis of target situation is regarded as the starting point for an ESP course designer which could be followed with the analysis of the linguistic properties of the situation . The best model to develop this insight is that of "John Munby "(1978) in his famous book "Communicative Syllabus Design".

### **1.3.4)-Skills-Centered Approach.**

This phase is considered as a reaction against all the concepts which discussed before. The concepts emphasis on the analysis of the surface forms of language use but, the important concern in any ESP course should be on the common reasoning and interpreting processes which enable students to get the meaning from the discourse.

### 1.3.5) – A learning –Centered Approach

In order to design an ESP course, we can't simply rely on the description of the surface structure of language use or even the interpretation of what people do with language. However, we must consider the main stages of language learning in that, learning is regarded as a process in which students activate their previous knowledge and skills in order to connect it with the new data in a specific context and the main implication of a learning –centered approach is to look beyond the competence that enable learners to perform because, our concern is to know how different students with various wants, likes, and motivations for learning acquire that competence.

After, we have mention ESP developments it is clear that it should be seen as an approach to ELT which governed by specific reasons for learning and to illustrate the idea, we can take the view of Dudley-Evans and St. John (1998). They believe that, ESP teaching is rather seen as an activity within ELT since it develop its own methodology.

### 1.4. Types of ESP

According to Hutchinson and Waters (1987), ESP is divided into three main types: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS). In that, each of the previous types is included either under English for Academic Purposes (EAP) or, English for Occupational Purposes (EOP). (Hutchinson and Waters, 1987). Dudley-Evans and ST John (1998) argued that, English for Academic Purposes includes sub-branches which are: English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics (EMF). Also, English for Occupational Purposes contains English for Professional Purposes and English for Vocational Purposes. (Dudley-Evans and ST John, 1998).

### 1.5. Demands of teaching ESP

#### Introduction

ESP teaching is conducted by many linguists as Dudley-Evans and St. John. They argued that: "If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes". (Dudley, St. John, 1987:6). We will see that the main concern of ESP has always been, and remain, with needs analysis, text analysis and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. In another words, the scope of ESP course is more limited than EGP in fact, it emphasizes on the analysis of students' needs that is prepared in relation with their academic or professional target situation which is in contrast with EGP that focuses on personal needs

and general interests. Moreover, ESP learners need to deal with a specific texts and language use for example; the language used by a science student is totally different from that of engineer student.

### **1.5.1) Demands of ESP practitioner**

Teaching ESP makes extra demands on ESP practitioner which comes from the fact that, ESP is limited in time consuming that means, ESP practitioner is involved to focus on the language based-objectives of the students in the target situation and to ensure that the content of the ESP course works towards them in the appropriate and, exact period of time.

Furthermore, teaching ESP is a challenge for an ESP practitioner and it is not an easy task for him/her especially if he/she has a little or narrow knowledge of. In order to find a way out, some researchers suggest that ESP practitioner can join training courses to improve their professional proficiency in the same time there are others, whom interested to answer the following question : Who should teach ESP courses ?.

### **1.5.2) Who should teach ESP?**

In the field of teaching ESP course, there is a long discussion about who is the perfect teacher of ESP courses, EFL/ ESL teacher or the Specialist of Subject-matter?. Some linguists believed that, EFL teachers are not able to teach such courses because of their narrow knowledge about subject matter. Moreover, they asserted that, ESP teaching is just a simple component of an English language teachers' career and EFL teachers may face problems to gain language proficiency that are similar with some limitation to these problems of foreign students. Also ,they argued that non-native teacher often does not has enough English skills to teach ESP classes and this might related to the nature of ESP field or might have a relation with the teachers' other concerns like to have many various classes.

In addition, they think that Specialist of the field is the appropriate person to take this position because, for each branch in ESP there are a specific discourse, grammatical and structural forms that should be taken into consideration by ESP practitioner according to Carreon (1996), ESP practitioner should be able to think within the discipline to which their students belong. But, the ability to master the target language does not mean that the expert of the field is the only knower of the best methods and techniques in designing ESP course.

### **1.5.3) What do ESP practitioners teach?**

ESP practitioners are much needed to be occupied with English language knowledge and with the academic skills that are used by their students' future professionals hence, the background knowledge that is used to design an ESP course is totally different from these used for teaching general English. Zavasnik(1991) asserted that ,ESP practitioner need to perform the ability by which he/she can transfer his/her knowledge about general English into ESP field requirements and that is exactly what is meant by “flexibility” which was used by Robinson (1991). As well as, ESP learners are concerned within a certain academic or professional aims by using determine materials and they are interested in learning language in use rather than acquiring English language items (grammatical rules,.....) and their objectives are linked with ESP practitioners' teaching proficiencies here, we can maintain the opinion of Zavasnik (1991) which includes: the ability to evaluate , adopt , and design materials, the ability to gain feedback from the students(i.e. to assess and test)the ability to employ state of the art methods approaches and techniques, and the ability to encourage , enhance and implement learning strategies .

## **1.6.Training of ESP practitioner**

### **1.5.1. Definition**

The training course refers to activities directly focused on teacher's present responsibilities and it is typically aimed at short-term and immediate goals. It is regarded as a preparation for the first teaching position or to take on a new teaching assignment or responsibility' (Richards and Forrell 2005; 03).

### **1.6.2.The difference between teacher training and teacher development**

With the wide spread of teaching ESP there has been an increased demands for trained ESP practitioner because the majority of them are ESL teachers and they are responsible to develop their profession since it can't be done only by and for one self . But, first we have to make a clear distinguish among teacher training (TT) and teacher development (TD).

To explain this particular point we can take the concept of “Alan Maley” which extracted from his article “Practical English Teaching “where he provides a comparison among PT and PD.

