

# *The Status of ESP in Algeria: The Need for Highly Specialized Courses of English*

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## **Abstract:**

ESP courses are necessary to serve learners' and professionals' specific needs within predefined target situations. In the Algerian university context, it is not the case, giving that the current courses students attend do not meet their needs since they are EGP classes. This paper seeks to shed light on the importance of ESP courses to develop professional's occupational performance. A descriptive method was implemented for the sake of collecting data of a quantitative and qualitative nature through a semi-structured interview and a non-participant observation process at Biskra University - Algeria. The analysis of the data shows the respondents' interest in the tentative project. Moreover, the respondents who are specialized in both the language and different fields show that having specialized classes will save them more time and effort and will help them fulfill specific requirements of the target situation, either professional or academic. The observation process revealed interesting data, precisely related to course design and ESP teachers. The former is one of the weighty weaknesses in these courses, as they are not tailored according to learners' needs as no needs analysis process was carried. The latter shows that no teacher among the ones observed has been trained to be an ESP teacher or has executed any procedure related to ESP course design.

**Keywords:** ESP; Course Design; Higher Education; Language Learning; Needs Analysis.

## **1- Introduction**

Communication between international colleagues belonging to the same research interest is critical to the development of any science. The clarity of communication is one of the most significant factors in reaching any satisfactory decision or objective. Nowadays, professionals and academics from all over the globe "need" to master the English language, as the lingua franca does not only support sharing ideas with a larger audience, but also helps in the development of the science itself, allowing scientists from different linguistic backgrounds to put their creativity and contribution into the international display. On the other hand, joining the international community on a professional level can provide the job seeker with more opportunities when mastering the language or even having efficient communicative skills. Thus, clear communication is the heart of "doing"

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one's job properly and "doing" research more effectively as Alda (2012) supports "scientists urgently need to be able to speak with clarity to funders, policymakers, students, the general public and even other scientists" (p. 1019). On the same train of thought, university teachers and researchers tend to focus more on their research and pedagogical duties. Thus, dedicating more time, energy and resources to learn English as a second or a foreign language might not be of a high priority, even though it is a pivotal factor for non-native speakers to join the international community and to be a part of the new globalized world. Benyelles (2013) backs up this claim within the Algerian University as an example stating that Algerian academics and professionals need to be able to communicate effectively using the English language as it acts as a facilitating factor for reliable research and work-related performance. Consequently, this study aims at shedding light on this issue through providing specialized ESP courses to help the academic and professional staff learn the needed English language in the most time efficient method. The questions raised in this study tackle the reasons behind the linguistic challenges faced by the academic and professional staff to develop their occupational performance, and the efficient methods to overcome such difficulties.

## **Literature Review**

### **1.1- *ESP in Algeria***

English for Specific Purposes (ESP) has been the centre of attention for more than fifty years, most notably in research. Harmer (2001) defined ESP as "Situations where the student has some specific reasons for wanting to learn a language" (p.1). In the North African region, French has been prioritised over English for many educational, professional and administrative purposes. However, and giving the modern globalised world, English is taking a larger space in these communities because of the linguistic requirements of the new world. Algeria as the largest country in this region, and the continent, it is moving steadily towards adopting English as a first foreign language giving the increasing demand of English language courses by Algerian students and professionals from different fields. In accord, it is a necessity for being a part of the new world and globalisation requirements in which English is the lingua franca (the language used by individuals not sharing the same linguistic background as a meddling means of communication).

In general, prior work is limited to a subset of needs analysis processes and theory discussions. For that reason, this study focuses on systemizing the educational context taking into account previously designed ESP courses and researchers' recommendations. The study, then, explores the possibility of

enhancing the use of more specialised language in specialised courses for students and professionals to reach their linguistic aims and fulfil their language needs more quickly and efficiently with saving more money, energy and time. The researcher has put this idea in a project-based study called “The ESP Centre” in which everyone interested in having a specialised course in his or her field can sign up any time of the year as long as the course has not been launched yet. The expectations of the researchers are high taking into account their modest experience in teaching and the demands of the local and national workplace for quality teaching/learning experiences. Additionally, this study addresses the learners’ aspirations for more international experience and cooperation to be opened up for new challenges and to widen their educational and professional horizons.

