

From Classroom to Workplace: An Investigation of the ESP Students' Readiness for Language-Based Professional Tasks in Algeria

Mounya NEDJARI* 

University of Oran 2 Mohamed Ben Ahmed, Algeria
nedjari.mounia@univ-oran2.dz

Received: 21/03/2025,

Accepted: 25/11/2025,

Published: 10/12/2025

ABSTRACT: *This research sheds light on the linguistic needs of ESP university students, the would be language-based professionals in Algerian companies. These students should be well prepared to be skilled LBPs (language-based professionals) with high English language competencies. Hereby, the aim of this research is to investigate their extent of readiness for being in charge of language-based professional roles, as well as instilling the LBP concept as a clinical solution that would offer a strong support for improving their English language proficiency, which eventually, seeks global competitiveness. This research paper mainly includes two parts, the first one deals with basic concepts of ESP, with heavy emphasis on the Algerian ESP situation, while the second part, tackles the practical portion of the research. For the last, data were collected through a semi-structured questionnaire with Master 2 ESP students in the English department of Oran 2 university. The findings highlighted a significant gap in ESP education, with very limited language skills for effective communication in professional settings. The findings similarly showed that the implementation of LBP can be a challenging task in the light of the current situation of ESP in Algerian universities. Through this investigation, the researcher attempted to throw light on a delicate linguistic issue in the Algerian enterprise that is originally stemming from the university. However, deeper insights into language challenges and communication issues in Algerian companies, that the researcher could not deal with in this research paper, should be stressed for further investigation.*

KEYWORDS: ESP, LBP, Language Professional Needs, Algerian Universities, Needs Analysis, English Language Proficiency.

* Corresponding author

ALTRALANG Journal / © 2025 The Authors. Published by the University of Oran 2 Mohamed Ben Ahmed, Algeria.
This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)

1. Introduction

One of the most significant facet to globalization is the massive emergence of English as the dominant language in most of the fields if not all. The ability to communicate effectively in English then, became a sine-qua-non. However, that could not be easily implemented in our country Algeria, where French has always been the linguistic key for all kind of international relationships and in all companies since independence. That remarkably lead to the relentless limit of English use in Algerian companies.

Whereas, in recent years, the status of English in Algeria knew a significant improvement. Relatively, new language procedures and policies were instilled by the Algerian government for the sake of promoting the English language practicality in Algerian institutions to be the official language for any foreign-based task. Despite all this, Algerian companies, with a real necessity to operate their activities in English language, still fail to meet their English linguistic needs. Indeed, an effective English language employment is seriously challenging and crucial for a genuine language-based professionalism in Algeria companies.

1.1.Statement of the Problem

Needless to recall, the shortage of specific English language proficiency is widely existing in Algerian companies. In most of them, if not all, general English is typically used rather than ESP for foreign communication. This, could undoubtedly, leads to failing linguistic practices, that by turn hinders the fruitful professional performance which is English-based.

To put the aforementioned challenges under scrutiny, there must be major need for calling into question the implementation of language-based professionals (LBPs) in those Algerian companies. An LBP is supposed to be a skilled agent who normally possesses advanced language proficiency and can, skilfully, perform language-based roles within any given professional setting. An LBP, as described, can afford many services, interacting and discussing things with foreign delegations, effective translation from and into the addressed language, correspondence, and others.

However, forming an effective LBP workforce is not easy that deal, as there are many oddities and obstacles that hinder its formation. The latter, by cause and effect, brings us to the core of our statement of the problem. One significant issue to be heavily addressed is bridging the gap between theory and practice, shedding light on the way ESP students at university are trained to be competent LBPs at Algerian companies. Indeed, we cannot refute the fact that most of the teachers, teaching ESP students, are general English teachers who are not trained to practise ESP education, which massively results in total divorce form meeting the students' linguistic needs. The issue might be bitter, when it comes to the context of LBP, once ESP students become LBPs, with the short or absence of certification and standardisation for LBP agents in Algeria, the quality of LBP performance could remain very poor.

Depending on what has been made clear, the following research problematic is interwoven:

- To what extent does the ESP program in Algerian higher education match to the language-based profession (LBP) concept?

By addressing that point, this research would be enriching the importance of English language proficiency in LBP contexts. The investigator, therefore, hypothesized the following.

Based on the current situation in Algerian universities, it can be hypothesised that there is a significant lack of English language proficiency among ESP students, and thus, we guess their expertise as language-based performers is very weak. In spite of the fact that, in recent years, an utmost progress for the best use and usage of English language, has been made in Algerian institutions, such as the introduction of English language instruction in primary education and the giant transition from French to English in Algerian universities, the clear gap in bridging to the specialised language skills necessary for effective communication in the workplace is still taking place.

It can be obviously argued then, that LBP is a must in the field of work whenever English is needed. To afford a strong platform, students in the outset, out of the work stage, are in real need to be trained first, for comprehensive, authentic ESP education in order to integrate this deficiency and eventually, enable companies to more effectively compete on the global stage. In a nutshell, we strongly hypothesize that the current situation of ESP in Algerian universities is not promising to a great extent, and in serious necessity for heavy empowerment.

