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Title

The Role of ESP Teacher: A Matter of Controversy

The case of ESP teachers at KMU Ouargla

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Dedication

I dedicate this work to:

The sun that lights my life'' my mother''

*My beloved sister Djamila, who provided me with the comfortable environment to
finish this work*

To the dearest persons to my heart

All my family

Wafa

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List of abbreviations

CLT: Communicative Language Approach.

GE: General English.

EAP: English for Academic Purposes.

EBE: English for Business and Economics

EFL: English as a Foreign Language

EGP: English for General Purpose

ELP: English for Legal Purposes

ELT: English Language Teaching

EMP: English for Medical Purpose

EOP: English for Occupational Purposes

EMF: English for Management, Finance and Economics

ESL: English as a Second Language

ESP: English for Specific/ Special Purposes

ESS: English for Social Sciences

EST: English for Science and Technology

LAS: Learning Situation Analysis.

ME: Mechanical Engineering.

MT: Mother tongue.

NA: Needs Analysis.

PSA: Present Situation Analysis.

TSA: Target Situation Analysis.

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(Arabic / French Abstract)	
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Abstract

The present work examines the role of ESP teacher as a controversy matter in ESP class. Thus, she/he is required to assume various roles such as material provider, researcher, collaborator, and evaluator to enhance his/her learners' achievements. Moreover, to determine and define the ESP teacher's role which has often been identified as different from that of GE. Also, to investigate the main factors that influence his performance in class. This work starts by giving an overview of ESP like ESP definition, phases of development, and types of ESP. Furthermore, to shed light on the various roles of ESP teacher as well the essential influential factors which decrease his/her performance in class. This study is based on descriptive and analytical methods by adopting CLT approach. In this work, we designed a questionnaire that was administered to ESP teachers in each of the departments of Economics, Biology, Mechanical Engineering, and Geology at Kasdi Merbah University of Ouargla. The results achieved revealed that, ESP teacher plays certain roles and neglects others. Also, that there is not a huge difference between both roles of ESP teacher and GE when he/she presents his/her courses. In addition to that, teachers' awareness of the factors that might have a positive or negative influence on his/her performance in class as well learners' motivation and provide the maximum techniques in a way to help him/her in order to increase his/her learners' achievements.

Key Terms: teacher's role, performance, learners, motivation, achievement, teaching process.

General Introduction

1. General Overview

The wide development that has witnessed in all fields of life, such as: science, technology, trade, medicine, industry and business, has necessitated the consideration of the English language as a lingua franca between the world countries, in order to facilitate communication in different specialties. Moreover, the economic and political power that has obtained by the United States of America, after the Second World War, made English the dominant language. Thus, we need to learn it for specific needs either in the field of education or work.

Teaching English language in a particular field produced what is called ESP. Recently; English for specific purpose (ESP) has become the most popular scholarly subject, which has received a great interest of researchers. For instance, Hutchinson and Walters defined it as " an approach to language teaching which aims to meet the needs of particular learners" (1987, p.21), the concept of ESP resulted from the necessity to relate English course and learner's needs; that is the urgency of these needs and attitudes for learning ESP plays a vital role and an important factor for development. However, Richards added that " the ESP approach is a response to a number of particular concerns " (2001). Subsequently, ESP comes to serve these concerns of the learners in order to achieve their objectives according to each learner's reason and need.

Nowadays, teaching ESP has a big popularity throughout the world. For that reason, Algeria is giving importance to English in its educational program in general and higher education in particular, where allocated teaching ESP for those adult learners who are working in different fields, by designing a specific course in the domain which they are working in. This can help strengthen the cooperation in the several fields between the world countries, especially with the foreign companies.

2. Objectives of the Study

The majority of researchers in the domain of education show that teaching English is very important in academic studies and professional fields. Thus, the objectives of this study can be defined in the following points:

- To identify the role of ESP teacher in class.
- To make a clear distinction between ESP and General English teacher's roles.
- To find out the cardinal factors that influences the ESP teachers' performance.

3. Statement of the Problem

There is unresolved debate about the role of ESP teacher which has been often identified as different from that of GE teachers. This study, attempts to investigate the specific characteristics of ESP teacher and his role in class by answering the following questions:

- To what extent is the ESP teachers' role different from that of GE teacher?
- What are the roles that can be assigned to ESP teacher in class?
- What are the main factors that influence the performance of ESP teacher in class?

4. Research Hypotheses

This study will test the following hypotheses:

- If the role of ESP teacher is clearly defined, then it may enhance his/her performance in class.
- If the factors that affect ESP teacher s' role are perfectly examined, this will increase his/ her learners' motivation.

5. Method of Research

The present study fo llows the descriptive and analytical methods. It adopts the communicative language approach (CLT) which aims to achieve fluency and accuracy in the communication process between individuals. Also, it views teaching ESP goes beyond the traditional teaching by developing what Hymes (1972) mentioned as "communicative competence".

In this work, we will adopt the questionnaire as a support tool which will be administered to ESP teachers at Kasdi Merbeh University of Ouargla.

6. Significance of the Study

Many scholars have written and discussed the ESP teacher's role, which is considered as a controversy matter. We attempt to discuss this issue in the present work. This study seeks to give an explicit idea about this issue to learners and readers. Also, to put the new ESP teachers in the right position by explaining what the role of ESP teacher is. Furthermore, we demonstrate that ESP teacher s' role is not only providing knowledge, but fulfilling other matters to help learners better in improving their performance and skills. Also, this will help to prepare them for future job careers.

7. Limitations of the Study

This study is conducted on the ESP teachers at KMOU which faced some limitations. First and for most, time was the real obstacle we faced. Second, we found some difficulties in completing the questionnaire by the teachers. Third, the lack of the necessary samples at the university, specially, in the Biology department to get more insights and information .Last but not least, the results of this study may not be completely generalized because the sample was restricted to (17) ESP teachers who taught in the target departments and only at KMOU.

8. Structure of Dissertation

This current research is divided into two chapters. The introduction of the research consists of objectives of this study, research questions, hypotheses, limitations, significance of the study and the dissertation structure. Chapter one split up into two sections. The first one involves literature review of ESP, its definition, phases of development, types and variation between ESP and GE courses and teacher. The second chapter involves ESP teaching processes also tackles the role of ESP teacher and the factors that determine the teacher s' performance. Section One in chapter two presents and describes the research methodology used in this work while Section two involves methodology and research design; the analysis of the findings and their interpretation. Lastly, a general conclusion to give an overview about this work.

Literature review

Section One: an Overview of ESP

Introduction

1. Definition of ESP

1.2. Phases of ESP development

1. 2.1. Register analysis

1.2.2. Rhetorical or discourse analysis

1.2.3 Target situation analysis

1.2.4. Skill –centered approach

1.2.5. Learning –centered approach

1.3. Subcategories of ESP

1.4. ESP vs.GE

1.5. ESP teacher vs.GE teacher

Conclusion

Introduction

After the end of the Second World War , a great revolution happened in the field of linguistics that caused the appearance of new branches which the main concern was the use of language in a real context rather than focus on its structures . Among these branches is ESP which is considered as a prominent and active branch of Applied linguistics in general, and in Teaching English as a Foreign Language (TEFL) in particular.

The prevalent use of English recently, has taken it into account as a dominant language in the various specialties that make many people , especially the workers consider it valuable interest to learn and necessary demand.

For that, throughout this section, we attempt to give a general and clear idea about the nature of ESP, its development, types. Also, to investigate the difference that might be between ESP and GE courses, and a comparison amongst the teacher of each.

1. Definition of ESP

Hutchinson and Walters state that " English for a specific purpose is a learner - centered approach" (1987). That its main focus is to develop its learners' communication skills and abilities that are needed for professional purposes such as; learning language constructions, acquiring technical vocabulary for better learners' language performance in a particular field or a context.

There are many definitions and concepts of ESP because of the number of the large scholars who attempt to define it. For instance, Hutchinson and Walters see ESP as " an approach to language teaching in which all decisions as content and method are based on the learners' reason for learning" (1987, p.19). They clarify the learner s' needs is the existence of the ESP, which is related to acquire a required language and learning context. That means, the needs of the learners are the first reasons for which they are learning English for different purposes that is directed usually to the adults who have a high awareness to their reasons behind learning English proficiency, and the real use of it in their work domain.

2. The phases of ESP Development

The notion of ESP appeared first time in 1960s' which had seen a notable development over the past 40 years in different countries. Hutchinson and Walters state that " the area of activity has been particularly important in the development of ESP. This area usually is known as EST " (1987, p.9). However, Swales (1985) utilize the development of EST to explain the development of ESP in general: "with one or two exceptions ...English for science and technology has always set and continues to set the trend in theoretical discussion, in ways of analysis language, and in the variety of actual teaching materials", according to Hutchinson and Walters, this domain is characterized by five phases:

2.1. Register Analysis

Most scholars agree that register analysis was the first starting point of ESP. The fundamental aim of the register analysis is, the topic or the situation that the speakers are in, are determinants of the use of language, which is pre-defined in specific conditions. Hutchinson and Walters claim that "operating on the basic principle that the English of ,say ,Electrical Engineering constituted a specific register different from that of, say, Biology or of General English, the aim of analysis was to identify the grammatical and lexical features of these registers"(1987, p.9).

Register analysis gives a great importance to language forms, where the syllabus emerged at the first time. In this respect, they also state " the aim was to produce a syllabus which gave a high priority to the language forms students would meet in their science studies in turn would give low priority to forms they would not meet " (1987, p.10). In other words; to design syllabus is dependent on linguistic features of specific register.

Later on, the scholars found that register analysis just a descriptive in its method, which is based only on the sentence grammatical level. This weakness led to a new revolution.

2.2. Rhetorical or Discourse Analysis

Widdowson and his colleagues (1979) shed light more to the level beyond the sentence in contrast register analysis. Hutchinson and Walters see "register analysis had focused on sentence, grammar, but now attention shifted to understanding how sentences were combined in discourse to produce meaning"(1987, p.11). Whereas Widdowson argues that "the difficulties students experience in learning ESP stem from the unfamiliarity with English 'use' not from inadequate knowledge of the system of English usage"(1979).

The main aim of discourse analysis is to unveil the way that the sentences are related together to compose a text which is interrelated to its meaning to achieve the unity of the text with what Cook (1989) mentioned as coherence and cohesion. That means; how the meaning and the sentences are tied together in text.

Due to the emergence of discourse analysis a new approaches have appeared such as genre analysis with Swales (1990) which was a great and useful discovery. The feature of genre analysis is that replaces the discourse in the communicative situation by taking into account specific aspects such as culture and situation that the individual is being in, in a way that discourse analysis was unable to do previously.

2.3. Target Situation Analysis

A method of gathering information to define, and determines language needs and objectives of learners at the end of courses. In this point, Hutchinson and Walters define TSA "to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners' reasons for learning"(1987, p.12). In this phase, needs analysis was a main process in ESP to design course syllabus by determining the target situation and analyzing the linguistic features of a specific situation in which Hutchinson and Walters claim about this point "ESP course design process should proceed by first identifying the target situation and then rigorous analysis of the linguistic features of that situation "(1987, p.12.).

Munby identifies the term a TSA as "communicative syllabus design" (1978) that involves terms of communication, language, skills, function, structures

etc, to perform appropriately in the target situation and that what the following phase includes.

2.4. Skills -centered approach

Movement developed in ESP which focuses on a particular language, that called ; skill –centered approach, where Hutchinson and Walters argue that "The principal idea behind the skills –centered approach is that underlying all language use there are common reasoning and interpreting processes , which, regardless of the surface from , enable us to extract meaning from discourse "(1987, p.13).

Reading and listening are the main useful skills within this phase where students are given texts and are asked to show their efforts. The focus of this approach is developing in most the practical activities. In addition to the four skills, this phase brought a new strategies in reading skill, as skimming and scanning. Moreover, the learners at the end of the course should acquire other skills such as building new specialized vocabulary, interacting within teams, reading specialized materials which tend to make learners better processors of information.

2.5. Learning- centered approach

Is an internal process which depends on the principle that learning is determined only by the learner, what enables the teacher to decide what he should teach. Also, it is a negotiation process between the learner and teacher to define their needs and the objectives to be a good communicators and that is the main goal of ESP course.

This approach is considered as a dynamic process where students always are consulted on the content and construction of the course. According to Hutchinson and Walters state that "is an approach with avowed aim of maximizing the potential of the learning situation" (1987, p. 77). The aim of learning-centered approach is language learning instead of language use, in contrast to the other phases' concern, which is based on knowing how to use language first.

It is clear that the contribution and the cooperation of these previous phases gave a new insight into ESP and the extended degree of progression that is reached to today.

1.3. Subcategories of ESP

Several researchers have proposed different types of ESP, among those researchers, are Hutchinson and Walters who have suggested that (1987) ESP is divided into 03 main types of ESP: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Science (ESS), where each one from the previous types is either under English for Academic Purposes (EAP) or English for Occupational Purposes (EOP). Whereas, Dudley Evans and ST John (1998) proposes a new division 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). On the other hand, English for Occupational Purposes contains English for professional purposes and English for Vocational purposes. However, Carter (1983) has identified new classifications of ESP as: English as restricted language, that mean; a certain language uses in specific context or situation, EOP and EAP, English for Specific Topics that English is needed only in particular subject.

