

Promoting genre-based methodology in Algerian ESP classes: Teachers' attitudes and current practices

Utilisation de la méthodologie basée sur les genres dans les cours d'anglais pour des fins spécifiques en Algérie : Attitudes des enseignants et pratiques actuelles

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Abstract:

Genre analysis is an effective way for presenting specialized language in ESP classes; however, limited research was conducted on its implementations in Algerian universities. Drawing on teachers' perspectives, this study aimed to elicit Algerian ESP practitioners' cognition of genre analysis and its relevance to ESP instructions, as well as to explore their' current practices to support learners' genre awareness. Data obtained through an online questionnaire revealed that while the respondents recognized the alignment of genre-based instructions with the goals of ESP teaching, they admitted that this methodology is not regularly included in their classes. The paper suggests advocating a more discourse-oriented methodology to teaching ESP in Algerian universities rather than focusing on merely linguistic competence in a decontextualized way.

Keywords: English for specific purposes- genre analysis- genre awareness- genre-based methodology- teachers' attitudes

Résumé :

L'analyse des genres constitue une approche efficace pour présenter la langue de spécialité dans les cours d'anglais pour des fins spécifiques (ESP). Cette étude visait à solliciter les opinions des enseignants sur cette méthodologie et leur pratiques actuelles pour sa mise en œuvre dans les universités algériennes. Les données obtenues à travers un questionnaire en ligne ont révélé que, bien que les enseignants reconnaissent l'alignement de cette approche avec les objectifs de l'enseignement d'Anglais pour des fins spécifique, cette méthodologie n'est pas régulièrement intégrée. L'article suggère de préconiser une méthodologie plus axée sur l'analyse de discours, plutôt que de se concentrer uniquement sur la compétence linguistique d'une manière décontextualisée.

Mots- clés : Enseignement d'Anglais pour des fins spécifiques- analyse de genre- méthodologie basée sur les genres- opinions des enseignants

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Introduction

As an important step to keep abreast of the growing status of English as an international language for technology, business and scientific research, recently, the ministry of higher education has incorporated ESP courses across most Algerian university departments to meet the increasing demand for specialised English in different subject areas. In addition, the use of English for writing university academic research papers has received significant encouragements. Nonetheless, as ESP courses are built upon the principle of 'needs analysis,' one key for successful and efficient teaching is the choice of the right methodology that would correspond to learners' needs and aspirations either in academia or in future vocational settings.

It is worth noting that ESP teaching has witnessed important developments in terms of methodologies since its emergence in the late 1960's. Particularly advances in discourse studies had a great impact on introducing new approaches such as register analysis and the genre-based approach, which has gained prominence in discussions of ESP pedagogy (Swales, 1990; Bhatia, 1993; Dudley-Evans, 2000).

In that context, Anthony (2018) mentions that in ESP courses classroom instructions are not supposed to be built on grammar rules and vocabulary lists in an abstract way; instead, since the learning objectives are directly linked with needs analysis, most ESP courses are supposed to follow a skill-based, task-based or genre-based syllabus.

The genre-based syllable, then, is one kind of syllabus that emphasises the notion that rather than focussing on developing learners' linguistic competence, it is more relevant to train them to engage with analysing 'genres', i.e., types of texts that are relevant to their field of study, which would develop their awareness of the features of written or spoken texts, as well as learning how to write well organized ones either at workplace or in academic contexts (Thornbury, 2009).

Genre analysis and its implementation in ESP contexts has gained considerable attention not only in terms of theory, but also in practice as well. A good number of studies have discussed the positive effects of implementing genre-based methodology in ESP courses worldwide. One study conducted by Sadeghi, Taghi Hassani and Hemmati (2013) investigated the effects of genre-based instruction on ESP learners' reading comprehension by conducting an experiment with Iranian university students. Findings of the study suggested the significant improvement of the experimental group over the control group in terms of reading comprehension achievement (Sadeghi, Hassani, and Hemmati, 2013).

Another study conducted by Liu and Chen (2022) examined the knowledge and use of the genre-based approach by Chinese EFL student-teachers in the teacher-training programme using qualitative data. Although the results of the study indicated that the teachers showed a degree of familiarity with genre-based teaching methods, trainees faced some challenges to apply this approach in their classes. The investigation has also unveiled the intricate relationship between the professional knowledge, perceived challenges, and genre teaching practices of Chinese EFL student-teachers in secondary school writing classes (Liu and Chen, 2022).

