

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH  
AbdElhafid Boussouf University - Mila



*Institute of Literature and Languages*  
*Department of Foreign Languages*  
*Branch: English*

# **STUDENTS' ATTITUDES TOWARDS ESP ONLINE LEARNING**

**A Case Study of Third Year Students of  
Economics at Mila University Center**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by:**

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**2022**

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## Dedication

*In the Name of Allah, Most Gracious, Most Merciful*

*All praise is due to Allah alone*

*I dedicate this work:*

*To my precious parents, the sun of my life, **my mother**, for her support, patience, and most of all love, and the moon of my life, **my father**, for always believing in me, for his love and external sacrifices.*

*My dear parents, it is impossible to thank you for everything you have done.*

*To the stars of my life, my precious brothers: **Imad, Charif, Hamza, Yazid and Fares**, for their unconditional care and endless love.*

*To my second mother, my lovely sister, **Yassamina**, for her love, care and emotional support, I could not have asked for a better sister.*

*To **my grandmother** for being kind and for care, love and constant prayers.*

*To my best friend **Meriem**, for always being there for me through thick and thin over the years, for her care and love.*

*To my childhood friend, my cousin **Meriem** for her encouragement and all the good times we have spent together.*

*To my friend **Monira** for her love and care.*

*To my lovely friends **Selsabil and Assala**, with whom I shared the most impressive and unforgettable moments during my university journey.*

*To my friend **Faten** for her help and endless support, kindness, and humble smile.*

*To **Rayhana**, for being such a good and supportive partner to work with.*

*To my dear classmates: **Inas, Romaiissa, Abir, Nesrine, and Abla** for their love along this quest*

*To my sweet cat **Bibou** who had always made my day.*

*To my friends' university, without exceptions, who loved me and kept standing with me in difficult times.*

**Amina**

## Dedication

*"There is always something to be grateful for*

*Everything you have is a gift from ALLAH"*

*I dedicate this work to my family:*

***M**y parents, for the endless love and unconditioned support,*

*No amount of words will be ever enough to thank you*

***M**y dearest mother, for being my strength and my inspiration;*

***M**y dear father, for being so caring and believing in me;*

***M**y dear brother **Mohamed**, and My precious sisters **Amira, Asma & Ramla**,*

*For standing by my side and giving me such an encouragement*

***M**y sweetheart niece **Lyliane**, and My kind nephews **Arslan & Yaman***

*You are the greatest blessing of my life*

***M**y lovely second family, my dear **Ahmed**, for the support and encouragement,*

*Even from afar, "**MERCI**"*

***M**y partner **Amina**, for her support and hard work,*

*I could not have done it without you*

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*Rayhana*

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## Abstract

The increasing importance of universal English has led to the rise of English for Specific Purposes (ESP) teaching in Algeria. With the spread of Coronavirus pandemic, particularly in universities, the teaching-learning process shifts from the traditional to the online mode. The present study attempts to investigate students' attitudes towards ESP online learning; by shedding light on the challenges and the struggles that ESP learners encounter during online learning. Besides, this study seeks to improve the online teaching of ESP methods. Accordingly, within the remit of this study, three questions are raised: (1) what are the challenges and struggles that encounter ESP learners during online learning? (2) What are the attitudes of ESP learners towards the online methods used by ESP teachers? (3) Does online learning meet ESP learners' needs and enable them to achieve their academic needs? In response to the questions, a quantitative research method is used to collect and analyze the required data. Thus, a questionnaire is administered to sixty 60 third-year economics students at the Department of Economics at Mila University Center. The preliminary research results show that most students have a negative attitude towards online learning of ESP. They prefer traditional classes since the methods used do not facilitate their learning process and make them face several struggles. Eventually, the current research suggests a set of recommendations for teachers, learners and university administration to adopt more effective online methods and strategies and improve the online ESP teaching –learning process.

### **Key words:**

English for Specific Purposes (ESP), students of economics, learners' needs, Coronavirus pandemic, online learning.

## List of Abbreviations

**CALL:** Computer Assisted Language Learning

**CMS:** Course Management System

**CT:** Course Tools

**EAP:** English for Academic Purposes

**Ed-Tech:** Education technology

**EFL:** English as a Foreign Language

**EGP:** English for General Purposes

**ELP:** English for Legal Purposes

**ELT:** English Language Teaching

**EMFE:** English for Management Finance and Economics

**EMP:** English for Medical Purposes

**EOP:** English for Occupational Purposes

**EPP:** English for Professional Purposes

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**EST:** English for Science and Technology

**EVP:** English for Vocational Purposes

**MOODLE:** Modular Object-Oriented Dynamic Learning Environment

**NA:** Needs Analysis

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## General Introduction

As the English language has asserted its dominance over the world in the recent decades by becoming the most widely used language of communication in academic settings, many universities, especially in countries where English is taught as a foreign language, have adopted English for Specific Purposes, hands for ESP, as an independent academic discipline to meet specific learners' needs. Such an increased interest in teaching ESP can be markedly reflected in the concern of teachers, researchers and program designers in developing courses to simplify the task of teaching and learning. Most universities have included ESP programs as part of their syllabuses because they recognize the importance of assisting non-native speakers of English. ESP courses are introduced in Algerian universities to meet learners' needs of the English language in both academic and future occupational purposes.

Due to the rapid spread of COVID-19 pandemic, Algerian universities have shifted from face-to-face teaching to a more flexible method of delivering lessons online, in order to prevent the virus' spread. It is viewed as a modern teaching method that could be convenient for ESP learners and could encourage their autonomy and creativity. Indeed, that change had a significant impact on the teaching and learning environment, through creating new possibilities that lead to effective learning achievement and better improvement of learners' English proficiency.

Accordingly, investigating the situation of English teaching and learning in ESP classes is critical to understand ESP learners' attitudes towards online methods, to discuss ongoing issues with this method, and to develop practical solutions to ensure successful online ESP learning and teaching process. Furthermore, this study is conducted to suggest new approaches and materials to improve ESP teaching practices in terms of information and communication technology and adapt them to its changes and innovations.



## **1. Statement of the Problem**

Teaching and learning English in ESP classes has proven to be a difficult task due to numerous challenges which have arisen in ESP teaching methods, particularly in countries where English is only taught as a Foreign Language such as Algeria. Many Algerian universities regarded ESP as an auxiliary course with no particular program, specific content, underlined approach, or teaching materials. As far as Mila University Center is concerned, the situation is of no exception.

Therefore, ESP course designers are currently attempting to establish principles and practices for an effective ESP course based on needs analysis and the use of authentic materials, including new technologies. Their use in ESP courses overcomes barriers of space and time and opens new possibilities for a better learning atmosphere that leads to better learning achievement, but it has also several shortcomings.

Thus, the core problem around which the present study revolves is that ESP learners encounter a lot of struggles during their online learning, since teaching ESP online is based only on few courses uploaded on Moodle platform with an inappropriate content which doesn't meet learners' actual needs.

## **2. The Aim of Study**

The present study aims at exploring students' attitudes towards ESP online learning, by shedding light on the difficulties and challenges that encounter ESP learners during online learning. In addition, it attempts to investigate the effectiveness of ESP courses, the methods and approaches used in practice while teaching ESP online, in order to improve the online ESP teaching –learning methods.

### **3. Research Questions**

The above discussion leads to raise the following questions:

- What are the attitudes of ESP learners towards the online methods used by ESP teachers?
- What are the challenges and struggles that encounter ESP learners during online learning?
- Does online learning meet ESP learners' needs and enable them to achieve their academic needs?

### **4. Methodology of the Study**

#### **4.1. The Population and Sample**

The questionnaire is conducted with a population of two-hundred and forty third year economics students who are enrolled in the Faculty of Economics at Mila University Center, from each major 12 students are selected randomly representing a target sample of 60 students in total. The participants share the same English learning experience (i.e., three years of studying ESP in the Department of Economics with one hour weekly), and demonstrate similar academic needs to study English, in order to investigate their attitudes and perspectives towards teaching ESP during corona virus pandemic.

#### **4.2. Research Method**

In order to achieve the study aims and answer the research questions, we have opted for using a students' questionnaire to easily gather the required information to accomplish the current study. This questionnaire contains 32 questions. It is a combination of twenty-six close-ended questions, five multiple-choices questions and one open-ended question, and it is divided into four sections.

In order to administer the questionnaire to third year students of economics, we opted to give out copies to students who were attending their classes at the university. Since those students are not attending their classes frequently due to the present conditions, the process of collecting data has taken a long period of time, about one month, to reach the intended sample number which is 60 students.

The students' questionnaire entails a research method of data gathering through a quantitative research tool in order to analyze the results and findings that will be convenient to the research objectives, by using a qualitative strand to explain initial quantitative results.

## **5. Structure of the Dissertation**

As far as the structure of the present study is concerned, this dissertation is made up of two main chapters, theoretical and practical, with a total of four sections. The first chapter is devoted to the theoretical part, while the second one treats the data and its analysis.

Concerning the first chapter which deals with the literature review of teaching ESP before and after Corona Virus Pandemic through two sections; the first section addresses the major issues related to ESP (overview, origins and development). It also surveys the major approaches related to ESP course design, needs analysis and materials production. Meanwhile, the focus shifts to the online teaching in the second section which is devoted to different concerns of teaching in ESP online, its fundamentals, and the effective online methods and materials.

In turn, the second chapter is devoted to the practical part which is concerned with the fieldwork and divided into two main sections. The first section contains the description of the methodology adopted, presenting the research method, population and sampling, and the data collection tool. The second section explores the analysis and interpretation of the main findings in detail seeking to answer the study questions, reach the study aims, and finally draws appropriate conclusions and proposes effective recommendations on the basis of the

theoretical discussion and the results obtained. Those recommendations will likely contribute to further design and implementation of real effective courses and development of appropriate approaches in teaching ESP at the Department of Economics and the others as well in Algerian universities.

## **Chapter One: Review of Literature**

### **Section One: English for Specific Purposes (ESP)**

#### **Introduction**

English for Specific Purposes has come out to meet the different learning needs and purposes of specific learners in both academic and occupational applications. This section introduces an overview of ESP explaining the major issues related to ESP in an attempt to understand its nature, its origins and developments, and the different approaches; in addition, it sheds the light on ESP instruction elements, needs analysis, course design and materials.

#### **1.1. General Overview of English for Specific Purposes**

ESP is the type of English that is applied in particular context, which is relevant and meaningful to the learners. The aim of ESP is not to teach general features of language, rather, to teach learners forms, structure, registers, and all what they specifically need to perform successfully in their subject specific fields and be skilled in clear communications and lifelong learning.

##### **1.1.1. Definition of ESP**

ESP is a part of a more general movement of teaching language for specific purposes. It would not be possible to give an accurate and precise definition of ESP, as it is by its very nature an interdisciplinary area of enquiry (Yassin, 1999).

Many debates had been hold to give a universal acceptable definition of ESP, but linguists had a common understanding of what is meant by the term ESP, its concern with needs analysis, texts analysis, and preparing learners to communicate effectively in their work situation (Dudley-Evans & St. Johns, 1998). They should consider many aspects such as: the characteristics of ESP, the learners 'age and the time of learning, the purposes of the program, the objectives of the courses, the materials, and the methodology.

According to Mackay and Mountford, ESP is: “A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation” (1978, p.2). However, specialized aims refer to the purpose for which the learners learn a language.

According to M.cDonough (1984), ESP is a focus of language teaching activity which certainly has its own range of emphases and priorities. He added that ESP is a kind of language teaching activity. However, Hutchinson and Waters suggested that: “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning, meaning that ESP does not involve a particular type of language, teaching materials, or a methodology” (1987, p. 19).

