

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**UNIVERSITY OF MOHAMED KHEIDER – BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of

MAGISTER

By Student: KAFI Amina

THE ROLE OF SUPERVISION IN THE ADVANCEMENT OF EST NOVICE

TEACHERS' EXPERIENTIAL KNOWLEDGE

CASE STUDY: SH/IAP ENGLISH TEACHERS-BOUMERDES

BOARD OF EXAMINERS

Chairman: Pr. SAADI Hacene Professor Constantine1 University

Supervisor: Pr. KESKES Said Professor Sétif 2 University

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DEDICATION

I dedicate this modest work which has finally seen light to the most loving people surrounding me:

My loving mama Zoulikha;

To my father Abdelkader whom I do always excuse for never being present

My dear husband Hassen Bouyahiaoui;

My grand-mother Salha;

My lovely, sweet little sister Dounia Zed;

My gentle brothers Lyes & Zineddine;

I dedicate this work to my two little sons who gave me the courage, the willing, and the strength to accomplish my task. I would like also to be forgiven for the time they deserved but not had since I was busy of the research.

To 'Ahmed' & 'Abderrahmane' my sweet kids, may ALLAH protect them both.

To all the members of my husband's family especially his parents;

To my step sisters and brothers;

To my aunts and uncles;

To the long list of my friends;

I love you all

Amina

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I acknowledge with great gratitude Mrs. BENAÏSSA Fella, the Head Master of English Department at IAP, Boumerdès, for her valuable help and advice.

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I am much indebted to my loving mother who was praying days and nights to see the daughter she elevated by her own, in such level. She was the woman who taught me never to give up. So, I found no words to express how much I am grateful to you: MAMA.

I share the credit of this work with my husband Hassen BOUYAHIAOUI for he does always support and encourage me. I thank him endlessly for his precious assistance.

At the end my deepest gratitude is for the teachers I grew up on their hands.

ABSTRACT

‘The Role of Supervision in the Advancement of EST Novice Teachers’ Experiential Knowledge. Case Study: SH/IAP English teachers- Boumerdès’ is a dissertation dealing with the issue of teaching the English language by Algerian novice teachers in the departments of science and very particular learners with very specific needs to learn English. It is clearly understood that they have the means to teach that is “English” in terms of having already learned it, but it still seems that there is a grey area between their language luggage and the task they have to carry. Therefore, it is hypothesized in this work that if the novice EST teachers are to be supervised by more experienced ones, they will be easily able to bridge up their theory to practice in an effective way. The descriptive survey is conducted and questionnaires addressed to the EST teachers in IAP school of Boumerdes; are the data gathering tools used to test the targets’ awareness towards supervision and to examine the reasons why an EST novice teacher is in need to be supervised. The respondents’ answers are analyzed and interpreted in tables and graphs and after the discussion of findings, it is resulted that supervision which is worldly used to orientate the experiential knowledge of novice teachers, ensures their progress far from repeated errors, and simplifies the complexity of the specific English teaching they practice . So, the hypothesis is positively confirmed and some pedagogical recommendations and suggestions are proposed on this basis. So, supervision in its broad sense can be one of the most efficient ‘in-service’ ways that can help EST novice teachers to draw their steps straight on the path of their experiences as professionals.

LIST OF ABBRIVIATIONS

EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
ESE	English for Science & Engineering
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science & Technology
GE	General English
IAP	Institut Algérien du Pétrole
L1	First Language
L2	Second Language
NNEL	Non-Native English Learner
SH	Sonatrach
TEAL	Teaching English as an Additional Language
TEFL	Teaching English as a Foreign Language
TENOR	Teaching English for No Obvious Reason
TESOL	Teaching English to Speakers of Other Languages
TESL	Teaching English as a Second Language
TESP	Teaching English for Specific Purposes

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GENERAL INTRODUCTION

Introduction

1. Context of the Study
2. Statement of the Problem
3. Aim of the Study
4. Data Collection and Analysis
5. Hypotheses
6. Case Study
7. Organization of the Dissertation

Introduction

The central purpose of any research should be searching profoundly to solve problems and improve the welfare of the society. It is a careful or diligent search, studious inquiry or examination especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, it can also be the collection of information about a particular subject, Webster(1985)¹. The problematic we're going to investigate throughout this study is that the newness of purposes dealt with teaching English to high leveled learners dictates continuity of training in-service novice teachers by more experienced people in the sense of supervising more than evaluating them.

1. Context of the Study

The speedy growth of technologies and scientific researchers due to the demands of the economic developments, has called for some kind of academic intervention. Over the decades of the late 20th century and after the industrial revolution has drawn the globe's new economic map; nations have progressively been in need of the appropriate elements to serve as high leveled developers. Countries of the five continents have had the same interest in terms of being developed, the development that is measured according to economics with its different sectors in the first position. This international attention, if we can say and the global nature of the major elements of economic growth, i.e. science and technology made of a common language a necessity.

Modern English is sometimes described as the first global lingua franca. It is the dominant international language in communications, science, business, aviation, radio, or diplomacy. The influence of the British Empire was the primary reason for the initial spread of the language far beyond the British Isles although since World War II the growing economic and cultural influence of the United States has significantly accelerated the adoption of English, in a somewhat derived format. (Cristina Gabriela Marin, 2013: 75).

So, dictated by numerous factors, English was the language selected to preside. First, it is 'now the dominant or official language in over 60 countries

¹ <http://www.napce.org/sitwe>.

and is represented in every continent' (Crystal, 1997, in Tiaiba Imene, 2014: 2). Second, it was taken as the means of communication in the great industrialized countries' different exchanges. Moreover, English is taken by different peoples in the world either as first or second language. Additionally, the different world economic and business organizations pre-positioned English for their communications such as: World Trade Organization, OPEC, and OPEP... Thus, we can conclude that English is a vital means of communication all over the world.

The world-wide expansion of English means that is now of the most widely spoken languages² in the world, with well over 400000000 native speakers, and roughly the same number who speak it as a second language. The method of its spread, however, also means that there are now many varieties of English and that it is used for many different purposes in varying social context (Barker Charles, 1993: 236).

Algeria, like other growing countries, has become wide open to the whole globe. It adopted English to be the language of the different academic and occupational institutions with greater focus on science and technology as we are going to see on chapters one and two.

2. Statement of the Problem

One important element without which the process of education can never stand, is teaching. A popular notion presents that teaching is the transmission of information from a teacher to a group of people who will and can absorb it (Williams and Burden, 1997: 5). In fact, this is a very simplified view of a highly complex process especially when speaking about language teaching.

Moreover, to transmit information aiming at making the learners master a specific language, demands more than standing before them telling words or explaining ideas. The language teacher has to carry continuous responsibilities from understanding theories, following procedures, and functioning methodologies, to planning lessons, presenting subjects, and practicing tricks; all these on an attentive scheme to reach surely and successfully the teaching objectives.

² English, French, Spanish and Dutch were classified as the four dominant languages in the world.

English for example as a teaching subject, like any other language, brings no blockading problems when is taught to people, whose English is the mother tongue, i.e. their first language (L1). The real complexity appears once the mission is to make non-native speakers (NNLE) with specific needs learn on the hands of non-experienced English teachers, and this complexity seems deepening when English is taught according to the learners own needs, i.e. for their specific purposes.

A given context may be useful to clarify more this problematic situation. Algeria here is accepted for us as one example of evidence, for it is the context where English is not the people's first language (Algerians' L1 and official language is Arabic), nor their second language for French is. English in Algeria is the foreign language that an elementary or a secondary learner is obliged to learn, and a university student needs to know about for the purposes he studies for and the profession he aims at.

On the other hand, EFL teachers in the Algerian universities (teachers of English as a foreign language), are Algerians, i.e. non-native speakers, and possess a "Licence d'Anglais" (mastery of language) and not "a Teaching Degree", Bensemane (2002). And this is the nature of teachers planted in varied departments as those teaching English for specific purposes far from the purpose; they themselves learnt the language for³.

In fact, we realized that the problem does exist, once we pre-questioned some teachers of English in technical departments in addition to what we experienced ourselves when we have taught English to learners with special demands.

3. Aim of the Study

Throughout this paper, we are aiming at getting some possibilities for the resolution of the problematic situation that the novice EFL teachers have to face when they find themselves more than just teaching what they studied before (General English), but to be tutors of English for specific purposes (ESP) to specific demanding learners.

³ Other EFL Algerian teachers have possessed their diplomas from ITE or ENS where they were trained to be EFL teachers. However, these sort of trained teachers are not permitted to practice the profession in higher educational establishments such as universities; where the purposes have to be more specified.

To cope with such a problem, we need to consider the underlying causes which make it exist. And as it is mentioned before, the challenges are in the natures of: the learners (NNEL), the learning purpose (being not GL, but ESP), and that of the lack of experience of teachers.

There are some fixed elements in the question that we cannot change, such as the nature of Algerian learners and the different purposes of their studies. So, we propose some suggestions that may help the EFL teacher to guide his/her duty towards success. By success we mean here: experiencing the process of ESP teaching, i.e. getting the right steps on the path of applying what he learnt (theories) on what he is asked to do (practice), vis-à-vis the newness of the learners' purposes.

In most cases, EFL teachers, and so ESP teachers, are neophyte. This unusual pedagogical situation will run the risk to consider generations of learners as guinea-pigs, for the new inexperienced teacher carries the task to create the linkage between how he/she theoretically learn to teach and how to practice his/her own. However, this surely does not mean flashbacking the memories of his/her studying era, and trying to act the teacher's role. Because the learner here is not similar to this "Licencié" teacher when this latter was an EFL student. Our learner is not just asked to master the language, but to use it to get the keys of the fortes he/she is studying.

Our research therefore, before presenting some guidance to EFL teachers when they are in need to be ESP trainers, attempts to feature the differentiation existing between GE and ESP.

To present, suggest, and feature elements and ideas, we have adopted the descriptive research which is based on the identifications of terms and the observation of the teachers' proceedings to develop their experiential knowledge in ESP classes.

4. Data Collection and Analysis

The data we need are that which serves our type of research methodology. The chosen method for the work is basically *descriptive*, since we are aiming at resourcing some information from our participants who are the objectives of such study. The "Descriptive research, according to Sliger and Shohamy, is based on understanding a phenomenon within the interactive framework of the

environment where it occurs, without isolating variables.” (Pr. Keskes, 2005: 5). The descriptive survey provides researching with accurate portrayals of information, opinions and knowledge of the targets.

The collection procedure tool we need is the one through which the research questions can be answered, and gives a full description and deep understanding of the phenomenon of ESP in the Algerian context, more precisely EST teaching in higher institutions. IAP school of Boumerdès is the prearranged example of the study. Therefore questionnaires seem to be the appropriate means for such examination. Further information and explanations are to be presented on the fourth chapter.

5. Hypothesis

This work is an attempt to shed some light on the difficult situation that an Algerian EFL teacher faces in the various departments of the Algerian university. We have the fact that he/she always possesses the *Licence d’Anglais* as a basic degree and in most cases have been taught some didactic courses to know, if they teach, how the process of teaching is going to be like. However theoretical knowledge does not suffice when dealing with a new English language specific purpose. Teaching starts to demand, accordingly, more than a post graduate student to hold the mission. It needs somehow a continuing research on how teaching should be, not only to read about it, but to act within. A helpful means that may be adopted by the novice ESP teacher to step forwards experience and once more to improve it, is depending on other experienced teachers’ supervision.

On the basis of the above components, the *independent* variable which appears is: supervision as a way out of many EST teaching obstacles.

The *dependent* variable is the one related to the experience achievement and improvement.

Briefly concluded, the questions cited as the corner stone of this work are:

- Is there a mismatch between theory and practice when dealing with EST teaching; caused by the difference between GE and ESP?
- Does the difficulty of teaching ESP derive from the newness of its objectives?

- Does ‘Being not supervised’ cause problems to EST novice teachers when they first penetrate the ESP field?
- May cooperating with a more experienced teacher fasten the experiential development of novice EST teachers and assure their success?

Thus, we hypothesize that if EST novice teachers are supervised by old-hand trainers, the mismatch between theory and practice when dealing with EST teaching, which is caused by the difference between GE and ESP objective, would easily be bridged

5. Case Study

Algerian universities include many departments where English is taught for *specific purposes*. Regarding that ESP, as we will see in chapter two, has numerous divisions, we have chosen to limit our work to EST department (English for Science and Technology).

Concerning the learners, there is no need to be conditioned (for they are NNLE and having specific purposes to learn English, EST). The sample we need to specify here is that of the teachers for we are investigating the troubles they have when they are “*novice*”.

We have chosen IAP⁴ (Institut Algérien du Pétrole) Boumerdès, for the reason that English there is being taught according to science and technology approach and teachers are commanded to build upon the knowledge of English grammar which the students already possess and further develop those structures characteristic of technical English and, at the same time, develop a sub-technical vocabulary (from a handed article by BENAÏSSA Fella⁵).

The type of learners is an important reason for EST approach is a learner-centered one. At this level most students are 19 - 21 years old and are at the beginning of their specialism in:

⁴The Institut Algerien du Pétrole was created in the early 70's in partnership with Stevens Institute of Technology, New Jersey, USA, GTZ, Germany and IFP, France. For further reading see appendix c.

⁵ Master of the English department in ‘l’Institut Algérien du Pétrole - Boumerdès’ and an ESP teacher there since 1982.

- Geology & Geophysics;
- Reservoir Engineering;
- Drilling & Production;
- Hydrocarbons Exploitation;
- Refining & Petro chemistry;
- Liquefied Natural Gas;
- Chemistry & Hydrocarbons Analysis;
- Petroleum Instrumentation;
- Petroleum Mechanics;
- Procurement/ Petroleum Economics.

The learners of the above set of specialties have already learnt enough general English to start with ESP. In this situation teaching and learning ESP represent a continuum of general English on a higher, more specified level, integrating occupational, linguistic and social skills to prepare students and to introduce them to the kind of English they will meet in real situations in their future professions or need for their further education. In the language teaching and learning process students should combine directly work-related skills with personal growth and social awareness - this instruction should offer them the necessary tools to deal with their knowledge. (Information is given from the head department of English of the institute).

6. Organization of the Dissertation

This paper contains two main parts in addition to the one in which the appendixes related to the study are comprehended. The first part is theoretical. It includes the three first chapters. The second is a practical part consisting of chapters four, five and six.

Chapter one introduces the process of language teaching and its main objectives. Furthermore, this chapter distinguishes teaching English as a foreign language from teaching it as a second language. It mentions too, the position of the English language in the Algerian context.

Chapter two examines deeply the nature, the structure, and the divisions of ESP. This chapter also introduces EST and presents its features.

We tried to make a survey about the main building block of our study, ‘**supervision**’ in the third chapter.

The fourth chapter allocates the different fractions of the research design; i.e. the method, the population, the variables, and the data collection and analysis.

We deal with the collected corpus and discuss it in chapter five, then, with the statistical analyses and interpretations of the obtained results.

In the sixth chapter, we take the task of establishing some proposals and recommendations in the light of what the material we have presented adds up.

At the end we try to conclude and summarize the done work under the title of general conclusion. Then, we affix the pre-questionnaire, the questionnaire and an article handed from an administrator of IAP, which we suggest for further reading.

CHAPTER ONE

DIFFERENTIATION IN ENGLISH LANGUAGE TEACHING

Introduction

1. Language Teaching

1. 1. Teaching Definition

1.2. Teaching Nature

1.2. a. Teaching as a Science

1.2. b. Teaching as an Art

1.2. c. Teaching as a Profession

1. 3. Language Definition

1.4. Objectives of Language Teaching

2. English Language Teaching (ELT)

2.1. The Distinction between TEFL and TESL

2.2. EFL and ESL Correct Contexts

2.3. The Position of English in the Algerian Context

Conclusion

Introduction

In this introductory chapter, we are attempting to bring some notions on the teaching process in general; in order to comprehend why it is for and how it works. We also try to define language and contextualize it in the teaching practice.

English Language Teaching is given the major part of this preparatory stage for it is the main focus of the whole study. We are going to comprehend the difference between teaching English as a second and a foreign language by determining what their correct contexts are.

By the end, we come to perceive the position of the English language within the Algerian society and thus English teaching in its educational system.

The reason why we introduce this chapter is that EST or ESP are to be clearly understood if they are preceded with a full explanation of ELT in broad. Moreover, the context of Algeria within which we are going to consult EST needs first to have an idea of the zone in which English is.

1. Language Teaching

Listening, writing, reading and speaking a language are the first skills to be tutored to any child when he starts school. The letters forming words, the words arranged in coherent sentences which are either pronounced or scripted in order to communicate with each other: this is language. Knowing the language structure and its different functions comes before anything else in the beginning of every study. That's why the task of teaching a language is the hardest and the most important one in the whole teaching process.

To speak about language teaching, one needs first to know what *language* means and what the objective of teaching 'it' is. Nevertheless, it is needed before that to put an eye on how teaching is generally described then get going to teaching one specific unit which is language.

1. 1. Teaching Definition

Teaching in its dictionary definition, as may be defined by the utmost fraction of people, is the noun derives from the verb *to teach* which means "to instruct or train

(someone) or give someone knowledge of (something)”. Cambridge Dictionary of American English 2nd.Ed, (2007).

In education, ‘teachers facilitate students’ learning, often in a school or an academy, or perhaps in another environment outdoors’. The Oxford English Dictionary 2nd. Ed. The teaching we are concerned with here is the academic one, i.e. a teacher, a group of students act together over a given subject within a class. It is the notion that teaching is “the interaction of a student and a teacher over a subject”¹; the same source sets also descriptions to the term of teaching as “a science, an art and a profession”. Such a description seems to be interesting in terms that it provides us with a wide angle on teaching. So, practicing the job of educator is applying one’s artistic competence in choosing the appropriate teaching methodology which makes the subject appears clear and easy, and fills in the gap between him/her and his/her learners.

A student/teacher interaction over a subject is somehow figured in the following drawing which presents the four key elements on which learning/teaching process is based:

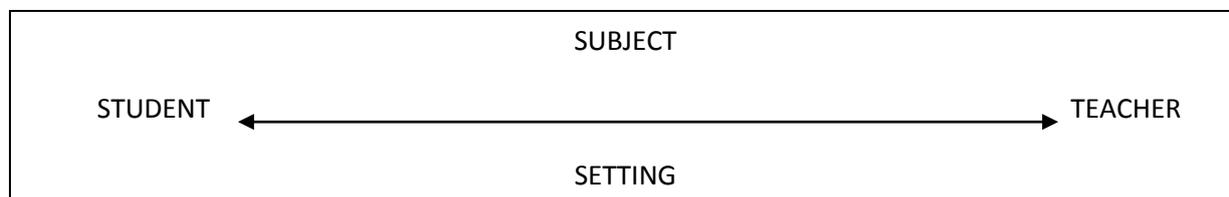


Figure 1: Learning/ Teaching Interaction (ibid).

It is well known that to transmit knowledge, i.e. to teach, we call for the member whose duty is to do so, the receiver who needs to know, the information needed to be passed on, and of course the context in which the whole operation will take place.

Views on the teaching process are various as a matter of fact, accordingly to the progress of thinking, the birth of different movements in education, and the kind of studies developed throughout the time. But, the common point which had the vigor to tie all those differentiations is the accord that none of the four elements of teaching could be left .

¹ this statement is found on a web page (www.ntlf.com)

A recent model agreed on what the first educationalists set and all the descendents followed, is the social constructivist* model of the teaching/learning process (Williams and Burden, 1997: 43). It restates the notion that a teacher transmits knowledge to a learner within an identified context.

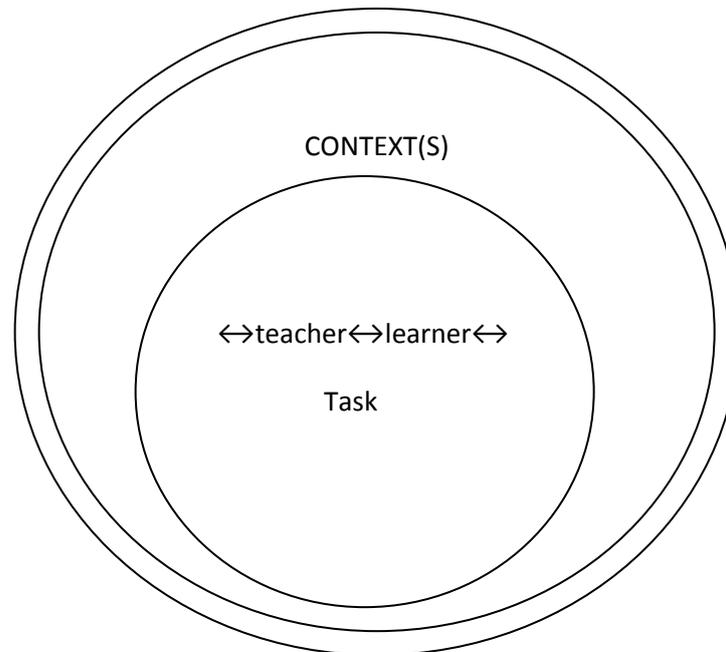


Figure 2: A Social Constructivist Model of the Teaching-Learning Process

The different interpretations of the interaction nature that should be hold during teaching, ensures the fact that interactions do exist. However, the question to be posed here is: how does the teacher work on this basis? And to answer this question, we turn back to the different views of teaching that we have mentioned before and take them one by one.

1.2. Teaching Nature

Some scholars say that teaching is a science; others declare it an art; and others agreed that it is a profession. And again we take the technique of defining terms in order to comprehend why they are distinguished besides the union they seem they perform.

* Constructivism is a philosophy of learning founded on the premise that, reflecting on our experiences, we construct our understanding of the world we live in. www.funderstanding.com/ constructivism.

1.2. a. Teaching as a Science

For whom teaching is a science, they believe that enough is now known about how people learn to develop a technology of teaching. One chief advocates of the technology of teaching was B.F. Skinner². He argued that teachers can be trained to employ educational technology or to use “fool-proof” materials that do the teaching. In other words, teaching is calling a theory (what is learned when being trained of methodologies, strategies, techniques...) to be practiced (when a person is asked to teach). It is some kind of generalizations got in mind to be applied in the different situations of teaching according to the standards taught before. The scientific view of teaching, the behaviorists noted, is that the trainee learns the way he should act upon to teach. He learns how to design courses, choose methods, stand before the board, plan exams, behaves with students, and give them feedbacks... In short, teaching is a behavior to be acquired; it is, for the behaviorists, a mechanical process of habit formation based on repetition.

1.2. b. Teaching as an Art

A controversy view to the limitations made for teaching in the circle of structures and strategies frequently repeated according to given stimuli is set to portray teaching as an art. Teaching, Eisner³ argues, *is much more like the work of the artist than the scientist.* (www.ntlf.com).

Thus, it:

[...] Involves complex judgments that unfold during the course of instruction. Teachers must deal creatively with the unexpected. There are no fail-safe routines and prescriptions. Furthermore, the most important goals of teaching are those events that occur during the process. The outcomes are often embedded in the learning process itself. (ibid).

The artist a teacher is expected to be; must be creative and depended on his/her own imaginable capacity to manage the unexpected situations which may occur during his/her teaching.

² Burrhus Frederic Skinner (1904-1990), a behaviourist psychologist based his entire system on operant conditioning. <http://webspace.ship.edu/cgboer/skinner>.

³ Elliot Eisner, the Lee L. Jacks Professor of Education, has been awarded the 2005 Grawemeyer Award for Education from the University of Louisville in Kentucky. Now, he's a professor of education at Stanford.

1.2. c. Teaching as a Profession

Carrying on the discussion of what teaching is, and how the teacher should work to lead, seems needed to call it what it should be called, not an art nor a science, but a profession. By profession we mean what exactly stated by M.J Wallace (1991):

[Any] occupation aspiring to the title of 'profession' will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professional conduct; and ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner. p.5.

In fact, the mark of a profession is that its knowledge cannot be reduced to fail-safe rules and universal prescriptions. Teaching involves professional judgment and calls for the trained eye to see what it is actually happening, and the trained mind to decide what to do next. Thus, the controversy of the two first views should not be cast as an either-or-debate.

In teaching as a profession there is a “scientific basis for the art of teaching”, N.L. Gage notes*.

At last, education is a coin of which teaching and learning are its two inseparable faces. If we accept teaching “means controlling most of what is said and done in classrooms” as noted in Johnson (1995: 6), we are, indeed, agreed with Penny Ur’s notion that:

Teaching [...] is intended to result in personal learning for students, and worthless if it does not so. [...] the concept of teaching is a process that is intrinsically and inseparably bound with learning. Ibid, p.4.

1. 3. Language Definition

After having got some notions about the profession of teaching, and as we are interested in the domain of EFL, we have also overviewed some definitions of *Language* to pack them all for our research.

* Experts from Defining Teaching on: www.nlf.com/html/lib/btml_xrpt.htm.

In fact, different theoretical views were set to put language in its correct sense. In terms of form, we have the linguistic *structural* view in which language is seen as a combination of elements used by common characterized people in order to communicate under the control of some grammatical rules to reach a variety of meaning.

[L]anguage, for the linguist, is from; sounds, letters, their combinations into larger units such as words, sentences and so forth. Such a set of forms would also be expected to have meaning... would naturally be expected to be used for communication between individuals who shared the same rules. Bell, 1981:19.

Human scientists have another angle in describing language. ‘What is language?’ is no longer their interest. ‘What is language for? This is for them, the sole eye through which language should be seen. They were more concentrated in the purpose languages are to achieve. This *functional* view considers language as ‘a vehicle for the expression of functional meaning’... (ibid), p.17.

Language as a ‘vehicle’ is also the view of the *interactionalists*, but for more than expressing functions*. The ‘realization of interpersonal relations and the performance of social transactions between individuals’, (ibid).p.17, need also a language to carry the task.