### **1.2- ESP in Biskra University (A Sample of Algerian Universities)**

Learning English has become a major concern for many communities to keep in touch with the rest of the world. More specifically, educated individuals tend to learn English to be updated or what is going on around them and what is new with any area of their expertise. In Biskra University-Algeria, English is being the centre of attention of both students and teachers. The former seeks to learn the language to gain more knowledge and have the upper hand among their peers to show more progress. While the latter needs to have more data that are recent and updated for their pedagogical and research purposes in reaching a larger audience; as well as an efficient oral communicative skill for conferences, symposiums and oral communication with colleagues from all over the world.

It is imperative to note that, same as in Biskra University, Algerian universities do not offer adequate specialised ESP courses. This might not be an accurate estimation of the ESP situation in Algerian universities. However, the fact that ESP courses are assigned randomly to undergraduate students of English and without any fixed syllabi, in addition to the lowest credit and coefficient allocated to ESP courses in comparison to specialty modules, makes students from different specialties take this course for granted. This leads to neglect the fact that English is one of the main factors affecting intellectual, social and economic development.

### **1.3- The Background of the ESP Centre Project**

According to a study conducted by Benyelles (2009), she states that the ESP centre was a result of different partnerships between the Algerian Ministry of Higher Education and Scientific Research and a some of British Universities, namely Glasgow, Manchester, Leeds, Sheffield, Nottingham, Salford. The

agreement aims at helping some of Algerian students to enrol in full-time postgraduate programmes to develop the British-Algerian cooperation in fields related to science in technology. Accordingly, three ESP centres were created in three different Algerian cities (Oran, Algiers, and Constantine) aiming mainly at providing in-country ESP courses, supporting different ESP units for stronger links with British universities, and creating necessary conditions for specialised ESP teachers and subject specialists who had certificates such as Ph.Ds. from Anglo-Saxon nations. The specialised ESP teachers had different pieces of trainings and seminars organised at the ESP centres by Algerian experts and foreign missionaries. Benyelles (2009) claims that the dissolution of the ESP centres is related mainly to the absence of legal status and the refusal the centres have received for legalising its status by the Ministry of Higher Education and Scientific Research.

## **2- Method and Tools:**

### ***Context and Approach***

The researchers opted for a mixed-method approach relying on both quantitative and qualitative data. The former serves the study in collecting static information about our respondents in the form of numerical data. The latter is valuable in terms of collecting data on our respondents' perspectives, experience, and attitudes towards certain aspects of the study. As for the research strategy, Denscombe (2010) defines it as a plan of action to accomplish a precise goal. Thus, based on the view on Nisbet and Watt (1984), this investigation adopts a case study as a strategy that deals with the (ESP centre) as an instance related to a general principle, which is teaching ESP courses.

### ***Participants***

For this study, the researchers have decided to rely on the responses of six volunteering university teachers/researchers and two PhD candidates/researchers as follows: four teachers/researchers (T1-T2-T3-T4) from the English language division at Mohamed Khider University of Biskra who are specialised generally in applied linguistics and didactics. Two other teachers from different disciplines (Economy T5 and Architecture T6). Finally, two doctoral students from the Department of Architecture (S1) and the Department of Physical and Athletic Techniques (S2) at the University of Biskra. The respondents joined our study based on purposive and convenient sampling techniques taking into account their interest in learning English and its effect on their research process.

## ***Instruments***

### ***The Semi Structured Interview***

One of the data collection methods applied in this study to answer the research question is a semi-structured interview. This choice stems from the fact it allows the interviewer to have a prodigious deal of flexibility and allows to interviewee a degree of power and control throughout the interview (Nunan 1991). The researcher relied on this method as it gives data that is more accurate and more genuine as answers without blocking the respondents or leading them to answer a certain way (leading questions).