1.4. ESP .vs. GE

According to Dudley Evans and St John ESP is " a multi - disciplinary activities"(1998, p.17) that has been described as a goal-oriented which is designed to meet the adults learners' needs who seek to develop their particular knowledge or restricted competence for professional purposes with the awareness of their language needs by designing course syllabus, using appropriate teaching materials and different methodologies that may serve them in the target function where the teachers taking specific training courses to be experts in designing specific courses which intend to use a technical vocabulary tasks, negotiation skills and effective techniques for oral presentations related to the learners' work field . In addition to all of that the teacher focuses on a basic process that is; needs analysis to determine the target situation with taking into account the time bound.

In contrast, GE is proposed to the learners who are at the beginner level, high school students or for social interaction, which focuses on learning language from the broad perception to improve an overall knowledge which concerns usually on grammar, spelling, and language function.

Hutchinson and Waters describe ESP "in theory nothing, in practice is a great deal " (1987, p.53) that means; there is no difference between the two in theory, however, there is a great deal of difference in practice.

1.5. ESP Teacher vs. EGP Teacher

In general, English language teaching (ELT) is a broad field; which is divided into two sub-branches which are : ESP and GEP, where the teacher is a major part in the learning process, and his role is changing according to each branch. The use of English language in ESP classes differ from that use in General English classes, which means that; there are many varieties among ESP practitioner who teach English as a profession. In fact, this issue was conducted by many researchers and linguists such as; Robinson (1991) and Harding (2007). Harding claims that "ESP practitioner can make use of some GE teacher skills as planning lessons and so on" (2007). However, for ESP contexts these skills are no longer enough which means that, there are a common considerations which distinguish ESP practitioner from GE teacher. He listed these differences as follows:

- a) ESP practitioners should think about what is needed and does not follow an off-the shelf for 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 thereal world and taking the real world into the classroom.

Sauvignon 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" (1987).

GE teacher is considered only as a provider of general knowledge addressing general topics to his students who want to learn it only for the academic studies or for the interaction with community where the teacher usually depends on language-centered approach. Moreover, his job is done with less efforts rather than ESP teacher.

Dudley –Evans and ST John determine the difference that distinguishes ESP teacher from GE by stating the following "It will already be clear that we regard ESP teaching as extremely varied, and for this reason we use the term 'practitioner' rather than 'teacher' to emphasize that ESP work involves much more than teaching.(1998, p.13) that ESP teacher is specialized with the term" practitioner " concerning the training courses that should be taken before teaching a such ESP courses in one hand, and for his job that goes beyond than teaching and covers more aspects on the other hand. However, Hamp-Lyons states that " in addition to specific learners needs, ESP differs from GE in three main areas:

- a- ESP is a learner and situation-centered approach which means teaching the learner how to use English in different situations, whereas GE is concerned with language features i.e. it focuses mainly on grammar.
- b- In ESP, we may use one skill, two or all of them depending on the learner's needs e.g. learners of business may need only speaking.
- c- Genres of language in ESP are formal and academic; while in GE they are conversational and social (a language is learnt for the sake of social interaction)" (2001).

Strevens as well claims that" ESP practitioners are only GE teachers being involved in special training courses to teach English for specific purpose to specific groups of learners " (1988). Whereas, Bojovic according to her view adds two other differences " which include the fact that ESP develops its own methodology since it takes from various disciplines in addition to applied linguistics, and that ESP always targets the needs and its general aim is to communicate effectively in the task designed according to the learners ' field of study or work"(2006). In other words, ESP teachers' role assigns with a specific methodology through passing a main step which is needs analysis to identify the target situation that is needed in their work field.

The secret of success of any ESP teacher is described in the feature of flexibility. Robinson proposes that "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” (1991, p. 96). The flexibility of ESP that means; it have the ability to modulate itself where the ESP teacher has the right in the courses to add or exclude , adopt methods , design materials, change and evaluate and gain feedback from his students(i.e. to assess and test) according to what suits his learners' needs. In this point, Robinson (1991) argues that the flexibility is a key value needed by the ESP teacher in order to change from a being general teacher to a specific purpose teacher, to cope with different groups of learners and to perform different tasks.

Conclusion

To sum up, the widespread use of ESP in the world, especially in workplaces, gives it the priority among the other languages taught in different fields. Therefore; the fact that made of it a huge and independent discipline within ELT which is fully engaged in forming expert teachers notably in technical fields.

In this chapter, we attempted to give an overview about ESP, starting from its concept, mentioning phases of its development, subcategories with indicating the variation inter alia the GE and ESP courses and teacher.

The next chapter, we will look at the roles of ESP teacher and investigating the factors that influence the teacher s' performance in the ESP class.

Section Two: The Role of ESP Teacher

Introduction

2. Teaching ESP

2.1. Present Situation Analysis

2.2. Learning Situation Analysis

2.3. Target Situation Analysis

2.2. ESP teacher's role

2.2.1. As a Teacher

2.2.2 .As a Course designer and material provide

2.2.3 .As a Researcher

2.2.4 .As a Collaborator

2.2.5 .As an Evaluator

2.3. Factors influence ESP practitioner s' performance

2.3.1. Lack of Experience

2.3.2. Psychological Factor

2.3.3. Lack of the Use of Technology

2. 3.4 .Working Conditions

2.3.5. Heterogeneity

2.3.5.1. Age

2.3.5.2. Gender

2.3.5.3. Personality

2.3.5.4. Learning Style

2.3.5.5. Self –Confidence

2.3.5.6. Motivation

2.3.5. 7. Internal Capacities and Learning Capacities

2.3.5. 8. Intelligence

2.3.5.9 .Background Knowledge

2.3.5.10. Cultural Background

2.3.5.11. Mother Tongue

Conclusion

Introduction

Bojovic claims that "Teaching ESP has been seen as separate activity within ELT"(2006) which main objective is usually designing courses to those learners who want to improve their professional performance by acquiring a restricted language and competence according to what fit their needs for vocational purposes. As Hutchinson and Walters note" ESP has always focused on needs analysis, text analysis and the training of learners to communicate effectively in the tasks prescribed by their academic or professional situation" (1987). In the class, the ESP teacher is required to adopt several roles since learning process involves different settings in each time as we will mention later on.

The purpose of the following section is not only to underlie the roles of the ESP teacher inside the classroom, but also to describe ESP teaching process and to assign the various factors which may influence his / her performance in the class.

2.2. Teaching ESP

ESP is designed to meet learner s' needs. Lengnick-Hall and Sanders claim that “students are the raw materials for education and the primary products of; and most important...Students are key members of the labor force involved in creating education”(1997).

It has been viewed as a goal –directed kind of language; thus, the learners are not learning it for its sake, but because the need for its exploitation in workplaces that makes its learning/teaching a complex process that requires great efforts by the teacher in class. Therefore, designing course requires by the teacher to determine needs and learners' objectives, expectations at the end of the course by conducting needs analysis in which the students are the source of essential information.

Needs analysis is seen as a means to identify learners' professional needs and language abilities by understanding what they want to learn. Hutchinson and Waters argue that "learning needs analysis will tell us what the learner needs to do in order to learn " (1987). Moreover, it helps to know learners' role in learning process by collecting data from them and interpret it, this serves the teacher in designing effective educational syllabus through some important steps which are defined as:

2.1.1 Present Situation Analysis

PSA was presented by Richterich and Chancerel at the first time (1980). It is considered as a starting point to design course, focuses firstly on defining learners' target needs, which attempts to seek information about their profile such as years of learning English, level of education. Moreover, to explore their lacks or weaknesses, the present level by means of placement or diagnostic tests (background, skills, learning experience, language proficiency and cultural information, etc) with regard to time bound notion. According to Robinson defines it "PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weakness " (1991, p.8) .Consequently, PSA is a stage established to assign the target needs of the learners.

2.1.2. Learning Situation Analysis

It is a teaching system and negotiation process between the learners and teacher to know their personal expectations, wants and attitudes towards acquiring ESP. As well, to improve learners' language competence and to foster their awareness about the target situation and understanding their reason for attending these kind of such courses.

LAS involves all what can help the teacher to improve his/ her learners' communicative competence, performance and language abilities in English such as: theory , methodology , function, selection of teaching material, learning strategies , personal objectives, learning style and motivation. In this stage, ESP students have the choice to decide the teaching method which helps them in learning.

The factor of motivation plays a crucial role. In this respect, Harmer describes motivation as " some kind of internal drive that encourages somebody to pursue a course of action" (1991, p.14). In other words, it is an internal incentive which determines the failure or success of learners by creating a positive .

2.1.3. Target Situation Analysis

The term TSA, first is introduced by Chambers (1980). For him TAS is “communication in the target situation” (1980). It aims to reach learners' necessities by applying different activities as: oral presentations, genres tasks, skills, communicative activities, where the teacher assesses their progress or target level and communicative competence in order to function effectively in the target situation. According to Robinson, he argues that “a needs analysis, which focuses on students’ needs at the end of a language course can be called a TSA” (1991, p.8).

If TSA attempts to achieve what the learners are expected to be like at the end of language courses. On the other hand, PSA tries to assign what they are like at the starting point. LSA endeavors for the success of ESP teaching process in the best way that should be. In addition to that, the great work, and effort that have been done by the teacher to make his learners reach to their goals and expectations in this dynamic process.

2.2. The Role of ESP Teacher

Since ESP is "learner - centered approach" (Hutchinson and Walters 1987) where the learners' needs are the primary matter that should be taken into consideration. Therefore; the difference between ESP and EGP as we mentioned before , as Hutchinson and Walters state that ESP " in theory nothing, in practice is a great deal"(1987,p.53) ESP teacher finds himself in a position that allows him to perform pivotal roles in class, these roles are essential to simplify ESP teaching process for both learners and teacher.

In language teaching, the term " role " identifies the situation of the teacher, in which this role is changing according to the kind of the activity that teacher asking his learners to do in class.

The performance of these roles demands considerable knowledge of linguistic, and learners' cultural background to teach. For that reason, dealing with ESP courses requires that ESP teachers to take training courses which are a set of activities and tasks help the ESP teacher to develop, acquires new knowledge, terminology and competencies. As well as to enhance his performance in a specific field, for the reason that, he may teach one such kind of these ESP courses.

The contradictory ideas and variation of views of scholars about the ESP teacher's role considered are as a controversial matter. For instance, Hutchinson and Waters see that ESP teacher's role is "one of many parts" (1987). Moreover, Benyelles says that the ESP teacher is "instructor, facilitator, advisor, monitor, co-communicator, classroom manager" (2009). Whereas, Stevens claims that ESP teacher as "teacher of general English, who has unexpectedly found himself required to teach student with special needs" (1988). Furthermore, Harmer also, identifies the role of ESP teacher as a facilitator rather than presenter of content (2007). As Harmer argues that "many commentators use the term facilitator to describe a particular kind of teacher, one who is democratic rather than autocratic, and one who fosters learner autonomy through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge". (2007, p.107).

In this respect, Dudley-Evans and St John agree with them and state that "in addition to traditional tasks of an English teacher, some other tasks are assigned to an ESP teacher" (1998) where they prefer the term "practitioner" instead of teacher that an ESP course has to deal with needs analysis, syllabus design, material writing or adaptation and evaluation. They also, claim that "we regard ESP teaching as extremely varied and for this reason we use the term practitioner rather than teacher to emphasize that ESP work involves much more than teaching" (1998, p.13). A five pivotal roles were characterized by them to the ESP practitioner which can be defined and summarized in the following:

2.2.1. As a Teacher

This role is seen as the same role of GE. It depends on language centered approach. According to Stevens argues that "ESP teachers are basically teachers of English for General Purposes; their switch into this field is sudden" (1988). Thus, teacher's role can be determined through creation of a positive and friendly environment in class, in which the learners are supported and enabled to interact using the target situation. Otherwise, to put clear guidelines by negotiating and listening carefully to the learners to have a well comprehension of the professional content and awareness of the specific vocabulary needs to organize it according to the importance in teaching. Basturkmen describes that "the process of teaching ESP is restricted to the findings in linguistic research in the target

subject–specialty" (2006). The methodology of teaching ESP varies where the teaching becomes more specific and the learners know about the content of the course more than teacher.

2.2.2. As a course designer and material provider

Dudley-Evans and ST John report that " the role of ESP teachers as providers of material, thus, involves choosing suitable published material, adapting material when published material is not suitable or even writing material where nothing suitable exists "(1998,p. 15)

Designing courses and providing relevant materials are the most important aspects of ESP teaching which are based on the learners' needs and interpretation of prepared courses and adaption of materials when the materials are not authentic (written or spoken textbooks) are inappropriate to what fit his learners' needs. Basturkmen states that " ESP courses aim at motivating learners to use English in an academic or a professional setting. So, both ESP courses and materials are based on analyzing the learner s' needs" (2006). Thus, he can provide and choose his own for what can increase their motivation and improve linguistic competence with taking into account all learners' levels in the same class. Dudley –Evans and St John pronounce that "ESP teacher also need to assess the effectiveness of the teaching material used in the course, whether that material is published or self – produced "(1998, p.15).

This role is characterized by the flexibility in which the teacher is allowed to adapt, edits and modifies the activities and tasks or as designs new materials so as to suit learners' abilities, thinking and responding according to the situation and being interested in what he is doing. Hutchinson and Waters suggest some tips concerning “materials providing”:

"-use existing materials as a source of your ideas.

-It is better to work in a team.

-Do not set out to write the perfect materials on the first draft. Materials can always be improved.

-Do not underestimate the time needed for materials writing. It can be very-time-consuming business.

-Pay a careful attention to the appearance of your materials." (1987, p 259)

"It is not always true that materials and courses are designed according to the learners' needs. However, teachers and sponsors' needs are also to be taken account of because if the teacher, for instance, is not satisfied with the materials he/she provides this would affect the learners by losing and decreasing their motivation "(Tomlinson 1998).