1.2. Methodology of the Research Work

This research work intends to adopt a quantitative type of research, employing a semi-structured questionnaire that intensively addresses Master 2 ESP students at the English department in Oran 2 university. As already mentioned, the research is an investigative one, conducting a study to inquire about the students' perception and awareness of the importance of the necessary English language skills that are required for their future world of job.

The questionnaire, as a semi-structured one with a variety of yes/no, closed with alternatives, and open-ended questions, will yield reliable quantitative data meant for statistical and partially textual analysis that foremostly seeks the revision of the ESP program at university which should go into a hand in glove alignment with LBPs needs, including what competencies are required, and what challenges are faced.

2. Literature Review

The section here is devoted to deal with the main important concepts to ESP, in relation to our topic, including ESP rationale, its definition, a summary of ESP needs analysis, and a brief description of the situation of ESP teachers in Algerian universities.

2.1. ESP Rationale

In down to earth terms, exploring the historical background of ESP, for its summary in few lines, is crucial. To attain a rich understanding of English for Specific Purposes (ESP), the investigator really felt lost among the mosaic myriad of definitions and introductions to ESP. One interesting source of the subject was that of Hutchinson & Waters (1989). The latter, seemed to be a distinguished one due to the fact that ESP in it, was highlighted to be emerging as a phenomenon rather than a planned, and afore structured activity, and rather influenced by different global changes and factors.

In fact, according to Hutchinson & Waters (1989), it existed many, but one significant distinguishing key point is considered to better summarize the genuine foundations from which ESP grew up. Content of that point is concluded in the following.

2.2. The Requirement of a New Brave World

Stepping back to the phase following World War Two, there has been a remarkable thirst to commerce as it was thought to be the clinical means to bring about fast gains mainly to cover the war heavy damages. Therefore, that generated a widespread of commercial and scientific fields in all spots of the world. Due to that, communicating in a common language through which international commercial and scientific exchange could be made became a must. Relatively, one of the most important war results was the appearance of America as a superpower, the English language hereby, was the dominant language that controls all fields (Hutchinson & Waters, 1989).

Nonetheless, the Oil Crises in early years of 1970s gave impetus to this revolution. The unexpected evolution in English language use rather brought about sudden commercial pressures that obviously impacted the education industry in general and the language one in particular (Bachman & Palmer, 1996). Prior to this, the English language started, very fast, snaking its journey towards dominance, and as a result,

the former approach of leisurely exploring the English language with no clear purpose seemed to be unsuitable in front of this reality. The language teaching enterprise as well, was under control, and due to that, a new generation of learners was borne. In clear words, a generation of ESP learners whose willingness to learn English is stemmed from reaching specific practical goals.

2.3.ESP Defined

To recall, the researcher found it quite crucial to set at a simple and exact definition to ESP. The latter is an educational field that is said to be encompassing various aspects, driving it challenging to achieve a precise and concise clarity. Whereas, a big number of experts in the field of ESP have shared the dogma that, in an ESP context the learner's language needs, is the trick of the trade to be mastered.

In this line of thought, it is worth-noting to bring an interesting definition by Belcher & Braine (1995, p. 2) who strongly believe that ESP is "an approach to language teaching that emphasises the use of language in particular occupational or academic contexts". Belcher & Braine (1995) words very closely aligns with a definition provided by Swales (1990), considering ESP as, "a branch of applied linguistics concerned with the study of language and communication in relation to specific professional, occupational or academic domains" (p.5).

When Reflecting on what has been summarized, we think that both scholars share the same thought that ESP is used to serve academic purposes (EAP) or occupational ones (EOP). The two branches are under the umbrella concept of ESP, Whereas, ESP focuses more on the learners' linguistic needs in academic or professional contexts, while, EAP involves studying English in a given specific discipline, and in an academic given context, especially for non-native learners, but for native speakers who want to learn Business English as well.

On another line of reason, EOP stresses teaching English for occupational or professional purposes. EOP learners should acquire technical English vocabulary, EOP in this sense seems to be more practical, focusing the language proficiency which is required for specific professional areas. This generates the concept of ESP, that is clearly standing for "English for specific purposes" highlighting, by that, learners' identification of their goals and pursue the suitable trajectory for the attainment of their linguistic sakes (ibid). In short, the first and fore- most recognizable reason for an ESP course is excelling in the selected profession of learners.

2.4.English for Specific Purposes' Needs Analysis

Admittedly, once ESP appeared on the academic ground, scholars focused their attention on effective approaches for its teaching. Hereby, they (scholars) widely acknowledged students' needs analysis as the necessary pillar for the design of a practical and effective ESP course that targets the core needs of ESP learners.

Among the myriad of experts dealing with English for specific purposes, Dudley-Evans & St. John (1998) are outstanding figures whose thought about ESP should be highlighted. In the right of ESP students' needs, they view that, "needs analysis is a fundamental step in the design of any language course"(p.19). Nevertheless, Munby (1978) put more emphasis on the sociolinguistic aspects of needs analysis, asserting the significance of identifying students' communicative needs and target goals to develop relevant and effective language courses.

