



Global Journal of Foreign Language Teaching

Volume 15, Issue 1, (2025) 1-10
ISSN 2301-2595



<https://un-pub.eu/ojs/index.php/gifft/index>

Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities

Awicha Benabdallah ^{a*}, Higher School of Management, 01, Barka Ahmed Street , B.P : 1085 Bouhannak – Tlemcen, 13000, Algeria, <https://orcid.org/0009-0001-2329-078X>

Suggested Citation:

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gifft.v15i1.7999>

Received from September 10, 2024; revised from November 11, 2024; accepted from January 31, 2025.

Selection and peer review under the responsibility of Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain.

©2025 by the authors. Licensee United World Innovation Research and Publishing Center, North Nicosia, Cyprus.

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

©iThenticate Similarity Rate: 10%

Abstract

In Algerian higher education, particularly in the context of English for Specific Purposes (ESP), Business English practitioners face numerous challenges that impact their teaching and the overall learning experience. This study, conducted at the School of Management in Tlemcen, aims to explore the key obstacles in Business English classrooms and highlight the importance of teacher training and professional development in bridging the gap between teaching practices and the evolving demands of a globalized world. Despite the growing need for specialized language instruction, there remains a lack of research addressing these issues in the Algerian context. A semi-structured interview was conducted with five Business English teachers to identify the primary constraints they face. The findings revealed significant challenges related to Needs Analysis and Identification (NAI), materials development, syllabus design, and course structuring. Furthermore, the study uncovered the absence of a clear, unified teaching methodology for Business English. In light of these findings, the study suggests the adoption of an integrated approach to teaching, which focuses on enhancing teachers' skills and fostering collaborative roles between subject specialists and learners to better address both target and learning needs. This research underscores the critical need for a tailored approach to teacher training and methodology development to improve Business English instruction in Algerian higher education.

Keywords: Business English; constraints; high school; roles and responsibilities.

* ADDRESS FOR CORRESPONDENCE: Awicha Benabdallah, Higher School of Management, 01, Barka Ahmed Street , B.P : 1085 Bouhannak – Tlemcen, 13000, Algeria. *E-mail address:* benabdallah333@yahoo.co.uk

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

1. INTRODUCTION

English nowadays has gained the status of a linguistic vehicle of globalization (Chahinez, 2021), this is reflected through the implementation of a worldwide language that unifies the global marketplace and facilitates interaction in commercial, scientific, psychological, political, medical, and socioeconomic discourse communities. Its widespread created various linguistic needs, and as a result, a growing concern in education acknowledges the significance of matching language courses to the needs of the students in either academic or professional settings (Karim et al., 2023; Muepu et al., 2024). Therefore, extensive and intensive ESP courses have been progressively offered around the world (Jiang & Qu 2024).

As far as the Algerian context, English as a Foreign Language (EFL) is also considered the language of science and technology. Therefore, different language needs have been expressed in Algerian Tertiary Education, especially because of the process of globalization and the reform of the Licence-Master-Doctorat (known as LMD system) which was introduced during the academic year 2004/ 2005, this system, according to Hemche (2014) “has brought many adjustments and reconsiderations to higher education studies’ organization. One of the most concerned fields is English for Specific Purposes”. Therefore, different ESP courses have been progressively implemented across various academic institutions, departments, and schools such as English for Science and Technology (EST), English for Medical Studies, English for Social Sciences (ESS), English for Psychology (EP), English for Law and Political Sciences (ELPS), Business English (BE), English for Management (EM) and so on.

Since its establishment of the Preparatory School of Economics and Commercial Sciences by an executive decree on June 28th, 2010, and its transformation into a Higher one in 2017, the Ministry of Education and Scientific Research (MESR) called for the implementation of a compulsory language course. This latter aims to fulfill the educational requirements of its students through the provision of two types of Business English courses, notably, English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). In this vein, wide-angled ESP courses or rather introductory English language courses are offered to the preparatory classes while narrow-angled courses are delivered to master’ students that match their field of study such as English for Healthcare Management, English for Strategic Management, and English for Marketing, English for Finance, and English for Tourism.

