



Economics Teachers and the Design of Authentic ESP Materials: Exploring Competencies and Challenges

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Abstract: This study investigates the capacity and challenges faced by economics teachers in Algerian higher education institutions in designing authentic English for Specific Purposes (ESP) materials. As the demand for discipline-specific language skills in economics increases globally, Algerian teachers are expected to create materials that not only align with linguistic objectives but also reflect real-world and contextual relevance for students. However, the process of designing effective ESP materials is often hindered by a range of factors, including institutional limitations, insufficient training, and a lack of access to updated resources. The study employed a structured questionnaire as the primary research instrument, incorporating both closed-ended and open-ended questions. This approach enabled the collection of quantitative data on teachers' experience, confidence, and professional background, alongside qualitative insights into their challenges and suggestions. The results reveal considerable variation in teachers' confidence and readiness to design ESP materials. While some reported a reasonable level of competence, many highlighted significant obstacles, such as limited resources, time constraints, and a lack of ongoing professional development. A recurring theme was the need for more structured institutional support, including access to authentic resources, targeted workshops, collaboration with subject matter experts, and protected time for material development. Teachers also emphasized the importance of integrating real-world case studies and feedback mechanisms to ensure that materials remain practical, engaging, and effective. The study concludes that improving ESP material design in Algeria requires

a multifaceted approach involving teacher training, resource accessibility, institutional collaboration, and research-driven innovation. These findings align with established literature in ESP pedagogy, reinforcing the idea that well-supported and professionally developed teachers are central to delivering high-quality ESP instruction.

Keywords: *Economics, ESP materials, Teacher capacity, Material design, Authentic Learning, Teaching Challenges, Language Pedagogy, Specialized Language skills*

1. Introduction

In everyday exchanges and as the main language for field-specific learning, English has evolved into a global common tongue in today's educational landscape. As our world becomes increasingly interconnected, students and professionals alike find themselves needing to engage with English-language materials. This includes reading journal articles, participating in international conferences, and crafting research papers and reports. Today, English serves as a means to access knowledge and support various fields of study and careers, rather than just being a subject taught in schools.

English for Specific Purposes is an important part of teaching economics because it gives students the language skills they need to understand and use economic ideas and methods. For this reason, real ESP materials are necessary because they reflect situations and needs from the real world, which helps students use what they've learned in the classroom in real life. It can be hard for economics teachers to make lessons that teach language and provide useful economic information at the same time. In order to do this combination, you need to know a lot about both ESP and economics.

Authentic ESP materials in economics are essential for establishing a learning environment that is reflective of professional environments. These materials assist students in the acquisition of the language skills necessary to effectively communicate economic concepts, interpret financial reports, and analyze economic data. Being authentic ensures that students are well-prepared to tackle the challenges of their future careers, which will require them to work with complex economic information and interact with coworkers and clients. Instructors encounter significant challenges in developing these materials, as they need to strike a balance between teaching language and conveying economic concepts, all while keeping the content relevant and engaging.

The ability of economics teachers to create genuine ESP materials is shaped by various elements, such as their teaching background, understanding of ESP concepts, and availability of resources. Teachers face the challenge of blending



language and content, all while making sure that the materials resonate with students and meet their needs. Challenges come from having limited resources, outdated curricula, and the ongoing need for professional development to keep up with changing economic concepts and language teaching methods. Grasping these challenges is essential for crafting strategies that assist teachers in developing impactful ESP materials.

2. Literature Review

2.1. ESP Learning Theories

With the rise of globalization and the internet, business English is increasingly being utilized in international trade. Students in economic science subjects such as commerce, accounting, marketing, and management, as well as future executives, must be able to perform not just general language functions but also commercial communication abilities. However, business English students encounter business English scenarios, such as study days and meetings. They may also be required to read letters, or currently, email reading or writing, resumes, negotiate and manage duties, and conduct sales and advertising activities. Then they should be competent to handle various business and academic duties. Similarly, Swales (1990) observes that: "Often it is found that outsiders to a discourse or professional community are not able to follow what specialists write and talk about even if they are in a position to understand every word of what is written or said". As a result, learners must be aware of the delicate mixing of material and context-specific functions.

