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Segregated vs Integrated Skills Approaches in ESP Teaching,

ESP Teachers' Perspectives, Guelma University

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Candidates: **Supervisor:**

Chihab BENKIRAT   Mrs. Imene TABOUCHE

Ramzi DJENAH

Board of Examiners

Chairperson: Dr. Imane DOUAFER   **(MCB)   University of 08 Mai 1945 Guelma**

Supervisor: Mrs. Imene TABOUCHE   **(MAA)   University of 08 Mai 1945 Guelma**

Examiner: Dr. Amina ELAGGOUNE   **(MCA)   University of 08 Mai 1945 Guelma**

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DEDICATION

*In loving memory of my dear mother "**ZAHIA**", whose unwavering support and*

boundless love have shaped the person I am today.

This work is dedicated to you, with eternal gratitude.

DEDICATION

I dedicate this dissertation to

My dear mother, for her constant support and help throughout my academic journey.

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Abstract

The current study investigates teachers' attitudes towards the use of segregated and integrated skills approaches in teaching English for specific proposes. The journey to master any language is a nonlinear path that requires the development of various skills and competencies. Similarly, teaching English for specific purposes is no different, as it involves promoting skills such as listening, speaking, reading, and writing. However, there is a controversy among English for specific proposes teachers regarding whether these skills should be taught separately, or interwoven together. In other words, whether to adopt a segregated skills approach or an integrated skills one. To this end, a descriptive quantitative method was employed, using a structured questionnaire that was administered to ten teachers from different Departments, at the University of 8 Mai 1945 Guelma. The results obtained from the questionnaire reveal that the majority of teachers prefer the integrated skills approach to the segregated skills one. Moreover, concerning the use of these two approaches, the majority of teachers adopt both, yet they favor instructional type that incorporates some degree of overlap or connection between language skills rather than isolating each skill completely.

Keywords: ESP teaching, segregated skills approach, integrated skills approach, ESP teachers' attitudes.

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General Introduction

In the realm of English for Specific Purposes (ESP) education, the debate between segregated and integrated skills approaches remains a pivotal concern for educators. This study aims to investigate the attitudes of ESP teachers towards the previously mentioned instructional approaches. By analyzing teachers' preferences and their perceived effectiveness of each approach, this research seeks to shed light on which approach better prepares students for professional life. Through a combination of theoretical review and practical analysis, this study explores the underlying factors influencing teachers' perspectives and provides insights into the most effective strategies for ESP instruction.

1. Statement of the Problem

Any language can be learned through a nonlinear process that calls for the development of a variety of abilities. Developing abilities like speaking, listening, reading, and writing is especially important when learning English. On the other hand, there is a continuous debate among ESP instructors about the best approach to teach these abilities. Are they best taught as discrete elements during education, or should they be taught separately? The main point of contention in this discussion is whether or not to use an integrated skills approach, which teaches several skills at once and cohesively, or a segregated skills approach, which teaches each language skill separately.

The segregated skills approach focuses on teaching one specific language skill at a time. For example, a class might focus solely on listening exercises or reading comprehension activities. This approach allows for in-depth practice and mastery of each individual skill. Nevertheless, critics argue that it does not reflect the natural use of language, where skills are often used in combination. On the other hand, the integrated

skill approach aims to teach language skills in a holistic manner, reflecting how they are used in real-life situations, however, it can be challenging to ensure balanced development of all skills.

Given this debate, the current study aims to investigate teachers' attitudes towards the use of segregated and integrated skill approaches in teaching ESP classes. Understanding teachers' perspectives is crucial, as their attitudes and beliefs significantly influence their teaching practices and, consequently, students' outcomes.

2. Aims of the Study

The current study aims to:

1. Investigate ESP teachers' attitude towards the use of segregated and integrated skills approaches in ESP classes.
2. Explore ESP teachers' preferences, techniques, and practices concerning the use of segregated and integrated skills approaches.

3. Research Questions

The current study addresses the following questions:

1. What are ESP teachers' attitudes regarding the use of segregated skill instruction and integrated skills instruction in ESP classes?

2. What are the current teaching approaches, strategies, and techniques used in teaching ESP classes?

4. Research Hypothesis

This study hypothesizes that:

- ESP teachers prefer the use of integrated skills approach to the segregated skills approach.

5. Research Methodology and Design

5.1. Research Method and Data Gathering Tools

The current research is conducted through a descriptive quantitative method, aiming at confirming the research hypothesis and answering the research questions. Accordingly, a questionnaire was distributed to ESP teachers at the University of 8 Mai 1945 Guelma to unveil their perspectives on which approach integrated or segregated skills instructions they prefer and use.

