

An Exploration of Algerian ESAP Teachers' Practices and Students' Voices in Relation to Curriculum Design and Needs Analysis

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DEDICATION

This thesis is dedicated to my parents and husband who patiently supported me throughout this venture.

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ABSTRACT

This research, through a case study approach, explores factors that influence teachers' practices when designing and implementing an English for Specific Academic Purposes (ESAP) curriculum, as well as how students perceive their learning experience of ESAP.

The study is situated in the Economics Sciences department (ESd) at NU University in Algeria. It purports that the development of an ESAP curriculum that addresses the specific needs of students is critical to improving students' chances of success in the subject while also maintaining or increasing their interest and motivation. The study considers teachers' involvement in curriculum design as being vital, as no ESAP-specific curriculum materials are provided by the Ministry of Higher Education and Scientific Research (MHESR) of Algeria, the university, or other stakeholders.

The study draws on the perceptions of 15 ESAP teachers, 150 Economics students, and one Head Teacher within ESd. With consideration to the research questions, the data were gathered and analysed using an interpretive, mixed-method approach. The triangulation of data collection tools and sources supported the findings validity and reliability. A thematic analysis was adopted to capture the emergent themes linked to teacher professional development inherent in curriculum design and delivery practices.

Findings are deemed to be generalisable to further studies in similar ESAP contexts around the globe. Significant findings include indications that the ESAP curriculum is shaped by teachers' personal learning experiences and expectations and that they perceive the process of needs analysis as a challenging task in guiding the design of the curriculum. The data analysis also found that course design has some limitations including the teaching-learning materials used, the delivery methods, and the assessment procedures adopted. Examining the students' data unveils a variety of perspectives about their experiences of the ESAP programme, including the

effectiveness of the content of the course and the selection of materials relevant to their needs.

The research concludes that the limitations of training and teachers' prior teaching experiences impact teachers' motivation, confidence, and feelings of being an imposter. These factors adversely impact teachers' understanding and development of the curriculum design process, which subsequently affects students' experiences and learning. The study recommends that a range of professional development opportunities be provided to teachers to help them develop the most responsive curriculum.

The research presents an original contribution to research-informed curriculum development and needs analysis by adding to the knowledge base concerning the complex interplay of factors that impact ESAP teachers' practices – this in turn informs the development of effective professional development training for ESAP teachers to improve their curriculum design and delivery. The study proposes a framework around ESAP curriculum management based on students' and teachers' needs and ESAP situation. The suggested recommendations are also provided to help teachers better manage their challenges to achieve curriculum design effectiveness and support students in studying ESAP courses.

ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

TEFL: Teaching English as Foreign Language

TESL: Teaching English as a Second Language

ESL: English as a Second Language

SL: Second Language

FL: Foreign Language

EGL: English as a General Language

ESP: English for Specific Purposes

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

ESAP: English for Specific Academic Purposes

EGAP: English for General Academic Purposes

GE: General English

L1: First Language/Mother Tongue

L2: Second Language

Ibid: Same source as last time

ESd: Economics Sciences department

PCK: Pedagogical Content Knowledge

MESRS: Ministry of Higher Education and Scientific Research

MNE: Ministry of National Education

TEPAV: The Economic Policy Research Foundation of Turkey

UK: United Kingdom

NU: Northern University

NA: Needs Analysis

USA: United States of America

UNESCO: The United Nations Educational, Scientific and Cultural Organisation

PhD: Doctor of Philosophy

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Glossary

Genre

The term 'genre' has its origins in the French word 'type'. Genres or text types are literary words that serve the same function (Hyland, 2016, p. 27). Genres can be spoken or written type texts designed to develop courses on specialised language use (Hafner and Miller, 2019; Swales and Swales, 1990).

Pedagogy

It encompasses the performance of teaching together with the theories, beliefs, policies, and controversies that inform and shape learning. It is both the act and the idea of teaching (Alexander, 2008b).

Lingua Franca

It is the language used by individuals who do not share the same linguistic background and whose native languages are different (Zeng et al., 2022).

Globalisation

It is the action or procedure of international integration of countries arising from converting worldviews, products, ideas, and other aspects of culture (Smith, 2018a).

Language Policy

It is what a government executes either officially through legislation, decisions, or policy to determine how languages are used (Johnson, 2013).

Ideology

It refers to a system of ideas and beliefs that holds dominance within a specific group or society, impacting various aspects of social interaction and organisation, including politics, economics, science, education, and culture (Zajda, 2020).

Definitions of Terms Used in the Study

The following section provides clarification of some key terms used in the study.

Needs Analysis

It is the means of establishing the how and what of a course (Hyland, 2006, p. 73) to consider the future needs and wants of the students (Nation and Macalister, 2010) that influence the course design (Hutchinson and Waters, 1987). In this study, needs analysis is among the dominant factors contributing to designing and teaching the curriculum. This is a notion that the present study considers having a significant developmental construct for the field of ESAP (more detail in the literature chapter, Section 3.4). Generally, needs analysis plays a significant role in separating ELT from ESP. It is defined as a procedure for collecting information about students' needs (Brown, 2016; Haj Sassi, 2015). For this study's purposes, needs analysis is splintered into two main phases: students' needs analysis and course needs analysis. More explanation on these phases will be provided in the literature review chapter (Section 3.4.2 and 3.4.3).

Curriculum

The curriculum is another key term used in this study. In teaching and planning in a general sense, arguably early founders of the curriculum are Tylor (1940) and Stenhouse (1975) (Section 3.8) who are briefly discussed to provide a foundation for understanding curriculum design and its subsequent developments.

In this study this mainly relates to the context of the ELT and ESAP approaches. The curriculum has been defined by Graves (2000) as a process and product model. Different terms have been used to refer to curriculum such as course, syllabus, and model, as well as curriculum design/development or course design/development. Broadly, a curriculum development or design refers to consideration of what to include in a programme of study and what students will learn. A course design refers

to consideration of how students will learn about the topics in the curriculum. However, these terms are used in the study interchangeably because the nuances in the meanings do not affect the essence of the investigation. Moreover, the research participants are more familiar with these terms than they are with the term curriculum.

Model

Another term used in the study is model which Nation and Macalister (2010) discussed, as a way of setting a curriculum together; it might be a tried or untried scheme. A model is a curriculum design format developed to meet specific needs, contexts, and/or purposes (Eisner, 2002). It could be a programmed solution to specific problems or a microscopic pattern that serves as a framework for a particular activity. The literature review chapter discusses different types of models (Section 3.8).

Subject Matter

It is also called 'contents of education' and pertains to the focus of study for students who are likely to be English speakers (Deng and Luke, 2008). Thus, understanding the contexts in which English is taught requires specific-purpose English. In this study, different terms such as content subject matter, disciplinary area, disciplinary context, subject degree, and subject discipline are used interchangeably to refer to the subject matter. The latter is often associated with students' courses in different academic departments studying degree programmes for whom English is not their first language such as economics, science, technology, etc.

Teacher Professional Development

It refers to the ongoing process of enhancing a teacher's effectiveness in the classroom by improving their knowledge, abilities, and skills (Alemayehu, 2021). This process involves various activities such as attending workshops and conferences,

training courses, participating in collaborative learning communities, and engaging in reflective practice. In the current study, the terms teacher professional development, teacher education, and teacher training have been used interchangeably.

Chapter 1 Introduction to the Study

1.0 From ELT to ESAP

This section focuses on the type of English language course concerned with the process of curriculum design and delivery, and the type of setting in which the research takes place. English for specific purposes (ESP), English for academic purposes (EAP), and English for specific academic purposes (ESAP) along with needs analysis and the curriculum, will be explained thoroughly to differentiate each definition.

With the increased globalisation in business, economics, and tourism in the late 19th and early 20th centuries, there was a need for a common language, which led to the use of a lingua franca (Dembinski et al., 2022). English was already widely used due to the growth of the British Empire, and over the decades the teaching of English has become increasingly vital in different domains. English is taught as a foreign language (TEFL) in a context where it is not the first language and is only learned inside an environment. English is also taught as a second language (TESL), where it is an official language and is widely utilised both inside and outside the classroom (Graves, 2008). However, English as a second language (ESL) can be considered a general umbrella term that includes all subsections of English teaching (as shown in Figure 1.1). Currently, within the context of this study (Section 1.1.1), English is taught as a second foreign language (with French being the first) in Algeria.

Since the turn of the millennium, there has been an increasing global trend in learning English for particular purposes, leading to the emergence of a new branch of English language teaching called English for Specific Purposes (ESP) (Hutchinson and Waters, 1987). This approach is based on conducting a needs analysis (ibid.) to determine the specific needs of students for learning English, which helps teachers design relevant courses tailored to their students' needs (Brown, 2016).

The growing demand for English as a lingua franca in academic and professional settings has prompted the Algerian government and influential organisations, such as the British Council in Algeria, to highlight the importance of English proficiency for Algerian citizens (Bouabdallah and Bouyacoub, 2017). Consequently, the number of universities in Algeria offering ESP courses has increased dramatically, particularly those geared to certain specialties. The courses were designed to be tailored to meet the needs of diverse types of students and maintain their motivation for successful learning in their respective academic fields. Therefore, the focus of English language teaching has shifted from literature to more technical and scientific subjects such as economics, law, science, and technology.

Various branches of ESP have been developed to teach English for educational and occupational purposes. These include English for occupational purposes (EOP), English for academic purposes (EAP), and English for specific academic purposes (ESAP). As many types of ESP exist, there are particular subject discipline needs that students need to be met. EAP has significantly evolved over the last two decades (Hyland, 2006) and is defined as teaching English to assist students in studying or researching in that language. It is designed to help students develop the language and skills they need to study successfully through the medium of English (Charles and Pecorari, 2016). The development of EAP has emerged due to the recognition by English Language Teaching (ELT) experts that university students need to learn specialised linguistic skills and materials (content) that English for general purposes (EGP) can hardly offer (Shing and Sim, 2011). EGP is not focused on teaching specific discipline-related subjects and is not as goal-oriented as ESAP (Zohrabi, 2010; Ahour and Mohseni, 2015). Therefore, the needs of students are found to be a key factor in designing and developing any type of EAP course (Jordan, 1997).

EAP is further divided into ESAP and EGAP (Section 3.3). EGAP is concerned with general academic English skills that are applicable to any discipline, such as activities and forms and does not refer to students' subject study per se (Ding, 2016). This

means that the EGAP course focuses more on the English language itself, covering content that is considerably different from what the students generally study in their disciplines, such as general academic writing skills. In contrast, ESAP is closely connected with specialised courses (Uzun, 2018) and its content is directly tied to students' disciplines (Hyland, 2018). For example, students may be required to write research papers for specific publications in their fields. Therefore, the ESAP course aims to equip students with sound linguistic knowledge and communication skills necessary for their specific academic disciplines, as well as to develop academic literacies relevant to their area of study (Brown, 2016). This study has its lens on ESAP courses and their associated curriculum design and how this meets the needs of the students who undertake this course.

Figure 1.1 displays several main categories of English language teaching with subsequent divisions. It is essential to review the figure before delving into discussions concerning these categories:

Figure 1-1 Categories of English Language Teaching (Adopted from Jordan,1997, p.3).

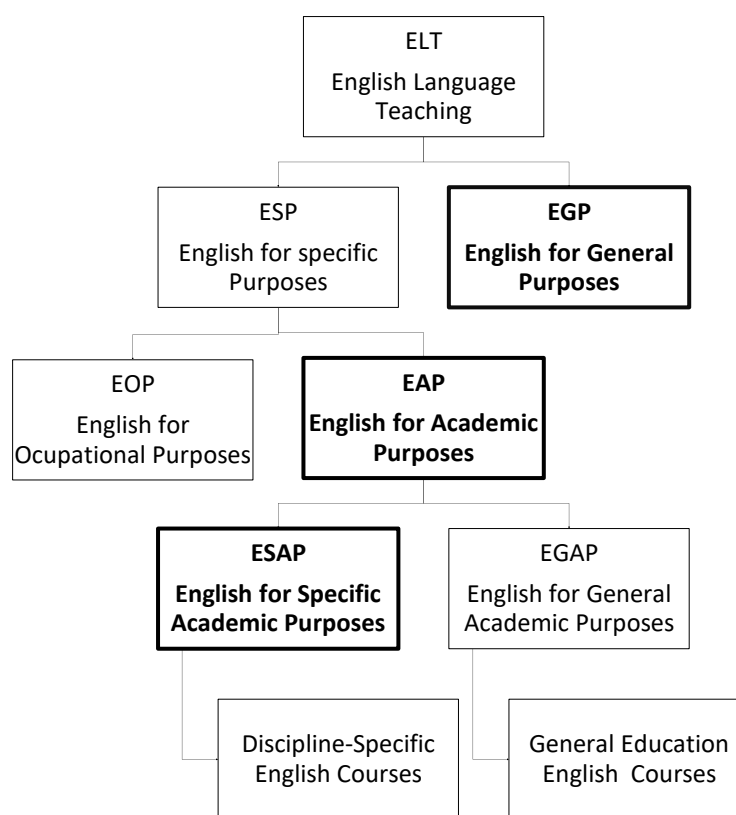


Figure 1.1 reviews the basic components of the ESP field; the main category encompasses diverse language teaching and learning settings including ESAP and other related subject areas. This figure contributes to clarifying the definition of ESP, not by showing what it is but rather by highlighting what it is not, because ESP is an inclusive term that includes many different areas and applications.

Figure 1.1 illustrates the functioning of ESP within a global and general context. However, some areas of ESP such as EOP may not be present in the Algerian context. The highlighted areas in Figure 1.1 represent the courses that are currently offered in Algeria. For this study, the areas of EAP and ESAP are of particular importance in Algeria (Section 2.3). Moreover, Figure 1.1 indicates other terms that are used to describe the various branches of English language teaching.

1.1 Study Overview

As ESAP was first introduced in Algerian universities at the start of the millennium. ESAP is still, arguably, in its infancy. Researchers and teachers in the global context such as Hyland (2016, 2019) as well as in the local context such as Boudersa (2018) and Assassi (2021) in Algeria, have recognised the significance of ESAP education for undergraduate and graduate students. They emphasise the need for a specialised curriculum for students who need to study English in their academic contexts.

ESAP curriculum development is the primary process that starts with gathering data about the course and developing the course relevant to students for learning and evaluation (Hutchinson and Waters, 1987; Richards, 2017). In Algeria, there is a pressing need for improvement in the education sector, particularly regarding addressing the needs of both students and the curriculum itself (Boudersa, 2018). Within the context of higher education in Algeria (Chapter Two – Section 2.4), any ESAP curriculum presupposes a needs analysis (NA) (Brown, 2016).

In 2006, the Ministry of Higher Education and Scientific Research (MESRS) of Algeria integrated English courses into a university programme designed for non-English disciplines. This course, which is based on the principles of ESAP, is referred to as ESAP throughout this research, and it aims to prepare students for academic and professional roles in the future. ESAP is implemented predominantly in economics, science, engineering, agriculture, and other similar fields (Anthony, 2009).

In the situation under investigation, the ESAP curriculum for undergraduate students studying Economics in Algeria has not been prescribed or guided by MESRS. As such, the existing design of the ESAP curriculum appears to remain somewhat exploratory. However, there is a growing demand for English language skills among students in the Economics Sciences department (ESd), as non-native English-speakers need to possess a good command of English to carry out communication tasks related to their studies effectively and enhance their employability (Hyland, 2016). Therefore, it is

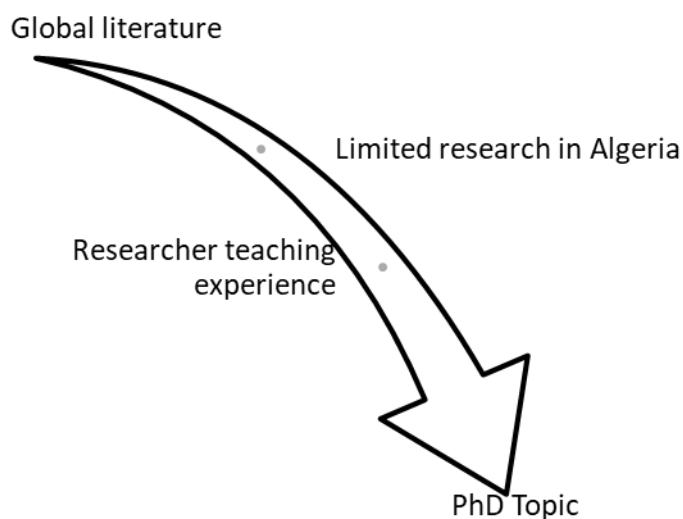
expected that the ESAP curriculum for Economics students will be structured to progressively develop students' ability to perform academic tasks in English that are relevant to the needs of the economics discipline (Hutchinson and Waters, 1991; Flowerdew, 2016; Maouche, 2021).

In this study, the terms ESAP and ESAP for Economics interchangeably represent the study-related purposes behind using the English language. ESAP is an academic world term that refers to the academic discipline of study in which English is necessary for study efficiency. However, the term Economics about ESAP is being used as a sub-category of ESAP and it focuses on the use of content-specific English for practising students in the Economics study world. The term economics also denotes the communication that involves students with the same domain, often international, in the educational field. Also, Economics employs the use of English that the students would benefit from in their future professional careers after graduation.

The absence of an ESAP curriculum for the Economics discipline is among the problems raised in related studies (e.g. Messaoudi and Hamzaoui, 2017). ESAP teachers in Algeria and other countries have the responsibility of designing and delivering courses that meet the needs and goals of their students (Ding, 2016). These teachers come from different backgrounds and may work with a range of published and/or self-designed materials (Ding and Bruce, 2017) and they may have varying levels of prior experience or knowledge. Both local literature in Algeria (e.g. Tabrizi and Renani, 2016; Messaoudi and Hamzaoui, 2017; Boudersa, 2018) and global literature (e.g. Bond, 2020; Ding and Bruce, 2017) show a dearth of studies on understanding teachers' practices in designing and delivering the ESAP curriculum to satisfy student needs, resulting in a marginalisation of this important area of study (Bond, 2020). Notably, despite an extensive literature search, it is evident that no investigations on ESAP have been found in Algeria, and no data have been gathered from students (through students' voices, interviews before joining the course, etc.) or from teachers about the ESAP curriculum design and delivery.

The emergence of the research topic under investigation can be attributed to several factors, including the dearth of related literature in the global context, limited research in Algeria, and the researcher's personal teaching experience (Section 1.1.2). The scarcity of literature pertaining to the topic on a global scale has created a gap in knowledge, thereby prompting the researcher to explore this area of inquiry. Additionally, the limited amount of research conducted locally in Algeria has further reinforced the need to explore the factors influencing the pedagogical practices adopted by ESAP teachers in designing and delivering the ESAP curriculum in greater depth. The researcher's teaching experience has also played a pivotal role in identifying the practical implications and importance of the topic in the field of ESAP. Therefore, the convergence of these factors has led to the selection of this research topic for investigation (Figure 1.2).

Figure 1-2 Emergence of the Research Topic



1.1.1 Contextual Background

Although there is no debate on the significance of studies focused on NA in developing ESP courses tailored to students' diverse academic needs (Hutchinson

and Waters, 1994; West, 1994; Long, 2005; Richards and Schmidt, 2013; Elsaid et al., 2018), recent researchers have suggested that NA in the curriculum did not receive enough attention from researchers and there is a scarcity of empirical studies not just in the Arab academic context (Kandil, 2002; Al-Tamimi and Shuib, 2010; Boudersa, 2018; Mohammed, 2022), but also around the world (Bell, 2016). As a result, Arab students receive minimal input (on communicative genres, skills, and disciplinary knowledge) in their language classes (Kandil, 2002). In addition, it is indicated from the literature, such as Boudersa (2018) and Messaoudi and Hamzaoui (2017) that the role of NA in curriculum design in the Algerian context is set in the abstract and is not well written. Therefore, this raises questions as to why very little consideration has been given to teachers' perceptions and practices regarding the ESAP curriculum design with respect to NA in Algeria.

This research is conducted at NU University's Algerian Economics Sciences department (ESd), which the MESRS oversees (Section 2.2). NU University was established in 1986 (Educativ, 2023). About 150 students join the Third Year Programme in the ESd and they are usually divided into seven groups of about 21-23 students. The ESAP course is a mandatory requirement for all students who wish to be accepted into the Master's degree programme. The course spans two semesters (Sections 2.3 and 2.4) and successful completion of both semesters is necessary to pass the course. If a student fails the course, they will need to retake it and be re-examined.

1.1.2 Educational and Professional Background

I am a trilingual speaker of Arabic, French, and English from Algeria. English is my third language, and I obtained my Bachelor's degree in Linguistics from the English Department at NU University in Algeria in July 2014. Later, in 2016, I obtained a Master's degree in Didactics from the same university. During my final year of the Master's programme, there was a shortage of English teachers to teach ESAP courses

in the Economics Sciences department (ESd) at NU University. Consequently, the MESRS requested English students with good grades and a good level of English to volunteer to teach ESAP courses. As I was qualified and skilled in English, I decided to respond to the call to teach ESAP courses for Economics students in the ESd from 2015 to 2016. As was the case with me in the ESd, teachers are usually recruited based on their Bachelor's degree from English departments. As a novice ESAP teacher, I encountered challenges that I perceived were shared by other teachers, which piqued my interest in conducting research on the topic. ESAP teaching, thus far, has been self-directed by teachers, with freedom to design their own curriculum. However, as in my case, knowledge of how to do this was limited. Notably, students' motivation was low, and their engagement with the course content and delivery was limited. Hence, this heightened my interest in how this situation could be improved.

I first struggled with lesson planning, content preparation and linking ESAP to the subject of Economics. The lack of motivation of the Economics students shaped my reflections towards a possible need for teachers to integrate NA into the ESAP curriculum design. There is an 'expectation that teachers do not keep secrets, whether of discovery or grounded doubt' (Schulman, 2000, p.50) and I kept questioning my practice in the ESAP course. For example, what are students' needs? How can these needs be identified? Why is the curriculum not prescribed for ESAP? Why do teachers teach in the way that they do? These are the questions that remained in my mind, even long after I graduated from the University.

Throughout the investigation, I took advantage of my professional observational experience to collect first-hand information about the research context. I developed certain ideas and concepts that were formed from reading the literature in the first place. Reading further literature allowed me to crystallise my ideas and concepts into an actionable initial research plan (Figure 1.2). My aim was to investigate the curriculum design practices of ESAP teachers and understand the perceptions of students towards the ESAP course content. Hence, this research has yielded a rich,

detailed picture of ESAP curriculum design practices as well as the students' voices in Algeria who are enrolled in the ESAP programme.

1.2 Study Rationale

Due to the concerns about the ESAP curriculum (Section 1.2.1), which has implications for ESAP teaching and student learning, consideration of how various curriculum models are implemented by teachers (Nation and Macalister, 2010; Graves, 2008; Richards, 2001; Brown, 1995; Tyler, 1949) is deemed to be necessary for this research. Although limited literature about ESAP exists, Chapter 3 provides details about some of these curriculum models specifically with regards to teaching English language (Section 3.9).

The necessity for a better exploration of the curriculum design with respect to NA involvement is shaped by the reasons outlined in Chapter 2 (Section 2.3). From this perspective, researchers concur that NA is considered the logical starting point for course design and that language teaching programmes are responsive to the students' learning needs (Munby, 1978; Graves and Xu 2000; Dudley-Evans, 2001; Hyland, 2006; Basturkmen, 2010; Brown, 2016; Hyland and Hyland, 2019). Conducting this research to explore the practices used by ESAP teachers in the context of ESAP curriculum design and delivery in the ESd is critical, particularly in the classroom when implementing the curriculum and addressing its pedagogical matters (e.g. teaching approaches and methodology) – this is necessary to evaluate the effectiveness of the development of the ESAP curriculum which has not gained a status of high recognition at the local and international level vis-à-vis other scientific disciplines.

Furthermore, this research is specifically about understanding the fundamental factors influencing the design and delivery of the ESAP curriculum within the Arab world generally and the Algerian context in particular, both, thus far being largely absent of such research (Messaoudi and Hamzaoui, 2017). For example, Boudersa

(2018) mentioned in her research that the ESAP area in Algeria lacked profound research on ESAP curriculum development and teaching, and she emphasised the need for more efforts to develop the curriculum, thereby rendering the ESAP curriculum in Algeria a subject of debate.

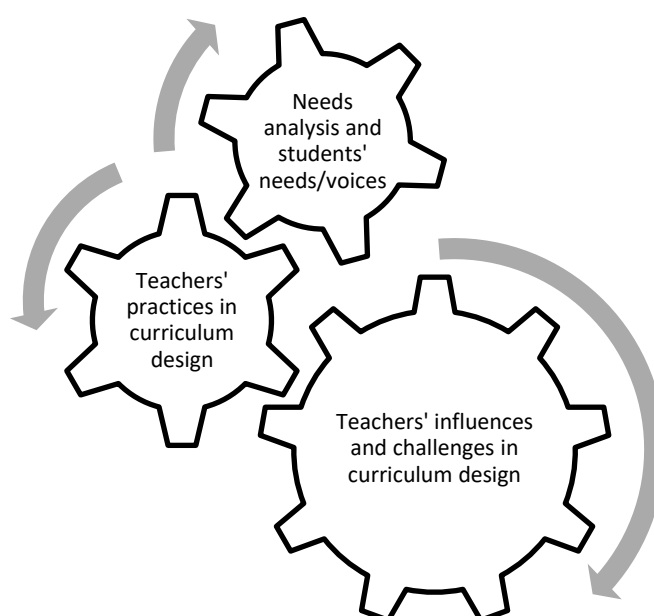
On a national level, although few studies have been conducted in the Algerian context (Messaoudi and Hamzaoui, 2017; Assassi, 2021), there is a seemingly global concern about reform to ESAP, albeit based on the few studies available (*ibid.*). A consistent notion is that the ESAP curriculum should have more individual structure rather than simply considered as an extension of another English course (Figure 1.1). Owing to the increasing attention on the importance of ESAP and its development to enhance the effectiveness of teaching in Algerian universities, my interest in conducting this study in this research area was sparked.

This research serves three critical purposes (Figure 1.3). It aims to conduct an in-depth investigation into current issues pertaining to the curriculum with a focus on investigating teachers' understanding and experiences/practices in designing and delivering the curriculum by considering students' needs and voices. Yet, students' needs can only be identified if students' voices are also heard (Strydom and Loots, 2020; Cook-Sather, 2006; Mitra, 2004; Elisha-Primo et al., 2010, Basit, 2013; Shaffi, 2017; Bishop, 2018; Flynn and Hayes, 2021; Sun and Holt, 2022) and previous research (such as Bovill et al., 2011 and Ahmadi and Hasani, 2018) suggests that students' voices have been overlooked, with scant attention given to how students learn specialist varieties of their subject degree in ESAP programmes. Therefore, the study aims to seek students' voices and views on the content of the ESAP curriculum.

This study also aims to explore the influences, factors and challenges that teachers face in ESAP curriculum design and delivery at NU University in Algeria and subsequently make recommendations for improvements if necessary. This area of research has not yet received sufficient attention from researchers in the field of

education, in which the absence of an ESAP curriculum has been evident. The students' participation in the present study is given a voice. As Basit (2013) emphasises 'our persistence and skills as researchers give a voice to groups whose viewpoints may otherwise remain hidden' (p.516).

Figure 1-3 Research Areas



1.3 Theoretical Underpinnings

Literature on the ESAP approach such as Basturkmen (2018, 2019, 2021) and Hutchinson and Waters (1987, 2006) has been considered, as well as literature related to prominent figures in the field of curriculum studies by Tylor (1949), Taba (1960), Stenhouse (1975), Richards (2001, 2013, 2017), NA such as Woodrow (2018) and Brown (2016).

Furthermore, published literature about curriculum design in ELT, including the work of Brown (1995), Richard (2001), Graves (2000, 2008), and Nation and Macalister (2010) was considered. The literature on the implementation of the needs analysis played a crucial role in explaining specific issues and rationales related to curriculum

design and development. This literature includes works by Hyland (2006, 2009, 2018), Long (2005), Douglas (2000), Flowerdew (2012), Serafini et al. (2015), Hyland and Shaw (2016), Schweitzer (2019).

Additional literature has also been utilised to support and embellish the existing literature relating to students' needs, course design challenges, and teacher development. This includes the works of several authors such as Tomlinson (2003, 2012), Basit (2013), Haj Sassi (2015), Bouabdallah (2015), Ding (2015), Chen et al. (2016), Bell (2016), Bond (2017, 2019, 2022), Ding and Bruce (2017), Bouyakoub (2017), and Elsaid et al. (2018).

The review of the literature helped to determine what was known about the research topic, the crucial contributors, and the potential for further research. This review helped me to examine the body of knowledge that underpins the study and the theoretical frameworks that guide the research questions and findings. The literature covers topics such as curriculum design, needs analysis, teacher professional development, and curriculum models. Significant authors/theories, studies and hybrid theoretical frameworks have influenced the creation of some questions; for example, Brown (2016) is among the key players who influenced how the research questions were written such as the notion of needs analysis. The research questions are not derived explicitly from a given theory or study in the literature, but the reading has certainly shaped my thought process and the development of the research questions.

Most Western literature describes the curriculum as a nonlinear process. Nation and Macalister (2010) firmly believe that the design of the curriculum is always influenced by the needs of students and environmental factors. Still, they acknowledge that due to certain factors (e.g. economic, cultural, and political) teachers and other academic curriculum designers experience these issues in different ways, which leads to a differentiation of opinion. In the current study, NA in curriculum design has been the

subject of numerous definitions, including actively engaging students in course design decisions (Brown, 2016) and empowering them to identify course objectives necessary to achieve the curriculum aims (Woodrow, 2018). In this way, it should be recognised that the opportunity to voice students' views and needs might be challenging, mainly if the stakeholders are unaware of it (Hyland, 2018). Learner-centred ideology aims to organise the curriculum around the needs and interests of individuals, with the students themselves being viewed as the primary source of curriculum content (Lam, 2022). However, in traditional universities, such as those found in Algeria, decisions regarding curriculum design are often made by the decision-makers at the top of the educational hierarchy, rather than by the students themselves (Belmihoub, 2018). Consequently, implementing a NA is demanded to ensure that the curriculum meets the learning needs of the students (Bocanegra-Valle, 2016). This reciprocal relationship between NA and curriculum design (Irfadila and Noprika, 2022) means that it is crucial to consider the perspectives of both teachers and students (Forrest, 2004) in this research process.

1.4 Research Questions

In the context of this study, the exploration of designing the ESAP curriculum has some foundation with Brown's (2016) study on curriculum development, which emphasises the importance of conducting a NA as the starting point (Brown, 2016). Brown (ibid.) argued that 'needs analysis information defines and validates a defensible curriculum that satisfies the learning requirements of students' (1995, 2016, p.36). Therefore, it is crucial for teachers to recognise the significance of understanding students' needs and integrating them with the learning objectives in the curriculum design process. At the curriculum development level, it is important to draw attention to students' needs and voices, particularly regarding the target English skills and content needed (ibid.).

With the overarching research question and these three, related, purposes in mind, the specific research questions to be considered are:

RQ1: How have teachers designed their ESAP curriculum to meet students' needs?

RQ2: What are the perceived influences and/or challenges experienced by teachers whilst designing and delivering the ESAP curriculum?

RQ3: How do students perceive the content of the ESAP curriculum?

Aligned with the enumerated above questions, this study is designed to achieve the following objectives:

1. To investigate current teachers' practices implemented in the area of ESAP curriculum design.
2. To investigate teachers' perceptions to needs analysis in the curriculum used and its relevance to the needs of students.
3. To explore how ESAP teachers view the implementation of needs analysis in designing a curriculum and whether it can positively affect the effectiveness of the curriculum design and delivery.
4. To explore the perceived challenges and factors to ESAP curriculum design experienced by teachers.
5. To understand students' perspectives on the curriculum content and profile their views about the effectiveness of the curriculum in use.
6. To provide a background to the educational policymakers/curriculum designers regarding the ESAP curriculum situation in Algeria to improve teachers' learning experiences and student performance outcomes.

As Denscombe (1998) asserted, it is usual for further sub-questions to emerge (Table 1.1).

Table 1.1 Research Questions and Sub-Questions

Research Questions	Specific/sub-Questions	Objectives
RQ1. How have teachers designed their ESAP curriculum to meet students' needs?	1.1. How do ESAP teachers view the role of needs analysis in their curriculum design practices? 1.2. How have the needs of students been considered by teachers in curriculum design to prepare them for their studies? 1.3. What are teachers' practices underpinning curriculum design and delivery?	1, 2, 3, 6
RQ2. What are the perceived influences/challenges experienced by teachers whilst designing and delivering the ESAP curriculum?	2.1. What influences and challenges might have influenced teachers' practices in the ESAP curriculum design and delivery? 2.2. What strategies enhance the design and delivery of the ESAP curriculum?	4, 6
RQ3. How do students perceive the content of the ESAP curriculum?	3.1. How useful do students find ESAP curriculum content and delivery as related to their academic study needs? 3.2. What are students' needs and learning strategies related to the ESAP curriculum?	2, 3, 5

1.5 Significance of the Study

The research is highly significant within the setting of this case study (i.e. the Economics Sciences Department (ESd) at NU University), and it has the potential to contribute to knowledge not only within the university but also in the wider Algerian context. The study represents the first of its kind to engage both teachers and students from the ESd in discussions about curriculum design and needs analysis. In fact, in the existing research, no other study has been conducted among Algerian Economics students studying ESAP in Algeria, making this research particularly valuable. Therefore, the findings of this study will have far-reaching implications for

the improvement of the ESAP curriculum both in Algeria and in higher education settings globally, by providing evidence-based decisions on the curriculum and resource usage, thereby enhancing the overall quality of the ESAP programme.

Furthermore, the significance of this research lies in its use of an alternative approach compared to many previous studies, namely that of mixed research methods such as observation and questionnaires with students, as well as interviews with ESAP teachers. Another critical aspect of this study is its utilisation of the constructionism lens (Section 3.7.2) to uncover the perspectives of the Head Teacher, ESAP teachers, and students while seeking answers to the research questions. The results of this research can potentially serve as impetus for further studies, as the reported findings can be explored by other researchers in diverse settings.

1.6 Structure of Study

The thesis structure has been divided into eight main chapters as follows.

Chapter One

The opening chapter defines some of the key terms used in the study, introduces a brief overview of the study by highlighting the motivation and reasons behind the research, and explains how these have developed alongside my personal teaching experience in the ESAP field. The chapter provides the rationale, the significance, the purpose of this study, and the questions that this study attempts to investigate. It concludes with an outline of the structure of the thesis.

Chapter Two

Chapter 2 presents a general introduction and background to the context of the study. It reviews the educational issues in Algeria by shedding light on the status of English in higher education in general and with explicit attention to the nature of ESAP teaching in detail at the ESd and presenting the aims of ESAP teaching in the

context of this study. This chapter also discusses the current issues of the ESAP curriculum components in the ESd at NU University, including those surrounding the ESAP teachers, students' backgrounds, courses and related materials.

Chapter Three

Chapter 3 presents the review of relevant literature. It aims to locate the study within the contextual and theoretical boundaries of ESAP curriculum design and delivery based on the three main research areas underpinning this study: curriculum design; needs analysis; and teachers' practices towards curriculum development and professional development. This chapter examines in detail the principal notions of ESAP as a foundation, the role of the teachers in ESAP, the emergence and the development of ESAP as a field, and how it differs from other English teaching approaches (ELT and EGAP). It discusses how the needs analysis can be integrated through the curriculum on the work of teachers around curriculum development and delivery. It also presents some empirical studies related to needs analysis which have a bearing on the present study. Moreover, this chapter discusses the concept of the curriculum and reviews the key models for curriculum development. It provides explanations about these different models in the context of the study and presents some updated empirical studies conducted related to ESAP curriculum issues. By way of a literature review, it builds the conceptual and analytical framework serving as the foundation for the research.

Chapter Four

Chapter 4 outlines the research methodology. It demonstrates the motivation and justification behind the different methodological decisions taken for relevance to the nature of the present study, including the ontological and epistemological underpinnings, the selection of the methods used for data collection and the research participants. In addition, this chapter includes the pilot study, the tools used in the data analytical process, and the limitations of the methods used. Finally, it outlines the ethical considerations of this study.

Chapters Five and Six

Chapters 5 and 6 are concerned with reporting the results of the research instruments with participants. Chapter 5 presents the qualitative findings generated from interviews (Datasets 1 and 2) and classroom observations (Dataset 3), whereas Chapter 6 reports the quantitative findings gathered from questionnaires (Dataset 4).

Chapter Seven

Chapter 7 seeks to bring all the datasets together to set the research findings within a broader, overarching theoretical analysis and present needs analysis, ESAP curriculum design and teacher professional development as main emerging themes and issues of interest in the study.

Chapter Eight

The final chapter provides the study's conclusion by presenting a summary of its findings, discussing its contribution to knowledge, including recommendations and implications for the field of ESAP. In the end, it outlines the research limitations followed by the researcher's personal reflection on the PhD journey.

1.7 Conclusion

This chapter has introduced the purpose of the research. It has provided an overview of the study and outlined the research questions with a summary of how the study contributes to the realm of knowledge. This chapter explained my professional and personal interests and the emergence of the study as it currently exists. It also clarified the terms that will be used throughout the research. It concluded by providing the content of each chapter of the thesis.

Chapter 2 An Overview of the Study Context

2.0 Introduction

This chapter introduces the context in which this research is being conducted, as context influences teaching and learning, particularly in the ESAP setting (Jordan, 1997; Kaewpet, 2009). It starts with a brief discussion of Algerian policy regarding English language teaching in higher education, along with the most notable changes in this area. It continues to illuminate several educational, political, and cultural issues and information relevant to the study's subject matter, particularly ESAP. Additionally, it articulates the current situation of the ESAP programme and situates it within the current policy context.

2.1 Algeria Country Profile

Before reviewing the status of English in Algerian higher education, it is important to consider the linguistic situation in Algeria. Algeria is a culturally and linguistically diverse North African country. It is legitimately considered a multilingual and multicultural country (Ouahmiche et al., 2017) with a sociolinguistic landscape that is characterised by its richness and diversity (Djennane, 2016).

Arabic is the predominant language spoken by Algerians in their daily lives, with French serving as the primary foreign language and English as the second foreign language. French occupies an important position in Algeria as it is used by the government, different media outlets, educational institutions and in the everyday life of Algerians. Furthermore, French is the principal language of business in the country and its status as a commercial lingua franca reflects the colonial history of Algeria, which was colonised by France under several governmental systems between 1830 and 1962 (Menezes, 2020).

The Algerian policy shows interest in the world's economics and scientific fields. This led to building close connections with countries that utilise English as a means of communication such as Japan, China, the United States of America, and the United Kingdom by signing economic agreements. Consequently, the French language has lost its status as a dominant language in Algeria, owing to the incursion of English as a foreign language in every sector of life. As a result, the English language has gradually gained prominence in Algeria (Bouyakoub and Bouyacoub, 2017), particularly within educational institutions and employment agencies in the public and private sectors.

2.1.1 The Status of English in the Algerian Educational System

In 2000, the National Curriculum officially introduced the English language as the primary foreign language to be taught in public schools in Algeria after French (Zakharia, 2017). It commenced being included in the curriculum starting from middle schools. However, it was entirely removed from primary schools because of French dominance at that time. Miliani (2001) pointed out that the inclusion of English at the primary level was a political decision to destroy the impact of the language of the colonisers, who were French. This policy failed in 2000, given that the French language has a history in Algeria, and it has had deep roots in the country for a long time (Belmihoub, 2018); becoming a part of the Algerians' cultural identity.

Since 2000, the English language has flourished and pushed French to the margins, not only in Algeria but also in the larger North African region such as Tunisia and Morocco (Sayahi, 2014). Learning English is believed to improve the quality of education in Algeria and promote social advancement (Ministry of Education, 2005). Notably, globalisation has contributed primarily to the widespread adoption of English as a lingua franca for communication and interaction (Coleman, 2010) across borders in different domains of human activity such as economics, science, politics, education, and technology. Therefore, there is a call for policymakers to redefine the

status of English at all levels of education and promote it as a second language, while relegating French to a foreign language status. Zughoul (2003) argued that:

‘In Arab North Africa and although the French has had a strong foothold in Tunisia, Algeria, and Morocco, it has been retreating and losing much ground to the English. The tendency to shift from French to English in these countries cannot be cancelled’ (p. 122).

In 2006, the Ministry of National Education (MNE) recognised the importance of English proficiency as a critical skill for students to acquire during their academic careers (Belmihoub, 2018). Hence, the MNE integrated English into different curricula and made it a compulsory language for all streams taught in schools (Benrabah, 2013), starting from middle school (age 11) for four years until the completion of secondary education (age 16) for three years (Order n°76-35 of April 16th, 1976, organising the education and training in Algeria). Furthermore, in Algeria, the English language has increasingly developed as the dominant language for research publication in Academia (Bell, 2016). As Hyland (2006) concluded, ‘...while research may be largely communicated through English, it is increasingly coming from countries where English is a foreign language’ (p.26).

In 2014, the MESRS in Algeria signed an agreement with the British Council to award 500 Master’s students scholarships to pursue PhD degrees in the UK (Bouyakoub and Bouyakoub, 2017). This initiative aimed to establish new partnerships between British and Algerian universities, which would reinforce English in Algerian higher education and strengthen English language teaching, learning, and research (British Council, 2014). In 2019 ‘the Minister of Higher Education Tayeb Bouzid appointed two commissions to enhance the use of English language in higher education’ (MESRS, 2019, p. 1). Indeed, many scholars in Algeria agree that English has a promising status and a bright future in Algeria (Benrabah 2013; Bouabdallah and Bouyakoub, 2017; Belmihoub, 2018).

2.1.2 Political and Sociolinguistic Landscape of English at Tertiary Level in Algeria

Algeria's formal education system has advanced significantly since its inception following independence in 1962 (Belmihoub, 2018). It has witnessed numerous reforms in response to the evolving political and socio-economic needs of the country and the development of science and technology. All aspects of reforms and management in Algerian universities, including curriculum development, reform, or change have been under the supervision of the MESRS. In 2004, the Algerian government and policymakers implemented the latest reform of the License-Master-Doctorate (LMD) system in tertiary education (Section 2.2), which is a French uniform structure of degrees (European University Association, 2004).

The LMD system aims to align Algerian higher education with international standards to meet the requirements imposed by the new socio-economic environment. The reform, which came into effect in 2004 (Executive Decree N° 04-371 of November 21, 2004), aims to promote students' mobility and equip them with the knowledge, skills, and competencies required for the labour market and lifelong learning (Saad et al., 2005, cited in Gherzouli, 2019).

English is the language that imposed itself on the Algerian linguistic landscape (Benrabah, 2007). It is used in higher technical and scientific education as a medium of instruction and as a service language that is present in the curriculum instead of the French language. Miliani (2001) claimed that:

'French has lost much of its ground in the sociocultural and educational environments in Algeria and introducing English is being heralded as the magic solution to all possible ills, to look for an internal recovery and endeavour to reform all its systems including economic, education and technology in the country' (p.35).

Mami (2013, p. 243) shares the same belief, asserting that 'disparities in the use of French started to fade away at the crossroads leaving more space for teaching English as a second foreign language'. It was believed that English as a historically neutral

language would be able to fulfil the modernising role that was expected of French in the Algerian context while avoiding French's imperialist and non-Islamic connections (British Council, 2010). It was hoped that both traditionalists and modernists would find English acceptable. If reconciliation between these parties could be achieved, then the country might be able to dedicate itself to pursuing the economic and social development which is urgently needed (ibid.).

Between 2009 and 2018, Algerian youths began to recognise the importance of English (Belmihoub, 2018). They realised that the global significance of French had diminished and saw no reason to revive it. As a result, Benrabah's study (2013, 2014) reports that English Departments in Algeria have experienced a dramatic increase in enrolments, leaving French Departments behind. Belmihoub (2018) strongly argued that in the Department of English at Boumerdes University, student enrolment has exponentially climbed from less than 100 to approximately 2000 students majoring in English Language and Literature in a decade (2006-2016). Since the early 2000s, the desire to learn English among Algerians has significantly risen to the deterioration of French use. Accordingly, Messaoudi and Hamzaoui (2017) noted that:

'... today's younger generations show positive attitudes towards English for its association with progress and modernity and its consideration as an important means of communication with the external world' (p. 6).

Several researchers outside the Algerian context (such as Phillipson, 1992; Pennycook, 1999; Jenkins, 2006; Ferguson, 2007) believe that the spread of English recently has been for educational purposes only. However, the use of English has spread for other cultural, political, and economic purposes and needs that advance the supremacy of the West and its ideologies. As Phillipson (1990) noted, 'teaching English was considered a means of securing links towards political and economic purposes with third world countries' (p. 128). Therefore, Algeria as a country willing to extend its different political, economic, and social relationships with other countries, decided to implement English for specific academic purposes (ESAP) as a reform at the university level. Consequently, ESAP courses are provided for students

in many Algerian institutions nationwide beginning from the Bachelor's degree (Miliani, 2011; Messaoudi and Hamzaoui, 2017), enabling them to communicate with people from diverse cultural backgrounds (Evans and Suklun, 2017; Aguilar, 2018). However, the optimal time to introduce ESAP courses to achieve the best outcomes is questionable (Abdullah, 2016). But Algeria's peaceful atmosphere, economic stability, and political conciliation toward the international market does enable the country to participate in worldwide competition and promote its wonderful landscapes and cultural heritage (ibid.).

2.1.3 The Culture of English Learning in Algeria

English, as the lingua franca post-2019, became a compulsory subject in higher education institutions. Since Algeria was not colonised by Britain, English is not considered an enemy language (i.e. coloniser language) by Algerians, as is the case with the French language (Miliani, 2012). Hence, the educational policies in the country have given fundamental attention to improving the usage of English teaching as an intervention to restore Algerian dignity by ending the French language's dominant usage (ibid.). Indeed, French researchers and scientists are compelled to use English to stay updated with new developments and communicate effectively (Abid-Houcine, 2007; Messaoudi and Hamzaoui, 2017). Even the French Academy of Sciences promotes publishing reports in English (Bouyakoub and Bouyacoub, 2017). Therefore, some researchers view French as an 'obsolete language' compared to English (ibid.). Furthermore, English is used by individuals to project a particular status, as several Algerians communicate in English with people both within and outside the country to demonstrate the positive values associated with English such as modernisation and sophistication (Belmihoub, 2018). These examples reflect the prestige associated with speaking English and embracing Western culture.

During the time of writing this study, an educational change was taking place in Algeria, with English gradually replacing French as a second language in the education system and taking over the role of French in a wider context as well. The former

minister of MESRS announced on July 21st, 2019, that ‘French does not lead anyplace’ and he directed rectors to write the administrative documents in Arabic and English instead of French (Bouzghaia, 2019). In an interview on El Bilad TV (a prominent Algerian TV channel), the current Algerian president Abdelmadjid Tebboune declared that Algeria would focus on English as it is the language that enables Algerians to connect with the world (El Bilad, 2019). This change is due to be applied in all educational sectors in Algeria and is expected to create opportunities for change in education by testing new curricula, proposing new approaches and strategies to teaching and learning and providing training programmes to equip teachers for the future (Bouzghaia, 2019).

2.2 The Status of English in Higher Education in Algeria

This section aims to explain how the Algerian government approached the design of the English language curriculum. As a developing country, Algeria is eager to participate in global scientific and technological developments around the world. Since over half of the literature on science and technology is written in English, learning the language is considered crucial (Crystal, 2003).

At the university level, the MESRS serves as the central authority for making decisions on educational policies. This includes curriculum design and delivery, teaching goals and objectives and teaching materials (Belmihoub, 2018). The MESRS has made significant efforts to implement educational reforms by introducing the LMD system in all universities in 2004. The primary purpose of the reform of curriculum development and the English language in Algeria is to increase students’ proficiency in various settings such as developing research and communicative skills. As English continues to occupy an important place in Algeria and with the emergence of the LMD system, teaching English in higher education was introduced in two different ways: 1). as a main course in the English department for those who study English as a subject language; 2). as a supplemental, but obligatory course for students in

different fields of study (such as sociology, business, tourism, economics, engineering and so on) who choose to study specialised English known as ESAP courses (the focus of this study). These subjects are taught in the mother language or national language which is Arabic, and the role of English will vary depending on what the discipline requires. Thus, the ESAP course is a combination of subject and English.

The demand for specialised English has become an academic and professional requirement in many Algerian workplaces. To respond to the evolving demands and development of scientific fields, students in different faculties of higher education settings are now required to study English as an integral part of their curriculum (Miliani, 2010). Moreover, learning English for different purposes at the level of their study is fundamental for research, as well as a future academic or professional career, by understanding articles and books written in English, writing their papers/documents in English, participating in international scientific research conferences, and listening to seminars and experts' presentations. The purpose of the ESAP programme stems from the fact that students expressed their purpose in learning ESAP very clearly (Hyland, 2016). Indeed, students find themselves with a strong drive to master English because it is the key to understanding their subject-related issues (Boudersa, 2018). For example, an Economics student may need English to understand Economics articles (e.g. financial reports, news publications etc.) or to communicate effectively at conferences and obtain information from sales catalogues. Therefore, the concept of need in ESAP is crucial since all activities aim to achieve specific objectives at the end of the course (Brown, 2016). The LMD system acknowledges the significance of the English language and supports its use for specific contextual purposes (Haddam, 2015).

2.3 ESAP in Universities in Algeria

As Algeria enters the new world market with international relationships, this entails the need to use the English language to be in contact with the latest developments

in science and technology fields transmitted in English. To achieve this growth, the Algerian government decided to introduce ESAP courses. Hence, these are considered significant subjects to prepare skilled and trained students that influence them in choosing a career pathway in various target places (Tan and Balasico, 2018).

As mentioned in the previous Section (2.1.1), Algeria has recognised the significance of English-dominated communication in economics and intellectual growth. Consequently, Algerian policymakers in the MESRS incorporated English as a part of the official curriculum at all education levels. The main purpose is to ensure that Algerian students 'can communicate effectively in their specialist fields' (Bouabdallah and Bouyacoub, 2017, p.209).

Since 2006, ESAP has been taught at the university level and is a legally required ancillary module in most degree programmes (e.g. economics, law, science, technology, computer science, politics, sociology, engineering, tourism, etc.) (Sulcas and English, 2010, p.219). ESAP courses are given to students who are required to be enrolled in these courses at both levels of the undergraduate and postgraduate (Master) and even PhD levels regardless of their specialism. Unlike the English department, where English is the main subject, ESAP is an additional but compulsory module in other departments, each with its own specific needs, requirements, issues, difficulties, and teaching practices. For that reason, the ESAP tends to be non-universal in these variations, but similarities can be found (Hutchinson and Waters, 1987; Brown, 2016; Woodrow, 2018). The content of the courses is not predefined, and the selection and presentation of the teaching materials are left to ESAP teachers (Section 1.1.1). More details about ESAP courses will be discussed in the following section. Researchers and professors in Algeria (e.g. Messaoudi and Hamzaoui, 2017; Belmihoub, 2018; Boudersa, 2018) agree that ESAP teaching can equip students with practical English skills to reach a wider audience. This has been clearly indicated by Widdowson (1983), who declared that the notion of purpose in ESAP can be viewed as a form of training. He defined ESAP as 'an essential training operation' (p.6) aimed

at equipping students with specific skills tailored to address well-defined purposes, aligning with the objectives set by the ESAP course. In other words, the student is trained to gain specific skills and knowledge, intending to use them to solve predefined problems effectively (Basturkmen, 2006).

Even though the Algerian education policy constantly emphasises and highlights the learning of English for specific purposes, the area of ESAP still receives less attention and importance among teachers in Algeria (Boudersa, 2018), and there are still several significant deficiencies in teaching ESAP. Few studies have been conducted on the issue of ESAP in the Algerian context though research on ESAP is needed as the demand in this area is developing.

2.3.1 The Situation of ESAP Teaching at the University Level

Teaching ESAP to meet the specific needs of students in specialised subjects has become a centre of interest and a pedagogical concern in ELT in Algeria. This is due to the desire of Algeria as an economically developing country to collaborate and share scientific and technical literature as well as inventions.

ESAP teaching in Algeria is still nascent (Boudersa, 2018). Despite the growing popularity of ESAP courses in Algerian universities, the absence of ready-made teaching materials, textbooks, and curricula provided by the MESRS remains a significant issue (ibid.). Consequently, there may be varying perceptions among Algerian teachers regarding ESAP theory and practice. ESAP courses with diverse subject-specific materials have become increasingly popular in Algerian universities, such as the ESAP course for Economics, which covers both academic study skills such as reading economics journals and writing assignments, as well as economist-specific skills such as writing technical reports. Teaching ESAP in Algeria primarily serves to internationalise by ensuring that local students are advantaged in the global job market (Dearden, 2015, cited in Kirkgöz and Dikilitaş, 2018a; Bouyakoub and Bouyacoub, 2017).

According to Bouyakoub and Bouyacoub (2017) and Belmihoub (2018), comprehensive efforts are needed to design and teach the ESAP curriculum because considering what to teach and how in each specific field of study is necessary. Despite the raised calls for change, the ESAP curriculum in Algeria has not been updated to date. In contrast to the growing demand for ESAP courses in different educational contexts, efforts for designing the curriculum are notably lacking in Algeria (Boudersa, 2018; Belmihoub, 2018). The following section will provide details about how the ESAP course for Economics students is run in the Economics Sciences department (ESd).

2.4 An Overview of the Economics Sciences Department at NU University in Algeria

The university and the department where the study takes place are described to provide a clear idea of the context of this study to achieve its aims.

The study was conducted in a university located in the northwest region of Algeria. For ethical considerations, this university is referred to as 'Northern University' (NU). As there are many universities located in the northern part of Algeria, NU University should not be recognisable to ensure its anonymity. This university consists of different departments (Economics Sciences Department, Technology Department, Political Sciences Department, and Law Department). This study is conducted in the Economics Science Department, referred to as ESd, where Economics is a subject discipline that is not fully delivered in English, but rather in Arabic, the national language. Nevertheless, students also study English as a compulsory subject for non-English specialists. Teachers are called ESAP teachers (Section 2.4.1) as they offer a range of ESAP courses to students to fulfil their needs for future study and professions where the native language is not English. However, ESAP courses are delivered in English as the medium of instruction. Students are not assessed to determine their English proficiency level as a requirement to enrol in the ESd;

however, they need to pass their baccalaureate exam to be eligible for enrolment in the department.

In the context of Economics, ESAP in the ESd strives to equip students with specialised content, language skills, and strategies essential for their academic courses. The focus is on meeting academic requirements in Economics, not just using English as a language.

The aim of ESAP in the ESd is to provide students with the specialised content, language skills and strategies needed for their academic courses in an Economics context rather than using English as a form of language. For instance, reading and understanding specialised learning texts written in the Economics context to keep updated with the latest Economics books and journals, which are usually published in English. The ESAP course is characterised as being more restricted than literary English (Haddam, 2015). For this reason, ESAP for Economics is often associated with specialised terminology. It is restricted in size and use, as in any other discipline. Therefore, students are urged to acquire the necessary command of English to understand the content of their Economics literature to succeed in their academic fields of study. Thus, this specificity of the content of the ESAP courses for Economics students is characterised by the choice of curriculum, the design of pedagogical materials, teaching methods, and activities that must meet and satisfy the target needs of students, which are interpreted later in course objectives.

Since there is no official curriculum assigned for teaching ESAP as previously noted (Section 1.1), teachers create their own ESAP curriculum. One of the most challenging aspects that appears unclear and needs closer attention is the development of the ESAP curriculum with respect to students' needs. This aspect of NA has been mentioned as a very important component in the ESAP course. The ESAP course for Economics consists of two semesters – each semester has 20 ESAP sessions and it is conducted once a week for about 90 minutes. In the ESd, all the Economics

undergraduate students are required to pass the ESAP course as a compulsory course subject and their exams provide credit points like all the other subjects in their degree. The ESAP course for Economics is goal-oriented since it depends on planned content based on the needs of students sharing a common area of study discipline. This, in turn, emphasises conducting the process of NA that targets the specific evolving needs of students described in the Economics discipline so that these can be addressed in the ESAP curriculum design. Researchers and scholars such as Brown (2016) and Woodrow (2018) identified that needs analysis should be prioritised in the ESAP course design. All these characteristics that have been mentioned about ESAP for Economics assign to a specific design of the curriculum that incorporates the content material in the context of Economics.

From this group of teachers and students in the ESd, the study participants were selected based on availability and willingness to participate.

2.4.1 ESAP Teachers

The academic ESAP staff in the ESd is composed of 15 teachers who are assigned to deliver ESAP courses to multiple disciplines. They teach ESAP for Economics and other disciplines such as law, politics, finance, and science. These ESAP teachers are primarily Algerians with Arabic as their mother tongue and predominantly hold Bachelor, Master, or Doctoral Degrees in one of the following fields: linguistics; didactics; literature and civilisation. Most of them are Bachelor's holders with very few holding a Master's degree (the present study sample). Unlike the subject teachers, the ESAP teachers are not directly recruited by the MESRS in Algeria. For that reason, they are only part-time employees who tend to be novice teachers. They are paid hourly on a temporary contract basis, so, most of them take on second jobs in other professions or private schools (Messaoudi and Hamzaoui, 2017). To qualify to teach ESAP in the ESd at tertiary level, teachers must have a minimum degree at Bachelor level in English (GE, ELT, and TEFL).

The criteria of selecting and hiring ESAP staff have not been defined by the MESRS. Furthermore, the MESRS has not taken action to specify the qualifications necessary for teachers to enter the ESAP profession (Messaoudi and Hamzaoui, 2017). Because the MESRS does not provide the ESAP curriculum for Economics in the ESd, teachers are expected to design it themselves. Therefore, teachers' participation in the current research is significant to display their understanding and practices in developing and delivering the curriculum as well as to gather their views on the involvement of NA in the design of the ESAP course for Economics. To do this, interviews were conducted (Section 4.6.1).

2.4.2 ESAP Economics Students

The students participating in this study are government school graduates aged between twenty to twenty-three years old. They are baccalaureate holders from literary and scientific streams and their proficiency of the English language varies from one student to another. Their first language is standard Arabic, while French and English are their first and second languages. Before enrolling in university, Economics students studied English as an additional language for at least seven years in middle and secondary schools. For that reason, students are not beginners, and they are expected to possess a good command of the English language.

This study focused on students following the undergraduate programme at the Economics Sciences department (ESd), who are required to study Economics in English as a part of their programme. Generally, students obtain their Bachelor's degree in three years. In this new learning environment, they are introduced to ESAP, which is contrasted to their prior language learning experience at school 'as part of a broad education' (Mackay and Mountford, 1978, p. 2) without any immediate or specific demand for its application. Students in ESAP are mature adults and conscious of the importance of learning English for their future studies and careers. They are also familiar with various genres commonly found in Economics studies – this is

supported by Ananyeva's (2014) claim that students in ESAP are mostly 'self-motivated' and 'aware' of their needs and goals' (p.9). However, Economics students oversee the English language skills to reflect their Economics knowledge content. Therefore, they seek courses that are narrowly focused on fulfilling the specific requirements and needs of their Economics studies. Students' participation in this study is vital to seek representation of their voices; the approach used to do this is discussed further in the methodology chapter (Section 4.6.4).

2.5 Conclusion

This chapter provides a comprehensive picture of the context in which the research is conducted. It stressed the need for ESAP and how the Algerian education system should address it. Additionally, it presented a general overview of the status-quo of English language teaching (ELT) in the Algerian education system. The chapter also discussed the issues that paved the road to the development of ESAP and described the major concerns regarding ESAP in higher education settings in Algeria. Finally, it highlighted the nature of the ESAP course, which is my focus, being run in the ESd including information about ESAP teachers and students.

In the following chapter, the literature read, and theoretical frameworks identified will be discussed and reviewed from various perspectives.

Chapter 3 Literature Review

3.0 Introduction

This chapter presented the theoretical frameworks in relation to needs analysis, ESAP and curriculum development. It drew on literature around the general theoretical and philosophical frameworks and underpinnings identified around ESAP (its definitions and classifications) and models of curriculum design. Additionally, literature is reviewed to explore needs analysis in different contexts from theoretical and practical aspects in the local and global (Algeria, Arab and Western Worlds) contexts. The chapter concluded by discussing literature based on the themes that have emerged from study findings by highlighting teachers' professional development that underpins the current study.

3.1 The Development of English for Specific Purposes

ESP has become the most significant development trend in ELT (Hutchinson and Waters, 2006). It has existed as a separate branch of language teaching for around 40 years (Ramirez, 2015). ESP first appeared during the 1960s and the early 1970s (Paltridge and Starfield, 2013) as an approach to learning English. According to Hutchinson and Waters (1987) and de Chazal (2014), the dominance of ESP owed much to three key trends. The first trend emerged from the rapid global growth in research, science, technology, and economic activity after World War II (1945) (Hafner and Miller, 2019). This international expansion in turn, created a demand for a common language which would be eventually satisfied by the English language (Flowerdew and Peacock, 2001; Gatehouse, 2001; Bruce, 2022, cited in Bruce and Bond, 2022).

For example, the post-industrial revolution dominance of the British empire would have had a significant impact on the globalisation of English as a lingua franca in many nation states across the world, including former British colonies – namely, the 'British

colonialism from the seventeenth to the twentieth century and the British leadership in the industrial revolution in the eighteenth and nineteenth centuries' (Romanowski, 2017, p. 42). Therefore, 'the international language became English' (Hutchinson and Waters, 1987, p.6).

The second trend emerged in the 1970s from the growth of oil industries in parts of the Middle East and in North Africa, including Algeria, when skilled workforces using only the English Language were imported from the West (UK and USA) who use only the English language. For example, English in Algeria has become the language of oil wealth marketing and plays a significant role in developing the world's economy (Belmihoub, 2018). Therefore, there was a need for people and workers from non-native English-speaking countries (as in the case of Algeria) to develop specific English language proficiency skills to respond to this change. According to Strevens (1987) 'English is used by more people than any other language, although its mother-tongue speakers make up only a quarter or a fifth of the total' (p.56).

The third trend arises from the continuous advancement within the fields of linguistics and educational psychology (Hutchinson and Waters, 1987), creating a new generation of students and professionals who need English for specific purposes to access the global expansion in science and technology (Hyland, 2018; Bell, 2016). Such development has shifted the focus from language teaching methodology to the methods by which learners acquire a language and the variations in how languages are learned. Giving consideration of the needs of the learners became as crucial as the methods used to teach linguistic knowledge (Hutchinson and Waters, 1987). This rise of ESP has occurred in the last twenty years to meet the specific needs of students in specialised subjects that relate to academic or occupational contexts. This trend is characterised by a shift in interest from the role of English as a general subject to one as a specialised subject. As a result, students for whom English is not the first language become eager to study English at universities (Hafner and Miller, 2019).

As discussed in Chapter Two (Section 2.1.2), English became a necessary subject in the national curriculum and higher education programmes globally (Sadeghi and Richards, 2016; Breeze et al., 2021), including in Algeria. Teachers and researchers worldwide started exploring authentic language uses and different communicative situations for which people needed English (Bell, 2016). There are probably many more teachers of ESP who are non-native speakers than those who use English as their mother tongue (ibid.). This has been considered a further development that has broadened the ethnography and sociological significance of English globally (ibid.).

English has attained the status of a global language (Rogerson-Revell, 2007) due to its international authority over the world economy and the scientific flow. It has become the most accepted language worldwide in all fields of technology, engineering economics and so on (Palmer-Silveira, 2015). This leads to the growing demand for English in teaching and research (Murray, 2016a; Galloway et al., 2017) and the emergence of international journals that have also reinforced the need for training in English (Bell, 2016).

3.1.1 English for Specific Purposes (ESP)

Hutchinson and Waters (1987) define ESP as ‘an approach to language teaching in which all decisions as to content and methods are based on learners’ reasons for learning’ (p.19). They also claim that needs analysis is a methodology adopted to define the content of the ESP course (Kenny, 2016). Dudley-Evans and St. John (1998, pp.4-5) define ESP as having three fundamental and five variable characteristics (Table 3.1) that give ESP an identity that differs from other English teaching approaches.

Table 3.1 Main Characteristics of ESP (Adopted from Hafner and Miller, 2019, p.17)

ESP Absolute Characteristics	ESP Variable Characteristics
<ol style="list-style-type: none"> 1. ESP is tailored to fulfil the specific needs of the learner. 2. Utilises the underlying methodology and activities of the disciplines it serves. 3. ESP focuses on the language elements (grammar, vocabulary, register), skills, discourse, and genres that are pertinent to those specific. 	<ol style="list-style-type: none"> 1. ESP can be related to or specifically designed for particular disciplines. 2. ESP might employ a different methodology from general English in specific teaching situations. 3. ESP is typically designed for adult learners, often at tertiary institutions or in professional work settings. However, it can also be adapted for learners at the secondary school level. 4. ESP is usually designed for intermediate or advanced students. 5. Most ESP courses expect a foundational understanding of the language system, although they can also be used by beginners.

Literature provides various definitions of ESP. For example, Hyon (2017) describes ESP's 'core mission' as one of preparing students to use English in their target work and study contexts (p.4). Hyland and Wong (2019) describe ESP as 'specialised English language teaching grounded in the social, cognitive, and linguistic demands of target situations' (p.2) and Belcher (2009) asserts that ESP is language instruction that is centered around specific learners and addresses their individual purposes, setting ESP apart from general English language teaching. According to Hyland (2016), ESP is closely related to the disciplines that target a particular group of students whose specific needs have been the subject of a thorough analysis. ESP aims to prepare students for their disciplines dealing with different genres (for example, texts on physics for physics students and economics students) (Hutchinson and Waters, 2006; Richards and Schmidt, 2010). It also ensures that students can communicate in specific contexts (academic, occupational, or professional) (Basturkmen, 2010; Hyland, 2016). Thus, ESP acquires content and real-world skills using the medium of English rather than mastering the language on its own.

Teaching ESP in Algeria should enable the students to use the language in relevant communicative contexts to attain their purposes (Boudersa, 2018). This awareness raises curriculum design as an important element of the ESP approach (Graves, 2000) and increases teachers' efforts to provide a relevant curriculum for students (Hutchinson and Waters, 2006). Teaching ESP has grown quickly as a result of a massive global development (Rahman, 2015). Anthony (2018) defined ESP as:

'One of the most established teaching approaches in English Language Teaching (ELT). It has been informed by over 50 years of research and practice and is perhaps the most influential of all language teaching approaches in academic settings....ESP is useful in many ELT contexts where learners have particular needs for English that cannot be satisfied through traditional approaches to language teaching' (pp.8–9).

According to Fălăuș (2017) and Kırkgoz and Dikilitas (2018a), ESP is currently taught in universities worldwide to prepare future specialists in various fields of activity at the university level and in occupational settings (Section 3.2.1/3.2.2).

The definitions above demonstrate that ESP differs from EGP in practice and that students' goals and requirements are paramount in ESP (Mirsharapovna, 2022). ESP is student-led, needs-grounded, and often engages with students' specialist subjects or fields of knowledge (Anthony, 2018). This relates to the primacy of NA, a central focus of all types of ESP courses. In addition, the selection of the content and the use of appropriate methods are two important elements to achieving the objectives. It could be stated that ESP involves a particular type of language, teaching materials and methodologies that especially emphasise responsiveness to students' academic/or occupational needs, rather than generalised language (Ramirez, 2015; Nguyen and Nguyen, 2017).

In summary, what is taught in the ESP curriculum is influenced by the NA results, which determine what students need to accomplish through using English (Brown, 2016). All the previous definitions have contributed, at some point or another, to delimiting the scope and the aim of ESP and they will continue to address the

students' needs and reasons for learning a language that will most likely help them to communicate in a globalised world (Ramirez, 2015).

3.2 Types of ESP

EAP and English for occupational purposes (EOP) are types derived from ESP. They both share the 'utilitarian purpose' behind learning a language, with the main distinction being whether English is learned for academic or occupational purposes, as Hyland (2018) argues it. As shown below, each of these branches could be further divided into subcategories. Again, each can be customised for the particular situation, addressing the specific needs and materials of the users (Hutchinson and Water, 1987). Such ESP divisions provide an overview of particular student groups that may concern teachers and help distinguish ESP from EGP courses (ibid.). The division highlights the progression of specificity, initially by examining the definitions and subcategories within ESP (Hyland, 2016).

3.2.1 English for Occupational Purposes (EOP)

EOP is either for occupational/professional or vocational purposes. It aims to provide the language for service contexts and work-related reasons (Aniroh, 2009; Shi, 2018).

EOP is required for learners who are already employed and non-professional, with a narrow emphasis on learning the language in a job performance context (Basturkmen, 2010). In line with this, Dominguez and Rokowski (2002) define EOP as the segment of the curriculum that prepares students for employment in a wide range of occupations, ranging from low-skilled to highly sophisticated technical jobs. Therefore, the content of the EOP course is designed based on the way English is used in the workplace (Xie, 2014) and is directly geared to learners' specific communicative needs and linguistic requirements to perform their tasks and occupation responsibilities (Staňková, 2017). For instance, English for hotel staff, English for air

hostesses, English for doctors and engineers, English for professional purposes in administration, and so on (Dudley-Evans and St. John, 1998).

3.2.2 English for Academic Purposes (EAP)

EAP is generally housed in formal academic contexts (Hyland and Shaw, 2016) such as universities (Hyland and Hamp-Lyons, 2002) to fulfil academic communicative purposes (such as reading textbooks, writing essays, giving conference presentations, writing research articles (Partridge and Starfield, 2016, Stoller, 2016), and to prepare students to be academically proficient (Dudley-Evans, 2001).

A constant change of content and scope is undergoing the EAP definition (Yulong Li, 2020) and the definitions as shown in this section do not provide a complete description of EAP theoretical developments. One comprehensive definition of EAP is provided by Charles and Pecorari (2016). They explain that EAP seeks to prepare students whose English is not their first language to be able to complete scholastic assignments and participate in the academic realm successfully in the full range of different academic disciplines that students are expected to study at the tertiary level. EAP teaching therefore has the potential to impact on the experience of a large number of students studying worldwide (Bond, 2019).

According to Bruce (2021), EAP is concerned with the English language as it is embedded in academic practices, discourses, and texts. This definition specifies the essential aim of EAP courses is to see students studying English to 'participating in higher education' (Hyland, 2006. P.1; Bruce, 2011, p.06).

