



On the Search for Valid ESP Course Designs in Algeria

Walid MOKHTARI

Ibn Khaldoun University of Tiaret, (Algeria)

wahid.mokhtari.etd@univ-tiaret.dz

Abstract

This paper discusses the status of ESP in Algerian universities where English is not a Medium of Instruction (EMI). It is interested in course design and the main components that need to be considered when designing it for students who need English for Specific Purposes. Three studies which investigated designing courses for ESP in three different departments were utilized. The paper analyses the results of the studies and the challenge faced by both teachers and researchers alike in designing a course.

Article info

Received
July 13.2023
Accepted
December 16.2023

Keyword:

- ✓ English for Specific Purposes
- ✓ English as a Medium of Instruction
- ✓ Course Design

1. **Introduction**

As a newly acquainted field in the different departments in Algerian universities, English for Specific Purposes is quite misunderstood if ever practiced. In Algeria, not even trained ELT teachers go to teach ESP at other faculties, but rather substitute teachers who are often not acquainted with English teaching, let alone ESP. The result is a deeply rooted confusion for both learners and teachers alike as to what to teach; what to include; and how to teach it. An urge for a program by the government to fix these issues is more than necessary. In this paper we focus on the overlapping gap between theory and practice into the forming, and realizing of ESP course designs in Algerian universities and mainly in the departments where English is not the medium of instruction.

The necessity to swift from French to English and keep up with the most advanced universities across the globe in the different domains of academia where English, as a language of publication, is overwhelmingly dominant, led to a growing interest in Algeria in ESP learning and teaching, ESP course designs, and other related issues. English is becoming more and more heard as a subject of speech and of study in Algeria in the last few years. Decision makers are aware of its importance and the ramifications it can bring to the different fields of study and to the economy.

According to Chris Kennedy and Rod Bolitho (1984), the status of English is changing since, “[t]he growth of business

and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English.” (p.1). It has become incumbent for nations to implement English in their education either due to its importance in finding jobs or as a means of communication, and even to keep up with the recent technological advancement made internationally.

Learning English for Specific Purposes benefits the ESP learner in gaining time and saving efforts because learners would get what they want from and about the language, and they would also be guided directly towards their needs. With the coming of ESP, learners are not required to go through all the trivia details of the language which they rarely need or use, but they are led to elements of the language which serve them swiftly and efficiently in accordance with their field of study or work.

In recent years, Algerian the government is shifting emphasis from French to English on a number of levels. On the one hand, the Ministry of Higher Education implemented a number of regulations on the use of English at universities. It even launched a program for all university teachers to get trained in English and then, use English as a means of instruction. On the other hand, the Ministry of Education issued a law whereby English is a subject in the third grade primary school. This seems surprising in former French colonies in North Africa. Zughouli (2003) wrote:

In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in these countries cannot be cancelled. (p. 19)

Not only is the government pushing teachers and students alike to use, teach, and publish in the language, but also imposed some criteria as in the preparation of “Habilitation” and “Professorat” to publish in English with extra points. Still, the readership of books and articles and the resources are mostly available in English in most fields, therefore, the usage and publication in English, increases the ranking of universities and also identifies the Algerian universities.

However, the absence of recruitment of ESP teachers in the different faculties and departments put the teaching of ESP at risk. It is well-known that most ESP teachers are part-time teachers who may leave at any time. Even worse, once they leave their experience leaves with them, and the opportunity to help create a course design is also gone. The act of creating a course design is not an easy task as most teachers encounter difficulties in finding materials pertinent to the needs of learners whom they do not tend to teach on a regular basis.

The purpose of this paper is to highlight the main components of an ESP course, and how to implement them. The paper also treats three studies which worked on designing a course for ESP in

three different departments in three different Algerian universities. It discusses the results of such studies and the challenges faced by both teachers and researchers alike in designing a course.