5.2. Population and Sample of the Study

The population of the study comprises ESP teachers at the University of 8 Mai 1945 Guelma, as they are deemed suitable for the research. However, the sample is composed of ten teachers from different Departments; two teachers from the Department of Business and Economic, three from the Department of Management, one from the Department of Arabic and Literature, three from the Department of Mathematics, and one from the Department of Civil Engineering. The sample was chosen based the nonprobability snowball sampling method.

6. Structure of the Dissertation

This dissertation is composed of three main chapters; the first two are considered theoretical. The chapter one entitled "ESP Teaching". Explores the progression of ESP, investigating its fusion of academic theories with real-world implementation. Whilst giving an examination on implications, distinguishing features, and methodologies in ESP instruction, emphasizing its importance in serving learners' specialized communication needs. Second chapter which holds the title "Segregated and Integrated

Skills Approaches" deals with the examination of segregated and integrated skills instructions in English foreign language teaching. It uncovers specific merits and demerits of each approach, while highlighting current issues and best practices and giving a look at the types corresponding with each approach.

The third chapter is called "Field investigation". It embodies the practical aspect of the dissertation, delving into the methodology of data collection and analysis. It outlines the procedures for gathering and processing questionnaire responses obtained from instructors from different Departments at the University of 8 Mai 1945 Guelma. Finally, it concludes with pedagogical implications and limitations of the Study.

Chapter One: ESP Teaching

Introduction

The ability to communicate effectively in English is no longer just an advantage but a necessity in many professional and academic contexts. This demand for ESP has supplied the academic scenery with large amount of research and work related to teaching English and supplied the linguistic world with much needed information. In this chapter delves into the development and evolution of ESP, analyzing the way it combines theoretical knowledge with real-world application. This exploration seeks to understand the origins, advancements, implications, characteristics, and practices in ESP teaching; highlighting its significance in meeting the specialized communicative needs of the learners.

1.1. Definition of ESP

The definition of ESP has been the same since it first appearance in the late 1940's, early scholars define ESP as a language instruction that is tailored to the specific needs of the learner (Strevens, 1988). ESP provides learners with language skills directly relevant to their fields of study or profession. Hutchinson and Waters (1987), state that this targeted approach enhances the learners' ability to use English in real-world scenarios related to their careers.

However a modern look on ESP definitions will provide a fair and updated understanding of its workings. According to Anthony:

ESP is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these

needs through the use of general and/or discipline-specific teaching materials and

methods. (2018, p. 10)

Anthony offers a thorough explanation of ESP that emphasizes its practical and

targeted nature. His description underscores ESP's focus on addressing the specific

academic or occupational needs of learners, distinguishing it from more general

approaches to language teaching. ESP makes sure that students gain the precise language

abilities needed for their specialized fields by focusing on the language skills that are

necessary. (Belcher, 2006). This customized method helps learners accomplish their

unique goals more quickly and also improves the relevance and efficacy of language

training. Overall, Anthony's definition encapsulates the essence of ESP as a learner-

centered, needs-driven approach that bridges the gap between language education and

real-world application.

Considering the history of ESP and the scholarly contributions in this field, it is

possible to arrive at a unified definition. ESP is a specialized method of language

learning that adjusts language teaching to fit the unique requirements of students in

particular sectors or circumstances. In contrast to General English language classes, ESP

concentrates on building vocabulary and language proficiency relevant to a certain

academic field, professional field, or social context. (Strevens, 1988; Belcher, 2006;

Anthony, 2018; Hutchinson & Waters, 1987)

1.2. The Evolution of ESP

ESP emerged after World War II as a response to specialized language needs in

various professional and academic contexts. It evolved from several converging trends,

including the increasing globalization of industries, advancements in technology, and the

growing importance of English as a lingua franca in international communication (Dudley-Evans & St. John, 1998; Paltridge & Starfield, 2013). ESP has been embraced and implemented in various forms worldwide, driven by three main factors "the demands of an ever-changing world, a revolution in language use, and a renewed focus on the learner." (Hutchinson & Waters, 1987, p. 6)

1.2.1. The Demands of a Brave New World

Post-World War II ESP emerged due to the ongoing developments in technology and commerce. The continuous advancements in these domains prompted a need for a universal language, leading to the elevation of English as a global language, "it created a new generation of learners who knew specifically why they were learning a language…" (Hutchinson & Waters, 1987, p. 6). In such economic and social contexts, English learners adopted distinct goals: businessmen sought to engage in trade, doctors aimed to stay up-to date with advancements, engineers desired to keep up with new developments, and so forth (Belcher & Connor, 2001; Hyland, 2006). Essentially, learners began to articulate explicit desires towards specific English learning.

