

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

University of Tlemcen



**Faculty of Letters and Languages
Department of English
Section of English**

**Reflections on Pre-service Training for ESP Teachers in
the Department of Sociology at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of
the requirements for Master's degree in Didactics and Assessment in English
Language Education (DAELE)

Presented by

Ms. Faiza MOUAOUED.

Ms. Dounia MOURAH

Supervised by

Dr. Wassila BOUKLIKHA GRAIA

Board of Examiners

Dr. Faiza HADDAM

Dr. Wassila BOUKLIKHA GRAIA

Dr. Youcef MESSAOUDI

President

Supervisor

Examiner

2022 – 2023

DEDICATION

In the Name of Allah the Most Merciful and the Most Compassionate

All the deep thanks is due to Almighty Allah alone, the sustainer of all the World

To the memory of my beloved grandmother «Mahjouba », may she rest in peace

This dissertation is dedicated to the fountain of inspiration my precious parents Cherifa and Lahbib. Thank you for supporting me throughout my life to realise my dream, If it wasn't for your prayers I wouldn't have reached where I am .

Also, another dedication to my dearest sisters : Fairouz , Faya , Fatima and my handsome brother Bilal, also my lovely aunts : Hbibia Zakia ,Tata Rahma .

And a final dedication to my sweet partner Mrs. Faiza Mouaoued and my loyal Friends : Belabbes Mohammed-Amine , Benahmed Faten and Ilham, Malki Sara, Mekidich Hadjer , Boubekeur Rokia, Hamidi Fatna .

Thank you all for your priceless love , may Allah Bless you.

Miss. Mourah Dounia

DEDICATION

First of all, I dedicate this work to my lovely mom who has always encouraged me and shined my way to reach success.

To the soul of the best father the world has never seen and who left us two years ago, may God have mercy on him.

To my dearest brothers and my unique sister Souad , her husband and their two flowers Yasmine and Hadjer.

Special thanks to my dear husband Moussati Djilali who has supported and encouraged me a lot.

To my dear sons Mohammed El-Achraf , Ahmed Abderrahmen and my daughters Sara and Hadjer.

To all my family members without exception.

To my lovely partner in this research Miss. Mourah Dounia

For all my dear Friends.

Mrs. Faiza Mouaoued

ACKNOWLEDGEMENTS

All our gratitude go to ALLAH the most grateful who guides, helps us throughout our lives and gives us the courage with determination for conducting this research.

We would like to express our deepest appreciation and sincerest thanks to the kindest woman and the most wonderful supervisor Dr. Wassila Bouklikha Graia who has supported us with her patience and knowledge and for being a teacher, instructor, supervisor and a mother figure, may allah bless her.

Finally, we would like to acknowledge the efforts of the jury members Dr. Faiza Haddam , Dr. Youcef Messaoudi in reading this work and evaluating it, also for their invaluable remarks and advice.

Abstract

Undoubtedly, many teachers become aware of their images and assumptions about teaching. There is generally a recognition among teachers, trainers and trainees that more efforts are to be deployed to improve the teaching of English language teachers. In this respect, pre-service training plays a crucial role in the preparation of teachers. It allows them to practise their techniques and concepts learnt for the sake of being effective teacher. This research spots the light on the purpose of this essential process for teaching English for specific purposes (ESP) to check the usefulness of training at the level of Master 1 students in the Department of Sociology at Tlemcen university. The researchers design a questionnaire for them and an interview for teachers who teach English for specific purposes at the same university. The data collected were analyzed both quantitatively and qualitatively, and the main results obtained confirmed a lack of the pre-service training as well as the in-service training for teachers who teach English for specific purposes and who focus on theory rather than on practice in their teaching process.

List of Acronyms and abbreviations

ELT : English Language Teaching

ESP : English for Specific Purposes

GE :General English

TEFL : Teaching English as a Foreign Language

EFL : English as a Foreign Language

IS : In-service

PS : Pre-service

SL : Second Language

List of tables

Table 1. 1 : Pre-service Training Vs In-service Training.....	22
Table 2. 1 :The Objectives of Rubric One Questions	29
Table 2. 2 : The Objectives of Rubric Two Questions.....	30
Table 2. 3 :The Objectives of Rubric Three Questions.....	30

List of Figures

Figure 2. 1 :Experienced VS non-experienced teachers31

Figure 2. 2 : Theoretical VS Practical Training33

Figure 2. 3 :Satisfied VS Unsatisfied students.....33

Table of contents

DEDICATION.....	I
DEDICATION.....	II
ACKNOWLEDGEMENTS	III
Abstract.....	IV
List of Acronyms and abbreviations	V
List of tables.....	VI
List of Figures.....	VII
Table of contents.....	VIII
GENERAL INTRODUCTION	2

THE THEORETICAL PART

Chapter One : Pre- service Training For ESP Teachers

1.1.Introduction.....	6
1.2. Teaching and Learning process	6
1.3.An Overview on ESP.....	7
1.3.1.ESP definition	8
1.3.2. ESP Vs GE Teacher.....	10
1.3.3.The role of ESP Teacher.....	11
1.3.3.1. As a Teacher	12
1.3.3.2. As a Course Designer and Materials Designer :	12
1.3.3.3. As a Collaborator :.....	12
1.3.3.4. As a Researcher :	12
1.3.3.5. As an Evaluator :	13
1.3.4. Needs Analysis	13
1.3.4.1. Target Needs :.....	14
1.3.4.2. Learning Needs :.....	14
1.3.5. Materials Selection	14
1.3.6.Evaluation and Assessment	16
1.3.6.1. Evaluation	16
1.3.6.2. Assessment	16
1.3.7. Syllabus Design	17

1.3.8. Course Design.....	18
1.4. Teachers' Training	19
1.4.1. Pre-service Training	20
1.4.2. In-service Training.....	21
1.4.3. Pre-service Training Vs In-service Training.....	21
1.5. Teachers' Training in ESP	22
1.6. Conclusion	23

THE PRACTICAL PART

Chapter Two : Research Methodology and Analysis

2.1. Introduction.....	26
2.2. Situation Analysis.....	26
2.3. Research design and procedures.....	26
2.3.1. Case Study	27
2.3.2. Sampling (students & teachers).....	27
2.3.2.1. Students' Profile	27
2.3.2.2. Teachers' Profile.....	27
2.3.3. Instrumentation	28
2.3.3.1. Students' Questionnaire	28
2.3.3.2. Teachers' Interview	28
2.4. Data Analysis.....	28
2.4.1. Students' Questionnaire.....	28
2.4.2. Teachers' Interview	35
2.5. Interpretation and Discussion of the Main Results	38
2.7. Conclusion :	41
GENERAL CONCLUSION.....	43
References	45
1-Bibliography	46
2- Webliography :	50
Appendices.....	53
Appendix A	54
Appendix B	58

General Introduction

GENERAL INTRODUCTION

Nowadays , English as a worldwide language of communication imposes itself in many fields like business, trade ,tourism and education .It has led to the rise of teaching English for Specific Purposes (ESP) especially in higher education whereby the demand on ESP teachers are increasing than ever, yet pre-service teacher preparation programs have mostly ignored this crucial field. Actually , Algeria still have lack of pre-service training in the educational setting which affects negatively on the professional development on ESP teachers at University.

However, mainly all the ESP teachers are not trained teachers, thus they have not received any pre-service training as novice teachers at the level of University, which means that they have lack of practical experience of teaching, however this does not mean that ESP teachers should be expert in pedagogy, but as a teachers they should strive to evolve and ameliorate their practical competency in order to perform their duty of transferring knowledge to the fullest. Therefore, they can do so by evolving themselves in well structured process of training during their professional journey of teaching for the sake of fulfilling the lacks, wants and needs of learners.

Obviously , ESP becomes a complusarly whereby all ESP courses are founded everywhere in Algeria at university or private institutions . In fact , ESP courses need well-trained and competent teachers to undertake needs analysis, course design and teaching materials, and teach content, skills.

The objective from choosing the proposed study is recognizing the importance of pre-service training for ESP teachers at the level of university which plays a vital role in preparing teachers for being an effective and qualified teachers in the teaching process to meet the needs and interests of learners. While , the purpose of this study is to provide with the difficulties that ESP teachers face without pre-service training within the ESP context.

Consequently, the researchers strive to answer the following questions :

1. Why is pre-service training important to ESP teachers ?
2. What are the challenges that an ESP teacher faces ?

3. How can pre-service training for ESP teachers develop the quality of teaching and learning ?

The above mentioned questions led to formulate the following hypotheses :

1. Pre-service training may be seen as an opportunity to develop both theoretical and practical knowledge about classroom teaching. It may help them to acquire skills and competencies related to specific classroom contexts.
2. From the challenges that may be faced by ESP teachers : deficient knowledge in students' field of study, lack of ESP training, lacking of an appropriate needs analysis, large classes, and variety of learners' English competencies.
3. It may have an impact on the classroom management, learning problems, specific needs of learners, assessment practices, high achievement and proficiency level and the use of technology.

The research methodology is descriptive and analytic method whereby the researchers adopt the appropriate instruments of data collection in their research, a questionnaire which is administered to sociology students at the level of master 1 and an interview with ESP teachers at department of English at Tlemcen university .

Regarding the organization of the present dissertation, it comprises two main chapters. The first chapter is considered as a theoretical part of the literature review, it deals with the definition of teaching and learning process, then it provides an overview on ESP with its broad definition . Also , it clarifies the difference between ESP and GE teacher with the role of ESP teacher. Additionally, it highlights the main aspects of ESP and it deals with teachers' training in ESP which shades light on pre-service and in-service training and the difference between them as well.

The second chapter is considered the practical part whereby it starts with the situation of analysis , then it shades light on research design and procedures that are used by the researchers through designing a questionnaire for students and an interview with ESP teachers . In addition, it interprets the results which are discussed to prove or disprove the proposed hypotheses above . At the end, the chapter provides some suggestions and recommendations of the study.

