

THE SPECIFICITY AND AUTHENTICITY OF ESP TEACHING IN ALGERIA: TEACHERS' ATTITUDES AT SIKDA UNIVERSITY

خصوصية تدريس اللغة الإنجليزية لأغراض متخصصة في الجزائر: مواقف
العلمين في جامعة سكيكدة

Student doctorate: Farouk Bouafia

Department of English

University of Frères Mentouri, Constantine 1 (Algeria)

Faroukbouafia21@gmail.com

f.bouafia@univ-skikda.dz

submission date:01/04/2021 acceptance date:08/11/2021 published date 15/03/2022

Abstract:

Teaching English for Specific Purposes (ESP) requires bringing together practitioners' experiences, researchers' findings, and context needs to best prepare learners for academic and workplace needs. Therefore, ESP teachers are expected to teach ESP according to learners' subjects. Through a questionnaire addressed to ESP teachers at Skikda university, this exploratory study sheds light on the status of ESP teaching in Algeria. It seeks to investigate teachers' attitudes towards the specificity and authenticity of ESP teaching in terms of teachers' teaching skills, knowledge of students' subjects and the compatibility of the course content objectives with learners' specialty. Results revealed the lack of ESP teaching training. A mere knowledge, if any, about students' subjects makes ESP teaching a daunting experience for most of teachers. Also, with the absence of an ESP teaching content, teachers' feel obliged to use their own strategies, developing teaching materials, adapting others' ready-made contents, and knowing students' varied subjects.

Keywords: ESP teaching; teacher's attitudes; specificity; authenticity; university context

ملخص باللغة العربية

يتطلب تدريس اللغة الإنجليزية لأغراض متخصصة (ESP) بالجامعة الجمع بين خبرات الأساتذة و احتياجات السياق الذي يستخدم فيه لتكوين الطلبة و تلبية احتياجاتهم الأكاديمية و العلمية. لذلك من الضروري أن يقوم أساتذة ESP بتدريس اللغة الإنجليزية وفقا لطبيعة تخصصات الطلبة المختلفة. من خلال استبيان موجه لأساتذة اللغة الإنجليزية في جامعة سكيكدة، تسلط هذه الدراسة الاستكشافية الضوء على وضع تعليم اللغة الإنجليزية لأغراض متخصصة سعيا إلى دراسة و تحليل مواقف الأساتذة تجاه تدريس ESP من حيث مدى مهارة المعلمين و توافق أهداف محتوى مناهج تخصصات الطلبة مع ملمح الأساتذة و الاحتياجات اللغوية للطلبة حسب التخصص. كشفت نتائج الاستبيان عن عدم وجود محتوى موجه لتدريس ESP بجامعة سكيكدة لذلك يتطلب من الأساتذة تكييف محتويات جاهزة و تخصصات الطلبة.

الكلمات المفتاحية: تعليم الإنجليزية لأغراض متخصصة، مواقف الأساتذة، تخصصات الطلبة، جامعة سكيكدة

1. Introduction

Nowadays, the global economy is characterised by competitive, and knowledge transfer market, English is dominating different areas: academia, research and most importantly workplace. It, even, becomes a key communicative means of the opening to the world market with its different fields. Therefore, English is becoming challenging to non-native English-speaking countries. According to researchers (Mackay, 1978; Harmer, 1983; Flowerdew, 1994; Basturkmen, 2006), English should be taught and learnt in a way that serves specific purposes be them academic or professional. In other words, there should be specific language skills out to be developed by learners and which characterise so many contexts of English use.

University as an academic setting plays a significant role in developing learner's ESP skills to have knowledge of how to use English effectively in their specialties. The latter would help them meet their workplace varied communicative demands. Therefore, university ESP teachers are expected to develop certain qualifications in both language teaching skills and knowledge of students' subject matter. An ESP teacher cannot teach the same content to different academic subjects. For example, the content of a business English class cannot serve the same learning purposes, aims and objectives of other subject areas classes such as law, medicine, chemistry, etc.