Cohen and Manion (1985) state that such interviews contain briefing and explanation, i.e. the researcher clarifies the nature of the study and the purpose of the interview and the way data were to be utilised. Additionally, and to encourage the respondent to recount his own experiences and opinions a variety of questions have to be used (open-ended/ Vs close-ended questions; direct and indirect questions). The interview is administered in two versions, one for the language specialists (T1-T2-T3-T4). Another for subject specialists (T5-T6) and the Ph.D. candidates (S1-S2).

### ***The Observation Process***

The second data collection method is the non-participant observation. The researchers see in this tool a beneficial procedure to be present and note aspects that may not appear in other responses (interview) such as learners' motivation and attitude. Weir and Roberts (1994) support this choice claiming, "observation is the only way to get direct information on the classroom behaviour of teachers and learners" (p. 136). The observation grid is designed after nearly two years of close up examination of different phenomena and activities related to ESP classes, learning and teaching processes. Within nearly one month of observing different ESP classes in the Department of Science and Technology, and Social and Human Sciences, in addition to the CEIL (Centre D'enseignement Intensif des Langues), the main drives of this inquiry were the following:

The researchers relied on these points using an organised observation grid:

- The efficiency of the courses given at the CEIL and different departments allegedly as ESP courses.
- The compatibility of the specialised learners' needs and their target situation requirements with course content, organisation, and delivery
- ESP teachers experience and expertise in the needs analysis process and ESP course design
- Learners' expectations, motivation, and attitude towards the ESP course

- Fields with the highest demand for ESP courses in relation to the Algerian job market
- Financial aspects related to ESP courses for all involved parties

### **3- Results**

#### *EFL Teachers Interview*

##### *Pedagogical and Research Interests*

The EFL teachers (T1-T2-T3-T4) have responded similarly to this question, three of the four teachers are interested in didactics, teaching techniques and learning theories, while the fourth teacher extended his research interest into research methodology and assessment. Accordingly, the researchers pointed to ESP as research interest and its status in Algeria and the respondents replied saying that they are interested as well and that they are following the development of ESP closely.

##### *The ESP Status in Algeria. Specialised Classes and Teachers*

The four respondents seemed less optimistic discussing such a topic. They believe ESP in Algeria has not taken its fair share of research, attention, and application. Even though it is one of the most important factors in propelling and furthering sustainable development in developing countries, Algeria still needs more attention and investments in ESP for both academic and occupational purposes.

##### *The Difference Between Teaching ESP and Teaching EGP*

Through the analysis of our colleagues' responses, the researcher found that their viewpoints concerning ESP, in general, are related to theory; also, they believe that teaching ESP might not be different in terms of teaching methods and techniques. However, the content is too specific and the materials must be designed to fulfil learners' needs and serve academic and professional requirements of the target situation. They also believe that material selection and development is one of the most important aspects of teaching ESP. different sources of information must be selected and organised carefully by paying attention to timing and without neglecting evaluation procedures.

##### *ESP Learners*

There is a consensus on the importance of ESP learners' needs and fulfilling their target situation's linguistic requirements. The respondents believe that ESP learners have specific needs and ESP teachers must pay close attention to every single need with keeping a balanced load of information for every

session. Accordingly, T2 and T3 have focused on the Algerian ESP learners, most notably, in Biskra University, saying that their needs are barely fulfilled, if even identified.

### *ESP Course Requirements*

Relying on their response related to ESP learners' needs, the responses show immense focus on needs analysis and materials selection and organisation. This focus is a result of the absence of these crucial aspects in most Algerian ESP courses as our respondents admitted. Additionally, they believe that the ESP courses in Biskra University do not take into account evaluation in ESP, both teachers and learners treat this imperative stage the same way they deal with it in an EGP course. That is to say, a grade to pass the examination.

### *The Status of The ESP Courses in Different Department of an Algerian Universities (Biskra)*

Within the tertiary level, T1 and T4 believe that ESP classes must be organised and be given more importance as they have noticed repeatedly the struggle students, novice and experienced researchers go through to conduct research as far as materials in English are concerned. They described ESP classes in different departments as unorganised and inferior EGP classes. The four teachers believe that assigning newly graduated EFL students as part-time teachers in different departments without providing any clear syllabus or training is not pedagogical.

