

Teacher Training Course a Key Success to ESP Challenges: Knowledge and Practices

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Abstract

In an English for specific purposes (ESP) setting, teachers are not expected to be just language experts; yet, their competencies go beyond to include more other skills to effectively fulfill his role as an ESP practitioner. Investigating learners' needs, designing courses, and writing materials are more additional duties that this latter holds beside his natural task of teaching. To release from this heavy workload, ESP teachers require additional knowledge and skills that enable them to cope within this new teaching setting. This can be achieved through a professional ESP teacher training. To broaden their knowledge about the ESP teaching/learning world, this paper reviews the literature on the ESP issues and challenges that may face ESP teachers while accomplishing their responsibilities. For the sake of satisfying their learners' English specific learning needs, developing teachers' knowledge and practices via a specialized ESP training program is deemed necessary. When teachers' needs are thoroughly investigated using Kennedy's needs analysis modal (1983), an establishment of teacher training course that would help ESP teachers overcome all the ESP teaching difficulties will be the result.

Keywords: English for Specific Purposes (ESP), ESP Challenges, ESP Practitioner, Teacher, Training Course

Introduction

The fact that most of the scientific documents are written in English and nearly a high percentage of the information in the world's electronic retrieval system is stored in English, university students need to possess English knowledge that enable them to read, understand, and acquire information from these scholarly documents. For the sake of meeting the exigencies of university students whose intention is to use English in professional context and for professional purposes, the ESP course is included in the curricular of the Algerian universities. Yet, how the ESP teaching learning is doing in these universities? As part in a study undergone previously at the Algerian Polytechnic School of engineering in Constantine that aimed at investigating the ESP teaching situation, ESP teachers raised a number of teaching difficulties such as the lack of established ESP course, the difficulty in dealing with subject specialty and many others. In order to escape from this heavy workload, these teachers often tend to shift to a General English course instead. The first question that comes on the spot is that are these teachers aware about their exact role as ESP teachers?

Different from teaching and learning English for General Purposes, teaching and learning English for Specific Purposes pave the way to a number of challenges for learners and the teachers as well. The tasks that an ESP teacher is supposed to fulfill such as focusing on subject learners' needs, satisfying these latter via the design of an ESP course, and developing language communication skills that enables these learners to perform well in their subject specialty increase from the challenges of every teacher in charge of an ESP teaching course. This "par excellence" role that distinguishes the ESP teacher from a General English teacher was and still a subject of debate among researchers in this field.

Our aim in this paper is to enlarge ESP teachers' knowledge about the ESP teaching/learning environment by focusing attention on some issues that distinguish ESP approach from Non-ESP approach such as the definition of ESP, course design, needs analysis...etc. The core of the discussion, however, is on uncovering the major challenges in ESP teaching environment where

the role of the teacher is put at the forefront. Developing teachers' potentials via a specialized ESP training course is deemed important as a solution to most of the problems experienced in an ESP classroom.

1. ESP Issues and Challenges

The progress of science and technology that makes from English the language that is mostly wanted by people all over the world gives a raise to a new methodology in English Language Teaching (ELT) labeled as English for Specific Purposes (ESP). This teaching approach has been developed to meet the needs and the exigencies of specific learners whose intention is to use English in professional context and for professional purposes (Hutchinson and Waters, 1987). To succeed in meeting the ESP course objectives, a number of issues such as defining ESP, ESP different types, characteristics of ESP course design, needs analysis process and the role of ESP teacher and learner need to be regarded. These same issues may stand as challenges for ESP teachers and learners during the ESP teaching/learning process.

1.1 What is ESP?

Understanding what is behind ESP has always been a common point of concern among scholars since the 1960's. Opting for a single definition to this concept was and still not agreed on. Researchers' attempts to define ESP result in distinct definitions that was due to the ESP characteristics focused on while approaching the concept.