Studies pertaining to the Algerian context included a study by Nesba (2017) who examined the effectiveness of teaching business English writing using genre analysis through conducting a one group experimental design study in a workplace setting. Following an intensive genre-based-instruction syllabus over a period of two months where different types of business correspondences were analysed. Results obtained from the post instructional questionnaire suggested that learners

perceived the genre-based instruction as an efficient method to enhance English language writing performance and genre awareness of adult learners (Nesba, 2017).

Despite the numerous papers advocating the effectiveness of the genre-based methodology in teaching reading comprehension and writing skills in ESP settings, little research has been conducted to investigate its implementation at university level in Algeria. Particularly, aspects such as teachers' cognition and knowledge of this approach, any current activities they already apply that target raising ESP learners' genre awareness in their classroom instructions, and their readiness to adopt it in their classes have not been sufficiently investigated.

Hence, being aware of the pivotal role that teachers play in setting the appropriate atmosphere in the process of language learning, this research paper attempts to address the following research questions:

1. What are teachers' attitudes and views on the importance of teaching genre analysis and to what extent do they believe that a genre-based methodology aligns with the goals of ESP courses in Algerian universities?
2. Do teachers currently apply any practical instructions or tasks to raise learners' genre awareness in ESP classes?
3. To what extent do teachers accept adopting a genre-based methodology to ESP courses in Algerian universities?

Accordingly, these are objectives of this investigation:

1. To elicit teachers' overall understanding and cognition of genre analysis and its importance to attain the goals of teaching ESP at university level in Algeria.
2. To examine whether current classroom practices include any instructions that yield to promote ESP learners' genre awareness
3. To get insights into teachers' acceptance and readiness to integrate the genre-based methodology into ESP classes in Algerian universities.

To achieve the above objectives, after being informed by key concepts in the literature, this empirical study was conducted using the descriptive method; the questionnaire was the main tool for data collection.

1. Literature review

1.1. Genre Analysis and Teaching English for specific purposes

"Genre" is one concept that can be used in different contexts to imply different meanings; from a linguistic perspective, genres are defined as *"recognizable communicative events, characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur"* (Bhatia, 26 : 2014).

Examples of communicative events may include: business correspondence, news broadcasts, advertisements, etc. Genres are generally specified and recognised by shared knowledge among a speech community, i.e., people who belong to the same field of study or profession.

As far as language teaching is concerned, it has been pointed out that a genre refers to the body of texts that are used by members of a discourse community (e.g., doctors, lawyers, business persons, sports enthusiasts, university teachers) as maintained by Richards (534 : 2015). He further adds on to mention again that the discourse community has an implicit understanding of how coherent texts should be organized.

This can be illustrated by the fact that in a business setting, for instance, people have expectations about how business letters, faxes, memos, etc. should be written; accountants know what company reports should look like; chefs know what recipes look like; university teachers know how

academic essays should be written; employers know what to expect in job-application letters. Each example of the above texts has its own features as a recognised genre among members of its discourse community (Richards, 534:2015).

Drawing on this perspective, genre analysis is considered as one effective and pragmatic way for planning ESP courses. More specifically, it is highlighted that with its particular focus on the distinguishing features of different texts, genre analysis is particularly useful in looking at both written and spoken texts in all areas of ESP (Dudley-Evans and St John, 87 : 1998) .

Following the same line of thought, Anthony (79 : 2018) mentions that Genre analysis is an extremely powerful analytical approach in ESP that allows course designers and instructors to identify the communicative purpose, structure, style, content, and intended audience of target texts. Using this knowledge, it is possible to formulate course objectives that will ensure learners' ability to recognize genre features and use them in their own performances, guiding them to conform to the practices of their discourse community

Accordingly, when trained in genre analysis, ESP learners both in workplace and academic settings will be able to put their knowledge of genre into practice by creating; for instance, successful business letters, reports, or to improve their reading and writing of research articles and academic presentations, or any other forms that they need to produce in their jobs or studies.

1.2. Genre-Based Methodology in ESP Courses

Having mentioned the advantages of genre analysis for ESP courses, some practical guidelines are provided to implement this approach in the classroom (Thornbury, 2009; Richards, 2015; Viana, Bocorny and Sarmento, 2019).

Obviously, as ESP courses are based on needs analysis, teachers would start first by choosing the most relevant genres for their students after considering the ESP course that they teach and their students' needs.