### *The High Demand for Specialised Classes in The Algerian University*

The teachers believe that Algeria is going through a massive transitional period both economically and socially, which is affecting education in general and the high demand for specialised classes in particular. This is, according to them, is related to the economic openness Algeria is supporting currently. With more foreign companies and businesses, it is highly required to focus on more specialised ESP classes to meet the increasing need for such teaching/learning demands.

### *ESP Courses and Different Field in Algeria*

Two respondents (T2 & T4) believe that tourism and industry, in general, must be the centre of attention nowadays. On the other hand, T3 believes that agriculture is one of the main flourishing fields in Algeria and it is high time researchers and EFL course designer dedicated more time and resources to this

field and absorb more foreign expertise in agriculture and food quality in general. In addition to these fields, T1 recommends shedding more light on computing sciences as its products and results make a large proportion of our daily activities easier. On the same train of thought, there is a clear consensus among our respondents that some fields have more importance, giving the nation's current state and its professionals' needs.

### *The ESP Centre, an Integrative Project*

The tentative project seemed interesting in the eyes of our respondents. They all believe there is a motivating aspect related to this idea in general. A more organised teaching-learning experience with incorporated efforts from both linguists and course designers, also subject specialists from different fields and research interests. As a sum up to their responses, both teachers and specialists (Ph.D. candidates) believe that fulfilling learners' needs is a necessity itself to take advantage of everyone's ideas and perspectives. Furthermore, to be a part of the process concerned with the link between the university and the job market; ultimately, to the development of the economy and the Algerian society in general.

### *Subject Specialists Interview*

#### *Main Pedagogical and Research Interests*

As for the respondents from other specialties, the two teachers (T5-T6) come from different areas of expertise; the first said he is interested in different fields of the economy in general and management in particular; while the second studies architecture and environment. The Ph.D. students (postgraduate candidates S1-S2) belong to different faculties, the first belongs to the architecture department and he is interested in environmental issues related to architecture, and the second belongs to the physical and athletic techniques department at the same university and he is interested in physical training.

So, as the researcher states here, our respondents belong to different fields from several disciplines related to both social and human sciences as well as science and technology, which will give us a variety of responses and from different perspectives and both educational and professional backgrounds.

#### *Nature of Courses, General and Specialised*

The EFL teachers are not concerned with this question. The other respondents though, had closely related answers. T5 and T6 had EFL courses. In

addition to the mandatory courses at the primary and secondary levels, T5 has enrolled as a student at the English language department for one year then he transferred to the French language department and put his enrolment on hold. He argued that as a teacher with pedagogical and research duties, he could not find the time to study and to revise for exams in different subjects, most notably specialised subjects such as linguistics, literature, and civilization.

T6, S1, and S2, on the other hand, have had English language courses at the university's languages centre, which offers different courses in several languages (English, French, Italian, Spanish, German, Turkish and Russian) and for all levels (A1-A2-B1-B2-C1-C2). This specialised centre offers general English courses using audio-visual aids and reliable sources. However, it does not ensure specialty-related courses; in other words, neither the teacher nor the content is suitable for ESP classes even if a large number of candidates are already specialised and look for specialised courses in their domains. Our respondents have realised that as well and noticed that this centre's programme is not enough and does not fulfil all of their language needs. They believe incorporating their own domain and using English would help them more reach their goals and enhance their motivation. As a sum up, our respondents did not have any ESP courses

*An ESP Centre with Specialised Classes, Teachers, Training Programs, and Subject Tailored Syllabi, What Are Your Thoughts? (Possible Benefits)*

Respondents have shown enthusiasm and acceptance of the characteristics of the ESP classes mentioned within the question. T5 and T6 were interested and thought of this as a chance for them to join the international community giving their relatively young age (32 and 28 years old respectively). These two teachers have even gone beyond by discussing chances of inviting their foreign colleagues and organise seminars and workshops in their departments using the English language, as according to them, will give the scientific gathering more credibility and spotlight.