Robinson stated that ESP is a major activity around the world today; English learners learn the language “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes” (1991, p.2).

In another perspective, Dudley-Evans and St. Johns defined ESP as “an attitude of mind in terms of ‘absolute’ and ‘variable’ characteristics, and stipulated that needs analysis is the corner stone of ESP” (Dudley-Evans & St. Johns, 1998, p. 122).

Finally, Potocar (2002) stated that ESP can be viewed as a specific edition of EGP that incorporates practical linguistic skills enabling students for a successful performance of professional tasks. In addition, Nunan stated that: “ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, material design, pedagogy, testing and research” (2004, p. 7).

In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry a greater linguistic efficiency in academic, professional, or workplace environments” Basturkmen (2006, p. 18). ESP is no more regarded

as a separate area from EFL; it is a framework to teaching languages focusing on learners' communicative needs in real life contexts.

Hutchinson (1987) argued that English Language Teaching can broadly be divided into two major types which are general English (EGP) and specific English (ESP). Mostly, the type is based on teaching itself whether the teaching specializes on general or specific materials.

### **1.1.2. From EGP English for General Purposes to ESP English for Specific Purposes**

EGP is teaching the fundamentals of general English language abilities in grammar, expressions, as well as of phonetics, and so on. Whereas, ESP is determined by different skills and needs based on a detailed analysis of learners professional and academic needs.

Certainly, EGP and ESP have many similarities as sub-divisions of English Language Teaching ELT, but undoubtedly they have many differences too. Firstly, EGP refers to the general English taught with a general educational aim in mind. However, for English which is associated with needs analysis, ESP aims to determine exactly what learners need to learn English for. So, what distinguishes between the two is not an existence of a need but rather an awareness of this need (Mackay & Mountford, 1978). ESP learners are aware of their needs; this awareness is supposed to be of significant importance and even much higher than that of General English.

Secondly, in terms of aims, the aim of EGP is to provide learners with general language capacity that enables them to solve communication difficulties that they face in everyday use by improving overall English competence through a wide range of skills, strategies and means. On the contrary, the aim of ESP courses is to provide learners with a restricted set of language competencies that may help in specific target situation. As a consequence, ESP courses are not offered for the sake of facing all communicative situations (Hutchinson & Waters, 1987).

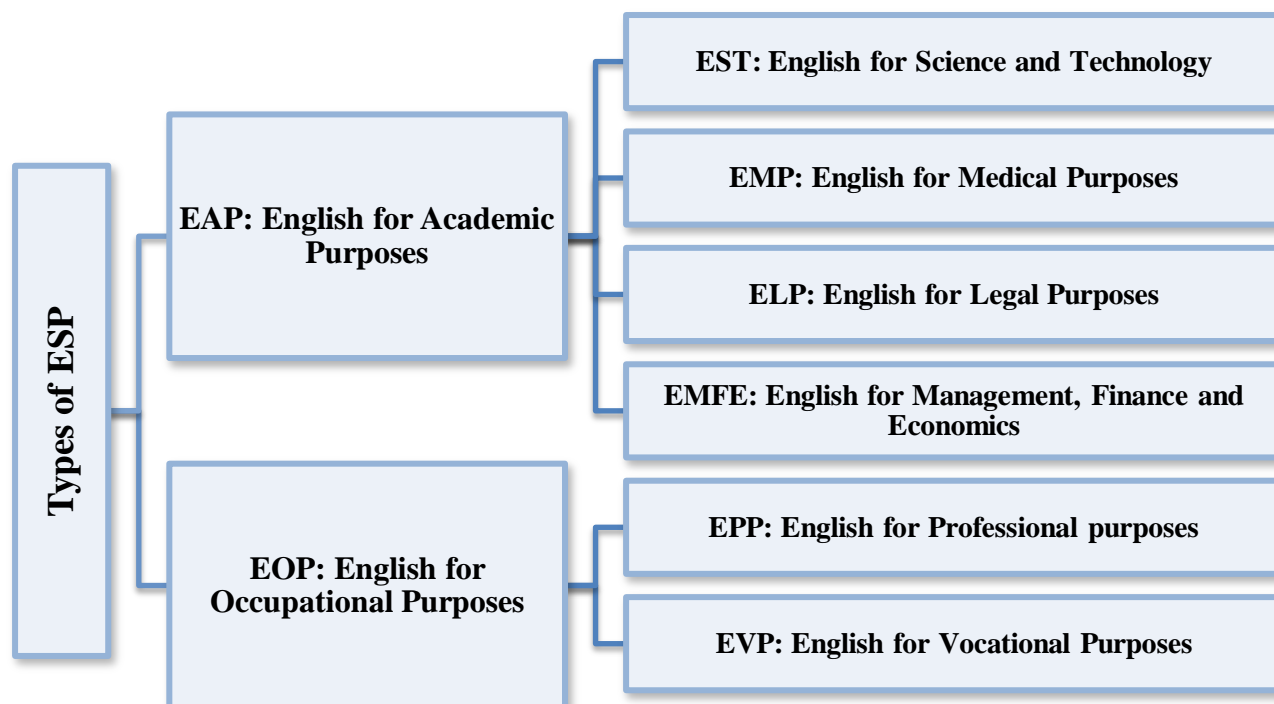
Then, Dudley-Evans and St. Johns (2001) presented another difference between ESP and EGP which is concerned with the pedagogical practices promoted by each approach. ESP teachers generally use different methodologies comparing to that used in EGP. The teaching methods should reflect the methods used; the interaction between teachers and learners leans in ESP tend more toward student-centered than teacher-centered teaching. So the ESP course is deemed to be more effective than the general English course, by designing specific courses to better meet the needs of the individual (Basturkmen, 2010).

Finally, since EGP is considered as the starting point of any ESP discipline, the English as a Foreign Language (EFL) teaching and learning process should cover those two areas of English. Any ESP learner is required to be equipped with much general language competence to be successfully involved in any ESP course. The goal of ESP is to provide the learner with practical use of English revising the knowledge built earlier in EGP.

### **1.1.3. Types of ESP**

According to Robinson (1991), there are many types of ESP with many acronyms. The most prominent two branches of ESP are: EAP English for Academic Purposes, involving academic study needs; and EOP English for Occupational Purposes, involving work-related needs.





*Figure 1.1 Classifications of ESP Types*  
*(Dudley-Evans & St John, 1998, p. 6)*

#### **1.1.3.1. English for Academic Purposes:**

EAP is concerned with the teaching of particular communicative skills that assist learners in formal educational contexts. It refers to learning or teaching English in academic contexts such as universities in order to fulfill academic purposes such as: reading texts, writing reports, taking notes, and so on. For Kennedy et al, “EAP is taught generally within educational institutions to students reading English in their studies” (1984, p. 4).

EAP has numerous sub-areas including: English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics (EMFE).

#### **1.1.3.2. English for Occupational Purposes**

EOP refers to learning or teaching English to fulfill occupational purposes; in this point, Kennedy et al wrote: “EOP is taught in a situation in which learners need to use English as

part of their work profession” (1984, p. 4). However, EOP is defined as “English for professional purposes in administration, medicine, law and business, and vocational purposes for nonprofessionals in work or pre-study situations” (Dudley-Evans & St. Johns, 1998, p. 7). Further sub-categories of EOP involve both English for Professional Purposes (EPP) and English for Vocational Purposes (EVP).

However, Hutchinson and Waters claimed that : “This is, of course, not a clear-cut distinction: people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to , a job” (1987, p. 16).

#### **1.1.4. ESP Characteristics**

Dudley-Evans and St. Johns (1998) tried to apply a series of characteristics to ESP: absolutes and variables characteristics.

##### **1.1.4.1. Absolute Characteristics**

They are specific to ESP because learners’ needs are of central importance when designing language activities:

- ESP is designed to meet specific needs of learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and syntax), skills, discourse, and genre appropriate to these activities.

##### **1.1.4.2. Variable Characteristics**

ESP courses can be designed for a specific group using definite teaching methodology. ESP should be seen simply as an 'approach' to teaching which has its variable characteristics:

- ESP may be related to specific disciplines (restricted);
- ESP may use, in specific teaching situations, a different methodology from that of General English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners (Dudley-Evans & St. Johns, 1998).

#### **1.1.5. Origins of ESP**

In fact, no procedures are taken to pave the way for ESP to emerge as a coherent and planned movement. Rather, and According to Hutchinson and Waters (1987), ESP is a phenomenon that grew out of a number of converging trends.

The emergence of ESP as a multi-disciplinary is due to three main reasons which have operated in a variety of ways around the world. First, the need for an accepted international language that was affected by the dominance of the two forces: technology and commerce; so it was the reason for learning English. Then, the revolution in linguistics which had been shifted from being a description of rules of English usage (grammar); to the real use of English in communication, in specific situations, and with specific groups of learners. Finally, the development of the educational psychology where the focus was on the learners and their attitudes toward learning English to improve the effectiveness of English courses in order to meet the learners needs and increase their motivation to learn .

All the three factors urged the need for more specialization in language learning. The English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study; “tell me what you need English for and I will tell you the English that you need” becomes the guiding principle of ESP (Hutchinson & Waters 1987, p. 6).

### **1.1.6. Developments of ESP**

ESP has emerged because of many changes and challenges in applied linguistics and other related disciplines (educational psychology in particular). From the beginning, ESP has undergone six main phases of development: Register Analysis, Discourse Analysis, genre analysis, analysis of study skills, and analysis of learning needs, to become the ESP of today as a consequence of a more practical and application-oriented education (Harding, 2007).

#### **1.1.6.1. The Concept of Special Language: Register Analysis**

Register analysis was one of the main developments of ESP and the necessary first step in an analysis of the linguistic needs of students in ESP courses. This stage began around the late 1960's and early 1970's. According to Hutchinson and Waters, "the aim is to produce a syllabus which gave high priority to the language forms students would meet in their studies and in turn would give low priority to forms they would not meet" (1987,p. 10). Register analysis had focused on the language forms (sentence grammar and vocabulary of specific language) that learners need to use in learning ESP.

So, the basic principal is that English of a specific field constituted a specific register different from that of general English. The aim of the analysis is to recognize the linguistic features, grammar, the structure, and lexicon of each register. Teaching materials are designed on the bases of these linguistic features; so to make the ESP course more relevant to learners' needs where they are likely to meet in their field of study.

The principle of Register analysis has shown its ineffectiveness when analyzing any genre to design curriculum. That is how ESP had shifted from register analysis which emphasized on the sentence level, to the rhetorical and discourse level.

#### **1.1.6.2. Beyond the Sentence: Rhetorical or Discourse Analysis**

Discourse analysis was the major movement in ESP during the 1970's and 1980's, which emphasized the importance of language use over language form and explained the

relationship between language and contexts; “Discourse is described as the language above the sentence or the clause” (Stubbs, 1983, p .1).

Allen and Widdowson (1974) stated that: “students’ needs cannot be met by a course which simply provides further practice in the composition of sentence, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts” (as cited in Hutchinson & Waters, 1987, p. 10-11).

ESP shifted attention to the level above the sentence, understanding how sentences are combined in discourse to produce meaning; Discourse Analysis refers to a number of approaches to describe the language and its structures by analyzing written, spoken, or signed language use, in terms of coherent sequences used in speech or text that is longer than the sentence; and to examine the communicative context that affect language use (Jordan, 1997, p. 229).

### **1.1.6.3. Genre Analysis**

Genre analysis research began with the works of Swales (1981 & 1990), who defined Genre as: “it comprises a class of communicative events; the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style” (as cited in Jordan, 1997, p. 230).

