

THE DESIGN AND USE OF COURSEBOOKS IN THE MODULE OF ENGLISH FOR SPECIFIC PURPOSES (ESP) CASE STUDY: ESP TEACHERS AT MASCARA UNIVERSITY IN ALGERIA

Farouk **Benabdi**, *University of Mustapha Stambouli, Mascara, Algeria,*
farouk.benabdi@univ-mascara.dz

Original research paper
DOI: 10.31902/flil.42.2022.15
UDK 811.111'232:371.671

Abstract: The teaching of the module of English for Specific Purposes (ESP) is becoming increasingly common at Algerian universities, notably in the departments of English language and literature and in the scientific and technical departments where English is taught. This module is provided by teachers, who are either specialized in ESP or in English, to students of different levels and different specializations. Naturally, to teach this module, the teachers need to have the right pedagogical material to help them be effective in their performance, which is known as the coursebook. Hence, the objective of this paper is to identify, explain and evaluate the teachers' position towards ESP coursebook design, and to give recommendations related to that in the Algerian context. To this end, a questionnaire will be given to some GE and ESP teachers from an Algerian university located in the west of the country: Mascara University, Algeria. This paper analyses the results of that survey and discusses the most important findings.

Keywords: coursebook, ESP, GE and ESP teachers, teachers' position

Introduction

ESP has become an increasingly important field in the teaching of English in Algeria. This importance brought its share of problems and difficulties, notably in relationship with coursebook design. Indeed, it aroused different issues and discussions as to its perception, design and application by teachers. Therefore, this paper is an attempt to discuss ESP and GE teachers' perception towards coursebook design to understand its present situation in Algeria.

Definitions of Coursebook Design

David Nunan (5) gives both a narrow and broad definition of syllabus following the different views of ESP scholars. He begins with the narrow and traditionalist definition which consists in the selection of content, whose objective would serve as a platform for planning courses, and that the role of the course designer in this context is concerned with the selection and grading of this con-

tent. By doing so, he distinguishes the concept of syllabus from that of methodology, which he defines as the choice of the learning tasks. Then, he refers to the broad definition in which the difference between syllabus and methodology becomes difficult to be sustained, notably with the introduction of the communicative language teaching, by encompassing both selection and grading and learning tasks' selection.

Nunan (7) also mentions Van Ek's "Threshold Level of English" and his list of the necessary components of language syllabus, which are stated as follows:

1. the situation in which the foreign language will be used, including the topics which will be used, including the topics which will be dealt with;
2. the language activities in which the learner will engage;
3. the language functions which the learner will fulfil;
4. what the learner will be able to do with respect to each topic.
5. the general notions which the learner will be able handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language form which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform

In her turn, Helen Basturkmen (20-1) presents the syllabus as a list of items to define what language is to be taught.

Basturkmen (21) refers to these items as follows:

1. consists of a comprehensive list of -content items (words, structures, topics)-process items (tasks and methods)
2. is ordered (easier, more essential items first)
3. has explicit objectives,
4. is a public document,
5. may indicate a time schedule,
6. may indicate a preferred methodology or approach
7. may recommend materials.

Then, Basturkmen (20-1) defines the types of syllabus as "what language is to be taught", which in other terms, means the specific content included in the syllabus. She also identifies two types of syllabus: 'synthetic' in which the language is divided into linguistic elements and taught one after the other, and 'analytic' where the language is given as 'whole chunks' at once and without 'linguistic control'.

For Tom Hutchinson and Alan Waters (21), course design is: 'fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom

teaching and evaluation.’ They also define it as ‘the process by which the raw data about a learning need is interpreted in order to produce an interpreted series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured’ (65).

Hutchinson and Waters (21-22) carry on with this important phase of ESP teaching by listing what Kipling considered the basic questions we need to know:

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where is the learning to take place, and what potential does the place provide? What limitations does it impose?
- When is the learning to take place? How much time is available? How will it be distributed?
- What does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topics areas will need to be covered?
- How will the learning be achieved? What learning they will underlie the course? What kind of methodology will be employed?