In the same line of reason, Long (2005) from his side, explores students' needs analysis in the area of second language instruction through discussing different philosophies to identifying learners' linguistic needs as well as the way they are informing curriculum planning and instructional performances. In this context, West (1994) posited that, "needs analysis is essentially a pragmatic activity focused on specific situations although grounded on general theories, such as the nature of language and curriculum' (p.12).

Sharing the same view, Graves (2000) also stressed the fact that needs analysis has to encompass learners' linguistic needs, their motivation, attitudes, and backgrounds as well. Consequently, needs analysis is the best means through which essential information and data about learners are compiled, involving their deficiencies, requirements, wants, in addition to the identification of their individual learning styles, which will all be put under analysis for a fruitful mapping of an ESP course that is able to meet all those needs.

In brief, reflecting on insights from Munby (1978), West (1994), Dudley-Evans & St. John (1998), Graves (2000), and Long (2005), we can obviously conclude that needs analysis entails a meaningful evaluation of the students' linguistic needs to grasp an overhauling ESP course content that can cater to the empowerment of students' requirements to achieve their desired goals.

2.5. ESP Teachers in Algerian Universities

No one can refute the fact that one major challenge that stands a serious oddity for LBP formation in Algeria is the offspring of the dreadful ESP teaching situation in Algerian universities. Most of the teachers who are in charge of ESP tasks, whether at the English departments for the ESP branch, or in other departments where English is taught as an ESP module, are general English teachers with narrow or no background knowledge about the English content they should teach.

Shedding light on this issue, on the one hand, ESP teachers in Algerian universities necessitates the required skills for an effective performance of their ESP courses. In this vein, Boudersa (2018) said that, "most, if not all, teachers of ESP are not specialists in the professional field that they are taking part in." (p.14). On the other hand, English language usage for ESP education is doomed under authority of the French language which is still prominent, mainly in scientific and technical fields in Algerian universities.

Similarly, Gouabi (2023) highlighted that the existing disparity between the actual learners' needs and the learning outcomes confirms the necessity for a major evolvement in the current ESP instructional area. Moreover, ESP practitioners, should tackle a comprehensive cooperation with subject matter experts from the respective fields, they have to undertake a thorough refinement of the teaching and learning environment. These collaborative efforts seek bridging to the correct, suitable educational content that goes hand in hand with the learners' specific needs in their respective professional domains to be skilled LBPs.

Indeed, instilling an ESP program in Algerian universities, is full of anomalies. Eventually, establishing a comprehensive LBP project is challenging in the ground of Algerian higher education. Limitations in ESP instruction, shrunk by the general English educators' presence who might themselves suffer ignorance to the subject-specific knowledge, or they are likely to resist change, with no willingness to explore and analyse their learners' linguistic needs in order to avoid an evident divorce between the teaching materials they are employing and their learners' real requirements. Chen's (2000) words are found very convincing in this context to stress what has been discussed, positing that,

"The ESP profession faces twin problems, namely lack of teacher training programs in many areas of the world and the dissatisfaction with conventional theory-into-practice training models" (p. 389).

Considering the above, we still express our deep agreement with the ESP giants Hutchinson and Waters when making very clear the idea that, an ESP instructor is not coerced to be of a huge knowledge about the specialty he is teaching. The aim of ESP education is rather the delivery of the required language skills for the sake of facilitating comprehension of the content over all, however the latter remains unconvincing to meet all the learners' linguistic needs.

In a nutshell, addressing those oddities, collaboration between ESP practitioners and subject matter experts is overhauling. Refining instructional practices, designing an ESP educational content that is

compatible to the students' language specific requirements, and aligning to their requirements, Algerian universities can successfully snack the way to implement an authentic, effective LBP program.

3. Methodology of the Research

As already mentioned, the aim of this research is to investigate the problem laying behind the feasibility of Language-Based Professionals (LBPs) project in Algeria. To have an eagle view of that, we will be specifically spot light on the current foundation of English for Specific Purposes (ESP) within the Algerian higher education system.

Through a questionnaire addressed to Master 2 students, who all belong to the category of ESP, which was recently officially declared an independent branch separated from that of the LCE (Language, Culture, and Enterprise) one, in the English department of Oran 2 university. We will be calling into question certain points respectively, the absence of skilled ESP teachers, massive reliance on French as the medium of instruction rather than English, although many efforts are done by the government to instil English for that, as well as the urgent need to raise the alarm towards the significance of a serious practicality of English language in Algerian LBP fields.

3.1.The Students' Questionnaire

The investigator's choice to addressing ESP students at the English department in Oran 2 university stemmed from her belief that these students are more likely to be the would be LBPs in Algerian companies, and eventually are the ones who must be the well prepared English language graduates for LBP tasks. They, hereby, should be perfectly fitting for companies working in international trade and businesses, with a broad knowledge of various branches, albeit at a platform level.

The researcher skipped some opening questions concerning the participants age, gender, and level of education as they are, in our view, not serving the core interest of our investigation.

3.2. Analysis of the Questionnaire findings:

The students' questionnaire was meant for 50 ESP students. It was conducted online, and only a number of (28) students positively responded to the questionnaire. However, 20 participants provided serious, convincing responses, while those answers of the remaining (08) students were random and rather out of topic ones. The following tackles a detailed, statistical phase of the questionnaire results' analysis.