2.2.3. As a Researcher

"Before designing courses or providing materials, they need to do research in order to investigate the genres of texts, language, and skills required by the specific field of study "(Dudley-Evans and ST John 1998).

The role of ESP teacher as a researcher requires to establish his own way to explore and investigate genres , skills , strategies , methods , principles , language and all what can simplify ESP teaching process such as : asking his colleagues or attending seminars ,with them, as John and Price-Machado note that " an ESP practitioner has to attend classes several times, discuss with the concerned administrative staff and to dig out the peculiar strategies which guide and assist him / her in teaching"(2001). Furthermore, checking the administration staff to know more and for a better guidance. Dudley- Evans and St John clarify that "ESP teacher generally need to be able to carry out research to understand the discourse of the texts that students use" (1998, p.15). In other words; ESP teachers should understand the texts that students may use , he has to determine the appropriate and well explained materials for his classroom . Also, look for learners' needs and interests to find out what can ameliorate their language competence and performance in workplaces or seminars etc.

2.2.4. As a Collaborator

Nunan and Lamb state that "Coordinating with colleagues is considered to be an essential step in any educational task" (1996). In other words, the teacher cooperates with the other teachers, in teamwork to discuss the courses and

comment of their content according to program of specialty and willing to collaborate with his learners. Dudley –Evans and St. John claim that, this role refers to the collaborative teaching between the subject specialist and language teacher. They also argue that "the objective behind this cooperation is to have knowledge about the subject skills, tasks, and syllabus and to discover how the subject integrates with the language in order to bring the suitable material and courses for the learners "(1998).

2.2.5. As an Evaluator

Evaluation is a crucial step where the teacher assesses his/her learners' progress, level of achievement of their language competence and abilities to know how much they benefit during the session and at the end of the course. Furthermore, confirming the effectiveness of materials and see their appropriateness. Dudley –Evans and St. John state that " tests are conducted to assess whether students have the requisite language and skills to undertake a particular academic course or career, and usually but not necessarily at the end course- the level of their achievement " (1998, p.16).

They also claim that an ESP practitioner is often involved in different types of evaluation. In this context, there are two kinds of evaluation. "The first is students' evaluation in which the teacher assesses whether the learners have the necessary language and skills to survive in the academic course or career, and in which he/she assesses the level of their achievement. The second type of evaluation in ESP is evaluating the course and the teaching materials in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for "(Bojovic 2006).

Robinson state that" the ESP teacher does not only teach, very often, he/she is involved in designing, setting up and administering the ESP course. During and at the end of the course, the ESP teacher is likely to be involved in evaluating and testing" (1991).

Briefly, Professional ESP teachers are experts in teaching English for any profession, able to design teaching materials based on the content materials or the subject. In addition, the ESP practitioner has other roles to perform, to maintain learners ' interest throughout his teaching by creating lively situation, to develop

relations with the learners, understanding their psychological problems, to motivate them, to have an idea of the social, economic and cultural background of those learners. Moreover, he performs as an organizer; ESP practitioner should define and arrange learner's objectives than transform them into syllabus and select appropriate courses and activities. As a controller in class to manage the session in a best way that should be for better understanding, as well a tutor; as Dudley –Evans and ST John claim that "An ESP tutor needs to research and assist students in understanding and constructing texts in their disciplines and to actively engage with the disciplines"(1998).

2.3. Factors which Influence ESP Teacher s' Performance

ESP course should be well implemented in order to satisfy learners' needs. It is very essential to keep only the highly qualified teachers to deliver good quality of education.

The performance of ESP teacher in class can be characterized in all the efforts, responsibilities, duties, activities and tasks that make up his work to achieve the goals of his learners, efficiently and effectively.

Since ESP teacher plays a major part in learning process, he/she should implement several roles in ESP class, where there are some factors which may influence his performance. This bad or poor performance affects the student's education and motivation as well. For that reason, he/ she has to take into his account such factors that may reduce their performance so that avoid them or try to find solutions if possible . In this regard, we are going to list some of these factors that have a strong influence on ESP teacher's performance as well as learners' motivation:

2.3.1. The Lack of Prior Experience

One of the essential features in teaching ESP should include a specialist language and teaching it by subject teachers. In the majority of cases ESP teachers are not specialists in the professional domain of learners. Thus, many teachers are involved in the domain of teaching ESP without having any prior ideas about methods of ESP teaching course, where they had no training courses or enough experience to teach such courses. Also, they find themselves teaching content their background is limited about it. For that reason, they should develop their competence,

master specific subject – texts, increasing their knowledge and understanding of the subjects they are going to teach; vocabulary, specific forms, how to interrelate functions in a restricted language to use it in a certain context or domain. Consequently, if the topics have well explained and discussed by the specialist teacher. This will lead to more comprehension and can improve the communication process in class .Swales proposed that" the importance of teaching vocabulary in ESP is widely accepted'' (1985). However, Hutchinson and Walters argue that" 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'' (1987). In another statement, they provide that "ESP teachers do not need to learn specialist subject knowledge" .They require three things only:

- . A positive attitude towards the ESP content;
- .A knowledge of the fundamental principles of the subject area;
- .An awareness of how much they probably already know". (1987)

As a result, the more experienced of the learners specialties in teaching ESP help and give ESP teacher more confidence and strong self-direction which enhance his performance as well as increases learners' motivation .

2.3.2. Psychological Factor

The majority of studies have confirmed that there is a relationship between the effective performance of the teacher and the psychological factor which has a significant influence in declining the teacher s' efficiency,effectiveness, performance and satisfaction. This factor involves many aspects that are most likely negatively influence his function as ; the lack of self-confidence, the changes in the education system without taking his views leading to a loss of enthusiasm and lack of interest in his work. As well as the professional stress that forces him to complete the work in limited time generates a lot of mistakes. Furthermore, the decisions which he decides are not accurate often. Hence, teaching ESP teacher at the levels of psychological stress, accompanied by other psychological aspects as dissatisfaction with work, and behavioral aspects such as absenteeism. Consequently, the psychological aspect influences the practitioner s'

performance, motivation and incentives which in turn negatively on his/her learners' motivation, level and educational achievement.

ESP teacher should possess a strong character. Therefore; the psychological balance is an important matter that qualifies him/ her to do his/her job in a perfect way that should lead to create a positive class.

2.3.3. The Lack of the Use of Technology

No doubt that technology has a big part in our daily and professional lives. In ESP, it has seen as scientific method combines materials as computers, ipad , data show, internet and other techniques which are used to meet learners ' need and objectives or to accomplish a certain practical tasks.

Despite the age of technology that has reached nowadays in all fields, especially in education, which has a big impact in facilitating learning process, many teachers still remain uncomfortable with the idea of integrating technology in teaching process, and follow the old methods such as, grammar translation method; in which teachers explain grammatical rules and relay on the blackboard and chalk as tools. However, the audio tape was the perfect medium for the audio lingual method, which emphasizes learning through oral repetition. Dudeney and Hockly state that "educational technologies are becoming increasingly important and promise to change the way students learn and teachers teach". However, technology has been around in language teaching for decades. For example, the blackboard, as a form of technology, has been used for centuries. Tape recorders, language labs and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world “(2008).

The use of technology in classroom returns on both learners and teacher positively, and has many benefits such as supporting, increasing learners' engagement and motivation, promotes learners independence by offering the ability to develop their level by themselves ; learning styles. Furthermore, can be a time saver for teachers that can make some of the most difficult tasks quick and easy

2.3.4. Working Conditions

Delivering a good education depends on the working conditions that the institutions or schools should offer it to attract teachers and motivate their affective performance to reach better outcomes. For that reason, Shann (1998) argued that "

teacher job satisfaction is the predictor of teacher retention and a determinant of teacher commitment which contributes to the school effectiveness". Therefore; working conditions are essential in teaching profession. Thus, many factors may influence teacher 's performance as well learners' progress such as work load, that means; teaching allotted of hours can be exhausted to the teacher and less hours could be affect learners ' development, then; the sessions should be sufficient . Also, classes taught and class size may influence him physically what makes the teacher feel tired, increases stress and decreases his morale. As well as residence away from workplace may cause; late for work which returns on learners' education time. Low salary is another factor, where the teacher take part of his teaching time to look for other jobs to satisfy their other needs that causes the absenteeism and lack of interest, this may reflect negatively as well on learners' level. Moreover, School safety is the most influential factor (wars, conflicts) where neither the teacher or the learners can perform at the best way if they feeling insecure for the absence of the protection measures. Furthermore, learners' readiness and eager to learn and respond is an important factor to the teacher which makes hi/ her job very easy and more enjoyable in contrast learners who are being late or sometimes are absent, that makes teacher 's job very difficult and less effectively. In addition to that, reduction of respect for the teacher may affect the attractiveness of teaching profession and lead him to alienate from such job.

2.3.5. Heterogeneity Factor

Heterogeneity of learners in ESP class is a vital factor that affects teaching / learning process. It has defined as the state of being different. Ur claims that " a heterogeneous class is one that has different kind of learners in it" (1998. p, 302). In other words; heterogeneous class is the one that involves various types of learners who are different from each other due to the individual differences. As these individual differences are presented in the same class, it is not expected to achieve an affective process. Therefore; the teacher should identify these differences and look for solutions to it by trying to reduce these differences with paying attention and giving importance to the weak learners whom may approach to the next category in terms of capacity and performance for the purpose of standardizing the level of learners. Ur relates heterogeneity in class to many aspects and factors which will be discussed in the following:

2.3.5.1. Age

Age considers as an important aspect should the teacher takes it into consideration. In General English classes, we may find that the most of learners have the same age (adolescents) that means; they have the same views and somehow they have similar knowledge which makes teaching process easy and with less effort by the teacher. In contrast, the ESP class sometimes involves mixture of ages (young adults, adults or may find old persons). This difference in ages makes the teaching process difficult. In other words, since the learners are not in the same age, thus ; their views or ways of thinking and perceptions differ from each one to other which makes the ability of their awareness and comprehension somehow varies (slowly or rapidly in understanding) according to each learner 's age. As Krashen (1981) argues that "older learners were better and quicker in the acquisition of the morphological aspects of language than younger one." Consequently, this aspect leads the teacher to deal with each learner according to his age as to repeat a lot of time for a good reception which affects his performance as well as reduces the effectiveness of teaching process.

2.3.5.2. Sex

Sex is also an important aspect that the teacher may face in classroom. That means; is the natural and biological factor which distinguishes between the learners (males, females). Therefore; When we speak about sex, it means ; each sex certainly thinks in a different way and have a varied behavior which makes the teacher treats each sex not in the same way. As reported by Holmes that (1995) " men use interaction as a means of gaining and exchanging information, whereas women use it as a way to connect to others" . Moreover, male and female act and react differently in the class where sometimes the shyness is presented, that; it is difficult for them to express their ideas in front their colleagues which may affect teacher 's performance in a way that there is no respond from them. In other studies, it has stated that the females are usually more motivated and have better performance than males which makes the teacher more active with them. Whereas according to previous researches claim that; one of the benefits of teaching both sex in class, is mixture of the abilities that leads to creativity and an effective teaching process that caused good outcomes.

2.3.5.3. Personality

According to Dornyei states" personality representing the complex of all attribute, that characterized a unique individual " (2007, p.11). Whereas Richards and Schmidt define personality as" those aspects of an individual 's behavior, attitudes, beliefs, thoughts, actions, and feelings which are seen as typical and distinctive of that person and recognized as such by person and others "(2002, p.275). In other words, it refers to the habits, aptitudes, attitudes; the goal behind learning which distinguishes from learner to other , extraversion , introversion and self- esteem and what kind of motivation that he brings to the learning task as well as the personal values , beliefs related to learning. Also, learner can decide his learning style whether he prefers to work alone or in groups and the kind of his relationship between the teacher as well as his colleagues in class. It has believed, that the influence of personality in learning is seen on the learning of conversational skill; speaking and listening (communication presentations) not on literacy skills (reading and writing).

2.3.5.4. Learning Style

Reid defines learning style as " an individual's natural, habitual and preferred way(s) of absorbing, processing, and retaining new information and skills" (1995). Whereas, McCarthy describes "learning styles"as "the individual's perception and use of the knowledge" (1987) .Thus, learning style might be methods or techniques, ways to learn which the learner prefers to perceive and treat the information with. It is clear that learning style and personality are in interrelation. To put it simplify ,"personality traits are expressed in learning style, that learning styles are reflected in learning strategies, and that learning strategies manifests in learning tactics, which in turn produce a likely outcome " (Schmeck 1988), that means; personality influences the way learners act and react and their learning style; how they want to learn. Hence they develop appropriate learning style for themselves to what may help them in their learning achievement.

Choosing learning style has a strong impact on their outcomes. For that reason , the teacher should discover each ones' learning style which might help him/her to manage the course, determines his objectives that lead to increase in learners' progress and their achievement. Moreover, to know how to deal with

such learning styles which may influence negatively on his/her learners' progress and which are not suitable for them. On the other hand, learners should be prepared to expand their learning style repertoire to be more empowered in variety learning situation.

2.3.5.5. Lack of Self- Confidence

Most of studies have reported that there is a relationship between self confidence and learning process as suggested by Dulay, Burt and Krashen who clearly mention that “the self-confidence, secure person is a more successful language learner” (1982, p.75). In fact, self -confidence might defined as the learner's belief in his own abilities to do a certain task in order to achieve his/her objectives. Hence, low confidence of learners is one of the problems that encounters the teacher while his teaching which influences learner 's performance, that means; he will not able to make a good start in his learning . According to Rubio states that "low self-confidence may lead to some psychological conditions such as sense of insecurity, fear, anxiety, and antisocial behaviors" (2007). Therefore; ESP teacher should do his best to great a positive environment where the learner feels more confident. Thus, teacher 's self confidence, behavior and feedbacks are important factors reflect positively on his learners that open the doors, to encourage and motivate them to engage and express their creativity in the course.