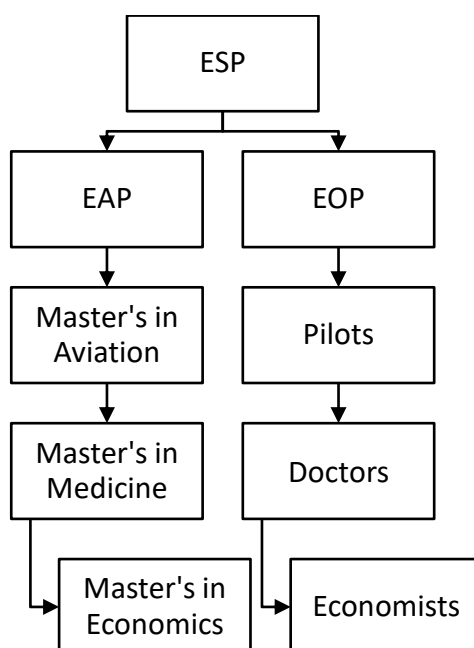
Similarly, ESP is defined by Hadley (2015) and the British Council and TEPAV (2015) as 'tertiary level English instructional training that enables students to develop their language study skills in academic literacy as well as English language proficiency regardless of the country in which that instruction takes place' (p.23). Therefore, the content focus of the EAP course explicitly teaches students the common core rather

than specific subject matter (Zohrabi, 2010). The common core includes the language system, language skills, communicative elements and strategies in English through focusing on grammar, vocabulary, reading academic literature, writing academic assignments, listening to academic lectures, conducting research, keeping up with the development of their discipline, and participating in international conferences (Cai, 2014). It also includes the four skill areas (reading, writing, listening, and speaking) that are needed for academic purposes within the education system (Fox et al., 2014). However, specific vocabulary learning is not a central concern of most EAP teaching (Alexander, 2008a).

According to Olwyn Alexander (2008a, 2012) – cited in the *Journal of English for Academic Purposes (JEAP)* - EAP is emphasised especially for those who have English as a foreign language. The EAP course has expanded rapidly in recent years (Basturkmen, 2014b; Liyanage and Walker, 2014; Kafle, 2014). However, much effort is needed to design and develop the appropriate EAP curriculum for a particular context (Cheng, 2016). Because of poor studies in curriculum design, students have difficulties due to various reasons such as limited exposure to the language, limited opportunities to use the language, and preliminary studies in English as an academic language (Savaş, 2009; Hyland, 2009).

Flowerdew and Peacock (2001) point out that the 'role of an EAP course is different from that of an EOP course' (p.08). The EAP course aims to prepare students for their immediate studies at the university level, whereas EOP is likely used when students take up or return to a job. This is illustrated in the following Figure (3.1).

Figure 3-1 EAP vs EOP (Adopted from Flowerdew and Peacock, 2001, p.12)



3.2.3 English for Specific Academic Purposes (ESAP)

EAP itself is further subdivided into English for specific academic purposes which is the area of investigation in this study; it is relevant and oriented to students who study in specific academic fields - such as English for law, economics, business, or architecture. Due to the rapid development of ESAP courses around the world, this section will further clarify several problems associated with ESAP theory and practice. For the purposes of this study, ESAP is considered an approach combining elements from the ESP and the EAP approaches to language learning. ESAP ('specific' EAP) focuses on developing academic skills related to a particular academic discipline designed to serve - for example, writing Economics reports in ESAP for Economics students (Anderson, 2014, 2017; British Council, 2015).

The literature reviewed provides several definitions and reviews of the ESAP approach. For example, Flowerdew (2016) refers to ESAP as specialised training in academic disciplinary discourses within a second language (L2) context, contrasting it with English for general academic purposes (EGAP). ESAP assumes that students

know what they want to study and stick to their choice (Blue, 1988). Students may find the ESAP course relevant and motivating because it directly relates to their field of study (Celik et al., 2014; Elsaid et al., 2018). It is an experience inside an academic environment that requires careful practical aspects of planning and teaching. Additionally, the skills learned within ESAP courses can be transferred outside of the classroom for job/professional purposes (Hyland, 2016).

The ESAP approach to English language teaching targets the current and/or future academic or occupational needs of students and focuses on the language, genres, and skills necessary to address these needs undertaken in a particular discipline using the medium of English (Bond, 2022). It helps students fulfil these needs by employing subject-specific teaching materials and methods (Anthony, 2018). According to Hyland (2016, 2018), ESAP is 'concerned with the notion of specificity, as it is at the heart of most definitions of ESAP' (Hyland, 2018, p.17).

According to Gimeno-Sanz and Martínez-Sáez (2016), ESAP is relevant and even mandatory in a university in which students have a specialised background. ESAP is needed for exploring and discovering innovative approaches, methods, and techniques that can promote essential communicative skills and enhance the learning experience within their specific discipline, making the educational process more engaging and dynamic - for example, the facilitation of collaboration with international academics (Morse and Nakahara, 2001, p.02; Bond, 2022).

The focus of ESAP is to deliver the disciplinary knowledge and vocabulary to respond to students' needs and difficulties. As Thompson (2019, cited in Bond, 2020) argues, the vocabulary is the key to be accepted as a part of a disciplinary community as it allows insider conversation to take place. Students are expected to develop skills and competencies which reflect academic practices in their discipline through English. Definitions - for example, those of Flowerdew (2016) and Hyland (2018) - of ESAP assert that it is student-led and needs-driven academic activity (in different contexts).

3.3 EGAP or ESAP Debate and Controversy

In recent years, EAP (Figure 1.1) as a discipline in higher education contexts has moved beyond EGAP skills and purposes to highly specialised ESAP and practices of destination academic departments (Hyland and Tse, 2004; Bruce, 2011; Wingate, 2015; Bell, 2016). EGAP courses run around a general approach concerned with a common core of skills or language forms, such as grammar, which can address different disciplines in an institution (Hyland and Hamp-Lyons, 2002) while ESAP courses do not include grammar in the curriculum (Woodrow, 2018). They are grounded according to the ‘disciplinary specificity’ of a particular academic context (Hyland, 2013).

The debate as to which is considered appropriate - EGAP or ESAP – continues between various authors. The opinions for and against each approach are reviewed, involving arguments surrounding curriculum and pedagogic practices, but focusing on the ESAP case. For example, Hyland (2018) places a greater emphasis on disciplinary courses, whilst de Chazal (2018, cited in Hyland, 2022) highlights the value of general education courses. Hyland took the ESAP approach; he strongly argues that students need to study different genres within the ESAP field. ESAP supports students to acquire content in greater depth in a particular discipline while focusing on language skills appropriate to the content (Armstrong, 2017). Hyland (2011) goes on to state that students ‘in other disciplines are expected to write various types of texts’ (p.13) which leads to the conclusion that disciplinary differences reinforce a discipline specific (ESAP) approach. By tailoring courses to suit students’ particular needs, they will be better equipped to fulfil the needs of their academic programmes (Hyland, 2016). By focusing on specificity, students gain knowledge directly relevant to their discourse community (Anderson, 2014; Wingate, 2018).

However, de Chazal (2018) advocates EGAP courses. His main argument is that ESAP is expensive in practice and that EAP teachers lack the training, knowledge, and confidence to be able to teach genres across various disciplines. Therefore, teachers need to possess high skills, abilities, competencies, and experiences to teach ESAP. De Chazal commends implementing the EGAP course regardless of students' specific area of study because he believes students find difficulty engaging with the specialised literacies in ESAP courses. Additionally, Alexander et al. (2008a) appear to support teaching EGAP to prepare students to access a wide range of subjects' specific content and have a vast knowledge of different disciplines. She claims that 'most EAP classes...must be general because they contain a mixture of subject areas' (p.26); because teachers may struggle to adapt to the specific content needs of each discipline.

In contrast, Hyland (2018) suggests that departments should teach ESAP courses to prepare students for different genres used in these disciplines. He believes that one of the main weaknesses of EGAP is the focus on the general official system of a language; it does not consider the possibility of changes in the meanings of forms based on the context. According to Hyland, EGAP loosely defines students' subject areas and is irrelevant to preparing them for their specialised fields. To illustrate this, for example, economics or mathematics students cannot be isolated from the learning of disciplinary skills (Hyland, 2006,2018) and teaching them EGAP could minimise their learning potential in the target areas. Through teaching subject-specific discipline, the students' proficiency levels could be enhanced by exposing them to real-world communicative tasks relevant to the specific discipline being studied (Hyland, 2016). Similarly, as Murray (2016b) relates, students may be highly competent general English users but still EGAP would be seen as inadequate preparation for the real-life material (the linguistic requirements of their academic specific studies) that the students would later have to address, because the sole goal of the EGAP approach is to increase the students' background linguistic knowledge

and how to apply it in a given context (Costley and Flowerdew, 2017). From Armstrong's (2017) perspective, one significant limitation of EGAP is that the knowledge a learner is expected to gain during the EGAP course is not retained once the course is finished. In contrast, ESAP courses place more emphasis on giving students the linguistic tools they need to improvise and resolve diverse communication issues (ibid.).

Furthermore, as mentioned by de Chazal (2018), Bell (2016) points out that ESAP requires teachers to have a higher degree of familiarity with different subject-specific genres to teach students those various literacies. Bell (ibid.) argues that professional development training courses are needed for new entrants to ESAP, which will shape the likely success of an ESAP field, a view is supported by Hyland (2016). The demand for more qualified teachers in ESAP is a good motive to 'elevate' the importance of their work. Bodin-Galvez and Ding (2019) provide an overview of the arguments given in support of ESAP and the differences between ESAP and EGAP. They argue that the discussions of EGAP are typically unengaging, potentially obsolete and occasionally defensive (ibid.). The arguments against ESAP are historical and appear less plausible as additional research within ESAP has emerged.

Another call for a focus on ESAP in teaching is highlighted by Flowerdew (2016). She emphasises that EGAP is free from specificity and may be of limited value; it is an unusable approach that cannot provide students with the technical skills they need in their specific discipline. Another reason to teach ESAP is to increase students' motivation, because it is particular to their field of study, as it is not the case with EGAP (Hyland, 2018), which includes more generic texts and activities that students may find trivial (Flowerdew, 2016). Durkin and Main (2002, cited in Basari, 2018) contend that the application of discipline-based study skills course design was more effective in fulfilling the needs of undergraduate students compared to a generic study skills. Through ESAP, teachers gain higher professional recognition, enhance

self-esteem and engender greater motivation (Flowerdew, 2016) as ESAP shows them the genres their students need for their disciplines.

In reviewing the above, it seems clear that the ESAP approach is not common to all human knowledge domains, particularly in academia (Bell, 2016; Ding, 2016). The debate for and against ESAP remains open to wider critical scrutiny (de Chazal, 2018). ESAP and EGAP are often seen as positioning options along a spectrum (Hyland, 2016) – ‘the choice between one or other side (ESAP or EGAP) depends upon practical circumstances more than ideological positioning’ (Flowerdew, 2016, p.8). This debate may help teachers become more aware of their role and teaching contexts. However, institutional authorities will still decide whether EGAP or ESAP is applied (Hyland, 2016).

3.4 Needs Analysis in the ESAP Context

This section seeks to provide an up-to-date overview of needs analysis knowledge, definitions from various perspectives in the context of ESAP, and contributions to curriculum development. It presents guidance on conducting NA appropriately and which methods can gather information about students and course needs. In addition, it reviews theoretical and empirical studies of NA.

3.4.1 Definition of Needs Analysis

A key development in the initial stages of ESP/EAP’s history was a preoccupation with identifying learner needs (Benesch, 2001). NA first appeared during the 1960s (Bocanegra-Valle, 2016) - however, it was arguably in the 1970s that authors first began to draw more systematic attention to it (e.g. Mackay, 1973, cited in Jordan, 1977; Strevens, 1977). The emergence of NA began to be well-known when the learner-led approach to communication was chosen to teach a foreign language (Boroujeni and Fard, 2013; Tzotzou, 2014). Figure 3.2 below illustrates the development of NA.

As evidenced by Brown (2009), NA is 'the systematic collection and analysis of all information necessary for defining a defensible curriculum' (p.269). According to Graves (2000), NA is an ongoing process of collecting information about students' needs and preferences. It involves interpreting this information and making course decisions based on the interpretation to address these needs.

NA is also known as 'needs assessment' and many scholars use the terms interchangeably (Johns and Dudley-Evans, 1991; Brown, 2009). Moreover, some scholars consider that NA is a method of gathering knowledge - for example, Hyland (2006) provides a broad definition of NA:

'It refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process since we modify our teaching as we come to learn more about our students. In this way, it shades into an evaluation of the means of establishing the effectiveness of a course. Needs is an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, language proficiencies, reasons for taking the course, teaching, and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know, or want to know, and can be collected and analysed in a variety of ways' (pp.73-74).

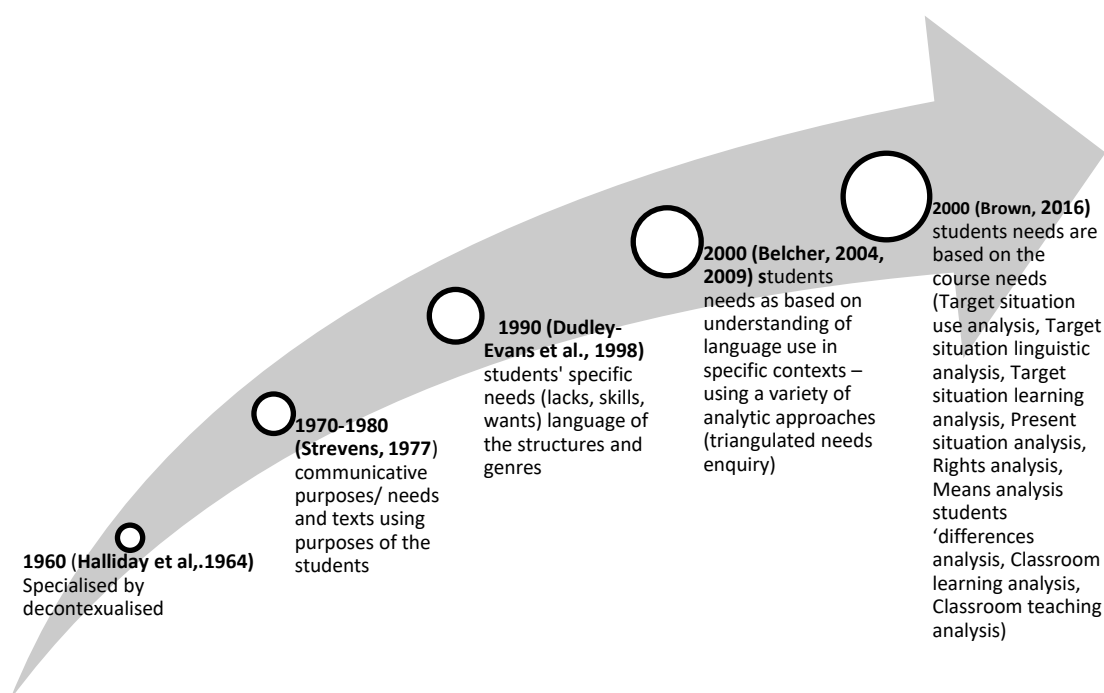
Many scholars - such as Hutchinson, and Waters (1987), Dudley-Evans and St. John, (1998), Aliakbari and Boghayeri (2014), Sothan (2015), Zohoorian (2015), Simion, (2015), and Guiyu and Yang (2016) - refer to NA as the activities involved in collecting information about the communicative needs of the learners and the techniques of achieving specific teaching objectives that are used to develop a curriculum. Woodrow (2018) provides one of the most straightforward explanations of NA activity. It serves as the initial stage in the course-design cycle within ESP. NA involves systematically analysing the requirements learners need to function effectively in their intended situations.

A more recent definition of NA is proposed by Brown (2016). He defines NA as a process teachers and course designers undertake to ascertain the prerequisites for developing a course that will meet the learning needs of a particular group of

students, thereby regulating course design and teaching (Hyland, 2006; Hamp-Lyons, 2011, cited in Hinkel, 2011). Brown (2016) provides a list of synonyms for needs - such as wants, desires, necessities, gaps, lacks, motivations, deficiencies, requirements, requests, and essentials.

Martins (2017, p.58) defines the term 'need' as something that refers to an obligation, demand, and necessity. Meanwhile, Richards (1984) asserts that a need is not a separate entity from an individual. Individuals mould their needs by processing information about themselves and their environment, while the term 'analysis' is described by Watkins (2016) as a methodical process of dissecting something to understand its components and their interconnections.

Figure 3-2 Changing Perspectives on Needs Analysis in the last 50 years of research (Adopted from Upton, 2012, p.14)



As illustrated in Figure 3.2, the central concern emergent from the changing perspectives on NA is the importance of considering both personal and situational information about the students. In their descriptions of NA, both Belcher (2009) and

Brown (2016) consider language structures and communicative practices as primary needs the students are expected to achieve in the target situation.

Brown (2016) provides four different viewpoints for the word needs: ‘the democratic view: whatever the most people want; (b) discrepancy view: whatever is missing; (c) analytic view: whatever logically comes next; (d) diagnostic view: whatever will do most harm if missing’ (p.13). This classification of views could help determine the focus of a NA.

From Brown’s (2016) definition, analysing needs cannot only be seen from a course perspective but also in terms of students' own interpretations, attitudes, and current use of the target learning. This combination of needs is required for better results. This view resonates with Liton (2015), who suggests that awareness of students’ needs focuses on students’ learning outcomes and sustainable competency. However, the present study will not explicitly cover all the students’ needs in detail. Nevertheless, the research will explain the term ‘needs’ available in the literature. For this study, NA refers to both students’ needs analysis and course needs analysis.

3.4.2 Students’ Needs Analysis

ESAP concerns the students’ specific needs (Hyland, 2002, 2006). Brown’s (2016) study considers students as the primary source to gather data about their needs (Long, 2005; Huhta et al., 2013). According to Brown (2016), needs should be ascertained from students, not about students. ESAP courses are usually addressed to adult students who are aware of their English study requirements. For that reason, students are well-positioned to speak about their specific target needs instead of the teacher through participation and engagement (Brown, 2016). Teachers are key players in helping students identify their needs and are well placed to make a significant difference to their students’ prospects in terms of content knowledge and skills (Shagrir, 2015).

With regards to ESAP (the focus of this study), students' needs analysis refers to their perceptions of the skills they need to develop to function effectively in the target situation, their preferences for main topic areas, their educational backgrounds (knowledge), interests, and learning strategies - as well as the gaps in these. This helps teachers establish the needs in designing the most responsive course. It is beneficial to give more importance to their voices since 'everything that transpires in a pedagogical context has to be filtered through the students who ultimately define the end goals of the instruction' (Cheng, 2006, p.78).

3.4.3 Course Needs Analysis

Course NA identifies the situations in which students need to function in terms of the material content (i.e. communicative functions, vocabulary areas, and structures), the activities and tasks required, and the teaching methodology (Chansri,2020). This information is essential for setting each course's ultimate goals and objectives to determine the content decisions (Brown, 2016; Hyland, 2018) that are constructed to suit students' needs. These are developed and supported by teachers.

Additionally, the course NA could also refer to contextual analysis which is a term that is used synonymously with NA in a lot of literature (Stefaniak, 2021). Contextual analysis aims at identifying the needs of users as they pertain to the context (environment) (ibid.) - for example, by finding out the teachers' availability and their competencies, seeking the development of the ESAP teaching resources and authentic materials, and exploring the approaches that suit the teaching better than others (Nation and Macalister, 2010).

Donna (2000) also suggests another way to analyse the course needs - by identifying the content and relevance, the balance of skills, input, lexis, and cultural appropriateness. Thus, the content is seen as being significant in the ESAP course.

3.5 The Role of Needs Analysis in the ESAP Course Design

Since ESAP is considered a learner-led approach (Hutchinson and Waters (1987, cited in Eslami, 2010, p.3), it has never been debated that the role of NA is crucial (Haque, 2014; Cheng, 2019). Because the ESAP approach focuses on one discipline, such as Economics, it focuses on identifiable tasks that students will have to carry out. It has a long tradition in curriculum design, playing fundamental roles in uncovering the students' needs, expectations, experiences, and goals in their specific learning context (Christison and Murray, 2021). This information helps in determining the material design, content, pedagogical frameworks, goals and learning objectives and assessment (Brown, 2016). Providing contextualised guidelines based on NA can help inform stakeholders (teachers) and policymakers in creating an effective curriculum that will meet the students' needs as fully as possible within the context of the situation (Koç et al., 2015).

Pedagogically, the rationale of NA is to reveal any potential gap between what students can do and what they are required to do (Ramani and Pushpanatan, 2015). NA is more likely to take the form of questions and discussions at the start of the course, determining the relevance of the material to the learners' situation (Long, 2005) and helping in understanding the weaknesses and strengths of an existing curriculum (Dubin and Olshtain, 1986). It has been described as a shift away from focusing on the surface characteristics of language toward investigating the underlying thinking processes that enable successful language usage (Hutchinson and Waters, 1987, p.13). Thus, the course content is established only after a thorough NA (Benesch, 1996) as 'no language teaching programme is designed without a thorough needs analysis' (Long, 2005, p.1).

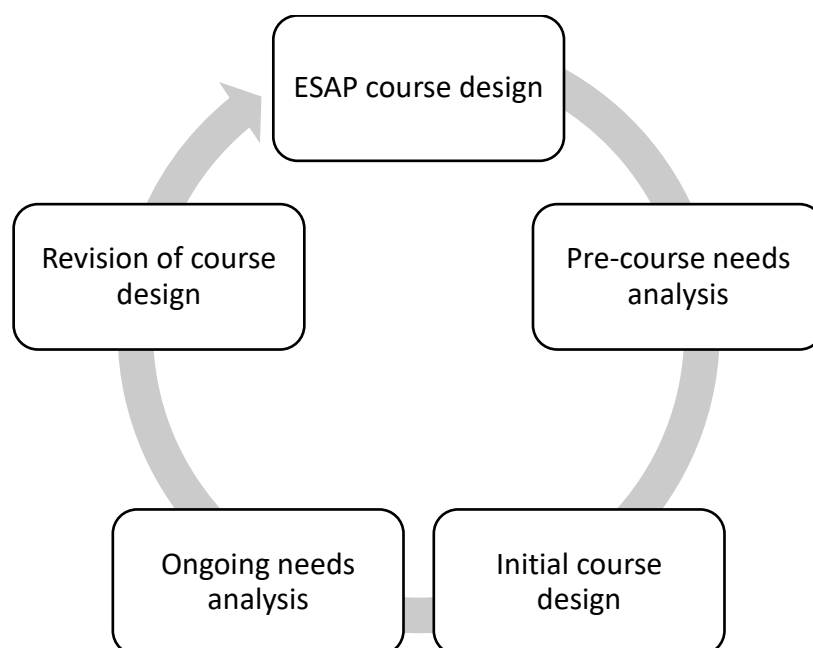
NA plays a vital role in determining the main focus of a course and what content (language and skills) to include, as well as the methods and techniques used to convey these needs (Pushpanathan, 2013). It also has a significant impact on students'

motivation, confidence, and attitude towards learning a target language (Woodrow, 2018; Hyland, 2018), and can help them feel a sense of ownership over the curriculum designed specifically for them (UNESCO, 2016). Arguably, in the past, teaching was often based on rigid, pre-set curricula that did not give space for students' needs (Fraser and Bosanquet, 2006).

Similarly, Brown (2016) advocates NA as an 'evidence-based' process that provides a solid foundation for a 'defensible curriculum', including need-adjusted instructional materials and tasks/activities that satisfy the target demands of students. According to him (ibid), 'if there is no needs analysis, there is no ESP' (ibid. p.5). Without it, the curriculum will only offer general English courses with the indeterminate flag of ESAP (Hutchinson and Water, 2006). Brown (2016) highlights the financial advantage of conducting NA for both teacher and students which leads to offering shorter courses when teachers are aware of the students' needs.

Many authors and researchers in EAP - such as Graves (2000,1996), Johns and Price-Machado (2001), Hyland (2006) Songhori (2008), Nation and Macalister (2010), Basturkman (2010), Wu (2012), Boroujeni and Fard (2013), Chegeni and Chegeni, (2013), Paci (2013), Byram and Hua (2013), Li (2014), Saragih (2014), Liton (2015), Guiyu and Yang (2016), Brown (2016), Chen and Chang (2016), Ibrahim (2016), Poedjiastutie and Oliver (2017), Richards (2017), Nimasari (2018), and Mohammed (2022) - stress that NA is uniformly recognised as rigorously conducted and that it should be obligatory in every genuine ESAP course. Figure 3.3 illustrates the role of NA in course design.

Figure 3-3 The Role of Needs Analysis in Course Design



The call for more research on needs analysis is essential to enable a democratic negotiation between students' needs and institutional requirements, ultimately benefiting the students (Rao and Rao, 2018). However, Benesch (1996) critiques NA in one aspect, noting that the process of analysing needs is a political and subjective process that can affect the ideology of analysts. In other words, those who conduct NA are more likely to be biased and 'be influenced by their attitudes to change the status' (ibid., p. 736).

3.5.1 Needs Analysis as an Ongoing Process

As cited by Paci (2013), NA is not a one-time diagnostic assessment conducted solely at the beginning of the course. Instead, it is an ongoing, dynamic, or spiral that is fed by emerging data such as changes in the needs of students and teachers and new perceptions that arise as the course progresses (Lowe, 2009). Objectives may also need to be modified based on situational analysis (Robinson, 1991; West, 1994). Therefore, ongoing NA results are utilised to improve the design of the ESAP course in terms of materials and tasks (Abrar-ul-Hassan, 2012).

Some scholars, such as (Belcher, 2006; Mazdayasna and Tahririan, 2008; Stojković, 2015), argue that NA can be implemented at different stages of a course, depending on the situation. It is viewed by Graves (2000), Doughty and Long (2010), Ahour and Mohseni (2015), and Richards (2017) as a progressive process which might be conducted formatively before, during, and after a course to inform teachers of any mismatches between curriculum objectives and students' needs and therefore to facilitate a successful revision of the course (Prachanant, 2012).

3.5.2 Sources and Methods for Conducting Needs Analysis

There have been increasingly prominent debates in ESAP about different ways of addressing students' needs (Bell, 2016). Instead of being based on abstract intuitions of different needs or, as Belcher calls it 'guesswork' (2004, p.170), Bell (2016) asks EAP teachers to conduct 'more serious research into target situations with more sophisticated tools' (p.117). Multiple sources and methodologies could be used to uncover the students' needs in pre-course, on-course, and post-course stages.

Based on his personal experience in conducting NA, Brown (2016) outlines six categories of procedures and techniques for conducting NA. These categories include using existing information, tests, observation, interviews, meetings, and questionnaires. The most commonly used methods are questionnaires and structured interviews (involving recording opinions and attitudes), observation, the analysis of authentic spoken and written texts, informal consultations with faculty members, and assessment results.

According to Brown (2016), a combination of methods can be implemented to gather reliable data for NA comprehensiveness. Similarly, Long (2005) and Cowling (2007) highlighted the value of triangulation from all viable sources of data that are directly or indirectly influenced by the curriculum design - such as (researchers, students, teachers, head teacher, administrators, sponsors/employers, curriculum designers,

and educational decisions makers. Sometimes the family of the student are involved and thus everyone has a role to play in the process (Brown, 2016).

Woodrow (2018) considers teachers and students the most critical contributors to NA. Teachers are responsible for delivering the knowledge, while students are aware of the context and are better positioned to identify their needs and the potential problems they may face during the course. Teachers are the closest body to provide feedback to students on the course and identify its weaknesses (ibid.). To achieve effective NA, Nation and Macalister (2010) suggest asking the right questions and finding the most effective technique to obtain answers. This leads to the development of effective ESAP teaching materials and increases the credibility of data interpretation.

The process of assessing needs in pedagogy is highly complex and, instead of proceeding linearly, constantly evolves and redefines itself (Cheng, 2006; Basturkmen, 2010; Serafini et al., 2015). It requires 'research skills and creative approaches to novel situations' (Belcher, 2006, p.135), which can be challenging for novice EAP teachers (Jiang et al., 2019). Although the ideology of the analyst can influence the results of the needs analysis (Benesch, 1996), many researchers (e.g. Murray and Muller, 2019; Brown, 2016; Woodrow, 2018) still consider the findings to be fundamental.

3.5.3 Empirical Studies on Needs Analysis in the EAP Context

Various researchers around the world - such as Rajabi and Azarpour (2011), Moattarian and Tahririan (2014), Bouabdallah (2015), Tabrizi and Renani (2016), Fitriani (2017), Elsaid et al. (2018), Nimasari (2018), Syakur et al. (2020) and Alshayban (2022) - have conducted studies on NA for curriculum design in different EAP contexts and for students enrolled in various fields of study. These studies have reported the value of NA in providing critical information that has a decisive impact on designing and shaping curricula as well as supporting students to perform well in

higher education. For example, Ghenghesh's study (2013) investigated the role of NA in an English course for undergraduate Engineering students in Egypt. The findings highlighted the significance of NA in informing teachers about students' needs and lacks, leading to effective curricular decisions. Hwang and Kim's (2019) study analysed and assessed the needs of students studying a national curriculum in Korea, generating important data to improve curriculum development. Nimasari's (2018) study helped to understand students' inner wants and hopes of learning before course design. Likewise, Sulistiono et al.'s (2021) study focused on conducting NA for merchant marine polytechnic students to evaluate the effectiveness of the course materials. The findings showed that NA is vital in predicting the students' needs profile to create effective course content and learning environment.

Similarly, other studies such as Talib et al. (2018) and Karnine et al. (2022) employed NA to design ESAP courses for students (target situation, present situation, and context analysis) in different study contexts. They recommended teachers conduct NA regularly to update the curriculum and help students achieve their targeted needs. Furthermore, studies by Aliakbari and Boghayeri (2014), Mohammed (2016), and Pazoki and Alemi (2020) revealed the dissatisfaction of students with the ESP learning experience, content materials, the pertinent topics, and the length of the courses, leading to the conclusion that the courses did not cover their needs. Both studies suggest that conducting NA and revising the current programme are necessary to offer more effective courses.

In the Algerian context, Bouabdallah (2015) conducted a study on NA and course development of Biology students, highlighting the necessity of choosing specific English courses tailored for students. However, the study only examined students' needs from the teachers' perspectives, indicating that teachers' intuition in designing the course fails to consider the needs of the students. Other researchers – for example, Azeroual (2013) and Ghomari (2015) - found that ESAP courses in Algerian

universities still do not take into consideration the students' needs and realities for different disciplines.

3.6 The Roles of the ESAP Teacher

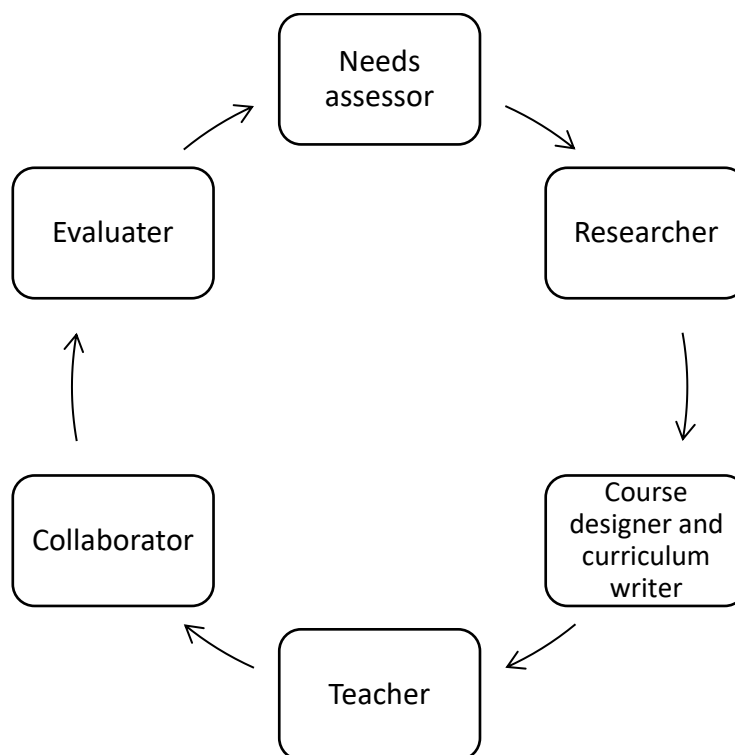
The emergence of ESAP has compelled many teachers to critically evaluate the 'backbone' of their courses (Nguyen et al., 2019) including curriculum, teaching materials, and evaluation of students' needs (Ibrahim, 2019). ESAP teachers have a unique responsibility in teaching English as they need to understand the academic or professional requirements of their students to orientate them to a new environment in which they have distinctive needs, different knowledge and learning styles. According to Hyland (2006), the factor distinguishing ESAP teachers from other teachers in teaching English is their continuous adaptation of their teaching approach with an increasing understanding and knowledge of their students. The work of ESAP teachers has been described by Belcher (2006, p.135) as: 'ESP specialists are often needs assessors first and foremost, then designers and implementers of specialised curricula in response to identified needs'.

Being an ESAP teacher is a challenging role (Brown, 2016). In Figure 3.4, the roles of ESAP teachers are visually represented, highlighting their multifaceted responsibilities in the context of English language instruction for ESAP. The ESAP teacher involves performing multiple functions (Figure 3.4) (Jordan, 1997), being much more than simply a teacher (Dudley Evans and St. John 1998; Busturkmen, 2019), including being a course designer and curriculum writer, collaborator, researcher, evaluator and needs assessor who are accountable to stakeholders. ESAP teachers are specialists who are 'often needs analysts first and foremost, then designers and implementers of specialised curricula' (Belcher, 2006, p.135).

The importance of addressing the lack of attention afforded to ESAP practitioners in literature has been increasingly recognised (Hyland, 2018). Flowerdew and Peacock (2001) note that the responsibilities of ESAP teachers will vary based on the type of

syllabus and course, as well as the geographical location where the course is being delivered. Figure 3.4 summarises the various roles of ESAP teachers.

Figure 3-3 The Role of ESAP Teacher



Nonetheless, ESAP teachers are involved in four roles to meet the specific needs of the learners in the target discipline (needs assessor, researcher, course designer and curriculum writer) (Figure 3.4) (Belcher, 2004). Given the significance of these roles, it is deemed necessary for this study to understand how Algerian ESAP teachers integrate these responsibilities into their own roles.

In ESAP setting, a practitioner is a needs assessor responsible for identifying, assessing, and understanding the specific language requirements of their students within their academic or professional domain. These needs could vary widely, including language skills needed for research, presentations, academic writing, or any other communication within their specific field of study or work. In this role, the ESAP teacher should have a deep understanding of the unique linguistic demands within

the students' academic disciplines. This involves identifying specialised vocabulary, disciplinary conventions, and genre-specific language use prevalent in academic or professional contexts. By recognising these specific language needs, the ESAP teacher could design their teaching methods and materials accordingly. Furthermore, the ESAP teacher needs to consider the diverse backgrounds and proficiency levels of their students. Each student may have different language gaps, learning styles, and cultural influences that impact their language acquisition. A nuanced needs analysis enables the teacher to create a customised curriculum that addresses the individual requirements of each student, ensuring a more effective and engaging learning experience.

Additionally, a practitioner acts as a researcher. Belcher (2004) asserts that certain specialised fields like Economics present challenges for ESAP teachers when it comes to dealing with linguistic specificities. This aligns with Hutchinson and Waters' (1987) research, where they described these teachers as 'dwellers in a strange and uncharted land' (p.159). To respond to this necessity of specificity. Researchers such as Starfield (2016) and Hyland and Wong (2019) encourage teachers to investigate the content knowledge of specialised disciplines by conducting their research using multi-methods of NA (Section 3.5.2) in their local contexts to be able to derive authentic input instead of becoming consumers of others' ready-made materials.

Another significant role of the ESAP practitioner is that of a course designer and curriculum writer. ESAP teachers are frequently tasked with the responsibility of developing learning materials (Busturkmen and Bocanegra-Valle, 2018), including planning the course and providing the necessary content. According to Belcher (2004), the teacher as a needs assessor, a researcher, a course designer and a curriculum writer are equally significant in the course. He suggests that 'teachers collect empirical NA data, create, or adapt materials to meet the specific needs identified, and cope with often unfamiliar subject matter and even language use' (p.166).

The British Association of Lecturers in English for Academic Purposes (BALEAP) provides a description of what is expected of an EAP teacher. The teacher should be able to facilitate students' acquisition of language, skills, and strategies required for studying in a further or higher education context. The teacher should also support students' understanding of approaches to interpreting and responding to the requirements of academic tasks and their related processes (BALEAP, 2018).

3.6.1 Teachers' Role in Designing Materials

The responsibility of teachers in creating their materials requires making reasonable choices such as selection or adaptation (Block, 1991; Elliott, 1994; McGrath, 2013; Basturkmen, 2014). To design ESAP materials (e.g. English for Economics), teachers should include texts used in the specific discipline to familiarise students with how to understand and produce texts in that field (Widodo, 2016). This has many benefits including relevance, as emphasised by Richards (2017), so that 'the purpose of the material is to be directly related to students' needs and reflects local content, issues, and cultural concerns'(p.261). Similarly, Alshammari (2016) also emphasised that many English courses rely almost entirely on Western textbooks that typically do not consider Arabic or Islamic culture and therefore contrast sharply with the traditions and values of the student's lifestyle. By involving teachers and students in the curriculum design, materials can be tailored to the specific context and needs of the students, preventing them from being inappropriate or irrelevant (Richards, 2002; Brown, 2016).

3.7 Curriculum Design

In this study, the selection of the terms needs to be precise. The term curriculum has several interpretations and meanings, so it is important to establish at the beginning what it should be taken to signify throughout this study.

For the purposes of this study, the term curriculum will be maintained to denote the course product as designed by teachers. It will be consistently used throughout this research to encompass the different aspects of curriculum development, including planning and implementation. It is important then to acknowledge the broad scope of curriculum development. For example, Abbot (2014, cited in Abbot, 2023) and Eisner (2004) see curriculum as the knowledge and skills students are expected to learn, which includes the learning objectives they are expected to meet, the courses that teachers teach; the books and materials used in a course, and the assessment and other methods used to evaluate students' learning (Druzhinina et al., 2018). Understanding the meaning of curriculum helps teachers to orient their thinking of 'how pedagogical life should go' (Wallin, 2011, p.293) inside the classroom.

In education, literature around the definitions of the curriculum can be considered classic or modern according to the implications, nature, and philosophical approaches. The curriculum is also a dynamic, fluid, socially situated, and socially real enterprise that reflects the politics of those who create and engage in it (Bond, 2022, cited in Bruce and Bond, 2022). Due to its complicated and multidimensional nature, providing an exact definition for the term curriculum is challenging. Tyler's (1949, cited in Wraga, 2017) rational-linear defines curriculum as the process of selecting objectives and learning experiences, organising them, and evaluating their effectiveness.

Curriculum in Bernstein's (1977) view represents valid knowledge - pedagogy is the valid transmission of knowledge; and evaluation is the valid realisation of knowledge. Curriculum, pedagogy, and evaluation were identified by Bernstein (Ibid.) as three message systems that work to make education 'an agent of socialisation and allocation' (p.199). Therefore, curriculum (including pedagogy and assessment) is one of the defining areas of education as an academic discipline.

At the course level, the curriculum is defined by Graves (2008) as ‘planning what is to be taught/learned, implementing it and evaluating it’ (p.149). Every course has its own curriculum that sets objectives based on the targeted specific needs of its learners. Curriculum development involves ‘the selection and the choice of texts’ (ibid.). Meanwhile, Carroll (2007) describes the curriculum as a dynamic and cyclical process that is constantly being planned, implemented, and evaluated. It involves many groups, institutional behaviours, and people's opinions on what they would like to happen (Bond, 2022). Carroll (2007) stresses the need to involve key participants in the curriculum to provide their perspectives and views regarding what they believe should occur or what they wish to see happen. Carroll's (2007), Bernstein's (1977) and Bond's (2022) definitions of the curriculum are relevant to the present research, as they emphasise the significance of collaboration among students, teachers, and stakeholders to develop their understanding (Bond, 2019) and bring the curriculum, including assessment and pedagogy, into better alignment (Hayward, 2015).

Furthermore, Tyler (1949) points out that the basic demand for formulating curricula goals is to consider the needs and interests of students and the requirements of contemporary life, regardless of the time period. Despite this, there has been reluctance among writers to develop a definitive definition for the curriculum (Wyse et al., 2015). An ESAP curriculum, by principle, focuses on specific skills and areas while overlooking others. It typically incorporates an unconventional hierarchy of language skills and prioritises certain criteria such as needs and content attractiveness more frequently than others (McNeil, 2005). Curriculum theorists such as Tyler (1949), Taba (1960), Stenhouse (1975), Grundy (1987), and Wiggins and McTighe (2006) have used a variety of approaches to categorise and understand the curriculum. The curriculum has been interpreted as a product, a set of items to be taught, a process of delivering materials (Graves, 2000), and a praxis (Kelly, 2009, cited in Glatthorn et al., 2018). These are considered the most prominent classic models in the literature (Smith and Smith, 2013).

3.7.1 Curriculum as a Product

Curriculum as a product is viewed as a technical task that aims to achieve specific technical concerns of the students, with an emphasis on clearly defined objectives and measurable outcomes (Kelly, 2009, cited in Glatthorn et al., 2018). The product model originates from the work of Tyler (1949), and it is also known as an instrumentalist approach. It centres on students' behavioural goals and performance as the core components (Kelly, 2009; Swanson and Pashby, 2016) to enhance student competencies and facilitate the selection of structure and content of teaching that supports accurate methods of testing and evaluation (Rowntree, 2015). This curriculum model prioritises students' learning experiences over those presented by teachers (O'Neill, 2015), emphasising students' competencies rather than knowledge, to shape their behaviours (Kelly, 2009). This approach adopts a social efficacy ideology that sees education as a means to serve society's needs, with students being assessed based on their needs rather than their use of knowledge itself.

This product approach has been criticised for being linear in its position giving little emphasis on involving teachers' and students' contributions to the curriculum and limiting opportunities for students' creativity and independent learning (Grant, 2018). This approach is ideally suited for language teaching contexts where learning goals are general, such as in courses for general English, and where the development of language skills remains unspecified. However, in theory, the product model would not necessarily be well suited for teaching ESAP class, which has specific goals to academic language development, and in some cases, further tailored to academic disciplines or professions (Richards, 2013a). This approach's focus on predetermined outcomes may also limit the attention given to teaching itself (Chiu and Chai, 2020). As a result, there has been a shift towards the process and praxis approaches to curriculum, which places greater emphasis on learning rather than teaching (Kelly, 2009).

3.7.2 Curriculum as a Process

The process model was originally developed by Stenhouse (1975). It prioritises the learning process over the outcome of a learning experience. It focuses on independent and individualised learning and requires students to actively participate in problem-solving. This model facilitates the interactions of teachers, students, and knowledge (Alwan, 2006, Graves, 2008), rather than relying on pre-defined content and outcomes. The process model also provides guidelines for effective teaching practice (Glatthorn et al., 2018), allowing teachers considerable freedom and flexibility in curriculum development. Learning goals are subject to change and adjustment as the triadic relationships (teachers, students, and knowledge) evolve (Kelly, 2009).

The process model involves collaboration between teachers and students to develop content and learning outcomes (Gervedink Nijhuis et al., 2013; Chiu and Chai, 2020) that cater to the needs and interests of students. This is consistent with Taba's (1960) and Bruner's (1966) models of curriculum design that emphasise a student-led approach to learning and encourage collaboration and active participation among teachers and students (Bhuttah et al., 2019). The model is adaptable to diverse learning styles and abilities of students. Like Brown (1995) and Richards (2001), in the process and Taba's (1960) models, students are not viewed as objects, but they are treated as subjects who have voices, focusing on how they construct understandings, practices, and meaning. However, this model is criticised for neglecting considerations of the achievement of learning goals and objectives, themes, and content (Oliver and Endersby, 1994). While this model has its advantages, it may not be the best fit for an ESAP that prioritises outcomes-oriented and specific learning goals.

3.7.3 Curriculum as a Praxis

The philosophical foundation of this curriculum approach is similar to the process approach but differs by emphasising a commitment to human liberation instead of relying solely on broad principles of judgement and meaning-making (Grundy, 1987, cited in Glatthorn et al., 2018). It recognises the importance of learning materials and objectives but contextualises them within real-world applications. Hence, knowledge is 'subjective and changes with time according to prevailing environment and situation' (Yek and Penney, 2006, p.7).

The praxis model is a curriculum design approach that starts with identifying learning objectives and then determining the approaches, such as learning activities, that will help achieve these objectives. According to Wiggins and McTighe (2006), the praxis model is described in three stages: the first stage is to identify desired results, followed by determining acceptable evidence and, finally, planning learning experiences and instruction. In contrast, both product and process models start with the final stage of the praxis design model, where the topic or theme is identified, and learning experiences or activities are planned. Wiggins and McTighe (2006) criticise traditional models of curriculum design for being activity-based without considering learning objectives, resulting in aimless or ineffective learning environments (Cornbleth, 1990). Praxis design prioritises learning goals or outcomes in every lesson and learning experience. In this model, teaching is seen as a committed action aimed at making sense of knowledge by linking it to the environment and situation (Gundy, 1987). Regular evaluation of the learning process and outcomes is also emphasised.

This curriculum approach values collaboration between teachers and the practice of freedom as the cornerstones of education. According to Grundy (1987), curriculum as praxis is 'created by an active process in which planning, acting, and assessing, are all mutually interconnected and interwoven' (p.115). This approach usually prioritises notions of change, social justice (Chapman and Hobbel, 2010), the quality of the

learning experience, and listening to students' voices. It focuses on evolving and maximising the potential of all individuals (Grundy, 1987). Given the focused nature of the ESAP programme, especially the fact that conducting a NA is a routine practice (Charles and Pecorari, 2016), and the teachers' commitment to planning and the development of materials to meet the students' specific needs, the praxis model would seem to be well suited for such a programme.

Reviewing the different curriculum approaches highlights the limitations of each and justifies the need for a conceptual framework for the present research. These approaches share a common goal of addressing the comprehensive needs analysis (Hutchinson and Waters, 1987; Brown, 2016) as well as the broader social and cultural contexts in which learning takes place. All three models recognise the importance of collaboration and feedback among educators, students, and other stakeholders throughout the curriculum development process. However, in the ESAP course, the needs and the objectives are identified when the course is in progress followed by the methodology and the assessment methods. For this reason, the design of the ESAP course is unlikely to follow a linear process or a fixed direction (Hyland, 2022). Once the NA is conducted, the course is designed to support the identified needs.

3.8 Curriculum Ideologies in this Study

Because curriculum studies cannot be seen separately from the area of education, approaching a curriculum requires understanding the ideas and philosophical underpinnings in which educational programmes are constructed. Curriculum theorists consider a variety of curriculum ideologies that embody their perspectives on curriculum, which are a set of values, visions, and attitudes. These ideologies are seen as different from curriculum models which are built using these perspectives. Curriculum models will be discussed later in this chapter (Section 3.8).

Richards (2001) identifies five main ideologies from his theoretical discussions in the literature that have been influential in determining the orientation of curricula: 1) Academic rationalism; 2) Social and economic efficiency; 3) Learner-Centeredness; 4) Social Reconstructionism; and 5) Cultural Pluralism. Each of these ideologies incorporates specific assumptions about what knowledge should be taught in schools, the nature of students, what constitutes school learning, how teachers ought to instruct students, and how students should be evaluated. Each vision has its own set of values, goals for education, and the meaning of words (Morris and Adamson, 2010).

Learner-centeredness and social reconstructionism are particularly important ideologies for this study and will be discussed in depth to understand curriculum issues better. Table 3.2 provides an analysis of the nature of the curriculum components associated with each ideology, highlighting the similarities and differences between them. Understanding the philosophical issues surrounding curriculum is necessary for designing contemporary curriculum (Slattery, 2006).

Table 3.2 Curriculum Ideologies and Curriculum Components

	Ideology	
Curriculum component	Learner-Centeredness	Social Reconstructionism
Intentions	To provide students with opportunities for enhancing their personal and intellectual development	The school serves as an agent for social reform, change and criticism
Content	Focus on knowledge as an integrated holistic entity and on the process of learning	Focus on social needs, issues, and ideals
Pedagogy	Emphasise students' activity and self-learning and the teachers as facilitator	Focus on interaction, group work and students' involvement in community activities

Assessment	Focus on qualitative measures that attempt to analyse the process of learning	Focus on the need to involve students in their own assessment
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Adopted from Morris and Adamson (2010, p.51).

3.8.1 Learner-Centeredness Ideology

Learner-Centeredness ideology in ELT has been called progressive education, child-centred education, developmentally appropriate practice, and constructivism (Shapii, 2020). This ideology is connected to the constructivist view which emphasises that learning entails active construction, allowing students to have significant control over the content of the curriculum and how it is taught. Learner Centredness recognises that learners have unique experiences, backgrounds, interests, abilities, learning styles, needs and real-life situations (Nunan, 2013; Schweisfurth, 2013) that shape their learning and that the curriculum should be designed to reflect these differences. Thus, some universities have embraced this ideology as the primary thrust of their curriculum practice (Britton et al., 2019). The description of the features of Learner-Centeredness captures the essence of the curriculum as process (Section 3.7.2) (Schiro, 2013), and is compatible with Graves' model (Sections 3.7/3.8), and praxis model (Section 3.7.3).

Belcher (2017) affirms that 'learner-centeredness has been the priority of ESAP since its earliest days' (p.2). While some studies (Doyle, 2012; Barkley and Major, 2020) stress the significance of students' participation in the classroom, they fail to ask students' views when reviewing course objectives and materials to enhance students' accountability in the curriculum design and maximise their opportunity of learning skills and content. Researchers such as Brumfit (1984), Breen (2000), Umera and Okeke (2014) and Azarnoosh and Kangozari (2018) carefully analyse the importance of negotiating with students in classrooms to engage them in making curriculum-related decisions and ensure effectiveness.

This ideology is seen as fundamental in the conceptual framework of the present study as it highlights the notion of prioritising students' needs to improve the ESAP curriculum (Messaoudi and Hamzaoui, 2017; Britton et al., 2019). It also allows teachers to value collaborative learning environments to socially construct knowledge (Graves, 2000) and calls for student participation in the curriculum. Therefore, course aims, goals, preferred methodology, materials, learning activities, and evaluation will be assessed concerning the students' needs.

3.8.2 Social Reconstructionism Ideology

Social reconstructionism is an ideology that emphasises the active role of the learner in the construction of knowledge and helps better understand the current aims and potential factors that may influence curriculum design (Schiro, 2008). It refers to environmental and contextual analysis (Maleki and Farmahini, 2014) and views education as a process of social transformation in which schools identify and address problems of social injustice and inequity and act on issues.

Richards (2001) refers to this ideology as environmental analysis and considers it an important element in curriculum development. According to him, social reconstructionism entails considering the factors of the situation that influence decisions about the objectives of the course. It also involves 'determining what to include in the course and how to teach and assess it' (Nation and Macalister, 2010, p.14).

The praxis model (Blenkin and Kelly, 1987, cited in Littledyke and Manolas, 2010) and the Nation and Macalister model (2010) of curriculum planning apply to this ideology, in which teachers are facilitators of the learning process. Therefore, this curriculum ideology necessitates careful identification of the contextual factors that may positively or negatively impact curriculum planning (Richard, 2001). These factors could be 'administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might impact the programme' (Brown, 1995,

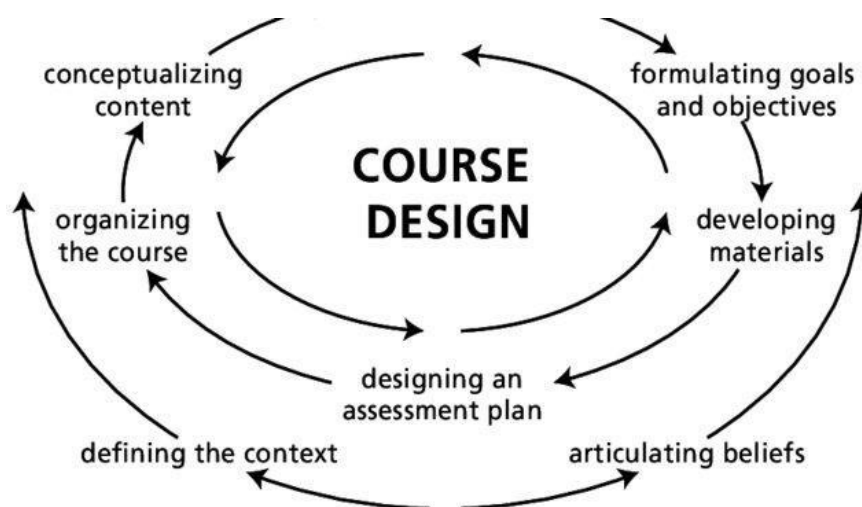
p.40). Both learner-centredness and reconstructionism prioritise the importance of creating a learning environment that is responsive to the students' needs and interests, and that encourages active engagement with the material being learned. Therefore, a curriculum is seen in terms of activity and experience, rather than knowledge to be acquired and facts to be stored.

3.9 Curriculum Design Models in ELT

Specialists in curriculum design have developed several curriculum models and frameworks. It is better to use these perspectives or models rather than theories of curriculum (Marsh and Willis, 2007, cited in Fomunyam, 2014). The terms 'models of curriculum', 'curriculum design', 'course design', and 'curriculum development' are often used interchangeably by authors, teachers, and curriculum designers.

Different curriculum models have been discussed (Section 3.7) and these are interrelated to some extent. For example, the classic, linear models – such as those cited by Tyler (1949) in Richards (2001, pp.8-12) – include the diagnosis of students' needs and course objectives as important steps in curriculum design. Additionally, the models of Brown (1995), Graves (2000) and Richard (2001) models contributed to the field by highlighting the process of NA and adding original touches to the curriculum development since the actions that follow are based on the outcomes of such analysis. For example, Figure 3.5 illustrates Graves' (2000) model of curriculum design, illustrating the systematic approach to gathering information to develop a profile of learners' needs according to their present status and future course purposes. If the students' needs change, then the course objectives should be adjusted to reflect the changes in the content, as will the teaching materials.

Figure 3-4 Graves' Model of Curriculum Design (Adopted from Graves, 2000, p.3)

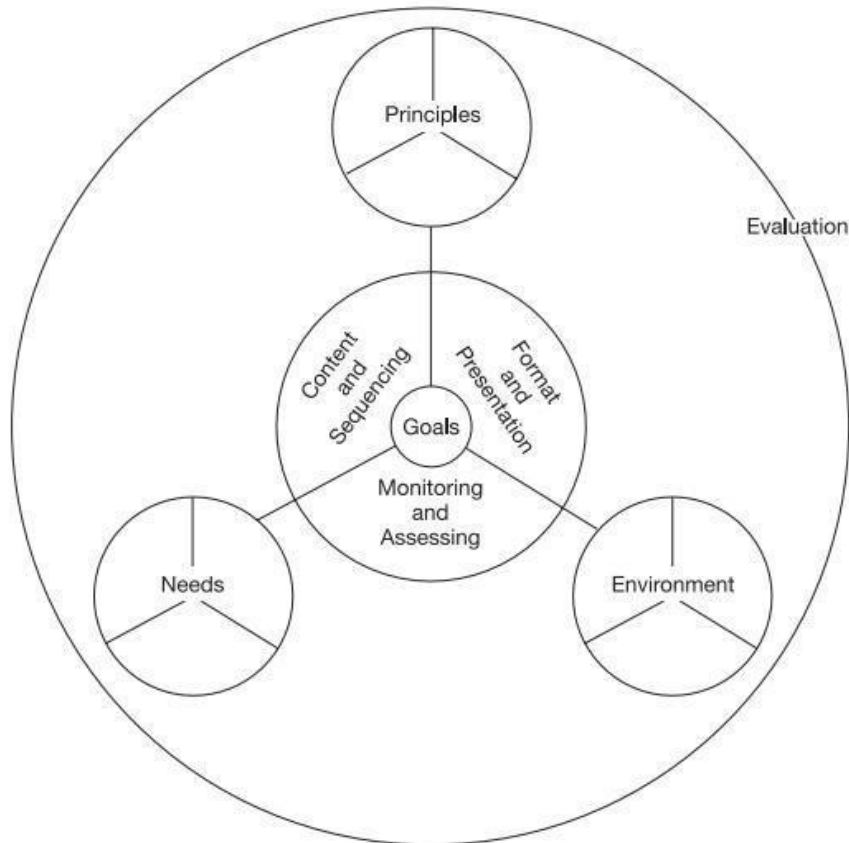


According to Graves (2000) (See page, 446), if the curriculum design is to be responsive to students' needs - for example, the ESAP course (the focus of this study) – then NA is conducted before other decisions are made. In Graves' model (3.5), several key activities such as tests, questionnaires and interviews are incorporated into NA process. These methods are utilised to evaluate students' existing language skills, identify students' linguistic needs identify their learning preferences, understand their academic or professional objectives and recognise their cultural influences and their understanding of disciplinary conventions. Furthermore, the needs analysis in Graves' model encompasses exploring the materials and resources available to students, recognising potential gaps, and considering the cultural appropriateness of the content. The analysis also involves understanding the unique challenges faced by students and acknowledging the diverse learning styles prevalent among them. By examining the gathered data, teachers and curriculum designers can tailor their teaching methods, materials, and curriculum to meet the specific requirements of their students, creating a more targeted and meaningful learning experience. This is similar to Nation and Macalister's model (2010) (Figure 3.7) (See page, 444), which also places NA as a vital step in the curriculum development

process. Their model expands on Taba’s model (Section 3.7.2) by including additional steps in curriculum design (Figure 3.7).

As illustrated in Figure 3.7, the curriculum design process necessitates conducting an environmental or situational analysis, which is incorporated into the NA phase to consider the ‘factors that will have a significant impact on judgments regarding the course's aims, what to include in it, and how to teach and grade it’ (Brown, 1995, 2016; Nation and Macalister, 2010, p.14). Environment analysis examines the contextual factors related to the setting for the curriculum, the institution, the teachers (skills), the students (current knowledge and lacks), available means, resources, time, and challenges that could affect the course, and the teaching and learning principles (Richards, 2003; Nation and Macalister 2010; Richards, 2016).

Figure 3-5 A Model of the Parts of the Curriculum Design Process (Adopted from Nation and Macalister, 2010, p.3)



These new models – Graves' (2000) and Nation and Macalister's (2010) - reviewed in this section have a likeness to those classic models presented in the literature (Section 3.7.1). Graves' model (2000) takes a comprehensive, holistic approach to needs analysis and instructional customisation, addressing various aspects of language learning. In contrast, Nation and Macalister's model (2010) specialises in vocabulary needs analysis, offering specific techniques for targeted vocabulary instruction and retention. NA has been proposed to support the notion that curriculum models are not live documents within these models. However, they tend to be flexible and responsive over time to the needs of students in various contexts where education is provided.

3.9.1 Reflection on the Presented Curriculum Design Models

The models presented above (Section 3.9) vary in their emphasis and major components. However, they share the commonality that the curriculum development process is an ongoing cycle, and that the logical first step in developing an ESAP curriculum is to identify the specific needs of students. They are needed to embed NA as an indispensable step into effective curriculum design practice. According to Klimova (2015, p.635), conducting a needs analysis is a salient feature in designing any EAP course 'because students use English to fulfil their academic studies. Therefore, the data on students' specific needs must first be collected'.

The value of NA lies in its relatedness to students' participation in the curriculum development process. It accepts that learning is not only a matter of students 'absorbing pre-selected knowledge' (Graves, 2000, p.98) but a 'teacher-student interaction' (Bernstein, 1977; Bond, 2019). According to Nation and Macalister (2010, p.24), considering 'what needs to be learned' is an important step within the process of NA. All the models above agree that the process is no longer linear, but a flow of components as illustrated in Figures 3.6 and 3.7.

According to the discussion above - curriculum as a praxis – the models of Nation and Macalister (Figure 3.7) and Graves' models are compatible and informative to the present research. They strive to explore curriculum design practices from teachers' perspectives with respect to the functions of NA supporting the learner-centredness ideology. They relate to the context of the case study in which teachers are responsible for creating the curriculum they teach, as this shows their 'control over curriculum' (Toohey, 1999, p.1). This study aims to explore the influences and the factors that impact teachers' curriculum design and the why reason why the two selected models appear to be critical in the context of the study is that Nation and Macalister (2010) and Richards (2001) both emphasise the notion of 'situational analysis', 'environment analysis' or 'real-world problems' supporting the social reconstructionism ideology in exploring the impact of the surrounding factors – such as institutional factors and teacher factors – and other issues on the process of curriculum design (Richards, 2001).

3.10 Curriculum Design in ESAP

The previous section (3.8) on curriculum design has presented several models that specialists developed in ELT. The presented models by Brown (1995), Graves (2000), Richards (2001), and Nation and Macalister (2010) - or process, product and praxis models - provide a fundamental understanding of curriculum component issues in the context of ESAP, and educators should carefully consider which model or combination of models best fits their educational context and students' needs. The above models may not be specifically designed and directed to develop an ESAP curriculum, but they do explain and evaluate all essential curriculum components, which can offer the ESAP field of theory and practice several perspectives for curriculum design relevant to ESAP courses.

Curriculum development in ESAP is defined by Richards (2001, p.2) as:

'The processes that are used to determine the needs of a group of learners, to develop aims and objectives for a programme to address those needs, to determine the appropriate teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes.'

This definition implies that the process of designing an ESAP curriculum is composed of different interrelated stages or components. Similarly, Brown (2016, p.94) asserts that:

'ESAP curriculum is a specific one and there are certain steps to be followed in developing curricula such as analysing learners' needs, designing authentic materials, finding relevant and appropriate discourse, deciding the language activities and tasks, re-editing the design, and finally piloting and evaluating the materials.'

Woodrow (2018) has recently developed a comprehensive approach to course design that begins with identifying the stakeholders, reviewing EAP literature and current NA research, selecting suitable data collection methods, gathering and analysing the needs, presenting findings in a list of communicative events, determining syllabus items, and assessing the courses.

Woodrow (2018) has recently devised a thorough method for designing courses. This method starts by identifying the stakeholders, reviewing literature in English for Academic Purposes (EAP) and current research in North America, choosing suitable data collection techniques, collecting and analysing needs, outlining the findings in a set of communicative events, selecting syllabus items, and assessing the courses.

3.10.1 Determining the Objectives

After conducting NA, the curriculum begins articulating clear and specific curriculum objectives, since it creates for both students and teachers focus, boundaries, and definitions (Graves, 2000). According to Brown (1995), objectives are general statements that express desired and achievable programme goals and outcomes, grounded in perceived language and situational requirements. These objectives determine what students should be able to do by the time they finish the curriculum.

As a result, goals and objectives in language courses should be realistically achievable and aligned with the language's content while matching learners' needs.

3.10.2 Designing and Teaching the Content

One of the most important aspects of curriculum design is selecting well-justified content (Graves, 2000; Nation and Macalister, 2010). According to Graves, the content is viewed as 'a conceptual process' (2000, p.39) which requires teachers to understand what language features are deemed necessary to be learned, emphasised, and integrated based on teachers' experiences and thoughts. The content element is prioritised by some curriculum design approaches (Hyland and Hyland, 2019), where they consider it a starting point upon which the methodology is built (Woodrow, 2018). As Richards (2013b) recommends, 'we must decide what linguistic content to teach before teaching a language' (p.6). Furthermore, Harwood (2010) emphasises the necessity of 'creating materials on a local (Section 3.6) rather than a global scale, integrating them effectively with the setting and the students' own lives' (p.122) to ensure the acceptability and efficacy of the materials (Charles and Pecorari, 2016). For example, in this study, the ESAP course for Economics students is a discipline-specific English course that needs to be developed around the Economics genre (Bond, 2022), such as using texts authored by economists. In ESAP 'there is no best method' as Prabhu (1990, cited in Kenny, 2016) affirmed. Instead, the choice of teaching method should be based on various factors such as the context, learners, needs analysis, teaching standards, and learning abilities (Kenny, 2016). However, ESAP teachers must ensure that the language is integrated with the content to effectively teach the subject matter (Busturkmen, 2018).

3.10.3 Assessment

Curriculum assessment is defined by Tyler (1949, cited in Festus and Kurumeh, 2015) and Brown (2016) – as a set of activities carried out by teachers for curriculum designers to collect data to assess the effectiveness of the curriculum in achieving its

objectives, as well as 'the participants' attitudes within the context of the particular institutions involved' (Brown, 1989, p.223). Numerous researchers – such as Hutchinson and Waters (1987), Brown (1989), and Richards (2001) - have emphasised the importance of the assessment process when developing and designing a language course design (Section 3.7). Feedback from teachers to students is described by Hattie and Timperley (2007) and Carless (2015) as one of the most powerful influences on learning and achievement. Assessment in ESAP is of three main types: diagnostic, formative, and summative (Douglas, 2000). Diagnostic assessment is a process of determining learners' actual competencies and knowledge prior to launching into the teaching process. This may include pre-tests, self-assessments, discussion board responses, and interviews. Assessing students' feedback and achievement is considered a part of the entire process of curriculum design and information obtained can be used to guide/amend and/or eliminate decisions regarding subject themes, content organisation, teaching methods, and even the physical organisation of the class (Nation and Macalister, 2010). This is usually referred to as formative assessment during the ongoing curriculum design process and, for that reason, is also called assessment for learning (ibid.). This type of assessment takes place during the time of delivering programme instructions (Dorda, 2005). Summative assessment takes place at the end of programme implementation (Brown, 1995; Richards, 2003; Dorda, 2005). Summative assessment is also called an assessment of learning because it summarizes and reports what has been learned at a particular time. However, Brown (1995) points out that the 'process of curriculum evaluation is never finished' (p.217).

It condenses and communicates the acquired knowledge at a specific point, also termed an evaluation of learning.

3.11 Teacher Professional Development

The importance of teachers' development has been acknowledged and emphasised in the literature to improve teachers' knowledge and skills throughout their careers (Stenhouse, 1975; Elliot, 1994; Richard, 2001; Alwan, 2006; Orafi and Borg, 2009; Lieberman and Miller, 2009; Shawar, 2010; Al Busaidi and Tuzluzkova, 2014; Anthony, 2015; Ding and Bruce, 2017; Su and Wang, 2022). Professional development for teachers is seen as an activity which policymakers or people in positions of high authority in educational settings have the responsibility to provide (Nguyen et al., 2019). However, literature (published journal articles and books) on ESAP teacher development and education is scarce and remains mostly unexplored (Busturkmen, 2019). This was recently highlighted as a gap by Ding and Campion (2016) who criticise ESAP teacher education in the UK and note the lack of research on teacher development. They commented that professional development provides positive changes in teachers' practices inside the ESAP course - increasing work satisfaction, decreasing teacher imposter syndrome, and learning pedagogical principles and other areas of teaching (Bracaj, 2014; Çelik et al., 2018).

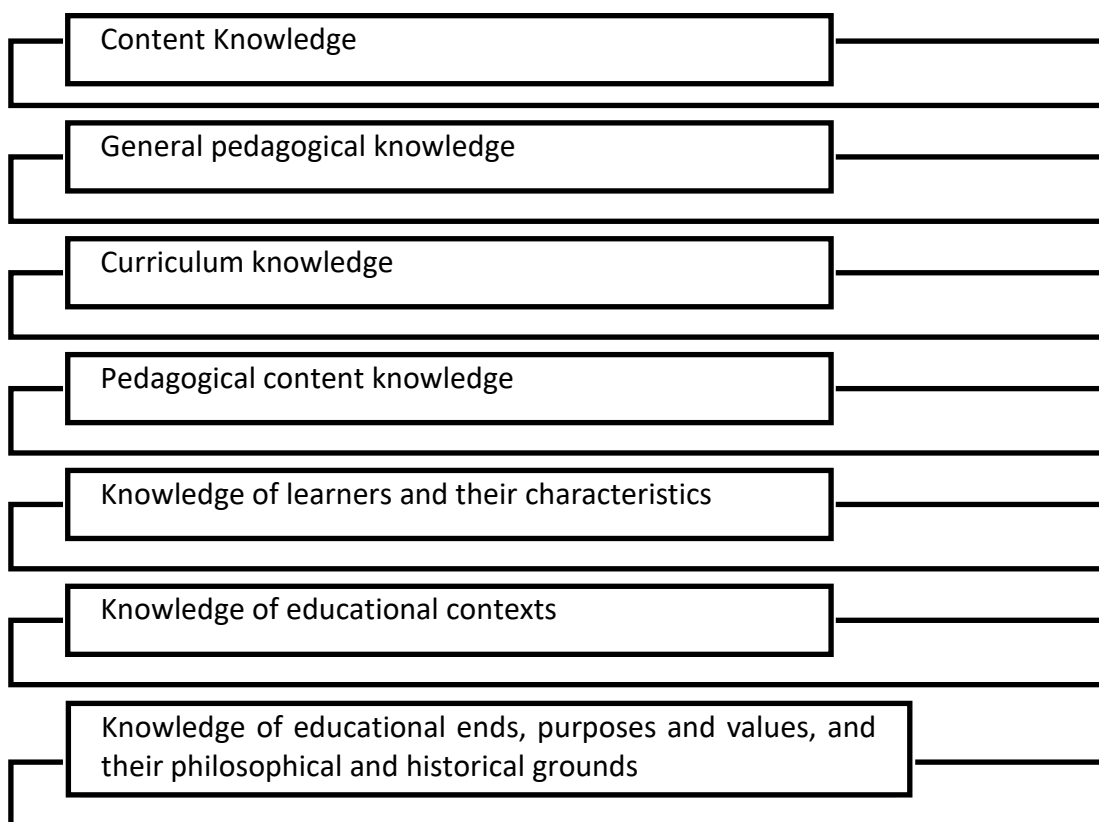
The recognition of professional development has continued, with Master (2005), Huttner et al. (2009), Tao and Gao (2018), Aguilar (2018), and Constantinou and Sophocleous (2021) considering teacher development to be an emerging construct whilst being a 'novice teacher' (Ding and Bruce, 2017; Ding, 2019). However, the authors mentioned in the sources fail to provide a thorough understanding of ESAP teacher education because these studies are not based on empirical research. Furthermore, Fitzpatrick et al. (2022) asserted that most ESAP teachers have had to learn on the job due to a lack of sufficient training. According to Basturkmen (2010), 'only some teachers who come to teach ESAP have received formal training' (p.142).