According to Robinson Genre Analysis is “an exciting and fruitful development within ESP” (1991, p. 27). It is a part of discourse analysis describing how language is used in a particular context. It is concerned with the study of the forms of discourse that particular discourse communities engage in, their communicative conventions and purposes, the role texts play in particular contexts, their genre products, and the differences between the discourses within and of various discourse communities (St. Johns & Dudley-Evans, 1991).

Dudley-Evans and St John (1998) outlined some drawbacks, believing that Discourse Analysis course focuses on teaching language forms and neglects the development of specific study skills. This led to the rise of another type of analysis, which is the Analysis of Study Skills.

#### **1.1.6.4. Analysis of Study Skills and Strategies**

Teaching language forms alone is not sufficient for the development of the ability to perform the task; it should be accompanied with language use processes what involves an understanding of the communicative value of the system of language in context (Dudley-Evans & St. Johns, 1998). The interest in ESP does not reside in the content to be learnt but in development of particular strategies and skills that the learner employs to deal with any target discourse after the end of the course (Robinson, 1991).

Skills refer to those abilities, techniques, and strategies that are used when reading, writing, speaking or listening for study purposes and which are not specific to any subject register. This stage focused on the ‘thinking process’ underlying its use.

The developments in ESP set the ground for the next approach, which is Learning Needs approach.

#### **1.1.6.5. Analysis of Learning Needs**

This stage did not bring any criticism to the previous stages; its major concern was to provide ESP with more logical justifications for an appropriate course designed which seeks to identify the learners’ real needs. The analysis of learners’ needs provides a profound data interpretation of language features of the target situation, and leads to elaborate the fitting syllabus that consists of teaching materials, methodology, and evaluation procedures that best meet those needs.

Analysis of learning needs is based on a certain framework that takes into account different dimensions and factors to achieve the ultimate goal of learners such as the learning process, learners' motivation, and learners' needs (Dudley-Evans and St John, 1998).

Chambers (1980) used the term 'Target situation analysis' as a more accurate description of the process of needs analysis. This process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation, and finally those features will form the syllabus of the ESP course.

#### **1.1.6.6. ESP Today**

ESP is today more vibrant than ever with a bewildering number of terms created to fit the increasing range of occupations that have taken shelter under the ESP umbrella (Brunton, 2009).

"Which approach is the most appropriate for ESP course?", "Which syllabus to choose?" are two frequently asked questions by ESP course designers. According to Dudley-Evans and St. Johns (1998), ESP nowadays does not support one approach over the other; meanwhile, there is now an acceptance of different trends to produce different types of materials and methodologies according to the teaching environment and learners' needs.

According to Robinson (1991), all approaches should be treated as being simultaneously available and each approach needs to be adapted to a particular situation for the simplest reason that there is no single model for an ESP course.

It is worth mentioning that new technologies have brought about developments in ESP pedagogy such as self-directed learning through online platforms (González-Pueyo et al., 2009; Luzón et al., 2010). ESP work is mainly devoted to academic and professional discourse; there is a huge amount of research which is mainly concerned with academic writing and speaking at university level (e.g. Hyland, 2000; Bailey, 2003).

## **1.2. ESP Teaching And Learning Processes**

ESP, as a teaching movement, brought new visions to course and syllabus design in terms of materials and methodology, in which all decisions as to content and method are based on the learner's reason for learning (Dudley-Evans & St. Johns, 1998).

Generally, ESP learners learn a set of rules, grammatical structures, and a list of vocabulary items; but when it comes to practice, they fail to apply them in concrete situation. So in practice, the main concern for ESP teachers is designing appropriate courses for various groups of learners taking into consideration learner needs, goals, motivation, and also learners' attitudes towards learning and learning strategies.

### **1.2.1. ESP and Needs Analysis**

#### **1.2.1.1. Definition of Needs Analysis**

In the 1920's, the concept of needs analysis was coined to refer to the needs of general English learners (West, 1998). However, in the mid 1970's and early 1980's, researchers in the field of foreign English teaching as Munby (1978) considered it one of the essential stages of the foreign language course design.

Needs analysis had a great deal of attention by many researchers who tried to define it from different backgrounds. For instance, Richard and Rodgers (1986) stated that NA refers to the process of identifying the general and specific language needs through developing the content of the language syllabus. Moreover, Ritcherich (1983) defined NA as the process of building up information on learners who are supposed to learn a language (as cited in Djebbari, 2016). Above all, Hutchinson and Waters (1987) defined it in the level of necessities (i.e., what learners should know to function effectively in the target situation), lacks (i.e., the weaknesses of learners in the language), and wants (i.e., what the learners of language aim and want to achieve in the language) as the ability to understand and generate linguistic features of the target situation. In the same vein, Richard and Schmidt (2002) claimed that NA



is the process of identifying learners' needs in which they require a language and arranging needs according to priorities.

To sum up, needs analysis refers to a systematic attempt to indicate needs, wants, and necessities which learners force to design a well-developed language course.

#### **1.2.1.2. The Role of Needs Analysis in ESP Course Design**

Needs analysis is an essential step in English language teaching. For J.C. Richards (2001) NA is important to gather information about learners of the language needs to design an appropriate course design. Moreover, Dudley-Evans and St. Johns stated that "needs analysis is the process of establishing the 'what and how' of a course" (1998, p. 121). Also, M.cDonough (1984) indicated that learners' needs are the fundamental elements for course development since the gathered information from NA help to set the course objectives then the course content.

For ESP learners who have a frequent and essential need to learn English in order to use it effectively in their field of work later, course designers have to first take into account what they need precisely in the English language, then design an appropriate content, which is based on their NA.

#### **1.2.2. ESP Course Design Process**

ESP teachers were more concerned with designing suitable syllabus and courses for different learners with various needs and fields. "Thus, whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition, choice of textbook or ministerial decree. For ESP teacher, course design is often a substantial and important part of the workload" (Hutchinson & Waters, 1987, p. 21).

Dudley Evans and St John distinguished five ‘interdependent’ phases as key elements in ESP; “these are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation” (Dudley Evans and St. Johns, 1998, p. 121).

#### **1.2.2.1. Course Design**

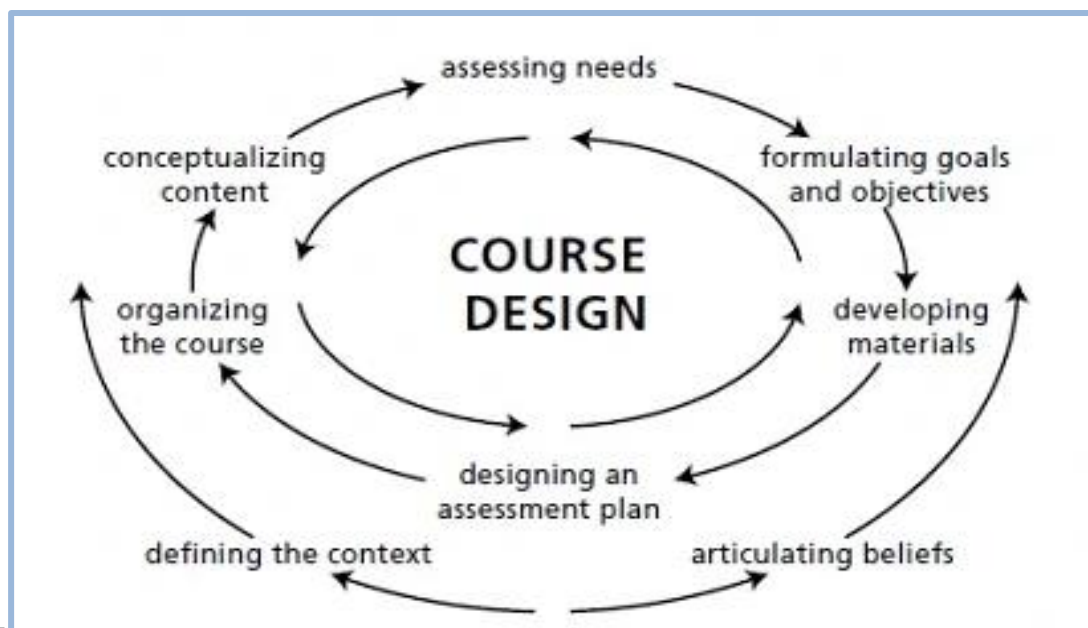
Course design refers to the development of a language program or a set of teaching materials, including how a syllabus (procedures for deciding what will be taught in a language program) should be carried out. It is a process by which needs are interpreted in order to produce an integrated series of teaching-learning experiences, and determine what should be implemented in the course in terms of syllabus, materials, and methodology (Richards et al., 2002).

Course designers need to know: Students’ reasons to learn, participants involved in the process, the setting of learning, the level of proficiency required and the topics that should be covered, and the learning theory underlying the course and the methodology employed.

As far as ESP course design is concerned, Robinson (1991) believed that it is the product of a dynamic interaction between the results of Needs Analysis, the course designers’ approach to syllabus and methodology, and existing materials. For John Munby: “ESP courses are those where the syllabus and materials are determined in all essentials by the prior -analysis of the communication needs of the learner” (1978, p. 34). Therefore, it requires more systematic attention in communication needs of the learner.

#### **1.2.2.2. Steps in Developing an ESP Course**

The process of designing an ESP course goes through developmental steps. Graves (2000) proposed a framework of course development processes, in which she proposed complementary steps to be followed (as cited in Nation & Macalister, 2010).



*Figure 1.2 Grave's Model of Course Design processes*

*(as cited in Nation & Macalister, 2010, p. 136)*

#### **1.2.2.2.1. Needs Assessment**

Conducting Needs-analysis for the targeted group to collect data about their learning needs, the process of core courses designation will take place. Needs Assessment involves finding out and interpreting learners' needs in order to design a course that will maximally benefit them and facilitate their learning to bridge the gap in their knowledge.

#### **1.2.2.2.2. Course Goals**

ESP practitioner, as a course designer, has to specify the course goals and objectives which should be realistic and stated clearly as outcomes of learners' needs analysis. In other words, they determine what the learners are expected to achieve at the end of the course and their reason to attend this course at first place.

#### **1.2.2.2.3. Selection of Content**

Conceptualizing the content means selecting what to include in the syllabus in terms of linguistics input, language forms and functions, tasks, activities, materials; in relation to needs and objectives of the learners and how all these will be organized in an appropriate syllabus.

#### **1.2.2.2.4. Material Production**

Selecting and developing materials and activities is a process of turning the course into intelligible teaching materials. According to Richards et al. (2002), teaching materials refer to all the used teaching aids to ease the learning of the language. For them, “Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio, or video form, on CD-ROMs, on the Internet or through live performance or display” (Richards et al., 2002, p. 322).

ESP teachers are more aware of what is involved in teaching and learning through the process of materials production. There are three possible ways of turning the course design into actual, useful and creative teaching materials; by selecting from the existing materials (materials evaluation), writing own materials (materials developments), or modifying the existing materials ( materials adaptation) (Hutchinson & Waters, 1987).

The ESP teacher is expected to provide a suitable teaching material which present as clearly as possible useful area of the language. So, learners would respond positively and be active in the learning process.

#### **1.2.2.2.5. Organization of Content and Activities**

This organization represents the course plan based on which both teachers and learners will be aware to be prepared for what will be taught next.

#### **1.2.2.2.6. Evaluation and Assessment**

The important and last step to measure the effectiveness of ESP courses is evaluation and assessment. These two processes should be integrated into the design process to ensure that course’s goals and objectives are achieved; learner assessment and course evaluation.

##### ***a. Learner Assessment***

Nunan (1990) stated that in language teaching, assessment is related to determination of students’ proficiency. This procedure main task is to measure the learners’ performance and

level of proficiency, in other words what they actually know in terms of language knowledge at this level of the course achievement. Assessment, also elicits learners' linguistic problems and difficulties, and sets other views for pedagogical solutions in the next courses.