Teachers of economic sciences, like other ESP educators, confront course and syllabus creation processes as well as needs analysis. Many people, nevertheless, overlook these actions for various reasons given the limited time allocated for language teaching. Moreover, Johns and Price- Machado (2001:46) claim: "ESP teachers encounter difficulties that other teachers could avoid. One difficulty has to do with ESP material: identifying the specific terminology, discourses, and procedures vital to the ESP instruction of students in a specialized setting. Therefore, teaching EBE means trying to customize teaching methods and tactics to fit Business English education. To attain expected objectives for communication, business English education relies on teachers' comprehension of a specific linguistic corpus. Again, most ESP teachers, especially those at colleges in Algeria, are unfamiliar with how to teach specific types of language, so they have to use their expertise immediately.

Successful learning is the goal of language instruction. Because language reflects human thinking processes and language learning is influenced by the way



the mind observes, organizes, and stores information; this lays not just in studying or describing language but also in grasping the structures and the operations of the mind.

- *Behaviourism*

The behaviourist theory, which drew on Pavlov's work in the Soviet Union and Skinner's in the United States, was the first consistent theory of learning. This theory holds that learning is a mechanical process of habit development and runs by means of the regular reinforcement of a stimulus-response sequence. It had a significant influence on language instruction and learning psychology, and it led to the commonly-use of audio-lingual approach in education. The latter depended on two ideas: First, the behaviourist stimulus-response idea; second, the presumption that foreign language acquisition should reflect and mimic the identical processes of mother tongue learning.

- *Cognitivism*

Learning is a process in which the student actively attempts to make sense of information; learning may be considered to have occurred when the student has succeeded in imposing some type of meaningful interpretation or pattern on the material (Hutchinson & Waters, 1987). While the behaviourist viewpoint viewed the student as a passive receiver of knowledge, the cognitive perspective viewed him as an active processor of information. Learning, therefore, calls for students to analyze and interpret what we see, feel, and hear. The Problem-solving task is the fundamental teaching method linked to a cognitive theory of language acquisition. Overall, the cognitive perspective of learning has notable influence on ESP by means of the evolution of courses in teaching reading methods. It had also addressed some of the theoretical and practical issues behaviourism generated. The cognitive by itself is inadequate, though. To complete the picture, we need an effective view too.

- *Acculturation Theory*

This underscores the significance of immersion in discourse communities and social proximity in the context of effective language acquisition. The integration of ESP learners into professional or academic communities provides them with the opportunity to practice and assimilate the use of specialized language. It is more likely that SLA students will do well if they connect with and identify with the values of the target society. For example, language learners who fully



accept the target society (assimilation) often do better than those who resist integration.

- *Genre Theory*

This theory, which was established by Swales, tries to explain how writings are put together and what they're trying to say in certain discourse groups. This is especially important for ESP students who need to learn how to write academic papers, business reports, and expert guides. Swales says that a genre is a group of social events that have common goals that people in a certain community agree on. Genre analysis is a method used in ESP to help students understand how to write reports and slideshows that are important to their field.

2.2. Authenticity in ESP

Materials are essential for instruction in the majority of language syllabuses (Richards, 2001: 251). Using instructional resources, novice instructors organize, improvise, and plan their classes. After the instructor, they are the learners' primary point of contact with the target language. In BE programs as part of ESP, materials serve as "a source of language, a learning support, for motivation and stimulation, and reference" (Dudley-Evans & St. John, 1998, p. 170-171). Some experts identify authentic materials as opposed to 'created materials' (Alan Maley and Brian Tomilson, 2017, p. 105).