2.3.5.6. Motivation

Motivation has described as a key factor of success in learning process. As Myers defines it “motivation as a need or desire that serves to energize behavior and to direct it towards a goal” (1996, p. 297). According to this definition, motivation is an internal source or desire that moves the person to do a certain task. Harmer also, argues that " motivation is some kind of internal drive which pushes someone to do some things in order to achieve something" (1988, p.51). Motivation in both of its types internal and external has considered as an essential factor should both of the teacher and learner possess with. Learners may come to the class with a degree of motivation. Thus; this factor should give a big interest by the teacher, because without motivation learning process will be somehow a difficult. Therefore; teacher 's behavior, personality, motivational , structure of the course and teaching method, all have an impact on learner 's motivation. The

more learners are motivated the more teacher is active, the more learning process is affective.

Consequently, learner might have an increased motivation when they feel are involved in the course which develops their interest in a certain topic. Motivation's role may demonstrate in acceleration in doing the tasks as well as enhancing their performance. In other words, it provides the power and energy to do a certain activity which makes the course more enjoyable.

2.3.5.7. Internal capacities and learning capacities

Internal capacities is inner factor that affects learner s' level such as personality, intelligence ,motivation , readiness to learn and psychological factor, which have a great impact in his performance as well teacher 's motivation . In other word, all the aspects that are in relation to the physical changes that appear on the learner which reflects on his mental process negatively as he cannot respond and possesses information or act normally and positively such as encouraging and developing his progress in the course .Learning capacities as well are interrelation with the internal capacities which complete each other where the second demonstrates as a stimulus and leads to the first. Thus; learning capacities refer to the way that learner recognizes and uses the knowledge and how to possesses the input , output in a good manner to improve his language and this will help the teacher in facilitating teaching process.

2.3.5.8. Intelligence

Intelligence in its definition is a mental ability helping to perceive, analyze, compare and understand the input and output as well as solving problems and learning from experience. As Ellis defines it as" reasoning ability" (1985) , which has a great impact on the way of learning and learning style where the learner choose the most successful and beneficial style to him. Intelligence is a nature capacity that differs from learner to another in class; this may make an obstacle to the teacher in the course. In other words, the teacher cannot give his/her all interest to the smart category and ignoring the other. Consequently, this will have a negative impact on learners' motivation and the outcomes as well.

Gardner proposes that “the multiple intelligences” (1983) and claims that there are various types of intelligence including the linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, the last and not the least intrapersonal intelligence.

2.3.5.9. Background knowledge

One of the fundamental components in learning process is learners' background knowledge or prior knowledge that are acquired it from previous formally classes as well as through their life experiences. According to Stevens defines the prior knowledge as "...what one already knows about a subject" (1980, p.151). In other words, is all the aspects of language, skills, vocabulary, linguistic features that they know to comprehend a certain topic or context. It is important by the teacher to know his/her role which demonstrates in assessing learners' background and levels to recognize his/her starting point by assigning his objectives and his/her performance how should be during the course . Also, to investigate to what extent their prior knowledge is accurate by adopting methods which can help in fostering their engagement and critical thinking in course.

Most studies have reported that, there is a relationship between background and the achievement , by given a certain topic and evaluate the comprehension degree of learners to the new information about this topic to achieve better progress and outcomes.

2.3.5.10. Cultural Background

It is known that teaching ESP class often involves learners of multicultural and diversity languages from world countries. Therefore; being an ESP teacher has many challenges, recognizing more about each learner's cultural background is one of these challenges. Cultural background comes with set of beliefs, values, history, behavior, race, ethnics, religious, traditions, social environment and the way of thinking that are shared by one community or group of people. Trompenaar identified it as” social interaction, or meaningful communication, presupposed common ways of processing information among the people interacting” (1993, p.20).The more ESP teacher is aware with his learners' cultural background, the easier his job will become.

Teacher may use information that present cultural identities which will lead to great a positive atmosphere. Hence, to encourage learners and might give them the opportunity to learn more about culture of each other. Furthermore, to debate and chare their cultural experiences. Consequently, this will increase their motivation and enhance language skills as well as improving teacher's performance and effectiveness of learning process. The lack of cultural understanding by the teacher,

easily disrepute the classroom learning and leads to less respect of the other cultures which affect learners' motivation and self confidence.

2.5.3.11. Mother Tongue

Whilst there are factors involved in the heterogeneity of class as we mentioned above, mother tongue on other hand, has a great influence on learners' education. It is defined as the origin or the native language of learners that is normally they acquired first. As Butzkamm (2003) says that "with mother tongue, we learnt to think, communicate and acquire an intuitive understanding of grammar. Therefore, mother tongue is the greatest asset people bring to the domain of foreign language learning and provides a language acquisition". It is clearly noticed that mother tongue and cultural has deeply connection on learners' performance. Subsequently, the disregard of learner's mother tongue as well as neglecting his culture, this might reflect negatively on his/her motivation and shaking his self-confidence.

One of serious problems that encounters ESP teacher in class, the number of different mother tongues that is practicality impossible by him/her to address all the native languages in class. The impact of the MT is clearly obvious in the interference of features of pronunciation, grammar and vocabulary in using English. For instance, they may use English vocabulary with their native grammar and don't pronounce it well or properly think that words, expressions and structures in English have their equivalents in MT that often do not exist, this may cause mistakes in the target language.

Practitioners' task demonstrates in paying attention to his/her translation of the bad use of information for do not giving inaccurate or incorrect knowledge to the learners. In addition to that, he/her makes his learners aware of their errors and keeps practicing and correcting these mistakes to avoid for better performance in their future career.

As result, teaching heterogeneous class with learners who have various individual differences which mentioned above is in itself a problem for themselves. That means, different learners in class, means several concerns and objectives that might be hard to the teacher to provide and serve in terms of topics and materials. Therefore; they find themselves lost and lack of interest from their teacher to give them the suitable feedback for better outcomes achievement.

Conclusion

The importance of English language is to increase more and more learners who seek to be good users of English language. It has been seen as developing area in language where the teacher has a major part for the responsibilities that he/ she takes upon him/herself as well the tasks that he performs to facilitate learning process for learners. Since ESP taught as a subject matter, teacher required to create positive environment that might reflect positively on learners' motivation.

In this part, we have indicated to ESP teaching process. Furthermore, we have set the different roles which distinguish the ESP teacher from that one of GE one. In addition to that, we investigated and assigned the factors that have a great influence on the learner's achievement also teachers' performance. Next chapter will be deal with data analysis.

Methodology

RESEARH DESIGN AND METHODOLOGY

Introduction

3. Population

3.1. ESP Teachers

3.2. Method of research

3.3 Data Collection Instruments

3.4. Data collection procedures

3.5. Description of ESP Teachers Questionnaire

3.6. Findings and Results

Conclusion

Introduction

In this chapter, we investigate the roles performed in class by ESP teacher; also we assign the main factors that influence his performance and the techniques that he/she uses to manage such factors. For that reason we have used the questionnaire which is administered to ESP teachers in order to confirm our hypotheses. This chapter also, includes population sample, method of research, procedures, tools and findings.

1. Population

1.1. ESP teachers

We have selected randomly, seventeen (17) ESP teachers from each of the following departments, Economics, Geology, Biology and Mechanical Engineering at KMUO, where we have met eight (08) teachers at each of the department of Economics, five (05) at Geology, (04) Mechanical Engineering, and (01) teacher at Biology department.

2. Method of research

This research is conducted by using both descriptive and analytical methods. In our study, the descriptive method is based on statistics of the research analysis that is collaborated with the analytical method, which focuses on the processing of final results. Moreover, the questionnaire is designed to collect qualitative and quantitative data.

3. Data collection instruments

In this study, we have opted for the survey method which is based on the questionnaire that was administered to an ESP teacher in Kasdi Merbeh University of Ouargla as a support tool to collect data in order to confirm our hypotheses and reach the objectives of the study.

4. Data collection procedures

In April 2017, we started to carry out our study at KMUO in each of the departments mentioned above which took six days to collect data. At first, it was difficult to reach the teachers, for that we attempted to get their phone numbers or e-

mails to simplify the process of collecting data. Finally, we could contact them after we waited them finish their classes. Then, we met and discussed with them to be sure that everything is clear for them. We informed them about the research objectives and the importance of their answers to our questionnaire. Whereas, some teachers took the questionnaire to answer it at home because they did not time and asked us to come back the next day. At the end, we thanked them for their help and the time they spent in filling the questionnaire.

5. Description of ESP teacher questionnaire

The questionnaire is divided into three (03) parts with a title for each. Each part consists of relevant questions related to the title. The first part concerns the personal information of the teachers. The second part, includes (Q1 to Q8) which deals with the role of the ESP teacher in class. The third is designed to assign the factors which influence ESP teacher performance by providing solutions and techniques that might enhance more learners' levels and motivation. This is composed of (Q1to Q9) where some of them were open-ended.

6. Findings and results

Part one: Personal information

Q1. What is your scientific qualification?

Table . 01

Master	Magister	Doctorate	Total
11	03	03	17

Q.02 Experience as an ESP teacher (number of years).

Table .02

1-5 years	5-10years	More than 10 years
12	02	03

Q.03 English teaching speciality**Table .03**

Economics	Biology	Geology	ME	Total
08	01	04	04	17

Q.4 What is you status as a teacher?**Table.04**

Permanent	Supply-teacher	Total
06	11	17

Q.05 Have you had any training course in teaching ESP ?**Table.05**

Yes	No	Total
05	12	17

Q.06 Do you have other activities or job?**Table.06**

Yes	No	Total
12	05	17

Q.07.If yes what are these activities?**Table .07**

Teaching in private School	Working in company	Others	Total
06	03	03	12

Part two: Teacher s' role in ESP class

Q.01 Besides the role of ESP teacher, do you perform other roles?

Table. 08

Yes	No	Total
16	01	17

Q.02 what are these roles?

Table.09

Collaborator	01
Researcher and evaluator	05
Material provider and evaluator	03
Researcher	03
Provider material	04
All	00
Total	16

Q.03 Do you coordinate with other teachers in order to collaborate and discuss courses together?

Table. 10

Yes	No	Total
06	11	17

Q.4 If yes, how do you collaborate?**Table. 11**

Teamwork class	Seminars	Total
01	05	06

Q.05 In which form do you present your English classes?**Table. 12**

Course	Tutorial sessions	Both	Total
10	05	02	17

Q.06 Do the topics you teach fit in with all your learners 'level?**Table . 13**

Sometimes	Often	Always	Total
09	06	02	17

Q.07 In the course, what do you often teach more ?**Table. 14**

Grammar	Technical vocabulary	Both	Total
01	4	12	17

Q.08 how do you evaluate your learners?**Table. 15**

Oral tests	Written tests	both	Total
01	04	12	17

Q.09 Which type of evaluation do you more focus on?

Table. 16

Evaluation of learners' development	14
Evaluation of the materials and teaching method	03
Both	17

Part three: Factors which Influence Teacher's Performance

Q .01 According to you, what is the main factor that really affects your performance?

Table. 17

Lack in the knowledge of speciality	04
Lack of the use of technology	06
Working conditions	05
Class heterogeneity	02
Total	17

Q.02 Do you consider using technology essential in ESP class?

Table. 18

Yes	NO	Total
14	03	17

Q.03 If materials are no available in class, do you provide you own ?

Table. 19

Yes	No	Total
13	04	17

Q.04 If yes what kind of materials do you provide?

Table. 20

Document used in the field of the study	Materials brought to the class	Both	Total
05	02	07	14

Q.05. From the following factors, which one according to you is the most exhausting factor which affects your performance and learners' motivation?

Table.2

Number of classes taught insufficient	Class size	Allocated time	Total
03	09	05	17

Q.06 How does class heterogeneity affect your performance?

Table. 22

Positive	Negative	Total
07	10	17

Q.07 Do the new changes in syllabus introduced by the Ministry of Education influence your teaching method?

Table. 23

Yes	No	Total
06	11	17

Q.08 If yes, how can that affect it?

Teachers ' answers

Teacher one: it affects learners' level and teaching stability.

Teacher two: because the learners were accustomed to certain methods they were familiar with specific courses and objectives they aim to achieve.

Teacher three: it may reduce the effectiveness of both learner and teacher because of these new changes.

Teacher four: the Ministry of Education brings new materials that are only theoretical and less practical. New changes when occurred, most of times they spoil the stability of the learning process as well shakes the already established system.

Teacher five: it provides a new syllabus that takes much time to define, organize and understand.

Teacher six: it limits the teacher role in creating effective performance.

Q.09What are the techniques would you provide to improve the learners' level, performance and motivation?

Teachers ' answers

Teacher one: communicative games

Teacher tow: the diversity of teaching methods taking into account learners characteristics.

Teacher three: to give frequent positive feedback that supports learners.

Teacher four: more schedule time to increase the capacities of students, less paper works and more oral training. Training courses for teachers is also essential from time to time in order to enhance the quality of teaching methods.

Teacher five: group and pair work is important in providing interactive classroom.

Teacher six: to engage them in group work.

Teacher seven: to great friendly atmosphere what motivate them to involve in the course.

Teacher eight: to support them to face public speaking.

Teacher nine: class interaction network.

Teacher ten: circular tables are efficient for rapid development of skills, getting self confidence in learning foreign languages

Teacher eleven: giving always activities to make learners more involved and interested with courses.

