English for Specific Purposes Teaching Practices: Teachers' Perspectives

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Abstract

Globalisation has significantly impacted multiple spheres, with the educational sector being no exception. The increased prevalence of the English language as a lingua franca, which bridges the gap between native and non-native speakers, is a notable outcome of this global phenomenon. This level of proficiency has increasingly become a vital asset for individuals navigating complex academic and professional environments across various disciplines. In particular, non-English speakers frequently encounter linguistic and cultural barriers that can impede their pursuit of educational and career goals due to the inadequate proficiency of the target language. In response to these demands, English for Specific Purposes (ESP) has emerged as a specialised discipline designed to suit individuals' specific needs. The present study investigates the current status of ESP teaching practices in Algerian universities, shedding light on the case of Ahmed Draia University of Adrar. In such an endeavour, the study included interviews with seven ESP teachers representing various academic departments, where English is a standalone or independent module within the same university. The participants were asked to react to and evaluate, as well as comment on, the current ESP practices in Algeria. ESP courses need to incorporate more practical and real-life contexts in Algerian universities to enhance learners' communication skills and prepare them for future careers. The results obtained from the teachers' interviews revealed critical insights into current ESP pedagogical practices and challenges within the Algerian university context. The findings revealed that effective delivery of ESP instruction in Algerian universities necessitates substantial modifications and reforms to enhance the outcomes for teachers and students. Teachers should continually participate in ESP training programs as part of their professional development.

Keywords; Course Design; ESP Practitioners; Professional Development; Teaching Practices; Training.

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Introduction

Teaching ESP has undergone tremendous and critical developments in different educational contexts. Each ESP context in which the learners are operating or will operate presents unique needs, challenges, and teaching practices. The vocabulary, language skills, and cultural knowledge included in ESP courses are selected based on the learner's relevance to a particular field or discipline (Ahmed, 2014). Accordingly, ESP appears to be context-specific rather than universal, where similarities can be identified across various teaching contexts (Hutchinson & Waters, 1987). Despite the shared features, ESP is approached as a distinct subject within each context. In light of the Algerian higher educational setting, such an approach has become a paramount demand for teaching special English to students in different fields of study. Many Algerian universities offer ESP courses to equip students with the language skills and field-specific knowledge required for their academic and professional endeavours. Thus, incorporating English language instruction at the undergraduate, graduate, and doctoral levels has significantly increased demand within higher education.

The ESP course must incorporate relevant and authentic materials and tasks specific to the students' intended profession or field, ensuring that they acquire the necessary language skills and knowledge to function effectively in the target situation. Benyelles (2013, as cited in Assassi, 2021) points out that the present curriculum, as suggested by Algerian ESP practitioners, should be directed towards providing students with English courses designed to enhance their academic and professional skills. Basturkmen (2006) emphasizes that learning language in the ESP context is not simply for general education but to facilitate entry and enhance proficiency in academic, professional, and workplace environments. In essence, ESP courses aim to assist students in achieving expertise in their chosen fields using English. However, recent studies have seldom explored the underlying reasons for Algerian university students' lack of interest in ESP despite its increasing importance in academic and professional fields. The present research takes a narrow perspective to investigate the status of ESP in Algeria, considering the case of Ahmed Draia University teachers' perspectives. The study aims to answer two research questions:

1.   How do Algerian ESP practitioners design a practical course that suits the learners' needs?
2.   What professional development opportunities do ESP practitioners in Algeria need, and how do these impact their teaching practices?

The present paper contributes to the existing literature by examining the underlying factors contributing to students' disinterest in ESP learning. It also highlights the critical importance of continuous professional development and training for ESP teachers. Such initiatives are critical for equipping educators with the necessary skills and knowledge to address the unique challenges of ESP teaching, thus improving learning outcomes.