Chapter One

Chapter One : Pre- service Training For ESP Teachers

1.1. Introduction

1.2. The Teaching and Learning Process

1.3. An Overview on ESP

1.3.1. ESP definition

1.3.2. ESP Vs GE Teacher

1.3.3. The Role of ESP Teacher

1.3.3.1. As a Teacher

1.3.3.2. As a Course Designer and Materials Designer

1.3.3.3. As a Collaborator

1.3.3.4. As a Researcher

1.3.3.5. As an Evaluator

1.3.4. Needs Analysis

1.3.4.1. Target Needs

1.3.4.2. Learning Needs

1.3.5. Materials Selection

1.3.6. Evaluation and Assessment

1.3.6.1. Evaluation

1.3.6.2. Assessment

1.3.7. Syllabus Design

1.3.8. Course Design

1.4. Teachers' Training

1.4.1. Pre-service Training

1.4.2. In-service Training

1.4.3. Pre-service Training Vs In-service Training

1.5. Teachers' Training in ESP

1.6. Conclusion

1.1.Introduction

English language teaching (ELT) has witnessed the growth of ESP as a way to cater the specific needs of the learners . These needs are translated into linguistic and pedagogical terms to create effective courses. This chapter is a literature review that aims to provide theoretical information on pre-service training for ESP teachers. The researchers deal with the definition of teaching and learning process then, an overview on ESP. i.e, all what concern English for Specific Purposes. A broad definition of ESP is stated . In addition, the difference between ESP and GE teacher is clarified emphasizing the role of ESP teacher. Moreover, a number of the most important aspects of ESP among which : Needs analysis, Evaluation and Assessment, Syllabus design and Course design are explained. Furthermore, dealing with teachers' training in ESP which shades light on pre-service and in-service training and the difference between them as well.

1.2. Teaching and Learning process

Teaching and learning are to be viewed as complementary and defined as the transmission of knowledge from teachers to learners. They refer to the combination of various elements in the process by which teachers define and set learning goals , develop instructional resources and implement teaching and learning strategies. On the one side teaching is considered as an effective process that makes interaction between the teacher and students through providing instructions , inculcating ideals, and establishing permanent interests for helping students to acquire knowledge and guides teachers in the learning activities. Additionally , teaching is described as « an interactive activity, primarily comprising classroom conversation, which takes place between the teacher and student and occur during particular specified tasks, » according to Amidon (1966), as cited in Woodburn (2013 : 14).e.i, interactive teaching helps make classroom activities and the educational process more collaborative that gives students more chances for getting them involved and engaged with the lessons or materials provided by teacher .

Similarly, Woodburn (2013 :13) claims that « teaching is a process by which learners are driven to study, it is a burden as teachers are considered as models to their students »,this means that teacher is considered as guider , facilitator, Instructor , role

advisor , monitor , classroom manager in order to facilitate the teaching process and to make Knowledge easy to understand to the learners . Whereas Widdowson (1990 :01) presents teaching as « a self-conscious inquisitive effort whereby classroom practices are referred to as theoretical principles of one form or another ». Thus, teaching is an endeavor where both theoretical concepts and activities from everyday life complement and complete one another. On the other side, learning is the activity or process of acquiring knowledge or skills in a subject or activity in order to hear and notice something from another. Also, it is viewed as permanent change of learners, this is because teachers influence students through techniques such as developing certain skills, changing some attitudes and understanding certain scientific laws that operate behind the learning environment (Sequeira, 2012). In addition, according to Sheldon (1997 :09), learning is a change in an individual's behaviour as a result of practice. It occurs when individuals absorb new information and integrated into their lives. This means that learning can change the behaviour of students or individuals effectively by getting Knowledge and applying it in their real life . An overview on ESP is stated by the researchers

1.3.An Overview on ESP

The origins of English for Specific Purposes (ESP) are traced back to after World War II. Since it first appeared in the 1960s, it has become one of the busiest areas of applied linguistics in general and TEFL in particular. English for Specific Purposes (ESP) is a branch of English language teaching that is gaining popularity due to its creative approach to language teaching. In fact , ESP has emerged as a necessity as a certain level of English proficiency is seen as a prerequisite in almost all fields including social, economics, medicine or technology. In fact, there are three main factors that have contributed to the widespread attention that has led to the rise of ESP among which : The demands of a Brave New World”, “a revolution in Linguistics” and “focus on the Learner” as stated by Hutchinson and Waters,(1987 :6).

1. Demands of a brave new World : By the end of World War2, the world knew massive development in the scientific, technical and economic fields at the international scale, which led to the creation of unified world by two forces (technology and

commerce) meanwhile English became an international language that's why huge number of people wanted to learn English in order to be able to enter the international activities.

2. Revolution in Linguistics : After the demand of English growth, new ideas began to emerge in the study of language use and language usage. Language as it is actually used in real life communication, and English is implemented in different fields for example : English for commerce and English for engineers. All these aspects give birth to the concept of ESP, based on the statement of "tell me what you need English for and I will tell you the English you need" Enighe, J. M. (1993) and becomes the principle of ESP.

3. Focus on the learner : New developments in educational psychology have also contributed to the rise of ESP which focuses on learner needs and interests. Teachers have therefore designed courses and texts that meet the needs of learners to improve their performance.

Therefore, it can be said that the growth of ESP is concerned with a combination of key factors : the expansion of demand for English to meet specific needs and developments in the fields of linguistics and educational psychology. All those factors seemed to indicate a need for further specialization in language learning. From this point , a clear definition of ESP is elaborated.

1.3.1.ESP definition

ESP is not an easy task that is generally Interrelated with English lge teaching to do task-oriented things. That is to say, English is used in ways that meet the needs of learners who are most likely to help communicate in a globalized world where the sense of immediacy of needs is best met by teaching English for specific purposes. In the same vein , Dudley-Evans and St John (1998) view ESP as a discipline that makes an effort to serve a particular population of students, uses resources and procedures from the field it is based in as well as language and discourse associated with it. Therefore , it encourages foreign language learners to put the lessons learned on topics like economics, communication and technology, and business management into practice. As

a result, using terminology and strategies helps students learn more and increases their enthusiasm to learn.

The most well-known definition of ESP is stated by Hutchinson and Waters (1987), who see it as an approach rather than as a specific language product. This means that ESP is concerned with the needs of the learner and is an approach guided by the students' specific reasons for learning English rather than a specific type of language, teaching materials, or methodology. ESP is commonly used to refer to teaching English for an apparently useful purpose, Mountford and Mackay (1978 : 2). That is to say, English is taught in such a way that students can acquire specific language abilities through the use of authentic contexts that enables them to utilize English in their future careers or to understand English discourse relevant to their area of expertise. In contrast Robinson (1991) notes that ESP is usually 'goal-oriented' and its courses are based on needs analysis (Stevens 1988 and Robinson 1991 cited in : Dudley-Evans & ST Johns 1998).

Accordingly to Richards (2001) notes that the goals of ESP are to prepare non-native English speakers for academic study in an English-medium environment, prepare people who are already proficient in English or who have mastered it for specific purposes, such as engineers, scientists, or nurses, respond to the demands of the English for Business Purposes materials, and teach foreigners the English they need to deal with their workplace situations. Hence in ESP, language is not learned for its self or to receive a general education, but is used to pave the way for admission or to improve language efficiency in academic, professional, or work settings. Basturkmen (2006 :18). In short, the role of ESP is to help language learners build the skills they need to use in a particular field of study, profession, or job. In general, students learn English « not because they are interested in the language or English culture, but because they need it for study or work » (Robinson, 1991 : 2).

In same vein, it is viewed that ESP is teaching English for any identifiable purpose while it is also described as teaching English for academic study, or teaching English for professional purposes Anthony (1997 :9-10). Duan and GU (2004 : 01) define ESP as : « a pedagogy in which the curriculum, content, and

methods are determined by the needs of the learner's subject matter », this means that ESP is taught to meet the needs of the learners by providing all the materials they need which can be helpful for them to acquire knowledge. Dudley-Evans & St. John, (1998 :4) describe the main aspects of ESP, through absolute and variable characteristics :

•**Absolute Characteristics**

- 1.ESP is defined to meet specific needs of the learners.
- 2.ESP makes use of underlying methodology and activities of the discipline it serves ;
- 3.ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities .

• **Variable Characteristics**

- 1.ESP may be related to or designed for specific disciplines ;
- 2.ESP may use, in specific teaching situations, a different methodology from that of General English.
- 3.ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level ;
- 4.ESP is generally designed for intermediate or advanced students.

That is to say, ESP is a goal directed whereby the content and method are based on the learners' needs for Learning a language. In this context, learners learn English in order to be able to read textbooks or to use English in work place. This point is dealt with the difference between ESP and GE teacher.

1.3.2. ESP Vs GE Teacher

ESP, like other language teaching activities, is based on facts about the nature of language, learning, and teaching whereas general English approach is language-centric, focusing on language learning from a broad perspective that covers all language skills and cultural aspects of English speakers community (Robinson, 1980).

That what Hutchinson and Waters (1987 :53) state that in theory there is no difference between ESP and GE. However, in practice there is a big difference. For instance , Strevens (1988) notes that ESP teachers frequently work alongside GE teachers to instruct a particular subjects in English to a particular group of students (Strevens 1988 cited in : Esteban & Martos 2002) this means that ESP teacher can perform the role of GE teacher. In the same vein, Anthony (1997) says that ESP teachers are GE teachers who use an ESP methodology .e.i, ESP teacher can teach and perform the role of GE teacher by using ESP methodology.

It is beneficial for ESP teachers to participate in teacher-training programs and workshops because they have more responsibilities than GE teachers. In this situation, ESP teachers can exchange experiences and information with one another to quickly raise their teaching abilities whereas GE teacher is seen as the protagonist of the class that the learner should follow him/her to maintain knowledge of the teacher's context. Moreover, in ESP the learner has the freedom to express himself and the teacher has « to step down » (Larsen-Freeman 2000). But, General English provides learners with knowledge of the language.i.e, it provides a good linguistic background in terms of vocabulary and language structure to enable them to produce accurate and fluent speech for effective communication. Thus, GE teachers put out less effort than ESP teachers. This part of the chapter is emphasized the role of ESP teacher.

1.3.3.The role of ESP Teacher

ESP teachers have several roles beyond teaching. For this reason, it is expected that the ESP teachers must simultaneously perform the roles of educators, course designers, collaborators, researchers, also work as course designers and content creators . Hutchinson and Waters (1987) argue that ESP teachers need more than just language providers , this mean that ESP teachers should have arm knowledge in both of the theoretical and practical advancements in ELT to be able to make the various decisions required. Moreover, every ESP teacher is practically a pioneer who is influencing the ESP world.

Dudley-Evans and ST John (1998) suggested five roles of ESP teacher among which: educator or teacher , course designer and materials designer , collaborator , researcher and evaluator.