2. ESP: Essence, Emergence, and Development

One of the most challenging tasks for an ESP teacher is that of course design, for the teacher needs to approach everything in the ESP teaching process, be it the goals and objectives, the teaching approach and/or method, the materials and tasks, the assessment and evaluation and so on, in relevance to the needs of the audience in question, i.e. the targeted learners. Basturkmen (2010) argues that “The ESP teacher/ course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them” (p.8)

Master (2000) stated that ESP emerged in “response to the recognized need for improved communication between the developed and the developing countries of the world.”(p.17). Realizing the importance of English, learners were more pragmatic in learning English not for its sake, but to widen their scope either in job opportunities, career studies, creating businesses or any other reasons which would improve their social and economic situations (Hutchinson and Waters, 1987). For Harmer (2001) ESP is “Situations where the student has some specific reasons for wanting to learn a language” (p.1). But according to Hutchinson & Waters (1987), it “is an approach to

language teaching which aims to meet the needs of particular learners.”(p.21)

3. Designing an ESP Course

ESP courses need the language and skills to be narrowed down for learners. When designing a course, according to Hutchinson & Waters (1987), it is important to ask questions so as to cater for the processes of syllabus design, materials writing, classroom teaching and evaluation. Numerous questions, both general and specific, need to be asked. Research will answer some, while others will be answered by intuition, the teacher experience and so on.

Needs analysis is one of the most important components of a course. It came about during the mid 1970s when curriculum designers realized that the learners objectives serve as a key for ESP. This, in part, involves the process of “what” and “how” (Dudley-Evans & St John, 1998). Nunan (1988), defines needs analysis as ,“the techniques and procedures for collecting information to be used in a syllabus design.” (p.13). For Richards and Schmidt (2013), it refers to, “the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities.” (p.389). In this regard, ESP courses are designed for the teaching of the language and communication skills that particular people or learners need either in their studies, professions, or at work.

The course development process of needs analysis includes Target situation analysis, discourse analysis, present situation analysis, learner factor analysis, and teaching context analysis

(Basturkmen, 2010).Target situation analysis involves identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do. According to Hutchinson & Waters (1987), the ESP course design should start by knowing about the target situation—where the learner will use the language—and then a good analysis of the linguistic features is done. Discourse analysis includes the descriptions of the language used in the above [Target situation analysis]. Present situation analysis revolves around identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation. Learner factor analysis identifies learner factors such as their motivation, how they learn and their perceptions of their needs. Teaching context analysis which involves identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer (Basturkmen, 2010, p.19).

Developing instructional materials is also of great importance. The ESP practitioners need to create their own materials which are almost always not available. Dudley-Evans and St John (1998, p.171) stated four reasons for the implication of materials in ESP:

1. as a source of knowledge
2. as a learning support
3. for motivation and stimulation
4. for reference

According to Holme (1996), all course designers have to go through analyzing the needs for writing a course design, it is

just that ESP gets more specific needs of the learners (p.3-4). Basturkmen (2010) noted that “ESP courses are narrower in focus than general ELT courses because they centre on analysis of learners’ needs.” (p.3). ESP courses revolve around the needs of learners as work and study not personal needs. He also added that needs analysis is, “a pre-course design process in which information is gathered to help the teacher or course developer decide what the course should focus on, what content in terms of language or skills to include and what teaching/learning methods to employ.” (p.26)

Another important element is that of Investigating specialist discourse (Basturkmen, 2010). Besides the needs analysis that the practitioner has to do for the students, an interaction between the ESP teacher and a specialist in the field is of paramount importance. Here where the specialist in the field interacts with the ESP teacher who is usually out of the field and provides the necessary knowledge in the field being it biology, chemistry, medicine etc. Once the interaction takes place and the specialist and the practitioner are acquainted with the register of the field and the terminology, the first steps for making a course are laid down. Multiplying sources of information for the ESP is also of paramount importance. Filmed materials such as television series to create a similar environment relevant to the field in question can be of great help, especially if real situations usually do not exist in the community where the target language is taught.

Basturkmen gave a few examples taken from a sample of a course developer who

observed language use in the field of medicine. Figure1 below shows some expressions of language use in the field of medicine.

