

## **The Relation between ESP and GE and their Effect on Designing the Courses among Teachers of English in Departments of Constantine 1 University**

**Dr. Ouided SEKHRI**

Frères Mentouri University- Constantine 1

Constantine, Algeria

E-mail: widaddoudou92@yahoo.com

### **Abstract**

The focus of this research is on the role of ESP practitioner who plays different roles such as being a researcher, an evaluator and so on. Also, this research casts light on the differences between presenting a course for EFL learners and presenting it for other learners of other disciplines. Doing so, ten teachers (five of ESP and five of both ESP and GE) from three departments and two universities have been selected and given an interview after observing the way they deliver their courses in the classroom. Results showed that ESP teachers in the English Department use the same methods for both the teaching of ESP and GE especially because most of them do not have authentic materials and mainly because they teach ESP at the English Department. In other departments, some ESP teachers play the five roles of the ESP practitioner, others do not. This study is based on the point of view of an ESP practitioner, an ELT teacher and an applied linguistics and methodology specialist researcher, in order to highlight the differences between GE and ESP, and to analyse the role of ESP teachers in some Algerian universities.

**Keywords:** ESP, GE, differences, the role of ESP teacher, ESP courses

## 1. Introduction

ESP, as a subject-matter, was taught in the English Department since 2004 (the early adoption of the LMD<sup>1</sup> system by the University of Mentouri Brothers) till 2016 when some reforms have been made. It was the case for twelve years where students used to study some elementary basic knowledge in their first two year before they get specialised in their third year. The structure of the lessons taught was a text from a given specialised register with some exercises; the exercises turn around the subject's main theme, they are comprehension questions, using the dictionary to search for some technical terms, i.e., vocabulary, in addition to their phonetic transcription and their word category. Moreover, sometimes students were asked to give equivalents or opposites to some words and to define others. They were also asked to fill in the gaps by choosing from a list of words, in addition to turning some active sentences into the passive form and vice-versa. In the third year, the same pattern of teaching ESP texts goes ahead.

In 2016 and after the new reforms, ESP has been rejected and replaced by a subject-matter that is labelled SHS (Social and Human Sciences). No ESP is taught in the two first years, it is taught in the third year which seems not to be enough. Since students used to study GE and ESP in the same year some methods were noticed in the way of presenting the courses of both courses. Thus, the main focus of this paper is to know whether teachers of ESP at Mentouri Brothers University (Department of Arts and English Language) apply methods that are different from those of teaching GE since, according to what it seems, the courses are presented differently. It seeks to know if the subject matter called ESP is taught in the same way for both EFL learners and learners of other specialities. The objectives of this piece of research are to know about the differences between presenting the courses of GE and ESP, to cognise the differences between presenting a course for EFL learners and presenting it for other disciplines and to understand the role of the teacher of ESP in class.

## 2. Emergence of ESP

Emergence of ESP as a discipline in relation to ELT was in 1960's. It passed by three trends (Hutchinson and Waters, 1987); the demand of a brave new world, a revolution in linguistics and a focus on the learner. In fact, ESP came into existence because of two significant historical periods; the first is the end of World War Two when a worldwide expansion of scientific, business and technological activities was unprecedented. So, an international language, which is English, was needed as the United States' economy dispersed as a result of post-war world. The second is summarised in the Oil Crisis that took place in the early 1970's which resulted in transfer of Western Knowledge and money to get oil in return; the use of English was indispensable to transfer knowledge.

The second main trend of the emergence of ESP was because of a revolution in linguistics. Traditionally, scholars of linguistics were called traditional grammarians; they were concerned with the description of language as it is and at a point of time, i.e., language usage or grammar. However, later they moved to language usage or what is known as modern linguistics which is interested in studying language through time.

<sup>1</sup> It is a new regime adopted by Algerian Universities to cope up with developed countries' educational systems. It is based on studying three years to have the BA degree, two years to have the MA degree and from three years onwards to have the PhD degree.

This calls for the partial existence of different contexts related to different disciplines; for example, English for Engineering entails different ways of speaking and writing. Yet, this is not totally correct because ESP does not only deal with the fact of describing rhetorical structures but focuses on both language use and language learning process or course design.