English for Business Purposes (EBP) instruction was initially based on a traditional method with the purpose of training learners’ linguistic and communicative competence to use the language effectively in their discourse community. Information and Communication Technologies (ICT) is also introduced progressively in the language classroom through the implementation of distance learning in language laboratories (Harper et al., 2021). Different learning platforms are used such as MOODLE, Google Meet, and Google Classroom. However, it should be added that despite all these efforts and initiatives, ESP practitioners, in this school of Management of Tlemcen, are still facing some issues and obstacles while attempting to search for and design a suitable course, syllabus, and materials (Benabdallah, 2017).

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

1.1. Theoretical framework

1.1.1. ESP teaching and learning enterprise

There is a consensus among researchers (Basturkmen, 2014; Hutchinson, 1987; Kennedy & Bolitho, 1984; Robinson, 1991) that ESP as a sub-branch of English Language Teaching (ELT) aims at training learners to become communicatively competent in using the language. It focuses on “what goes on in the classroom, to what students have to do” (Robinson, 1991). Similarly, Basturkmen (2014) describes ESP as a teaching enterprise that “... is based on ideas about the nature of language, learning, and teaching”. Furthermore, Dudley-Evans and John (1998) and Robinson (1991) argue that ESP teaching does not have a distinctive methodology, thus, it is similar to that of General Language Teaching.

As far as the differences between these two teaching enterprises, ESP is believed to be a learner-centered approach that focuses on teaching those aspects related to the student’s specialism and target needs (Hutchinson, 1987; Basturkmen, 2014). General Language Teaching, on the other hand, is a language-centered approach, it is “... the general education for life, culture, and literature-oriented language course in which the language itself is the subject matter and the purpose of the course” (Robinson, 1980). Sharing the same view, Widdowson (1983) describes ESP teaching as objective-oriented learning while General Language (GL) is an educational operation.

Learners, in the ESP context, are supposed to be different from G L learners in terms of age, aims, and awareness. They are believed to be old learners who have conceptual levels, various interests, and attitudes toward the importance of English. This is why they come to the ESP environment with predetermined aims of why they need the language (Kennedy & Bolitho, 1984).

As part of ESP, Business English is considered one of its most popular forms where English is taught for both academic and professional business purposes. Learners as well as businessmen and economists are expected to learn spoken and written communication to achieve some tasks such as managing financial and human resources, answering telephone calls, engaging in negotiations, writing emails and memos, holding meetings, doing international market research, advertising for international consumers, and making purchases and sales. Therefore, using effective communication with either the public or among businesses is probably a crucial component of successful companies (Dudley-Evans and John, 1998)

he public or among businesses is probably a crucial component of successful companies (Dudley-Evans and John, 1998)

1.1.2. ESP teachers’ roles and responsibilities

ESP teacher has to perform multi-dimensional roles to design those specialized language courses. Several researchers have articulated concerns as far as the role of ESP teachers. Jordan (1997), in this respect, believes that his “role ... will vary according to the type of the syllabus and the course.” In the same line of thought, Kennedy and Bolitho (1984) identify multifaceted functions such as conducting and interpreting a needs analysis for their learners, designing a suitable syllabus, selecting and adapting learning materials, selecting appropriate texts and tasks, and developing a working knowledge when necessary.

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

Hutchinson (1987) goes a step further, he claims that the ESP teacher is not supposed to be the primary knower of the content, therefore, they pinpoint other missions notably that of collaborator, cooperator, and negotiator of content with the learners, sponsors, and subject specialists. Robinson (1991), on the other hand, describes ESP teachers as "... a consultant. This involves diagnosing each student's language and communication needs." Dudley Evans and John (1998), however, prefer to label the term ESP practitioner to include several functions notably, Teacher, Course designer and materials provider, Collaborator, Researcher, and Evaluator.

