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Presented by: BENSACI Halima Saadia

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THE ROLE OF THE ESP TEACHER

The case of the ESP teachers at the Algerian University

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Before the jury

Miss. Thouria DRID
Dr. Nour eddine CHAOUKI
Mr. Nour eddine BELARBI

President
Supervisor
Examiner

UKM-Ouargla
UKM-Ouargla
UKM-Ouargla

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To my dear mother, father and all who love me ...

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List of Abbreviations

CLT: Communicative Language Teaching.

EAP: English for Academic Purposes.

EBE: English for Business and Economy.

EFL: English as a Foreign Language.

ELT: English Language Teaching

EOP: English for Occupational Purposes.

EPGP: English for Petroleum Geology Purposes.

ESP: English for Specific Purposes.

ESS: English for Social Studies.

EST: English for Science and Technology.

FLT: Foreign Language Teaching.

GE: General English.

MT: Mother Tongue

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Abstract

English for Specific purposes (ESP) has become an important focus both in the English and non-English speaking countries, and in the last few years many works were published in this branch of English language teaching (ELT) to fulfill the special needs of specific groups of learners all over the world. As a result, the area has now a fair enough background of research, materials, and an outpouring of books. The present work examines *the role of the ESP teacher* which has often been identified as different from that of General English (GE) teacher. The study starts by discussing some basic issues in ESP, starting from *Origins* of ESP, its *Developments* and the extent to which the teaching of ESP is different from that of general English, the perspective of the process of teacher's training, and the different roles of the ESP teacher. The study adopts the Communicative Language Teaching (CLT) approach in its methodology, since it views the role of any foreign language teacher, including that of ESP, as one that goes beyond the traditional lock-step role of teaching.

Chapter one: The Research Background

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Introduction:

The origin of the concept of English for Specific Purposes (ESP) dates from 1960s. ESP courses emerged in lieu of General English (GE) ones because the former could not meet learners' special needs any longer (Brunton 2009). ESP has been the subject of a variety of definitions by scholars; Duan and GU (2004) define ESP as:

“... a pedagogy in which the syllabus, contents, and methods are determined according to the needs of learner's specialized subjects” (Duan and GU 2004: 01)

The most well known definitions of ESP are that of Hutchinson and Waters (1987) who state that ESP is *an approach* and not *a product* to language teaching. Stevens (1988) defines ESP by stating two sets of characteristics: absolute and variable characteristics. Robinson (1991) claims that ESP is a goal-directed and its courses are developed from needs analysis (Stevens 1988 and Robinson 1991 cited in: Dudley-Evans & ST Johns 1998).

For about 30 years teaching ESP has been considered as a separate activity within ELT (Carter and David 2001). ESP takes from various disciplines such as Psychology, sociology and Applied Linguistics. Thus, ESP has developed its own approaches, materials, and methodology (Bojovic 2006 and Dudley-Evans & ST John 1998). These features support the view that teaching ESP is unlike teaching GE.

The ESP teacher is different from that of GE, but this does not mean that they do not have things in common (Bojovic 2006). Stevens (1988), for example, sees that ESP teachers are most of the time GE teachers being involved in teaching specific subject in English for a specific group of learners (Stevens 1988 cited in: Esteban & Martos 2002). Dudley-Evans and ST John (1998) prefer to use the term “practitioner” rather than “teacher”, because for them ESP work involves teaching and more. In the 1960s, the ESP practitioner's main job was to teach only the technical-vocabulary (Smoak 2003). In recent time, the responsibility of the ESP practitioner has involved five roles: A teacher, a course designer, material provider, researcher, collaborator, and an evaluator (Dudley-Evans and ST John 1998)

The question that is to be asked here is whether an ESP practitioner takes training courses before teaching ESP; Donna (2000) sees that ESP practitioners get some basic guidelines and little help (Donna 2000 cited in: Esteban & Martos 2002). There is a widespread agreement that being an ESP practitioner requires previous and additional training (ibid.). The practitioner general training includes training in language and the content area of his/her learners' speciality (Harmer 2001).

1-Motivation

It is known that the GE teacher is different from the ESP one inside the classroom, since the EG teacher's role was limited in teaching lectures, but since the emergence of ESP, this old culture has changed (Littlewood 1981). The role of the teacher, in this context, is not just the traditional job of teaching. It is this rationale which is behind the choice of this topic of the present inquiry.

We have chosen “**The role of the ESP teacher**” for three reasons. First, ESP is today considered to be a multidisciplinary area of interest. Second, ESP teacher is different from that of GE, in that ESP teacher has more roles to play. Third, do the ESP teachers have some guidance before teaching ESP? If so, what stages does s/he have to pass through?

2-Aims of the study

ESP is so vast an area that one cannot tackle all its aspects. In choosing the area of ESP practitioner, several aims are to be taken into account. The first aim is to give the reader a general idea about English for Special purposes. In other words, there are certain issues in ESP that this study aims to address, such as its origins, its developments, and the difference between ESP and GE. Also, the study aims to show the radical change of the status of the teacher since the appearance of ESP. Moreover, by conducting this research in this field, we aim at shedding light on the training tasks that ESP practitioners are asked to devise.

3-Research Questions

Through this work we try to answer the following questions:

- ✚ What differentiate an ESP teacher from a GE one?
- ✚ What are the roles of the ESP teacher?
- ✚ Should an ESP teacher take training courses before teaching?

4-Hypotheses

Since ESP is a learner-centered approach, and since its general aim is to meet students' needs. The ESP teacher, then, is required to do more than teaching language; thus, his/her role would be definitely unique (Dudley-Evans and ST John 1998). The teacher has to

“subordinate” his/her role in the classroom to the learning needs of his/her students (Littlewood 1981). This makes the ESP teacher different from the GE one.