In English teaching context, institutions, staff and even students may face different challenges especially in multiple ESP contexts. The Algerian university in one of those contexts which highlights difficulties in the implementation of ESP teaching because of two reasons:

- First, the opening of the Algerian market to the world economy and industry puts pressure on the university to produce ESP teachers with "specialised English profile". The case is that the Algerian university is rather producing ESP teachers with "general English profile."
- Second, the wide use of French as the language of teaching and learning for most of the subjects for almost half of a century ago and even up to the present day makes English teaching in a secondary position regarding the teachers and learners' psyche and even in the teaching programs.

Moreover, the new reforms "License Master Doctorate (LMD)" launched by the ministry of higher education in 2004-2005 reinforce the teaching of English in various specialties. The LMD system aims at preparing future workers not just for the local workplace market but also for the global one. In an ESP context, for instance, preparing learners for workplace needs calls for an ESP teacher who can operate in the specific ESP context effectively in terms of knowledge of his students' subject (specificity) and subject's material selection (authenticity).

2. Problematic

Despite the assumption that ESP teaching is informed by specific purposes, there are many cases where institutional goals fail to state clear academic

programmes when it comes to ESP teaching. The latter is considered as a subordinate course in many subject areas at university. They likely do not apply a suitable ESP teaching method as well as authentic materials that would serve students varied disciplinary needs and help them develop knowledge and skills, which could meet the requirements of their future professional context. Nevertheless, the implementation of ESP teaching in the Algerian University from the students' subject-based areas perspective is still under quest.

Based on some of interviews conducted with students from different disciplines at the university of Skikda, they expressed their dissatisfaction with both the ESP course content (skills developed) and teaching method. This may prevent them from adequately developing skills which are specifically needed in both local and global market.

3. Purpose of the research

Developing students' communicative skills in ESP needs to bring together the efforts of teachers and syllabus designers. Through their cooperation, they could develop an effective teaching and learning of ESP in different contexts. In this vein, this study explores the present status of ESP teaching in the Algerian context particularly at Skikda University through analyzing and evaluating ESP teachers' attitudes towards the issue. The work figures out what work is going on of ESP teaching concerning the quality of the course content delivered to students in the different specialties at Skikda university. It examines the professionalism of ESP teachers in terms of training and knowledge. This research may not prescribe systematic solutions to the problem but may point to directions or better ways of developing ESP teaching in the Algerian university.

4. Research questions

Based on the afford mentioned aims, the following quests are put forward:

- what is the profile the ESP teacher at the different specialties at Skikda university?
- To what extent is the content taught in these specialties compatible with the specificity of the respective disciplines?

5. Literature review

Before going deep in our research, it is necessary to back it up with a relevant literature review about the concept of ESP and its main dimensions in research on teaching. Thus, issues related to conceptual definitions and contextualization of ESP teaching, genre-based approach to ESP teaching, and finally needs analysis as a key to ESP authenticity and specificity are discussed in the following sub-sections.

5.1. Defining ESP teaching

A number of relevant definitions have been attributed to the notion of ESP (Basturkmen, 2006; Mackay & Mountford, 1978; Swales, 1990). However, our concern is to arrive at a workable convincing answer to the quest of: what is ESP?

There are clear differences in how these researchers view and interpret the concept of ESP, the consensus is that ESP refers to how English is taught into specific subject areas whether they are academic or professional. The selection of

specific teaching methods and materials should first fit the context of students' subject matter and second meet their future workplace needs. Put it another way, Mackay and (1978) referred to ESP as the teaching of English for a "clearly utilitarian purpose" (Mackay and Mountford, 1978, p.02). This purpose is determined by two main factors: a) students' subjects are different in their nature and purposes. b) the contextual features represented in: the first language of students, the place of English in the educational system of a given context, the cultural context and the socio political and economic policy of a given community (why is this one factor?). For instance, learners should be taught English in a way that enables them to read books relevant to their field of study use it in scientific research publications and communicate effectively in the workplace. Basturkmen (2006) argues: "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to greater linguistic efficiency in academic, professional or workplace environments." (p.18). This explains that ESP typically functions to help language learners cope with the features of language use in specific contexts and develop the skills needed for specific communicative events. In a word, these definitions do share the idea that ESP teaching is "a goal- oriented process", that implies three main concepts: specific context, authentic materials, and learners' skills.