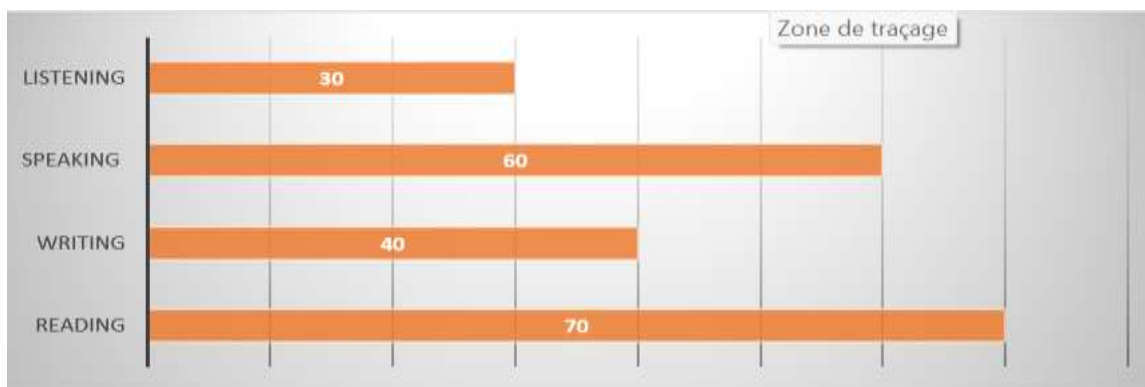
- **Question One:** How do you evaluate your English language proficiency?



Column-chart .1. Students' English Language Proficiency

As shown in the column-chart above, it is obvious that the participant's English language proficiency was ranked between excellent and average at a twin rate of (30 %). A quite similar percentage of (35%) stood for good, and a very little one (05%) was evaluated as fair by the informants themselves.

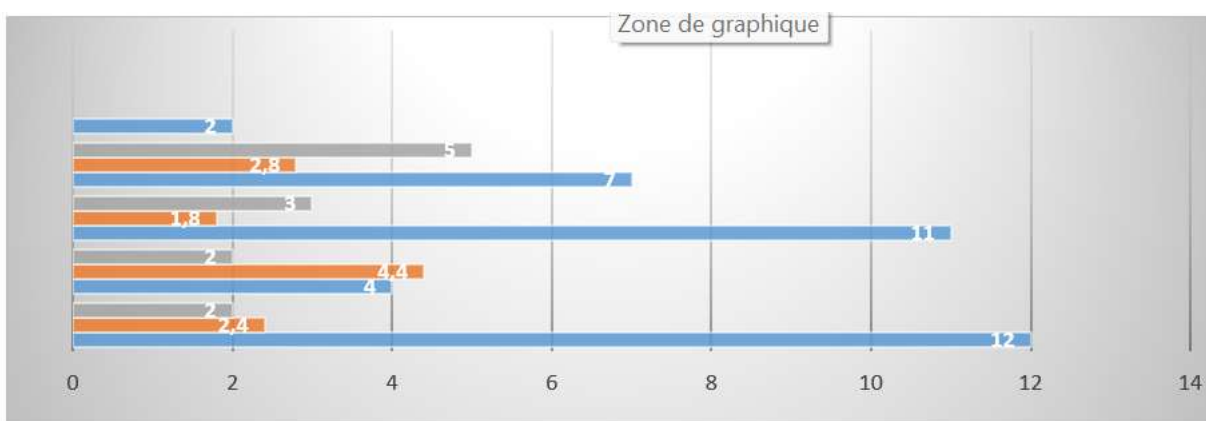
- **Question Two:** What English language skills do you feel more confident in performing? (select all those applying for you).



Column-chart .2. Students' English Skills

In the second item of the questionnaire, the students were requested to mention the English skills they feel more relaxed and confident with for practical language use, they could choose all those options applying for them. Relating to the results in the chart here, most of the skills they referred to are mainly reading at a highest position with (70%), then speaking with (60%). Followed by writing (40%), and listening (30 %) as approximately the same percentage.

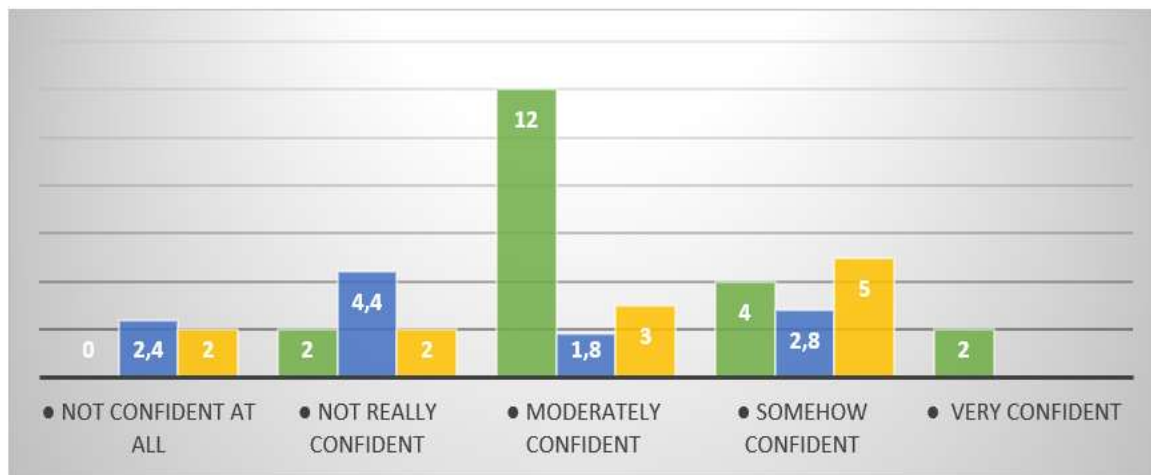
- **Question Three:** What areas of your English language need improvement? (select all those applying for you).