To successfully perform these challenging roles, ESP instruction is believed to be not only a matter of teaching and designing courses but also being familiar, on one hand, with the nature of language and learning theories, and, on the other hand, being an interested learner in the students' discourse community (Hutchinson, 1987; Kiczowskiak, 2024). This can be achieved by enhancing his underlying knowledge about the most prominent grammatical structures and core vocabulary that occur more frequently in the ESP setting he is engaged in and its English language uses such as speech acts and genres (Basturkmen, 2014).

Additionally, one can admit that the ESP practitioner needs to act as the function of knowledge transmitter and decision-maker of the teaching and learning tasks. His main focus should be on assisting his students to use the English language effectively in their target discourse community through developing their underlying skills, their learning styles and strategies, improving their language abilities, fostering their long-life learning and autonomy in the ESP classroom, and increasing their internal and external motivation and interest to use the language (Ruiz- Garrido and Palmer-Silveira, 2008). As a result, to address the specific needs of the learners, the ESP practitioner needs to develop quality teaching, be more interested in the student's specialism, and develop a thorough knowledge of their disciplines, the use of disciplinary-based terminology, and the communicative practices that characterize a specific discourse community.

1.2. Purpose of study

This current investigation explores the main constraints faced while teaching Business English in the Higher School of Management, Tlemcen. Therefore, it makes a major contribution to research on reconsidering Business English Teaching Methodology by demonstrating the ESP teachers' roles and responsibilities. It also offers some important insights into adapting an integrated methodology that is based on training their skills and abilities, cooperating and collaborating between subject specialists and learners to address their target and Learning Needs. This research aims to identify the main constraints in teaching Business English at the Higher School of Management, Tlemcen, as well as examine the roles and responsibilities of Business English practitioners. In an endeavor to achieve these objectives, research questions have been raised:

Q1. What are the main constraints of teaching Business English in the Higher School of Management, Tlemcen?

Q2. What are the ESP teachers' roles and responsibilities to overcome those obstacles and improve the situation under consideration?

To obtain reliable answers, the study proposes the following hypotheses:

H1: Business English teachers at the Higher School of Management, Tlemcen, may encounter constraints related to Needs Analysis and Identification (NAI), materials development, course and syllabus design, limited collaboration, large class sizes, and low student motivation.

H2: Regarding the roles and responsibilities of Business English practitioners, they are likely to enhance their skills through extensive and intensive training, participation in workshops, collaboration with content specialists, and cooperation with ESP learners to develop their communicative competence.

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjft.v15i1.7999>

2. METHOD AND MATERIALS

This section reports on the methodology of the study where research design, data collection process, and analysis are highlighted.

2.1. Research design

This current investigation is a qualitative case study conducted in the Higher School of Management, Tlemcen. This latter is known for its "...greater emphasis on holistic description—that is, on describing in detail all of what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment (as in experimental research), say, or on describing the attitudes or behaviors of people (Fraenkel & Wallen, 1993).

This research design is widely encouraged in educational research for its possibility to collect in-depth information in a natural context; it also allows the researcher to explore the participants' opinions, experiences, and feelings about the situation under investigation (Dörnyei, 2007).

2.2. Participants

This research work is based on a probability technique, 5 Business English practitioners have been purposefully opted for as a sample population. They are composed of 1 man and 4 women, they are permanent instructors in the Higher School of Management of Tlemcen, Algeria who were trained to teach General English and found themselves in charge of two types of language courses notably, EGBP and ESBP. It should be noticed, at this level, that due to the limited number of ESP practitioners in this academic institution compared with other subject teachers, five, out of six, teachers provided positive feedback to take part in this research under investigation.

2.3. Data collection tool

5 BE teachers in the Higher School of Management, Tlemcen were interviewed to unveil data about their attitudes, challenges, demands, and responsibilities in teaching Business English. The choice of a semi-structured interview as a data collection tool is widely acknowledged in education for its great deal of flexibility as it permits the investigator to ask their prepared set of items and, at the same time, add several prompts where necessary to gather detailed information.