The term 'authentic' is often used to describe 'real', non-pedagogical materials. Standard classroom textbooks are written to teach language, unlike actual resources (Susan House, 2008, p. 53). However, materials' authenticity is determined by their relevance to the learning process, or how they reflect genuine events. Reader/hearer interpretation and touch with exposed materials determine authenticity (Widdowson, 1986).

Dudley-Evans and St. John (1998, p. 28) argue that while a simple science text for elementary students is authentic, it is not suitable for university students who need to expand their knowledge. Richards (2001, p. 253-254) reports (Phillips and Shettlesworth 1978; Clarke 1989; Peacock 1997) that authentic materials are advantageous because they are subject-related and respond directly to learners' interests. Second, they accurately reflect the target language culture. Third, they are rich in 'real' language, not manufactured frameworks. They also meet student needs. Finally, real resources show instructors' ingenuity since they constantly modify and create to fulfill target demands. But authentic materials are also expected to have limits. The very first limitation is that there is no attraction for the learners; authentic materials are not formally attractive in terms of pictures, colors,



or quality of papers. The second disadvantage of authentic materials is their difficult language, which tests students, unlike common widely used materials. Finally, educators have to put in a lot of work locating real texts that fit students' present and goal needs and modifying materials.

In BE, as part of ESP, the term 'authenticity' is not an absolute characteristic of a given text; it is rather a feature of the text in a specific context. The text in itself has no value or relevance unless it is used in the context it is meant to be used in (Hutchinson and Waters, 1987). The text can be 'authentic' only if it is used in the context it is written for; otherwise, we cannot talk about text authenticity. Material authenticity is always related to pedagogical aspects, such as the learning purpose. A BE practitioner must be aware of the purpose of using the 'authentic' text in the lesson; the purpose will determine its appropriateness to the learning process. The relevance of the materials is intrinsic to the context and learning goal. In order to speak about authentic materials, there must be a role for these materials in relation to the subject studied and the purpose of the learning process. Therefore, a BE practitioner is required to be knowledgeable and skilled in selecting, adapting, and developing authentic materials.

Authentic materials can stimulate the language learner, in general, to discover the language independently; "In the language learning context, autonomy and authenticity are essentially symbiotic. The 'ideal' effective autonomous learner will utilize a wide variety of authentic sources in his/her learning." (Freda Mishan, 2005, p. 9) Authentic materials play an important role in BE learning, according to Quang Xie (2016, p. 31); "the effectiveness of English language training programs in the workplace can be influenced by the types of materials used in the teaching process." By utilizing authentic materials, students are able to better understand the practical applications of the language and its use in real-life business scenarios. This, in turn, can lead to more effective language acquisition and better outcomes for the students.

2.3. Needs Analysis

Needs analysis is the process of learning about, identifying, and meeting the unique language needs of a group. This is an important part of ESP as needs analysis makes certain that language lessons are tailored to meet the specific needs of students in their school or work lives. In this way, the lessons are useful and designed to help them do well in the area they have chosen. This method is based on communicative ability and aims to give students the language skills they need to do well in their chosen fields, such as business, medicine, or academic study (Robinson, 1991; Hutchinson & Waters, 1987). Target situation analysis and



learner-centered methods are just two of the many methods that need analysis can now include. Thus, Dudley-Evans and St. John (1998) assert that needs analysis is not exclusive to language instruction or training; rather, it is considered the cornerstone of English for Specific Purposes and facilitates the development of a highly targeted course, meaning that every ESP curriculum is predicated on an assessment of learners' necessities.

An important part of the needs analysis method is figuring out the different types of needs. Those needs are usually broken down into two groups: learning needs and goal needs. "Target needs" are what language learners are supposed to be able to do with the language once they get to their specific work or school setting. This includes figuring out what language, communication, and thinking skills they need to do their jobs, like writing reports, running meetings, or giving speeches. Learning needs, on the other hand, look at how well the learner already knows the language and what they need to learn to be able to do well in the goal setting. This covers the students' skills and weaknesses, as well as how they like to learn and why they want to learn. It is worth noting that the role of the ESP professional has evolved from simply interpreting external demands to actively advocating for the language needs of learners and stakeholders. As feedback becomes increasingly important for learners, instructors, and employers, the collaborative aspect of needs analysis has taken on greater significance.