In a broad way, ESP or English for specific purposes refers to the teaching/learning of English as a second or foreign language where the development of learners' use of English in a specific domain is the dominant objective (Paltridge and Starfield, 2013). In more specific way, ESP is regarded as an approach to English language teaching rather than a product (Hutchinson and Waters, 1987). Since, Hutchinson and Waters' definition to ESP does not involve a particular kind of language teaching material or methodology, this ESP approach lacks the essence; explain Dudley-Evans and St. John (1998: 2).

Hence, a complete definition to ESP should combine between "*three absolute*" and the "*four variable*" characteristics of this concept, postulate Dudley-Evans and St. John (ibid). From

this new scope, ESP is defined **(a)** to meet specific needs of the learners, **(b)** it makes use of underlying methodology and activities of the discipline it serves, and **(c)** it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, and discourse. Moreover, besides these three required Absolute features in an ESP course, **(a)** ESP may be related to or designed for specific disciplines, **(b)** it may use a different methodology from that of General English, **(c)** it is likely to be assigned for adult learners, and **(d)** it is generally designed for intermediate or advanced learners. These four aspects represent the different variable characteristics needed to be regarded while defining the concept.

1.2 Towards a Classification of ESP

When it concerns the different faces of ESP, a good reference is Hutchinson and Waters' diagram (1987). As it is displayed in **Figure 1**, these scholars divided ESP into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). And each field of specialty is again subdivided into English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). In accordance with, EAP may include sub-categories such as English for Academic Medical Purposes (EAMP), English for Academic Science and Technology Purposes (ASTP) and so on; yet, EOP may encompass other subdivisions like English for Business Purposes (EBP), English for Medical Purposes (EMP) and others.