### ***b. Course Evaluation***

Nunan (1990) stated that evaluation in the process of collecting and interpreting information about an educational program; it reflects the quality of the course and how appropriately been designed to help learner succeed in learning the language.

For McNeil, evaluation is "a collection of guidelines to make essential decisions about what to teach and how to teach" (1996, p. 66). Evaluation, to the process of collecting and interpreting information about an educational program, reflects the quality of the course and how appropriately been designed to help learner succeed in learning the language.

ESP course itself needs to be evaluated, whether the sets of objectives designed were achieved or not, to reach the course aims. Through this process, teacher can assess the effectiveness of the lessons planned and improve methods and strategies used; so evaluation is related to the teacher achievement.

### **Conclusion**

To sum up, ESP from the early 1960's has emerged as a significant subset of foreign English Language. It has a great deal of attention from many researchers who tried to study it and learn more about its major issues. To this end, this section had provided a significant background of ESP by highlighting its origins, development, and approaches, in addition to other matters related to ESP as needs analysis and course design.

## **Section two: Teaching ESP Online**

### **Introduction**

Online learning is a new and popular form of distance education nowadays, whereby students learn in an entirely virtual environment. First, it was introduced in the 1990's with the creation of the internet and employed in distance education, online learning (i.e, e-learning) is most predominant in higher education, enabling learners worldwide to engage with an academic institution and interact with other learners online.

This section attempts to give an account of how the teaching of ESP is taking place and what the experience of ESP online learning is like for students of economics. In addition, it will explore the online methods used by ESP teachers and how it has changed their role.

### **1.1. Fundamentals of Online Learning**

#### **1.1.1. Distance Learning (DL)**

Distance education, or distance learning, refers to a type of education that exonerates students from in-person necessary class attendance. This form of education has been widely observed in correspondence courses, wherein students communicate, keep in touch with, and study lectures or lessons without having to physically attend a school or college.

Distance education is planned learning that normally occurs at a distant location and requires a well-defined system of delivery. It may include modified teaching techniques, alternative modes for communication through various technological tools, as well as alternative administrative and organizational components (Moore & Kearsley, 1996).

#### **1.1.2. Educational Technology**

Education technology (abbreviated as Edu-Tech or Ed-Tech) is administrated to be an entrancing blueprint that captivates learners within their current educational programs (Benno, 1998).

Robinson et al. (2008) claimed that Ed-Tech is the common use of sophisticated technology such as virtual platforms, digital applications, and educational theories to moderate learners' appetites for a more purposeful e-learning experience. Robinson et al. contended that "educational technology is the study and ethical practice of facilitating learning," indicating that helping people to learn is the primary and essential purpose of educational technology (2008, p.15).

### **1.1.3. Online Learning:**

Today, online learning is the most common approach of distance learning which defines any learning that takes place across distance and not in a traditional classroom. Academic institutions agree that online education is critical to their long-term strategy and superior to face-to-face instruction. Going online to teach, "A course where most or all of the content is delivered online, or typically have no face-to-face meetings", requires training, exposure, experience, and availability of equipment (Allen & Seaman, 2003, p. 6).

Online education facilitates the radical shift from the traditional university to a more interactive, collaborative, and open-learning approach. It has also been associated with an increase in behavioral, affective, and cognitive student engagement, the facilitation of which is a central concern to modern-day educators (Bond et al., 2020).

## **1.2. Teaching ESP Online**

### **1.2.1. The Use of Technology in ESP Teaching**

Pino (2008) stated that the adaptation of traditional language instruction to an online environment provides ESL learners with abundant opportunities for the acquisition and mastery of challenging English patterns. Since technology is now viewed as a means to achieve literacy, it must become an integral part of ESL courses, where the internet should be used as a tool to promote linguistic skills and knowledge construction (Kasper, 2002). For

Rosenberg, “the use of the internet delivers great solutions that enhance knowledge” (2001, p. 32).

The practice of online ESP teaching has been highly dependent on educational technology during the COVID-19 pandemic (Stoyanova, 2021). The implementation of ESP online instruction requires not only knowing about technology but also language pedagogy in content and this causes the decrease of instructors’ enthusiasm towards going entirely online.

Technology can enable teachers and students to access specialized materials in multiple formats and in ways that can bridge time and space. The creation of “virtual classrooms” allows instructors to design and deliver their courses within a flexible framework. This helps, firstly, with traditional types of language learning, and secondly for creating new forms of communicating with oral, literate, and visual modes of discourse where the participants interact. However, the problem arises in choosing which technologies are most appropriate for the types of learning, the choice of these technologies can be linked to the more traditional decisions made about the goals for a curriculum learners’ needs assessment’ (Hyland, 2002).

### **1.2.2. Designing Online ESP Courses in Online Platform**

Laanemaa argued that the implementation of online learning in ESP courses “is a way to enhance traditional language learning experience, as well as to provide long-distance students with possibilities to acquire language skills long distance outside classroom environment” (2010, p. 1).

A course for someone who needs English for special purposes must take into account the environment and authenticity. The demand for online ESP courses has increased to serve the needs of diverse learners offering improved opportunities for both teachers and students for a more meaningful ESP learning experience.



Designing an online course for ESP learners needs to follow certain principles to ensure its success and effectiveness. Kavaliauskiene (2005) set four principles which were originally designed by Warschauer (1996):

#### **1.2.2.1. Identification of Goals**

The online course designer is required to determine which aspect of language the course should primarily focus on, and so ESP course designers should set clear objectives for learners.

#### **1.2.2.2. Integration of Activities**

For a better performance of ESP learners online, integrating activities in the general curriculum in parallel with the classroom activities makes the best of both environments.

#### **1.2.2.3. Computer Literacy Knowledge Support**

Increasing learners' motivation is one of the principles of ESP course design. Therefore, handling problems with the web reduces learners' anxiety and encourages them to work safely and confidently in online tasks. Hence, it is recommended to provide an online guide to help and assist learners in every activity they do while learning.

#### **1.2.2.4. Learners' Involvement**

ESP is known as a learner-centered approach which requires having the learner as a collaborative agent and active partner in course design. Online course design necessitates involving learners to make decisions on the type of online activities and their corresponding web tools.

#### **1.2.2.5. Language Skills Integration**

The ultimate goal of teaching ESP is to enable learners to practice language skills for communicative purposes in authentic context. This includes the mastery of the so-called macro-skills (reading, writing, speaking and listening) in addition to grammar and vocabulary

knowledge. Online learning resources offer learners interactive tools to develop their language skills (Kavaliauskiene, 2005).

### **1.2.3. ESP Teacher Roles and Responsibilities**

Due to the huge development of technology, language teachers' role has been changed from the only one who knows and takes role in the class to a participant in the communicative classroom. When ESP teachers started to use online learning, they had faced some difficulties and new responsibilities. According to White (2003), there are three areas where teachers found problems while teaching ESP online. First, teachers should introduce new strategies to communicate and interact at distance with their learners in an effective way. Then, teachers should have skills and awareness of distance education which are required to identify learners' issues and design the kind of support they need in the learning environment. Finally, before the implementation of any course that meet the objectives, teachers use the planning, development, and the delivery processes in distance learning; in order to help learners to adapt with the new environment, support, and motivate them (White, 2003).

### **1.2.4. Types of Distance Learning**

Negash and Wilcox (2008) argued that understanding distance learning different classifications is necessary to understand the efficiency of its different types, because methods used to deliver courses may change depending on the content and according to the tools used in the learning process.

Tamm (2019) mentioned some types of e-learning. Courses offered online are mainly delivered in an asynchronous learning or synchronous learning format.

#### **1.2.4.1. Synchronous E-learning**

A synchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008). Lawn (2017)

claimed that “Synchronous e-learning is often mediated by human interactions, between the learners and instructor to learn from each other in real time” (Lawn et al., 2017, p. 2).

A synchronous learning is like a virtual classroom that takes place through digital platforms where all participants (learners and teachers) are online, working collaboratively, exchanging ideas and information, and interacting with each other at the same time; such as face-to-face discussion, online real-time live teacher instruction and feedback, Skype conversations, and chat rooms. Synchronous online environments help students become more open-minded because they have to actively listen and learn from their peers, and allow them to complete work at their own pace.

#### **1.2.4.2. Asynchronous E-learning**

Asynchronous e-learning involves more self-directed learning. It can occur at any time and place determined by the learner, and does not rely on a human facilitator being present” (Lawn et al., 2017, p. 2).

Asynchronous e-learning is not real time learning. In this type of learning, the learner and the teacher are not required to be involved in the process at the same time. It may use technologies such as emails and e-Books. Learners may learn at any time, download files, and get in touch with teachers and with other learners. In fact, many learners prefer asynchronous instead of synchronous learning, because they can take online courses to learn at their preferable time when they are free. However, asynchronous learning is viewed as less social in nature and can cause some feeling of being isolated and removed from the learning environment. Asynchronous learning is viewed as less social in nature and can cause the learner to feel isolated (Hrastinski, 2008).

### **1.3. Online Learning Materials**

#### **1.3.1. Moodle Platform**

Moodle platform is a software program based on web course tools (CT); it was developed by Martin Dougiamas in Australia, and it is originally an acronym for Modular Object-Oriented Dynamic Learning Environment (Wu, 2008). It is a course management system (CMS) or a learning management system (LMS) that is most used in distance learning, and this website software provides tools focusing on the learner and learning collaboration that facilitate the learning process (Suvorov, 2011). In Moodle, teachers can monitor deadlines, tasks, and time for all quizzes and chats (Wang & Vàsquez, 2012).

Furthermore, course management feature enables teachers to deliver a new course, delete an old one and copy and change present course. In addition, they can upload files, and rename or transfer them even without using computers (Lin, 2019; Lambda solutions, 2017; as cited in El-Maghraby, 2021). Above all, Moodle allows the exchange of information among teachers and learners around the world through synchronous communication (chats) and asynchronous communication (discussion forums). Moreover, it allows the creation of student assessment processes such as quizzes and online tests (Costa et al., 2012).

##### **1.3.1.1. Roles in Moodle Platform**

According to the official website, every user has a specific role in Moodle platform. To begin with, the administrator who is the general manager in the Moodle platform does almost everything; his or her role is to manage, organize, verify and report illegal misbehaviors (Lopes, 2011). Moreover, the teacher in this platform can post and deliver courses to their students (Shylesh, 2016). Also, learners have a significant role in Moodle, but their role is limited in comparison to the administrator and teachers roles. They can participate in a course without having the ability to modify or see the notebook of the class (Lopes, 2011).

### **1.3.1.2. Moodle Resources**

Teachers can use various resources to include any file in their courses through Moodle platform. Firstly, the label allows the insert of materials amid other resources. In addition, the labels' material is still visible on the course home page for students to see their marks. Secondly, the page allows creating a web page amid the Moodle course. By way of explanation, users only click on the link to find out the content of the web page Moodle. Thirdly, the URL enables users to put links to external websites; they only click on the link to access the external website. Fourthly, the file which allows teachers to deliver courses by uploading and displaying any file, including PDFs, word documents, and power point presentation. Finally, the book which enables users to create, organize, and present chunks of information with several pages of content. This resource is easy to use with just a click on the link of the book (Arnold et al., 2017).

### **1.3.2. Power Point Presentation**

Microsoft PowerPoint is software initially developed for commercial purposes such as conference reports and presentations to clients. However, it is now widely accepted as an essential professional education tool that improves teaching and learning processes. Today, PowerPoint presentation is an essential part of Computer-Assisted Language Learning (CALL) widely used in English classrooms; it enables teachers to demonstrate their lessons using colored texts, images with simple animations, and audiovisual support. Moreover, PowerPoint presentations seek to deal with different learning styles of learners, such as visual, auditory, and kinesthetic, by employing multimedia methods (Abraham Oommen, 2012; as cited in Hassan, 2022).