Structural, functional, or interactional modals of language (or variations of them) put us in front of incomplete pieces if taken singly. Thus, holding the stick from the middle means being, at some extent, agreed that having the knowledge about ‘a’ language is having;

[N]ot only linguistic knowledge (the knowledge of the grammatical rule-systems). But knowledge of and ability to use linguistic and social knowledge to create communicative acts, which are not only grammatically correct but also socially appropriate. Bell, 1981: 23.

Because both form and function are more important in the teaching process, this description seems to be the appropriate one for us in investigating LT. That is the language to be taught needs to be serving the learners when deal with real actions

* The interactional view of language sees languages primarily as the means for establishing and maintaining interpersonal relationships and for performing social transaction between individuals.
www.sil.org/lingualinks/language/learning.

and situations. Language teaching aims at provide learners with the right grammatical form to be correctly used and understood within the social context.

1.4. Objectives of Language Teaching

Any teacher's goal is to teach better and make students better learners. In order to achieve this, researchers direct the teachers' attention towards the learners' interest in the subject matter. Teaching languages' objective depends on 'a whole new mass of people wanting to learn [them]' Hutchinson and Waters, 1987: 6. That is the responsible to utter why the language is taught is the learner of that language. Thus, objectives of language teaching are as varied as the numerous reasons of people who learn it. So, having knowledge about a language is a stimulating aim to learn it, as well as for many other goals and reasons from which communication is never the odd one.

Memorizing language forms and rules is valid as a short-term objective, but not as a main goal. Where time is short and groups are large, goals may be limited, [...] but they should still involve communication.

Davies and Pearse (2000: 15).

Teaching a language to people who need to learn it, 'not for the pleasure or prestige' in the words of Hutchinson and Waters, needs to be investigated if not, so 'why was it necessary?' Things will be clarified if are put in their time-context.

Language teaching just as in all other areas of knowledge has passed through a number of changes in its history. However, becoming a matter of such importance is established effectively in the late twentieth century which,

[H]as been called 'the age of communication', [...].The world is very rapidly tuning into the 'global village', which has often been predicted. As the pressure to communication increases, the divisions of language are felt even more keenly. So language teaching, especially of the great world languages, which are seen as international channels of communication, becomes ever more important.

Wallace, 1991: 2.

Michael J Wallace here is directing us towards a need for the creation of a new unifying technique with which people can decode the grammatical elements of the language (form); to meet its social acts (function). And this can mostly be the main

objective of LT, keeping in mind the specific needs for use. In other words, LT is aiming to put people in the newly communicative ‘global village’ of which they believe they deserve to be in not being blockaded apart. Moreover, speaking of creating ‘international channels of communication’ through the teaching of the great world language, is indeed speaking about teaching English as a leading communicative channel of today’s world, and with some justification tomorrow’s one as it was stated in the introduction of this paper. And this drives us right to distinguish learning a foreign tongue and master its specific codes according to what we require as non-English natives.

2. English Language Teaching (ELT)

Teaching English, as any other language, should aim first and last at communication as the major goal which should be involved in every condition. Because, why so a person is involved in a long lasting courses of English language classes if not to recognize how to communicate in English.

Previously the reasons for learning [...] any language had not well defined. Knowledge of a foreign language had been generally regarded as a sign of a well-rounded education, but few had really questioned why it was necessary. Learning a language was, so to speak, its own justification.

Hutchinson and Waters ,1987: 6.

More important than using extraordinary words to seem gracious with others, most people learn foreign languages such as English to cope with the continuous progress of the world’s general and specific systems.

Teaching English to people whose this language is their mother tongue (EMT) or those for whom it’s their first language (L1); brings no blockading problems to the field. The real complexity appears once the mission is to make non-English speakers learn English, as well as teaching after already having acquired an L1. Because learning a language does not end when the tongue masters the pronunciation, but it goes farther than this; Gardner (1985) says:

Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are the characteristics of another community.

In Williams and Burden, 1997: 115.

In the English language case, the task seems too urgent for discussion, for English scaled up to be the forefront language on the civilized world list of needs nowadays. It is the language of technology in a very industrial planet.

Generally, teaching English as a foreign language (TEFL) shares other foreign languages teaching their main objective, i.e. knowing how to act and react in a community that uses it to transmit its individual messages. And the following figure presents this in its simplest image:

TEFL=

COMMUNICATION → GOAL

Figure 3: ‘Communication Highway’ (ibid. p. 10).

However, the difference which makes English a special language and thus difficult to be taught, is that it penetrated into every discipline that has a direct touch with development and change in education subsequently the whole world. (More explanations will be given later).

It is clear in minds that teaching English differs according to the differences of its contexts. It differs from the English speaking communities and the ones which do not speak it but for many reasons have to learn it. Teaching English as another language to non-native English speakers next to their first language (L1), is called either TEFL or TESL with a slight difference that we will see under the following heading.

2.1. The Distinction between TEFL and TESL

Calling a language, which is not the mother tongue language of a given community, or which is not the people’s first language L1, a ‘*foreign language*’ or ‘*a second language*’ does not seem a matter of difference. However, they are among that words which tend to be used interchangeable though in many cases the difference does exist between them that may be cited as synonyms. So, it was some

on some particular basis that the two terms came to the point of having to be separated.

In their introduction entitled ‘The City of ELT’, Hutchinson and Waters (1987) mentioned that there was a difference between ESL and EFL, the difference that caused the partition from the origin ELT. They cited:

Once upon the time there was a city called ELT. The people of ELT led a comfortable, if not extravagant, life, pursuing the noble goals of literature and grammar. There were differences, of course: some people preferred to call themselves EFL people, while others belonged to a group known as ESL.

By examining this quotation, we have in mind, as it was previously stated, the idea that ELT is as a commencement from which both TEFL and TESL are branched. However, one cannot see here what makes ELT differs if it is taught to people who do not speak English actuality. For us, a need of more specified information is required to not see ‘foreign’ and ‘second’ when referring to teaching the English language; as the two sides of the same coin. Because, if they are different, each expression has to have its appropriate use for people are not to be confused. Thus, more is prearranged and hopefully aiming at best clarifications throughout the present chapter that TEFL and TESL are the derivations of ELT indeed but each has its own and unique characteristics.

So, let’s start by the common view of the seed both varieties have derived from; as shaped in the following.

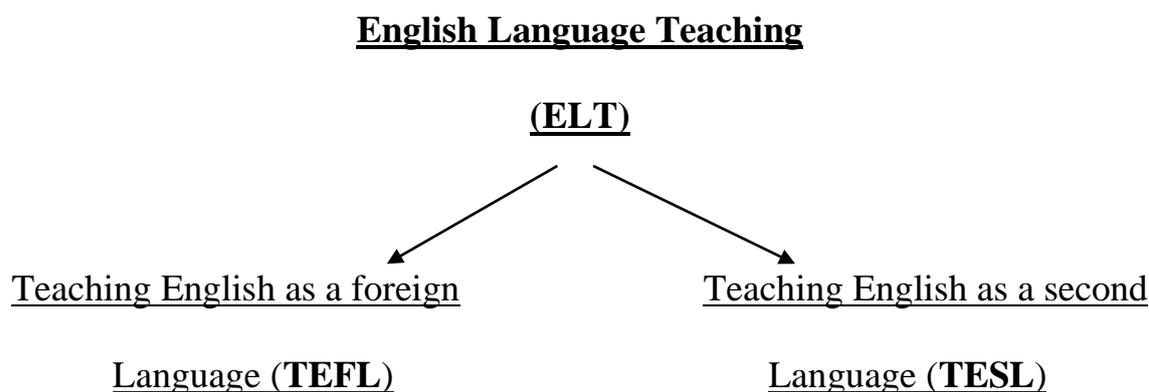


Figure 4: English Language Teaching.

FL and SL, for ordinary people, are just two terms meaning actually the same thing, i.e. teaching a language to learners whose mother tongue is not the target

one. However, experts in the domain of education found the distinction made by Ringbom (1987) between a second language and a foreign language ‘valuable’. They were satisfied about what he added to the subject of ESL and EFL as he notes that the situation of a second language acquisition, the target language is spoken in the immediate environment [emphasis added]_of the language learner; in this environment the learner has positive opportunities to use the language in natural communicative situation. On the other hand, in the foreign language-learning context, the language is not spoken in the learner’s immediate environment and although the mass media may provide opportunities for practicing receptive skills of the language, there is little or may be no opportunity for the learner to use the language in natural communicative situation. (www.netreed.vio.no).

Learners of ESL, who meet English outside school, face a discontinuity in terms of different linguistic behaviors which can be dealt with in short time by choosing the appropriate teaching method. Whereas, in the case of EFL, students must be treated as the ones who did never meet the language before schooling. It is like considering the students’ cultural knowledge when they come to study English.

Based on the receptive and the productive skills, the distinction between FL and SL can firmly be set. However, the two ‘are more united than disunited’ (Hutchinson and Waters, 1987: 1). Furthermore, in second language classrooms, the language, whether it is English or another language, is the medium through which teachers teach, and students demonstrate what they learned. Acquiring that language is the ultimate instructional goal of second language education. (Johnson, 2000: 3). This given objective of ESL seems to be the same for an EFL classroom as well.

2.2. EFL and ESL Correct Contexts

In the broad sense, EFL (English as a foreign Language) and ESL (English as a Second Language) are similar in as much that they refer to an assimilation of the English language. Beyond this, a distinction is made between teaching English to non-native speakers in an English-speaking country and that is EFL, and teaching it to non-native speakers in a non English-speaking country; ESL. So, the main difference is the nature of learners to whom teaching the English language is to be done.

TESOL (Teaching English to Speakers of Other Language) and TEFL (Teaching English as a Foreign Language) are standard terms for English language teaching

in non-English speaking countries as English taught in France. TESL (Teaching English as a Second Language) and TEAL (Teaching English as an Additional Language) are normally related to English teaching among immigrant and refugee communities in English-speaking countries, Algerian immigrants in the English-speaking districts in Canada for instance.

Actually, all the difference is made by the context where the student is learning. With ESL, the student is already immersed in an English speaking culture. This means that when he/she turns out of the class, he/she will hear and experience English everywhere.

When English is a foreign language, students may not have regular access to the language, albeit English reading materials or media are available. EFL is thus the language of indoor more formal situations and people do not communicate in English in their casual circumstances. English communication comes to end once the class is over. So, the surroundings are the factor of which English is determined as EFL or ESL. <http://www.teach-abroad.net/efl-or-esl/>.

2.3. The Position of English in the Algerian Context

The Algerian culture includes more than 18 living languages that are considered as the mother tongue of their speaking communities (we have for instance: *Arabic* spoken by the widest amount of the Algerian population, *Chawia* in the Aures, *Chelhia* of Beni Mezab, *Kabyle* in Djurdjura...etc). Algeria's official language is Arabic and it is spoken by an estimated 81% of the population, and all official documents are printed in Arabic and those from non-Arab households usually learn the language in school. Arabic has been the official language of the country since 1963. More recently, Berber has become recognized as one of the country's national languages.

French was introduced in trench-colonial times and is still often taught in schools and used in government and higher education. While a large majority of the country can understand the language, it's estimated that only about 20% can read and write it (www.algeria.com/languages).

English in Algeria has no official status. For Algeria is not an English setting, English could not be but a strange language, i.e. could not be taught as an Additional Language "for English is not L2 but FL, in Algeria". (Pr. Keskes. 2005, p.75). Algerians were not to meet English speech in streets and this language was

only dealt with inside walls. However, many trials have been done to pick up an important position for the 'language of civilization' which is English within the Algerian society in its large meaning. This global nature of internationalization of English put an increasing pressure on the need to adapt it by almost all the non-English speaking countries.

Algeria shares the same objective with the entire world concerning education, which is pushing people to learn other languages and specifically English which is glued with the different disciplines in institutions of higher importance such as business, computing and engineering especially the petroleum schools and institutes that are included in the most sensible discipline of Algerian economy.

Actually, the only possibility that permits a strange cultural feature*, such as English, to penetrate in another culture standing by itself, as in the Algerian case here, is that of its necessity. It is evident that English nowadays shadowed nearly the different areas of the Algerian nation; it penetrated to economy for it is the business and industry world language, in culture as a feature of civilization, and in politics for foreign relationships as well.

EFL teaching in Algeria is edged into two parts; one when it is taught elementarily to the under-academe learner in middle and secondary schools, the other is where purposes for what learners in higher institutions and students who are company workers have to learn English, are taken into consideration. And as our paper concerns the second part, we try to give it an attentive explanation in order to have at least some luminous points about the problem we are aiming to examine and so remedy.

Conclusion

In closing this chapter we expect that all the notions are set for the commencement of our investigations concerning this research. We have first, cited some notions about language as an independent item. Then we have dealt with teaching in general, and moved on language teaching in particular. We have also mentioned the objectives of teaching languages. After that, we gradually examined how the English language teaching differs from one context to another and we have explicated the reason why it does so. Such a difference hands over two terms demonstrating ELT: first, in non-English speaking context (EFL/ as in the Algerian

* Every culture stands on three pillars: religion, history, and language.

context), and when non-native learners are learning it in English-speaking societies (ESL). Finally, it is through positioning English in the Algerian context that we have questioned the point for which we're trying to get some explanations next.

CHAPTER TWO

TEACHING ENGLISH FOR SPECIFIC PURPOSES

Introduction

1. Difference between TENOR and TESP
 1. a. Teaching English for No Obvious Reason (TENOR)
 1. b. English for Specific Purposes
 1. b. 1. ESP Background
 1. b. 2. ESP Nature
 1. b. 3. ESP Characteristics
2. Structure of English for Specific Purposes
3. English for Academic Purposes (EAP)
 3. a. Definition
 3. b. Divisions
 3. c. Setting
4. English for Science and Technology
 - 4.1. Features of EST
5. EST at the IAP/ School of Engineers

Conclusion

Introduction

Throughout this chapter, we try to deepen our treatment of the purposeful teaching of English. We necessitate coping with detailed issues about the nature and the structure of ESP namely English for Specific purposes. The present section of this study has to illuminate the target fragment of ESP that set our problematic, i.e. English for Science and Technology. And for we initiate here one important basis on which we will center the case study of our research, we have mentioned some elements, such as; definitions, settings, and divisions of English for Academic Purposes (EAP) from which EST was originated. But above all, the difference between General English (GE), or TENOR (Teaching English for No Obvious Reason) and TESP (Teaching English for Specific purposes) is stated at the beginning of this chapter to draw the full picture that we aim to see it in its concrete dimensions.

1. Difference between TENOR and TESP

It is clearly understood that the expression ‘**no obvious reason**’ may be said to oppose that of ‘**specific purpose**’. When, these are said in relation to English teaching, they are meant to be two of its most significant traits of language teaching objectives. It is worth mentioning here the differences between English for Specific Purposes (ESP) and English as a Foreign Language (EFL).

1. a. Teaching English for No Obvious Reason (TENOR)

Teaching English for No Obvious Reasons has been first called Teaching English for General Purposes and is the same expression taken to refer to EFL. It is said to refer to the situation where the learner has not yet performed some specific indications to his/her learning and here it is not meant that objective of ‘having knowledge about a language which is a stimulating aim to learn it, as well as for many other goals and reasons from which communication is never the odd one’ as cited on page 15 of this research, and which is considered as a reason for a learner to learn a language. However, what is meant is totally the opposite. Abbot (Jordan, 1997) gives us the reason for the ‘No Reason’ teaching of English, saying:

Most of the world’s learners of English are schoolchildren ... [who] are too young, too distant from any real communication in English to have any

identifiable

'needs'.

P, 4.

This quotation is stating that it is the mindfulness of the learner which is the sole thing to articulate the reasons of learning English. The too young schoolchildren and too distant from real communication are far of any identifiable needs.

A more explicatory definition is that EFL refers to the study of general English, that is “*all-purpose language with no special focus on an area of human experience (e.g. business or academic study) over another*” (Harmer, 2001: 9), which means that learners do not know when, where, or why they will use the language but it is clear for them that it is for their benefit to learn a lingua franca – a language widely adopted as international language. (A. M. Demetrian, 2013: 46).

So, General English is said to refer to the situation where the learner has not yet performed some specific indications to his/her learning of English, that is when he/she first needs to contact the general verbal codes of the language then steps forwards to have more signs to what is necessitated after.

Hence, it's clearly understood that by going forwards in learning English, the learner prescribes his reasons why to learn it. And by setting down some detailed objectives in teaching English, this gives not only the chance for ESP (English for Specific Purposes) to appear but also to be one of the most prominent areas of EFL all over the non-English world.

We will evidently clarify the aspects of the difference existing between ESP and GE, by locating some elements about ESP. but first, a sight on an ESP background seems to be useful.

1. b. English for Specific Purposes

1. b. 1. ESP Background

ESP has taken a relatively long time to mature from its beginnings in the 1960s (Hutchinson and Waters, 1987: 9). ESP is also known as a learner-centered approach to teaching English as a foreign or second language. It has undergone many phases of developments at different speeds in different countries. Up to 1970, the term ESP meant English for Special Purposes but it was replaced by the name English for Specific Purposes since, “specific” implies the purposes of performing a task in English. (Cristina Maria Andrei, 2013: 11).

In the middle of the XX^o century, in the Western world, the wave of economic and social changes impressed linguistics to fundamental renovation. Researchers started to concentrate their research focus on the application of languages in various contexts rather than on the regulation of language usages. (Tiaiba, 2014). ESP, at that era came into being as a result of economic globalization that walked side by side with linguistic internationalized innovations that go with the new world demands.

ESP was the ‘have to be’ language to appear according to the novel circumstances which necessitated specific terminologies: firstly, to deal with the specific communicational situations, such as commercial and technical linguistic exchanges. Secondly, to make margins in order to keep those specificities in their unique contexts.

Interest in ESP has been growing over the past few years given the need to speak English in order to communicate with people from other countries, develop relations, and acquire information (Anna Maria Demetrian, 2013: 45). So, ESP emerged to provide international connections with different types of English, as the ‘agreed on’ language to communicate through all over the world. It was already the common core language; consequently divisions within it to meet the purposefulness of various needs fastened the ESP spread.

1. b. 1. ESP Nature

‘What ESP is’ became a fertile realm to be explored for many scholars. Robinson (1980), Hutchinson (1987), Dudley (1997), and others have done many researches in order to give ESP its correct sense.

In answering the question “what is ESP?” the principle: *“Tell me what you need English for and I will tell you the English that you need”* (Hutchinson, 1991: 8) is a starting point in clarifying the concept of ESP. Nevertheless, the authors highlight the idea that the success of an ESP course depends not only on assessing the needs and interests of the learners but also on considering the way these people learn (Demetrian, 2013: 46).

Some people utter that ESP is the language, here English, designed to meet the learner’s specific needs. Moreover, they describe *‘ESP as simply being the teaching of English for any purpose that could be specified’* Laurence Anthony (2000), ‘others, [the writer adds] however; are more precise in describing it as

the teaching of English used in academic studies or the teaching of English for vocational or professional purposes’.

In fact, ‘*definitions of ESP are numerous considerably that the concept is fluid enough to support a number of interpretations*’ (Robinson in Tamagout, 1986: 119). The term of ESP is so vast to have a short satisfying definition; consequently, many writers found it difficult to set a definition of much use, and have taken time to do so. Strevens (1977), states:

‘Broadly defined, ESP courses are those in which the aim and the content are defined principally or wholly, not by criteria of general education (as when English is a foreign language in school) but by the functional and principal English language requirements of the learner.’ In Tamagout, 1986: 120.

It seems as if this definition dissatisfied Strevens (1979), for he later approached ESP as a:

‘Special case of special-purpose language teaching (SP-LT)’:

“SP-LT occurs when the content and the aims of the teaching are determined by requirements of the learner rather than by external factors such as general education criteria’. Ibid, pp. 120-121.

Tamagout (1986) sets other references to ESP among which Blackie (1979) arrived at the following conclusion:

“ESP should normally refer to programs designed for groups of learners, who are homogenous with respect to aims, and whose learning objectives have been quantified and stated in communicative terms”. P. 121

Actually, differentiations in defining ESP depend on the difficulties over the element ‘special’ (ibid, p. 122). Moreover, more recent definitions of ESP are analyzed in Dudley and Maggie (1998) who collected valuable references in defining ESP. Starting with Hutchinson and Waters (1987), the writers says on p. 2, that:

They ‘*see ESP as an **approach** rather than a **product**, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology’.*

If agreed that ESP should be simply seen as an approach, as Hutchinson and Waters (1987) declared, we would likely accept that the difference between ESP and GE is *'in theory nothing, in practice a great deal'*, in the words of the writers themselves (ibid, p.53). *'All decisions as to content and method (in ESP) are based on the learner's reason for learning English'*. (ibid, p.19), it means that the purpose of studying a language (in our case English) is due to the learners' requirement. And this is the same ground in which Hutchinson (1987) and Dudley (1998) locate the same idea; that there are certainly various needs for different learners to learn English

'And thus establishes the primacy of need in ESP. need is defined by the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English-speaking country to work purposes such as participating in business meetings or taking hotel bookings. These purposes are the starting points which determine the language to be taught'. Dudley and Maggie, 1998: 3.

On the other hand, in General English classes, teachers while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs' analysis to find out what was necessary to actually achieve it, Laurence Anthony (2000). Teachers nowadays, he adds, however, are much more aware of the importance of needs analysis. Thus, *'in more specific ESP teaching, the nature of the interaction between the teacher and the learner may be very different from that in General English class'*, (Dudley and Maggie, 1998: 4). And this is what essentially makes ESP and GE each has its own methodology.

So, In contrast with GE, ESP focuses on a determined type of language related to the medium of university and thus to the study of academic language or to a certain work environment making ESP a complex concept. Jeremy Day and Mark Krzanowski (from Demetrian, 2013) explain that *"the P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers"* which makes ESP the framework that includes in broad lines as we shall see.

1. b. 3. ESP Characteristics

A popular accordance is that differences are mainly understood through recognizing the elements typifying, at least, one of the target subjects. So, we, by listing here the characteristics of ESP, try to distinguish between the two

items under examination of the present chapter. Dudley and Maggie (1998) set such elements, and gave ESP its own specificity; in terms of absolute and variable sets of characteristics that provide us with more comprehensibility of the distinctiveness between GE and ESP:

I- Absolute characteristics

- ESP is designed to meet specific needs of the learner.*
- *ESP makes use of the underlying methodology and activities of the disciplines it serves.*
- *ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.*

II- Variable characteristics

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

However, these characteristics of ESP brought an idea which echoes the one put forward by Hutchinson (1991) in that ESP is both “*an approach to language learning*” and “*an approach to language teaching in which all decisions as to content and method are based on learner’s reason for learning*” p. 19. So, during an ESP course it is the attitude of the teacher and of the learners that counts; one supporting the other. (Demetrian, 2013: 48).

On an equal footing, Robinson (1980), comment ‘*that ESP courses are generally constrained by a limited time period, in which their objectives have to*

be achieved, and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.
p. 4.

At last, we can say that it is evident that there are both similarities and differences between ESP and EFL (in its generality) which must not be neglected by teachers. ESP and EFL do diverge in the needs of learners as well as in the aims of instruction but they can, up to a point, be similar in the choice of the teaching method. According to Jeremy Harmer and all the other theoreticians of English teaching, in EFL courses all grammar rules are taught and all the four language skills (listening, speaking, reading and writing) are equally emphasized whereas the material comes from a range of sources and is based on topics whose selection reflects not necessarily the students' needs which are not easily identifiable yet but their interests and their culture. (Anna Maria Demetrian, 2013: 46).

2. Structure of English for Specific Purposes

ESP is engendered from the developments of communication, which demanded developments in learning, thus in teaching language; consequently trends in ELT, so in EFL and ESL (away from EMT which has also various branches), then GE which counters ESP in most views.

ESP by its turn has generated other numerous branches in the form of different movements that are summarized into two main strands, from which various disciplines came to appear: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These branches were called by the birth of the new contexts which were not on the teaching lists in the past. GE has dominated long decades of the different classes of literature, arts and civilization. However the industrial age began and an urgent need of technologies and more technical speech is demanded. So, it came the time to generate new codes for the language to appear according to the needs for the new studies.