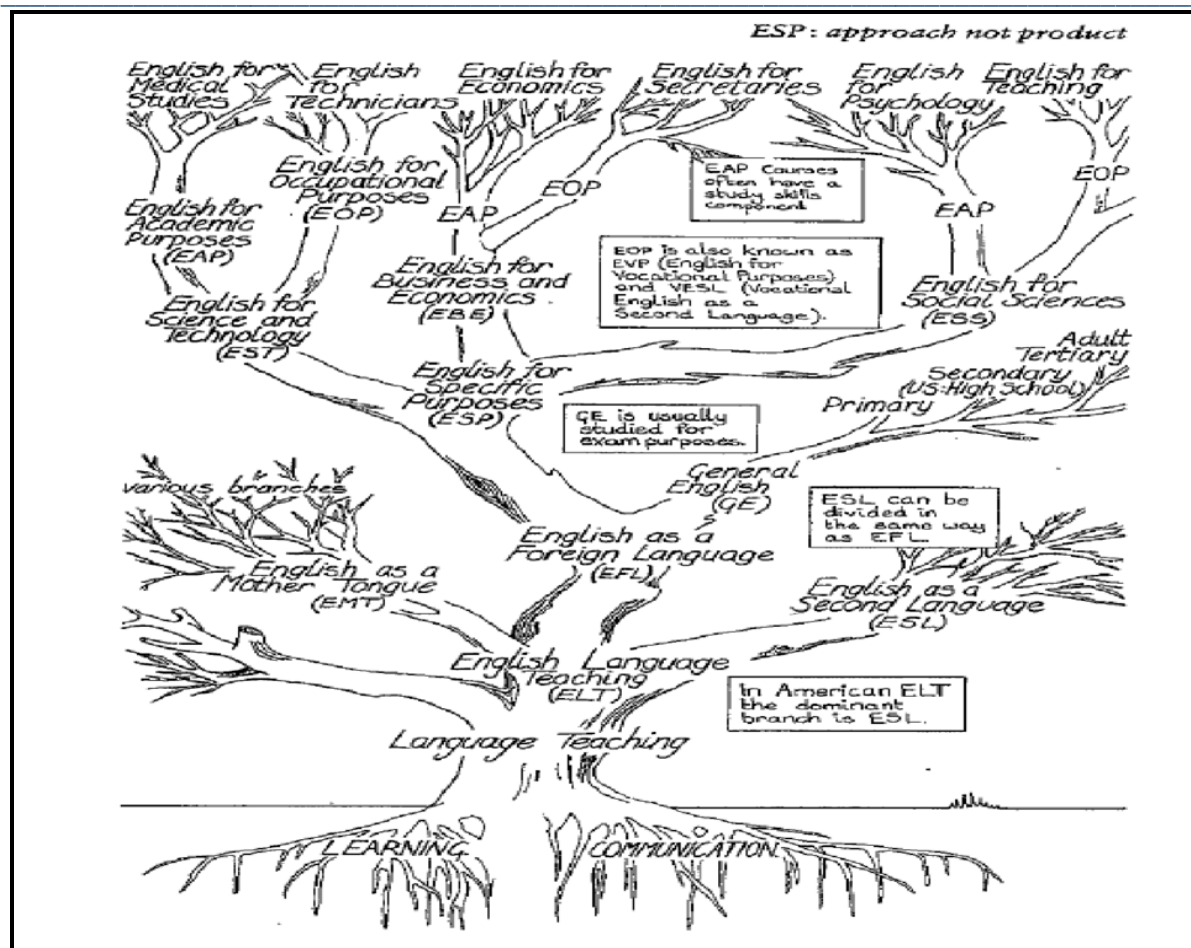


Figure 1: ELT Tree (Hutchinson and Waters 1987, p. 17)

Hutchinson and Waters' ELT Tree with the specificity included in EAP and EOP divisions could be of a great utility in an ESP course (Dudley-Evans and ST-John, 1998). They further explain that these precisions will affect the degree of specificity that is convenient to the EPS course. In other words, the different English language purposes set for each of these categories are determined by the learners' learning needs. In that what is chosen to fit the learning' needs for English for Economics purposes will differ from the one opted for English for Medical Studies purposes... etc.

1.3 Course Design

One of the greatest challenges of teaching any subject is the course design. The latter is an important step for an efficient teaching/ learning process to occur. Hutchinson and Waters (1987:65) refer to course design as “the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.” Yet, when it comes to the design of ESP course confusion is installed on what to consider as essential components in this course.

In any course development, one should begin from a description of the course rational where the reasons and the nature of the course are stated (Richards, 2001). In an attempt to describe the beliefs, values and the goals that underlie the course, one should inquire about three questions “Who is the course for?, What is the course about?, and What kind of teaching and learning will take place in the course?”, postulates Richards (ibid: 146). At first the type of learners to be addressed by the course are identified such as primary, secondary or tertiary. Besides determining the audience, the nature of the course is decided via the second question. In other words, is it English for general purposes course or English for Specific Purposes course to be opted for. The third question implies the course designer’s approach to syllabus and methodology.

According to Carter and Nunan (2001:3), ESP Courses are the ones “in which the goals, objectives and content are matched to the communicative needs.” If this is the major characteristic in this course, how can we make a distinction between ESP and EGP (English for General Purpose) course? It is the awareness of the learners’ needs that distinguishes ESP from EGP (Hutchinson & Waters, ibid). For these scholars, “the tradition persists in general English that learners’ needs can’t be specified and as a result no attempt is usually made to discover learners’ true needs” (ibid:53). Meaning that when we dig deep into learners’ expectation from studying English where the aim is teaching this language for communicative purposes according to their field of interest, the result will be an ESP course. Moreover these courses are further differentiated into courses in EAP (English for academic purposes), EST (English for science and technology) and so on” argue Carter and Nunan (ibid).

Henceforth, when English is part in a whole educational program where learners are studying this language being deprived from using it for any real communicative purposes either in the present or in the future; the consequence is an EGP course. In EGP (English for General Purpose) course, English is taught as a second language along with other subjects for educational purposes.