5.2. Contextualization of ESP teaching

By the coming of the 21st century, English has become widely used in different contexts for different purposes especially for nonnative speakers. Therefore, teaching English is no longer restricted to language faculties and departments at university, but it is becoming compulsory to other subject areas. John Flowerdew stated:

The spread of English as a world language has been accompanied by ever growing numbers of people studying at University level through the medium of English as a Second Language, whether in their own country or in English speaking countries as overseas students. (1994, p.07)

Therefore, the shift from teaching general to specific English in terms of method used and content delivered is inevitable. Yet, it is the contextual features that characterise each context of English language use and makes it specific. Howard and Major (2005), criticised the generic content of English language teaching materials addressed to different groups of learners who belong to different cultural and contextual backgrounds let alone enrolled in different subject areas. For many teachers and practitioners, then, designing and adapting ESP teaching content enable to consider learning environments. However, it becomes a controversial subject among practitioners, stakeholders, and researchers on what do teachers teach in ESP, to whom to teach it and how to teach it. To find convincing answers to these

questions, two main principles have been highlighted to contextualize ESP teaching: authenticity and specificity (Carver, 1983).

➤ **Authenticity**

In its broad sense, authenticity is an essential criterion for creating any healthy language teaching context. It is used with reference to the format and content of the course as well as the way this content is transmitted to learners. According to Dudley Evans (1998), authenticity is a double issue regarding ESP because it is considered as a critical validity requirement of ESP courses in terms of content, activities, and evaluation. Besides, the concept can clearly be represented in the content of the course, the situations created by both teachers and learners in the teaching learning process. Kramsch and Sullivan (1996) claim that Authenticity is problematic especially when the target language is international because teaching methodologies and course contents must be culturally, socially, and even scientifically appropriate. These objectives can only be achieved if there is a demonstrable correspondence between learners' needs and the corresponding target language use situation. Dudley Evans (1998, p.28) considers authenticity as a reflection of a need analysis and reports that: "Part of the process of needs analysis is finding out exactly how do learners use different sources so that activities in the ESP class can reflect what happens in real life."

Regarding the Algerian context, the concept of authenticity may have a different meaning as far as the content is concerned. The latter is developed and designed according to the cultural, social, and psychological characteristics of the context ESP is taught in. For instance, the psyche of the Algerian student does differ

from other people of other contexts in different parts of the world. Besides, the specialty of students is important to design teaching materials (courses, activities) and testing materials (exams, tests) based on students' disciplines, respectively.

➤ **Specificity**

Another debatable factor amongst ESP practitioners is on the question of how specific ESP teaching should be. As mentioned earlier in Harmer's definition of ESP, learners are meant to learn the target language to fulfill stated academic or/ and occupational objectives. Hyland (2002), a proponent of specificity in Language for Specific Purposes (LSP), argues that generic labels are introduced to refer to the concept such as scientific language, business English or academic skills. In some communicative contexts, such labels are misleading in academic contexts in the sense that they misrepresent the variation between how different communicative events of language use are performed by teachers and students and their aims in doing so.

In the context of this study, specificity focuses on three main concepts: first, ESP teachers' profile is expected to be related to the teaching of ESP. In other words, teachers of English should at least have a basic knowledge and teaching skills to make them able to teach ESP. Teaching skills are of pivotal importance in ESP

teaching because they help teachers cope with the different needs of students' specialties. In addition, methods and techniques used in ESP teaching are disciplinary related. Techniques used in teaching business English (which is focused on discursive features) are not the same for teaching English for medicine (which focuses on psychological features). Hence, will it be appropriate to apply general English teaching method to a specific subject area where English is needed, or it is necessary to develop it according to the context exigencies?

5.3. Genre-based approach to ESP teaching

According to Swales, a genre is a structured and conventionalized form of communication and there are constraints on the component elements in terms of their intent, positioning, and function. He defines a genre as a recognizable communicative event characterized by several communicative purposes (1990). The members of the professional or academic community in which the genre regularly occurs are supposed to identify and understand these purposes.