Feature	Categories	Samples of language use
Key pragmatic functions	Showing empathy	So you lost your husband six months ago and you're finding it hard to cope, physically and mentally. This must be a difficult time for you. I just like to ask some questions if that's ok?
	Asking about symptoms	Any other thing you're noticing nowadays? So how long have you been like this? Can you tell me a bit more about it? What brings it on? Can you tell me how long ago it started?
	Responding to the patient's concerns	I understand your concerns but I'd like to ask a few more questions to understand the situation. It's the third time. That's quite a bit, isn't it?
Lexical fields	Idiomatic ways of describing pain	A dragging pain, the odd pain, it comes and goes, shooting pains
	Idiomatic ways of describing symptoms	Be under the weather, broke out in this red rash, it knocks it out of me, have a screw missing, have a bit of trouble going to the toilet (rather

		than I'm constipated)
Discourse		<i>What needs to happen now is an examination (rather than I now need to examine you). The next step now is to check you over.</i>
Eliciting feedback responses		<i>Does that sound sensible to you? Am I being clear in all this? How does this sound to you?</i>
Dealing with particularly sensitive issues		<i>Do you mind if I ask you ...? Do you think we can do something about your smoking? Do you ever think of cutting down on your drinking? I realize that this is difficult for you but if you could tell me a bit about ... I know a lot of people your age have ...</i>
Hedging		<i>I'd just like to talk about ... Do you mind if I ask you a few things that may not seem related ...</i>

Figure 1. Selection of salient discourse features and illustrative samples of language use (Basturkmen, 2010: p.96)
Likewise, ESP teachers in different fields in Algeria should take into account language use related to the subjects they teach. By so doing, the language pertinent

to the study or workplace could more and more be facilitated and hence acquired.

3.1 The Roles of an ESP teacher

Despite the different roles of ESP teachers and ELT teachers, scholars argue that they also have so much in common (Akermark, 1983; Robinson, 1991; Jarvis, 1983; Madhavilantha, 2014; McDonough, 1984). Robinson (1991) concluded that ESP teachers should have at least the competence of teaching in general and teaching a language in particular. Jarvis (1983) stated that many of the skills of ESP and ELT teachers overlap due to the similarities of the task at hand. While Akermark (1983) argued that ELT teachers being experience in the field have the potential of making great contributions to the field of ESP. Madhavilantha (2014) wrote that it is important for both ESP and ELT teachers to take into account the linguistic development and theories of teaching in order to discern contemporary ideas both in “their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology”(p.73). However, the fact remains that a bigger responsibility falls on the part of the ESP teacher, and the differences between the two could not be denied.

One of the most important skills that an ESP teacher should possess is that of the ability to adapt or move from one teaching situation to another with flexible roles. In this regard Robinson (1981) accentuates ‘flexibility’ as an essential quality for the ESP teacher. Jarvis (1983) emphasises twofold skills for ESP teachers, the ability to select the content of teaching, and the

ability to devise pertinent methods of motivating learning. The scholars also stated that “we regard ESP teaching as extremely varied, and for this reason we use the term ‘practitioner’ rather than teacher to emphasise that ESP work involves much more than teaching.” (1998: p.13) The roles here are, more or less reversed, in that the learners know more about the subject than the teacher per se.

Dudley-Evans and St. John (1998) stated five roles of the ESP practitioner: course designer, materials provider, collaborator, researcher, and evaluator. As a course designer and materials provider, the teachers plan and provide the materials, they write or pick suitable materials and assess its effectiveness. The ESP researcher or practitioner should conduct research about the area of study and the discourse and texts used by the learners. The ESP teachers should be updated about the research done in the specialized field they teach and hence implement the findings in ESP teaching. As a collaborator, the practitioner needs to work hand in hand with field specialists. Dudley-Evans noted that the large majority of “ESP teachers have a language teaching background and do not have first-hand experience of the content and the context of the other discipline”(1998: p.60). The practitioner should interact with the specialist studies as well as the language. They also need to interact with the learners. The field specialists need to check the content and the materials of the ESP practitioner. Finally, as an evaluator, the ESP practitioner tests students performance and evaluates the ESP

courses, and materials. According to Hutchinson and Waters (1987) evaluation caters to “assess how well the needs that have created the demand for a course are being served.”(p.156). Similarly, Dudley-Evans and St John (1998) noted that, “evaluation forms the basis of ‘negotiation’ with students about their feelings about the course, their needs and priorities.” (p.17). The evaluation of the ESP teacher needs to match their needs which were first designed in the courses.