1.3.3.1. As a Teacher : Teaching ESP involves teaching language and the macroskills of reading, writing, listening, and speaking, as well as increasing learner awareness of communication strategies. An ESP teacher is not only a language provider, but also a needs analyst who understands the needs of learners in order to bring the relevant materials needed by group of them into the classroom (Bojovic 2006).

1.3.3.2. As a Course Designer and Materials Designer : The ESP teacher is responsible for selecting teaching materials for the class, adapting existing textbooks, or writing new material when no suitable material exists whereas ESP courses and materials are designed to motivate learners to use English in an academic or professional setting, based on analyzing the learner's needs. The term 'materials provider' was chosen to emphasize that the ESP teacher should survey what is available, select units from coursebooks, adapt them, and write extra units only where no suitable material is available.

1.3.3.3. As a Collaborator : 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).

1.3.3.4. As a Researcher : ESP is an important part of English language teaching, drawing 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 texts ,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).

1.3.3.5. As an Evaluator : ESP practitioners are involved in two kinds of evaluation : testing the learner's performance during and at the end of the course and assessing the student's English learning potential. Thus, courses and materials should be evaluated during and at the end of the course.

One another thing to consider is that ESP teachers should always be a learners because needs are always changing and should be connected with students so they can know what their students' needs are for learning English .Books alone are not enough for lessons. So teachers have to create new activities for their students and encouraging them to study. To sum up, any ESP teacher should set goals and objectives, organize courses ,prepare materials and evaluate students because knowing all of this will make ESP learning more effective, also it is crucial for teachers and students to share a common knowledge base and area of interest in order for there to be meaningful communication in the classroom . In this point, the most important aspects of ESP are explained among which : Needs analysis, Materials selection, Evaluation and Assessment, Syllabus design, Course design.

1.3.4. Needs Analysis

Needs analysis is one of the crucial stages of ESP, along with course design, material selection, evaluation, and assessment. They are related activities, or more precisely, they stand for interconnected phases. Also, it is considered the process of developing a curriculum and determining the what and how of a course. According to Hutchinson & waters, (1987) needs analysis addresses how to use that language in various settings this means that it simply involves understanding how the students use language. To specify what needs represent, a wide range of definitions exist in the ESP literature which is considers as «the cornerstone » of developing ESP training materials whereas Brindley (1984), can also define needs as wants, desires, lacks, demands, expectations, motivations, constraints, and requirements. Therefore, the aim of needs analysis is to find out what students need to learn and what they desires. That's why a successful ESP course should be based on the needs of the learners because it is based

on a learning-centered approach which is the best route to convey learners from their beginning point to the target situation and the learner needs are approached from two directions ; target needs and learning needs (Hutchinson & waters 1987).

1.3.4.1. Target Needs : Are defined as « what the learner needs to do in the target setting » Hutchinson & Waters, (1987, p. 54) and they are classified into three categories : necessities, lacks, and wants in which necessities are what a learner « needs to know in order to perform effectively within the target situation » (p. 55). Lacks are described as the discrepancies between the learner’s knowledge and the requirements (p. 56). Wants are « what the learners ‘ ’ feel they need, » as well as what they desire » Nation, (2000, p. 2).

1.3.4.2. Learning Needs : Are described as « What the learners ought to do in order to learn » and include : expectations on what students should learn in the courses and how significant the courses are to them among the factors that influence teaching and learning styles that learners are comfortable with.

1.3.5. Materials Selection

Any kind of material selection, adaptation, or writing is an essential part of teaching ESP since it is practical outcome of productive course design and gives learners with the resources they will require to succeed in their real life World of business.

The term « materials » refers to « everything that can be used to help aid the learning of a language, including coursebooks, movies, graded readers, flash cards, games, websites, and mobile phone interactions » (Tomlinson, 2012, p. 143), this means that materials include anything which can be used to facilitate the learning of a language. They can be « experiential (giving the learner experience of the language in use), instructional (guiding the learner in practicing the language), eliciting (encouraging the learner to use the language), informative (informing the learner about the target language), and exploratory (helping the learner make discoveries about the language) (Tomlinson, 2012, p. 143). Materials should ideally be created for learning rather than teaching, and they should serve every purpose.

According to Hutchinson and Waters' (1992, p. 107) theory, effective course materials should support teachers and students as they learn new information and serve as an introduction to new teaching methods. Materials are also a kind of teacher reflection ; they should accurately convey your thoughts and feelings regarding the educational process. That is to say, effective learning material should be built around a variety of engaging texts and exercises that develop a wide range of skills. One piece of material, such as reading, listening, or vocabulary, can be used to develop more than one skill. Teachers decide which aspects of ESP learning will be prioritized. Materials should also serve as a bridge between previously learned material (sometimes known as « existing knowledge »)and new information.

1-Materials development : A practical task that entails producing assessing modifying and utilizing tools intended to speed up language acquisition and growth the principles and procedures for designing, developing, implementing, assessing, and analyzing, learning materials are also examined by this discipline materials development practitioners and researchers should interact and exchange knowledge through conferences publications and partnerships, hence materials development must be a major focus of any course designed to train educate or develop aspiring or experienced teachers as a method of helping teachers to appreciate and apply theories of language learning personal and professional growth it can also be very valuable to prepare instructors for the realities of developing classroom teaching materials (Tomlinson ,2001, p.67).

2-ESP Materials Adaptation : Is the process of adapting existing materials for a specific purposes. According to adaptation, when they are in an ESP situation, language teachers should look for the best students in their classrooms. While choosing the method of material adaptation, the following forms will be very important. Adding or removing some sections of the information, whether it be a textbook, a paper, or a recording, comes first. The second step is to reorganize the material in terms of tasks, either by extending or changing them as necessary. It should be emphasized that material preparation relies on a fundamental pre-process called material evaluation.

1.3.6.Evaluation and Assessment

1.3.6.1. Evaluation

Evaluation is a collection of Procedures for assessing how students have changed and can be used to assign judgments to them, like grades. In this sense, evaluation established two categories in this regard : formative evaluation and summative evaluation.

1-Formative evaluation : Is a method of assessing the value and the benefit of a programme, in which the programme's activities form a formative evaluation, enabling learners and teachers to monitor how well educational aims and objectives are being achieved. Formative assessment also helps analyze learning materials, student learning, and teacher effectiveness.

2- Summative evaluation : Is a method of assessing the value of a program at the end of program activities. The emphasis is on results.

1.3.6.2. Assessment

Assessment is the process by which teachers gather information to improve student performance and learning ability. Both of teachers and students have the opportunity to change their educational approaches and learning methods respectively. For example, a teacher may notice that most students in a regular class are doing poorly after an exam. This evidence encourages teachers to reconsider their teaching tactics and perhaps improve or modify them to better meet the needs and desires of their students. There are three types of Assessment which are : diagnostic Assessment, formative and Summative Assessment .

1-Diagnostic Assessment : It helps teachers and examiners determine a student's current subject knowledge, skills, and abilities and clears up pre-teaching misconceptions. And because they know their students' strengths and weaknesses, teachers can better plan what and how to teach. The types of diagnostic assessments are : Pre-test, self-assessment, discussion, interview.

2-Formative assessment : Focuses on checking ; it gives feedback and information while learning is taking place throughout the instructional process ; it

measures student progress but can also evaluate the success of the teacher. When conducting formative assessments, the instructor does not assign grades each time the students complete practice exercises or comprehension quizzes. Feedback comes in many forms, such as conferences between the teacher and the student, homework exercises, question-and-answer sessions, and observations of in-class activities.

3- Summative Assessments : Are used to evaluate students' abilities or performance by giving them grades. It occurs after learning is complete at the end.

1.3.7. Syllabus Design

Syllabus is a comprehensive list of the topics and ideas that will be covered throughout the course of a particular year. It might differ from one teacher to the next and be customized for a particular class. It offers details about the assignments, projects, timetable, and evaluation. It is recognized as a technique for classifying resources and arranging them. According to Hutchinson & Waters,(1987 : 80) a syllabus is « a document that specifies what will (or at least what should) be learnt ». According to Robinson (1991 : 34) the syllabus is « a work plan that is necessary for the teacher, as a guideline and framework of class content, »

Also, in Yalden's words (1984 : 14), syllabus « replaces the concept of « method, » and now it is seen as an instrument by which the teacher, with the help of the syllabus designer, can accomplish a degree of « fit » between the needs and objectives of the learner (as a social being and as an individual) and the activities that will take place in the classroom.

According to Nunan (1988 :5), syllabus design is the choosing and classification of content .

Harmer (2001 :295) further asserts that each type of syllabus should be developed using certain principles, such as « learnability » and « frequency, » and Usefulness which can direct selection and ordering decisions.

•Syllabus Design Standards :

- First learnability : Choosing lessons and things that will be simpler for pupils to understand

- Second Frequency : It is fair to add vocabulary that is used more frequently.
- The third level of coverage comprises vocabulary and grammatical constructions that are extensively used in language.
- Fourth Usefulness : Items that are as beneficial to the students as feasible are included.

There are several factors to design an ESP Syllabus :

- the learners (Age, Language Proficiency, Level of Competence, Goals, Interests and Contributions)
- The Job (Communication Tasks and Language Skills)
- The Text
- External Restrictions (Time, Resources, Terminal exams and Expectations)
- The structure of the syllabus (goals and objectives, topics/activities/skills, time frame, teaching/learning strategies, requirements/expectations, and materials).

1.3.8. Course Design

A course design is the structuring and designing of a course to achieve the desired goals. It is the result of many factors which are : the results of a needs analysis, the course designer's approach to curriculum and methodology, and existing materials (Robinson, 1991).

ESP courses are designed to prepare learners to communicate effectively in targeted situations according to the specific skills and vocabulary required in their field. To do so, a number of factors are taken into account, including the needs analysis, the syllabus design, the learning objectives, the teaching approach, the development of materials, evaluation, and assessment. Munby (1978, p. 2) describes ESP courses as »those where the syllabus and materials are determined by the preceding analysis of the communication needs of the student«. This emphasizes the significance of identifying learners' requirements, which is the cornerstone of any ESP course. While Hutchinson and Waters (1987, p. 65) describes a course as « an integrated set of teaching-learning experiences, whose ultimate goal is to guide the learners to a certain

level of knowledge ». ESP teachers need to design courses that are suitable for different groups. They must do it by posing general, detailed, theoretical, and real-world inquiries. Some of the latter questions can be answered through study, while others will depend more on teacher experience and intuition. Therefore, the ESP course considers the lexical, semantic, and structural components of the language characteristics of that specialized field in addition to the learners' subject areas. Hutchinson & Waters,(1987) identified various approaches of ESP course design among which : language- centered approach , skills-centered approach and learning-centered approach.