Since ESP is meant for non- English students and for other fields rather than for the English specialty, teachers ought to be very selective of the type of approach suitable for students varied subject areas. In his book *Genre Analysis*, Swales (1990) used the term 'discourse communities' which serve specific 'communicative events' to refer to students' different subject areas. The latter is governed by specific norms and seeks specific communicative purposes. To achieve this objective, Swales introduced genre-based approach to teaching ESP which is described as a discourse. It aims at realising specific communicative goals of the same members of the discourse community. The latter constitutes the context where English is used (Swales 1990). For instance, academic discourse communities have their communicative

events such as: research articles, dissertations, seminars in terms of academic writing norms. Projecting the idea on teaching learning contexts, ESP classroom practices in terms of ESP language skills and competences need a specific ESP course content and teaching method. Both help to achieve specific objectives. These objectives are set according to the nature of each discipline be it human or scientific.

Moreover, the approach has been particularly influential and used as the basis for several ESP motivated studies of (Bhatia, 1993; Henry & Roseberry, 2001; Zhu, 1997). They stress the steps that typically make up the genre and the communicative purposes of each discipline at the same time investigating the strategies teachers use to achieve successful objectives (Swales, 1990). Among their strategies to best diagnose the needs of the learners, teachers should conduct needs analysis investigations to best develop the materials that fit the specialty of learners and use the method and the teaching strategies that fit the needs of learners.

5.4. Needs analysis as a key to ESP authenticity and specificity

In fact, the concept of learners' needs is of pivotal importance in ESP context, Berwick summarized needs as: "a gap or measurable discrepancy between a current state of affairs and a desired future state" (1989, p.52). Accordingly, the concept of

needs analysis was introduced in the field of education and research especially in language teaching and learning. Munby (1978) maintains that: learners' needs are an essential ingredient for effective English language teaching especially in designing materials. As far as ESP is concerned, conducting a needs analysis investigation is more than a necessity because of the varied disciplines developed in this area of research. Besides, needs analysis helps in setting realistic objectives and value learners' contributions. However, contributors in this process do not always come to an agreement in their expectations naming learners, syllabus designers, and teachers. Munby (1978) wrote: "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners." (p.02)

As a teacher of ESP, conducting needs analysis before teaching English is seen as a necessary key feature in developing an understanding of: 1. what kind students one is teaching, 2. what do they want to know and why? In a word, needs analysis helps to clarify the new position that is meant to change a previous status (lacks) of the learner and achieve a specific stated goal (wants).

6. Methodology

Central to this study is teachers' attitudes who are directly involved in ESP teaching at the target university. Their views and perceptions about ESP teaching are important to have deep insights about the possible variables that influence ESP teaching, know more about their training qualifications to teach ESP as well as the contextual difficulties they encounter and, importantly, assess the quality of ESP content delivered to students from different subject areas. To do so, a choice of a quantitative research method is to be applied which was based mainly on the questionnaire as a tool of investigation. Dornyei (2007) agreed with Jordan (1997)'s claim who indicates that questionnaires are the most convenient when dealing with large scale of data in a short period of time. Thus, the questionnaire is a convenient means of investigation in this study as participants could provide flexible and convenient answers anonymously. It is meant for pointing out weaknesses, and challenges that prevent teachers from creating a suitable ESP teaching environment that could meet students' academic and professional needs. Thereby, to shed light on

the current practices of ESP teaching at Skikda University, data was gathered through a questionnaire administered to teachers who are in charge of teaching ESP at the faculties of Skikda university.

6.1. Setting, population and sampling

In her article "*Teaching ESP in Algeria: Requirements and Challenges*" published in 2011, Mebitil, N, highlighted that Algeria, as the rest of the globe, endeavors to implement and therefore, develop the use of English to ensure better communication and an easy way to get access to knowledge for students, workers, and researchers. Hence, in addition to the English department, English is also taught at other departments of the eight (08) faculties of Skikda university as a subordinate module. However, it seems that the less importance of ESP module prevents English

from development in the Algerian ESP contexts. In addition, most of English teachers recruited to teach ESP are part time teachers. They have little or even no preservice training in ESP. Some others are engaged in other job affiliations and have other professional duties.

Since the goal of this study is to provide insights about the ESP teaching at the Algerian university, the sample population focused on ESP teachers at the faculties of Skikda university. It is selected from the eight (08) faculties of institution; the faculties of technology, science, social and human sciences, law and politics, economics, management and commercial sciences and letters and languages in addition to the center of languages -which plays an important role in language teaching. We decide to work with all the faculties to cover the ESP difficulties encountered in each discipline and specialty at the university.