The third and last was based on a new psychological development that follows the perspective of learner-centred or learning-centred approach, in which learners' attitudes, interests, needs ...etc. are the leading force of designing ESP courses (Hutchinson and Waters, 1987).

ESP is an approach defined to meet specific needs of learners. The main focus of ESP is dealing with different types of specialised registers. For example, English for Academic Purposes is directed to English speaking University. English for business and management deals with Hotel and Tourism Professional English University.

### 3. Definitions of ESP

Many researchers have proved that defining ESP is not as easy as one may imagine; it is a very problematic and tiring task. Scholars have provided different definitions of ESP; Robinson (1991, p. 2) claimed that, generally speaking, students study English as a language "not because they are interested in the English language or English culture as such, but because they need English for study or work purposes". In the same vein, Mackay and Mountford (1978, p. 2) acknowledge that "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose". That is to say, English may be used as a means to attain certain skills of language in real situations especially communication which enables them to use it in future profession, or to enable them understand English discourse that is related to their field of specialisation. Likewise, Anthony (1997, pp. 9-10) states that "some people described ESP as simply being the teaching of English for any purpose that could be specified". As a result, ESP is precisely described as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. In other words, the role of ESP is to enable learners develop their capacities through using their language in a specific field or at workplace.

Hutchinson and Waters (1987, p.19) see ESP "...as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material." Thus, ESP is an approach to the learning of language to satisfy learners' needs, based on the very simple question: why do these learners need to learn English, i.e., the reason behind learning English and in what field it is used. Hutchinson and Waters (1987, p. 53) further explain that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". This approach to language teaching which is directed to specific and conspicuous reasons for learning is demonstrated in the following tree of ELT:

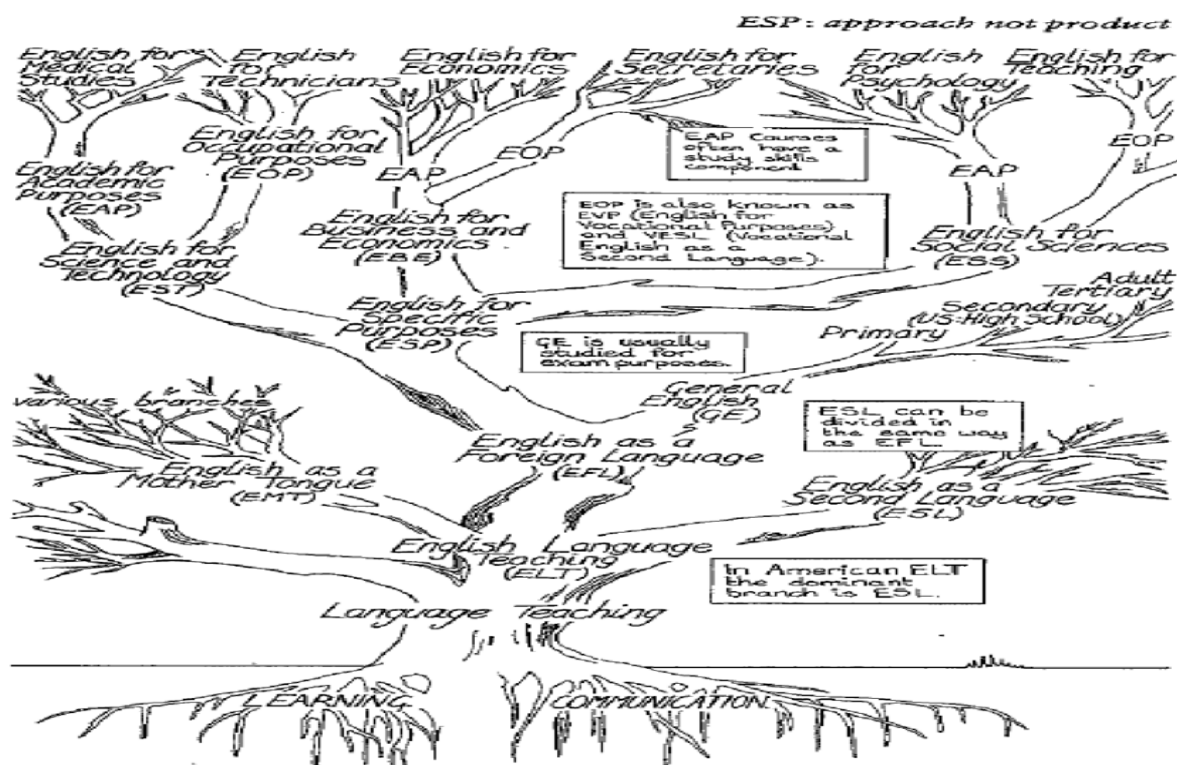


Fig.1. The Tree of ELT (Hutchinson and Waters, 1987, p. 17)