1.Language centered approach : It is the most familiar method for English teachers and especially common in ESP. It seeks to make a direct relationship as possible between the ESP course's content and the analysis of the goal situation.

2.Skills- centered approach : This approach aims to help learners in developing skills and techniques that persist after the ESP course by making them more capable of processing information.

3.Learning-centered approach : This approach is based on the idea that learning is entirely up to the learner. Although the teachers have some control over what is taught, it is the students who decide what they study. According to this method, learning is viewed as a process in which students use the knowledge and abilities they already possess to interpret the flow of new information. Learning involves more than just the mind. It is a bargaining process between individuals and society.

ESP teachers explain language with a variety of ideas, either explicit or implicit. They choose learning theories that fit these ideas, then they move on to the practical side, needs analysis which is divided into target needs and learning needs that should be clearly distinguished. This part is dealt with teachers' training .

1.4. Teachers' Training

Teacher training involves a variety of educational activities to improve teachers' knowledge, including their teaching abilities and all other professional skills (Omar,

2014). Typically, a teacher is seen as the center of any educational activity in society (Szucs, 2009).

Generally, teacher training is a form of « on-going » education, meaning that teachers continue to learn throughout their careers as educators (Vassilakis 2011). Also, it is referred to any kind of assistance and capacity-building that helps teachers and other educational staff to instruct and evaluate students on the curriculum. Programs for teacher development are built on the current and changing requirements of both teachers and students. Curriculum, learning rights, student and family needs, teacher preparation, and ongoing support for teachers should all be clearly connected. According to requirements and conditions, teachers and other educational staff members should get regular, pertinent, and structured training. Thus, teacher training includes two types aimed at improving and developing the skills and preparations of teachers influencing the enhancement of organizational goals which are : pre-service training and in-service training. This point clarified the concept of pre-service and in-service training with the difference between them.

1.4.1. Pre-service Training

Pre-service training is a crucial component of a professional education programs that gives novices teachers the chance to practice the challenging and gratifying process of taking on significant teaching responsibilities. In other words, it is the process by which an individuals prepares for a particular type of professional. To obtain a formal degree or diploma, they must attend regular classes and complete a specific curriculum and courses at a formal institution.

According to Freeman (1989, p. 39), Pre-service training is a direct intervention strategy that is used to get teachers ready for the classroom practice. Often, the intervention is focused on information and abilities that must be practiced and mastered in order to qualify as a teacher. Briefly said, training is a preparation course meant to support professional development and ensure the efficacy of classroom practice. While Widdowson (1990) states that pre-service training is a plan for preparing ELT learner novices that makes them aware of classroom management. Also, according to Bransford et al. (2005), pre-service teacher preparation programs aim to prepare their graduates to

become effective teachers who are equipped with the pedagogical strategies necessary to fulfill the profession's growing demands.

1.4.2. In-service Training

In-service training is the training that teachers receive during full-time working .i.e, it is what teachers receive after they take up a teaching job and complete their education at university In other words, In-service training is a workshop for professionals teachers to learn new information, better techniques for enhancing their abilities toward more proficient and effective service rendering in a variety of fields, as well as for enhancing the standard of programming them for the development of in-service with the purpose of fostering personal and professional growth.

According to Saiti and Saitis (2006), in-service training is a crucial factor that influencing the professional development of teachers and, as a result, contributes to the enhancement of their knowledge if teachers are actively engage in the process. While Sapp (1996 : 71) states that : « in-service training programs are designed to improve the performance of all personnel already in assigned positions in schools or to implement specific innovations or programs ».

1.4.3. Pre-service Training Vs In-service Training

Pre-service and in-service programs are very essential for ESP teachers advancement , and it is extremely productive first to define training in general. According to Richards and Farrell (2005), « Training refers to activities that are specifically targeted towards a teacher's current responsibilities and are usually directed at short- and long-term objectives. It is viewed as a means of preparing for one's first teaching post or for assuming greater teaching responsibilities (Richards and Farrell 2005 : 03). Training is a preparation programme that is followed before integrating the teaching profession. While Widdowson (1990) defined it as a process of planning for the achievement of a range of results that are predetermined. Training is fundamentally a planned and objective process. In this way, the preparation for ESP teachers to deal with challenges that are determined (either unsurprising or proverbial after past encounters of other professionals. According to Widdowson (1990 :62, 65), pre-service and in-service teacher training are distinguished as follows :

Pre-service Training	In-service Training
<ul style="list-style-type: none"> •Student Teacher •Trainee Teacher • Preparing ESP beginning teachers mainly on teaching issues (classroom management) •Help them to establish their own identity in teaching by the development of selfconfidence in the teaching •Pre-service programs based on Training 	<ul style="list-style-type: none"> •Newly- qualified teachers in their first few years of service •Teacher who are 35 years old and below • an acculturation process that every novice teacher should get through to become a new member in the teaching staff •In-service programs based on education

Table 1. 1 : Pre-service Training Vs In-service Training.

The above table came as a sum up for differentiating between Pre-service and in-service training. One can not deny the idea that the difference between these two concepts have the same goal of building a strong identity for future teachers. According to Saban (2002), teachers can acquire qualifications and professional identities through both Pre-service and in-service training programs. The last point of the chapter emphasized on teachers' training in ESP .

1.5. Teachers' Training in ESP

ESP teacher training is in high demand ; yet, because ESP is commonly omitted from pre-service training, that's why ESP teachers will need to be properly trained to meet the challenges, which can be a substantial barrier to effective teaching. Although ESP teaching places a high priority on the unique needs and objectives of students, it is paradoxically also extremely teacher-dependent because the teacher is involved in every step of the learning process. The aim of ESP teacher training is not to make him an expert in the subject matter but to maximize language knowledge and skills. Obviously, ESP classes require qualified and well-trained teachers to conduct needs analysis , course design, and materials. Therefore, there is an urgent need to

train qualified ESP teachers to meet the needs of educational institutions and learners.

1.6. Conclusion

Currently , English for specific purposes (ESP) has spread throughout the world and it developing its own components, such as materials and methods. Yet, if the teacher does not think or does not know what the interests of his or her students are, these aspects cannot be achieved. Additionally, the ESP teacher should first analyze the target situation need before any stage of the ESP course design. This requires understanding the needs of the learners in order to identify the skills and strategies needed related to their subject-speciality.

In this chapter the researchers gave the definition of teaching and learning process then , an overview of the area of teaching English for specific purposes, starting from its roots, definitions, difference between ESP and GE and teachers' roles , the second part of the chapter tackled ESP teachers' training .i.e, pre-service training and in-service training and the difference between them.

Chapter Two

Chapter Two : Research Methodology and Analysis

2.1. Introduction

2.2. Situation Analysis (Departement of Sociology, subjects , students, language of study, English module...)

2.3. Research Design and Procedures

2.3.1. Case Study

2.3.2. Sampling (students & teachers)

2.3.2.1. Students' Profile

2.3.2.2. Teachers' Profile

2.3.3. Instrumentation

2.3.3.1. Students' Questionnaire

2.3.3.2. Teachers' Interview

2.4. Data Analysis

2.4.1. Students' Questionnaire

2.4.2. Teachers' Interview

2.5. Interpretation and Discussion of The Main Results

2.6. Suggestions and Recommandations

2.7. Conclusion

2.1. Introduction

Pre- service training in ESP is required in the educational setting because through it, ESP teachers have the opportunity to become familiar with the processes and methods of teaching before they enter real classrooms and gain experience. This chapter represents the practical phase of the study that aims to prove the research hypotheses concerning pre-service training for ESP teacher at Tlemcen university. The first part starts with a situation analysis (sociology students in the department of Sociology). Then, it highlights the research design and procedures related to a case study in the department of sociology .Two instruments of research are designed : a questionnaire distributed to sociology students and a structured interview with ESP teachers . Also, The researchers analyse data quantitatively and qualitatively , with interpreting findings using figures and discussing the main results. The last part of the chapter provides a list of suggestions and recommandations of the study.

2.2. Situation Analysis

In the Departement of Sociology at Tlemcen University master 1 students study modules related to their field of study such as : educational psychometrics ,communication , educational research methodology , , Management in education , statistics in Educational Psychology, education and mental health whereby the language adopted is Arabic , and they use English as a second language (SL) in English module that lasts once for one hour parweek. While the other levels , they study it once for one hour and a half parweek.

2.3. Research design and procedures

The research design is an essential component in conducting any research study because it facilitates the research operation to be efficient and to provide the appropriate instruments of data collection and analyzing the obtained information . According to Kothari (2004 ;31), research design is the conceptual structure within which research is conducted .e.i, it represents a blueprint for collecting, measuring and analyzing data. In this section, the researchers used two research instruments in order to obtain valid information, they used a questionnaire for Master 1 students specialized in sociology and an interview with ESP teachers at Tlemcen university.

2.3.1. Case Study

The case study is a research method that enables researchers to make generalization and draw conclusions about a particular instance. It helps to explain the reasons behind a specific issue and supply suggestions. This study is conducted with two key elements which are : Master 1 students of sociology and ESP teachers at Tlemcen university .

2.3.2. Sampling (students & teachers)

The sampling is a very important process in research as the choice of the appropriate sample determines the value of the collected data and the success of the study. According to

Creswell (2012 ;142) the sample is a subset of the target population that the researcher plans to study to draw generalization about the target population. This means that the sample is a group of participants in the study or research that provide the researcher with information. The current study is concerned with two key elements which are : Master 1 students of sociology and ESP teachers at Tlemcen university . Thus, this section will provide both of teachers and learners profiles.

2.3.2.1. Students' Profile

The forty five students were master 1 sociology from Tlemcen University. Their ages range from 21 to 27 years old (males and females), they studied English for 11 to 13 years. They have chosen sociology to be educational psychologists and to practice what they have learned , also most of them were given the opportunity to learn English for being more socially integrated and more competent in their profession.

2.3.2.2. Teachers' Profile

The interview was addressed to five ESP teachers from Tlemcen University , all the teachers have doctorate degree teaching as a part-time teachers in specialised departments , their teaching experience range from 5 years to 26 years and they are specialized in ESP.