To approach what is known as the validity and reliability of the semi-structured interview, it was first piloted with a small sample of ESP teachers from the departments of finance, economics, and Commercial sciences for having the same teaching backgrounds Teachers were requested to check if the items are clear and relevant to the objectives of the study, to provide their feedback about its length, language use and add other comments to make it more effective. This pilot phase is highly acknowledged in educational research as "it allows the researcher to find out if the questions are yielding the kind of the data required and to eliminate any questions which may be ambiguous or confusing to the interviewee" (Nunan, 1992).

Regarding the process of data collection, interviewees were first welcomed, then provided with a brief explanation about the main aim of the study, and the time allotted for carrying out this present research tool, they were also presented with an overview of its instructions and items and finally, they were boosted to articulate their opinions based on their professional experience in teaching Business English. Taking into consideration its variety of items, this semi-structured interview was conducted using two methods notably taping and note-taking techniques to ensure that the data was recorded and had enough time for the transcription, analysis, and interpretation.

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

3. RESULTS

Qualitative data analysis opted to reach a deep understanding of ESP teaching in the Higher School of Management, Tlemcen in general, and collect in-depth information on the teachers' challenges, roles, and responsibilities. The interviewees' answers were transcribed, coded, developed, and framed into the headings below:

3.1. Constraints of teaching Business English in the Higher School of Management, Tlemcen

Based on the results obtained from the teachers' Interviews, findings unveiled that Business English communication was claimed to be needed for both academic and professional purposes. Learners need this target language to accomplish education in the English module, to know about the current developments in their field of research, and to establish partnerships with businessmen and economists.

All the interviewees acknowledged the importance of the process of NAI as a cornerstone in the ESP setting to check the learners' progress, identify their weaknesses, and design a suitable course and syllabus accordingly. Turning to the way they adopt to analyze and identify their target and learning needs, participants, on the whole, reported two tools namely teachers' classroom observation and tests. A minority of them (20%) reported that it was undertaken informally in the teaching and learning process. However, only one teacher admitted to conducting this process via focus group interviews at the beginning of the academic year.

As far as the constraints and difficulties, several issues were identified such as the absence of ESP teacher training programs, the lack of underlying knowledge in business, the Lack of collaboration with subject specialists and cooperation with learners, students' lack of interest and motivation in the teaching materials, the lack of suitable pedagogical materials that fit the students' requirements, time and energy consuming for devising adequate syllabi and courses.

3.2. The ESP teachers' roles and responsibilities to overcome those obstacles and improve the situation under consideration

Respondents were asked to indicate Business English teachers' roles. Over half of those who were interviewed (60%) reported two main roles notably, Teaching/ facilitating knowledge/ being a source of information and developing teaching materials. Moreover, they were required to state if BE teachers need specific skills, the majority of teachers indicated that they do not require specific abilities, however, they need, as any ELT teacher, to enhance their self-development and quality teaching through educational training in the field of ESP, attending workshops and seminars in ESP, being more interested in the students' discourse community, and acquiring technical terminology.

Moreover, ESP practitioners were requested to state if business English teaching needs to be revised and reconsidered. All the participants responded positively to this item. One participant expressed concern about attending training courses to teach specialized content; he stated:

'We should be trained as teachers not only to develop the students' language ability but also to enhance our quality teaching and teaching practices...'

Various materials were also acknowledged to be effective for pedagogical purposes. BE Teachers, in general, argued the importance of language-based materials, updated materials, authentic tasks, and enjoyable activities. Moreover, the majority of the interviewees (80%) reported that they should go beyond teaching at the sentence level. In this respect, one teacher asserted:

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

'...ESP is not teaching about the language; we should train our students to engage in business communication...'

4. DISCUSSION

The initial research question in this investigation intended to identify the main constraints ESP teachers in Higher Schools faced in teaching Business English. In light of the findings and conclusions collected from the semi-structured interview, the process of Needs Analysis and Identification was observed to be of significant importance for the design of suitable courses. However, the most striking result to emerge from the data is that this ongoing process was taken for granted; it was only conducted by two different means such as classroom observation, interview, and tests. What is surprising also is that this latter was carried out during two phases notably before course design and while teaching. This means that teachers did not provide valuable recognition of the significance of course evaluation that additionally takes place at the end of the course or after the course, being a necessary ingredient in the ESP teaching and learning process. This justifies the ESP practitioners' unwillingness to cooperate with the learners considered as active participants in their teaching and learning process to provide insightful feedback about the content of the ESP course (Hutchinson, 1987).