To answer the above research questions we set the following hypotheses:

- ✚ ESP practitioner is different from GE teacher.
- ✚ ESP practitioner has got several roles in addition to teaching.
- ✚ ESP practitioner should have some training before teaching.

5-Literature Review

Although there have been efforts to develop materials and design courses for ESP learners, research about who should teach such courses are still carried out. Several points have been discussed concerning teaching ESP in general and the various roles of its practitioners. Anthony (1997), for example, sees that the ESP teacher is only GE teacher adopting an ESP approach and basing the “syllabi” on the learner’s needs. Whereas Bojovic (2006) holds that teaching ESP is a separate activity, thus the ESP the practitioner and the GE teacher are not the same. Concerning the issue of **the role of ESP teacher**, Schleppegrell (1991) argues that ESP teachers’ role “has distinctive connotations” (Schleppegrell 1991 cited in: Esteban & Martos 2002). There are five aspects upon which Dudley-Evens and ST John (1998) frame the ESP teacher’s roles. They claim that in addition to the traditional tasks of an English teacher, some other tasks are assigned to an ESP teacher.

In one way or another, English language teachers in general cannot play any role before they get “previous and additional” knowledge and that is by taking training courses (Esteban & Martos 2002).

6-Limitations of the study

This study concerns the teachers of ESP at the university. The ESP teachers are divided into two categories: EAP (English for Academic Purposes) which means teaching English to those who need it in their academic studies and EOP (English for Occupational Purposes) which means teaching English to those who need it in their occupations (jobs) (Hutchinson and Waters 1987). The present study tackles the case of EAP teachers. The only limitation that faces the study is the lack of the necessary samples at the university, because teachers are not stable in their job as ESP teachers, they are either GE teachers teaching ESP or specialist teachers teaching English.

7-Methodology

This study is descriptive in its method, in that it describes the role of the ESP teachers and the training courses they take. The work, also, adopts the CLT approach principles which support the view that whatever the language variety taught or learn it must be directed to communication.

Founded in the late 1960s, CLT started as a theory of language as communication; so the goal behind teaching a language is to develop what Hymes referred to as “communicative competence” i.e. how to communicate effectively in different contexts, (Richards and Rodgers 1986). Hymes (1972) proposes that knowing a language is more than knowing its grammatical, lexical, and phonological levels (Hymes 1972 cited in: Hoa Hiep 2005). According to this approach, the teacher in the classroom should take a step back and let the learner do all the work (Littlewood 1981), and this is one of the principles of teaching English for Specific Purposes. Also, the approach sees that the teacher needs to perform a variety of specific roles (ibid.). Richards and Rodger (1986) claim that: “*The job of the teacher is not just to teach, but also s/he has several roles*” (Richards and Rodger 1986: 77). Been and Candlin (nd) describe the teacher’s role as being an organizer of sources, researcher, needs analyst and counselor (Been and Candlin, cited in: Richards & Rogers 1986). So, within CLT the ESP teacher is expected to do much more than teaching.

To gather data, we adopt the technique of observation as an auxiliary tool for the questionnaire which is administered to the ESP teachers in the Algerian University. So, we observe the role of the ESP teacher by attending some sessions. During the sessions only the roles of a *teacher*, *materials provider*, and *evaluator* are observed.

Conclusion

To conclude, we can say that the successful development of any community comes from the extent to which it accepts teaching English for special purposes and the role of the ESP teacher as a model of this success and that is by integrating English language as a *lingua franca* into the needs of our daily life either in our academic studies or career context (Anthony 1997). ESP teachers are provided with the knowledge and tools to deal with their students' specialty. Teaching English for specific purposes is related to the learners' needs, so ESP learners' goal is to learn English just as a tool or instrument that makes them better in their field of study, they don't need to speak or write in English but to read textbooks and journals related to their subject in English.

ESP has passed through many stages before reaching its today's status as an important branch in English language teaching. This status ensures the noticeable difference between the world of GE and that of ESP, including teaching courses and teachers. The coming chapter deals with the history of ESP and its types, and the two English language areas GE and ESP.

Chapter two: What is ESP?

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Introduction

Nowadays, English is considered to be the “language of communication” all over the world. Kennedy and Bolitho (1991) maintain that the concept of “communication” differs from one speciality to another, depending on the kind of human activity. For example, business English is not the same as scientific or political English. Teaching English in these contexts is called *English for Specific Purposes* (Kennedy & Bolitho 1991 is cited in Hernandez & Perez Paredes 2002). Savignon (2002) argues that a language for a purpose means the use of English for “real and immediate communicative purposes”. The term ESP resulted from an urgent call for matching up the English courses and learners’ needs. ESP is characterized by three aspects: Needs analysis, time (its courses are restricted to a limited time), and language which is learnt to acquire knowledge of the discipline in English and not for the sake of having a general education (Basturkmen 2006).

In this section we attempt to provide an appropriate definition to the area of ESP. Furthermore, we deal with the Origins of ESP i.e. the roots of English for Specific Purposes. The issue of ESP developments will be under discussion, too, in this part. Also, we will state the difference between ESP courses and GE ones and the different types of ESP and the extent to which the ESP teacher is different from that of GE.