6.2.Data collection

Researchers in applied linguistics agree that questionnaires in second language research have no optimal sample size. However, Dornyei (2007) indicates that among the major guidelines to determine an appropriate sample size is that having 1% to 10% of the target population is adequate to represent an accurate sample of the population. Therefore, to know the total number of teachers of ESP at these faculties, an E-mail was sent to the deans of the faculties listed above asking about the number of ESP teachers recruited in each. (See Table 01) As a result, 47 teachers of ESP is the total number of teachers recruited in the faculties. They are distributed as follows: 09 teachers from the faculty of technology, 07 for each of the faculties of science, social and human sciences, letters and languages, and the center of languages. Whereas, 05 teachers from the faculty of law and politics, and 05 from the faculty of economics, management, and commercial sciences.

6.3. Developing the questionnaire

Questionnaire design for this study followed principles of designing questionnaires in second language research (Dornyei, 2007).

The questionnaire is divided into three parts: The first part consists of the participant biographical data. It is necessary for the purposes of this research to obtain data about the respondents' qualifications and teaching experience. Information about years of experience helps to compare participants' ESP teaching professionalism. The

second part tries to figure out teachers' profile in terms of the training received, method used in teaching ESP, teaching skills and knowledge about the students' specialism. Part three of the questionnaire was designed to provide data about the content taught and the materials used in teaching ESP and its compatibility with the of students' respective subjects.

The questionnaire was answered by all the teachers of ESP at the faculties of Skikda university in addition to the center of languages mentioned earlier. It consists of three pages and is designed to be answered within fifteen minutes. Dornyei (2007) stated that the optimal length of the questionnaire in second language research is

three to four pages and should not exceed a thirty minutes' completion limit. The questionnaire used in collecting data in this research contains 14 items. First, the responses for each item were manually coded in a Microsoft Excel document. Then, a statistical package Excel was used to generate the frequencies and percentages for each code item.

6.4. Piloting the questionnaire

The questionnaire was sent to a teacher from each faculty at the university of Skikda in addition to languages center for piloting its applicability and validity. A three evaluative questions section on format and content is attached to pilot participants' respondents. The teachers were required to answer the questionnaire then they complete the evaluation section. Responses to the evaluation section indicate that:

- All respondents agree that the format of the questionnaire is clear and well designed.
- All respondents answer the questionnaire in due time.
- All respondents find the questionnaire's items easy to understand, readable and clear enough.

After piloting the questionnaire, it was administered to the participants to collect data. 47 copies had been sent to all the teachers of ESP at Skikda University. After one week, we got back 45 out of the total number of the questionnaires distributed. This means that the percentage of participation is 95, 94% and two respondents who represent 4, 05% did not to give back the questionnaire for reasons they did not mention. One is from the faculty of technology and another is from the faculty of science.

7. Data synthesis

The analysis of the obtained data was quantitatively studied. Forty five (45) of ESP teachers from all the faculties of Skikda university replied. 08 from the faculty of technology, 06 from the faculty of science, 07 from social and human sciences, 05 from the faculty of law and politics, 05 from the faculty of economics, management, and commercial sciences, 07 from the faculty of letters and languages and 07 from the center of languages. Focus was put on the ESP teachers' skills needed to cope with the actual teaching requirements and the content taught. The following table and chart show the representation of population from each faculty. The number of teachers differs from one faculty to another because the number of students enrolled determines the number of teachers needed.

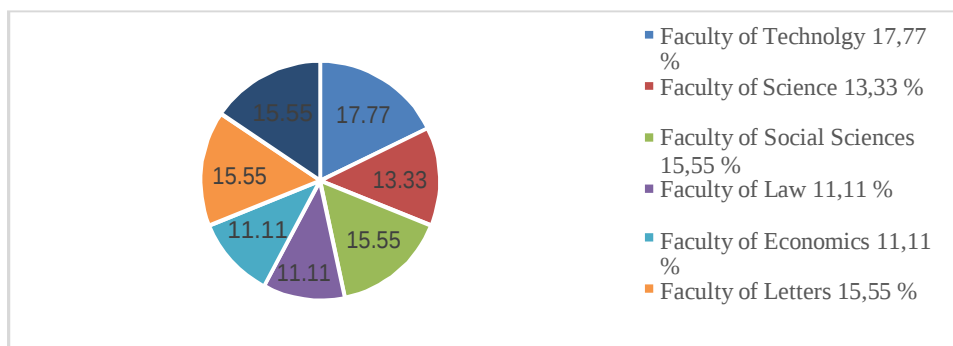
Table 01. *Sample Population of ESP Teachers at the Faculties of Skikda University*