4. Challenges for ESP Course Designs in Algeria

In this part, the paper sheds light on the findings of a number of ESP studies carried out in Algeria, particularly in higher education. These studies were obviously conducted in departments where English is not a means of instruction in the last decade or so. The findings of studies addressed have revealed a number of obstacles facing ESP teachers in Algeria. These include the neglect of learners’ needs, lack of teacher training, lack of teachers’ knowledge in the specialist field, the absence of governmental or university project, the lack of collaboration between ESP teachers and field teachers and specialists. Some of the aforementioned problems are addressed further below.

Neglect of needs analysis in creating a course design leads to confusion and dissatisfaction in the learning and teaching of ESP. Basturkmen (2010) argued that needs analysis can be described as a “pre-course design process in which information is gathered to help the teacher or course developer decide what the

course should focus on, what content in terms of language or skills to include and what teaching/ learning methods to employ” (p.26).

Chaira’s study (2012) aimed at measuring the ESP program in accordance with the needs of the students at the department and whether the program was effective and efficient. The study’s hypothesis is based on the idea that Health and Industrial Safety engineering students receive instructions in English in accordance with their ESP program, and yet their needs are not sufficiently met and their English proficiency is not well achieved (Chaira, 2012). The study used two questionnaires; one addressed to students and the other for teachers. The one for students was made to gather data as evidence for the needs of the Health and Industrial Safety engineering students in order to make sure that the ESP program was built according to their needs, and hence, an evaluation of the program. The teachers’ questionnaire was made to show the extent of students’ needs reflected in course objectives, instructional materials, and activities in the classroom as well as teaching practices by teachers.

At the Health and Industrial Safety Institute, students study English subject as part of the Institute’s curriculum. It is referred to in French as ‘Anglais Technique’, and they only have it for one academic year, that is, the second year with one session per week for an hour and a half. Students were not really satisfied with the results of the program and the timing in regard to its benefits after graduation, and especially at the workplace (Chaira, 2012).

The study claims that needs analysis is so neglected as part of ESP course design in Algeria on a general scale and in the Health and Industrial Safety Institute in particular. The study found that teachers rely more on their intuition rather than a systematic analysis of students’ communicative needs and their objectives with the language. While learners were more in need of English for Occupational Purposes, the Institute or rather the designers of the ESP course design focused on English for Academic Purposes which students were not really interested in. The result was that students started to lose motivation since what they need and what they were taught were not compatible with each other which runs against their objectives for learning English (Chaira, 2012).

Similarly, Ouarniki, (2018) conducted a study at Medea University at the Department of Computing Science so as to explore students’ needs and to design courses which would meet their needs. A mixed method was used to gather data, and the findings showed that the focus at the department was on the productive skills, that is, speaking and writing. The results of the study were made to benefit the ESP teachers to focus more on meeting the students’ needs when designing courses for ESP learners (Ouarniki, 2018). The findings also were used to design a course for the students of the Department of Computing at Medea University.

Lack of training and development in the field of ESP also creates a big challenge for ESP teachers especially since most ESP Algerian teachers are substitute teachers with no clear image of

either sticking to their jobs or leaving. Hence, the likelihood of development is so small, and they are mostly either graduates, Phd students, or EFL teachers (Ziani, 2016). In the same regard, Bouabdallah and Bouyacoub (2017) in their study concluded that ESP teachers do not receive any training, hence, they have a limited knowledge of the terminology of the specific fields they are in charge of teaching as well as the lack of orientation. Around 50% of school failure in ELT in Algeria, according to a study done by Mebili (2014), is caused by a lack of training. This is the case in ELT, it is important to note that the largest majority of ESP teachers come from ELT teachers. Training in ESP, therefore, rarely takes place in Algeria.