2-1-Definitions

ESP is a very large and ever-changing area; that is why giving it an exact definition is a difficult task (Smoak 2003). Some described ESP as being, simply, the teaching of English for any purpose (Anthony 1997). Khan *et al* (2011), for example, claim that: “In the sense of linguistic terminology ESP means what learner needs in the target situation or what s/he wants about his function of language usage...” (Khan *et al* 2011: 632). Hutchinson and Waters (1987) define ESP as *an approach* and not *a product*, which means that ESP does not involve a particular kind of language, teaching materials or methodology but it is concerned with the learner’s needs. In other words, ESP is not restricted to one specific context but it focuses on how learners use English in that context. Learners’ needs, then, limit the set of skills, texts, linguistic forms, and communicative practices (Dudley-Evans & ST John 1998 and Hyland 2009). Robinson (1991) shares a similar view and states that ESP is “normal goal-directed” which means that its courses are based on needs analysis (Robinson 1991 is cited in: Dudley-Evans & ST John 1998). Needs are, then, “the corner stone” of any ESP course design and materials writing (*ibid.*). Needs analysis is more than knowing what the learners do with language. It, also, deals with how to use that language in different contexts (Hutchinson & waters 1987). This means that ESP needs analysis focuses on both the specific language use and learning needs of a specific group of learners (John & Price-Machado 2001).

2-2-Origins

Several views have traced back the origins of ESP. Hutchinson and Waters’ (1987), for instance, categorized the roots of this issue under three main stages. The first is what is called “the demands of a brave new world”. The term appeared after the end of World War II in 1945 when two forces rose in the world; technology and commerce (Hutchinson & waters 1987). So, there was a demand for an international language and because of the leading role of the United States in the world, English turned to be a *lingua franca* (international language of communication) (Richards 2006 and Hutchinson & waters 1987). Language learners began to have different needs to learn English. Thus, English courses aimed to teach specific language and skills related to specific activities in academic and professional life (Malmkjær 1991). The second factor that led to the emergence of ESP was “a revolution in linguistics”. The process of teaching traditional linguistics (grammar) can no longer stand alone. Research

shows that teaching grammar should be accompanied with teaching how language is used in different contexts, and since teaching the English of science and that of commerce is not the same, that paved the way to the rise of teaching English to specific groups of learners. The third factor that helped in bringing life to ESP was “the focus on the learner and his needs” teachers and course designers realized that each learner has got his/her own purposes and desire in learning a language which could affect his/her motivation for learning. Thus, they designed courses and texts that serve the learner’s needs so as to improve his/her performance.

2-3-Developments of ESP

English for Special Purposes like any issue in applied linguistics did not appear suddenly but it went through many phases before it reached its present state. There are five main stages in the development of ESP, according to Hutchinson and Waters (1987): *Register Analysis* was the first term given to teaching courses for specific purposes. Since different specialities have different registers, for example, the register of Biology is unlike the one of Engineering, so a call for courses to meet the learner’s needs in each speciality was necessary. The main focus of the courses was on teaching the formal (grammatical and lexical) features that are needed in each register (Hutchinson & Waters 1987), which means teaching verb forms, nouns, phrases and vocabularies needed in the speciality (Richards 2001). However, register analysis failed to meet the needs since it deals with the language at the level of the sentence (Brunton 2009).

The weakness of register analysis gave birth to another stage which is *Rhetorical or Discourse analysis*. The focus of the new trend was on how sentences are combined to form paragraphs. It addressed the level above the sentence and its speech event (Richards 2001).

The third phase, suggested by Hutchinson and Waters (1987), adds nothing practical to the development of ESP because it still focuses on the surface level. The courses in this phase aimed at teaching the learner how to use language in different situations. It has been called *the target situation analysis* stage. Before designing the course, teachers have to analyze the target situations or what is referred to as “needs analysis”. Later on, target situation analysis paved the way to teaching English for specific purposes (Brunton 2009).

In the above first two stages the main focus was on the surface of the sentence (either on the level of the sentence as in register analysis or the level above it as in rhetorical

analysis), the target-situational analysis is not so far of that because it still based its analysis of the learners' needs on the linguistic level of the sentence. By doing so, there was a neglect of learner's own capacities. So, teaching linguistic features is not enough and teachers need to include some tasks that help in stimulating learners' ability. For example, in addition to grammar, the teacher needs to teach the reading skill because subject-specific learners need to understand texts related to their discipline in English. This stage has been called *Skills and strategies* by Hutchinson and Waters.

An ESP course is based on *a learning-centered approach*. It was always a matter of "learning" a language that concerned subject-specialists. ESP courses main purpose is to learn when to use language appropriately in a given situation, and an effective ESP course should be based on learners' needs.

2-4-Types of ESP

ESP is traditionally classified into two main types; EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) (Hutchinson and Waters 1987). Carter (1983) broke this old classification and suggests three types of ESP: *English as a restricted language* which means having a limited repertoire of a certain occupation e.g. a shop-keeper has a restricted language that is relevant in the context his/her job requires. The second type is *English for academic and occupational purposes*. In the tree of EFL suggested by Hutchinson and Waters' (1987) ESP is divided into three branches English for Science and Technology (EST), English for Business and Economy (EBE), and English for Social Studies (ESS). Each of these branches is either under EOP or EAP. Hutchinson and Waters (1987) argue that there is no difference between EAP and EOP since people can work and study at the same time and since the end product of studying a language is to use it at work. This explains the reason behind Carter's categorization of EAP and EOP under the same type of ESP (Carter 1983 is cited in Gatehouse 2001). The third type of ESP is *English with Specific Topics* which is the English needed only with a particular topic or time for example the case of "Scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions." (Carter 1983: 05).