Hutchinson and Waters (39, 53, 65, 80, 96, 106, 128, 145) also refer to the different steps of the course design process, namely, needs analysis, adoption of theories and approaches to course design, the drafting of the syllabus, materials evaluation, materials design, methodology and finally the evaluation of the final product, before and after its teaching.

As far as the syllabus is concerned, Hutchinson and Waters define it as ‘a document which says what will (or at least) what should be learnt’ (80). They also state that it is ‘the breakdown of mass knowledge to be taught into manageable units.’ (88) This breakdown is based on: topic syllabus, structural/situational syllabus and skills and strategies. They conclude by stating that the syllabus should be flexible and appropriate to make the learning objectives and processes reach their maximum (94). They list a number of types of syllabuses, namely: the evaluation syllabus, the organisational syllabus, the material syllabus, the teacher syllabus, the classroom syllabus and the learner syllabus. As regards its role or place in the course design, it differs from one approach to another. The centred approach sets the syllabus as the generator of teaching materials, whereas the skilled centred approach prioritises the skills and strate-

gies to be learnt. In its turn, the learning centred approach gives importance to both what is learnt and also the activities within the syllabus, and here methodology plays an important role, and finally, the post hoc syllabus whose content is based on 'undefined criteria' to write syllabuses to meet sponsors', teachers' or students' needs (80-94).

Jeremy Harmer also tackles the issue of course design and defines it as the "selection of items to be learnt and the grading of those items into an appropriate sequence". In other terms, it includes "the list of what will be taught and in what order" (295). He also lists the criteria for syllabus design as follows: learnability, frequency, coverage and usefulness. Then, he provides us with the different types of syllabus design namely: the grammar syllabus, the lexical syllabus, the situational syllabus, the topic-based syllabus, the task-based syllabus and the multi-syllabus syllabus. He also raises the important role of evaluating coursebooks, before their use and after (296-300).

Literature Review

Coursebook Design Internationally:

In his chapter "the Scope of Syllabus Design" Nunan (7) mentions Bell's important view for this research that teachers are mostly "consumers of other people's syllabuses" in spite of the fact that they can design their own. He notably explains Bell's view by stating that, "their role is to implement the plans of applied linguists, government agencies, and so on. Then, he concludes that:

While it is realized that few teachers are in the position of being able to design their own syllabuses, it is hoped that most are in a position to interpret and modify their syllabuses in the process of translating them into action (8).

Throughout her chapter, "Issues in ESP Course Design", Basturkmen tackles the different debates around course design. She notably refers to the debate of whether ESP content would derive from general English or it would be self-contained entities. She also raises the point of the use of needs analysis, either to meet the true ESP needs of the learners or to satisfy the institutions' needs, whether its content should be based on specific language or on a specific methodology, or that content and teaching should be wide angled, starting from general English to ESP or narrowed, from ESP to general English. She notably favours content selection given the fact that course design is content specific and limited in time, and adds that this reflects the teachers' belief and philosophy towards what language is and what is important to be taught to ESP students.

She also gives a hint at what she considers as a "widely embraced" syllabus, namely the task-based syllabus, which is made of a list of tasks that give a learning purpose to ESP learners so that, through the specific language use and effort, the students acquire the needed ESP language (24).

For Hutchinson and Waters, designing a course is an important part of the ESP teacher work. However, they favour the learning centred approach rather than the communicative approach to designing and teaching ESP courses (23). This has the objective of maximising the “potential of the learning situation” by being more dynamic and interactive with all the factors incorporated into the stages of course design. They also state that the source from which one can derive their course can be varied and also complementary. They also stress the importance of differentiating between what the learner knows about a language in a specific purpose and how to use it and what should be given to them to do it and how to learn it (54). They also add that ESP students should be motivated, in order to be able to take advantage of the tedious task of learning ESP. This motivation comes from the identification of their specific needs and the enjoyment of the learning experience. Here, Hutchinson and Waters stress the important role of needs analysis in the process of course design. For them, the identified needs can help select what should be appropriately given to them to motivate them and to perform a successful learning situation. For this, the tasks should be “enjoyable, fulfilling, manageable and generative”, and they should also vary in content in order not to fall in the trap of getting the learners bored (60-2).