1.   Literature Review

With its myriad national borders, the world has been effectively transformed into a single interconnected village due to globalisation. This phenomenon has facilitated the exchange of goods, information, and ideas across nations, developing a sense of interconnectedness. As the first language for many, English has emerged as the current lingua franca, serving as a common means of communication among diverse linguistic groups. Consequently, the use of English in non-native countries has become increasingly essential. In other words, teaching English has increasingly become an all-embracing demand and, simultaneously, a rewarding experience for people who do not share a single tongue. English is now recognised globally as the language of international communication, making its learning a worldwide demand. The rise of the internet and globalisation has further

accelerated the demand for English language teachers. Many companies require proficient English among their employees to facilitate communication with colleagues and clients worldwide.

1.1.   *English for Specific Purposes*

 ESP emergence can be traced back to the 1960s as one of the most active branches of Applied Linguistics. Broadly, teaching Language for Specific Purposes (LSP) has historical roots that extend as far back as the Greek and Roman empires (Dudley-Evans & St John, 1998). According to Strevens (1977), the history of LSP has its roots back at least half a century. Researchers believe this discipline emerged for three significant reasons: the demands of a brave new world, a revolution in linguistics, and the focus on the learner (Hutchinson & Waters, 1987). The period following World War II was a significant turning point in economic, scientific, and technical activities. Such development significantly increased the need to learn English for communication and everyday purposes. Focus on how language is used in real situations is necessary as doctors and engineers cannot use the same form of English. Accordingly, discourses vary based on the context. Learners have different needs and interests, which requires teachers to use varied strategies. These demands gave rise to ESP as a field that focuses on teaching English to learners with specific goals or needs related to their professions or areas of study, tailoring the course to their needs with relevant skills. Overall, ESP is the direct result of the three leading factors.

ESP refers to teaching English language skills directly relevant to a specific profession or occupation. However, some researchers claim that defining this approach is a problematic task. The needs of the learners are to determine what kind of ESP course to be taught (Mackay & Mountford, 1978). Hutchinson and Waters (1987) claim that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). Strevens (1988) argues that providing a straightforward definition of ESP proves to be a challenging endeavour. ESP is also based on individuals' specific goals and needs, whether academic, occupational, or scientific (Robinson, 1991). According to Dudley-Evans and St John (1998), ESP is a field of applied linguistics that enables non-native English speakers to acquire the necessary communication skills to meet their academic or professional requirements. Hence, ESP eludes a fixed definition due to its adaptable nature and the diverse evolving learners' needs.

1.2.   *Teaching ESP and the Teacher's Role*

ESP teaching is crucial for learners to meet language proficiency demands and survive in the international marketplace. The framework is outlined according to the distinctive demands, where linguistic proficiency and specialised expertise synthesis become necessary. ESP aligns language skills enhancement with the precise requisites of diverse occupational or academic spheres. Accordingly, the ESP course is designed to provide learners with the specific language skills needed to communicate effectively in their respective fields. It serves as a language bridge, focusing on industry-specific jargon, terminology, discourse structures, and communication styles in different professional or academic domains. Lamri and Hamzaoui (2018) highlight that ESP course content is tailored to the learners' needs and objectives, focusing on practical language use in real-world situations. Accordingly, the course empowers learners to navigate complex communication scenarios in both spoken and written discourse. Teachers play a vital role in customising the course content by employing varied teaching methods that cater to learners' diverse needs. ESP teachers, thus, need to learn how to adapt their teaching skills to meet the learners' specific needs and develop appropriate lesson plans.

Many researchers argue that ESP teachers play more complex and dynamic roles than General English (GE) teachers. According to Dudley Evans and St John (1998), an ESP instructor is a "practitioner" whose role extends beyond traditional teaching boundaries as a language learning facilitator. However, other scholars find it reasonable to retain the term "teacher", advocating that ESP instructors still fulfil the fundamental teaching role. Strevens (1988) claims that an ESP practitioner is a general English teacher unexpectedly tasked with teaching a special needs student. Benyelles (2009) considers the teacher an "instructor, facilitator, advisor, monitor, co-communicator, classroom manager" (p.21). Their diverse views highlight the dynamic nature of the ESP teaching role. Benyelles (2009) further emphasises an ESP teacher's different roles in a more developed and established framework. Thus, both perspectives contribute to understanding the complexity and evolving nature of ESP teaching.