2.3.3. Instrumentation

The researchers used two different research tools for data collection in their research among which : a questionnaire for sociology students at the level of master 1 and an interview with ESP teachers at the department of English at Tlemcen university .

2.3.3.1. Students' Questionnaire

The questionnaire is considered as one of the most common helpful tools of gathering data in research . It is defined as an instrument used to collect data quantitatively and qualitatively, and It consists a set of written questions designed to gather information from a large number of respondents. The questionnaire contains close-ended questions , multiple choice and open-ended questions.

2.3.3.2. Teachers' Interview

An interview is a research tool used to gather information about people's thoughts and opinions . It is also face to face conversation between the researcher and the respondent about a certain topic of interest. Accordingly, Cohen et al (2018 ;506) state that the interview enables participants 'interviewers and interviewees' to share their interpretations of the environment in which they live, and to explain how they consider things from their own point of view. Moreover, the interview includes three types among which : structured interview, semi-structured and unstructured, but the current interview that the researchers used and organized in their study is structured interview.

2.4. Data Analysis

This section is concerned with the quantitative and qualitative analysis of data gathered previously through the research instruments.

2.4.1. Students' Questionnaire

The questionnaire was designed for students at the level of master 1 specialized in sociology at the university of Tlemcen .It was about the pre-service training. The questionnaire included 24 questions under 3 rubrics. This questionnaire aimed at knowing the importance and the need of pre- service training, and it offered a chance for students to propose what they want to change at their levels concerning the English language module learning and the quality of their ESP teachers' teaching.

The following tables sum up all the questions objectives :

Rubric One :Learners' profile

Questions	Objectives
Question 1	To know the limited age of the participants chosen for conducting this research
Question 2	To have an idea about the gender of the participants (the sample) .
Question 3	To know the participants 'level of study .
Question 4	To know how long the participants had studied English .
Question 5	To know if the participants were interested in learning English
Question 6	To have an idea about why the motivated learners like learning English (purpose behind learning English) .

Table 2. 1 :The Objectives of Rubric One Questions

Rubric Two: learners' Preferences

Questions	Objectives
Questions 1 & 2 & 3	Aimed at knowing whether the students preferred being taught by an experienced or a non-experienced teacher , the reason behind providing their choices ,focusing on their current teacher whether s/he is experienced or not .As a whole to know if experience has an impact on learning English ..
Questions 4 &5 & 6	Aimed to see if students faced problems and difficulties in their English learning .

Questions 7&8	To have an idea about their awareness of pre-service training ,as an obligatory step to experience the job of teaching ESP courses .
Question 9	To know whether students prefer the theoretical training, the practical ,or both for the sake of improving the ESP teaching quality ,.

Table 2. 2 : The Objectives of Rubric Two Questions

Rubric Three: Learning Challenges

Questions	Objectives
Questions 1& 2	To know if learners were satisfied with the quality of English they learnt in the classroom.
Questions 3& 4	To see if learning English has really contributed in developing their level in their field of study .
Question 5	To get the students' ideas about what they want to change in the future.
Question 6	To give a chance for learners to list some suggestions for better ESP teaching quality.
Questions 7&8 & 9	To get an idea about what the students thought about pre-service , in-service and ESP training

Table 2. 3 :The Objectives of Rubric Three Questions

Rubric One : Learners' Profile

Q1: How old are you ?

The questionnaire participants' ages range from 21 to 27 years old. 25 of the participants said that they were 21.10 of them were 22. 5 of them were 23 .3 of them

were 24 and only 2 were 27 years old .In few words , all the questionnaire participants were young university students .

Q2 : Would you please mention your gender ?

The majority of the participants were females (27 females) and the others were 18 males .

Q3 :What is your educational level ?

All the participants answered that they were Master1 university students specialized in sociology.

Q4 :Do you like learning English ? Justify?

All the participants answered this question positively ,and added that they liked learning English , as a language , for communicative purposes .

Rubric Two : Learners' preferences

Q1.What Kind of Teachers do you Prefer? Justify?

The majority of students claimed that they preferred an experienced teacher rather than a non experienced one to teach them clarifying that the experienced one can deal with different students in various situations .They added that s/he had also a methodology , knew how to manage her or his students, teach well , and make learning easier too .The results are mentioned in the following figure :

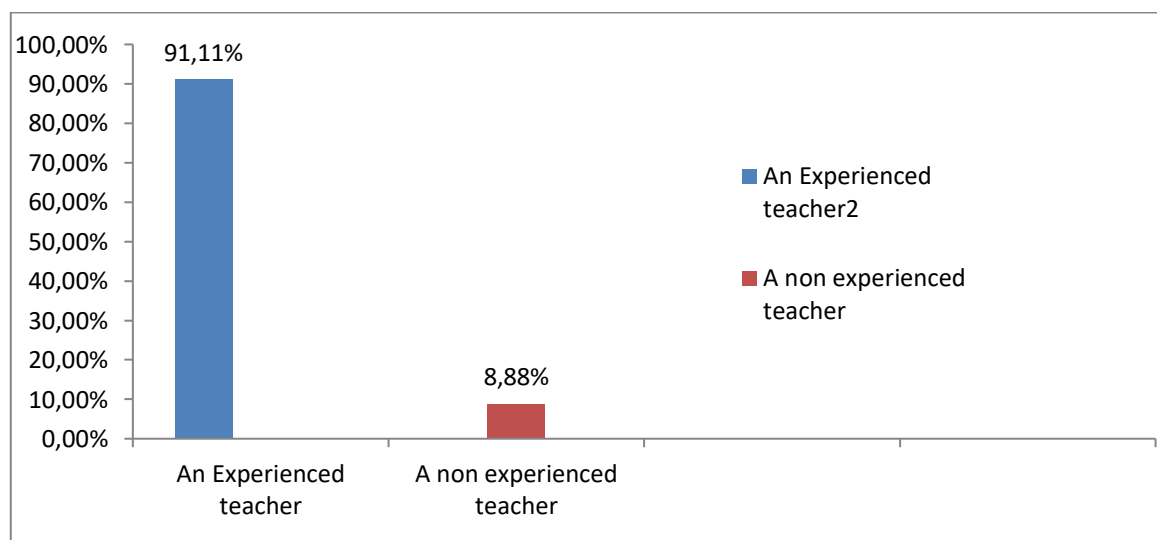


Figure 2. 1 :Experienced VS non-experienced teachers

Q2.: Do you have problems in learning English and at which level ?

The results demonstrate that 28.89% of the participants are not aware about the difficulties encountered them in class , and about 71.11% of them declare that they have problems at the level of vocabulary and speaking .They stated some difficulties such as ,classroom management ,time management , overcrowded classes, misunderstanding, noise ,lack of authentic materials ,long program , lack of motivation ,and insisting on theory rather than practice .

Q3. :Do you think that Pre-service Training is obligatory for ESP teachers before starting teaching ?

This question is about the possibility of making pre-service training compulsory for ESP teachers before starting teaching . The results show that 44.44% of students refused that idea ; whereas 55.56% agreed with the idea of pre-service training , and they think that it would help them to teach with skills and obtain the necessary knowledge that enable them to carry out their effective teaching .

Q4.: What training do you prefer , Practical or Theoretical ?

Generally big amount of the students (around 44.44%) preferred practical training because they considered it essential to improve the quality of teaching and to gain some experience, whereas 55.56 % selected both of the theoretical and practical training and assert that it would be beneficial to have both of them to learn and to gain teaching readiness. No student claimed the theoretical training alone .The following figure demonstrates the findings :

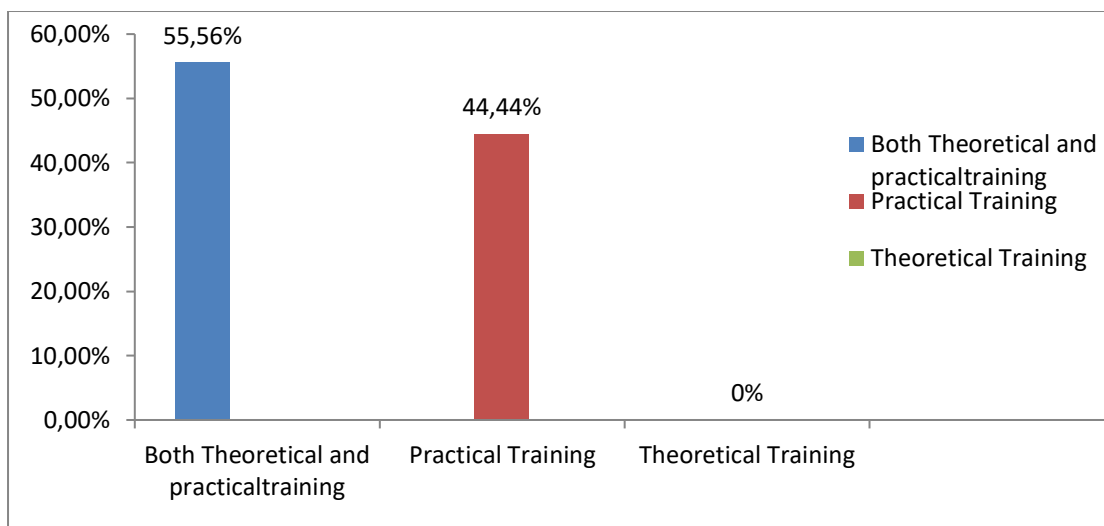


Figure 2. 2 : Theoretical VS Practical Training

Rubric Three :Learning Challenges

Q1. Are you satisfied with the English you are studying ?

Q2.If no, why ?