2-5-ESP and GE

Needs are the prominent factor in learning English whether for general purposes or specific purposes. The question, then, is whether ESP and GE are different. For Hutchinson and Waters (1987): “in theory nothing, in practice a great deal” (P: 53). Several differences have been set by researchers, applied linguists, and teachers. Hamp-Lyons (2001) 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).

Bojovic (2006) 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 learner’s field of study or work.

2-6-ESP teacher vs. GE teacher

Since the emergence of ESP in the 1960s, English language teaching, in general, and the status of English teachers, in particular witnessed a radical change. This change created controversies among researchers on the relationship between ESP teacher and the one of GE. Strevens (1988), for instance, claims that ESP practitioners are only GE teachers being involved in special training courses to teach English for specific purposes to specific groups of learners (Strevens 1988 is cited in Esteban & Martos 2002). In a similar vein, Anthony (1997) says that ESP teachers can be described as GE teachers using an ESP approach, basing their syllabi on needs analysis and their own knowledge of using English in specific contexts. But, these views have been criticized because most researches see that ESP teachers and GE teachers are no longer the same. The first difference is that GE teacher is regarded to be the

main actor in the class where the learners should obey him/her to get the knowledge their teacher has, but in ESP the learner has more freedom to express him/herself and the teacher should take “ a step back” (Larsen-Freeman 2000). William (2010) sees that GE teacher prepares only for the lessons and evaluation. So, GE teachers spend less effort than the ESP teacher. The latter, spend time in needs analysis, syllabus design, and “production” of materials. Whereas, for Savignon (1987) GE teachers provide their learners only with language features that are grammar, allophones, and morphemes and so on; however ESP teachers tend to teach communicative competence that deals with both linguistic and sociolinguistic rules.

Conclusion

Today, ESP stands alone as an independent discipline from English Language Teaching (ELT) and it shapes its own aspects that are its own materials and methodology. However, these features cannot be achieved if the teacher does not look for what his/her learner's interests are. Besides, when doing any task in ESP, say, providing materials, the ESP teacher should first analyze the target situation need, which means understanding the learner's needs so as to find out the skills and strategies required by the subject-speciality.

In this chapter we gave an overview of the area of teaching English for specific purposes, beginning from its roots, development, sub-branches, and the difference between ESP and GE courses and teachers. The next chapter will tackle the ESP teachers' training and the different roles he/she plays.

Chapter three: The role of the ESP teacher

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Introduction

In the 20th century the world has turned to be a small village, consequently an urgent call for teaching one global language increased, especially that which is described as “international channel of communication” (Wallace 1991). This change in the status of language teaching demanded for more specialized teachers to teach language that requires special techniques and tools (Corder 1975). Teaching English for Special Purposes, for example, requires language structure, vocabulary, and the skills needed for the subject-specialty (Jordan 1997). In ESP, the teacher comparing with the GE teacher has more roles to play such as: planning lessons, controlling and organizing classes and writing materials (Corder 1975 and Hedge 2000). Furthermore, the number of teachers who leave their jobs increases each day because of the lack of experience, pressure, and stress. So, planning pre-service training courses for teachers seemed to be a good “support” for them to survive in their career (Ur 1991).

The purpose of this chapter is not only to underlie the roles of the ESP teacher inside the classroom, but also those that identify him/her outside the pedagogical setting. The first part will be assigned to the process of the training courses, together with its types. Then, the term “role” will be defined and different roles of the ESP teacher will be described.

3-1-Training the ESP teacher

Some teachers believe that being a good communicator means that you must be a good teacher, but when they are put in the classroom environment they find themselves looking for additional preparation to succeed in their teaching career. Therefore, most of them join training courses (Jourdanais 2009). So, what is meant by training? What types of training are there? Richards and Farrell (2005) see that:

“Training refers to activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. It is regarded as a preparation for the first teaching position or to take on a new teaching assignment or responsibility” (Richards and Farrell 2005: 03)

That is to say, training courses are sets of activities designed not only for the GE teacher but also for the ESP one. However, before dealing with the concept of the ESP teachers’ training, we would like first to clarify the difference between *teacher training* and *teacher development*. Teacher training means preparing professional tasks for people who intend to teach English for the first time, which is also called *pre-service training*. This is taken along the years of graduation i.e. EFL students are to be asked, for example, to attend and observe different lectures. Such tasks aim at making the “trainees” accustomed to classroom environment (Dickins and Germaine 1992). Whereas teacher development refers to those activities oriented to experienced teachers. This is called in-service training (Larsen-Freeman 2001). Underhill (1986) sees that *In-service training* is the process of increasing the teacher’s knowledge to be “better” as a professional teacher, and it is in the form of activities for practicing teachers (Underhill 1986 is Cited in: KÖyalan 2011). Such formal training courses are not always available. Most ESP teachers, for instance, seek their own way to develop themselves by, say, reading books, attending courses or workshops (Hutchinson and Waters 1987).

Vassilakis (2011) maintains that the main goal that lies behind training teachers is to prepare them to develop some pedagogical roles such as analyzing language and language

skills in order to understand the learners' needs, providing the relevant materials and planning courses that match those needs.

3-2-The role of the ESP teacher

Widdowson (1990) argues that the term "role" is used in various ways, but generally, a "role" is defined as a part of performance in a certain social action. Wright's (1987) definition is not so far from Widdowson's. He holds that in our daily life we have several social roles, some are inflicted on us e. g. *A father* and others we choose e. g. *a teacher*. While, for the *Longman Dictionary of Language Teaching and Applied Linguistics* a role is "the part taken by a participant in any act of communication. Some roles are more or less permanent, e.g. that of a teacher or a student" (Richard & Schmidt 2002: 460). So, in language teaching a role determines the status of both the teacher and the learner, and it is subject to change, depending on the kind of the activity in the classroom. For example, a teacher can be an evaluator and a teacher at the same time (Nunan and Lamb 1996).