Learners also need to be aware of what they know and what they need. In addition, time and resources are of great importance for course design, and need to be taken into account. Sometimes, the questionnaires or interviews’ answers are not satisfactory, therefore, the designer should vary the sources, namely, the learners, and negotiate a satisfactory compromising set of answers (Hutchinson and Waters 60).

The issue of coursebook design has also been tackled by a number of scholars such as Dr Marijana Marjanovikj, Maria Luis Fabiano Soares, Latifa Ika Sari and Ria Hermina Sari and John M. Swales in their practical researches. They notably consider it as a guide to ease and help the teaching and learning process to be successful. They also stress the importance of needs analysis as an important condition for coursebook design success (Marjanovikj 160-177; Soares 1-38; Sari & Sari 56-60; Swales 3-18). Marjanovikj and Sari and Sari claim that needs analysis helps identify the needs of ESP learners to either design a new tailored coursebook or to adapt the already existing commercial coursebooks. (Marjanovikj; Soares) Some, such as Marjanovikj and Soares enhance the ready-made coursebooks and to adapt them according to the learners’ needs, while Sari and Sari and Munir Sirajul and Iain Batusangkar prefer supporting the design of new coursebooks fitting the needs of the ESP learners, either with the cooperation of teachers or with the teacher-student cooperation (Sari & Sari; Sirajul & Batusangkar 1-11).

Coursebook Design in Algeria

In Algeria, the issue of coursebook design is also discussed notably by Algerian specialists in ESP. They include Dr. Nassira Boudersa, Amel Afia and Prof. Naouel Abdellatif, Dr. Tarik Assassi, Asma Baghli, Dr. Kamel Khaldi, and Naima Bouabdellah and Mohammed Cherif Bouyakoub. They notably refer to the lack of material on coursebook design and the difficulties encountered in performing this part of the ESP teaching and learning process (Boudersa 1-22; Afia & Abdellatif 1-10; Assassi 1-17; Baghli 573-578; Khaldi 207-216; Bouabdellah and Bouyakoub 217-227). As regards the success of coursebook design, they condition it by undertaking needs analysis, which for Assassi is not performed by Algerian ESP teachers (Assassi). In their turn, Dr. Nassira Boudersa, Afia and Abdellatif, favour the design of coursebooks by ESP teachers themselves, whereas Khaldi encourages the use of ready-made coursebooks such as Headway (Boudersa; Afia & Abdellatif; Khaldi).

All the scholars, mentioned above, give recommendations in their articles to improve the situation of coursebook design in Algeria. They notably call for more coursebooks design through teachers' training, institutional and self-training, collaboration among teachers, giving more importance to needs analysis, and setting up centres where all these problems can be solved (Boudersa; Afia; Abdellatif; Assassi; Baghli; Khaldi; Bouabdellah and Bouyakoub). Even if there are attempts to design coursebooks, notably through scientific and academic work such as the PhDs of Prof. Cherchab Djaleb Farida and Dr. Bouguenous Abdellah, they miss an important parameter, namely analysing the perceptions and position of the ESP and GE teachers towards coursebook design before its design, which is my concern in this paper.

Methodology

Method

To do so, the researcher opted for the drafting of a questionnaire made of 08 questions whose main objective was to identify the perceptions and position of the teachers towards the design of coursebooks. The choice of the questionnaire is due to the fact that, at the time of the investigation, the teachers were on holidays and the only way to reach them was by email, and also because answering via questionnaires is time saving compared to interviews and observation.

Participants

The participants consist of 15 ESP and GE teachers from the Department of English Language and Literature, University of Mascara, Algeria. They include eleven 11 females and 04 males, with different teaching experiences in teaching ESP and GE. However, only 09 of them responded to my questionnaire. The reason for this is probably the fact that most were in a period of holidays and were not in a position to reply.

Procedure

Following the reception of the answers of the 09 (nine) respondents, the data collected is organized in the form of tables. Thereafter, the data is described, discussed and analyzed with a view to identifying the position of Mascara University ESP and GE teachers about the issue of coursebook design in ESP. Finally, a list of recommendations about ESP coursebook design, adapted to the Mascara University context, is given to help them in their field and career.