TRAININGTEACHER	TEACHERDEVELOPMENT
<ul style="list-style-type: none"> <li>➤ Time-bound</li> <li>➤ Related to needs of course</li> <li>➤ Terminal outcomes</li> <li>➤ Information skills</li> <li>➤ transmission</li> <li>➤ Fixed agenda</li> <li>➤ Hierarchical</li> <li>➤ Other-direction</li> <li>➤ Top-down</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continuing</li> <li>➤ Related to needs of the individuals</li> <li>➤ Terminal outcomes open</li> <li>➤ Problem -solving</li> <li>➤ Flexible agenda</li> <li>➤ Peer -oriented</li> <li>➤ Inner-direction</li> <li>➤ Bottom –up</li> </ul>

**Table 1.1: comparison between TT and TD. [Spratt, 1996:54]**

From the table we can consider that teacher training or more particularly ESP practitioner training is limited in time consuming and it is designed to provide ESP practitioner with the newest teaching methods in order to apply them in the classroom.

The teaching process beginning by introducing the main teaching components and later on it turn to sub-details also, it is designed to satisfy particular and immediate goals that is prepared previously and it can beremoved. In the contrast , teacher development is a continuum process that has relation with individual needs that means; for each teacher there is a personal reason to join these training courses and he/she is responsible for his/her decision for example the ultimate aim of teacher “A” is to improve his/ her competence while dealing with a specific kind of materials and so on . Here, the main concern of an ESP practitioner is to solve various classroom problems in that , the course program can be changed from time to

time to satisfy ESP learners' needs to do that , training program should focused on discrete-points .

The need for ESP practitioner development is raised with the use of English language as a lingua franca in different ESP disciplines ; Technology , commerce and so on. And according to Maley there are common reasons under the need for teacher development. These causes are asfollowing:

- A need to go beyond theoretical knowledge (is there any life after the course?) and in my view, this is exactly what is needed by ESP practitioner to match his/her students' aims.
- The search for a sense of direction which characterizes the increasing professionalization of ELT here, ESP is a sub- component of ELT which focuses on specific “genres” that are needed by specific ESP learners. I mean by the term “genres”; a type of discourse, either written or spoken, with particular conversational characteristics. (Cook, 2003:128).
- The growing confidence of teachers in their ability to shape their own growth. Here ESP practitioner is always looking to get the chance to promote his/ her English knowledge because, for every day there is now information especially in the field of science, technology,medicine, which are under ESP umbrella.
- The influence of the wider life – long educational movements. (As cited in Spratt 1996).

Relating to the same point,Bojović (2006) believed that ESP practitioner training courses should contain four (04) basic elements:

**1.6.3. Selection:** initial and terminal selection is necessary because not every human being would become an adequate language teacher. In another words, the ESP practitioner is the only responsible to develop his/ her professional career to reach a good result and, it is preferred to organize pre and post-training selection procedures.

**1.6.4. Continuing personal education:** teachers should be well educated people. Minimum standards accepted for teachers vary from country to country thatmeans, in each country there is a special educational and pedagogical system to be followed and ESP practitioners in Algeria are concerned to be aware of these systems in high education setting (Classic, LMD system). Moreover , there are variation in the way by which they can improve their educational level either “Simultaneously” here , the teacher can enhance his/her profession when he/ she is studying or after graduation years I means “Consecutively”.

### 1.6.5. General professional training as an educator and teacher

All ESP practitioners need to know the following elements regardless of which subject they teach:

#### 1.6.5.1. Educational psychology

This component is very important because, the teaching process is based on the comprehension of psychological developments of the students including the acquisition of mother tongue and learning of second language. In that, we can illustrate our idea by taking William James' view: 'psychology is a science, and teaching is an art, and sciences never generate arts directly out of themselves. An intermediate inventive mind must make that application, by using its originality.

In learning a second language, there are five learning theories:

**1.6.5.2. Behaviorism:** This theory is based on the contribution of "Pavlov" and "Skinner" (1957), who argued that learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence. (Hutchinson and Waters 1987).

**1.6.5.3. Mentalism:** the leader of this concept is Naoum Chomsky (1957). It comes as a reaction against the first theory. He assumed that there is nonfinite set of rules that is experienced by the human mind by which we can use and transfer what was learned in a novel contexts.

**1.6.5.4. Cognitive mode:** "Ausubel and all (1978), asserted that we learn by thinking about and trying to make sense of what we see, feel and hear" (Hutchinson and Waters, 1987:43). In other words, he believes that the learner is an active processor, he thinks, guesses and interprets the giving information to make generalizations in rules to be applied in the target situation.

**1.6.5.5. The effective factor:** ESP students are like any other learners, they have an emotional experiences within the learning process that is to say: before ESP learners think to learn, they must have desire to think about. Relating to this point, Gardner and Lambers (1972) assumed that there is two kinds of motivation in language learning. The first is the instrumental motivation, which is the external need to learn a particular language. For example; the need to read texts in English language in order to develop reading comprehension. The second is integrative motivation, which comes from the students' internal desire to be a member of the speech community. For example; English speech community.

**1.6.5.6. Learning acquisition:** Stephen Krashen (1981) assumed that all teachers should make a difference between language acquisition which is unconscious process and interaction

between the human mind and every day speech (environment and neuro- muscles) and language learning, which is less spontaneous and that based on the linguistic system that is already existed in first language acquisition.(Hutchinson and Waters :1987) .

**1.6.6. Social psychology:**accordingto Gordon Allport, social psychology, is discipline that uses scientific methods to understand and explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined or implied presence of other human beings. Form this opinion, we can consider that social psychology is a key issue for ESP practitioner because; it helps him/her to understand learners' behaviors and to guess how they think and feel towards the learning process.

#### **1.6.7. Special training as a teacher of a foreign or second language**

This element is very important.Because, it may contribute in ESP practitioners' understanding of English language and particularly that is used and needed by the learners to provide more appropriate knowledge. In addition, it can raise his/her awareness of many ESP teaching standards like: the moral and rhetorical functions of the teacher, knowledge of class-management discipline and handing of various groups of learners, knowledge of basic instructional techniques and under structure teacher-learner interactions, acceptances of the fundamental need of lessons, and understanding the roleof curriculum, syllabus and teaching materials.(Bojović , 2006) .