Sierocka (2008) claims that the ESP teacher has got more roles to play besides the role of a "teacher". Dudley-Evans and ST John (1998) proposed five roles for the: *teacher*, *course designer* and *materials provider*, *researcher*, *collaborator*, and an *evaluator*.

3-2-1- As a teacher: It is true that the ESP teacher and the GE one share common roles, for example, *Teaching English Language*. However, the difference lies in the objective behind teaching (Harmer 2001). In ESP a teacher does not mean only being a language provider, but also a needs- analyst (ibid.). That is to say, since the teacher is not the primary knower of the career content of the discipline, he/she has to understand his/her learners' needs in order to understand their knowledge of the content so as to bring the relevant materials required by the group of learners in class (Bojovic 2006).

3-1-2- As a course designer and materials provider: 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 (Basturkmen 2006). Course designers should bear in mind some basic questions before designing any course, such as, who the learners are. What do these learners need to learn English for? And what kind of texts do they need? There is a controversy on whether the materials provider should adopt authentic textbooks or write his/her own (Hutchinson and waters 1981). Text writing according to Hutchinson and Waters (1987) should be the last step a teacher adopts when the other

possibilities are exhausted. So the ESP teacher should first select the available textbooks. Also, he/she can modify the activities so as to suit learners' needs, and in case both possibilities are not in hand, the ESP teachers can, then, generate their own (Dudley-Evans and ST John 1998).

Hutchinson and Waters (1987) 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.” (Hutchinson and Waters 1987: 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).

3-2-3- As a researcher: ESP holds an important position in English language teaching all over the world. It draws its own way from language theories and research (Hyland 2009). Hence, the process of teaching ESP is restricted to the findings in linguistic research in the target subject-specialty (Basturkmen 2006). According to Sierocka (2008) the ESP teachers first have to research their own goal “*in what they really want to achieve*” (Sierocka 2008: 35). Then, before designing courses or providing materials, they need to do research in order to investigate the genres of texts¹, language, and skills required by the specific field of study (Dudley-Evans and ST John 1998). For instance, ESP teacher often attends classes, talks to the administration staff and investigates the strategies learners need in their learning (John and Price-Machado 2001).

2-4- As a collaborator: Coordinating with colleagues is considered to be an essential step in any educational task (Nunan and Lamb 1996). The ESP teacher is no exception since one of his/her roles is to cooperate with the subject specialist. 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 (Dudley-Evans and ST John 1998).

3-2-5- As an evaluator: Some issues are considered to be as daily activities (cooking, breathing, and eating...). Evaluation is no exception of being an unconscious activity in our day life. In language teaching, evaluation plays a role as a feedback for learners and the course achievement (Dudley-Evans and ST John 1998). Nunan and Lamb (1996) argue that:

“Monitoring and evaluation are essential parts of everyday life. We monitor ourselves and others as we carry out the many tasks of everyday life- Shopping, riding the subway to work, looking after our kids in the park, watching television and so on.”(Nunan and Lamb 1996: 299).

Pedagogically speaking, evaluation is not the same as testing since the latter is a part of the first, and evaluation is mainly oriented to the classroom setting (Dickins and Germaine 1992). Evaluation should be carried out by the teacher and not outsiders (experts) because the teacher knows the learners’ speciality. Further, he/she is accustomed to understand the classroom problems and knows the kind of evaluation which is relevant to his/her learners (ibid.).

The teacher is often involved in different types of evaluation. In the context of ESP there are two kinds of evaluation (Bojovic 2006). *Students’ evaluation* in which the teacher assesses whether the learners have the necessary language and skills to survive in the

¹ Teachers of English for Petroleum Geology (EOPG) use texts related, for example, to the “Drilling Rig” which is equipment that drills underground when searching for oil and gas.

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 measure the extent to which these suit the learners' needs (ibid.).

Conclusion

Hutchinson and Waters (1987) claim that being an ESP teacher requires more than being only a language provider. ESP teacher has got several roles to play in addition to teaching. For this purpose ESP teacher is expected, first, to have some knowledge about his/her learners' subject and that is by participating in training courses.

Teacher training, in general, is a kind of an "on-going" education, which means that teachers never stop getting more and more knowledge along their teaching career (Vassilakis 2011).

In this chapter, we have dealt with the ESP teacher's training and the types of English for Specific Purposes. Moreover, we set the roles that distinguish the ESP teacher from the GE one. These roles are: as *teacher*, *course designer*, *materials provider*, *researcher*, *collaborator* and *evaluator*. The following chapter will be assigned to data analysis.

IV-Chapter Four: The Analysis of the Results

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Introduction

In order to understand the role of the ESP teacher and his/her training, we have designed a questionnaire and attended some observation sessions so as to gather the maximum data.

We have chosen seven ESP teachers from the University Kasdi Merbah Ouargla out of twenty-four of our sample. We have noticed that none of the teachers answered the last question of the third section. The question was answered when we administered the questionnaire to the rest of the sample. Also, in the pilot study the questions were ordered according to the role of the teachers. In other words it begins with questions concerning the role of a *teacher* then of a *course designer*, of a *material provider*, of a *researcher*, of a *collaborator*, and of an *evaluator*. However, we changed the order according to the following aspects; questions concerning the teacher, the learner, the purpose, and then materials.