One of the most useful ways to put genre analysis into practice in the classroom is offered by Thornbury (101 : 2009). He mentions that genre analysis can be implemented by using activities that would engage students in comparing related texts to describe and identify both the shared macro-structure of these texts, i.e., the target genre (overall organisation, moves in the text), as well as the lower-level features (e.g., of grammar and vocabulary) that texts belonging to the same genre have in common, and then relating these features to the context of use. He used abstracts for conference presentations to illustrate main steps teachers can go through to apply genre analysis in the classroom,

After providing ESP students with the set of texts representing the target genre, Viana, Bocorny and Sarmento (24-25 : 2019) suggest the following questions to trigger students' guided discovery about the genres with which they will need to engage:

- Who produces the genre? (i.e., Who is the addressor?)
- Who consumes it? (i.e., Who is the addressee?)
- What is (are) its main move(s)?
- Which features help you identify this text as an example of the given genre? (e.g., How can you tell a letter is a letter and not a recipe?)
- What role do you and/or the discourse community to which you belong play in relation to this genre? (i.e., Are you the addressor or the addressee?)
- Which skill(s) do you need in your interaction with this genre (i.e., reading, writing, speaking, listening)?

Another interesting framework is provided by Richards (535 : 2015), he proposes three main steps involved in implementing a genre-based approach in the classroom, these steps are organised as follows:

1. Collecting examples of texts: A set of texts can be assembled relevant to the learners' needs and proficiency level. These can be both authentic texts as well as good examples of learner-produced texts.
2. Recognizing text features: using activities that focus on recognizing the discourse features of texts, through comparing different text types, identifying specific grammatical, lexical and discourse features of texts.
3. Practice text creation: students create their own texts, individually or with partners. They review each other's texts in groups and give suggestions for improvement, where necessary.

Having accounted for the major considerations involved in implementing genre analysis in language teaching methodology, it is worth noting that the aforementioned proposals share a common view that teachers as decision makers can incorporate this methodology basically in terms of three main phases: collecting and presenting samples of target genres, analysing them both in terms of macro and micro structure, and last training learners in producing their own genres.

2. Research methodology

2.1. Research Method, participants, and data analysis procedure

The current research investigated teachers attitudes towards the importance of raising ESP learners' genre awareness in Algerian universities. This empirical study was conducted using the descriptive method. The questionnaire was chosen as a method of data collection because it is suitable for investigating opinions regarding a specific topic among a specific group of people (Denscombe, 2003). The study yielded mainly quantitative data.

The questionnaire consisted of 20 closed-ended items and their construction was broadly guided by key concepts from the literature review, research questions, and the objectives of the study. The questions were organised into two main sections; sections I targeted teachers' background information, while section II, which consisted of 16 Likert-scale items, surveyed teachers' attitudes towards the importance of raising ESP learners' genre awareness, and their opinions regarding the types of tasks and instructions related to genre analysis employed in the classroom.

Before the questionnaire was finalised, it had been piloted with two experienced teachers from the Department of English and who have taught ESP. The researcher modified the items in the questionnaire based on the feedback and comments provided by the two respondents. The piloting of the questionnaire was believed to test the validity and reliability of the items.

The investigation was conducted with teachers from different universities across the country during the academic year 2022-2023. Participants were chosen using convenience sampling, which is a non-probability sampling method, where participants are chosen based on their convenient accessibility and willingness to take part in the study (Ary, *et.al*, 169 : 2014). The data were collected using an online survey that teachers got access to via google forms link. To ensure that teachers understand the topic of the research, the questionnaire included a brief introduction that provided information about the topic and the aim of the study. table 1 provides a summary of the teachers' background information.

The data gathered from teachers' questionnaire are reported in terms of three major sub-sections corresponding to the three research questions:

- What are teachers' attitudes and views on the importance of teaching genre analysis and to what extent do they believe that a genre-based methodology aligns with the goals of ESP courses in Algerian universities?
- Do teachers currently apply any practical instructions or tasks to raise learners' genre awareness in ESP classes?
- To what extent do teachers accept adopting a genre-based methodology to ESP courses in Algerian universities?

Accordingly, the following three major sub-sections have been identified:

A. teachers' views on the importance of incorporating genre-based instruction in ESP settings.

This sub-section included items corresponding to teachers' perceptions of:

- the importance of teachers' knowledge about different genres relevant to learners' field of study,
- the importance of teachers' familiarity with types of genre-based activities that can be used in the classroom
- the importance of students' exposure to the genres that are relevant to their field of study
- the importance of presenting Grammar and vocabulary in a contextualized way using a genre analysis
- and whether using genre analysis requires that students reach a certain level of language proficiency.