Teacher development is also seen to broaden teachers' knowledge of a specific discipline and fulfil their teaching qualifications and professional standards (Lv, 2014,

Khan, 2011, Shaver et al., 2008). Some researchers such as Alsharif and Shukri (2018) and Chang and Chung (2017), have highlighted the lack of teacher professional development as a critical challenge that has resulted in a lack of readiness in teaching ESAP and teachers being unfamiliar with the subject content knowledge of the students' discipline. Other studies – such as Tabatabaei (2007), Kusni (2013), Liton, (2013), Ali (2015), Pham and Ta (2016), Zhang and Kim (2018), and Xu et al. (2020) - have also revealed the lack of professional development among ESAP teachers. Though previous literature - such as Short and Hirsh (2020) - did not investigate the impact of ESAP teachers' professional development on curriculum design satisfaction, it indicated references to the positive influence of teacher learning in designing and developing the curriculum. For example, studies on curriculum design, such as Richard's (2001), stress the need to provide a professional development programme to improve teachers' teaching quality. According to Latham and Vogt (2007), effective teacher development has long been regarded as a critical component of successful curriculum implementation and teaching. Moreover, Troudi and Alwan (2010) and Farrell 's (2016b) studies indicate that feelings of discontent, loss, uncertainty, alienation, and frustration in the design of the English language curriculum were attributed to teachers' lack of professional development. Along the same line, Oreck (2004) asserted that qualified teachers could develop curricula. Furthermore, Iswati and Triastuti (2021) study reported that teachers' lack of knowledge and appropriate training are among the challenges they face in teaching. Busturkmen's (2019) study claims that teachers' needs, skills, knowledge, and voices should be collected and considered in their educational contexts. Shulman (1986, 1987) similarly suggests that professional development is linked to teacher knowledge, and he identifies developing a set of knowledge bases to influence teachers' professionalism (Figure 3.9). Shulman's (ibid.) conception of teacher knowledge is a valuable framework that 'includes knowledge of how to teach, pedagogical content knowledge (PCK), subject content, curricular content and 'the ability to relate the content of a given course to topics or issues being discussed

simultaneously in other classes' (ibid., p.7). In the ESAP course for Economics, this means the ability to relate what is occurring in the course to ESAP components to utilise appropriate methods for ESAP teaching in a disciplinary-specific context (PCK). More recently, Shulman and Shulman (2004) investigated the significance of these foundations.

Figure 3-6 Shulman's (1987, p.8) Knowledge Bases of Teachers



Similarly, Medrea and Rus (2012) noted that the challenges in teaching ESAP were intensified due to teachers' limited understanding of the students' discipline of study. This knowledge is significant for ESAP teachers who are expected to conduct NA and develop a curriculum (Kumaravadivelu, 2006). However, authors such as Abdelhafez (2010) consider the students' knowledge to be the key element of a teacher's knowledge, which necessitates conducting NA (Abedeem, 2015). Others found that

the teaching/learning environment was another element of teacher pedagogical knowledge (Mullock, 2006).

Considering students' subject matter is critical in developing any curriculum script (Hyland, 2018). ESAP teachers require some professional development to improve their language skills and knowledge of the subject content (Harmer, 2007). Bell (2016) and Woodrow (2018) highlight that it is necessary for teachers to develop subject-specific knowledge over time through experience to deliver high-calibre content to students. However, there is a clear distinction between content knowledge (knowledge of the subject matter) and curriculum knowledge (knowledge of curriculum, associated materials and possible alternatives for selection in teaching) – these two areas make the curriculum problematic or challenging for teachers (Brown, 2016). One essential contribution of Bell's research (2016) is that teacher knowledge in these two areas remains a crucial element in the ESAP teaching sector. Bell (2016) has divided the concept of teachers' knowledge into three main components that need to be present in any ESAP teacher. Subject-specific knowledge, pedagogical knowledge, and ESAP field knowledge have led to a considerable impact on teachers' decisions on curriculum design, materials, and selection of methods. Bond (2020) also urges teachers to develop their pedagogical content knowledge as a significant facet of their continuing professional development. Furthermore, knowledge of curriculum (such as learning objectives and outcomes, content and materials, instructional strategies, and assessment) enables ESAP teachers to choose a curriculum model that translates ESAP course objectives into appropriate content and pedagogy that serve students' needs and purposes. According to some studies, knowledge of the educational context or the learning environment (Siegel, 1999; Bunting, 2004) revealed a link between educational settings and teachers' collaboration. Another essential element that helps increase student involvement and participation is the use of educational technology (Hafner and Pun, 2020).

3.12 Literature Gap

Basit (2013) shares a similar view to the purpose of this research, which is to give voice to unheard voices. Previous research – for example, Ding (2016), Hyland and Hyland (2019), and Kaivanpanah et al. (2021) has shown considerable interest in the areas of curriculum design and needs analysis as well as the development of the ESAP course, for example, Nation and Macalister (2010), Talib et al. (2018), Hwang and Kim (2019). However, the literature on the curriculum in education practice in Algeria is limited and focuses broadly on the general situation of curriculum design. There is little information on how ESAP teachers have been engaged in the curriculum design process. From literature reviewed, a deficiency can be noticed specifically concerning the ESAP curriculum practice (Bond, 2022) from the lens and perspectives of students, teachers, and the Head Teacher at the university level. This gap related to areas of NA, teachers' influence and challenges as well as the students' voices, all collectively. Consequently, there is a need for a comprehensive review and commentary on these areas to address this research gap. The research questions in the next chapter (Section 4.1) aim to address this gap.

3.13 Conclusion

An overview of relevant literature in this study has been presented. The theoretical frameworks established in this research, including those related to NA (Brown, 2016) and curriculum design (Brown, 1995; Graves, 2000; Richard, 2001; Nation and Macalister, 2010) followed by an elaborate discussion on philosophical orientations have been provided and shaped the researcher's conceptual framework (Figure 8.1).

The chapter concluded by considering appropriate frameworks developed from the research's themes. These included aspects related to teacher professional development that considered teacher knowledge (Schulman, 1986, 1987) and teacher training (Ding and Campion, 2016; Busturkmen, 2019).

The following chapter will discuss the research methodology employed in gathering and analysing the data to answer the research questions of this study.

Chapter 4 Methodology

4.0 Introduction

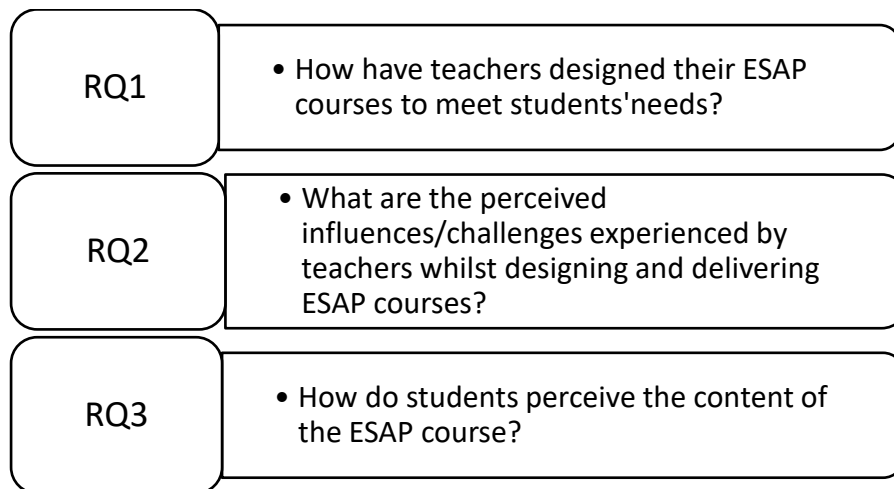
This chapter outlines the methodology employed in this study. It analyses research design aspects arising from the ontological and epistemological viewpoints that influenced the choice of methods. This chapter begins with discussing the research questions before moving to the methodological decisions from paradigm positioning to the methodology used. It provides details about how the interpretive research paradigm is compatible with the research design based on the researcher's stance and positionality. It discusses the use of mixed methods, in which, in this study, data are triangulated from different sources. It reviews the study sample, the data collection instruments, and their limitations, and considers any bias during the study.

Subsequent sections provide a comprehensive discussion about the confirmability, transferability, credibility, and dependability of the approaches used in the research for collecting and analysing the data. The chapter concludes by presenting various ethical considerations related to the present study.

4.1 Methodological Decisions

This study explored teachers' practices in designing the ESAP curriculum with respect to NA at NU University and investigate the challenges that influence the design of the curriculum. It also aimed to understand students' voices and their perceptions about their views about the course. This gave rise to three key research questions, as noted in Figure 4.1 below:

Figure 4-1 Research Questions



Research questions are inevitably connected to the research topic, study purpose, and objectives (Section 1.5).

The three questions, which were formulated based on the research aims, indicate the selection of the research methods and the type of data required to be gathered.

In-depth research was fundamental as this study aimed to add to the limited body of knowledge and literature on Algerian ESAP curriculum development, teachers, and students. According to Basit (2010), educational research aims to investigate educational phenomena with the goal of learning from them and enhancing existing knowledge, policies, and research efforts. As Cohen et al. (2018) point out, researchers have various views of the social world. They perceive it as either objective reality or the subjective experience of individuals in constructing it (Burrell and Morgan, 2017).

4.2 The Researcher's Positionality

In research, being conscious of one's positionality and ontological position is crucial as it serves to determine the selected methodology (Cohen et al., 2018). An outsider researcher stands outside the social phenomenon being investigated and does not

necessarily have the same opportunities to collect data and access participants as an insider. A consideration that has been repeated by many authors over time is that bias, advantages, and limitations can exist for both outsider and insider researchers, and scholars, overtime, have sought answers as to whose knowledge is authentic (Banks, 1998; Asselin, 2003; Lowe, 2009). In the present study, both insider and outsider positions have been taken - these can maximise the advantages and minimise the potential disadvantages while conducting research.

As an insider, I reflected on my lived experience as a novice teacher of the ESAP course who has worked previously in the Economics Sciences department (ESd). This experience enables me to have an insider position, which particularly influences my positionality, the conceptualisation of this study and potential bias.

The previously lived familiarity with the curriculum, course delivery, other teachers' comments, culture, and the social group under study (Berger, 2013) enables me to better understand the context of the study, helps interaction with participants and enhances my ability to reflect. Subjectivities, the personal viewpoints and experiences of insiders, add substantial value to the research. They provide context, depth, and a nuanced understanding of the phenomena being studied. By acknowledging and incorporating these subjectivities, the research gains richness and authenticity. The insider's perspective offers insights into cultural nuances, unspoken norms, and tacit knowledge of the Algerian context, that an outsider (non-Algerian) might overlook.

Through these personal reflections, I practised reflexivity, acknowledging the influence of my own subjectivity as a researcher. This understanding helped me recognise my role in the research process and the researcher's inherent connection to the world being investigated, guiding future actions (Burr, 2015; Boodhoo, 2017).

I am aware of the legitimacy and benefits brought by such an 'insider' position, which might have otherwise been closed to an 'outsider'. For example, recognising

behaviour and actions as being relative to the participants' culture and context allows me to ask meaningful questions about the participants within that culture (Bell, 2003). Within that culture and moreover, within the situational context, insider knowledge helps to maximise participants' involvement (Innes and Manthorpe, 2013; Berger, 2013) and provide easier access to the culture being studied in this research (Burns et al., 2012), thereby generating rich data to make sense of the participants' reality (Bridges, 2001; Hayfield and Huxley, 2015). I challenge my perceptions about curriculum design that come to my attention through informal classroom discussions with teachers and students and formal data collection to uncover issues of the process of curriculum design and profile students' views about the effectiveness of the curriculum in use.

In every phase of my research, my personal experience constantly reminds me of the necessity to avoid perceptual bias. It enables me to question and challenge any presumptions and maintain objectivity throughout the journey. Therefore, my 'personal biases' were recognised (Willig, 2013) and subjectivity was minimised by avoiding taking issues personally and refraining from reflecting on my own preconceptions as Hopkins (2014) argues that:

'Research needs to be as objective as possible, and as any claim to objectivity or a 'value-free' position is an illusion, personal biases have to be identified throughout the research process and strategies to minimise them have to be employed' (p.203).

As an outsider, I reflected on my academic role as a full-time doctoral researcher at a UK University. I am no longer working as a novice teacher in the ESd - rather, when returning to Algeria it was as a doctoral researcher. I no longer directly belong to the community and the university where the research was carried out. As an outsider, my perspective provided valuable objectivity and critical distance. However, this objectivity can sometimes be a limitation, as a researcher may lack a deep understanding of insider intricacies.

Several steps were considered to ensure that the research and collection of data, were as error-free as possible (Tayler, 2011, cited in Cohen et al., 2018; Berger, 2013) and upheld rigour and ethical standards (Berger, 2013, p.3). For example, the issue of reflexivity in social research was maintained in this study to ensure that data interpretation is influenced by data generation (Bloor and Wood, 2006; Creswell, 2009). Paltridge and Phakiti (2015) contend that social realities should be acknowledged with a view to be 'vigilant in monitoring [our] own ideology' (p.23). Therefore, findings in this study were analysed objectively, regardless of whether they fitted any stated purpose or beliefs (Murray, 2019). The outsider stance and distant perspectives helped me appreciate the wider perspective (Fay, 1996).

This research's emerging perspectives could differ from the researcher's (i.e. myself) own experience. All the emerging data were scrutinised (Chapters 5 and 6). Furthermore, the present study relies on direct quotations from participants to minimise researcher prejudice and bias.

During the research process, the researcher (i.e. myself in this case) may find themselves in a position as either an insider or an outsider, but never completely align with either perspective (Hopkins, 2014). Within this research, questions about the objectivity, reflexivity, and authenticity of the study might be compromised (Kanuha, 2000). Being aware of this is the first step to eliminate the potential of this compromise. I situated myself as a researcher in a place between insider and outsider roles as I believed that it would be more effective than restrictively locking into either one. Having the dual role of a novice teacher and later a doctoral student in this research helped to provide the prudence not to be too close to lose objectivity and reflexivity and therefore gain authenticity, accuracy and adequacy in data collection and analysis. For instance, during data collection, my position changed from a novice teacher to a researcher who gained more knowledge about the ESAP curriculum and the tensions that existed around it. I did not want to rely mainly on my previous experience of teaching but rather on investigating precisely what was going on and

making a deliberate study to analyse the participants' experiences to gain a credible and viable understanding of the ESAP teaching and learning situation. Deciding clearly which lens and directions the researcher adopts may minimise any potential risk of biases that researchers would become aware of so as to avoid them.

Overall, recognising the complexities of insider research while leveraging the advantages of an outsider's perspective, and integrating subjectivities, allows for a comprehensive exploration of the research topic. This approach fosters a deeper understanding and a more holistic representation of the studied phenomena, ultimately enriching the research findings.

4.2.1 Ontology and Epistemology

Ontology represents the 'nature of being' (Burgess et al., 2006, p.54, cited in Cohen et al., 2018) to know how people understand reality and existence, while epistemology explores how people obtain valid knowledge and how this knowledge links to ontological views (Lowe, 2007). Before choosing a particular epistemology and ontology for the research, it is important to be aware of other epistemological and ontological stances to decide which perspective fits the research purposes for producing, as accurately as possible, the data findings. It becomes difficult to discuss ontological and epistemological assumptions separately (Blaikie, 2007) because, as Basit (2010) states, our ontology inevitably influences our epistemology. For example, a positivist approach will be required if our worldview is objective and scientific. However, an interpretivist view is needed when dealing with a worldview of reality interpreted through people's eyes (teachers or students). In this research, the ontological and epistemological positions significantly impact the choices made in the research design and when analysing findings (Basit, 2010). They relate to the researcher's views of reality accepted in the research and their 'views and values about the world' (Newby, 2014, p.35). These views, in turn, influence the questions asked and the methodology used in this research. The ontology for furnishing the lens for this study is that a single universal reality does not exist. Instead, understanding

the world is shaped by people's perceptions, connotations, emotions, and motives regarding the world they inhabit (Hiller, 2016).

In this research, the reality is accepted through exploring information and meaning regarding teachers' ESAP curriculum design practices concerning NA. This view of reality is what human beings make or construct; it is the activities of creative subjects that constitute the world of objects (Blaikie, 2007). Since the research is exploratory, interpretive and qualitative research was appropriate to achieve the research aims.

Viewing curriculum design and delivery not solely through the lens of teachers, required consideration of other lenses. These views explored other aspects of curriculum design through the eyes of the students and Head Teacher. The corresponding epistemological stance means that teachers' participants hold different answers and practices to their curriculum design in taking this ontological position. It further recognises the views of students. In doing so, it addresses the recognition of social constructionism epistemology – namely, that theorists such as Berger and Luckmann (1991) Gergen (2001) and Raskin (2002) take the view that 'knowledge' is a compilation of man-made construction and is the result of collective perspective, where meaning is not created but constructed and understood through social process and action (Savin-Baden and Howell-Major, 2013). Therefore, reality is a complex concept that is based on understanding, which stems from thinking about the events that unfold in our lives rather than having had experience (Ritchie et al., 2013, pp.11-13). The themes that might emerge and develop from the collected data support the notion that reality is a social construction (Walsham, 2006). This means that researchers must work with the world and its objects (Blaikie, 2007).

Consequently, engaging in meaningful discussions with the Head Teacher allows for exploring their perceptions about the curriculum design and delivery and their perceptions about the teachers' views on the curriculum design from the lens of an

observer/stakeholder (i.e. Head Teacher). Beyond this, meeting with teachers and students allows their perceptions, views, practices, experiences, and knowledge to emerge. In doing so, a more holistic rather than solely statistical, quantitative data view of curriculum design has been explored.

The epistemological position considers the key to understanding teachers' practices of curriculum design and delivery with respect to NA lies with the teachers themselves with the students who have been involved in the learning process. Because of different perspectives and interpretations of single events and situations (Cochran-Smith and Lytle, 1999), it is the 'perceptions influenced by human subjectivities' (Basit, 2010, p.121) that have been investigated. Methods for data collection have been developed based on social constructionism epistemology to strengthen the research's credibility. In this study, knowledge is based on 'participants' practices constructed in and out of the interaction between participants and their world and developed and transmitted within an essentially social context' (Crotty, 1998, cited in Hiller 2016, p.42).

The epistemological stance of social constructionism prompts researchers to explore how social reality is continuously shaped by individuals through their interactions, rather than being an external force that entirely limits their actions (Brayman, 2016) This stance is relevant for this research as it allows for the existence of multiple realities and constitutes teachers' practices and students' perceptions and thoughts in and through interaction which impact the methodology and, potentially, the findings of this research.

The ESAP curriculum design is examined through the multiple lenses of the individuals involved to provide an understanding of the perspectives that inform participants' actions (Maxwell, 2005), to obtain their definition of the situation, and to explore how they make sense of their situation and focus on interactions, contexts,

and environments to transmit meaning. In addition, I have adopted a constructionist approach to developing the research problem and then an interpretivist paradigm to investigate it.

4.3 An Interpretivist Research Paradigm

The research paradigm represents the notion underpinning the ontological and epistemological stance taken and provides a conceptual framework to guide the research process (Cohen et al., 2018). As Newby (2014) acknowledges, the research paradigm provides 'a way of thinking about a subject or proceeding with research that is widely accepted by people working in that area' (p.46).

There are several ways to approach research - it can be categorised as positivist or interpretivist. A positivist paradigm builds on objective epistemology and ontology (Primecz, 2020). The measurements of variables and higher sample sizes are prioritised within this paradigm to provide validity to the researcher (Kumar, 2014, 2018). However, rather than focusing on measurements, the interpretivist paradigm builds on subjectivist epistemology and ontology (Primecz, 2020). It investigates how specific groups of people involved within an educational setting interpret and understand their world and surroundings (Hammersley, 2012). The research is compatible with the interpretive paradigm because the researcher values the unique perspectives, practices, beliefs, and experiences of the participants (Kumar, 2014).

The interpretivist paradigm was most appropriate for this research because as Mason (2002) asserts 'the essence of the inquiry and the nature of the intellectual puzzle to be investigated lie in the exploration of uncharted territories and the pursuit of new understandings' (p.14). This study is carried out within a social constructionist philosophy within an interpretive paradigm that employs inductive logic of research. As an epistemology, interpretivism interprets reality based on an individual's ability, given the concern to understand people and 'the interpretations which they give of

what they are doing' (Pring, 2000, p.96). Considering my background, being educated in the humanities rather than the sciences has influenced my decision to choose methodologies typical of an interpretive research paradigm. As a result, with current research concentrating on curriculum implementation, perceptions, and practical experience, the interpretivist paradigm is relevant to exploring and understanding how this ESAP curriculum is designed and implemented within ESd and its stakeholders.

The interpretivism paradigm is complementary to the one of social constructionism in that the former is concerned with understanding the process by which meanings are generated, negotiated, sustained, and modified from participants' lived experiences (Schwandt, 2003, cited in Andrews, 2012). The latter then results in the development of meanings that can be interpreted subjectively or qualitatively by individuals involved in real situations, leading to inquiries or the acquisition of knowledge (Creswell, 2009; Flick, 2014). Therefore, interpretivists value the human subjective experience and believe that reality is constructed through the meaning and meaningful actions created by individuals (Van Compernelle and Williams, 2012). Interpretivism aims to explain the subjective reasons and purposes behind social actions (Myers, 2019). It often addresses essential features of shared meaning and understanding, and constructionism extends this concern with knowledge as produced and interpreted (ibid.). According to Blaikie (2007), adopting the interpretivism paradigm will help the researcher interpret and reinterpret the participants' social situations and actions (practices and ideas).

The interpretive paradigm that constitutes an explorative 'educational enquiry' (Mason, 2017, p.2) is used to guide the research questions (Table 4.1) which are centred on individuals, making explicit what is unique and distinctive in the 'thinking life' of each, and interpreting what is seen through the personal ideas which make each action 'intelligible' (Pring, 2000, p.33). Therefore, it is used to 'understand the subjective world of human experience' (Cohen et al., 2018, p.19).

The research nature is exploratory, aiming to delve into the participants' own interpretations of the situation. It seeks to understand their perceptions, attitudes, behaviours, and interactions.

The curriculum design is seen by Voogt et al. (2018) as an issue that is intricately connected to world the perspectives of individuals, such as teachers, students, and policymakers (for example, Head Teacher), with and each of them having different perspectives. Thus, built on the interpretive assumption that 'reality is a human construct' (Wellington, 2004, p.16), the participation of teachers, students, and the Head Teacher's in this research aids in the construction of knowledge through understanding. This involvement generates a complex diverse range of views and beliefs concerning the intricacies of curriculum design and NA.

Adopting the interpretivist paradigm helps to uncover issues about the curriculum design, allowing the participants' voices to be heard through 'understanding and demystifying social reality through the eyes of different participants' (Cohen et al., 2001, p.19). However, the positivist paradigm fails to explore the unmeasured practices of curriculum design. It is considered weak at exploring teachers' practices, perceptions, and knowledge based on their own experiences through the ontological and epistemological positions taken in this study (Section 4.2).

4.3.1 Mixed-Methods Research

The research questions, the methodological stance, the purpose, the context of the study, and the limitations of the research are all considered when selecting the methods (Creswell, 2014). Brown (2014) noted that researchers are increasingly turning to mixed-methodologies research when studying the teaching of English to speakers of other languages (TESOL). Mixing methods allows the combination of qualitative and quantitative methods complementing each other to enhance their respective strengths more effectively than either a qualitative or quantitative approach on its own would provide (Creswell and Plano Clark, 2011, 2018) to arrive

at a holistic knowledge of a social phenomenon (Onwuegbuzie and Leech, 2005; Gunzenhauser and Gerstl-Pepin, 2006; Johnson et al., 2007).

In line with the exploratory nature of the study, data were gathered using mixed methods (both qualitative and quantitative methods) for collecting, integrating, and analysing data to address the research questions (Borkan, 2004; Creswell, 2009; Perry, 2012). In this respect, Johnson et al. (2007) define mixed methods as:

‘A type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration’ (p.123).

However, it is critical to note that, in this study, different methods are only utilised for data collection level and analysis. Because the current research is primarily qualitative, it can be classified as qualitative mixed research, since a qualitative paradigm dominates the theoretical framework, as well as the process of data collection and analysis in this research (Mason, 2017). However, multiple methods can coexist (Alexander, 2008b, p.212, cited in Murphy et al., 2008) peacefully in educational research, especially when they complement each other to facilitate the investigation of educational phenomena (Niglas, 2009).

By mixed methods research, I am referring to research that combines research methods across two research strategies (Bryman, 2016). Relying on one source of data collection can potentially lead to bias or distortion in the researcher's understanding of the specific situation being investigated (Cohen et al., 2018). However, using mixed methods for gathering data helps the researcher develop a comprehensive understanding of the significance of a phenomenon for individuals. It enhances the researcher's ability to fully grasp a research problem (Ivankova et al., 2006). Wellington (2015) argues that educational research data can be produced better using both qualitative and quantitative methods when relying on one approach alone would be insufficient to understand the study (Creswell, 2014).

Similarly, Richards (2001) advocates using mixed methods in investigating the ESAP approach, arguing that 'both approaches to collecting information are needed because they serve different purposes and can be used to complement each other' (2001, p.297) and support the other's strengths and weaknesses (Johnson and Turner, 2003, cited in Tashakkori and Teddlie, 2021). According to Newby (2014), mixed methods can be a useful strategy to solve problems because it brings ideas that should coexist together.

The philosophical assumptions of this study are based on interpretivism and social constructivism as discussed above (Sections 4.2.1/4.3). Walsham (1995) argues that interpretivism does not adhere to 'correct' or 'incorrect' theories. Likewise, interpretivists, who predominantly reject foundationalism, do not adhere to a singular correct path, approach, or specific method for gaining an understanding of a research phenomenon. (Willis, 1995). However, interpretivism is often criticised for lacking generalisability when focusing on specific situations (Punch and Oancea, 2014). For that reason, William (2000) suggests using methodological pluralism to ameliorate the interpretivism weaknesses as seen in this study – therefore, the findings of this study may have implications for practice outside of the sample (Section 4.10). Based on the above statements, the mixed-methods research design is chosen to introduce diversity, richness, and variety to data by avoiding reliance on a single specific method.

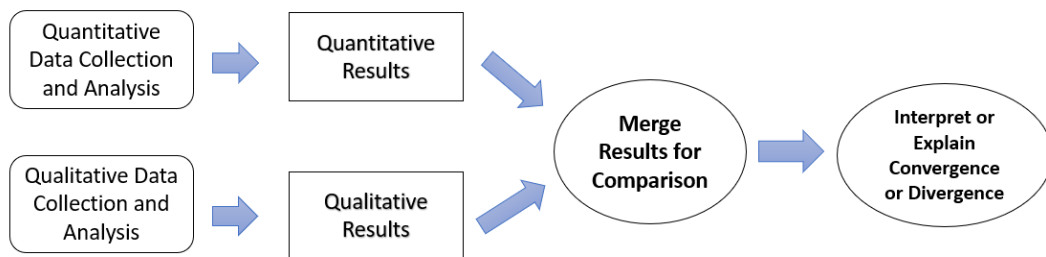
Furthermore, Scott and Briggs (2009) and Denzin and Lincoln (2017) posit that methodological pluralism would strengthen the study design and enable triangulation to be practised (Johnson et al., 2007; Noble and Heale, 2019). Therefore, by providing triangulation via multiple lenses, using different methods of data collection as used in the research can enhance the credibility (Lincoln and Guba, 1985) of the investigation.

In this research, a range of data was gathered to explore the students' perceptions and voices regarding the content of the ESAP curriculum in order to understand their lived experiences from their personal narratives. Having previously been a novice teacher (Section 1.1.2) was beneficial for accomplishing my qualitative research - participants would, arguably, feel more comfortable sharing their experiences with another teacher. Capturing the participants' views on the same issues from different vantage points (Flick, 2018) could lead to superior findings (Creswell and Plano Clark, 2011).

As termed by Creswell and Plano Clark (2018), the convergent parallel mixed-methods design (Figure 4.2) was suitable for this study since the aim was to triangulate data to explore the situation of ESAP curriculum design. Figure 4.2 describes the mixed-methods process used in this study. In Curlette's (2006) perspective, data collected through qualitative methods could be utilised for supporting conclusions drawn by conducting quantitative data tests and vice-versa.

Quantitative and qualitative data were collected concurrently (Yin, 2009, p.03) and then both were independently analysed utilising quantitative and qualitative analysis methods (Wisdom and Creswell, 2013; Shorten and Smith, 2017; Creswell and Plano Clark, 2018) (See Chapter 5). The data were further compared to complement and support each other to answer the research questions (Creswell and Plano Clark, 2018) to produce both generalisable data and detailed narratives that illustrate a complete picture of how the ESAP curriculum is designed to meet the needs of the Economics students in the ESd.

Figure 4-2 The Triangulation or Convergent Parallel Mixed Methods Design (Adopted from Creswell and Plano Clark, 2018, p.78)



4.3.2 Quantitative Methods

A questionnaire provided the quantitative element of this research. Questionnaires were considered a convenient quantitative method to explore the general views of the students, as well as their needs and perceptions of the ESAP curriculum, which is one of the aims of this study. Gathering general data on the curriculum issues from the students using a questionnaire as an initial data collection method was needed because the number of participants involved was more than one hundred. With such a large sample it was not viable to conduct another method such as interviews. Furthermore, questionnaires were used because of the pre-existing knowledge I had about the students' culture (Section 4.2). Taking into account their social nature, the choice to use questionnaires was taken since they are less intrusive. They do not interrupt the participants, so they feel at ease when answering (Dornyei, 2007).

Data gathered through a questionnaire can be used to make broad generalisations that could guide future educational planning and policies (Dornyei, 2007). Quantitative methods are merited for their strengths of 'conceptualising variables, profiling dimensions, tracing trends and relationships' (Punch, 2009, p.290). One of the limitations of quantitative research is that it is not tailored to uncover profound meanings and explanations (Cohen et al., 2018). However, the questionnaire presented to students includes open-ended questions to elicit deep data. The quantitative research method sits within the philosophy of the positivist paradigm,

but it is often criticised for being limited in its ability to delve deep into participants' thoughts and experiences (Savin-Baden and Howell Major, 2013). However, the use of the questionnaire in the present study did not adopt the positivist philosophy per se and thus could not influence the study's philosophical stance. Hence, using the interpretative method was best to offer a diverse array of data collection methods and ways to present the results (Thorne, 2016) to overcome the weaknesses of a positivist approach.

4.3.3 Qualitative Methods

Contrary to quantitative data, yet with a mixed methods approach, complementary qualitative methodology is associated with an interpretative approach to understanding a phenomenon in-depth. It emphasises the processes that drive practice and life experiences rather than quantification in data collection and analysis (Bryman, 2016). Qualitative methods emphasise people's contextually embedded lived experiences and thus have strong potential for revealing their full complexity through thick and rich data (Miles et al., 2018).

The nature of qualitative enquiry is different from quantitative in that the qualitative questions are answered through verbal and visual communication while examining people in their natural settings (Lichtman, 2013). To explore the teachers' perceptions of curriculum design and NA, this research uses qualitative methods using interviews and observation to draw out rich narrative data (Cohen et al., 2018).

In this study, participants were not interviewed and observed to make a judgement of how they designed the ESAP curriculum. Rather, the purpose was to investigate teachers' practices, perceptions and understanding of curriculum development, delivery and needs analysis. This shows the advantages noted by Creswell (2016) of the multiple realities explored by the participants such as 'thoughts, practices, knowledge, and beliefs, perceptions' (p.76) to be directly interpreted into 'analyses and explanation' (Mason, 2017, p.1).

Qualitative methodologies are robust in the areas that have been identified as potential shortcomings in the quantitative approach (ibid.). Such approaches seek 'the nature of reality' (Creswell, 1998, p.76) and allow an exploration of how things work in particular settings. These work best in educational research as considered in this research; therefore, qualitative methods were used because they are flexible and responsive to the social environment where data are generated (Mason, 2017).

Punch (2009) defined triangulation as a vital way to obtain additional and supplementary quantitative or qualitative data about the same subject. According to Punch (ibid.), combining the strengths of qualitative and quantitative research could enhance the understanding of emerging themes. Data and methodological triangulation were used in the present study (Section 4.8) to determine whether the results align, differ, or conflict with each other (Ary et al., 2018).

4.3.4 Limitations of Mixed Methods Research

All research approaches have their limitations and restrictions. One drawback of a mixed method approach is that it is time-consuming, both at the beginning and the end, especially when the outcomes are revised together (Cohen et al., 2018). According to Wilkinson and Staley (2019), another limitation is a possible lack of focus. Mixed methods researchers often attempt to cover a wide range of aspects within one manuscript by combining qualitative and quantitative methods, as well as trying to present convincing arguments for their knowledge, claims, and lengthy justifications for mixing methods in their study.

Selecting mixed methods research requires the researcher to learn about various methods and approaches and understand how to blend them appropriately and how to interpret conflicting results (Dawadi et al., 2021). Despite these existing limitations, the mixed methods research has, Punch (2005) considers that there is no reason for not using mixed-methods research. He concludes that the combination of two approaches enables researchers to leverage the advantages of both approaches

and address the limitations inherent in each approach. According to Bryman (2012), the research should steer clear of the epistemological division between quantitative and qualitative methods. While one type of method will usually be primary for practical reasons, incorporating other methods enriches the overall research process. All the mentioned limitations have been considered (Sections 4.6.1.5/4.6.3.3/4.6.4.4/4.4.1). Dialogue discussions with professionals (i.e. researchers, supervisors, and conference presenters) have ensured the robustness of the data collection and analysis to answer the research questions.

4.4 Case Study

Given the interpretive stance adopted in this research and the nature of the research questions, this research is presented in the form of a situated case study at the Economics Sciences department (ESd) at NU University (Section 2.4) to elicit a rich and in-depth understanding of the study investigated and to create new knowledge within its real-life context (Yin, 2018, p.2). A case study is widely used in different subjects such as education, sociology, and economics (Yin, *Ibid.*).

The study took a single case study as an approach, not as a method of investigation and data collection (Cohen and Manion, 1994). Rather, it attempts to explore teachers' practices in a specific place and time. Golby (1994) rationalises the purposefulness of case studies for educational researchers and practitioners who already possess basic knowledge and understanding of the case and wish to conduct a more in-depth investigation. The choice of the ESd to conduct a case study is that the researcher has been a novice teacher of the ESAP course (Section 1.1.2) whose interest in the research was raised through observation and experience of some of the curriculum challenges in the design and delivery of ESAP within the ESd. Case study research is a qualitative approach where the researcher investigates either a bounded system (the case) or multiple bounded systems (cases) over a period of time (Creswell, 2007) to generate in-depth data; particularly when the boundaries

between the phenomenon and its context are not clearly defined (Yin, 2003) to create new knowledge (Tight, 2010). This is applicable to the ongoing research endeavour, which aims to explore a specific phenomenon in ESAP curriculum design that is standardised across the ESd that belongs to higher education in Algeria, which according to Brown (2007) fits the description of a socially constructed organisation. Within this boundary of the single case study (Cohen et al., 2018), selecting participants from the ESAP programme in the ESd will result in well-informed understandings and insightful perspectives on the ESAP curriculum design issues and its challenges as reflected in the participants 'real-world perspective' (Yin, 2014, p.2) which allow for generalisation from this case through a process of a 'thorough investigation of the interdependencies of the elements that emerge' (Sturman, 1994, p.61 cited, in Cohen et al., 2018). Using data from a limited sample of participants can maximise what can be learned during the period of the study context around which there are boundaries (Yin, 2018). In this respect, Yin (2018) contends that, if the study's boundaries are acknowledged, it is legitimate regardless of size.

The primary advantage of a case study is that it allows the researcher to use various sources, types of data and research methods (Denscombe, 2017) – which has been achieved in this research - thereby, supporting the credibility and the validity of any results and claims made (Yin, 2018) and reporting a case description and case themes (Creswell, 201) allowing for various aspects of the phenomenon to be explored and comprehended (Baxter and Jack, 2008) during a case study investigation.

Overall, what renders the implementation of this study's case study approach is, as Yin (2014) posits that a case study can provide findings that can be generalisable and applied to similar educational contexts. The results of this study can be applied to other situations where they have the same boundaries. However, the detailed nature of the findings makes them ideal for transferability (Yin, 2018). One case could be typical or representative of other cases (Stake, 1995, cited in Creswell, 2014). Therefore, readers and other researchers could consider the way the methodological

approach and data collection instruments are used, and the data analysis might apply to their research interests, contexts, or situations. In this regard, Corbin and Strauss (2014) suggest that transferability can be reinforced as if there are 'similar conditions elsewhere, there should be nearly similar outcomes' (p.278).

4.4.1 Limitations of Case Study

Most case studies provide information on exceptional rather than representative individuals (Stake, 1995). For that reason, this case study is criticised for its limited generalisability or applicability and transferability outside the limits of a given study (Flyvberg, 2006; Thomas, 2011) because this case study is small and narrowed (Stake, 1995) however - notions like these are, as Yin (2014) contends, not necessarily true and he suggests that interpretive researchers can strive for 'analytic generalisation' (p.27) and aspire to develop theories that can penetrate the changing conditions of actions, rather than generalisations (Stenhouse, 1988, p.49, cited in Keeves, 1990). This case study involves analytic generalisations finding atypical subjects that exemplify some relevant trait rather than statistical generalisability (Robson and McCartan, 2016) to move between the data and the theoretical concepts. For example, case studies (such as this one) are used to gain 'rich detailed information' (Denscombe, 1985, p.76), the purpose of which is to set the information in the 'theoretical context' so that the results of what, why and how can be explained or illustrated. This increases the transferability of the findings and can inform a future study by assessing how existing theories or other related research, are confirmed or disproved. Furthermore, following the Evaluative Criteria of Lincoln and Guba (1985) – which consists of credibility, transferability, dependability, and confirmability – has ensured the trustworthiness of this research. This is evident through utilising triangulation and the diversity of data generated (as in this study) that strengthens the credibility and the validity of the research (Yin, 2018).

4.5 Participants' Sample

The importance of sampling is acknowledged by Punch (2009) who states that its importance is equivalent in both qualitative and quantitative research with the aim 'to throw light upon the social world and phenomena under investigation' (King and Horrocks 2010, p.29). Justifications for selecting research locations, the participants, and how the research will be undertaken have already been offered in Sections 4.1 and 2.4. The sample of this study consists of the total number of 15 ESAP teaching staff who were registered to deliver the ESAP course in the ESd at NU University, the Head Teacher and all 150 undergraduate Economics students who were registered on the same course. Figure 4.3 illustrates the sampling strategy undertaken.

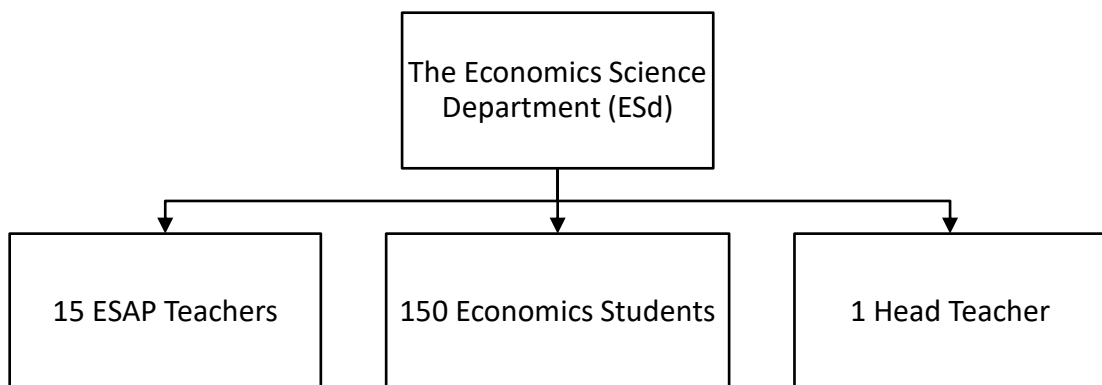
In both the quantitative and qualitative phases of the current study, purposeful sampling (Basit, 2010, p.15) was used, which requires specific criteria of research participants to fit the purpose of the research (Chapter 2 – Sections 2.4.1/2.4.2). Because ESAP teachers and the students are the most active in the topic under investigation, the questionnaire and semi-structured interviews are exclusively directed to them. Purposive sampling is common in qualitative research which can best serve to 'inform the researcher about the research problem under investigation' (Creswell, 2007, p.118) and provide the researcher with access to select the target population (King and Horrocks, 2010; Silverman, 2011). To achieve variability in the data (Lincoln and Guba, 1985), interpretive researchers strive to recruit participants who reflect a diversity of perspectives regarding the research issue (King and Horrocks, 2010).

The research participants (Figure 4.3) are Algerians and non-native English speakers. Teachers were not selected based on their experience or their level of familiarity with the phenomena under study. Their teaching experience and background knowledge varied slightly. Though the sample of participants was purposefully selected, their

participation is taken based on their consent and willingness to volunteer (Section 4.6.1.3).

Being a former teacher in the ESd helped develop strong professional relationships with many of the teaching staff members in the ESd which made access easy to interview teachers. A benefit of being an insider was that I was familiar with the department where the study is undertaken which helped me to gain access to the department (Section 1.2.1) with the Head Teacher being initially contacted to give permission for teachers' emails addresses to be shared.

Figure 4-3 Sampling Strategy



The table below 4.1 indicates how each designated data gathering method contributed to answering each of the study's research questions.

Table 4.1 Methods Used to Answer the Research Questions

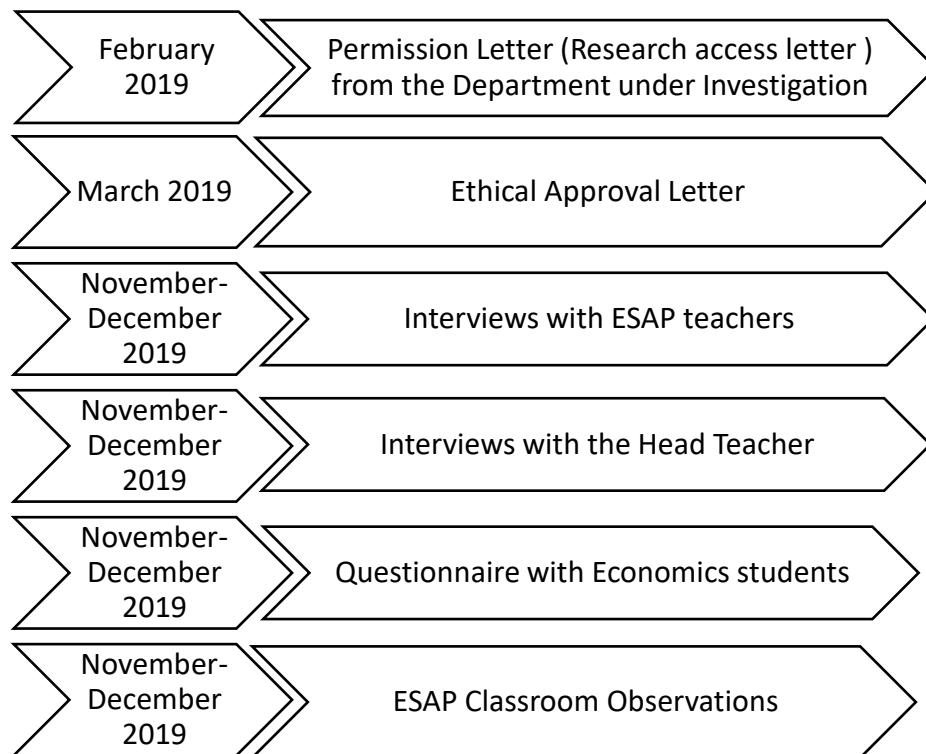
	Research Questions	Sub-questions	Research Methods
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1	How have teachers designed their ESAP curriculum to meet students' needs?	<p>1.1 How do ESAP teachers view the role of needs analysis in their curriculum design practices?</p> <p>1.2 How have the needs of students been considered by teachers in curriculum design to prepare them for their studies?</p> <p>1.3 What are the teachers' practices underpinning curriculum design and delivery?</p>	<p>Interviews</p> <p>Observation</p>
2	What are the perceived influences/challenges experienced by teachers whilst designing and delivering the ESAP curriculum?	<p>2.1 What influences and challenges might have influenced teachers' practices in the ESAP curriculum design and delivery?</p> <p>2.2. What strategies enhance the design and delivery of the ESAP curriculum?</p>	<p>Interviews</p> <p>Observation</p>
3	How do students perceive the content of the ESAP curriculum?	<p>3.1. How useful do students find ESAP curriculum content and delivery as related to their academic study needs?</p> <p>3.2. What are the students' needs and learning strategies related to the ESAP curriculum?</p>	<p>Questionnaire</p> <p>Observation</p>

4.6 Methods of Data Collection

In this study, four Datasets were utilised: questionnaires (distributed to 150 Economics students), semi-structured interviews with 15 teachers, a semi-structured interview with one Head Teacher, and classroom observations (with students and teachers) in the ESd at NU university in Algeria. The diversity of methods used within these datasets serves to answer different kinds of research questions to contribute to educational research (Mackenze and Knipe, 2006) and makes use of different analytic tools (Gough and Lyons, 2016). The following Table 4.2 demonstrates the timeline for each data collection set in the present study.

Figure 4.2 Data Collection Time Table



4.6.1 Dataset 1- Interviews with ESAP Teachers

Interviews are a widely utilised method for obtaining qualitative data (King and Horrocks, 2010). They are frequently used in conjunction with other methods (Savin-Baden and Howell Major, 2013) to allow the investigation of informal discussion, themes and issues (Newby, 2014) and to enable discussions on experiences, practices, beliefs and/or motivations of individuals on specific matters (Gill and Baillie, 2018). Interviews are shaped by social interactions and context (Coe et al., 2021).

Given the nature of the research and the ontological and epistemological position taken (Section 4.2.1), the interview method is one of the main appropriate methods used in this study to go beyond merely retrieving information towards an exchange

of knowledge (Knapik, 2006; Kushner, 2017) to address the research questions (Denscombe, 2017).

One of the fundamental reasons for using interviews in this study was to elicit information on several aspects of the development and the design of the ESAP curriculum and allow participants to 'discursively construct their experiences' (Kartch, 2018, p.175, cited in Allen, 2017) and allow the researcher to delve deeper into the issues, gaining insights from each participant's perspective (Appendices A and B) in 'the pedagogical context' (Richards, 2009, p.183). The use of interviews is perceived more favourably in educational research, and it is widely used in the field of ESP (Long, 2005).

In the context of this study, interviews are used to gain access to sets of lived-in, real-life data from participants who have been personally involved in ESAP. Interviews are used to explore ESAP teachers' practices, experiences, meanings, and thoughts on the nature of ESAP curriculum design and challenges from the standpoints and realities in the ESd. Exploring these issues allows the extrapolation of rich narrative data that is often absent in questionnaires (Cohen et al., 2001).

Semi-structured interviews are deemed more appropriate for the current study compared to unstructured or structured alternatives. The primary distinction among three types lies on the level of structure in the interview process (Cohen et al., 2007), which reflects its purpose. A semi-structured interview format allows the development of any emerging themes (King and Horrocks, 2010) around a loose framework (Cohen et al., 2001) to gain a more in-depth response (Basit, 2010). It is compatible with the explorative nature of this social research. Therefore, it encourages participants to discuss freely issues they consider relevant and to raise other issues and questions that were not considered previously (King and Horrocks, 2010). This freedom does not restrict the interviewer from being sufficiently robust

to cover the questions, he/she wants to ask (Goodenough and Waite, 2012) and provide clarification and richness to data (Newby, 2014).

4.6.1.1 Interview Design (ESAP Teachers)

While designing the interview schedules, the questions under the relevant topics were grouped and these topics were organised to be covered to produce a natural developing line of investigation (Richards, 2009). Fifteen teachers were contacted to do a face-to-face interview through the Head Teacher at NU University, and they were invited to participate in this study. Each interview essentially consisted of 28 open-ended questions designed to address the research questions (Appendix C). Teachers were asked questions about their background, the design of the ESAP curriculum, delivery, and needs analysis. The purpose of the study and the request to participate in the research as well as the estimated time for the duration of the interview were provided.

A letter (Appendix D) containing my university email and contact details and my supervisors' contact details was submitted to NU University where the interviews were conducted to enable the participants to contact me for further information about the research they were to be interviewed for. Before conducting interviews with teachers, numerous considerations were given to minimise error and maximise the researcher's understanding of a subject or situation (Bryman, 2016). For example, a pilot was undertaken before the main data collection.

4.6.1.2 Pilot Interviews (ESAP Teachers)

Conducting a pilot study before interviewing ESAP teachers enables the proposed instruments and procedures for data collection and analysis to be experimented with and validated before the main data collection takes place (Cohen et al., 2018). The pilot for Dataset 1 aimed to save time by revealing potential problems (Gass and Ross-Feldman, 2005) to ensure that the questions were workable and produced valuable data (Dornyei, 2007; Sandars, and Murray, 2009). Piloting was conducted to enhance

the quality of the overall research design and findings (Sampson, 2004) and to develop the researcher professionally (Brinkmann and Kvale, 2009).

In this study, the pilot was conducted with five ESAP teachers who had experience in teaching and designing the ESAP curriculum for at least two semesters. Pilot interviews took place on 5 November 2019 and lasted around 45 to 60 minutes. In response to teachers' comments, some of the questions were revised and reworded, particularly in the section on needs analysis. This helped the interview to flow naturally. Additionally, this piloting process provided an opportunity to assess the duration required for each interview, the importance of being aware of the interviewees' body language, and to be trained in case the interviewees raise any inquiries and/or explanations to some questions. The primary purpose was to produce valid interviews that would allow the researcher to generate the necessary data aligned with the research aims.

4.6.1.3 Interview Data Collection (ESAP Teachers)

After considering and responding to the findings of the pilot interviews, a consent sheet (Appendix D) was sent via email to ESAP teachers to inform them about the study and invite them to participate in the research investigation. This consent sheet provided them with the necessary information regarding the duration and the purpose of the interviews and informed them that they could withdraw at any time if they wished to do so (Richie and Lewis, 2003).

Scheduling the interviews with the teachers was not as easy as expected because of their busy timetables. Times and dates for the interview schedule were made to suit the participants' circumstances and avoid any risks of disengagement due to clock watching or other circumstances. Fifteen interviews with ESAP teachers were undertaken in the ESd at NU University (Table 4.2). Permission was taken from the total sample of teachers to record the interviews using a digital voice recorder. They

were given opportunity to access the transcripts derived from these recordings to verify data accuracy and improve the credibility of the interviews (Widodo, 2014).

Face-to-face interviews were conducted by me (the researcher) between November 10th and December 10th, 2019, in secluded locations in the ESd (i.e. ESAP classrooms and teachers' offices) with no external disturbance. As Creswell (2008) observed, a lack of direct interaction between the researcher and the participants could lead to ineffective communication, potentially impeding the researcher's comprehension of the interviewee's perspective on the phenomenon. Interaction is significant to recognise the interviewees' facial expressions, vocal intonation, feelings, and body language to maintain the conversation flow. None of the teachers were interviewed remotely (by telephone or Skype) as no challenges were identified in delivering the interviews personally.

Prior to conducting the interviews, the recording quality (tape recorder) was checked, and the recordings were securely saved to the researcher's personal computer. To ensure anonymity, interviewees were uniquely coded. They were provided with guarantees (Appendices D, E) for the confidentiality of their answers' confidentiality, which were to be used only for the aims of this research. Some interviews were partially transcribed, confirmed, and coded before moving on to the following interview, allowing me to always check for data saturation. Doing this helped to simplify the process by allowing me to review and analyse the data every time an interview was completed.

Given the semi-structured interview format, there was a reasonable degree of flexibility during the interviews to allow for some variation of how the discussion would proceed based on participants' responses. In doing so, it was in line with the interpretive paradigm adopted to establish the understanding of the social phenomenon under investigation. For example, teachers were asked whether they had received a formal professional development engagement before starting

teaching ESAP. If the answer was yes, a set of follow-up questions (Cohen et al., 2007) was prepared that would allow the researcher to analyse in more detail what kind of professional development opportunity they had received, the duration of the professional development, whether teachers receive a certificate after professional development, and the type of organisation delivering the professional development. The interview would then move on to the following questions if the answer to the question was 'no'. Furthermore, note-taking was used to track any unexpected changes happening during interviews. A brief informal discussion about the research aim took place with the interviewees before the interviews began to retain a relaxing atmosphere.

The interview with each teacher was intended to be covered in 45 minutes. However, most interviews lasted 45 minutes to an hour (Table 4.2). The interviews remained on topic with questions and comments from me being sufficient yet mindful not to influence the interviewees' opinions.

Table 4.2 Teachers in the Interviews

ESAP teachers	Date	Duration	Format
A	13/11/2019	40 minutes	Face to Face
B	13/11/2019	45 minutes	Face to Face
C	18/11/2019	35 minutes	Face to Face
D	19/11/2019	35 minutes	Face to Face
E	19/11/2019	50 minutes	Face to Face
F	20/11/2019	47 minutes	Face to Face
G	21/11/2019	45 minutes	Face to Face

H	24/11/2019	56 minutes	Face to Face
J	25/11/2019	43 minutes	Face to Face
K	26/11/2019	45 minutes	Face to Face
L	27/11/2019	38 minutes	Face to Face
M	28/11/2019	50 minutes	Face to Face
N	04/12/2019	40 minutes	Face to Face
O	05/12/2019	60 minutes	Face to Face
P	09/12/2019	45 minutes	Face to Face

4.6.2 Dataset 2 – Interview with the Head Teacher

The objective of the interview with the Head Teacher of ESd was asked to ascertain their views about the instruction and the objectives of the ESAP curriculum at NU University. The interview also aimed to explore the challenges from the Head Teacher’s perceptions faced by teachers in the ESAP curriculum design and students in learning the curriculum. A further objective was to gather her perceptions regarding ESAP curriculum design and delivery with respect to students’ needs, the ESAP content being delivered to students, and any suggestions the Head Teacher had for improving the ESAP course. Collecting data from the Head Teacher added to the triangulation (of Datasets 1,3,4) and therefore supported the research’s credibility (Cohen et al., 2018). This interview was designed using the same semi-structured format that is used with the ESAP teachers’ interviews.

4.6.2.1 Interview Data Collection (The Head Teacher)

A consent form (Appendix E) was sent to the Head Teacher and permission was taken to record and transcribe the interview. Prior to commencing the interview, a relaxing atmosphere was provided by explaining the topic and the purpose of the research (Cohen et al., 2018) and confirming the value of her contribution to the general objectives of the research in the field of ESAP.

Interview questions were translated from English (Appendix F) and presented in Arabic (Appendix G) to allow the Head Teacher (whose level of English could have presented a barrier for discussion) to articulate their views on the topics being discussed. The interview lasted two hours, with one short break, and was recorded by a digital voice tape recorder. After that, the interview answers were translated into English by me and another professional who did not know the original translated text and translated the Arabic version back into English. The two English versions were then compared and analysed.

Notes were taken immediately during and after the end of the interview - particularly notes about the body language of the Head Teacher and whether they appeared interested or not (Cohen et al., 2018). The purpose of gathering data was utilised to establish credibility, which Noble and Heale (2019) argue can be achieved by gathering information considering a variety of sources. The Head Teacher's lens, due to their level of authority, could, arguably, differ to those of the ESAP teachers and students. The advantages and limitations of conducting an interview with the Head Teacher were the same as those for ESAP teachers.

4.6.2.2 Limitations of Interviews (Datasets 1 and 2)

As posited by Bryman (2016), interviews should be conducted in a way to alleviate any nervousness or discomfort that participants may feel about the interviewer's questions and their responses. Interviews have tendencies of facing 'unexpected participant behaviours or problematic locations' (Roulston et al., 2003, p.643). A

further limitation of the interview method is the limited size sample - it is hard to generalise from a small number of participants (Bryman, 2016).

Rooms for the interviews to take place were scheduled in advance to ensure that interviews were not interrupted. Furthermore, the participants (ESAP teachers and the Head Teacher) were asked to read the consent forms prior to the interviews (Appendices D and E) which allowed them to contact me before to interview if they had any questions about it. Before starting the interviews, participants were reminded of the purpose of the research. Ethical issues were borne in mind (Section 4.9).

Interviews can also be limited to being time-consuming for both the interviewee and the interviewer (Brown, 2000). Interviewers devote considerable time in data collection and analysis, as well as in transcribing, translating, and coding as described in this research in the interview with the Head Teacher. However, this did not discourage the participants from volunteering to be interviewed. Furthermore, to strengthen my position, I followed Goodenough and Waite (2002) and Ho (2006) who maintain that while interviewing provides valuable insights into interviewees' perceptions, it can be complemented by other methods to obtain detailed information about participants' inner values and beliefs. For example, using observation as a supplement to interviews would avoid any failure to generate the information anticipated from the interviewees and allow researchers to investigate participants' external behaviours and internal beliefs (Cohen et al., 2018).

4.6.3 Dataset 3- Classroom Observation

The method used for Dataset 3 was what Marshall and Rossman (2016) refer to as non-participant observation or 'unobtrusive observations' (Patton, 2002, p.291) to gather deep information and perceptions (Creswell, 2014) about students and teachers in ESAP teaching and learning sessions. Observation as a qualitative method is preferred in educational research (Mullock, 2006; Abdelhafez, 2010). It allows the

researcher to look directly into what is happening rather than simply hearing about it 'since 'people's behaviours or social actions may differ from what they claim they do' (Goodenough and Waite, 2002, p.310, cited in Cohen et al., 2007, p.396) and this is linked to the concept of spoused theory (Machin et al., 2023). As noted by Baker (2006), observation of participants' behaviours aids in providing an in-depth picture of the verbal and non-verbal cues of the course and thereby, results in more reliable, accurate (Drever, 1995), and authentic data (Cohen et al., 2007).

According to Williams et al. (2017), data gathered from observation supports the other datasets and aids data triangulation. Observation (Dataset 3) allows the researcher to be in direct contact with the natural environment and, with this research to have a broad lens focused on the ESAP context, including noticing the embedded tacit aspects and observing the unobservable (Tracy, 2020). The observation was conducted to provide insightful data into behavioural, interactional, and communicative aspects of ESAP curriculum design and teaching in Algerian higher education such as ESAP teaching practices in curriculum design, needs analysis, materials used, students and teachers' behaviours in the learning context, and difficulties encountered by both teachers and students during the course. Furthermore, utilising observations as data provided an opportunity to confirm or disconfirm the participants' claims, understandings, and practices (both teachers and students) to observe 'what might be taken for granted, expected, or go unnoticed' (Cooper and Schindler, 2001, p.374, cited in Cohen et al., 2018). For example, interviewing ESAP teachers about their practices in designing and delivering the ESAP curriculum might not always provide accurate data (Drever, 1995). They tend to discuss ESAP curriculum practices based on their experiences rather than classroom situations. Hence, observation was used in conjunction with interviews and questionnaires to check reality against interview results and facilitate data collection that could not be obtained through questionnaires alone (Bryman, 2016).

4.6.3.1 Observation Design

This method was applied for four weeks, and an observation checklist schedule (Appendix H) was used to frame the purpose of the observation. The checklist focused on aspects of the ESAP lesson. It includes the main headings constructed around relevant statements and graded into two marked levels (observed/non-observed/comments). Using this checklist maintained a focus – yet, at the same time, the process provided a broad overview of the teaching and learning practices of the participants.

For this study, a semi-structured or unstructured observation type was more appropriate. It offers a list of topics to be observed, although it is less organised or prearranged than structured observation (Patton, 1990). The choice of this type of observation was taken to gain flexibility in capturing emerging issues or any unexpected, valuable data that might arise during the research process. Thus, this allows for gathering information about ESAP teachers' practices and the knowledge that underpins them.

Furthermore, a non-participation and unobtrusive observation (Fangen, 2001, cited in Ciesielska et al., 2018) was utilised. The researcher tried to be invisible without any involvement in participants' interaction in the classroom to avoid any disturbance, as the researcher's participation could influence the given situation (Kostera, 2007). However, the participants (students and ESAP teachers) were aware of the researcher's presence and the motivation behind their observation to make them feel at ease while performing their actions in the natural setting.

Before going into the ESAP classroom, the observation schedule was designed for the task of effectively capturing the developments inside the classroom using the filed notes (Creswell, 2014). The observation checklist covers a list of topics in which events are observed (Appendix H) and was utilised to address the research topic and

narrow the centre of attention around the research questions. The only resources used in this observation were field notes and an observation checklist.

Gaining access to observations is well-known as a recognisable challenge (Bailey, 1994, cited in Cohen et al., 2018). For that reason, a month before observation data collection was carried out, all permissions from the Head Teacher and ESAP teachers were obtained.

Each observation session includes the following information: researcher's name, lesson topic, date and time of observation, number of students, observation number, the purpose of the observation, and a teacher's anonymous alphabetical letter (assigned by the researcher).

The following components were covered within the observation checklist (Appendix G):

1. Teaching ESAP content: refers to the language components that the teacher plans, and delivers, for the ESAP course.
2. Teachers' practices in the ESAP course: this intends to introduce the teaching practices used in the classroom such as teaching support, the activities, and the methods adopted by the ESAP teacher to deliver the course. Through this, the researcher aims to investigate the language activities designed for Economics students.
3. Students' engagement and participation: this refers to the characteristics of the classroom setting. It aims to observe the use of language through which teachers and students communicate in the classroom to uncover the factors that influence students' learning and achievements in their studies.

4.6.3.2 Observation Data Collection

Dataset 3 involved observing seven ESAP sessions randomly selected in the ESd at NU University, since attending a single session would not have provided a sufficiently broad picture of the situation under study. Prior to conducting the observation, the purposes of the research and the method were stated. ESAP teachers and students

signed consent forms (Appendices B and D) and were assured that they had the right not to refuse observation and/or to withdraw if they wished to. The participants were not requested to reveal their names verbally or in any written form. The process of interviews and observation took place concurrently. For example, an interview might take place in the morning followed by an observation in the afternoon. Interviews sometimes prompted me to look for specific aspects or ask myself questions in the observation.

Each observation lasted 90 minutes (the time allocated for the ESAP session). The number of students in each session was between 29 and 32. The observation sessions were anonymous and were given alphabetical letters (Section 5.6). It was preferable to record and transcribe the observation rather than simply take notes. Video recording was suggested to be implemented in the observation process. However, all ESAP teachers declined to be video recorded and, as Basit (2010) contends the wishes of the participants need to be respected by the researcher (p.135). Therefore, notetaking during and immediately after the observation, along with the predetermined observation checklist (Appendix H), were the tools used to record the findings of the observation. Observation notes were written based on the observation component checklist, the research aim, and the researcher's views of what may be important and interesting.

A crucial principle to remember when taking notes is to recognise that it is a selective endeavour (Emerson et al., 2001) aimed at observing features of the situation that may be put forward in the observation checklist. The time was considered to better explore the delivery of the ESAP curriculum. During the observation process, the location of researcher was in the back row of the classroom. A distance was maintained to avoid interfering with teachers' work and instruction, to make students feel more comfortable talking and participating in classroom discussions and, therefore, being able to observe quietly and fill the observation checklist sheet.

4.6.3.3 Limitation of Observation

Gathering data through observation can be more exhausting than any other form of data gathering (Cohen et al., 2018). Since observation helps gather qualitative data, significant preparation is required for the researcher, such as high levels of alertness and concentration for long periods to capture the spot judgments about which behaviour to observe, record, and omit. As mentioned by Basit (2010), staying attentive and focused is crucial because distractions and breaks might cause researchers to overlook the significant activities of the participants.

The limitations of observation are evident in the demanding nature of transcribing and interpreting observation data, as well as making meaningful comparisons across observations, which consume significant time and effort (Cohen et al., 2018). Additionally, accessing the research setting, building relationships with participants, taking notes, reporting the actions, and gathering the needed data require time (Lincoln and Guba, 2000, cited in Denzin and Lincoln, 2017). Following McKechnie's research (2008, cited in Given, 2008), observations can be susceptible to observer bias as to what to observe and how to analyse data chosen was by the researcher. However, this was overcome by using the observation checklist and guiding the observer's attention to the research aim and questions.

The Hawthorne effect is one of the biggest challenges faced by researchers in data collection and was identified as the participant study's Achilles heel (Coombs and Smith, 2003). In this study, several procedures were implemented to limit the potential negative consequences of the Hawthorne effect, which is defined by Chen et al. (2015) as the degree to which participants who know they are being observed might behave differently, affecting study outcomes. The non-participant observation was undertaken (Section 4.6.3) and the participants were observed without interfering with their work to reduce or eliminate the influence of the Hawthorne effect on observation. Intrusiveness was avoided by sitting at the back of the classroom while observing. It is critical that the researcher is successfully immersed

in the social environment, confident, and relaxed to make participants feel comfortable. The observation was designed to mitigate the effects of the Hawthorne effect as much as possible and, although not obvious, if any behavioural changes did, unknown to me, occur, the probability of them having any impact on the data gathered is minimal.

4.6.3.4 Field Notes

Field notes were used to supplement observations (Dataset 3) on a systematic basis and analysed (Kulavuz-Onal and Vásquez, 2013). These notes may contain the results of observations, analysis, feelings, behaviours, comments, and the researcher's self-memos of the researcher (Morton and Mills, 2013). In the present study, numerous notes (Appendix I) were written in a notebook during the observation process to capture what was going on in the ESAP classrooms overall. The notes were organised in terms of time, day, and description of activities, practices, and events. The notes included descriptions of what occurred in the setting and the researcher's personal feelings, preconceptions, comments, inquiries. Concerns about the ESAP course instructions and students' participation also emerged during the observation.

Each set of notes was presented in a separate file, written in the observation forms, read several times, and then summarised and typed on the computer. These notes were written in a way to be easily retrieved and compiled to sort themes or topics (Yin, 2011). Some information may not necessarily be relevant to the research aims - however, it is useful to know the participants and their particular teaching environment better. Sometimes these notes are more powerful than the teachers' words, as they help construct thick and rich descriptions of the study context encountered in the observation (ibid.). Field notes are considered necessary in rigorous qualitative research and serve as an initial step in analysis (Cohen, et al., 2018). Most researchers in qualitative research – such as Mulhall (2003), Lofland et al. (2005), Creswell (2013), and Patton (2014) - encourage researchers to take field notes to enhance data and provide a rich context for analysis.

4.6.3.5 Follow up Conversations

Conversations are defined by Bojesen (2019) as ‘a true movement of thought’ (pp.03-07) and can be either formal or informal dialogue among education professionals, which include teachers, mentors, and school leaders, and are centered around educational topics (Earl and Timperley, 2015). These conversations are considered a valid form of education or research (Bojesen, 2019).

Informal conversations were undertaken with ESAP teachers and students before and after the interviews and observations took place. As the ESAP teachers were occasionally delayed in arriving at classrooms, conversations with some Economics students occurred briefly in the corridor in front of the ESAP classrooms while students waited for the teacher to arrive. I rereferred to this as a ‘corridor talk’ by asking students questions such as:

Are you motivated to learn English? Do you like the ESAP course? To what extent do ESAP courses for students of Economics suit their real needs? How authentic are the instructional materials of EASP courses for students? In what language skills do you find difficulties?

After conversations, notes were taken and written later in a notebook as these could also be used as a guide for data analysis.

These conversations were useful in providing the opportunity to get immediate reactions from the participants (teachers and students) towards the ESAP curriculum and their feelings towards any issue raised. For example, conversations with students helped to understand their thoughts towards the ESAP courses as well as the content they studied, while, with teachers, conversations help to know how they might develop the lesson by asking questions such as:

How is the class going? Why have you finished the lesson early? Why did you not use group work in the lesson? Why did you choose to deliver the course in this way? How did the lesson go and what pedagogical approaches did you use?

Some teachers did ask me to comment on their performance. However, I made sure not to answer their questions as my position, as a researcher, was not appropriate for that purpose.

Conversations with teachers were conducted without interview conditions such as time limitations, recording devices, and pre-planned questions. They consisted of ordinary and spontaneous casual talk that could contribute to understanding the context (Drew, 2010) and did not influence the data required to be developed.

4.6.4 Dataset 4- Questionnaire

The questionnaire (Dataset 4) is an instrument of data collection used in this research to investigate general themes and issues to measure participants' perceptions and views (Vandermeeren, 2005; Creswell, 2005; Dornyei, 2007) on the current ESAP curriculum issues as well as to gather data on 'language use' and 'communication difficulties' (Richards, 2001, p.60). These would be explored further in the consequent interviews with teachers. However, it is difficult to produce a good questionnaire (Bell, 2005).

The objective of conducting a questionnaire is to hear students' voices about the ESAP course (such as content and activities). The questionnaire aims to collect a mainly 'numerical, structured' wide range of data about the 'perceptions with services' and written perceptions from a more significant number of people in a short period than other methods of collecting data might provide (Cohen et al., 2018).

Due to the number of students participants (150) in this study, it was not logistically possible to have interviews with all of them. The questionnaire is meant to be compatible with the sample size adopted in the current study. Because of the

familiarity with the culture and the nature of the students gained from the previous teaching experience, the questionnaire was found to be the most appropriate method to gather data from students.

The questionnaire is addressed to third-year undergraduate Economics students in the ESd at NU University to stimulate the production of qualitative data. Economics students have been studying long enough to be able to provide comments on the delivery of the ESAP curriculum.

4.6.4.1 Questionnaire Design

The questionnaire is designed to comprise a combination of closed and open-ended questions. It enables a mix of qualitative and quantitative information to be gathered. To minimise any possibility of bias, the questionnaire was carefully designed to avoid lengthy, overly complicated, or unproductive questions (Fink, 2013). In addition, any questions that could potentially be sensitive or cause bias in the responses have been reviewed and removed to ensure that the survey is fair and impartial (Cohen et al., 2001).

The questionnaire consisted of 19 items grouped into four parts (Appendix J) to adequately address one of the research questions. Part 1 consists of general information about the participants. Part 2 includes closed questions that are easy and quick to answer and primarily focuses on the ESAP curriculum. In this part, a Yes or No questionnaire format was used to make it easier for students to quickly select their answers. Part 3 identifies students' learning needs and strategies to explore participants' attitudes and perceptions towards the content considered necessary to their academic studies to examine the ESAP curriculum design. The last section consists of three open-ended questions that further expand students' views and perceptions on language skills and activities in the curriculum. It helps the researcher to read carefully 'what people say or write about a specific topic' (Creswell, 2014, p.40) and can provide unexpected insights into the situation (Gillham, 2008). Some

of the questions were developed based on my personal teaching experience as a novice teacher in the ESd, (e.g. items: 1,2,3,4,5,8,11 – Appendix J), whereas other questions (e.g. items: 15,16,17,18 - Appendix J) were derived from the literature research.

As noted by Basit (2010), it is expected that open-ended questions may require effort and time on behalf of the participant and potentially, therefore, a low response rate. However, to avoid any risk of error and obtain the most valuable response, the design of each question is studied in connection to the diversity of responses that could be offered or required for the integrity of each question.