4-1- The analysis of the questionnaire

4-1-1- The description of the questionnaire:

The questionnaire is administered to the ESP teachers at the University Kasdi Merbah Ouargla, Algeria and University Ziane Achour Djelfa. We aimed to prove our research hypotheses concerning the role of the ESP teacher and his/her training.

Our questionnaire consists of a series of questions that aim to examine the roles that distinguish the ESP teacher from the GE one and account for the training of the ESP teacher and its types.

4-1-2- The data analysis:

I- The role of the ESP teacher

| Options | N | P% |
|---------|----|-------|
| Yes | 21 | 87.50 |
| No | 01 | 12.50 |
| Total | 24 | 100 |

Table 1: the other roles in addition to the role of a “teacher”

Table n 1 shows that 21 (87.50) teachers claim that they have other roles than the role of a “teacher”, and only 3 (12.50%) say that they do not play any other role but teaching.

| Options | N | P% |
|---------|----|-------|
| All | 01 | 4.76 |
| A-B-C-E | 03 | 14.28 |
| A-C | 02 | 9.52 |
| A-C-D-E | 02 | 9.52 |
| A-C-E | 08 | 38.09 |
| B-D | 01 | 4.76 |
| C | 03 | 14.28 |
| D | 01 | 4.76 |
| Total | 21 | 100 |

Table 2: The roles of the ESP teacher

Table 2 shows that the teachers who choose “Yes answer” on Table 5 have different choices concerning roles they assume. Most of them, i.e. eight (8) teachers (38. 09%) say that they assume the role of *course designer*, *researcher*, and *evaluator*. The rest varied in their choices; for example, 3 teachers (14. 76%) choose *course designer*, *materials provider*, *researcher*, and *evaluator* or only the role of a “*researcher*”.

| Options | N | P% |
|---------|----|--------|
| Yes | 11 | 45. 33 |
| No | 13 | 54. 66 |
| Total | 24 | 100 |

Table 3: Coordinating with the teachers of the discipline

The majority of correspondents does not cooperate with their colleagues of the discipline with 13 teachers (54. 66%). However, 11 of them (45. 33%) answered “yes” i.e. they do collaborate with the teachers of the discipline.

| Options | N | P% |
|------------|----|--------|
| Vocabulary | 07 | 29. 16 |
| Grammar | 01 | 4. 16 |
| Both | 16 | 66. 66 |

Table 4: Ways of teaching ESP learners

Table 4 shows that 16 out of 24 teachers (66. 66) teach their learners both grammar and vocabulary. But, 7 of them (29. 16%) present vocabulary to their learners and only one (1) teacher (4. 16%) teaches the grammatical rules to his learners.

| Options | N | P% |
|------------------|----|--------|
| Through texts | 21 | 87. 50 |
| In terms of list | 01 | 4. 16 |
| Both | 02 | 8. 33 |

Table 5: Techniques of teaching the ESP learners

21teachers out of 24 (87. 50%) claim that they present technical vocabulary and grammar through texts; while 2 of them (8. 33%) use both techniques *texts* and *lists* to present their lectures and one (1) teacher (i.e. 4.16%) adopts only the “list technique” to present grammar and technical vocabulary to his ESP learners.

| Options | N | P% |
|---------|----|-------|
| Yes | 23 | 95.83 |
| No | 01 | 4.16 |
| Total | 24 | 100 |

Table 6: Design ESP courses

It is noted that 23 teachers (95.83%) design courses for their learners and only one (1) teacher says that he does not plan his ESP learners' course.

| Options | N | P% |
|---------|----|-------|
| A | 01 | 4.16 |
| A-B | 04 | 16.66 |
| A-C | 01 | 4.16 |
| B | 11 | 45.83 |
| B-C | 05 | 20.83 |
| C | 02 | 8.33 |

Table 7: Modes of learners' evaluation.

From Table 7, we can see that 45.83% of teachers say that they adopt the written mode of evaluation. The rest varied in the way they assess their learners. For example, 5 out of 24 teachers (20.83%) use the written mode and the situational mode of evaluation and 4 of them (16.66) adopt the oral and the situational mode of evaluation. Only two (2) of them (8.33%) use the situational assessment, and one (1) teacher (4.16%) evaluates his learners orally and situationally. Also, one (1) teacher assesses his learners orally.

| Options | N | P% |
|---------|----|-------|
| A | 05 | 20.83 |
| A-B | 07 | 29.16 |
| A-C | 01 | 4.16 |
| B | 06 | 25 |
| B-C | 03 | 12.50 |
| C | 02 | 8.33 |

Table 8: The purpose of evaluation.

Table 8 shows that the correspondents differ in their purpose of evaluating learners. For instance, 7 out of 24 of teachers (29. 16%) aim at improving learning and measuring the learners' progress. Also, 6 of them (25%) aim at just improving learning.

| Options | N | P% |
|---------|----|--------|
| Yes | 15 | 62. 50 |
| No | 09 | 37. 50 |
| Total | 24 | 100 |

Table 9: Material provision.

With the percentage of 62. 50% of “Yes answer”, it is obvious that the majority of teachers provide their own material, and 7. 50% of “No answer” say that they do not provide their own.

| Options | N | P% |
|---------|----|--------|
| Yes | 23 | 95. 83 |
| No | 01 | 4. 16 |
| Total | 24 | 100 |

Table 10: Conducting research.

As it described on Table 10, 23 teachers (95. 83%) do research to understand the type of texts required by the learners' needs and only one (1) teacher does not conduct research.

II- The ESP teachers' training

| Options | N | P% |
|---------|----|--------|
| Yes | 17 | 70. 83 |
| No | 07 | 29. 16 |
| Total | 24 | 100 |

Table 11: Pre-service training.