Teacher twelve: to prompt learners to interact more.

Teacher thirteen and fourteen: share the same techniques like adopting audiovisual materials for good interaction and comprehension. Whereas, three teachers did not answer this question.

Conclusion

The findings and results of ESP teachers' questionnaire; has allowed determining the ESP teacher s' role and his/her activities in class; as a researcher, a collaborator, evaluator and material provider. In addition to that, we have determined the factors that the teacher might encounter and these may affect his/her performance as well learners' motivation. Moreover, we have optimized the solutions and techniques that teachers proposed to overpass these difficulties for better performance.

2. Interpretation and Discussion

2. 1. Analysis Interpretation of the Questionnaire's Results

2.1.1 Analysis of the Questionnaire's Results

2.1.2 Interpretation of the Questionnaire Results

2.2. Suggestions and Recommendations

1. Analysis and Interpretation of the Questionnaires' Results

In this section, the data collected from ESP teachers' questionnaires are analyzed and interpreted.

1.1 Analysis of the Questionnaire's Results

By using the questionnaire to assert our proposed hypotheses, we aimed to investigate the roles that ESP teacher performs in addition to the factors that may influence his performance and his learners' level and the techniques provided by them in class to improve their learners' language performance.

The first part of the questionnaire is devoted to ESP teacher personal information in general.

Part one: Personal information

Q3. What your scientific qualification?

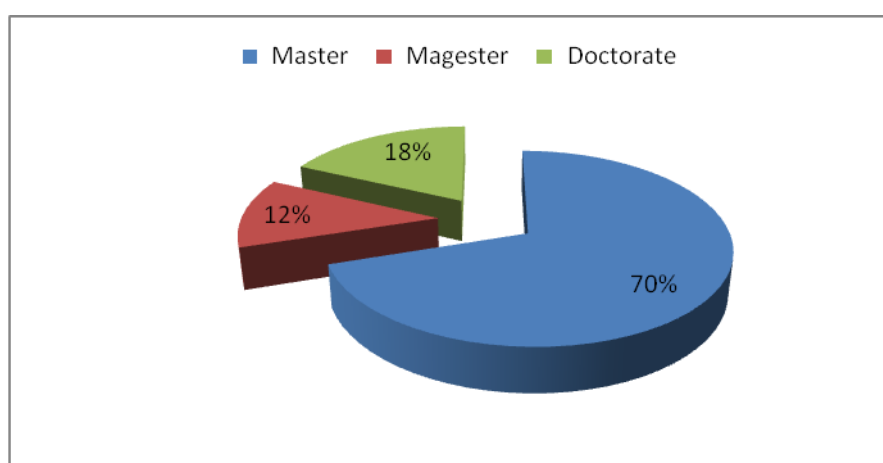


Figure01: Teachers' qualifications

The figure 01 above represents the percentage of teacher's qualifications, where (70%) of them represent teachers who have Master degrees (LMD) while (18%) have Magester and only (12%) of them has Doctorate qualification.

Q.4 Experience of ESP teachers

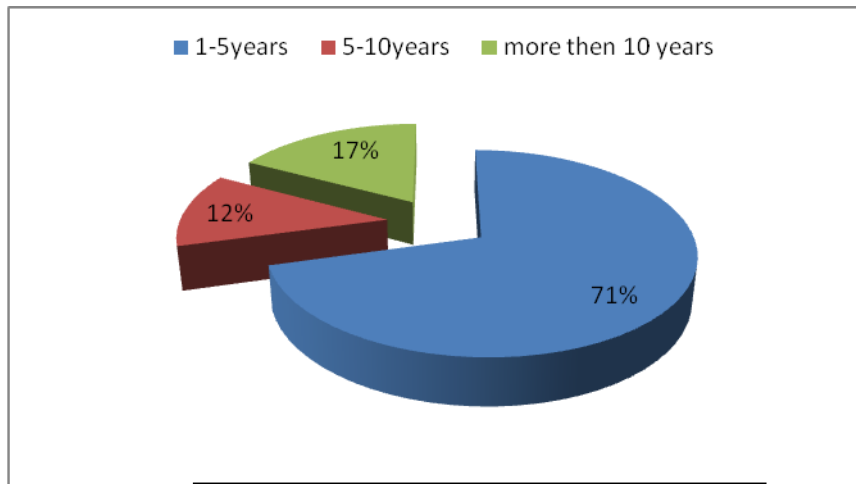


Figure2: Experience of ESP Teachers

As it is shown in the figure2, for (71%) of teachers, their experience extends from (1 - 5) years and (12%) their experience between (5 - 10), however ;(17%) represents teachers of which experience is more than 10 years.

Q.5 Your specialization domain?

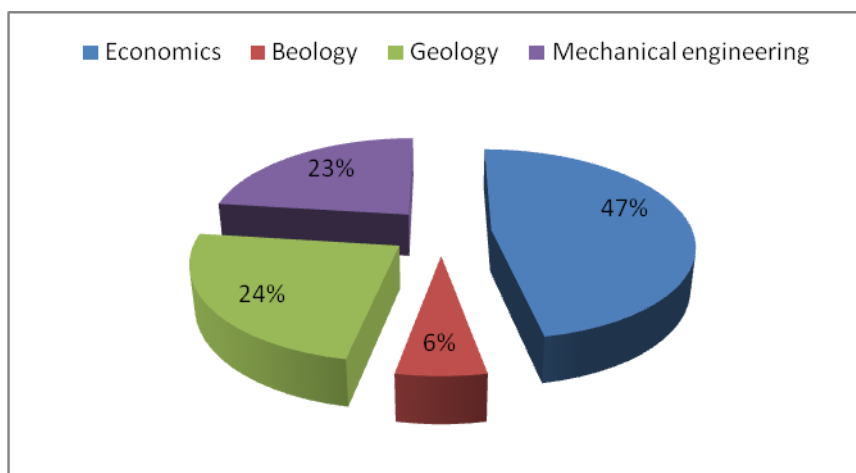


Figure 3:English teaching speciality

The figure 3 above indicates that (47%) of teachers teach at Economics department, (24%) are Geology teachers, however (23%) of them are Mechanical Engineering, and only (6%) are teachers of Biology.

Q.06. What is your status as teacher?

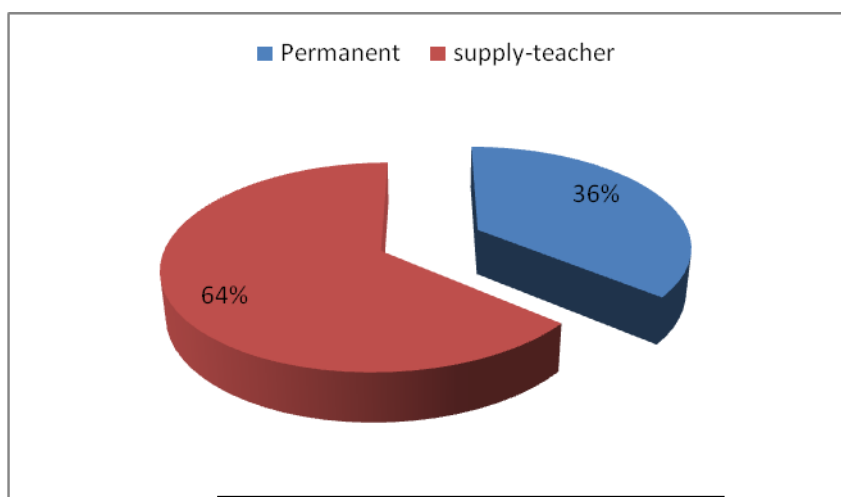


Figure 04: Status of ESP Teachers

(64%) of teachers are supply teachers, and only (36%) of them are permanent.

Q.07. Have you had any training course in teaching ESP?

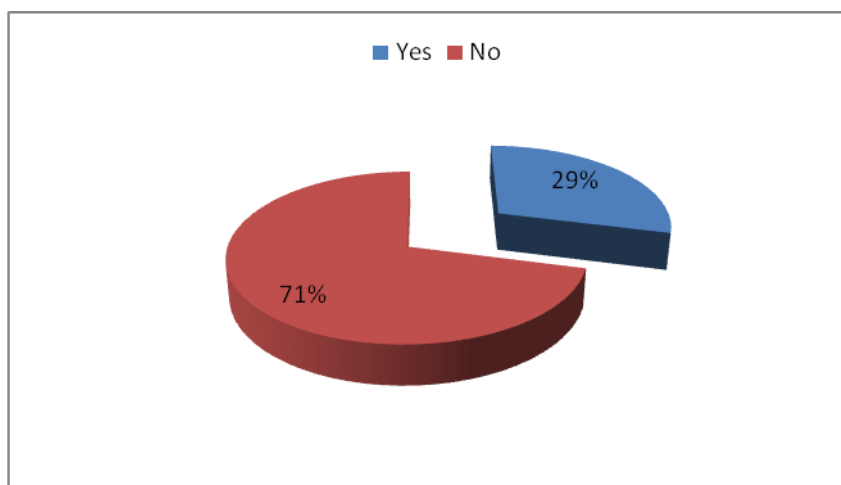


Figure 05: Training Courses

The majority of participants (71%) answered "No" that they had no specific training course and only (29%) who answered 'Yes'

Q.08 Do you have other activities or job?

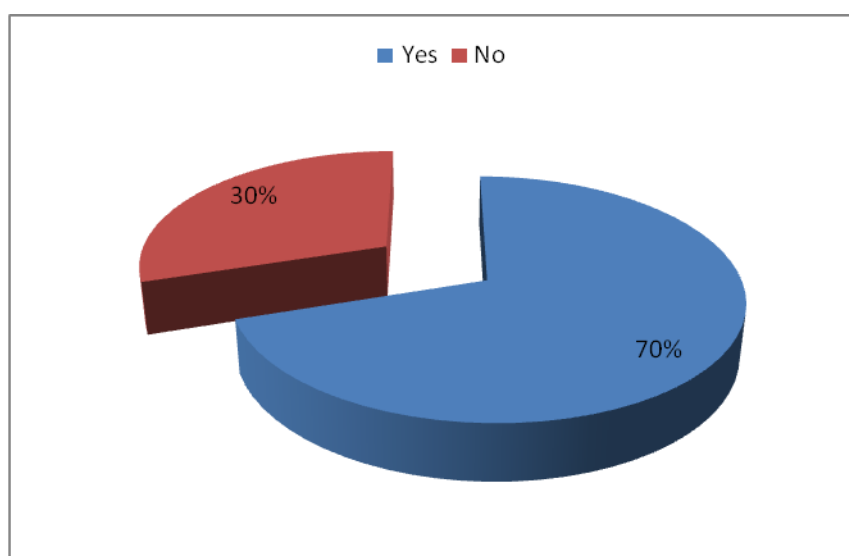


Figure 08: Extra activities

The figure 08 shows that out (70%) of ESP practitioners have additional activities, where only (30%) say they do not.

Q. 9 What are these activities or jobs?

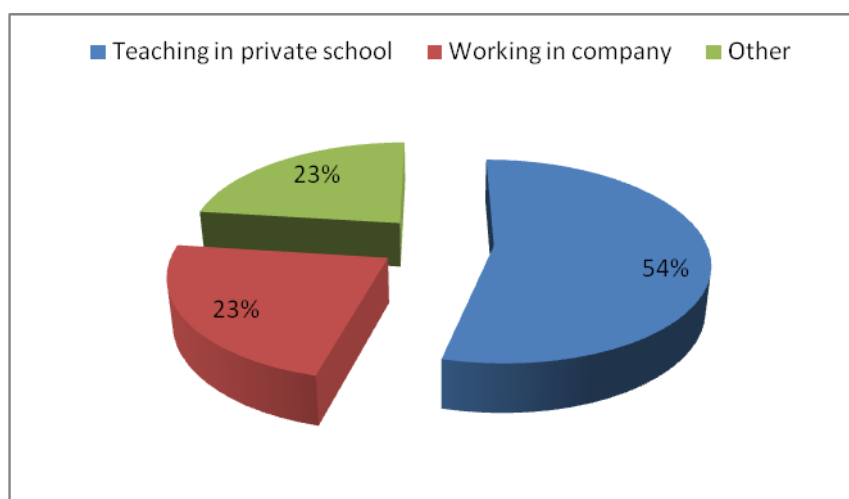


Figure 07: The Nature of Extra Activities

About (54%) of ESP teachers teach in private schools, where the percentage of (23%) works with companies and other.

Part two:Teacher 'role in class

Q.01. Besides the role of ESP teacher, do you perform other roles?

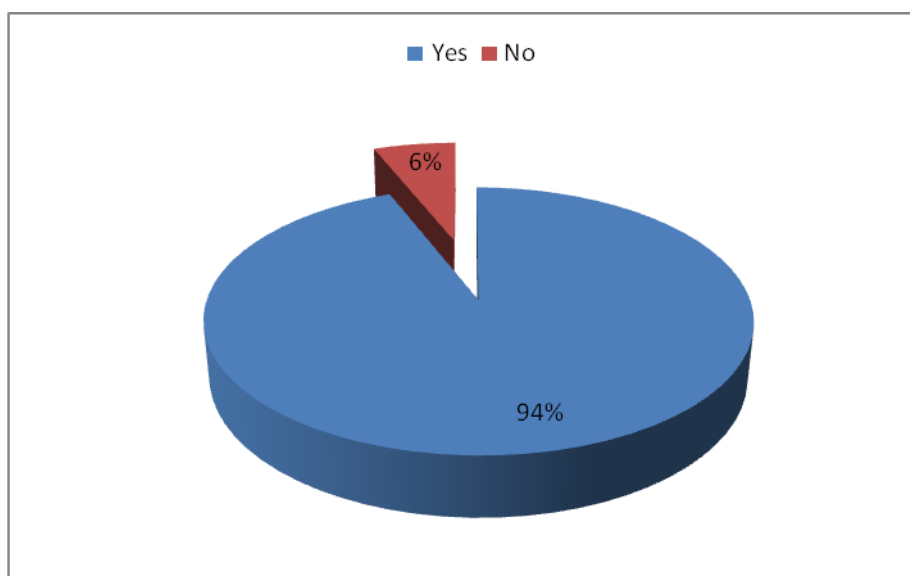


Figure 08: Other Roles

The figure 08 reveals that (94%) of the teachers answered "yes " that they have other roles than the role of teacher, and only (6%) said "no"; they do not perform any other roles.