Teaching English therefore, had to be based, with its new and various trends on the categories the class or the "context" indicates. A petroleum engineer differs in his need of learning English from a student in literature departments. The first, desires in addition of what he has already had in previous courses of general English, to learn about the much specified terms and entries of his

domain. On the other hand, literature students have no need but to understand and master the all skills of English in general. Dudley and Maggie (1998) give us a typical modal of ESP categories in which they present English for Occupational purposes (EOP) and English for Academic Purposes (EAP) as the tow major ones; from which EPP, EVP, EAP and EST are resulted:

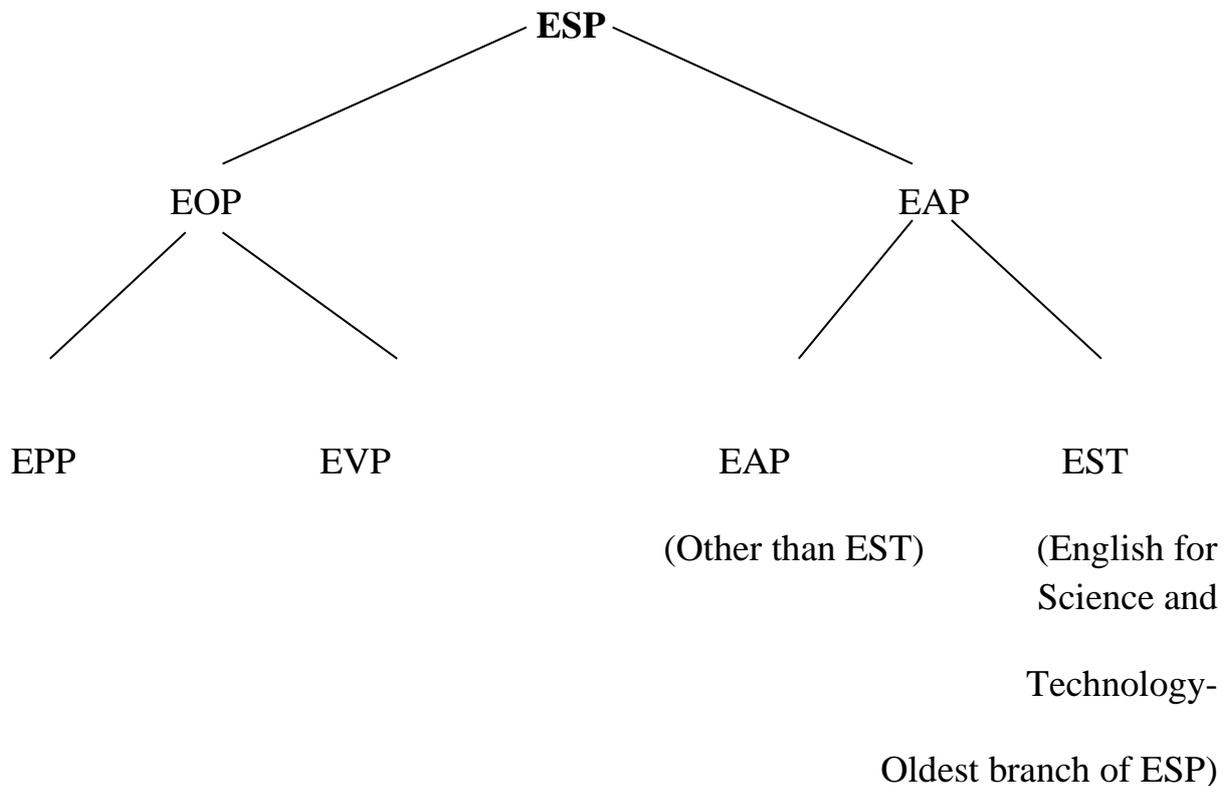


Figure 5: English for Specific Purposes

(From Johns in Jordan, 1997: 3).

Another typical diagram (ibid, p. 3) presents the seed and the main branches of ESP with more illustrations that we will take it partially in our next point of discussion. It sets that both speech and text based skills are taken into account whether teaching English has no particular purpose, or is done for conversational purposes and communicative situations, as well as the ESP case. It presents the different ‘what for?’ English is studied and the examples that can make the sense nearer to be got.

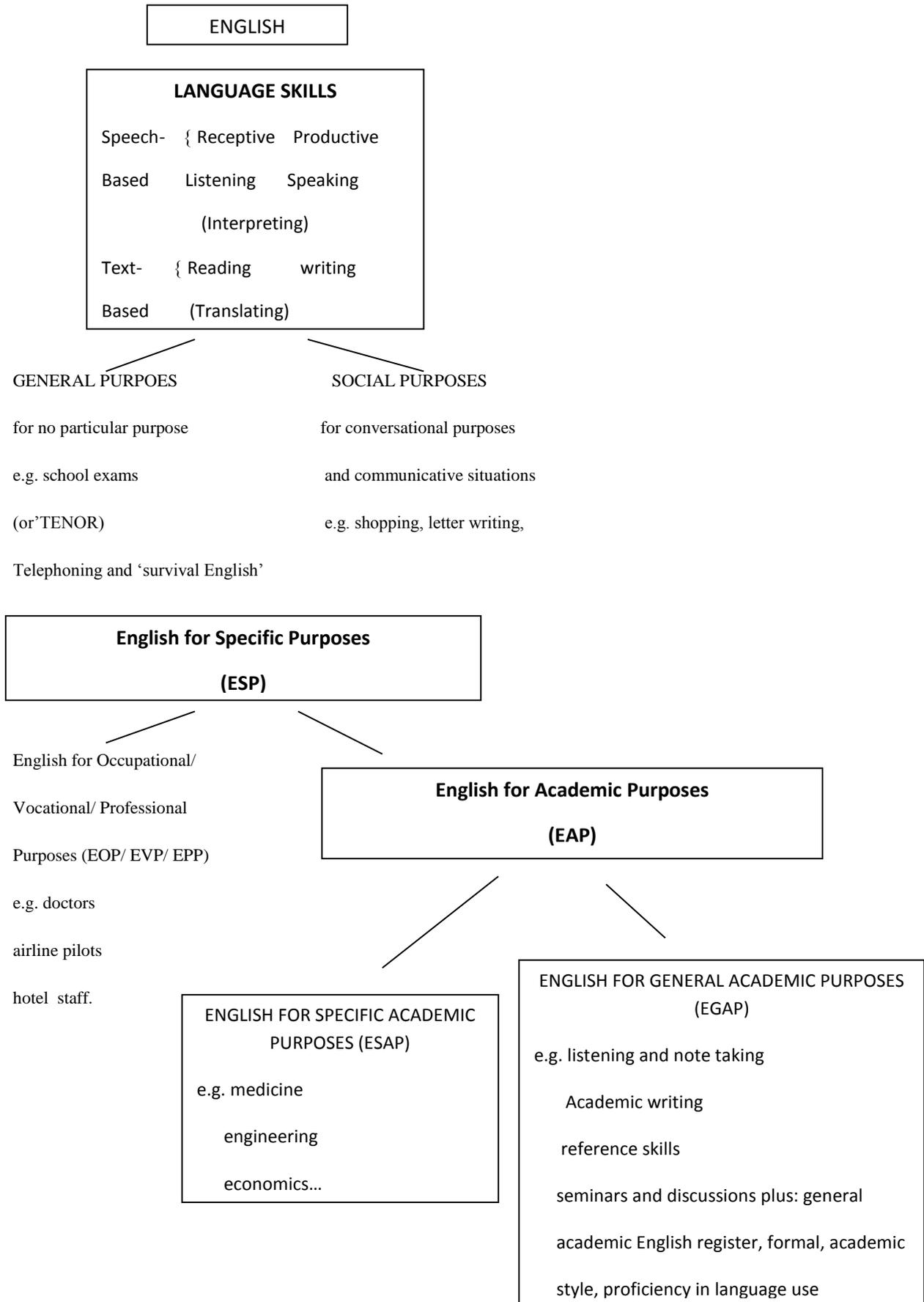


Figure 6: English Teaching Purposes

We can notice in the preceding diagram that English for Academic Purposes (EAP) and divisions (ESAP/EGAP) touch actually the most important fields of the ‘*Age of Globalization*’ i.e. the most important sides concerning the modern generation. Therefore, we will look at EAP in a little more detail.

3. English for Academic Purposes (EAP)

3. a. Definition

EAP is, as defined by Jordan (2000: 1), concerned with those communication skills in English that are required for study purposes in formal education systems.

EAP is differentiated from EOP, EVP and EPP, in terms that in the former; the learner requires English for academic study, whereas in the other disciplines, he/she does so for work. Hutchinson and Waters (1987), p. 16. An example can be distinctly got out from figure: 6 (English purposes), where doctors appear under EOP/EVP/EPP, and medicine is listed under ESAP (a division of EAP). For trainee doctors, material has been devised to give them practice in doctor-patient interaction in casualty consultations (Candlin. 1977, from Jordan, 2000: 4).

However, for students of medicine, a book and some cassettes have been prepared, under ESAP, to give practice in reading textbooks, listening to lectures and so on. (E.g. James, 1989, *ibid*). In other words, medicine for AP is invented for medical students, and studying for EOP is invented for practicing doctors. It was taken in consideration the matter of difference that exists between studying something and practicing it. Day and Krazanowski (in Demetrian, 2013: 46) consider that there is a distinction between “*ESAP, which trains students for their future work, and EGAP (...), which trains them for their current studies*” but that in reality this distinction is often blurred, obviously depending on the curriculum of the university which sometimes places both types of English in the same course.

3. b. Divisions

Divisions within EAP were the result of the new demands of ‘a Brave New World’. Hutchinson and Waters, 1987: 6). ‘*The special discourse used in*

specific settings by people sharing common purpose'. (Ruiz-Garrido in Demetrian 2013: 45) as ESP is agreed on, this regrouped the different divisions within EAP. In other words, learners or let's classes are divided according to the homogeneity of the students' needs and so are the EAPs.

English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have always had their places in EAP, but English for Science and Technology (EST) has been the main area of EAP (Dudley and Maggie, 1998: 7) for the reason of the huge industrialization that the world has seen since the early 19th century. In addition, English for Management Finance and Economics (EMFE) has established its position as a necessity in the present time. So, EAP has been divided according to the needs of different domains as showed in the following diagram:

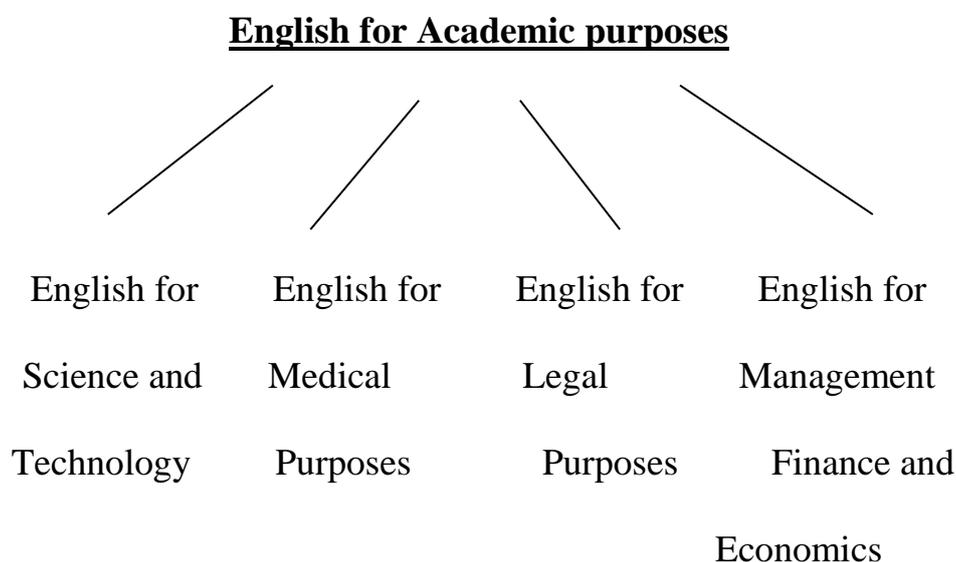


Figure 7: EAP Divisions

(Dudley and Maggie, 1998: 7.)

3. c. Settings

The international nature of EAP globalizes its importance. It takes place in different contexts, sourced from an entirely English world (USA, UK, Australia, Canada, etc) which form actually the heads of developed civilized world.

Many countries adopted English as Foreign Language or as a Second Language officially to their educational systems aiming at adopting the techniques that the English speaking world used to be pioneered in almost every domain. So, in these countries, 'the students may need EAP for higher education studies in their

own country, or in L1 countries' (Jordan, 1997: 2). They attend academic courses usually at the same time as they are studying their mainstream subjects. In addition, these courses may be short, e.g. 4-12 weeks, or long, e.g. 6-12 months, or longer. They may include formal teaching programs, self-access situations, distance-learning materials or computer-assisted language learning, which may be directed by native speakers of English (NS) or non-native speakers (NNS). (ibid, p.2).

However, the pattern in which EAP courses run, vary from one country to another according to the settings and situations that are unstable. Moreover, the rates of EAP needs differ from one division to another, but EST stays one amongst the prime positioned ones. It is the interest of the entire globe for it touches the most prudent spheres of any national plan; including politics, economics, and military services.

4. English for Science and Technology

English for Science and Technology (EST) is the traditional term of what literature favors to call English for Science and Engineering (ESE) as we have pointed out. It was an obligatory division of EAP going on an equal footing with the new demands of the novel world. Science and Technology are the up-to-minute aspects for which every administration is looking. EST is defined as *«the greatest plea for effective academic and professional English instruction in these disciplinary domains comes from the engineering community which prefers to be labeled as engineering rather than labeled as technology.»* (Orr, in. Zamifra, 2013: 179).

Algeria -like all other petroleum countries- sees it necessary to go after the new development's pillars therefore, adopted EST courses to produce the staff that the new world really demands. It was in the early 70's that the highest institute of science and technology in Algeria was founded under the direction of Ministry of Energy and Mines with the main mission of ensuring the training of specialists in Oil and Gas, and promoting scientific and technical research. And the privileged language in use is English and it takes part of the program for almost 30 hours a week.

EST teaching in its broadest exercise is designed to build up learners, adult learners in fact, whose English verbal communication is more scientific and technical due to the disciplines they serve.

4.1. Features of EST

EST, as previously figured, is an EAP division which is an ESP division itself. Thus, characteristics are inherited –if we can say- in terms of:

- **Purposefulness:** the EST language is of. Ramakanta Sahu in his seminal paper “English for Science and Technology” says that the language here serves a purely referential purpose. It is used to define, classify, report, explain, and prove, Sahu adds.
- **High learner centered focus:** EST courses and subject matters have to be dictated by the requirements of the specific learners attending EST classes.
- **The specific terminology and materials:** (which are supposed to be technical and scientific) as forefront aspects are not to be absent from the whole EST teaching context. EST is “*manifested in a certain way in the expression of concepts and procedures that characterizes the study of science and technology. Therefore words in English for Science and Technology have to be immune to any cultural associations or implications*”. (ibid).
- **Objectivity and impersonal tone:** the communication within an EST context is to be objective rather than subjective because of the heaviness of the subject matter to the communicators themselves. *Most often it is the referential or propositional meaning of language and not with the pragmatic or a socio-linguistic meaning [...] obviously the language in science and technology is valued for objective, propositional content, where an interrogative structure means a question and a declaration is embedded in a statement.* (ibid).
- **Clarity of concepts and logical thinking:** are very important too. The knowledge aimed at by EST has to be accessible. ‘we thus need a rhetoric that reveals how knowledge is mapped into the print and sound system of English’ (Jones, K and Roe, P, 1975 in ibid).

5. EST at IAP/ School of Engineers

The Algerian Petroleum Institute offers the work field with engineers graduated for high leveled five years. The students attending IAP, for their first

year, are adults between 19-21 years old and at the beginning of their specialism (as mentioned in General Introduction). They have already taught at the same rate, if we can say, GE; thus the ESP learnt at this level is “a continuum of general English on a higher, more specified level, integrating occupational, linguistic and social skills to prepare students and to introduce them to the kind of English they will meet in real situations in their future professions or need for their further education”. (Benaissa, 2004: 3).

The program of English is an intensive one. Classes are composed of no more than 12 students and tutored by 2 English teachers for they have to deal with two different types of English. The learners contact the language 30 hours for week. The program lasts for 15 weeks and it works as follows:

- The 8 first weeks GE and EST are taught 15 hours per week each.
- From week 9 to 15, 7-9 hours of EST added and GE courses drop to 21-23.
- After the 15th week 6-8 hours are taken from GE for technical courses.

The deduction and not elimination of GE is to maintain the learners’ interest in English instruction. And the introduction of more technical courses is to develop the ESP practice rather than theory.

The IAP instructors vary the EST courses according to the skills needed to be progressed. For the 3rd year Maintenance, extensive reading provides students with the special vocabulary connected to their discipline. This course helps students develop academic skills such as scanning, skimming, paraphrasing, summarising, organising, analysing, and problem solving (ibid, p. 4). In their 4th year students are prepared to write reports. ‘Summarizing and paraphrasing are basic writing skills for engineers’ (ibid, p. 5) this task moves on an equal footing with the oral skills in order to produce new documents based on the students’ comprehension in addition to retelling tasks and presenting projects. Coming to the 5th year, the EST program focuses on the techniques of oral presentation, this is because the engineering student has to know how to negotiate and establish interpersonal interactions.

EST taught in the IAP classes includes also those in-company courses on ESP addressed to graduated adults working for Sonatrach. ESP instructors are asked to focus on the exact needs of the “*specific profession* (here engineers, geophysicians, petro-chemists...)” and in the same time of the “*specific*

organization". The administration plans for these in-service students an intensive EST program by the end of every academic year. For along three months from late May to August, 15 to 18 groups of engineers attend 300 hours of EST classes. They are taught both the GE and the EST by one teacher for each and have to pass through a testing and grading examination following the Michigan Test of English and Language Proficiency. All this happens under the company control and stays within it even after the classes are over.

Conclusion

In summary, we've talked in this chapter about teaching English and its two varieties depending on its different objectives; teaching the language for the language itself and teaching it for the specific purposes intended to meet by different groups of learners.

We've set up a downward hierarchy from ESP, to EAP, to EST; through which we've attained the elements which characterize teaching this specific aimed English for Science and Technology, and so, to assemble the first terms and aspects we're basing the handed work on.

We came to the point that English as a language is at the same vein with other languages aiming at communication. However, the communication is to be different according to the specific situations a teacher and/or a learner has to cope with.

CHAPTER THREE

SUPERVISION

Introduction

1. Definition of Supervision

1.1. History of Supervision

1.1. a. Supervision in the Early 1700s

1.1. b. Managing Teachers (the Scientific Approach)

1.1. c. Instructional Supervision

1.1. d. Clinical Supervision

1.1. e. Mastery Teaching

1.1. f. The Era of Teacher-Centered Supervision

2. The Role of the Supervisor

3. The Need of Supervision

3.1. General Perception

3.2. Supervision Needed for Early EST Teachers

Conclusion

Introduction

In the previous two chapters, we tried to present an overview on teaching English and its different contexts, meanings, and derivations which mark the urgency for language teachers to enhance and develop their capacities. In the present chapter we aim to shed light on what we suppose can help novice teachers to do so. We attempt thus to put our focus on “supervision” and the most elements having direct relation with teachers’ supervising. We hypothesize, too, that through supervision as the easiest device we get at hand, novice EST teachers would better manage most of their issues. Kayaoğlu (EFL PhD) sees that the key to teacher development lies within well-planned teacher supervisory activities¹ as solely the possible way of in-service training.

What is supervision? What are the main pillars on which it stands? How could it be playing an important role to develop in-service young EST teachers’ experience? These are the chief questions we tried to deal with subsequently.

1. Definition of Supervision

In fact, to determine an idiom, one needs to put it first in the right context. In this paper we are in focus with supervision as a term used in the teaching process. Moreover, we need to examine first the decades witnessing the establishment of this word in education.

1.1. History of Supervision

1.1. a. Supervision in the Early 1700s

Two centuries before, supervision was of only a religious view, we talk here about the teacher who was considered by the clergy; a servant of the community. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction. These supervisors had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers (Burke & Krey (2005), in Mazano, Frontier and Livingston, 2011: 58). Because there was no necessary agreement as to the importance or nature of pedagogical expertise, the quality and type of feedback to teachers was highly varied. So, supervision

¹ <http://trib.com/opinion/columns>.

at that time was seen of giving the supervisor the opportunity to judge the qualifications of teachers and decide whether or not he could practice the job.

The years were going, and the important changes happening in the whole world amongst different movements in schooling have raised the demand ‘for teachers who held expertise in specific disciplines and for administrators who could assume increasingly complex roles. One teacher within a building was often selected to assume administrative duties. This "principal" teacher ultimately grew into the role of building principal’ (Mazano, 2011: 58). The writers add more details by quoting from Tracy (1995) Tracy who explains: "Rather than simply understanding the mores of the community, the supervisor now needed to have subject area knowledge and teaching skills" (p. 323). Clearly, clergy were not trained for such a role. So, teachers’ supervision became freed from religious rules which “kept a strict watch on them”.

1.1. b. Managing² Teachers (the Scientific Approach)

More industrialized, the world was in search of more newness and effectiveness in terms of the good teaching; the sole responsible of carrying it on the hand of modernity. So, different educational systems perceived the dawning of the awareness that pedagogical skills are a necessary component of effective teaching. Although there was little or no formal discussion about the specifics of these skills (in the mid-1800), the acknowledgment of their importance might be considered the first step in the journey to a comprehensive approach to developing teacher expertise.

Some progressive elements which held education to base on supervision, are those led by John Dewey³and Frederick Taylor⁴. The first saw ‘*democracy, not scientific management, as the conceptual underpinning of human progress. He argued that schools should be organized in such a way that students can practice citizenship and further develop the ideals of democracy (Dewey, 1938, 1981). Progressive ideas such as a student-centered education, connecting the classroom to the real world, differentiation based on student learning needs, and integration of content areas were espoused by Dewey as ways of bridging the gap between students' passive role as learners and the active role they would*

² Means supervising in terms that teachers are the factory workers like, and they could be performed with the best method could be determined.

³ Dewey was one of the most prolific writers and thinkers in the field of education in the early 20th century.

⁴ Taylor, a thinker whose principles of the scientific view of management are to be considerable in education.

need to play as citizens' (ibid, p.59). The second, has influenced the field of education in the sense of treating it the same way other fields are treated so.

In other words, as the authors add '*Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life. The specifications for manufacturing come from the demands of twentieth century civilization and it is the business of the school to build its pupils according to the specifications laid down'*. (Cubberley, 1929: 338)⁵.

So, educators started exercising some kind of measurement as an ultimate tool for more scientific approach to schooling. They highlighted the productivity of teachers and schools on the basis of the so-called *factory metaphor*. They necessitated thus the supervisory facet of teaching in the way of feed backing teachers. For example, on a scale from A to F, this 6th grade a teacher was given a D for her arithmetic lesson, as described by Cubberley(1929) whose supervisory form stated:

Weak Points: Entirely wrong procedure for type of problems used. No attempt at problem-solving instruction. ...

Suggestions Made: Explained to her that, being a new teacher to our schools, she evidently did not know how we taught Arithmetic. Explained faults of the lesson, but commended her managerial ability. Told her how she should handle such work, and gave her Newcomb's Modern Methods of Teaching Arithmetic to take home and read designated chapters. (Cubberley, 1929: 327)

1.1. c. Instructional Supervision

After the era of this scientific approach which describes the supervisory process in terms of raw materials and products came to an end by the conclusion of World War II, it came the time to more emphasis given to tend the teacher humanistic side not only to develop his unique skills. Mazano (2011)stated that "the first fundamental in understanding the teacher is ... that the teacher is a person, different from every other person, living in an environment which affects and in turn is affected by that person", (p. 61)⁶. In spite of the emphasis

⁵ Found on the web site: www.ascd.org

⁶ Originally sourced from an article titled: "The Supervisory Visit," Elsie Coleman (1945) in *Educational Leadership* magazine, January 1946.

on the teacher as an individual, the role of the supervisor during this era was defined in rather specific terms. Unfortunately, the list of supervisory responsibilities was quite long and broad (ibid, p. 62). The supervisor had to create syllabi, visit classrooms, assess teachers, and make conferences as well as individual meetings... These proliferated counterproductive responsibilities of the supervisor gave education one positive outcome from this era which was a consensus on the importance and utility of teacher observation. And it provide the next stage with an additional element ‘discussion’ to go side by side with observation to form what was called *clinical supervision*.

1.1. d. Clinical Supervision

It was described that clinical supervisory models spread like a wildfire by the end of the 20th century. The clinical approach was “analogous to supervisory practices used in teaching hospitals. The process involved a purposeful, symbiotic relationship between practitioner and resident, where observation and discussion drove both parties to higher levels of growth and effectiveness (Goldhammer, 1969: 54). Clinical supervision aimed to involve the teacher and the supervisor in a reflective dialog because each of them has his personnel and unique model of what *a good teacher* is. Thus, it was best seen to operate by accretion rather than criticism.

Flanders (1976) sees clinical supervision as:

“a special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied... [I]t seeks to stimulate some change in teaching to show that a change did, in fact, take place, and to compare the old and new patterns of instruction in ways that will give a teacher useful insights into the instructional process”. pp, 47- 48.

Sergiovanni and Starratt (1979) state that clinical supervision:

“refers to face-to-face encounters with teachers about teaching, usually in classrooms, with the double-barreled intent of professional development and improvement of instruction”. (p. 305).

Robert Goldhammer one of the practitioners worked with Morris Cogan the father of the current approach, developed a five-phase process of clinical supervision summarized by Mazano (2011) in the following:

- *Phase 1—Preobservation Conference:* This phase was designed to provide a conceptual framework for the observation. During this phase, the teacher and supervisor planned the specifics of the observation.
- *Phase 2—Classroom Observation:* During this phase, the supervisor observed the teacher using the framework articulated in Phase 1.
- *Phase 3—Analysis:* Data from the observation was organized by the supervisor with the intent of helping teachers participate "in developing evaluations of their own teaching".
- *Phase 4—A Supervision Conference:* The teacher and supervisor engaged in a dialogue about the data. The teacher was asked to reflect upon and explain his or her professional practice. This stage also could include providing "didactic assistance" to the teacher.
- *Phase 5—Analysis of the Analysis:* The supervisor's "practice was examined with the entire rigor and for basically the same purposes that Teacher's professional behavior was analyzed theretofore".

Figure: The Five-Phase Process of Clinical Supervision.

In fact, the vision of supervision as a collegial work enhancing the independency teachers for practicing was not clearly put on as cornerstone for this movement, thus it did not last for long till Madeline Hunter scaled up to the stage with her work known as “Hunter’s model of lesson design” which became one important basis of the supervisory aspect.

1.1. e. Mastery Teaching⁷

Hunter broke new ground to use professional development to articulate a common language of instruction. By 1980, she identified a variety of purposes for supervisory conferences that included the following (Mazano. 2011):

- To identify, label, and explain instructional behaviors as related to research;

⁷ Mastery Teaching refers to Hunter’s perspective of supervision.