#### 4. Types of ESP

Dudley-Evans and St. John, (1998) point out that ESP has two major types: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP is the teaching of language skills that use almost the same materials like grammar and written expression; yet, ESAP is related to the teaching of language skills that are related to specific fields, i.e., features that are specific for different disciplines. Research in the field has displayed insights about the common relationship between EGAP and ESAP. For that, skills and language functions learnt in EGAP programmes may be transferred to specific disciplines in ESAP programs (ibid.). Researchers have not totally agreed on the two major types of ESP; most of them have divided ESP into two main subtypes which are: English for Occupational Purposes (EOP) and English for Academic purposes (EAP) (Hutchinson and Waters, 1987; Robinson, 1991) as the following figure portrays:

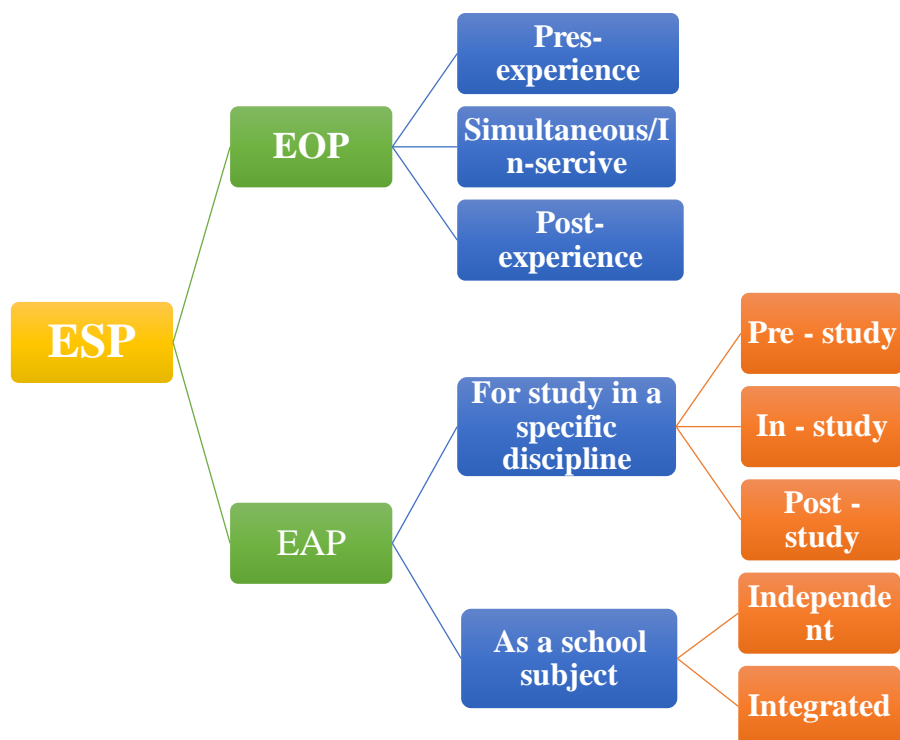


Fig.2.ESP Classification by Experience (Robinson, 1991, p.3)

Carter (1983), on the other hand, has identified three types of ESP:

English as a restricted language: Among the examples of English as a restricted language is the language used by air traffic controllers or by waiters. A good demonstration of the concept of 'restricted language' is made by Mackay and Mountford (1978) in the following statements:

... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (Gatehouse, 2001 cf. Mackey and Mountford, 1978, pp. 4-5).