Faculty	Number of teachers of English
Technology	09
Science	07
Social and human sciences	07
Law	05

The Specificity and Authenticity of ESP Teaching in Algeria:
University Teachers' Attitudes at Skikda
Farouk Bouafia

Economics	05
Letters	07
Center of languages	07
Total	47

Figure 01. Representation of ESP Teachers in the Sample Population from each Faculty



7.1. Research results on teachers' background knowledge and experience

This section consists of three questions:

❖ what is your specialty?

Results revealed that all the teachers are specialised in General English Language. This indicates that ESP might be new subject for teaching.

Table 02. Qualifications Teachers of English per Faculty

Faculty	Qualification			
	License	Master	Doctorate	Other degree
Technology	04	04	00	00
Science	02	04	00	00
Social and human sciences	05	02	00	00
Law	03	02	00	00
Economics	01	04	00	00
Letters (Departments of Arabic and French)	04	03	00	00
Center of languages	00	07	00	00
Total	19	26	00	00

❖ what is/are your qualification (s)?

Regarding the qualification item, it is clearly noticed that most teachers do vary in their qualifications between license and master's degree but none of them holds a doctorate degree. As the table illustrates above, most ESP teachers have a master's degree. Teachers might be aware of both 'specificity' and 'authenticity' as concepts, even if they do not know the terms.

❖ do you have any experience in ESP teaching?

Results revealed that most teachers are still novice and statistics show that teachers do not go beyond 3 years of experience for all of them.

7.2. Research results of the specificity of ESP teaching

The following results represent answers to questions from 4 to 9 which provide answers to the first research question. Answers are mainly related to teachers' attitudes towards what is going on in an ESP teaching class. Also, they seek to reach convincing answers to the weaknesses of ESP teaching and development in the Algerian university. The following data represents the most important results of questions of part two:

❖ Which language is used in your ESP class?

Table 03. *Frequencies and Percentages of Language Use in the ESP Class*

Language	Frequency	%
English	10	22.22%
Arabic (mother tongue)	00	00.00%
Both	35	77.78%

As the table shows, most teachers of English are bilingual. They use both Arabic and English. This might be helpful especially for enriching the linguistic repertoire specific to student's specialty.

❖ Do your students use English as means of communication in the ESP session?

Table 04. *Frequencies and Percentages of Students' Use of English in Class per Faculty*

Faculty	Response	Frequency	Percentage
Technology	Yes	03	37.50%
	no	05	62.50%
Science	Yes	02	33.33%
	no	04	66.66%
Social and human sciences	yes	03	42.85%
	no	04	57.14%
Economics	yes	01	20.00%
	no	04	80.00%
Law	yes	02	40.00%
	no	03	60.00%
Letters	yes	02	28.57%
	no	05	71.42%
Center of languages	yes	05	71.42%
	no	02	28.57%

When we triangulate the results of table four and table two, we find that students use of English is poor because they reflect the teacher's language use percentage.

❖ Did you receive any ESP training during or after your academic cursus?

Table 05. *Distribution of Frequencies and Percentages of Teachers' ESP Training*

Responses	Frequencies	Percentage
Yes	00	100%
No	45	00.00%

As the table indicates, none of the respondents received any training in ESP teaching during their academic cursus. This reveals that ESP teachers at Skikda university received general English training.

❖ As an ESP teacher, how could you evaluate your familiarity with the teaching methods?

Table 06. *Frequencies and Percentages of Teachers' Knowledge of Teaching Methods*

	Frequencies	Percentage
Very good	05	11.11%
Satisfactory	08	17.77%
Poor	25	55.55%
Very poor	07	15.15%

Concerning this table, results show that most teachers do have a poor knowledge of teaching methods. Teachers graduated with general English background. They are expected to teach ESP for different subjects.

