# Teacher Training: New Trend for Successful English for Specific Purposes Teaching

تدريب الأساتذة: اتجاه جديد في تدريس الإنجليزية للأهداف الخاصة بنجاح

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**Abstract :**

Making education, in general and teaching in particular, more enjoyable is the key for academic success. In this respect a great deal was, still is, and will continue to update the approaches, methods, and techniques teachers may use to fulfil the mentioned purpose. Within the EFL enterprise, a new branch has been integrated to meet the demands of the job market, i.e., ESP or English for specific purposes. Based on what has been said, the main focus of this paper is to shed light, in a little more details, on the notion of teacher training in an ESP context. The rationale behind this study is to help namely language teachers in the ESP situation cope with their students needs; and thus, ensure the effectiveness of both format and content delivery. All of which to make learning English as fruitful as possible.

**Keywords:** Education, ELT, ESP, Teaching, Teacher Training

**ملخص:**

جعل التعليم أكثر متعة هو مفتاح النجاح الأكاديمي. وفي هذا الصدد، لا يزال هناك الكثير من الجهد لتحديث المناهج والأساليب والتقنيات التي قد يستخدمها المدرسون لتحقيق الغرض المذكور. وفي مجال تدريس اللغة الإنجليزية كلغة أجنبية، أُدمج فرع جديد لتلبية طلبات سوق العمل وهو الإنجليزية للأهداف الخاصة. وتحقيقا لهذه الغاية، تركز هذه الورقة بشكل رئيسي، وبقدر أكبر قليلا من التفاصيل، على مفهوم تدريب المدرسين في سياق توفير التعليم للجميع. والأساس المنطقي وراء ذلك يتلخص في مساعدة مدرسي اللغة في وضع التعليم الابتدائي على تلبية احتياجات طلابهم؛ وبالتالي، ضمان فعالية كل من الشكل وإيصال المحتوى. كل ذلك لجعل تعلم اللغة الإنجليزية مثمرا قدر الإمكان.

**كلمات مفتاحية:** التعليم، اللغة الإنجليزية، الإنجليزية للأهداف الخاصة، تدريب الأساتذة.

## Introduction:

Before looking at the rationale behind teacher training, it should be mentioned here that there is neither one best way to teach foreign languages, nor a single best set of teaching materials. This is because teachers will vary both in their methods and techniques used while teaching and what they are intended to teach. It follows therefore, that there is no single 'magic bullet' that can be offered to support language teaching across all phases. This means that the more effectiveness is present while teaching, the more students will benefit. This is about teaching English in general, so what about the teaching of ESP? This will be discussed in the following sub title.

## 1. Objectives of ESP Teaching:

Teaching English to non-linguistic students means achieving a variety of objectives: acquiring knowledge about the language, developing and practicing all four language skills, getting language and cultural awareness, integrating specialist knowledge and communicative skills and even enriching overall knowledge. Recently, many researchers have come to the conclusion that one more aspect of teaching ESP is of vital importance teaching thinking.

In regards of what has been above, four types of ESP teaching objectives can be mentioned: proficiency, knowledge, affective, and transfer (Stern, 1989, 1992), cited in: Kaosar 2014:12).The first dimension is proficiency objectives. At this level, the main concern is placed on the mastery of the four language skills i.e. speaking, writing, listening, and reading.

To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. Students from some language backgrounds may have no trouble reading and writing in English, but find the sounds of the language more difficult to produce.

On the other hand, students from orally-based cultures may find it easier to speak than to write. Some students can speak a lot, but cannot understand

much of what they hear. The task for the language teacher is to provide instruction that facilitates the development of all four skills.

The second dimension is knowledge objectives. Here, the main concern is the acquisition of both linguistic and cultural information. The former (linguistic knowledge objectives) comprises developing a linguistic competence based on: language analysis and awareness of the systematic aspects of language. Those aspects include: *Phonology* is the study of sounds in a language; *Phoneme* which is the basic unit of sound; *Semantics* which refers to the study of the meaning of language; *Morpheme* which is the smallest unit of sound to carry meaning; *Syntax*, i.e., is the study of the structure of language and how words can be formed to create grammatically correct sentences; and *Pragmatics* which is the study of the use of language as it deals with the intentions behind the utterances.

On the other hand, the latter (cultural knowledge objectives) is about control of socio-cultural rules (mastery of the norms of society, values, and orientations) and also the capability to identify significant facts related to culture i.e. making a clear distinction between what is acceptable and what is not (Kaosar 2014:12).