1.2.2. A Revolution in Linguistics

Aware of the changes in the world, several linguists started concentrating their research on language use in everyday contexts. The English needed by engineers, doctors, linguists or officers "could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP" (Hutchison & Waters 1987, p 8). The traditional approach to language studies emphasized mastering grammar rules, with teaching methods tailored to meet specific

linguistic needs. This linguistic evolution promotes improved comprehension and communication of ideas, influencing global trends positively. (Swales, 1990).

1.2.3. Focus on the Learner

During this period, educational psychologists studied learners' motivation to learn a foreign language and observed their use of different learning strategies, influenced by their varying attitudes, needs, and interests. Naturally, this philosophy led to the development of specialized courses for specific groups of learners. (Hutchinson & Waters, 1987)

Additionally, contemporary trends in educational psychology, as advocated by Rogers (1969), emphasize the significance of learners and their learning attitudes. New methodologies recognize that learner motivation heavily rely on their interests and needs, which in turn influenced effective learning.

These factors collectively drive the emergence and global spread of new ideas, practices, and innovations, within the realm of ESP underscoring the need for continuous adaptation and learning in modern day. (Anthony, 2018)

1.3. Types of ESP

In the 'Tree of ELT', ESP is broken down into three branches, English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS), (Hutchinson & Waters, 1987). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Figure1.1 illustrates the interconnectedness and hierarchical structure of different aspects or components of language teaching and learning; it serves to facilitate the visualization of the various types of ESP.

Figure 1.1

The Tree of ELT: Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centered Approach (p17)
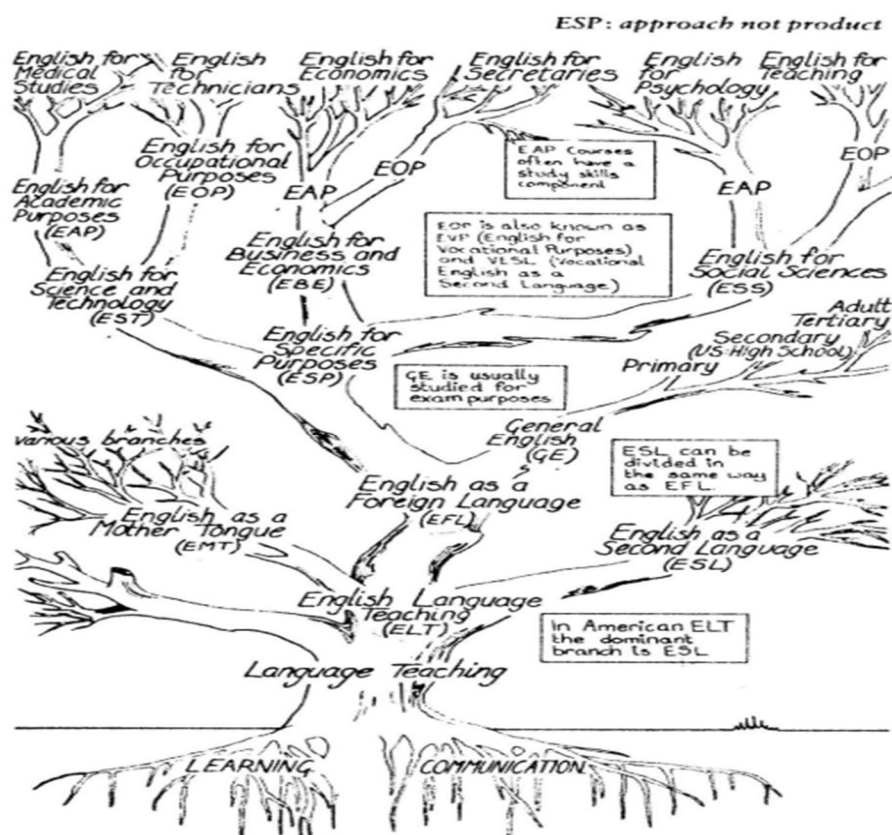
Adapted from Hutchison and Waters (1987, p.17)

According to Hyland (2006), EAP involves teaching academic literacy skills essential for success in higher education. It highlights the focus on developing English

language skills required for academic settings, such as writing research papers, or participating in academic discussions. On the other hand EOP refers to the specialized use of English tailored to meet the communication needs of professionals in their specific workplaces (Belcher, 2006). It focuses on the practical application of language skills required for various job-related tasks, such as writing reports, conducting meetings, making presentations, negotiating, and interacting with clients and colleagues.