- To encourage teachers to consider alternative approaches that are aligned to their style of teaching;
- To help teachers identify components of lessons that were not as effective as they had hoped;
- To identify and describe "less effective aspects of teaching that were not evident to the teacher"
- To promote the continued growth of excellent teachers;
- To evaluate "what has occurred in and resulted from a series of instructional conferences" supportable by objective evidence rather than based on subjective opinion. (Adapted from Mazano, 2011).

Supervisors and teachers started working accordingly to the content of the pre-conference, observation, and post-conference. Moreover, Hunter's model of lesson design became the barème on which teachers described their lessons, and supervisors determined the effectiveness of observed lessons. And this is what the model presents:

Elements	Description
<u>Anticipatory set</u>	A mental set that causes students to focus on what will be learned. It may also give practice in helping students achieve the learning and yield diagnostic data for the teacher. <i>Example:</i> "Look at the paragraph on the board. What do you think might be the most important part to remember?"
<u>Objective and purpose</u>	Not only do students <i>learn</i> more effectively when they know what they're supposed to be learning and why that learning is important to them, but teachers <i>teach</i> more effectively when they have that same information. <i>Example:</i> "Frequently people have difficulty in remembering things that are important to them. Sometimes you feel you have studied hard and yet don't remember some of the important parts. Today, we're going to learn ways to identify what's important, and then we'll practice ways we can use to remember important things."
<u>Input</u>	Students must acquire new information about the knowledge, process, or skill they are to achieve. To design the input phase of the lesson so that a successful outcome becomes predictable,

the teacher must have analyzed the final objective to identify knowledge and skills that need to be acquired.

<u>Modeling</u>	"Seeing" what is meant is an important adjunct to learning. To avoid stifling creativity, showing several examples of the process or products that students are expected to acquire or produce is helpful.
<u>Checking for understanding</u>	Before students are expected to do something, the teacher should determine that they understand what they are supposed to do and that they have the minimum skills required.
<u>Guided practice</u>	Students practice their new knowledge or skill <i>under direct teacher supervision</i> . New learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily "set" so that correcting it later is harder than correcting it immediately.
<u>Independent practice</u>	Independent practice is assigned only after the teacher is reasonably sure that students will not make serious errors. After an initial lesson, students are frequently not ready to practice independently, and the teacher has committed a pedagogical error if unsupervised practice is expected.

Figure 8: Hunter's Model of Lesson Design⁸

1.1. f. The Era of Teacher-Centered Supervision

In reaction to the recommended applications of clinical supervision and mastery teaching, other supervisory models were promoted to serve the teacher's career goals. William Glatthorn and Thomas McGreal delineated a range of supervisory options based on teacher experience. , Glatthorn (1984) explained that as professionals, teachers should have input and some sense of control over their development. Through differentiation, supervisors were expected to focus clinical supervisory practices on staff members who would derive the greatest benefit from a clinical approach. Additionally, different opportunities and venues for professional growth were to be provided for

⁸ Source: www.ascd.org

teachers based on their individual needs. (from: Mazano, 2011). Additionally, McGreal recommended that teachers should be placed either in an intensive evaluation program designed to make high-stakes decisions related to continued employment or granting of tenure, or in a standard evaluation program designed for quality assurance. (ibid).

Another angle was that the most important goal of supervision was the improvement of instruction led by Carl Glickman. He noted that to implement a robust model of supervision, educators must take a systemic approach to the supervisory process: "By understanding how teachers grow optimally in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teacher needs into a single fluid entity" (1998: 10).

The execution of that approach was through some related deeds described by Glickman: "(1) direct assistance to teachers, (2) group development, (3) professional development, (4) curriculum development, and (5) action research" (ibid, p. xv).

At any rate, it was seen that a continuous help if we can say might be held in order to allow teachers develop their professional experience. And it was accorded that it is through supervision, which came to be known as the professional learning method, that this enhancement could best be gained. Albeit, many opposed theories⁹ tried to replace the supervisory methods but they got the biggest criticism that they stepped back as fast as they appeared.

2. The Role of the Supervisor

The roles passed to supervisors to guide the progress of the in-service teacher in terms of building up the correct skills. Reznich defines the roles of a supervisor as: "training teachers with different needs, fostering teacher independence and responsibility, making personal decisions, modeling good teaching, evaluating principles and assumptions, managing time, and balancing friendship and work roles." (Teaching teachers, 1985: 39). The definable roles of a supervisor, according to Reznich too are drawn in a set of different stages:

⁹ As the RAND Study and the Danielson model of evaluation.

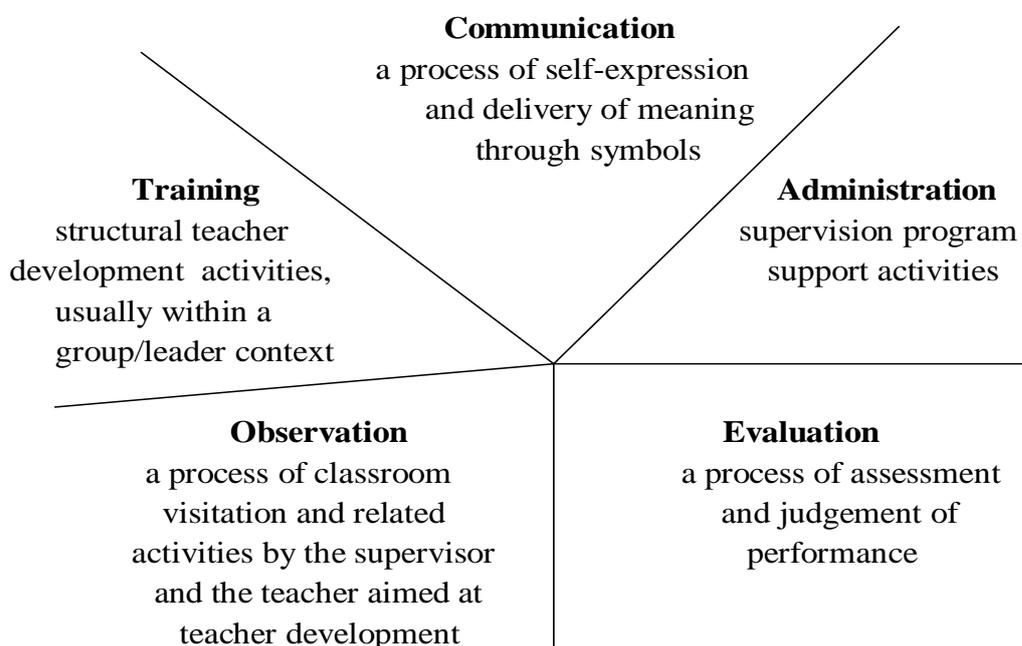


Figure 9: The Roles of Supervisors (ibid, p. 35)

In many cases the supervisor can help in different ways and by different strategies the triumph to achieve more experience.

Amid the movement of the whole supervisory approach, the supervision task changed to be more collaborative in terms of the balanced responsibilities of both the teacher and his supervisor. Thus, the latter comes to the phase where he is no longer the watching eye of trainers under his wing, but he must form the one hand making them succeed to apply their personal theories within the comfortable air of the supervisor's experience.

In fact, the role of the supervisor has developed gradually from the 'master teacher' of the traditional method: *craft model* in which the supervisor observes and imitates, to be only the source of theoretical information in the *applied science model*, and the *reflective model* that gives the trainee the authority of building his own body of experience, with little or no information gained from the trainer. (These notions are described in: Ur Penny, 1997: 60).

However, newest studies suggest that the roles of a supervisor should be neither just to ‘tell’ everything nor to not to tell nothing. The functions of the trainer, I believe, as Penny Ur says, are:

- To encourage trainees to articulate what they know and put forward new ideas of their own;
 - To provide input him- or herself and to make available further sources relevant information;
 - And, above all, to get trainees to acquire the habit of processing input from they eventually feel personal ownership of the resulting knowledge.
- P. 6.

3. The Need of Supervision

3.1. General Perception

In most cases teachers’ knowledge is formed while practicing their job, i.e. in their professional teaching. Some even claim that they learned everything from experience and nothing from their pre-service course at all –this is especially true of those who took courses that were predominantly theoretical (ibid). Thus, an in- service intervention may or definitely can bring a new teacher to the starting point to begin his task competently as a basis for his own experiential development.

Moreover, assigning experienced teachers to guide and support novice teachers, provides valuable professional development for both new and veteran teachers (Holloway, 2001).

As mentioned before, the need of supervision for Algerians teaching English is dictated by the factors of the position of English in the Algerian context (described in chapter 1), their quality as graduates who become in-service teachers of English for different purposes, in our case for science and technology. “We agree that the present EDC¹⁰ does not equip students with the required knowledge and skills needed for prospective teachers as teaching practice is totally absent from the curriculum [...] when intended to teach, they find little opportunity to develop effective skills through the process of learning to be a teacher for “pedagogic” courses are essentially theoretical’ (Bensemmane, 2003). And it is illogical and time wasting to expect these teachers to ‘reinvent

¹⁰ English Degree Curriculum

the wheel' in the words of Ur (1997), who adds 'this is like expecting physics students to discover known laws of physics through their own experiments' p, 7.

We try to move side by side with the present work of the teacher, taking in consideration that he is no more a student but there is a chance for him to learn more. We need to provide in-service teachers with a medium which can easily be viable in their in-service environment to examine and cure their lack in developing their experiences. And supervision here is amid many other possibilities and furthermore one better solution.

According to Freeman (1989), the purpose of development is for the teacher to generate change through increasing or shifting awareness. Clinical supervision, which is a way of contributing to teachers' development, can create this awareness through its on-going process.

Teachers are aimed to be independent and effective, therefore supervision which purpose is that so, is supposed to be influential. And it is necessary to rise up teachers' awareness about it.

Freeman (1989) discusses how this awareness takes place:

“The teacher and the collaborator engage in a process, the purpose of which is to generate some form of change in the teacher.... Change does not necessarily mean doing something differently; it can mean a change in awareness. Some changes occur over time, with the collaborator serving only to initiate the process. Through development, the collaborator works to trigger the teacher's awareness of what the latter is doing. By asking questions, by making observations in a detached way, by sharing personal teaching experience, the collaborator endeavors to start the teacher on a process of reflection, critique, and refinement of the teacher's classroom practice”. P. 40

As we get from the above quotation, there is a need of more than a teacher to develop teaching; a collaborator is, as well, called for to associate with the teacher for the development of the process.

3.2. Supervision Needed for Early EST Teaching

Teachers seemed to prefer and trust experienced structures held by old hand teachers. They tended to avoid structures that were completely new to them -and

what's newer than a purpose never had in his studies- Devon Woods (1996) tells us of a teacher's interpretive: "... *I found that very often I was trying to do what I was told to do when I took my diploma in education but it that was almost impossible to follow all those rules. In theory they were fine, but in practice they didn't work*". P.182

*'The status of the ESE teacher is generally regarded as one of "disciplinary outsider" (Parkinson, 2013), as they are generally language specialists, trained in humanistic sciences, with no insider knowledge of the subject which English only serves as a tool. The challenge of ESE teachers is not only to master a specific area of vocabulary which they should then transmit, but to gain insider knowledge of that subject, not by becoming engineers themselves, but by finding ways to best put the language at the service of students as future professionals, in an interdisciplinary approach; it is a scenario in which **collaboration** between ESE teachers and the engineering faculty department staff is not only advisable, but **essential**'.* (Alina Roxana Zamfira, 2013. P. 178).

In her article entitled Technical English Teaching, Fella Benaissa¹¹ merely gives us the much issued situation of an English language teacher in an ESP context. She provides us with some precious remarks that English for Specific Purposes is probably the most challenging branch in language teaching, it is, by nature, content-based in that the students' purposes and interests are to a large extent uniform. As claimed by many ESP teachers "in a way it is easier to develop an ESP class than a content-based ESL/FL class, because although both use content as a vehicle for language teaching, it is difficult to find topics which interest all of the students in the typical ESL/FL class"

However; we should also remember that we are not specialists *in the field*, but *in teaching English*. On entering the classroom, we ought to know that our subject is *English for the profession*, and not *the profession in English!* We help our students, who know their subject much better than we do, develop the skills which are essential for them in understanding, using, and/or presenting authentic information in their profession.

¹¹ Master of the English department in the: 'Institut Algerien du Pétrole - Boumerdès' and an ESP teacher there since 1982.

A professional ESP teacher must be able to easily switch from one professional field to another without being obliged to spend months on getting started. (Benaissa, 2000: p 6-7).

The need to be supervised in a climate of trust of course is because of those specific learners who are taking the language, as engineers (in IAP) who have to use language not only to report information, but also to establish interpersonal relations. (ibid, p. 5).

Conclusion

Throughout this chapter we tried to give an overall presentation of the teacher supervision survey. We followed the chronological appearance of the main aspects which characterized the birth and the growth of the process of supervision. We got that after the educational systems became more complex, the need for more specialized guidance for teachers gave rise to the principal teacher as leader and a growing awareness of the importance of pedagogy. We also saw a proliferation of the responsibilities of the supervisor demanded as a result of the vital needs English for specific purposes teachers have.

Concerning what is dealt with in the theoretical part of our research, we can conclude that the language teaching process is high valued in terms that it is the basis on which the entire world knowledge stands and spreads.

Moreover, the assimilation of foreign and second languages in an educational system is really needed to have an eye on the different developments occurring day by day all over the globe. And as English is the world's technical tongue, many countries amongst Algeria took it on to go side by side with the modern demands and issues related to every aspects of progress of which economy is the most dominant.

Language is most certainly easier to learn when it is real and natural, and relevant. It is easier when "it belongs to the learner, has purpose for him/her, when the learner chooses to use it and has the power to use it" (Goodman 1986 in Benaissa, 2000). However, it is harder to teach in regard of this specialism.

English teaching, thus, does not stop at the point of teaching it as a language to be mastered in terms of grammar or vocabulary, but as a purposeful means to dominate different realms as science and technology. In simpler words, English

language teaching should be carried on beyond the linguistic have to learn to the technical and scientific are in need.

The determined aim of learning English has thus required a specific teaching that a novice teacher has to know more about. As a solution, we surveyed the process of supervision in order to have a helping entry to melt down most of the 'specification' problems which an ESP teacher can face in his early career.

CHAPTER FOUR

RESEARCH DESIGN

Introduction

1. Methodology

2. Variables

2.1 Dependent Variable

2.2. Independent Variable

2.3. The Relationship between Dependent and Independent Variables

3. Population and Sampling

3.1. Case Study Approach

3.2. Limitations of Case Study

4. Data Collection

4.1. Why Questionnaires?

4.2. Drawbacks of Questionnaires

4.3. Types of Questions

5. Data Analysis

Conclusion

Introduction

It is well known that researches are done to examine problematic situations and propose some effective solutions to resolve them. Most researches then, used to be presented accordingly through theory and analysis.

In the previous chapters we set the different fractions of the theoretical side of this study. This chapter describes the research methodology used in this literature, so introduces the analytical part of it.

We present in this chapter; the adopted approach and the reasons why we have chosen it. The variables on which the research is depended are also presented. The population and the case study are to be described too as well as the data collection process. In addition, it is dealt with the analysis of the collected data.

1. Methodology

In our study we suppose that supervision is an element which may help novice teachers overcome practicing theories' problems and being fast experienced. So, we're about to deal with the cause/effect relationship of two variables, i.e. supervising EST new teachers (the independent variable) is presumed to have a positive push for them to enhance their experiential knowledge(the dependent variable). Hence, we choose among the various possible methods of researching; the descriptive one which is used to identify the nature of something that happening and some circumstances that may affect it.

We follow the strategy of 'investigating the phenomenon with its real-life context (Yin, 2009), that's handling a specific case of study. The data are collected through questionnaires which are the appropriate tools of such methodology, then analyzed descriptively to obtain the results which are stated at the end; in order to draw the full scheme a description needs.

2. Variables

Most researches attempt either to create new elements that are absent or to improve already existing ones. And this is solely possible by 'taking into consideration measurable factors that are subject to change due to circumstances. Anything that can vary in research due to circumstances is called a variable (<http://www.napce.org/sitwe>). The variable is the object within a research which can change and the researcher has to measure. Variables can be *categorical* (derived from the selection of categories), *descriptive* (not related to any particular thing), *numeric*, *nominal or discrete...etc*, but still the major types of variables are the dependent and the independent ones.

2.1. The Dependent Variable

The dependent variable as its name indicates is something which depends on other factors. In researches, the dependent variable is the outcome variable. To illustrate; in this study we try to identify and measure how the experience of EST novice teachers, as a dependent variable (an already existing factor), may be positively affected by a new circumstance, i.e., supervision as an independent variable.

2.2. The Independent Variable

The independent variable by definition is the input imposing the outcome variable. It is the one manipulated by the researcher to change the existing dependent variable. It is like the knob on a dial that the researcher turns. (ibid). So, our input variable in this work is the importance of supervision which we attend to have an impact on bridging up from GE

In fact, we stated the issue that EST teachers when they begin their task as “beginners” they find themselves asking “how can we transmit our GE knowledge to our *ESP* receivers?” And we suggest that being supervised, these teachers may have the answer to their question in very simple terms and short duration. So, the two interrelated variables are: the independent which is the importance of supervision, and the dependent that’s of a better experiencing one’s EST knowledge as a novice teacher.

2.3. The Relationship between Dependent and Independent Variables

The relationship between dependent and independent variables is that the latter causes change in the first but not the other way around. This relationship has the notion of being causal relationship. Exemplifying our variables here: ‘supervision’ and ‘EST novice teachers experience progress’; the cause-effect is clearly seen.

We have to consider the ‘independence’ of the supervision as the independent variable from the dependent variable which is the development of EST novice teachers’ experiential knowledge, and that the value of the first does not change according to the value of the second.

3. Population and Sampling

A population is said to be all the subjects that constitute a known whole. And a selected portion of it is what is identified as sampling. A sample is the selected

group of individuals who are homogeneous that they can represent the whole population. The sample should be a miniature model of the target population.

Most researches are based on sampling and the investigators have to: identify the target population, identify the accessible population, determine the size of the sample, and select the sample. Others, as in our study, follow more specified path which is the case study approach.

3.1. Case Study Approach

The case study is a kind of descriptive research in which an in-depth investigation of an individual, group, event, community or institution is conducted. The strength of the case study approach is its depth, rather than its breadth. The investigator tries to discover all the variables that are important in the history or development of his subject. (<http://www.napce.org/Yountg>).

The present research as the case study indicates, concerns EST novice teachers at IAP Boumerdès during the academic year: 2008-2009. Therefore, we take the whole corpus of EST teachers of the institute who are 05. Three of them are considered as “green”, and the two others whom experience is about 30 years, we see that their opinions are indispensable.

3.2. Limitations of Case Study

The weakness of the case study is its lack of breadth. “The dynamics of one individual or social unit may bear little relationship to the dynamics of others. Most case studies arise out of counseling or remedial efforts and therefore provide information on exceptional rather than representative individuals.” (ibid).

We all believe that generalizations are more convincing when the sample is as big as possible. Student researchers often ask “How big should my sample be?” The first answer is “use as large a sample as possible.” In our project we take the entire number of the target population which forms also the ones who participated and answered the questionnaires with no problem, but still not large. It is more difficult to write an acceptable dissertation which employs a case study approach. The objective of graduate research is to concentrate on areas which have high generalizability. In most cases, this involves sampling from specified populations. The case study approach involves finding atypical

subjects that exemplify some relevant trait. Random sampling methods are therefore inappropriate'. (ibid).

4. Data Collection

In this work we want to investigate how far can supervision help new EST teachers break down the barriers between what's have learnt and how can be taught. We are in need thus to have some answers from the participants and get their opinions on supervision and the possibility of integrating it as a helping tool to move on theory to practice. Interviews, observations and questionnaires are the data gathering tools seemed to be the most appropriate from which we chose to use for this research. Hence, we chose questionnaires for practical reasoning.

4.1. Why Questionnaires?

Questionnaires are coherent tools that enable the researcher to obtain different perspectives to the same questions. It is one effective tool for a good research plan that focuses on both qualitative and quantitative form of action research (Zemmouri, 2010).

Questionnaires are commonly used for they are simple, cost effective and can be reliable to a large extent. They are recognizable and most people find no problem to offer their help by answering questionnaires.

Furthermore, using questionnaires for conducting a survey is, unlike interviews, less intrusive. It does not interrupt the respondents so they feel at ease and are freer when answering. The written form of responses may provide deeper and insightful thoughts as well.

4.2. Drawbacks of Questionnaires

In addition to their advantages, questionnaires have several drawbacks that can be summarized in the following points:

- The structured form of the questionnaires makes the respondent less flexible.
- The responses are regarded as orientated by the questionnaire maker.
- The stopping ends of yes/no questions in a questionnaire secure the respondents' capacity and readiness of saying more.
- No direct communication between the researcher and his subjects.

4.3. Types of Questions

The participants were handed with individually administered questionnaires¹, in which they were asked both open-ended and close-ended questions. They were also given the multi-choices answers in order to get “systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about your practice should be” Wallace (1998: 4). The total survey is built of 18 questions each serves a particular aim for the same general purpose of course.

5. Data Analysis

After having collected the data, every item is examined and analyzed. We vary our questions to gather opinions on the different sides of the present subject. We followed the strategy of descriptive analysis by examining and commenting on each response as single. We started from the first to the last question which we tried to build up hierarchically in order to serve the problem we have sated in the beginning of this paper. From teachers’ background through the difficulties they see a green EST teacher can face, their subject matters, their students’ interests, their preferences... to the rate of their acceptance of our recommended help for shaped in ‘supervisory works’ for the achievement of some kind of correct experiencing.

We tried to analyze the questions one per time and display the responses in tables and graphs for they bring more visuality to the statistics to be better comprehended.

All this made us in, if we can say, a better position to understand and identify the positive effects of supervising green EST teachers to step right on their long future vocation; the main issue of our subjects.

Conclusion

This chapter was brought up to draw the architecture of the practical work. It introduces the population we worked with, the case study approached, the data

¹ One of the four types of questionnaires cited in Taiba I (2014) dissertation originally resourced from Krathwohl (1998); Alder& Clark (2003); Buckingham& Saunders (2004). The other three are: group-administered; internet-based; and mailed questionnaires.

gathering tool, the reasons of questionnaires' employment and the descriptive analytic method worked on.

This bit of the study is the green light given to move from the theoretical part to the field study of the research. It is expected to provide the person who reads this paper with the information needed about the general design of what he reads.

CHAPTER FIVE

DATA COLLECTION AND ANALYSIS

Introduction

1. Questionnaire Design

2. Questionnaire Description

3. Data Analyses

4. Discussion of the Findings

Conclusion

Introduction:

For our research is based on seeking the factors which make the novice EST teachers need to be assisted to handle with their practical experience, we resorted to the questionnaire to get access to their views. So, our point here is to analyze and interpret the results we've obtained from the responses of our thanked participants. We start this chapter with the questionnaire design and description, and then we move on analyzing the questions each per time, after we discuss the findings got from the analysis.

1. Questionnaire Design:

As it was mentioned in our paper's introduction and detailed in chapter four, concerning its methodology, we have chosen to question English language teachers in the IAP School of Boumerdès in order to chase their readiness to hold up our recommendations to develop their experiential knowledge.

We have addressed our questionnaire to the totality of the IAP English language teachers consisting of three novice teachers who started teaching there after 2005, and two others, more experienced if we can take time as an instrument to measure 'experience', who taught EST for more than 29 years.

In fact, the same questions were attended to both categories of teachers, aiming to cover how experience could impose the teacher's thoughts and to have responses from both angles.

2. Questionnaire Description:

Our main objective is to question teachers who have the task of teaching EST courses to petroleum engineering students at the IAP. More specifically, we are concerned with the green teachers who have studied GE and are teaching EST in the aim of consulting:

- The differences between theory and practice.
- The language purposes intended by scientific and technical learners.
- Requirements of EST novice teachers to cover the lack of experience.
- The EST teachers' awareness about supervision.

The questionnaire is composed of 17 questions that we saw accurate and sufficient to elicit the teachers' visions concerning the difficulties to grow up an EST tree from a GE seed.

Question n° 1:

The first question attempted to know the quality of English language teachers at the IAP, and of course to ensure the standard we've established the problem on, i.e. graduated as a GE learner and working as an EST teacher.

Question n° 2:

By the second question, we aimed at being acquainted with the teacher's reason of his choice of the teaching profession. The teachers' answers allow us to know if they like their work, if they're motivated to teach and really want to improve themselves as EST teachers, or just are circumstantially practicing the job.

Question n° 3:

Because having an ESP background among the luggage of an English language teacher at the IAP, is of such an importance, and for the technical specialties in that institute dear a lot of terms related to science and technology which are dictated by the petroleum studies such as: chemistry, mechanics, petro-economics ... etc, we've constructed this question to know whether our target teachers have had this quality during their graduation or not.

Question n° 4:

The fourth question is set to get the attitudes of the teachers asked to teach ESP about how much ESP weighs for them. In other words, we aimed at measuring the value they give to the language purposefulness of what they teach. It is necessary for us to get answered to this question in order to measure their readiness to develop.

Question n° 5:

Having the answers to this question provides us with the different teachers' views concerning the era and the way the ESP study should be occurred. As well

as examining the frontiers our questioned teachers limit their apprenticeship within.

Question n° 6:

This question is high leveling our research problematic. Knowing the setting of the English language teaching at the IAP allows us to prove that our recommendation to improve the green EST teachers' experience is of such an importance that is not just something that we can step beyond.

Question n° 7:

Question n° 7 clarifies the kind of learners at the IAP, thus, justifies why their English language teachers should specify the sort of language they provide them with.

Question n° 8:

The nature of English language taught to learners who have specific need in learning it, is one major element which we want to know through the 8th question. It's through comprehending the purpose of English learning that we can examine the challenges of its teaching.