1.4 Understanding Needs Analysis Procedure

ESP is an approach to language learning based on learners' needs that are inspected via Needs Analysis process. This latter, if one can say, is the mirror reflecting the ESP course simply because “ESP teaching and materials are founded on the results of needs analysis” (Dudley-Evans, 2001:31). In fact, determining the learning needs prior to any teaching/learning process is a prerequisite since teachers' awareness towards specific needs existing in a particular institution, profession, or individual is put at the forefront (Kubota and Chiang, 2013). Being regarded as a prominent characteristics in an ESP teaching methodology, Hyland (2007: 380) explains the how(s) and the what(s) of needs analysis in the following quote:

The use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, informing its curricula and materials and underlining its pragmatic engagement with occupational, academic, and professional realities.

The fact that ESP course is framed according to certain language needs expressed by a group of learners according to their field of interest; yet, determining these needs in ESP is quite divergent (Kubota and Chiang, 2013). This diversity may be due to the modification brought on Needs Analysis process through time. According to Hyland (ibid: 381) this process that evolved through time takes different facets. Early needs analysis focused on the linguistic features of particular register such as lexis, syntactic features of the text resulting in the creation of uniqueness of scientific and technical varieties of English. The functional approaches to language teaching switch the attention of scholars from their consideration of the text structure (pragmatic) in needs analysis process to more focus to the function carried by the text in a given social context (genre).

To generate the needed data upon which crucial teaching/Learning decisions are taken, a set number of questions are stated (Dudley-Evans, 2001:131). Starting by uncovering (a) *What do students need to do with English?*, then exploring (b) *Which of the skills do learners need to master? And how well?*, and at last inquiring about (c) *Which genres do they need to master, either for comprehension or production purposes?*. For this scholar, no needs analysis is complete unless learners' target situation, learning situation, and present situation are inspected.

Needs Analysis provides information about "what learners are required to do with the English and the skills and language needed in the target situation" this inquiry is referred to as: "*Target Situation Analysis*". Besides examining the learners' target situation, inspecting the pedagogical and methodological factors which affect decisions about the language learning course is the second part in needs analysis process which is labeled as the "*Learning Situation Analysis*". However, before making any decision, investigating students' strengths and weaknesses prior the language course is crucial. This important step that seeks to establish what the students are like at the beginning of their language course is referred to the "*Present Situation Analysis*" (Dudley-Evans, *ibid*). According to Flowerdew (2013:327), "a present situation analysis draws attention to the gap between what students are able to do with language at the beginning of the course and what they need to do at the end of the course; sometimes referred to as their *Lacks*".

Through a needs analysis inquiry, course objectives are specified and the available resources and constraints are assessed, by no way, this will result in the construction of syllabus (es) and the adoption of a teaching methodology, argues Hamp-Lyons (2001: 127). The process goes further to include the teaching materials to be used in the implementation of the syllabus and ends when this latter is evaluated for its effectiveness. Henceforth, deciding on what to include in the course, what to exclude, the materials to select...etc and many other important decisions are data driven. Hamp-Lyons (*ibid*) provides an example clarifying through it how needs-analysis data crown the teaching/learning decisions. According to him, "if needs analysis indicates that the study situation is more specific, many of the same areas of study skills such as speaking, reading... are still taught, but with particular attention to the language used in the specific disciplinary context identified in the needs analysis" (p127).

1.4 ESP Teachers' Exact Role

The ESP teaching environment that is shaped to fit specific learning needs enlarges from the role assigned to the ESP teacher. Is this latter is similar or different from the General English teacher? To differentiate between these two teachers in a relation with the two distinct environments they are operating in, "Swales (1985) prefers... to use the term 'ESP practitioner'" to reflect this outlook (Hutchinson and Waters, 1987: 157). The additional teaching tasks dealt with in an ESP setting make from the ESP teacher a "*practitioner*" rather than just a teacher. Adding to his role as a teacher, Dudley-Evans and St. John (1998) list four other roles performed solely by an ESP practitioner and that distinguish him from the EGP teacher.