Needs Analysis generally involves sorting the different types of needs, wants, and necessities into groups. These needs are very important to make sure that the ESP program is useful and helps students learn how to do well in the settings they are meant for. That being said, here are the key types of needs:

- The learner's current language skills and how they connect to their goal needs are discussed as learning needs. There are both cognitive and emotional aspects of these. Cognitive aspects include things like how well learners understand and produce information. Emotional aspects include things like drive, mood, and learning preferences. For an ESP course to work, it's important to meet students' learning goals and make sure the teaching process is learner-centered.
- Target needs have to do with the language needs and skills that students will need in their future jobs or schoolwork. These can be broken down into three groups: needs, wants, and necessities. Learners need to have certain language skills in order to be able to use the language in their goal setting.



3. Methodology

The methodology used in this research is primarily qualitative, with a mixed-methods approach. The aim of the study is to explore the capacity and challenges faced by Economics teachers in Algeria when designing authentic English for Specific Purposes (ESP) materials. A questionnaire was developed and administered to five Economics teachers. These teachers were selected from the faculty of Economics at the University of Ammar Thlidji Laghouat- Algeria . The data collected through the questionnaire provided insights into their experiences, training, skills, challenges, and suggestions for improvement.

3.1 Research Design

The research design follows a descriptive survey approach. The focus of the study is to understand the challenges and capabilities of Economics teachers related to the design of ESP materials. The descriptive survey was chosen because it allows for the collection of both quantitative and qualitative data, providing a well-rounded understanding of the issue.

The research questions aimed to:

- Determine the confidence of teachers in designing ESP materials.
- Identify the main challenges teachers face.
- Assess the types of training and professional development received by the teachers.
- Gather suggestions for improving the design of ESP materials.

3.2 Research Instrument(s)

The research instrument used was a structured questionnaire. The questionnaire contained both closed-ended and open-ended questions. The closed-ended questions were designed to gather specific data on the teachers' experience, challenges, and training, while the open-ended questions provided teachers with the opportunity to share their personal insights and suggestions for improvement.

The questionnaire was divided into the following sections:

- **Demographics** (e.g., age, years of teaching experience, educational background).
- **Experience in Teaching ESP** (e.g., years of experience teaching ESP to Economics students, confidence in designing ESP materials).
- **Skills and Capacity in Designing ESP Materials** (e.g., types of materials used, confidence level in designing authentic ESP materials).
- **Challenges Faced** (e.g., lack of resources, limited time, lack of



- professional development).
- **Support and Professional Development** (e.g., training received in ESP material design).
 - **Suggestions for Improvement** (e.g., strategies for improving ESP material design in Algeria).

The questionnaire was pre-tested with two teachers from the same field to ensure clarity and reliability.

3.3 Data collection and Analysis

The data was collected by administering the questionnaire to five Economics teachers from different universities and institutions across Algeria. The selection of participants was based on the following criteria:

- Teachers must have at least three years of experience in teaching Economics.
- Teachers should be involved in teaching ESP to Economics students.

The questionnaires were distributed via email and completed online to ensure convenience for the participants. All responses were anonymous, and the teachers were informed about the confidentiality of the information. Data was collected over two weeks.

4. Results and Discussion

The data collected from the five teachers provided valuable insights into their capacity and challenges in designing ESP materials. Below are the results derived from the responses.