Results

1. Are you an ESP teacher or a general English teacher?

ESP Teachers	General English Teachers
04	05+02

Table 1. The number of ESP and General English teachers

The nine (09) teachers who have answered comprise four (04) ESP teachers and five (05) GE teachers. Two (02) out of the four (04) ESP teachers teach both ESP and GE.

2. Have you ever taught an ESP module in the Department of English or in technical and scientific departments at Mascara University?

ESP in the Department of English	ESP in other Departments	In other institutions
Respondent 1	Respondent 1	
	Respondent 2 (Department of Marketing)	
		Respondent 3 (At <u>Zenata Airport Tlemcen, Algeria</u>)
Respondent 4 (3 rd Year Level: ESP Module)		Respondent 4 (Departments of Law and Political Sciences, Technology and Communication, Economics and Management, Higher School of Managements and French Department at <u>Tlemcen University</u>)
Respondent 5	Respondent 5	
Respondent 6 (Introduction to Social Sciences and Humanities (licence level) and Issues and Context in ESP (Master Level))	Respondent 6 (Department of Economics)	
Respondent 7	Respondent 7	
	Respondent 8 (Sciences and Technology, PhD students)	Respondent 8 (at Sidi <u>Bendhiba and Metidji Companies</u>)
		Respondent 9 Military Health School in Sidi <u>Belabbes</u>

Table 2. The teaching of ESP at the University and in other institutions

Seven of the nine respondents have taught at Mascara University in the Department of English and also in other departments, namely technical and scientific. They have notably taught ESP, Issues and Context in ESP, Introduction to Social Sciences and Humanities, Marketing and Economic English and Sciences and Technology English. Three of them have also taught outside the university context, notably at Zenata Airport in Tlemcen, the University of Tlemcen, Sidi Bendhiba and Metidji Companies in Mostaganem and the Military Health School in Sidi Belabbes. Respondents 5 and 7 have not mentioned the modules they have taught.

3. Do you master the basics of teaching English for specific purposes and how to design a coursebook? Do you think they are essential when teaching English to technical and scientific departments?

Mastery of ESP	Non-mastery of ESP	Essential or not
07 respondents	2 respondents	6 respondents (essential) 3 respondents (not essential)

Table 3. Mastery and importance of coursebook design

Out of the nine respondents, seven have mastered ESP and only two have not. It is important to mention that out of the seven, there are some who are not specialised in ESP, but have mastered its basics. As to whether it is essential to have mastered the basics in scientific and technical English, six respondents have approved of and three have considered that it is not essential.

4. What is your position towards the design and use of your own coursebook for the teaching of ESP? Why?

For	Justification	Against	Justification	Not necessarily	Justification
6 respondents	-The need to know what students need -To avoid teaching the same lessons. -To avoid failure in teaching ESP. -To meet the needs and expectations of the students. -To know what I am teaching and what my students need. -To meet the students' needs.	1 respondent	-I do not have time to design a coursebook. -I do not have the competencies to design one.	2 respondents	In case there is no ready-made coursebook, a self-designed one would do it. -A ready-made coursebook should be tailored to meet ESP expectations.

Table 4. The teachers' position towards their own coursebook design and use

Six of the respondents have agreed on designing their own coursebook, whereas one is against, and two favour the use of a ready-made coursebook and its adaption to their specific ESP context. The reasons for their agreement are the fact that they know what students need and how they can meet it and to avoid the repetition of lessons and content. For the one who is against, they do not have time and the competencies for this. As regards the respondents who have opted for a ready-made coursebook and its adaption, they consider it as a second option that should be tailored to the ESP students' needs.

5. What is your position towards the use of a ready coursebook for the teaching of ESP or separate lessons (not in the form of a completed and published coursebook)? Why?

For	Justification	Against	Justification
5 respondents	<ul style="list-style-type: none"> -As long as it takes into account learners' needs. -As long as it takes into account the students' level, needs and purposes -It saves up time and efforts. But it should be adapted to the students' needs and level. -As long as it is adapted to the students' competences. -It is possible as long as it meets the students' needs and environment. 	4 respondents	<ul style="list-style-type: none"> -to have their coursebook used by others. -It does not meet all the students' needs, levels and purposes. -No justification -It does not meet the students' needs and the teachers should be autonomous and creative.