Question n° 9:

Question n° 9 is set to perceive whether the English language teachers at the IAP, albeit they're standing to tutor technical students, care about what the latter need to learn or not. The answers obtained will provide us with teachers' awareness about their EST teaching.

Question n° 10:

We've used the 10th question to figure the gap existing between GE and ESP, the subject on which we've previously based our statement of the problem. It is by this question that we assure the essential need existing to bridge up between theory and practice.

Question n° 11:

The groups of learners studying English at the IAP are in need to specify for them the type of the language courses they attend. This question tries to discover what their EL teachers offer them actually: is it possible and sufficient to imbalance the two types of English one on the other, or they march side by side to serve EST learners.

Question n° 12:

Question n° 12 is penetrating supervision as a recommendation to build up the so-called bridge from the ending point of studying GE to the starting point of teaching EST. Moreover, this question ensures the degree of teachers' acceptance of our recommendation, and tests their awareness towards it.

Question n° 13:

It's through this question that we carry on measuring the EST teachers' responses towards their improvement from their general theoretical knowledge in their specific practical experiencing. By suggesting three answers to choose among, we attempt to test the teachers' readiness for being helped.

Question n° 14:

By asking this question, our aim used to be: knowing the teachers' preferences in terms of experiencing their job. We've mentioned as choices of answers three ways of developments; self (to know how far the teacher wants to be independent), co-operative (to see to what extent he's ready to work with an 'other'), and formal (to measure his need of more theoretical knowledge, he feels he's still lacking).

Question n° 15:

To develop as a teacher throughout formal, full in-service courses and heavy professional programs; is not appreciated by everyone. That's why we try -by asking this question- to know if our teachers are for or against those kinds of development preferring faster information gained out of conferences, seminars and short courses.

Question n° 16:

Continuously going on the previous question, we seek here to know if the questioned teachers have the interest to be present at seminars talking about teaching English for more explicit purposes to meet the real needs of more specific learners.

Question n° 17:

This query looks after the bases on which the target teachers build up their teaching materials, focusing much on their students' needs.

In fact we've preceded our 17 questions with a demand for the teacher's name that we mentioned it optional for the right of the questionnaire's respondent to keep anonymous. And we've requested also the year from which the teachers started tutoring EST in order to measure by the extended period of time they experienced teaching and categorize them if we can say to green and more experienced teachers.

3. Data Analysis

As it was mentioned in the previous chapter, the questions through which we collected the data were designed out of both open-ended and close-ended; each according to what we exactly call for. We have also chosen not to categorize our questions in other words; not to analyze them in terms of sections, but by doing so one question at a time.

The technique taken to examine our data is that of tables and graph illustrations for each question. And it is the common technique through which descriptive data can often be presented.

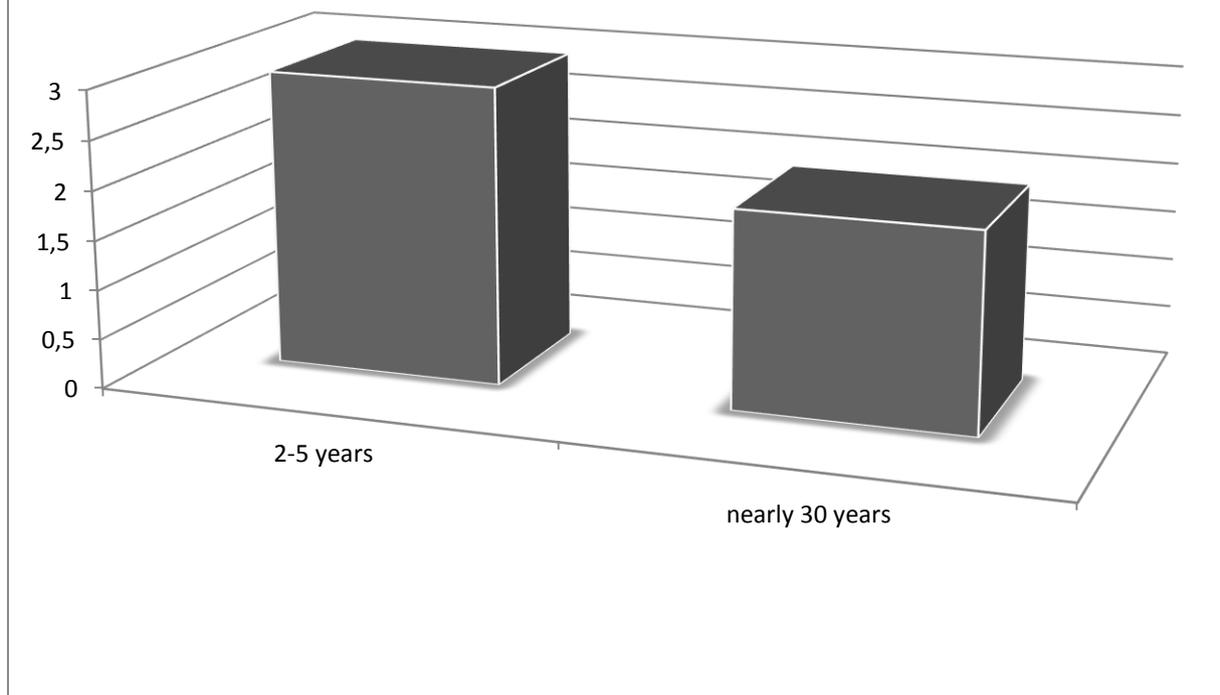
Before starting analyzing the results, we should break down the information given by the teachers concerning the duration of their practice among the staff working as EST teachers at the IAP. That's just to evaluate the length of experience they may or may not have, for experience in terms of competency can, as commonly known, be achieved according to the time staying in practicing a given task.

Item 1:**Table 1:****The Period of Teaching English at the IAP**

Teachers	Starting year
N°1	1978
N°2	1982
N°3	2005
N°4	2007
N°5	2008

Following up Table 01.

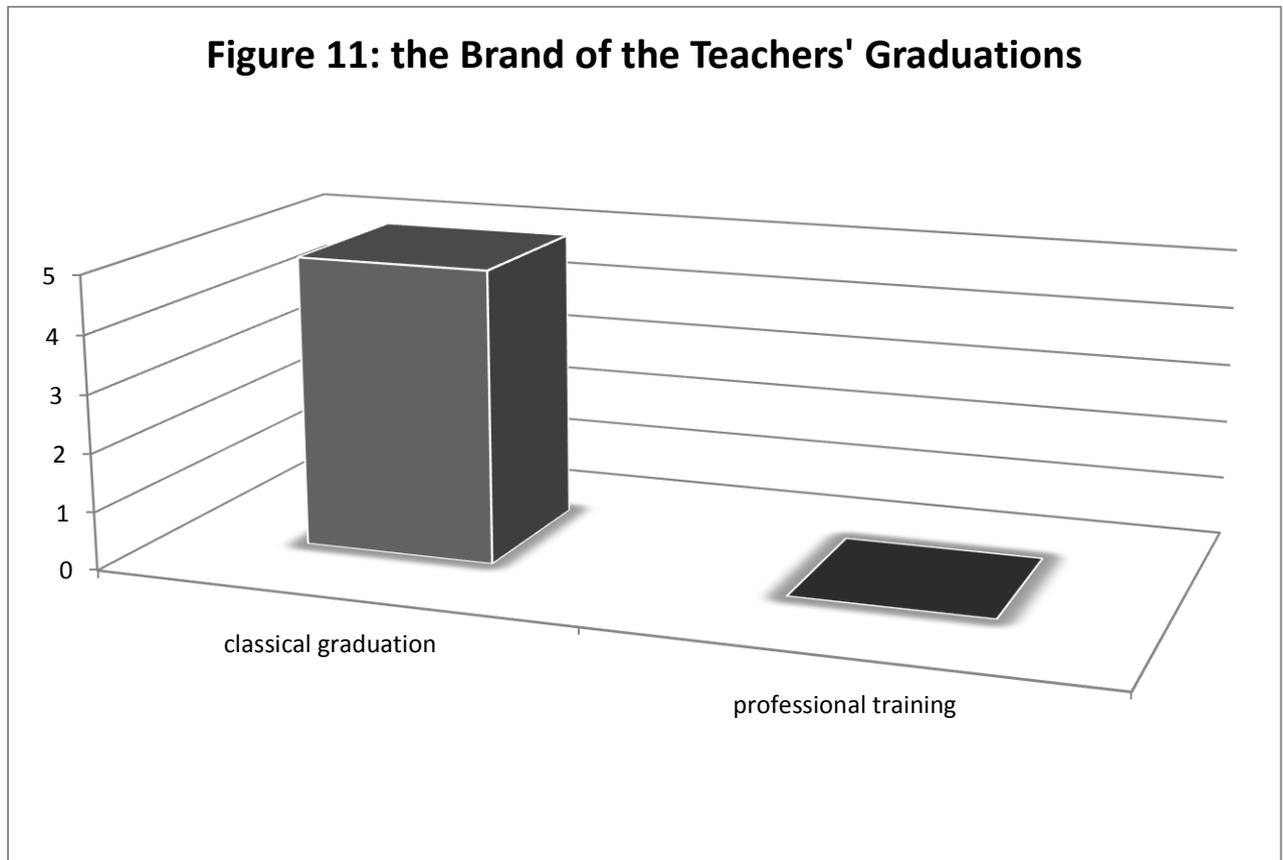
The results obtained show that the majority of 3/5 teachers are novice, and inexperienced in terms of the shortness of time they taught ESP during. They're serving as EST teachers along 1 and 2 years. Whereas, we've got the 2 other teachers taught there for long periods (27, and 31 years). So, we're dealing with the right sample and having exactly the needed responses from both teachers who dealt with EST for long and others who are still on its step door.

Figure 10: The Period of Teaching English at the IAP**Item 2:****Table 2:****The Brand of the Teachers' Graduations**

Variables	Classical university	English language institute
Number	05	00

The whole number of teachers' answers came negative towards possessing 'a teaching degree' which the English language institutes provide their graduates with. The 05 teachers have graduated in the classical university and obtained

‘Mastery of language’ diplomas which don’t require learners to study ESP or to prepare them as future teachers. Yes didactics and psycho-pedagogy are included as modules in our universities of which some put these units optional, but no farther trail is given to apply theories on the real ground.



Item 3:

Table3:

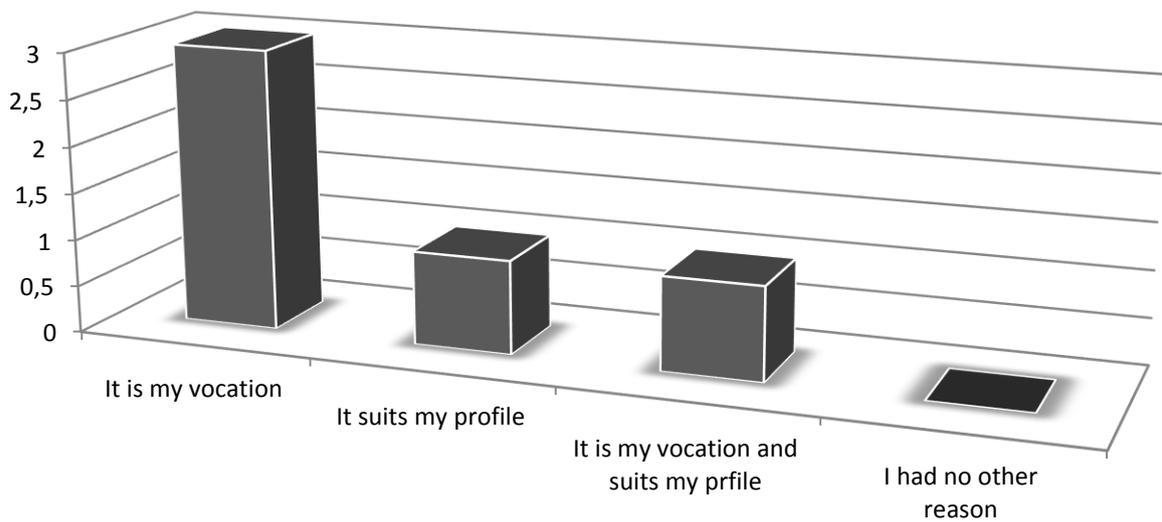
The Choice of Teaching as a Profession

Variables	It is my vocation	It suits my profile	It is my vocation & suits my profile	I had no other choice
Number	03	01	01	00

Because we're talking here about improving the experiences of teachers, we've asked this question to see whether the targets like teaching as their job or not, in other words to see if they're motivated to do more to improve themselves or not.

People who are not interested in something feel indifferent towards it and could never go farther in exerting it. As table 3 indicates; none of the teachers is imposed or circumstantially influenced to teach English, 01 said it suits her profile, 03 answered it is their vocation. And we got 01 who responded that she has chosen it both for it's her vocation and it also suits her profile.

Figure 12: The Choice of Teaching as a Profession



Item 4:

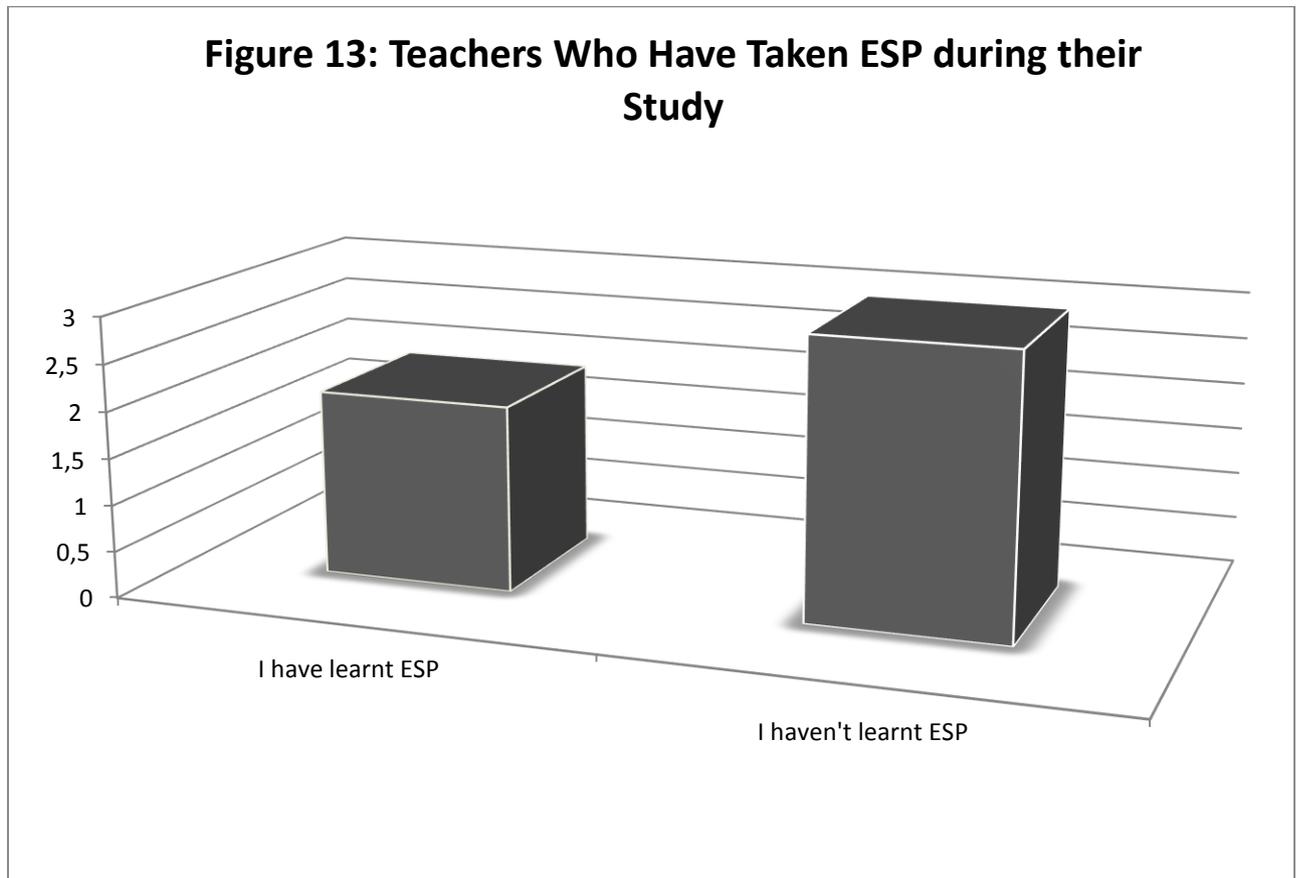
Table 4:

The Teachers Who Have Taken ESP during their Study

Variables	I have taken ESP during graduation	I haven't taken ESP during graduation
Number	02	03

In this item when we wanted to get informed about the number of teachers who ex-studied ESP, we found that the 3 novice teachers did not learn ESP modules while the 2 other teachers who graduated in the 1970's had studied English for some specific purposes. Being an EST teacher compels one to achieve the appropriate language to deal with such a situation. The opposed fact raises the problem to which we're trying to cure on in the course of our research.

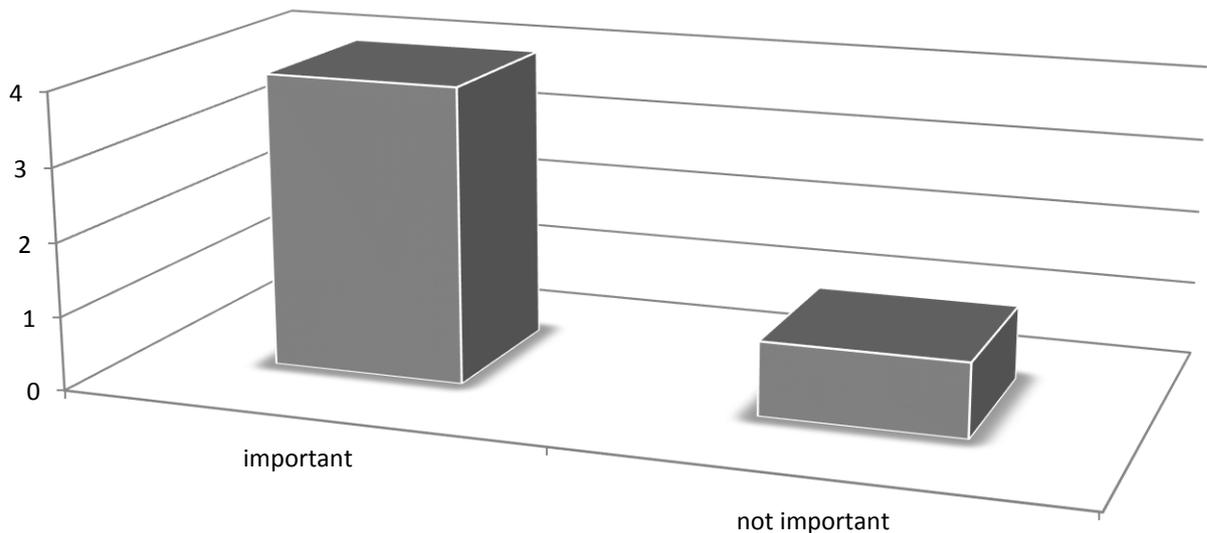
Figure 13: Teachers Who Have Taken ESP during their Study



Item 5:**Table 5:****The Importance of ESP Background for English Teachers at IAP**

Variables	Important	Not important
Number	04	01

A single respondent thinks that an EST teacher doesn't require an ESP background. So as to a GE theory is sufficient for her to hold the task. The points with which the other 04 teachers are completely disagree. An ESP background seemed to be an important issue to cope with the ESP demands of the teacher's in-service task.

Figure 14: The Importance of ESP Background for English Teachers at IAP

So, if the majority of our population declares that having an ESP background is necessary; which is a fact that has to be believed and worked upon (especially for EST teachers in EST courses). So, what, according to them, is best to get that acquaintance? Is it through their graduation classes? Which is simply closed for them?! Or it is better to be more logical and think about current possibilities, such as give more chances to new knowledge to penetrate into their in-service offices.

Item 6:

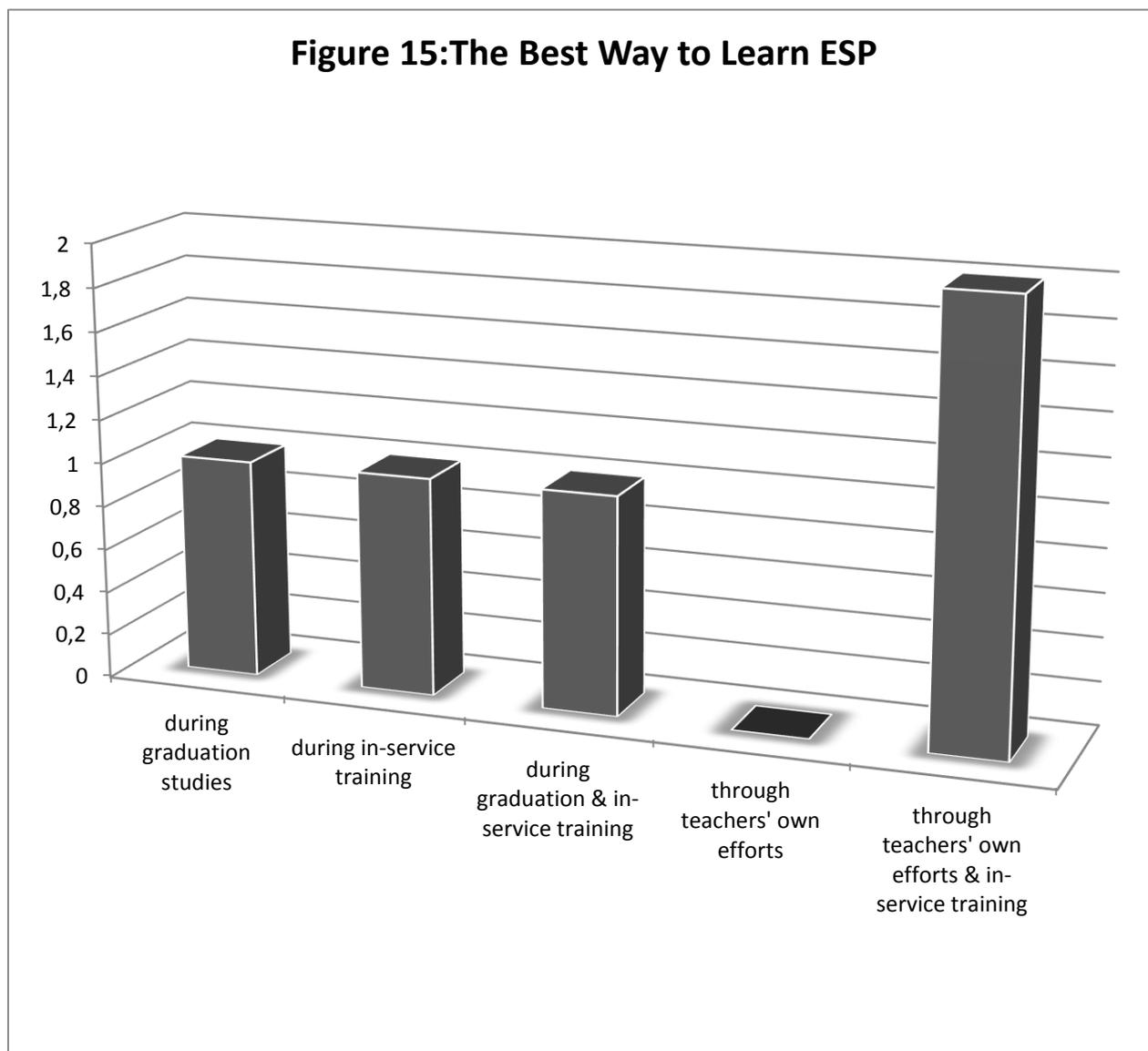
Table 6:

The Best Way to Learn ESP

Variables	Number
During graduation studies	01
During in-service training	01
During graduation & continually in-service training	01
Through the teacher's own efforts	00
Through teachers' efforts & in-service training	02

(Following up of table 06)

The answers that we have gained to question n°5 came varied. We have 01 teacher who sees that ESP is to be learnt best during graduation, a second sees it better had during teaching practice, and another chooses having ESP in university and continue learning it in-service. And we have two (02) teachers who answered that it's both through the teacher's efforts and in-service training that one should learn this type of the language, albeit none says 'yes' to take ESP through only the teachers efforts, (which in fact the case of mostly all ESP teachers who left to deal with 'purposes' of their teaching by their own).