#### **1.7. Conclusion**

To conclude, we can say that ESP is used as an approach or instrument for language teaching; it focuses to satisfy particular goals of specific learners. To gain this aim, ESP practitioner is involved to predict andanalyze learners' needs we mean by that, he/she must focus on providing them with the English language that they need. In that, Dudley- Evans and ST. John (1998) believed that: "needs analysis is the corner stone of ESP and leads to a much focused language course" (p: 122). From that view, it could be said that ESP teaching process depends on who are teaching and what he/she knows about ESP? From what we have been discussed before we can answer the first question by saying that, GE teacher is expected to be the appropriate person in comparison with the expert of the fieldand, concerning the second question we could say that, issues like ESP definitions, its' development stages and it's types are essential knowledge for ESP practitioner, who needs a special training courses.

## **Chapter Two: ESP Practitioner Performance in the Classroom**

2.1.Introduction

2.2.ESP practitioner VS.GE teacher

2.3.Standards of ESP practitioner

2.4.The role of ESP practitioner in the classroom

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2.4.2.As a controller

2.4.3.As an organizer

2.4.3.1.Organizing the environment

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2.4.4.e.Summativ assessment

2.4.5.As a prompter

2.5.Problems and challenges of ESP practitioner

2.5.1.The lack of an orthodoxy

2.5.2. New realms of knowledge.

2.5.3.Changing in the status of English teaching

2.6.Conclusion

### 2.1. Introduction

Dudley-Evans and St John (1998), prefer to use the term "practitioner" for ESP teacher. Thus, he/she is expected to play many pivotal roles. The use of English language in ESP classes is different from that use in General English classes which means that, there are many varieties among ESP practitioner, who uses English for the profession of teaching ESP learners and General English teacher, who teach English as a profession. In fact, this issue was conducted by many researchers and linguists such as; Robinson (1991) and Harding (2007).

In this chapter, we attempt to provide a comparison between ESP practitioner and General English teacher. Also, we are going to list some standards of ESP practitioner as well as, we will deal with the main roles that he/she plays in the classroom as course designer, material developer, controller, organizer, assessor..., and some of his/her problems in the classroom and suggested solutions will be under discussion.

### 2.2. ESP practitioner VS. General English Teacher

Harding (2007) assumed that, ESP practitioner can make use of some GE teacher skills as planning lessons and so on. However, for ESP contexts these skills are no longer enough which means that, there are a common considerations which distinguishes ESP practitioner from GE teacher. He listed these differences as following:

- a) ESP practitioners should think about what is needed and does not follow an off-the-shelf or course book.
- b) Understand the nature of their students' subject area.
- c) Work out their language needs in relation to their specialism.
- d) Use authentic materials.
- e) Use contexts, texts, situations from their subject context.
- f) Motivate the students with variety, relevance activities) Take the classroom into the real world and taking the real world into the classroom.

Relating to the same idea, Savignon (1987) sees that ESP practitioner is involved to teach ESP learners communicative competence and to prepare them for better performance in the target situation whereas, GE teacher is concerned to teach only language features; words, clauses, tenses and the like.

“Being an ESP teacher is not easy. One of the prime requisites would seem to be flexibility and a willingness to try new approaches and methods. Whatever the training that is given to an ESP teacher and whatever the situation, it is probably the case (.....) that becoming an effective teacher of ESP requires more “experience”, “additional training”, “extra effort”, “fresh commitment” compared with being a teacher of “General English”. (Robinson, 1991:96).

From Robinson's view, it is clear that there is a prominent variation between GE teacher and ESP practitioner since, the later requires more teaching skills and a specific training and experience because, he/she teach and behave with a specific adult learners, whom need a particular kind of English.

### **2.3. Standards of ESP Practitioner**

Before being a teacher of ESP, there are a certain standards that should be taken into consideration by the ESP practitioner and, he/she should be ready to teach adult learners with their different mentalities and attitudes. To illustrate this concept, we take the opinion of Cotton (1995) in that; he mentioned seven (07) standards as following:

#### **2.3.1. ESP teachers understand students and respect the diversity of the students they teach**

As it is mentioned before, ESP practitioner is involved to know how students learn and pay more attention to their age, gender, likes, wants, previous knowledge, cultures, language skills and experiences which are considered as a basis in designing courses, materials, and selecting teaching methods and approaches to match his/her learners main goals. Also, he/she should consider many other properties for example, gifted learners, and learners with disabilities and at-risk students for more appropriate identifications, instructions and interventions (Cotton, 1995).

#### **2.3.2. ESP teachers know and understand the content area for which they have instruction responsibility**

Here, ESP practitioner must focus only on the content and elements that are needed by her/his students in that, he/she can make use of his/her experience, assumptions and skills to plan courses as well as he/she may use real life examples and his/her career opportunities (Cotton, 1995).

**2.3.3. ESP teachers understand and use assessment to inform instruction, evaluate and ensure students learning**

In order to test students' progress and learning achievement ESP teacher may choose one of different types of evaluation such as; predictive, formative, summative assessment in addition, she/ he can address gaps between learners' performances and potential by including students in self-evaluation (Cotton,1995).

**2.3.4. ESP teachers plan and deliver effective instructions that advanced the learning of each individual students**

The main objectives of ESP courses are designed previously but, ESP practitioner should be always ready for any necessary modifications. Furthermore, she/ he should be a creative teacher and develops new activities and various instructional methods that help students to be autonomous learners and problems- solvers (Cotton, 1995).

**2.3.5. ESP teachers create learning environments that promote high levels of learning and achievement for all students**

The most concern of ESP learners is to know how to act in the target situation and, how to get the perfect reaction so that, it is better to use collaborative activities that support learners' performance and productivity (Cotton, 1995).