Q.02 What are these roles?

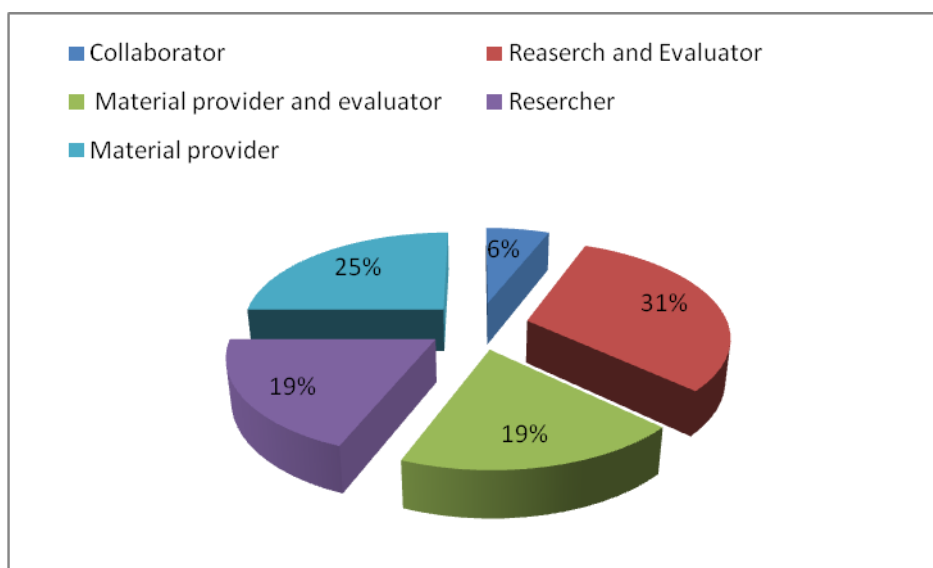


Figure 09: Other roles of ESP teacher

As mentioned above, only (6%) of teachers are Collaborators, while (19%) of them play researcher's role, (25%) answered they are material provider, however, others (31%) are researchers and evaluators, (19%) of teachers perform the role of both material provider and evaluator.

Q.03.Do you coordinate with other teachers in order to collaborate and discuss courses together?

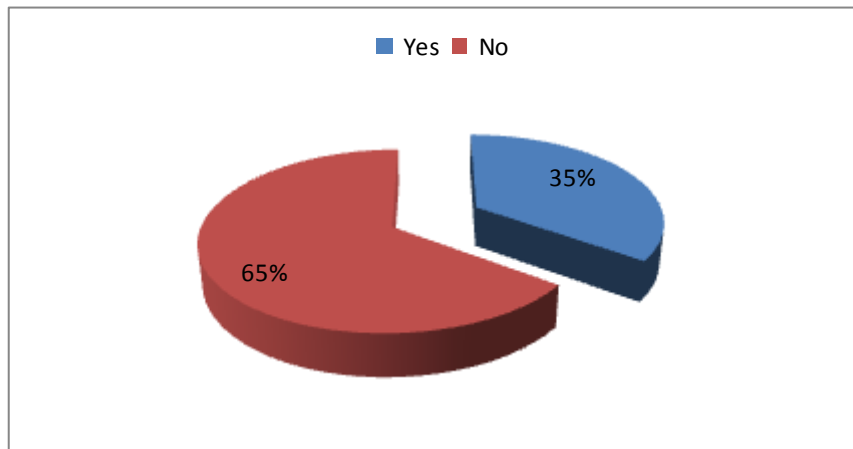


Figure 10: Collaboration with colleagues

As we notice in the figure 10, most of teachers (65%) claim they do not collaborate with colleague teachers, however (35%) of them answer 'yes "; they do collaborate with their colleagues.

Q.04.If yes, how do you collaborate?

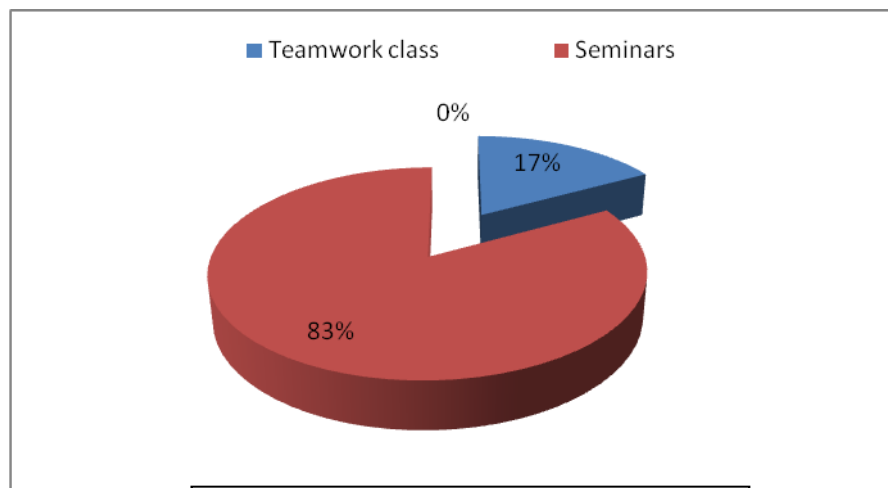


Figure 11: Methods of collaboration

From the figure 11 we note that (83 %) of teachers collaborate in seminars and only (17%) of them collaborate in teamwork class.

Q.05.In which form do you present your English classes?

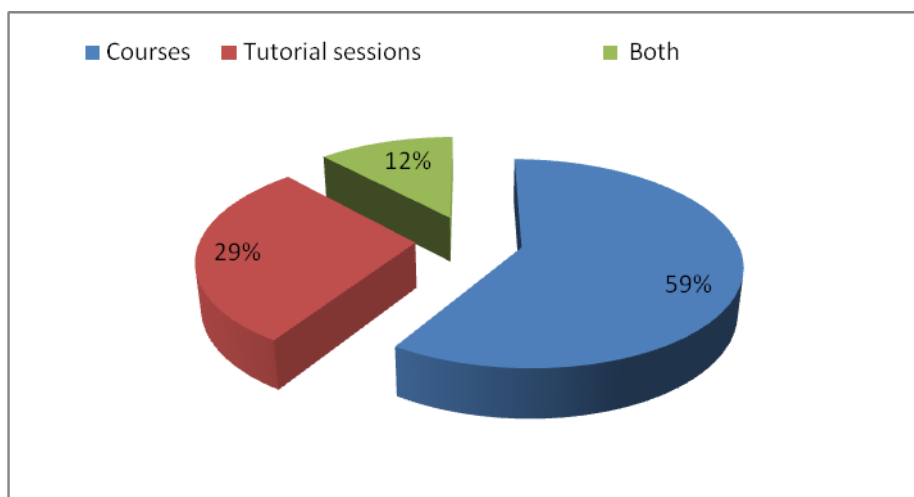


Figure 12: Form of lesson presentation

The Figure 12 displays that (59%) of teachers present the lessons as courses, and (29%) as tutorial sessions, whereas only (12%) use both courses and tutorial sessions.

Q.08 .Do the topics you teach fit in with all your learners 'level?

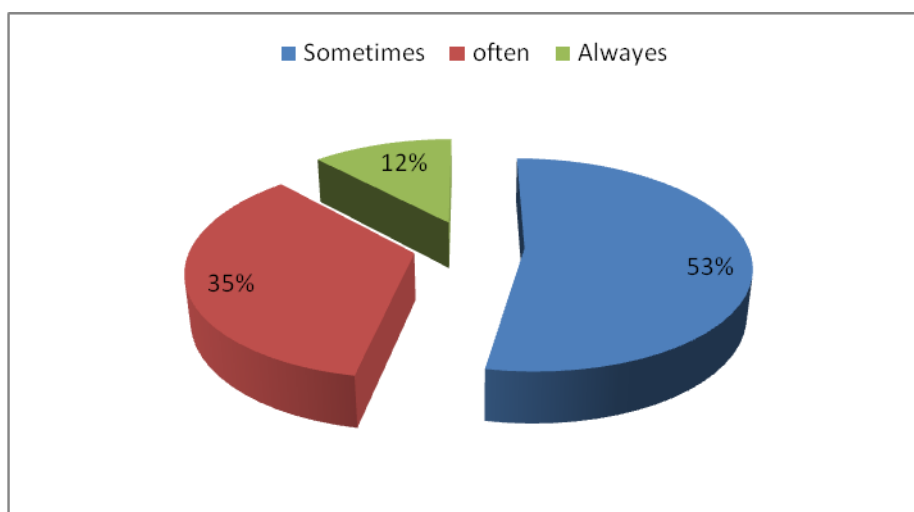


Figure 13: Appropriateness of the Courses

The figure 13 demonstrates the degree of the appropriateness of the provided courses to the learners' level, whereas (53%) of teachers answered by sometimes, and few (12%) answered with always, (35%) of them chose often.

Q.07 In the course, what do you often teach more?

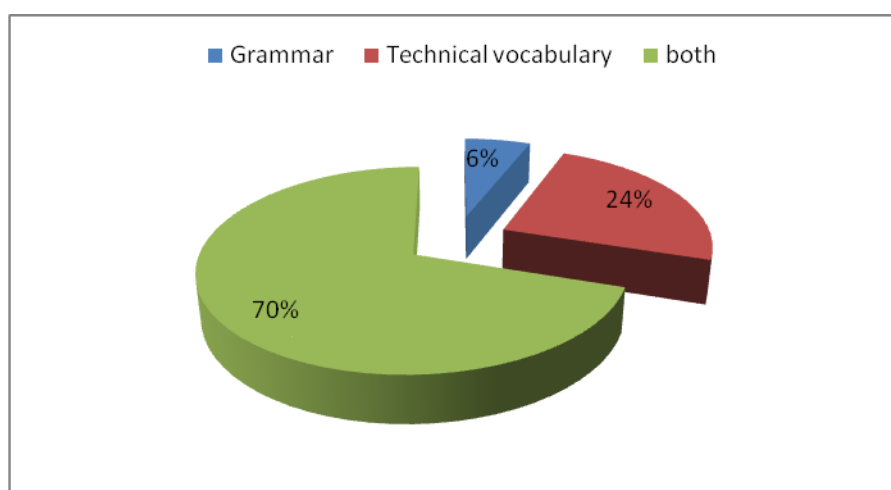


Figure 14: Types of Language Points Taught

(6%) of teachers teach grammar and (24%) of them choose technical vocabulary, whereas most of them (71%) opted for both of technical vocabulary and grammar.

Q.08 How do you evaluate your learners?

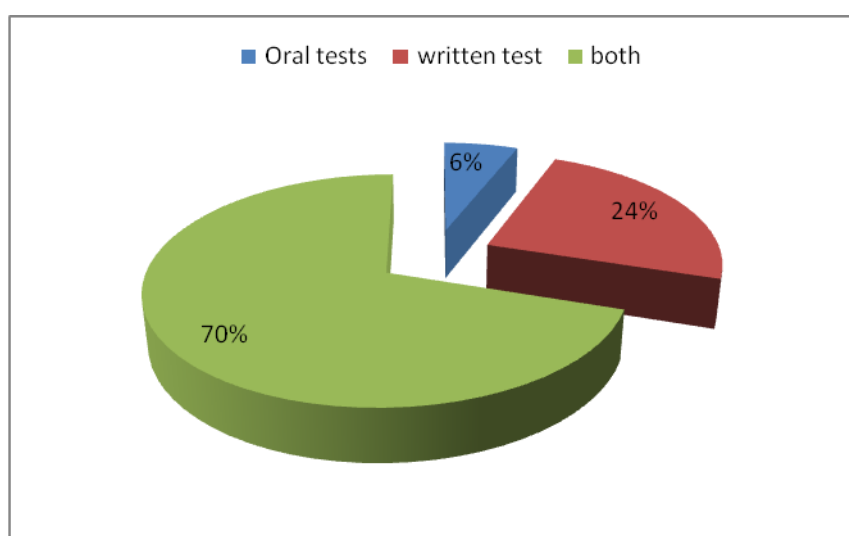


Figure 15: Modes of Evaluation

As indicated above in the figure 15, the majority of teachers (71%) select both oral and written tests, whereas (24%) of them choose written test, only (6%) who respond by oral tests.

Q.09 .Which type of evaluation do you more focus on?