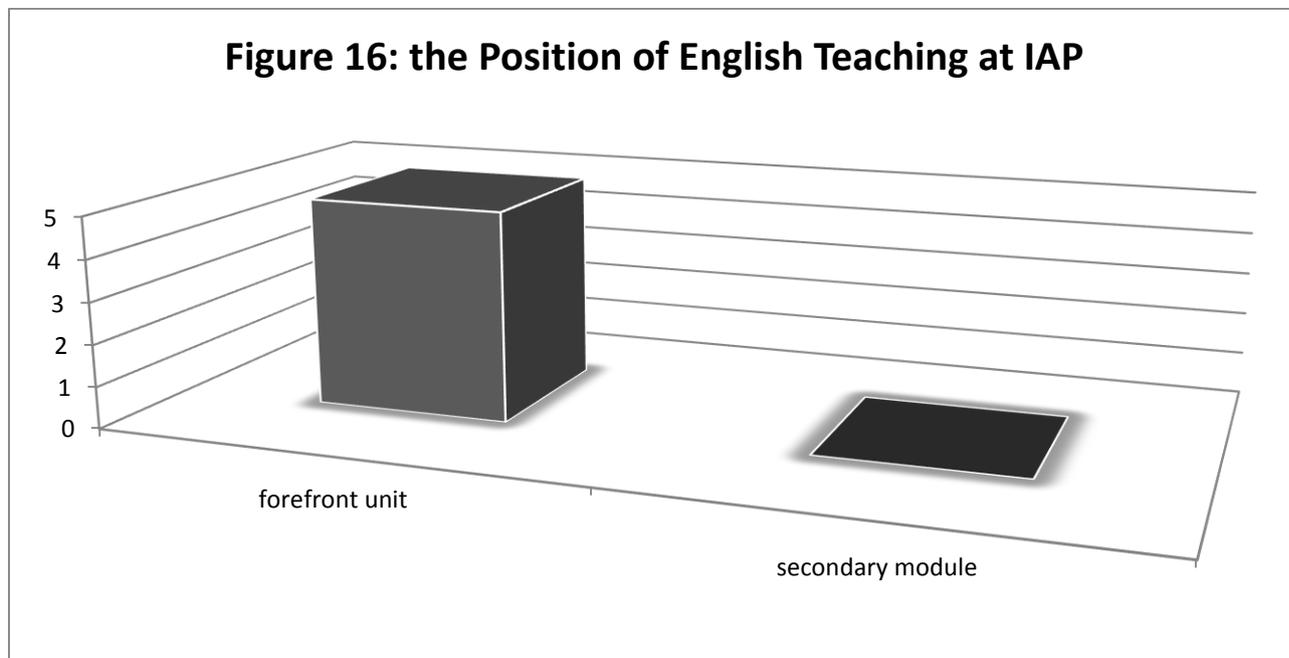
Item 7:

Table 7:

The Position of English Language in the IAP Structure

Variables	It's a forefront module	It's a secondary unit
Number	05	00

As the table shows; the totality of the respondents declared that the English language is front positioned as a module. The reason why is that the technical education the institute is offering its attendants is basically in English, the fact which makes it of higher importance .



Item 8:

Table 8:

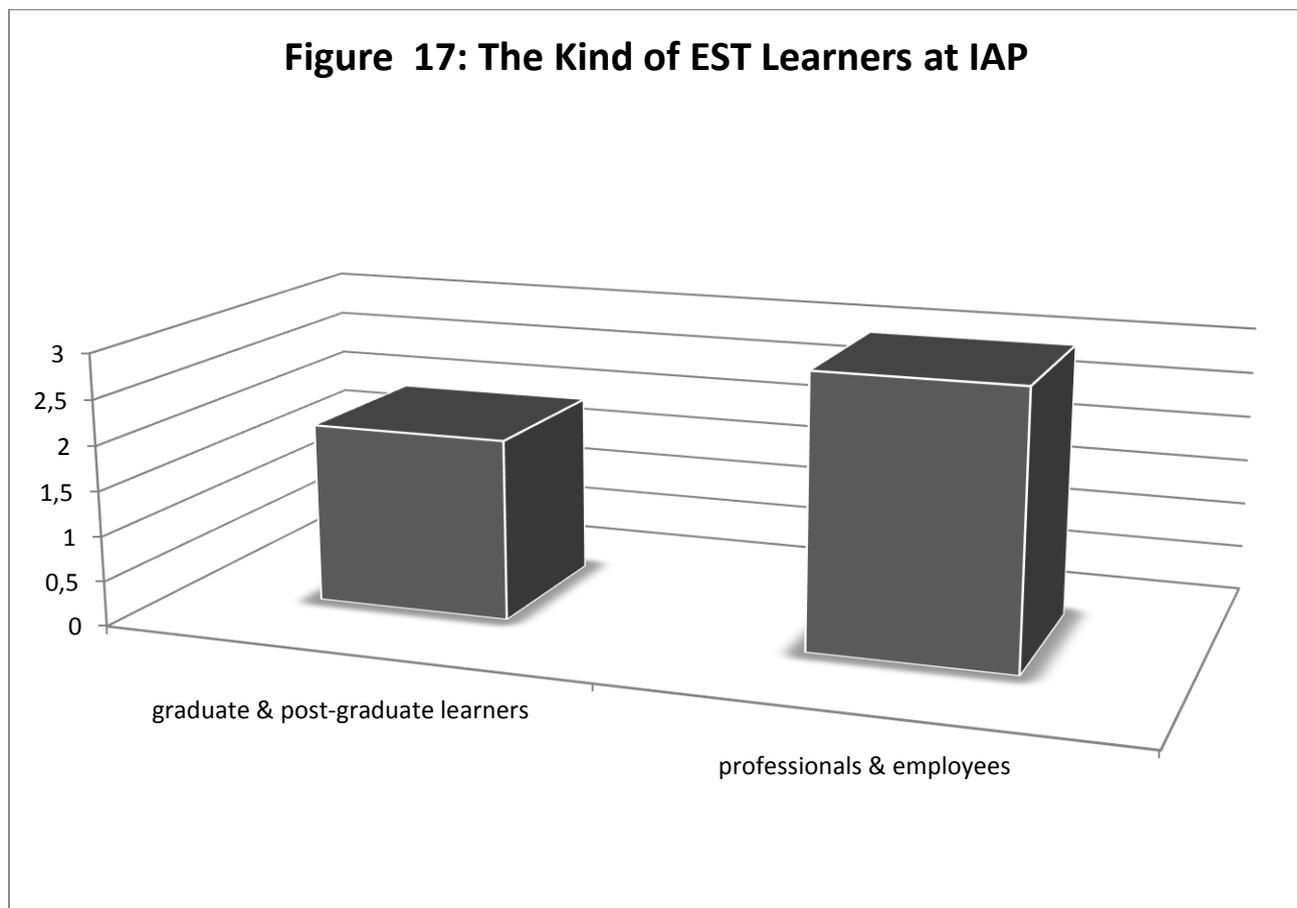
The Kind of EST Learners at IAP

Variables	Graduates & Post-graduates	Professionals
Number	02	03

Answers to this question inform us those 03 teachers are giving EST courses to students who are engineers working at oil societies and the others are either graduate or post-graduate learners. And the common point which we notice between the two categories of learners; is that they're all technical adult students be supposed to learn English for science and technology.

And this is not a confronted point knowing that IAP is giving EST courses to both categories of students who attend IAP as bachelors to continue their higher

education and those who are in-company workers involved in the Intensive English Courses in this institution, as mentioned previously in chapter two.



Item 9:

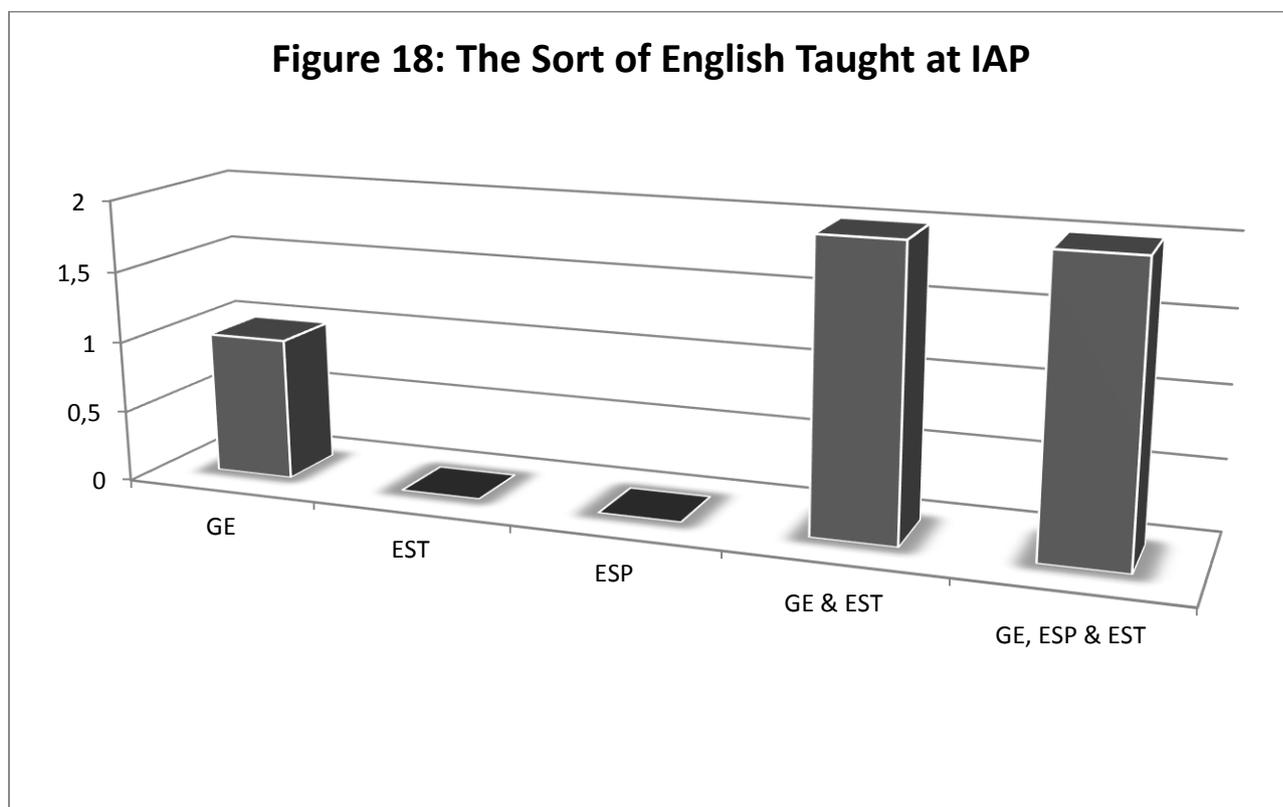
Table 9:

The Sort of English Taught at IAP

Variables	General English	ESP in general	EST	GE & EST	GE, ESP & EST
Number	01	00	00	02	02

As we see on the above table, the 05 teachers teach GE to their students; 01 of them deals with no other specific purpose of the language, 02 adjoin EST to the general features they give, and the last 02 provide their learners with a

combination of the three categories. Moreover, none of the respondents seems to base her teaching on only ESP or EST far from having the task of printing first GE.



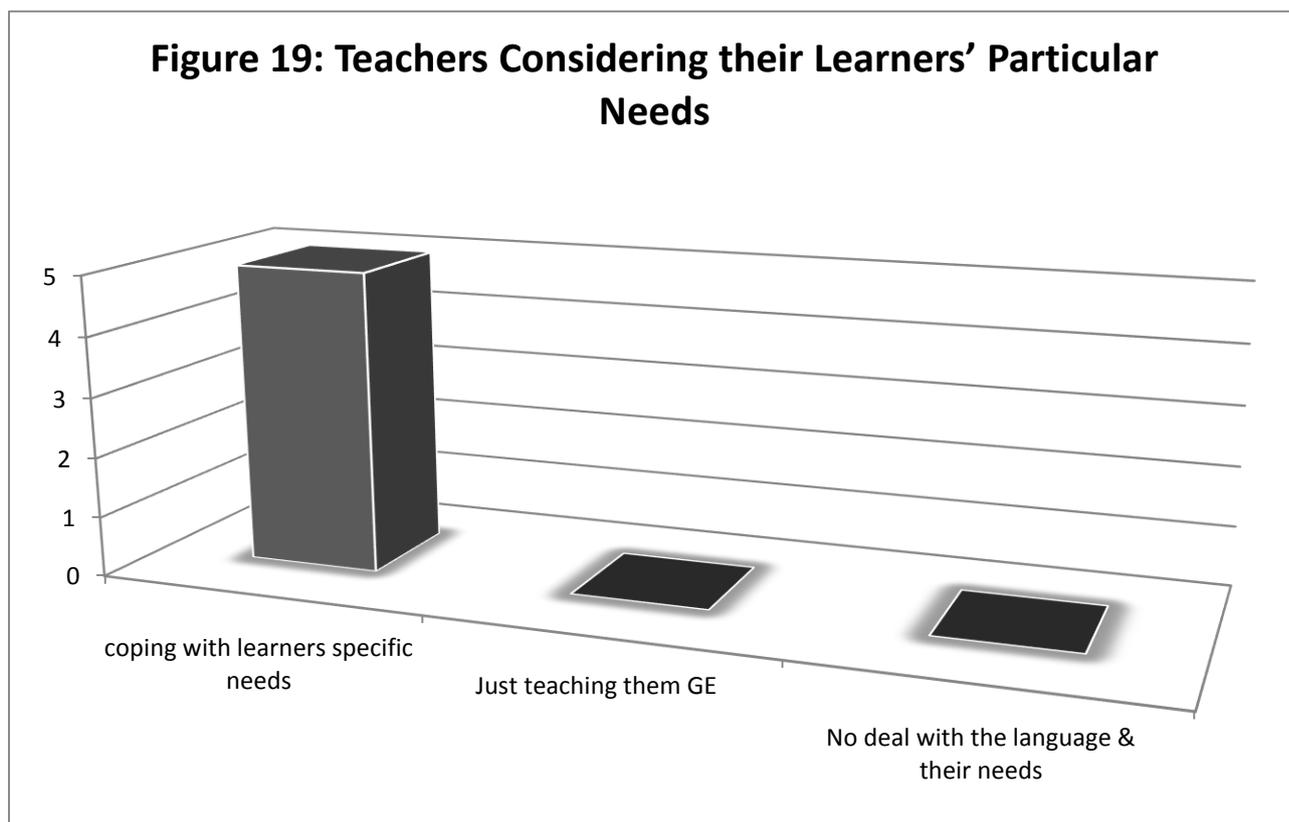
Item 10:

Table 10:

Teachers Considering their Learners' Particular Needs

Variables	Of course, I cope with my learners' precise purposes	No, I just teach them GE	The kind of English they ought to learn doesn't matter
Number	05	00	00

When asking the targets if they take into consideration the specific needs of their students, the totality answered by ‘yes’. It’s clear that learners grouped into engineers practicing the profession and studying English for that purpose, and others who are being prepared to be engineers using English as a means to tutor them.



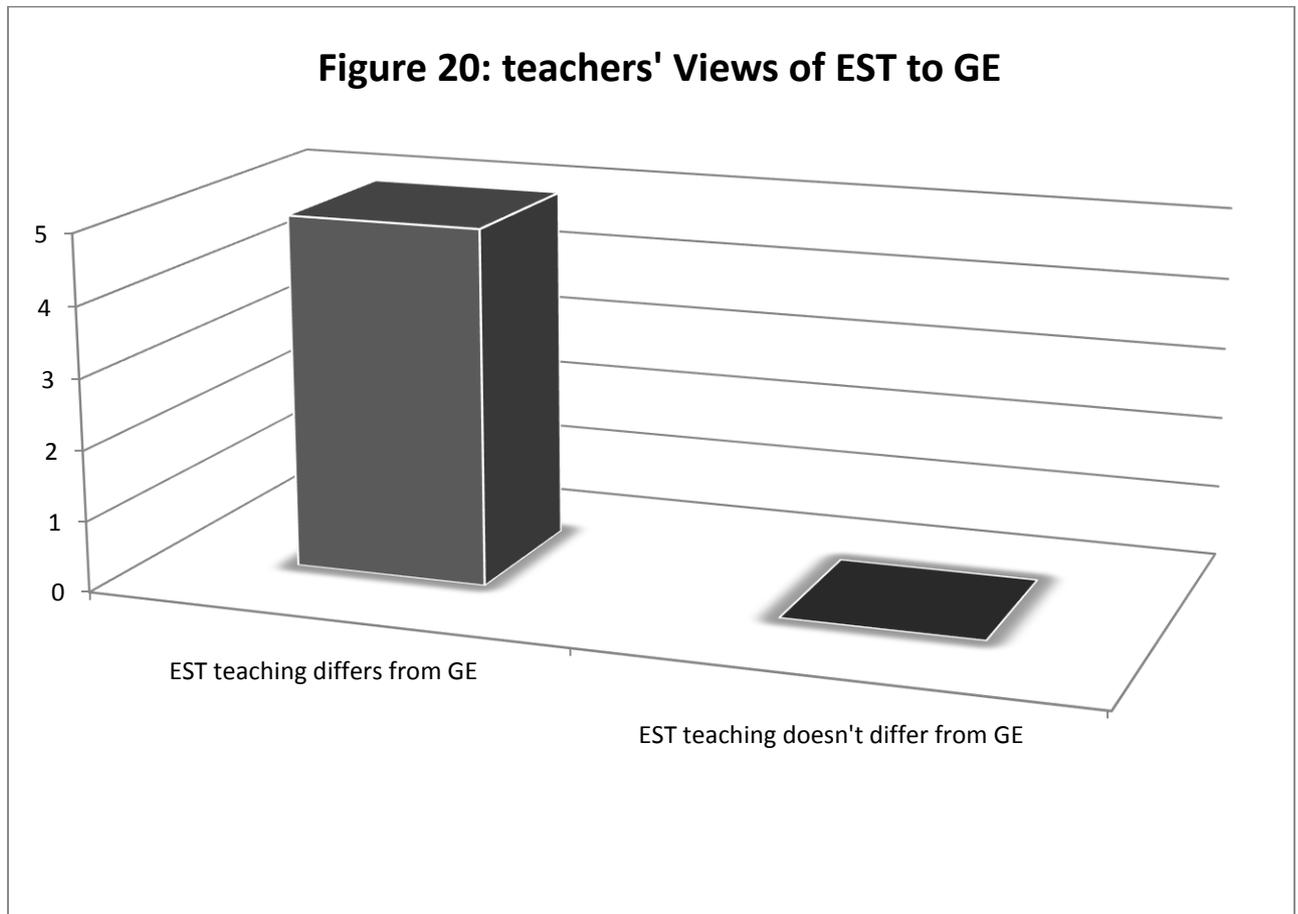
Item 11:

Table 11:

Teachers Views of GE to EST

Variables	EST differs from GE	EST doesn’t differ from GE
Number	05	00

Concerning the question n°10 to know if teachers think that EST is different from GE, the whole number of answers comes positive. So, teachers of English at IAP realize that the difference between teaching GE and EST does exist.



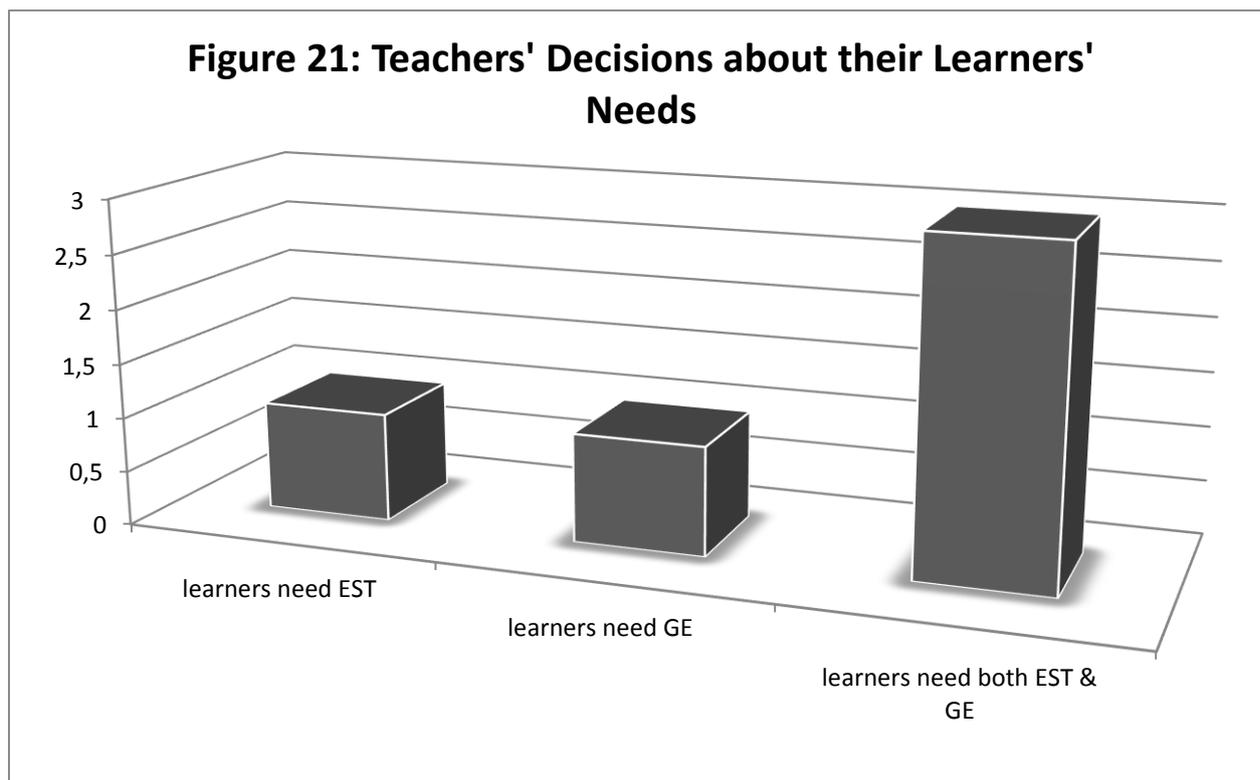
Item 12:

Table 12:

The Teachers' Decisions about their Learners' Needs

Variables	They need EST for their productive skillfulness	They need GE for general situations	They need both types of English
Number	01	01	03

From their answers, it seems that 04 teachers are supposing that their learners need to be taught English to hold general situations; 01 of the 04 sees it sufficient, the 03 others view that the learners in addition to GE need the type of English growing up their specific intentions i.e. EST; which seems to be enough for the 5th teacher.



Item 13:

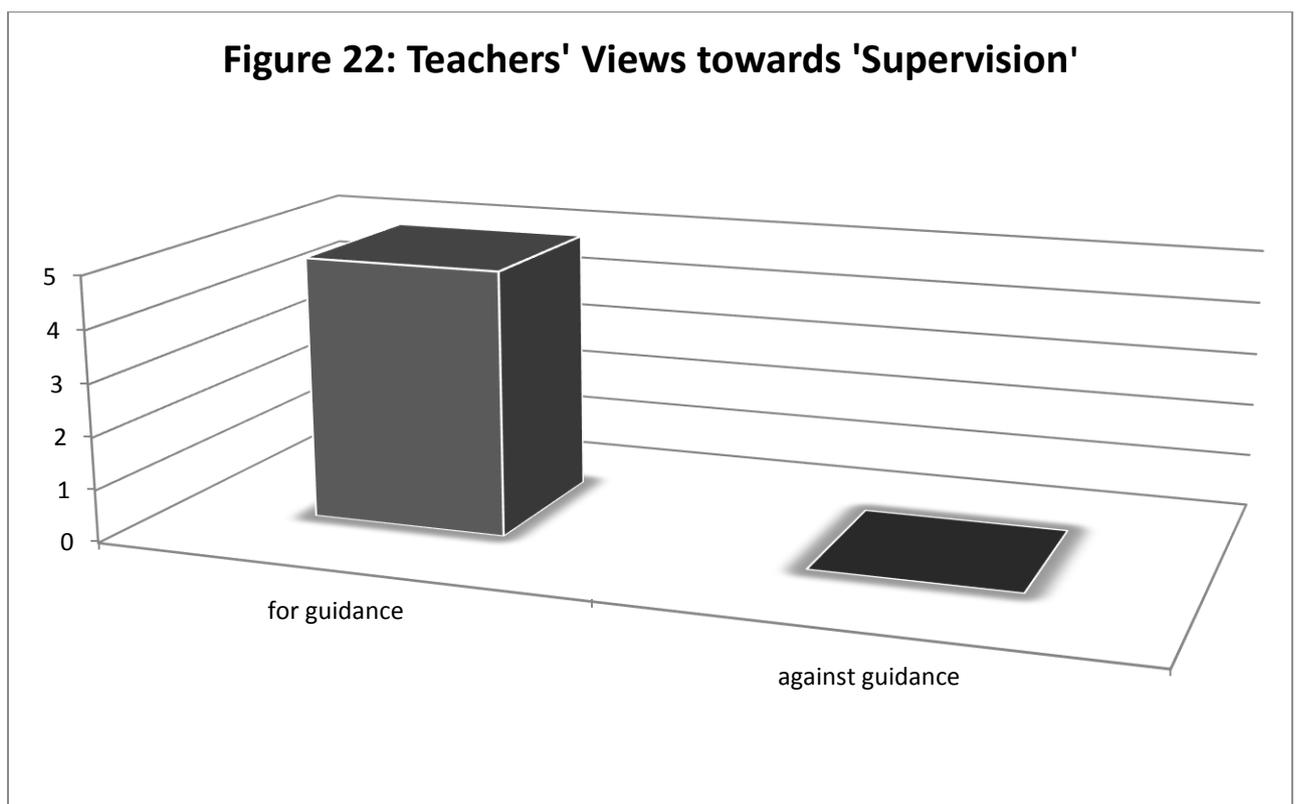
Table 13:

Teachers Views towards ‘Supervision’ or Guidance

Variables	For guidance	Against guidance
Number	05	00

We've tested the readiness of teachers to accept supervision as a means of breaking off the mismatch between 'a GE background' and 'an EST teaching task'. All the respondents have answered that cooperating with a supervisor would certainly facilitate the task, and fasten the progress of the novice teacher's practical knowledge. So, we may here divide the answers' interpretations into two parts, according to the categories of teachers we're dealing with:

Part one which is due to the 02 experienced teachers who seem ready to guide less experienced ones. And part two represented in the corpus of the 03 novice teachers who accept being supervised. Moreover, supervision as a suggested means of developing novice EST teachers' experience can be accompanied with other methods that teachers themselves see more appropriate. This point is to be examined in the next question's analysis.