Emergent from the careful combination of open and closed questions, as suggested by Bryman (2016), were statistics, opinions, and experiences unique to each participant. Using paper and pencil questionnaires was the most feasible method as participants were unfamiliar with web-based questionnaires. Despite the risk of a low return of completed questionnaires and ambiguous responses (Basit, 2010), the questionnaire remains a valuable tool for gathering information with a degree of anonymity that allows the questioned participants more freedom of expression (Creswell, 2016).

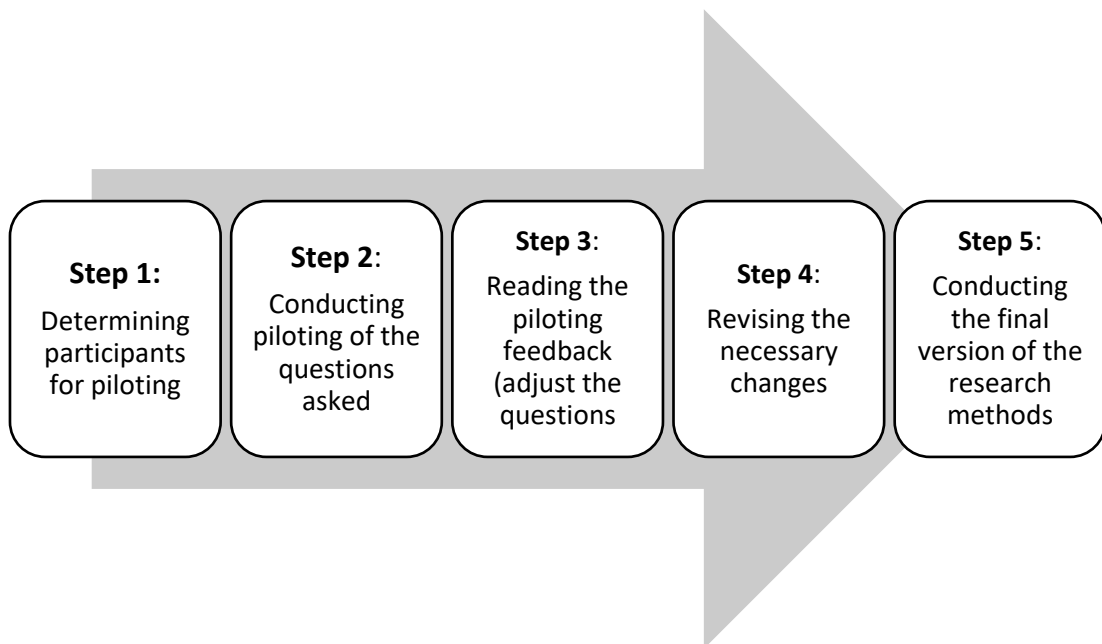
4.6.4.2 Pilot Questionnaire

The pilot for the questionnaire (Dataset 4) was conducted on a representative number of students (10) who were enrolled during the year (2019/2020) prior to conducting the final version of the questionnaire. It took place on 7 November 2019 and lasted around 35 to 60 minutes. Students were asked to complete the questionnaire with 19 draft questions and then provide feedback on the structure and clarity of the questions. This feedback aimed to identify any ambiguities related to specific contexts, terminologies, and phrasing utilised within the statements of the questions.

Based on the students' feedback some questions were re-worded to refine the language, readability, presentation, and clarity of the questions – thereby upholding the validity and reliability of the research methods (Cohen et al., 2018). For example, two questions (i.e. how would you describe your experience as a student in the ESAP course at the university? and how would you describe the methods used in learning the ESAP course?) out of 21 were deleted as they had been misunderstood by all the students in the pilot sample. When the pilot sample of participants had completed the questionnaire, verbal and written feedback (Appendix K) from them was elicited. Students were asked whether the questions were clear or unclear and what they thought about the style. The primary objective of the piloting stage was to enhance the questionnaires' validity, reliability and practicability (Cohen et al., 2007). This process ensured that the questionnaires addressed all necessary aspects of the research question. In addition, using a pilot questionnaire allows questions to be reviewed and therefore the results are likely to be of interest (Bryman, 2016). The approach used for this research has been appropriate for this purpose.

Moreover, a pilot study promotes methodological accuracy and ensures the validity of both the study and the methodology applied. Piloting acts as a guide for planning a large-scale investigation (Thabane et al., 2010), which aims to reduce any chance of failure in a larger experiment or study (Eldridge et al., 2016). In this study, implementing a pilot study increased the certainty that the participants in the study would understand the intentions of the questions being asked. The following Figure (4.4) explains the pilot tests conducted in the study with both questionnaire and interview methods.

Figure 4-4 The Process of Pilot Study



4.6.4.3 Collecting Data Using a Questionnaire

The questionnaire was designed solely in English, the language that students are familiar with (Section 2.4.2). Since the researcher (i.e. myself) is fluent in Arabic, French and English, students were free to reply in any of these languages to express themselves more freely when answering the open-ended questions. Questionnaire transcripts were personally administered by me to 150 students who represented the total number of students within their ESAP classrooms at NU University in November 2019. Students were asked to complete the questionnaires by hand and submit them to their teacher anonymously. Afterwards, I collected the questionnaires from the teacher. The choice to be present while students completed the questionnaire was to maximise the potential response rate and to give students the opportunity to ask me for clarification about any of the questions (Bryman, 2016). Some students did ask for clarification regarding some of the questions to deepen their understanding of the topic.

An email was sent to the Head Teacher of ESd informing her about the study and permission for the questionnaire to be distributed (Appendix L). A discussion with the Head Teacher covering the purpose of the study was held. Subsequently, the Head Teacher spoke to both teachers and students to ensure their participation in the study. Additionally, permission was obtained from ESAP teachers before distributing the questionnaire since, the questionnaire was handed inside classrooms whilst the ESAP course was running.

The content and purpose of the questionnaire were fully explained to students in the consent sheet (Appendix B). Students were told that their opinions were important and would be used for the purpose of the research. Students were informed that they had an option to withdraw at any time prior to all the questionnaires being analysed; all 150 students agreed to participate. Students were given the opportunity to ask questions before, during, and after the process. It was originally intended to distribute the questionnaire to students in the amphitheatre at NU University - however, due to scheduling constraints, the questionnaire (Appendix J) was handed to selected classes over a period of several days with me being present in all these classes.

Students were advised that their opinions were important and that there were no right or wrong answers. They were also informed that they could withdraw at any time. All students agreed to participate in the study by completing the distributed questionnaire, and anonymity and confidentiality were guaranteed. None withdrew their participation as Cohen et al. (2018) suggested that the relevance of the topic being studied in the questionnaire is a crucial factor that can influence the motivation of participants to respond. Once completed, all questionnaires were collected for analysis.

4.6.4.4 Limitations of Questionnaire

As commented by Rowe et al. (2008), a limiting factor when applying a questionnaire can include a lack of specific information on question-wording, phrasing, participants' lack of time, incomprehension or misinterpretation of questions and the lack of motivation in answering the questionnaire (Cohen et al., 2018); all of which can lead to low response rates and/or incomplete completion of questionnaires. Additionally, the questionnaire is limited in its ability to uncover deep, underlying meanings and explanations to further investigate in the research (Bryman, 2016). However, it can be utilised to add to, prove and/or disprove information collected from the interviews and observation data, hence enhancing data credibility (Section 4.10.3).

Furthermore, Cohen et al. (2018, p.474) suggest that the relevance of the topic noted in the questions is likely to influence the motivation of the participants' response rate, thereby increasing the validity of the data (Dane, 1990). Cohen et al. (2018) further emphasise that the choice of a self-administered questionnaire is productive in yielding the maximum results possible (p.502) and avoiding any potential drawbacks.

4.7 Data Analysis Methods

Qualitative and quantitative methods were used to analyse and interpret the data gathered from the four datasets. The gathered data from the four different datasets was dissected into its individual components for analysis and eventual combination (Bryman and Burgess, 2002) to answer the research questions (Basit, 2010). This was undertaken to produce a reliable and systematic analysis of data.

This research used a case study design (Section 4.4) which did not necessitate using any specific method of data analysis, either quantitative or qualitative (Yin, 2009). Depending on the type of collected data, this study utilised a descriptive and empirical analysis approach, combining thematic and quantitative elements (Kumar,

2014) to provide richness and depth from questionnaires, interviews, and classroom observation. Given that the interpretivist paradigm underpinned this research, themes were emergent from the data. Efforts were made to go beyond surface-level data description and delve into interpreting and analysing the underlying assumptions, contexts, issues, and conditions that influenced the participants' perspectives and practices (Braun and Clarke, 2006).

4.7.1 Qualitative Data Analysis

The data obtained from open-ended questionnaire responses, semi-structured interviews, and observation cannot be interpreted through graphs, charts or any other numerical means but rather using verbal accounts in natural language descriptions. Therefore, this data were analysed qualitatively.

The decision process about qualitative data analysis was critically planned to eliminate any potential bias that might have appeared to ensure 'rigour and reliability' (Cohen et al., 2018, p.181). Coding analysis was chosen to provide the flexibility that is required in the research (ibid.). The acknowledgement of the researcher's positionality (Section 4.2), as well as their ontological and epistemological stances (Section 4.2.1), helped to ensure transparency during qualitative data analysis and all other stages of the study (Nowell et al., 2017). To demonstrate robust and unbiased findings, reflexivity has been utilised to inform the data analysis stage as well as the data collection stage to avoid bias in the research (Burgess et al., 2006).

The initial plan was to use the Nvivo software programme to facilitate the qualitative data analysis (Bryman, 2012). This means allows the researcher to enter, categorise, and sift data transcribed and obtained from the interviews, observation forms, and open-ended responses from the questionnaires to aid with data management and analysis (Jackson and Bazeley, 2019). However, following discussions with other researchers, as well as following Basit's (2003) suggestions, a manual method

associated with coding was applied. This was feasible due to the small sample size of the interviews. This method included the use of highlighters in different colours and consistent viewing of transcripts (Saldaña, 2021).

With a larger sample size, using Nvivo would be preferable - nonetheless, the researcher, not the computer, must still be responsible to interpret, code, analyse and then produce 'new theoretical insights' (Basit, 2003, p.5). Coding is a critical thinking process (Elliott, 2018). The computer helps to facilitate the organisation of data but cannot reflect or transform data into meaningful findings (Ary et al., 2018). Without critical thinking, coding will not succeed. Whatever approach to extracting data is used, a manual analysis is necessary (Basit, 2003).

Data gathered from open-ended questionnaires was labelled and coded into smaller units depending on the specificity of participants' answers in relation to the research questions (Tables 6.2/6.9/6.18/6.19). This makes subsequent data analysis in this investigation much easier (Bryman, 2007). The same process was conducted with the data collected from the interviews.

4.7.1.1 Interviews Data Analysis

Data coding and interpretation are two major concepts provided by Creswell (2007) that involve analysing the qualitative data from semi-structured interviews. These two necessitate the compiling and processing of interview data in a way that is accurately reflected by the perceptions of ESAP teachers and the Head Teacher.

I transcribed the recordings taken from the interview transcripts, taking note of any addition to any variations in tone, pitch, and verbal element of speech (Braun and Clarke, 2006). Transcribing manually provided me with a greater insight into the responses from the interviewed participants (King and Horrocks, 2010). Each transcript was considered and reread multiple times before being imported for coding to keep the study within the interpretivist tradition (Creswell, 2007). To

ensure accuracy, each audio recording was transcribed almost immediately after the interview was finished (Bryman, 2016) and 'each interview transcript was examined independently and collectively' (Basit, 2003, p.8). This process helped me to become familiar with the data and facilitated the analysis process. A coding process (descriptive and analytical) was adopted to analyse interview data which was described by Basit (2010) as a method to deconstruct and reconstruct data to understand it better. This process involves identifying similarities and differences to derive meaningful insights from the data.

From thematic analysis, I adhered to Braun and Clarke's (2016) model of qualitative analysis, which comprises six phases. In the first stage (**Becoming familiar with the data**), I familiarised myself with the data by reading and organising the transcribed material to create codes. During the second phase (**Generating initial codes**), *Descriptive Coding* was used to generate the initial codes. This process entailed labelling every significant word, phrase, or sentence as a code, based on the fundamental topic of a passage of qualitative data (Saldaña, 2016). The descriptive coding process was built carefully by repeatedly listening and considering what ESAP teachers' voices and the Head Teacher conveyed (Bloomberg and Volpe, 2018, p.13) to generate initial codes from my first impression of the data. This was employed to prevent the exclusion of any essential data and to identify excerpts that could be utilised as quotes in the thesis.

When looking at the data gathered for this research, each segment, phrase, word, sentence, and term that was relevant to answer the research question was captured, underlined, and highlighted after reading the interview transcripts several times. The codes were chosen based on how frequently they appeared in the transcripts and some codes were disregarded that might not have been important for answering the research questions. For example, when exploring teachers' practices regarding the design of the ESAP curriculum, key words and phrases – including professional development, imposter syndrome, teaching methods, needs analysis – were coded.

This allowed the exploration of other emerging codes with similar or dissimilar terms or words to be grouped into categories or themes. A code was identified in the form of a summary of the concept provided the constructions of a schema that suits the linkage made to data and can be compared across different datasets (Basit, 2003, pp.04-07). Thus, more than 100 codes were generated during this phase.

During the third phase (**Searching for themes**), in the example above relating to coding, as suggested by Saldaña (2015), the identical codes that have similar colours were grouped together and merged to decrease the number of codes. Some codes were set aside because they did not seem to be directly connected to the purpose of this research (they might be important later). The data were reduced and organised into sub-categories. This process of data reduction required reassembling and splitting the data into more 'meaningful sub-categories' to generate initial themes (Basit, 2003, p.152). It was possible to situate some of the codes into a sub-category – for example, the ability to design the curriculum. Sub-categories were then considered and placed into overarching categories (Dey, 1993). This process resulted in the formation of broad categories where data were refined until all codes were aligned and combined under categories. Each of those categories had a label of meaning. From this category, together with other codes within other categories, emerged themes – for example, the relevance of needs analysis. The process continued to narrow the data until it reached the 'depth, clarity and inclusion' that King and Horrocks suggested (2010, p.151).

Following the descriptive coding process, a manual *Analytical Coding* process was carried out to detect the themes. This process involves the fourth (**Reviewing themes**), fifth (**Defining themes**) and sixth (**Writing-up**) phases of Braun and Clark's (2016) approach to thematic analysis. The fourth phase involves recognising connections between emerging categories and conceptualisation of the data to build themes from the interview datasets. The process of developing themes, as described by Merriam (2009, cited in Merriam and Tisdell, 2015), involved revisiting the

marginal notes and compartments (codes) and grouping those comments and notes that seem to be related to each. According to Merriam (2009), this process is employed to address the research questions. In this stage, the categories were read repeatedly, and those that shared a common meaning, concept, message, or subject were grouped together. This led to the emergence of themes. These categories seemed to say something relevant to the research questions.

Moving from codes and categories to themes was a time-taking process. Throughout the analysis, categories and themes were modified and condensed as the data were refined through the subsequent phases. Analysis saturation occurred when no additional insights and relationships could be discovered (Cohen et al., 2018).

The fifth (**defining the themes**) and final stage (**producing the report**) of thematic analysis were combined in the *Analytical Coding* process. During this process, a 'constant comparison approach' (Fram, 2013) was applied to look for texts that were similar or different from each other to reduce data through constant recoding (Glaser and Strauss, 1967). At these phases, the results of the analysis of the four datasets were brought in for validation and triangulation and to decide the overarching themes. This was achieved by thoroughly reading every word, line, and sentence in the transcripts to understand the possible meanings of several comments to detect any contradictions and/or key overlaps (Silverman, 2010, p.287). This was important to construct a logical chain of evidence and provide conceptual clarity to minimise any risk of subjectivity and researcher bias during data analysis (ibid). These phases of thematic analysis will be demonstrated in the writing of my findings and discussion chapters.

During the analytical coding process, some questions were repeatedly asked – such as why certain information is important to answer the research questions and how is this information similar or dissimilar to other information within the transcripts

and/or with other datasets. Therefore, further information and potential differences and similarities with other data in other datasets were drawn out.

Since coding is not based on a fixed or linear approach, several strategies have also been utilised in the analysis, including the meticulous reading and re-reading of every word, sentence, and phrase within the transcripts (Cohen et al., 2018), highlighting key words and making notes were needful because ‘these make sense’ (Sandelowski, 1995, p.373)

During the data analysis process, the advice of Burgess et al. (2006) – to constantly open to the element of surprise for ‘unexpected data in an unexpected way’ (p.83) – was born in mind. Data were analysed, regardless of whether it fit the researcher's personal experience and perspective. This was done to guarantee that the data have been appropriately interpreted and that ‘it is unbiased, in-depth, valid, reliable, credible and rigorous to assess the usefulness of qualitative research’ (Anderson, 2014, p.02). Any potential bias was minimised through conscious acknowledgement, revising literature, and considering how data related to the research questions. Account was also taken of feedback from other academics (for example, through presenting the data at workshops and conferences).

Table 4.3 The Process of Coding and Analysing Interview Transcripts

Emergent Themes	Core Category	Sub-Category	Codes	Quote
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ESAP curriculum design	Issues related to the content	Irrelevance of content Lack of oral communication lack of students' motivation	Needs analysis Approaches to teaching Teaching and planning procedures Teachers' attitudes towards curriculum design Teachers' role in curriculum design Teachers as curriculum designers	'Because no teacher has done a proper needs analysis and no one has done a proper course evaluation, and we are just moving from one teacher to the other, and we all are following the same path'
	Assessing students' needs	Limited understanding of needs analysis	Conflict between course Objectives and students' needs. Lack of students' voice	'Sorry to say that but what does needs analysis might mean? Umm, I felt like an alien when I first started teaching ESAP courses. I am not knowledgeable about needs analysis; I had not learnt about ESAP and needs analysis when I was a student, but it sounds interesting if I give it a try'
	Issues related to the teaching methods Economics terminology Specificity of content Specificity of activities	Teaching materials	Absence of textbook Absence of curriculum Teachers' own materials common teaching methods	'As we started teaching ESAP classes, we have not received any fixed curriculum or lesson plans to follow in teaching for example, specific content, skills, instructional materials, pedagogical methods'

	Final exam	Assessment	Teachers' self-evaluation/ the absence of formative assessment/Final exam	'I evaluate my students at the end of the semester to report their final grades, students are given written handouts and they have to answer the questions sheets, so this assessment is called exam grades'
ESAP teachers' challenges in curriculum design	Teachers' educational and professional challenges	Feeling Imposter	Lack of students' voice Lack of needs analysis Challenge of technology The absence of a formal professional development The lack of Subject Content Knowledge	'We struggled with the work of how we should do the course, moving from what we have learnt to put that into practice. Sometimes we couldn't adjust to the practice part of what's expected of the course. Some teachers left the course because they couldn't cope with the pressure and confusion'
	Organisational and Departmental challenges	The Lack of Resources and Orientation	The absence of a formal professional development The lack of facilities Time restrictions The Lack of Collaboration	'The teachers are frustrated because you know we work in very hard conditions. We don't have facilities at our hands or in our classroom, or in department. There is no available library that we can access, to get the books we need, there are no professional development sessions or workshops that would teach us how to use technological facilities'
	Job Insecurity and Financial Challenges	Lack of motivation	Part-time job/ Low salary/ job contract basis/ feeling stress /	'I know some colleagues quit teaching because according to them this job is no more tempting, and the salary would make us stay away from ESAP teaching'

	Challenges Related to Students	Low Proficiency Level	low English competence level	'Many students lack sufficient general English ability to participate in the course effectively, which negatively affects the decisions made in the curriculum design. Beyond that, the level of students controls the content of the course'
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4.7.1.2 Observation Data Analysis

Observation (Dataset 3) analysis was based on the data gathered through the checklist (Appendix H) and field notes (Appendix I). Data from observations was analysed using coding and the descriptive process was followed in analysing the content gathered through observation. The description procedure involved providing a report of what has been observed in the classroom and describing the direct responses supplied in the observation checklist.

Classroom observation checklists were read several times alongside the notes taken during the observation with the observed participants to provide descriptive data. Furthermore, teachers' practices and decisions in the ESAP classroom were compared with what they had previously stated in the interviews. The data from observations which revealed teachers' practices and behaviours related to curriculum design was used to find similarities and differences in teachers' perceptions from interviews.

Each observation checklist was sifted line by line to determine the meanings of statements and how they related to the themes, which express the meaning of the segments and units the researcher has defined (Tesch, 2013; Cohen et al., 2018). An initial examination of the observation data provided insight into the extent to which the content of the ESAP course was designed and delivered in the classroom.

For example, one of the main themes that the research questions focused on is how ESAP teachers design their courses (practices). This theme grouped three or four

other sub-categories as shown in the observation checklist explaining the central theme of the study (Section 5.5). Each observation checklist was considered in-depth and then interpreted with reference to research questions and theories in ESAP curriculum design.

The process of discovering common themes among participants in Datasets 1,2,3, and 4 was carried out more easily by combining all textual data for analysis (Ishak and Bakar, 2012), focusing primarily on the research questions and the context. Analytical data were required to fit the participants' perspectives and appropriately reflect their personal accounts (Howitt and Cramer, 2020).

4.7.2 Quantitative Data Analysis

Data obtained from the questionnaire was analysed by using a statistical package for social sciences (SPSS). SPSS is a reliable software platform that allows for rapid scoring and analysis of quantitative data in various ways (Bryman and Cramer, 2004) and for generating many data permutations.

Through SPSS, the descriptive analysis aims to gain an understanding of the students' general perceptions and views of the ESAP curriculum content. As Pallant (2020) pointed out, the descriptive analysis performed by SPSS can enable the researcher to describe the characteristics of the sample and answer the research questions. Similar characteristics could be shared with students in other Algerian Universities, suggesting the potential for further studies to ascertain the generalisability of these findings (Section 4.10.4).

Before analysing data, the administered questionnaire responses were checked for accuracy and then entered onto the computer software (SPSS) for analysis (Basil, 2010). ID numbers were assigned to the questionnaires, the variables were named, and the data were coded (ibid.). Furthermore, frequencies were utilised to generate descriptive statistics for categorical items presented in Tables (Section 6.2). The

results were expressed in numbers and bar charts to yield continuous variables of the questionnaire (Appendix M).

SPSS software was less functional in analysing qualitative data (i.e. the open-ended responses from the questionnaires). Therefore, data generated from open-ended questions followed the same data analysis process that was used for the interviews (Section 4.7.1). Data from closed questions were analysed more easily (Creswell, 2016) than data from open-ended questions (Cohen et al., 2001). The reason for using open-ended questions is to provide students with an opportunity to expand on their responses to the closed questions and/or to add further information.

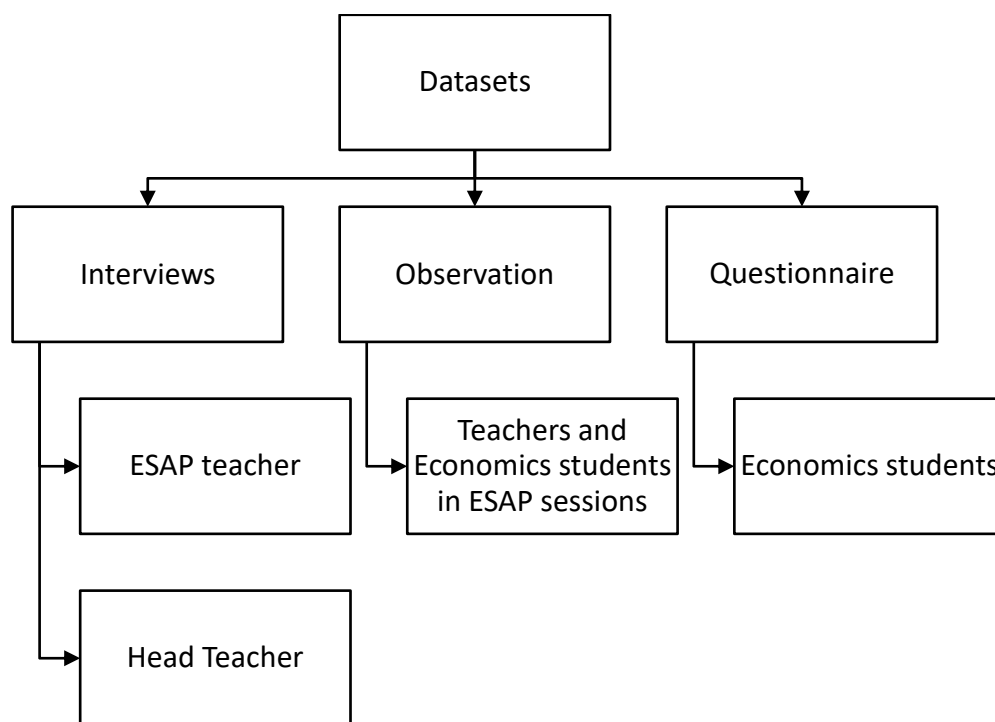
4.8 Triangulation

Triangulation is the use of multiplicity to test the credibility of one's research (Stahl and King, 2020). Flick (2018) proposes that using multiple methods to obtain different perspectives on the same issue can support trustworthiness, increase credibility, dependability, confirmability, and authenticity of the research and thus 'accumulate rich data' (Shenton, 2004, p.67; Perry et al., 2008, p.30). Furthermore, triangulation is considered as one of the key strengths of the case study (Yin, 2009) to limit the potential of the readers to misinterpret the researcher's interpretations of data (Stake, 1998).

Data triangulation (the use of more than a single type of data to establish findings) and methodological triangulation (the use of more than one method of collecting or analysing data) are effective in this research in overcoming bias and ensuring validity, by cross-checking the findings (Cohen et al., 2018) and being able to unpack if what participants (e.g. teachers) were saying about what they did in their practice was what they actually did. For example, the questionnaire and interview data were analysed to look for patterns in them, then the same was carried out with the observations. Furthermore, these patterns gathered from different datasets (students, teachers, and the Head Teacher) analysis were compared to look for

similarities and differences. This allowed for the investigation of each interviewee's responses in the data acquired from both the questionnaires and the observations as part of data triangulation to facilitate the construction of common themes and categories by eliminating overlapping areas to contribute to the existing literature. Figure 4.5 demonstrates how three different methods of data collection using different data sources involved in this study can be generated within triangulation.

Figure 4.5 Representation of Triangulation in Data Analysis (Adopted from Flick, 2018, p.197)



4.9 Ethical Considerations

Ethical considerations are critical at every stage of an investigation (Basit, 2010; Cohen et al., 2010) to protect the rights, dignity, and safety of the research participants (Fistein and Quilligan, 2012; Taylor et al., 2015; Ramrathan et al., 2017). The British Education Research Association (BERA) guidelines (2018, pp.35-36) include a section on researcher well-being, highlighting that researchers owe a duty

of care to themselves as well as to others. This research has adhered to the BERA guidelines (2018) and the University's Research Ethics Policy regulations of the University where I am enrolled on the PhD, thereby ensuring an ethical study as advocated by Polonsky (1998).

Since the present research involved human subjects (students, teachers, and a Head Teacher), ethical approval and permission detailing all the research procedures (Guillemin and Gillam, 2004, p.263) needed to be obtained from Staffordshire University Research Ethics Committee (Appendix A). Ethical approval for this study was duly granted during the first year of my PhD journey and prior to any collection of data. Prior to the commencement of data collection, access, consent, privacy, confidentiality, and anonymity were assured. For example, a written letter (participant information sheet) explaining the study's purpose was sent to the Head Teacher of the Economics Sciences department in Algeria, where the study was undertaken. This was translated into Arabic for them since the Head Teacher cannot understand English. Permission from the department was granted to participate in the research by signing the informed consent form (Research Access Letter to University) (Appendix L) and taking the initiative to contact prospective participants to be questioned, interviewed, and observed. The participants showed their willingness to participate in the study and were chosen as a sample of this study. The researcher should consciously consider the ethical issues involving maintaining 'confidentiality, protecting the anonymity of individuals, and seeking consent, all of which the participants are informed of (Creswell, 2014).

Considering the guidelines outlined by Lankshear and Knobel (2004), conducting valid research ethically involves obtaining consent, avoiding deceit, minimising intrusion, ensuring confidentiality, and demonstrating respect to people included in the study' respect towards individuals involved in the study. Consent forms were sent to the participants helping them to understand the nature of the research, assuring them of confidentiality and anonymity during the research (BERA, 2018), and informing them

that they had the right to withdraw from the study (Kara, 2018) (Appendices, B, D and E). Treating participants with respect is a fundamental aspect of ethical considerations (Marshall and Rossman, 2011).

Every research stage has the potential for ethical difficulties, which might necessitate decisions to generate a study worthy of their time, goodwill, inconvenience and trust (Colin and Knobel, 2004). Thus, it is essential to carefully examine any potential for harm to ensure that no bias is demonstrated during the research. The university where this study took place was not named and identified but referred to solely as NU University, thereby adding to the rigour of confidentiality (Basit, 2010). Participants were protected against coercion, exploitation, humiliation, undesirable consequences, or any form of harm during the research process (Appendices B, F, K) (Carspecken, 2013; Lecompte et al., 1993). This allowed this research to be carried out ethically throughout - from planning to conducting and reporting (Basit, 2010).

Data gathered from the study was kept in password-protected files in a safe and locked cabinet. Data were transmitted and removed from the recorder after the transcription had been completed to assure compliance and commitment to data protection legislation (Data Protection Act, 2018; General Data Protection Regulation (GDPR, 2018) and to ensure that this data would not lead to any harm or anguish to the participants (Basit, 2010). The researcher's email and supervisor's contact information were provided (Appendices B, F, and K) so that participants could contact them if required.

I am in a powerful position as a person who writes this thesis and I represented the views of the participants I have interviewed, surveyed, and observed. I wield considerable power by determining what counts and what does not. I am representing or not representing the views of people I have engaged with. Something I am privileging and something I am silencing inevitably. This selective process demands continuous judgment, wherein my decisions are intertwined with my

reflexivity, personal biases, and specific interests in the subject matter. These deliberations encompass what I deem significant, as well as elements I choose to overlook. This ethical endeavour involves the responsible management of power, recognising my obligations in faithfully representing the views of individuals who have voluntarily consented to share their information and experiences with me.

4.10 Confirmability, Transferability, Credibility, and Dependability

Owing to the interpretive/qualitative nature of this research, terms like validity, reliability, and trustworthiness have been adopted throughout this thesis. In quantitative research, the criteria for rigour, including validity, reliability, replicability, and generalisability were taken into consideration. Although the discussion regarding rigour in qualitative research is ongoing, Lincoln and Guba's (1985, p.300) criteria of credibility, transferability, dependability, and confirmability were considered the 'gold standard' to establish rigour in this research (Johnson and Rasuloova, 2017). A comprehensive description of each of these standards is presented in the following sections.

4.10.1 Confirmability

Confirmability is referred to by Lincoln and Guba (1985) as the objectivity of data and the degree of neutrality. It ensures that the study findings are supported by participants and are distinctly derived from the data (Tobin and Bingley, 2004), without being influenced by the biases, motivation, imagination, or interests of the researcher. Confirmability is attained when credibility, transferability, and dependability are fulfilled (Nowell et al., 2017).

The confirmability of this study was enhanced by allowing the participants' perspectives to naturally emerge during the research process, thus capturing their emotions, thoughts, and experiences authentically within the study (Lietz et al., 2006)

rather than the researcher's views or biases (Section 4.2). Triangulation was also used to allow the researcher to systematically classify the data and depict the themes in the findings, preserving their original meanings with revisions made based on supervisors' comments and detailed feedback. This helped to eliminate irrelevant information and ensure confirmability (Symon and Cassell, 2012).

According to Lincoln and Guba (1985), it is impossible to determine absolute total confirmability because it is subjective in the context in which the truth is confined and experienced. Therefore, they recommended using an audit trail in collecting data as an essential strategy to enhance confirmability (ibid.). Gasson (2004) suggests that by making explicit assumptions and frameworks regarding research findings, the researcher can minimise the distortions regarding confirmability (p.93). The recognition of the researcher's positionality and the reasons for their choice of study approach in contrast to alternative approaches, is a key component for enhancing confirmability (Miles and Huberman, 1994). In addition to that view, Cohen et al. (2001) emphasise the necessity of 'authenticity' (p.108) of the approaches used. In this study, authenticity is maintained by recognising the researcher's positionality, examining the constraints and strengths of the methodologies used, and discussing other factors that influenced the emerging data. All of this was known and discussed through this research.

4.10.2 Transferability

Transferability refers to 'the generalisability of inquiry' (Nowell et al., 2017, p.3). It is described by Korstjens and Moser (2018) as the degree to which the results of the findings can be transferred to other contexts. This depends on the degree of similarity between contexts (Davis, 1992; Lincoln and Guba, 1985).

Transferability is comparable to the traditional quantitative research assessment criteria for the phrase 'external validity' (Tobin and Begley, 2004). Since this case study is informed by quantitative and qualitative frameworks, with different realities

based on participants' experiences and practices which have been heard, considered, and interpretative in this study, this allowed data to be detained within this study, which may make it difficult for others to apply and transfer conclusions and the study's findings to different settings and groups (Denscombe, 1998, p.46). However, Denscombe (1998, 2014) acknowledged that though 'every single case is unique, it is also likely to be an example within a broader context' (p.46).

The transferability of this research was increased by providing a detailed and comprehensive description of the research background and its contextual information, theoretical framework, participants, setting and findings to allow outside researchers and readers to make their transferability judgements (Korstjens and Moser, 2018). According to Creswell and Miller (2000), such detailed descriptions found credibility in readers who can transfer themselves to the study setting.

Since this study adopts a case study approach, the process of generalisation that aptly matches it is 'inferential generalisation' best explained as generalising from the context of the research study itself to other settings or contexts (Ritchie and Lewis, 2003). However, Creswell (2007) noted that, as researchers or authors give suggestions about transferability, the generalisability of the research results is based on the reader's view and the decision on whether the findings are transferable to another context. Bassey (1999) further suggested the possibility of other researchers relating the findings to their perspectives if they consider their field of study to be like that observed in other studies. Thus, to create comparisons, a contextualised description and explanation of the researched phenomenon should be provided (Lincoln and Guba, 1985).

Methodological decisions and justifications taken were described in detail (Chapter 4, Section 4.2) to promote transferability to other contexts. Recognition and acknowledgement of potential biases were considered by maintaining awareness of the investigation problem and presenting the potential for multiple interpretations

of reality. Furthermore, the findings, research methodologies and questions have been examined through presentations (for example, at conferences and workshops) and debate within related fields of speciality and theoretical frameworks through triangulation to maximise the credibility and transferability of research (Denscombe, 2008).

The study's transferability to other studies could not be assumed or predicted, as numerous research studies could progressively utilise phenomena instead of one study being isolated (Lincoln and Guba, 1985). Although several studies do not fully match the results of one study to another, it does not necessarily mean that one or more studies are not reliable or trustworthy – instead, diverse realities could be present, 'leading to additional exploration to understand the reasons' (Shenton, 2004, p.71).

4.10.3 Credibility

Credibility concerns the assurance that the study 'measures or tests what is actually intended' (Shenton, 2004, p.64). It refers to the accurate representation of participants' perspectives on the issue being explored in the research without distortion from the researcher's viewpoint (Schwandt, 2014) to establish confidence in the interpretation of data (Lodico et al., 2010). However, as Cohen et al. (2001) pointed out, no research is entirely valid, and researchers need to make efforts 'to minimise invalidity' and 'to maximise validity' (p.105). Therefore, considering Patton's (1999) and Yin's (2013) views on enhancing research's credibility, the study used an interpretivist paradigm that is generally based on multiple realities and the multiple methods approach to achieve credibility.

Within this study, the necessary strategies and procedures were taken to increase credibility and establish trustworthiness (Creswell, 2009). For example, thick descriptions of the research setting, as well as the participants and justification on the clarity of methods used for data collection were provided to attain credibility in

this research (Goodenough and Waite, 2002). Furthermore, triangulation (data and methodological) was implemented to check the accuracy of data interpretation on different levels to collect in-depth and accurate data (Creswell and Miller, 2000; Guba and Lincoln, 1989) (Section 4.8). In other words, if students convey something during a questionnaire, The students may find implausible, then it is possible to sample triangulation and check it by interviewing their teachers to convince them of the actual data. Furthermore, if interviews with teachers generate data contrary to the data obtained from students and the Head Teacher, by using methodological triangulation, in that case, another method is used to check data reliability by conducting observation (Basit, 2010). All data collected from this case study was examined to look for any confirming and/or disconfirming information.

The credibility of this study was further established by maintaining prolonged engagement in the field, residing at the research location throughout data collection, and immersing in the participants' experiences. This created trust with the participants and increased their confidence in disclosing their experiences and helped them feel comfortable. Additionally, the researcher frequently debriefed her supervisors, using their comments and feedback to make revisions that more closely reflected the original meaning of the data. For example, the interviews and questionnaire questions were discussed with the supervisors objectively before presenting them to the participants. Valuable feedback from my supervisors helped me strengthen my arguments and enhance further credibility (Shenton, 2004).

Furthermore, throughout the period of designing, piloting, collecting, and analysing data in the current study, the researcher has been in contact with the research participants to be able to determine that the data used as evidence is defined to be valid and unbiased. Therefore, the frequency of reporting accurate data was considered and misinterpreting the findings was minimised (Bryman, 2016).

4.10.4 Dependability

Dependability corresponds to the notion of internal reliability which promotes consistency and repeatability. It assesses whether the study's results can be reliably reproduced if the study was replicated by either the same or different participants within the same context (Creswell, 2007; Lincoln and Guba, 1985). As noted by Seale (1999, cited in Ritchie and Lewis, 2003), the aspect of 'flexibility' could alleviate the problem of reliability in research by demonstrating the feasibility of the procedures undertaken, thereby leading to specific conclusions. Similarly, to demonstrate dependability, The methods employed in this study were extensively described to facilitate future researchers in replicating a similar research framework and to enable the scrutiny of research results' integrity (Shenton, 2004). When this research is carried out properly, it is unbiased, in-depth, valid, reliable, credible, and rigorous (Mangal and Mangal, 2013).

Moreover, several procedures were undertaken to enhance the reliability of this research. A pilot study for questionnaires and interviews was conducted to verify the reliability of the data by concentrating on a few participants, thereby establishing the feasibility of the research in general (Cohen et al., 2007; Marshall and Rossman, 2006). In accordance with Creswell's (2007) recommendations, reliability can be enhanced by the researcher through obtaining comprehensive and detailed field notes, utilising a high-quality recording tape, and transcribing the recorded content. A tape recorder was used to record the interviews with teachers and the Head Teacher (Sections 4.6.1.3/4.6.2.1). This allowed the documented data to be reviewed multiple times, ensuring the accuracy of the findings.

4.11 Conclusion

The methodological underpinnings of this study are outlined in this chapter (Sections 4.1/4.2). They help justify the choice of philosophical (ontological and epistemological) views, the selection of the research questions, the methodology,

and the methods used in data collection and analysis, following a detailed description of the participant sample and the research location.

The study selected qualitative and quantitative research methods of data collection (Section 4.3.1) leading to mixed approach research within a case study to cover contextualised realities (Corbin and Strauss, 2014) as determined by participants, being explored under the qualitative/interpretive paradigm to generate and report data (Creswell and Creswell, 2017).

Ethical considerations were demonstrated and considered to ensure that the research was carried out ethically and that the findings are reliable and valid (Section 4.9). The chapter also discusses enhancing confirmability, credibility, dependability, and transferability in the current research (Section 4.10).

The following two chapters, Chapters 5 and 6, determine and present the findings.

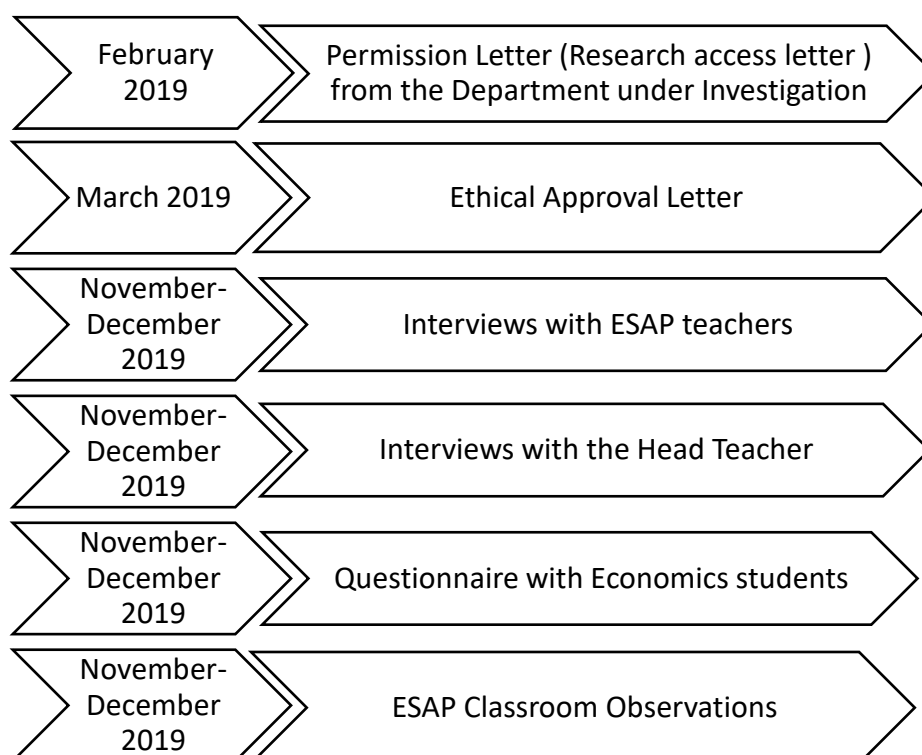
Chapter 5 Qualitative Findings

5.0 Introduction

The findings of three qualitative Datasets are reported and presented in three separate sections. Dataset 1 reports findings from the ESAP teachers' interviews, Dataset 2 from the Head Teacher interview, and Dataset 3 from classroom observations. Collectively, the three datasets respond to the research questions.

A further chapter offers the quantitative (questionnaire) findings from Dataset 4 about the Economics students and their perceptions of the ESAP course content. Subsequently, the results from all Datasets are triangulated and presented in Chapter 7.

Figure 5-1 Data Collection Time Table



5.1 Interviews

This section presents the findings gleaned from the interviews and subsequently coded. Quotes from the interviews are noted in the transcripts (Appendix N) that illuminate particular perspectives and are included in relation to RQs 1 and 2 (Table 1.1). The findings within the ESAP teachers (Dataset 1) and the Head Teacher interviews (Dataset 2) are divided into two main sections. Section one concerning the first research question (Section 5.3) explores the different ESAP teachers' practices with the current ESAP curriculum design with respect to needs analysis in the Economics Sciences department (ESd) at NU University. Section two concerning the second research question (Section 5.4) identifies the teachers' main issues in designing the curriculum.

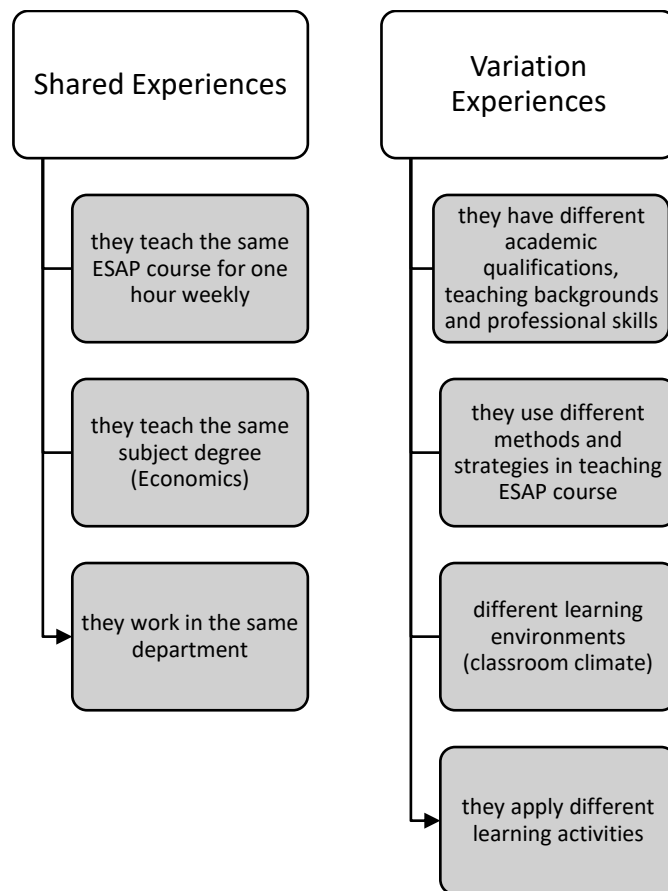
5.2 RQ1: How Have Teachers Designed ESAP Courses to Meet Students' Needs?

This section draws out data about teachers' perceptions and understanding regarding fundamental elements of a course and the needs analysis.

5.2.1 Dataset 1: Teachers' Interviews Findings

ESAP teachers who worked in the ESd at NU University shared similarities and differences (Figure 5.2) due to their previous experiences and background. Participants' variations can, as noted by Blazar (2016) impact the outcome of the analysis of the findings.

Figure 5-2 Teachers' Commonalities and Variations



5.2.1.1 Teachers' Profile Who Participated in The Interviews

Fifteen teachers volunteered to be interviewed (Section 4.6.1.3). Two were permanent teachers who used to teach ESAP courses to Economics students and now they are running ESAP classes for other disciplines (law and mathematics). Thirteen were part-time teachers and they are currently teaching ESAP in the ESd. Further details can be seen in Table 5.1.

Table 5.1 Teachers' Profile

	Gender	Age	Type of contract	Years of teaching experience	Qualification
Teacher A	Female	28	Part-time (Hourly paid)	04 years	Master in English (literature and civilisation)
Teacher B	Female	30	Part-time (Hourly paid)	06 years	Bachelor in English
Teacher C	Female	26	Part-time (Hourly paid)	03 years	Master in English (didactics)
Teacher D	Male	25	Part-time (Hourly paid)	04 months	Bachelor in English
Teacher E	Female	48	Full-time (permanent)	04 years	PhD in Education
Teacher F	Female	32	Part-time (Hourly paid)	05 years	Master in English (literature and civilisation)
Teacher G	Female	26	Part-time (Hourly paid)	03 years	Master in English (didactics)
Teacher H	Female	29	Part-time (Hourly paid)	04 years	Bachelor in English
Teacher J	Male	57	Full-time (permanent)	02 years	Master in English (didactics)
Teacher K	Male	25	Part-time (Hourly paid)	05 months	Bachelor in English
Teacher L	Male	39	Part-time (Hourly paid)	06 year	Master in English (literature and civilisation)

Teacher M	Male	28	Part-time (Hourly paid)	03 months	Bachelor in English
Teacher N	Male	26	Part-time (Hourly paid)	02 years	Master in English (didactics)
Teacher O	Male	33	Part-time (Hourly paid)	03 years	Master in English (didactics)
Teacher P	Female	28	Part-time (Hourly paid)	05 years	Master in English (literature and civilisation)

5.2.2 Teachers' Perspectives on Needs Analysis in The ESAP Curriculum Design

The majority of ESAP Teachers considered that there was a lack of a clearly defined policy about the integration of NA and how students' needs should be considered when designing the ESAP curriculum.

Within Dataset 1, three out of fifteen ESAP teachers consider NA a necessary process contributing to curriculum design efficiency. These three teachers were aware of the value of conducting NA to develop the curriculum and prepare students to use language in their academic study. The notion of NA was welcomed by these teachers.

Teacher J expressed the significance of needs analysis in this way:

'Needs analysis is the beating heart of the ESAP course. Without it, teaching would be considered a waste of time'.

Teacher O considered NA an integral aspect of the curriculum design process. They used it to gain greater insight into the students and the curriculum, stating that:

'Needs analysis is absolutely a necessary process, and it is considered a backbone to building up the ESAP course; it is the first step to consider in designing the course, it helps me a lot to identify the needs of my students to be able to address these needs later in the curriculum.'

Teacher E supported this by commenting:

‘I would say that it’s essential obviously for students and teachers as well it helps to design a course that matches the subject study area of students in which we are teaching.’

Teachers were asked to provide more thorough perspectives on the practical implementation of NA within the ESAP classroom, and in response, presented several different views (Section 5.2.2.1).

5.2.2.1 ESAP Teachers’ Educational Background

ESAP teachers’ academic degrees were considered when viewing their comments about implementing NA, from this emerged two different scenarios. For example, ESAP teachers who are Bachelor’s and Master’s graduates from Literature and Civilisation subject degrees - took time to think about their responses when asked about NA. They sought definitions and clarifications about NA as it was their first-time hearing about this term. One reason for their request for clarification is likely due to their limited knowledge and experience of teaching ESAP in terms of the associated theoretical and practical foundations i.e. having no prior understanding of NA, what constitutes, and how it should be implemented. These teachers become part of the ESAP community and routinely communicate informally with each other about the ESAP curriculum design and teaching process. This group of teachers provides various responses about NA in the curriculum design which are outlined below.

Teachers (F, P, A, M) who graduated with Master’s degrees related to English literature and civilisation revealed significant connections between their prior knowledge and the absence of implementation of NA to achieve the course objectives. Notably, they had the following comments:

Teachers F:

‘Sorry to say that but what does needs analysis might mean? Umm, I felt like an alien when I first started teaching ESAP courses. I am not knowledgeable about needs analysis; I had not learnt about ESAP and needs analysis when I was a student, but it sounds interesting if I give it a try.’

Teacher P:

‘So, from your definition of needs analysis, I would say that it is an excellent step to start with in designing a more realistic curriculum that understands the needs of the students. It felt like I would try it next semester to see what is suitable for my students.’

Teacher M:

‘I think there is a limit on what my qualification can give. Something like training in performing needs analysis would have been helpful. Most teachers come with a lot of prior knowledge. Qualification is not sufficient on its own and needs analysis is not covered in a qualification.’

Teacher A:

‘In the English department where I used to study, studying the ESAP approach and needs analysis may not be common because teachers focus more on literature and novels than on teaching and education. A teacher who receives education from literature and civilisation may not be the same as those who study didactics and education. That’s why I don’t know enough about the ESAP teaching approach and needs analysis and how it should be done. In the classroom, I had more experience teaching English to students. My experience and previous education influence my way of teaching.’

By contrast, teachers (E, J, O-Section 5.2.2) who graduated with a Master’s degree related to English language and didactics were familiar with the term of NA since they mentioned that they had learnt about it when they were students in the English department. Although teachers were aware of NA, one (O) had put it into practice, while others admitted that they had not tried it. They remarked:

Teachers E, J:

‘Luckily, we have an idea about needs analysis however we try to conduct it in a hidden way which means we do not ask our students direct questions

about their needs and lacks but as teachers, we observe what our students need while teaching in the classroom.'

Teacher O added that:

'When I first started teaching the ESAP course, during my six years of teaching experience, I learned myself without any help or knowledge throughout the six years. As I told you, I asked my students about the skills they wanted to improve and the topics they wanted to discuss in the course. Would you consider this, a formal needs analysis? I think I have conducted the needs analysis implicitly, not explicitly.'

These teachers revealed that they had little more than some guesses and observations to work from. Therefore, NA is less likely to come to light which, arguably, cannot lead to the teachers' understanding of the students' needs, teaching, and learning environment.

Teachers (C, K, G, P) provided justifications for not conducting NA, elucidating why they found it a challenging task.

Teacher K:

'I lacked the study of proper needs analysis. If I had done more training and more teaching ESAP experience, I would have gained more confidence in conducting needs analysis; I believe that I had difficulties in implementing this task. My qualification alone is not enough to teach ESAP courses; I need workshops or courses on conducting needs analysis.'

Teacher C:

'Because no teacher has done a proper needs analysis and no one has done a proper course evaluation, we are just moving from one teacher to the other, and we all are following the same path.'

Teacher G:

'Sometimes students are not aware of their needs, and sometimes they hold several different needs, so how can I meet all these needs within a very limited period of time? I prefer to teach what I see as relevant to my students.'

Teacher P:

'I often design my courses without going back to needs analysis. I decided what works best for my students without asking them about their needs, but I had pressure put on me from the head department to finish the number of required courses before the end of the semester.'

Out of 15 interviewed teachers, two teachers (O, E) stressed the need of conducting NA in practice. Teacher O elaborated on this by sharing her own experience in designing the ESAP curriculum the previous year without the integrating NA, revealing that she often had problems with students' motivation and engagement.

'Last year, I designed and taught an ESAP course without needs analysis and I started to have low student motivation.....umm students were passive in the classroom which is kind of ridiculous....I think that usually the better ESAP class is the one that is controlled by needs analysis because this tends to support students to reach good results in their academic studies and this is what I have exactly noticed when I have conducted needs analysis this year, there is a huge difference believe me.'

Teacher E supported the above comment, and they provided an overview of the methods used when she implemented NA. They noted that:

'At the beginning of the course, I gave students a test and asked them to provide a list of desirable outcomes for the course; by doing so, I believe I have conducted a needs analysis.'

5.2.3 How Do ESAP Teachers Consider the Needs of Students Course Design?

Teachers were asked about their perceptions on how effectively they considered the contribution of students' needs when designing an ESAP course.

5.2.3.1 Students' Needs Identification

ESAP teachers were asked whether the students have a voice in curriculum content decisions. They were also asked if they discuss the objectives of the course with students before commencing the course and if these objectives met their needs.

Some teachers (K, C, L, M, A) commented that because the course is taught in English, which has a higher status for students, this was the most significant need in the ESAP course. This feeling was expressed by the teacher C:

‘To be honest, I do not always identify which areas my students need to discuss during the course; I feel that the most important thing is to deliver the course in English as this is important for them.’

Teachers (B, D, E, J, H, N, P) noted that they are not limited by specific criteria upon which they could formulate and address the course objectives. Therefore, they had no clear objectives for the ESAP course. Most of the teachers supported this comment, as noted by teacher P:

‘I usually set the objectives according to my experience and knowledge. Sometimes, I ask students direct questions and based on their answers; I formulate the objectives.’

Teacher A raised the issue of the absence of the curriculum to support her evidence for not discussing the needs and the course objectives with students. They noted that:

‘I don’t have a curriculum plan or clear objectives to achieve at the end of the course. I’m supposed to go by the planning; I know that, but I came to class with some objectives in mind due to time constraints.’

One teacher (E) argued that students’ needs are identified only by the teachers since their proficiency limits them from participating in the curriculum making decisions.

They supported their view, commenting:

‘The students are poor; many have insufficient general English skills. For me, this is considered a hindrance in giving students the chance to participate in curriculum decisions effectively. So, I do not carefully address them while formulating the course objectives.’

Similarly, one teacher H agreed with this view, and they commented that:

‘I felt like my students were not aware of their objectives and when there is no statement of learning objectives arranged by the department, I took the responsibility to address the course objectives and needs on my own.’

Teachers noted that students are not given the opportunity to participate in curriculum design decisions. This was based on the teachers' belief that students tend to be concerned about getting good grades rather than participating in curriculum design and pursuing learning for a lifetime. This argument supported Katsara's (2008) study findings that receiving a high grade was a major concern for students enrolled in ESAP courses. This was highlighted by teachers N and P:

Teacher B:

'I believe that the primary concerns of students revolve around achieving good grades and successfully completing the subject, which I think that there is no need to emphasise on soliciting their opinions regarding their needs and course objectives or involving them in the curriculum design decisions.'

Teacher N:

'Unfortunately, I have to say that our students' emphasis is on gaining marks more than having a long-term need for their subject study.'

There were mixed views on how students' needs matched the curriculum design knowledge required to teach an Economics subject degree. Teacher D had strong views in this regard, commenting:

'As we started the teaching ESAP course, we have not received any curriculum or lesson plans to follow in teaching. For example, specific content, skills, instructional materials, pedagogical methods, and timeline were not clear so we struggled day to day and worked in isolation to prepare content and materials instead of developing a coherent plan to address long term objectives of the students. The lack of orientation always results in anxiety, stress, and frustration.'

Teacher J commented that the objectives and the aims of the course were left for the teachers to decide and course objectives were set without students' involvement. However, three (O, E, J) out of fifteen interviewed teachers involve their students in the process of curriculum selection, and they discuss their needs and course objectives with their students. For example, Teacher G focused more on the content and the methodology when she analysed her students' needs. They illustrated this:

Teacher J:

'I found that analysing the students' needs helped me identify the level of students to find the material that is suitable for them, design a good content, and decide on an effective methodology; the students' needs should be considered in designing a responsive course.'

Similarly, teacher O found needs analysis helpful when identifying students' individual differences. They noted that:

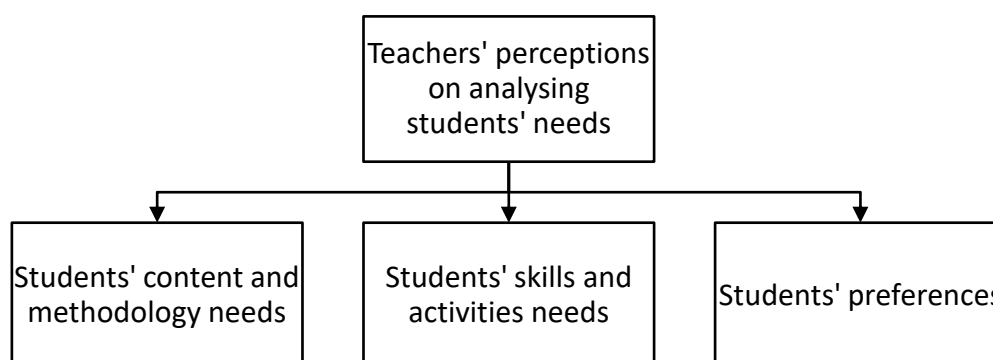
'I analyse students' needs to discover what they like, dislike, or need to enhance their motivation towards learning. Suppose we don't identify these things. And as we go on through teaching the course, we might discover new needs the students require, and our job is to satisfy these needs.'

For teacher E, addressing students' needs in designing the course was considered at the class level, not the individual level. This allowed them to identify the required skills and related activities. They commented that:

'I cannot say that all students have the exact same needs however they are different, and each has individual differences. What I usually do, umm I do not focus on every student's needs, but I consider the common needs shared by most students, including language skills and activities.'

The following Figure 5.3 summarises teachers' views about their students 'needs.

Figure 5-3 Teachers' Perspectives on Students' Needs



5.2.4 Current Teachers' Practices Underpinning Curriculum Design

Data were gathered about ESAP teachers' practices in the ESAP course design to explore their conceptualisation of curriculum design which was the third sub-question of the first research question (Table 1.1).

The absence of a specific curriculum in the ESd, may potentially contribute to various practices in terms of the choice of content, teaching materials, instructional methods, and assessment methods for the course. These findings were discussed during teachers' interviews in part two (Appendix C) to explore their practices in the curriculum design with respect to their students' needs, which are described as follows: teaching ESAP materials, teaching methods and assessment methods.

5.2.4.1 Teaching ESAP Materials

Teachers have shared their views and practice concerning the current materials used in the ESAP curriculum. They have suggested that their beliefs and backgrounds have a significant impact on the selection of ESAP content. The teachers demonstrated a detailed explanation of their practice of designing the ESAP curriculum content, considering the specific needs of their students.

All the interviewed teachers provide the same evidence below:

Teacher B:

'We are free to decide what we want to teach. We are not forced to follow any strict curriculum or a textbook; choosing what to teach and how to teach it is dependent on us and our knowledge. We control the design of the curriculum. Well, it would be better to have a kind of supervision.'

When the teachers were asked about the extent to which their ESAP course content matched the students' needs pursuing the Economics subject degree, five teachers (O, H, E, J, G) believed that their course content was appropriate for the Economics students whereas ten teachers believed it was not. Two teachers (E, G) thought there was a partial match between the course content and the students' needs.

Teachers (H, O) found their ESAP teaching materials to be highly relevant to the needs of their Economics students in the ESd:

Teachers H, J:

‘Definitely, I use very close materials and certainly within the Economics discipline, it is full of Economics terminology.’

teacher O:

‘For me, well I use exactly what my students require in the Economics subject degree, I use Economics texts, I try to teach Economics vocabulary and so on’.

However, teachers (A, B, C, D, F, K, L, M, N, P) did not feel that their ESAP teaching materials have a comprehensive match with the knowledge needed for Economics students. They commented:

‘We do not think our students can understand Economics terminology because they have low English proficiency, so Economics content might be difficult for them to get.’

For teachers (E, G), the teaching materials were on a partial match. According to them, the ESAP course materials included general English courses with a hint of Economics vocabulary. They noted that:

‘In terms of materials, I combine general knowledge and Economics knowledge most of the time. Sometimes I give them grammar exercises; sometimes, I choose Economics texts. There has always been an overlap.’

When teachers were asked about the materials they used in their ESAP curriculum, they seemed to have different responses. The selection of course content was based on what teachers consider important to be included in the ESAP course, and their views were divided into specialised content and simplified content.

5.2.4.1.1 Specialised Content

Four ESAP teachers (O, E, J, H) out of the above mentioned (Section 5.2.4.1) acknowledged the value of incorporating specific Economics content into the ESAP

course. They indicated that this would help students to build in practising the knowledge of Economics and meeting their needs in the ESAP course. Teacher J also shared the same perspective, commenting:

‘The Economics topics and terminology are what students need for their degree to develop their confidence in practising their Economics knowledge in the classroom and prepare them with the necessary content required in their academic field. I do my best for the text to be as close as possible to Economics.’

Teacher O favoured specialised content materials to challenge and motivate students; this was presented in the quote below:

‘Sometimes, I choose texts that seem complicated and challenging to my students, and I am also aware that my students will find the text and the activities difficult and confusing. They can use some keywords from the text and have a dictionary with them; I usually challenge them with tasks that encourage them to learn and try.’

Teacher H suggested that ESAP courses should include specialised Economics discourse as doing this enhance student motivation, stating that:

‘When the ESAP content addresses some area of Economics relevant to students’ needs or interests. You will see how students get excited and engaged with their studies. So, I bring them lists of some Economics vocabularies to help them cope with their studies.’

Similarly, teacher E emphasised the importance of delivering more specific and valuable content to Economics students, commenting that:

‘Students in higher levels (master’s, bachelor’s degrees or close to graduation) will absolutely demand more in-depth content in texts and activities compared to students in lower courses (first year).’

5.2.4.1.2 Simplified Content

In contrast to the strong views held by teachers (O, E, J, H). The majority of ESAP teachers (A, B, C, D, F, G, K, L, M, N, P) favoured more general content. They believed that less specialised content is reasonable due to students’ low linguistic proficiency level. Therefore, the choice of introducing general and simple language skills to

Economics students was necessary. Similar results were found by Marwan (2009) and Moradian et al. (2013, cited in Safari et al., 2017) studies in which simplification has been, and still is, extensively used in the teaching of ESAP.

Teacher P:

‘My students have a medium level of English and I think if I teach them very specialised terms, they will feel lost and could not understand the course.’

Teacher A:

‘So I think that because of my students’ low linguistic level, it is not necessary to present specialised content for them because it is challenging and they would not understand. I opt for general English materials because they have easy and simple content.’

A similar view of content generality being useful for Economics students was demonstrated by the teacher L:

‘The materials I teach are designed for different students’ levels however for certain reasons like the I find myself obliged to substitute for general reading texts and I find them ok and suitable for students.’

Teacher P:

‘If such specialised texts are presented in the ESAP course, they might be so difficult. Students will soon lose their inspiration to continue reading. And texts should be so meticulously selected that they facilitate English learning. Most of the ESAP content I teach focuses on teaching English as a language and also covers a broad number of topics.’

Teacher K:

‘Teaching simplified and general content may feel like a safe zone, especially if I am not familiar with the Economics discipline.’

5.2.4.2 Issues Related to the Skills and Activities Included in the ESAP Course

In addition to their views on the materials presented in the ESAP course, teachers were asked about the language skills and activities they teach to Economics students to help them carry out their academic studies effectively. As noted by teachers (D, C,

N, F, B, A), the ESAP courses generally focused on reading texts and grammar exercises. However, activities such as writing, listening, and speaking were limited and less practised in the ESAP course; similar results have been illustrated in Sadeghi and Richards' study (2016).

For example, teacher D commented that:

'One favourite teaching skill was to provide students with reading passages. This might not be difficult for students and these kinds of materials are the most popular ones used by most of the teachers in the department.'

Teacher C further elaborates by saying:

'I gave them first the handout (Appendix O) to read silently, and sometimes loudly for the following text, and then I taught them the main ideas, how to find the main idea for each paragraph and how to find supporting sentences.'

Yet another teacher N considered grammar activities as needed to equip students with the ability to read and understand texts written in English. They indicated that:

'I teach grammar (Appendix P) even though the main goal of the reading text was to improve students' understanding of texts. But I teach grammar rules to ensure that students in my class produce grammatically correct sentences when answering questions.'

In addition, teacher F chose translation activities for texts that may not be necessary to an Economics discipline. They presented a text to students, followed by a list of reading comprehension questions, and then instructed them to translate the text into Arabic.

Teacher B shared a different view and preferred to focus on the most common technical Economics vocabulary:

'Students have to be familiar with the Economics vocabulary, at least with the most frequently used terms in the Economics discipline. I provided them with a list of Economics terms and concepts, such as the consumption function and competitive market and deficit spending, and asked them to work in groups in which they prepare a written version of the presentation, which includes a glossary of some Economics terms with their definitions in English and Arabic.'

Teacher A focused on texts that closely resembled those used by the Economics teachers in the ESd. They repeatedly presented the same content to ensure that their students are learning Economics content that is aligned with what they are studying in other courses.

‘In my opinion, I do focus on what students are studying in their other courses in the Economics discipline and I translate what they have studied in Arabic into English and present it in texts. I think that they are learning the same content but in a different language.’

5.2.4.3 ESAP Course Content Materials Sources

ESAP teachers highlighted the absence of specific textbooks and other curriculum materials (Section 5.3.3.1). In addition to teachers’ views on the materials used in the ESAP course, teachers were asked about their practices in obtaining materials relevant for their ESAP.

All fifteen teachers interviewed relied heavily on the Internet as a primary source for gathering information for their instructional materials and course content, utilising it extensively for activities involving larger sections of texts.

Three of the interviewed teachers (L, N, J) used materials which they acknowledged were not specifically relevant to students with regard to the development of Economics language. These teachers utilised internet resources to create their own materials which they refer to as self-designed materials and home-made materials. The teachers added that these ESAP materials are developed from scratch, rather than being sourced from commercially available materials.

Teacher N:

‘I usually rely on myself and my educational background to design my ESAP courses and I use the internet as a relevant source of my content knowledge; I have no textbooks to follow or other references. I just type on the internet the topic I want to teach to my students and then print off the text and present it to my students.’

Similar responses were also received from other teachers A, B, G, D, H, F, and K. One teacher (F) mentioned that:

‘I prepare the course last minute, for example, if I have a course tomorrow, I write the text just a day before or at night from the internet’.

However, some teachers (P, M) adopt published materials to supplement materials of their own design. According to teacher M:

‘I use Oxford and Cambridge books from the internet as a reference to design my ESAP course. Some of these books are not designed particularly for Economics students. Well, but they somehow suit the course objectives and I think they are suitable for students. I cannot recall the titles of these books that I frequently use but I would say they are somehow relevant to Economics students and my students are happy with these references.’

Three teachers (A, C, N) use the subject specialists as a source to obtain ESAP content materials. They consult with subject specialists to identify the topics covered in the subject classes, they translate them into English and present them again to students in their ESAP courses.

Teacher A:

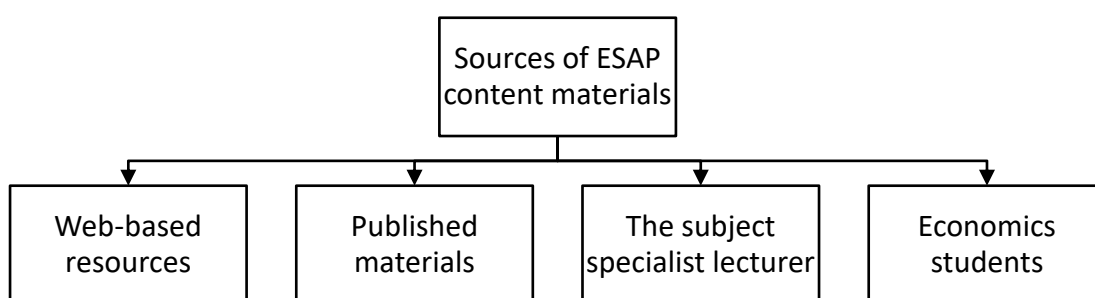
‘I usually ask the Economics lecturer for the lectures that are being studied in the subject classes and then try to translate the content into English to present them in the ESAP course.’

Teacher O was mentioned earlier (Section 5.2.3.1) as one of the teachers who included their students in the course design - they viewed that Economics students could provide valuable input regarding the ESAP content materials due to their familiarity with their subject discipline knowledge to develop effective ESAP materials. They suggested that:

‘I invited students to participate in the ESAP materials selection. I collaborated with my students. We discuss specific topics related to the Economics discipline. Because they know better than I do about their field of study, I am actually learning some technical terminology from my students. I can say, umm I am only an English teacher, so I have limited knowledge about the field of Economics. I ask students to propose topics they are interested in. I present these topics in the ESAP course. In this case, students felt more motivated and excited.’

The following Figure 5.4 demonstrates the primary sources of ESAP content materials as identified by ESAP teachers.

Figure 5-4 The Sources of ESAP Content Material



5.2.4.4 Teaching Methods and Pedagogical Practices

Teachers were asked about the different methods and strategies they used in delivering the ESAP courses, and they provided a range of responses.

5.2.4.4.1 Teaching Methods in ESAP

Teachers' responses regarding ESAP teaching methods included:

1. Using communicative teaching methods.
1. Instructional and teacher-led approach (Grammar translation methods).
2. Student-led approach.

Although the data identified the primary teaching methods utilised by ESAP teachers, their choice of methods was limited to a single dominant method. Specifically, the Grammar-Translation Method (GTM) was the most frequently employed method. This is evident from the comments of various teachers A, D, G, K, N, M, P, A, and H, as illustrated below.

Teacher A:

'I mainly follow the grammar-translation method for ESAP instruction where I use reading comprehension texts, language structures, translating reading text line by line into Arabic, grammar and vocabulary activities.'

Teacher M:

'I follow the instructional method in teaching ESAP, relying on the literature and grammar of the target language, along with translated passages.'