English for Academic and Occupational Purposes: This second type of ESP is identified by Carter (1983). In the 'Tree of ELT' of (Hutchinson & Waters, 1987), as presented beforehand, ESP is decomposed into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these fields is divided into two branches (EAP) as an example we have "English for Technicians and (EOP) such as "English for Medical Studies". This type of organisation is a criticism to Hutchinson and Waters' (1987) tree diagram in which there is no set of explicit degree of overlap between English for General and for Specific Academic purposes and no clear-cut distinction between vocational and academic purposes. For that, even though the process is not the same, the purpose is the same. This division is clearly illustrated in the figure that follows:



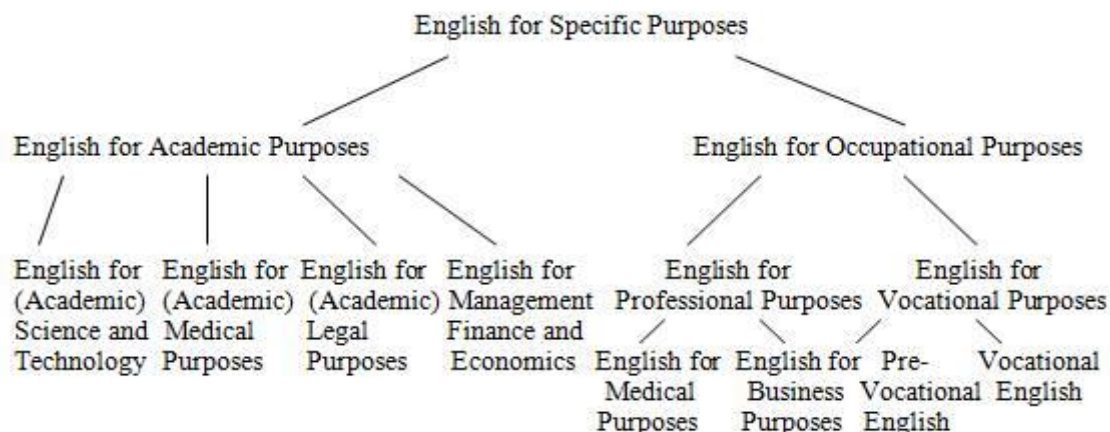


Fig.3.ESP classification by Professional area (Dudley – Evens, 1997, p. 6)

English with specific topics: Carter claims that only at this point the changes from purpose to topic occur. This type of ESP is uniquely concerned with anticipated future English needs; for instance, scientists who need English for postgraduate activities such as attending work conferences or working in foreign institutions use English with specific topics. In addition, it is a crucial element of ESP courses that focuses on situational language including topics mentioned by Carter (1983) and others, in present and workplace settings (Gatehouse, 2001).

### 5. Characteristics of ESP

ESP is a major branch of English Language Teaching (ELT) which has some specific characteristics. A series of features have been applied by Dudley-Evans and St. Johns (1998, p. 4) some of them are absolute and others variable:

#### Absolute Characteristics:

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

#### Variable Characteristics:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

It is clear that ESP is specified by its absolute characteristics, i.e., what the learners need as it is considered as the centre of interest when designing language activities. As far as the variable features are concerned, ESP courses may be made for a precise group of learners using specific ways of teaching.

## 6. English for Specific purposes Vs. General English

English for Specific Purposes (ESP) and General English (GE) are considered as two branches of (ELT). ESP and GE have common concepts which are effective and efficient in learning as the major aim. The difference between GE and ESP is not at the theoretical level (Hutchinson and Waters, 1987). In GE the teacher focuses on the syllabi, however, in ESP the focus is on the learners' needs, i.e., the focus is more on the learning and teaching and not only the language nature.

From the teaching viewpoint, the approach to teaching ESP is known to be learner-centred where the needs and goals of the learner are the topmost, while the teaching of GE is characterised by being language centred because the focus is on language skills and the cultural aspects of the English community (Robinson, 1980).

Further, the distinction between General English courses and ESP is that, the learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters, 1987). Yet, GE it is specified to students whose first goal is to succeed in their examination as the GE courses are obligatory in their schools as part of their curriculum development.

General English Language teaching goes from a specific point to an iffy one, while ESP focuses on the learning process to achieve the intended objectives. "The emphasis in ESP on going from A to B in the most time- and energy efficient manner can lead to the view that ESP is an essentially practical endeavour" (Basturkmen, 2006, p. 9).