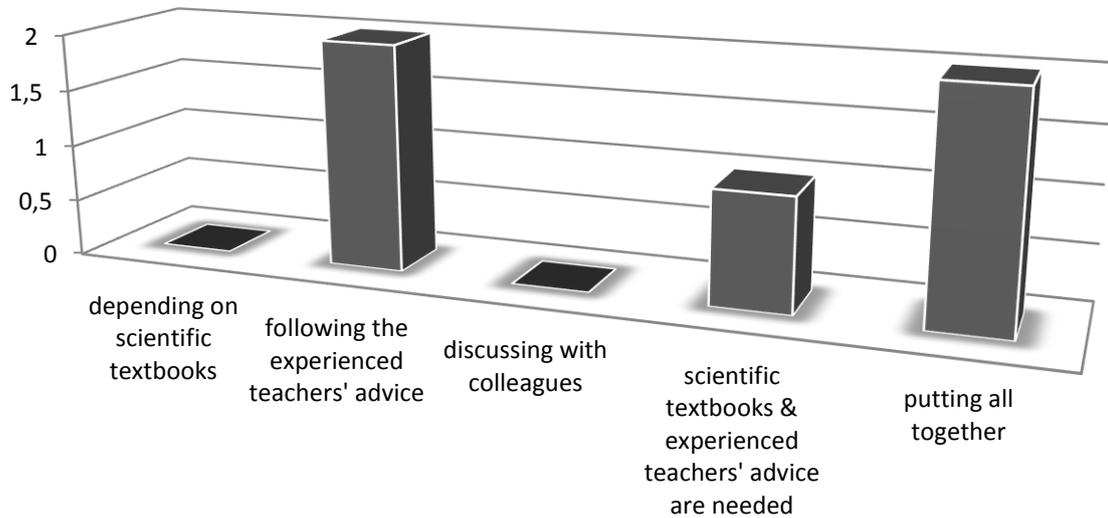


Item 14:**Table 14:****Bridging up from *Theory* to *Practice* Preferences**

Variables	Through scientific English textbooks	Depending on more experienced teachers' advice	Cooperating with other colleagues	Using textbooks myself & getting some advice from experienced teachers	Mixing all together
Number	00	02	00	01	02

We've asked the teachers about their preferences towards preparing an appropriate path on which they can move on from the theoretical background basically stands on General English, to the specificity of the language they have to practice. The three (03) novice teachers show the dependence on the experienced teachers' advice; however, one of them prefers in addition to that, to enrich her experience through scientific textbooks which are of a considerable importance as well. On the other hand we have the two (02) more experienced who see reading books, asking for advice, and discussing with colleagues are inseparable means to progress.

Figure 23: Bridging up from *Theory* to *Practice* Preferences



Item 15:

Table 15:

The Most Efficient Way for Developing One's Teaching

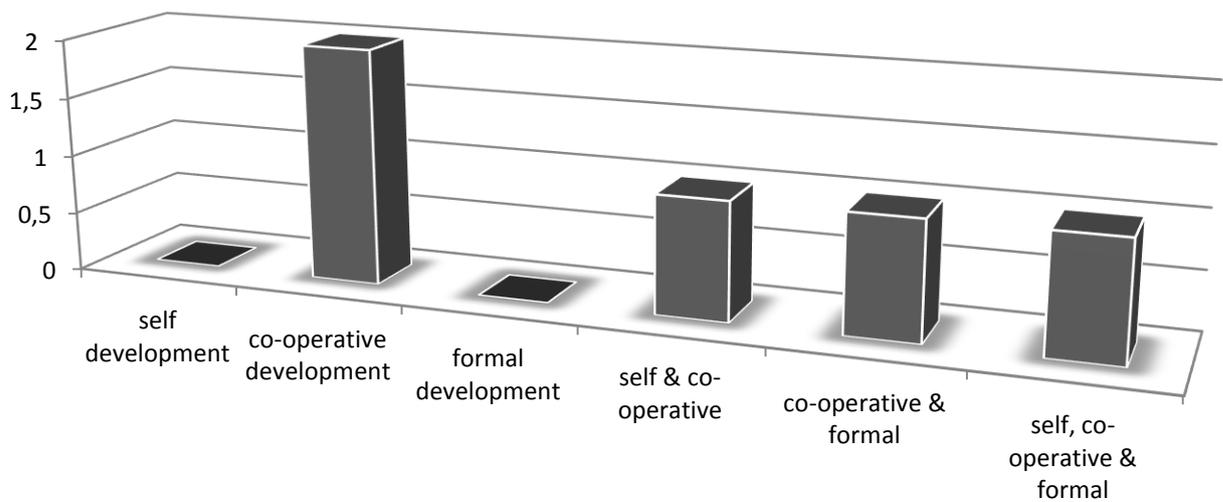
Variables	Number
Self development	00
Co-operative development	02
Formal development	00
Self & co-operative	01
Co-operative & formal	01

The three categories are important	01
------------------------------------	----

(Following up the previous table)

The respondents, as the table designates are agreed on the point that depending on solely one's own is not a successful way of developing experiences, and they have the same opinion concerning formal development. However, developing as a teacher though a co-operative work is widely accepted by all; 02 see that it can operate singlehandedly, 01 perceives it a useful method with the formal aid, 01 sees that self development works best next to co-operative, and 01 prefers putting all together to experience teaching through.

Figure 24: The Most Efficient Way for Developing One's Teaching



Item 16:

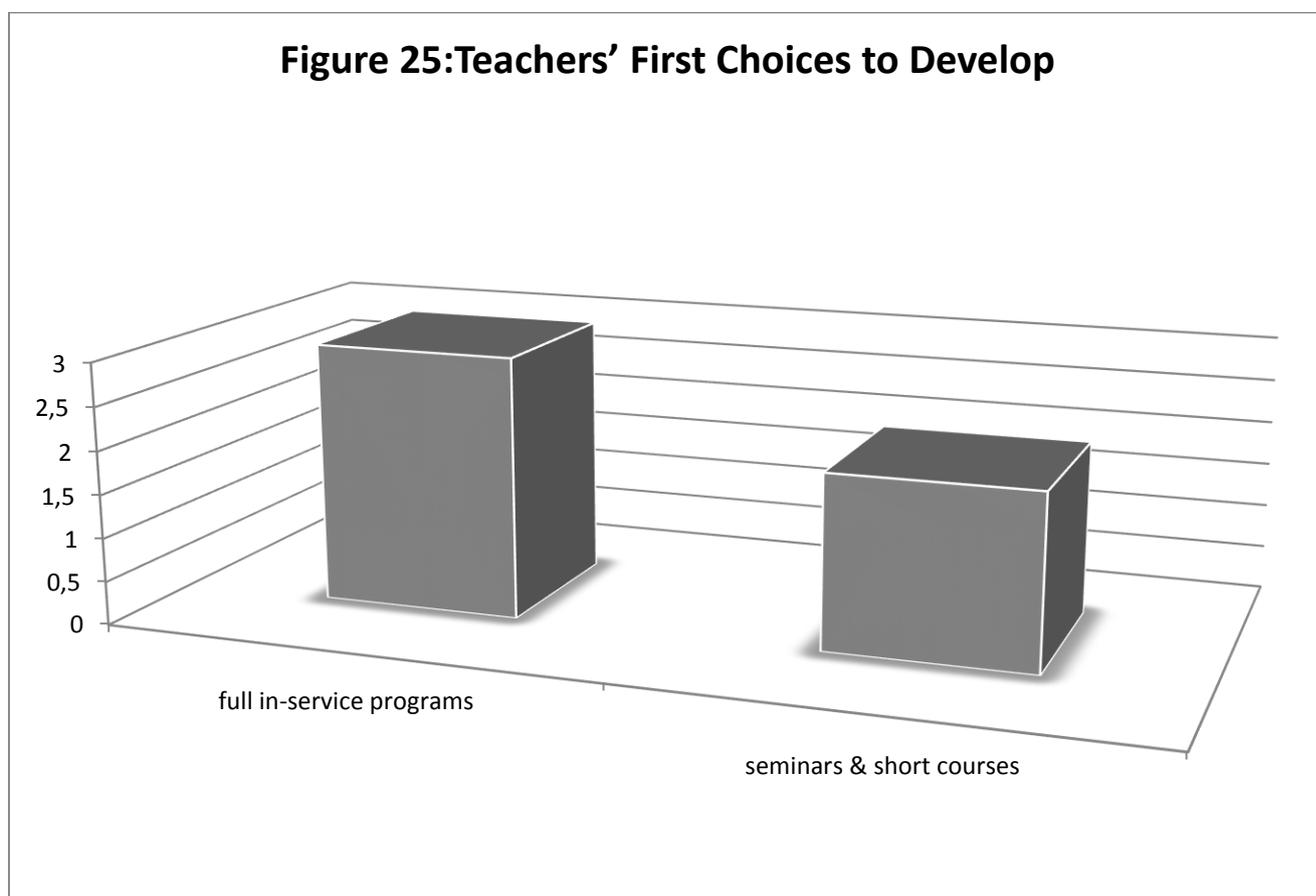
Table 16:

Teachers' First Choices to Develop

Variables	Full in-service programs	Seminars & short courses
Number	03	02

Here again, the responses of the teachers come varied. We have 03 of them who prefer the formal developments, full in-service courses and heavy professional programs, and 02 others view that all this is best replaced by conferences, seminars and short courses. In fact, it seems to be really problematic for us in attempting to go with the EST teachers' likings on an equal footing with solving the problem of progressing their practical knowledge.

Figure 25: Teachers' First Choices to Develop



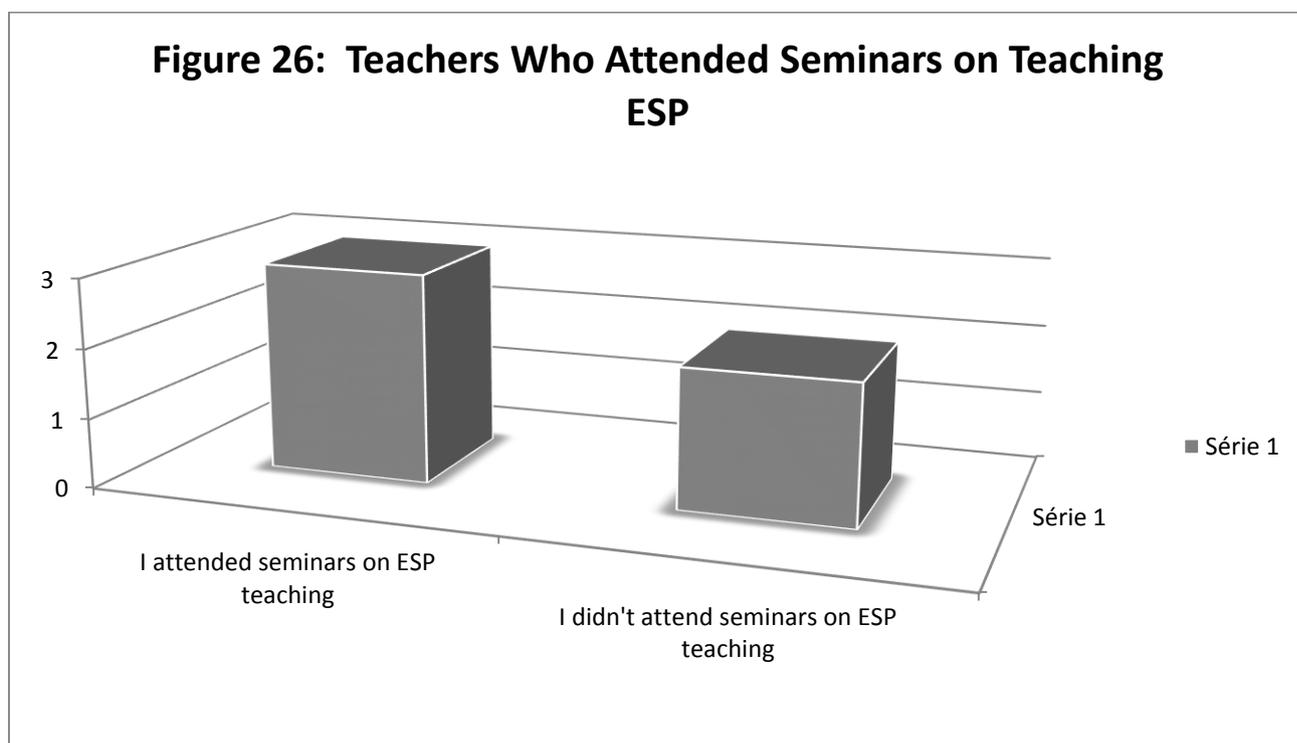
Item 17:

Table 17:

Teachers Who Attended Seminars on Teaching ESP

Variables	I attended those kinds of seminars	No, I haven't
Number	03	02

Furthermore the information attained from the previous question, we've asked the participants about one important element which in-service training should contain, i.e. seminars on teaching English for Specific Purposes. The 02 teachers who experienced teaching for long years have attended and are continually attending these seminars, moreover they participated and still doing as organizers and representatives. We have 01 who has may be the chance to attend a seminar on ESP, the 02 last ones have never do so, and the reason why is that these seminars are generally limited to apprentices, permanents or coordinators.



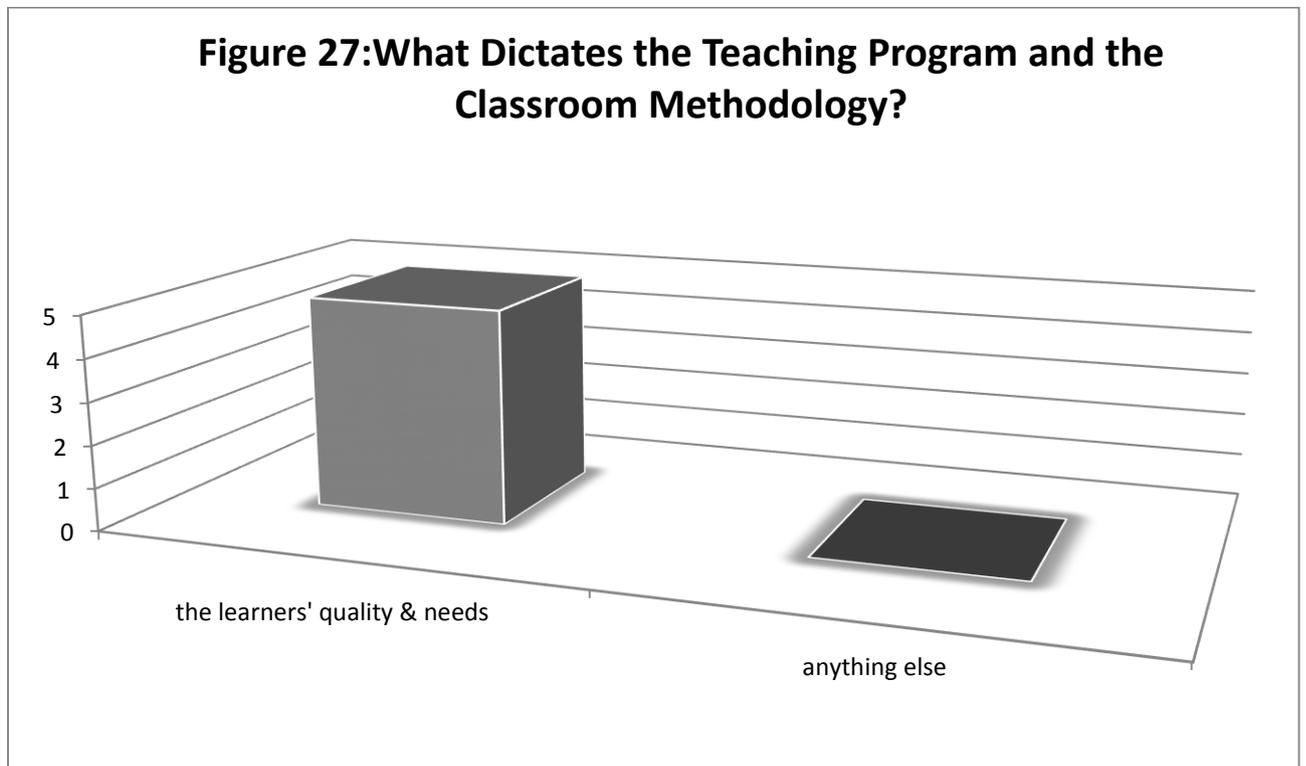
Item 18:

Table 18:

What Dictates the Teaching Program and the Classroom Methodology?

Variables	The learners with their large specificity of needs	Anything else
Number	05	00

The answers of teachers to this open ended question are of 100% conformity that the learner is the center around which the whole teaching process turns. The word “learner” is repeated in the course of all the elements that the teachers base their choice of the program and methodology, such as; the learners’ specific profile, their precise needs, their age, their motivation, the period of time allocated for their training, their level, the objectives they aimed at ... etc.



4. Discussion of the Findings:

After having analyzed the information resulted from the 18 questions given to the 05 teachers representing the EST corpus at IAP, and achieving the different views towards the different variables on which we're basing our research paper; we come to the point of discussing the findings in the shadow of the hypotheses stated in the general introduction.

The answers gained from questions: 2, 3, 4, and 10 rejoin our first research question that we have asked about the mismatch between theory and practice when a novice tutor is dealing in EST teaching; caused by the difference between GE and ESP, So, it is clearly confirmed that a wide gap does exist between what we have learned as English language graduates and what we are asked to teach as ESP or more precisely EST teachers.

Responses to questions 7, 9, and 11 prove that the difficulty of teaching ESP derives from the newness of its objectives and the very special purposes it should contact. And this was the exact point we aimed at by the second research question we cited before.

The third question on which we build on our hypothesis was "Does 'Being not supervised' cause problems to EST novice teachers when they first penetrate the ESP field?" and the answer to was a big "YES" ,if we can say, the problem faces essentially the novice EST teachers under the lack of being supervised when they firstly penetrate the ESP field; is verified through all answers concerning the learners' needs as for questions 8, 11, and 17.

Concerning the fourth question on which we will try to build up our recommendations, the results obtained set that cooperating with a more experienced teacher may fasten the experiential development of novice EST teachers and assures their success, the rest of questions returned with its validity*.

So, after the data are collected and deeply analyzed, it is rightly confirmed that *supervision plays an important role in the advancement of EST novice teachers' experiential knowledge*; the central pillar of this work.

* See especially the analysis of questions: 5, 12, 13, and 14.

Conclusion:

In conclusion, the teachers' answers shaping their views towards ESP teaching are in general including first their agreement on the differentiation that exists between GE and ESP, thus the difficulty of teaching EST at the very beginning of the job practice. Second, the novice teachers, recognizing that their studies which were familiarized with General English do not help them find the most efficient way to teach EST; they admit the idea of being assisted by more experienced teachers, this seems to be acceptable for its helpfulness. Furthermore, we have also obtained some comments of the experienced teachers on the margins of the questionnaires which will importantly be used in the next chapter.

Using the descriptive method seemed to be fruitful for us in the sense that we can restate our hypotheses and see whether the suggestions we tried to give are useful or not, depending mostly on the finding we attained from the responses of our participants.

CHAPTER SIX

RECOMMENDATIONS FOR EST NOVICE TEACHERS' EXPERIENCE IMPROVEMENT

Introduction

1. Developing with Colleagues

2. Exploring with a Supervisor

3. Experts' Guidance

4. Requirement of Formal Teacher's Development

5. Different Proposals in the Participants' Words

6. Limitations

Conclusion

Introduction

In our attempt to help the novice teachers of English practicing their profession in science and technology sectors, we are determined to put forward some solutions for them to experience the novelty of ELT to learners with specific needs.

We are used to deal with what is possible and easy for an EST teacher to get during in-service training not before. Because the three training modules: Applied linguistics, Didactics, and Psycho-pedagogy are sufficient for an advanced English learner who is expected to teach General English in high school, and this is the theoretical knowledge which we all left university memorizing it. However, our task here is to complete the teacher's knowledge practically when he/she teach English to learners of advanced levels and for particular purposes.

We're going to suggest some practical aspects with which the mismatch between English teachers' generalized theoretical knowledge and his/her experience expected to be specific; seems no longer an unavoidable problem. We used to set "supervision" as the essential resolving problem means of our questioned subject; hence it is through some other confounding variables which appeared when analyzing the data that new recommendations come possible to be introduced. So, the consequential implications got after researching are outlined in the followings:

- Developing with Colleagues;
- Exploring with a Supervisor;
- Experts' Guidance;
- Requirement of Formal Teacher's Development.

1. Developing with Colleagues:

We suggest that there is much to be learned from each other. An EST teacher (as the datum from question 17 enlightens for us) is left in 'a vast ocean', if we can draw, and asked to 'sail towards a coast' he/she knows nothing about it. However, discussing with expert colleagues what puzzles one as a green teacher; is a beneficial way to sort out beliefs and feelings, and to examine them in the

light of others' experiences and practice. Davies and Pearse (2000), p. 199; stated:

Sharing experiences and ideas with colleagues increases your own experience and ideas, and it can give you a better perspective on your own work. You can measure your achievement against a more objective standard.

The proposal is that what is really needed is 'a sympathetic but critical discourse where colleagues challenge what each other says, tease out exactly what they mean, and subject their beliefs to careful scrutiny' (Lansley 1994, from Harmer (2001), p. 348). So, opening a 'talking shop' with other teachers works great in terms of giving the teachers the chance to share their experiences under a psychological safety.

Exploring teaching with others helps to see the profession not only through a 'filter of own professional training, personal teaching, and biases'. Oprandy (1999), p. 153.

2. Exploring with a Supervisor:

We believe that novice EST teachers are in need to be supervised for their in-service first years in order to get oriented towards the right objectives of EST teaching.

Supervision plays a vital role in facilitating the task for the green EST teachers experience the EST context. They can learn much from supervisors and experienced teachers without, of course, 'missing opportunities to learn to make their own informed teaching decisions'. (ibid). p .37.

Far from the traditional supervision which is better called 'snoopervision'[♦], we suggest to adopt a 'give-and-take' nature of supervising and being supervised and not the blindly following of others.

The collaborative approach of supervision is seen to be more accepted for teachers who feel the need to be freer and less anxious. This approach demonstrates the supervisor as a colleague, a co-sharer of expertise, a person who understands and values what a trainee is attempting to present, one who

[♦] snoopervisor is said to refer to the supervisor taking all authority to judge and dictate what to do and what not to do to the teacher he has to train.

considers listening as important as talking and attempts to help teacher develop autonomy through practice in reflection and self-evaluation. Wallace (1991), p. 110.

For an EST novice teacher, an EST supervisor is required to show the correct way to build up an EST practice from GE knowledge. He/she can help to see exactly what the learners need in a specific context. An EST supervisor is also needed to depend on till experience is achieved and the green EST teacher matures and is ready to take the steering-wheel him/herself.

3. Experts' Guidance:

English for Science and Technology is more than a language to be taught, it is the English language subjected to learners of specific needs in the scientific and technical domains. Thus, we suggest that an EST teacher should work under the supervision of experts who may be presented in the corpus of the science and technology departments of the same institution. 'The ESE teacher should [...] collaborate with the teaching staff of engineering faculties in order to form a clear picture of the type of language students need in the learning and especially the practicing of their profession' (Zamfira, 2013. P. 179).

Because the EST teacher whatever his/her theory is, already has the language and previously got the professional conduct, and of course recognized his/her learners' needs, is still lacking as 'novice' the scientific terminology and the scientific knowledge a specialist is supposed to have. 'The language teacher needs sometimes to work in close relationship with experts in the field' as commented by Mrs. Benboute^{1♦}, with the underlined word experts, when she gave us back the questionnaire.

In sum, working with colleagues, supervisors and/ or experts in terms of collaboration means *in a deeper sense a conscious way of approaching teaching, based on respect for and appreciation of the other's presence. We both (the teacher and his partner) left the experience open to the importance and potential of collaborative planning because we realized that plans we create together are greater than those we might have individually.* (Freeman & Richards, 1996: 94).

♦ Mrs. Zahia Benboute : an EST teacher at IAP. Boumerdes; period of experience 29 years.

4. Requirement of Formal Teacher's Development:

Our permanent focus is helping EST greenhorn teachers to improve their '*should be specified teaching*'. So, we put forward here the idea of formal development which 'is now virtually essential during almost every stage of a teacher's career' Davies and Pearse (2000), p. 203.

Apart from the actual in-service courses that the Ministry of Education offer to the elementary and high school English teachers, we best see that conferences, seminars, and short courses are useful ways for high education English teachers to develop through.

Conferences, seminars, and short courses on ESP and/or EST teaching would necessarily help EST teachers as beginners to grasp some ideas to build up their experiences.

These events give you the opportunity to hear first-hand what is happening in English language teaching worldwide, often with presentations by leading professionals. They also allow you to exchange experiences and ideas with other teachers working in a similar situation to your own. And they remind any isolated teachers who attend those events that they are not alone. They belong to a large and developing profession. (ibid), p. 202.

Moreover, we consider these kinds of formal development as a virtual supervision on which any teacher can depend at an extra degree of psychological safety.

Ideally, instructors should periodically attend seminars, conferences or meetings between ESE practitioners or specialists, where to update their knowledge about trends in the field, where opinions from peer to peer, or from experts to specialists can be exchanged, and materials can be offered to informal assessment. The creation, maintaining and extending of a personal network of connections among peers and experts is of critical importance for one's professional development. (Zamfira, 2013. P. 183).

5. Different Proposals in the Participants' Words

A. Experienced Teachers' Help: I think that the help of experienced teachers and their guidance is really important for novice teachers, because as they are

guided, they can avoid different errors in teaching such as ignoring the needs of learners or focusing something rather than others.

- Guidance from experienced teachers who know what ESP should be taught is VITAL.

B. Team Teaching: Team teaching is a means of dealing with such a new situation.

- We also need to collaborate with other teachers and more specifically teachers with more experience than we have.

C. Experts May Help: Recurring to technical teachers and senior ELSP teachers can help.

- The specificity of English pushes the language teacher needs sometimes to work in close relationship with experts in the field.