Column-chart .3. Students' English Skills that Need Improvement

Nearly the same question had to be asked for the participants to coin the space of interest about ESP rather than general English. The target in this item of the questionnaire was to put under diagnosis the students' ESP weaknesses that need remediation. The outcomes revealed that vocabulary, as the backbone of any language, most needed reinforcement, pronunciation followed it by a nearly similar number, then came the speaking skill as very weak. The percentages for grammar and syntax, writing skills, listening comprehension, and reading comprehension were relatively really close to each other, with reading comprehension being the least selected skill for improvement.

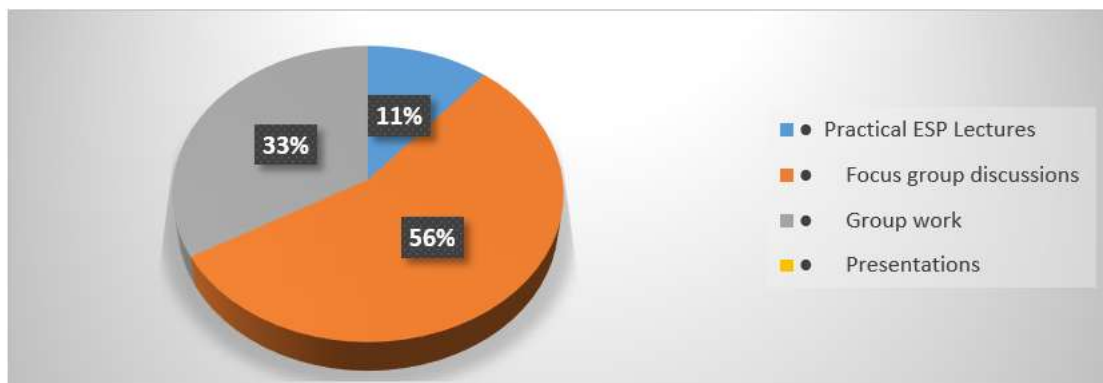
- **Question Four:** To what extent you feel self-confident to speak in English outside of your coursework?



Column-chart .4. Students' self- Confidence for Specific English Use

Specifically, this question meant a measurement of the students' self-confidence when speaking. The results indicated that the biggest number of the informants, 12 ones (60%) reported feeling moderately confident. A fewer number, 04 (20%) revealed a kind of feeling somehow confident, while another number of 02 students (20%) shared their feeling of being not really, and very confident. Notably, no student reported a feeling of not confident at all in employing his/her English outside of the coursework.

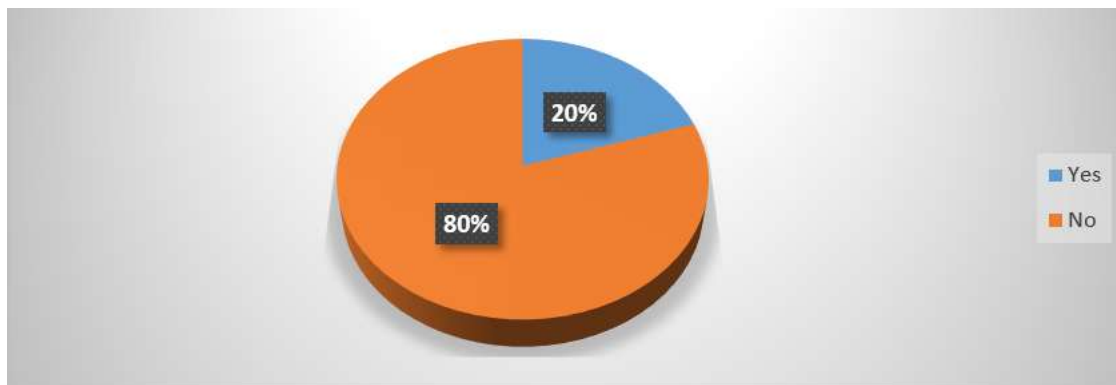
- **Question Five:** What teaching techniques are most preferable for you as an ESP learner?



Pie-chart .1. ESP Effective Teaching Methods

The reason behind this question was determining the learning techniques and procedures ESP students mostly prefer. The participants' responses showed that students stood for team discussions as highly effective ones with a percentage of (50%), followed by group work (33%), then practical ESP lectures that convince the students' interests and learning objectives by (11%). While, no positive answer was devoted for the option of presentations which reflects a sort of frustration from the part of the students to deal with an ESP content comprising vocabulary, pronunciation, interacting in English, and other linguistic areas that makes successful written and oral ESP productions.