Table 5. The teachers' position towards the use of a ready coursebook

Five of the respondents have agreed with the use of a ready-made coursebook as it is as long as it takes into account the ESP students' environment, needs, level and purpose or its adaption. The four remaining ones do not agree because they want to use their own coursebook to meet their students' needs, levels and purpose. In addition, the teacher should be autonomous and creative.

6. What option would you choose while teaching in the Algerian context?
 1-A ready coursebook
 2-Your own designed coursebook
 3-Separated lessons (not in a form of a completed and published coursebook)
 4-And what advantages and drawbacks have you encountered while using one of these options?

Option 1	Option 2	Option 3	All Options
05 respondents	02 respondents	02 respondent	01 respondent

Table 6. Options of coursebooks while teaching ESP

Advantages	Drawbacks
Ready Coursebook	
<ul style="list-style-type: none"> -It saves up time and effort. -Allows sharing experiences of varied practices with other teachers -Allows evaluation of the available books 	<ul style="list-style-type: none"> -Sometimes, you do not get well what is meant by the writer of the coursebook. -Sometimes, you do not know how to adapt. -Sometimes, you do not know how to answer the learners' questions because it is not your coursebook. -Sometimes, you do not meet the needs of some students.
Your own coursebook	
<ul style="list-style-type: none"> -It contributes to the development of the students' needed skills and competencies and paves the way for positive results and achievement. -It encourages cooperation among teachers. 	<ul style="list-style-type: none"> -The available content lacks a lot aspects and includes repetition. -It does not meet the learners' needs.
Separated Lessons	
<ul style="list-style-type: none"> You know what you are teaching You can answer the students' questions easily -You do not make much efforts or to be under stress because it is not evaluated. -It is successful as long as you meet the students' needs. 	<ul style="list-style-type: none"> -Sometimes, it is boring for some students who do not associate themselves with what you're giving.
All Options	
<ul style="list-style-type: none"> The three options are acceptable as long as there is cooperation between teachers of the same level, and at the same time, to introduce personal contribution to avoid boredom and dependency. 	

Table 7. Advantages and disadvantages of using the different coursebook options

In the Algerian context, five (05) respondents have chosen option 1: the ready-made coursebook because they favour saving time and efforts, sharing varied experiences with course designers and allowing evaluation. However, they may meet difficulties such as not knowing how to understand and teach it, how to adapt it, how to answer the learners' questions and how to meet their needs. Only two (02) respondents have opted for designing their own course-

book to target their teaching and to meet their students' specific needed skills and competences to have positive achievement and to have teachers cooperate with each other. However, the content may lack certain important teaching aspects or does not meet the students' needs, which can lead to boredom. Two (02) respondents have opted for option 3 because they need to meet the students' specific needs, and they know what they are teaching and can answer the students' questions. They make little effort or are under stress because there is no evaluation. However, it is boring for some students who do not feel that they are associated with the lessons. The last respondent has advanced a new option, namely considering the three options while teaching in Algeria, without giving any advantages or drawbacks, but stating a condition, which is that cooperating teachers should be of the same level in their personal contribution to avoid boredom.

7. Do you think ESP teachers do enough to promote coursebook design at Mascara University? Why?

Do enough	Don't do enough	Don't know	It depends
	07 respondents	01 respondent	01 respondent

Justification			
Do Enough	Do not do Enough	Don't know	It depends
	They do not have time. -They have other duties and responsibilities. -They have problems preventing them from meeting and discussing together. -They do not need it. And when they need it, they do the minimum. -No financial reward. -They do not work in collaboration. -They do not know how to do it. -They do not meet to discuss. -They do not know how to do it and they narrow it to giving students technical terms.		Learning situation. -Ways of teaching

Table 8. The promotion of coursebook design at Mascara University

Concerning question 7, six respondents believe teachers do not do enough because they do not have time, they have other duties and responsibilities, they have to face problems preventing them from meeting and discussing ESP issues, they do not know how to do it, or they do not need it, and when they need it, they do the minimum, and most importantly, they are not well rewarded

financially. The two remaining respondents either do not know the answer or consider that it depends on the situation namely, the learning situation and the way of teaching.