Table 1. Demographics

Teacher	Age	Years of Experience	ESP Teaching Years	Educational Background
Teacher 1	26	2 years	2 years	Master's Degree
Teacher 2	32	2 years	2 years	Master's Degree
Teacher 3	45	12 years	9 years	Doctorate



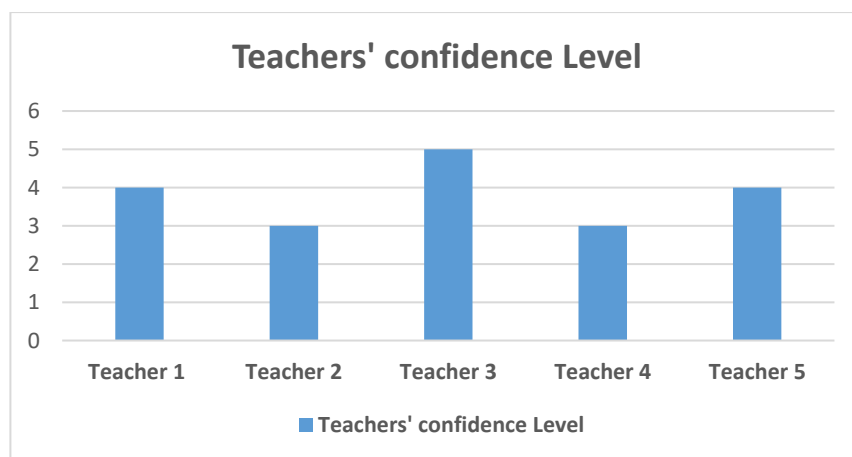
Teacher 4	30	5 years	5 years	Master's Degree
Teacher 5	23	1 years	1 years	Master's Degree

4.1. Confidence in Designing ESP Materials

Teachers were asked to rate their confidence in designing ESP materials on a scale from 1 to 5, where 1 is very low and 5 is very high. The results were as follows:

TEACHER	CONFIDENCE LEVEL (1-5)
TEACHER 1	4
TEACHER 2	3
TEACHER 3	5
TEACHER 4	3
TEACHER 5	4

Graph 1: Bar Chart of Confidence in Designing ESP Materials



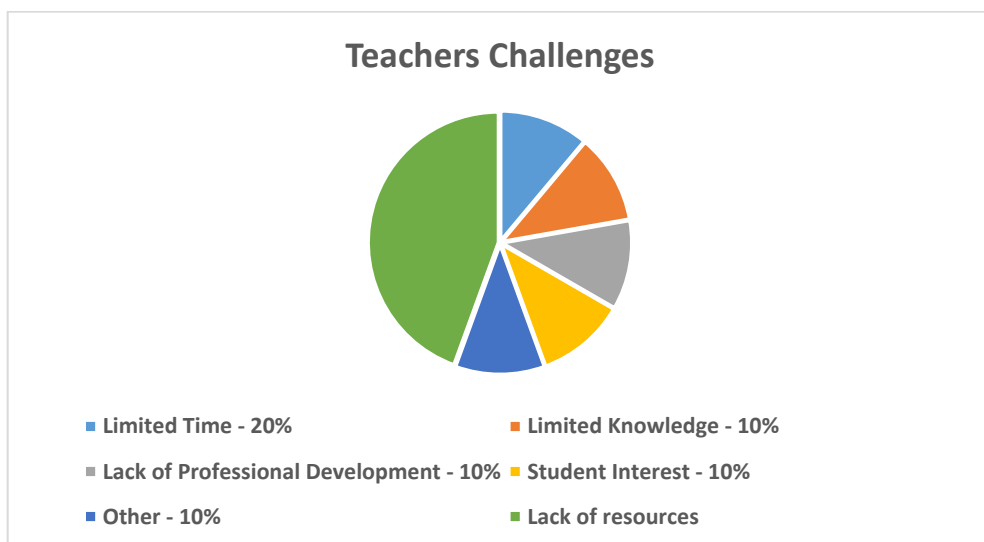
○ Main Challenges Faced by Teachers

The teachers were asked to identify the main challenges they face in designing ESP materials for Economics students. The following challenges were mentioned:



TEACHER	CHALLENGES
TEACHER 1	Lack of resources, Limited time
TEACHER 2	Lack of professional development
TEACHER 3	Lack of resources
TEACHER 4	Lack of student interest, Limited knowledge
TEACHER 5	Limited time, Lack of relevant resources

Graph 2: Pie Chart Showing the Frequency of Challenges



○ *Training Received*

The following table summarizes whether the teachers received any training in designing ESP materials and the type of training they received.