The third dimension is Affective objectives. In this area, the main concern is developing positive feelings toward what is studied including: attitudes toward developing second language competence, socio-cultural competence, and language learning. The last dimension is Transfer objectives where the ability to generalize from what has been learned in one situation to other situations is stressed (Kaosar 2014:12)

## 2. Roles of ESP Teachers:

The changes in the teaching and learning paradigms represent a great deal for teachers to adopt their roles in response to the above mentioned criteria. In other words the ESP teacher's role is multiplied and shifts from being just a transmitter of knowledge - armed with books and papers in hand- to become a facilitator, guide of learning process, integrator of the new ICT media, researcher and designer of suitable learning scenarios, collaborator (with other teachers and learners) orchestrator, learner, and evaluator.(Fitzpatrick et al, 2003).

The first noticeable role ESP Teachers play is facilitators. This means that they need to be aware of a variety of materials available for improving students'

language skill, not just one or two texts. Printed materials including Textbooks, handouts, and manuals are no longer the sole source of information. Multimedia programs for instance offer authentic contexts (sound and vision) showing how native speakers interact. Additionally, many references are available in the form of electronic dictionaries, books and encyclopaedias. Also, current -affairs in all domains- in the countries of the target language can be accessed in online newspapers which give students the opportunity to stay updated.(Fitzpatrick et al, 2003).

Another point to mention here is that students are exposed to official websites which provide direct access to background information on policy and decision making, tourism, political views, and educational reforms...etc. In response, teachers need to know how to teach and facilitate the task for learners while using all the above mentioned materials and facilities effectively. In sum, as facilitators, teachers are required to be flexible. This will help them in responding to their students' needs. This is why teacher training is a key element to ensure success in this more flexible language class, so that teachers can use multimedia and other resources effectively. (Fitzpatrick et al, 2003).

Additionally, ESP teachers have to develop the spirit of being collaborators. Collaboration can be seen from two angles: with colleagues and with subject specialists. Speaking about collaboration with colleagues, it will reduce the burden and make the efforts more fruitful and rewarding. Notably, co-operation within a specific teaching institution will establish more professional and produce man-made responses to the local situation. As a result, overcoming the sense of isolation related to many experiences while teaching in ESP situations can be done.

In the same vein with the notion of collaboration with colleagues, new management patterns must emerge to ensure fair distribution of the amount of work to be done, and revised job descriptions will be necessary to assign and bring together the responsibilities in hand. Teachers will also need to develop reasonably management skills. The following figure summarises the different management skills and patterns needed by ESP teachers to cope with their teaching environment as to collaboration between each other. By doing so, they will be able to provide a sort of balance between the different elements which make up the new learning environments.

**Figure 1**

*Management Skills*



**Source:** Grant Stanley on July 20, 2020 in Management & Leadership

When it comes to collaboration with subject specialists, the responsibility is shared between the two agents. This means that it is an important point as ESP teachers will have a clear idea about the subject syllabus in an academic context or the tasks students need to have or to be equipped with in a work or business situation. In addition to this, there is a possibility subject specialists have to do with i.e. to check and comment on the content of teaching materials prepared by the ESP teacher. The feedback of this second dimension of collaboration is to ensure establishing a joint level of a good teaching /learning environment.

Another role of teachers is teachers as learners. This further challenge is often presented to ESP teachers by learners holding more advanced knowledge about the subject area than they do. In fact, this challenge is the fashion in ESP situations where the subject matter is related to the so called applied disciplines (physics, mathematics, chemistry...etc). However, if they are prepared to enter into the quest of an ongoing learning together with their students, they will find it a satisfying and successful experience. A requirement is that they are prepared to act as the experienced guide for learners they are teaching and not the one who knows everything.

Speaking about the role of being an evaluator, ESP teachers are facing a variety of evaluations: evaluating their students, evaluating the courses provided or developed, and the teaching materials in hand. Concerning the students, they

can use pre, while (during), and post tests to have an idea about their students 'advance regarding knowledge acquisition. What is important here is that this evaluation should be an ongoing one. In other words, ESP teachers should not only focus on the marks or the grades taken during official exams. When it comes to evaluation of courses (provided or developed), the aim behind is to see if they will fit the students needs or not. Concerning the teaching materials, the reason behind; is to assess whether the learners are able to make use of what they have learned or will i.e. to bridge the gap between theory and practice.