The two Ph.D. students saw this as an opportunity to develop their research perspectives and enlarge their database by checking a larger number of sources and developing their communicative skills for both personal and professional purposes. On the same train of thought, they saw this as an opportunity to pave the way for professional purposes in more developed countries. However, not all respondents have agreed on the timing of the courses, as teachers declared that timing is an issue for them and they would prefer extensive courses, while students did not object to intensive courses.

*Main Advantages of an ESP Specialised Centre*

The respondents seemed very interested in this idea as they saw the project as a helpful process that may serve positively some of their academic and occupational objectives. Both teachers/researchers (T5 & T6) believe that a specialised course can support them save more time and energy giving their busy schedules. Moreover, they believe, as far as their professional careers are concerned, that specialised courses will be of a great deal of help to their research processes and being up to date with what goes around in their field of specialty by sharing results and communicating, formally and informally, with colleagues from all over the globe.

As for novice researchers (S1 & S2), the Ph.D. candidates believe that the current research duty and the process they are going through required a large set of updated data and more interaction with the international community and English is highly required for succeeding in this mission. Both respondents are interested in an international training programme provided by the Algerian Ministry of Higher Education and Scientific Research called PNE (Programme National Exceptionnelle). These long scientific leaves (from eight to 18 months) present an enormous opportunity for Ph.D. students to participate in scientific events and to seek information and share results and experiences with the international community. Our respondents believe that most of the destinations they thought of, and in which their main interest is dealt with, are English speaking communities and all the updated data available online most notably, is in English.

*Interest and Main Purposes for Learning the English Language*

All of the respondents answered positively to this question. They are still interested in learning English for various and different purposes. The teachers (T5 & T6) believe that research, professional communication, and international collaboration are the main reasons behind their strong urge to learn English. The PhD candidates, on the other hand, have similar interests linked to learning English since they are mainly conducting research and attending/participating in several scientific events. Thus, English according to them is needed for documentation and seeking up-to-date information and development in their field of interest.

*Respondents' Need for The Language in Specific Occasions in Their Educational or Professional Careers*

According to our respondents' answers, teachers had more detailed information as they are more experienced and had more contact with the international professional milieu. The teachers/researchers (T5 & T6) have been in touch with their foreign colleagues either electronically like emailing or personally through international conferences, workshops, training, and symposiums. Both teachers said that it is quite challenging to be in such situations where English is the only shared and used language.

T6 has honestly declared that he felt left out in a certain scientific gathering in Turkey and that even if he had information, results to share, and comments to exchange he could not be very efficient or step up and speak comfortably. This teacher has presented his research in French and he said that he noticed presentations, which were shared in English, had more impact and a larger audience. Similarly, PhD students have a comparable path as either students or future professors and researchers. They believe that their research can have an exceptional value if they were able to check more data and sources written in English and that the largest sets of data and updated sources in most fields are written in English.

### *Final Word*

As the researchers explained the main objective of this study, our respondents strongly supported the tentative project and showed immense excitement for the details the researcher has provided. For most academic purposes, the respondents felt eager to have such organised courses mainly to fulfil their needs and improve their performance within their target situations.

### *Findings of the Observation Process*

Upon closer investigation through the non-participant observation process, and relying on a thoroughly designed observation grid based on our research objectives, the researcher found the following:

#### *Observing Specialised Students at The University and at The Local Language Centre (CEIL) And in Courses for Novice Students (Freshmen)*

Researchers have noticed that specialised learners seem to be lost in choosing appropriate courses to fulfil their learning objectives and meet their target situation needs. A large number of these learners tend to join the CEIL and other foreign languages centres even if, from a purely educational perspective, it is very challenging to meet their target situation needs as these centres provide general English courses only. On the other hand, a fewer number of these

learners, who are mostly university professors and doctorate candidates have joined the English Language Section at the University of Mohamed Kheider – Biskra. They enrolled in the licence canvas entitled (sciences of the language) on which they have different basic subjects such as written and oral expression; as well as, specialised modules like literature, civilization, didactics, and phonetics.