What would you recommend concerning coursebook design and use at Mascara University nowadays?

Concerning question 8, six participants have responded, whereas three have not. Here are their main recommendations:

Recommendations
1-To cooperation between the teachers (national and international) and teachers and students through meetings and discussions for designing coursebooks, which should correspond to the students' needs and capacities (collaboration in ESP/teamwork) (6)
2-To recruit ESP teachers in technical and scientific departments, not in GE department (1)
3-More efforts should be undertaken by ESP teachers for more knowledge and training, notably in designing coursebooks in the form of workshops, seminars and conferences (3)
4-To exchange ideas and to provide more teaching materials in ESP. (1)
5-To avoid using coursebooks because they do not master their content perfectly. (1)
6-To opt for the Content and Language Integrated Approach (ESP and General English) (1)
7-To encourage teachers to design more coursebooks. (01)

Table 9. Recommendations concerning coursebook design and use at Mascara University

Discussion and Analysis

Following the answers given by the participants, it is undeniable that coursebooks design is of an utmost importance in the process of teaching and learning in ESP at Mascara University. This comes from their experience as ESP teachers, in the Department of English and also in the other technical and scientific departments. They also express the importance of mastery of the ESP basics when giving their courses. This confirms what has been stated previously in the literature review by the foreign and Algerian scholars.

When confronted to the choice of using their own designed coursebook or a ready-made one, some opted for the former and others for the latter. However, when discussing their justifications and their choice for the appropriate material in the Algerian context, they tend to favour a ready-made coursebook, mainly because of the Algerian working conditions, in which they do not have the time and the competencies to make their own coursebook. Hence, the majority consider that ESP teachers do not do enough to make coursebooks to

meet the needs of the learning market, notably at university. This supports the above mentioned debate that foreign and Algerian scholars have undertaken in their respective research in course design and how to tackle it.

For a successful coursebook design practice in the Algerian context, the participants have provided recommendations based on their personal experience. They prioritized collaboration and cooperation among teachers and more reliance and use of needs' analysis. They also favoured more training in the form of scientific events where they could be trained to design coursebooks or to better design them. These were followed by the exchange of ideas, the adoption of other teaching approaches, the recruitment of ESP teachers in their appropriate learning context, namely the technical and scientific departments. These recommendations, which characterise the Mascara University context, correspond to what the Algerian scholars mentioned earlier have stated, which demonstrates that the local Mascarian context is not different from the National Algerian context.

Recommendations

Following this research, I have come to the following recommendations according to my order of priority:

1. Sensibilizing ESP teachers to use ready-made books and to adapt them according to the students' needs, notably through evaluation or to make more ESP coursebooks tailored according to the students' needs.
2. To train ESP and GE in the ESP field, and coursebook design in particular, through workshops, seminars, winter and summer schools and conferences.
3. To encourage practice and evaluation of coursebooks through observation, research and discussions.
4. To put pressure on the Ministry of Higher Education and Scientific Research to give importance to this issue.

Conclusion

To sum up, coursebook design is an important aspect of the ESP field and has become an international and national issue of research. However, it has encountered difficulties, sometimes common to all over the world, other times, specific to the Algerian context, mainly the teachers' perception, the problems of whether to use one's coursebook or a ready one, specialism and the neglect of needs' analysis. All this explains its present scarcity in Algeria, and at Mascara University in particular. Still, attempts are made to overtake them, notably through research.