At a study conducted at the University of Oran1 at the Department of Biology (Saraa, 2021) whose aim was to design a more effective syllabus so as to engage learners and get them to be more involved in the learning activity. The study used a mixed method to gather data. The findings revealed that ESP teachers, obviously face a range of difficulties in creating as well as planning their ESP courses such as the lack of an already existing syllabus, the lack of ESP training as well as the absence of ESP materials. The findings of the study showed that the course design created by ESP teachers at the department of Biology at the University of Oran1 is far from being efficient (Saraa, 2021). A number of reasons range from ESP teachers' needs for training in the different domains of ESP to the need to have specialized knowledge in the field to be taught.

Other obstacles include the lack of specialized knowledge in the field. As stated earlier, since many of the ESP teachers are part-time and not recruited and usually are not even familiar with ESP, let alone have knowledge in the field to be taught. Till the present day, unfortunately, there is "no institutional or academic body or mechanism of support that would facilitate such interdisciplinary exchange between the ESP teachers and their specialism colleagues" (Bouroumi, 2017).

In addition, the absence of cooperation between ESP teachers and Field Specialists creates a gap between the ESP teacher and the field at hand. This is what most teachers in ESP suffer from when they take the responsibility of teaching English in other departments other than English. In order to get acquainted with the subject, the terminology, and how they can serve the students' needs best, cooperation between field specialists and ESP teachers is deemed incumbent. However, it is usually not the case. There is a huge gap and lack of coordination between the two supposed-partners. This is given since ESP teaching is not really taken seriously by the departments or decision makers. To begin with, almost every year, ESP learners find new ESP substitute teachers. Still, the heads of departments should create such coordination as part of the teaching activities for both teachers, being ESP or field specialists. No academic body being it university or government institution which caters for the interdisciplinary exchange on the part of ESP teachers alongside with their specialist colleagues in the fields (Bouroumi, 2017).

5. Discussion

Based on the studies we have seen (Chaira, 2012, Ouarniki, 2018, and Saraa, 2021), it is safe to say that ESP is not quite taken seriously at least by universities and decision makers. ESP scholars emphasise the role of needs analysis in the learning and teaching of ESP, and particularly in creating a course.

The three studies at hand all show the lack of an efficient and valid ESP course design at the departments of Health and Industrial Safety, Department of Biology, and the Department of Computing. For instance, Chaira (2012) emphasised the importance of needs analysis in creating an adequate course relevant to the needs of engineering students, instead of having a course which serves English for Academic Purposes (EAP) rather than English for Occupational Purposes which the engineering students at the Health and Industrial Safety Institute need for the workplace. Scholars in the field of ESP agree on the importance of needs analysis in creating a course (Dudley-Evans & St John, 1998; Nunan 1988). In the same way, Ouarniki (2018) found that the course at the Computing Department in Medea did not include needs analysis to create an ESP course. Hence, ESP learning and teaching was not satisfactory. This is due to the huge responsibility which falls on the teacher who usually works part-time.

At the Biology Department, the study of Saraa (2021) revealed that there exists no syllabus at the department nor are the ESP teachers trained in order to be able to design a course or meet the students' needs. The lack of training seems to

reverberate around the country. In a study conducted by Belmekki & Mebitil (2011) at Tlemcen University with a questionnaire distributed to a number of teachers of three faculties: Faculty of Exact Sciences, Faculty of Law and Political Sciences, and the Faculty of Economics and Commercial Sciences. The findings of the study showed that 82% did not receive special training while 18% of the teachers declared that they engaged in a theoretical training mainly in needs analysis, materials production and the like.

The government and Ministry of Higher Education are launching plans to Improve ESP and the training of teachers in the Tertiary Education. The Ministry of Higher Education launched a program in 2023 whereby all university teachers need to get trained in English for the purpose of improving the quality of education as well as raising the bar of ranking Algerian universities. The Ministry of Higher Education under the code n.1998 issued in 2022 for promoting the Training of Teachers in Higher Education in English sent a note to the deans of universities all over the country that they launched a platform for teaching English online for the benefit of university teachers. Therefore, they would cooperate with the centers Centre d'Enseignement Intensif des Langues (CEIL) as well as the departments of English. Therefore, the note stipulated that January 2nd, 2023 as the starting date for the online platform. They started the Spring Session prior to April 17th, 2023, 'Developing Strategic Reading in Higher Education-Spring Session'. Another course was for the Departments of Biology, 'Rhetorical Features to Promote Academic Reading:

English for Biology’. The same session done for biology was done for Business, Engineering, and Medicine respectively; ‘Rhetorical Features to Promote Academic Reading: English for Business’, ‘Rhetorical Features to Promote Academic Reading: English for Engineering’, and ‘Rhetorical Features to Promote Academic Reading: English for Medicine’.