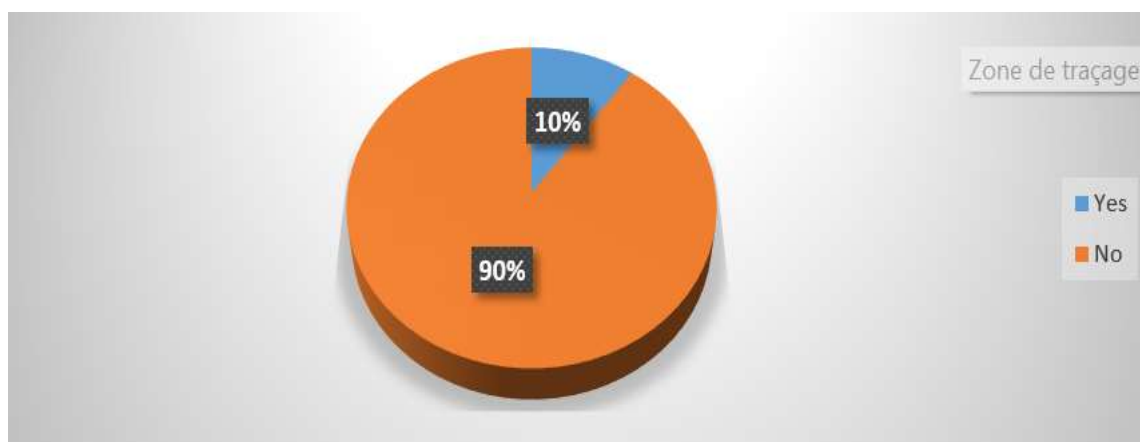
- **Question Six:** Are you convinced with the teaching materials your ESP teachers employ?



Pie-chart .2. Students' Perspectives on Usefulness of ESP Teaching Materials

The sixth question of the questionnaire addressed the students' reflection on the effectiveness of the materials employed by their teachers. Unsurprisingly, a great number of the informants (80%) declared a clear "no" about that, while a small percentage of (20%) thought that the English teaching methods were useful.

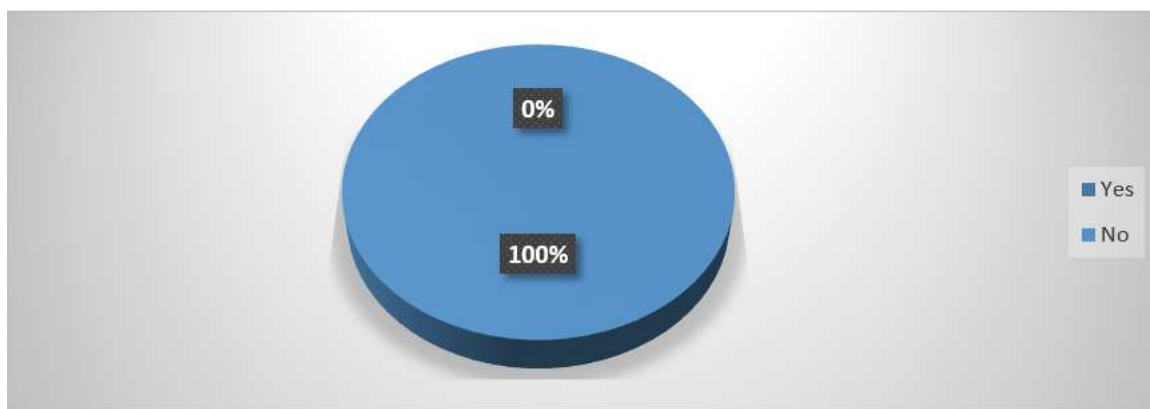
- **Question Seven:** Did you have enough opportunities to practise and apply your language skills in authentic ESP contexts?



Pie-chart .3. Real-Life Application of English Language Skills

This section meant the exploration of the availability of opportunities for our respondents to perform their English linguistic skills in contextual situations. The outcomes in this pie-chart indicated that the massive number of students (90%) perceived no opportunities for a genuine practice of English in real-life settings which are in fact real ESP areas. Whereas, the rest (10%) confirmed having some opportunities for that.