Teacher P:

'I use the grammar-translation approach that emphasises teaching grammar rules drawn from reading texts in the ESAP course. I design activities such as teaching tenses, prepositions, conjunctions, and conditional sentences. However, there is little focus on teaching oral skills.'

Despite the limited practice of listening, speaking, and writing activities in the ESAP course (Section 5.2.4.2), three (J, O, F) out of fifteen ESAP teachers reported the use of the Communicative Language Teaching Method (CLT) in conjunction with other teaching methods to achieve the desired learning outcomes. They recommended using real-life activities and enhancing learning through cooperative activities and group work that seem relevant to students' needs. This was applied by the teacher J who mentioned that:

'I try to follow the communication approach. It is the one that enables me to include the four language skills: listening, speaking, reading, and writing, in ways which I share, interact, and negotiate with my students to make them feel the responsibility for learning. Additionally, I involve students in a cooperative environment, using pair work or group work are more desirable in my teaching approach.'

Teacher O

'I normally adopted the communicative approach. Because it helps get my students involved in the learning process through speaking and interacting to prepare them to use the language communicatively in their study context.'

Teacher F

'I often follow the communicative language approach, which is relevant to teaching English. I focus on interaction as an ultimate way to introduce an ESAP course. I focus on the communicative skills, for example, in the presentations because I think this is what students need most.'

One teacher E appreciated the need to blend GTM and CLT teaching methods to cater to the students' perceived capacities, proficiency levels and course objectives.

Teacher E:

'I follow both GMT and CLT methods. It's truly a blend of all approaches necessary to meet the students' differences to make the progress they are capable of.'

Teacher E considered the student-led approach as a practical approach to inspire students to actively engage in their learning experience and discover information by themselves. They believe that this method could empower students and enable them to contribute to their education:

'Personally, I assumed that students had studied grammar and English theories in school. So, I did not follow the GTM; I assumed they were expected to have basic knowledge of English. I adopt the student-centred (led) approach because it is the most effective method to make it possible for all students' needs and abilities to be taken into account. I try to engage the students in their activities to maximise their understanding and enhance them to find information themselves and then debate and discuss with each other'.

Teacher J commented that most of the teaching strategies applied in ESAP mainly revolved around translating texts, placing a strong emphasis on grammar and memorisation. For them, the teaching approach should be changed in the ESAP course. They emphasised that:

‘Teaching methods need to be up to date to present the language as a means of communication between students and see the students as the centre of a pedagogical system to motivate and encourage them to be creative and self-directed learners. The university should also support us with technological facilities to achieve the course objectives.’

5.2.4.4.2 The Use of Technology in The ESAP Curriculum

Teachers were asked about the use of technology to improve the teaching of the ESAP curriculum. Fifteen teachers indicated that technology (e.g. internet, projector) was very limited in the department and the university lacks the necessary infrastructure for effective ESAP course delivery, and that there would be benefit to integrating technological aids into the class.

Teachers A, B, C, D, E, F, G, H, J, K, L, M, N, O, and P provided the same evidence stating that:

Teacher K:

‘We are not using technology facilities in teaching ESAP. Actually, we do not have any and even the smartboard is not available in the department.’

Teacher J:

‘I am not using much technology. I am using data-show (screen projector) equipment to present my course in the form of slides. I felt this way might get students’ attention and motivation to discuss the course rather than give them handouts, which seem boring because they just read the text and answer comprehension questions, and there is no interaction.’

Teacher P:

‘Technology is very useful to enhance the learning experience for students. However, the lack of access to digital equipment was a barrier to implementing technology in teaching.’

Teacher G:

‘Using technology in the classroom is a useful tool to capture students’ attention and make them more engaged. Again, it can help teachers to use different personalised instruction. It is needed’.

Teacher O provided a more refined view of using technological aids in teaching ESAP courses. According to them, technology should be managed appropriately to promote ESAP teaching and learning instead of using technology for its own sake. They commented that:

‘We are not given any kind of technological support from the department to apply technology inside the classroom, but I think it would be useful to use technology to focus on the students’ learning rather than on data-show equipment just because it seems nice.’

5.2.4.4.3 Timing of ESAP Sessions

When teachers were asked about the duration of the ESAP class, they indicated that the length of the session is not determined by the teachers but rather by ministerial and departmental policies, which stipulate a duration of 90 minutes per session weekly (Section 2.4). Interviews revealed that all teachers needed additional time for the ESAP course as it was difficult for them to arrange the courses in one session per week. They suggested more time is needed, as evidenced by the teacher E in the following comment:

‘The time allotted for the ESAP course is another difficulty; it does not help me meet my students’ needs. I have only four sessions in a month, and this is a very limited time to satisfy the students’ requirements.’

Other teachers P, O and F further elaborated on this thought and commented:

‘ESAP teaching time is definitely insufficient to achieve all of the students’ aims in the curriculum. This impacted the extent to which particular skills were practised and the extent to which progress was achieved.’

5.2.4.5 Assessment Methods in the ESAP Course

The collected data from teachers’ interviews revealed that a summative assessment was completed through written examinations, along with some limited use of formative assessment strategies (Figure 5.5). Twelve ESAP teachers favoured final written exams (summative assessment) as 100% of the final grade as a teacher L commented:

'I assess my students at the end of the semester to report their final grades, students are given written handouts and have to answer the questions sheets, so this assessment is called exam grades.'

Similarly, teacher B supported the comment above, stating:

'There is no fixed structure for the final exam and assessments. It is totally up to the teachers to write the exam format they want. Teachers manage assessment methods; we apply our own assessment criteria.'

Teacher J clarified the significance of assessment in the curriculum design commenting that:

'Assessment is also part of the evaluation process to reflect on how the course needs to change, for example, testing students is important to assess whether the course objectives are being met; it does reflect not only the students' performance but also the effectiveness of the course.'

Only three ESAP teachers E, F, and O preferred to use a range of summative assessment tasks (such as oral presentations and written exam) and continuous formative assessment strategies. This formative type of assessment is implemented during the course where the students' performance and progress are assessed using short quizzes, written tests, and homework. Teacher F mentioned that:

'I give my students examinations, but I always give them oral practice to assess the quality of their work. Students do oral presentations, and they are graded over that in addition to the examination because as you know the administration in the department has to fill in the grades in papers.'

Similarly, teacher E used ongoing formative assessment methods to meet individual students' needs and consider their proficiency level differences. They commented that:

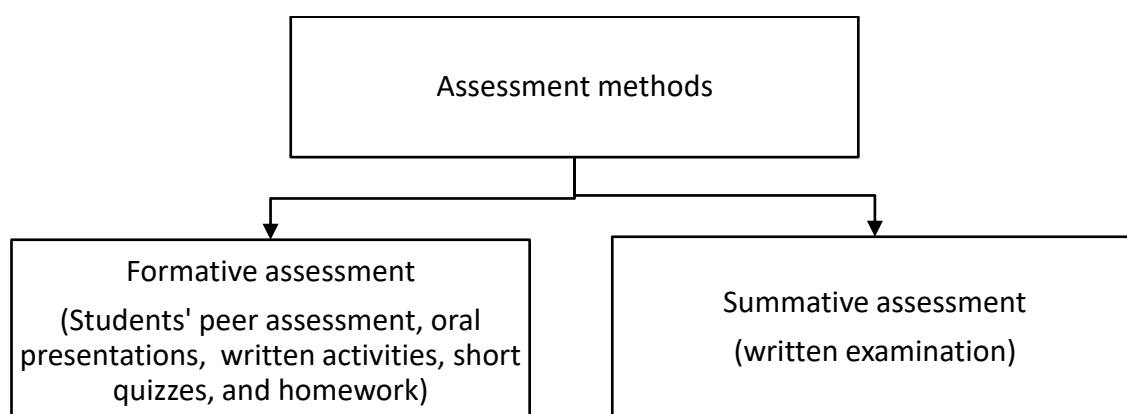
'I use tests to see whether the student is capable enough to carry out the course tasks that would be required and due to the limited language abilities of my students, they cannot write grammatically correct sentences; I try not to give them homework or write essays however I give them simple quizzes.'

However, teacher O mentioned their use of peer assessment as another type of assessment to allow students to assess each other's work and receive feedback in a

collaborative atmosphere. They shared their experience with the use of peer assessment:

‘Sometimes I carry out students’ peer observation to see how students interact together and discuss their work to learn from each other. This assessment method helped students develop their own performance and confidence, especially when they speak about their work in the classroom with peers’.

Figure 5-5 Methods for Assessing Learning in ESAP Course



5.3 RQ2: What are the Perceived Influences/Challenges Experienced by Teachers Whilst Designing the ESAP Curriculum?

All fifteen teachers commented about the various difficulties that they thought restricted the ESAP course from being adequate in meeting the students’ needs. The teachers’ interviews explored four main factors, i.e. job insecurity and financial difficulties, teachers’ professional development, challenges related to the students, and pedagogical and departmental-related factors.

5.3.1 Job Insecurity and Financial Challenges

Fourteen of the ESAP teachers in the ESd are non-permanent teachers (Table 5.1, the department refers to them as ‘new contract teachers’, who are mainly hourly paid. Thirteen of these fourteen teachers, (C, B, M, D, K, A, N, H, G, F, P, O, L)

commented that the security of their job was a concern to them, and that they would leave their jobs if they were offered a permanent job elsewhere to provide themselves with better financial stability.

Teachers (C, B, M, D) shared similar thoughts about job insecurity and the impact that this could have on the design and delivery ESAP:

Teacher M:

'The Ministry of Higher Education and Scientific Research does not officially hire us. The department hires us. The regulations implemented by the Ministry are not fairly allocated towards the financial aspects of ESAP teachers. Teachers whom the Ministry recruits obviously are in a better situation than us. We are hourly paid; the salary is very low. We are eager to look for a more stable job status with a fixed salary if we can.'

Similarly, teacher K commented:

'I graduated last two years from the university. Then I was given the opportunity to teach ESAP courses 5 Months Ago. For me, I consider this as a chance to gain experience in teaching only until I find a fixed job and feel more secure.'

Teacher H:

'I am working in a non-stable environment; my head is usually busy seeking other job opportunities, so to be honest, I am not focusing on designing or teaching ESAP courses. If I get an offer from another department, I will definitely go for it.'

Teacher C:

'We are not receiving the recognition we deserve in financial incentives. We get paid very low; this is unfair. I know some colleagues quit teaching because according to them, this job is no more tempting, and the salary would make us stay away from ESAP teaching and prevent us from putting much effort into developing the curriculum.'

Some teachers (F, G P, O, L) commented that the low salary received for the teaching of ESAP was demotivating and led them to consider seeking other employment. Two of them (P, F) had another job alongside teaching ESAP courses to improve their financial situation.

Teacher P reported that:

‘Because I have been experiencing low financial conditions, I have another job in the private sector alongside teaching ESAP classes. It is tiring to have two jobs simultaneously. Due to my small income and time restrictions, I am perceived as lacking the capability to assume ESAP teaching responsibilities, often feeling anxious and bored due to the additional workload.’

Teacher F argues that:

‘Despite the rise of living expenses in Algeria, teacher salaries are still low. I receive 450 Algerian dinar per hour teaching (equivalent of £3) making life very difficult. I had to find another job to be financially stable.’

5.3.1.1 The Lack of Motivation

Teacher L attributed the lack of motivation to low salary, and subsequently to their demotivation in developing the curriculum. Teacher L suggested that a permanent position with a higher salary would improve motivation and the effort given into designing and teaching ESAP courses more effectively:

‘We are paid very low for teaching ESAP courses, so our performance and motivation are supposed to be very low as long as the money is low. If the salary was good, (laughing) and the job is permanent, we would work better to improve the educational outcomes of students. If the money I am taking is interesting enough, it will motivate me to achieve the course aims.’

5.3.2 Teachers’ Educational Background and Professional Development

Interview findings illuminated issues relating to teachers’ lack of knowledge and the absence of training.

5.3.2.1 The Lack of Subject Content Knowledge

Fifteen teachers (A, B, C, D, E, F, G, H, J, K, L, M, N, O, P) stated that they did not enter the profession with the knowledge they needed to create and teach ESAP courses. They cited ‘knowing the subject content knowledge’ as the greatest challenge. All teachers indicated their lack of content background in the subject matter prevented them from adequately teaching the course that they have been assigned (ESAP for

Economics). This is a factor that has been found in other studies, for example, Basturkmen (2010, 2019) and Nation and Macalister (2010).

Teacher P:

‘I feel like I don’t have enough Economics knowledge, which made me feel not able to provide meaningful explanations to students. It affected the quality of my teaching and made me feel less confident in the classroom.’

Teacher G:

‘We are working in a knowledge field that we don’t understand very well and we are designing materials for students though we didn’t have that subject knowledge before, it’s quite challenging.’

Teacher F:

‘I have a limited specialised content knowledge of Economics. When I started teaching ESAP courses for Economics students, I had no idea about Economics knowledge. I am digging for knowledge about this field from my students.’

Teacher K:

‘We are not qualified. We lack experience in designing and teaching ESAP courses and have insufficient knowledge about Economics. We are not having enough understanding of these issues.’

However, teachers (H, B, N) recognised that they still need further improvement in their teaching skills and that continuous learning and reading about the subject matter is necessary to deal with the ESAP Economics subject and the specific terminology of the course. Their comments related to concern about losing credibility with the students if they could not answer their questions.

Teacher H:

‘We are experiencing what is called a ‘subject-knowledge dilemma.’

Teacher N:

'Yes, I admitted it because I have to prepare things for my students in every course. I am afraid students will ask questions that I cannot answer; I might lose credibility in their eyes. Therefore, they would feel I was wasting their time since I am not well knowledgeable about the Economics particular terms.'

Teacher B:

'We are meant to hold a certain knowledge and represent a strong career, however, I feel I am clearly not who they were looking for. I lack the resources necessary to cope effectively. That's why it can be challenging to feel confident about what I am presenting in the course, and this leads me to believe that I do not belong to the ESAP field and fail to produce a quality ESAP course.'

Teachers (A, C, D, M, D) acknowledged the lack of technical and professional skills that they had to develop an ESAP design curriculum, teaching materials, and activities.

Teacher A:

'As new teachers, we need to know how to promote a particular skill, encourage active participation, manage the group, and assess language development to be good users of the English language and understand how the language works.'

Teacher C:

'We are not aware of the appropriate methods for designing and delivering ESAP courses. The lack of knowledge about theories, methods, and approaches in ESAP has stopped me from designing a course that is interesting to students.'

Teacher D:

'We struggled with the work of how we should do the course, moving from what we have learnt to put that into practice. Sometimes we found it challenging to align with the practical aspects expected in the course. Some teachers ended up leaving the course because they couldn't handle the pressure and confusion.'

5.3.2.2 Imposter Syndrome

As noted in the section above, teachers (A, B, C, D, M, P) displayed a lack of confidence due to the lack of content knowledge of Economics. This lack of subject content knowledge alongside their comments about skill inadequacies can be aligned to imposter syndrome.

Teacher M:

'I feel unprepared and less confident when it comes to teaching ESAP course. At times, I find myself unable to handle certain aspects of the course. I don't know if my course decisions make sense and valid, and I am hesitant to make any decisions without having sufficient knowledge about curriculum design and delivery'.

Teacher C commented that:

'I cannot extend the meaning of terms relating to the discipline of students without such a knowledge base of economics. I honestly admitted my lack of discipline-related competence to my students, but I informed them I could assist them through learning skills and language. Students sometimes even comforted me that the text I offered was understandable, though I admitted I did not know the Economics subject. I felt hopeless sometimes when I could not help them with the content.'

Teacher A supported the above comment:

'No one has told me anything about what I am supposed to cover, no one has actually even given me the curriculum, they kind of just said, here is your students and your timetable. I found it challenging like being lost in the desert without any map or anything to figure out where we were going. Luckily, I had to ask and search for what to teach.'

5.3.2.3 The Absence of a Formal Teacher Professional Development

The lack of teachers' disciplinary knowledge of the subject matter (Economics) in the curriculum is noted by the teachers, most teachers opined that they have learnt from their prior experiences of teaching ESAP and gained experience over the years.

Teachers A, B, D, C, L, M, N, O, F, G, J, E, K, P commented that:

Teacher P:

‘We have not attended any training or courses before teaching ESAP in the department, however, we tried to apply what we have already learnt from the university to the ESAP classroom; we need to be given some kind of teaching development and guidance.’

All ESAP teachers agreed that the reason for their lack of knowledge in both the ESAP curriculum and pedagogy is attributed to the absence of training opportunities. They advocated the need for training or professional development such updating their knowledge with pedagogical techniques and teaching strategies, improving their knowledge of curriculum design and teaching, and gaining the necessary skills relating to curriculum designing and ESAP teaching pedagogy in practice:

Teacher J:

‘We need to be trained in ESAP to be skillful in teaching and handling students. However, this typical skill is different from what we have learned during our studies, which requires us to teach general English to ESAP students. Further, we have less background in handling university students. In the Department, there is actually an ESAP course. However, it only covers some theories, philosophy, and terminology without teaching students’ practical skills. In my opinion, we need to have sufficient teaching skills to be able to design and teach ESAP. We need training workshops that enable us to understand ESAP teaching skills, curriculum design, materials development, classroom practice, evaluation, and related technologies.’

Teacher F:

‘As an ESAP Teacher, I need to be updated on the strategies to design the curriculum and the latest educational trends about teaching methods, which would positively reflect my understanding about design and teaching practice.’

Teacher B:

‘I am interested in gaining further understanding of the use of English for example within a specific field, the structure of the objectives, the implementation of needs analysis in practice, innovative approaches to teaching vocabulary and four skills in ESAP. Most teachers lack these skills and curriculum knowledge to be ready to design and teach an ESAP course.’

In line with the previous quote, teacher E supported the need for formal opportunities for teachers' professional development (e.g. needs analysis) to become a more effective teacher which can influence the students' achievements. They noted that:

'We need to get support regarding different areas like the difference between teaching general English and ESAP; how to conduct a needs analysis; how to identify the situations in which the English is used in the discipline; and how to develop courses and materials and all this can be done through formal training with ESAP experts. We will be more active teachers when receiving active training, thus reflecting students' outcomes.'

5.3.3 Pedagogical and Departmental Related Challenges

Three main challenges have been identified under this category: the lack of resources, facilities, and the lack of collaboration.

5.3.3.1 The Lack of Resources and Facilities

All the interviewed teachers noted that they did not receive any support from the department in terms of resources (materials) and facilities required for ESAP teachers, such as a library, internet connection, digital tools, and a language laboratory. They pointed out that these resources would be beneficial in facilitating the curriculum design process:

Teacher F:

'The department does not provide any kind of support. The department relies on teachers to design and develop the curriculum. If we ask for help or propose some changes, we get disregarded, and this influences my motivation and hinders curriculum design.'

Teacher M:

'We are not being encouraged by the department; if I asked for references [resources] to help design my curriculum, they said they are not available. Facilities such as the internet or library are not available to support the quality of course design. The situation is not likely to change soon. We are sort of marginalised teachers.'

Teachers E shared a similar view about the lack of facilities and resource, commenting:

‘The teachers are frustrated because we work in tough conditions. We don’t have facilities on our hands or in our classroom or in the department There is no library for English books that we can access to get the books we and students need. And I don't think the library includes books or journals to help us design and teach ESAP. It has to be greatly improved.....students have no chance to learn English using the language laboratory.’

Teacher C:

‘When I started teaching, I asked for the curriculum; I found out that there is not any or even a course description or objectives, so I’m not sure about what I teach. I didn’t get much information from the department. There was no instruction or guidance or anything. For example, we did not even have a meeting at the beginning of the semester.’

Teacher O identified the lack of available materials (resources) as a significant factor in designing the ESAP course and providing effective instruction for students, especially for the subjects related to Economics which often have a narrow scope.

‘Students need materials, I have tried to find books for students, but it’s not easy to do that. It’s not available. Even when materials are available, they are usually not matching the level of students; for example, I might come across books taught in some other universities or something, but this would be really challenging for our students.’

5.3.3.2 The Lack of Collaboration

A further factor which can also be associated with ESAP curriculum design, as revealed in the findings, is a lack of collaboration between ESAP teachers and the Economic subject specialist teachers. Thirteen of the ESAP teachers (A, B, C, D, E, F L, G, P, M, N, J, K) remarked that they had minimal contact with Economics subject specialist teachers and had a sense of being separated from them. All expressed their willingness to collaborate, for example:

Teacher B:

'We don't have meetings with other teachers to talk about our needs and challenges. In fact, we don't do that at all, I think we should do now.'

Teacher G:

'Teaching is not an isolated profession; you learn by talking to other teachers and asking questions. I haven't met anybody in the department. I have poor relations with other teachers as if we don't belong to the same department, it is my sincere desire for teachers to come together and collaborate.'

Teacher P:

'Teachers in the department work independently without collaborating; we work in isolation. I feel like we don't trust each other to express our ideas about curriculum design.'

Teacher N:

'Sometimes we as teachers working in the same university may have the same problems. We don't talk about them, and we don't know how to deal with them. We do not share teaching ideas. It is necessary for us to start engaging in such discussions now and perhaps, you know, something that works very well in the course for marketing or law, for example, could also be useful in an ESAP course for Economics.'

Teacher L also expressed the desire to work closely with Economics teachers but found out that opportunities to collaborate were limited, noting that:

'Economics subject specialists' teachers seem to be unwilling to consult with ESAP teachers regarding specific advice and/or collaboration about Economics and ESAP. For example, 'I wish to work closely with Economics lecturers, but opportunities have been limited. Whenever I seek advice, I always find them unavailable and sometimes unwilling to help.'

Teacher J suggested that collaborating with subject specialists could resolve the issue of ESAP teachers lacking content knowledge in their subject matter; they opined that:

'I am aware that technical terminology of Economics poses a significant challenge in teaching ESAP, especially for ESAP teachers without an Economics background. They might struggle to grasp certain technical terms

in this discipline. Ideally, ESAP teachers should have a strong foundation in Economics and high proficiency in English. Students could get the most out of them. If we try to work with Economics lecturers' hand in hand to teach ESAP, this will effectively cover all the students' needs. Also, it would be beneficial if we could attend Economics lectures. However, apparently, there is no collaboration with them. I hope the department will offer opportunities to meet with Economics lecturers.'

Timetabling of the teaching sessions and heavy teaching loads featured in some of the comments regarding limited opportunities and/or motivation to collaborate with the Economic subject specialists. Teacher H stated:

'We usually work in the same hours; I hardly have time to consult or ask other teachers regarding the content, that's why we haven't had the chance to collaborate, but I think this method could be quite effective in producing the ESAP curriculum.'

Adding further weight to the notion of imposter syndrome (Section 5.3.2.2), teacher K expressed a fear of collaboration and potential judgement. They noted that:

'I like to make the course myself, and I never collaborate with other teachers. I'm not particularly eager to share my course ideas with others simply because I am afraid of being judged by other teachers. Maybe I am not a social person.'

5.3.4 Challenges Related to Students

Students' proficiency in English was raised as a further concern for several of the ESAP teachers.

5.3.4.1 Low Proficiency Level

Teachers (O, J, E, F) commented on the lack of English proficiency among students being a significant factor in the choice of content to include in the ESAP curriculum. They emphasised that some students' lack of proficiency in general English made teaching ESAP difficult, which led them to shift their goal to focus on teaching general English.

Teacher O:

‘Many students lack sufficient general English ability to participate in the course effectively, which negatively affects the decisions made in the curriculum design. Beyond that, the level of students controls the content of the course. It depends on the student’s level. For those with high language proficiency, I will have a more specialised Economics course. But for students with limited language proficiency, I might teach them easy content which they are familiar with.’

Teacher E had a similar view commenting that:

‘In comparison with the materials presented to students and the tasks they are required to perform. Students lack the linguistic background to conceive ESAP content in Economics, for example (new genres), so I must adapt the course according to their level. I cannot put Economics content into practice when I consider students’ proficiency levels.’

Teacher F:

‘I believe that students cannot make efficient use of the materials I design. There is a difference between the current level of the students and the level of the curriculum I offer. Students are not well qualified to study Economics content in English, they lack grammar and vocabulary, and they have a low English competence level. Their level forces me to design the content according to their proficiency level.’

Teacher J:

‘It is too challenging when you design a course for students who are expected to have a high level of English and then as a teacher. I am expected to teach students specialised content in the ESAP course and because of their proficiency deficiencies, I am obliged to skip difficult materials and select easy and general English skills.’

Moreover, some teachers (N, O, E) commented that it was difficult to get students to participate in the lessons, this may be attributable to the students’ lack of proficiency. There may, as perhaps indicated by Teacher N, also be a link to teachers’ lack of training regarding managing the learning behaviours of students.

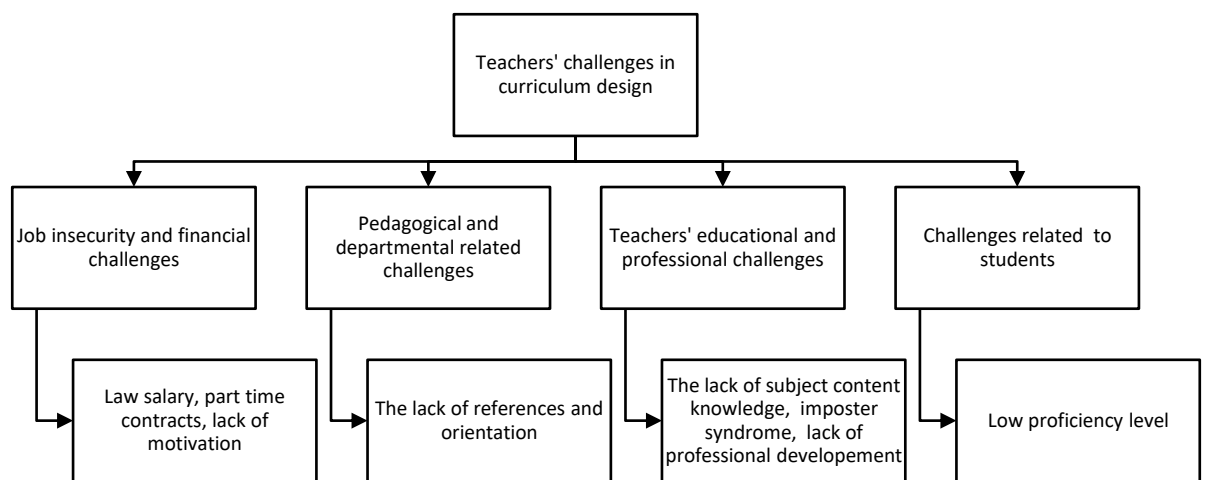
Teacher N:

‘Because some students struggle with low proficiencies, they feel embarrassed and shy and cannot read in front of others, but I refuse any excuses and I encourage their progress. Nonetheless, without a proper

training - I struggle to address and respond to the diverse range of learning behaviours exhibited by students in the class.'

The following Figure 5.6 summarises some of the factors outlined by the teachers regarding their abilities and motivations for designing an ESAP curriculum.

Figure 5-6 Teachers' Challenges in Curriculum Design



5.4 Enhancing Teachers' Professional Development to Improve their Practices in Curriculum Design

Teachers mentioned that ESAP course design is considered a difficult task (Section 5.3) and throughout the interviews, there was a general consensus and emphasis about the need to provide teachers with professional development opportunities.

Teachers suggested formal and informal activities for the development of their knowledge. Teacher H urged for collaboration between teachers and the department to be shown as a shared responsibility to discuss issues relating to course design. They suggested that:

'ESAP teachers, English language teachers, and subject specialist lecturers throughout Algerian universities must collaborate through national seminars and workshops to share similar teaching experiences and insider knowledge to further improve their teaching practice in higher education. This allowed teachers to enhance their knowledge, skills, and practice toward curriculum design.'

Teacher E supported this view suggesting that:

'Seminars are needed...to learn and develop my skills and understanding about the curriculum design. Teachers need to take part in lectures, conferences, and workshops to be aware of any updates in teaching and share practice as well as to develop their knowledge about the ESAP approach and how it should be taught.'

Teacher J recommended an informal activity to continue acquiring knowledge and skills outside their comfort zone to assess necessary professional skills commenting that:

'We need to adopt strategies to develop our teaching expertise, for example, reading books and journals on ESAP, developing our background, learning from what other colleagues around Algeria are doing if faced with similar courses (by discussing practices at conferences or by reading scientific articles) to open up possibilities for our professional learning.'

5.5 Dataset 2: Interview with the Head Teacher

The Head Teacher was asked to provide their views about teachers' understanding and practices in curriculum design with respect to needs analysis and the factors and potential challenges they considered to be a significant factor regarding the design of the curriculum.

5.5.1 RQ1: How Have Teachers Designed their ESAP Courses to Meet Students' Needs?

Comments were made in relation to various aspects of curriculum design (Appendix Q). These included the objectives of the course, the materials presented, the teaching methods, the assessment methods, and the students' needs.

When the Head Teacher was asked about teachers' inclusion of the students' academic needs in the ESAP course in the ESd. They replied:

'The ESAP objectives are not clearly stated by circulars in the Canva (Appendices R, S) that was sent from the Ministry. Teachers are not limited to materials. Their teaching materials are not related to any kind of objectives designed by course coordinators. What is mentioned in Canva is that students need to be able to communicate in English about Economics issues and general situations using all the language skills equally and teachers need to consider these needs in the curriculum development.'

When the Head Teacher was asked about the curriculum design, they mentioned that the ESAP teachers are the only ones responsible for the design of the curriculum design, delivery, and evaluation of the ESAP course, noting that:

'The responsibility of curriculum design is on the shoulders of ESAP teachers without any external interference neither from the department nor from the students. Teachers have total freedom to design and assess their courses. They are not restrained by any mandated syllabus and curriculum.'

Furthermore,

'I don't know exactly how the course should be designed or what it includes. When I first meet teachers, I ask them to teach students the Economics content. The role of the teacher is then to facilitate the learning process that involves designing a course that suits the students' needs by Economics discipline of study, teaching appropriate materials, and finally evaluating students' achievement.'

When the Head teacher was asked about the methods of assessment used in the ESAP course. They referred to the Canva (Appendices R, S) and stressed that the assessment criteria of the ESAP course are evident and they are given to teachers before the course starts. However, they highlighted the importance of teacher training in implementing assessment methods, ensuring g they align with the defined criteria and enhancing the overall assessment process in the ESAP, commenting that:

'The final exam at the end of each semester is necessary to be conducted and it is obligatory. It is among the straightforward administrative guidelines in the Canva. The student's final grade for the ESAP course is based on a combination of their final exam out of 50% and another 50% for continuous assessment throughout the course. Teachers need some training on how to

implement the assessment guidelines specified in the Canva and they are free to choose the types of the continuous assessment activities they use and what suit their students. Teachers are free to choose the type of continuous assessment activities they use and what suit their students. Teachers are not limited by any kind of assessment standards. These could include quizzes, oral presentations, participation, and class behaviour. The distribution of marks for each component in each semester is 20 marks for the continuous assessment, and 20 marks for the final examination. To calculate a student's final mark, the two marks are added together, and the total is divided by 2. Each student needs at least 11/20 marks to pass at the end of each semester.'

The Head Teacher was asked if the students' contributed in any way to the design of the ESAP curriculum, and, like their previous comments, believed the responsibility for inclusion of students lay with the ESAP teachers.

'I cannot tell teachers to include or exclude students from taking part in curriculum design decisions; it's totally up to them whether they would like to do that. I believe in the inclusion of students in the curriculum design. It sounds good. Teachers should identify what is useful to students in the relevant Economics subjects; these views can be gathered so that we can have a relevant curriculum that teachers and students can jointly design.'

The Head Teacher contended that they had little knowledge about the ESAP course, i.e.

'I have no idea about the knowledge and activities that need to be included in the course. However, I am sure that the materials should cover Economics topics, productive, and receptive skills should be practised equally in more sophisticated ways that will qualify students to use these skills in their academic study.'

Interestingly, whilst perhaps understandably the Head Teacher doesn't check the content being taught and/or the resources being used, there was no suggestion that any other person within the leadership and management team did so either. They further noted that teachers should understand the need to link subject content knowledge to the course materials and the Head Teacher specified it as an absolute commitment:

'I don't check what teachers present as materials in their classroom; however, most of them are aware that they should all present materials

related to the economics discipline of students, which accurately assess the students' acquired skills and attainment throughout the curriculum.'

'Other than the students' attainment data, there is no need for any specific assessment of the course process to be in place. Normally, the final exam at the end of each semester is necessary to be conducted and it is obligatory. It is among the straightforward administrative guidelines. However, other types of assessment are entirely left to teachers to decide what suits their students. Teachers are not limited by any kind of evaluation standards.'

Additionally, the Head Teacher indicated that they have no voice in the course design. They never discussed the course development with teachers neither with ESAP teachers nor with subject specialist teachers of Economics. There was also a concern that prioritising the needs students could result in positive outcomes when they noted:

'I don't know what is being taught in ESAP classrooms, how they teach in the class, and what materials they present there. I do not discuss the development of the course regarding course objectives and course materials with teachers. Still, I believe that developing a curriculum around student needs and interests will foster their motivation and stimulate their passion for learning. At the beginning of the course, I make sure, I tell teachers that first of all, they should be able to design courses that support students' learning of Economics subjects of study, expecting the required skills.'

The Head Teacher thought that ESAP teachers had been working hard to address some of the issues that they had encountered with the design and delivery of the curriculum. They strongly believed that professional development of teachers is essential to improve the curriculum design practices. The Head Teacher also expressed the need for more significant support from the MESRS to offer teacher preparation programmes that focus on ESAP teaching.

'Teachers start their ESAP teaching without any preparation for course design, assessment, teaching, etc. The ESAP role is very demanding and challenging. Teachers don't know what they are teaching, and I believe it is quite unfair to put them in that position, especially where they have not been trained. I think it would be helpful if policymakers in the MESRS launched some initiatives to offer training courses for teachers.'

Moreover, the Head Teacher mentioned that the single meeting in which the Head Teacher and teachers discuss the academic issues of their department takes place at

the end of the semester when examination preparation is approaching. Additionally, they acknowledged that the meetings with teachers are called to discuss exam dates and arrangements, not to discuss course design and content issues commenting that:

'I do not check the lesson plans or the teaching methodologies with teachers. But each ESAP classroom maintains a class diary where the teachers provide the details of their daily courses regardless of the activities they implement in the course; teachers provide only partial information or titles about the lessons they taught. My job is only to check the number of courses done by teachers regularly.'

They specifically noted that:

'Normally my duties in the department are limited to orienting teachers and asking them to teach what was sent from the MESRS authorities. I don't interfere with their job. Most of the meetings with teachers are about management issues such as timetables and working loads. All that happens inside the classroom is left to teachers.'

5.5.2 RQ2: What are the Perceived Influences/Challenges Experienced by Teachers Whilst Designing the ESAP Curriculum?

When the Head Teacher was asked about the factors and difficulties the teachers face in ESAP course design and delivery, several problems were listed: the absence of a curriculum, the lack of ESAP teaching materials, the lack of qualified ESAP teachers, the lack of teachers' motivation, the lack of teachers' collaboration, limited facilities, professional development opportunities, and teacher recognition.

5.5.2.1 The Absence of The Curriculum and ESAP Teaching Materials

The Head Teacher asserted that the biggest problem is that there is no theoretical framework, structured curriculum and/or any unified textbook/standardised materials provided for teachers to support teaching ESAP. They commented that:

'Teachers ask me about any references or materials that could help them teach ESAP courses. Unfortunately, they couldn't find anything available in the department. It is not only the case within the ESd but this situation is nationally the same across Algerian universities. Each department designs its own ESAP curriculum individually'.

Moreover:

‘There is no official curriculum or syllabus to follow in teaching ESAP courses; this leads to confusion among ESAP teachers regarding what to teach. As a result, there is a tendency to prioritise teaching grammar over specialised content as teachers shift their focus to the available materials. Teachers expected me to be involved in helping to look for ESAP materials. I have neither the skills nor the time to engage in coaching. However, I do not think this task was part of the head teacher's role. My job is to control four things: scheduling classes, addressing administrative issues, keeping track of how many lessons teachers do in the semester and keeping an eye on the availability of teachers in the department. I assume that the educational policy should be responsible for curriculum development.’

5.5.2.2 The Lack of Qualified ESAP Teachers

According to the Head Teacher one of the most urgent issues is the lack of qualified ESAP teachers commenting that teachers do not need to maintain high academic qualifications such as a doctorate degree to teach ESAP noting that their roles brought about the experience through time. They claimed that teachers often stuck to their routine instead of opening to new challenges in education:

‘Most teachers are novices, so they may have insufficient knowledge about course design and needs analysis in ESAP courses. I believe that experience is gained through time and practice. Concerning the teaching competencies of ESAP teachers, there are no qualification requirements for entering the profession of ESAP teaching and no opportunities are provided to become qualified teachers. They are recruited by me mainly according to their qualifications in English. Everyone who got a degree in English from the university is welcome to teach the ESAP course. I think teachers might lack a theoretical foundation for ESAP teaching and learning pedagogy in terms of course design, choice of instructional material, and pedagogical approach. These competencies could be obtained from training courses for example.’

Furthermore, the Head Teacher noted that it was contracted part-time teachers who often taught ESAP courses because the MESRS does not provide full-time qualified teachers. The contract can be renewed if the teachers have demonstrated exemplary ESAP teaching and loyalty to the department. A lack of opportunity for training or professional development opportunities was identified as a further concern.

'There is no opportunity for teacher development or training to conduct such courses in the first place. ESAP teachers have not received any opportunities to attend ESAP teaching and learning workshops. This means many ESAP teachers are non-prepared when entering the ESAP classroom; I do not blame the teachers for their inefficiency because they did not receive any professional development opportunities related to this job.'

5.5.2.3 The Lack of Motivation

The lack of motivation was also echoed by the Head Teacher who interestingly supported the teachers' views about the low salary and how this was likely to impact teachers' levels of motivation.

'Teachers are paid less. Some of them quit for no obvious reason; most have been forced to take additional jobs outside their working hours that provide better working conditions and salaries. Very few teachers take their jobs seriously because most of them see the teaching profession as just a source of income. I am also blaming the educational system authorities in Algeria for not developing a robust mechanism or framework that could motivate teachers financially. I am indeed responsible for hiring ESAP teachers however their salary issues are decided by the MESRS.'

5.5.2.4 The Lack of Collaboration and Facilities

Countering some of the remarks made by teachers about wanting to collaborate (Sections 5.3.3.2), the Head Teacher thought that there was some unwillingness to collaborate (a view also taken by Teacher N), and they stated:

'It was rarely possible to engage teachers and students in conversation and discussion on issues about course design and the use of the appropriate language genre in the ESAP course. The educational environment is not challenging due to their teachers' unwillingness to collaborate with each other and with subject specialist lecturers.'

'Unfortunately, there is no communication between teachers and me. I am always busy; I don't know very much about teachers. If collaboration happens between teachers, it will positively help them. Sometimes, I do encourage teachers to work together'.

Furthermore, the Head Teacher seems to believe that technology can play a crucial role in enhancing teaching and learning, but they commented that the department's current lack of access to technology is preventing teachers from making the most of

the available resources. This may imply that the Head Teacher is interested in introducing or upgrading technological resources in the department to support ESAP teaching and improve student learning outcomes.

5.5.2.5 The Lack of Instruction and Recognition

The feelings of isolation and ignorance from the MESRS authorities regarding teachers' concerns were mentioned in the interview. The Head Teacher revealed that teachers are not in direct contact with the MESRS to discuss their issues. Additionally, there is no special committee for inspecting teachers and providing guidance to ensure the effectiveness of curriculum design. These pose the major challenges for teachers when designing course materials. They commented:

'We lack a good administrative system with a good structure that could help teachers to be able to achieve the goals and objectives of the curriculum that leads to success. It would be beneficial if there was an inspection that could observe ESAP classrooms, talk to teachers and students to raise their concerns, rate teachers' performance, and then produce reports on that.'

They further elaborated on their view stating that:

'There is no administrative support given by MESRS or the university to ESAP teachers apart from the 'Canva' (Appendices R, S) which is a formal document sent from MESRS saying the load hours required in teaching. Canva doesn't contain narrowly defined objectives or any detailed and operational ESAP teaching and learning statement. The Canva does not include any suggested references that would provide the teachers with adequate knowledge about Economics for this reason teachers are not specialised in the domain of Economics, but rather in teaching general English. It is all about a broad description of the general goal of teaching ESAP. Teaching ESAP is not seen as valued and appreciated by the MESRS and most teachers consider it as having a lower status.'

5.6 Dataset 3: Classroom Observation Findings

The purpose of using observation in this research is to support the findings obtained from other research methods (Datasets 1, 2 and 4). Any conclusions drawn from these findings could be considered tentative. However, to obtain more dependable conclusions, classroom observation was used to explore the ESAP course design with

respect to needs analysis. Observation was chosen as the method to gather direct data on the actual implementation of the programme (Tracy, 2020). The observation results were taken from checklists and notes, interpretations, or questions that occurred during each session/class were written down in the field notes to be used in the follow-up discussions.

Seven teachers have been observed during their ESAP teaching classrooms. These teachers were given pseudonyms using alphabetical letters (A, B, L, N, F, O, and P). The observational data analysis was defined by changes in one or more of the following: teaching ESAP content, teachers' practices in the ESAP course, and students' engagement and participation. The identified items to be observed were stimulated from the framework proposed by Richards and Rodgers (2002) as well as Hutchinson and Waters (1987). Therefore, the observation has been restricted to areas indicated in the research questions.

The presentation of this data is divided into two parts. The first part concerns the ESAP curriculum design, addressing topics such as teaching content materials and methods relevant to the **RQ1**, sub-divisions 1 and 2. The second part presents the data about students' views towards the ESAP course content. It concerns their views about skills, needs used in ESAP courses that are particularly integrated to answer the **RQ3**, sub-divisions 1 and 2 (Table 1.1).

5.6.1 ESAP Curriculum Design

This section focuses on ESAP course practices in terms of teaching materials and content. Each observed session/class was given an alphabetical letter, for example, 'TO' refers to teacher 'O' to ensure the anonymity and confidentiality of participants in this research.

5.6.1.1 Delivery of ESAP Content (A)

Table 5.2 Delivery of ESAP Content (ESAP Sessions with Economics Students)

Teaching ESAP Content	Observed Practice					Not observed Practice				
The purpose/objectives of the course are clearly stated by the teacher at the beginning of the course.	TO	TB				TN	TF	TL	TP	TA
The overview of course content, goals and learning outcomes are clearly presented and explained by the teacher.	TO	TL				TN	TF	TL	TP	TA
The purpose of the course is related to the Economics subject matter.	TO	TL				TB	TF	TN	TP	TA
The course content meets the students' needs for different proficiency levels for Economics.	TO	TL				TF	TN	TP	TA	TB
The teacher provides activities relevant to Economics subject matter.	TO	TB				TF	TN	TL	TP	TA
The teacher provides diverse activities in the course content.	TO	TL	TN	TF	TP	TA			TB	
The teacher relates Economic content to students' prior knowledge, needs, experiences, interests, subject matter, and application in real life.	TO	TN				TF	TN	TL	TP	TA

The first part of the observation checklist (5.2) illustrates the teaching content in the ESAP course. It attempts to observe whether the ESAP content takes the students' needs under consideration. This part was constructed to observe several aspects such as course objectives, skills practised, classroom activities, and language content used in the context of Economics. The session's purpose and objectives were not clear either at the beginning or during the session. Only two teachers (O, B) out of seven stated the session objectives at the beginning of the session.

Extract A1: Sample of the observed ESAP session from the field notes (Appendix I):

'...when the session starts, the teacher distributes the session handouts to students, but the teacher does not clearly identify the session's objectives. Most of the sessions seem to have the same purpose: to develop reading comprehension in general and enable students to have a wider vocabulary (See a sample of an ESAP session (Appendix O)).'

It appeared from the observation that session elements had been taken from English language courses not covering Economics knowledge areas. Five ESAP sessions observed (B, F, N, P, A) focused almost on general language (English), while two sessions (O, L) are relevant to the Economics content entitled 'Management and what is money' (Appendices T, O). However, one of these two sessions did not include any micro activities relating to the text (Appendix O). In the discussion with the teacher following the observation, the teacher said that they adapted the original text version to suit the students' level. At first, the reason why the teacher offered the text without including the reading comprehension questions on the handouts was not understood by the researcher (i.e. myself). The teacher explained that they did not want to introduce the comprehension questions with the target text to retain the students' attention on the text rather than becoming distracted by the activities.

Most texts were made up of three paragraphs (Appendix O), which some students found too simple and uninteresting. Economics terminologies were not used (Appendices U).

Extract A2: Sample of the observed ESAP session from the field notes (Appendix I):

'...the session content materials seemingly looked inauthentic, and the needs of the students were not addressed in the session. All the ESAP materials are written in English. The content presented in the session seems unclear as it suited neither the context of the discipline nor the students' needs and backgrounds...'

Extract A3: Sample of the observed ESAP session from the field notes (Appendix I):

'...most of the ESAP content was mostly descriptive and contained vocabulary and terms that were not relevant to students' specific academic study (Economics). However, they can use the presented terms in their everyday life and not for learning English for Economics purposes. The content student needs to be engaging with disciplinary knowledge...'

Extract A4: Sample of the observed ESAP session from the field notes (Appendix I):

'...the teacher used a 'top-down approach'. It started with reading the text silently or loudly and then explaining any difficult terms, followed by answering comprehension questions to test students' understanding. Students are required to read relatively simple and short texts in the handouts, understand the text, and then write notes. The text presented was in English, covering general content in terms of vocabulary and structure, also comprising reading comprehension texts followed by grammar and vocabulary activities and not covering the Economics knowledge...'

From what has been observed, (Appendix T) the focus of the session was on both understanding reading of the text and enhancing the students' general English vocabulary. As far as activities are concerned, the observations indicated reception skills were more emphasised in the session than production skills. Speaking or writing activities were less practised (except for a few text comprehension questions provided in two handouts (Appendices U and T)).

Every time the teacher defined the meaning of new vocabulary which are words connected to Economics and/or general English, the students annotated it on their handouts. This common behaviour was seen in the majority of ESAP text handouts given to Economics students. The students took advantage of the opportunity to learn vocabulary to improve their discipline learning. It was revealed that the students annotated most of the difficult words in the texts without distinguishing

general vocabulary from a specific area of study vocabulary. Some of the annotated vocabularies were not related to the Economics discipline.

Reading comprehension was mostly used as a macro activity in the session. Additionally, there have been many micro activities presented by the teachers such as skimming, filling in gaps, true or false statements, comprehension questions, and translation passages. The session is delivered through four phases. Table 5.3 describes the following phases.

Table 5.3 Teaching ESAP Content Phases

Phases	Elements
Phase 1: text reading	Students read the text silently or loudly to allow them to get the sense of the course.
Phase 2: exposure to comprehension questions	Students discussing and answering the questions.
Phase 3: solve text activities	Students solve text activities individually.
Phase 4: feedback and assessment	Students are given spoken feedback based on their reading course responses.

Extract A5: Sample of the observed ESAP session from the field notes (Appendix I):

‘...the teacher did not prepare students with the appropriate activities that reflect their Economics discipline; in addition, diverse classroom activities were not employed by the teacher to address diverse needs of students...’.

5.6.1.2 Teachers’ Practices in the ESAP Course Design (B)

Table 5.4 Teachers’ Practices in the ESAP Course

Teachers’ Practices in the ESAP session	Observed practice		Not observed practice				
The teacher integrates a variety of effective instructional strategies and	TF	TP	TA	TB	TN	TL	TO

resources to enhance students' learning.									
The teacher reflects on what works best in teaching and learning to meet the diverse needs of students.	TO		TB	TL	TF	TN	TP	TA	
The teacher uses a variety of teaching methods.	TL	TO	TA	TB	TN	TP	TF		
The teacher uses methods of assessment and provides constructive and timely feedback to support progression and achievement.	TO		TA	TB	TN	TP	TL	TF	
The teacher uses technological aids (audio and visual) in the course.	-		TA	TB	TF	TL	TN	TO	TF
Time management. (Starts or finishes on time, timings kept).	TP		TO	TB	TF	TN	TL	TA	
Use of hand-outs.	TA	TB	TN	TL	TP	TF	TO		
Use of a blackboard.	TO		TB	TF	TN	TL	TP	TA	
Use the target language (English) appropriately.	TL	TO	TA	TB	TF	TP	TN		

The second part of the observation checklist (5.3) contains aspects of teachers' practices in the ESAP course. Therefore, this section was structured to explore factors relating to how teachers delivered the ESAP session such as methods of delivery, teaching, and assessment methods.

When addressing methods of delivery in the ESAP session. Five out of seven ESAP teachers did not use various instructional strategies applicable to ESAP to enhance students' learning. For example, the methods implemented by five ESAP teachers

were based on the concepts of grammar translation method (GTM) which usually begins with the teaching of grammar rules (Presentation), followed by a controlled practice (Practice), and lastly producing communicative activities (Production) (Tomlinson and Masuhara, 2013). Regarding the chosen activities, the teacher emphasised using translation as a unique classroom activity as a prominent task throughout all phases of the course presentation, making it difficult to follow the order of the activities and their gradation (Section A). Furthermore, six teachers presented and explained the content clearly to students and used examples and illustrations to clarify complicated ideas.

Extract B1: Sample of the observed ESAP session from the field notes (Appendix I):

‘...the teacher spent more time talking than the students. The teacher spent much time lecturing. He/she is the centre of the classroom, he/she is the one who gives direct instructions. The teacher provides students with the text and raises discussion among students about the given text. Most of the session time was dedicated to answering comprehension questions about the activities in the handout and explaining language items, such as grammar, new sentence structures and meanings of words in the text and then asking students to do the activities. The teacher was the monitor of the classroom. The method appeared to be more teacher-led than engaging students to carry out their activities. Students are considered spoon-fed, rely on teachers too much, they are not encouraged to discover knowledge and are just sitting and listening in the classroom...’

Another related aspect that has been reviewed from the observation was that seven teachers appear to have lacked instruction on how to appropriately incorporate and give credit to external sources such as research articles, books, or other reference materials in their work. Six out of seven teacher teachers did not introduce or administer assessment activities to their students in the ESAP class and they did not provide them with valuable feedback. In these classes there were very few student-centred communicative activities (group-discussions, presentations, problem solving activities etc) which could provide opportunities for teachers to assess their understanding and provide constructive feedback on their performance. However, seven teachers were observed to give spoken feedback (i.e. yes/no/correct/incorrect), while solving reading comprehension activities of the

course in the handouts without providing further elaboration or explanation, and students were not asked to expand on their replies.

Extract B3: Sample of the observed ESAP session from the field notes (Appendix I):

‘...the teacher always corrects students’ grammatical errors and pronunciation as well as checks their responses to reading comprehension activities and corrects their answers. The feedback is associated with grammar-related comments accompanied by simple expressions like yes/no/correct/incorrect/well done, rather than focusing on improving learning. However, he/she does not measure the disciplinary knowledge or check students’ understanding. Moreover, the teacher does not provide students with group discussions, engage in debates, or collaborative projects, which can help to increase student engagement and motivation. It is observed that the teacher is not providing students with home assignments related to the course or any roadmap for their learning...’

Some students thought that the delivery method was outdated (Chapter 6 – Section 6.1). The observation of ESAP sessions revealed that all seven observed ESAP classes were entirely run without technological aids (audio and visual). However, as noted in (Section 5.5.1), there is limited technology available. The only available aid for the teacher was the whiteboard. However, due to the emergence of Covid-19 and its impact on traditional classroom delivery, this situation may well soon change (Venn et al., 2020). Indeed, the current demand for online teaching and the associated difficulties may necessitate the development of new pedagogies, which will likely be applicable to ESAP teaching, as well as other subjects (Bell, 2022).

Extract B4: Sample of the observed ESAP session from the field notes (Appendix I):

‘... the teacher does not use any technological facilities to transmit the ESAP content such as videos, photos, or posters to help students learn due to the absence of audio/visual materials, teachers opted to read from written text and subsequently ask students some follow-up questions to assess their understanding of a particular vocabulary and their comprehension of grammar...’

According to the observed sessions, six teachers out of seven sometimes finished their teaching sessions early, i.e. within 45 minutes, rather than the scheduled 90

minutes. The students might interpret this as a lack of concern for their education. Only one teacher respected the length of the session.

Extract B5: Sample of the observed ESAP session from the field notes (Appendix I):

‘...the class has begun (according to the time in the class schedule) and it has less time than it should have; the teacher finishes the session before the time that has been permitted for the session...’

Furthermore, a total number of (7) ESAP teachers used handouts (Appendices O, T, U) to present the session, and this prevented teachers from using the blackboard; only one teacher from the sample used the blackboard alongside the handout to give examples in the session.

Extract B6: Sample of the observed ESAP session from the field notes (Appendix I)

‘..... the ESAP session was presented in handouts. The entire class is reading a text from the handouts, and one teacher writes illustrations on the blackboard to help students understand the content better...’

Although two teachers noted the importance of using English in the classroom, whether this be general or specific to Economics, the Arabic language was the dominant medium of classroom talk. Five out of seven teachers explained the course content in Arabic when the medium of instruction should always be in English. As the lesson progressed, teachers and students’ discussion time was dedicated to speaking to one another in Arabic. It was also observed that most of the Economics terminologies, which were written in English in the handouts, had been translated word-by-word into Arabic. This supports the teachers and students’ comments in the interviews and questionnaire that Arabic is the medium of instruction in ESAP classrooms (Sections 5.2.4.2/Tables 6.18/6.19). However, two teachers’ classroom interactions were characterised by English as depicted in Table 5.4. Indeed, the use of L1 in ESAP classes is still a matter of debate among scholars (Krashen, 1982).

Extract B7: Sample of the observed ESAP session from the field notes (Appendix I):

‘...the teacher explains the session and discusses the content with students in Arabic. Teacher’s talk occupied most of the classroom time. The students were observed as passive while the teacher explained the lesson points and even the students’ contributions in English were infrequent...’

5.6.2 Students’ Views towards the Content of the ESAP Course

5.6.2.1 Students’ Engagement and Participation (C)

Table 5.5 Students’ Engagement and Participation

Students’ Engagement and Participation	Observed practice						Not observed practice					
The teacher creates a supportive and comfortable classroom environment where students are free from embarrassment.	TA	TF	TN	TL	TP	TO	TB					
Is there any disturbance during the session?	TB						TA	TF	TN	TL	TP	TO
Are students attentive?	TO	TB	TP	TL	TN	TA			TF			
The students demonstrate an interest in the subject matter.	TO			TN			TA	TB	TP	TF	TL	
Ask the teacher for assistance and clarification to unfamiliar terms.	TO			TN			TL	TA	TF	TP	TO	
The students take part in class discussion.	TL	TB		TO			TN	TA		TP	TF	
Are students able to express their ideas and reflect on the session?	TO			TL			TA	TP	TF	TB	TN	

The teacher gains students' attention in the session.	TO	TA	TB	TN	TP	TF	TL
The teacher encourages questions and discussion as appropriate.	TO	TA	TB	TN	TP	TF	TL
The teacher builds positive and collaborative relationships with students.	TA	TO	TB	TN	TL	TF	TP
The teacher uses pair/teamwork.	TF	TN	TL	TP	TA	TO	TB

The final part of the observation checklist (5.5) contains aspects of the classroom environment and students' participation and interaction.

All seven teachers who were observed created a supportive and comfortable classroom environment; therefore, the students' behaviour was generally good. Extract C1: Sample of the observed ESAP course from the field notes (Appendix I):

'...the classroom is very quiet. Teachers and students are respectful. The atmosphere is welcoming...'

In addition, students in five observed classrooms appeared to be attentive.

Extract C2: Sample of the observed ESAP session from the field notes (Appendix C):

'...students are silent and attentive. They listen and pay attention to what the teacher is saying...'

However, interest by students in the subject matter was not evidenced in five out of seven ESAP classrooms. They were not actively participating or contributing to class discussions unless they are asked by the teacher to do so. Thus, this has limited students' discussion and engagement in the four observed classes. Students felt hesitant and reluctant to actively contribute their ideas and questions. However, few students in two out of seven ESAP classes requested additional details, sought clarification, or asked questions to teachers about the topics taught during the session. Extract C3: Sample of the observed ESAP course from the field notes (Appendix I):

'...students do not participate in the classroom. Most of the time, they sit silently during the session and sometimes, they are reluctant to speak in

class. The teacher dominated the majority of the time and did not provide opportunities for students to participate. They listen to and write down everything the teacher said in the session. However, they do not ask the teacher any further questions or clarification.....they wait for the answers and expect teachers to give them answers and guidance and they tend not to contribute unless they are asked to participate...'

Furthermore, the observation evidenced the students' engagement in the written activities and classroom discussion in three ESAP classes. However, in six classes, the teachers do not gain students' attention to the class. In these classes, teachers were unable to create an environment that fostered focus, debates, and active participation. Generally, teachers did not encourage discussion among students during the classes. There was an attempt from one teacher to engage students.

Extract C4: Sample of the observed ESAP session from the field notes (Appendix C):

'...the teachers did not make efforts to engage students in their learning by encouraging them to express their thoughts during the sessions; the classroom is a quiet learning environment. The teacher does not ask questions to challenge students' understanding. The teacher does not move around the classroom, she/he is not dynamic. They teach while sitting on their chairs until the session is finished which makes it difficult for some students to engage in the course...'

Regarding the use of pair/ teamwork in ESAP classes, only one ESAP classroom was observed using group activities.

Extract C5: Sample of the observed ESAP session from the field notes (Appendix I):

'...the teacher does not ask students to work in groups. She/he does not provide opportunities for group learning students to discuss or share ideas on the task. Students work individually without collaboration...'

Extract C6: Sample of the observed ESAP session from the field notes (Appendix I):

'...the teacher aims to teach the students about inflation and its meaning. There were twenty-three students in the classroom. Students were divided into five groups. Four of these groups consist of five students, and one consists of four students...students seemed to be motivated and enjoying the activities...'

After attending seven different ESAP classroom sessions, the lack of students' involvement could be attributed to a combination of factors, including the students' lack of interest in the ESAP course content and the learning environment that characterised the delivery of the course in terms of teaching methods and techniques.

Table 5.6 Summary of ESAP Classroom Observation

Teaching ESAP Content
<ul style="list-style-type: none"> • Materials: inauthentic content, short texts, simple sentence structure, and the absence of content that is related to economics subject matter area. • Activities: reading comprehension, questions answer activities, grammar and vocabulary exercises, translation activities, little attention to other skills (writing, speaking, and listening). • No clear purposes and session objectives.
Teachers' Practices in the ESAP Course
<ul style="list-style-type: none"> • Grammar-Translation Methods. • Limited teacher-students and students-teacher discussion time. • Language of instruction: Arabic. • Language of interaction: English in the handouts and Arabic between teacher to students and students to students' discussions. • The absence of technological facilities. • Lack of teachers' reflection. • The lack of assessment strategies. • The lack of teachers' feedback.
Students' Engagement and Participation
<ul style="list-style-type: none"> • Language competence: diversity, low engagement. • Passive students: low motivation and contribution in class activities, and silent most of the time. • Students were attentive. • Students have language difficulties. • Classroom atmosphere: class seems comfortable, although there is limited interaction between students. • Teacher-led approach. • The lack of students' collaboration using pair work or group work.

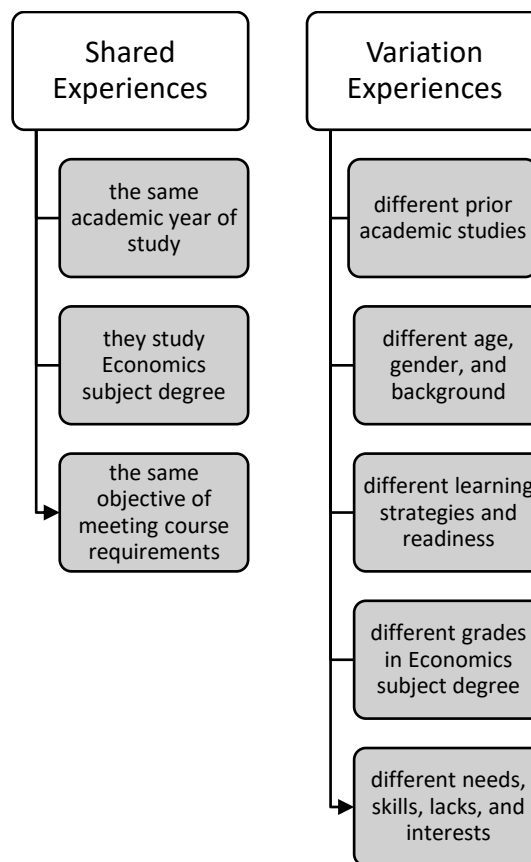
Chapter 6 Quantitative Findings

6.0 Introduction

This chapter presents and interprets the findings as found in the quantitative data gathered for this study. Dataset 4 (questionnaire) was gathered in response to the third research question (Table 1.1). A total of 150 answers were obtained from Economics undergraduates attending the ESAP course in the academic year 2019/2020 (Table 6.1). The findings from Datasets 1, 2, 3 and 4 will be triangulated and discussed in Chapter 7.

Figure 6.1 demonstrates Economics students shared similarities and differences.

Figure 6-1 Students' Variables



6.1 Dataset 4: Questionnaire Findings

The descriptive statistical method has been used to analyse the questionnaire data and determine the percentage and frequency of differing comments among students regarding the various issues mentioned. Descriptive means were calculated and items with means were considered in the following sections. The frequencies represent the number of times that some specific themes were mentioned by the participants.

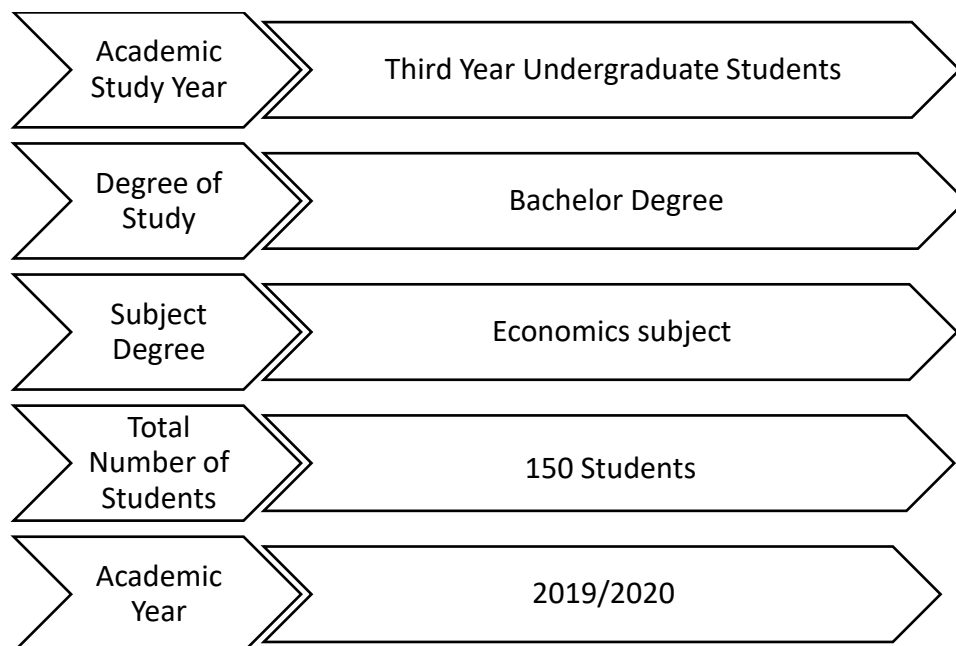
Quantitative data are helpful since it can provide a large amount of information in a comprehensible way (for example, in tables or bar charts) and present fundamental sample features without any data being lost or distorted. A software programme SPSS was used to analyse the quantifiable data from the questionnaire. Descriptive and inferential statistics (i.e. percentages) were used for questionnaire data analysis, however statistical analysis tools, for example, regression was not applied in the study as it was deemed unnecessary for this study. The decision was taken based on the study focus and objectives, which did not require extensive statistical analysis. Instead, the primary aim was to gain a descriptive understanding of the data. Using self-administered questionnaires provided a higher response rate, and all 150 students volunteered to participate in the research. The data were coded and entered into SPSS to identify missing data and ensure that the data input was entered accurately.

The use of SPSS helped provide a time-bound approach to accurately gaining required permutations of statistical data from multiple choices and closed questions in questionnaires. Figures and tables were utilised to show how the data were coded in bar charts and the percentage of questionnaire items was calculated. This facilitated the interpretation of students' response patterns, enabling a coherent analysis and addressing the research question effectively.

The questionnaire comprised four parts (Appendix J). The first part included two questions intended to reveal background information about the students, including their opinions about the value of English for their academic studies. The second part of the questionnaire consisted of seven questions - this related to investigating students' perspectives about the current ESAP course content as presented in tables (Section 5.5.2) as clarified below. The third part included five questions and highlighted the students' learning strategies in ESAP. The final part consisted of five questions and focused on language skills in terms of methods and activities of the current ESAP course.

The questionnaire data have been interpreted through SPSS and were shown in the descriptive statistics as illustrated in the following tables. The descriptive statistics allow surveying information to be extracted as much as possible from questions.

Figure 6-2 Students' Profile Who Completed the Questionnaire



6.2 RQ3: How do Students Perceive the Content of the ESAP Course?

Three themes emerged from the questionnaire data and were classified according to the third research question (Table 1.1). The themes found were:

1. Students' perceptions of the current ESAP course
2. Students' strategies of learning in the ESAP course.
3. English language skills and classroom activities needed in the ESAP course.

Each theme is provided with the required data during the data analysis (e.g. tables and figures).

6.2.1 Students' Perceptions of the Current ESAP Course

6.2.1.1 Economics Students' Reasons for Learning ESAP

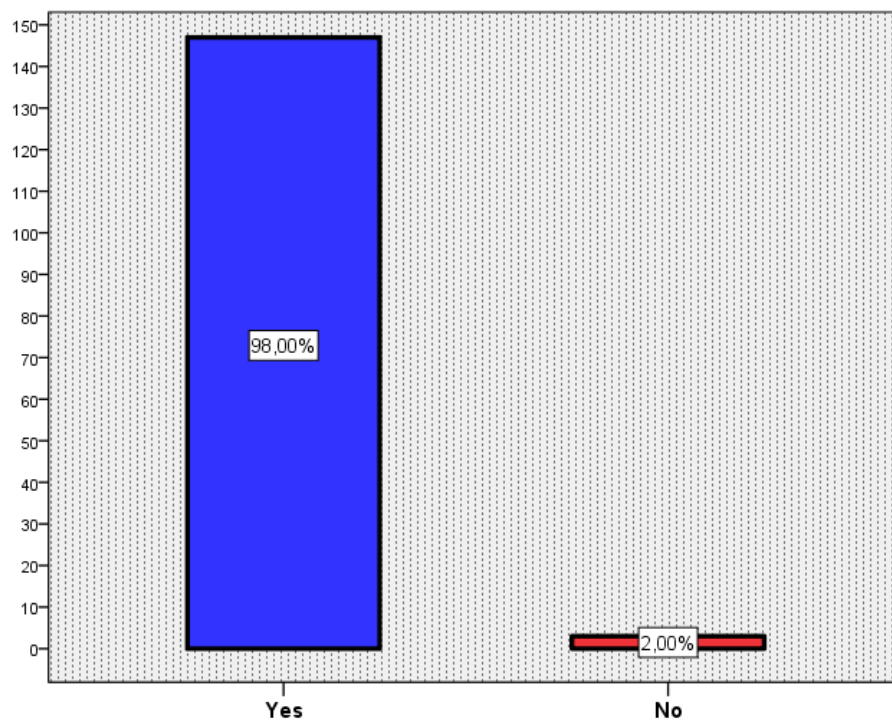
The questionnaire items (1-2) invited students to provide their opinions about the importance of English in their academic studies. Table 6.1 revealed that a majority (98%) per cent felt that the English language was very important for their studies in relation to Economics subject degree.

Table 6.1 Whether the English Language is Important to Students' Academic Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	147	98,0	98,0	98,0
No	3	2,0	2,0	100,0
Total	150	100,0	100,0	

Item 1 of the questionnaire related to students' opinions about the importance of English in their academic studies. The table revealed that a majority (98%) percent felt that the English language was very important for their discipline, Economics, and study.

Figure 6-3 Students' Views of the Value of English in the ESAP Course



Results of Open-Ended Section in Students' Questionnaire

Item 2 showed that students perceive English as a gateway to future prosperity and to achieve more in their academic careers. When students were asked to note their views about the reasons for studying English, they mentioned diverse reasons for their choice to attend ESAP courses. Students classified their reasons for learning English into four main reasons, i.e.

1. Study Purposes
2. Work Purposes

3. Social life Purposes

4. Research Purposes

A primary purpose for attending ESAP courses is, according to the literature, to obtain credits and gain high marks (Fan, 2013). The reasons that students wrote might well motivate them in the ESAP course are presented as follows (Table 6.2).

Table 6.2 Students' Reasons for Studying English

Emergent Themes	Category	Codes	Quote
Study Purposes	Literature	Scientific language Articles/ Journals Presentations Study progress Economics content Textbooks knowledge international conferences	The English language is a scientific language of business and economics. It helps to publish articles in international journals. Helping to function successfully in academic studies (presentations). Helping to make progress in studies easier. Helping to cope with the content of the economics textbooks. effectively and improve my knowledge. I will be at ease when I operate in international conferences. As an educated person, I am supposed to use that language.
Future Work Purposes	Working	Jobs Companies Opportunities Communication skills	Helps in securing jobs in national and international companies inside and outside Algeria. Gaining more job opportunities and improving communication skills.

			Being able to consult with clients orally and in writing in work situations.
Social Life Purposes	Daily life use	International language Travelling Communication International people Movies Social media English culture	English is an international language. Facilitating the international mobility of tourists because it is spoken everywhere. Allowing communication with international people on social media and to be able to understand English movies. I will always be updated on what is happening in the world. I would like to know more about English culture.
Research Purposes	Postgraduate Degree	Research University Application Scholarship/bursaries Study abroad Europe International mobility Published materials Students Collaboration/cooperation	Helping to secure research degrees at universities abroad. Helping to search and apply for university scholarships and bursaries in Europe. Allowing for pursuing studies abroad. facilitating the international mobility of students. It helps for further studies to have access to any materials published on the internet in English. Enabling international collaboration and cooperation.