#### *Observing Teachers at The CEIL and at Different Departments*

With no ready-made decisions to hire specialised ESP teachers, along with the absence of training programmes for ESP teachers; the CEIL and different departments at the level of Algerian Universities in general and Biskra University in particular hire newly graduated students to be ESP teachers. These new graduates mostly hold an MA (Masters of Arts) degree in Sciences of the language or applied linguistics. They do not sign any contracts and have no regular wage, they are paid by the hour and in many cases they step down or teach irregularly.

#### *Students' Motivation (Attendance and Attitude)*

In general, students in different departments are not highly motivated. Among the main causes is the lack of preparation for courses and the constant change and late assignment of ESP teachers. The coefficient of the course itself in all canvas is one (01), which makes students focus more on specialty subjects and give less to no importance to the ESP course. Thus, their attitude toward the course itself is mostly negative.

#### *Course Content, Organisation, and Delivery*

Newly hired ESP teachers in different departments are not highly motivated as well, giving their low income and importance assumed for them and their course. Accordingly, the administration does not provide any programmes or specify the requirements of the course at hand. As a result, the researcher noticed that the content selection, organisation, and delivery does not meet, regularly, learners' needs and learning objectives. It is worth noting that within the courses given at the CEIL, which are mostly EGP courses, a larger set of educational materials (audio-visual aids) and ready-made programmes are designed for every single level separately (from level A1 to C2).

#### *Respecting The ESP Course (Course Design) Steps from Needs Analysis to Course Evaluation*

ESP teachers, who are not mostly trained or even, have enough time for the ESP course design process (mainly needs identification and analysis), have no solid base for content selection and organisation. Furthermore, the researchers have noticed that material selection, development, and gradation is not given priority because of the time limitations and inexperience of the ESP teachers.

#### *Compatibility Between Course Content and Target Situation Requirements*

This rubric is one of the most important aspects of ESP and chiefly in our study. In relation to other observed aspects, in both the CEIL and ESP courses in different departments, there is low compatibility between ESP learners' target situation requirements and the courses they take at the CEIL. On the other hand, ESP courses in other departments do not serve all target situation requirements mainly because of the absence of an organised needs identification and analysis procedure.

#### *Highest Demanded Fields for ESP Courses, In and Out of the University*

The researchers have noticed a high demand for English for Academic Purposes (EAP) giving that a large number of specialised university professors and researchers in science, technology, and economics attend EGP courses in and out of the university. Furthermore, a considerable proportion of the English language courses' seekers are daily workers in different fields mainly factories and administrations with the need of the language as a means for better performance in their professional activities. Hence, the researchers believe that EAP courses, mostly in science and technology subfields in addition to English for Occupational Purposes (EOP) classes in tourism, finance, trade, entrepreneurship, and business.

#### *Financial and Time Aspects Involved, For Teachers and Learners in Addition to The Faculty (University)*

As stated in different parts of this paper, the financial aspect plays a major role in the ESP milieu nowadays. As teachers are paid by the hour, learners do not pay for ESP courses, as the sessions are a part of their canvas and programme. Alternatively, the CEIL provides three months' programmes for all levels (EGP courses) and learners need to pay for every level separately. The fees differ according to the learners' profile as teachers and professionals from different fields in and out of university pay more than what students do pay.

#### *Career Aspects and Aspirations for New Recruits (Experience, Organisation, And Specialty)*

ESP teachers who are newly hired, with no contract, regular satisfying salary, nor a suitable teaching environment, face unknown future noting the fact that they are not genuine ESP teachers and their teaching period is very limited (to one year mostly). These teachers aspire for a better future with a steady salary and occupation. Mostly, the certificates they have at the end of the year do not serve them for any of their occupational purposes. Thus, career-wise, their aspirations and expectations are much higher than the professional reality they are in. The CEIL hires teachers in a more formally and pays them differently, if teachers have no jobs already they get paid by the hour as well, if teachers belong to a certain department at the university, they get paid through - overtime pay - by the department. Again, these are EGP courses.