It was shown that 26.67% of the students were not satisfied with the English language they were studying and they claimed that they were not learning an English that enabled them to speak fluently and express themselves in different fields. However, about 73.33% of them stated that they were satisfied with the English they were studying . These findings are presented in the figure below :

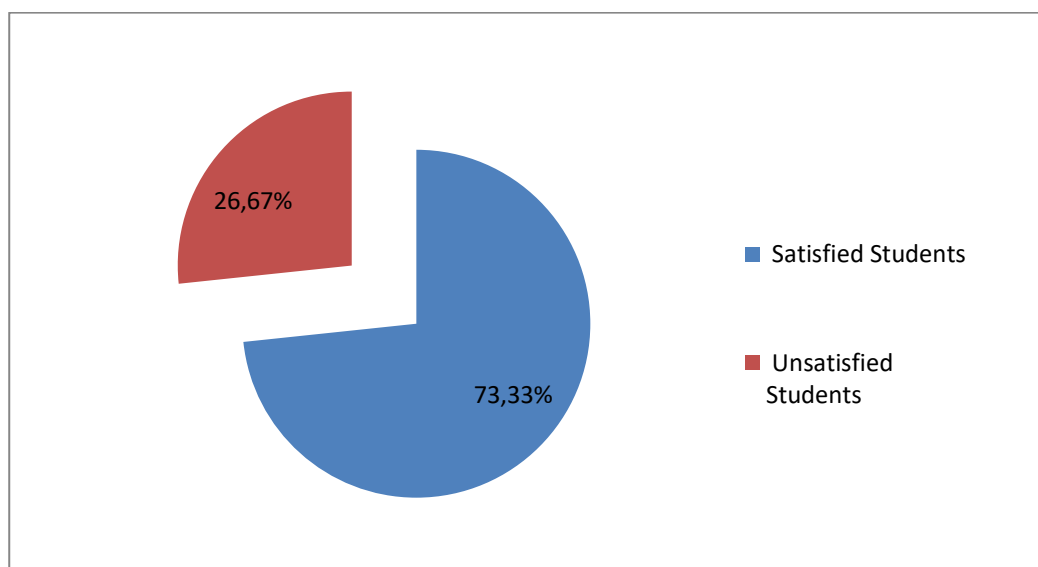


Figure 2. 3 :Satisfied VS Unsatisfied students

Q3. : Does learning English contribution in developing your level in your Field of study ?

Q4. : If yes , how ?

The results concerning this question showed that about 73.33% of students found that learning English was really useful for developing their levels in Sociology .They added that English enabled them to communicate and to be authentic in their future work world as well as making researches .However , about 26.67% of them didn't find that English contributed in developing their levels at all .

Q5. : What Changes can you suggest to develop the ESP teaching quality?

As far as this question is concerned, nearly all the students suggest some points. They are as follow:

- ✓ Provide less theory and more practical courses.
- ✓ Encouraging interaction with teachers or students as making debates or role plays .
- ✓ Studying in groups
- ✓ Teaching using games and videos
- ✓ Giving emphasis to oral expression , vocabulary and grammar to practice language as much as possible.
- ✓ Limiting the number of students in each class and providing larger classrooms.
- ✓ Getting pre-service training as well as in-service training in universities to develop the quality of teaching ESP .
- ✓ The use of technological materials for teaching ESP

Q6. : Can you give more suggestions concerning ESP teachers' training ?

This question gives the opportunity to students to suggest ideas about ESP teachers' training .All of them found that training sessions are very important for ESP

teachers. However, some of them stated that teachers would never stop training and others suggested that they would train at least for one year.

Q7. : What about in-service training which means training during teaching experience ?

Concerning this question, all the students answered that in-service training is very useful for developing the quality of teaching if teachers would balance between work and training.

Q8. : Do you think ESP training is necessary for ESP teachers ?

All students answered this question positively and stated that ESP training is really crucial not only for teachers' development, but for students level as well.

Q9. : Do you think that training is beneficial for ESP teachers to improve the quality of teaching ?

As far as this question, all the participants answered positively, and added that teachers' self-development is certainly related to their ESP training.

2.4.2. Teachers' Interview

The interview was addressed to ESP teachers from Tlemcen university. The researchers organized an interview as a tool which included 13 questions aiming at collecting information to know if the pre-service training was necessary for teaching ESP at university, also at discovering to what extent ESP teachers were ready to teach and if they had received any efficient pre-service training before they engage in the teaching process. Therefore, the researchers conducted an interview with five ESP teachers at English department based on the following questions :

Question 1 : How long have you been teaching English ?

All ESP teachers' experience varied from 5, 6, 10, 12 and 26 years.

Question 2 : What qualifications do you have ?

All the interviewees (ESP teachers) said that they have a doctorate degree.

Question 3 : What were the difficulties you met at the beginning of your career as an ESP teacher ?

The aim of this question is to know the main difficulties that ESP teachers faced at the beginning of their careers . All of them answered that they had not enough of teaching experience and lacked designed courses . They added that it was difficult for them to master and motivate the less motivated students .

Question 4 : Did you attend pre-service training sessions before starting teaching ?

The objective behind this question is to know if ESP teachers had attended pre-service training sessions before starting teaching . Four of ESP teachers answered no , and one said that she did so in post-graduation studies in Oran .

Question 5 : What do you think about current pre-service or in-service training for teaching ESP ?

This question aimed at knowing the teachers'opinions about current pre-service or in-service training . One of the teachers said that she had no idea about the current pre-service or inservice training, while the others told us that it was not well-structured and it didn't exist in their university , the only one available in their departement is the implementation of ESP at the 3rd level and some notions on needs analysis in ESP module at master 2 level (Didactics).

Question 6 : To what extent is pre-service training important for teaching ESP course ?

The purpose of this question aimed also at knowing the teachers'opinions about current pre-service or in-service training . They answered that it is important since it would guide teachers in their new experience for well-equipped ESP teachers and being very challenging since that kind of teachers would need to know how to conduct needs analysis, how to select the appropriate materials, how to design a course and how to manage a classroom.

Question 7 : How can pre-service and in-service training help ESP teachers to teach effectively and improve the quality of teaching ?

The question was mentioned to have an idea about how to face the different challenges and be a competent ESP teacher . One of them said that training enhanced the professional development of teachers and provided readiness for teaching practices as well as effectiveness for classroom management while the others responded that it was possible with experience, motivation and specific skills as being innovative, specific pedagogy and collaborative spirit.

Question 8 : How is it possible to become a successful future ESP teacher ?

This question was stated also to have an idea about how to face the different challenges and being a competent teacher in ESP . Well, one of them said that training enhances the professional development of teachers and provides readiness for teaching practices as well as the effectiveness for classroom management. Whereas, the others told us that it was possible with experience , motivation and specific skills as being innovative , specific pedagogy and collaborative.

Question 9 : What are the challenges that face an ESP teacher ?

This question aimed at knowing the challenges that ESP teacher faced in his/ her profession .Two teachers answered that teaching and learning were different so that each situation was a new challenge, while the others said that the main challenges were the lack of experience and the fact of facing different situations every time.

Question 10 : Do you think that pre-service training is necessary for ESP teachers ? The aim of this question is to have an idea about the importance of pre-service training . All of them answered positively.

Question 11 : How can ESP teachers become competent ?

The objective from this question is to be informed about the way teachers prepared their ESP courses to become competent and successful teachers. One of them said that it was possible by training, perserverance and willingness to teach , another teacher said by time and the third one answered through experience , research and self

development while the others responded that it was possible when they love challenges and unexpected situations.

Question 12 : Do you think that In-service training help to adopt the available material if offered in order to suit students' needs ?

This question also aimed to know the way teachers prepare their ESP courses to become future successful teachers. One teacher said that it could adopt , while the others answered positively.

Question 13 : How should be an ESP course to achieve vocational purposes ?

The purpose of this question is to have an idea about how teachers prepare their ESP courses to become competent teachers and to achieve vocational purposes. One teacher said that the ESP course should be well equipped and the teacher should be well trained , the second one said that it should be purposeful, following objectives and students' needs while the third teacher answered that it should be oriented to the specific needs of the learners being taught so as to achieve the vocational purposes in an effective manner. Whereas, the fourth teacher said that it should be based on investigating the target and learning needs, and the fifth one respond that it should be based on the learners' needs and include Knowledge development to meet the future job market needs, the societal needs. It should also address governmental needs in the future and the necessity of the sustainable development and education.

2.5. Interpretation and Discussion of the Main Results

The analysis of the interview and the questionnaire led the researchers to know the most important data that help them in their research work. Master I students encountered a number of difficulties in the classroom as large classes, time management, lack of teaching materials . Not only the atmosphere is not appropriate to learn English, but the actual program doesn't satisfy their needs; they insist on taking part in debates and role plays (contributing in the practical part) rather than just receiving lessons. They also suggest to add pre-service training as a compulsory module to give the ESP teachers the chance to practice what they have learnt to prepare them to be future successful teachers to improve their own level of English, and also in-service

training to learn more model methods and new techniques for building appropriate needs analysis . This means that the first hypothesis that stated that ESP teachers need pre-service training to develop both theoretical and practical knowledge and acquire skills and competencies to specific classroom contexts before entering the teaching domain is confirmed.

ESP teachers propose to provide their students with lessons that suit their specific needs and practice encouraging them to develop self reflection, and teaching them using various materials taking into account their main interests and needs . It is noticed that ESP teachers at Tlemcen University are aware of the challenges and difficulties facing them ;as the deficient knowledge in students' field of study ,the lack of appropriate needs analysis and courses , and the lack of ESP training. So , this may validate the second hypothesis that was about the kinds of challenges that ESP teachers face at the beginning of their teaching careers . They also confirmed that pre-service training is important as it allows confidence in the classroom , helps the teachers to obtain some experience and provides students with the necessary knowledge and skills to become authentic and effective in their future profession . It is also noticed that the current pre-service training is limited to a certain master option (didactics) and is mainly based on theory rather than practice. Also the majority of teachers did not receive sufficient training and they need more practical sessions although they can benefit from some in-service sessions to meet certain needs as the use of new technological materials . This means that the third hypothesis which is about how ESP teachers benefit from these specific sessions of training to develop the quality of teaching and learning as well is valid.

2.6: Suggestions and Recommendation :

In fact, the teaching process is a long life learning that never stops. It is active and purposeful. It involves new ways of doing things in order to overcome obstacles or to adjust the new situations. It enables persons to satisfy interests and attain goals.

Accordingly, for getting effective teaching, good teachers accept professional growth by updating the knowledge and skills, and incorporating innovation practices in their teaching toolkits

Likewise, pre-service teachers should be encouraged to observe, value and understand their own experience. Pre-service teachers are typically required to observe mentor teachers in authentic classrooms with the hope collaborating and learning about teaching .They meet with cooperating teachers to plan lessons prepare projects and assess students' knowledge. As a part of their teacher education programme pre-service teachers are also required to complete courses on various topics related to education. The combination of course work with field experience prepares pre-service teachers for future teaching. Besides, these pre-service teachers need to be exposing to skilled others who can model the teaching “performance” to a high standard (Mergler & Tangen , 2010).

Reflective practice can be beneficial process in teacher professional development, both for pre-service and in-service teachers. It gives them the opportunity for better understanding of their own individual teaching style through reflective practice, teacher can confirm their effectiveness in the classroom.