Dudley Evans and St John (1998) mention the most common roles of any ideal ESP practitioner: teacher, collaborator, course designer, material provider, researcher, and evaluator. The ESP practitioner is a teacher responsible for creating suitable learning and teaching opportunities and applying appropriate teaching methods that cater to the specific needs of the learners. S/he needs to maintain communication with peers in various settings and subject-area teachers to stay updated about teaching practices and trends and enhance their teaching expertise. Collaboration helps design a tailored course that meets the specific needs of the learners and select the appropriate materials to ensure that the ESP programs are effective. In such an endeavour, ESP teachers must research the subject matter to ensure they prepare appropriate materials that meet the learners' specific needs. They should assess the syllabus's effectiveness before developing the course materials, considering feedback on its efficacy and validity. ESP practitioners must possess the knowledge and skills to design and implement an adequate system that assesses learners appropriately, evaluates the effectiveness of the course, and ensures that the syllabus and teaching materials remain relevant.

Ongoing training and professional development are essential for ESP practitioners. Enhancing professional skills through targeted training programs and workshops can significantly improve ESP education. ESP teachers often use self-training to improve their skills and deepen their knowledge in specific areas (Master, 1997). According to Chen (2000, as cited in Boudersa, 2018), "the ESP profession faces twin problems, namely lack of teacher training programs in many areas of the world and the dissatisfaction with conventional theory-into-practice training models" (p. 389). However, self-training presents challenges in effectively integrating specialised knowledge with pedagogical strategies that meet ESP learners' diverse learning styles and needs. Errey (2001) stresses the importance of thoroughly understanding and applying the established principles, methods, and practices in the teaching of ESP. Similarly, Farhady (2005, as cited in Boudersa, 2018) argues that teachers must be equipped with ESP's latest theories and developments. It is essential to increase awareness, improve resource availability, and enhance instructor training to foster the growth of ESP education. Such strategies empower learners to acquire the language skills necessary for professional success.

1.3.   *ESP Teaching in Algeria*

Algeria has acknowledged the importance of incorporating the English language across various sectors. This initiative seeks to improve learners' communication abilities nationally and internationally in various disciplines. Although Algeria was considered the least equipped nation for language planning due to the French colonization, the Algerian government has been actively working to foster the English language in education and beyond to meet the evolving needs of learners (Daoud Brikci, 2012). In recent times, Algeria witnessed a significant shift in language preference, with English increasingly gaining prominence over French. Although it has long been a prioritised foreign language and widely

used across the country, French is now experiencing a decline in dominance as English continues to rise in popularity and usage (Assassi, 2021). Algerian decision-makers are earnestly trying to apply specific types of English in higher education. As the country progresses steadily towards using English in specific domains to thrive and survive in the globalised world, the emphasis on this language education in Algeria has intensified and becomes a primary demand. Hence, this demand has led to the widespread adoption of English for specialised purposes within educational institutions.

Although ESP courses are offered and stressed, they have not achieved all the necessary prominence in Algeria. One of the common reasons for the limited prominence of ESP education in Algeria could be the historical emphasis on general English language education. Traditionally, English language instruction in Algeria focused on developing general proficiency rather than catering to specific academic or professional needs. In most cases, Algerian university students are taught GE or random ESP courses, which would not give them better communication skills (Benmansour Benyelles, 2013). Many universities nationwide opt for GE courses or rely on translated terminology rather than tailoring their curriculum to meet the learners' needs. Such courses often have a limited role in promoting learners' language proficiency in their respective, resulting in a lack of motivation and classroom interaction. Indeed, many students have had the least experienced, non-organized, and non-motivational ESP courses. Boudersa (2018) emphasises the critical need to enhance these students' English language skills through specialised courses in their fields of study. This approach is essential to equip them adequately for the diverse future tasks they will encounter in their professional endeavours.