The majority of the sample i.e. 17 teachers (70. 83%) teachers had training courses before teaching ESP. A small group of the respondents i.e. 7 teachers (29. 16%) say that they did not take any training in ESP before teaching.

| Options | N | P% |
|-----------------|----|--------|
| Self-training | 11 | 64. 70 |
| Formal training | 06 | 35. 29 |
| Total | 17 | 100 |

Table 12: Pre-service type of training.

Table 12 shows that 11 out of 17 teachers (64. 70%) who answer “yes” on Table 11 responded that they did a kind of self-training and only 6 of them (35. 29) say that they had a formal training sessions.

| Options | N | P% |
|---------|----|--------|
| Once | 06 | 35. 29 |
| Twice | 06 | 35. 29 |
| More | 05 | 29. 41 |
| Totale | 17 | 100 |

Table 13: Frequency of training.

Out of 17 teachers who answered “Yes” (on Table 15), six (6) teachers (i.e. 35. 29%) say that they take one training session per week, and six (6) of them responded that they did two sessions per week. The rest of them i.e. 5 teachers (29. 41%) claim that they did more than two sessions in a week.

4-1-2-Findings and Results:

In this research, it is hypothesized that the ESP teacher is different from the GE one because the ESP teacher has more roles to play in addition to that of being a *teacher* and that the ESP practitioner should have some training before teaching. So, we attempted to highlight those roles and the training courses the ESP teacher takes.

From data analysis and the theoretical insights in part one, our research came out with the following results.

Section I:

The ESP teacher has five roles in addition to the traditional role of teaching. These are: *Course designer, material provider, researcher, collaborator, and an evaluator.* Our research

found that in addition to teaching grammar and vocabulary through texts, teachers design courses for their learners according to their needs. Also, the questionnaire results show that our ESP teachers provide textbooks needed by the subject-speciality of the learners i.e. those materials were not written by the teachers themselves, but they just adapt from different resources. Data analysis, also, shows that ESP teachers do research to understand the texts relevant to their learners' needs. ESP teachers in our case maintain that they do not coordinate with the teachers of the discipline.

These facts show that the ESP teachers do not assume the five roles suggested by Hutchinson and Waters (1987). For example, they do not assume the role as *a collaborator* (See Table 3 above).

Section II

From data analysis we can say that the ESP teachers have some guidance before teaching ESP, and 64.70% of them say that this guidance is in the form of self-training i.e. the teachers train themselves by attending lectures and reading books, and in most of the case training sessions do not go beyond two sessions per week.

4-2-The analysis of the observation sheet:

4-2-1-The description of the observation sheet:

The observation sheet is administered to the ESP teachers of the University Kasdi Merbah Ouargla. The aim behind observing the teachers is to ensure the results of the questionnaire concerning the role of *teacher, material provider, and an evaluator*.

Our observation sheet is divided into two parts. The first one is devoted to the description of the observed session, that is to say the subject, date, time, number of the learners, and level of the learners. While, the second part is devoted to the roles that have been observed in the classroom.

4-2-2-Data analysis:

As a teacher: From the observation sheets n one (1) and three (3), we notice that the teachers present both grammar and vocabulary, while the teacher in sheet n two (2) teaches his learners only vocabulary needed in their discipline.

As a material provider: We notice that none of the ESP teachers observed provides his own material, but adopts from different resources.

As an evaluator: In sheet n three (3) the teacher does not do any evaluation during or at the end of each session, but says that he assesses his learners at the end of the course. However, in sheets n one (1) and two (2) the teachers say that they make some situational activities and a quiz at the end of the session.

4-2-3-Findings and results

According to our research hypothesis, the ESP teacher has got several roles to fulfill. We observed only the roles inside the classroom: a *teacher*, *material provider*, and *evaluator*. From our observation, we found that the ESP teachers provide materials and evaluate their learners by themselves in addition the role of teaching.

Conclusion

Obviously, ESP as a teaching method is different from GE, and the main aspect of this difference is the “teacher”. The feature that distinguishes the ESP teacher is his/her roles. The ESP teacher has got more roles to play in addition to be a teacher; he/she can be a *course designer*, *material provider*, *researcher*, *collaborator*, and an *evaluator*. These roles cannot be fulfilled the learners’ needs are not previously analyzed.

ESP teachers do not fulfill all the roles assigned to them as ESP practitioner since they missed the role of a *collaborator*. So, we can say that ESP teachers should not neglect any of the roles, because each role is connected to the others by. For instance, coordinating with colleagues can help in understanding the type of material your learners’ require, and by doing so we are, also, fulfilling the role of a researcher.

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Appendix

Kasdi Merbah University-Ouargla

Faculty of letters and languages

Department of foreign languages

English section

THE ROLE OF THE ESP TEACHER

Submitted by:

Bensaci Halima Saadia
Nour -eddine

Supervisor:

Dr. Chaouki

Dear Teachers,

We, the student of 2nd year Applied Linguistics and ESP (Master level) are conducting a study on: *The role of the ESP teacher*. You are kindly invited to answer these questions. Your honest answers will be of great help to us. Please put a cross (x) in the appropriate box.

Thank you

2012/2013

Section one: Personal data

1 – Full name:

2 – Sex: male female

3 – Age:

4 – Qualification: BA master/ magister doctorate

5 – English teaching speciality:

6 – Experience as an ESP teacher (number of years):.....

Section two: Your roles as an ESP teacher

7 – Besides the role of teaching, are you involved in any other role?

Yes No

8 – If yes, what is it?