First "*an ESP practitioner is a course -designer and materials provider*". The role fulfilled by this ESP teacher is of many sectors. "In addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation", postulate Hutchinson and Waters (1987:157). The difficulty in finding ready-made materials and textbooks that respond to students' specific linguistic and communicative needs in a given field of interest boosts the ESP teacher to use tailored materials which is not the case of EGP teacher who is far from exercising this activity. EGP teacher follows a prescribed language teaching methodology and published textbooks recommended to all learners according to a given level of English language proficiency.

Second, "*an ESP practitioner is a collaborator*" where in many cases he collaborates with subject specialist to satisfy learners' needs. Collaboration is of three types. In the simple collaboration subject specialties aid ESP teacher in understanding the subject syllabus and the professional responsibilities of ESP learners. In the specific collaboration, however, the subject experts give the ESP teacher an access to the actual content of the subject course to be used as ESP activities. The fullest collaboration literally means a full involvement of subject specialists teachers in the ESP teaching/learning process. This team work would facilitate for the ESP teacher the adoption of the methodology and activities of the target discipline (Anthony 1998). The principle of cooperation could extend to include the learner himself. According to Anthony (ibid), when team teaching is not a possibility, the ESP Practitioner must collaborate more closely with the

learners, who will generally be more familiar with the specialized content of materials than the teacher him or herself.

The Third role attributed to the ESP practitioner is that of “*a researcher*”. Because in most cases the lack of published ESP materials boosts the ESP teacher to develop tailored materials “ESP teachers need to be aware and in touch with research,” argue Dudley-Evans and St. John (1998: 15). Being aware of what ESP researches are saying about course design, needs analysis, types of materials and so on would help the ESP teacher in performing various ESP teaching tasks.

The last fulfilled task is the one of “*an evaluator*”. The assessment of objectives achievement, level of competency developed, and ESP course design, materials and selected activities enable the ESP teacher to take important decisions in future ESP courses. The evaluation involved is of two types: learners’ assessment and course evaluation. Assessing learners’ communicative abilities improvement along with evaluating whether or not the course meets its objectives have the same function in providing feedback about the ESP course. “This kind of ongoing evaluation that extends after the end of the course helps teachers modify their syllabus to improve the outcome of their courses” argues Abedeen (2015: 66).

When explaining the different responsibilities hold by an ESP teacher, Johns (2013:19) regarded that “the collaborative role is one that is essential in a number of ESP contexts”. For her, in these ESP situations, research and teaching often interact. In brief, apart from being a language teacher, all the other roles that differentiate the ESP teacher from the EGP teacher are building rocks in the characteristics of an ESP practitioner.

1.5 Confronting ESP Learners

Involving learners in teaching/learning decisions by specifying as closely as possible what exactly they have to do with English in their field of studies increases from the importance given to the ESP learner. Since ESP is pre-dominantly “*a learner-centered approach*”, what makes ESP learner distinguished from any other language learner? Age, language proficiency, interest and motivation are some factors to regard in this category of learners.

Concerning the age of ESP learner, ESP course is likely to be designed for adult learners, either at a tertiary level institution, or in a professional work situation, assert Dudley-Evans and St. Johns

(1998: 4-5). Additionally, this course could be designed for young adult learners at secondary school level too. The course is literally set for adults whose needs in learning the language are too specific. These adults can be students at universities, workers...etc. But in certain contexts, ESP course could be used with young students in a secondary school setting.

For the students' level of proficiency, ESP is generally designed for intermediate or advanced students (Dudley-Evans & St. Johns, *ibid*). This implies that ESP learners have already been exposed to English language in other contexts different from ESP. Meaning that these learners have already studied English for General purposes and their objective in attending an ESP course is to enhance the English skills which sustain and support their current and future use of English. Moreover, "research has proved that ESP learners made use of diverse learning strategies, used different skills, entered with different learning schemata, and were motivated by different needs and interests" asserts Abedeen (2015: 42).

As a matter of fact, when dealing with intermediate or advanced learners; many important decisions related to ESP learners' antecedents as far as language knowledge, language skills mastery, interest and motivation are put at the fore front before any course design.