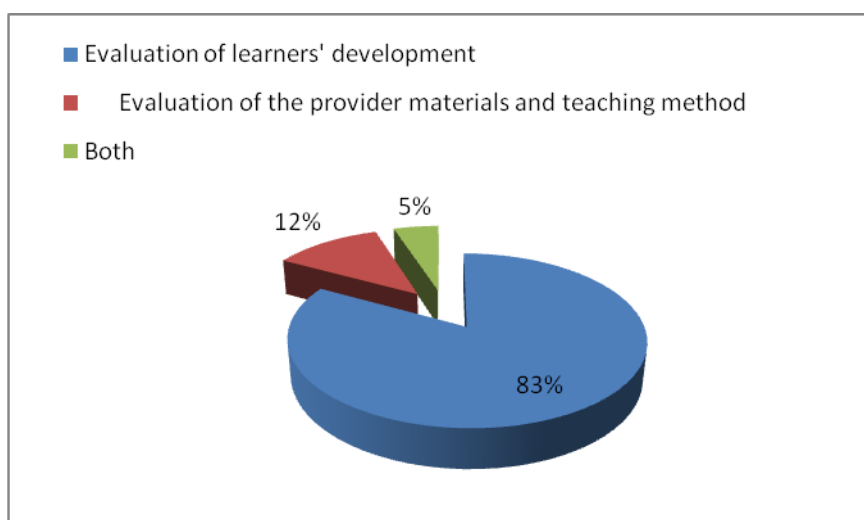


Figure 16: The purpose of Evaluation

Most participants (83%) focus on the evaluation of learners' development, however (12%) answered that evaluation of the provided materials and teaching methods, and only (05%) chose both of them.

Part three: Factors influencing ESP teacher's performance

Q.01. According to you, what is the main factor, that really affects your performance?

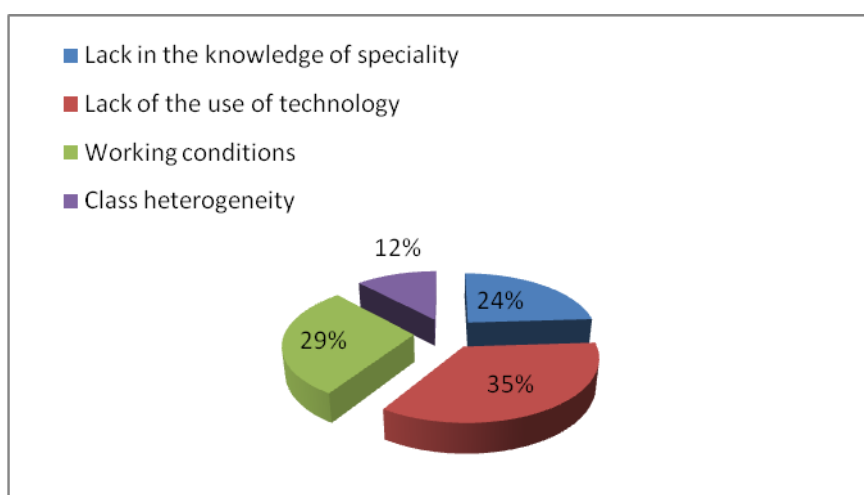


Figure 17: Factors Affecting Teachers ' Performance

In the Figure 01, (24 %) of teachers face the lack in the knowledge of speciality, and (35%) of them encounter the lack of the use of technology in class, whereas(29%) of participants raise the problem working conditions, however (12%) claim that class heterogeneity is the main factor.

Q.02. Do you consider using technology essential in ESP class?

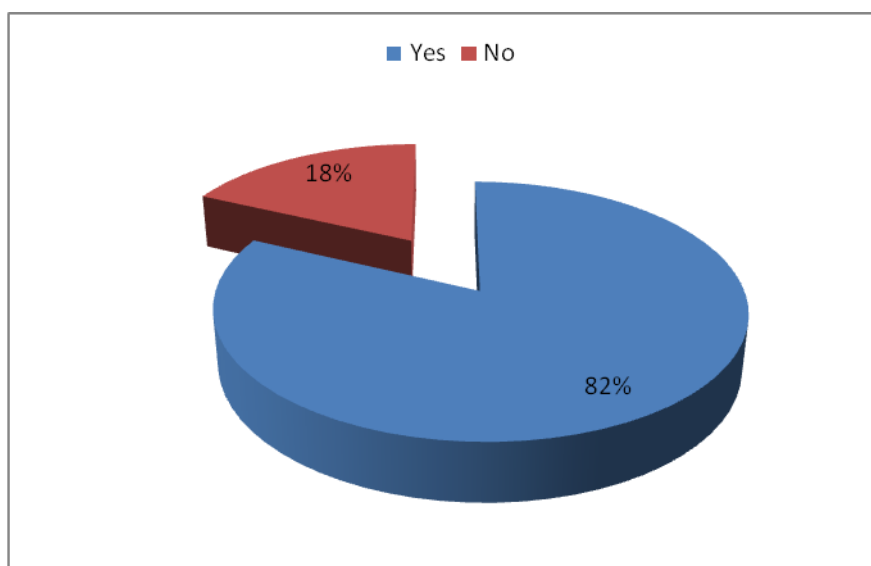


Figure 18: The Use of Technology in ESP Class

In the figure 18, the majority of teachers (82%) answered "Yes" to the necessity of the use of technology, while (18%) answered "No".

Q.03. If materials are not available, do you provide your own?

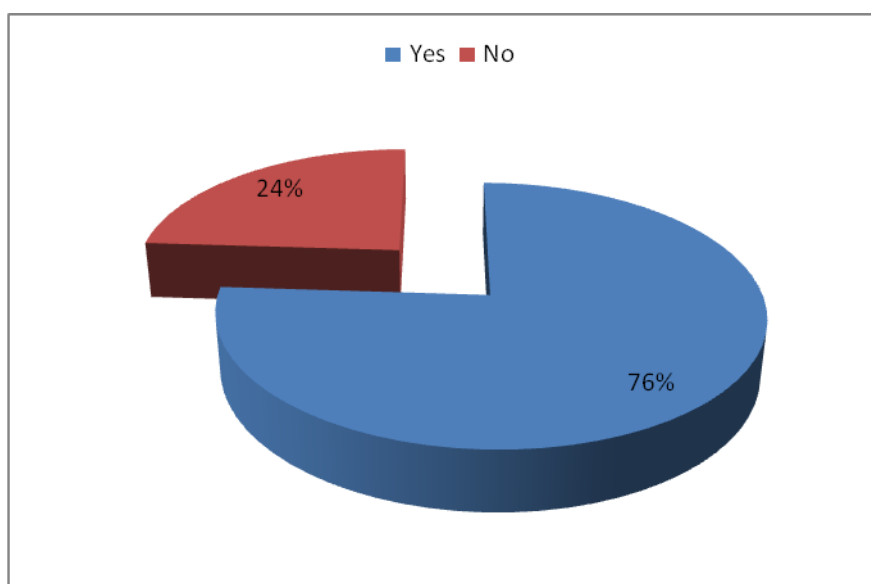


Figure 18: :Material Provision

As it is shown in the figure18, most of teachers (76%) provide their own materials, and only (24%) say they don't provide their own.

Q. 04. If yes what kind of materials do you provide?

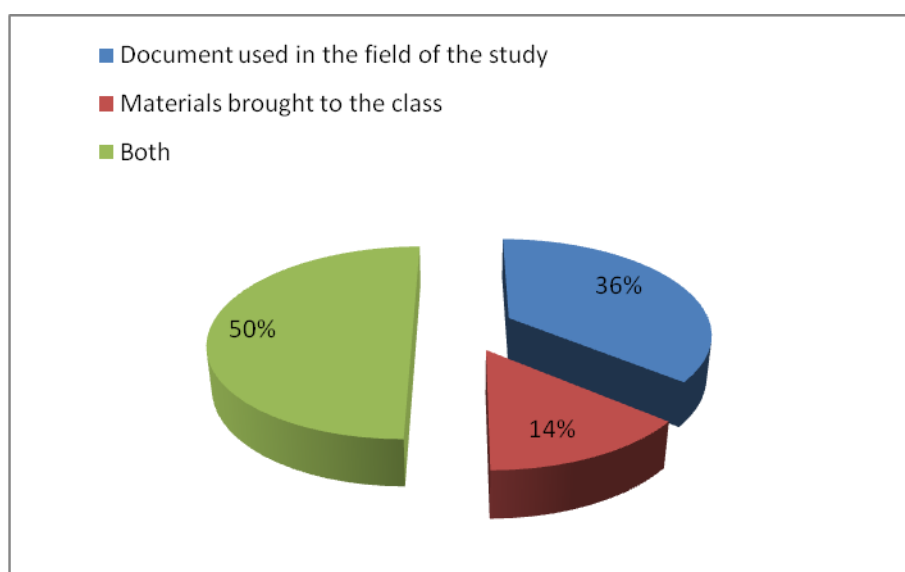


Figure 19: Types of Materials

Most of participants (43%) adopt documents used in the field of the study, while (05%) prefer material brought to the classroom, whereas (52%) choose both of them.

Q.05. From the following factors, which one according to you is the most exhausting factor which affects your performance and learners' motivation?

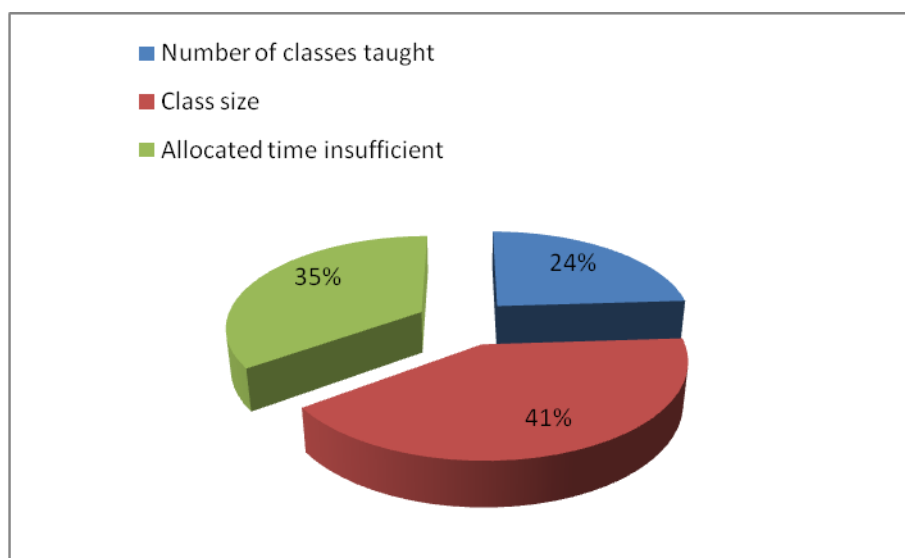
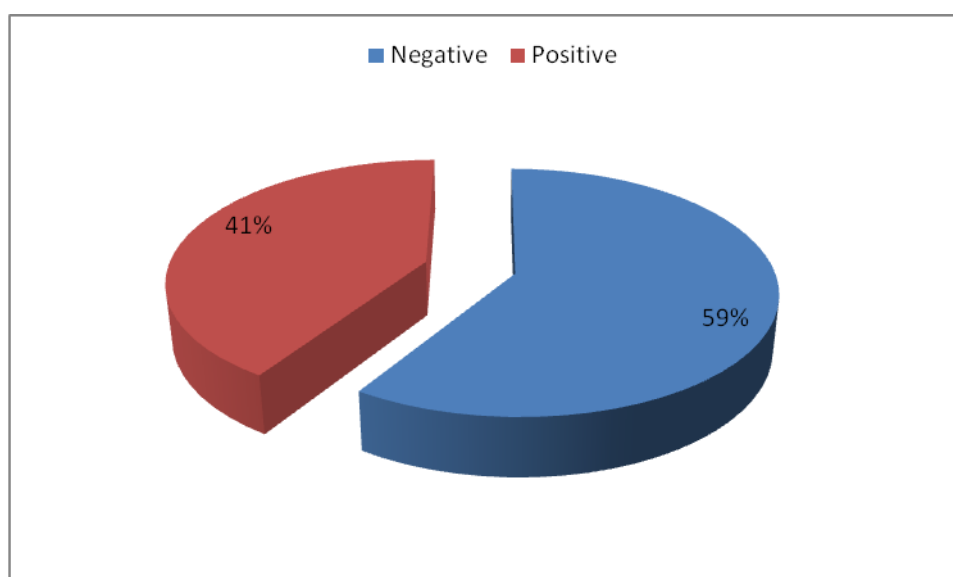


Figure 21: The Most Influential Exhaustive Factor

From the figure 21, (41%) of teachers see that class size is the exhausting factor, however (35%) argue that the allocated time is insufficient, while the rest (24%) of them claim that the number of classes taught creates difficulties.

Q.06 How does class heterogeneity affect your performance?



FIGRUE 22: The Factor of Heterogeneity

The negative effect of heterogeneity on teachers' performance and learners' motivation is too apparent, (59%) mentioned it; however, (41%) of them admit that it affects in a positive way.

Q.07 Do the new changes in syllabus introduced by the Ministry of Education influence your teaching method?

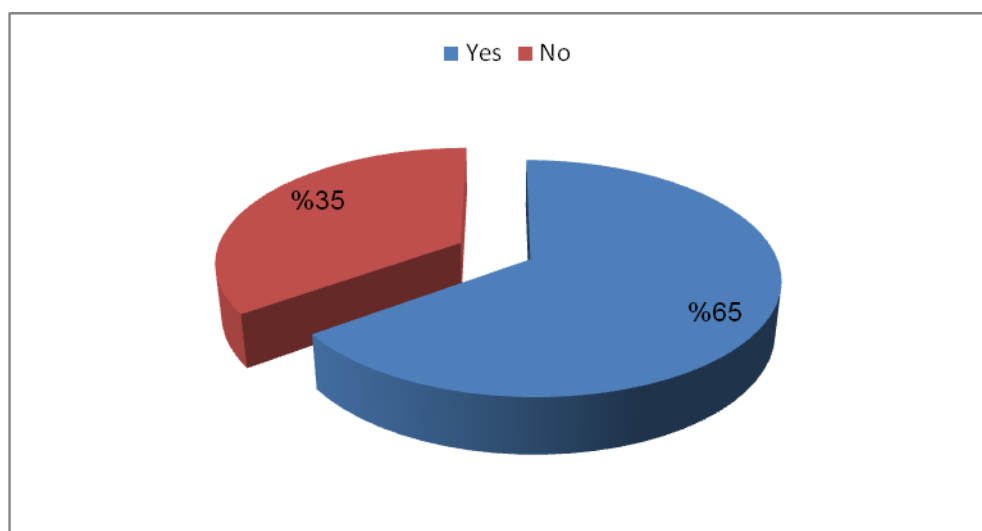


Figure 23: The Effect of New Changes Prescribed by the Ministry

In the figure 23, (65%) most of teachers refused the new changes in syllabus, whereas (35%) said "Yes"; they do not affect their teaching method.