Concerning the role of integrators of media, ESP teachers must not only know and understand the functions of the diverse media presented in a media-rich setting, but also know when it is necessary to deploy them. In the joint construction of projects with their learners, they need to demonstrate the exact path for their learners when making use of software programs (Ms Word processor, PPT, and statistic facilities (mainly the SPSS). In sum, the integration of audio-visual aids will make learners aware of the fact that the target environment of the foreign languages is as exciting and multi-faceted as the society in which they live. All what has been said regarding the role of integration of media is summarised in the following idea: teachers should learn about to facilitate learning with technology.

ESP teachers need also to be researchers. Marion and Marian (1999) explain that the term teacher-researcher is an important term to them because it has redefined their roles as teachers. This idea was endeavoured by Fitzpatrick et al, (2003:43) saying that:

> *To keep along with developments in the target language' countries, and in and increasingly complex world, teachers need to recognize how and where they can access the necessary information for their own and their learners' use. Knowledge and skilled use of exploration engines and reliable data sources are necessary. For those concerned with mainstream education, the propriety and reliability of information sources must figure as one of the central criteria for the choice of background material.*

Now to fulfil the above task, and while in the ESP situation, teachers need to be in touch with research. By doing so, their needs analysis findings, course design, or writing teaching materials will be of great value. And thus, they

will develop their linguistics and professional competences. In addition to the above mentioned roles, teachers are required to be orchestrators. In order to orchestrate successful learning situations, teachers need to learn how to bring together both tasks and materials. By doing so, they can assist and guide their learners to successful implementation and conclusion of the course learned. But first, they need to be designers of new learning scenarios. Unlike working with conventional teaching materials (textbook, audio and video materials), which have been graded, pre- assembled and collated in a chronological order, designing new learning scenarios is much more difficult. (Fitzpatrick et al, 2003:43)

The reason behind the above mentioned difficulty is the fact that it requires higher skills involving researching and evaluating source materials, setting overall aims and objectives and developing meaningful and manageable tasks' sequences. For teachers tackling this for the first time, the task indeed represents an arena of defeat. Now, and in order to bridge the gap, encouragement, help and advice is needed in terms of examples of good practice which may serve as sources of inspiration for similar courses of action.
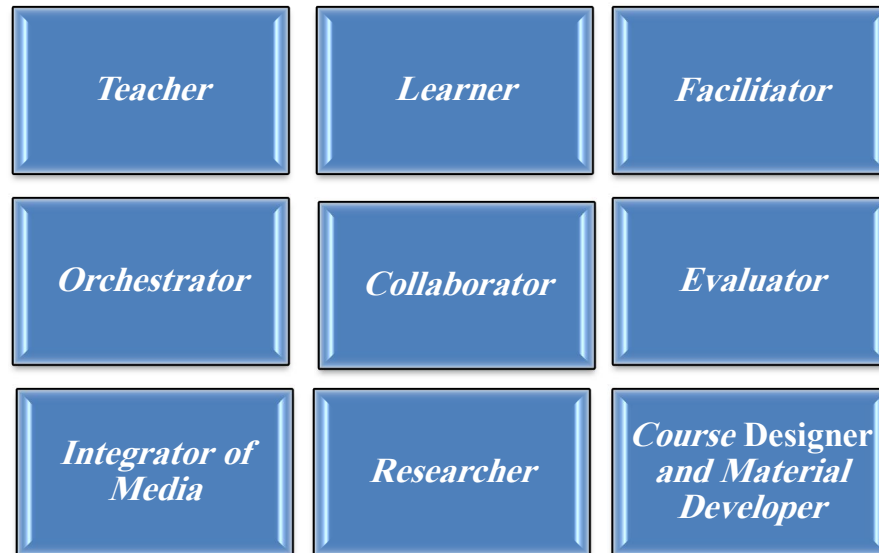
Another role to speak about is course designer and material developer. Here, ESP teacher should design courses according to their students needs. In addition to this they have to select the appropriate materials needed to realize the different tasks those courses are turning around. Now, in case the available course and materials do not fit the needs, it is part of their responsibility to adapt them. This point will discussed later on through this chapter.

The last role to speak about is being a teacher. It is obvious that the state of art asks for this role. So being a teacher is not an easy task as it is about helping students develop knowledge. However it should be stressed here that teachers are not the only source of that knowledge enquiry as other sources are available. Now when it comes to dealing with students, ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.( Bojović,2006 :490).

The following figure summarises all the above mentioned roles of ESP teachers:

**Figure 2**

*Roles of ESP Teachers*

| | | |
|---|---|---|
| **Teacher** | **Learner** | **Facilitator** |
| **Orchestrator** | **Collaborator** | **Evaluator** |
| **Integrator of Media** | **Researcher** | **Course Designer and Material Developer** |

**Source:** Adapter from Dudley-Evans and St. John 1998

## 3. ESP Teacher Training Program:

Now, and in order to fulfil all what has been stated above, teacher training is the key. The following part will shed light on the process in general and give a suggested program for an ESP teacher training program. Since its introduction to modern science, teacher training represents a turning point in the literature of education in general and ESP in particular. The rationale behind the notion of training is to produce qualified teacher who can help their students in the learning process.