1.6 ESP Teachers' Difficulties

Though he is an expert in the language, the ESP teacher's multi tasks make him confront some teaching difficulties. By being at the same time course designers, material writers, language facilitators and so on, ESP teachers are "all too often reluctant dwellers in a strange and uncharted land", postulate Hutchinson and Waters (1987: 158). These ESP experts classify the difficulties confronted by ESP teachers into three types:

"The lack of an ESP orthodoxy to provide a ready-made guide". Engaging in a land where the base for teaching is somehow inexistent makes from the ESP teachers "pioneers who are trying to shape the world of ESP" (*ibid*: 160). To fulfill his job, ESP teachers should be up-to-date with researches in linguistics and methodology in order to find the adequate ways to structure and organize their courses. For example the issue of text authenticity remains a debatable topic among ESP practitioners (*ibid*).

“The new realms of knowledge the ESP teacher has to cope with”. Beside the problem of coping with the uncertain values of the strange land of ESP, argue Hutchinson and Waters (ibid: 160), “ESP teachers may also have to struggle to master language and subject matter beyond the bounds of their previous experience”. This means that beyond the bounds of their field of expertise, ESP teachers have to master subject matters while using materials that focus on concepts they might not be familiar with. By consequence this creates a heavy workload.

“The change in the status of English Language Teaching” represents the third category of difficulties met by ESP teachers. Besides the roles hold by ESP practitioners in the ESP setting, they take a new position that of being negotiators, too. They have to collaborate with sponsors, subject specialists and even learners. Most of the time, learners are requesting more and more subject related materials which ESP teachers find difficult to deal with. In this crucial situation, the teacher holds the position of a negotiator which is amongst the difficult tasks. In order to cope with this hard circumstance, affirm Hutchinson and Waters (ibid: 167), all what to do is “to try to understand why learners are asking for these specific materials, and then try to negotiate a compromise by making learners more aware of their real needs and using an enjoyable methodology to divert attention from areas of possible conflict”.

2. Overcoming ESP Teachers’ Challenges

From our circumnavigation over the different ESP issues discussed above, one can say that each issue is by itself creating a challenge for the ESP teacher. Some of the challenges that necessitate intervention are listed below:

- Different from EGP teaching, teaching in an ESP setting makes the teacher confront the reality of coping with a category of learners whose professional interests are non-linguistic and whose wants are centered around developing English skills that facilitates for them current and future professional exigencies .
- ESP teachers are not subject specialists. “There is a tradition in education of separating the Humanities and the Sciences. The result has been that English teachers often receive little or no education in the sciences” (Hutchinson & Waters, 1987:162).

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- Besides fulfilling his natural role as a teacher, the ESP teacher has to be a course designer and material provider, a collaborator, a researcher, and an evaluator at the same time.
 - The inexistence base for ESP teaching that is a permanent raised issue among researchers obliges the ESP teacher to update his ESP knowledge.
 - The lack of ESP published materials boosts the teacher to design tailored material. This latter is representing an enormous challenge for the ESP teachers because material writing needs a special formation and expertise. Yet, few ESP teachers received this special training in the skills and techniques of materials writing.

This sample of the ESP current threats that make from the ESP teaching a heavy work load need serious attention from researchers on how to release from the pressure put upon the ESP teacher. Kennedy (1983) regards that the over focus of ESP research attention on the learner resulted in a disregard to the needs and wants of the ESP teacher. Providing a professional ESP training teacher seems all what teachers need; however, this area of interest has not received all researchers' attention (ibid). This was due to "the higher priority and status given to materials design projects rather than teacher-training programs" argues Kennedy (ibid: 74).

2.1 ESP and Teacher Training

In an ESP setting, teachers are not expected to be just language experts; yet, their competencies go beyond to include more other talents. Being ready to fulfill multi tasks just to transfer knowledge to his students necessitates from the teacher developing additional skills. Preparing teachers on how cope within this new setting via a specific "*teacher training*" could release from their teaching heavy workload (Bracaj, 2014). Training is regarded by Richards and Farrell (2005: 03) as a set of activities "directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals." These activities are set to satisfy teachers' teaching needs in a short period of time. The training, then, is designed to prepare either teachers who will teach for the first time "pre-service teachers", or those teachers who will engage in a new teaching assignment or responsibility "in-service teachers" (Richards & Farrell, ibid).