1.2. Interpretation of Questionnaire's Results

First of all, we hope that teachers' answers help to validate our study more and make it more credible in order to find out the perfect solutions to our research problem. The chosen sample is made up of ESP teachers from different departments Economics, Biology, Mechanical Engineering and Geology. The analysis of ESP teachers' questionnaire has permitted to highlight the role of ESP practitioner as well the difficulties and factors that they encounter in class. According to the teachers' questionnaire which is based on theoretical part, the analysis of each question separately has allowed to find out many questions can be linked together forming correlations that relate to specific items for discussion.

The first correlation is between Q3, Q4, Q5 and Q7 in the first part. It aims to identify teachers' profession profile in each department. As we were analyzing the findings, we found ESP teachers' degrees are distinct according to their experience in each of the department mentioned above, where most of participants have Master degree, they do not have experience because they lack training.

The results of the correlation seeming in Q6, Q8 and Q9 show that the majority of participants at KMUO are supply teachers. Since they are supply teachers, their low salary may force them to look for additional and different activities to satisfy their needs. This might lead to reduce the effectiveness of their performance and interest in class, then decrease their learners' motivation.

Another correlation is amidst Q1 and Q2 in the section two. The findings revealed that from ESP teachers' statements they perform other roles such as researchers and evaluators, material providers. But the roles of material provider and collaborator take the lower percentage. This reveals that they vary in their roles but they do not function all of them which assigned to them as ESP practitioner. In other words, ESP teachers play certain roles and neglecting others.

The third correlation happens in Q3 and Q4 where the results indicate that most teachers do not coordinate with one another, and only few of them attended training seminars, which may develop their competence and have opportunity to discuss and acquire new techniques and strategies to improve the quality of ESP teaching methods for better outcomes; this also may explain their role as researchers.

Next, the findings of Q6, Q7 and Q8 report that, the majority of teachers present their English classes in the form of courses. This shows that they focus on teacher-centered approach, while the students need more practical courses rather than just confining them to the non-realistic topics to enhance their comprehension. Furthermore, since teaching ESP is learner-centered approach, most of them do not take learners' level into consideration while they present their courses. Consequently, the majority of them focus more on teaching both grammar and technical vocabulary; this proves that the learners have a lack of basic rules of learning General English which leads the teacher to change his teaching method as well his/her role from ESP teacher to GE teacher. In other words, their role as ESP teachers at KMUO is not stable during the course, they either play the role as ESP teachers teaching GE or as GE teachers teaching ESP, that means; ESP cannot stand alone without GE. Consequently, the sample of ESP teachers that we have selected for our case study from different scientific departments at KMUO need to integrate both of the roles ESP and GE, this indicates that there is not a huge difference between the role of ESP and GE.

Then, Q 9 is correlated with Q10 which aims to investigate the role of teacher as evaluator; the findings revealed that participants focus more on both oral and written tests to enhance more the four skills of learners and evaluate learners' comprehension of new knowledge and their development through the semester.

The connection in the Q1, Q 2 , Q 3 and Q 4 aims to assign the cardinal factors which influence ESP teachers' performance in the third part, where the results translate, that the majority of participants face the lack of technology use in class, even though, they consider it as an essential fact. For this reason they integrate their own materials focusing on both of documents used in the field of the study and material which brought to class in order to facilitate the transmission of information to make learners move from virtual concept to the physical and realistic one.

For the Q5 and Q6, there are some external factors that affect teachers' ability and production to deliver accurate information. To confirm this idea, as the participants state, the class size is the most influential exhausting factor; in other words, they refuse to teach big sized classes, where heterogeneity takes place and affects negatively their performance; this makes the teaching process somehow difficult for

them due to these individual differences, where it requires great efforts to achieve good comprehension to all levels of students.

The last correlation is between Q7 and Q 8, where the findings show that the majority of ESP teachers claim that the new changes affect their teaching method, since, it spoils stability of the course, and make the teachers think in new methods that suit this new syllabus, which might create difficulties and take time from learners to be familiar with.

Conclusion

The present study showed, after analyzing and discussing the results that, the ESP teacher has different roles, but he/she doesn't perform all, and indicated that ESP teacher s' role does not make much difference on the role of GE teacher when he presents his courses. Also, teachers ' awareness of the factors that might have a positive or negative influence on his/her performance in class as well learners' motivation and provide the maximum techniques in a way to help him in teaching in order to increase his/her learners' achievement .

Suggestions and Recommendations

Based on the findings and results of the study, it is obvious that the ESP teacher assumes various roles and faces some problems. In order to provide solutions by him/her as well the Ministry of Education to overpass such problems and develop this study further, we make some recommendations and suggestions to be taken by ESP teachers and the Ministry of Education concerning ESP teaching process in high education:

- The Ministry of Higher Education and Scientific Research should adopt a policy of training courses; this might make a significant improvement in teachers' professional performance to be more experts and specialists.
- ESP practitioners should focus on learner-centered approach in teaching ESP classes.
- The Ministry of Higher Education and Scientific Research should offer effective ESP Materials to increase learners' motivation and provide favourable working conditions for improving learners' performance and outcomes.
- The stakeholders should take class heterogeneity with regard in ESP class in order to provide good quality teaching.

General Conclusion

This study aimed to investigate the role of ESP practitioners in class at KMOU seeing that it is more complex and different in some points from GE. In addition to that, we have examined the factors which face them in class and may decrease their performance. Also, the solutions suggested by teachers may help to manage and overcome the difficulties that affect their role.

The findings showed that the ESP teacher assume more than one role but not to the degree of fulfilling all the five roles that are assigned to him/her as an ESP practitioner as proposed by Dudley –Evans (1998) earlier that he/she might be as material provider, researcher or collaborator, and evaluator. For this reason, we can say that ESP teachers should not neglect any of the roles, because each role is connected to others and completed each other for making teaching process more effective and achieving better outcomes.

Moreover, this study allowed determining the main factors which may have a negative impact on the ESP practitioners' performance; teachers' questionnaire revealed the lack of technology use and class size as main factors that spoil teaching operation. Furthermore, to overcome these difficulties we find out that they can remedy to these lacks by using more effective techniques that they would use to improve their learners' development and make them more involved for good interaction in classroom.

This dissertation will contribute to define the role of ESP teacher that he performs in class in different faculties of Economics, Biology, Geology and Mechanical Engineering at University Kasdi Merbah Ouargla. It gives insights about teachers' experience in teaching ESP and what may have a strong impact on their performance in ESP class.

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Appendix

Teachers' Questionnaire

We, 2nd year Master students Applied Linguistic and ESP are conducting this study on the different roles that ESP teacher performs in class . Your honest answers to the following questions would be of a great assistance to us . Please put (x) in the appropriate box.

Part one :Personal information

1- Sex ☐ ☐

2-Age.....

3-Which degree do you have ?

a- Master ☐

b-Magister ☐

c-Doctorate ☐

4-Experience as an ESP teacher (number of years)

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5-Your specialization domain ?

a-Economics ☐

b-Biology ☐

c-Geology ☐

d- Mechanical Engineering ☐

6- What is your status as a teacher?

a- Permanent ☐

b- Supply-teacher ☐

7- Have you had any specific training courses in teaching ESP?

-Yes ☐

-No ☐

8-Do you have other activities or job?

-Yes ☐

No ☐

9- If yes what are these activities?

a-Teaching in private school

b-Working in company ☐

c-Others ☐

Part two : Teacher 's role in class

1-Besides the role of teacher, are you performing any other roles?

-Yes ☐

- No ☐

2-If yes, what are these roles?

a-Collaborator ☐

b-Provider of materials ☐

c-Researcher ☐

d-Evaluator ☐

e-All ☐

3-Do you coordinate with other teachers in order to collaborate and discuss courses together?

-Yes ☐

-No ☐

4-If yes, how do you collaborate?

a- Teamwork class ☐

b - Seminars ☐

5-In which form do you present your English classes ?

a-Courses ☐

b-Tutorial sessions ☐

c-Both ☐

6-Do the topics you teach fit in with all your learners' levels?

a-Sometimes ☐

b-Often ☐

c-Always ☐

7-In the course, what do you often teach more ?

a-Grammar ☐

b-Technical vocabulary ☐

c-Both ☐

8-How do you evaluate your learners?

a-Oral tests ☐

b-Written tests ☐

c-Both ☐

9-which type of evaluation do you more focus on in class?

a-Evaluation of learners' development ☐

b-Evaluation of the provider materials and teaching methods ☐

Part three: Factors which influence ESP teacher's performance

1-According to you, what is the main factor that really affects your performance?

a- Lack in the knowledge of speciality ☐

b-Lack of the use of technology ☐

d- Working conditions ☐

c-Individual differences ☐

2- Do you consider using technology essential in ESP class?

- Yes ☐

- No ☐

3-If there are no available materials in class, do you provide your own ?

-Yes ☐

-No ☐

4-If yes, what kind of materials do you provide?

a- Documents used in field of study ☐

b - Materials brought to the classroom ☐

c- Both ☐

5- From the following factors, which one according to you is the most exhausting which affects your performance and learners' motivation?

a-Number of classes taught ☐

b-Class size ☐

c- Allocated time insufficient ☐

6- How does class heterogeneity affect your performance?

a-Positive ☐

b- Negative ☐

7-Do the new changes in syllabus introduced by the Ministry of Education influence your teaching method?

-Yes ☐

-No ☐

8-If yes, how can that affect it?

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9-What are the techniques would you provide to improve the learners' level, performance and motivation?

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Thank you

تعتبر الانجليزية كلغة اختصاص محط اهتمام كل من الدول الناطقة وغير الناطقة بلغة الانجليزية وفي السنوات الأخيرة . وقد تم نشر العديد من الكتب والمقالات التي تتحدث عن هذا الفرع من تعليم اللغة الانجليزية بغية تحقيق متطلبات المتعلمين في شتى أنحاء العالم حيث يلعب معلم الانجليزية كلغة اختصاص دورا حيويا في العملية التعليمية.

يتطرق هذا البحث إلي دور معلم اللغة الانجليزية كلغة اختصاص باعتباره مسألة مثيرة للجدل في تدريسها وبالتالي، فانه مطالب بالقيام بأدوار مختلفة مثل مزود المواد، الباحث، المتعاون، ومقيم لتعزيز نتائج الطلاب. وعلاوة على ذلك، لتمييز الفرق بين دور معلم اللغة إنجليزية كاختصاص التي غالبا ما تم تحديده على أنه مختلف عن معلم اللغة الانجليزية العامة . أيضا، لتعيين العوامل الرئيسية التي تؤثر على أدائه في الصف . يبدأ هذا العمل من خلال إعطاء لمحة عامة عن انجليزية كاختصاص كتعريفها، مراحل تطورها، وأنواعها ومدى اختلاف تعليم لغة الانجليزية كاختصاص عن الانجليزية العامة .بالإضافة إلي ذلك ، لتسليط الضوء على الأدوار المختلفة لمعلم الانجليزية كلغة اختصاص وكذلك العوامل المؤثرة الأساسية التي تقلل من أدائه في الصف مع تنبئها للمنهج الوصفي والتحليلي من خلال اعتماد النظرية التواصلية .في هذه الدراسة ، استخدمنا الاستبيان الذي تم توجيهه لمعلمي الانجليزية في كليات مختارة في جامعة قاصدي مرباح ورقلة .

Résumé

L'anglais à des fins spécifiques (ESP) est devenu un objectif important dans les deux pays francophones et non anglophones, récemment. De nombreux travaux ont été publiés dans cette branche de l'enseignement de l'anglais (ELT) pour répondre aux besoins particuliers de groupes spécifiques d'apprenants partout dans le monde où l'enseignant ESP joue un rôle essentiel dans le processus d'apprentissage. Le présent travail examine le rôle de l'enseignant de l'ESP comme un sujet de controverse dans l'enseignement de l'ESP. Ainsi, il / elle doit assumer divers rôles tels qu'un fournisseur de matériel, un chercheur, un collaborateur et un évaluateur pour améliorer la réussite de ses étudiants . En outre, pour distinguer la différence entre le rôle de l'enseignant ESP qui a souvent été identifié comme différent de celui de GE. Aussi, assigner les principaux facteurs qui influencent sa performance dans la classe. Ce travail commence par donner un aperçu de l'ESP comme sa définition, les phases de développement, les types et la mesure dans laquelle l'enseignement de l'ESP est différent de GE. De plus, pour éclairer les différents rôles des enseignants de l'ESP ainsi que les facteurs influents essentiels qui diminuent sa performance en classe. En outre, cette étude suit les méthodes descriptives et analytiques en adoptant l'approche CLT. Dans ce travail, nous avons utilisé le questionnaire qui a été administré aux enseignants de l'ESP dans différents départements de l'Université Kasdi Merbeh Ouargla