**2.3.6. ESP teachers collaborate and communicate with students, parents and the community to support students learning**

One of the main considerations in ESP course design is to collect information about the learner in fact, the latter is the basic element in the teaching and learning process from that we can consider that any external factor including his family members, classmates, friends and others can affect positively or negatively his willing to study so that, ESP practitioner is expected to pay attention for the external factors that have a relation with the student (Cotton,1995).

**2.3.7. ESP teachers assume responsibility for professional growth, performance and involvement as an individual and as a member for a learning community**

In ESP setting, both the learners and the teacher are partners in the learning process which means that, even the teacher is responsible to make more efforts to be familiar with the main concepts concerning the subject of the study and more than that, she/ he should focus on how to promote her/ his professional career. (Cotton, 1995).

From the seven standards that have been mentioned before, we can assume that ESP practitioner is not concerned only with designing courses and evaluating learners but, she/he is involved to play many other roles.

#### **2.4. Roles of ESP Practitioner in the classroom**

From the previous elements we can say that, ESP practitioner is not just a teacher in the class. J. Harmer (2003) believed that ESP practitioner has more than one role in fact, she/ he is a course designer and material developer, controller, organizer, assessor, prompter and researcher.

##### **2.4.1. As a course designer and materials provider**

Designing ESP courses and selecting and providing materials are essential issues in ESP teaching in order to do that at a perfect manner, ESP practitioner should be aware to the texts books, activities and its language and content before that she/he must think to offer a suitable answers for some questions like, who the learners are? Which kind of English they need? How they like and want to study? All these questions and more are very workable for more appropriate materials and courses also; she/he can provide her/his own materials.

(Dudley-Evans&ST. John,1998).

##### **2.4.2. As a controller**

ESP practitioner monitors her/ his student's behavior in the classroom and even their responses to his explanation of the lesson and more clearly in the production stage of the course and the exercises in this phase, she/he should be aware that students need some freedom for more effective production.

##### **2.4.3. As an organizer**

ESP practitioner should set learning goals and than transferom them into an instructional program and select appropriate activities.According to S'arosdy (2006) skillful classroom management involves the following areas:

###### **2.4.3.1. Organizing the environment**

It including all facts concerning the classroom setting for example, how is the tables and chairs are arranged and in ESP classes the circle position is preferred because, this particular setting offered the chance for both, ESP practitioner to contact with all learners and for the learners themselves to contribute and to interact with each other while the teaching process taking place.

###### **2.4.3.2. Organizing activities**

ESP practitioner should use different kinds of activities (task-doing, role-play...) and she/he may use various work forms (in group, pair-work etc.)

#### **2.4.4. As an assessor**

Assessment involves testing, measuring and judging the students' progress, achievement of language proficiency the focus here, on the students' learning and learning feedback.

In that, ESP practitioner should distinguish between two kinds of feedback:

##### **2.4.4.a. Content feedback**

In this type, he/she evaluates how well the learners performed the activity rather than a language exercise.

##### **2.4.4.b. Form feedback**

An assessment of how well the students performed in terms of the accurate use of language. (S'arosdy . J, Bencze .T, 2006).

There are many forms of assessment that can be used to evaluate ESP students as predicative, formative, summative assessment.

##### **2.4.4.c Predicative assessment**

ESP practitioner or the examiner predicts in advance whether the learners are able to follow the syllabus, course...or not.

##### **2.4.4.d Formative assessment**

This kind, is used to monitor the students' progress during a course, it can be carried out in the form of quizzes, formal tests.

##### **2.4.4.e Summative assessment**

It is used at the end of a term, a semester, or a year to evaluate how much has achieved by individuals or groups, it is usually carried out by using more formal tests.

(S'arosdy .J. Bencze .T, 2006).

#### **2.4.5. As a prompter**

ESP practitioner, should focus on motivating and encouraging her/ his students to participate in role play activity and to make suggestions about how to process and perform in a certain exercise that is to say, the two peers participate in the teaching process which promotes their performance in the same time.

#### **2.4.6. As a researcher**

ESP practitioners generally need to be able to carry out many researches to understand the discourse of the texts that students use (Dudley Evans and ST.John,1998). Hence, the teaching of ESP classes requires a great effort. The ESP practitioner is involved to make investigations about the genres of texts, language and skills used in a specific field of study. Relating to the same point, Sa'rosdy argued that ESP teachers should firstly think about their goals that should be in relation to the learners' aims.(Sa'rosdy. J, Bencze.T, 2006).

## 2.5. Problems and challenges of ESP practitioner

Many studies have been conducted concerning ESP courses, needs-analysis, syllabus design ...but, the majority of them neglect to speak about ESP practitioner needs, how to facilitate her/ his roles in the classroom? What are the main problems and challenges that he faces in the classroom? In this volume, we are going to list some of these problems and solutions.

**2.5.1. The lack of an orthodoxy:** we can say that a text is “authentic” only if it is appropriate for the teaching process and it fits the target-situations needs and that kind of text is hardly to be found because, in ESP one text can be used in many different contexts according to the learning aims. In order to solve that problem, Hutchinson and Waters (1987) address any ESP practitioner to follow the coming steps:

- a)-Surveys of the history and present state of ESP in your own or neighboring countries.
- b)-Formation of groups of ESP teachers perhaps allied to any existing national organization for the promotion of ELT to further the support and development of ESP.
- C-Establishment of newsletters and other forms of publication for exchanging views about ESP In your country.
- d)-Provision of pre-and in-service teacher training focusing on ESP issues. Such provision can take a variety of forms: workshops, seminars, short courses .in my view, the last advice is the workable one because it helps the ESP practitioner to understand and test many issues concerning ESP which goes beyond the theoretical knowledge. Also, it provides a great chance to improve her/his performance in the classroom. (Hutchinson and Waters, 1987).