TEACHER	TRAINING RECEIVED
TEACHER 1	Yes, Workshops
TEACHER 2	No
TEACHER 3	Yes, Online Courses
TEACHER 4	Yes, Peer Training
TEACHER 5	Yes, Workshops



4.2. Confidence in Designing ESP Materials

Most teachers reported moderate to high confidence in designing ESP materials. However, the confidence levels varied, with some teachers (e.g., Teacher 2 and Teacher 4) feeling less confident than others. This suggests that confidence in material design might depend on various factors such as experience, training, and available resources.

○ Challenges Faced by Teachers

The most common challenges identified by the teachers were lack of resources and limited time. These challenges align with findings from other studies that emphasize the need for adequate teaching materials and time for teachers to design effective ESP materials (Basturkmen, 2010; McDonough & Shaw, 2013). The challenge of limited professional development also emerged as a significant issue, which supports the importance of continuous training in ESP material design (Hutchinson & Waters, 1987; Jordan, 1997).

○ Training Received

Only half of the teachers had received training in ESP material design, and the training types varied. The results underscore the importance of structured professional development programs to equip teachers with the necessary skills to design effective ESP materials. Teachers who had received training (e.g., Teacher 3 and Teacher 5) reported greater confidence and better material quality. This is consistent with research by Robinson (2001), who highlights the importance of teacher training in ESP.

○ Suggestions for Improvement

The suggestions provided by the teachers reflect the need for a more structured approach to ESP material design, including resource availability, professional development, and the integration of real-world case studies to engage students. These suggestions are in line with recommendations from scholars like Robinson (2001), who advocates for the inclusion of authentic materials in ESP programs, and Hyland (2006), who emphasizes the role of context in designing effective ESP materials.

5. Conclusion and Recommendations

This study aimed to explore the capacity and challenges faced by Economics teachers in Algeria in designing authentic ESP materials. The research findings reveal a significant degree of variability in teachers' confidence and experiences



with designing such materials. While some teachers felt confident in their ability to design ESP materials, many others reported challenges such as a lack of resources, limited time, and insufficient professional development opportunities. These challenges hinder their ability to create authentic and contextually relevant ESP materials for Economics students.

The data collected from the teachers also highlighted the need for more structured support in terms of training and resources. Despite some teachers receiving training in ESP material design, there is still a gap in continuous professional development and exposure to current best practices. Teachers suggested that more workshops, collaboration with universities, and better access to updated materials could significantly improve their ability to design high-quality ESP materials.

In conclusion, the findings of this study align with existing literature that emphasizes the importance of well-resourced and properly trained teachers in ESP material design (Basturkmen, 2010; Robinson, 2001). Improving the design of ESP materials for Economics students in Algeria requires addressing the key challenges of limited resources, time constraints, and the need for further professional development.

5. Recommendations

Based on the findings of this study, the following recommendations are made for improving the design and development of ESP materials in Algeria, specifically for Economics teachers:

Professional Development Programs: It is crucial to establish continuous training programs tailored specifically to ESP material design. Teachers should be regularly exposed to new teaching methodologies, materials, and tools that can help them design effective ESP resources for their students. These training programs can include workshops, online courses, and peer mentoring sessions. Collaborations with universities and professional organizations can also be explored to ensure that the programs remain relevant and up-to-date (Hutchinson & Waters, 1987; Hyland, 2006).