WORKS CITED

- Afia, Amel, and Naouel Abdellatif. "An ESP Course Design for Postgraduate Students of Engineering at Badji Mokhtar- Annaba University in Algeria." *International Journal of English Language Teaching* 8.1 (2020): 1-10.
- Assassi, Tarik. "The Status of ESP in Algeria: The Need for Highly Specialized Courses of English." *Humanization Journal for Researchers and Studies* 11.2 (2021): 1-17.
- Baghli, Asmaa. "ESP Teaching in Algeria an Observation on Biology LMD Students." *Journal of Teaching English for Specific and Academic Purposes* 2.4 (2015): 573-578.
- Basturkmen, Helen. *Ideas and Options in English for Specific Purposes*. London: Lawrence Erlbaum Associates Publishers, 2006. Print.
- Bouabdellah, Naima, and Mohamed Cherif Bouyacoub. "The ESP Teaching and Learning Situation in the Algerian Universities with Reference to Psychology Students at Tlemcen University." *International Journal of Curriculum and Instruction* 9.2 (2017): 217-227.
- Boudersa, Nassira. "ESP Education in Algeria: A Description of the Teaching Situation Scenario with Focus on Problems, Challenges and Training." *International Arab Journal of English for Specific Purposes* 1.2 (2018): 1-22.
- Bouguenous, Abdellah. *The Need for Teaching Effective ESP Courses for Medical Students in Algeria, the University of Sidi Bel Abbes as a case Study*. Sidi Bel Abbes: University of Bel Abbes. 2019.
- Cherchab Djailab, Farida. *Authentic Materials in ESP: An Evaluation Proposal at the Department of Computer Sciences within the LMD System*. Oran: University of Oran 1. 2011-12.
- Harmer, Jeremy. *The Practice of English Language Teaching*. England: Longman, 2001. Print.
- Hutchinson, Tom and Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press, 1991. Print.
- Khaldi, Kamel. "The Contribution of the ESP Teachers to the Development of the Use of English in Algerian Companies a Case Study, Sonatrach." *La Reve du GERAS Asp Actes du 16e Colloque du GERAS* (1995): 207-216.
- Marjanovikj-Apostolovski, Marijana. "Developing Teaching Materials for ESP Courses: The Last Option Many ESP Teachers Resort to." *SEEU Review* 14.2 (2019): 160-177.
- Nunan, David. *Syllabus Design*. Oxford: Oxford University Press, 1998. Print.
- Sari, Latifa Ika, and Hermina Ria Sari. "ESP Coursebook Evaluation from the Perspectives of Teachers, Cadets and Graduates: The Case of Maritime English." *Advances in Social Science, Education and Humanities Research* 434 (2019): 56-60.
- Sirajul, Munir, and Batusangkar Iain. "Turning Classroom Project into Textbook Design in English for Specific Purposes Subject." *Dinamika Ilmu* 19.1 (2019): 1-11.
- Soares, Mara Lucia Fabiano. "The Importance of Coursebooks for Teachers of English as a Foreign Language." Rio de Janeiro Pontificia Universidade Catolica, (2005): 1-38.
- Swales, John M. "The Role of the Textbook in EAP Writing Research." *English for Specific Purposes* 14.1 (1995): 3-18.

LA CONCEPTION ET L'UTILISATION DES MANUELS DE COURS DANS LE MODULE D'ANGLAIS DE SPÉCIALITÉ ÉTUDE DE CAS: PROFESSEURS D'ANGLAIS DE SPÉCIALITÉ À L'UNIVERSITÉ DE MASCARA EN ALGÉRIE

L'enseignement du module d'anglais de spécialité gagne du terrain dans toutes les universités algériennes, notamment dans les départements de langue et littérature anglaise et dans les départements scientifiques et techniques où l'anglais est enseigné. Ce module est dispensé par des professeurs, soit spécialisés en anglais de spécialité, ou en anglais générale, à des étudiants de différents niveaux et de différentes spécialisations. Naturellement, pour enseigner ce module, les enseignants doivent disposer d'un matériel pédagogique pour les aider à être efficaces dans leurs performances, ce qu'on appelle le manuel des cours. Par conséquent, l'objectif de cet article est d'identifier, d'expliquer et d'évaluer la position des enseignants vis-à-vis de la conception des manuels de cours d'anglais de spécialité, et de donner des recommandations appropriées à cet égard dans le contexte algérien. A cet effet, un questionnaire sera remis à quelques enseignants d'anglais générale et de spécialité d'une université algérienne située à l'ouest, à savoir l'Université de Mascara, puis, ses résultats seront discutés et analysés.

Mots clés: Livre de cours, anglais de spécialité, enseignants d'anglais générale et de spécialité, position des enseignants.