B. Tasks and instructions used to promote ESP learners' genre awareness: this sub-section investigated whether genre analysis is given attention by teachers in their classroom practices in terms of:

- Training students in text analysis to identify the key features of target genres of their field of study
- Using authentic texts and materials to represent target genres in ESP courses
- Engaging students in comparing and analysing related texts to identify common discourse features for the choice of vocabulary and grammar (e.g., the use of tenses, voice, etc.).
- Engaging students in comparing and analysing related texts to identify shared structure i.e., principle moves in the text
- Asking students to identify the writer, the audience, and the purpose of the text
- Engaging students in writing activities referring to sample texts representing particular genres
- And whether including genre analysis activities can be challenging because of the learners' language proficiency level

C. Teachers' acceptance and readiness to integrate the genre-based methodology into their ESP classes. The focus in this sub-section was on these aspects:

- acceptance to adapting their teaching materials and methods to incorporate a genre-based approach.
- willingness to collaborate with colleagues to develop and share genre-based teaching resources
- willingness to participate in professional development activities to improve their knowledge and skills in teaching genres in ESP courses
- readiness to invest the time and effort required to develop genre-based activities for their ESP courses
- and whether the use of genre-based methodology should be in collaboration with other approaches.

2.2. Results of the study

The data obtained from the teachers' responses were analysed using descriptive statistics; SPSS V 22 software was used to calculate the percentages for items in section one. Section two was analysed by calculating the mean and standard deviations of each statement in the section. These are presented in tables as follows:

Variables		Frequency	%
Working status	Full time teacher	6	35,3%
	Part time teacher	12	64,7%
degree	Master's degree	3	17,6%
	PhD. Student	8	47,1%
	Magister degree	3	17,6%
	Ph.D. Degree	3	17,6%
Teaching experience	Less than 5 years	11	64,7%
	From 5 to 10 years	4	23,5%
	More than 10 years	2	11,8%
Department	Social sciences	4	23,5%
	Medical sciences	3	17,6%
	Political sciences	3	17,6%
	Journalism	3	17,6%
	Laws	3	17,6%
	Geology	1	5,88%
Use of a particular approach	Yes	2	11,87%
	No	15	88,23%

Table 1: Teachers' Background information

Source: the author based on SPSS data

Table 1, provides a summary of the respondents' background information in terms of the following aspects:

Working status: the majority of respondents (64.7%) are part-time teachers, while 35.3% are full-time teachers.

As far as the qualifications held by teachers: a good proportion of respondents are Ph.D. students (47.1%), while (17.6%) hold a Ph.D. The rest of teachers hold either a Magister degree or a Master's degree represented by the same percentage (17.6%).

Their teaching experience varied from less than 5 years (64,7%), which represents a significant percentage, to more than 10 years represented by (11,8%). On the other hand, (23,5%) of the participants had a teaching experience that ranges from 5 to 10 years.

Concerning the departments where the participants are currently teaching ESP, these included: social sciences, political sciences, journalism, medical sciences, laws, and geology. This diversity across departments indicates a broad representation of different academic disciplines.

With respect whether instructors apply any particular approach, only a small percentage of respondents (11.8%) reported using a particular approach, while the majority (88.2%) indicated they do not. This suggests the respondents' preference for variation in their teaching methods.

Statement	Mean (M)	Standard deviation (SD)	Level of agreement	Rank
<i>It is important for ESP teachers to have a basic level of knowledge about different genres relevant to learners' field of study</i>	3,47	,799	agree	2
<i>It is important for ESP teachers to be familiar with types of genre-based activities that can be used in the classroom</i>	3,23	,752	agree	3
<i>It is important for ESP teachers to introduce students to the genres that are relevant to their field of study</i>	3,17	,727	agree	4
<i>In an ESP course, Grammar and vocabulary lessons should be taught in a more meaningful and contextualized way using a genre analysis</i>	3,17	,727	agree	5
<i>In an ESP course, teachers should introduce genre analysis when students reach a certain level of language proficiency.</i>	3,94	,555	agree	1

Table 2: Teachers' attitudes and views on the importance of teaching genre analysis
Source: the author based on SPSS data

The table (2) indicates that Statement 5, "*In an ESP course, teachers should teach genre analysis knowledge when students reach a certain level of language proficiency,*" ranked first with a mean of (M=3,94) and a standard deviation of (SD=,555), showing a trend towards "Agree." The statement "*It is important for ESP teachers to have a basic level of knowledge about different genres relevant to learners' field of study*" achieved a mean of (M=3,47) and a standard deviation of (SD=,799) and a trend towards "Agree." too

Subsequently, the statement "*It is important for ESP teachers to be familiar with types of genre-based activities that can be used in the classroom*" obtained a mean of (M=3,23) with a standard deviation of (SD= ,752) also leaning towards "Agree." In contrast, both statements 3 and 4 "*It is important for ESP teachers to introduce students to the genres that are relevant to their field of study*" and "*in an ESP course, Grammar and vocabulary lessons should be taught in a more meaningful and contextualized way using a genre analysis*" scored a mean of (M=3.17), indicating a "Neutral" stance. It can be implied from these results that there is consensus among the respondents regarding the importance of genre knowledge.