**2.5.2. New realms of knowledge:** in addition to the use of text in ESP teaching, ESP teacher should master language and subject matter beyond the previous knowledge, we means by that Theknowledge that is acquired in Teaching General English. In fact, it is needed and used by ESP practitioner but, it is not enough for ESP content .that means, she/ he should understand the subject matter of ESP materials.Mullen (1981) illustrated this concept and he said: It is not the usage of technical terms pares which distinguishes language for special purposes from general language but, the factual knowledge necessary understanding these words.(Hutchinson and Waters, 1987). Here, the concern of ESP practitioner should go beyond just knowing words and terms in the field of study but, she/he should try to understand it’s meanings in various contexts. (Hutchinson and Waters, 1987).

### **2.5.3. Changing in the status of English teaching**

In ESP context, English language is not considered as subject in itself but, it is used to serve other fields as technology and medicine. In other word, ESP learners study English to satisfy oriented-goals in a certain ESP subject. Here, the role of ESP practitioner as a material developer is important where, she/ he must focus on the communicative situation (lecture, dialogue, conversation...) and, the level (medical, business...).To illustrate this idea, we can take “Business English” as an example where we can use either active or passive voice, however, the first one is more preferred for major business writing. Also, the use of transitive or intransitive verbs is common.eg. The lesson is written by Ahmed. (Ellison, 2007).

### **2.6.Conclusion**

To sum up, we can assume that there are a clear variation between teaching General English (GE) and English for Specific Purposes (ESP). In that, Hutchinson and Waters (1987) argued that:’ in theory no thing, in practice a great deal’ (53). In another words, in theory ESP and GE have the same basis but in practice they are totally different so that, ESP practitioner is asked to follow and acquire some basic qualifications and standards about teaching ESP courses for example, he/she should understand the content area for which he/she has instructional responsibility. Also, ESP practitioner is involved to be aware about his/her different roles in the classroom as being a course designer and material developer in the same time, he/she must be at ease in dealing with unexpected ESP teaching problems and concentrates on providing appropriate solutions.

# **Chapter Three: The Analysis of the Results**

## 3.1. Introduction

### 3.1.1 The description of the questionnaire

### 3.1.2 Data analysis

### 3.1.3 Findings and Results

## 3.2.1. The description of the interview

### 3.2.2. Data analysis

### 3.2.3. Finding and Results

## 3.4. Conclusion

### 3.1.Introduction

To investigate the impact of training courses on ESP practitioner performance, we discussed with ESP practitioners at Kasdi Merbah University Ouargla in order to reveal more about the training courses and its effects on their performance in the classroom.

#### 3.1.1 The description of the questionnaire

The questionnaire was administered to the sampling group consists of 10 questions ( close-ended). They were asked to answer by potting a cross in the right box (es) and more than one answer was possible for them .

#### 3.1.2 Data analysis

**Item 1:** How long have you been teaching ESP?

a)-One 01to two 02 years

b)-Two 02 to four 04 years

c)- More than four 04 years

**Table3.1:** Teaching years for the ESP practitioner

Items	NB	%
A	3	20
B	0	0
C	12	80

From the table above, we notice that (80%) makes up the majority of ESP practitioners who have experienced teaching ESP for more than four years. (20%) of the candidates that they have been teaching ESP for one (01) to two (02) years .

**Item 2:** Did you receive any training course(s) in teaching ESP?

Yes  No

**Table3.2:** Training course(s) in teaching ESP

Choices	Answers	P %
Yes	10	66.66%
No	5	33.33%
Total	15	100%

(66.66%) From ESP practitioners received training course(s) in teaching ESP. While (33.33%) from them were not.

**Item3** : If yes, which kind of training course(s) did you receive?

d- Pre-service

e- In service

f- both

**Table3.3:** The kind of training course(s)

Choices	Answer	P%
D	1	6,67%
E	12	80%
F	2	13,33%
Total	15	100%

It is noted that , 12 ESP practitioners (80%) received in-service training course(s) . Whereas, 2 from them(13,33%) claim that they receive both; pre and in-service training course(s) and, only 1 candidate (6,67%) says that she received pre-service training course(s).

**Item 4:** For how long did you take the training course(s)?

g- A week

h-A month

i- More

**Table3.4:** The period of taking the training course(s)

Choices	Answer	P%
G	0	0%
H	0	0%
I	15	100%
Total	15	100%

From the table, we can say that all the participants took the training course(s) for more than a month.

**Item5:** Is the training course(s) program based on:

j- Theory

k- Practice

l- Both

**Table3.5:** The training course(s) program

Choices	Answer	P%
J	2	13,33%
K	1	6,67%
L	12	80%
Total	15	100%

Table 5 shoes that, the training course(s) program of 12 participants (80%) was based on both theory and practice and 2 candidates (13,33%) asserted that the training course(s) program was based on theory and only 1 candidate (6,67%) claimed that the program based on practice.

**Item6:** After taking training course(s), do you prefer to discuss your ESP teaching approaches with specialist teacher ?

Yes

No

**Table3.6:** The discussion of ESP teaching approaches with specialist teacher.

Choices	Answer	P%
Yes	15	100%
No	0	0%
Total	15	100%

From the table 6 we can say that all the candidates (100%) prefer to discuss their ESP teaching approaches with specialist teacher.

**Item 7:** Do you think that, training course(s) enhance the application of teaching and learning principles in real classroom situations?

Yes  No

**Table3.7 :** The application of teaching and learning principles in real classroom situation.

Choices	Answer	P%
Yes	15	100%
No	0	0%
Total	15	100%

Table 7 shoes that, all the sample group (100%) believed that training course(s) enhance the application of teaching and learning principles in real classroom situations.

**Item8:** Are you motivated by training course(s) to learn more about the technical knowledge that your learners are acquiring?

Yes  No

**Table3.8:** ESP practitioners 'motivation to learn more about technical knowledge that his/her learners are acquiring.

Choices	Answer	P%
Yes	15	100%
No	0	0%
Total	15	100%

All the candidates claimed that they are motivated by training course(s) to learn more about the technical knowledge that their learners are acquiring.