The participants' responses confirm their belief in the necessity of learning English. The results show that the students see the English language as a scientific language of business and economics and necessary to complete their higher degrees in their subject degree. Particularly, if they wish to pursue their studies abroad and want to

be able to share discourse with others of various nationalities whom all use English for this purpose. Other students consider English important for work purposes after graduation. They mentioned that English could help them secure jobs in national and international companies as they need to improve their English to consult with clients orally and in writing. Some students consider English an efficient tool for communicating with people all over the world using social media networks. Finally, a handful of students do not explain their reasons for learning English.

6.2.1.2 Students' Perceptions on the ESAP Course Content

Items 3-9 of the questionnaire asked students to provide information regarding the benefits and drawbacks of the ESAP course content (the discipline content and the English language). The data were illustrated in the following tables respectively.

Table 6.3 Students' Perceptions on the Content of the ESAP Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very useful	27	18,0	18,0	18,0
Quite useful	40	26,7	26,7	44,7
Not very useful	72	48,0	48,0	92,7
Not at all useful	11	7,3	7,3	100,0
Total	150	100,0	100,0	

Table 6.3 for item 03 of the questionnaire provided insights into students' perceptions of the content of the ESAP course. Students were asked whether they liked the content of the ESAP course. Surprisingly, 48% of students saw the content presented in the course as not very useful, whilst 26.7% of students thought that the

content was quite helpful and 18% beneficial. 7.3% did not find this at all a concern. The reasons for these variations will be unpacked in Chapter 5.

Figure 6-4 Students ' Views and Perceptions of the Content of the ESAP Course

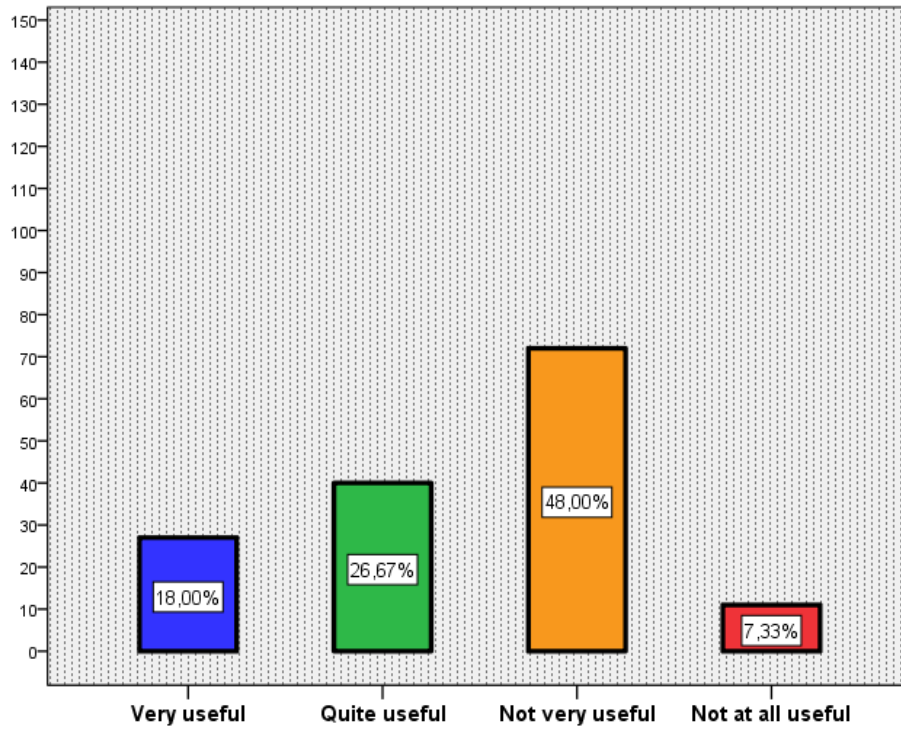
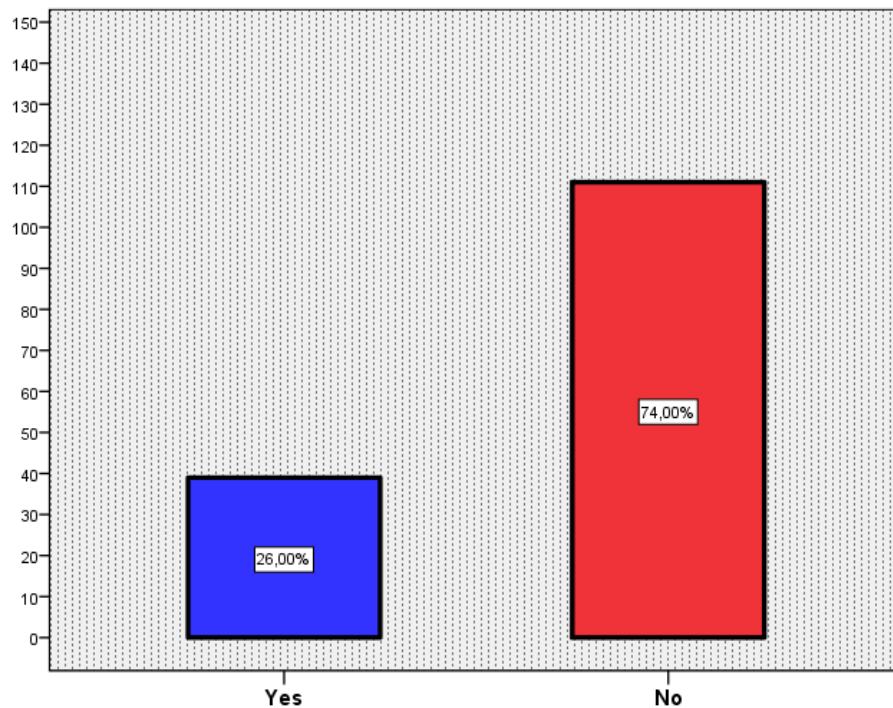


Table 6.4 Whether the Course gives Students what they need regarding Subject Degree Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	26,0	26,0	26,0
No	111	74,0	74,0	100,0
Total	150	100,0	100,0	

Item 4 of the questionnaire asked students about the relevance of the ESAP course to their needs in their academic Economics subject. Most of the students (74%) opined that the ESAP course was not of value to their subject degree needs. Conversely, a few students (26%) reported that ESAP courses were acceptable to cover their academic Economics needs.

Figure 6-5 Students' Perceptions of Course Content in relation to Students' Needs



6.2.1.3 Students' Participation in Course Content Decisions

Table 6.5 Whether Students Participate in the Course Content Decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	14,0	14,0	14,0

No	129	86,0	86,0	100,0
Total	150	100,0	100,0	

Item 5 of the questionnaire explored students' views about their participation in the course content decisions alongside the teacher. As shown in Table 6.5, the findings indicated that a significant number of students (86%) were not provided with an opportunity to participate in the course design decisions, despite the need for their consultation and involvement in selecting the ESAP content. Only (14%) of the students reported having some participation in the course design.

Figure 6-6 Students' Participation in the Course Content Decisions

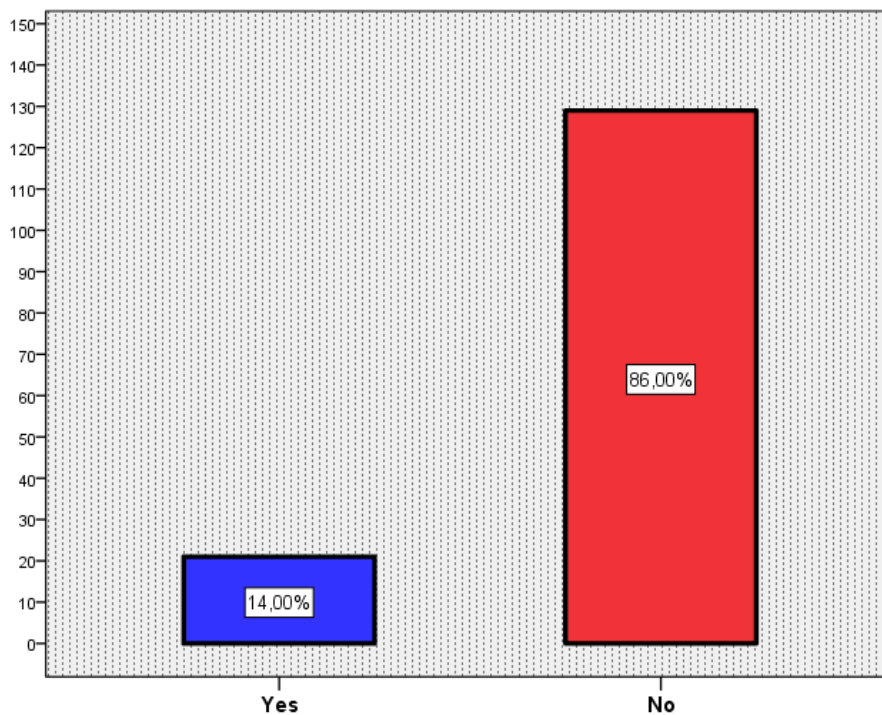


Table 6.6 Whether Students Get What They Expect from the Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	42	28,0	28,0	28,0
No	108	72,0	72,0	100,0
Total	150	100,0	100,0	

Table 6.6 illustrates the numerical responses for Item 6 of the questionnaire that asked students to provide information if they generally experienced what they were expecting from the current ESAP course offered by the teacher. As indicated in the figure (6.8), the findings showed that (72%) of the students were disappointed and responded negatively. This, as borne out by comments in the interviews and unpacked further in the analysis chapter, could be because these students considered the course materials provided by the teachers irrelevant to the Economics subject degree.

Figure 6-7 Students' General Satisfaction with the ESAP Course

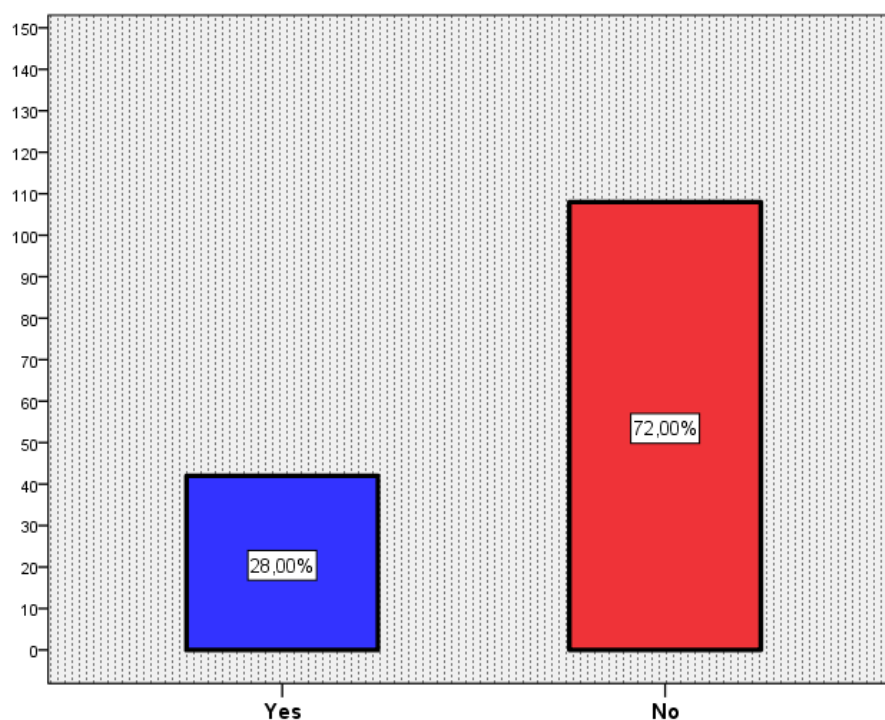


Table 6.7 Whether the ESAP Teacher Presents Valuable Materials in the ESAP Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	37,3	37,3	37,3
	No	94	62,7	62,7	100,0
	Total	150	100,0	100,0	

According to the results mentioned in Table 6.7, item 7 demonstrated that most of the students (62.7%) thought that they were not provided with necessary materials in the ESAP course.

Figure 6-8 The Value of the Materials Presented in the ESAP Course

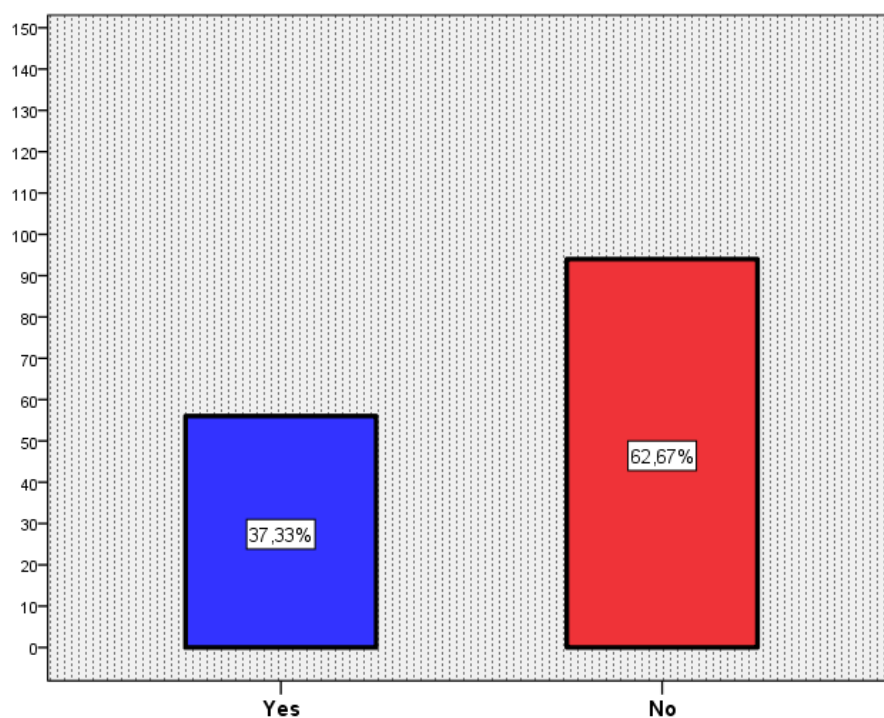


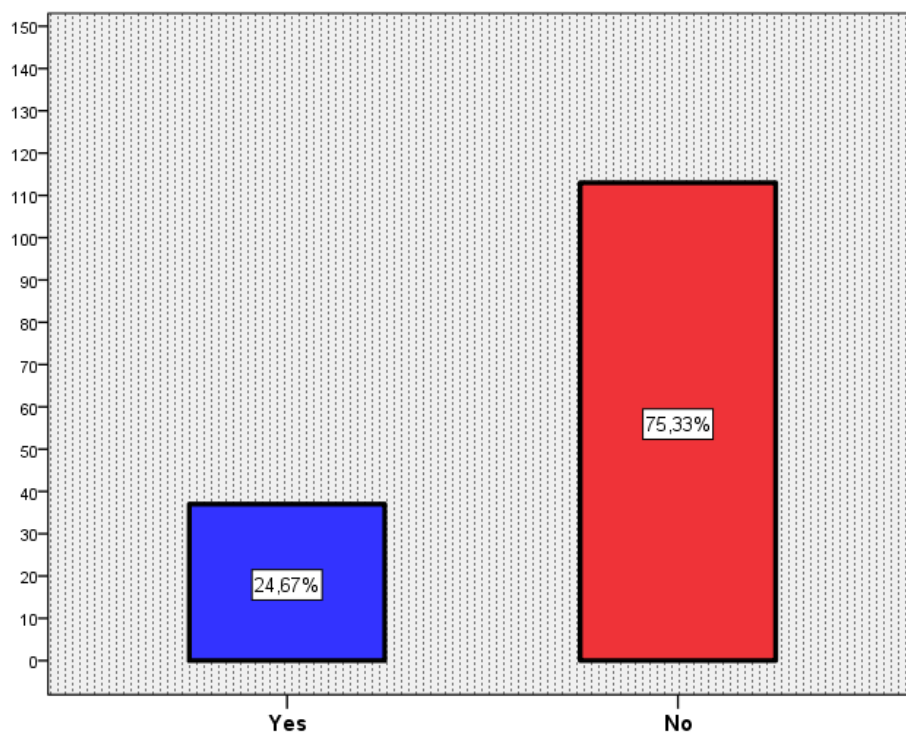
Table 6.8 Whether the Teacher Clearly States the Goals and the Objectives of the ESAP Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	24,7	24,7	24,7
	No	113	75,3	75,3	100,0
	Total	150	100,0	100,0	

Item 8 of the questionnaire asked students to demonstrate whether the ESAP course objectives are displayed by the teacher. The results presented in Figure 6.10 indicated

that most students (75.3%) suggested receiving a clear presentation of teachers' ESAP course goals and objectives. However, (24.7%) stated the opposite.

Figure 6-9 The Presentation of the Goals and the Objectives of the ESAP Course



6.2.1.4 Students' Feedback on the ESAP Course Content

Results of Open-ended Section in Students' Questionnaire

Item 9 of the questionnaire was an open-ended question to encourage students to discuss the topic openly without any limitations to obtain deeper responses. Item 9 delved into students' perceptions about the ESAP course content specifying the extent to which they considered the ESAP course content effective to prepare them to cope with their subject degree and thus satisfy their needs. Students gave a variety of responses. The following Table 6.9 illustrates some quotes about how students have described the course.

Table 6.9 Students' Feedback on the ESAP Course Content

Negative Comments:

Emergent Themes	Category	Codes	Quotes
The absence of specificity	Irrelevant content	Not interesting topics Economics degree Not a lot of information	The topics of the course are not close to our degree of Economics. The course is not interesting because it does not provide a lot of information.
The absence of specificity	Incompatibility and cultural mismatch	Western books Algerian context Insufficiently Economics context	The ESAP material is sometimes directly taken (borrowed) from Western books (American Economics) that have nothing to do with the Algerian context (Algerian Economics). It is difficult for us to understand. The course has insufficiently prepared us to be proficient in the Economics context.
The absence of teachers' feedback	Absence of written feedback	Written feedback Students' performance	The teacher does not provide written feedback about our performance in the class.
The absence of specificity	Monotonous content	Repetition Subject course Simple texts, Boring/demotivated	The repetition of the topics we have already learned in the subject course. The content was full of definitions to what we have learnt. The texts are very simple, obsolete, boring, and demotivating.
The absence of specificity	Irrelevant course	Outdated content Irrelevant content Economics subject course	The course content seems to be outdated and not attractive as those used in our subject course and topics look familiar and irrelevant to the Economics subject course. We are not able to comprehend economics books and articles or

			understand economic related instructions and lectures.
The presence of grammar translation method	Teaching general English	Not technical Ordinary vocabulary General reading Grammar rules	The texts in the ESAP course are not technical, only ordinary words. They focus a lot on reading general texts and grammar rules and vocabulary.
The absence of communication No integration between different skills	The absence of communication activities	Grammar Speak Feeling frustrated Presentation Communicatively	Just learnt about grammar, and we could not speak. It is so difficult to talk if we only know grammar in the first place. We are not able to communicate about Economics topics. Feeling frustrated that I can't express ideas that I want to say in my presentation. The course does not help to use the English language communicatively.

Positive Comments:

Emergent Themes	Category	Codes	Quotes
Improve grammar	Learning grammar	Grammar exercises Explanation	The course provides enough explanations of grammar and exercises.
Improve grammar	Learning grammar	Interesting texts Revising grammar Develop English skills	The course is full of interesting texts. It is useful in revising grammar rules to develop English skills.
Improve reading skill	Reading	Develop reading Understanding meaning of words	It helps to develop reading in English. Understanding the meaning of different English words.

Improve English language	Improve English language	Improve level of English	It helps me to improve my level in English.
Improve reading skill	Reading	practising reading skills	It helps in practising reading skills.
Improve English vocabulary	Vocabularies	Vocabularies Economics English	We learn different vocabularies in Economics. Now I know a lot of terms about Economics in English.

6.2.2 Students' Perceptions of Learning Strategies in ESAP Course

The questionnaire items 10-14 allowed students to share their thoughts on how they studied during the ESAP course and what type of English delivery they thought would be most relevant. In addition to the time offered to English courses to be run.

6.2.2.1 Specificity of Pedagogy in ESAP Content

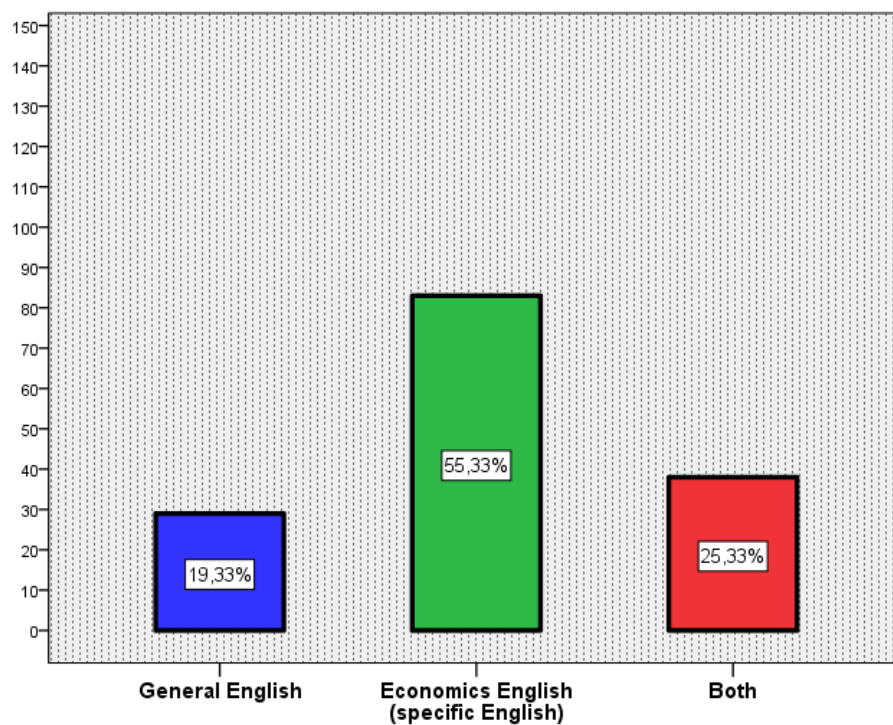
Table 6.10 Which Type of English Students Need to Study in the Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	General English	29	19,3	19,3	19,3
	Economics English (specific English)	83	55,3	55,3	74,7
	Both	38	25,3	25,3	100,0
	Total	150	100,0	100,0	

In item 10 of the questionnaire, students were asked to clarify which types of English language delivery should be provided in the ESAP. When considering comments about insufficient focus on specific Economics language (Table 6.9), switching between general English and Economics English is favoured by 25.3%. This minority

proportion aligns with other responses in the questionnaire relating to student satisfaction with the course. Similarly, 55.3% of students were satisfied to be offered Economics English as the only medium of instruction that could enable them to pursue their academic tasks. They align their responses with the comments in the questionnaire about the need to be taught Economics content. This statistic shows students' valued status in a specific English language (ESAP). 19.3% of students would prefer general English.

Figure 6-10 Students' Preferences for the Language of Delivery



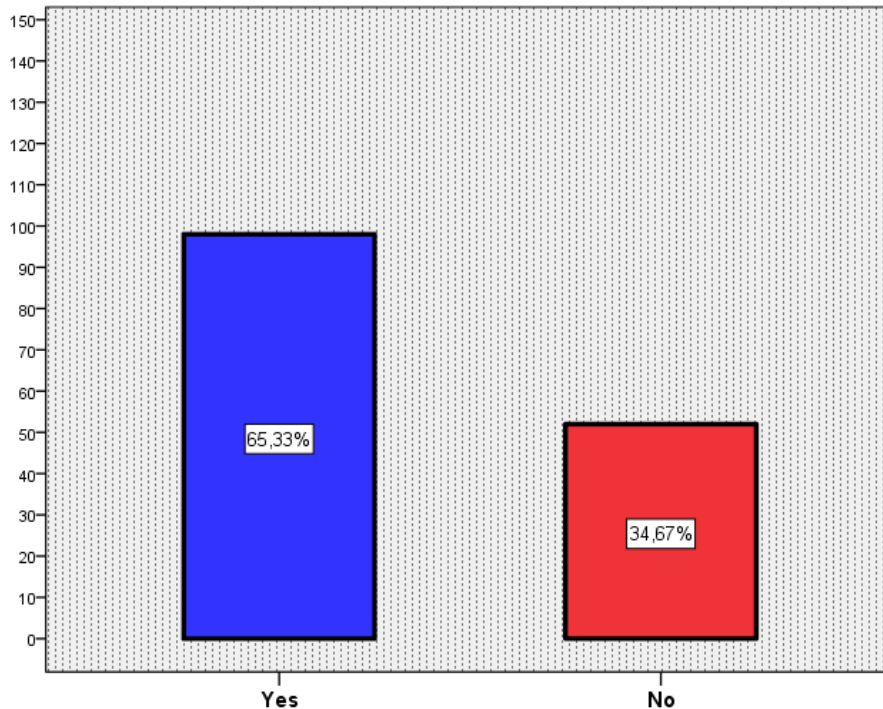
6.2.2.2 Session Duration

Table 6.11 Whether Students Need Additional Time in ESAP Session

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	65,3	65,3	65,3
	No	52	34,7	34,7	100,0
	Total	150	100,0	100,0	

Item 11 of the questionnaire assessed students' views regarding the time in which the ESAP session was run (Table 6.11). More than half of the students (65.3%) considered the time allocated to the ESAP session insufficient for course learning and needed additional sessions. However, (34.7%) of students believed that they do not need extra time to be added to the ESAP session.

Figure 6-11 Students' Preferences of ESAP Time



6.2.2.3 The Contribution of Course Delivery Strategies to Students' Achievement

Table 6.12 Whether the Strategies in the Course Delivery Contribute to Course Development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	23	15,3	15,3	15,3
No	127	84,7	84,7	100,0
Total	150	100,0	100,0	

As indicated in Table 6.12, item 12 asked students to provide answers about the contribution of the ESAP strategies to students' achievement. 84.7% of students were uninterested and unhappy with such strategies used in ESAP course delivery; this could be the fact that the applied strategies did not help students to develop English for their subject degree. Few students (15.3%) appeared to have positive views on the course delivery strategies.

Figure 6-12 Students' Perceptions on Strategies used in Course Delivery

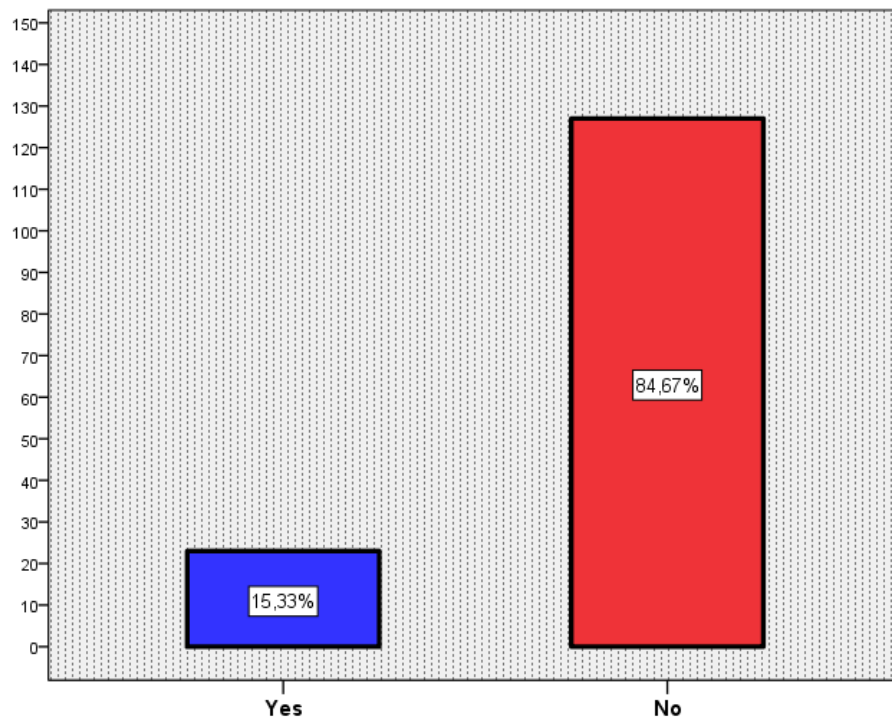
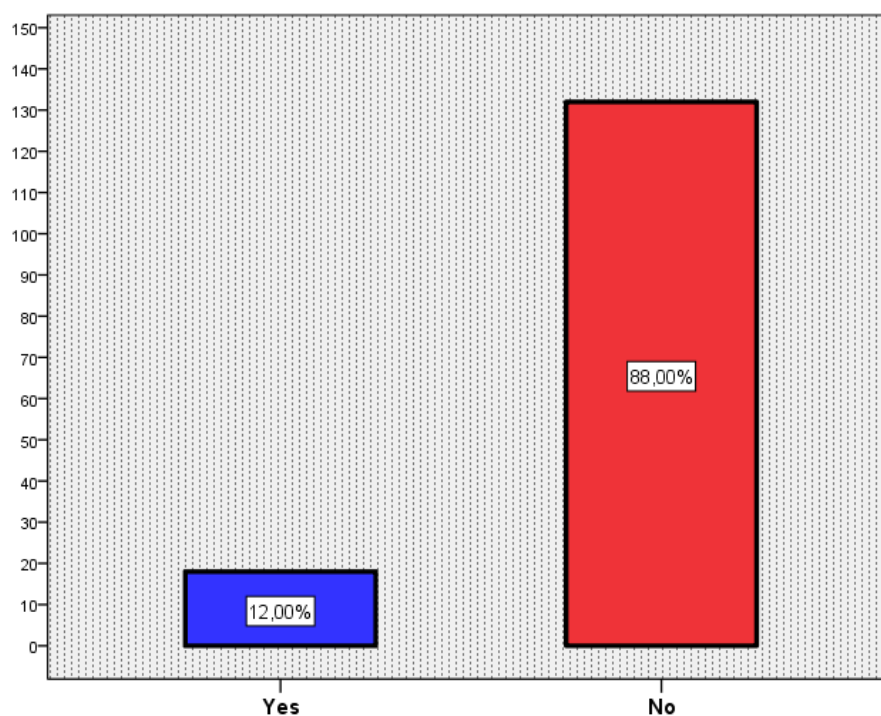


Table 6.13 Whether Students like the Way ESAP Course is Taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	12,0	12,0	12,0
	No	132	88,0	88,0	100,0
	Total	150	100,0	100,0	

Item 13 of the questionnaire asked students to note how the ESAP course is taught (Table 6.13). Data show that most students (88%) dislike how the teacher presents the course. However, few students (12%) enjoyed the way of ESAP teaching.

Figure 6-13 Students' Views on ESAP Teaching



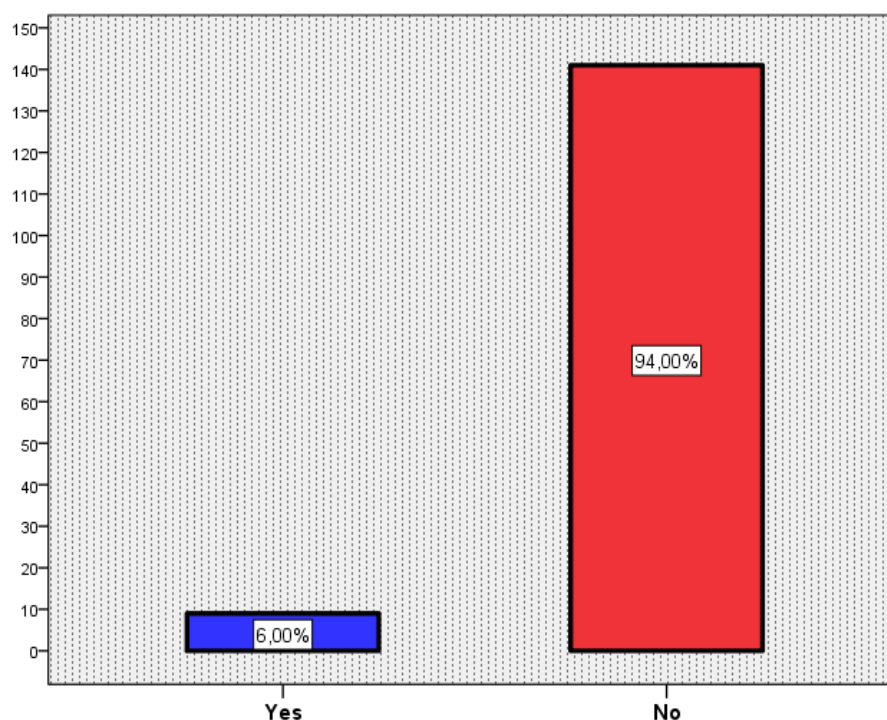
6.2.2.4 The Use of Digital Tools in the ESAP Course

Table 6.14 Whether the Teacher Uses the Technological Aids in the ESAP Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	6,0	6,0	6,0
No	141	94,0	94,0	100,0
Total	150	100,0	100,0	

As indicated in the Table 6.14, Item 14 highlighted the need to use technological aids in the ESAP course in the field of study. Almost the total sample of students with (94%) confirmed the absence of using technology in the classroom. Meanwhile, only (6%) claimed that technology is available in the course.

Figure 6-14 The Use of Technological Aids in the ESAP Course



6.2.3 Class Activities and Language Skills Needed in ESAP

Items 15-19 of the questionnaire asked students to demonstrate their needs concerning macro and micro-skills of language and activities necessary for the ESAP course.

Table 6.15 The Significance of the Macro Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Writing	33	22,0	22,0	22,0
	Speaking	73	48,7	48,7	70,7
	Listening	15	10,0	10,0	80,7
	Reading	29	19,3	19,3	100,0

Total	150	100,0	100,0
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As illustrated in Table 6.15, students in item 15 were invited to identify their views regarding the significance of the macro skills they needed in the ESAP course. All macro-functions seemed to have been considered necessary although they have varied degrees. Students ranked speaking skills as the most crucial skill with (48.7%) followed by writing and reading, with listening as unnecessary for students in their academic studies.

Figure 6-15 The Importance of Macro Skills

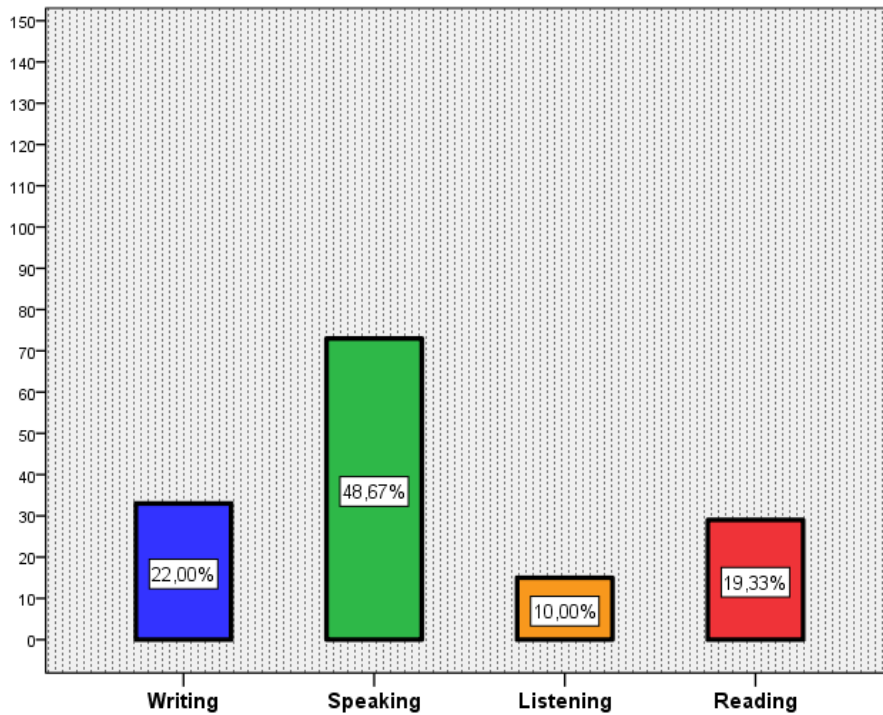


Table 6.16 What Genre of Skills Students Want to Improve in the ESAP Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Making oral presentations or giving formal speeches or presentations in English at international conferences	57	38,0	38,0	38,0
	2. Reading Economics journals, books, and reports.	35	23,3	23,3	61,3
	3. Listening to speech in a conference given in English or reports.	8	5,3	5,3	66,7
	4. Writing Economics reports in English and taking lecture notes or summaries.	32	21,3	21,3	88,0
	5. Doing research/feasibility study in the chosen field (Economics Sciences).	18	12,0	12,0	100,0
	Total	150	100,0	100,0	

As shown in Table 6.16, item 16 asked students to provide data regarding the activities that they thought would be useful to them in the ESAP course. Listening to reports and doing research were the least chosen (5.3%) and (12%) respectively, as students did not consider them to be essential. However, 38% of students chose speaking, e.g. making oral presentations in English. This could be because students felt a need to understand and communicate with others about their topics in more

detail. This was followed by reading Economics journals, books, and reports with 23.3%. Moreover, as depicted in Table 6.17, 21.3% of students felt that writing Economics reports was an important skill for them to develop.

Figure 6-16 Students' Views of Some Genre Skills

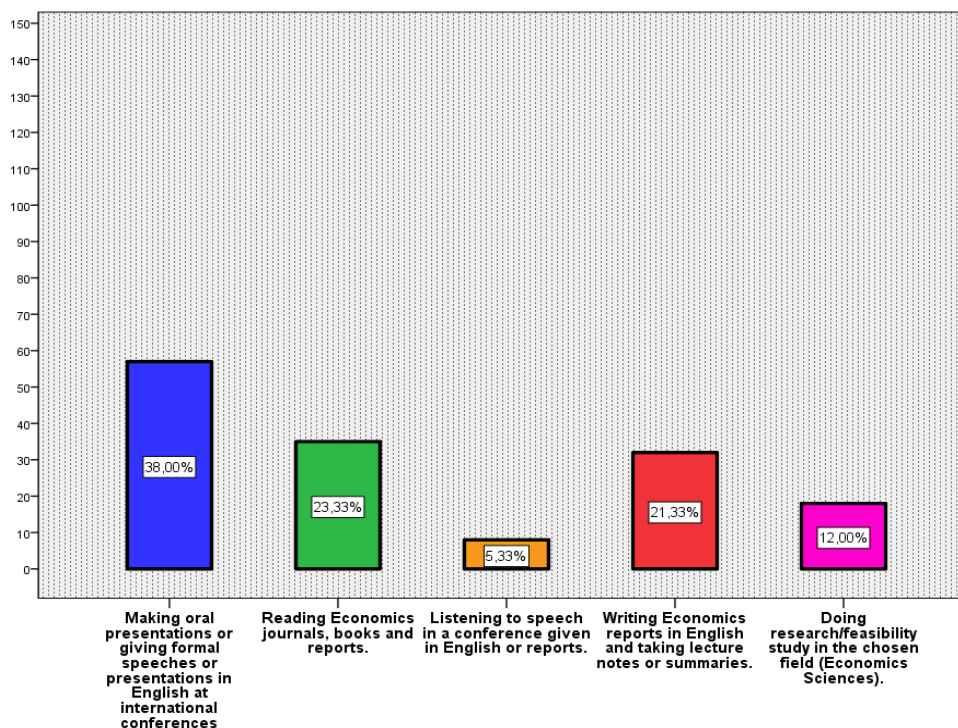
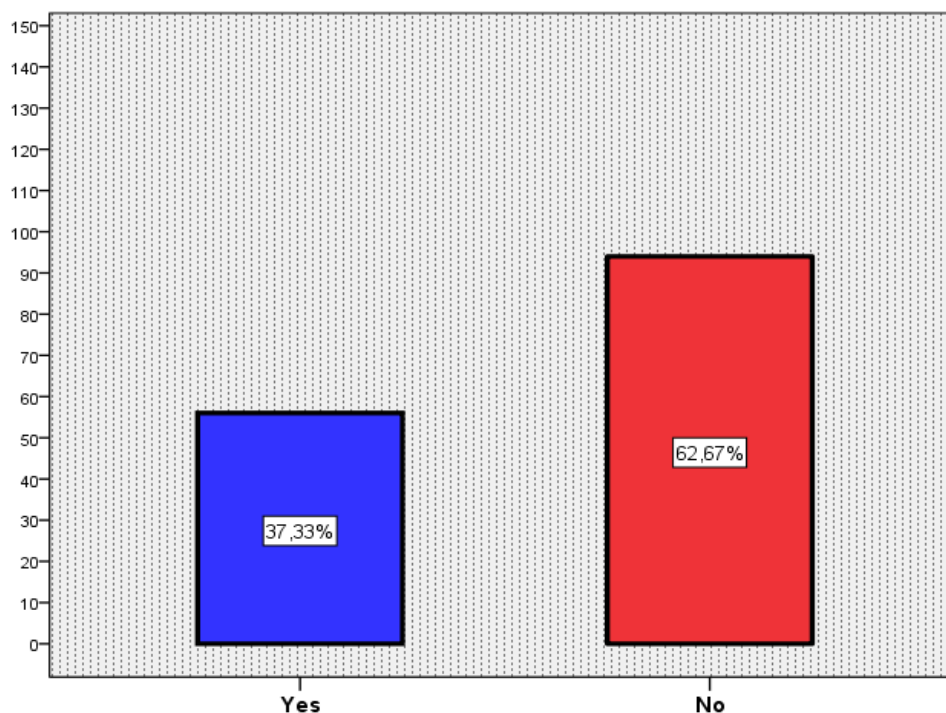


Table 6.17 Whether the ESAP Course Activities Work Towards the Students' Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	56	37,3	37,3	37,3
No	94	62,7	62,7	100,0
Total	150	100,0	100,0	

As shown in Table 6.17, item 17 made a more specific point on whether the activities presented in the ESAP course accomplish their needs as economics students. Many students (62.7%) claimed that course activities did not help them achieve their needs.

Figure 6-17 ESAP Course Activities and Students' Needs



6.2.3.1 The Knowledge and Skills learnt in the Current ESAP Course

Results of Open-Ended Section in Students' Questionnaire

Item 18 of the questionnaire asked students to describe and identify the types of skills, activities, and tasks they found themselves employing more frequently throughout their ESAP course learning experience. Table 6.17 provides a summary of the students' answers.

Table 6.18 The Application of Skills and Knowledge Learnt in the ESAP Course

Emergent Themes	Category	Codes	Quotes
Grammar focus	General English	Grammar rules vocabularies	The course is full of explanations of grammar rules and learning vocabularies.
Teaching general English	General activities	Reading a text Translating the vocabulary Write a summary	The course is form of reading a text and then translating the vocabulary or difficult words or the full text into Arabic and sometimes the teacher asks to extract the main ideas from the texts to write a summary of the given text.
The lack of communicative activities	The lack of communicative activities	Rare presentation Verb tenses Long texts General text Simple	Sometimes we do presentations, but it is very rare, most of the time we study verb tenses and we read long texts sometimes these texts are linked to Economics but most of the time are general and simple.
Content repetition	Repetition of courses	Repeat the same topics in English	Sometimes we repeat the same topics we had in the Economics subject courses with a tiny difference which is that the topics are presented in English in the ESAP course.

6.2.3.2 Skills, Tasks and Activities as Preferable by Students in The ESAP Course

Item 19 of the questionnaire encouraged students to express their learning objectives and find out what activities and skills they deemed valuable for inclusion in the ESAP course, based on their individual needs. The results highlighted in the Table 6.19 showed that all the participants recognised the significance of incorporating diverse learning tasks to meet their needs.

Table 6.19 Preferred Class Activities

Emergent Themes	Category	Codes	Quotes
Writing skills	Improve writing skills	Reports Publishing journals Writing activities Professional writing Academic writing Economics Knowledge Paraphrasing Quoting	Writing reports and publishing journals in the field of Economics. Writing activities and training for professional writing. Learning the academic standards of writing. Searching for the relevant body of knowledge that is related to Economics subject matter, paraphrasing, quoting, acknowledging references and sources.
Reading skills	Reading Economics literature	Reading articles Research papers Blogs in English Reading strategies References for Economics	Reading long articles, research papers, commentary, and blogs in Economics English. Developing reading comprehension strategies. Providing references for Economics subjects to read.
Vocabulary and Economics knowledge	Develop Economics knowledge	Examples Real-life situation Building knowledge Economics context Translation Economics transcripts National companies	Providing vivid examples from real-life situations in an Economics context. Building knowledge about Economics. Translating Economics transcripts in case report them to national companies Using updated articles from the latest issues of scientific or Economics journals.

Communication and speaking skills	Improve communication skills	Videos Short films Talks Role plays Communicative competence Native speakers/foreigners Grammar related to specific communicative functions Classroom discussions/negotiation Debates, pair work or group work activities Graduation Job activities Companies	Providing videos such as short films that explain the Economics of Algeria or talks. Introducing real-life situations and teaching the related language used in such situations through role-plays. Developing communicative competence to meet and get acquainted with native speakers. Improving grammar related to specific communicative functions. Taking part in classroom discussions and negotiating with foreigners about specific Economics repertoire, debates, pair work or group work activities. Introducing job activities after graduation such as writing letters/emails/reports to complain about something in a company, making orders for products, or answering the phone. Practising visual aids to deliver our presentation.
Feedback and instructions	Guidance	Constructive feedback Comments Improvement	Offering constructive feedback and clear instructions. Giving comments on both strengths and areas needing improvement.
Collaboration in group work	Group work	Pair work Group work	Giving students the opportunity to work in pairs or groups successfully.

English Immersion	The choice of language use	Discussions English Arabic	Encouraging classroom material instruction and discussions between teachers and students by emphasising the use of English instead of Arabic.
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6.3 Conclusion and Summary

Generally, the findings of the quantitative results reflected the participants' agreement on the importance of English (Table 6.1) for their education and research in a university and for obtaining employment after graduation (Table 6.2).

The questionnaire responses for item 9 indicated two possible directions demonstrating negative and positive reflections about the ESAP course (Table 6.9). Firstly, a vast majority of students acknowledged their dissatisfaction with the selection of the course materials. They appeared to be conscious of some sort of incompatibility with the Economics subject (Tables 6.6/6.10). As shown in Table 6.3, the findings typically showed the ESAP course does not adequately prepare Economics students for their Economics education. This deficiency stems from three main reasons: inadequacies in course content, teaching methods, and the failure to assess students' needs effectively.

Students recorded intense demands for accessing Economics content in English for classroom use. By emphasising specificity, students acquire knowledge directly relevant to Economics genres and the language used in their academic and professional community (Anderson, 2014; Wingate, 2018). Students were consistently exposed to materials that were not designed for ESAP, leading to a lack of interest in learning the subject. This lack of interest can be attributed to cultural differences between the content material and the students' cultural background. They criticised the content of the course for being restricted to general English, borrowed from Western books (Table 6.9) and its deficiency in supporting

them to meet their academic needs in studying Economics subject degree since topics and activities were not relevant to their specific subject discipline (Hafner et al., 2018) (Tables 6.2/6.3/6.9). One possible explanation for this could be the absence of students' participation in the content decisions (as shown in Table 6.4) or because the curriculum was not primarily based on an analysis of the students' needs (Section 5.2.2). According to Xenodohidis (2002), unrealistic goals and objectives in an ESAP curriculum can lead to demotivation among students.

The absence of Economics specific language content appeared to have a negative impact on students' learning motivation (Table 6.9). A similar result was found in Ghobain's (2010) study which demonstrated that when content is irrelevant to students' learning goals, it decreases learning motivation and negatively affects their success. Furthermore, grammar, reading texts and vocabulary activities are acknowledged as problematic areas (Tables 6.17/6.18). However, they could be taught in accordance with the Economics context showing practical use (Benavent and Reyes, 2015; Nation, 2022). Students found ESAP teaching methods problematic and criticised them for their ineffectiveness with regards to communicative activities (Tables, 6.9/6.18). Students also expressed their dissatisfaction with the strategies and the methodology used in the ESAP course delivery in terms of the style of teaching, delivery strategies, the length of the session, and the lack of technological aids to achieve the required course objectives (Tables 6.11/6.12/6.13/6.14). The teacher adopts a teacher-centred, not a student-centred approach to learning. Table (6.18).

Moreover, students consider both receptive and productive skills (48.70%, 22%) as necessary, indicating that speaking skills should be a priority in Economics studies. This has been voiced by most of the students (Table 6.14). The same result was found in Sartika et al. 's research (2018), in which speaking skills are the most needed aspects of students compared to other language skills (reading, listening, and writing). Sub-skills, such as making oral presentations, reading Economics literature,

and writing Economics reports seem to be absent from ESAP courses, and students' data (Table 6.16) reported them so teachers could include them in the current course. Students expressed a preference for working with longer and more complex texts and recommended the incorporation of Economics articles and reports to enhance their reading and writing skills further. Students revealed a variety of activities that need to be included in the ESAP course to meet their academic needs regarding their Economics studies. As reported in Table 6.19 of the questionnaire, the students' comments indicated unanimous agreement on engaging in various activities. These activities included participating in practical exercises to apply their Economics knowledge in real-life situations (Kırkgöz and Dikilitaş, 2018b), job-related tasks, practising communicative skills, improving writing abilities, and utilising technology in the classroom. Additionally, students preferred learning in small groups or discussion settings (Dörnyei and Muir, 2019) and receiving written teacher feedback. Furthermore, the study's findings support those outlined by Hutchinson and Water (1987) and Robinson (1991), who claimed that integrating appropriate activities such as stimulus tasks in the ESAP course content can help students use their present economics knowledge and abilities more frequently.

Chapter 7 Discussion and Analysis

7.0 Introduction

The previous two Chapters (5 and 6) presented the study findings from four Datasets. This chapter analyses these findings in respect to the overarching research questions (Table 1.1) and emergent theoretical frameworks (Sections 3.1 – 3.5). Three key objectives (Section 1.2) direct the discussion: it explores teachers' key practices in the ESAP curriculum design and delivery to determine whether the curriculum is relevant to students' needs; to identify the factors and challenges that affect curriculum design and delivery; and to investigate how Economics students view the content of the ESAP curriculum in relation to their needs.

Chapter 7 applies methodological triangulation, which as depicted in Figure (4.8) emphasises reporting the themes and patterns emerging from the data. Triangulation aims to obtain as much data as possible from different datasets to shed light on a theme or perspective (Creswell, 2016) and introduces the contribution to knowledge.

7.1 Analysis of Findings

This research investigates the curriculum design with respect to needs analysis for effective courses by exploring teachers' practices and perspectives. This investigation was carried out through questionnaires with students, interviews with ESAP teachers and the Head of ESd and classroom observations. All were crucial to ensuring the credibility and dependability of the research. They were employed to confirm or disconfirm the information shared by the study participants. This chapter analyses the emerging themes from these lenses about teachers' practices for curriculum design. By doing so, the research questions RQ1, RQ2 and RQ3 are addressed (Table 1.1).

7.2 How Have Teachers Designed their ESAP Courses to Meet Students' Needs?

This section is divided into themes and subthemes that emerged from analysing data to provide answers to the first research question. It concentrates on discussing issues relating to curriculum design practices.

7.2.1 Theme One: Needs Analysis

As discussed in Chapter 2- Section 2.2, the MESRS in Algeria instigated the rollout of ESAP programmes without providing a specific ESAP curriculum for Economics students. The interview, Dataset 1 (Section 2.4.1) shows that teachers have a limited understanding of needs analysis. Many teachers at NU University expressed the view that a needs analysis (NA) had not been carried out before, at the beginning of or during the designing of the curriculum, nor later when selecting materials or delivering the course. This prevents the provision of essential information that could help teachers to appropriately plan and include strategies to support students in achieving the goals of their ESAP course (Fadel and Rajab, 2017). Additionally, Datasets 1, 3, and 4 (Sections 5.2.2/5.6.1/6.2.1) indicated that the ESAP curriculum appears insufficient in preparing students adequately for their studies in Economics.

Furthermore, as highlighted in the observation (Dataset 3 - Table 5.2), the absence of the NA process could be one reason for teachers not setting the objectives of the curriculum to address the needs of students. Based on Datasets 1 and 4 (Sections 5.2.3/6.2.1.4), this study emphasises the value of gathering students' feedback to obtain their views on the ESAP course. The ESAP curriculum could then be reviewed based on this, and the needs of the students in relation to their academic subject degree could be determined. This is supported by Hyland's (2006) work, which showed that the productivity and motivation of students can be increased when their interests and needs are taken into consideration. A review of the literature related to the field of ESAP (Section 3.4) shows that teaching ESAP would benefit from a NA

(Belcher, 2006; Brown, 2016). In this study, the use of NA within ESAP course design as viewed through the lens of teachers is not an aspect which is explored in the extant literature. Dataset 1 (Section 5.2.2) illustrates that although three teachers were familiar with NA, only two of them had previously used it implicitly when designing courses. A review of the literature (Basturkemen, 2017; Brown, 2016; Richards, 2017; Graves, 2000) related to the field of ESAP necessitates the fulfilment of the implementation of needs analysis as an essential requirement in developing ESAP courses (Sections 3.5/3.9). Supporting the teachers' comments (Dataset 1, *ibid.*), the Head Teacher (Dataset 2 – Section 5.5.1) opined that the inclusion of NA in the ESAP course design would be a productive component in supporting students' needs. The findings of this study support those of Sayakur et al. (2020) and Shahroom and Hussin (2018) who reported that NA is a primary contributor to curriculum teaching development. Their findings showed that assessing students' needs helps teachers avoid conflicts between students' needs and the content being delivered. The findings from Datasets 1 and 2 and the literature indicated that NA should be included in curriculum development because students' needs, perceptions, background, and skills development influence the views of curriculum development to inevitably produce different course design and different knowledge (content). NA is an aspect built on students themselves (Brown, 2016) (Section 3.4) so that students will be placed in ESAP courses according to their Economics academic discipline, thereby, improving the existing ESAP curriculum. However, designing the curriculum without conducting NA narrows the knowledge and lens that teachers could use when deciding upon the use of appropriate teaching methods and resources to use.

Dataset 1 (Section 5.2.2.1) drew out a narrative behind the absence of NA. It demonstrated that teachers receive no professional development in relation to teaching ESAP courses (Section 5.3.2.3) and they lack theoretical foundations or frameworks that they can draw upon to understand and implement NA into practice. Datasets 1 and 2 (Sections 5.2.2/5.5.1) illustrate an independent, rather than

collective departmental view, of course design. Teachers held different perspectives and individual conceptualisations about NA. As stated earlier, the strength and status of NA have often been determined by the state of the teachers' understanding of knowledge and pedagogy which they have acquired either through past experiences or prior education as students. They often have an experience in the language teaching pedagogy related to ELT. Still, they do not seem to know how to apply their pedagogical practice to conduct a NA and design an ESAP curriculum. Building on the arguments that were discussed above, it is claimed that there are some issues around the absence of NA, which can be related to the diversity of teachers' degrees (Section 5.2.2.1) which may have not provided them with the knowledge and the skills to be able to conduct NA and design the ESAP course. Moreover, still teachers have limited knowledge and pedagogy of ESAP as an academic discipline (Sections 7.3.1.1/7.3.1.2) in addition to the absence of professional development for ESAP, there are other factors that contribute to this issue which will be discussed in detail later (Section 7.3.1.3).

The interview with the Head Teacher (Dataset 2 – Section 5.5) highlighted that any policy or recommendation that advocates the implementation of NA in course design has not been introduced by the MESRS. Consequently, it is not typically implemented by teachers. Teachers use their own professional knowledge and experience (of other types of ESL courses) to inform ESAP curriculum decisions, albeit without including a student needs analysis. Therefore, the ESAP curriculum was limited in subject-specific content (Section 5.3.2.1) in which 'the curriculum is based on an analysis of the needs of the students' (Brown, 2016; Basturkmen, 2006, p.17; Hyland, 2016) (Section 3.5). In this respect, Belcher (2006) states that students' voices should be taken into consideration when selecting the course content (Section 3.1.1). This study supports Belcher's (2006) assertion that involving students in curriculum design leads to a design that better addresses their needs compared to a curriculum based on abstract perspectives that students may not understand fully.

Dataset 1 (Section 5.2.4) showed that teachers' perspectives are not attuned to the theoretical views of many curricula design authors (such as Graves, 2000; Richards 2017) (Chapter 3 - Section 3.9), who consider adapting teaching and material selection to students' needs as an important role teachers should play to design effective courses. In the present study, ESAP teachers are influenced by their experience, personal philosophy and conception of their role (Section 5.3.3.2), for example, to the extent to which the subject-specific content of Economics is not based on the consideration of students' needs. Based on the results presented in Dataset 1, teachers' perspectives (Section 7.2.1) indicated that NA is based on what Al Khalidi (2016) refers to as 'teacher's beliefs and critical reflections at the course level' (p.167). In this study, NA should be seen as a curriculum endeavour that aims to improve the existing ESAP curriculum. Unfortunately, the dearth of research in Algeria into ESAP curriculum design presents a limited opportunity to make robust comparisons.

Moreover, Dataset 1 (Section 5.3) indicates that teachers' previous experiences of teaching subjects such as ELT are not necessarily sufficient for them to deliver the ESAP course (Kirk, 2018) and to conduct NA to discover what the ESAP curriculum for Economics aims to target. When teachers draw on past experiences and select legitimate knowledge, they focus on general language skills such as grammar and vocabulary, placing little-to-no special emphasis to fulfilling the specialised content knowledge needs of students. As Brown (2016) comments in his critique, 'needs analysis has been seen to be a requirement for curriculum development of a particular group of students' (p.17) in electing the courses related to students' study disciplines. To conduct NA, many researchers (such as Graves, 1996; 2000; Richards, 2017; Dudley Evans and ST. Johns, 2004; Brown, 2016) recommend using more designed procedures (Section 3.5.2) such as a survey questionnaire, interviews, and observations, to engage students directly in the process of NA and help teachers develop more targeted courses, thereby mitigating the risk of having courses that

mismatch with students' needs and interests (Haerazi and Irawan, 2020). Through direct interactions and experience with students, teachers should be trained to carry out their research about implementing NA that goes beyond their beliefs (Peng, 2004). This is enhanced by the findings of this present study. Teachers are proven to be insufficiently trained to implement NA to revise ESAP course objectives that suit ESAP courses for Economics students and thus design strategies to address the existing curriculum challenges (Section 7.3.1). Therefore, according to Woodrow (2018), when teachers are provided with the knowledge necessary to conduct a needs analysis, the process of curriculum design can be achieved.

The absence of NA implementation leads to several issues that occur in ESAP classrooms such as students not being able to participate in course content decisions (as illustrated in Table 6.5) and consequently expressing dissatisfaction with the curriculum. This was demonstrated when students provided feedback indicating that the Economics content they required was missing from the course (Table 6.9). Datasets 1 and 3 (Sections 5.2.3/5.6.2) designate two factors that hinder students' full participation in designing ESAP courses. The initial factor is that teachers do not provide students with opportunities to engage in decisions related to the course, while the second factor is that students are habituated to receiving instructions solely from the teacher. Hutchinson and Waters (1987) contend that a learner-led approach should be considered when designing an ESAP curriculum (Section 3.5) and students would appreciate deciding on content connected with their own academic needs and interests. The approach sees the students as the primary source of information because, in the ESAP approach, students have insider knowledge about their discipline context (Section 3.4.2). Datasets (1,2,3 and 4) illustrate that more in-depth communication is needed between teachers and students; a factor which is limited in the present ESAP course.

7.2.1.1 Teachers' Degrees

Differences in teachers' degrees result in different practices regarding NA in the ESAP classroom (Bas and Sentürk, 2019). The same expectation might be applied to curriculum design decisions (Huizinga et al., 2019). Alsalem (2018) found a positive correlation between teachers' educational beliefs and curriculum orientations, whereas this study revealed negative findings. This is consistent with the study of Hoa and Mai (2016), where there is no prior teachers' background knowledge to support their teaching in ESAP. The teachers' qualifications and teaching experiences have not provided them with the necessary knowledge to design a curriculum and include NA (Section 5.2.2.1). This finding resonates with Champion's (2012) study, suggesting that a qualification alone might not adequately support new teachers in the endeavour of learning to teach ESAP. One significant factor, as noted by the Head Teacher (Dataset 2 – Section 5.5.1) is that teachers do not need to be qualified or experienced in the teaching of ESAP. These findings oppose Sharpling's (2002) arguments regarding the relative significance of training and experience for ESAP teachers. Findings from Datasets 1 and 2 (Sections 5.2.4/5.5.1) indicated that there are no specific guidelines from either the MESRS or the ESd in Algeria for teaching ESAP. The ESAP profession does not require teachers to hold higher degrees such as a PhD or a master's and a bachelor's degree in the English language is usually sufficient (Dataset 2 – Section 5.5.1). Not needing to be subject-specifically qualified could possibly limit the perceived value of ESAP teachers within the ESd at NU University, which is an important consideration as this could impact the motivation levels of the teachers.

Therefore, the teachers' comments (Dataset 1, Section 5.2.2.1), as well as that of the Head Teacher (Dataset 2 – Section 5.5.1) and parallel observations (Dataset 3, Section 5.6.2), highlight that teachers are not delivering ESAP sessions as effectively as they should. This is further illuminated by the students' comments (Dataset 4 – Section 6.2.1/Table 6.9) about the lack of subject-specific vocabulary being taught.

Appropriate and targeted teacher training and professional development programmes regarding the design, and delivery of ESAP in the Esd are required. These conclusions are corroborated by Sharpling's (2002) research that advocates for a more long-term view of teacher education and suggests that in addition to training, ongoing support through both formal and informal means is necessary. This study claims that ESAP is becoming a more demanding form of English Language teaching that needs recognition (Brown, 2016; Bell, 2016).

7.2.2 Theme Two: ESAP Curriculum Design

Datasets 1, 3 and 4 (Sections 5.2.3.1/5.6.1.1/Table 6.8) illuminated teachers' concerns regarding the absence of clear objectives or curriculum design for the ESAP course in the Esd in Algeria. This concern might provide one reason why, as identified during the observations of the teachers (Dataset 3/Section 5.6.1.1/Table 5.2), most teachers did not introduce objectives at the beginning or during the class session. Troudi (2007) indicated the necessity for a curriculum development process for most Arab countries, which should include a strong curriculum with clear and realistic objectives. This curriculum should reflect a deep understanding of methodology, language pedagogy, and the use of appropriate materials.

7.2.2.1 ESAP Course Content

Each ESAP teacher selects themes and topics conducive to argumentation. Therefore, the design of ESAP courses, including the selection of texts, strategies, delivery methods, and assessment methods) is mainly influenced by teachers' personal beliefs, backgrounds, experiences, and knowledge (Section 5.2.4.1). This aligns with Utami (2016) views that teachers' hypotheses and beliefs, whether these theories are explicit or unconscious, significantly influence the materials they choose to include in their courses. Thus, the material selection in the ESAP course 'emerges at particular moments and in specific places because of the social and academic philosophies that

are current in those contexts' (ibid., p.102) which can be a factor that influences the design of the ESAP curriculum.

Datasets 1 and 3 (Sections 5.2.4.1/5.6.1.1) confirmed that teachers do not follow a logical order when developing the course as was described by some models of course design such as Graves (2000) and Nation and Macalister (2010) (Section 3.9). Findings (Datasets 1 and 4 – Sections 5.2.4/6.2.1) showed that the ESAP curriculum for Economics students focused on the so-called 'common core universal skills and language forms' that Hyland and Ham-lyons (2002, p.5) allude to. However, an extensive survey of the literature such as Coxhead (2016), Kithulgoda and Mendis (2020) and Bond (2022) shows that ESAP students need to improve their specialised and technical vocabulary to use language effectively (Section 3.2.3). In this way, Bond (2022) suggests that English needs to be seen to connect, and to be used within the context of the discipline as part of academic knowledge-building and disciplinary communication rather than viewed as something that needs to be explained or interpreted separately. Dataset 4 (Table 6.9) showed that some of the ESAP content is based solely on Western resources, in isolation from the Algerian social context. This was supported by Hyland (2022); who argues that while courses are prevalent and can be beneficial in certain contexts, there needs to be a growing acknowledgement that many of the skills, language forms, and discourse structures these materials contain are not easily transferable across different contexts.

Based on the teachers' practices, it can be inferred that the primary objective of the ESAP course is to enhance students' overall English proficiency, and they use their materials as a tool to achieve this goal (Section 3.2.3). Consequently, the course can be perceived as leaning more towards ELT rather than strictly adhering to the principles of ESAP. Furthermore, Datasets 3 and 4 revealed that the texts covered in ESAP are not built on students' subject degree (Economics) (Section 6.2.2) (Appendices U, V) since topics and activities seem to be irrelevant in illustrating a degree of Economics subject-specific knowledge. This indicates that students are

taught General English rather than ESAP -for example, as evidenced by the literature, Kilickaya (2004) emphasises that ESAP teachers encourage students to interact with the language use and genre-based content, rather than the forms such as teaching grammar and language structures. Similar perspectives were shared by Bond (2020), indicating that most teachers perceived their role solely as language instructors, responsible for teaching language and skills without considering the disciplinary context. These results appear to be similar to Alexander (2008a), who reported that teachers faced difficulties adapting to the emphasis on 'content' related to student needs in their disciplines (Section 3.3). However, Dataset 1 (Section 5.2.4.1.2) explained that students' linguistic level could be a reason for such focus and selection, as they may struggle to attain the desired level of proficiency for their specialised subject degree, as found by Nha (2015) and Hoa and Mai 's (2016) studies. Possibly, ESAP teachers might consider that grammar and reading skills are the main needs of Economics students. Moreover, relying on general materials and grammar as a basis for ESAP would offer the advantage of reducing the workload for teachers new to teaching ESAP. It also serves to compensate for deficiencies in content knowledge, particularly for teachers who may not have extensive knowledge of the specific content area (as indicated by one of the teachers (Section 5.2.4.1.2) in the present study).

The study findings in Datasets 3 and 4 (Sections 5.6.2/6.2.1.4 – Table 6.9) indicate that students do not want an explicit focus on grammar. As Appendix P showed, the use of grammar was not linked to Economics language and real-world situations. It is to the detriment of studying receptive and productive skills (Table 6.19) because grammar does not provide students with the necessary tools to use knowledge in real-life situations (Poedjiastutie, 2017). Thus, it could be argued that teaching grammar has its advantages in developing the core English skills of Economics students. However, it fails to meet the students' needs concerning the comprehension of Economics content. Students see grammar as less valuable in the

ESAP course (Table 6.9-Section 6.2.1.4) which, subsequently, can lead to students' lack of motivation (Dataset 3 – Section 5.6.2). These results align with the literature in which Basturkmen's (2019) study noted that many petroleum and technical engineering students in Kuwait felt strongly that teaching materials should concentrate on their particular study fields.

The lack of Economics content was seen as a shortcoming of the ESAP course by students in Dataset 4. Several Economics students were dissatisfied with the materials and activities used (Section 6.2.3), a situation which may have been avoided if a needs analysis had been undertaken (Brown, 2016). Students noted that the content was non-Economics based, outdated and uninteresting and stated that they wanted Economics content and materials around the four skills (Sections 6.2.3 – 6.2.3.2/Table 6.19). This was supported by Xenodohidis (2002, p. 54) who stated that 'materials should be neither too difficult nor too easy; otherwise, the students would be demotivated'. Similar findings have been also raised by Nation and Macalister (2020), who stated that making rational, well-justified decisions about the material is one of the most crucial components of curriculum design. They comment that if inadequate content is chosen, this yields a low teaching and learning effort (ibid.).

Within the existing ESAP curriculum within the Esd, the level of specificity of Economics terminology was limited (Datasets 1, 3 and 4 – Sections 5.2.4.1.1/6.1.1.1/Table 6.9/Appendix V). This highlights the chasm between what teachers design to be delivered to students and the required needs as voiced by students (Tables 6.10/6.19). For that reason, Hyland and Hyland (2019) comment that each discipline has its practices, likewise the Economics discipline. Any lack of subject-specific knowledge of students is detrimental to their learning and purpose of attending class sessions. Brown (2016) points out that the content should suit the level of the students to consider what students need and want (Section 3.4.1). These results support the findings reported by Storey (2013) who also finds a mismatch between genres taught in the ESAP courses and those students who performed in the

courses. Based on this result, he suggests teaching ESAP courses that are specific to scientific genres rather than with basic components for general essay genres.

7.2.2.2 ESAP Course Methodology

The ESAP course is composed of several activities and tasks (Section 3.2.3). Teachers in the present study do not know what teaching approach to use in ESAP (Dataset 1 – Section 5.2.4.4). Based on Dataset 4 (Table 6.13), most of the Economics students expressed their dissatisfaction with the teaching approach utilised in the ESAP course. This dissatisfaction stemmed from the predominant use of lecturing methods during classroom sessions. This was confirmed in the classroom observations (Dataset 3- Table 5.4). The teaching methodology refers to the practices employed by teachers in the classroom to achieve their teaching objectives (Kumaravadivelu, 2006).

Emphasis on generality rather than specificity relating to course topics (Section 5.2.4.1) could be contributable (alongside students' culture) towards students' passivity. If new and appropriate knowledge (as seen from the students' perspectives) is not being taught, this could link to students' lack of motivation (Datasets 3 and 4 – Section 5.6.2/Table 6.9). One teacher (Dataset 1 – Section 5.2.4.4.1) considers themselves using a student-led approach with students whereas, in reality, their actions are akin to those who use a teacher-led approach (Sections 5.6.1/6.2.1.3). Doing so is aligned with the espoused theory, which is the one that you think you use while theories in use are the ones that align with what it is you actually do (Machin et al., 2023). In addition, Datasets 1 and 3 (Sections 5.2.4.4/5.6.1.2), revealed that the methods utilised by teachers are primarily teacher-led, for example, the grammar-translation method (GTM) which is an approach often employed within ELT course by Algerian teachers. Another interesting issue that was highlighted by a few teachers in Dataset 1 (Section 5.2.4.4) who used a combination of the GTM approach and other approaches such as CTL to design and teach the ESAP

curriculum to encourage students to become more autonomous in their learning. However, a combination of different approaches and practices in teaching the ESAP course could be a result of teachers' confusion, the lack of lucidity in ESAP teaching practices, and the lack of explicit policy guidance from the MESRS of Algeria as was reported by the Head Teacher interview (Dataset 2 – Section 5.5).