#### **1.3.2.1. PowerPoint's Effects on Learning ESP**

PowerPoint can be more effective if students can appropriately use it since they can understand the words better and how to use any language skills. To achieve this aim, teachers

have to guide their students to correctly use this technology by asking them to read a text from a book then choose ambiguous words to involve those students in interactive activities in which they can see, hear, and listen. Thereby, they enrich their vocabulary (Idris, 2016). Moreover, PowerPoint can be very beneficial for students to master their speaking skills by displaying a phonetic chart, which provides them with several sounds and symbols; the tense chart helps them understand better (Madhavan, 2018).

### **1.3.3. Google Meet**

Google Meet is a website and application for iOS and Android, or it is a Google's video conferencing software which was formerly known as Google-Hangouts, but in 2017 Sundar Pichari developed it out of Google-Hangouts to become Google Meet (Amin & Sundari, 2020). This allows more than two-hundred fifty (250) learners and teachers to participate in virtual meetings wherever they want, even in their homes (Apriyana, 2021).

#### **1.3.3.1. Google Meet for ESP Learning**

Google Meet is a tool of learning that allows both English teachers and learners to best interact with each other. It enables teachers and learners to carry out professional and academic meetings, including subtitles. During these meetings, the teacher can explain a lecture while learners listen to him and read the subtitles. Moreover, it allows him or her to deliver several courses by sharing variants of documents such as PowerPoint presentations, images, and videos. Above all, this tool allows users to save sessions in their drives (Rahmah, 2022).

### **1.3.4. Video Conferencing**

Video conferencing is an interactive tool that integrates audio, video, and communication technologies to enable people around the world to collaborate face-to-face in which all types

of sharing information are included, such as data, documents, sounds, and images (Rizel, 2010).

#### **1.3.4.1. Advantages of Video Conferencing**

There are many ways in which real video conferencing can often benefit ESL learners as Skype, which is a video conferencing platform that enables learners to communicate verbally with their teachers, and benefit from learning a second language through the ability to increase the speed of communication in the target language (Mustafa, 2018). Participants in the video conference can observe the body language, facial expressions, and other nonverbal cues, and It is often more helpful when studying than using a traditional mobile phone call. When used in the classroom, videoconferencing also provides opportunities for learners to go on a virtual tour and communicate with other participants from other places, adapt to different learning styles, and stimulate the interest of learners by using video clips, graphics, and animations (Ritzel, 2010).

#### **1.3.5. Virtual Teaching**

The virtual classroom is a classroom that supports the use of the internet and technology. It allows learners to attend several courses from different places worldwide and interact with their classmates and teacher via multimedia and video conferencing or it is a learning environment created in a virtual space (Kawari, 2015). This virtual classroom is a space in which students can take courses synchronically or a-synchronically through the internet and software, which allows those students to learn as they do in traditional classes (Jairo & Ferney, 2012).

##### **1.3.5.1. Virtual Classroom Systems**

Virtual classroom systems are several learning platforms using key features to facilitate and enhance the learning process (Charles & Babatunde, 2014; as cited in Manegre, 2021).

Universities initially used video conferencing software, but most developed virtual classrooms with video conferencing and whiteboards where learning materials and textbooks are loaded (Wang & Chen, 2007; as cited in Manegre, 2021). To attend virtual courses, learners should create an account on their university website then they can log in to classes using a mobile phone or computer when their courses begin (Manegre, 2021).

#### **1.3.5.2. Virtual Classes and Teaching ESP**

By applying a virtual teaching system, English language learners can register for a course regardless of time, place, age, or other factors. It is so helpful for introverted learners who are shy and cannot speak in front of their classmates and their teacher, as here they talk to the computer and record their voices and reply to their classmates. This way effectively enhances their oral English; they can also take time to answer questions to organize their responses (Sufeng & Runjuan, 2013).

Moreover, through virtual classes, learners can access native-speaking teachers directly. In line with this, one study's results show that students in virtual classes scored better on speaking test aspects compared to those in face-to-face classes. Thus, virtual classes can be successfully used to teach English foreign language, and this teaching system also allows students to interact among themselves and with the teacher which enables them from acquiring the English language (Hamouda, 2020, as cited in Alahmadi & Alraddadi, 2020).



## **Conclusion**

To conclude, there is no doubt that the transition from face to face classes to online classes has shaped and changed the field of education completely; online learning came as an alternative to traditional ways of teaching, offering opportunities for learners to carry out their studies. Like other subjects and disciplines, ESP is linked with online learning. Since ESP is proven to have a significant role as a branch of the foreign and second language, teaching ESP online has been opted to be investigated in this study. This chapter of the literature review was divided into two main sections. The first was devoted to discussing the concept of ESP in general and mentioning some other concepts and functions. At the same time, the second dealt with a general discussion of online learning to highlight the main areas that should be tackled in teaching ESP online.

The next chapter is to consider the practical part of the current study in detail.

## **Chapter two: Methodology and Discussion of Results**

### **Introduction**

While the first chapter deals with the theoretical part of the current study by providing the literature review of the topic, this chapter is devoted to its practical part. It is devoted to bring to the fore the fieldwork which is conducted to gather information from a sample of sixty third year economics students at Mila University Center in order to answer the research questions and achieve the its aims. This chapter aims at providing a complete description of the essential elements related to the fieldwork and suggesting some implications and recommendations.

Therefore, the work is divided into two main sections. The first one is concerned with the methodology used including the research method, participants and data collection tool (i.e., a students' questionnaire for third-year students of economics). While the second deals with data presentation, interpretation, and discussion; in addition to some recommendations and limitations of the study.

### **Section One: Research Methodology**

The main goal of this section is to outline the methodology that was followed to conduct the research; it presents a description of the research method, population and sampling, data collection tool, and a detailed description of the students' questionnaire. All of these elements serve to better understand the situation of teaching ESP in the Department of Economics at Mila University Center.

#### **1.1.The Research Method**

To answer the research questions, a quantitative research method is used to analyze and interpret numerical data by using tables. It allows ensuring a careful analysis and obtaining reliable findings in order to reach general results.

## **1.2. Population and Sampling**

The population of this study involves third-year economics students at Abdelhafid Boussouf Mila University Center for the academic year 2021/2022. It consists of 240 who are divided into five majors: Marketing, Business Administration, Monetary and Banking Economics, Financial Management, Accounting and Collection. From each major, 12 students are selected randomly to obtain a sample of 60 third-year economics students. Those students are opted since they are mainly concerned with ESP.

## **1.3. Data Collection Tool**

For a better data collection from the participants, we opted to use a quantitative research tool that is a questionnaire. For Brown (2001) questionnaires are: "...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (as cited in Dornei, 2003, p.6). Moreover, this tool is a means to gather the information in a written form; it consists of both open-ended and close-ended questions (Nunan, 1992).

The choice of questionnaires as an instrument is in purpose for the simple fact that they are regarded as time efficient way of collecting data, easily studied, and analyzed. Students are requested to select the appropriate options which answer the question, and to provide some suggestions in the end of the questionnaire.

## **1.4. The administration of the Questionnaire**

In order to administer the questionnaire to third year students of economics, we opted to give out copies to students who were attending their classes at the university. The process of collecting data has taken a long period of time, about one month to reach the intended sample number which is 60 students, and it was hard to translate verbally each question to all the sixty students.

### **1.5.Description of the Questionnaire**

This questionnaire seeks to investigate teaching English for Specific Purposes (ESP) online during corona virus pandemic and students' attitudes towards ESP courses; in addition to explore the difficulties which they encounter during their online learning process.

Sixty randomly chosen third year students are requested to answer this questionnaire containing 32 Questions. They are informed about the significance of their answers which remain anonymous and used to accomplish the current research only. The questionnaire' items are derived from different topics debated in the theoretical part of the study. It is a combination of sequenced close- ended and multiple choices where the participants are asked to tick the appropriate box or boxes if needed, and an open-ended question where they are given the chance to provide their own suggestions at the end of the questionnaire.

The students' questionnaire is organized in four sections described as follows:

#### **1.5.1. Section One: General Information (Q1-Q4)**

This section aims at gathering information about students' background and opinions concerning studying English language. It is meant to generate a general view about the students' knowledge and level in English, and their interest in learning the language.

To starts with, the first question aims at exploring students major of study, whether each major of economics has its specific syllabus or not. Following that, the second question deals with how long students have been studying English to explore their English knowledge. After that, the third question is concerned with the level of students in English, to know how the variant levels affect the teaching-learning process. At the end of the section, the last question seeks to explore the students' awareness of the importance of English language in their field of study.

### **1.5.2. Section Two: English for Specific Purposes (Q5 - Q11)**

The second section is dedicated to the first variable which is ESP. At the beginning, the students are asked about the importance of ESP in comparison to the other subjects. Then in the second question, they are asked about the nature of ESP courses, those courses may be related to the subject specific field or they may just cover general topics and basic grammar rules. In the following three questions, the research investigates the difficulty of ESP course content, the language used by the ESP teacher, and also the type of lessons used while teaching.

After that students are asked, in the sixth question, about their level of satisfaction with the ESP courses concerning their needs in the field of study. Finally, the last question is designed to explore the necessity for each field of study to have a specific syllabus.

### **1.5.3. Section Three: Online Learning (Q12 – Q19)**

The third section attempts to deal with the second variable of the study which is online learning. To begin with, this section is initiated by the first question that aims at investigating students' preference regarding to face to face and online learning. The second question tackles the students' frequency of using Internet to know to which extent they are interested in studying English online. After that, the third question's aim is to know whether students have the required devices to learn or not. The fourth question is concerned with which mode of online learning ESP teacher' uses. Following that, the fifth question seeks to explore students' preferences regarding synchronous and asynchronous modes of learning. In the same vein, the sixth question aims at knowing which of online materials the students prefer. Concerning the seventh question, it is about the students' possession of their ESP teacher E-mail account. Bringing the last section into close, the last question of this section invites students to answer how their ESP teacher provides feedback.

#### **1.5.4. Section Four: ESP Online (Q20 – Q32)**

The last section intends to figure out the main aim of this study which is to explore and to diagnose teaching ESP online. This section contains questions about students' knowledge of the use of virtual technologies in online courses, the difficulties they face while studying online, materials used by teachers, and their impact on the learning-teaching process and students' academic achievement.

Thus, it starts by asking students in the first question about the current mode used by teachers to deliver ESP courses, online or face to face. Then in the two following questions, it tries to discover the challenges and problems that students are facing; the slowness or no access to internet, the lack of motivation and the inappropriate teaching style and others which may encounter them during online learning. Moving to the next three questions (from the fourth to the sixth question) which deal with students' opinions about virtual technologies and the materials used by their ESP teachers, and also the role of those materials in facilitating the learning process, especially Moodle platform. After that, the seventh question targets to show the students' level of satisfaction with the availability of resources at the platform.

Through the eighth question, the students are asked to choose the method that they find better to deliver ESP courses, and in the ninth question if the materials used cover the needs of the entire ESP courses. The following two questions (question ten and eleven) aim at revealing students' perceptions of the role of ESP online courses in their academic achievement and their future jobs. Finally the last question is designed to give the students the opportunity to propose some suggestions in order to improve their online learning process.

## **Conclusion**

To sum up, this section provides a complete description of the research methodology initiating with the research method, then presents the population and sampling in which this study is involved and the tool used to gather the required data. As a final point, the students' questionnaire is described in detail.