To sum up, it may be said that two other differences have been added by some scholars. These latter centre around the fact that ESP develops its own methodology through getting different language features from different disciplines. Its target is the needs and its general aim is to communicate effectively in the task designed according to the learners' speciality (Bojovic, 2006).

## 7. ESP and GE Teachers

The status of the English teacher and the one of the English language teaching witnessed a radical change because of the emergence of ESP. This change led to hot debates between researchers about the differences of ESP and GE teachers. For some, it is known that ESP teachers are GE teachers using an ESP approach, i.e., they base their syllabi on needs analysis and the knowledge they have about using English in specific contexts and for specialised domains (Anthony, 1997). Similarly, ESP practitioners are only trained GE teachers who have been submitted to special training courses to teach English for specific purposes and to specific groups of learners (Stevens, 1988).

However, these standpoints have been criticised as most researches consider both ESP and GE teachers as totally different for GE teacher is the main actor who controls all that happens in the class; the learners should obey the teacher's guidance to get the knowledge their teacher has. Yet, in ESP, the learners have more freedom to express themselves and, in this case, the teacher take "a step back" when necessary (Larsen-Freeman 2000). Likewise, GE teacher prepares only for courses and evaluation (William, 2010).

Thus, on the one hand, GE teachers spend less effort and time than ESP teachers because these latter deal with needs analysis, syllabus design, and provision of materials, which are time consuming tasks. On the other hand, GE teachers' main concern is to focus on language features that are grammar, syntax, phonology, morphology and so on; In spite of that, ESP

teachers' main focus is to teach communicative competence whose main interest is both linguistic and sociolinguistic rules (Savignon, 1987).

### 8. ESP Teacher Role

The term "role", according to Widdowson (1990) is used in different ways as one has various social roles in his/her daily life; yet, the general definition of the word "role" a part of performance in a certain social action such as being a teacher. In ELT, the role determines the status of a teacher and a learner and the relation to one another. Moreover, it is subject to change as the teacher may change the roles through giving some activities to his learners and evaluating them. So, the teacher may be both a teacher and an evaluator (Nunan & Lamb, 1996).

Besides the role of a teacher, the ESP teacher has different roles to play in and outside the classroom. According to Dudley-Evans and St John (1998), there are five roles that an ESP teacher may play. These latter are being a teacher, course designer and materials provider, researcher, collaborator, and an evaluator.

#### 8.1 The ESP Practitioner as a Teacher

The ESP practitioner's role is to build up good opportunities for both the teaching and learning processes. Since the objective of both the ESP practitioner and the GE teacher are different, they share the same common role which is the teaching of English. For that the role of ESP practitioner as a teacher is to apply proper teaching methodology that suits learners' needs alongside being a language provider (Harmer, 2001).

#### 8.2 The ESP Practitioner as a Course Designer and Materials Provider

Since ESP courses are set to motivate learners of English in an academic or a professional setting, they are based on analysing learners' needs. For that, before designing the course, the ESP practitioner, as a course designer, should know the answer to some basic questions such as, who is the target audience (learners), for what purpose do these learners to learn English for, and what kind of texts do they need? Scholars have not totally agreed on whether the ESP practitioner is always able to provide his learners with materials; the ESP practitioner should design his own course or syllabus that suits learners' needs because materials for teaching ESP programmes are not always available (Hutchinson & Waters, 1987). As a result, the ESP practitioner should find the appropriate textbooks, adapt the activities to suit the learners' needs and provide his learners with materials whether they are authentic or handmade ones (Dudley-Evans & St John, 1998).

Hutchinson and Waters (1987, p.259) provide some guidelines for the ESP practitioner to be able to provide his learners with materials. These latter are as follows:

- Using existing materials as sources of ideas.
- Trying to work in a team because this comes up with fruitful results.
- Writing the perfect materials on the first draft then ameliorating them after that step by step.
- Not to underestimate the time needed for materials writing, i.e., it is time consuming and the ESP practitioner needs to allocate the necessary time to write the materials appropriately.
- Paying a careful attention to the appearance of the materials. In other words, this reflects the final processes like editing, revising and polishing.