Despite the strong emphasis on teaching ESP in Algerian universities, ESP practitioners and learners are still grappling with several issues related to the implementation of ESP courses. Such issues can stem from the lack of pre- or in-service ESP practitioners' training targeted to adequately prepare them to address the specific needs of their learners. According to Daoud Brikci (2012), this lack of training generates a rising demand for general English teachers to teach specific fields. Another serious issue is the time allotted to teaching ESP, where it is limited to only a period of one hour and a half per week (Bouabdallah & Bouyacoub, 2017). The presence of heterogeneous groups creates a more challenging environment for ESP teachers. The diverse learners' backgrounds, abilities, and learning styles within heterogeneous classrooms require more individualized attention and more preparation. A further leading challenge is the absence of cooperation and collaboration among ESP teachers and subject specialists (Bouabdallah & Bouyacoub, 2017; Boudersa, 2018). Hence, the study's gap lies in the insufficient research that addresses challenges faced by ESP teachers and learners and the alignment of ESP curricula with the specific needs of professional fields that could lead to improvements in ESP teaching and student outcomes in Algeria.

2. Methodology

The present research was conducted at the University of Adrar, located in the south of Algeria, where the English language is taught across different departments, other than the English Department, as an independent module. A hybrid interview approach, blending online and onsite methods, was selected to address ESP teachers at the university level effectively. Most teachers approached for interviews were the researcher's colleagues, while others had previously served as the researcher's instructors. Such a pre-existing professional and academic relationship facilitated the scheduling of interviews, as it fostered a sense of familiarity and mutual respect, thus simplifying the coordination process and enhancing the willingness of participants to contribute to the research. Overall, the present study addressed seven ESP teachers from different departments at Ahmed Draia University of Adrar. The interviewees, a blend of seasoned and new teachers with expertise in GE and ESP, include part-time

master's and doctoral students or degree holders, all of whom voluntarily consented to participate and fulfil the requirements of the present study.

The qualitative method, specifically interviews, is decisive for gathering in-depth insights and understanding individuals' experiences, attitudes, and behaviours. Within the present study context, such an approach allows an in-depth exploration of teachers' views, experiences, and pedagogical strategies specific to ESP in Algerian universities. Interviews allow for depth and detail; by engaging directly with participants, researchers can ask open-ended questions, follow up on exciting responses, and explore topics conversationally. Accordingly, the researcher aimed to delve into how teachers adapt teaching methods to meet the specific needs of their learners, the challenges they face in course design and implementation, and their perspectives on the effectiveness of ESP teaching strategies in enhancing students' language proficiency for their specific fields.

2.1.   Interview Type and Aim

The methodology employed in the present study involves conducting interviews with teachers. According to Nunan (1992), interviews are "the elicitation of data by one person from another through person-to-person encounters" (p.231). They can be varied and categorised into different types, such as unstructured, semi-structured, and structured. Selecting a specific tool is influenced by the research's nature and the level of control the interviewer intends to maintain. Accordingly, a structured interview was chosen as the data collection tool, consisting of a predefined set of questions in a specific order prepared in advance. This tool allows the interviewer to maintain a certain level of power and control throughout the interview process. Any misunderstandings or unclear information can be addressed and clarified immediately during the information exchange. The primary objective of the interview was to gain a comprehensive insight into the teachers' perspectives regarding ESP teaching practices in Algeria. Thus, this tool aims to enrich the understanding of how teaching practices are influenced by and adapted to the country's educational and cultural context.

2.2.   Interview Description and Analysis

The interview was conducted with only seven ESP teachers. Each interview lasted approximately 20 minutes, during which teachers were encouraged to express their ideas freely. In addition, the respondents were allowed to switch to Arabic, Algerian Arabic, French, or any other language/ dialect if they found it challenging to find English words. Furthermore, both the interviewer and participants had the chance to request additional information, which helped achieve a thorough understanding and provide a clear description. Four teachers were concerned with a face-to-face interview within the study's context. In contrast, the remaining three were concerned with a virtual interview via Google Meet, a modification necessitated by the university's closure during the summer holidays. Most of the answers were recorded to use them as direct quotes. For such an endeavour, the participants have been informed that their answers might be recorded for data analysis purposes, while they remain anonymous.