## **Section Two: Presentation and Discussion of the Results**

### **Introduction**

Unlike the first section of the practical chapter, which was dedicated to present the methodology used to conduct the current study; the primary purpose of the second section is to present, discuss and interpret the data collected in order to picture out the present status of ESP teaching in Economics Department and investigate ESP learners attitudes towards online courses and methods. Further within the remit of this section, an account is made of the study's significant limitations and some recommendations are suggested for teachers, learners, and university administration based on the analysis and interpretation of the findings.

### **2.1. Analysis of Students' Questionnaire**

Throughout this part of work, the data gathered from the students' questionnaire is analyzed and described in details in terms of the four main sections: general information, ESP, online learning, and teaching ESP online.

#### **2.1.1. Section One: General Information**

The first section of the students' questionnaire is dedicated to obtain general information about the sixty participants:



- **Q1: What is your major of study?**

*Table 1.1 Students' Major of Study*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Marketing</b>	<b>12</b>	<b>20%</b>
<b>Business Administration</b>	<b>12</b>	<b>20%</b>
<b>Monetary and Banking Economics</b>	<b>12</b>	<b>20%</b>
<b>Financial Management</b>	<b>12</b>	<b>20%</b>
<b>Accounting and Collection</b>	<b>12</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question is set to explore students' major of study. According to table 1.1, the participants are distributed into five (5) majors: Marketing, Business Administration, Monetary and Banking Economics, Financial Management, and Accounting and Collection. From each major, 12) students (20%) are selected randomly (i.e., regardless of their gender or their level). Therefore, there is an equal distribution of the sample according to the majors.

- **Q2: How long have you been studying English language?**

*Table 1.2 Students' Knowledge of English Language*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Ten years (10)</b>	<b>34</b>	<b>56.7 %</b>
<b>Over than ten years</b>	<b>26</b>	<b>43.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question attempts to determine the period of time spent in studying English language. The table above shows that more than half of students (34 students i.e., 56.7%) have been learning English for ten years. While the rest of students (26 students i.e., 43.3%) have been learning English over ten years. So, most of the students have a good knowledge of the English as a second language.

- **Q3: How do you consider your level in English language?**

*Table 1.3 Students' Level in English Language*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Poor</b>	<b>17</b>	<b>28.3%</b>
<b>Average</b>	<b>30</b>	<b>50%</b>
<b>Good</b>	<b>13</b>	<b>21.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

As shown in table 1.3, when asked about the level of learners seventeen students (28.3%) declare that they have a poor level in English; while half of them (30 students i.e., 50%) state that their level of English is average. On the other hand, 13 students (21.7%) claim that they are good in English language. Thus, the learners have different levels which may affect the process of learning-teaching English.

- **Q4: Do you think that English language is important and relevant to your field of study?**

*Table 1.4 Students' Attitude towards the Importance of English Language*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>49</b>	<b>81.7%</b>
<b>No</b>	<b>11</b>	<b>18.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question is designed to know whether the English language is important to the learners' field of study. The results in table 1.4 reveal that the majority of students (49 students i.e., 81.7%) answer approvingly; while few of them (11 students i.e., 18.3%) claim that English language does not hold an important role in their field of study.

### **2.1.2. Section Two: English for Specific Purposes (ESP)**

The second section is devoted to explore some issues related to ESP, its importance to third year economic students, the nature of its course content and their attitudes of learning:

- **Q5: How important do you think ESP is in comparison with other subjects?**

*Table 2.1 Students' View of the Importance of ESP in Comparison with Other Subjects*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>More important</b>	<b>26</b>	<b>43.4%</b>
<b>The same</b>	<b>20</b>	<b>33.3%</b>
<b>Less important</b>	<b>14</b>	<b>23.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The students' answers are different concerning the importance of ESP in comparison with other subjects. The majority of them (26 students i.e., 43.4%) thinks that ESP is more important than the others subjects; 20 students (33.3%) consider it as a subject that has the same importance like the other subjects; few of them (14 students i.e., 23.3%) believe it to be less important. As a result, the sample agrees on the importance of teaching ESP.

- **Q6: Are the ESP courses generally?**

*Table 2.2 the Nature of ESP Courses*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Related to the field of study</b>	<b>9</b>	<b>15%</b>
<b>General topics and basic rules</b>	<b>39</b>	<b>65%</b>
<b>Mixture of both</b>	<b>12</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question seeks to determine the nature of ESP courses whether they contain topics related to students' field of study, or they are general topics. According to the analysis of table 2.2, nine participants (15%) assume that the ESP courses are generally related to their field of study; while the majority (39 students i.e., 65%) says that most of the ESP courses are general topics and basic grammar rules; 12 participants (20%) believe that it is a mixture of both.

- **Q7: Do you think that ESP course content is difficult?**

*Table 2.3 Students' Perceptions of the ESP Course Content Difficulty*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>45</b>	<b>75%</b>
<b>No</b>	<b>15</b>	<b>25%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The question aims to determine if ESP course content is difficult to ESP learners. According to the analysis of table 2.3, the majority of the students (45 students i.e., 75%) find the course content difficult; while 15 students (25%) think that the ESP course content is not difficult.

- **Q8: Do you understand all what your ESP teacher says during the lecture?**

*Table 2.4 Students' Level of Comprehension during the Lecture*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>16</b>	<b>26.7%</b>
<b>No</b>	<b>44</b>	<b>73.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

As for this question, students are asked about their understanding of the lecture. Table 2.4 shows that about 26.7% of the students (16 students) argue that they understand all what the teacher says during the lecture. On the other hand, 44 respondents (73.3%) think the opposite. So, the majority of economics students face some problems of comprehension during the lecture.

- **Q9: Does your ESP teacher use PPP type of lesson (preparation, presentation and practice)?**

*Table 2.5 Teachers' Use of the PPP Type of Lessons in ESP*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>12</b>	<b>20%</b>
<b>No</b>	<b>48</b>	<b>80%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

According to the results in table 2.5, the majority of the participants (48 students i.e., 80%) claim that their ESP teacher does not use PPP type while teaching ESP, but this type of lessons is used by the teacher according to some of the participants (12 students i.e., 20%).

- **Q10: To what extend do the ESP courses satisfy your needs in your field of study?**

*Table 2.6 Students' Level of Satisfaction with the ESP Courses*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Completely</b>	<b>6</b>	<b>10%</b>
<b>Partly</b>	<b>42</b>	<b>70%</b>
<b>Not at all</b>	<b>12</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

In this question, students are asked to determine their level of satisfaction with ESP courses. The majority (42 students i.e., 70%) of them points out that they are partly satisfied with English courses. While 12 students (20%) claim that ESP courses do not satisfy their

needs in their field of study. Few of them (6 students i.e., 10%) are completely satisfied with ESP courses.

From the results, it implies that ESP courses do not satisfy students' needs in their field; so those courses should be designed based on learners' needs assessment.

- **Q11: Do you think that every field of study in your department should have a different syllabus?**

*Table 2.7 Students' Views of the Specification of Syllabus*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>45</b>	<b>75%</b>
<b>No</b>	<b>15</b>	<b>25%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The students are asked about their point of views concerning the specification of the syllabus according to the field of study. In response to this question, 75% of respondents (45 students) answer with yes, and 25% of them (15 students) answer with no. It obviously supports the idea that one general syllabus could serve teaching a general English course and not an ESP course.

### **2.1.3. Section Three: Online Learning**

This section deals with online learning as a mode of teaching, the different materials used by teachers, the difficulties and challenges that encounter students while learning online.

- **Q12: Do you prefer face to face learning or online learning?**

*Table 3.1 Students' Preferences Regarding Face to Face and Online Learning*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Face to face</b>	<b>43</b>	<b>71.7%</b>
<b>Online</b>	<b>17</b>	<b>28.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question seeks to investigate Students' preferences concerning face to face and online learning. The results in table 3.1 reveal that most of respondents (43 students i.e., 71.7%) prefer face to face learning. However the rest of them (17 students i.e., 28.3%) prefer online learning. Their preferences could reflect the effectiveness of each mode of learning.

- **Q13: How often do you use internet to study?**

*Table 3.2 Students' Frequency of Using Internet for Studying*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	<b>19</b>	<b>31.7%</b>
<b>Less Frequently</b>	<b>23</b>	<b>38.3%</b>
<b>Rarely</b>	<b>9</b>	<b>15%</b>
<b>Never</b>	<b>9</b>	<b>15%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The data in table 3.2 present students' frequency of using internet for studying. It entails that 19 students (31.7%) always use internet for studying. Conversely, 23 students (38.3%)



less frequently use it; while 9 students (15 %) rarely use internet to study. On the other hand, 9 students (15%) never use it for studying.

- **Q14: What do you have from these devices?**

*Table 3.3 Students' Possession of Devices*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Smart-phones</b>	<b>56</b>	<b>93.3%</b>
<b>Computers</b>	<b>33</b>	<b>55%</b>
<b>Tablets</b>	<b>7</b>	<b>11.7%</b>
<b>Nothing</b>	<b>0</b>	<b>0%</b>

This multiple choices question is meant to highlight the devices which students have. Upon analysis of table 3.3, almost all students have smart phones (56 students i.e., 93.3%); while 55% of them have computers (33 students); only seven students with tablet (11.7%). These results confirm that every student has at least one device that he or she may use in learning online.

- **Q15: Which mode of online learning does your teacher use?**

*Table 3.4 the Online Learning Mode Used by ESP Teacher*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Synchronous</b>	<b>0</b>	<b>0%</b>
<b>Asynchronous</b>	<b>60</b>	<b>100%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Teachers may use one or both modes in teaching online, synchronous and asynchronous mode. The results in table 3.4 suggest that 60 students (100%), constituting the whole sample of the research, claim that their teacher use asynchronous mode of learning rather than synchronous mode.

- **Q16: Which mode do you prefer?**

*Table 3.5 Students' Preference Regarding Synchronous and Asynchronous Mode*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Synchronous</b>	<b>31</b>	<b>51.7%</b>
<b>Asynchronous</b>	<b>29</b>	<b>48.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

In this question, students are asked to express their views about the mode of online learning which they prefer. More than half of students (31 students i.e., 51.7%) declare their preference to synchronous mode, as opposed to them 29 students (48.3%) prefer asynchronous learning. So most of them do not prefer the mode used by their teacher (asynchronous mode).

- **Q17: Which of the following online format of materials do you prefer to use in learning?**

*Table 3.6 Students' Preferences Regarding Online Format of Materials*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Videos</b>	<b>47</b>	<b>78.3%</b>
<b>Audios</b>	<b>8</b>	<b>13.3%</b>
<b>Slides or presentations</b>	<b>24</b>	<b>40%</b>
<b>E-book and articles</b>	<b>16</b>	<b>26.7%</b>

This question examines students' preferences regarding the online format of materials used by teachers. According to what is shown in table 3.6, 47 students prefer videos as an online format for learning (78.3%), eight students (13.3%) have a preference to audios, 24 students (40%) prefer slides or presentations, and 16 students go with the last choice which is e-books and articles (26.7%).

- **Q18: Do you have your ESP teacher's Email account?**

*Table 3.7 Students' Possession of Their Teacher's E-mail Account*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>16</b>	<b>26.7%</b>
<b>No</b>	<b>44</b>	<b>73.3%</b>
<b>Total</b>	<b>60%</b>	<b>100%</b>

This question attempts to explore students' possession of their teacher email; 16 students (26.7%) state that they have it. On the other hand, 44 students (73.3%) don't have their

teachers e-mail account. However, teachers provide and mention their e-mails' address in the ESP courses.