### 8.3 The ESP Practitioner as a Collaborator

To be a good teacher, The ESP practitioner needs to collaborate with other teachers in the same area in order to update his teaching experience through refreshing it. The ESP practitioner may not always be aware of other specialities; he may cooperate with the subject specialist of specific disciplines. This collaboration is of three stages; simple cooperation where the subject specialist helps the ESP practitioner to understand the syllabus and the tasks of his learners, specific collaboration where the subject specialist helps the ESP practitioner get access the content of the course to be used in classroom activities and the fullest collaboration where both the subject specialist and the ESP practitioner co-teach the class. The objective behind this collaboration is to have knowledge about the subject skills, tasks, and syllabus of both the learners and ESP practitioner which is beneficial for the learners (Dudley-Evans & St John 1998).

### 8.4 The ESP Practitioner as a Researcher

Before designing courses or providing materials, the ESP practitioner needs to have some interest to research methods to be able to study the needs of his learners, how to design a course and how to select materials. He should do research in order to investigate the genres of texts, language, and skills required in a specific field of study (Dudley-Evans & St John, 1998).

### 8.5 The ESP Practitioner as an Evaluator

Evaluation is one of the activities that we do unconsciously. In language teaching the evaluation system is not new for ESP courses; it has been applied in general English courses. Evaluation plays the role of a feedback for learners and the course achievement. In ESP, the course evaluation and teaching materials are indispensable. The evaluation process should be an ongoing one, i.e., during the course, at the end of the course and after finishing the whole syllabus which makes it up to date (Dudley-Evans & St John, 1998).

From a pedagogical point of view, evaluation is different from testing because the former encloses the latter. Evaluation is done in classroom setting by the teacher who knows the learners' speciality, the evaluation type that suits the learners' level and is aware of the classroom problems (Dickins and Germaine, 1992). In evaluation in general and the context of ESP in particular, evaluation, or assessment, are of two types; formative and summative. In the first, the evaluation is based on whether the learners have the necessary language and skills; this goes gradually to see their level of achievement. In the second type of evaluation, the ESP practitioner evaluates the constituents of the course such as; teaching materials to gauge to which extent they suit the learners' needs (Bojovic 2006).

## 9. Methodology and Design

### 9.1 Population and Sampling

The population of the study is drawn from two universities and three departments. This latter represents teachers of ESP in the University of Frères Mentouri- Constantine One in the Departments of Biology and English, and the Islamic University "El-Emir Abdelkader"; Faculty of Theology, Department of the interpretation of the Quran and its Sciences. The population is the census of the study and it is composed of ten teachers from the Department of English, three from the Department of biology and three from the Department of the

interpretation of the Quran and its Sciences. This makes the parent total group number or the sum of the population as sixteen teachers.

From the aforementioned population; a sample, which is a number of selected subjects, is picked out. The sample is composed of Five teachers from the English Department, three from the Biology Department and two from the Department of the interpretation of the Quran and its Sciences. The total number is ten; it is so because ESP teachers in other departments are few. So, the five first teachers teach GE and ESP in the English department, the other five teach ESP in other departments.

### 9.2 Tools of Research

Practically speaking, the tools that contributed to the achievement of this research are the following:

The research is based on observation in nature which is its first research tool; it is a participant-observation as the researcher was present during the classes of both GE and ESP while the teachers delivered their courses. The researcher is a teacher of both GE and ESP. The subject of GE that she teaches are particularly research methodology, ethics and translation; however, she was an ESP practitioner for two successive years for second year English students at the English Department and for three year in the Department of Translation of Frères Mentouri University; she was an ESP practitioner for one year in the English Department, University of Larbi Ben Mhidi, Oum El Bouaghi. The researcher also designed a course for second year students specialised in Islamic religious studies 'the Quran and the Sunnah'. The researcher observed other teachers while presenting their courses in the Department of Biology, Faculty of Natural Sciences.

This observation took a whole semester in order to meet the research objectives. The researcher was present during others' courses to notice role of the ESP teachers and the materials or the phases they go through when presenting the courses of ESP. The researcher also took his own experience as part of the research because she is an ESP and GE teacher. There was no need to observe how teachers in the English Department present their courses because the researcher has dealt with this area and knows how teachers of GE present their courses and where the focus occurs. The intent behind observing teachers of ESP while delivering their courses is to pave the road for the interview that take place afterward.