An in-depth analysis of the teachers' responses from the interview offers an outstanding and deep understanding of contemporary educational challenges and opportunities. Their perspectives, drawn from extensive experience, are crucial in simplifying educators' experiences, opinions, and suggestions within the context of ESP. The researcher transcribed the interview verbatim in the data analysis process by listening to the recording and typing voices. Following this step, the researcher labelled the text segments with codes that summarise the essence of the text, then organised the data into meaningful groups through thematic analysis. The researcher opted for member checking to ensure the interviews consistently produce accurate and dependable data across different contexts. This process

refs to the participants' data validation, checking for accuracy and validity. Therefore, the researcher returned the interview transcripts and summaries to the participants for confirmation and clarification, ensuring that the responses truly reflect the participants' perspectives.

1.   How long have you been teaching ESP, and what motivated you to specialise in such an area?

Table 1: ESP Teaching Experience Duration

Duration	Numbers	Percentages
Less than 1 year	0	0%
1-2 year(s)	1	14%
3-4 years	4	57%
More than 4 years	2	29%
Total	7	100%

The table indicates that most respondents have 3-4 years of ESP teaching experience. For an in-depth investigation into their experience, most teachers hold doctoral degrees, and only two hold master's degrees in English linguistics and literature. Within the second part of the question, interviewees expressed satisfaction in helping learners acquire language proficiency, which directly contributes to their success in specific professional or academic domains, especially in business. They argued that ESP teaching enables them to customise their curriculum to meet the students' needs. Teachers also maintained that learners acquire only the language skills necessary for effective communication. They added that specializing in ESP provides opportunities for continuous professional development to enhance their expertise and allow them to incorporate current industry trends into ESP instruction.

2.   Have you ever been a GE teacher? How does ESP differ from GE?

The respondents reported that they were all involved in teaching GE at a particular stage in their careers. According to them, GE broadly enhances overall English proficiency, while ESP is highly specialized in targeting skills necessary in specific fields. They added that the former course offers universal curricula highlighting common linguistic structures, everyday vocabulary, idiomatic expressions, and cultural aspects. In contrast, the ESP course is tailored to the learners' specific needs, with narrower, more technical, and directly relevant content to their fields. Learners of GE often have diverse backgrounds and motivations, while ESP learners usually have a clear objective of learning English, often for academic or work-related endeavours. Accordingly, the teaching methods in GE aim to promote overall language proficiency in various settings, whereas ESP teaching employs practical approaches that focus on specific and real-life scenarios in the learners' professional or academic worlds.

3.   Have you ever participated in specialised ESP training programs or courses prior to commencing your role as an ESP teacher?

Only two teachers have been engaged in an ESP training course. However, this does not indicate that the remaining teachers lack experience in this area. The remaining interviewees claimed they specialised in ESP as a university major or received ESP courses as a learning module throughout their academic journey. As reported by the teachers, the training typically includes methods for developing specialised vocabulary, teaching language skills relevant to specific fields, and integrating real-world materials into the curriculum. In addition, the program involves understanding learners' cultural and professional contexts, considering that the teaching is not only linguistically accurate but also culturally and professionally appropriate. On the other hand, the ESP major and module include an in-

depth coverage of ESP genesis, characteristics, types, stages, needs analysis, course design, material production, and evaluation.

4. How do you conduct needs analysis for your ESP students to accurately identify and address their specific language needs?

The interviewees provided a step-by-step guide to analysing their learners' needs. All the participants shared the same viewpoint of conducting a successful needs analysis. They claimed that the process begins by understanding the specific context in which students will use professional or academic English. The following step includes an overall assessment of students' current proficiency in English through tests, quizzes, interviews, focus group discussions, or diagnostic assessments to identify their strengths and weaknesses.   Based on the data collected, the teacher sets clear and achievable learning objectives that align with the learners' specific needs and goals, then designs the course structure and selects materials that address the identified needs.