- **Q19: How does your ESP teacher provide feedback in the online courses?**

*Table 3.8 ESP Teacher Feedbacks in Online Courses*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Via e-mail</b>	<b>5</b>	<b>8.3%</b>
<b>Via platform</b>	<b>21</b>	<b>35%</b>
<b>Via social media</b>	<b>4</b>	<b>6.7%</b>
<b>Never provide feedback</b>	<b>47</b>	<b>78.3%</b>

From table 3.8, 78.3% of students (47 students) say that in most time ESP teachers never provide feedback. Whereas in some other cases and according to students' answers, teachers could provide feedback either via platform (21 students i.e., 35%) or via e-mail (5 students i.e., 8.3%) and social media (4 students i.e., 6.7%).

#### **2.1.4. Section Four: Teaching ESP Online**

This last section aims at investigating online teaching methods used by ESP teachers and students' attitudes toward ESP online courses during their online learning process.

- **Q20: Most of your ESP courses are face to face or online?**

*Table 4.1 Face-to-Face and Online ESP Courses*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Face-to-face</b>	<b>0</b>	<b>0%</b>
<b>Online</b>	<b>60</b>	<b>100%</b>
<b>Both of them</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Students' answers in table 4.1 reveal that all ESP courses are delivered online. All students (60 students) choose the option online to describe the method used by teacher to teach them ESP. It is clear that all ESP courses are online courses; ESP teachers adopt the online approach to teach English to economics students.

- **Q21: Does slow Internet connection make the learning process frustrating?**

*Table 4.2 the Impact of Internet Slowness on the Learning Process*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>51</b>	<b>85%</b>
<b>No</b>	<b>9</b>	<b>15%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The findings presented in table 4.2 suggest that for the majority of students (51 students i.e., 85%) the slowness of internet make the learning process frustrating; conversely, nine students (15%) say that there is no effect of internet 'slowness on the learning process.

- **Q22: What are the challenges and difficulties you are facing during online learning?**

*Table 4.3 Students' Challenges and Difficulties during Online Learning*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Lack of motivation</b>	<b>29</b>	<b>48.3%</b>
<b>No access to internet</b>	<b>15</b>	<b>25%</b>
<b>Inappropriate teaching style</b>	<b>29</b>	<b>48.3%</b>
<b>Others</b>	<b>13</b>	<b>21.7%</b>

According to table 4.3, the students give more than one choice concerning the difficulties and challenges they are facing during online learning. Lack of motivation has 29 answers (48.3%); no access to internet has 15 answers (25%); inappropriate teaching style has 29 answers (48.3%); and other difficulties and challenges choice has 13 answers (21.7%). This explains the diversity of the difficulties that the students face.

- **Q23: What materials does your teacher use to teach you ESP online?**

*Table 4.4 Online ESP Teaching Materials*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Moodle platform</b>	<b>52</b>	<b>86.7%</b>
<b>Google-Meet</b>	<b>7</b>	<b>11.7%</b>
<b>Video conferencing</b>	<b>5</b>	<b>8.3%</b>
<b>Others</b>	<b>6</b>	<b>10%</b>

Students are asked to select which materials their ESP teacher uses during teaching online; this multiple-choice question lets them choose more than one material which their ESP teachers use online.

As the results in table 4.4 display, Moodle platform is seen as the most useful material among the other materials; 52 students (86.7%) choose this platform; while seven students (11.7%) go with Google meet; five (8.3%) with video conferencing; and six students (10%) choose the option others for other materials.

- **Q24: Do you know how to use virtual technologies?**

*Table 4.5 Students' Use of Virtual Technologies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>31</b>	<b>51.7%</b>
<b>No</b>	<b>29</b>	<b>48.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The results in table 4.5 reveal that 31 students (51.7%) know how to use virtual technologies. However, almost half of them (29 students i.e., 48.3%) do not know how to use these technologies; this could affect the teaching process and also create some difficulties to students while learning online.

- **Q25: Have you ever used Moodle platform?**

*Table 4.6 Students' Use of Moodle Platform*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>46</b>	<b>76.7%</b>
<b>No</b>	<b>14</b>	<b>23.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question seeks to determine students' knowledge of Moodle platform. The finding results in table 4.6 show that 46 students (76.7%) reply with yes; they used the platform in their learning. In contrast, 14 students (23.3%) claimed that they do not use it.

This suggests that students use Moodle platform because teachers recently upload all courses on this platform and students need to download them to prepare their exams. For the others who do not use it, they may not know how to use it, or they have no access to internet connection.

- **Q26: During COVID-19 did Moodle platform facilitate your learning process?**

*Table 4.7 the Effectiveness of Moodle Platform during the Pandemic*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>28</b>	<b>46.7%</b>
<b>No</b>	<b>32</b>	<b>53.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question investigates the effectiveness of using Moodle platform and how this platform could facilitate the learning process. The data collected indicate that the adoption of



Moodle platform does not help 53.3% of learners (32 students). In contrast, 46.7% (28 students) claim that it helps them during their learning.

Therefore, students' answers support that "Moodle platform" does not really facilitate the learning process since they are not really familiar with this platform.

- **Q27: How satisfied are you with the availability of online resources at the platform?**

*Table 4.8 Students' Satisfaction with the Availability of Online Resources at the Platform*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Extremely satisfied</b>	<b>12</b>	<b>20%</b>
<b>Satisfied</b>	<b>33</b>	<b>55%</b>
<b>Not at all satisfied</b>	<b>15</b>	<b>25%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question is set to know about the students' satisfaction with the availability of resources at the platform. 12 students (20%) are extremely satisfied with those resources; 33 students (55%) are satisfied; while 15 of them (25%) are not at all satisfied. In general, most students express their satisfaction with the availability of online resources at the platform.

- **Q28: Do you think that your ESP courses are better delivered through Moodle platform than Face-To-Face?**

*Table 4.9 Students' Views about the Delivery Methods of Online Courses*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>9</b>	<b>15%</b>
<b>No</b>	<b>51</b>	<b>85%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question is set to explore through which material ESP courses are better delivered: face-to-face or Moodle platform. The majority of students answer negatively (51 students i.e., 85%) stating that they have less interest in learning ESP online through Moodle platform; they think that ESP courses are better delivered face to face than online. While nine students (9 students i.e., 15%) show more interests in online courses. Most of the participants prefer using the traditional approach more than online method because of the obstacles which they face while using Moodle platform.

- **Q29: Do the provided materials cover the needs of the entire ESP courses?**

*Table 4.10 Materials Coverage of ESP Courses' Needs*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>18</b>	<b>30%</b>
<b>No</b>	<b>42</b>	<b>70%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

From table 4.10, 42 students (70%) believe that ESP course materials do not cover all the ESP course needs; so they do not also meet students' needs. 18 students (30%) answer positively. Hence, the students need more appropriate and suitable materials during online learning; ESP teachers select specific course materials which meet their specific needs and suit the learning environment.

- **Q30: Do you think that your online ESP courses help you to achieve your academic purposes?**

*Table 4.11 the Impact of Adopting Online ESP Courses on Academic Achievement*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>25</b>	<b>41.7%</b>
<b>No</b>	<b>35</b>	<b>58.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question -investigates the effectiveness of online ESP courses and their impact on students' academic achievement. As it can be seen in the table above, the findings reveal that more than half of students (35 students i.e., 58.3%) are not satisfied with the effectiveness of online ESP courses in the achievement of their academic purposes. In contrast, 41.7% of the participants (25 students) are pleased with its effectiveness. Thus, adopting online ESP courses has a negative impact on students' academic achievement.

- **Q31: Do ESP courses prepare you to communicate in your study tasks and work situations?**

*Table 4.12 the Role of ESP Courses in Study Tasks and Work Situations*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>19</b>	<b>31.7%</b>
<b>No</b>	<b>41</b>	<b>68.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 4.12 represents students' views about the role of online ESP courses to improve their communication in study tasks and future work situations. 41 students (68.3%) confirm that online ESP courses do not prepare them to communicate in different tasks, and 19 students (31.7%) believe that they do.

It seems that the majority of students think that ESP courses are important in their study tasks and work. However, they do not rely on their current online ESP courses in the learning process.

- **Q32: Do you have any suggestions for making online ESP courses more effective and useful?**

This question is set to afford the students with the opportunity to express their opinions about ESP courses; they have given some various suggestions to improve their online learning process; they suggest:

- ◆ Creating a more suitable environment where teacher and students could interact more through using Google Meet.
- ◆ Finding other methods to deliver the courses rather than using only Moodle platform.

- ◆ Motivating the students to improve their English level by creating favorable opportunities to reinforce their desires to learn.
- ◆ The course content, online activities, and also exams should reveal the students' field of study and include specific vocabulary.

## **2.2. Discussion and Interpretation**

### **2.2.1. Discussion of the First Section**

The first section is designed to examine students' general information. Upon analysis, the main results demonstrate that most of the third-year economics students have a good knowledge of the English language, and they have an average level in English. Moreover, they are aware of the importance of English in their field of study.

### **2.2.2. Discussion of the Second Section**

In the second section, the majority of the sample agrees on the importance of ESP; as they give importance to ESP in comparison with the others subjects, and this reflects their preferences to learn English. However, all the respondents claim that ESP course content is inappropriate since it covers only general topics and basic grammar rules, and does not cover topics that are related to their field of study.

Furthermore, students find the content difficult, and they have some problems in understanding what their ESP teachers says during the lecture. Those difficulties are due to the approach used by ESP teacher since he or she does not use effective methods in teaching ESP. However, students' level in English may also affect their understanding of teacher during lectures and make the content difficult to them. By way of explanation, students with poor level in English have problems, while others who have a good level do not face the same problems.

Besides, students suggest that each field of their study should have a specific syllabus knowing that they are not completely satisfied with ESP courses, so most of them think that they need more appropriate courses in their field of study. Apparently, teachers do not vary their course content and its materials which may help to meet their learners' needs.

### **2.2.3. Discussion of the Third Section**

The third section sheds light on students' perceptions of online learning. The main findings show that the majority of students prefer face to face learning which reflects their negative attitudes towards online learning even though they frequently use internet to study, and have the needed devices to access it, like smart phones and computers. Moreover, according to the students' answers, ESP teacher adopts only the asynchronous mode of online learning. While students prefer the synchronous mode that allows them to interact more with their teacher and with each other, through the use of videos and presentations. Above all, students claim that they do not receive any forms of feedback from their ESP teacher.

### **2.2.4. Discussion of the Forth Section**

In this last section, results reveal that all current ESP courses are delivered online. In this type of learning, students encounter several difficulties and challenges which have made the learning process frustrating; such as lack of motivation, inappropriate teaching style, and no access to internet.

What is more, most students are familiar with virtual technologies and they use them in their learning process. According to the responses, ESP teachers use Moodle platform during teaching online. On one hand, participants have used this platform and they are satisfied with the resources available on the platform. On the other hand, they state that Moodle does not facilitate their learning, does not cover their needs in ESP courses, and also does not help them to achieve their academic purposes.

Thus, students suggest that ESP courses are better delivered through traditional classes, or it is primordial to adopt an effective online approach that follows more appropriate methods like Google Meet. It may help to involve students in the process, and create a healthy environment where learners and teachers can interact with each other and exchange their different ideas.

To sum up, according to the results shown and interpretations of the results, third-year economics students have negative attitudes towards online learning of ESP due to the methods and strategies implemented and the content which is not relevant to their field or satisfy their needs.

### **2.3.Recommendations and Suggestions**

Relying on what is revealed through the analysis of the data obtained in the current research, a set of recommendations is suggested that touch upon pedagogy. It allows students and teachers to get much awareness of the issue of teaching ESP online.

In line with this, some recommendations are devoted the university administration to better integrates online learning into teaching ESP.