When it comes to an ESP situation- and as mentioned in different parts of this thesis- teachers of English face great difficulties with the a highly specialised context. In other words, they are in the vein armed with language competency but handicap with subject matter knowledge. All this put them in a situation where they find that students are more concerned with adding a value to what they know about their field using English rather than the language itself. This will cause an arena of defeat for teachers who will be seen as unskilled ones and thus lose control over their classes.

Teacher training will help those teachers know what to use during their classes (materials, tools, and courses) and what not to use. In addition to this, they will be aware of the methodology to deal with students before, during, and after classes. It should be stressed here that any designed ESP training program should take into account two basic elements: (a) knowledge about what is going to be taught (collecting information about the target situation, concepts or terminology used, and any specific notions related to that environment), (b) knowledge about the target population engaged (collect information about the learners including skills needed, level of proficiency in each level, motivation...etc).

The following programme will help language teachers cope with the ESP situation they are in. It has been developed by the researcher based on his previous experience as an ESP postgraduate student during the academic year 2010-2011; and ESP practitioner in different ESP situations (economic sciences, medicine, and dentistry).

It includes notions about ESP and needs analysis highlighted in chapter one and restated as a process not a concept; research methodology since teachers are in continuous research, how to make profit from the ICT revolution to update both knowledge and materials, and how to deal with students in class, i.e., educational psychology. All of these disciplines with suggested references to guide the experience and help adapting the programme depending of the situation.

**Table 1**

*Teacher Training: A Suggested Program*

| Tasks | Topics Included | Suggested References |
|-------|-----------------|----------------------|
| **ESP ( General Overview)** | 1. Definition<br>2. Characteristics<br>3. Principles<br>4. Branches<br>5. Roles of ESP Teachers | ✓ Abdulaziz, Maimoona et al. (2012). "Change From A General English Teacher To An ESP Practitioner: Issues And Challenges In Pakistan". Interdisciplinary Journal of Contemporary Research in Business. Vol 4, N° 1<br>✓ Basturkmen, Helen. (2006). Ideas and Options in English for Specific Purposes. London: Lawrence Erlbaum Associates.<br>✓ Belcher, D. (2009) What ESP is and can be: An introduction. In D. Belcher (ed.), English for Specific Purposes in Theory and Practice. 1 – 20. Ann Arbor, MI: |

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| | | University of Michigan Press. <br> ✓ Bojović, Milevica. Teaching Foreign Language for Specific Purposes: Teacher Development. Association of Teacher Education in Europe |
| **ESP Course Design** | 1. Definition <br> 2. Characterisctics <br> 3. Needs Analysis <br> 4. Approaches | ✓ Basturkmen, Helen. (2010). Developing Courses in English for Specific Purposes. Basingstoke: Macmillan. <br> ✓ Douglas, D. (2013). "Needs Analysis and Curriculum Development in ESP". in Brian Paltridge and Sue Starfield (Ed) The Handbook of English for Specific <br> ✓ Flowerdew, L. (2013). "Needs Analysis and Curriculum Development in ESP". in Brian Paltridge and Sue Starfield (Ed) The Handbook of English for Specific Purposes. Oxford: Wiley Blackwell. |
| **Assessment, Evaluation, And Testing** | 1. Assessment <br>   1.1 Defintion <br>   1.2 Techniques <br> 2. Evaluation <br>   2.1 Definition <br>   2.2 Techniques <br> 3. Testing <br>   3.1 Defintion <br>   3.2 Techniques | ✓ Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey-Bass. <br> ✓ Apple, D.K, &Krumsieg. K. (1998). Process education teaching institute handbook. Corvalis, OR: Pacific Crest Software. <br> ✓ Bachman, L.F. (1990). Fundamental Considerations in Language Testing. Oxford: Oxford University Press. <br> ✓ McNamara, T. (2000). Language Testing. Oxford: Oxford University Press. <br> ✓ |
| **Research Methodology** | 1. What is Research? <br> 2. What is Methodology? <br> 3. Types of Research <br> 4. Data Collection Techniques <br> 5. Data Analysis Techniques <br> 6. Steps of conducting research | ✓ Tandon, B.C., (1979).Research Methodology in Social Sciences, Allahabad: Chaitanya Publishing House, <br> ✓ Travers, Robert M.W., (1978).An Introduction to Educational Research, 4th ed., New York: Macmillan Publishing Co., Inc., <br> ✓ Young, Pauline V., (1960.) Scientific Social Surveys and Research, 3rd ed., New York: Prentice-Hall, <br> ✓ Whitney, F.L., (1950.)The Elements of Research, 3rd ed., New York: Prentice-Hall, <br> ✓ Wilkinson, T.S. and Bhandarkar, P.L., (1979).Methodology and Techniques of Social Research, Bombay: Himalaya Publishing House, |
| **Information And Communication Technology (ICT)** | 1. What is ICT? <br>   1.1 What is Information? <br>   1.2 What is Communication? <br>   1.3 What is | ✓ International Federation for Information Processing. 2002. IFIP Working Group 3.2: Informatics Education at the University Level. [Online]. Available: http://Poe.netlab.csc.villanova.edu.edu/ifip32/main_page.html [2002, January 24]. <br> ✓ International Society for Technology in Education. 1998. |