In this vein, Canning (1990) claimed that pre-service teachers start to build a reality about teaching in the student teaching experience. They learn how to integrate their personal beliefs through the important question and answers needed for assimilating their role as teacher and the characteristics contributing to the effectiveness of teacher.

At the level of in-service teaching, studies have demonstrated that upon experience continues to be an effective technique for professional development . Recently, the concept of reflection has been widely used in a variety of different teacher education programs in order to help pre-service and in-service teachers in the process of clarifying their ideas about their own teaching practices ,and in considering and evaluating those ideas in the hope that they will develop the capacity to evaluate and improve their teaching practices .

Critical reflection encourages educators “to develop the skills of considering the teaching process thoughtfully , analytically ,and objectively as a way of improving classroom practices “Richard (2002:23). As a result, critical reflection makes teaching

more productive and satisfying , thereby freeing teachers “from impulse and routine behavior “Farrell(2003:20) and helping them “to avoid burnout” .

2.7.Conclusion :

In sum, teaching is a very complex task that requires from teachers a large interdisciplinary knowledge and different professional skills . For this reason , teachers should get adequate preparation and readiness before entering the teaching world. Thus, all the efforts should be gathered to have good quality of teaching to result good learners, and in order to reach this objective , teachers should be aware of the pre-service and the in-service teacher training and their programs. These two essential processes may give teachers the opportunity for being reflective and experts in this domain . All these facts were confirmed after dealing with this chapter that this chapter highlighted the analysis of the most crucial research tools , namely an interview for ESP teachers and a questionnaire for master 1 students . Data were analyzed and interpreted to answer the hypotheses suggested in the present work.

General Conclusion

GENERAL CONCLUSION

Although, at present teaching and learning process is bonnd to be learner-centered , the teacher performs a pivotal role in teaching Englishman as a foreign language (EFL) or for specific purposes (ESP) as well. For this reason, this account reflects what partially what the teacher as a practitioner and researcher ought to do with respect to the requirements of the teaching profession. More importantly, the teacher should account for the specificities of teaching situations. She / he should knows what her/ his learners need, what their interests are and what should be done to adjust these needs and interests to the requirements of the curriculum. In this vein, pre-service teacher training is regarded as one of the most essential approaches that can be used to enhance teachers' professional development.

The main objective of this research was to identify the importance of pre-service training at Tlemcen university in terms of giving teachers an idea about the need of pre-service training for the sake of being a professional teacher in future.

This work was divided into two chapters . The first chapter was a literature review about the notion of pre-service training and its importance in teaching English for specific purposes (ESP). While the second chapter was devoted to the analysis and interpretation of the main results gathered from the research instruments used in this study namely a questionnaire for Master 1 students and an interview for teachers from Tlemcen university. It also provided some suggestions and recommendations which serve as a guide to be followed in the future.

Accordingly, the main obtained results show that there is a lack of pre-service training and the focus on theory rather than on practice in teaching English (ESP context) this is in one side . In the other side, Master 1 students encounter a number of difficulties in the class as the lack of teaching materials , large classes , time management . Therefore, these results totally have revealed the first, second and the third hypotheses.

However, while conducting this study the researchers have faced some difficulties and limitations. They can be summarized in the hard access to some documents related

General Conclusion

to the area of investigation, the difficulty in distributing and getting back the questionnaire from the students , in addition to the lack of time.

It is worth saying that this research was just a beginning for further investigation about the importance of pre-service training in language teaching. It just paved the way for other researchers in this field.

References

1-Bibliography

- Amidon, Edmund J. (1967). *The Role of the Teacher in the Classroom : A manual for understanding and improving teachers' classroom behavior*. Association for Productive Teaching. New York.
- Anthony, L. (1997). "Preaching to Cannibals : A look at Academic Writing in Engineering". In *The Japan Conference on English for Specific Purposes Proceedings*. January 31st , 1998.
- Amidon, E, and Hunter. E. « *Improving Teaching* ». Holt, Rinehart and Winston, Inc., New York : 1966, P.1.
- BENSAC, H.S. (2013). *The role of the ESP teacher .The case of the ESP teachers at the Algerian University*. (Master's thesis). University KASDI MERBAH ,Ouargla, Algeria.
- Bennion H, Simpson GL and Goldsmith BJ (2015) *Assessing degradation and recovery pathways in lakes impacted by eutrophication using the sediment record*. *Front. Ecol. Evol.* 3 :94. Doi : 10.3389/fevo.2015.00094
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New jersey : ESL and Applied Linguistic Professional Series : Eli Hinkel, Edition.
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. New Jersey : L. Erbaum Associates.
- Brindley, G. P. (1984), *Needs Analysis and Objective Setting in the Adult Migrant Education Program*. Sydney, Australia : N.S.W. Adult Migrant Education Service.
- Bransford, J, Derry, S., Berliner, D., Hammerness, K., & Beckett, K. (2005). *Theories of learning and their roles in teaching*. In L. Darling-Hammond & J.Bransford (Eds.), *Preparing teachers for a changing world* (pp. 40-87). SanFrancisco : JosseyBass
- Cohen, L. and Manion, L. and Marrison, K. (2018). *Research Methods in Education*(8th Ed). Abingdon, Oxon : Routledge.
- Creswell, J. W. (2012). *Educational research : Planning, conducting, and evaluating quantitative and qualitative research*. Fourth ed, Boston : Pearson Education.

- Dudley-Evans, T. and St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge : Cambridge University Press
- Dudley-Evans, T. and St Johns, M. J. 1998. *Developments in MultiDisciplinary Approach*. Cambridge : Cambridge University Press.
- Duan, P., & Gu, W. (2004). Teaching trial and analysis of English for technical communication. *Asian EFL journal*, 6(1), 5.
- Dorda, S. V. Needs Analysis and Evaluation in ESP [Text] / S. V. Dorda // II Международная научно-практическая конференция «Образование и наука без границ – 2005». Филологические науки. Тезисы докладов. – Przemysl – Praha, 2005. – Том 23.– С. 13-15.
- Enighe, J. M. (1993). Tell me what you need English for and I will tell you the English you need » : The Importance of Esp.
- Fiorito, L. (2019). English for Special Purposes as a research field : From practice to theory. *International Journal of Language Studies*, 13(4).
- Freeman , D. (1989). *Teacher Training, Development, and Decision Making : A Model of Teaching and Related Strategies for Language Teacher Education*. *TESOL Quarterly*, 23(1), 27-45
- Fisher Jr, M. R., & Bandy, J. (2019). *Assessing student learning*. Vanderbilt University Center for Teaching.
- GACEM, M. *The Impact of Pre-Service Training on ELT Master I Students at Tlemcen University (Doctoral dissertation)*.
- Hadjer, B .(2018). *The lack of the teacher training within the ESP context .The case of 3 rd year Students in the Departement of business and economy. (Master’s thesis)*. University of Tlmcen, Tlmcen, Algeria.
- Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes : A Learning-Centred Approach*. Cambridge : Cambridge University Press.
- Hutchinson, T. & Waters, A. (1992). *English for Specific Purposes : A Learning centred approach*, Cambridge University Press

- Hyland, K. (2009) “Specific purpose programs” in Long, M. H. & Doughty, C. J. (Ed) *The Handbook of Language Teaching*. Singapore : Blackwell Publishing Ltd.
- Harmer, J. (2001). *The practice of English Language Teaching*. (Third edition). Essex : Pearson Education.
- John, A. M & Price-Machado, D. (2001) “English for Specific Purposes : Tailoring courses to student Needs-and to the Outside world” in Celce-Murcia, M (Ed) *Teaching English as a Second or Foreign Language*. USA : Heinle and Heinle Inc.
- Kothari, C.B. (2004). *Research Methodology : Methods and techniques* (2nd Ed). New Delhi : New age international limited
- Lamri, C. (2016). *An introduction to English for Specific Purposes (ESP)*. University of Abou Bekr Belkaid Tlemcen, Faculty of Arts and Languages Department of English.
- Larsen-Freeman, D. (2000) *Techniques and Principles in Language Teaching*. China : OUP
- Larsen-Freeman, D. (2001) “Second language teacher education” in Carter, R & Nunan, D (ed) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. UK
- Luo, J., & Garner, M. (2017). *The Challenges and Opportunities for English Teachers in Teaching ESP in China*. *Journal of Language Teaching and Research*, 8(1), 81-86.
- Mustapha,G & Kheira,B.(2016).*The Impact of Pre-service training on ELT Master I Students at Tlemcen University* .(Master’s thesis). University of Tlmcen, Tlmcen, Algeria.
- Mackay, R. and Mountford, A. (1978) *English for Specific Purposes : A case Study Approach*.London : Longman.
- Munby, J. (1978).*Communicative Syllabus Design*. Cambridge : Cambridge University Press.
- Melouka, Z. I. A. N. I. *Training ESP Teachers : An Under-Estimated Overhaul*.

- Mergler, A. G., & Spooner-Lane, R. (2012). What pre-service teachers need to know to be effective at values-based education. *Australian Journal of Teacher Education (Online)*, 37(8), 66-81.
- NATION, P. (2000). "Designing and improving a language course". In *Forum*, 38, 2.
- Nunan, D. (1988). *Syllabus Design*. Oxford : Oxford University Press.
- Omar, C. (2014). The need for in-service training for teachers and it's effectiveness in school. *International Journal for Innovation Education and Research*, 2(11), 1-9.
- Ramírez, C. G. (2015). English for specific purposes : Brief history and definitions. *Revista de Lenguas Modernas*, (23).
- Robinson, P (1980) *English for Specific Purposes*. Oxford : Pergamon Press.
- Robinson, P. (1991) *ESP today*.UK : Prentice Hall International ltd.
- Richards, J. C. (2001). *Curriculum development in language teaching* Press
- Richards, J.C. &Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge : Cambridge University.
- Radia, B. E. N. M. A. N. S. O. U.R. *ESP Syllabus Design A Theoretical Framework A Theoretical Framework*.
- Rajagopalan, I. (2019). *Concept of Teaching*. *Shanlax International Journal of Education*, 7(2), 5-8.
- Suresh, Mr. K., & Srinivasan, Dr. P. (2014). *Effective Teaching Makes Successful Teacher*. *EPRA International Journal of Economic and Business Review*, 2(11), 56.
- Smaldino (2007, p.10) *Instructional Technology and Media for Learning* , 12th Edition Sharon E. Smaldino Northern Illinois University Deborah L. Lowther University of Memphis Clif Mims University of Memphis
- Strevens, P. (1988), *ESP After Twenty Years : a Re-appraisal*, In M. Tickoo (Ed), *ESP : State of the Art* (p : 1-13). Singapore : SEAMEO Regional Centre.
- Sequeira, A. (2012). *Introduction to Concepts of Teaching and Learning*. National Institute of Technology Karnataka, Surathkal, India.