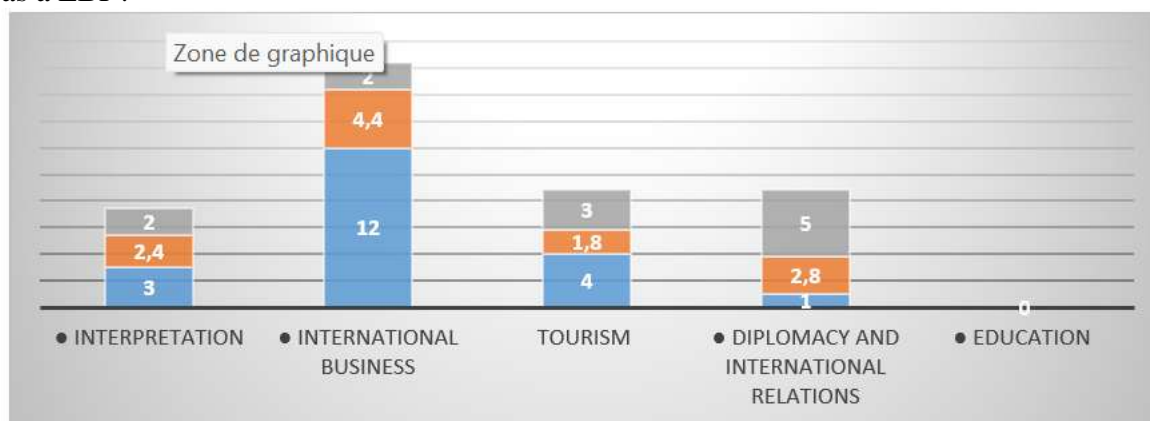
- **Question Eight:** Did the ESP program in your department provide you with opportunities to gain exposure to the LBP settings in relevance to language-based careers?



Pie-chart .4. Students' exposure to Language-Based Profession

This question may seem the same as the previous one, but in fact, it is not. It rather seeks exploration of the extent to which the respective department is taking into consideration the practical side of the ESP education program, in addition to the theoretical one, since those ESP students are the would be LBPs as already mentioned. Unfortunately, the responsible department offered no practical occasions for an authentic practical English for specific application as the results demonstrated, which strongly revealed that any chance for a direct exposure to professional contexts relevant to language-based careers is lost.

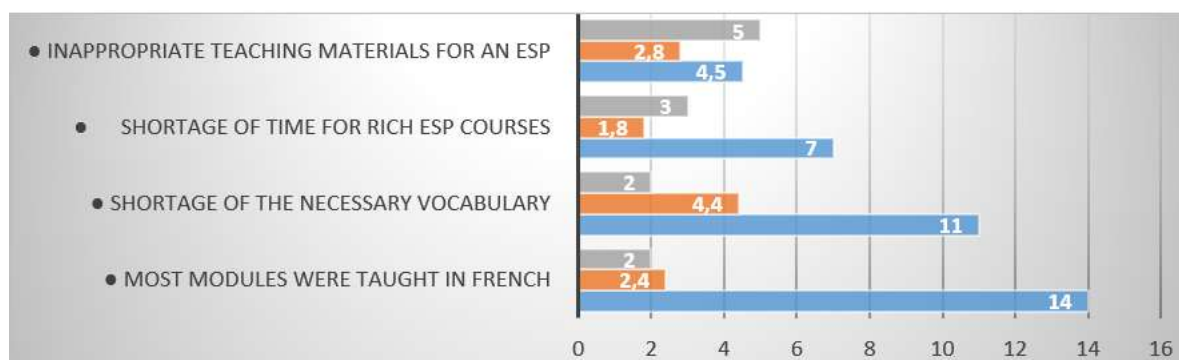
- **Question Nine:** How do you expect the application of your language skills in your future career as a LBP?



Pie-chart .5. Envisioning Language Skill Application in Future Careers

Here is an investigation of the students' career preferences and inclinations towards the various job fields. The chart results clearly expressed the participant's heavy focus on international business as the sought estimated future career by 12 students. Additionally, interpretation and the tourism industry were highlighted as targeted options for the students' future profession. While, diplomacy including international relations was marked as narrowly addressed, and the shocking truth is that education was seen the bugbear for the ESP students, as no one among the 20 number of the students expressed a minimum interest in, which mirrors many other dreadful truths about the issue.

- **Question Ten:** What is the big challenge you ever faced as an ESP Master student in your learning process? (Select all those applying).



Column-chart .6. ESP Learning Challenges

The aim of this question was to identify the possible challenges and oddities ESP students are likely to face during their Master 2 learning program. The biggest number of students, (14) ones, declared that the mere problem they suffered from was that key ESP modules were taught in French rather than English, which seemed really strange. Moreover, a considerable number of (11) participants made clear the challenge of not being able to express themselves in English accurately and freely due to a hard lack in their English vocabulary mainly that specific-based.

Another number of (07) students viewed that the time devoted for their ESP courses was not enough to cater for their requirements, adding to the semester division of Master 2 lectures which is planned to be consumed in a period of three months as it usually happens in the English department in Oran 2 university. Other oddities meant the poor, or inappropriate teaching materials that stood a serious challenge for their ESP learning.

- **Question Eleven:** What clinical solutions you suggest to enhance a practical and fruitful ESP training for LBPs in your department?

The investigator made, at last, an open-ended question for the sake of eliciting the maximum of textual data from the informants. Data that might serve a good source from which overhauling suggestions could be originated. Thus, the students were finally requested to recommend some solutions to overcome the challenges they are facing in their ESP project.

Nearly the whole number of students stressed the urgent need for meaningful ESP courses that must be taught in English language not French. In the right of this point, students clearly expressed their strong complaint, and anger towards the use of French as a key language for their ESP learning, all of the 20 number of the students seemed to be displeased, and disappointed towards that, declaring that it was a sort of unawareness, inconsideration, and disrespect to them as ESP students, viewing that dealing with French lectures is useless and a waste of their time, they then, heavily desired and recommended English-medium instruction.