**Item9:** Do you think that, training course(s) are helpful to develop your teaching competence in the classroom?

Yes  No

**Table3.9:** Development of teaching competence in the classroom.

Choices	Answer	P%
Yes	15	100%
No	0	0%
Total	15	100%

As it described on table (8), 15 teachers (100) affirmed that training courses help them to develop their teaching competence in the classroom.

**Item10:** Do you think that training courses promote ESP practitioners' creativity in the classroom?

Yes  No

**Table3.10 :** Promotion of ESP practitioners' 'creativity in the classroom.

Chioces	Answer	P%
Yes	15	100%
No	0	0%
Total	15	100 %

From table 10, it is clear that the participants (100%) asserted that training courses promote their creativity in the classroom situations.

### 3.1.3 Findings and Results

In this study we suggest a hypothesis about the relationship among training courses and ESP practitioners' performance and we hypothesis that training courses may enhance ESP practitioners' performance in the classroom.

From data analysis and the theoretical review in chapter one and two, our research come out with the following results:

In the last decade , the majority of Algerian Universities and at particular Kasdi Merbah University at Ouargla is more interested on teaching ESP courses in different departments Economics, biology and English for more than four(04) years which is the same period of adapting the **LMD** (license-Master-Doctorate) system by the Ministry of high education and Scientific Research . In that , ESP practitioners are interested to join training courses especially in-service training program which means that, they are in need for these training programs for more than one month and it based on providing theoretical and practical knowledge concerning ESP courses . In addition , the majority of ESP practitioners who join training courses are aware of the role of the expert of the field in providing them with the necessary background for ESP teaching for example , to know more about the technical terms and its' various uses in different target situations . Furthermore, they asserted that training courses are very useful in the classroom in anotherword; training programs provide an explicit and applicable approaches, methods, techniques and principles that are in the same path with ESP teaching and learning.

Data analysis, also, shows that training courses enable ESPpractitioners to mark and discover their main weaknesses in teaching ESP classes and it help them to improve their teaching competence and creativity.

### 3-2 The Analysis of the interview

#### 3.2.1 The description of the interview

A structured interview was designed to tow ESP practitioners to obtain insight information on our research topic .It aims to examine the effectiveness of training courses on enhancing ESP practitioner performance in the classroom situations .Therefore, we opt to use the structured interview in which all questions are structured before and they are in the same order for the interviewees . According to Cres Well (2003) the researchers “Seek to identify and describe patterns and themes from the perspective of the participant(s) , then attempt to understand and explain these patterns and themes”(p:203).It is divided into two sections : general information about ESP practitioners’ experiences and diploma, training courses and ESP practitioner in the classroom .

#### 3.2.2 Data analysis

This part offered a clear description of the questions included in ESP practitioners’ interview as a data collection technique .The interview is used to collect data that we analyse qualitatively.

The analysis of each question for each participant has been presented bellow as follows:

#### A- ESP practitioner that had been trained to teach ESP learners

##### Section one (1) : general information

1- What degree(s) do you have?

She answered that she holds Magister degree and PhD .

2- How long have you been teaching ESP ?

She answered that she had been teaching ESP learners for eight (08) years .

3- Have you been trained to teach ESP learners?

Yes  No

She stated that , she had been trained to teach ESP learners.

4- If yes, which kind do you have?

a- Self-training

b- Formal training

c- both

She stated that, she had self-training.

**Section two (02): Training courses and ESP practitioners' performance in the classroom**

- 5- Does the training courses program focus on learners or ESP practitioners' centered approach?

She answered that training courses program were focused on learners' centered approach since the courses are designed for adult learners.

- 6- Are the training courses applicable to teaching situations? How?

She stated that training courses are applicable to teaching situations and it depends on the quality of these training courses. This application comes to linking theory to practice, these training courses sometimes can be decontextualized.

- 7- What decisions do you make in respect of your teaching approach after a long training program?

She argued that after a long training program she formed some decisions for example, ESP teaching is an adaptation process rather than an adoption process also, it is essential to keep the ESP content and materials authentic and to consider the immediate needs of the learners as being a major stakeholders in ESP courses designing.

- 8- Do you think that you serve your learners better after attending the training courses?

She answered that she serves her learners better after attending the training courses . At the theoretical level the training was satisfactory and it could change the ESP practitioners' beliefs as far his/her different roles in the classroom, learners' roles, teaching methods and evaluation.

- 9- What are the main problems you have met in teaching ESP class?

She answered that she met many problems such as:

- Concreticising learning; linking theory to practice.
- Lack of updated training courses.
- Lack of collaborative teaching that means, there is no collaboration between a field expert and the language professional.
- Lack of authentic materials
- ESP courses designing used to be the decision of ESP practitioner .The authorities do not really offered a detailed ESP syllabus.
- Learners' needs did not use to be taken into consideration.

10- Do you benefit from the training program in solving your teaching problems?

How?

She declared that she benefits from the training courses in solving her teaching problems to a great extent in that , training program provides real-life situations and provokes the ESP practitioners' thought about solving problems , avoiding difficulties,.....Besides, training courses are to raise ESP practitioners' awareness about the continuous task of designing ESP courses .In addition , she argued that training courses promoting reflective teaching so that rethinking to teach ESP as a whole that holds that means ; ESP systematically headed by the learners' needs and expectations (outcomes) arriving the learners evaluation methods, content and materials selection, teaching techniques and approaches .

11- Do you think that training courses, discussions among ESP practitioners, conferences, and seminars can help continuing professional education of ESP practitioner?

She answered that training courses, discussions among ESP practitioners, conferences, and seminars can help continuing professional education of ESP practitioner to a great extent by promoting collaborative teaching, by clearly setting our students profiles and their future of language. This is to deal with linking language skills to target situations (EAP/EOP) and this is in fact the core of LMD reform.