Moreover, a variety of issues were identified related to the teachers' lack of educational training, the lack of background knowledge in the student's field of study, the lack of collaboration with subject specialists, and the lack of suitable courses and pedagogical materials. This idea supports Hutchinson's (1987) view which believes that ESP teachers are considered as new settlers in this target discourse community, which makes their teaching journey a challenging task. These results are also in accord with some studies conducted at the University of Tlemcen on ESP teaching across different departments (Benabdallah, 2017; Hemche, 2014; Lamri, 2015; Mebitil, 2015).

Thus, in the light of the above-mentioned findings, one may confirm the first hypothesis which states that Business English in the Higher School of Management, Tlemcen may face several challenges related to the process of NAI, materials development, course, and syllabus design, lack of collaboration, a large number of students and their lack of motivation.

The second research inquiry sought to identify if ESP teachers need to perform specific methodology in teaching Business English, unanticipated findings were that they state roles related to teaching, facilitating knowledge, providing information, and developing materials, other roles were completely neglected such as ESP teacher as a researcher and evaluator. These results corroborate the ideas of several ESP scholars (Kennedy & Bolitho, 1984; Hutchinson, 1987; Dudley Evans & John, 1998) who affirm that ESP is more than teaching suitable courses.

The results of this study also showed that they need to revise business English teaching, to improve their teaching skills, develop subject-based knowledge, and enhance their teaching strategies by attending extensive and intensive training, collaborating, and cooperating with the ESP learners. Based on these findings, one may confirm the second hypothesis which states that they are likely to develop their skills through receiving extensive and intensive training, attending workshops, collaborating with content specialists, and cooperating with ESP learners.

5. CONCLUSIONS

This current research is a qualitative case study approach conducted in the Higher School of Management of Tlemcen with the main purpose of identifying the teachers' constraints, roles, responsibilities, and methodology in teaching Business English. The process of data collection was conducted through a teacher's semi-structured interview.

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>

Major findings were that Business English teaching is limited to several issues related to language pedagogy in general, content-based knowledge, the absence of ESP teachers' preparation, and course evaluation. Other conclusions are drawn:

- There is a close relationship between successful ESP teaching and teachers' willingness to enhance their self-development and quality teaching.
- There is a close relation between successful ESP teaching, and sharing roles, and responsibilities between ESP practitioners, learners, and subject-specialists.

Holistically, these results suggest that the Business English course should be taught in a way that bridges the definite gap between the educational and occupational needs of the learners. An implication of this is the possibility that an *integrated methodology* is suggested to be of great benefit. It is based on the premise that the linguistic challenges of the global age make ESP teachers unable to meet the various needs of the learners. The ESP teachers, therefore, should develop their underlying knowledge about the nature of language, theories of learning, language acquisition, and approaches to ESP course and syllabus design.

Several changes need to be made by the Algerian Ministry of Higher Education. Extensive and intensive teachers' preparation should be provided to promote their teaching skills and abilities, on the one hand, and enhance their self-development and quality teaching on the other hand. Business practitioners should undergo pre-training ESP sessions to develop their educational qualities and competencies to be prepared for the various challenges. Thus, educational reform should address the university educational system, goals, and practices as far as the process of Needs Analysis, Course Design, Syllabus Design, and Materials Development.

As for in-service training, a focus should be on developing their underlying knowledge as far as the subject matter, business communication skills, and genres. In this vein, collaboration, team teaching, and cooperation with learners should be given a high priority. Moreover, a tendency in ESP education should shift from teaching as a product-oriented activity to a process-oriented practice that encourages ESP teachers to be ongoing researchers and ESP learners to be more autonomous.