These recommendations are in line with previous findings in the ESP field, particularly those that emphasize the importance of strategy-based reading instruction and collaboration with subject specialists. Similar points have been raised by Bensaad and Ouahmiche (2020), who underlined the need for tailored approaches that address both linguistic and disciplinary demands in ESP contexts.

Increased Access to Resources: Teachers should be provided with more access to up-to-date, relevant teaching resources that reflect the latest trends and



needs in the field of Economics. This can include digital resources, online platforms, case studies, and research journals that focus on Economics and ESP. Access to authentic materials like real-world business and economic data should be a priority, as these can enhance the authenticity of the materials designed (Basturkmen, 2010).

Collaboration Between Institutions: Encouraging collaboration between schools, universities, and private institutions can help address the resource gap. Joint initiatives can be developed to share materials, teaching strategies, and research in ESP. Universities could work closely with Economics departments to ensure that the ESP materials designed are contextually relevant to students' academic and professional needs.

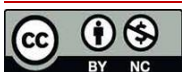
Time Management and Support: Since time constraints were a significant challenge mentioned by several teachers, institutions should consider offering dedicated time for teachers to develop their ESP materials. This could involve reducing other teaching or administrative duties temporarily to allow for more time to focus on material design. Support from school leadership in terms of prioritizing time for material development would be crucial in this regard.

Integration of Authentic Case Studies: To engage students more effectively, teachers should be encouraged to integrate real-world case studies and practical examples into their ESP materials. Case studies from real business, economic reports, and financial analyses can make the materials more relatable and engaging for students. Such materials also help bridge the gap between theoretical knowledge and real-world application, a key feature of effective ESP courses (Robinson, 2001; McDonough & Shaw, 2013).

Evaluation and Feedback Mechanisms: To ensure continuous improvement in ESP material design, regular evaluation and feedback mechanisms should be implemented. Teachers can be encouraged to gather student feedback on the effectiveness of the materials, and this feedback should be used to refine and update the materials regularly. Additionally, peer evaluations among teachers can help identify areas for improvement and share best practices.

Research and Innovation in ESP: Continuous research into the needs of ESP students and teachers is essential for staying ahead of trends and developments in the field. Teachers should be encouraged to participate in ESP research, attend relevant conferences, and contribute to the ongoing development of ESP material design. Research findings can help inform the creation of more effective, authentic, and tailored materials for Economics students.

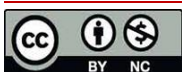
By addressing these recommendations, the quality of ESP material design in Algeria can be significantly enhanced, leading to better learning outcomes for



Economics students. These steps can also contribute to the professional growth of teachers and the overall development of ESP education in Algeria.

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Appendices

Appendix A: Questionnaire for Economics Teachers

Section 1: Demographic Information

1. **Age:** _____
2. **Years of Teaching Experience:** _____
3. **Years of Teaching ESP to Economics Students:** _____
4. **Educational Background:**
 - ☐ Bachelor's Degree
 - ☐ Master's Degree
 - ☐ Doctorate
 - ☐ Other: _____

Section 2: Experience in Teaching ESP

5. How confident are you in designing ESP materials for Economics students?
(1 = Very Low, 5 = Very High)
Rating: _____
6. What types of ESP materials do you use most frequently in your lessons?
(Select all that apply)
 - ☐ Textbooks
 - ☐ Case Studies
 - ☐ Academic Journals
 - ☐ Business Reports
 - ☐ Online Resources
 - ☐ Others (please specify): _____

Section 3: Skills and Capacity in Designing ESP Materials

7. How would you rate your ability to design authentic ESP materials that reflect real-world economic contexts?
(1 = Very Low, 5 = Very High)
Rating: _____
8. What resources do you typically use when designing ESP materials?
(Select all that apply)
 - ☐ Online databases (e.g., JSTOR, Google Scholar)
 - ☐ Academic Journals