As a second tool of research, a semi-structured interview composed of five questions is used. These questions are related to the method of teaching, the role of the teacher in class, the elements that teachers focus on while presenting their courses, the materials used in both GE and ESP and if there are any differences between the two. the objective behind asking these questions in particular, rather than other, is to see whether the GE teacher use methods which are different from those of the ESP practitioners. In addition, it seeks to see if there are any issues that stand in front of the ESP practitioner and prevent him from achieving the intended objectives of teaching ESP.

### 9.3 Results and Discussion

Question One: What method of teaching do you use when delivering your course?

As an answer to this question, the five GE teachers said that the method of teaching depends on the nature of the subject-matter; yet the focus is always on the language itself, i.e., the

elements that are necessary in learning the language. As an example, on teacher who teaches grammar said that the method he uses is sometimes the structural approach; on the other hand, teachers of oral expression said that they use the direct method where the oral skill is taught via repetitive drilling. This sums up that when teaching GE, different methods are used in order to develop the different skills that are important in learning the language; some of them are cognitive, some behavioural, others creative. However, even if these different methods are used by different teachers, they stay language centred because the focus is on developing the language of the learner rather than what he needs it for.

Teachers of ESP, on the other hand, said that the method of teaching when delivering ESP courses is learner-centred because the focus is on the needs of learners who have some freedom in this subject-matter compared to others as they decide on when, what and how to study. This is one of the characteristics of ESP courses which are self-direction courses where “ESP is concerned with turning learners into users” (Carter, 1983, p. 134). In other words, self-directed learning is based on learners’ autonomy which is an important method of teaching; it resulted in motivating learners and giving them freedom and directing them to andragogy rather than pedagogy.

Question Two: What is your role as a teacher in the classroom?

In the classroom, the GE teachers replied by saying that the role of the GE teacher is to provide students with information about the subject matter he teaches. In other words, he focuses on the information and tries to simplify it when presenting it to the students. Again, the focus is on the language rules.

The ESP practitioner, according to teachers of ESP, uses some learning strategies in the classroom where the teachers are supposed to teach the learners how to learn, i.e., learners’ autonomy. The three teachers from the Department of Biology and the one teacher from the Department of the interpretation of the Quran and its Sciences said that the ESP practitioner should have different roles which are: explaining the lesson, he is a ‘teacher’, providing the students with some books and materials, collaborate with teachers of the speciality because they need to adopt the course to the needs of learners of biology, and assessing the works of the students by using summative and formative ways of evaluation. They forgot to mention the ESP practitioner as a researcher, as provided in the theoretical part, maybe because they think that this goes without saying while designing the course. The other teacher from the Islamic university said that he teaches them grammar because their level does not allow them to get access to ESP that is related to religious studies; the researcher thinks that this is not the case as he taught these students who found it difficult at the beginning to cope with religious terms, but through they got used to it and ended up with good marks after the final exam. For the teacher from the Department of English who are the same teachers of GE, they said that ESP as a subject matter in the English department is taught to make the students aware of the English of other specialities, and thus the role of them as ESP practitioners is using the model of Dudley-Evans and St John (1998) which is applied perfectly.

Question Three: What do you as a teacher focus on more when you present your course in both ESP and GE?

In this question, GE teachers provided the researcher with different answers; among these answers, the GE teacher focuses on elements that are related to his subject-matter; for example, a teacher of written expression focuses on the rules that govern the writing task, a

teacher of translation focuses on the appropriate equivalents between the source language and the target language, a teacher of research methodology focuses on the methods of writing a good academic research. Once more, the focus of a GE teacher is language centred.

As for the ESP practitioners, they said that the focus is on the purpose-related orientation, which means the simulation of a conference, i.e., to prepare for a paper, read it take notes and write something through summarising it (Carter, 1983). This is done as part of self-direction and to achieve communicative purposes through communicative tasks. As a result, the focus is on the learners needs as a key to achieve self-direction among the learners who are responsible for their learning.

Question Four: What are the materials used when teaching both ESP and GE?