5. How do you select the content of your course?

In response to the fifth question, the teachers reported various strategies and methods to select the course content. Some of the participants engage with students, either through pre-session negotiations or informal discussions. For instance, one teacher reported, "I usually ask my learners what topics they find interesting in their field." Another teacher devotes "a pre-session to negotiate the topics" with learners. Other teachers collaborate and consult with the subject matter or specialized teachers to identify topics that may engage students effectively. In that instance, one participant claimed, "I ask the subject matter teachers when things get out of control." In addition, one of the participants claimed to adhere to the administration's-imposed list of lessons and tailor them based on the learners' needs and levels. Some teachers rely on external academic resources such as websites, books, and digital platforms.

6. How do you adapt your teaching material to align with your students' specific needs?

The teachers' initial step in adapting teaching methods involves understanding students' needs and employing various tools and strategies to assess their strengths, weaknesses, interests, and goals. Following this, teachers tailor their instruction to meet learners' needs, providing multiple opportunities for learning and demonstrating knowledge. Considering students' perspectives is also essential to align materials with learners' needs. According to the interviewees, this approach empowers students by giving them a role in planning, implementing, and evaluating lessons. Collaboration with colleagues and administrators is vital for sharing resources and feedback. Some respondents recommended engaging in professional learning communities and mentoring programs as an essential move. The final step involves reflecting on their practices to evaluate the effectiveness and impact of their teaching methods on students' learning.

7. What are the main challenges you encounter when teaching ESP?

Responding to the seventh question, the interviewees identified several significant challenges in ESP teaching. The primary concerns reported are the time and effort required to design an ESP course and adapt relevant material to effectively address the specialized jargon and communication practices of specific fields. Students' varying levels and learning styles is another significant challenge, especially within a limited time. Students' motivation is also subject to criticism, where they "are often unmotivated to learn foreign languages, and the number of absences affects the teacher's role." Relying on word-for-word translation further slows learners' grasp of knowledge and hinders effective learning and efficient use of class time. Furthermore, one of the participants reported that there is "a lack of ready-made teaching materials and resources related to ESP, and even the available resources are difficult to access." The lack of readily accessible ESP teaching resources further hinders the learning

process through several factors, such as "the large number of classes, students' low level in English, time constraints, lack of resources, the module's low coefficient, and lack of practice." Finally, the inconvenient scheduling of the ESP module is a significant challenge that results in students' poor attendance.

8. What motivates Algerian students to learn ESP, and how do you leverage this motivation in your teaching?

When addressing the eighth question, the participants highlighted various motivational strategies for Algerian students to learn ESP. Offering job opportunities requiring English is one of the leading strategies that motivates students to learn ESP. In that vein, one of the participants reported, "the employment and the provision of new job positions that require English language proficiency in specific domains." The teacher leverages this motivation by employing real-life scenarios into teaching. The international necessity of English for career advancement, including access to internships, scholarships, and international job positions, is also a recognized motivational factor. According to the interviewees, "the requirement for many jobs and international companies, providing better career prospects" and "the urge to apply for different internships and scholarships abroad in the future" serve as drivers of motivation.

Additionally, the strong desire to access a broader range of digital content and technical resources in English without relying on translation can be motivating for students. It is reported that this factor can be leveraged by "creating a foreign language atmosphere" and devoting "practical sessions and technology integration." Teachers also argued that the desire to avoid exclusion from the module is a significant motivational factor to attend ESP sessions. In that vein, giving extra marks for assignments can serve as a strong incentive. Furthermore, the department's policy process of making such a module mandatory to conduct research at the final levels was reported as an external factor where "students are obligated to indulge in such an approach—whether they accept it or not." To support this requirement, the participants claimed that dedicating additional sessions can facilitate such a process.

9. What ESP teaching professional development opportunities have you had access to?

Teachers declared they engage in workshops, seminars, conferences, and symposia devoted to ESP curriculum development. They often allow them to access presentations by leading experts in the field and provide opportunities for sharing best practices. The interviewees also claimed that engaging with the ESP community of practice, including peer observations, collaborative research, or mentorship programs, is valuable in professional development. The participants also mentioned that the university provides in-service training tailored to the needs of ESP teachers, including language development, pedagogical training, and technology integration. They further added that such development helps employ better teaching strategies to address students' specific language needs and effectively manage the classroom. For them, these programs boost teachers' confidence, which is reflected in the classroom and leads to greater motivation and enthusiasm.