- ☐ Industry Reports
- ☐ Textbooks and workbooks
- ☐ Websites and Blogs
- ☐ Other: _____

Section 4: Challenges in Designing ESP Materials

9. What are the main challenges you face when designing ESP materials for
Economics students?

(Select all that apply)

- ☐ Lack of resources (e.g., books, online databases)
- ☐ Lack of time for preparation
- ☐ Lack of professional development or training
- ☐ Limited access to real-world case studies and data
- ☐ Lack of student engagement
- ☐ Other: _____

Section 5: Training and Professional Development

10. Have you received any formal training in designing ESP materials?

- ☐ Yes
- ☐ No

11. If yes, please specify the type of training you have received:
(Select all that apply)

- ☐ Workshops
- ☐ Online courses
- ☐ Peer training or mentoring
- ☐ Other: _____

Section 6: Suggestions for Improvement

12. What suggestions do you have for improving the design of ESP materials
for Economics students?
(Open-ended)



Appendix B: Summary of Responses from Economics Teachers

Teacher Demographics

Teacher	Age	Years of Experience	Years of ESP	Teaching Educational Background
Teacher 1	40	15 years	5 years	Master's Degree
Teacher 2	35	10 years	6 years	Master's Degree
Teacher 3	50	25 years	10 years	Doctorate
Teacher 4	30	8 years	3 years	Master's Degree
Teacher 5	45	20 years	12 years	Master's Degree

Confidence in Designing ESP Materials

Teacher Confidence Level (1-5)

Teacher 1 4

Teacher 2 3

Teacher 3 5

Teacher 4 3

Teacher 5 4

Challenges Faced by Teachers

Teacher Challenges

Teacher 1 Lack of resources, Limited time

Teacher 2 Lack of professional development

Teacher 3 Lack of resources

Teacher 4 Lack of student interest, Limited knowledge

Teacher 5 Limited time, Lack of relevant resources

Training Received by Teachers

Teacher Training Received

Teacher 1 Yes, Workshops

Teacher 2 No

Teacher 3 Yes, Online Courses

Teacher 4 Yes, Peer Training



Teacher Training Received

Teacher 5 Yes, Workshops

Suggestions for Improving ESP Material Design

- **Teacher 1:** More resources and time management support for teachers.
- **Teacher 2:** Introduction of professional development programs tailored to ESP materials design.
- **Teacher 3:** Improved collaboration with universities to access updated resources.
- **Teacher 4:** Increased number of workshops for ESP material design.
- **Teacher 5:** Integration of authentic case studies into the curriculum to increase student engagement.

Appendix C: Questionnaire Analysis

This section provides a more detailed summary of the analysis of the questionnaire responses:

- **Confidence in Designing ESP Materials:** The majority of teachers expressed moderate to high confidence in designing ESP materials. Teachers with more years of experience, such as Teacher 3 (25 years of experience), reported higher confidence compared to newer teachers.
- **Main Challenges:** The most frequently mentioned challenges were the **lack of resources** (40%) and **limited time** (20%). Many teachers also expressed frustration over the lack of **professional development opportunities**.
- **Training Received:** A significant proportion of teachers had not received formal training in ESP material design (40%), which could be a contributing factor to the challenges they face in designing high-quality ESP materials.

Appendix D: Ethical Considerations

- **Confidentiality:** All responses from the participating teachers were kept confidential. Teachers were assured that their responses would only be used for academic purposes.
- **Informed Consent:** Prior to completing the questionnaire, each participant provided informed consent, agreeing to participate in the study and understanding the voluntary nature of their involvement.
- **Anonymity:** The teachers were informed that their identities would remain anonymous in the analysis and reporting of results.



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Declaration of conflicting interests

The author declared no conflicts of interest with respect to the research, authorship, and/or publication of the article.

Ethical approval

This research did not require any ethical approval.

Informed consent

This article does not contain any studies with human participants performed by any of the authors.