D. Other Suggestions: Observing classes prove to be very useful also.

6. Limitations

This study as followed a descriptive survey, has encountered a number of limitations concerning different points that need to be mentioned.

- The findings of the research are limited to a very small group as a consequence of the case study approached; as a result they would not be applicable and generalized.
- The researchers may not confirm any of the respondents' declarations because they're mainly self-reports.
- The study does not work on the topic in particular depth, EST teaching is a complex process and teachers' awareness about supervision to handle with is not that of easiness to explain through questionnaires.
- The researcher recognizes the absence of the perceptions of EST learners as they are the central basis of EST teaching.

These points which we consider are limitations to our study; we wish future researchers will take in deeper concern and collect more information through other possible data collecting tools to draw the full picture of EST within the Algerian context.

Conclusion:

We call, when suggesting supervision, for a sense of collegial coaching and a kind of trusting teacher-supervisor relationship; so, being supervised might mean more than being observed or obliged to obey the supervisors' orders. The teacher has to take the forefront part of putting papers on tables of discussion, to consider the other's views as choices he can select from, and not to suppose his/her supervisor's orientation as commands to be followed but advice which may help.

We do not target the under graduate educational system by our proposals to not complicating the issues for the decisions' makers. Hence, we want EST teachers engage voluntarily in a teacher-supervisor relationship.

So, to conclude the last three chapters which form the practical part of this dissertation, we restate that we have dealt with the research methodology, the data collection and analysis, the main findings (we presumed to be empirical), and the recommendations from both our part and that of the representatives of the target population. The limitations encountered this work are also mentioned in this part for further future searching.

We can summarize the results of our field study in the following points:

- ✓ First, that the questioned EST teachers feel the lack of an ESP background which is importantly required for those who are novice.
- ✓ Second, teachers' acceptance of guiding and being guided is of a high extent; the fact which means that our suggestion of integrating supervision to resolve the problem of experiencing ESP/EST from a GE basis is a possible way out.
- ✓ Lastly, supervision is the best key in hand to look after improvements in EST teaching process, because it is concerned with the in-service training which objects only people who are in need of it.

At last, we hope heartily that the cited recommendations will be useful for novice EST teachers and why not put them into practice.

Conclusion of the Work

English teaching main objective is to enable learners master the language and be both well receptive and productive when dealing with the different communicative situations. It goes side by side with him in his academic then professional time carrying on the different purposes he can meet.

Teaching English for Specific Purposes objects to convene the adult learner specific needs to learn it. Moreover, English for Science and Technology is taught to provide its attendees with the appropriate language and to use it for the specific tasks they present as the techno-students they are and the techno-employees they suppose to be.

Teaching EST in Algeria puts the English language teacher in front of an amplified duty because of different aspects related to the language's nature within the context, the theoretical background he/she has, and the specificity of the needs his learners come with. First, English is a considered as a foreign language to the Algerian educational and cultural milieu. Second, the teachers who ought to teach it in the different educational establishments are provided with General English theories which cannot be made in use with particular objectives demanded by adult professionals learning it.

In order to look after what can resolve, or decrease the problematic situation with which EST novice teachers have to manage, we set some recommendations that can possibly be applied.

Our suggestions are directly projecting the in-service trainees, the reason why is that it's easier, faster, and very applicable. We, for example, didn't propose modifications concerning the integration of ESP in university curricula, so graduates can simply teach it –if their will is to teach-, for this proposal could in no way work because of the generality of English a mass of learners are studying it and have no need to specify it.

We're recommending here something that can be employed with no hard condition but the teachers' will.

Developing one's teaching, in terms of providing him/her with the correct elements of making his/her experiencing triumph, through supervision in its largest sense; appears as if we're asking to use what we already have. We're

talking of exploiting the existing material to improve the novice EST teacher as he/she exercise his job. Sharing experiences with colleagues, asking for more experienced teachers' advice, welcoming experts' guidance, and keeping on learning from seminars and short courses; all these are ropes with which theory and practice could be bound.

Taking our recommendations into account, means having qualifying the English language graduate to be an EST teacher, not through stopping the initial construction which is without doubt necessary, but through remodeling him/her according to the new demands

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APPENDICES

Appendix A: Pre-questionnaire formulated to set the problematic situation of the research

Appendix B: Questionnaire oriented to the subjects within the work's case study

Appendix C: Article concerning EST teaching suggested for further reading

Appendix A

Pre-questionnaire for a research paper entitled:

The Role of Supervision in Developing Novice ESP Teachers' Experiential Knowledge

Case Study: EST Teachers in IAP. Boumèrdes

Our study attempts to shed light on some problematic factors that may face the new teachers of English in the ESP classes, for their theoretical studies dealt basically, if not entirely, with General English. So, we try to fill a lacking bridge between theory and practice, i.e. from GE to ESP, and hopefully find a remedy to this impasse; by suggesting what would be a more constructive as method to develop the teachers' experience from the seeds of their background. These objectives therefore, entail collecting some opinions of the concerned teachers through a pre-questionnaire to state firstly our problem, than to recommend several assumptions.

We hope you Comrades to lend us a hand to collect data for our research, by being thanked to respond a number of questions.

The teacher's name:

I started teaching English in IAP in

Question 1: From where have you achieved your diploma?

a) - From a classical university (a certificate in mastery of language)

b) - From an English language institute (a teaching degree)

Question 2: You have chosen teaching English as profession for the reason that:

a) - It is my vocation

b) - It suits my profile

c) - I had no other choice

Question 3: You teach English to learners who have a specific purpose to learn it; do you take into consideration their particular needs?

a) - No, I just teach them general features of the language

b) - Of course, it's essential to cope with their precise purposes

c) - It doesn't matter what kind of English they ought to learn

Question 4: IAP is an institute which is concerned with the petroleum studies, i.e. teachers of the English language module are asked to tutor EST. Do you think that teaching EST as a branch of ESP differs from the GE you've learnt?

a) - Yes, I do

b) - No, I don't

Question 5: It is easy to start working from where we ended studying. It is akin to a continuous improvement of what one has already known. However, it seems to be problematic to come with a GE background and be asked to teach EST. Do you think that a kind of guidance from more experienced teachers may make a difference? In other words, would cooperating with a supervisor facilitate the task, and fasten the progress of the novice teacher's practical knowledge?

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Thank you.

Appendix B

Questionnaire for a research paper entitled:

The Role of Supervision in Developing Novice ESP Teachers' Experiential Knowledge

Case Study: EST Teachers in IAP. Boumèrdes

Our study attempts to shed light on some problematic factors that may face the new teachers of English in the ESP classes, for their theoretical studies dealt basically, if not entirely, with General English. So, we try to fill a lacking bridge between theory and practice, i.e, from GE to ESP, and hopefully find a remedy to this impasse; by suggesting what would be a more constructive as method to develop the teachers' experience from the seeds of their background. These objectives therefore, entail collecting some opinions of the concerned teachers through the following questionnaire.

The questions

The teacher's name: (Optional)

I started teaching English in IAP in

Question 1: I have graduated from

a) - a classical university English department

b) - an English language institute

Question 2: I have chosen teaching as a profession for the reason that:

a) - It is my vocation

b) - It suits my profile

c) - I had no other choice

Question 3: Have you taken any ESP courses during your graduation?

a) - Yes, I have

b) - No, I haven't

Question 4: Is an ESP background required for a teacher of English at IAP?

a) - Yes, it is.

b) - No, it is not.

Question 5: Concerning the most efficient way to study ESP; do you think this should take place:

a) - during graduation studies

b) - during in-service training

c) - through teacher's own efforts

Question 6 : at IAP, English Language is positioned:

- a) - among forefront modules
- b) - it's a secondary section

Question 7: What kind of learners are you teaching?

My students are:

Question 8: What is the content taught to your students?

- a) - General English
- b) - ESP in its broad sense
- c) - or, EST

Question 9: You teach English to learners with specific needs; do you take into consideration their particular profiles?

- a) - No, I just teach them general features of the language
- b) - Of course, it's essential to cope with their precise purposes
- c) - It doesn't matter what kind of English they ought to learn

Question 10: IAP is an Oil Oriented Institute, i.e. teachers of the English language module are asked to tutor EST. Do you think that teaching EST as a branch of ESP does differ from the GE you've learnt?

- a) - Yes, I do.
- b) - No, I don't.

Question 11: What do you suppose your learners really need to gain knowledge of?

a) - English growing up their specific productive skillfulness, i.e. EST

b) - English just for holding general situations

Question12: It is easy to start working from where we ended studying. It is akin to a continuous improvement of what one has already known. However, it seems to be problematic to come with a GE background and be asked to teach EST. Do you think that a kind of guidance from more experienced teachers may make a difference? In other words, would cooperating with a supervisor facilitate the task, and fasten the progress of the novice teacher's practical knowledge?

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

Question 13: How do you prefer to bridge up your theory of English as *general* to practicing its teaching as *specific*?

a) - Through enriching my experience by my own from some scientific English textbooks

b) - Depending on the advice more experienced teachers may provide

c) - Discussing with other colleagues any blockade that may face me

Question 14: If agreed that developing as a teacher can be grouped into three categories: self, co-operative and formal development. What way do you prefer to progress through?

.....
.....

Question 15: For the formal development; full in-service courses and heavy professional programs are best replaced by conferences, seminars and short courses; do you think so?

a) - yes, I do

b) - No.

Question 16: Did you attend seminars on teaching English for Specific Purposes?

a) - Yes, I did.

b) - No, I did not

Question 17: You have the language; you have the standards of the professional conduct; and you know that the objectives of language teaching depend on the learners. In your case as teachers of adult learners what specific needs dictate the program and classroom methodology?

According to me

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Thank you

Appendix C

Technical English Teaching Case Study of the Algerian Petroleum Institute

Done by Master BENAÏSSA Fella

ABSTRACT

The purpose of this article is to present a feasible approach to the dilemma of having to cope with technical language in specific English teaching. Such a suggestion is determined by the motivation of ESP instructors to become competent in the subject content. For instance, Kennedy & Bolitho (1984) claimed that the most favorable methods should be based on semi-technical material and common core language, neither of which demanded too much experience on one particular area or discipline, but, quite the opposite, skilled handling of a middle academic ground in science and technology to operate within ESP courses.

Background Information and Statement of Purpose

In late 1982, I was asked to teach a content-based course for a third year group of graduates majoring in polymer engineering at the Algerian Institute of Petroleum in Boumerdès. Algeria. The curriculum consisted of three distinct phases: an intensive course, a maintenance course and a writing course with the focus on oral presentation.

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology and academic learning. Thus, The need to promote technological literacy among students and the focus on content-based instruction as the most appropriate method to learn and construct knowledge have resulted in the development of ESP instructional strategies, materials adaptation and development, and evaluation.

In this paper I will merely report my teaching experience and discuss the benefits of a content-based approach to ESP at the Institut Algerien du Pétrole, School of Engineers.

A content-based curriculum integrates target language learning and content learning. Therefore, it is based on the content of a subject and on the use of authentic materials, and takes into consideration the students' linguistic needs and learning styles. Brinton, Snow, and Wesche (1989) point out that content-based instruction "employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well.... [and] requires students to synthesize facts and ideas from multiple sources as preparation for writing."

There are at least two major benefits of content-based instruction. First, if students are given multiple opportunities to interact with authentic, meaningful, and challenging material, the result is better learning (Brinton, Snow, and Wesche 1989). Second, students' motivation is enhanced with the use of authentic materials relevant to their goals (Chávez 1998).

According to Holme (1996), ' Teachers move into the area of ESP when teaching for a purpose that suggests they should be concentrating on one group of language topics, skills and genres rather than another. At the same time different subject-areas are governed by the same linguistic themes or the same skills issues or even provide access to one another.'

In fact, since the main objective of an ESP course is to help students acquire the linguistic and communicative skills related to their disciplines, a content-based approach is especially useful. Content-based pedagogy promotes synthesizing and evaluating, and helps students improve their academic skills by raising their awareness of the concepts of audience and purpose.

Based on such assumptions, trying to find suitable activities for each specific situation is like taking the first steps towards a recognition of needs for a particular group of students and 'ESP can be viewed as a narrowing of these needs' (Holme 1996). Therefore, some kind of 'needs analysis' is always a necessary part of an ESP endeavour and we should constantly ask ourselves 'Who are our students?'

On the other hand, ESP teachers are always concerned about how much they should already know about their students' major. To face this issue, it is advised

to consider the literature. In fact, some writers have argued that teachers should have a very good grasp of specialist content in order to assess the accuracy and validity of what their students say (Chirnside, 1986), while others have expressed the concern that teachers may not even be able to understand their students' content matter without undergoing comprehensive training themselves (Greenall, 1981). And as this latter author has pointed out, without such specialist training, there may in fact be a very real danger that such teachers will only choose subject matter that they themselves can cope with.

However, one should not forget that the other actor is the student and the problem can be simplified by considering two main variables relating to:

- How knowledgeable are the students about their technical subject matter?
- Are the students studying their specialism in parallel with English?

Answers to these questions will determine the nature of classroom material in that we can expect the students to react differently to being taught/not being taught material that is highly subject-specific.

In the case of an ESP class of first-year undergraduate students at a university, the subject knowledge base of both teacher and student may in fact be quite similar.

To go too subject-specific in this case might be risky, because if the students don't understand the content of the English class, they may then expect to be taught it by their English teacher and as anyone who has ever worked in such a situation will know, this can lead to all sorts of conflicts between the English teacher and the academic departments responsible for teaching the actual discipline.

In ESP, much more than in EGP, the traditional roles of teachers and students are often changed, with teachers no longer being perceived as the undisputed holders of all the knowledge. In the ESP classroom, the teacher/student relationship often becomes more equally balanced, with both parties holding knowledge and therefore 'power'. The teacher may command respect as an authority on language, but the student will command just as much, if not more, respect as an expert in his/her own field.

In this situation, the teacher must be willing to learn from the student and the issue is not so much one of how much the teacher knows about the student's subject area, but a matter of knowing what the right questions are to ask.

A related question on the issue of subject-specificity is:

- What do the students perceive their teacher's role to be?

Although the course sponsors' (the company; the academic institute, etc.) reasons for requesting English training may be quite specific, the way in which the students themselves perceive English may be something quite different. .

It goes without saying that teachers must respect the wishes and aims of the sponsor, but if they choose to act in a way that *completely* goes against the expectations of the students, then their teaching is unlikely to be much of a success.

As Davies and Currie (1971) have pointed out, 'A method which frustrates the predictions of the learner is patently bad.'

The issue, then, of how much specialist knowledge ESP teachers need to have, is not always an easy question to answer, but based on my own experience, I would propose the following hints:

- Strevens (1988) refers to 'the educated layman' and encourages teachers to become familiar, at least on a basic level, with the language of the subject.

Therefore, I would suggest that teachers be at least interested in the subject matter they have been asked to teach and open-minded about learning out more.

- *Collaboration or team teaching*

This is absolutely essential. Teachers should seek out subject specialists in the field and be prepared to show them their work and not be afraid of getting feedback. It also means that they will respect you more as a professional in your own right. In a university setting, working closely with subject specialists has the extra benefit of defusing the threat that ESP teachers often seem to present to members of other faculties, and helps to neutralize the idea that English teachers shouldn't *encroach on* the subject specialists' territory.

- *Confidence building*

Language teachers lack confidence about their own knowledge of the subject area and find the prospect of ESP classes somewhat daunting. However, by willing to show interest in the new subject matter and collaborate with specialists in the field, will help confidence to grow

Case study: IAP

The Institut Algerien du Pétrole was created in the early 70's in partnership with Stevens Institute of Technology, New Jersey, USA, GTZ, Germany and IFP, France. Program designing and teaching were done in common by Algerian and foreign teachers.

At this level most students are 19 - 21 years old and are at the beginning of their specialism. They have already learnt enough general English to start with ESP. In this situation teaching and learning ESP represent a continuum of general English on a higher, more specified level, integrating occupational, linguistic and social skills to prepare students and to introduce them to the kind of English they will meet in real situations in their future professions or need for their further education. In the language teaching and learning process students should combine directly work-related skills with personal growth and social awareness - this instruction should offer them the necessary tools to deal with their knowledge (e.g. Grosman et al. 1998).

1. Mechanics

1.1 The Intensive English Program is designed to prepare students to participate in technical course taught in English. It is a course of 15 weeks with 30 contact hours per week. After 8 weeks of English instruction, 7 – 9 hours per week of technical classes are added and the number of hours of English instruction drops to 21 – 23 hours per week. Class size is assumed to be no more than 12 students except for labs and examinations.

Ideally all instruction for a given group is handled by 2 teachers at approximately 15 hours each.

- Teacher 1

Study Guide + Nucleus	13 hours
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Language Lab	2 hours
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- Teacher 2

Grammar	10 hours
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Examination	2 hours
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After 7 weeks of language instruction, 6 to 8 hours of technical courses are introduced and the number of hours of English instruction drops correspondingly. This is done for two reasons. The first is to maintain interest in the English instruction. Toward the end of the program the students tend to feel that their English is adequate to begin technical studies. The introduction of technical courses makes them realize that their language skills are weak yet. The second reason is to relieve the number of technical hours presented in the following semester. The technical courses introduced should be practical rather than theoretical in nature and should be accompanied by a polycopy which allows the students to preview and then review material presented in the lecture.

1.2 Third Year Maintenance: reading skills

A content-based curriculum integrates target language learning and content learning. Therefore, it is based on the content of a subject and on the use of authentic materials, and takes into consideration the students' linguistic needs and learning styles. Brinton, Snow, and Wesche (1989:2) point out that content-based instruction "employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well... [and] requires students to synthesize facts and ideas from multiple sources as preparation for writing."

This activity involves the use of authentic material from different Internet sources and engages students in reading extensively on a topic related to their discipline, performing tasks of increasing complexity, and creating oral or written texts to present the results of their online work.

This course helps students develop academic skills such as scanning, skimming, paraphrasing, summarising, organising, analysing, and problem solving. Through extensive reading students acquire the vocabulary related to a topic of their discipline. By using authentic texts to perform real world tasks students become aware of concepts such as purpose and audience and see the utility of studying a second or foreign language.

1.3 Fourth Year Maintenance program

The fourth Year Maintenance Course is designed to prepare the students to write reports required of them during their fourth and fifth year.

And to make the oral presentation required for the defence of their final project.

The approach is a “writing workshop” with the students constantly writing and teachers constantly providing Maintenance f an oral presentation feedback. The writing is interspersed with oral presentations. The writing units develop the functions of physical and process description.

- Summary and synthesis tasks

Summarizing and paraphrasing are basic writing skills for engineers. Braine (1989) found that most assignments in writing courses for engineering require the summary and synthesis of information from multiple sources. Retelling tasks, which require students to read texts and reword them in order to produce a new document, are useful for developing comprehension and summarising skills. Compilation tasks provide students with practice in explaining the choices they make and in paraphrasing information drawn from a variety of sources (Dodge 1999).

- Analytical tasks

Analytical tasks require learners to look closely at one or more things, find similarities and differences, and determine the implications inherent in the similarities and differences (Dodge 1999). Such tasks are also useful for examining cause-and-effect relationships and providing students practice in the rhetorical patterns typical of technical and scientific texts.

1.4 Fifth Year Program

It teaches mainly the techniques of oral presentation

- Negotiation and interaction tasks

Engineers have to use language not only to report information, but also to establish interpersonal relations. Consensus building tasks teach students to consider, articulate, and accommodate different viewpoints. Judgement tasks lead students to make decisions among a number of choices and use language articulately to justify their decisions. Students can be asked to evaluate authentic documents, such as technical specifications.

2. Approach

An EST (English for Science and Technology) approach is used for the greatest part of the program. Since all the students share similar linguistic and

educational backgrounds and will participate in very similar technical programs, the English program has been designed to take advantage of these similarities. The aim is to build upon the knowledge of English grammar which the students already possess and further develop those structures characteristic of technical English and, at the same time, develop a sub-technical vocabulary.

An EST approach is seen as a way of isolating and developing those items most likely to be encountered by our students. An EST approach is also practical from the standpoint of motivation. This is where the students' interest lie. It implies a functional organization of material. Language is taught for communication within specific situations or functions. The selection and organization of the functions composing the intensive program are determined by the units of the Study Guide. It is hoped that at the end of the program the students will be able to manipulate these functions in order to communicate within the specific situations required of them.

All skills are developed but listening, reading, and writing are emphasized. Although speaking is not a formal part of the program, each teacher provides ample opportunities for the student to express himself orally.

Language skills are developed in a combined approach. No attempt is made to divide the program into reading, writing, etc. in each case active use of the language, rather than study of the language is essential. It is the responsibility of each pair of teachers to determine the needs of a particular group as far as specific skills are concerned and to meet those needs.

3. Testing and Grading

Entry- Michigan Placement Test

End of

Intensive- Michigan Test of English

Language Proficiency

End of

3rd Year - Staff prepared EST test

End of

4th Year - Mock TOEFL

REMARKS

English for Specific Purposes is probably the most challenging branch in language teaching, it is, by nature, content-based in that the students' purposes and interests are to a large extent uniform. As claimed by many ESP teachers “in a way it is easier to develop an ESP class than a content-based ESL/FL class, because although both use content as a vehicle for language teaching, it is difficult to find topics which interest all of the students in the typical ESL/FL class”

However; we should also remember that we are not specialists *in the field*, but *in teaching English*. On entering the classroom, we ought to know that our subject is *English for the profession*, and not *the profession in English!* We help our students, who know their subject much better than we do, develop the skills which are essential for them in understanding, using, and/or presenting authentic information in their profession.

Finally, a professional ESP teacher must be able to easily switch from one professional field to another without being obliged to spend months on getting started

CONCLUSION

It is not an easy job to be a teacher of ESP, but it is a very challenging one. And that is the reason why creative, flexible and self-aware teachers find it interesting, exciting and rewarding. TLSP enables teachers to come closer to the very heart of what students really need in order to communicate and be successful in their near future professions or studies, and students know that. language is most certainly easier to learn when it is real and natural, and relevant. It is easier when “it belongs to the learner, has purpose for him/her, when the learner chooses to use it and has the power to use it” (Goodman 1986).

In an ESP classroom, selection of specialist text can not and should not in itself make a course an ESP course. What is more important is a demonstrated need, which may be for specialist text or for some other kind of material. What we are really involved in as ESP teachers is teaching English to specified people. In this way teachers should follow student's target situation needs and learning needs, or as Ellis and Johnson (1994: 26) say “we are supposed to focus on the systems,

procedures and products that are at the heart of what the students do in English and to be able to deduce from this knowledge the language needs of each type of students’

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Summary

This research is conducted to sensitize EST novice teachers about the important role of supervision to get progressed in their experienced knowledge. It unfolds the problematic situation of the existing gap between ESP and GE and tries to give some possible ways to fill in it. In addition to the issues deposited, the study is also motivated by eliciting the perceptions of EST teachers about the difference between what they have studied and what are intended to teach, and their awareness about supervision as a helpful means to bridge up these two shorelines. A descriptive survey was geared to collect data through questionnaires from both EST novice and experienced teachers at the *Institut Algérien du Pétrole in Boumerdès*. As resulted after the analytical work; the responses depicted that a real need of being supervised does exist to develop the teaching experience of new English language teachers having to teach EST at the beginning of their career. The end result of this study is that supervision in its general meaning is needed to breakdown the psycho-pedagogical barriers that EST novice teachers may face in teaching situations of high specificity. Therefore, collaborating with a supervisor in a learner-centered teaching would enhance the teacher's experience and of course provide the learners with the specific purposes they are interested to meet.

الملخص

"دور الاشراف في تطوير المعرفة الخبراتية للأساتذة المبتدئين المعنيين بتدريس اللغة الانجليزية لتخصصات العلوم و التكنولوجيا . حالة الدراسة اساتذة اللغة الانجليزية في المعهد الجزائري للبتروول – بومرداس" هو عبارة عن دراسة تحليلية لواقع اشكالية الانتقال لتدريس اللغة الانجليزية ذات الاهداف الخاصة انطلاقا من قاعدة اللغة الانجليزية العامة التي يمتلكها كل متخرج من اقسام اللغة الانجليزية في الجامعات الجزائرية. تهدف هذه الدراسة الى ابراز اهمية الاشراف على الاساتذة المبتدئين خلال تدريس طلبة التخصصات العلمية و التكنولوجيا للغة الانجليزية المحددة والمتعلقة بهذه التخصصات و مدى تأثير ذلك على تحسين المهارات التعليمية و تحصيل الخبرات لهذه الفئة من المدرسين. ولتحقيق هذه الاهداف قمنا باستطلاع للأراء مع اعضاء الحالة موضوع البحث في قسم اللغة الانجليزية للمعهد الجزائري للبتروول. وقد اسفرت تحليلات المادة المتحصل عليها عن وجود فراغ بين امكانات استاذ اللغة الانجليزية المبتدئ و المهمة الموكلة اليه اي اللغة العلمية و التقنية المفروض تدريسها لطلبة المعهد البتروولي. و بالتالي فمقترح العمل مع مشرف خبير او استاذ انجليزية ذو كفاءة معتبرة في تدريس لغة الاختصاص و لديه خبرة طويلة في المجال او متخصص في العلوم و التكنولوجيا حسب حاجة الطالب هو امر قد يساعد في هذه تخطي العقبات و يمثل جسر عبور امن بين المعرفة الحاصلة و المعرفة الخبراتية المرجوة بالنسبة للأساتذ المبتدئ. على امل ان يحظى هذا المقترح بالمبادرة الى التطبيق لحل الاشكال الناتج عن تدريس عموميات الانجليزية لطلبة العلوم و التكنولوجيا و تجاوزها الى لغة انجليزية تتبع التخصص و تخدم متطلبات الطالب.