## **Discussion**

Through the analysed data, the researcher concluded that specialised ESP courses in the University of Mohamed Khider of Biskra in both the CEIL and different departments do not comply with the criteria of ESP classes. Thus, they are mostly EGP courses. The results reveal that choices taken by different types of learners are not studied especially for those who are already operational on their target situation. Accordingly, this choice will not be of a great benefit for their current or future careers. As a result, our respondents believe that creating a suitable context that ensures serving their educational purposes with both language and specialty teachers cooperation, can increase the efficiency of their learning experience; thus, increase their productivity in their domains both academic and occupational. So, the first research hypothesis “an ESP centre presents a professional and an organised teaching context that is administered by language and subject specialists for better educational outcomes” is confirmed.

Creating a specific context for teaching specialised language can positively serve all parties. The results summarised through the analysis procedure shows a considerable number of advantages this tentative project may bring. First, the collaboration between language specialists themselves can increase the efficacy of the teaching–learning experience with developing and adopting several teaching methods and techniques that will serve a variety of fields and specialties. Consequently, the collaboration between language and subject specialists will increase the efficiency of the experience and bring teacher closer to one another on which the two groups will benefit from one another to create specially tailored programmes from each department, in addition to syllabi for any interested company or association out of the university.

As far as the financial aspect is concerned, the project will help not only the centre itself but also the faculty and university to increase its financial autonomy. This is executed by investing the income from learners, teachers seeking training, and tailored programmes for interested parties out of the university, into developing the teaching-learning experience and create collaborations with local and foreign institutions. As a result, the considerable number of benefits confirms the second hypothesis stating, “The ESP centre ensures especially tailored teaching programmes that aim at fulfilling both learners’ learning and target needs more efficiently”. To sum up, this tentative project ensures a large number of advantages that must be taken into account, the researchers summarise them into the next section as recommendations.

### **Recommendations**

The following list represents a list of various advantages of the ESP centre as a tentative project to develop in-depth and more efficient learning:

- Funding for the faculty (Financial Autonomy);
- Better supervision, more experienced staff and more in-depth teaching;
- More specialties and more accurate needs analysis process that leads to better course design and ultimately better control over target situation requirements (considering that the staff are already researchers)
- Sponsoring opportunities and signing collaboration contracts (les conventions);
- Training programs for staff and candidates for specialised tests (ex: Aviation Language Tests);
- In-service training for instructors and professionals all over the state and country;
- Extensive training for specialised instructors in ESP;
- Multidisciplinary, Multilingual and Multicultural workplace;
- Specially tailored syllabi for various sectors out of the university;
- Profession-specific language and communication studies (Fortanet-Gomez & Räisänen, 2008);
- Avoid issues such as hiring part-time teachers who mostly do not show commitment to their duties giving the very low salaries;
- Translation section for official documents and instant translation services;
- Various external language consultation and tailored training services
- Staff diversity (in age, gender, experience, and teaching-learning styles)
- Consultation between the centre’s staff and professionals and researchers from different fields to enhance the quality of the whole experience

- Collaboration with foreign experts and institutions with organised meetings, seminars, and workshops;
- Develop printed documents for undergraduate students about ESP in general in the form of a specialised published journal of the ESP centre.

This list is not to be limited to these elements, any further research and collaboration may reveal the inadequacy of some elements and the effectiveness of others, as well as the addition of more aspects this research may have unintentionally neglected.

#### 4- Conclusion

To sum up, the ESP centre, as a tentative blueprint project induces different researchers from different departments and interests to upsurge the collaboration for the general benefit. On the same train of thought, to take advantage of a large number of advantages it provides, to help develop the Algerian university and bring it closer to the job market and to join the new globalised world. The study results were not to be generalised; however, the ESP course status and situation in Algeria is similar, most notably in universities and tertiary level institutions. Thus, the large set of advantages is not to be ignored, as most involved individuals will profit from the project. Lastly, the author invites our fellow researchers from different specialties to encourage such initiations and to collaborate and exchange expertise, especially between domains that seem different and apart with nothing in common, as it will be of great help to whoever is willing to help. Besides, he invites all officials in charge to smoothen the path for realising this initiative by reducing the bureaucratic operations as this study comes as a reaction to the first tentative to realise a similar project by Professor Meliani from Oran University.

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