Continued efforts are needed, therefore, to make Business English teachers more interested in the students' discourse community and to acquire background knowledge that may hinder the teaching/ learning process. This can be articulated around adapting content-based instruction with the encouragement and assistance of learners and subject specialists.

The scope of this study was limited in terms of the restricted sample population; further investigations may include a large number of ESP teachers and learners to generalize the results to the entire population. The choice of teachers' semi-structured interview is also considered one of the limitations, other studies may use questionnaires, classroom observation, and tests to provide further details of the main constraints faced in Business English classrooms.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/giflt.v15i1.7999>

REFERENCES

- Basturkmen, H. (2014). *Ideas and options in English for specific purposes*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781410617040/ideas-options-english-specific-purposes-helen-basturkmen>
- Benabdallah, A. (2017). Raising Business Learners' Awareness through Authentic Materials in an ESP Classroom Context: Case of 2nd-year Students at the Preparatory School of Economics and Commercial Sciences, Unpublished Doctorate Thesis. Tlemcen University.
- Chahinez, B. Y. L. (2021). *The Impact of Linguistic Globalization The Case of Technology Master Students at the University of Sidi Bel Abbès* (Doctoral dissertation). <https://dspace.univ-sba.dz/handle/123456789/1033>
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press. <https://thuvienso.hoasen.edu.vn/handle/123456789/14893>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge University Press. [https://books.google.com/books?hl=en&lr=&id=FY5ChNRKtxwC&oi=fnd&pg=PR8&dq=Dudley-Evans,+T.,+%26+John,+M.+\(1998\).Development+in+English+for+Specific+Purposes.+Cambridge:+Cambri+dge+University+Press.&ots=hhhezfJo2E&sig=AcUeVWg7rCOVpf56Y6wrawwDvU](https://books.google.com/books?hl=en&lr=&id=FY5ChNRKtxwC&oi=fnd&pg=PR8&dq=Dudley-Evans,+T.,+%26+John,+M.+(1998).Development+in+English+for+Specific+Purposes.+Cambridge:+Cambri+dge+University+Press.&ots=hhhezfJo2E&sig=AcUeVWg7rCOVpf56Y6wrawwDvU)
- Fraenkel, J., Wallen, N., & Hyun, H. (1993). *How to Design and Evaluate Research in Education 10th ed*. McGraw-Hill Education. https://srinfo.sulross.edu/hb2504/uploads/syllabi/202330/KINE_5305_2W1.pdf
- Harper, D., Bowles, A. R., Amer, L., Pandža, N. B., & Linck, J. A. (2021). Improving Outcomes for English Learners Through Technology: A Randomized Controlled Trial. *AERA Open*, 7. <https://doi.org/10.1177/23328584211025528>
- Hemche, H. (2014). A Comparative Study of Teaching ESP in the LMD System in Algerian and French Universities: The Case of the Faculties of Sciences in Tlemcen and Paris- Sud Universities. (Unpublished Doctorate Thesis). Tlemcen University.
- Hutchinson, T. (1987). *English for specific purposes*. Cambridge University Press. [https://books.google.com/books?hl=en&lr=&id=s2F1pUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson,+T.,+%26+Waters,+A.+\(1987\).+English+for+Specific+Purposes:+A+Learner-Centered+Approach.+Cambridge:+Cambridge+University+Press.+https://doi.org/10.1017/CBO9780511733031+++&ots=R1dlEzolv_&sig=qsvd7YF7lcaNTkk6XR5CaVwkaXg](https://books.google.com/books?hl=en&lr=&id=s2F1pUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson,+T.,+%26+Waters,+A.+(1987).+English+for+Specific+Purposes:+A+Learner-Centered+Approach.+Cambridge:+Cambridge+University+Press.+https://doi.org/10.1017/CBO9780511733031+++&ots=R1dlEzolv_&sig=qsvd7YF7lcaNTkk6XR5CaVwkaXg)
- Jiang, L., & Qu, Y. (2024). Assessing core competencies of business English students in Chinese higher vocational colleges. *Scientific Reports*, 14(1), 29328. <https://www.nature.com/articles/s41598-024-78898-y>
- Jordan, R. R. (1997). *English for academic purposes*. Cambridge University Press. [https://books.google.com/books?hl=en&lr=&id=Ywe7sKTTQ9UC&oi=fnd&pg=PR10&dq=Jordan,+R.+\(1997\).+English+for+academic+purposes:+A+Guide+and+Resource+Book+for+Teachers.+New+York,+Cambridge+University+Press.++++&ots=bEY_ggibrH&sig=Oj3cB7FmGtEgtrG1qsYxsPw4y_E](https://books.google.com/books?hl=en&lr=&id=Ywe7sKTTQ9UC&oi=fnd&pg=PR10&dq=Jordan,+R.+(1997).+English+for+academic+purposes:+A+Guide+and+Resource+Book+for+Teachers.+New+York,+Cambridge+University+Press.++++&ots=bEY_ggibrH&sig=Oj3cB7FmGtEgtrG1qsYxsPw4y_E)
- Karim, A., Islam, M. S., Hamid, M. O., Rahman, M. M., & Amin, E. U. (2023). Language ideology, development of English proficiency, and performance in professional communication: voices of STEM+ business graduates of English medium university. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 27. <https://link.springer.com/article/10.1186/s40862-023-00200-w>
- Kennedy, C. & Bolitho, R. (1984). *English for Specific Purposes*. Macmillan, London.
- Kiczkowiak, M. (2024). Who gets to be an ELT course book author? Native speakers of English for specific purposes and business English course books. In *Frontiers in Education*, 9, 1473353. <https://www.frontiersin.org/journals/education/articles/10.3389/educ.2024.1473353/full>