- Saiti, A. & Saitis. (2006). In-service training for teachers who work in full-day schools –evidence from Greece. *European Journal of Teacher Education*, 29(4) : 455-470.
- Szűcs, É. U. (2009). The role of teachers in the 21st century. *Revue Internationale*, 10, 1-8.
- Sapp, T.M. (1996). *Teacher Perceptions of the Components of Effective Inservice Training in the Fine Arts and their Relationship to the Implementation of Curriculum Improvement Innovations*. (Unpublished Doctoral Dissertation). College of Education : Georgia State University.
- Saban, A. (2002). Toward a more Intelligent School. *Educational Leadership*, 60(2), 71-73.
- Tomlinson, B. (2001), ‘Materials development’, in R. Carter and D. Nunan (eds), *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge : Cambridge University Press, pp. 66–71.
- Woodburn, P.(2013). *Teacher Function*. Mysore : State Open University
- Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford : Oxford University Press.
- Yalden, J. (1984). *Syllabus Design in General Education*. In C. J. Brumfit (Ed.), *General English Syllabus Design*. New York : Pergamon.
- Yambi, T. D. A. C. (2018). *Assessment and evaluation in education*. University Federal do Rio de Janeiro, Brazil.

2- Webliography :

- Anthony, L. (1997) „Defining ESP and the role of ESP practitioners“, in : <http://Antlab>. Sci. Wasida. Ac. Jp . Retrieved in April, 2012
- Anthony, L. (1997) „English for Specific Purposes : What does it mean ? Why it is different ?“ in : <http://interserver>. Myazakimed.ac.jp/ ~cue/pc/Anthony.html . Retrieved in Mai, 2012.

- Bojovic, M. (2006) „Teaching foreign language for specific purposes : teacher development“, in : WWW. Pelf. Uni. Lj. Si/atee ! 978-961-6637-06-0/487-493. Pdf . Retrieved in AprilApril 2012
- Bensafa , A. (2016). ESP Materials Adaptation : Bridging the Gap between Theory and Practice. International Journal of Scientific & Engineering Research, Volume 7, Issue 7, J . University of Tlemcen. Algeria. https://www.researchgate.net/publication/341617581_ESP_Materials_Adaptation_Bridging_the_Gap_between_Theory_and_Practice
- Edited by Salomi P. S, Elis K.C, and Christina N. G , (2019), ESP teaching and teacher education : current theories and practices, Published by Research-publishing.net, a not-for-profit association Voillans, France, info@research-publishing.net
- [Graff, J. C., Russell, C. K., & Stegbauer, C. C. \(2007\). Formative and summative evaluation of a practice doctorate program. Nurse educator, 32\(4\), 173–177. https://doi.org/10.1097/01.NNE.0000281088.81205.24](https://doi.org/10.1097/01.NNE.0000281088.81205.24)
- Klausmeier, Herbert J. « Concept Learning and Concept Teaching. » Educational Psychologist 27, no. 3 (June 1992) : 267–86. http://dx.doi.org/10.1207/s15326985ep2703_1.
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness : a literature review. International Journal of Humanities and Innovation (IJHI), 4(1), 1–4. <https://doi.org/10.33750/ijhi.v4i1.102>
- McLeod, S. (2018). Questionnaire : definition, examples, design and types. Simply psychology, 78, 350-365. <https://www.simplypsychology.org/questionnaires.html>
- Sierocka, H. (2008) „The role of the ESP teacher“, in : [http:// teacher. Pl](http://teacher.pl) 2013. . Retrieved in April,
- Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. Language Teaching, 45, 143-179. <https://doi.org/10.1017/S0261444811000528>.
- Vičič, Polona. (2010). Preparing materials for ESP teaching. Inter Alia (Ljubljana), str. 107-120. URN :NBN :SI :DOC-ZWGAEY7N from <http://www.dlib.si>

- [Vassilakis, G. \(2011\) „Teacher development ? What do you mean ?“, in : http://lionsvoice.edublogs.org . Retrieved in May 2013.](http://lionsvoice.edublogs.org)
- <https://www.studocu.com/ph/document/bukidnon-state-university/general-education/introduction-to-esp-english-for-specific-purposes/45807012>
- <https://youtube.com/@mrsanita1484>
- https://youtu.be/tuVnr_iNVxk
- <https://youtu.be/bufGfQMefLk>
- <https://cft.vanderbilt.edu/assessing>
- <https://www.cint.com/blog/what-is-a-questionnaire-and-how-is-it-used-in-research/>
- <https://www.proprofssurvey.com/blog/surveys-vs-questionnaires/>
- <https://www.studysmarter.co.uk/explanations/marketing/marketing-information-management/interview-in-research/>
- <https://www.formpl.us/blog/questionnaire-types>
- <https://youtu.be/7P4nURgH43A>
- <https://www.formpl.us/blog/data-collection-method>
- <https://www.questionpro.com/blog/what-is-a-questionnaire/>
- <https://eprints.umm.ac.id/35722/4/jiptummpg-gdl-yanardianf-47779-4-chapter-i.pdf>
- <https://repository.uir.ac.id/4405/6/bab3.pdf>
- <https://www.thoughtco.com/case-study-definition-3026125>
- https://en.m.wikipedia.org/wiki/Formative_assessment
- http://staff.univ-batna2.dz/sites/default/files/romane_karima/files/first_course_in_esp.pdf
- <https://files.eric.ed.gov/fulltext/EJ1258047.pdf>
- <https://www.inst.at/trans/23/training-pre-service-teachers-for-professional-expertise-a-neglected-area-in-the-algerian-higher-educational-system/>

Appendices

Appendix A

Students' Questionnaire

Dear students ,

You are kindly requested to fill in the following questionnaire which aims at recognizing the importance of pre-service training for ESP teachers at the level of university.

Rubric 1 : Learners' Profile

1-Age :

2-Gender : -male - female

3- Level :

4-How long have you been learning English ?

- Years

5-Do you like learning English ?

-Yes

-No

6-If yes, Why ?

- You like English as a language

-you like the teacher

-Both

Rubric 2 : Learners' preferences

1- What kind of teachers do you prefer ?

-an experienced teacher

- a non-experienced teacher

2-Justify ?

.....

3- What about your ESP teacher ?

-experienced

-non-experinced

4-Do you have problems in learning English ?

- Yes

-No

5- If yes, is it at the level of :

- Grammar

- Vocabulary

- Reading

- Writing

-Speaking

6- What are the difficulties usually encountered in ESP classroom ?

.....
.....
.....

7-Do you regard that Pre-service training is being trained obligatory before starting teaching for ESP teachers ?

- Yes

- No

8-If yes, explain ?

.....
.....
.....
.....
.....

9 -What do you prefer ?

-Theoretical training

-Practical training

-Both

Why ?.....
.....

Rubric 3 : Learning Challenges

1- you satisfied with the English you are studying ?

-Yes

-No

2-If No, why ?

.....
.....
.....

3-Does learning English contribute in developing your level in your field of study ?

-Yes

-No

4-If yes , how ?.....

.....
.....

5-What changes can you suggest to develop the ESP teaching quality ?

.....
.....
.....

6-Can you give more suggestions concerning ESP teachers' training ?

.....

.....
.....

7-7-What about In-service Training which means training during the teaching experience ?

.....
.....
.....

8-Do you think ESP training is necessary for ESP teachers ?

.....
.....
.....

9- Do you think that training is beneficial for ESP teachers to improve the quality of teaching ?

.....
.....
.....

THANK YOU

Appendix B

Teachers' Interview

Dear respectful teachers,

This interview is concerned to collect information on the importance of Pre-service training for ESP teachers and the usefulness.

1-How long have you been teaching English ?

2-What qualifications do you have ?

3-What were the difficulties you met at the beginning of your career as an ESP teacher ?

4-Did you attend pre-sevice training sessions before starting teaching ?

5- What do you think about current pre-sevice or in-service training for teaching ESP ?

6- To what extent is pre-service training important for teaching ESP course ?

7-How can pre-service and in-service training help ESP teachers to teach effectively and improve the quality of teaching ?

8- How is it possible to become a successful future ESP teacher ?

9- What are the challenges that face an ESP teacher ?

10- Do you think that pre-service training is necessary for ESP teachers ?

11-How can ESP teachers become competent ?

12- Do you think that In-service traning help to adopt the available material if offered in order to suit students'needs ?

13-How should be an ESP course to achieve vocational purposes ?

Abstract

This research aims at recognizing the importance of pre-service training for ESP teachers at Tlemcen university which is considered as an essential experimental phase in order to prepare well-equipped and effective teachers with the necessary skills and competencies in their continuous careers and professional development before they engage in the teaching and learning process as well as to meet the needs and interests of their learners .

Key words : Pre-service Training, effective teachers, professional development, the needs and interests of learners.

Résumé

Cette recherche vise à reconnaître l'importance de la formation des enseignants d'ESP à l'université de Tlemcen, considérée comme une phase expérimentale essentielle pour préparer des enseignants bien équipés et efficaces, dotés des aptitudes et des compétences nécessaires à leur carrière continue et à leur développement professionnel avant de s'engager dans le processus d'enseignement et d'apprentissage et de répondre aux besoins et aux intérêts de leurs apprenants.

Mots Clés : Formation des enseignants , enseignants qualifiés , le développement professionnel, Besoins et intérêts des apprenants.

الملخص:

يهدف هذا البحث إلى التعرف على أهمية التدريب قبل الخدمة لمعلمي ESP في جامعة تلمسان والتي تعتبر مرحلة تجريبية أساسية من أجل إعداد معلمين مؤهلين وفعالين بالمهارات والكفاءات اللازمة في حياتهم المهنية المستمرة و التطوير المهني قبل الانخراط في عملية التدريس والتعلم وكذلك لتلبية احتياجات واهتمامات المتعلمين.

الكلمات المفتاحية: التدريب قبل الخدمة ، معلمين فعالين ، تطوير مهني ، احتياجات واهتمامات

المتعلمين.