Overall, teachers' views on the importance of incorporating genre-based instruction in ESP teaching varied; although teachers recognised the importance of developing learners' genre awareness, they still believe that genre-based methodology is more suitable when students reach certain level of language proficiency.

Statement	Mean (M)	Standard Deviation (SD)	Level of agreement	Rank
<i>I regularly use authentic texts and materials to represent target genres in ESP courses</i>	3,00	,866	agree	3
<i>I regularly engage students in comparing and analysing related texts to identify shared structure i.e., principle moves in the text</i>	2,76	,903	neutral	4
<i>I regularly engage students in comparing and analysing related texts to identify common discourse features for the choice of vocabulary and grammar e.g., the use of tenses, voice, etc</i>	2,47	,874	neutral	5
<i>When dealing with text analysis, I regularly ask students to identify the writer, the audience, and the purpose of the text</i>	2,41	,939	neutral	6
<i>I regularly engage my students in writing activities based on sample texts representing a target genre</i>	2,35	,931	neutral	7
<i>I believe that it is challenging to engage students in genre analysis activities because of their language proficiency level</i>	3,88	,696	agree	1

Table 3: Current practices and instructions used to promote ESP learners' genre awareness

Source: the author based on SPSS data

The results presented in the above table indicate that statement number 6, "*I believe that it is challenging to engage students in genre analysis activities because of their language proficiency level,*" ranked first (M=3,88) and (SD=,696). The trend among respondents was predominantly "Agree."

Subsequently, the statements "*I regularly use authentic texts and materials to represent target genres in ESP courses*" and "*I regularly engage students in comparing and analysing related texts to identify shared structure i.e., principle moves in the text*" attained means of (M=3.00) and (M=2,76) respectively indicating a "neutral." Stance.

In contrast, the statements 6 and 7 received the lowest level of agreement among the participants; *When dealing with text analysis, I regularly ask students to identify the writer, the audience, and the purpose of the text* (M=2,41) and (SD=,939)

I regularly engage my students in writing activities based on sample texts representing a target genre (M=2,35) and (SD=,696) indicating a "neutral" attitude

In general, teachers' general attitude in this sub-section leans towards "neutral", therefore, it can be implied that genre-based instruction is not regularly incorporated in their classes. and that teachers' familiarity with this kind of activities is quite moderate.

It is clear that teachers hold a strong belief that engaging ESP students in genre analysis is difficult regarding their language proficiency level.

Statement	Mean (M)	Standard Deviation (SD)	Level of agreement	Rank
<i>I am open to adapting my teaching materials and methods to incorporate a genre-based approach.</i>	3,94	,555	agree	2
<i>I am willing to collaborate with colleagues to develop and share genre-based teaching resources.</i>	3,64	,701	agree	4
<i>I am willing to participate in professional development activities to improve my knowledge and skills in teaching genres in ESP courses</i>	3,94	,555	agree	3
<i>I am willing to invest the time and effort required to develop genre-based activities for my ESP courses</i>	3,29	,587	agree	5
<i>I believe that using Genre-based approach should be used in collaboration with other approaches</i>	4,00	,500	agree	1

Table 4: Teachers' acceptance and readiness to integrate the Genre-based methodology in their classes

Source: the author based on SPSS data

The table above indicates that Statements in this sub-section received approximately the same level of agreement among the target sample. The mean and standard deviation ranged from (M= 3,94) statement 1, 2, and 3. On the other hand, Statement 5 "*I believe that using Genre-based approach should be used in collaboration with other approaches*" ranked first (M= 4,00) and statement 4 "*I am willing to invest the time and effort required to develop genre-based activities for my ESP courses*" ranked last (M= 3,29)

Again, teachers' general attitude leans towards "agree" indicating a positive attitude. These results imply teachers' willingness and openness to adapt their teaching to include more activities advocating ESP learners' genre awareness. However, teachers find it more suitable to use Genre-based approach in collaboration with other approaches

3. Discussion and implications of the study

In the light of data obtained from teachers' responses to the items of the questionnaire, a discussion of the main findings of the study is provided.