12- Do you think that the Ministry of High Education and Scientific Research should organize teaching ESP training courses to ensure quality of education?

She answered that it is a must not only because the experience of ESP teaching in the Algerian is still at its' beginnings, but because of the rapid growth and continues of English as a global language. Since it is learner-centered it is essential to authentic using ESP teaching by adjusting syllabi.

## **B- ESP practitioner that had been not trained to teach ESP learners**

### **Section one (1) : general information**

1- What degree(s) do you have?

He answered that, he holds Magister degree in applied linguistics

2- How long have you been teaching ESP?

He answered that, he had two (02) years ago in teaching ESP learners

3- Have you been trained to teach ESP learners?

Yes  No

He stated that, he had not been trained to teach ESP learners

4- If yes, which kind do you have?

A- Self-training

B- Formal training

C- both

(He is not concerned to answer this question since he had not been trained to teach ESP learners.)

### **Section two (2): Training courses and ESP practitioners' performance on the classroom**

5- Does the training courses program focus on learners or ESP practitioners' centered approach?

(He is not concerned to answer this question since he had not been trained to teach ESP learners.)

6- Are the training courses applicable to teaching situation? How?

(He is not concerned to answer this question since he had not been trained to teach ESP learners.)

7- What decisions do you make in respect of your teaching approach after a long training program?

(He is not concerned to answer this question since he had not trained to teach ESP learners.)

8- Do you think that you serve your learners better after attending the training courses?

(He is not concerned to answer this question since he had not trained to teach ESP learners.)

9- What are the main problems that you met in teaching ESP class?

He argued that he faces many problems in teaching ESP class which are as following:

- Problems in designing ESP program that meets learners' needs.
- One of the difficulties is the target needs of the students that are not clear whether it is EAP or EOP.
- Teaching English language in the Department of English is totally different from that in other Departments such as Department of Psychology in fact they are disconnected.
- Teaching English language in the Department of Psychology is just a subject matter where learners are given texts about Psychology in English language to read and understand them that's all. In this case, in one hand they are unable to use the English language they got in the text and in another hand, I face a problem on how to assess my learners.

- It is difficult to select appropriate ESP materials, finding texts (spoken or written mode) that develop my learners 'skills in English.
- Difficulties in linking ESP theory into practice.

10- Do you benefit from the training program in solving your teaching problems?  
How?

(He is not concerned to answer this question since he had not been trained to teach ESP learners.)

11- Do you think that training courses, discussion among ESP practitioners, conferences and seminars can help continuing professional education of ESP practitioner?

He answered that concerning discussion among ESP practitioners, conferences and seminars are very helpful since they enable the ESP practitioner to widest and exchange his/her knowledge of in ESP teaching not only in his/her country but even in different countries.

12- Do you think that the Ministry of High Education and Scientific Research should organize teaching ESP training courses to ensure quality of education?

He argued that the Ministry of High Education and Scientific Research should organize teaching ESP training courses to ensure quality of education and it must clarify clearly the relationship among what is taught in ESP and what is needed in the county or more particularly what is needed in the target situations.

### 3.2.3 Findings and Results

Through the responses perceived from ESP practitioners' structured interview, many assumptions and concepts have been clarified and highlighted. According to ESP practitioners' view, training courses are very important for better performance in the classroom situations.

In this sense, their responses can help us to form some basic points as cited below:

- ✓ Training courses are so important for ESP practitioner which should focus on learners' centered approach
- ✓ Training courses help the ESP practitioner to link ESP theories into practice.
- ✓ Training courses help ESP practitioner to adapt and modify his/her ESP teaching approaches for example, it help him/her to consider and select the content and the authentic materials as well as to keep the immediate needs of the learners.
- ✓ Training courses could change the ESP practitioner beliefs and enhance his/her different roles in the classroom situations such as, a course designer, material developer and an assessor
- ✓ Algerian ESP practitioner faces some problems like:

- how to link ESP theories into practice lack of updating training courses.
- lack of collaborative teaching
- lack of authentic ESP materials
- The authorities do not really offered a detailed ESP syllabus
- Learners' target needs did not use to be taken into consideration.

Some basic solutions were suggested by the participants we can mention some of them as following:

- ❖ Entering pre and post-test for ESP learners.
- ❖ Re-establishing new classes to teach Business English (BE) .
- ❖ Establishing training courses for ESP practitioner.
- ❖ Providing appropriate ESP materials.
- ❖ Designing tutorials not lectures.
- ❖ Moving away from teaching ESP theories to practice(language in use)
- ❖ Training courses, discussions among ESP practitioners, conferences, and seminars can help continuing professional education of ESP practitioner.

### 3.4 Conclusion

The ESP practitioners' questionnaire analysis affirmed that Algerian ESP practitioner and especially at Kasdi Merbah Ouargla University are in need for these training courses for better performance in the classroom situations because, their task of teaching ESP learners required more than having a general background about ESP teaching in fact, they are needed but not enough . Also, they are concerned to know how to enable their learners to use this knowledge in the target situation where it is important to identify their needs previously.

From the candidates' responses to the structured interview they agree that, training courses do have a great and noticeable impact on their performance as it has on their learners' achievements. The impact of training courses on their performance in the classroom is significantly noticed in modifying their attitudes, methods and approaches towards ESP teaching. In addition, they argue that training courses offered the necessary knowledge to link ESP theories to practice. Also, they affirmed that training courses contribute a lot in solving their ESP teaching problems.

# General conclusion

## **General Conclusion**

This study has investigated the relation that might be found between training courses and ESP practitioners' performance in the classroom.

From what we have been discussed about ESP training courses and ESP practitioner performance in the classroom, our hypothesis was proposed to identify the impact of training courses on ESP practitioner performance in the classroom.