❖ As an ESP teacher, which method is mostly used in your ESP session?

Table 07. *Frequencies and Percentages of the Teaching Approach mostly used in ESP Course*

Teaching Approach	Frequencies	Percentage
Grammar translation	18	40.00%
Direct method	02	4.44%
Communicative approach	06	13.33%
Competency based approach	06	13.33%
Task based approach	07	15.55%
Genre based approach	05	11.11%

Most teachers rely on grammar translation; because of the washback effect of terminology-oriented need of students. Teachers focus on introducing subject specialty vocabulary items to students with a particular reference to some grammar rules. Communicative and genre-based and other methods are rarely used by teachers. This can be interpreted in two ways: these methods are not familiar to them or the level of students in English is poor which pushed them to focus more on grammar translation.

7.3. Research Results on the authenticity of ESP Teaching Materials

Data from this section illustrates if the type of teaching materials provided in ESP class at Skikda University are authentic and professionally developed. Based on teachers' answers, we will try to elaborate on their suggestions some recommendations that we consider of pivotal importance to bring up this subject of ESP into the surface and rebuilt its content academically and professionally.

❖ As a teacher of ESP, how could you rate your familiarity with students' subjects?

Table 08. *Frequencies and Percentages of the Teachers' Knowledge of Student's Specialty*

	Frequencies	Percentage
Very good	03	6.66%
Satisfactory	04	8.88%
Poor	25	55.55%
Very poor	13	28.88%

Since teachers graduated from the department of English with general English qualification, it is expected that most of them will have a poor knowledge on students' subject.

❖ What is the nature of English taught at the departments you belong to?

Table 09. *Frequencies and Percentages of the Nature of the English Taught Skikda University*

	Frequencies	Percentage
General English content	40	88.88%
Language specific content	05	11.11%

As the table results present, general English content dominates the contents taught at the different faculties at the university of Skikda. This rather reflects teachers' personal efforts to develop their own content and materials.

❖ Which of the following elements is you mostly focused on your ESP course?

Table 10. *Frequencies and Percentages of the Elements focused on in ESP Course*

	Frequencies	Percentage
Grammar	18	40.00%
Linguistic repertoire	17	37.77%
Communicative skills	10	22.22%

The results of this question clearly explain and reflect the ESP content which is developed by teachers and addressed to students of different disciplines as well as the method used in delivering the content. Using grammar rules and enriching student's vocabulary manifests the use of grammar translation.

❖ To what extent using authentic teaching materials is important in ESP class?

Table 11. *Frequencies and Percentages of the Use of Authentic Teaching Materials Related to Students' Specialty*

	Frequencies	Percentage
Very important	12	26.66%
Somewhat important	10	22.22%
Important	08	17.77%
Not important	15	33.33%

Based on results shown, it is apparent that using authentic materials in teaching ESP is not important for teachers simply because they do not have the skills of material development, and they do not know about their students' needs.

- ❖ In the ESP lecture, do you adopt, adapt, or develop your own teaching materials?

Table 12. *Frequencies and Percentages on ESP Teacher Development of Materials Related to Students' Specialty*

	Frequencies	Percentage
Adapt other materials	13	22.22%
Adopt other materials	25	17.77%
Develop your own materials	07	33.33%

The results of this question revealed that most ESP teachers at the faculties of Skikda university adopt their teaching materials from other sources and references (most of them from internet). The use of these ready-made materials might not help them to meet their students' needs.

- ❖ What are the difficulties that you encounter when you undertake an ESP course?

This question is meant to spotlight the different obstacles that teachers face in undertaking any ESP class. Based on their answers, the main challenges are their ignorance of knowledge of the specialty of students and the absence of a well-designed course that meet students' specialty nature and their future workplace communicative needs.

8. Findings and discussion

Based on the results obtained from the answers of ESP teachers at the faculties of Skikda University, teachers' attitudes towards ESP teaching depict the status of ESP teaching in one of the Algerian academic contexts and the difficulties encountered

as well as the skills needed for a better ESP teaching. Teachers lack knowledge about ESP, teaching skills needed, and the authentic materials required. Results reveal that teachers need to reconsider ESP teaching in terms both *specificity* and *authenticity* in the Algerian context. In what follows, major findings are highlighted.