Additionally, the students put under emphasis the necessity of specialist teachers who are knowledgeable enough about the respective ESP fields they are dealing with. Similarly, they highlighted the serious need to raise the amount of the time allotted for their ESP learning.

At last but not least, The ESP students, to a great deal, insisted on the provision of training opportunities that the responsible department should afford to attain practical vivid experiences inside the professional ground, where English language could be applied and hence fostered.

3.3. Discussion of the Findings

Considering the data, we elicited from the students' questionnaire, we can analyse the ESP situation in Algerian universities as in the following. The majority of students ranked their English language proficiency at a high level. Actually, this was expected, as the students are Master 2 students who had been studying English for more than a decade.

The students on the other hand, expressed complaint about missing the necessary vocabulary related to their ESP needs, which made it a clear area in urgent need of empowerment. They also declared their willingness to improve their speaking skills for effective oral communication competencies. According to their responses, their teachers were the primary accused of that as they neglected sufficient communication based-tasks and oral sessions where the students are granted a space to express themselves in English mainly specific-based. A huge number of students, from their side, unveiled the issue of self-confidence, mainly to communicate in English in a public, or outside of coursework. However, they never denied their desire to apply the language and perform it in authentic settings.

Similarly, the results reported the students' willingness to learn English through group discussions and teamwork, they even expressed their quite preference to practical ESP lectures that tend to cover their English learning needs. Whereas, they expressed a clear fear and frustration to learn through presentations. In addition to that, almost all the informants considered, in the right of ESP materials, including techniques, course books, lesson planning, methods, procedures, and all what the teacher used for its instruction were not effective as it, according to them, never aligned to the ESP content. These findings suggest the potential mismatch between the ESP teaching materials and the students' learning styles, which directly unveils the fact that the ESP learners' needs are, in down to earth terms, doomed under teachers sticking to general English.

Another point is worth discussing, which is that of the absence of sufficient opportunities for the compatibility between ESP theory and practice that would foster a vivid application of ESP in the ground of profession for more immersive LBP expertise.

4. Recommendations

Thanks to the participants' responses to the last open-ended question, where the students were offered a space for expressing the possible solutions that are likely to shrink any obstacles hindering their effective ESP course. They, thus, suggested several valuable solutions to overcome the identified problems, the main one are dealt with here.

Having ESP modules taught in English is a must, by specialist ESP teachers. The recruitment of those instructors who should be skilled ones for the assurance of an effective performance of ESP education, is heavily confessed. Similarly, devoting more time by expanding the ESP learning hours to allow a rich content should be considered. Moreover, a comprehensive teacher training in the field of ESP is a *sine-quanon*.

Nonetheless, the respective English department must specify ESP students with a practical training that goes hand in hand with the learning semester. It is worth mentioning here, that the Master 2 ESP students at the English department in Oran 2 university are required to deal with a practical phase, as a compliment to the Master thesis, the research project they realize for their graduation. The practical phase should be conducted in companies that serve their research topics, and that the students themselves choose to be trained in. According to the researcher's supervision experience with those students, some of them remain revolving around companies to get a chance for that training, while some of them get accepted, others are refused, awfully expressing that their department should take in charge that responsibility. It is then, up to

the department students refer to, to recommend the ESP training procedures early from the beginning of the first learning semester to the last phase of the practical part of their research project for graduation.

5. Conclusion

Our investigation revolved around the ESP students' readiness for LBP setting in Algerian companies. This is worth exploring, as ESP university students represent the solid foundation for professional English within both Algerian higher education and workforce. The students' questionnaire unveiled an obvious absence of skilled, knowledgeable ESP teachers from the one side, and the prevalent reliance on French instead of English as the medium of instruction in Algerian universities from the other side.

Going further, it is high time the top down and the bottom up sides addressed the identified gaps in ESP education in Algerian universities. That would greatly help the ESP students be ready and competent LBPs, that will axiomatically drop into the welfare and prosperity of our country Algeria.

Bibliography

- Bachman, L., & Palmer, A. (1996). *Language testing in practice*. Oxford, England: Oxford University press.
- Belcher, D., & Braine, G. (1995). *Academic writing in a second language: Essays on research and pedagogy*. Norwood, NJ: Ablex Publishing Corporation.
- Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*; 1–22.
- Boudersa, N. (2018). ESP Education in Algeria: A Description of the Teaching Situation Scenario with Focus on Problems, Challenges and Training. 1-22.
- Chen, T. (2000). 'Self-training for ESP through action research'. *English for Specific Purposes*, 19(4), (p.389).
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle & Heinle.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.
- Khadem, G. (2023) 'ESP and Business English for Postgraduate Students in the Department of Economics', *Arab World English Journal (AWEJ) Volume 14. Number 1*.
- Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press. Done Across Cultures.
- Munby, J. (1978). *Communicative Syllabus Design: A Sociolinguistic Model for Defining the Content of Purpose-Specific Language Programmes*. Cambridge: Cambridge University Press.
- West, R., (1994). *Needs Analysis in Language Teaching*. Cambridge: Cambridge University Press.