The challenges faced by ESP teachers in an ESP land make it essential to upload them with new skills via teacher training programs. As mentioned above, the over focus of ESP researches

since the 1980's on understanding the learner and all the factors that surround him while learning English for specific purposes leads to a shortage of research in teacher training program. In an attempt to prepare ESP teachers to be well specialized during the ESP teaching/learning process, Bracaj (2014:47) suggests a number of steps to be followed:

- In the ***“selection phase”*** it should be clear that not all teachers are specifically designed for ESP courses. However, those who feel they can contribute and do things in this new context are the one to be selected.
- ***“Continuing personal education”*** is another aspect to regard. Teachers are required to be well-educated for an effective functioning in an ESP environment. According to Bracaj (ibid) the improvement of trainee's personal education can be either simultaneous during the years of his/her professional training; or it can be consecutive in that teacher training is followed after two or three years of academic studies. During the fourth year, students start to be exposed to methodology of foreign language teaching “pre-service training” or one year post-graduate course of teacher training; or, as in many countries, by in-service courses.
- In the ***“general professional training as an educator and teacher”*** refers to the knowledge that all teachers should have regardless of which subject they teach. Their knowledge in educational psychology, social psychology, and the principles of educational enable the teacher- trainee “understand the nature of education, outline the organization of education, know and manage the different skills of students, and also understand the role of syllabus and teaching materials” (ibid:47).
- The ***“special training as a teacher of a foreign or second language”*** is an important element to address. When following a special training, teachers will be able “to understand students` needs better, which is in fact very important for ESP courses because based on what they need the teachers can offer them the appropriate knowledge and this knowledge would be very helpful to them” argues Bercaj (ibid:47).

Briefly, this scholar focusses on aspects that enable teachers to be effective during the teaching/learning process where more priority is given to teacher education and teacher training

either the one followed during their academic formation “pre-service training”, or the one they pursue after they start teaching “in-service training”.

2.2 ESP Teacher Training Course

To help ESP teachers overcome their ESP teaching challenges, attention should shift to investigating on the adequate training courses ESP practitioners could be provided with. Teacher training course is mainly related to “those issues arising from the ESP teacher's delicate position on the bridge between language and content which may need special treatment on ESP teacher-training courses” (Kennedy, 1983: 74).

What is common is that in any ESP program the aim is to inquire about (a) the variety of English language that the ESP learner requires; (b) the purpose for which the language is required; (c) and last an not least how specific is the language required. These stated objectives will help the teacher to take decisive decisions such as determining the teaching methodology, the materials, and the course implementation (tasks or activities) that are partly responsible in enhancing the language skills needed by these specific learners.

Similar to, in a successful design of teacher-training program, maintains Kennedy (1983:75), all the needed is to state the above listed objectives by regarding the teacher as the learner. When these three areas are thoroughly investigated the result will be the establishment of a teacher-training course that is based on the “*teacher needs*” instead. This ESP expert divided these needs are into two parts: Course Needs and Teaching Needs.

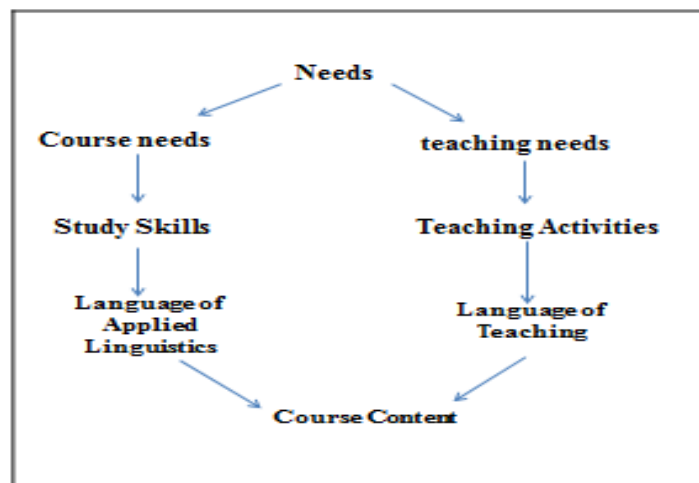


Figure 2: Teacher Needs (Kennedy 1983:78)