One of the major findings of this study was that 88.88% of ESP teachers confirm that the English taught at the level of the faculties of Skikda university do not go beyond general English and has nothing to do with students' specialties on one hand and the Algerian context on the other. According to them, this is caused by the lack of ESP knowledge, teaching methods and skills to successfully achieve the course objectives. Most teachers encounter different levels of difficulty in their ESP courses depending on students' subject, the nature of the learning environment, the communicative skills that ought to be developed and the needs of the market as well. It is stated that many teachers have not been trained for teaching ESP which is not

perceived as something important to ensure effective ESP teaching.

Despite that, the problem of ESP teachers at Skikda University is not only training, which must be tailored to student's specific purposes. ESP teachers need authentic materials to back up their task. The second part of the questionnaire discusses thoroughly the type of ESP content delivered in the Algerian university. Surprisingly, it was found out that English language content taught is almost the same in all the faculties of the University of Skikda. Teachers also mentioned the importance of collaborating, cooperating, and working as an institution to develop ESP materials. They also referred to training teachers to the efficient use of these materials to specific teaching learning contexts, which are expected to be disciplinary based. It is even needed to update both teachers training and materials if necessary, to cope with workplace needs. This could be realized and fostered by teachers' initiations to innovate, create, and vary strategies and techniques of adapting and adopting teaching materials and content according to what suits the students' needs.

Moreover, it is noticed from teachers that students have a kind of willingness to learn English. They are aware of their need to develop their skills and fit in their workplace communicative requirements. Yet, the content delivered, and the method used in teaching make them feel bored and find this module odd.

9. Conclusion

To sum up, ESP teachers of Skikda are eager to develop the necessary teaching skills to fit in the ESP teaching context in Algeria. Yet, the mere adoption of ESP contents and programmes or materials to different subject areas of students would be inefficient especially that they are implemented in different contexts of use.

Therefore, to remedy the state of ESP teaching in terms of specificity and authenticity, we recommend two suggestions at the short-term level and at the long-term level; the former works for the teachers of ESP who need to have their awareness about the specificity of students' specialty raised. In addition to that, the respective departments at Skikda university should provide teachers of ESP with instructions about how they develop courses based on the needs of students (Authenticity). The

latter addresses curricula designers and stakeholders to propose canvas and programmes to equip teachers with the necessary authentic teaching materials which fit in the student's different specialties and needs. Yet, once in the workplace, and in case graduate employers show weaknesses in communicative skills, they should be provided with due training on an ongoing basis.

To sum up, this study tried to explore the state of ESP teaching at Skikda university, however, conducting research in other universities in Algeria would better argue for the generalisability of results.

References:

1. Basturkmen, H. (2006), *ideas and options in English for specific purposes*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

2. Bhatia, V. K. (1993), *Analyzing genre*. London: Longman.
3. Berwick, R. (1989), *needs assessment in language programming: from theory to practice*, in: Johnson, R. K. (ed). *the second language curriculum*. pp.48-62. Cambridge: Cambridge University Press.
4. Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
5. Dudley-Evans, T. & Jo St John, M. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
6. Harmer, J. (1983). *The Practice of English language teaching*. Longman: USA
7. Henry, A., & Roseberry, R. L. (2001). Using a small corpus to obtain data for teaching a genre. In Ghadessy, M., Henry, A., & Roseberry, R.L. (Eds.), *Small corpus studies and ELT* (pp. 93-134). Amsterdam, Philadelphia: John Benjamins Publishing.
8. Howard, J. and Major, J. (2005). Guidelines for Designing Effective English Language Teaching Materials. Seoul, South Korea: Ninth Conference of the Pan-Pacific Association of *Applied linguistics*, Oct (2004), 101-109
9. Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
10. Hyland, K. (2002). Specificity Revisited: How Far Should We Go?. *English for Specific Purposes*, 21(4), 385-95.
11. Jordan, R.R. (1997). *English for Academic Purposes: a guide and resource book for teachers*. Cambridge University Press
12. Mackay, R. and A.J Mountford (1978). *The teaching of English for special purposes: theory and practice*. In R. Mackay and A.J Mountford (Ed.). *English for specific purposes: A case study approach*, pp. 02-20. London: Longman.