Initially, the data pertaining to the participants' background information indicated that the majority of the respondents are Ph.D. students. Their teaching experience can be described as being intermediate. Ultimately, almost all participants admitted not using any particular approach for instructions.

Addressing the initial research question, teachers' views on the importance of developing ESP learners' genre awareness and the use of genre-based approach in ESP classes varied; although teachers recognised the importance of developing learners' genre awareness, they still believe that genre-based methodology is more suitable when students reach a certain level of language proficiency. One possible explanation would be teachers' belief that ESP learners lack the basic

linguistic knowledge that allows them to engage in text analysis and this would affect the success of its implementation in the class. This result is backed by previous research, particularly, Bouguebes. Rouagh and Perrodin (2023) concluded that learners' low level of English represents one of the persistent problems that may hinder an ESP course progress.

In response to the second research question, according to teachers' responses, tasks targeting genre analysis are not regularly incorporated into current classroom instructions. It is clear that teachers hold a strong belief that engaging ESP students in genre analysis is challenging regarding their language proficiency. Referring to teachers' responses in the previous subsection, it can be implied that there was a kind of mismatch between teachers' views pertaining to the significance of genre-based pedagogy and their current instructional practices.

This situation could be attributed to contextual limitations, such as time constraints, students' motivation, and proficiency level, lack of materials (e.g., textbooks), in addition to teachers' knowledge and familiarity with the learners' specialty. In many contexts, teachers find it difficult to compromise between the aim of improving students' linguistic competence and communicative competence in one hand, and the need for enhancing their specialised language knowledge on the other hand. This is probably the case of many ESP practitioners in many parts of the world as teachers may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of, some may find themselves working alone in an environment where they have less knowledge and experience about the subject compared to their learners, in addition, sometimes, ESP teachers find themselves working alone without colleagues to discuss ideas for course and materials design (Basturkmen, 7: 2010).

Coming to the third and last question of this investigation, informed by results obtained, it seems quite clear that despite the fact that the respondents admitted that genre-based instruction should be used in collaboration with other approaches, they still showed significant consensus concerning their willingness and openness to adapt their teaching to include more activities advocating ESP learners' genre awareness either by attending training workshops or collaborating with colleagues. This suggests teachers' readiness to embrace any kind of change that would improve their practices and enhance students' competence.

Accordingly, more efforts on the parts of all stakeholders (policymakers, administrators, curriculum developers as well as experienced teachers) are required to provide more guidance and reference materials on ESP teaching for different subject areas, particularly that the majority of teachers in the field of ESP have not received any formal training. Moreover, ESP instructors should benefit from professional development programs where they will be informed by the latest theories underpinning ESP teaching methodologies and strategies of implementing them in the classroom.

Conclusion and directions for further research

This paper aimed to get insights into the teaching of ESP in Algerian higher education drawing on teachers' perspective. Particularly, the investigation focussed on how university teachers perceived genre-based instruction in ESP and how they believe about promoting genre awareness in ESP classes. This is of particular importance because ESP students at university need to have a good mastery not only of English but also how to use their knowledge in real-life communicative situations, and be successful in their future careers as well as their pursuit of postgraduate studies.

The empirical evidence gathered from this study helped to examine the relationship between teachers' understanding of genre analysis and their teaching of this knowledge to their students.

Major findings indicated that although teachers recognised the importance of developing learners' genre awareness, they still believe that genre-based methodology is more suitable when students reach certain level of language proficiency.

It is clear that teachers hold a strong belief that engaging ESP students in genre analysis is challenging regarding their language proficiency level. Therefore, tasks targeting genre analysis are not regularly incorporated into current classroom instructions.

Nonetheless, teachers expressed their willingness and openness to adapt their teaching to include more activities advocating ESP learners' genre awareness.

It is worth noting that this study has some limitations; first, due to the low rate of responses gathered, only 17 teachers participated in the study, this would restrict the generalizability of the results. Hence, further research can involve a larger and a more representative sample. The Second limitation concerns the fact that the current investigation was basically informed by data gathered from the teachers' questionnaire, without referring to additional data gathering tools such as classroom observation and in-depth interviews, which may provide further information about the participants' real instructional practices. Accordingly, future studies can include data triangulation to provide a comprehensive picture of ESP teaching experience in Algerian Universities.

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