-Course designer

-Materials (texts) writer

-Researcher

-Collaborator

-Evaluator

9 – Do you coordinate with other teachers of the discipline?

Yes No

10- As an ESP practitioner, do you teach your learners?

- Grammar

- Technical vocabulary

-Both

11 – How do you present grammar and vocabulary to your learners?

- In terms of list

-Through texts

12 – Do you design a course for your learners?

Yes No

13 -How do you evaluate your learners?

-Orally?

-By the written mode?

-Situationaly (role playing, task doing)?

14 – Why do you evaluate your learners?

-To measure their progress

-To improve learning

-To make them autonomous (teach them to learn alone)

15 – If you do not find the relevant materials (texts) for your learners in their discipline of study, do you provide your own?

Yes No

16-- Do you do research to understand the type of materials that learners need?

Yes No

Section three: Your training courses.

17- Did you take any training in ESP before you began teaching?

Yes No

18-if yes: Self-training Formal training

19 - How often do you take the training session per a week?

- Once
- Twice
- More

Sample Observation Sheet 1

Teaching specialty: Petroleum Geology

Level: 1st year Master

The topic of the session: The rig

Number of students: 32

Day: Monday **Time:** 14:50 _ 16:20 (1h 30min)

This sheet aims at observing the roles of the ESP teacher in the classroom as a *Teacher*, *Materials provider* and *Evaluator*.

1- As a teacher:

- * The teacher uses texts to teach both grammar and vocabulary, but the focus is on vocabulary.
- * The teacher reads the text first then gives a chance and time to his learners to read and explore the vocabulary by themselves, and since they already have some background of the topic they easily get the meaning.
- * The teacher uses a simple strategy to enhance his learners' ability to understand texts related to their speciality in English.
- * The teacher explains in English and sometimes uses French translation.

2- As a materials provider:

The teacher does not provide his own materials; he relies on several sources in the field of study such as journals e. g. *Earth science geology* by *National Geographic Adudhabi* and books e. g. *Introduction to Petroleum Geology* by *Shelly Limestones*

3- As an evaluator:

The teacher does some situational evaluation which is in the form of individual activities whereby learners are asked to write a paragraph in which they have to summarize what they have understood from the text.

Sample Observation Sheet 2

Teaching specialty: Finance and Banking

Level: 1st year Master

The topic of the session: Correction of the exam

Number of students: 27

Day: Sunday

Time: 09: 40_11; 10 (1h 30min)

This sheet aims at observing the roles of the ESP teacher in the classroom as a *Teacher*, *Materials provider* and *Evaluator*.

1- As a teacher:

* The teacher gives only vocabularies through texts.

*The students understand the meaning of certain vocabulary items by understanding the meaning of the whole sentence.

*The teacher uses the students' MT (Mother Tongue) because according to him understanding vocabulary in their MT makes it easy to understand them in English.

*The skill targeted, here, is reading because the objective of the course is to teach the learners how to read English books that are related to their subject-speciality, which may help them in their research paper.

2- As a materials provider:

The teacher doesn't provide his own materials; he adopts from several sources

3- As an evaluator:

At the end of the session, the teacher does an evaluation whereby he gives his learners some activities (filling the gaps) in order to see whether they have mastered the vocabulary.

Sample Observation Sheet 3

Teaching specialty: Organic Chemistry

Level: 1st year Master

The topic of the session: Distillation

Number of students: 05

Day: Tuesday

Time: 08: 00_09: 30 (1h 30 min)

This sheet aims at observing the roles of the ESP teacher in the classroom as a *Teacher*, *Materials provider* and *Evaluator*.

1- As a teacher:

*The teacher refreshes the learners' memory before he gets into the lecture.

*The teacher lecturing only in English without using translation.

*The focus was on vocabulary, but sometimes the teacher stops to explain some grammar points that he sees is relevant to the discipline. For example, the use of the Present simple tense (goes, depends...), the use of "so" (to understand clauses of results), and adjectives (faster and simpler).

* The teacher gives a chance to his learners to read the text; and then he reads and explains some vocabulary items (*separated, mixture, apparatus...*).

*At the end of the session, the teacher provides them with the summary of the whole lecture.

2- As a materials provider:

Materials are not provided by the teacher himself, but he adapts from different references.

3- As an evaluator:

Only summative evaluation is used by the teacher. During the session, the teacher tests the learners' progress by asking some questions, and there are no exercises given at the end of the session.

ملخص الدراسة

تعتبر الإنجليزية الاختصاص اليوم محط اهتمام في كلا من الدول الناطقة و غير الناطقة باللغة ا لانجليزية و

في السنوات الأخيرة قد تم نشر العديد من الكتب و المقالات التي تتحدث عن هذا الفرع من تعليم اللغة

الانجليزية بغية تحقيق متطلبات المتعلمين في شتى أرجاء العالم.

يتطرق البحث الى دور أستاذ اللغة الإنجليزية كلغة اختصاص و الذي يعتبر مختلفا عن أستاذ اللغة

الإنجليزية العامة. حيث يعالج هذا البحث مواضيع أساسية لكأصل إنجليزية الاختصاص و تطورها و أيضا اختلاف

طرق تدريسها عن طرق تدريس اللغة الإنجليزية العامة و يعالج أيضا عملية تدريب الأساتذة و أدوارهم المختلفة.

تتبنى الدراسة النظرية التواصلية لتدريس اللغة الانجليزية في منهجها، هاته الأخيرة تعتبر إن دور أي أستاذ

لغة اجنبية _و من ضمنها أستاذ لغة الاختصاص_ يتعدى الدور التقليدي ألا و هو التدريس