The findings of this study closely align with those of Richard and Rodgers (2014). Their study also observed that many aspects of the teaching method in ESAP courses resembled the Grammar-Translation Method (GTM). In the ESAP context, teachers employed a deductive 'top-down' approach reminiscent of the Grammar-Translation Method (GTM). This method involved extensive drills on grammatical rules, memorization of vocabulary lists, reading passages line by line with translation into the students' native language, and a focus on key vocabulary and concepts, often by providing equivalents in the students' native language. Likewise, the ESAP course situation in Algeria. Such activities were observed to be presented by students, offering a teacher-led learning mode which led students to have difficulties using English skilfully in their academic studies, thereby hindering their motivation. The intensive use of grammar and reading comprehension texts left little opportunity to practise other skills such as speaking, listening, and writing with the inclusion of subject specific vocabulary (Datasets 3 and 4 – Sections 5.6.1.2/6.2.3). This finding contradicts the argument made by Hutchinson and Waters (1987) and Belcher (2009) who argued that ESAP courses primarily focus on preparing students only for specific communicative situations (Section 3.1.1). According to Boudersa and Hamada (2015), the use of GMT leads students to passively focus on the teacher's explanations rather than involving them in conversations or practical tasks. For example, activities such as writing Economics reports or experiencing situations that link to students' real-life needs were not observed (Table 5.2). The teachers' focus on the delivery of GMT detracts, with regards to time and perhaps their own development through practice, from teaching the knowledge that students need to

put in practice through real-world target settings (Brown, 2016). According to Dataset 3 (Table 5.5), the ESAP content excluded explicit instructions and students confirmed that they were not given the opportunity to collaborate in pairs or groups (Dataset 4-Table 6.19). Furthermore, Dataset 3 (Section 5.6.1.2 – Table 5.4) indicated the use of Arabic as a medium of instruction in the ESAP course. This result aligns with Harmer's (2012) perspective that the idea of relying heavily on students' first language (for example Arabic in this study) during ESAP sessions might not help students practise the target language (English). Therefore, as Dataset 3 (Table 4.5) has noted, Economics students felt disengaged in sessions being taught in their L1. Bond (2022) contends that when language is ignored or dismissed, it is deemed an irrelevant element of learning and communication.

The embeddedness of a teacher-led approach in ESAP course settings has become a part of the Algerian education culture (Dataset 1 – Section 5.2.4.4 /Dataset 3 Section 5.6.1.2). This aligns with Brown's (2016) argument that teaching English often follows a teacher-led transmission model. This approach has more control over students' communication and interactions in the ESAP classroom and tends to offer minimal opportunities for student input as was observed in Dataset 3 (Section 5.6.2.1) and Dataset 4 (Section 6.2.1.3). Moreover, Dataset 1 (Section 5.3.2.1) indicated that ESAP teachers provided justifications for employing a teacher-led approach; for example, the lack of appropriate teaching methods in ESAP courses could be attributed to teachers' limited knowledge of ESAP teaching pedagogy such as a lack of understanding of ESAP teaching methods and characteristics. This finding corresponds with the results documented in Bell's (2016) study. According to Bell (*ibid.*), such methods could be influenced by teachers' beliefs and past experiences which are primarily changeable by new events, exploration, and professional development.

The teaching methods employed in this study appeared to be affected by teachers' limited understanding of the ESAP pedagogical knowledge, thereby teachers staying

with methods with which they are comfortable i.e. GTM at the expense of communicative activities. This result supports Huang's (2018) claim that teachers' educational factors such as the lack of ESAP pedagogical knowledge, often lead teachers to a focus on delivering content rather than providing students with opportunities to practice and engage with Economics knowledge. Further, the limited linguistic proficiency of Economics students (Section 5.2.4.1.2) in the classroom does, as highlighted by some teachers (Dataset 1- Section 5.3.4.1) make it difficult to implement new teaching methods and accommodate different learning styles in the ESAP course. However, it is possible that appropriate, focused, teacher professional development could equip them with the skills necessary to support student learning, development, and progress more effectively.

7.2.2.3 ESAP Course Assessment

Evidence collected from this study (Dataset 1 – Section 5.2.4.5) revealed that assessment practices in the ESAP curriculum design may be overly reliant on summative assessment through written examinations, and feedback provision primarily relies on marking. This type involves a single final test before the semester ends, with limited use of formative assessment strategies integrated into classroom interactions between teachers and students. However, the assessment process in ESAP should incorporate opportunities for formative assessment (Section 3.10.3), coupled with consistent developmental feedback (Hyland, 2006) about students' progress, language strengths and any potential gaps (Wong and Wong, 2018). Although written examination can be an effective method to measure students' understanding and disciplinary knowledge, relying solely on them as the main form of assessment could lead to students' passive learning and decrease their language proficiency (Hoa and Mai, 2016). Additionally, this could restrict students' opportunities to receive feedback and improve their learning throughout the course (Dataset 3 – Section 5.6.1.2). Markle and Robbins (2013) emphasised that assessing students' achievement should not be limited to their performance in exams but

should also include their understanding of disciplinary knowledge (Bond, 2020), overall academic skills and commitment (Dataset 4 – Table 5.3). Thus, students often find the feedback they receive unhelpful (Van Heerden, 2020), demotivating (Wingate, 2010) and difficult to interpret (Rossiter, 2022). This observation aligns with the findings of Alkhatib's (2015) study. However, one of the outcomes of Butler's study cited in Harlen (2016), noted that providing written feedback through comments resulted in higher achievement across all students and tasks.

Teachers lacked training in assessment practices (Sections 5.6.1.2 – Table 5.4 – Dataset 2 – Section 5.5.1). Any assessment for students' learning, i.e. formative assessment is limited with classroom practice. This finding is consistent with Chong's (2018) study, which found that the implementation of formative assessment is mainly influenced by a teacher's comprehension of the principles and procedures involved in formative assessment. Whilst the observation (Section 5.6.1.2) revealed some evidence of students questioning (Tables 6.19/6.9), this was limited and generally at a surface rather than deep level. There was no evidence of planning to include formative assessment. Moreover, a needs analysis can help to target appropriated questions to students thereby making assessment strategies more suitable for the students' needs.

Both summative and formative assessments are mandated in Canva (Dataset 2 – Section 5.5.1 – Appendices R, S). However, the findings of the study (Dataset 1- Section 5.2.4.5) suggest that some ESAP teachers are not aligning their assessments with the tasks that students are expected to complete in the ESAP course, which may create confusion and mismatches between what is expected of students and what is assessed. This is like one of the results coming out of Gaffney and Mason's (1983) study, which noted that the use of inappropriate assessment strategies can significantly undermine the effectiveness of a programme. Therefore, the importance of assessment in a curriculum context cannot be underestimated (Sliogeriene, 2019).

7.3 What are the Perceived Influences/Challenges Experienced by Teachers whilst Designing the ESAP Curriculum?

Datasets 1 and 2 (Sections 5.3/5.5.2) indicated several challenges that teachers experienced while designing the ESAP course for Economics students in the Esd. Hence, this section discusses issues related to a requirement for appropriate and focused professional development.

7.3.1 Theme Three: Teachers' Professional Development

The investigation of teachers' practices in the ESAP curriculum design depicts a deficiency in teachers' professional knowledge. This lack of knowledge could lead to teachers being unprepared for designing and teaching ESAP courses. The study concluded that teachers' beliefs and knowledge influence their curriculum practices and student outcomes; however, these practices might be limited by contextual constraints. An awareness of these issues can be useful for understanding the reasons behind teachers' curriculum design decisions. A common theme rising from the data (Sections 5.3.2/5.3.2.3/5.5.2.2) and from literature (Brookfield, 2011,2015; Hyland, 2016; Bell, 2016; Ghafournia and Sabet, 2014) is the need for professional development to develop knowledge, understanding and skills to manage the potential challenges in course design and delivery.

7.3.1.1 ESAP Pedagogy and Curriculum Knowledge

Teachers (Dataset 1 – Section 5.3.2/and Dataset 2 – Section 5.5.2.2) expressed their need for both general and subject-specific pedagogical and curriculum knowledge for ESAP professional development. This finding is supported by Alexander (2007), who recommends that teachers require comprehensive induction and ongoing support to teach effectively in university contexts. Teachers evidently wanted to know more about how language is utilised in a particular discipline, how learning objectives

should be structured (Table 5.2), how specific terminology is used in a particular discipline, how students' needs are assessed, how to use new methods of teaching vocabulary and teaching the four skills and how these affect communication within the discipline. As teachers explained, the limited knowledge of curriculum design as well as the knowledge of ESAP pedagogy appears to be one of the greatest challenges that constrained them from developing ESAP courses that met students' requirements (Dataset 1 – Section 5.3.2.3). Teachers' lack of knowledge also impacted upon their confidence, a further possible factor that restricted teachers to teaching only in with which they were familiar. Brookfield (2011) also recognises that at many points during their careers, teachers may have imposter syndrome (Datasets 1 – Section 5.3.2.2) which may underpin their feelings that they are not qualified and prepared enough to teach ESAP courses (Jaremka et al., 2020). This idea is supported by comments made by the teachers about 'not wanting' or 'not being able' (Section 5.3.2.2) to make important decisions about ESAP course structure due to a perceived lack of theoretical and pedagogical knowledge in areas in which they are in fact adequately professionally developed.

However, teachers did comment that ESAP teaching forces them to update their instructional pedagogy, refresh their teaching skills and knowledge when designing and teaching the specificity and authenticity of the target language, and become more familiar with the specific requirements of the target language (Dataset 1- Sections 5.3.2.3/5.4). However, relying solely on self-directed learning may not be entirely sufficient for the purpose of teaching ESAP to the level required (Section 5.3.2.3). Jiang (2016) states that guaranteeing curriculum continuity and efficiency should be a collective learning and experimenting process for teachers, but in the case of ESAP, it seems more formal educational support is required for teachers as well. These findings are supported by Nidar and Bestari (2012) who emphasised the importance of continuously building strong competences needed in the teaching practice to adapt to the changing obstacles that may arise throughout their careers.

As reflected in Dataset 1 (Section 5.2.4.4.1) and Dataset 3 (Section 5.6.1.2) and Dataset 4 (Table 6.9), teachers place considerable value on traditional modes of instruction such as GTM which consequently does not target the academic-specific language needs of a given student. The lack of knowledge base about ESAP as an approach resulted in teacher's leveraging traditional methods which as noted earlier, is possibly linked to their levels of confidence and imposter syndrome (Rudenga and Gravett, 2020). This finding aligns with Ghafournia and Sabet's (2014) study advising teachers to have grounding and practical knowledge about ESAP. According to Bell (2016) and Hyland (2016), this can be achieved through training with a more practical focus on pedagogical preparation and teaching experience, such as through peer observation of teaching (Section 8.3.2.1.1) which may play a significant role in providing the formal ESAP pedagogy knowledge (Bell, 2016).

Dataset 1 (Section 5.3.3) illustrated ESAP teachers' awareness of areas of difficulty they faced and suggested that their skills, knowledge, and pedagogy need to be improved to enable them to use their creativity to transform the curriculum into effective practices. Some suggested that this could be achieved through attending national and international workshops that could integrate technology to add knowledge to their perception towards ESAP pedagogy (Section 5.3.5.1), such as example, using teaching approaches including audio-visual and internet resources in the classroom. Such workshops can make teachers more skilled in maintaining updated ESAP teaching methods to engage students and cater for their distinctiveness in the classroom.

7.3.1.2 Teachers' Knowledge of the Content Subject Degree

Dataset 1 (Section 5.3.2.1) emphasised that familiarity with the target discipline is essential for effective ESAP course design and teaching. As a part of their duty, teachers need to possess a comprehensive understanding of the fundamental concepts and approaches in Economics subject matter. This result is supported by

Ferguson (1997) who asserts that teachers should have specialised knowledge, which includes understanding the knowledge of disciplinary culture, understanding how language is used in specific contexts, developing genre and discourse analytical skills, understanding knowledge of the epistemological underpinnings of many disciplines, and promoting effective ways to represent knowledge of content subject to students. Teachers in Dataset 1 (Section, *ibid.*) exhibited their shortcomings in their knowledge of Economics as a subject matter. Therefore, they found it challenging to draw on the correct usage of terminology and examples regarding Economics subject matter. This lack of Economics knowledge has resulted in facing Economics-related questions from students in the classroom that teachers cannot answer (as indicated by teacher (N) – Section, *ibid.*). This result is supported by Ding (2017) and de Chazal (2018) findings that teachers who lack content knowledge face difficulties and do not have confidence in their teaching (Finlayson et al., 1998; Hashweh, 1987).

Some teachers (Section 5.3.2.2) noted that the lack of knowledge of the content subject degree made them feel like outsiders and aliens in Economics, adding further weight about them feeling like imposters in their profession. Teachers having general knowledge about the discipline is necessary, and this finding supports earlier studies mentioned in the literature review (i.e. Ferguson, 1997; Master, 2005; Basturkmen, 2010). According to Bell (2016), ESAP requires practitioners to have a higher degree of familiarity with different styles and genres of subject-specific content. Therefore, teachers discussed the need to become familiar with the most prevalent genres in the target discipline (content in the subject degree) to investigate the rhetorical structure of specialised texts to present them in the course design. This perspective echoes Ferguson's (1997) assertion that teaching ESAP involves 'teaching language for a genre-specific purpose' (p.87). In addition to helping students learn the target language, ESAP teachers are expected to assist them build the relevant skills that are needed to function in a professional environment.

To develop knowledge of the content subject challenge, Tsou and Kao (2015) suggested peer observation of subject-specific teachers might support novice ESAP teachers in developing their content-related knowledge, which is important as indicated by Shulman (1986) (Section 3.11). This notion aligns with similar findings in other contexts, as evidenced by research conducted by Hyland (2006). Other researchers such as Basturkmen (2019) and Ding (2016) recommend that teachers read relevant theoretical and academic research foundations of the subject they are required to teach to enhance their familiarity with the subject matter, which contributes to their professional development. Shulman (1986) concluded that 'teachers eventually develop their pedagogical content knowledge shaped by their own experiences and perceptions' (p.64), but more support is needed for this process to occur.

Teachers are expected to develop ESAP subject knowledge from the broader research literature (Section 3.6). Most teachers stressed this point in the interviews (Dataset 1 – Section 5.3.2.1) – they need to understand how the ESAP academic discipline operates through wider reading, as this is something that cannot be found within their teaching degrees. This finding confirms that of Chen (2012), that ESAP should be taught through cooperation, attending workshops, or collaborating with experienced colleagues, to keep teachers updated with current EASP development. Collaboration could help ESAP teachers select topics and content for the course, share and resolve terminology issues, find authentic materials and pertinent learning resources, design and develop new materials, illustrate theoretical concepts, or address newfound issues with typical practices from the target discipline.

7.3.1.3 Engagement in Formal Professional Development for Teachers

ESAP teachers in Dataset 1 (Section 5.3.2.3) disclosed that they had not received any training opportunities in ESAP since joining the department, and they expressed interest in being involved in professional development as it would extend their

expertise in assessing students' needs and developing learning outcomes and ESAP materials.

Dataset 2 (Sections 5.3/5.4) confirmed that ESAP in Algeria lacks quality professional development, which ultimately leads to teachers' lack of ESAP professional development. Issaei's (2017) research affirmed this research findings that the main obstacle in the curriculum development practices at the Colleges of Applied Sciences in Oman was the insufficient availability of professional development opportunities for teachers. The ESAP curriculum in the ESd at NU University is not systemic and as depicted in literature (Hutchinson and Waters, 1987; Luo and Li, 2008) (Section 3.1.1), the ESAP curriculum for Economics is loosely organised and poorly administered in practice. The absence of teacher professional development has arguably contributed to teachers' lack of curriculum design knowledge and the use of pedagogical approaches to teaching ESAP in the ESd. This, in turn, as confirmed in Datasets 1 (Section 5.2.2.1), teachers are unaware of how to conduct a needs analysis and, therefore, unable to develop the most appropriate course content for the students' needs. This is comparable to a suggestion made in Bell (2016) and Ding (2017) studies to support the need for teachers to attend professional development programmes (Section 3.11).

This is further supported by Bosso (2017), who advised that fulfilling professional, academic, and financial needs boosts their motivation to stay in the profession (Cabrera and Webbink, 2020). According to Campion (2016), the ESAP teacher professional development issue continues to be largely invisible in the literature' (p. 59) (Section 3.11). Moreover, ESAP teachers should be involved in teaching, selecting, and designing Economics content. As was noted by Hutchinson and Waters (1987), and Swales (1985), in addition to the typical responsibility of a language teacher, the role of the ESAP teachers also involves designing and developing materials and are required to possess a deep understanding of the academic content of their students' courses (Dudley-Evans and St. John, 1998). To enable teachers to successfully

contribute to ESAP learning to economics students' development, they must be open to challenges and equipped with both theoretical and practical knowledge to assist them in making informed decisions about their courses (Basturkmen and Bocanegra-Valle, 2018).

7.4 Conclusion

The research study's main objectives have directed the above discussion: to explore the ESAP teachers' practices in the curriculum design regarding needs analysis in the ESd and investigate the main challenges in designing the curriculum. This chapter has offered the provision of detailed narratives and interpretations and has discussed the findings of this study considering the literature. It has highlighted and problematised some of the issues and the factors that exist and influenced the design of the ESAP curriculum. There is an overriding perception among ESAP teachers that the curriculum is a challenging task that needs to be researched.

The next chapter presents the conclusions of this research and highlights its pedagogical and theoretical contributions to knowledge. It offers recommendations that might be of value for the curriculum development and teachers' effectiveness in the study context, and it further states its limitations. It also presents the implications arising from the study and provides some recommendations for possible future research.

Chapter 8 Conclusion

8.0 Introduction

This chapter details conclusions drawn from this study and emphasised its original contribution to knowledge at a theoretical and practical level based on the literature and study findings. The chapter describes the study's rationale, revisiting study objectives and research questions.

It continues by outlining the key findings and presenting the recommendations based on the findings and the themes that emerged from the data and providing valuable insights into ESAP teachers' practices in designing and delivering the ESAP curriculum. The chapter also states the study's limitations, offers considerations for future research, and documents my personal reflections on this PhD experience.

The research questions were:

RQ1: How have teachers designed their ESAP curriculum to meet students' needs?

RQ2: What are the perceived influences and/or challenges experienced by teachers whilst designing and delivering the ESAP curriculum?

RQ3: How do students perceive the content of the ESAP curriculum?

8.1 Summary of the Main Findings

The findings that emerged from the research questions have been discussed and analysed critically in detail in Chapter 7 (Section 7.2/7.3) and, in turn, are summarised below.

8.1.1 ESAP Teachers' Practices in Curriculum Design

The findings of RQ1 (Table 1.1) investigate how teachers perceive and approach the design of the ESAP curriculum, specifically in relation to the incorporation of needs analysis as a component of the curriculum design process.

The research curriculum design becomes a significant part of a teacher's role although they had received no formal professional development in ESAP curriculum design and/or delivery. Many teachers appear to design the curriculum without paying attention to the needs of students, often perceiving it as a challenging task, in both activities (needs analysis and curriculum design) teachers displayed a lack of knowledge and confidence (Section 7.2.1). The literature (Section 3.5.3) further signifies needs analysis as an integrated process that should be presented in curriculum development (Basturkmen, 2010; Brown, 2016; Bocanegra-Valle, 2016). This illustrated a gap between theory and practice in the current ESAP approach in Algeria (Dataset 1 – Sections 5.2.2/5.2.4).

Students' needs were identified based on teachers' intuitions, informed by their previous teaching experience situations and their prior knowledge and skills, hence so too was the curriculum design and delivery (Sections 5.2.2.1/5.2.4.1/5.2.4.4). Teachers' anecdotes about NA (Dataset 1 – Section 5.2.2.1) indicated a disconnect between their theoretical knowledge and their practical or experienced knowledge obtained from teaching experiences. Furthermore, the circulars issued in Canvas in Algeria (Section 5.5.1) seemed concerned that teachers might not be aware of the inclusion of needs analysis in the ESAP curriculum design. Additionally, the Canva's regulations (Appendices R, S) from the MHESR does not mention the implementation of needs analysis in the ESAP curriculum under study. The lack of explicit guidelines about implementation of needs analysis brings up significant reflections on how curriculum design can effectively address the needs and language requirements of ESAP students.

An insufficient understanding of the nature of ESAP practices plays a significant role in overlooking some important ESAP activities. The conventional pedagogical methods such as vocabulary presentation, grammar explanation, followed by the implementation of structural approaches to language teaching methodology such as GTM and teacher-centeredness (Section 5.3.4.4) were found to dominate ESAP classes. While these methods can be effective in some contexts, they may not be the most appropriate or effective for teaching ESAP, which is designed to help students develop the necessary lexicon and skills to process discipline-specific texts. Additionally, the methods used in teaching contradicted the majority's knowledge and beliefs about ESAP teaching and learning. The implementation of ESAP knowledge was hindered by contextual factors such as students' lack of proficiency (Section 5.3.4), as well as their negative attitudes (Table 6.9). The study highlights the gap between teachers' theoretical knowledge and their practical knowledge in designing and delivering ESAP courses, including teaching and assessment practices (Sections 6.6.2.2/6.6.2.6). The study suggests that ESAP courses should be designed to meet the needs of students in the Economics setting.

8.1.2 Challenges Influencing Teachers' Curriculum Design and Delivery

The findings in response to RQ2 revealed various factors that may influence the decisions and pedagogical choices of teachers in the ESAP curriculum design within ESd, particularly with respect to the development and delivery of materials.

The study found that teachers had many factors that made them dissatisfied with their working conditions, for example, departmental, training and financial issues (Section 5.3). Uppermost, was the absence of professional development courses, specifically relating to their knowledge of the ESAP curriculum and their subject knowledge of Economics. Consequently, teachers were limited in their ability to be responsive to students' needs, resulting in a reliance on a teacher-led approach due

to their lack of training to navigate the complexity of content, understand ESAP students' needs, design a tailored curriculum, and put specificity into practice.

The identified factors are connected and emphasise a requirement for teachers to receive professional development, which is in line with the findings of Ding and Bruce (2017) and Basturkmen (2019). The study adds to this body of knowledge and underscores that these factors are reflected in teachers' stress levels, demotivation, confusion, and lack of interest (Sections 5.5.2.3/5.3.1/5.3.2.2). Ding and Bruce (2017) suggest that training can improve teachers' readiness to teach ESAP, enhance their knowledge of current issues and debates in the ESAP field to further develop the ESAP curriculum.

The study showed how curriculum design is related to teachers' professional development, which aligns with Stenhouse's (1975) assertion that designing the curriculum is a social experiment in which teachers' abilities and skills are crucial. Additionally, the study emphasised the significance of offering teachers with opportunities to enhance their ESAP curriculum design and teaching skills through professional development. However, this does not exempt teachers from taking responsibility for their own continuous development (Sections 5.3.2.3/5.4) and seeking support to enhance their skills, as suggested by Ding and Bruce (2017). Although, findings show that a few teachers attempted to develop their understanding of ESAP, their attempts to do this, would arguably be improved if they had a compass, via professional development in which to guide them towards the best use of their time and resources for independent development (having more of a focus on what to develop). The study also emphasised that without support from their surrounding environment (department) including the Head Teacher and colleagues, teachers' readiness to develop the ESAP curriculum design could be a significant challenge (Section 5.5.2).

Teachers suggested several strategies to tackle the ESAP curriculum design and teaching situation. They highlighted the importance of receiving both intrinsic incentives (such as opportunities for collaboration) and extrinsic incentives (such as financial support) to feel empowered. This finding indicates that teachers need to perceive curriculum design as a collaborative process that goes beyond individual efforts, as noted by Gervedink Nijhuis et al. (2013, cited in Bakah, 2019). Furthermore, the study revealed the need to collaborate with subject-specific specialists to develop teachers' understanding of appropriate practices in subject-specific materials.

8.1.3 Students' Voices about ESAP Course Content in Action

The findings in response to RQ3 revealed that students expressed discontent with the content presented in the ESAP course due to the absence of Economics-related materials (Sections 6.2.1.2/6.2.1.4). The lack of appropriate content knowledge was found to have a significant impact on students' engagement and motivation in ESAP classroom activities (Tables 6.9/6.18/6.19). Research conducted by Hyland and Shaw (2016) supports the idea that providing focused content knowledge instruction can have a positive impact on students in academic settings.

This study found that students were critical of the course because it relied on old and traditional grammar-translation methods, which resulted in the course being centred around general English and failed to provide enough opportunity for students to improve their four skills in a communicative and interactive manner (Section 6.2.3.2). According to students' perceptions, the dominance of teacher-centeredness and the lack of communicative activities and group work, allowed little opportunity for their use of language and intensive grammar in the classroom- thereby limiting their ability to flexibly improve their communicative competence. Students expressed the need for a more stimulating learning environment that would allow them to activate and

develop their skills and content knowledge, which would enable them to better engage with the subject degree and improve learning outcomes (Table 6.19).

This study showed that students' views are not sought by the teachers when considering the design of the curriculum or teaching strategies to be utilised. This study supports the findings in the literature (e.g. Brown, 2016) and other studies (e.g. Belcher, 2006; Aladdin, 2016; Lee, 2016; Andi and Arafah, 2017) that the participation of students in course design decisions through needs analysis is critical for its overall success.

8.2 Contribution to Knowledge

This study provides a thorough analysis of the data related to teachers' practices in the teaching of ESAP and the implementation of a curriculum. Specifically, within the context of the research, it presents a new understanding of how teachers' practices and students' voices shape the ESAP curriculum. Consequently, this study has significant contributions to knowledge in terms of the context, theory, and pedagogy.

8.2.1 Contextual Contribution

In the local context of Algeria and globally, the area of ESAP curriculum design has rarely been a focus of interest (Boudersa, 2018). A few studies (Bouabdallah, 2015; Messaoudi and Hamzaoui, 2017) have discussed areas in curriculum development. However, to date and following a thorough search of the literature, before this study, there was little emphasis paid to explore ESAP curriculum design from lived experiences of the stakeholders (Head Teacher, teachers, and students) locally and globally. This contribution sheds light on the multifaceted issues that arise in ESAP curriculum design, as experienced by teachers and students.

The study provides a contextual contribution to the field by focusing on an ESAP curriculum in the Economics Sciences department (ESd) at an institution in Algeria. To the best of our knowledge, the data sources used in this study are original, and it

is the first time that the participants in this case study have been involved in such an investigation and provided localised information (Section 7.2.2). This unique approach of using the voices of students and perspectives of stakeholders, such as teachers and the Head Teacher, provides research-informed perspectives that could inform curriculum practice and improve the ESAP curriculum design and delivery. While the study is situated in a specific context, the findings could be applied to other global contexts if similar studies and methodologies prevailed and/or for broader understandings of ESAP design and delivery.

This study utilised a methodological approach (Sections 4.6.4/3.12) that provided data from a hitherto unheard set of voices (the students) (McKim, 2017). This approach gave the students, who participated in the research, a sense of the importance and value of their voices, needs, and interests, especially in the conservative Algerian educational culture, thereby, aiding their interest in their subject and how they were taught (Orr and Shreeve, 2018; Arnó-Macià and Aguilar 2020; Subramanian and Budhrani, 2020). Moreover, the approach used (Section 3.4.1) had been applied to very few studies in Algeria and although mostly unrecognised, was one that provided opportunities for elicitation and gave a powerful lens to understand teachers' perspectives and their influence on their curriculum practices in ESAP. Taking my insider knowledge as a novice ESAP teacher (Section 4.2) and the inclusion of classroom observations (Section 4.6.3) provided insights that perhaps using questionnaires, or interviews as methods of data collection alone, may not have done. Participants appreciated the opportunity to have their voices heard (Section 4.6.4.3), and I, as the researcher, was able to gather valuable data through the process of listening to the voices of the Head Teacher, teachers, and students.

8.2.2 Theoretical Contribution

This study makes a significant contribution to the current literature locally and globally on ESAP curriculum design by shedding light on the practices of Algerian ESAP teachers, an area that has not been extensively studied before. This research findings are the outcome of presenting the voices of students, teachers and Head Teacher that can serve as a valuable source of knowledge, and as a foundation for future research locally and internationally. This suggests a significant contribution to knowledge through the emergence of in-service teacher professional development (Section 7.3.1) as a key theme in relation to ESAP curriculum design with a needs analysis applied for this purpose (Section 7.2). This has added depth to the literature in relation to the importance of teacher training qualifications to curriculum design (see for example, Ding and Bruce 2017 – Section 3.11). This could act as valuable knowledge and a basis for further enquiries about curriculum design.

In addition to the literature review (Chapter 3) and data analysis (Chapters 5 and 6), this study makes a significant theoretical contribution by developing a conceptual framework (Figure 8.1) that illustrates the challenges and barriers faced by ESAP teachers in curriculum design and delivery, particularly in the absence of professional development opportunities. This framework can serve as a tool for ESAP teachers and students curriculum design by acknowledging these challenges and suggesting possible strategies to overcome them. Simultaneously, offering opportunities for formal qualifications, such as advanced degrees or certifications related to their field, could significantly boost the teachers' confidence and professional standing. This could be done through partnerships with local universities, enabling teachers to pursue higher education without disrupting their work schedules entirely. Furthermore, the framework could contribute to policy reform by providing an example of course management and curriculum design which is currently absent in the Algerian context. Findings gained from this study suggest that the framework depicted in Figure 8.1 could be adapted and transferable to other teacher education

programmes in different contexts globally. This adaptability and could provide teachers with a better understanding of the complexities and tensions involved in curriculum design, thereby improving their experiences in this area. Notably, the framework integrates a needs analysis approach, which was found to be useful in this study.

The framework proposed in this study takes a different approach from Graves (2000) and Nation and Macalister (2010) in terms of prioritising curriculum elements, which the study's findings have focused on. However, the framework is based on a theoretical review of multiple models presented in the literature (Section 3.7), including Nation and Macalister (2010), Richards (2001), Brown (1995), and Graves (2000), that build on the notion that curriculum is a dynamic process of interactive systems. While these models were not specifically designed to develop the ESAP curriculum, they provide an explanation and evaluation of all essential curriculum components.

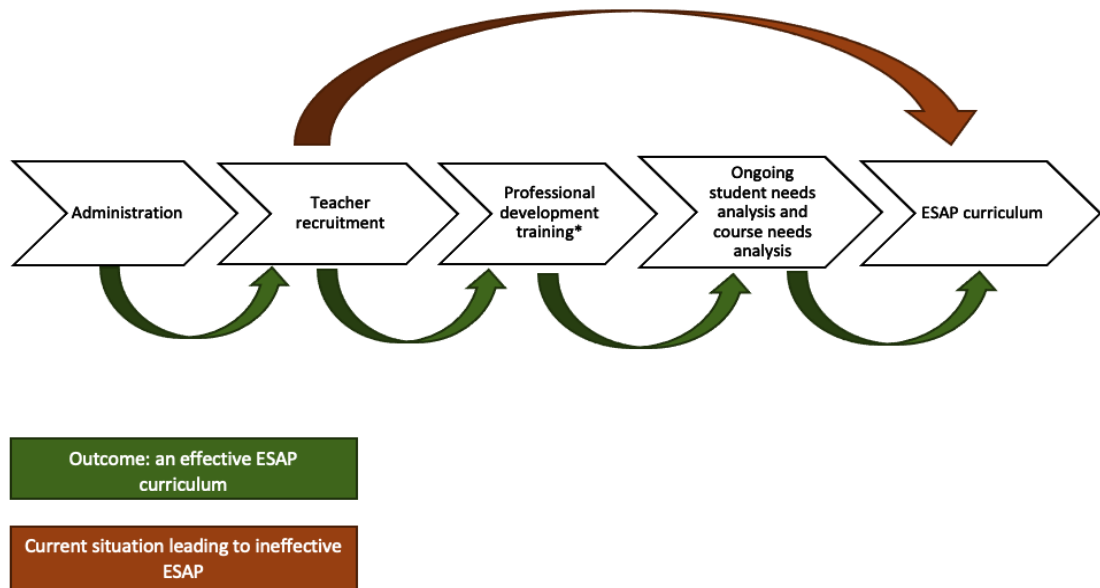
8.2.2.1 Contribution of a Conceptual Framework around ESAP Curriculum Management

Kennedy (2015) states that no model can completely represent the intricacies of a particular situation. Therefore, models should be created and utilised alongside continuous fact-finding research. This study captures a holistic picture of the situation of the ESAP curriculum designed by teachers and highlights a requirement for an ESAP curriculum design framework in Algerian universities, where no established theoretical or conceptual model currently exists.

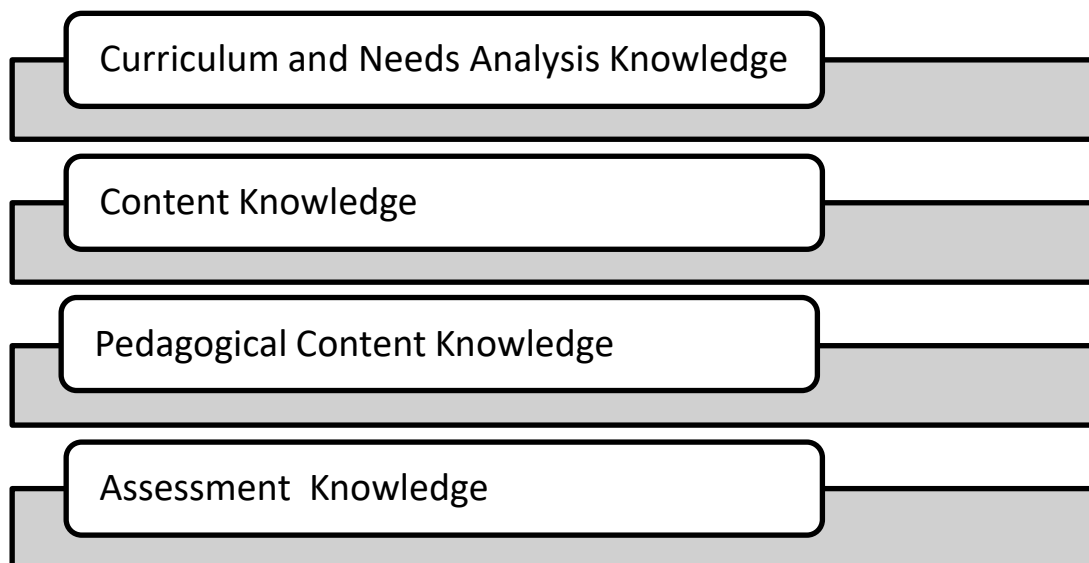
Figure (8.1) could assist teachers in applying the theoretical knowledge acquired during the professional development training to practical situations, thereby reinforcing their understanding in the field of teaching ESAP. It highlights that teachers would benefit from professional development relating to their roles, understanding and knowledge of designing and delivering ESAP prior to their

commencement of this role. Possibly, this in-service training could be part of the induction process with ongoing training provided once teachers were in post, or the framework (Figure 8.1) could be used into the initial teacher training programmes. Various studies support this recommendation, for example MCKernan (2007) contends that no curriculum development can happen without teacher professional development. Shulman (1986, 1987) presents various components required within a teacher education programme (Section 3.11): general pedagogical knowledge, subject matter knowledge and pedagogical content knowledge. Additionally, these components seemed to be overlooked by the MHESR in this study's context (Datasets 1,2 – Sections 5.2.2.1/5.3.2). Without a specific structure, and as noted by the teachers' responses in this study (Sections 5.5.2.5/5.3.2.3) it is difficult to effectively plan the sequencing and organisation of curriculum components in the design process. In particular, the framework underscores two crucial aspects: the need for a needs analysis and more professional development opportunities for teachers; both of which emerged as significant issues within this study. This framework not only addresses the specific context of the teachers' feelings of marginalisation but also equips them with the skills, confidence, and support systems necessary to thrive in their profession.

Figure 8-1 A Conceptual Framework around ESAP Curriculum Management



*Professional Development Training Components:



Curriculum knowledge: the data (Section 5.3.2.3) have highlighted a need for teachers to have a deep understanding of the curriculum they are teaching, including its objectives, scope, sequence, and content. Having a curriculum structure such as Graves' (2000) and Nation and Macalister (2010) models (Section 3.9) helps teachers

to design effective lesson plans and assessments that align with the course objectives and help their students achieve the desired learning outcomes.

Needs Analysis knowledge: the data (Dataset 1 – Sections 5.2.2/5.2.4) illustrate that teachers would value knowing more about how the processes of course and student needs analysis to design effective learning experiences that meet the needs of their students (Sections 3.7/3.9). This may include conducting pre-assessments, using surveys and questionnaires, interviews, and ongoing analysis of student work samples (see Graves' 2000; Nation and Macalister's 2010 model – Section 3.9).

Content knowledge: The data in this study reveal that teachers can lack confidence, in their understanding of teaching ESAP including content knowledge (Dataset 1- Section 5.3.2). This, as noted by Brookfield (2011) can lead to teachers feeling like imposters in their own profession (Section 5.3.2.2). As emphasised by Shulman (1986), Ding (2017), Bell (2016), and Basturkmen (2019), teachers need to have knowledge of the fundamental facts, concepts, principles, and theories that are central to a subject area, as well as the basic skills and procedures needed to apply this knowledge.

Pedagogical Content knowledge: the data (Datasets 1, 2 – Sections 5.3.2.3/5.5.2.2) recognise the importance of teachers having strong pedagogical content knowledge to enable teachers to teach the subject matter in ways that is accessible and engaging for students, and that builds on their prior knowledge and skills. As literature portrays (e.g. Shulman (1986); Alexander (2007); Bell (2016); Hyland (2016); Bond (2020). Teachers need to have knowledge of different teaching methods and strategies, selection and use of authentic materials that target the specific content and language skills needed for students' discipline, and the use of technology and digital tools and resources to enhance teaching and learning. Professional development relating to this, as noted by the teachers in this study (Section 5.2.4.4.2) would be welcomed.

Assessment knowledge: the data (Sections 5.2.4.5/7.2.2.3) gathered for this study suggest that teachers want and need knowledge of assessment practices, to be able to design and implement a variety of assessment methods to evaluate student learning and progress. This may include designing formative and summative assessments, providing feedback to students, and using assessment data to inform instruction and improve student outcomes.

The importance of addressing these components of knowledge has been highlighted in the data (Sections 5.5.2.2/5.3.2) and argued by Monbec (2018), who notes that ‘a lack of focus on functional knowledge in some ESAP curricula constitutes a form of knowledge-blindness which can have a significant impact on learning outcomes’ (p.92). This could be addressed by adopting a genre-based pedagogy instead of a grammar-based structured curriculum (Sections 3.2.3/3.10.2/7.2.2.1). The conceptual framework developed in this study is student-led which is different from the traditional teacher-led approach applied in ESAP teacher in Algeria. The student-led approach prioritises the needs and goals of students, focusing on how they can learn and achieve the required outcomes.

Once teachers have received adequate training they could plan and apply needs analysis within their curriculum. By conducting a needs analysis, teachers can identify the specific learning needs of their students and design a tailored learning experience that meets those needs. For example, if a needs analysis reveals that students have difficulty with a particular concept or skill, teachers can design targeted and customised lessons that address those areas and bottlenecks. In addition, needs analysis can also help teachers to identify gaps in their own knowledge and skills.

The data (Sections 5.2.2/5.2.4/5.3.2) show that if the process (Figure 8.1) of designing a course omits essential components such as needs analysis, curriculum knowledge, content knowledge, pedagogical content knowledge, and assessment knowledge, then the outcome for the students is likely to be ineffective. For instance, if teachers

skip the needs analysis stage and move straight to curriculum design, they may not fully understand the learning needs and preferences of their students. As a result, the course they design may not be tailored to the specific needs of their students. Similarly, if teachers do not have a strong understanding of the curriculum they are teaching or lack pedagogical knowledge, they may omit significant information and/or lack the understanding of how best to deliver certain topics. This could lead to ineffective lesson planning that does not meet the objectives and goals of the course and ultimately impacts the students' development. If teachers follow the required components and conduct a needs analysis to identify the learning needs of their students, have a strong understanding of the curriculum and pedagogy, select appropriate subject-specific materials, set clear objectives and goals for the course with effective assessment methods, the outcome is more likely to be successful. By following these essential components, teachers can design courses that are tailored to the needs of their students, promote engagement and learning, and can ultimately lead to better student outcomes. To ensure the effectiveness of the curriculum, a continuous feedback mechanism is necessary between teachers and students. This helps to evaluate the effectiveness of the curriculum and determine the best ways to address any issues that may arise.

8.2.3 Pedagogical Contribution

There is often a blurred distinction between curriculum and pedagogy, as they both have a mutual impact on each other within the classroom (Alexander, 2008c; Westbrook et al., 2013). This makes curriculum design more challenging because it is closely associated with the methodology of teaching (Nunan, 1988; Brown, 1995; Richards, 2017).

This study provides a pedagogical contribution to knowledge by advocating for a more student-led approach and a less traditional teacher-led one (Sections 7.2.2.2/5.2.4.4.1). The findings of the study reveal that an emphasis on a teacher-led

approach does not align with the students' preferences for a more student-led approach (Anthony, 2018; Moafi, 2020; Rao, 2020). A shift towards this approach further which highlights the need for teachers to develop their pedagogical skills (Sections 5.3.2/7.3.1) and the need for professional development opportunities relating to the development of teaching and learning strategies suitable for an ESAP curriculum (Bernstein, 2007).

According to the study, using a teacher-led approach that only emphasises grammar-translation and ignores communication activities can demotivate students from learning (Richard, 2006). This was supported by both the students in Dataset 4 (Sections 6.2.3.1/6.2.3.2) and the observations (Table 5.4) made in the study. Instead of relying on teacher-centred practices, teachers could adopt pedagogies that support students to become self-directed in their learning (Alamri, 2011). This was suggested by Putri et al. (2022) who cited that ESAP has a specific pedagogy that should be understood. For example, ESAP teachers are expected to make use of a new approach, centring on language communication that differs from general English. A student-led approach that focuses on delivering economics-based content can support students to develop a deeper understanding of genre content that they can use in their academic and professional lives (Wong and Wong, 2018). In a more student-led approach, the teacher shifts from the sage on the stage to the guide on the side, drawing out from students their own thinking and understanding (East, 2022). This approach can lead to ESAP students being more interactive, communicative, and collaborative (Richard, 2006). Furthermore, as noted in the data and literature (Sections 7.2.2.2/3.10.2), it is crucial for teachers to employ diverse strategies and teaching methods to ensure that all students have the potential to meet the established learning objectives. For example, rather than solely focusing on summative assessment (Datasets 1, 2, 3 – Sections 5.2.4.5/5.5.1/5.6.1.2), teachers could employ ongoing formative assessment practices (Sections 7.2.2.3/3.10.3).

The findings (Datasets 3, 4 – Sections 5.6.2/Tables 6.9/6.19) of this study are aligned with those of studies, including Hyland and Hyland (2019), and Busturkmen (2019) that reported that students need to be more involved and participatory in ESAP courses. Adopting a student-led approach involves incorporating various communicative tasks such as group work, case studies, independent research, and discussions. These methods allow students to engage in real-life situations and explore the discourse genre and register of language used in Economics, such as writing reports on a company's economics. A student-led approach also plays a vital role in helping students apply discipline-specific knowledge to their current studies, leading to increased participation and involvement in the ESAP course.

The following section suggests some recommendations for future academic research to address the current study's limitations and to expand the understanding of ESAP pedagogy.

8.3 Recommendations

The findings of this study have resulted in a series of recommendations that are useful at the micro level (Section 8.3.1) for ESAP teachers working within an Algerian context. At a macro-level, the study's insights could be beneficial for policymakers at the MESRS in Algeria (Section 8.3.2). Moreover, the recommendations could be of interest to educational institutions worldwide, as they provide insights into effective ESAP pedagogy.

8.3.1 Recommendations for ESAP Teachers

It is recommended that all teachers involved in teaching ESAP, and specifically within the ESd context of this study, receive professional development to support them to become equipped with the necessary skills and knowledge required of excellent teachers.

8.3.1.1 Prioritising Students' Voices in Curriculum Design

The literature on course design suggests that theoretical frameworks of curriculum design should begin by identifying the needs of students, as developed by Graves (2000) and Nation and Macalister (2010). The curriculum should meet the students' requirements, and Datasets 3 and 4 (Sections 5.6/6.2) support this view. It is recommended that students' voices are heard by increasing their opportunities to participate in curriculum decisions (Figure 8.1). Moreover, students' perspectives are expected to have a significant impact on both the process and the outcomes of their learning (Macalister and Nation, 2020). In ESAP, students are expected to co-construct the curriculum (Orr and Shreeve, 2018). This can be achieved through a NA by utilising Brown's (2016) data-collecting methods (Section 3.5.2) or by gathering unit feedback from students and their attendance at semester scheduled student meetings, which would empower them to take responsibility for their learning. A formal NA should exist in writing, periodically evaluated, and provide guidance for creating or revising the ESAP curriculum to be responsive to assessed student needs.

The data indicate (Section 5.2.2.1) that the absence of a NA, which signifies the lack of students' voices, is detrimental to their learning achievement. In this context, students' voices refer to their legitimate perspectives and opinions, active participation, negotiation, and involvement in decisions regarding the implementation of curriculum practices. This finding is consistent with Flynn and Hayes (2017) and Arnó-Macià and Aguilar's (2020) studies, which assert that students' voices are a key factor that positively impact students' engagement, motivation, course design and reform. This is further supported by Hayward et al. (2021) who see students as collaborators in curriculum development, rather than passive recipients to be able to understand its advantages and disadvantages. Through negotiation, students could achieve greater autonomy by participating in the decision-making process, which is essential to the concept of learner autonomy, as highlighted by Cotterall (2000, p.111) who states that 'at the heart of learner

autonomy is the concept of choice'. By engaging in negotiation, students are given a chance to exercise their autonomy and become more independent learners. This aligns with Granville's (2022) view that input from students' voice is 'helpful and constructive, providing coherent, considered, and diverse views' (p.154). Therefore, teachers are encouraged to engage students directly in curriculum design by considering the curriculum as deeply personal and moving the curriculum away from being a one-size-fits-all product which may not suit students' academic needs. To facilitate this orientation, teachers could incorporate texts from local academic cultures in the ESAP course (Harwood, 2010; Alshammari, 2016; Ning, 2017, cited in Wong and Wong, 2018). Students could gain the awareness and skills necessary to negotiate divergent academic traditions as they switch between local and Western academic literacies. By doing so, students could enhance their proficiency in English communication, and understand the rationale behind local conventions. This strategy could also assist local teachers in overcoming the paucity of materials and resources for ESAP available in Algeria.

8.3.1.2 The Importance of Collaboration Amongst Teachers

The data (Datasets 1 and 2 – Sections 5.3.3.2/5.5.2.4) reported the absence of relevant contact or meetings between teachers, which this study suggests could be addressed through collaboration between subject and ESAP teachers. Doing this could offer multiple perspectives in ESAP curriculum design and minimise gaps in ESAP teachers' knowledge of the subject matter that aligns with the students' discipline, as evidenced by the discussion of findings (Section 7.3.1.2). This finding is reinforced by previous studies such as Zhang (2017), Alsharif and Shukri (2018), Basturkmen (2019), Chaovanapricha and Chaturongakul (2020) and Bond (2022) which suggest that collaboration between subject/content teachers and ESAP teachers could help ESAP teachers gain insights and confidence disciplinary content practices and develop appropriate content for diverse student needs. Ding and Bruce (2017) acknowledge the importance of mutual exchange of expertise among ESAP

teachers and subject specialists, bringing both linguistic expertise and teaching experience into the course (Li and Cargill, 2019; Northcote et al., 2019).

According to Hyland (2022), collaboration between ESAP teachers and subject specialists can be crucial in developing the knowledge, skills, and experience necessary to support students in learning specialised content and approaching subject knowledge topics from different perspectives. The need for collaboration with students has been highlighted by Bond (2017), who advocated using a collaborative approach between teachers and students to continually question and engage with curriculum and classroom practices. Therefore, collaborating allows teachers to establish supportive working relationships, share and voice their opinions and practices, and enrich the ESAP curriculum in the design of components and delivery (MacDiarmid and MacDonald, 2021). Their development can lead to increased confidence (Bond, 2022) which could subsequently lead to motivation towards a more student-led, collaborative teaching and learning environment.

Within this study, ESAP teachers would appreciate opportunities to work jointly to explore academic practices and align their courses with students' needs, (Section 5.3.3.2) and such collaboration amongst teachers can foster 'knowledge construction through social participation' (Maxwell, 2012, p.187), critical reflection and pedagogical practices (Shulman, 2005). To encourage this, the Head Teacher could arrange regular meetings and workshops between ESAP teachers and subject specialists, perhaps before the start of each semester, where they can discuss topics and tasks (Anwar et al., 2021) to raise awareness of subject knowledge (Section 7.3.1.2). Collaborating with other faculties could also invigorate the curriculum and provide valuable professional development opportunities for teachers (Hyland, 2016). Additionally, organising forums for teachers to exchange views about ESAP practices and course assessments could equip them with prior knowledge and contextualisation pedagogical knowledge to support curriculum development.

8.3.2 Recommendations for Policymakers in the Ministry of Higher Education and Scientific Research

As revealed in the findings (Sections 5.3.2.3/5.5.2.2), the professional development of teachers was found to be the main key theme influencing the development of ESAP curriculum. Since ESAP is a relatively new paradigm in Algeria (Section 1.1), it is essential to prioritise the education and training of future teachers of ESAP. Therefore, this study states that it is imperative for policymakers such as, the Ministry of Higher Education and Scientific Research (MHESR) in Algeria, to extend their support through the affordance of professional development for teachers, towards the successful implementation of ESAP curriculum design. The following are some possible ways through which the policymakers can offer their support.

8.3.2.1 Formal Teachers' Professional Development

The study's findings highlighted that teachers have only rudimentary teaching knowledge, particularly with regards to how to apply this knowledge to (mostly unfamiliar) Economics subject matter. This lack of knowledge includes the ability to conduct a NA (Section 5.2.2.1), which is an important aspect of teaching ESAP practices (Hutchinson and Waters, 1987; Brown, 2016). This deficit in knowledge is a significant challenge to curriculum development in ESAP, and it is related to the professional development of teachers. Only one teacher was found to be responsive to students' academic needs and their content choices in the classroom, while most teachers seemed unaware of their students' needs and preferences (Datasets 1 and 3 – Sections 5.2.3.1/5.6.1.1). Teachers should be encouraged to make decisions guided by theory and research instead of being more strongly led by their personal intuitions and beliefs (Hyland, 2018). The findings also revealed that teachers need access to learning opportunities and activities before entering the ESAP profession to increase their awareness of the theory behind their classroom practice. This could improve the quality of ESAP course design and teaching (Wallace and Mickan, 2020).

Therefore, teachers' education programmes are crucial for successful ESAP curriculum design (Abbasi and Khosrowshahi, 2018; Monakhova and Yurieva, 2023).

Designing a curriculum is a challenging and time-consuming task that is influenced by several factors. The teachers who are involved in designing and teaching ESAP in this study should have adequate knowledge and understanding of ESAP theory and how this can shape practice. Teachers play a crucial role in the curriculum reform process, and their input is necessary for developing a continuous ESAP programme. According to Beauchamp (2015) and Shulman (1986), teachers deserve a professional status to be adequately prepared for their new roles in ESAP.

According to Sharpling (2002), ESAP teachers cannot be neatly divorced from the academic context in which they work. Therefore, policymakers should recognise that teachers are not initially trained to design and deliver ESAP courses. It is their responsibility to offer well-planned, supported, and rewarded opportunities for their continuous professional education, as suggested by Naci Kayaoğlu et al. (2016) and Widodo (2018). A coordinated approach between the MESRS and the ESd is recommended (Section 5.5.2.5), and Head Teachers are in the best position to raise teachers' concerns with policymakers in the MESRS to ensure that potential teachers receive adequate professional development (gaining the necessary skills, knowledge, and competencies) to become effective teachers. Woodrow (2018) suggests that professional development is an integral part of teacher education and should focus on developing pedagogical approaches to support teachers' knowledge development of ESAP theory and practice. This could be done through training provided by ESAP specialists in material design, methodology, and course evaluation, which would help teachers identify their knowledge gaps. Specialists are crucial in building a 'multi-dimensional awareness' in teachers, as proposed by Tomlinson (2012), and helping them apply this awareness in real teaching situations. Long-term specialist support is recommended to improve teachers' practice through training and observation, as suggested by Ding and Bruce (2017).

While there is limited literature on ESAP professional development, as noted in (Section 3.11) and identified by Busturkmen (2019) and Blaj-Ward (2014), there are still suggestions and ideas that can be drawn from existing literature. Many studies (including my study), and articles concerning ESAP teacher development by Alexander (2010), Ding and Campion (2016), and Ding and Bruce (2017) wholly support the need for teachers to acquire professional knowledge.

The proposed framework (Figure 8.1) is designed to introduce teachers to different areas of knowledge that are critical to enhancing the effectiveness of their curriculum design and delivery in practice. As teachers gain more experience in ESAP curriculum design and delivery in practice, they become more skilled in identifying their needs related to the ESAP profession, as noted by Bell (2016). By bridging the gap between theory and practice in the ESAP course, teachers can develop their knowledge gained through experience. Shulman (1987) pointed out that viewing teachers' professional development as a collection of base areas of knowledge can facilitate better investigation and modelling of teacher professional development, as represented in Figure 8.1. These areas can be incorporated within the theoretical framework of the Algerian ESAP policy to guide universities and teachers in developing customised curricula that convey a more comprehensive understanding of ESAP courses. Therefore, it is recommended that if teachers do not have a recognised ESAP teaching qualification and/or evidence of appropriate professional development prior to being employed as ESAP teachers, they should be offered appropriate induction and professional development opportunities (Figure 8.1)

According to Ding and Bruce (2017), teacher education is a long-term process that extends beyond formal training. Teachers should take the initiative to augment their knowledge through diverse formal and informal activities (independent professionalism) (Ding, 2016). For example, engaging in reflective practice including self-observation, peer observation, seeking to update and modify their knowledge, reading academic journals/books, exploring specific texts or websites, or learning

platforms (Hyland, 2022), could be beneficial. Formal activities such as attending conferences and international events on new teaching pedagogies in ESAP and organising workshops to share teaching experiences with novice teachers are also beneficial.

8.3.2.1.1 Peer Observation

Peer observation could be an integral part of teachers' commitment to their pursuance of professional development (Tosriadi et al., 2018) (Section 8.3.1.2). It enables teachers to exchange ideas and experiences, provide feedback to each other (McDaniel et al., 2019) and reflect on their practice to enhance teaching practices in ESAP, promote student learning, and encourage overall professional growth (Russell, 2013; Farrell, 2016a).

There are different ways to conduct peer observation, ranging from structured observations with pre-determined objectives to informal classroom visits by fellow teachers. After the observation, teachers could engage in a group discussion where novice teachers can ask questions and seek clarification on various pedagogical choices, such as lesson objectives, teaching strategies, student engagement, and assessment methods that experienced teachers used in their classrooms. The feedback could be typically shared in a collaborative and supportive manner, aimed at highlighting areas of strength, improving practice, and ultimately enhancing the learning experience for students. Peer observation could encourage teachers to critically evaluate their habitual teaching practices and encourage them to try out new ideas in their classroom (Lakshmi, 2014, pp.201-202). Additionally, if possible, teachers could be supported to participate in educational visits to universities in other countries to better understand the international academic vision of ESAP.

8.3.2.2 Teachers Skills Analysis

Based on the findings from Datasets 1 and 2 (Sections 5.3.2.3/5.5.2.2), it was revealed that teachers require support to identify what professional development they need. As a result, this study suggests that an analysis of teachers' skills should be conducted before providing professional development to determine the specific skills they require to design and deliver consistent, high-quality lessons, leading to improved student achievement levels and teacher satisfaction. It is recommended that this analysis becomes a standard practice at the beginning of each new employment and could be reviewed yearly afterward. Basturkmen (2019) suggests that by listening to teachers' needs (e.g. pedagogical skills, needs analysis and material development, technology integration, subject content knowledge, collaboration, and networking) they can identify the fundamental issues of different processes in curriculum development and highlight the type of support they require.

8.3.2.3 Technology Curriculum

Recent technological advancements have had a significant impact on teaching and learning, particularly in the process of curriculum design, especially after the Covid-19 pandemic. The use of technology has inspired new pedagogies, delivery methods, and academic communication genres. Akin to the findings of Forssell's (2016) study (cited in Herring et al., 2016), this study found that the inclusion of technology into course design and delivery is deemed important (Sections 6.2.2.4/5.3.3.1 – Tables 5.4/6.14). Therefore, there is a need to provide teachers with training relating to technology enhanced learning to improve their current teaching practices in ESAP delivery. Datasets 1,2,3,4 (Sections 5.2.4.4.2/5.5.2.4/5.6.1.2/6.2.2.4) revealed that technology (using multimedia materials such as videos and podcasts or online collaboration such as discussion forums, or video conferencing) were not used much because the infrastructure did not provide this, until it does, teachers should receive technology-related training on how to integrate technology that is currently available into their teaching pedagogical practices. Additionally, it is suggested that a strategy

be put in place to ensure that as technology is updated, it is appropriate for the students' needs, accessible to all students, and used effectively to enhance the learning experience.

8.3.3 Recommendations Proposed by ESAP Teachers

Teachers' who participated in this research made some suggestions about how to improve the ESAP curriculum design and are for consideration with head teachers, teachers, and externally, the Ministry of Higher Education and Scientific Research and policy/decision-makers.

8.3.3.1 Establishing a Curriculum Committee in the ESd

Teachers have suggested establishing a curriculum committee to ensure that the department's curriculum is standardised, relevant and meets the needs of students and the community. The committee could provide comprehensive guidelines on curriculum issues, including course objectives, teaching methods, and technological advancements. This committee could include experts in ESAP, ESAP teachers, subject teachers, and student representatives to assess the current ESAP programme, discuss curriculum issues and suggest changes to improve the current situation. Teacher (O and F) commented:

Teacher O:

'We need highly qualified ESAP experts to stipulate any ESAP curriculum plan to follow. They need to spend more time and effort in designing a consistent curriculum to help students achieve their needs and goals. The curriculum needs to be here.'

Teacher F:

'We don't have an ESAP curriculum for Economics students. The curriculum committee is necessary at least in our context to help teachers set objectives and goals depending on students' needs and design a suitable curriculum.'

In addition, a few teachers suggested the implementation of a prescribed curriculum by the MHESR to ensure students receive a comprehensive education in a structured manner and acquire the necessary skills and knowledge.

Messaoudi and Hamzaoui (2017) support the idea of informing policymakers about the importance of implementing a tangible curriculum. Such a curriculum would provide a framework for teachers to plan their lessons and ensure they cover all required content. Prescribing a curriculum with the possibility to involve experienced ESAP teachers or experts in curriculum planning and designing could be more helpful than leaving teachers to develop the curriculum independently. Another potential benefit of establishing a curriculum committee is the provision of recommended resources such as textbooks and articles.

8.3.3.2 Student Skills Development

Two ESAP teachers recommended creating opportunities for students to expand their learning beyond the classroom, such as organising field trips, for example:

Teachers (B, J):

‘I believe that additional activities such as field trips and engaging students in more practice such as role-plays and debates would make the programme more interesting as well as increase the motivation and participation of the students.’

‘The aim and the objective of the ESAP course should be introduced to students as early as possible, in the first session from starting the course. In this way, students would be introduced to the benefits of the course they are learning from the beginning.’

The MESRS could collaborate with industries and professional organisations to provide students with short placements (e.g. one or two weeks during the academic year) or arrange group visits to various types of organisations, particularly where English is used and/or necessary within the organisation. Such initiatives could help students recognise the value of their ESAP course and improve their ability to use English in a practical, real-world setting. This experience could also enhance their

employment prospects by allowing them to apply what they have learned directly in companies or enterprises.

8.4 Limitations of Study

It is important to discuss the limitations of this study. Despite conducting an extensive literature search, the study was constrained by the lack of research on ESAP curriculum design and development challenges in Algeria's higher education setting. Whilst a deficit of literature added to the importance and imperative nature of the study, it did mean that broader literature and contexts were not able to be considered along with similar Algerian studies.

Researcher's initial beliefs and biases about the situation being investigated needed to be addressed with steps were taken to minimise any impact on data reliability (Section 4.9). The study focused on one department (ESd) in one university (NU University) in one province in Algeria. However, similar studies could be conducted using the same methodological approaches (Section 4.1) which although the total cohort sample size of interviewees and questionnaire respondents was limited, as indicated by Cohen et al. (2018), researchers who use a larger sample size and more data do not necessarily obtain a fuller picture. Additionally, because the study utilised a case study methodology and interpretative paradigm, it is challenging to generalise the findings (Silverman, 2010; Yin, 2018) (Section 4.4.1). Nonetheless, the study provides evidence-based informed data on how the curriculum is designed and delivered in the ESAP teaching context.

The study was also limited by focusing on undergraduate students' voices on the curriculum design, and exploring the perspectives of postgraduate students may provide additional valuable information to the ESAP literature. This is because postgraduate education might involve higher levels of academic study (academic requirement and goals) and require teachers to have a certain understanding about curriculum design.

Although the research methods used in the study are deemed robust, they also have some limitations that need to be considered. For example, the open-ended questionnaire findings may not be generalisable to a larger population (Polit and Beck, 2010) (Section 4.7.1). However, despite these limitations, the questionnaire in this study provided valuable data, although some students provided only brief and short answers to the open-ended questions. This is discussed in detail in Chapter 4 (Section 4.6/ 4.7.1).

Moreover, Cohen et al. (2018) contend that semi-structured interviews can be biased and time-consuming because they rely on the interviewer's subjective nature (Bryman, 2001). To address this issue, the researcher adopted a reflexive and constructive self-critical standpoint (Section 4.2) and considered potential ethical issues related to relativity (Wallace and Poulson, 2003, p.18), which helped to maintain objectivity. Furthermore, when collecting data, it was necessary to consider the schedules and timetables of teachers, students, and the Head Teacher to arrange for classroom observations, interviews, and questionnaire. All participants were given the opportunity to contribute to the research.

Taking advantage of the privileged access of being an insider researcher could be challenged while simultaneously resisting confinement within a given role as a researcher. Being a novice teacher collecting data from teachers working in the same department that the researcher was already working in could potentially bias teachers' perspectives and practices. The qualitative research presents truth perceptions and views through the lens of the participants (teachers and Head Teacher), and the gathered data have been interpreted as experienced by the participants within the context of the case study (Corbin and Strauss, 1994).

It should be noted that data collection process was not without shortcomings, and if this research was conducted in a different setting, different shortcomings may be encountered. Nonetheless, the outcome is fluid rather than static, as McNiff and

Whitehead (2009) suggest, 'any answers already have new questions' (p.30). Teachers declined to be video recorded during classroom observations (Section 4.6.3.2), which could have resulted in missing important data that may have been captured in the video. To compensate for this, copious handwritten and typed notes were made immediately after the observations, and the transcripts were carefully reviewed, mused over, read and considered multiple times. Although transferability of a single case study can be viewed problematic (Section 4.10.2), this choice was taken to provide a specific setting to investigate practices and challenges inside a single 'instance' (Freebody, 2003, p.81).

8.5 Future Research

There are few studies conducted on the topic of ESAP curriculum design and delivery in Algeria and globally (Section 1.1.1). The findings and three themes (Sections 7.2.1/7.2.2/7.3.1) identified in this research are broad and have piqued interest in various sub-areas within ESAP for further research. Despite this study revealing problematic aspects related to students' voices, needs analysis, content design and delivery, assessment, and teacher professional development, these important areas require further investigation in different departments, faculties, and universities within Algerian higher education. More research is necessary to investigate the validity of teacher training and competencies in the Algerian context to contribute to ESAP literature locally and globally.

Future researchers might consider exploring teachers' competencies to conduct needs analysis. It would be meritorious to investigate the reasons why the policymakers do not prioritise incorporating needs analysis into the educational system. Additionally, further studies are needed to understand how ESAP teachers perceive the influence of policymakers' guidelines on their practices in ESAP courses, as well as how much they value their participation in policy decision-making processes such as curriculum change.

The study revealed the importance of training for teachers to understand curriculum development. Further studies should explore the outcomes of such training by defining the training standards to prepare teachers professionally to teach ESAP courses and how they can be enacted to develop course design. This could be an area of focus for investigating the effects of training courses on curriculum development outcomes. The results could be applicable to other departments in different regions of Algeria, allowing for comparisons and exploration of diverse angles to gain a more comprehensive understanding of curriculum design. Such research could help policymakers create more targeted training courses to enhance the teaching abilities

of ESAP teachers and meet the demand for qualified teachers in Algerian higher education institutions. More research is required to understand why training by the Algerian Ministry of Higher Education and Scientific Research (AMHESR) is seemingly not provided. Additionally, it would be interesting to examine policymakers' responses to proposed changes and recommendations to support the development of ESAP teachers.

This study highlights motivation as a crucial factor that affects teachers' curriculum design and development in ESAP courses. Hence, it would be beneficial to conduct future research to explore the factors that can motivate ESAP teachers to design and deliver effective ESAP courses and how these factors can shape their attitudes towards curriculum choices. Additionally, this study reveals that financial (Section 5.3.1), pedagogical, and broader educational issues (Sections 5.3.2/5.3.3), all contribute the design and delivery of ESAP which ultimately impacts students' experiences and achievements. Further study is needed to determine if similar issues exist in other ESAP contexts in Algeria or academic communities globally.

Exploring the use of technological facilities in study-based teaching and its potential to enhance ESAP learning and teaching could be a fascinating topic for future research. It was indicated in this study the absence of using technology instruments in the ESd. This study revealed the lack of technology integration in ESAP courses, highlighting the importance of technology as a beneficial tool for promoting students' learning and enhancing teachers' professional development. More studies are therefore required to explore how technology can be leveraged to improve ESAP courses and evaluate the effectiveness of virtual learning environments in promoting effective learning outcomes.

Although the data for this study were collected prior to the Covid 19 pandemic, the pandemic has resulted in an unprecedented shift towards remote/online teaching

and learning. This has compelled universities and teachers to adopt different digital learning platforms (Daniel, 2020).

This rapid transition to online teaching, delivery and assessment has encouraged teachers to be equipped with digital teaching skills and access to appropriate technology to keep students engaged (Dhawan, 2020). The pandemic has also altered teachers' roles, and the study findings indicate that at the time of data collection, teachers had limited access to technology and lacked proficiency when delivering ESAP courses. It is feasible to suggest that without adequate training interventions, these teachers could fall further behind in meeting classroom expectations, resulting in decreased confidence and reduced student satisfaction. Therefore, it is recommended that MESRS considers implementing training or professional development programmes to equip teachers with the necessary technologies and comprehension of digital literacies. Subsequently, future investigations could explore ways to empower teachers to design various online learning courses and effectively engage students through the use of technology, thereby improving ESAP teaching and learning practices.

8.6 Self-Reflection

The PhD experience has been an incredible journey which has helped me advance as a researcher, striving to present an accurate picture of the case study. It also made me recognise that teaching is my passion, and I can use the knowledge gained from the PhD to enlighten my students.

Although my teaching experience took place six years ago, its relevance continues when submitting this thesis. At the start of my doctoral research, I initially believed that my primary focus would be on needs analysis in the ESAP course provided in the ESd at NU University in Algeria. During the meetings with my supervisors, they suggested I read about curriculum design and delivery. This, along with other topics that emerged through discussions with my supervisors and other researchers (for example Tylor (1940) and Taba's (1945) models of curriculum design and curriculum ideologies), developed me as a researcher to be able to critique the topic being explored in the thesis. I remember how frustrated I was when I began reading about my research subject and making various conflicting conclusions as to how best to approach my research. The more I read the more I realised how complicated the term curriculum is and how limited in terms of research and implementation it was with the ESAP discipline. Through the intensive reading of literature, I became more aware of using my critical intellectual lens whenever I came across different perspectives on the ESAP approach and curriculum in the literature.

My PhD journey was not without challenges. One of these challenges was determining the appropriate paradigm to guide the research methods in achieving the study's objectives. The interpretive paradigm was chosen for its appropriateness for fulfilling research purposes and understanding the present situation more authentically. However, selecting the right methodology posed another challenge. Despite this, I was able to find alternative methodologies, and I ultimately chose the case-study approach for its versatility. In data collection process, I anticipated that

meeting with participants would be difficult since students had never completed a questionnaire before, and teachers had never been interviewed. Surprisingly, accessing and approaching the participants went smoothly, and they were enthusiastic about participating in the study. Data analysis was also challenging since there were various ways of analysing qualitative data depending on the research's purpose. For instance, some methods are focused on descriptive interpretations, such as the thematic analysis process. Difficulty with using the SPSS software programme posed another hurdle during the data analysis stage. The training was necessary to facilitate ease of access to the computing programme. Designing the conceptual framework for curriculum management (Figure 8.1) was also challenging. After understanding the situation being investigated, it took time for the researcher to reflect and peruse the literature to transform selected elements of the literature, findings, and analysis into a clear visual framework. Throughout my PhD journey, I learned how to work around obstacles that could hinder my research progress.

Being a part of the research community at Staffordshire University has contributed to my personal and academic growth in several ways. During my PhD journey, I wisely used the time by participating in a variety of educational activities. For example, I presented research papers such as exploring pedagogical approaches in EAP teaching and exploring the use of needs analysis in ESAP curriculum in Algeria at conferences and participated in workshops such as the Research Sandwich (Institute of Education Lunchtime Research Seminar Series based on EdD research and PhD research entitled, 'children's narratives in Forest School and exploring the implications for practice', 'an investigation of secondary science teachers' perceptions of the development of cultural capital and science identity in students following a linear science curriculum', 'an interpretive descriptive study of student nurses' experiences of the clinical learning environment' and 'my research into casual contracts and how they affect both academic managers and lecturers in Further Education') in the Institute of Education at Staffordshire University. Presenting my research findings at

various conferences was particularly helpful as it allowed me to share my work with others and receive valuable feedback. Collaborating with other PhD students was also a valuable learning experience. Through these interactions, I developed my communication skills and problem-solving abilities. I also learned how to think critically and improve my reflective, evaluative, and analytical skills. Additionally, I honed my academic skills, such as writing and reading. As a researcher, I learned to express my ideas without being judgmental. During the data collection process, I have learned to consider the truth as it is and instead of judging what the truth is, I learned to listen to the views of others and understand why they behaved the way they did. This helped me to hear and understand the voices of the parties involved in the ESAP approach.

Completing my PhD had a significant impact on my personal growth. I developed positive qualities such as improved listening skills, patience, confidence, openness to criticism, and the ability to explain the rationale behind anything I came up with during my study, including the research methods. The knowledge I gained during my research made me more decisive and committed to my work as an ESAP practitioner and disseminating what I have learned. The happiness I felt after finishing the chapters has made the journey an unforgettable learning experience.

Two of the years leading up to the completion of my thesis were challenging due to the COVID-19 pandemic. At the start of the pandemic, I lost the opportunity to have physical meetings with my supervisors and neither was I able to return to Algeria. Social restrictions in England also made it difficult to have discussions with fellow PhD students in the library. As a result, I experienced negative emotions such as anxiety, stress, loneliness, and homesickness, which affected my productivity in writing. It was also tough to balance educational responsibilities while coping with the psychological challenges and the lack of social interaction caused by the pandemic.