The results of the analysis of the questionnaire and structured interview accord closely with the predicted reasons (the interpretation) show the significant and predictable impact of training courses on ESP practitioner performance in the classroom situation. The majority of ESP practitioners affirmed that their performance was effected by training courses, they stated that training courses are a helpful source to link ESP theorise into practice as well as, it help them to exchange new knowledge and experience. Also, they affirmed that training courses hel them to change and modify their ESP teachinig approaches, methods and develop their teaching comptences.

Finally, this study has shed light on one of the most important issues for ESP practitioner at Kasdi Merbah University Ouargla. Actually , they are interested to join training courses and they are aware that such issue facilitates their performance in the classroom situations and helps them to play their different roles effectively in the classroom.

## **Pedagogical Recommendations**

Based on the findings of the study, ESP practitioners believed that training courses enhance their performance so that we can state some recommendations and suggestions to be taken by the ESP stakeholders concerning ESP teaching process in high education:

- 1- The Ministry of Higher Education and Scientific Research should adopt a policy of training courses for ESP practitioners across the country.
- 2- The Ministry of Higher Education and Scientific Research should clarify the relationship between what is taught in ESP and what is needed in the country.
- 3- ESP practitioner should adapt learner-centered approach in teaching ESP classes.
- 4- The Ministry of Higher Education and Scientific Research should offer detailed ESP materials.
- 5- Stakeholders should consider learners' target needs in designing ESP courses and identify ESP teaching purposes (EAP/EOP).

- 6- ESP practitioner can use relevant non-authentic materials such as videos, dictionaries and workbooks that should be useful and focused on what ESP learners are learning.

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# **Appendices**

## TEACHERS' QUESTIONNAIRE

### Dear teacher

We would be deeply grateful if you fill the following questionnaire which is a part of a research work. This survey is intended to investigate the impact of training courses on the ESP practitioner performance in the classroom. You are kindly invited to answer the following questions by putting a cross [x] in the appropriate box.

- 1- How long have you been teaching :
  - a- One [01] to two [02] years
  - B-Two [02] to four [04] years
  - c – More than [04] years
- 2- Did you receive any training course in teaching?  
YES  NO
- 3- If yes: what kind of training course did you receive?
  - Pre-service
  - In service
- 4- For how long did you take the training course?
  - A Week
  - A Month
  - More
- 5- Is the training course program based on :
  - Theory
  - Practice
- 6- After taking training course do you prefer to discuss your approaches to ESP teaching with specialist teacher?  
YES  NO
- 7- Do you think that training courses enhance the application of teaching and learning principles in real classroom situations?  
YES  NO

8- Are you motivated by training courses to learn more about technical knowledge that your learners are acquiring?

**YES**  **NO**

9- Do you think that training courses are helpful to develop your teaching competence in the classroom?

**YES**  **NO**

10-Do you think that training courses promote ESP practitioner's creativity in the classroom?

**YES**  **NO**

**Teachers' Structured Interview**

**Section one: General information**

- 1- What degree (s) do you have?
- 2- How long have you been teaching ESP?
- 3- Have you been trained to teach ESP learners?  
Yes  No
- 4- If yes, which kind do you have?
  - a- Self-training
  - b- Formal training
  - c- both

**Section two: Training courses and ESP practitioner performance in the classroom**

5- Does the training courses program focus on learners' centered approach or on ESP practitioners' approach?

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6- Are the training courses applicable to teaching situation? How?

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7- What decision(s) do you form in respect of your teaching approach after a long training program?

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8- Do you think that you serve your learners better after attending the training courses?

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9- What are the main problems you have met in teaching ESP class?

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10- Do you benefit from the training program in solving your ESP teaching problems? How?

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11- Do you think that training courses, discussions among ESP practitioners, conferences, and seminars can help continuing professional education of ESP practitioner?

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12- Do you think that the Ministry of High education and Scientific Research should organize teaching ESP training courses to ensure quality of education?

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**Thank you for the kind cooperation.**

## Abstract

English for specific purposes (ESP) is involved to play many roles in the classroom such as course designer, materials developer, evaluator, researcher, and so on. That is why teaching English for specific purposes requires a special approach to the training of ESP practitioner who is supposed to teach English through content. The present work examines the impact of training courses on ESP practitioner performance in the classroom. The study starts by discussing some basic issues in ESP: *definition of ESP, development stages of ESP, types of ESP, Demands of teaching ESP, Demands of ESP practitioner, who should teach ESP?, what do ESP practitioner teach, and .training of ESP practitioner.*

A questionnaire was administered to 15 ESP practitioners at different departments: Economic, Biology and English at Kasdi Merbah University Ouargla. This was followed by selecting two (2) ESP practitioners who have taught at department of English language and literature to respond to a structured interview for more insight data concerning the effect of training courses on their performance in the classroom. Finally, from data analysis, we provide some suggestions and recommendations.

**Keywords:** English for Specific Purposes (ESP), training courses, ESP practitioner, performance, ESP teacher competences.

## ملخص الدراسة

يتمحور موضوع هذه الدراسة حول تأثير الدورات التدريبية على أداء استاذ انجليزية الاختصاص في القسم حيث ان ادائه يختلف عن أداء استاذ الانجليزية العامة. هذه الدراسة تبرز مدى تأثير الدورات التدريبية على أداء الاستاذ في تدريس اللغة الانجليزية للاهداف الخاصة في القسم بحيث ان له ادوار مختلفة نذكر منها: تصميم خطة الدرس، اختيار النصوص و التمارين الملائمة لطبيعة احتياجات الطلبة، التقويم و غيرها. كما يتطرق هذا البحث الى تقديم مفاهيم عامة حول انجليزية الاهداف الخاصة كاهم تعريفاتها و اهم مراحل تطورها، اسباب تدريسها، اهم مميزات وانواع الدورات التدريبية الخاصة باستاذ انجليزية الاهداف الخاصة.

**الكلمات المفتاحية:** انجليزية الاختصاص، الدورات التدريبية، أداء استاذ انجليزية الاختصاص،

كفاءات أستاذ الإنجليزية.