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|---|---|---|
| | Technology? <br> 2. Advantages of ICT <br> 3. ICT in Education | National Educational Technology Standards for Students. International Society for Technology in Education (ISTE). Eugene, Oregon, USA. [Online]. Available: http://www.iste.org [2002, January) <br> ✓ Teacher Training Agency. 2002. Information and Communications Technology (ICT). Teacher Training Agency, London, UK. [Online]. Available at: http://www.canteach.gov.ukinfo/ict/index.htm [2002, January 24]. |
| **The Technology Behind ICT (Computers)** | 1. Defintion <br> 2. Types <br> 3. Components <br> 3.1 Hardware <br> 3.2 Software <br> 3.2.1 Ms Word <br> 3.2.2 Power Point (ppt) | ✓ Subramanian, N., (1986). "Introduction to Computers," New Delhi: Tata McGraw-Hill Publishing Co. Ltd., <br> ✓ Shelly, Gary, et al. "Discovering Computers" 2003 Edition <br> ✓ Automating Managers: The Implications of Information Technology for Managers, John, Moss Jones, London, Printer, 1990 <br> ✓ Computers, Concepts and Uses 2nd ed., Summer M., Englewood Cliffs, New Jersey, Prentice Hall Inc, 1988 <br> ✓ Foundations of Business Systems, David Van Over, Fort Worth, Dryden 1992 <br> ✓ Information systems: Theory and practice 5th ed., Burch, John and Grudniski Gary, New York., John Wiley, 1989 <br> ✓ Online Business Computer Applications 2nd Ed, Eliason A. L.,. Chicago Science Research Associates, 1987 |
| **Networks** | 1. Defintion <br> 2. Creating html Pages <br> 3. Creating a Website <br> 4. How to Search in the Net | ✓ Kurose, James; Ross, Kieth (2005). Computer Networking: A Top-Down Approach. Pearson. <br> ✓ Peterson LL, Davie BS. (2011). Computer Networks: A Systems Approach <br> ✓ William Stallings, Computer Networking with Internet Protocols and Technology, Pearson Education 2004. <br> ✓ Network Communication Architecture and Protocols: OSI Network Architecture 7 Layers Model <br> ✓ DimitriBertsekas, and Robert Gallager, "Data Networks," Prentice Hall, 1992. |
| **Educational Psycology** | 1. Defintion <br> 2. Classroom Management <br> 3. How to deal with Difficults Students <br> 4. How to deal with | ✓ Borich, G. (1995). Becoming a teacher: An inquiring dialogue for the beginning teacher. Washington, DC/London: Falmer Press Ltd. <br> ✓ Borich, G. (1996). Effective teaching methods. (3rd ed.). Columbus: Merrill/MacMillan (Chapter 3). <br> ✓ Fuller, F.F. (1969). Concerns of teachers: A |

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**Source:** Adopted from Bensafa (2016:151-155)

## Cocnlusion:

Teacher education, often known as teacher training, refers to the policies, processes, and resources meant to provide (potential) teachers with the knowledge, attitudes, behaviors, and skills they need to do their jobs well in the classroom, school, and community. Teacher educators are individuals who assist in the preparation of future teachers (or, in some contexts, teacher trainers). The most appropriate name to characterize these actions has been a source of contention for a long time. in the Algerian context, the phrase 'teacher training' appears to be losing ground to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner). In-service teacher education and pre-service teacher education are the two major components of teacher education.

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How to cite this article according to the seventh edition of the APA documentation system (7):