#### **2.3.1. Recommendations for ESP Teachers**

- ESP teachers should adopt a more suitable ESP course design approach that aims to improve learners' skills and their competence.
- ESP practitioners should develop more specific subject-oriented courses and provide learners with feedback to better understand its contents.
- Teachers ought to use innovative materials that encourage students to participate more actively and increase their interaction, self-autonomy, self-confidence, and motivation to learn; satisfy their needs and meet the goals set for ESP courses.

- ESP teachers must involve learners in the teaching-learning process and understand the difficulties and challenges that they face during online learning and try to find solutions.
- Tutors ought to adopt the synchronous mode of online learning rather than an asynchronous mode by creating an appropriate environment where both learners and teachers are active while presenting the lectures.
- ESP teachers also should use more effective online materials like Google Meet and virtual teaching methods rather than only Moodle platform to deliver the lectures and encourage the students to use them.

### **2.3.2. Recommendations for ESP Learners**

- Learners should be aware of the importance of ESP in their studies and try to improve their skills in the English language.
- Students have to be more aware of the core meaning of online learning and be more responsible.
- Students must feel involved in the learning process, express their problems with online methods and suggest solutions that could help them.
- Learners should increase their motivation and create their own online learning environment with the guidance of their teacher's instructions in order to better achieve their academic purposes.

### **2.3.3. Recommendations for the Administration**

- The university administration has an important role in the success and effectiveness of online learning. It has to promote the internet accessibility and work on the improvement of Moodle platform and fix all the problems which can face teachers and learners when they use it. Moreover, it should adopt new developed online strategies, train users on how to use them appropriately, and afford a special training to ESP



teachers to learn the fundamentals of the subject matter relevant to the specific subject field.

#### **2.4.Limitations of the Study**

As with any research, this study was confronted with some limitations that should be considered in the future. To begin with, the sample consists only of 60 students; this makes it quite impossible to generalize the results of the study. However, the choice of the small sample is due to the lack of time. The time was not sufficient to do a test, so it was obligatory to use only a students' questionnaire as a tool to collect the required data.

In addition, one major limitation is the problem encountered in the process of collecting the data. It was so difficult to reach out to third-year economics Students who were not attending their classes frequently due to the current conditions, so the process of collecting data has taken a long time.

Although those limitations, the present study may help to improve the actual situation of teaching ESP online at the Department of Economics and the others at Mila University Center.

#### **Conclusion**

To put an end to this chapter, the results of the students' questionnaire reveal that most students had a negative attitude toward online learning of ESP. they preferred face to face learning since the methods and strategies used by their ESP teacher did not facilitate their learning process and made them facing several struggles and difficulties. The study put forward some recommendations that suggest opting for an ESP teaching improvement in terms of online approach, methods, and teaching materials.

## General Conclusion

ESP is a subset of English as foreign language, and it refers to teaching the English language to specific learners with a specific syllabus and vocabulary based on their academic needs. Teaching ESP is affected by several factors: the global spread of the coronavirus pandemic and the need to use online learning mode instead of face to face. Thus, the current study aims to investigate the attitudes of third-year economics students towards teaching ESP online at Mila University Center. To carry out the inquiry, a quantitative method is used to gather the required data. Thus, a questionnaire is administered to a sample of sixty (60) students. Based on the analysis of the obtained data, third- year economics students face several struggles and obstacles during online learning of ESP. They cannot adapt to the methods and strategies which are used by their ESP teacher, and prefer traditional classes to deliver the courses rather than using Moodle platform. What is more, they suggest adopting more effective methods, and creating a healthy environment in which they can interact with their teacher and classmates.

To conclude with, the study results reveal that third-year economics students have negative attitudes toward teaching ESP since the methods used did not facilitate their learning process, and the teaching style was not appropriate; so the need for more effective teaching methods and materials is undeniable.

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## Appendix A: The Students' Questionnaire

Dear student,

We are kindly asking you to answer the following questions for us to conduct our research. This questionnaire seeks to investigate teaching ESP online after the coronavirus pandemic. We would like to inform you that this questionnaire is anonymous, and all your answers are used only for study purposes.

- Please, put a tick (✓) in the appropriate box or boxes if needed.

### Section One: *General Information*

1. What is your Major of study?

- a- Marketing
- b- Business Administration
- c- Financial Management
- d- Monetary and Banking Economics
- e- Accounting and Collection

2. How long have you been studying English language?

- a- Ten years (10)
- b- over than ten years

3. How do you consider your level in English?

- a- Poor
- b- average
- c- good

4. Do you think English is important and relevant to your field of study?

- a- Yes
- b- no

## Section Two: *English for Specific Purposes (ESP)*

5. How important do you think ESP is in comparison with other subjects?

a- More important       b- the same       c- less important

6. Are the ESP courses generally?

a- related to your field of study       b- general topics and basic rules   
c- mixture of both

7. Do you think that ESP course content is difficult?

a- Yes       b- no

8. Do you understand all what your ESP teacher says during the lecture?

a- Yes       b- no

9. Does your ESP teacher use PPP type of lesson (preparation, presentation and practice)?

a- Yes       b- no

10. To what extend do the ESP courses satisfy your needs in your field of study?

a- Completely       b- partly       c- not at all

11. Do you think that every field of study in your department should have a different syllabus?

a- Yes       b- No

### Section Three: *Online Learning*

12. Do you prefer face to face learning or online learning?

- a- Face-to-face learning       b- Online learning

13. How often do you use the Internet to study?

- a- Always       b- less frequently       c- Rarely       d- never

14. What do you have from these devices? (you can choose more than one option)

- a- Computers       b- Smart phones       c- Tablets       d- Nothing

15. Which mode of online learning does your teacher use?

- a- Synchronous       b- Asynchronous

16. Which mode do you prefer?

- a- Synchronous       b- Asynchronous

17. Which of the following online format of materials do you prefer to use in learning?

(you can choose more than one option)

- a- Videos       b- Audios   
c- Slides or Presentations       d- E-books and articles

18. Do you have your ESP teacher's Email account?

- a- Yes       b- no

19. How does your ESP teacher provide feedback in the online courses?

(you can choose more than one option)

- a- Via Email                       b- via web-based platform   
c- Via social media                       d- The teacher never provides feedback

#### Section Four: *Teaching ESP Online*

20. Most of your ESP courses are:

- a- Traditional face to face                       b- completely online   
c- both of them

21. Does slow Internet connection make the learning process frustrating?

- a- Yes                       b- No

22. What are the challenges and difficulties you are facing during online learning?

(you can choose more than one option)

- a- Lack of motivation                       b- no access to internet   
c- inappropriate teaching style                       d- others

23. What materials does your teacher use to teach you ESP online?

(you can choose more than one option)

- a- Moodle (University) platform                       b- Video conferencing   
c- Google meet                       d- others

24. Do you know how to use virtual technologies?

- a- Yes                       b- No

25. Have you ever used Moodle platform?

- a- Yes                       b- No

26. During COVID-19 did Moodle platform facilitate your learning process?

a- Yes                       b- No

27. How satisfied are you with the availability of online resources at the platform?

a- Extremely satisfied                       b- satisfied                       c-not at all satisfied

28. Do you think that your ESP courses are better delivered through Moodle platform than Face-To-Face?

a- Yes                       b- No

29. Do the provided materials cover the needs of the entire ESP courses?

a- Yes                       b- No

30. Do you think that your online ESP courses help you to achieve your academic purposes?

a- Yes                       b- No

31. Do ESP courses prepare you to communicate in your study tasks and work situations?

a- Yes                       b- No

32. Do you have any suggestions for making online ESP courses more effective and useful?

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

*Thank you for your kind collaboration*

## Résumé

L'importance croissante de l'anglais universel a conduit à l'essor de l'enseignement de l'anglais à des fins spécifiques (ESP) en Algérie. Avec la propagation de la pandémie de coronavirus, en particulier dans les universités, le processus d'enseignement et d'apprentissage passe du mode traditionnel au mode en ligne. La présente étude tente d'étudier les attitudes des étudiants à l'égard de l'apprentissage en ligne de l'ESP, en mettant en lumière les défis et les difficultés que les apprenants de la PES rencontrent pendant l'apprentissage en ligne. En outre, cette étude vise à améliorer l'enseignement en ligne des méthodes de l'enseignement en ligne de l'ESP. Par conséquent, dans le cadre de la présente étude, trois questions sont soulevées : (1) quels sont les challenges et les difficultés que rencontrent les apprenants de l'ESP pendant l'apprentissage en ligne? (2) Quelles sont les attitudes des apprenants à l'égard des méthodes en ligne utilisées par les enseignants de l'ESP en ligne ? (3) L'apprentissage en ligne de l'ESP répond-il aux besoins des apprenants et leur permet-il de satisfaire leurs besoins académiques ? En réponse à ces questions, une méthode quantitative est utilisée pour recueillir et analyser les données requises. Ainsi, un questionnaire est administré à soixante étudiants de troisième année en économie au département d'économie du Centre Universitaire de Mila. Les résultats préliminaires de la recherche montrent que la plupart des étudiants ont une attitude négative envers l'apprentissage en ligne de l'ESP. Ils préfèrent les classes traditionnelles car les méthodes utilisées ne facilitent pas leur processus d'apprentissage et les font faire face à plusieurs défis. À la fin, la recherche actuelle propose un ensemble de recommandations pour les enseignants, les apprenants et l'administration universitaire afin d'adopter des méthodes et des stratégies en ligne plus efficaces et d'améliorer le processus d'apprentissage de l'ESP en ligne.

## المخلص

أدت الأهمية البالغة للغة الإنجليزية كلغة عالمية إلى انبثاق تدريس اللغة الإنجليزية لأغراض معينة في الجزائر (ESP). في ظل انتشار جائحة فيروس كورونا، لا سيما في الجامعات، تغيرت عملية التعليم والتعلم من التعليم الحضوري إلى التعليم الإلكتروني. ترمي الدراسة الحالية إلى استقصاء مواقف الطلاب تجاه التعليم الإلكتروني للغة الإنجليزية لأغراض معينة؛ من خلال إلقاء الضوء على التحديات والصراعات التي يواجهها المتعلمون أثناء التعلم عبر الإنترنت؛ إلى جانب ذلك، تسعى هذه الدراسة إلى تحسين التدريس عبر الإنترنت لأساليب اللغة الإنجليزية لأغراض معينة. وفقاً لذلك، في خضم هذه الدراسة، تم طرح ثلاثة أسئلة: (1) ما هي التحديات والصراعات التي تواجه متعلمي اللغة الإنجليزية لأغراض معينة أثناء التعلم عبر الإنترنت؟ (2) ما هي مواقف متعلمي ESP تجاه الأساليب عبر الإنترنت التي يستخدمها المعلمون؟ (3) هل يلبي التعلم الإلكتروني احتياجات متعلمي اللغة الإنجليزية لأغراض معينة ويمكنهم من تلبية احتياجاتهم الأكاديمية؟ رداً على الأسئلة، تم استخدام طريقة البحث الكمي لجمع وتحليل البيانات المطلوبة. وبالتالي، تم تقديم استبيان إلى 60 طالب اقتصاد في السنة الثالثة في قسم الاقتصاد في جامعة ميله المركزية. أظهرت نتائج البحث الأولية أن معظم الطلاب لديهم موقف سلبي تجاه التعلم عبر الإنترنت؛ حيث أنهم يفضلون الفصول التقليدية لأن الأساليب المستخدمة لا تسهل عملية التعلم الخاصة بهم وتجعلهم يواجهون العديد من الصعوبات. في النهاية، يقترح البحث الحالي مجموعة من التوصيات للمعلمين والمتعلمين وإدارة الجامعة لتبني طرق واستراتيجيات أكثر فعالية عبر الإنترنت وتحسين عملية تعليم اللغة الإنجليزية لأغراض محددة عبر الإنترنت.