10. Where do you see the future of ESP teaching in Algeria heading, and what anticipated changes or emerging trends might influence its direction?

In response to the last question, the interviewees anticipated the future status of ESP teaching in Algeria and proposed several reformulations. First, motivating university students to learn ESP is strongly interlinked with the expanding demands for technical skills in different landscapes. Within this context, one of the interviewees suggested that the technical fields need to be taught in English rather than French to align with global trends and prepare students for future changes. Moreover, the interviewees claimed that the gradual shift towards teaching English instead of French in higher education requires critical consideration to prepare learners and motivate them to engage with the ESP course.

For ESP to achieve wider recognition in Algerian universities, prioritizing ESP training is crucial. The participants suggested that focusing on training ESP teachers and fostering collaboration among subject-matter experts, administrative staff, and learners helps achieve the prominence of ESP in Algerian universities. According to one of the interviewees, "ESP teacher training programs should receive greater attention in higher education. It is not only the teacher who should consider these programs; the government should be responsible for this kind of reform by maintaining training programs for ESP teachers." The participant's perspective suggests that not only ESP teachers are concerned with engaging in such training programs, but the government should also put a strong emphasis on supporting and developing ESP teachers' training programs. For these programs to yield better outcomes, ESP stakeholders need to consider providing graduate students with "the actual, real-time training pieces followed by feedback" to prepare students for professional life.

One of the major concerns regarding ESP in Algerian universities is relying solely on theoretical teaching. As reported by an interviewed ESP teacher, the lack of practical sessions would result on "making learning an endless and useless circle, turning around the same subjects with no benefit; perhaps the only benefit students seek is better exam marks." To address this issue, the participant recommended incorporating more practical activities into the curriculum to enhance the relevance and impact of ESP learning. Finally, the present approach to ESP tends to be more teacher-centred, limiting the learner's engagement and involvement in the learning process. ESP, by nature, is a learner-centred approach, where "learners should get more practice in diagnosing and analysing needs and designing courses." The participant argued that the shift towards learner-centredness will help empower ESP learners and motivate them to take ownership of their learning.

3.   Discussion of the Findings

Through years of experience, teachers develop an in-depth knowledge and rich comprehension of the complexities and intricacies of their field, significantly enhancing their motivation and expertise in the subject matter. Teachers put forth extra effort to help learners succeed when motivated (Dudley Evans & St John, 1998). The participants' motivation has been driven by their willingness to help learners acquire language proficiency, customize and design the course according to the student's needs, and access dynamic opportunities for ongoing professional growth. They have begun their training with GE, covering the foundational aspects such as grammar, vocabulary, and language skills. Such aspects serve as the fundamental knowledge for any English language teacher. One would not move towards specialisation without first learning the basics of any language. Teachers with a rich background in GE can specialise in ESP as they gain more experience and develop an interest in specific fields. The demand for English in specific domains has significantly increased, prompting practitioners to adapt their teaching approaches and focus on ESP to meet these evolving needs (Boudersa, 2018). Many GE teachers pursue further training or qualifications in ESP as part of their career development.

ESP training programs nowadays are increasingly gaining prominence as they cater to the requirements of professionals in the workforce and students in academic settings. They help teachers develop linguistically rigorous courses and are practically relevant to students' professional or academic endeavours (Boudersa, 2018). The participants' experience with the field as a significant learning module can be considered training. Both training and learning involve pedagogical strategies that offer teachers the necessary abilities and expertise to provide more targeted, efficient, and relevant English language education. Within the training programmes, the course content is critical since it directly influences the effectiveness of the learning experience (Hutchinson & Waters, 1987). The teachers' selection of the ESP course is driven by the learners' needs and proficiency level. Conducting a successful needs analysis by systematically examining learners' objectives is crucial for ESP course

effectiveness, enabling participants to tailor content and materials to specific language skills (Benyelles, 2013). These needs help teachers employ different strategies to assess students' strengths and weaknesses, which is invaluable in tailoring instructional content and adapting the material to meet the specific needs of each learner.