These situations led to feelings of frustration that grew more intense each day. The transition to online learning was also challenging, and it was difficult to make decisions regarding my PhD studies. Despite these challenges, I am grateful for the experience because it taught me the value of patience, courage, resilience, and creativity. I also learned the importance of adaptability during uncertain times. Overall, I believe that the PhD journey has, for me, been very much a transformational process, whilst still the same as I was, I am also very different.

8.7 Concluding Remarks

The proposed framework in Figure (8.1), along with other findings, will be presented and disseminated at various local, national, and international conferences and/or workshops related to needs analysis and ESAP curriculum design. Fortunately, I had a chance to present my findings at the research forum of the British Association of Lecturers in English for Academic Purposes (BALEAP).

The findings and recommendations will also be discussed with the Ministry of Higher Education and Scientific Research (MESRS) in Algeria. Any recommendations that are implemented will affect other universities in Algeria, not just NU University, and other subject areas beyond the Economics Sciences department (ESd). Furthermore, the study's recommendations will be sent to all stakeholders, including the MHESR, the ESAP teachers and the Head of ESd, who engaged in this study. Significantly, what this study does clearly demonstrate is a need for change at all levels to improve the students and teachers' experiences and development of ESAP.

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Appendices

Appendix A: Ethical Approval (Research Access Letter to University)



Life Sciences and Education

PROPORTIONATE REVIEW APPROVAL FEEDBACK

Researcher Name:	Hanane Hennoun
Title of Study:	An Exploration of Using Needs Analysis in the Design and Delivery of Courses of English for Specific Academic Purposes for Economics Students in Algeria
Status of approval:	Approved

Thank you for forwarding the amendments requested by the Ethics Panel.

Action now needed:

Your project proposal has been approved by the Ethics Panel and you may commence the implementation phase of your study. You should do so in conjunction with your supervisor.

You should note that any divergence from the approved procedures and research method will invalidate any insurance and liability cover from the University. You should, therefore, notify the Panel of any significant divergence from this approved proposal.

When your study is complete, please send the ethics committee an end of study report. A template can be found on the ethics BlackBoard site.

A handwritten signature in black ink, appearing to read 'R. Naemi'.

Signed: Dr Roozbeh Naemi
Ethics Coordinator
School of Life Sciences and Education

Date: 15.03.2019

Appendix B: Participant Information Sheet (Economics Students)

Title of Research Project: An Exploration of Algerian ESAP Teachers' Practices and Students' Voices in Relation to Curriculum Design and Needs Analysis.

Researcher: HENNOUN Hanane

Staffordshire University (Institute of Education)

Invitation: I would like to ask if you would be willing to take part in the following research study. However, before making any decision about this, it is important for you to understand why I am doing this project and what it will involve for you if you decide to take part. Please take time to read the enclosed information sheets carefully and take time to think about whether you would like to take part.

What is this study about?

The central aim of the study is to explore teachers' practices in designing the ESAP curriculum with respect to needs analysis for Economics students and to investigate the challenges that influence the design of the course in the Economics Sciences department at NU University. It also aims to understand students' perceptions about the content of the curriculum being delivered.

Why have I decided to do this?

I have been interested in this topic since the final year of my master's degree in 2016. During my experience in teaching as a part-time teacher in the Economics Sciences Department, I observed that what was studied theoretically about ESAP teaching was not put into application by ESAP teachers and what is taught in the department is general English under the term of ESAP. Therefore, your views are important about your own experience of the ESAP teaching and learning contexts that takes place in the ESAP classroom and can help to understand how to improve the current process.

What does it involve?

It is up to you to decide whether to take part in this study. If you decide to take part, students who are over 18 years of age will be asked to fill out a questionnaire which is a part of the needs analysis when they attend their ESAP course in the Economics Science Department at NU University in Algeria. The questionnaire will take about 30 minutes to complete. The questionnaire will aim at finding the students' perceptions towards their interests and needs in the ESAP teaching-learning process. After the questionnaire, the researcher will observe two ESAP lessons for each teacher lasting one hour and 30 minutes, the purpose being to work out the role of the ESAP teacher and gain insights into their experiences. The observation will also serve to determine what challenges they face in the ESAP classroom. The researcher will take field-notes during the observation process. There are no right or wrong answers. What is important is your opinions.

Are there any risks or benefits?

No personal risks or disadvantages are involved in taking part in the research; neither the questionnaire nor the interview will involve discomfort or harm. If you decide to go ahead, you will be asked to sign a Consent Form to make sure that you fully understand what you are agreeing to. This research has undergone full ethical scrutiny and all procedures have been approved by the Institute of Education at Staffordshire University, UK. There are no personal benefits for the people who take part, but any knowledge that is gained as a result of the research will be made available to the Department in Algeria to consider how we might do things differently in future to improve the learning experience of students. If you decide that you do not wish to take any further part, then you can discontinue the questions as incomplete surveys will be disregarded. If you choose to withdraw from the interview, the recording will be deleted by the researcher, and you do not have to give a reason for your withdrawal. If there are any questions in the interview that you would prefer not to answer, you do not have to answer them. You are free to withdraw from the project at any time to the point whereby all data are collected and merged anonymously.

Will I be identified in the report?

You will not be identified by name when information is collected and analysed or in any findings that come from the study. Participation in this study is completely voluntary. You may choose not to participate at all or withdraw your participation and data from the study. Your participation will be kept confidential to the extent possible, and the information collected from interviews, questionnaires and observations will be kept private and confidential and will not be shared with the head of the teaching department or anybody else. The researcher will report the results of the study in her PhD thesis, in academic journal articles and conference presentations by keeping confidentiality for the names of the participants in this study. Data collected, analysis and write up will still be coded securing anonymity of participants. Follow up interview recording, transcripts, and hard copies will have a code number and will be saved in the researcher password-protected computer and will be kept in a locked place after they have been transcribed where only I will have access to them.

General Data Protection Regulation 2016 (GDPR)

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). The data controller for this project will be at Staffordshire University. You can provide your consent for the use of your personal data in this study by completing the consent form that has been provided to you. You have the right to access information held about you. Your right of access can be exercised in accordance with the GDPR. I have been through Staffordshire University ethical approval process, and I will be dealing with all the requirements. You also have other rights including rights of correction, erasure, objection, and data portability. If you wish to lodge a complaint with the Information Commissioner's Office, please visit www.ico.org.uk.

FURTHER INFORMATION

This investigation will be undertaken for the purpose of completing a PhD at Staffordshire University. If you have any questions regarding this study, then please do contact me via email. My email is hanane.hennoun@research.staffs.ac.uk and I will be happy to discuss with you any questions you may have. Alternatively, any concerns about the study, you can contact my supervisor, Dr. Lynn Machin. Her email address is L.B.Machin@staffs.ac.uk

Thank you so much for reading these information sheets and I hope you will find it an interesting experience.

Appendix C: Interview Schedule (ESAP teachers)

Project Title: An Exploration of Algerian ESAP Teachers' Practices and Students Voices in Relation to Curriculum Design and Needs Analysis.

General Definitions

Needs Analysis: is a set of procedures used to collect information about the needs of students to satisfy their language learning requirements.

English for Specific Purposes (ESP): is an approach to language teaching that is based on students' goals and reasons for learning English.

English for Specific Academic Purposes (ESAP): refers to teaching English that is directly related to students' field of study. It is aimed at preparing students for their future academic careers in their disciplines.

Thank you for agreeing to be interviewed.

Introduction to the research

This doctoral study's central aim is to explore the ESAP teachers' practices in the context of ESAP curriculum design with respect to needs analysis for Economics students in the ESd at NU University in Algeria. The study also aims to attain a conceptualisation of the various existing challenges encountered by ESAP teachers delivering the ESAP course to prepare students to be well-equipped with the knowledge and skills needed to pursue their academic discipline as well as to explore their learning experience of ESAP.

- The interview should take around 45 mins.
- You are free to withdraw from the interview at any point if you wish to.
- If you have any questions prior to the interview, before, during or after the interview please ask.
- To help me with my notes, and so that I can fully concentrate on what it is you are saying, is it acceptable to record our conversation?
- Please note that the information provided will be used only for research purposes and will be kept confidential.

Background Questions

- 1.How long have you been teaching English for specific academic purposes (ESAP)?
- 2.What academic qualifications do you have?
- 3.Are you a full-time or a part-time teacher?

Teachers' Perspectives on Needs Analysis Process in ESAP Curriculum Design

- 4.To what extent do you think English is important for Economics students to carry out their studies?
- 5.How important do you think is the role of needs analysis in the course design and delivery?
- 6.Do teachers conduct needs analysis prior to ESAP curriculum design?
- 7.How do you identify and assess your students' needs?
- 8.Do students have a voice in selecting the content of the ESAP curriculum? For example, do you ask your students about the needs they want to fulfil and the objectives they want to achieve before beginning the course?
- 9.How do you integrate the needs of your students in the curriculum?

ESAP Curriculum Design Daily Practices in the Economics Sciences department (ESd)

- 10.Describe briefly how you assess the students' achievements/performance in the ESAP course?
- 11.In your opinion, what does the process of curriculum design involve?
- 12.What are the language skills and activities, emphasised in the ESAP course, that the Economics students need in order to carry out their studies effectively?
- 13.Do you choose what to teach or is the ESd equipped with adequate ESAP teaching materials?
- 14.How do you decide what content material your students need?
- 15.Do Economics students need to be taught field-specific terminology in the ESAP course, if so Why?
- 16.What are the sources for your ESAP content knowledge materials?

17. In the course of your present teaching, what do you use as ESAP materials for teaching?

18. Do you use a specific methodology to follow while teaching ESAP?

19. What teaching approaches do you think are significant for teaching ESAP?

20. Do you think the time allocated for the ESAP course is sufficient?

21. Have you received a formal professional development whether in curriculum or pedagogy?

22. Do you meet and collaborate with the subject specialist to understand the subject knowledge?

23. If you are setting up a curriculum, what are the main changes you would like to be incorporated in the ESAP curriculum development to be best improved? What are the professional development activities that can improve the ESAP curriculum?

Influences and/or Challenges experienced in Designing the ESAP Curriculum

24. Do you think ESAP teachers are well prepared to design and teach ESAP courses? Why/why not?

25. What challenges have you encountered in designing the ESAP courses in the department?

26. How did you overcome those challenges?

27. What support does the department offer you in the delivery of the curriculum?

28. What suggestions would you like to be provided to support ESAP teachers' professional development in the ESd?

Thank you

Appendix D: Participant Information Sheet (ESAP teachers)

Title of Research Project: An Exploration of Algerian ESAP Teachers' Practice and Students' Voices in Relation to Curriculum Design and Needs Analysis.

Researcher: HENNOUN Hanane

Staffordshire University (Institute of Education)

Invitation: I would like to ask if you would be willing to take part in the following research study. However, before making any decision about this, it is important for you to understand why I am doing this project and what it will involve for you if you decide to take part. Please take time to read the enclosed information sheets carefully and take time to think about whether you would like to take part.

What is this study about?

The central aim of the study is to explore teachers' practices in designing the ESAP curriculum with respect to needs analysis for Economics students and to investigate the challenges that influence the design of the course in the Economics Sciences department at NU University. It also aims to understand students' perceptions about the content of the curriculum being delivered.

Why have I decided to do this?

I have been interested in this topic since the final year of my master's degree in 2016. During my teaching experience as a part-time teacher in the Economics Sciences Department, I observed that what was studied theoretically about ESAP teaching was not put into application by ESAP teachers and what is taught in the department is general English under the term of ESAP. Therefore, your views are important about your own experience of the ESAP teaching and learning contexts that takes place in the ESAP classroom and can help to understand how to improve the current process.

What does it involve?

It is up to you to decide whether or not to take part in this study. If you decide to take part, a semi-structured interview will be addressed to the teachers in this research. In this type, the classification of questions can be changed depending on the direction of the interview and maybe additional questions can be asked. The interview will take approximately 45 minutes for teachers who have overseen the Economics English module and other teachers who specialise in other subjects like marketing, finance, and law. The interviews will focus on teachers' perceptions regarding the contents of the ESAP courses presented in the classroom and to investigate to what extent the English course respects the norms of English for specific purposes. After the interview, the researcher will observe two ESAP lessons for each teacher lasting one hour and 30 minutes, the purpose being to work out the role of the ESAP teacher and gain insights into their teaching experiences. The observation will also serve to determine what challenges they face in the ESAP classroom. The researcher will take field notes during the observation process. There are no right or wrong answers. What is important is your opinions.

Are there any risks or benefits?

No personal risks or disadvantages are involved in taking part in the research; neither the questionnaire nor the interview will involve discomfort or harm. If you decide to go ahead, you will be asked to sign a Consent Form to make sure that you fully understand what you are agreeing to. This research has undergone full ethical scrutiny and all procedures have been approved by the Institute of Education at Staffordshire University, UK. There are no personal benefits for the people who take part, but any knowledge that is gained as a result of the research will be made available to the Department in Algeria to consider how we might do things differently in future to improve the learning, and experience of students. If you decide that you do not wish to take any further part, then you can discontinue the questions as incomplete surveys will be disregarded. If you choose to withdraw from the interview, the recording will be deleted by the researcher, and you do not have to give a reason for your withdrawal. If there are any questions in the interview that you

would prefer not to answer, you do not have to answer them. You are free to withdraw from the project at any time to the point whereby all data are collected and merged anonymously.

Will I be identified in the report?

You will not be identified by name when information is collected and analysed or in any findings that come from the study. Participation in this study is completely voluntary. You may choose not to participate at all or withdraw your participation and data from the study. Your participation will be kept confidential to the extent possible, and the information collected from interviews, questionnaires and observations will be kept private and confidential and will not be shared with the head of the teaching department or anybody else. The researcher will report the results of the study in her PhD thesis, in academic journal articles and in conference presentations by keeping confidentiality for the names of the participants in this study. Data collection, analysis and write up will still be coded securing anonymity of participants. Follow up interview recording, transcripts, and hard copies will have a code number and will be saved in the researcher password-protected computer and will be kept in a locked place after they have been transcribed where only I will have access to them.

General Data Protection Regulation 2016 (GDPR)

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). The data controller for this project will be at Staffordshire University. You can provide your consent for the use of your personal data in this study by completing the consent form that has been provided to you. You have the right to access information held about you. Your right of access can be exercised in accordance with the GDPR. I have been through Staffordshire University ethical approval process, and I will be dealing with all the requirements. You also have other rights including rights of correction, erasure, objection, and data portability. If you wish to lodge a complaint with the Information Commissioner's Office, please visit www.ico.org.uk.

FURTHER INFORMATION

This investigation will be undertaken for the purpose of completing a PhD at Staffordshire University. If you have any questions regarding this study, then please do contact me via email. My email is hanane.hennoun@research.staffs.ac.uk and I will be happy to discuss with you any questions you may have. Alternatively, any concerns about the study, you can contact my supervisor, Dr. Lynn Machin. Her email address is L.B.Machin@staffs.ac.uk

Thank you so much for reading these information sheets and I hope you will find it an interesting experience.

Appendix E: Participant Information Sheet (Head Teacher of ESd)

Title of Research Project: An Exploration of Algerian ESAP Teachers' Practices and Students Voices in Relation to Curriculum Design and Needs Analysis.

Researcher: HENNOUN Hanane

Staffordshire University (Institute of Education)

Invitation: I would like to ask if you would be willing to take part in the following research study. However, before making any decision about this, it is important for you to understand why I am doing this project and what it will involve for you if you decide to take part. Please take time to read the enclosed information sheets carefully and take time to think about whether or not you would like to take part.

What is this study about?

The central aim of the study is to explore teachers' practices in designing the ESAP curriculum with respect to needs analysis for Economics students and to investigate the challenges that influence the design of the course in the Economics Sciences department at NU University. It also aims to understand students' perceptions about the content of the curriculum being delivered.

Why have I decided to do this?

I have been interested in this topic since the final year of my master's degree in 2016. During my experience in teaching as a part-time teacher in the Economics Sciences Department, I observed that what was studied theoretically about ESAP teaching was not put into application by ESAP teachers and what is taught in the department is general English under the term of ESAP. Therefore, your views are important about your own experience of the ESAP teaching and learning contexts that takes place in the ESAP classroom and can help to understand how to improve the current process.

What does it involve?

It is up to you to decide whether or not to take part in this study. If you decide to take part, an open-ended conversational interview will be conducted with the Head of the

Economics Sciences Department for 45 minutes. This will be audiotaped and then transcribed. The conversation will explore the process of designing the ESAP course. There are no right or wrong answers. What is important is your opinions.

Are there any risks or benefits?

No personal risks or disadvantages are involved in taking part in the research; neither the questionnaire nor the interview will involve discomfort or harm. If you decide to go ahead, you will be asked to sign a Consent Form to make sure that you fully understand what you are agreeing to. This research has undergone full ethical scrutiny and all procedures have been approved by the Institute of Education at Staffordshire University, UK. There are no personal benefits for the people who take part, but any knowledge that is gained as a result of the research will be made available to the Department in Algeria to consider how we might do things differently in future to improve the learning experience of students. If you decide that you do not wish to take any further part, then you can discontinue the questions as incomplete surveys will be disregarded. If you choose to withdraw from the interview, the recording will be deleted by the researcher, and you do not have to give a reason for your withdrawal. If there are any questions in the interview that you would prefer not to answer, you do not have to answer them. You are free to withdraw from the project at any time to the point whereby all data are collected and merged anonymously.

Will I be identified in the report?

You will not be identified by name when information is collected and analysed or in any findings that come from the study. Participation in this study is completely voluntary. You may choose not to participate at all or withdraw your participation and data from the study. Your participation will be kept confidential to the extent possible, and the information collected from interviews, questionnaires and observations will be kept private and confidential and will not be shared with the head of the teaching department or anybody else. The researcher will report the results of the study in her PhD thesis, in academic journal articles and conference

presentations by keeping confidentiality for the names of the participants in this study. Data collected, analysis and write up will still be coded securing anonymity of participants. Follow up interview recording, transcripts, and hard copies will have a code number and will be saved in the researcher password-protected computer and will be kept in a locked place after they have been transcribed where only I will have access to them.

General Data Protection Regulation 2016 (GDPR)

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). The data controller for this project will be at Staffordshire University. You can provide your consent for the use of your personal data in this study by completing the consent form that has been provided to you. You have the right to access information held about you. Your right of access can be exercised in accordance with the GDPR. I have been through Staffordshire University ethical approval process, and I will be dealing with all the requirements. You also have other rights including rights of correction, erasure, objection, and data portability. If you wish to lodge a complaint with the Information Commissioner's Office, please visit www.ico.org.uk.

FURTHER INFORMATION

This investigation will be undertaken for the purpose of completing a PhD at Staffordshire University. If you have any questions regarding this study, then please do contact me via email. My email is hanane.hennoun@research.staffs.ac.uk and I will be happy to discuss with you any questions you may have. Alternatively, any concerns about the study, you can contact my supervisor, Dr. Lynn Machin. Her email address is L.B.Machin@staffs.ac.uk

Thank you so much for reading these information sheets and I hope you will find it an interesting experience.

Appendix F: Interview Schedule (Head Teacher of ESd)

Project Title: An Exploration of Algerian ESAP Teachers' Practices and Students Voices in Relation to Curriculum Design and Needs Analysis.

General Definitions

Needs Analysis: is a set of procedures used to collect information about the needs of students to satisfy their language learning requirements.

English for Specific Purposes (ESP): is an approach to language teaching that is based on students' goals and reasons for learning English.

English for Specific Academic Purposes (ESAP): refers to teaching English that is directly related to students' field of study. It is aimed at preparing students for their future academic careers in their disciplines.

Thank you for agreeing to be interviewed.

Introduction to Research

This doctoral study's central aim is to explore the ESAP teachers' practices in the context of ESAP curriculum design with respect to needs analysis for Economics students in the ESd at NU University in Algeria. The study also aims to attain a conceptualisation of the various existing challenges encountered by ESAP teachers delivering the ESAP course to prepare students to be well-equipped with the knowledge and skills needed to pursue their academic discipline as well as to explore their learning experience of ESAP.

- The interview should take around 45 mins.
- You are free to withdraw from the interview at any point if you wish to.
- If you have any questions prior to the interview, before, during or after the interview, please ask.
- To help me with my notes, and so that I can fully concentrate on what it is you are saying, is it acceptable to record our conversation?
- Please note that the information provided will be used only for research purposes and will be kept confidential.

Questions

1. Who is responsible for designing the ESAP (English for Specific Academic Purposes) curriculum for Economics students?
2. What is the role of the ESAP teacher in the ESAP curriculum design?
3. What do you think about students' involvement in curriculum design?
4. What do you think are the needs of Economics students?
5. Does the course presented in the department relate to the students' needs in their field of study?
6. What type of knowledge/skills/activities do students need to study in the ESAP course?
7. Do teachers link the ESAP course materials to Economics topics?
8. How is the ESAP course assessed? What types of tests/exams are available?
9. Do you have a clear plan for ESAP curriculum design development?
10. Do EAP teachers discuss the curricula/course plans with you?
11. Do you meet teachers of the same discipline to discuss the ESAP curriculum effectiveness?

Teachers' Challenges in Designing and Teaching ESAP Curriculum

12. What do you think are the major limitations/challenges the ESAP teachers face in designing and teaching ESAP in your department?
13. Do ESAP teachers have the necessary knowledge and experience to contribute to ESAP curriculum design and teaching?
14. Does the department offer teachers any professional development opportunities for teaching ESAP courses?
15. What facilities does the department offer for ESAP teachers?

Thank you

Appendix G: The Head Teacher Interview Questions in Arabic

الملحق (ج)

أسئلة المقابلة

(رئيس قسم العلوم الاقتصادية)

عنوان المشروع:

استكشاف كيفية تصميم مناهج لتدريس اللغة الانجليزية لأغراض أكاديمية خاصة مع مراعاة تحليل الاحتياجات في جامعة الجزائر (اب) عن طريق أساتذة قسم العلوم الاقتصادية.

تعريفات عامة

تحليل الاحتياجات: هي عبارة عن مجموعة من الإجراءات المستخدمة لجمع المعلومات حول احتياجات الطلاب لتلبية متطلبات تعلم اللغة الخاصة بهم.

اللغة الإنجليزية لأغراض خاصة: هي طريقة لتدريس اللغة تعتمد على أهداف الطلاب وأسبابهم لتعلم اللغة الإنجليزية.

اللغة الإنجليزية لأغراض أكاديمية خاصة: تشير إلى تدريس اللغة الإنجليزية التي ترتبط ارتباطًا مباشرًا بمجال دراسة الطلاب حيث يهدف إلى إعداد الطلاب لوظائفهم المستقبلية في تخصصاتهم الأكاديمية.

شكرا لموافقتك على إجراء المقابلة

مقدمة البحث

الهدف الرئيسي لهذه الدكتوراه هو استكشاف ممارسات مدرسي اللغة الإنجليزية للأغراض الأكاديمية فيما يخص تصميم مناهج اللغة الانجليزية لأغراض أكاديمية خاصة فيما يتعلق بتحليل احتياجات طلاب الاقتصاد في جامعة (اب) في الجزائر. كما تهدف هذه الدراسة أيضًا للوصول إلى مختلف مفاهيم التحديات التي يواجهها أساتذة اللغة الإنجليزية أثناء تقديمهم لدورات اللغة الإنجليزية للأغراض الأكاديمية الخاصة وذلك لتهيئة الطلاب ليصبحوا مؤهلين جيدًا بالمعرفة والمهارات اللازمة لمتابعة تخصصهم الأكاديمي.

1. المقابلة تستغرق حوالي 45 دقيقة .
2. لك مطلق الحرية إذا كنت ترغب في الانسحاب من المقابلة في أي وقت .
3. يرجى طرح أي أسئلة - إذا كان لديك - قبل المقابلة أو أثناءها أو بعدها.

4. هل أستطيع تسجيل مفايلنا حتى أتمكن من التركيز بشكل كامل على ما تقوله؟
5. ليكن في علمك أن المعلومات المقدمة ستستخدم فقط لأغراض البحث وستبقى سرية.

الأسئلة

1. من المسؤول عن تصميم منهج اللغة الإنجليزية لأغراض الأكاديمية الخاصة لطلاب الاقتصاد؟
2. ما دور الأستاذ في تصميم منهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
3. ما رأيك في مشاركة الطلاب في تصميم المنهج؟
4. في رأيك ما هي احتياجات طلاب الاقتصاد؟
5. هل يتعلق المقرر المقدم في القسم باحتياجات الطلاب في مجال دراستهم؟
6. ما نوع المعرفة التي يحتاجها الطلاب للدراسة في دورة اللغة الإنجليزية لأغراض أكاديمية خاصة؟
7. هل يقوم الاساتذة بربط مواد دورة اللغة الإنجليزية لأغراض أكاديمية خاصة بمواضيع الاقتصاد؟
8. كيف يتم تقييم دورة تدريس اللغة الإنجليزية لأغراض أكاديمية خاصة. ما هي الفروض والاختبارات المتوفرة؟
9. يحتاج لإعادة صياغة وفق ما تم كتابته باللغة الإنجليزية لأنه يعتبر سؤال ذو شقين
ما التسهيلات التي يقدمها القسم لأساتذة اللغة الإنجليزية لأغراض أكاديمية؟
10. هل لديك خطة واضحة لتطوير تصميم مناهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
11. هل يناقش معك الاساتذة خطط دورات مناهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
12. هل تجتمع مع مدرسين من نفس التخصص لمناقشة فعالية منهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
13. هل يمتلك الاساتذة الخبرة والمعرفة اللازمة في تصميم مناهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
14. ما القيود أو التحديات الرئيسية التي يواجهها الاساتذة في قسمك أثناء تصميم وتدريس منهج اللغة الإنجليزية لأغراض أكاديمية خاصة؟
15. هل يقدم القسم للمعلمين أي تدريبات مهنية لتطوير مهارات الاساتذة لتدريس دورات اللغة الإنجليزية لأغراض أكاديمية خاصة؟

شكرا

Appendix H: Classroom Observation Schedule (ESAP Teachers and Economics Students)

Project Title: An Exploration of Algerian ESAP Teachers' Practices and Students Voices in Relation to Curriculum Design and Needs Analysis.

General Definitions

Needs Analysis: is a set of procedures used to collect information about the needs of students to satisfy their language learning requirements.

English for Specific Purposes (ESP): is an approach to language teaching that is based on students' goals and reasons for learning English.

English for Specific Academic Purposes (ESAP): refers to teaching English that is directly related to students' field of study. It is aimed at preparing students for their future academic careers in their disciplines.

Thank you for agreeing to be observed.

Introduction to the research

This doctoral study's central aim is to explore the ESAP teachers' practices in the context of ESAP curriculum design with respect to needs analysis for Economics students in the ESd at NU University in Algeria. The study also aims to attain a conceptualisation of the various existing challenges encountered by ESAP teachers delivering the ESAP course to prepare students to be well-equipped with the knowledge and skills needed to pursue their academic discipline as well as to explore their learning experience of ESAP.

- The observation will take place inside the classroom for one hour and 30 mins.
- The researcher will not take part in a session.
- It will be an overt observation.
- You are free to withdraw from the observation at any point if you wish to.
- If you have any questions prior to the observation, before, during or after the observation please ask.
- To help me with my notes, and so that I can fully concentrate on what it is you are saying, is it acceptable to record the session?
- Please note that the information provided will be used only for research purposes and will be kept confidential.

Observation Checklist

Teacher's name:

Course topic:

Date/time of observation:

Observer:

The Number of students present:

The Total number of students:

Course Length:

	Observed Practice	Not observed Practice
Teaching ESAP Content		
The purpose/objectives of the course are clearly stated by the teacher at the beginning of the course.		
The overview of course content, goals and learning outcomes are clearly presented and explained by the teacher.		
The purpose of the course is related to the Economics subject matter.		
The course content meets the students' needs for different proficiency levels for Economics.		
The teacher provides activities relevant to Economics subject matter.		
The teacher provides diverse activities in the course content.		

The teacher relates Economics content to students' prior knowledge, needs, experiences, interests, subject matter, and application in real life.		
Teachers' Practices in the ESAP Course		
The teacher integrates a variety of effective instructional strategies and resources to enhance students' learning.		
The teacher reflects on what works best in teaching and learning to meet the diverse needs of students.		
The teacher uses a variety of teaching methods.		
The teacher uses methods of assessment and provides constructive and timely feedback to support progression and achievement.		
The teacher uses technological aids (audio and visual) in the course.		
Time management. (Starts or finishes on time, timings kept).		
Use of hand-outs.		
Use of a blackboard.		
Use the target language (English) appropriately.		
Students' Engagement and Participation		
The teacher creates a supportive and comfortable classroom environment where students are free from embarrassment.		
Is there any disturbance during the session?		

Are students attentive?		
The students demonstrate an interest in the subject matter.		
Ask the teacher for assistance and clarification to unfamiliar terms.		
The students take part in class discussion.		
Are students able to express their ideas and reflect on the course?		
The teacher gains students' attention to the course.		
The teacher encourages questions and discussion as appropriate.		
The teacher builds positive and collaborative relationships with students.		
The teacher uses pair/teamwork.		
Comments.....		

Below are some key elements that I am going to focus on during the observation sessions.

1. Teaching materials.
2. Classroom activities.
3. Understanding content specialty.
4. Activity type.
5. Participants' (students) organisation.
6. Classroom language: the use of the target language, discourse initiation, language output.

Appendix I: Examples of Observation Field Notes

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Samedi	7	14	21	28																																													
8	* The teacher doesn't correct students' pronunciation	_____																																															
8:30	Mistakes.	_____																																															
9	* The teacher read again what has been read	_____																																															
9:30	by the students before and explain the	_____																																															
10	paragraph word by word in Arabic.	_____																																															
10:30	_____	_____																																															
11	* she used the board only to write synonyms	_____																																															
11:30	_____	_____																																															
12	* she only explains the text and raise questions	_____																																															
12:30	about the text.	_____																																															
13	I feel the ESP teacher as a google translator	_____																																															
13:30	Today.	_____																																															
14	_____	_____																																															
14:30	-the course is supposed to be completed at 3:30.	_____																																															
15	_____	_____																																															
15:30	_____	_____																																															
16	_____	_____																																															
16:30	_____	_____																																															
17	_____	_____																																															
17:30	_____	_____																																															
<p>حاول أن تتسنى دائماً أخطاء الماضي ، وأن تتجه إلى المستقبل دائماً</p>																																																	

Fevrier

2015

فيفري

Notes _____

ملحقات _____

الاثنين

Lundi

09

20 شعبان 1436



Fevrier	07 ^{sem}			
Dimanche	1	8	15	22
Lundi	2	9	16	23
Mardi	3	10	17	24
Mercredi	4	11	18	25
Jeudi	5	12	19	26
Vendredi	6	13	20	27
Samedi	7	14	21	28

- 8 the Teacher sits in the table (office)
8:30 and ask students to read a text again.
- 9 the students seem demotivated but they are
9:30 obliged to read coz the teacher has
10 threaten them by the mark of the exam.
10:30
- 11 * the lesson starts at 2 and finished at 3
11:30
- 12 I don't feel the Teacher gives the opportunity
12:30 to students to explain their own understanding
13 by themselves you feel the Teacher does
13:30 the lesson, explaining it to himself and
14 close it by himself
14:30
- 15 when students read the text out loud
15:30 I have noticed the low English proficiency in
16 English and this appears in their
16:30 pronunciation when reading the text.
17
17:30

Janvier

جانفي

2015

الخميس

Jeudi

29

Teacher (C) observation

Notes

ملاحظات

09 صباحي 1436



Janvier	05 th sem		
Dimanche	4	11	18 25
Lundi	5	12	19 26
Mardi	6	13	20 27
Mercredi	7	14	21 28
Jeudi	1	8 15	22 29
Vendredi	2	9 16	23 30
Samedi	3	10 17	24 31

- 8:30 the same problem observed before starting
- 9 the cause is the unavailability of the chairs
- 9:30 students work 15 minutes before the course
- 10 begins to look for chairs to sit on.
- 10:30
- 11 - the Teacher start, the lesson by list of
- 11:30 present coz it's a TD and their presence is
- 12 obligatory otherwise they get excluded
- 12:30 from the Module.
- 13
- 13:30 - the Teacher gives the handouts to the students
- 14 To start presenting the lesson.
- 14:30
- 15 - the Teacher asks the students to form four
- 15:30 groups to work with each other.
- 16
- 16:30 - the Teacher asks her students about the
- 17 Homework given last time.
- 17:30

Appendix J: Questionnaire Schedule (Economics Students)

Project Title: An Exploration of Algerian ESAP Teachers' Practices and Students Voices in Relation to Curriculum Design and Needs Analysis.

General Definitions

Needs Analysis: is a set of procedures used to collect information about the needs of students to satisfy their language learning requirements.

English for Specific Purposes (ESP): is an approach to language teaching that is based on students' goals and reasons for learning English.

English for Specific Academic Purposes (ESAP): refers to teaching English that is directly related to students' field of study. It is aimed at preparing students for their future academic careers in their disciplines.

Thank you for agreeing to complete the following questionnaire.

Introduction to the research:

This doctoral study's central aim is to explore the ESAP teachers' practices in the context of ESAP curriculum design with respect to needs analysis for Economics students in the ESd at NU University in Algeria. The study also aims to attain a conceptualisation of the various existing challenges encountered by ESAP teachers delivering the ESAP course to prepare students to be well-equipped with the knowledge and skills needed to pursue their academic discipline as well as to explore their learning experience of ESAP.

- Please fill in both parts of this questionnaire however if you do not want to answer any question, leave it blank.
- Please tick (✓) the appropriate box for each question and answer the open-ended questions.
- You are free to withdraw from the questionnaire at any point if you wish to.
- If you have any questions prior to, during or after the questionnaire please ask.
- If you have completed this questionnaire in another class, please do not fill it out again.
- Please note that the information provided will be used only for research purposes and will be kept confidential.

Part One: Background

1. Do you feel the English language is important for your current academic studies?

Yes	
No	

2. Why are you studying English language for your Economics degree?.....

Part Two: Students' Perceptions about the Content of the ESAP Curriculum/Course

3. How useful do you find the content in your ESAP (English for Specific Academic Purposes) course?

Very useful	
Quite useful	
Not very useful	
Not at all useful	

4. Does the ESAP course content give you what you need to be able to deal with academic needs/goals with regards to your discipline (Economics)?

Yes	
No	

5. Does the teacher allow you to participate in the course content decisions?

Yes	
No	

6. Does your teacher offer you what you expected from the ESAP course?

Yes	
-----	--

No	
----	--

7. Do you think the materials presented by the teacher are valuable?

Yes	
No	

8. Does the teacher clearly state the goals and the objectives of the ESAP course?

Yes	
No	

9. How compatible is the current ESAP course content with your academic needs in your field of study (Economics)?.....

Part Three: Students' Learning Strategies in ESAP Course

10. What type of English do you need to study in the ESAP course?

General English	
Economics English (specific English)	
Both	

11. Do you think you need additional time for the ESAP course in your curriculum?

Yes	
No	

12. Do you think the strategies used in the ESAP course delivery contribute to your English development?

Yes	
No	

13. Do you like the way the ESAP course is taught?

Yes	
No	

14. Does the teacher use technological aids in the ESAP course?

Yes	
No	

Part Four: English Language Skills and Activities

15. Which of the following macro-skills that you would like to be emphasised in the ESAP course?

Writing	
Speaking	
Listening	
Reading	

16. Which of the following micro-skills should the ESAP course emphasise on? Please tick.

Making oral presentations or giving formal speeches or presentations in English at international conferences.	
---	--

Reading Economics journals, books, and reports.	
Listening to speech in a conference given in English or reports.	
Writing Economics reports in English and taking lecture notes or summaries.	
Doing research/feasibility study in the chosen field (Economics Sciences).	

Others (please comment)

17. Do the ESAP course activities contribute to meeting your academic needs?

Yes	
No	

18. What type of skills/activities/tasks does the current ESAP course focus on?.....

19. What types of skills/activities do you feel should have been included that would have been useful for you?.....

Thank you

Appendix K: Pilot Study Feedback Questionnaire

Thank you very much for taking the time to participate in the pilot study of my research. Your feedback on this questionnaire is very important. It will help to make improvements before the main study.

Please tick (✓) the appropriate box for each question and answer the open-ended questions.

If you require clarification, please do not hesitate to contact me at hanane.hennoun@research.staffs.ac.uk.

1. How long did it take you to finish the questionnaire? 35 Minutes	
2. What do you think about the length of the questionnaire?	
Right	
Too short	
Too long	✓
3. What do you think of the clarity of the questions?	
Poor	
Satisfactory	
Good	
Very good	✓
4. Is there anything in the questionnaire that you feel is crucial in ESAP course?	
Yes	✓

No	
If yes, please provide details: The questions are clear.	
5. Did you encounter any difficulties filling out the questionnaires?	
Yes	✓
No	
If yes, please provide detail: Too many open-ended questions, no time to answer all open-ended questions, multiple choices questions might be better.	

Thank you.

Appendix L: Informed Consent Form

People's Democratic Republic of Algeria
Ministry of Higher Education and Science Research

[REDACTED]
Faculty of Economics and Commercial Sciences and management
Department of Economics Sciences
[REDACTED]

Phone: +213 48 98 10 00

20/02/2019

Dear Dr Machin

Re: Hanane Hennoun's PhD Study: An Exploration of Using Needs Analysis in the Design and Delivery of Courses of English for Specific Academic Purposes for Economics Students in Algeria.

I confirm that we are willing to participate in Hanane Hennoun's research study and that she will have our support when gathering data relating to this study.

If you require further information please contact us.

Yours faithfully

Signature of the Head of the Economics Sciences Department


نائب رئيس قسم العلوم الاقتصادية
مكلف بالتدريس و التعليم في التدرج
طيبي نادية

Appendix M: Screenshots of Quantitative Data Analysis Using SPSS

Hanane Bases.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	var	var	var	var	var	var	var
1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
3	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
4	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
5	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
6	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
7	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
8	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
9	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
10	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
11	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
12	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
13	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
15	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
16	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
17	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
18	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00							
19	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00							
20	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00							
21	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00							
22	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00							
23	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00							
24	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
25	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
26	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
27	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
28	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
29	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
30	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
31	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00							
32	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
33	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
34	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
35	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
36	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
37	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
38	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							
39	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00							

Data View Variable View

IBM SPSS Statistics Processor is ready

Hanane Bases.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1 T1	Numeric	8	2		{1.00, Very ...	None	8	Center	Ordinal	Input
2 T2	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
3 T3	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
4 T4	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
5 T5	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
6 T6	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
7 T7	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
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9 T9	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
10 T10	Numeric	8	2		{1.00, Yes}...	None	8	Center	Ordinal	Input
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Data View Variable View

IBM SPSS Statistics Processor is ready

Define Variable Properties

Scanned Variable List: Un... | M... | Role | Variable

Current Variable: T1 | Label: | Measurement Level: Ordinal | Type: Numeric | Width: 8 | Decimals: 2

Role: Input | Unlabeled values: 0 | Attributes...

Value Label grid: Enter or edit labels in the grid. You can enter additional values at the bottom.

Changed	Missing	Count	Value	Label
<input type="checkbox"/>	<input type="checkbox"/>	27	1.00	Very useful
<input type="checkbox"/>	<input type="checkbox"/>	40	2.00	Quite useful
<input type="checkbox"/>	<input type="checkbox"/>	72	3.00	Not very useful
<input type="checkbox"/>	<input type="checkbox"/>	11	4.00	Not at all useful

Cases scanned: 174 | Value list limit: 200

Copy Properties: From Another Variable... | To Other Variables... | Automatic Labels

Buttons: OK | Paste | Reset | Cancel | Help

Role: Input (repeated for each variable in the list)

*Output2 [Document2] - IBM SPSS Statistics Viewer

File | Edit | View | Data | Transform | Insert | Format | Analyze | Graphs | Utilities | Extensions | Window | Help

Output: Frequencies, Title, Notes, Statistics, T1, Bar Chart

Statistics

T1		Valid	150
N	Valid	150	
	Missing	24	

T1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Very useful	27	15.5	18.0	18.0
Quite useful	40	23.0	26.7	44.7
Not very useful	72	41.4	48.0	92.7
Not at all useful	11	6.3	7.3	100.0
Total	150	86.2	100.0	
Missing	System	24	13.8	
Total		174	100.0	

T1

Frequency

Very useful | Quite useful | Not very useful | Not at all useful

Data View | Variable View

IBM SPSS Statistics Processor is ready

Appendix N: Interview Transcription of The ESAP Teacher

Teacher J

Background Questions

Researcher: How long have you been teaching English for specific academic purposes (ESAP)?

Participant: 02 years

Researcher: What academic qualifications do you have?

Participant: Master's Degree in Didactics

Researcher: Are you a full-time or a part-time teacher?

Participant: Full-time lecturer

Teachers' Perspectives on Needs Analysis Process in ESAP Curriculum Design

Researcher: To what extent do you think English is important for Economics students to carry out their studies?

Participant: Yes, sure. Learning English is very important especially for those who carry out their studies later for research for example, for doctoral studies because they are a lot of references in English sometimes, they come to me to translate scientific articles so based on that I conclude that students need to learn English.

Researcher: How important do you think is the role of needs analysis in the course design and delivery?

Participant: Needs analysis is very important, without it you cannot teach ESAP even for general English not only ESAP, but people may have their textbook already from the internet so that's why they don't take needs analysis into consideration. Needs analysis is very useful and necessary.

Researcher: Do teachers conduct needs analysis prior ESAP curriculum design?

Participant. Not really, I have an idea about needs analysis however I try to conduct it in a hidden way which means we do not ask our students direct questions about their needs and lacks but as a teacher I observe what my students need while teaching in the classroom. I don't make students participate in the needs analysis because they are unaware of the course objectives. I do it myself, my aim was to make them participate, I work more on trying to give them an idea about the content of the course so they will get something interesting and needed. It would be better if we made the students participate but they cannot, and I am trying to give them what is useful for them. I expect from them to read and revise what we are doing in the classroom to extrapolate what we are doing.

Researcher: How do you identify and assess your students' needs?

Participant: I don't assess students' needs because of the lack of time, I only asked students what they used to study in their subject degree module.

Researcher: Do students have a voice in selecting the content of the ESAP curriculum? For example, do you ask your students about the needs they want to fulfil and the objectives they want to achieve before beginning the course?

Participant: No, I don't make students participate in the needs analysis because they are unaware of their needs and their course objectives.

ESAP Curriculum Design Practices in the Economics Sciences department (ESd)

Researcher: Describe briefly how you assess the students' achievements/performance in the ESAP course?

Participant: The evaluation enables teachers to decide how much change the course is required, for example, asking students through tests to know if they understand the course being taught is important to assess whether the course objectives are being met; it does reflect not only the students' performance but also the effectiveness of the course.

Researcher: In your opinion, what does the process of curriculum design involve?

Participant: Curriculum design involves identifying learning objectives and activities that will help students achieve the objectives. It also involves assessing the required resources to conduct the activities and ensure students' achievement.

Researcher: What are the language skills and activities, emphasised in the ESAP course, that the Economics students need in order to carry out their studies effectively?

Participant: All the skills are necessary so we cannot favour one skill over the other but the most important is that you can find that students master writing and reading but the problem that they always struggle with is that they don't speak English fluently. Students want only to communicate in English when they would like to speak to the teacher or to someone on the phone or when they would like to seek jobs in an interview so these are the main skills they should learn.

Researcher: Do you choose what to teach or is the ESd equipped with adequate ESAP teaching materials?

Participant: I use my own materials and even for printing handouts for students I do it myself with my own money, I type, print and I do the whole work. I did find the problem in finding materials.

Researcher: How do you decide what content material your students need?

Participant: I suppose I should create a questionnaire and base my decision on that, but I don't. It's what I think. I suppose this will be helpful to them.

Researcher: Do Economics students need to be taught field-specific terminology in the ESAP course, if so Why?

Participant: I would say it is very important to integrate the specific field terminology in their course because the most important thing is the lexical resources if they don't have enough vocabulary they would not be able to write, speak, read or even to understand when they listen to new terminology in Economics for example when they need to write they need a certain vocabulary in order to compose or write a short passage and if they need to talk on phone they also need some vocabulary.

Researcher: What are the sources for your ESAP content knowledge materials?

Participant: I use online materials from the internet such as books. I usually rely on myself and my educational background to design my ESAP courses and I use the internet as a relevant source of my content knowledge; I have no textbooks to follow or other references. I just type on the internet the topic I want to teach to my students and then print off the text and present it to my students.

Researcher: In the course of your present teaching, what do you use as ESAP materials for teaching?

Participant: At that time, I struggle with teaching resources. I could not find like available books and even most of the libraries here in the university you cannot find books in English and even when you find them you find just in general English for example, dictionaries not in specifics Economics English.

Researcher: Do you use a specific methodology to follow while teaching ESAP?

Participant: Teaching methods need to be up to date to present the language as a means of communication between students and see the students as the centre of a pedagogical system to motivate and encourage them to be creative and self-directed learners. The university should also support us with technological facilities to achieve the course objectives. In my teaching I always follow the communicative approach, I try to make the students more communicative to be structured because I never teach grammar and if I teach grammar, I will teach it implicitly within a context so that will be communicative, this is our objective, that's why my technique to concentrate on the communicative approach and avoid the structural approach. I am not using much technology. I am using data-show equipment to present my course in the form of slides. I felt this way might get students' attention and motivation to discuss the course rather than give them handouts, which seem boring because they just read the text and answer comprehension questions, and there is no interaction.

Researcher: What approaches do you think are useful for teaching ESAP?

Participant: I like to employ a range of exercises, not only the standard fill-in-the-blank exercise that we do today, but communicative exercises. I wish we had smart rooms with power outlets and other things. We cannot bring a laptop because our lessons are not set up for one. not at all. There are no teaching aids available.

Researcher: Do you think the time allocated for the ESAP course is sufficient?

Participant: Time is not sufficient; students need at least 3 sessions per week.

Researcher: Have you received formal professional development opportunities whether in curriculum or pedagogy?

Participant: No, I haven't, the department I work for does provide training for teachers.

Researcher: Do you meet and collaborate with the subject specialist to understand the subject knowledge?

Participant: No, I don't meet the subject specialist, I read and avoid dealing with teachers and if I dealt with the content teachers, they would go in-depth and give in-depth information that students study it in their core modules but in ESAP I try to simplify as much as I can. I would like to collaborate with other ESAP teachers to exchange what we are doing. Sometimes we do, but not all the time, but we don't discuss the methods of teaching we discuss the content only.

Researcher: If you are setting up a curriculum, what are the main changes you would like to be incorporated in the ESAP curriculum development to be best improved? What are the professional development activities that can improve the ESAP curriculum?

Participant: Before talking about designing a curriculum or suggesting some elements that are needed in the design of the ESAP course, I would say that students should learn general English for example in the first and second year of their bachelor's degree and then they would take test after that they need to consider learning or studying ESAP as an important module. I would like to suggest that the ESAP teacher to include tasks which are used in the target situation for example when they are writing different Economics letters like ordering, commanding, or complaining. There is a need to make a pre-syllabus, preparing teachers for the ESAP syllabus because preparing a syllabus is not problem but when the students' level is weak this is the problem.

Challenges and influences in Designing and Teaching ESAP Curriculum

Researcher: Do you think ESAP teachers are well prepared to design and teach ESAP courses? Why/why not?

Participant: I am prepared to design and teach general English but for ESAP as teachers we need training and development to reinforce our skills.

Researcher: What challenges have you encountered in designing the ESAP courses in the department?

Participant: It is too challenging when you design a course for students who are expected to have a high level of English and then as a teacher. I am expected to teach students specialised content in the ESAP course and because of their proficiency deficiencies, I am obliged to skip difficult materials and select easy and general English skills. Students' weakness in English is the most problem for example in 370 students you find about 20 students who are good at English so it's petty.

I face a lack of knowledge of the subject matter however I read a lot in English, French and Arabic about different subjects. Someone who is new to this job will face immersive problems.

I faced with the difficult task of finding material with which we are familiar enough to teach, and which is relevant and engaging to the students.

We need to be trained in ESAP to be skilful in teaching and handling students. However, this typical skill is different from what we have learned during our studies, which requires us to teach general English to ESAP students. Further, we have less background in handling university students. In the Department, there is actually an ESAP course. However, it only covers some theories, philosophy, and terminology without teaching students' practical skills. In my opinion, we need to have sufficient teaching skills to be able to teach ESAP. We need training workshops that enable us to understand ESAP teaching skills, curriculum design, materials development, classroom practice, evaluation, and related technologies. I am aware that technical terminology of Economics is the most crucial challenge in teaching ESAP, especially when the ESAP teachers have no background in Economics. They might fail to recognise some technical terminology in this discipline. The ideal condition is when ESAP teachers are those with a background in Economics and are highly proficient in English. Students could get the most out of them. If we try to work with Economics lecturers' hand in hand to teach ESAP, this will effectively cover all the students' needs. Also, it would be beneficial if we could attend Economics lectures. However, apparently, there is no collaboration with them. I hope the department will offer opportunities to meet with Economics lecturers.

Researcher: How did you overcome those challenges?

Participant: By reading.

Researcher: What support does the department offer you in the delivery of the curriculum?

Participant: No, the department doesn't provide me with anything.

Researcher: What suggestions would you like to be provided to support ESAP curriculum development in the ESd?

Participant: We need to adopt strategies to develop our teaching expertise, for example, reading books and journals on ESAP, developing our background, and learning from what other colleagues around Algeria are doing if faced with similar courses (by discussing practices at conferences or by reading scientific articles) to open up possibilities for our professional learning. The aim and the objective of the ESAP course should be introduced to students as early as possible, in the first session from starting the course. In this way, students would be introduced to the benefits of the course they are learning from the beginning.

Appendix O : ESAP Course Sample

Department of Economic Sciences
Module: English

What is money

Money is any asset that is widely accepted as a means of making payments or settling debts.

Over the course of history, money has taken many forms. “Commodity” which is a kind of raw material (gold, silver) or primary agricultural product (coffee) that can be bought and sold. Today, most money is in the form of bank notes, coins and deposits at banks and other financial institutions.

Whether a tangible object or a computer entry (representing, for example, the value of a bank deposit), money is based on a social agreement to recognize value. This agreement allows a bank note, coin or transfer from a bank to be accepted in exchange for goods and services or to settle debts.

Money’s main functions

Money has three main functions. Money is:

A means of exchange

The most obvious ‘function’ of money is simple : it makes it easy for people to buy and sell things. It is seen as a reliable ‘medium of exchange’ between buyer and seller. For this reason alone money is considered central to the workings of the modern economy.

A unit of measurement

As a unit of measurement, money allows us to compare the value of various goods and services. It is both the standard for pricing goods and services and the means of buying and selling them. Money also allows us to compare prices over time.

A store of value for future use

As a store of value, money facilitates the accumulation of savings and the lending of those savings to someone else. This attribute of money also makes it easier to enter into a contract—to pay in the future for goods or services received now.

Appendix P: ESAP Course Sample

35 Similarities, differences and conditions

A Similarities

These are ways of saying that two or more things are similar, or have something the same. Peter is **similar to** (= **like**) his brother in many ways. Peter and his brother are very **similar**. Peter and his brother are quite **alike**. Maria and Rebecca **both** passed their exams. (= Maria passed and Rebecca passed) But **neither** wants to go to university. (= Maria doesn't want to go and Rebecca doesn't want to go either) The two boys **have a lot in common**. (= they have many things e.g. hobbies, interests, beliefs, that are the same or very similar) See also section B.

B Differences

These are ways of saying that two or more things are different. His early films are **different from** his later ones. Paula is **quite unlike** (= very different from) her sister. They **have nothing in common**. (= they have no interests or beliefs that are the same)

C Using 'compare'

We want to **compare** the prices of all the televisions before we decide which one to buy. They made a **comparison** of average salaries in different parts of the country. Our new flat is very big **compared with/to** our old one. (= if you compare it with the other) If you **compare** this one **with** the others, I'm sure you'll see a difference.

D Exceptions

When we make a general statement about things or people and then say that one thing or person is not included or is different from the others, we use these words and phrases: It snowed everywhere **except** on the west coast. The two girls are very similar **except** that Louise has slightly longer hair. The museum is open every day **except (for) / apart from** Sunday(s). Everyone heard the fire alarm **except (for) / apart from** the two boys in room 7.
Note: Except can be followed by different words (nouns, prepositions, etc.), but **except for** and **apart from** are followed by nouns or noun phrases.

E Conditions

Here are some words/phrases which introduce or connect conditions. Like 'if', they are used with certain tenses, and the rules are quite difficult. For the moment, notice the tenses underlined in the examples, and use them in this way until you meet other examples. We will be late **unless** we hurry. (= we'll be late if we don't hurry) **Unless** the weather improves (= if the weather doesn't improve), we won't be able to go. I must go now **otherwise** (= because if I don't) I'll miss the last bus. You can borrow it as long as (= on condition that) you bring it back by Thursday.
Note: The meaning is very similar to **if** here, but the use of **as long as** shows that the condition is very important to the speaker. Take your umbrella with you in case it rains. (= because of the possibility it may rain later) I brought food in case we get hungry. (= because of the possibility we may be hungry later)

9 Prefixes

A Prefixes are often used to give adjectives a negative meaning. The opposite of 'comfortable' is 'uncomfortable', the opposite of 'convenient' is 'inconvenient' and the opposite of 'similar' is 'dissimilar'. Other examples are 'unjust', 'inedible', 'disloyal'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

Note:

- **in-** becomes **im-** before a root beginning with 'm' or 'p', e.g. immature, impatient, impartial, improbable. Similarly **in-** becomes **ir-** before a word beginning with 'r', and **il-** before a word beginning with 'l', e.g. irreplaceable, irreversible, illegal, illegible, illiterate.
- The prefix **in-** does not always have a negative meaning – often it gives the idea of inside or into, e.g. internal, import, insert, income.

B Although it is mainly adjectives which are made negative by prefixes, **un-** and **dis-** can also form the opposites of verbs too, e.g. appear disappear. The prefix is used here to reverse the action of the verb. Here are some more examples: disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disprove, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip.

C Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure.

prefix	meaning	examples
anti	against	anti-war antisocial antibiotic
auto	of or by oneself	autograph auto-pilot autobiography
bi	two, twice	bicycle bi-monthly biannual bilingual
ex	former	ex-wife ex-student ex-president
ex	out of	extract exhale excommunicate
micro	small	micro-computer microwave microscopic
mis	badly/wrongly	misunderstand mistranslate misinform
mono	one/single	monotonous monologue monogamous
multi	many	multi-national multi-purpose multi-racial
over	too much	overdo overtired oversleep overeat
post	after	postwar postgraduate post-revolutionary
pro	in favour of	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again or back	retype reread replace rewind
semi	half	semicircular semi-final semi-detached
sub	under	subway submarine subdivision
under	not enough	underworked underused undercooked

Appendix Q: Interview Transcription of The Head Teacher of ESd

Researcher: Who is responsible for designing the ESAP (English for Specific Academic Purposes) curriculum for Economics students?

Participant: The responsibility of curriculum design is on the shoulders of ESAP teachers without any external interference neither from the department nor from the students. Teachers have total freedom to design their courses. They are not restrained by any mandated syllabus and curriculum.

Researcher: What is the role of the ESAP teacher in the ESAP curriculum design?

Participant: I don't know exactly how the course should be designed or what it includes. When I first meet teachers, I ask them to teach students the Economics content. The role of the teacher is then to facilitate the learning process that involves designing a course that suits the students' needs by Economics discipline of study, teaching appropriate materials, and finally evaluating students' achievement.

Researcher: What do you think about students' involvement in curriculum design?

Participant: I cannot tell teachers to include or exclude students from taking part in curriculum design decisions; it's totally up to them whether they would like to do that. I believe in the inclusion of students in the curriculum design. It sounds good. Teachers should identify what is useful to students in the relevant Economics subjects; these views can be gathered so that we can have a relevant curriculum that teachers and students can jointly design.

Researcher: What do you think are the needs of Economics students?

Participant: I have no idea about the knowledge and activities that need to be included in the course. However, I am sure that the materials should cover Economics topics, productive, and receptive skills should be practised equally in more sophisticated ways that will qualify students to use these skills in their academic study.

Researcher: Does the course presented in the department relate to the students' needs in their field of study?

Participant: The ESAP objectives are not clearly stated in the Canva that was sent from the Ministry. Teachers are not limited to materials. Their teaching materials are not related to any kind of objectives designed by course coordinators. What is mentioned in the Canva is that students need to be able to communicate in English about Economics issues and general situations using all the language skills equally and teachers need to consider these needs in the curriculum development.

Researcher: What type of knowledge/skills/activities do students need to study in the ESAP course?

Participant: The ESAP objectives are not clearly stated in the Canva (Appendices O, P) that was sent from the Ministry. Teachers are not limited to materials. Their

teaching materials are not related to any kind of objectives designed by course coordinators. What is mentioned in the Canva is that students need to be able to communicate in English about Economics issues and general situations using all the language skills equally and teachers need to consider these needs in the curriculum development.

Researcher: Do teachers link the ESAP course materials to Economics topics?

Participant: I don't check what teachers present as materials in their classroom; however, most of them are aware that they should present all related to the Economics discipline of students, which accurately assesses the students' acquired skills and attainment throughout the curriculum.

Researcher: How is the ESAP course assessed? What types of tests/exams are available?

Participant: Normally, the final exam at the end of each semester is necessary to be conducted and it is obligatory. It is among the straightforward administrative guidelines. The student's final grade for the ESAP course is based on a combination of their final exam out of 50% and another 50% for continuous assessment throughout the course. Teachers are free to choose the types of the continuous assessment activities they use and what suit their students. Teachers are not limited by any kind of assessment standards. These could include quizzes, oral presentations, participation, and class behaviour. The distribution of marks for each component in each semester is 20 marks for the continuous assessment, and 20 marks for the final examination. To calculate a student's final mark, the two marks are added together, and the total is divided by 2. Each student needs at least 11 marks to pass at the end of each semester.

Researcher: Do you have a clear plan for ESAP curriculum design development?

Participant: I don't know what is being taught in ESAP classrooms, how they teach in the class, and what materials they present there. I do not discuss the development of the course regarding course objectives and course materials with teachers. Still, I believe that developing a curriculum around student needs and interests will foster their motivation and stimulate their passion for learning. At the beginning of the course, I make sure, I tell teachers that first of all, they should be able to design courses that support students' learning of Economics subjects of study, expecting the required skills.

Researcher: Do ESAP teachers discuss the curricula/course plans with you?

Participant: Normally my duties in the department are limited to orienting teachers and asking them to teach what was sent from the MESRS authorities. I don't interfere with their job. Most of the meetings with teachers are about management issues such as timetables and working loads. All that happens inside the classroom is left to teachers. Unfortunately, there is no communication between teachers and me. I am

always busy; I don't know very much about teachers. If collaboration happens between teachers, it will positively help them. Sometimes, I do encourage teachers to work together.

Researcher: Do you meet teachers of the same discipline to discuss the ESAP curriculum effectiveness?

Participant: Normally my duties in the department are limited to orienting teachers and asking them to teach what was sent from the MESRS authorities. I don't interfere with their job. Most of the meetings with teachers are about management issues such as timetables and working loads. All that happens inside the classroom is left to teachers. It was rarely possible to engage teachers and students in conversation and discussion on issues about course design and the use of the appropriate language genre in the ESAP course. The educational environment is not challenging due to their teachers' unwillingness to collaborate with each other and with subject specialist lecturers.

Researcher: What do you think are the major limitations/challenges the ESAP teachers face in designing and teaching ESAP in your department?

Participant: Teachers ask me about any references or materials that could help them teach ESAP courses. Unfortunately, they couldn't find anything available in the department. It is not only the case within the ESd but this situation is nationally the same across Algerian universities. Each department designs its own ESAP curriculum individually.

There is no official curriculum or syllabus to follow in teaching ESAP courses; for that reason, ESP teachers get confused about what to teach. As a result, there is a shift in focus to the material presented; most ESAP teachers tend to teach grammar instead of specialised content.

Teachers expected me to be involved in helping to look for ESAP materials. I have neither the skills nor the time to engage in coaching. However, I do not think this task was part of the head teacher's role. My job is to control four things: scheduling classes, addressing administrative issues, keeping track of how many lessons teachers do in the semester and keeping eye on the availability of teachers in the department. I assume that the educational policy should be responsible for curriculum development.

Teachers are paid less. Some of them quit for no obvious reasons; most have been forced to take additional jobs outside their working hours that provide better working conditions and salaries. Very few teachers take their jobs seriously because most of them see the teaching profession as just a source of income. I am also blaming the educational system authorities in Algeria for not developing a robust mechanism or framework that could motivate teachers financially. I am indeed responsible for hiring ESAP teachers however their salary issues are decided by the MESR.

We lack a good administrative system with a good structure that could help teachers to be able to achieve the goals and objectives of the curriculum that leads to success.

It would be beneficial if there was an inspection that could observe ESAP classrooms, talk to teachers and students to raise their concerns, rate teachers' performance, and then produce reports on that.

There is no administrative support given by MESRS or the university to ESAP teachers apart from the 'Canva' which is a formal document sent from MESRS saying the load hours required in teaching. Canva doesn't contain narrowly defined objectives or any detailed and operational ESAP teaching and learning statement. The Canva does not include any suggested references that would provide the teachers with adequate knowledge about Economics for this reason teachers are not specialised in the domain of Economics, but rather in teaching general English. It is all about a broad description of the general goal of teaching ESAP. Teaching ESAP is not seen as valued and appreciated by the MESRS and most teachers consider it as having a lower status.

Researcher: Do ESAP teachers have the necessary knowledge and experience to contribute to ESAP curriculum design and teaching?

Participant: Most teachers are a novice, so they may have insufficient knowledge about course design and needs analysis in ESAP courses. I believe that experience is gained through time and practice. Concerning the teaching competencies of ESAP teachers, there are no qualification requirements for entering the profession of ESAP teaching and no opportunities are provided to become qualified teachers. They are recruited by me mainly according to their qualifications in English. Everyone who got a degree in English from the university is welcome to teach the ESAP course. I think teachers might lack a theoretical foundation for ESAP teaching and learning pedagogy in terms of course design, choice of instructional material, and pedagogical approach. These competencies could be obtained from training courses for example.

Researcher: Does the department offer teachers any teacher training or professional development opportunities for teaching ESAP courses?

Participant: Teachers start their ESAP teaching without any preparation for course design, assessment, teaching, etc. The ESAP role is very demanding and challenging. Teachers don't know what they are teaching, and I believe it is quite unfair to put them in that position, especially where they have not been trained. I think it would be helpful if policymakers in the MESRS launched some initiatives to offer training courses for teachers.

Researcher: What facilities does the department offer for ESAP teachers?

Participant: The department does not provide many facilities for example like technical facilities and aids such as audio-visual materials or language laboratories. The department only provides data-show projector for teachers to present PowerPoints slides. However, I don't think teachers know how to work with technology equipment if it is available to facilitate leaning.

Thank you

Appendix R: Canva (Arabic Version)

٤٩ ٢٠١١/٢٠١٦ ع



السداسي: الأول
وحدة التعليم : الأفقية
المادة : لغة حية I
الرصيد: I
المعامل: I

أهداف التعليم (نكر ما يفترض على الطالب اكتسابه من مؤهلات بعد نجاحه في هذه المادة، في ثلاثة أسطر على الأكثر)

اثناء الرصيد الغوي للطلاب ليتمكن من الاستفادة من القراءات المتنوعة لمختلف المراجع..

المعارف المسبقة المطلوبة (وصف مختصر للمعرفة المطلوبة والتي تمكن الطالب من مواصلة هذا التعليم، سطرين على الأكثر)

المباديء الأساسية في اللغة الإنجليزية و قواعدها

محتوى المادة:

برنامج مقترح من الفريق البيداغوجي للمقياس يتماشى مع التخصص

طريقة التقييم: (نوع التقييم و الترجيح)

- مستمر 50 %

- امتحان 50 %

المراجع: (كتب ومطبوعات ، مواقع انترنت، إلخ)

- مراجع في الاقتصاد و إدارة الأعمال باللغة الإنجليزية .



Appendix S: Canva (English Version)

Semester: one

Teaching Unit: Horizontal

Module: English language

Parameter: 1

Teaching aims: (mentioning the qualifications that the student is supposed to acquire after passing this module in maximum three lines).

Enriching the student's linguistic balance to enable him to benefit from the various readings of the different references.

Prior knowledge required: (A brief description of the required knowledge that will enable the student to continue this learning, in no more than two lines).

The basic principles of the English language and its grammar.

Module Content:

A proposed program from the pedagogical team in line with the specialty (discipline).

Evaluation Method: (evaluation type)

- Continuous evaluation: 50 %
- Exam: 50 %

References: (Books and Publications, Internet Websites, etc)

- References in Economics in English Language

Appendix T: ESAP Course Sample

Department of Economic Sciences
Module: English

Management

Management is the process of reaching organizational goals by working with and through people and other organizational resources. It is a process or series of continuing and related activities.

There are four basic functions that make up the management process:

PLANNING: Planning involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when they should be performed.

ORGANIZING: organizing can be thought of as assigning the tasks developed in the planning stages, to various individuals or groups within the organization. Organizing is to create a mechanism to put plans into action.

INFLUENCING: influencing is also referred to as motivating, leading, or directing. Influencing can be defined as guiding the activities of organization members in the direction that helps the organization move towards the fulfillment of the goals. The purpose of influencing is to increase productivity.

CONTROLLING: controlling is the following roles played by the manager:

1. Gather information that measures performance
2. Compare present performance to pre-established performance norms.
3. Determine the next action plan and modifications for meeting the desired performance parameters.

Questions:

1/Answer these questions :

a/ what is management in Economy?

b/ how does this process work?

2/ circle key terms in the text above.

3/ draw a diagram to summarise the text.

Appendix U : ESAP Course Sample

27/11/2013

Try to Concentrate on What Is Positive

and

Neglect What Is Negative

One day a teacher entered the classroom and asked his students to prepare for a surprise test. They waited anxiously at their desks for the test to begin. The teacher handed out the question paper with the text facing down as usual. Once he handed them all out, he asked his students to turn the page and begin. To everyone's surprise, there were no questions, just a black dot in the center of the page.

The teacher seeing the expression on everyone's face, told them the following, "I want you to write what you see there." The confused students got started on the inexplicable task. At the end of the class, the teacher took all the answer papers and started reading each one of them aloud in front of all the students. All of them with no exceptions described the black dot, trying to explain its position in the middle of the sheet.

After all had been read, the classroom was silent. The teacher began to explain, "I am not going to grade you on this, I just wanted to give you something to think about. No one wrote about the white part of the paper. Everyone focused on the black dot and the same happens in our lives. We have a white paper to observe and enjoy, but we always focus on the dark spots. Our life is a gift given to us by God with love and care. We always have reasons to celebrate, nature renewing itself every day, our friends around us, the job that provides our livelihood, the miracles we see every day."

"However, we insist on focusing only on the dark spots, the health issues that bother us, the lack of money, the complicated relationship with a family member, the disappointment with friends, and the like. The dark spots are very small compared to everything we have in our lives, but they are the ones that pollute our minds. Take your eyes away from the black spots in your life. Enjoy each one of your blessings, each moment that life gives you. Be happy and live a life positively!"

Moral: Life is a bag of good and bad things. We all have positives and negatives along the way. But, we must always concentrate greater on the positives to have a healthy and happy life. Life goes on no matter what happens. So, do not waste your time thinking about the negatives.

Activity One:

Say whether the following statements are TRUE or FALSE, according to the text.

1. The teacher is a woman.
2. The teacher handed out the question paper.
3. There was just a black dot in the center of the page.
4. The confused students got started on the explicable task.
5. Our life is a gift given to us by God with love and care.
6. we insist on focusing only on the white spots.
7. Life is a bag of only goodthings.
8. Life goes on no matter what happens
9. do not waste your time thinking about the negatives.

Activity Two: Read the text again, then find the opposite of the following.

- | | |
|----------------------|-----------------|
| - positive ≠ | - never ≠ |
| - explicable ≠ | - big ≠ |
| - answer ≠ | - good ≠ |

Activity Three: Read the text again, then fill in the gaps with the right word

VERB

NOUN

- | | |
|------------|---------------|
| ..... | concentration |
| ..... | preparation |
| To express | ..... |
| ..... | explanation |
| ..... | thought |
| ..... | observation |
| ..... | enjoyment |
| To live | ..... |
| ..... | celebration |
| ..... | pollution |

Appendix V: ESAP Course Content Sample

	Curriculum Content
1st Semester content	<p>-1-Economics Terminology</p> <p>Management, what is Money</p> <p>-2-Reading Comprehension: Text</p> <p>Grammar: Prepositions</p> <p>-3-Reading Comprehension: Text</p> <p>Grammar: Passive /Active voice</p> <p>-4-Reading Comprehension: Text</p> <p>Grammar: direct/indirect speech</p> <p>Exam</p>
2st Semester content	<p>-6-Reading Comprehension: Text</p> <p>Grammar: Prepositions</p> <p>-7-Reading Comprehension: Text</p> <p>Grammar: Prefixes</p> <p>-8-Reading Comprehension: Text</p> <p>Grammar: Tenses</p> <p>Exam</p>

Evidence of Permissions for Graves (2000) and Nation and Macalister's (2010) Curriculum models:



HENNOUN HANANE
Staffordshire University

20 November 2023

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an informa business

Re: Request for Guidance on Copyright Permissions for **Graves' Model** in My Thesis



HENNOUN Hanane <hanane.hennoun@research.staffs.ac.uk>

Thursday, 2 November 2023 at 07:10

To: ORLANDO CHAVES VARON

From: ORLANDO CHAVES VARON <orlando.chavez@correounivalle.edu.co>

Sent: Tuesday, October 31, 2023 8:47:34 PM

To: HENNOUN Hanane <hanane.hennoun@research.staffs.ac.uk>

Subject: Re: Request for Guidance on Copyright Permissions for **Graves' Model** in My Thesis

Dear Hanane,

I hope this message finds you well. Thank you for your request. I am glad to learn that our study has been useful for your study. I am glad to permit you to use **Grave's model** as featured in our 2013 publication. There are no particular procedures to follow or forms that need to be completed.

We wish you the best in your studies.

Kind regards,

Orlando Chaves, PhD
Profesor Titular, ECL, Universidad del Valle
[GoogleScholar](#) - [CVLac](#) - [ORCID](#) - [Web of Science](#) - [Academia.edu](#)