2.2.1 Course Needs

Prior to the design of a teacher training course, the first needs to regard are associated with the identification of the course purposes (study skills) in a relation to a specific variety of language (English language teaching and applied linguistics). To inquire about the study skills for teachers in a training course, proclaims Kennedy (ibid: 76), a study skills approach that involves the below listed aspects is followed.

- Determining a general aim for the course (succeeding on the course),
- and a set of purposes (the skills required to achieve the general aim);
- and facilitating access to the particular variety of English language associated with the subject discipline (English language teaching and applied linguistics)

It is important to note that “although a teacher's previous knowledge of the subject will determine just what subject-specific language has to be taught; it is likely that both nonnative and native speakers will experience difficulty with subject specific lexis in the initial stages of the course. Nonnative speakers may require more assistance at this stage also with common-core lexical items, most of which would presumably be familiar to native speakers. Through the

description of the course needs where the list of the study skills is inquired about to be included, the first part in teachers training course will be shaped.

2.2.2 Teaching Needs

The teaching needs, on the other hand, “reflect the role of the course participant as teacher and predict the skills that the teacher will need after the course but in which he may need to be trained” presumes Kennedy (ibid:76). This scholar suggested five teaching activities that the teacher-trainee needs to perform via the use of the language specialist and skills.

- (1) “Selecting and evaluating material” refer to those tasks the teacher undertakes during a working day which involve the use of the target language
- (2) Preparing lessons with and without the use of teachers' notes,
- (3) Supplementing textbook exercises and designing own materials,
- (4) Conducting a lesson,
- (5) and at last setting and marking exercises (tests and examinations).

This list of teaching activities is not a fixed body; yet, it should be adapted to the purposes of the ESP syllabus (ibid). If we consider the example of second suggested activity “*preparing lessons using the teachers' book*”, in what cases should we include or not include the teachers' notes? Kennedy finds no language problem could arise if the teachers' notes are written in the teachers' mother tongue. However, the language problem can present itself when the notes are written in English and the teacher has poor reading skills. This problem becomes more complex when it is associated to the fact that the conceptual content is also high. In order to fit the present teaching situation, the teacher's guiding notes have to be adapted to the characteristics of this latter.

Besides undergoing a needs analysis investigation to uncover the needs and wants of teacher-trainees prior to any course design, ESP teacher-training course should consider factors like “level, experience and motivation of the teacher-trainee”; the “situation for which he is being trained” argue Kennedy (1979) (as cited in Mahapatra, 2011 :3). In brief, the building rock in a teacher training course is a needs analysis investigation where the teacher's needs are to be thoroughly inspected during the process.

Conclusion

Teaching ESP is more complex than teaching General English, the multi tasks the ESP practitioner is performing in the ESP land multiply the number of challenges to be exposed to. Undergoing needs analysis investigation, designing course that meets learners 'needs, writing material, updating their knowledge to the ESP researches, and being ready to collaborate with subject specialists or learners necessitate more additional skills in the ESP teachers' profile. To overcome the feeling of a strange in the ESP land, ESP practitioners are required to improve their professional performances by taking special training in how to teach ESP of any subject discipline. Due to the fact that researches on ESP teachers training programs are not widespread, all the needed is to establish a training course where ESP teachers' wants and lacks are seriously regarded. If Kennedy's needs analysis modal is adopted, the result will be the design of a teacher training course where the ESP course needs and the ESP teaching needs are targeted.

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