Teaching often presents challenges that require creativity, patience, and a deep understanding of diverse learning styles and needs. The participants' challenges highlight that the need for a thorough understanding of specialised jargon and communication practices makes designing and adapting ESP courses time-consuming and effort-intensive. Dealing with the diverse levels and styles of a large group of students further renders the teaching process (Master, 1997). In addition, learners' motivation is a significant concern, as irregular attendance and a preference for direct translation hinder learning. The limited practical application, irregular timings, a low course coefficient, and non-mandatory attendance also pose significant barriers and affect the student's motivation (Lamri & Hamzaoui, 2018).   The interviewees' challenges highlight the multifaced nature of ESP that emphasises the need for innovative and tailored approaches to teaching and curriculum design.

Algerian students' motivational factors addressed by the participants encompass both professional and personal growth opportunities (Assassi, 2021). English proficiency is crucial for employment and job opportunities, especially in international companies. This proficiency drives the integration of real-life scenario tasks in teaching to enhance relevance and engagement. Additionally, the desire to pursue internships and scholarships underscores the crucial role of English proficiency in facilitating global mobility and accessing diverse opportunities. Understanding technical resources through practical sessions and technology integration into learning in English is also crucial for students. Besides, higher-level research requirements in English drive students to enhance their language skills, addressed through dedicated sessions. Lastly, earning additional marks and the need to fulfil curriculum requirements also play a critical role in motivating students. This extrinsic motivation is addressed by aligning language learning with measures of academic success.

The participants hold an active role in ESP professional development activities. Workshops, seminars, conferences, symposia, and online courses enhance learning, networking, and information exchange and foster a sense of belonging in the ESP community. These approaches not only help teachers deepen their understanding of the field but also equip them with the necessary skills to address the diverse needs of learners. The participants also acknowledge the support provided by their universities in the form of in-service training, which strengthens their teaching methods and keeps them updated with the current trends in the field. Such programs equip teachers with strategies optimised for the learner's specific language needs and boost their confidence, not merely personal gain (Errey, 2001). The increase in confidence positively affects the classroom environment and learners' engagement in the learning process.

The teachers' expectations of ESP's future in Algeria reveal a mix of optimism and pessimism. Many believe the demand for ESP will grow due to technological advancements and changing student interests. They suggest that technical fields should shift to English instruction, supported by the consensus that it will eventually supplant French in higher education (Boudersa, 2018). The interviewees suggest enhancing ESP programs in duration and emphasis to facilitate this transition. The pessimistic view concerns the present lack of practical application in Algerian universities. This gap between theory and practice leads to a cycle of rote learning with little real-world benefit. Critiques also target the teacher-centred approach prevalent in ESP teaching, arguing for a more learner-centred methodology that emphasises practical skills.

Conclusion

In a nutshell, ESP instruction in Algerian universities requires significant changes and reforms to deliver improved outcomes for both teachers and learners effectively. Education stakeholders should emphasise continuous professional development programs, enabling ESP teachers to stay current with the latest pedagogical approaches. The following recommendations are drawn from the present research:

✓ Ongoing professional development is essential for ESP practitioners to stay updated with new developments and meet their students' specific needs.
✓ Encouraging learner-centredness and incorporating practical sessions for ESP teachers is necessary to enhance their pedagogical practices, adapt to the unique demands of ESP instruction, and equip learners with the proficiency needed for success in their fields.
✓ Technology tools, such as multimedia materials, and digital platforms, are essential to keep pace with the demands of the globalised world. They enable ESP learners to develop the necessary language skills within a contemporary and technologically advanced context.
✓ Meticulously scheduling ESP session timings and enhancing the course's coefficient across different departments is crucial since they are the key motivating factors for learning.

Still, existing research indicates a high demand for further investigation into this topic.

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