- Benabdallah, A. (2025). Reevaluating business English pedagogy in Algerian higher education with a focus on teacher challenges roles and responsibilities. *Global Journal of Foreign Language Teaching*, 15(1), 1-10. <https://doi.org/10.18844/gjflt.v15i1.7999>
- Lamri, C. (2015). Promoting the Reading Skill through Blended Learning for ELP Students: The Case of Master's Students in the Faculty of Law and Political Sciences at Abou-Bekr Belkaid University, Tlemcen. *Unpublished Doctorate Thesis*.
- Mebitil, N. (2015). Towards Enhancing the ESP Practitioners Qualifications through Implementing In-Service Teacher Training Programme: an Action Research on the Newly Appointed ESP Practitioner at the Physics Department of Abou-Bekr Belkaid University. *Unpublished Doctoral Dissertation*.
- Muepu, D. M., Buhendwa, F. M., Mumbanza, J. K., Kabongo, J. M., Kinguangu, D. M. N., & Kutangila, D. M. (2024). Assessment of an English and Business Computer Science program in bridging academia and the job market in the Democratic Republic of Congo. *Discover Education*, 3(1), 123. <https://link.springer.com/article/10.1007/s44217-024-00224-5>
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press. [https://books.google.com/books?hl=en&lr=&id=qheTAgAAQBAJ&oi=fnd&pg=PR11&dq=Nunan,+D.++\(1992\).+Research+Methods+in+Language+Learning.+Cambridge:+Cambridge+University+Press.&ots=Km1Vm5MFXn&sig=8yT2JYzuzQDjP1SWNG6AMIMgF6c](https://books.google.com/books?hl=en&lr=&id=qheTAgAAQBAJ&oi=fnd&pg=PR11&dq=Nunan,+D.++(1992).+Research+Methods+in+Language+Learning.+Cambridge:+Cambridge+University+Press.&ots=Km1Vm5MFXn&sig=8yT2JYzuzQDjP1SWNG6AMIMgF6c)
- Robinson, P. (1991). ESP today: A practitioner's guide.
- Ruiz-Garrido, M. F., & Palmer-Silveira, J. C. (2008). Content learning in business communication. *ESP in European higher education: Integrating language and content*, 147-164. <https://www.torrossa.com/gs/resourceProxy?an=5001153&publisher=FZ4850#page=154>
- Widdowson, H. G. (1983). Learning purpose and language use.