As a recommendation, the researcher suggests that the Ministry of Higher education needs to start recruiting teachers who are in the field so as to start creating course designs for the departments at hand. Still, if however, the situation is far from being realized, the Ministry could at least launch a program for writing a course design to be used and followed by substitute teachers to ensure the learners needs in such departments. Still, the creation of PHD projects to work on ESP in the different departments could genuinely facilitate the process and even save time for the implementation of EMI in Algerian universities.

6. Conclusion

The teaching and learning of English in general and English for Specific Purposes in Algeria is a challenge that needs to be taken seriously by decision makers as well as professionals in the field. From the previous studies of Chaira (2012), Ouarkini (2018), and Saraa (2021), it can be said that the teaching of ESP in different departments where English is not a means of instruction is far from being efficient and valid. The teaching of ESP requires efforts from different sources, teachers, and decision makers. Designing a course from the teachers own experience and research may sound good, but in fact, it is not sufficient when it encounters the practical realities of teaching ESP, especially for its different areas. Surely, ESP does not mean EAP, and therefore, the decision makers should launch national programs for ESP, create PHD contests in ESP, and create jobs which employ ESP teachers in the different departments.

5. Bibliography List :

1. Books:

- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Springer.
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Kennedy, C., & Bolitho, R. (1984). *English for Specific Purposes*. London: Macmillan.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*, Hemel Hempstead: Prentice Hall.

2. Theses:

- Chaira, F. An ESP Program Evaluation From Student's Perspective: the Case of Health and Industrial Safety Institute—Batna University. Teacher Training School- ENS-Constantine, Algeria, 2012.
- Ouarniki, O. Theoretical and Pedagogical Applications of English for Specific Purposes Courses: Evaluation and Implementation of Some Effective Procedures: The Case of First Year Master Students of Computing at Medea University. Mohamed Ben Ahmed University of Oran 2, Algeria, 2018.
- Saraa, N. Exploring Algerian ESP Syllabuses: Case of English for Biologists at the University of Oran 1. Mohamed Ben Ahmed University of Oran 2, Algeria, 2020.

3. Journal article:

- Akermark, J. (1983). Teacher training for ESP in adult education. *The ESP Journal* 2 (1), 39 –41.
- Belmekki & Mebitil (2011). Teaching English in Algeria: Requirements and Challenges. *Revue de la Faculte des Lettres et des Langues*. 18.
- Bouabdallah, N., & Bouyacoub, M. C. (2017). The ESP teaching and learning situation in the Algerian universities with reference to psychology students at Tlemcen University. *International Journal of Curriculum and Instruction*, 9(2), 217-227.
- Bouroumi, R. (2017). Offering the Algerian ESP Issue a Better Opportunity. *Internet Journal for Cultural Studies*. (TRANS).
- Jarvis, J. (1983). Two core skills for ESP teachers. *The ESP Journal* 2 (1), 45 – 48.
- Madhavantha, B. (2014). Teacher Education and ESP. *International Journal*
- McDonough, J. (1984). *ESP in perspective; A practical guide*. London: Collins Educational.
- Mebitil, N. (2014). Teaching EST in Algeria: Training or Retraining Language Teachers?. *Mediterranean journal of social sciences*, 5(20), 2381.
- Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). *Syllabus design* (Vol. 55). Oxford: Oxford University Press.
- Ziani, M. (2016). Teacher Professional Development: A Challenging Perspective in ESP Settings. *Cahiers de Linguistique et Didactique*. Numero 6, 2016.
- Zughoul, M. R. (2003). Globalization and EFL/ESL Pedagogy in the Arab World.