This question is twofold because the teachers of GE are supposed to answer according to what concerns their subject matters and the ESP teachers tend to answer according to what concerns ESP courses. Teachers of GE said that they tend to use textbooks and some exercises that focus on the learning process and the main objective which deals with the syllabus because the teacher is the main actor and students should obey his guidance.

Teachers of ESP claimed that the focus is on authentic materials and terminology because it is obvious that ESP should be offered at an intermediate or advanced level, and the use of authentic learning materials is completely practicable (Dudley-Evans, 1997). These authentic materials are made to meet the learners' requirements or needs. This is a feature of ESP courses, particularly in self-directed study and research tasks. So, most teachers said that the focus is mainly on the nature of the text and how to explain new vocabulary to students. In addition, they said that the learners' needs are the most important thing, and for that the students were encouraged to conduct research through the use of different sources which are helpful to gather the data in order to contribute in their learning to a great deal.

Question Five: Are there any differences between the teaching of ESP and GE?

This question was directed to teacher of both GE and ESP at the English Department as they know both disciplines. For them, GE is not taught at an advanced level as ESP is; it deals with the general subjects of the language like, grammar, phonetics, written expression etc.; it has a syllabus planned by instructors regardless of the learners' needs. As far as ESP is concerned, it is a special subject which has a special way of dealing with it because it is based on learners' requirements and what they need English for; it focuses on the terminology of the specialised register and it is taught via presentations, discussions and conversations.

To sum up, it may be said that teachers of GE and ESP at the English Department tend to use a mixed method which is both the method of delivering the course of GE subjects and the method of teaching ESP in specialised domains. This latter is based upon explaining the lesson through giving some texts which are non-authentic, then analysing them in terms of vocabulary, the passive form, giving equivalents and opposites, defining some key terms and doing a research about some elements to present them in the following session. Teachers of English in other departments such as the Islamic University of Constantine, and the Department of Biology used to teach their students GE (grammar) which means that they do not focus on the needs of their students. However, nowadays, they have adopted a new model, according to their answers, which follows the five roles of the ESP practitioner, and are trying to focus on the authentic materials, self-direction and purpose related-orientation as

characteristics of ESP courses. Thus, they started focusing on teaching ESP rather than GE and they found it very beneficial for their students especially when using some materials that enable them learn new terms.

### 10. Conclusion

In a nutshell, both GE and ESP are complementary in the English Department, University of Frères Mentouri-Constantine 1. Although they are different, they co-work to make the student of English. In other departments, namely the Department of Biology and the Department of Interpretation of the Quran and its Sciences, learners need to be taught ESP because they need the English that is related to their field of study.

Hence, the role of the ESP teacher is summarised in understanding the course he is going to present, being aware of class objectives and having some interest in the subject he teaches, i.e., he needs to have some knowledge background about the field he is teaching; however, there are some issues that may face the ESP practitioner from achieving his objectives such as lack of specialist knowledge, lack of authentic knowledge and lack of motivation at the level of learners, some of the suggested solutions are to do researches in the discipline the teacher is assigned with, try to search for authentic material or produce ones that meet the learners' needs and motivate the learners using dynamic strategies that help students and provide them with a better learning background.

The main concern of the present study has been mainly based upon university EFL teachers and ESP practitioners, from the point of view of an ESP practitioner, an ELT teacher and an applied linguistics and methodology specialist researcher, in order to highlight the differences between GE and ESP, and to analyse the role of ESP teachers in some Algerian universities namely, the University of Frères Mentouri-Constantine 1, 'Departments of English and Biology' and the Islamic University "El-Emir Abdelkader"; Faculty of Theology, Department of the interpretation of the Quran and its Sciences. This piece of research is also a prolegomenon to a research that has preceded this in ESP as a field of study; it opens the door for other researches that will come after this one in the area of designing courses among GE teachers and ESP practitioners.

For further future research, it is suggested for teachers to be provided with training courses since this may help them to be aware of the main constituents of ESP course and how to teach it especially in other departments. It would be relevant and necessary to undertake further researches which deal with the use of effective theories in teaching ESP for other disciplines and in other contexts rather than the ones we dealt with. To extend the results of this research, there should a focus on some issues that ESP practitioners face and how to overcome them.

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