Hutchinson and Waters (1987) indicate that "the distinction between EAP and EOP is not always clear-cut" (p. 16). They explain that individuals may engage in work and study simultaneously, and the language skills acquired for academic purposes may later be applied in a professional context when the student begins or returns to work. This indicates that both EAP and EOP ultimately aim to prepare individuals for employment, although they employ different methods to achieve this goal. Given this framework, various types can be defined within the Tree of ELT:

1.3.1. English for Medical Purposes (EMP)

EMP focuses on teaching English language skills specific to the healthcare profession, such as communication between healthcare professionals, patients, and their families, aiming to enhance language proficiency specifically tailored to medical settings (Belcher, 2006). This includes mastering medical terminology, doctor-patient interactions, and healthcare documentation (Henderson & Johnson, 2003). By addressing the specific linguistic needs of healthcare professionals, EMP facilitates better patient care and enhances overall healthcare delivery.

1.3.2. English for Legal Purposes (ELP)

Coulthard and Johnson (2007) show the linguistic challenges faced by legal practitioners in ELP contexts and strategies for effective communication. Highlighting that ELP is made to meet the language needs of legal professionals, including lawyers, judges, and legal translators.

1.3.3. English for Technical Purposes (ETP)

ETP Involves the specialized use of English within technical or engineering domains, as well as understanding technical jargon and communicating effectively with colleagues and clients in technical contexts (Belcher, 2006). ETP aims to develop English language skills required in technical and scientific fields, such as engineering, computer science, and environmental science.

Each type of ESP is characterized by its specific language focus, target audience, and learning objectives, catering to the diverse language needs of learners in specialized fields or contexts.

1.4. ESP vs General English

Hutchinson and Waters (1987) argue that while there may not be a theoretical distinction between the two, in practice, there are significant differences. ESP, much like other language teaching endeavors, is grounded in principles regarding the nature of language, learning, and teaching. However, it is frequently apposed with General English.

A notable contrast between General English courses and ESP is that learners in the latter are predominantly adults who possess a degree of awareness regarding their specific language requirements (Hutchinson & Waters, 1987), and it is likely heading for

occupational or academic like of work. In contrast, General English courses are typically mandatory modules in schools, with their primary aim being success in examinations.

In GE courses, as described by Flowerdew (2015), teaching methods typically prioritize the development of communicative competence and fluency, emphasizing effective communication in everyday contexts. These courses generally have a broader scope and may place less emphasis on specialized vocabulary or specific discourse. Conversely, ESP, according to Hyland (2016), adopts a more customized approach. ESP instruction integrates authentic materials and tasks that mirror real-world communication scenarios relevant to learners' specific professional or academic domains. This highlights distinct differences in approaches and methodologies between GE and ESP.

GE is known for its emphasis on education and the difficulty in choosing course materials because of the uncertain demands of students in the future (Hutchinson & Waters, 1987). In GE, it is crucial to make sure that the material on the syllabus has significant relevance or "added value" in order to satisfy these various demands. On the other hand, ESP simplifies the process of choosing material by giving priority to hands-on training that is customized for certain job scenarios (Hyland, 2016). Since ESP emphasizes the content's direct application to professional contexts, students must learn skills directly applicable to their chosen fields (Flowerdew, 2015).

1.5. Characteristics and Features of ESP

ESP is distinguished by several key characteristics that set it apart from general English language instruction:

1.5.1 Needs Analysis

ESP is highly goal-oriented; it focuses on the specific language needs and objectives of learners within particular professional, academic, or social contexts (Hyland, 2006). ESP programs typically begin with a needs analysis to identify learners' specific linguistic needs, goals, and the communication demands of their professional or academic environments (Basturkmen, 2006).

1.5.2 Learner-Centered

ESP is learner-centered, with instructional materials and activities tailored to the proficiency level, background knowledge, and learning styles of the participants (Dudley-Evans & St. John, 1998). This personalized approach enhances learners' motivation and engagement, leading to more effective language acquisition.

1.5.3 Authenticity

ESP is characterized by its emphasis on authenticity, with materials and tasks reflecting the language and communication that learners will encounter in real-world contexts (Dudley-Evans & St. John, 1998). Incorporating authentic texts will help them understand and produce language that is appropriate and effective within their professional or academic contexts (Swales, 1990).

1.5.4 Continuous Assessment

ESP programs often incorporate continuous assessment and feedback mechanisms to monitor learners' progress and adjust instruction to better meet their evolving needs. Continuous assessment allows instructors to gather ongoing data about learners' performance. This personalized approach ensures that learners receive the most relevant and effective instructions for their specific contexts (Johns & Price-Machado, 2001).

1.5.5 Task-Based Approach

ESP often adopts a task-based approach, where language learning is integrated with practical tasks and activities that simulate authentic workplace or academic scenarios (Paltridge & Starfield, 2013).

1.6. Importance of ESP

ESP is critically important in language education due to its ability to meet the specific needs of learners in various professional and academic contexts. By focusing on tailored content relevant to particular fields such as business, medicine, and law, ESP enables learners to acquire specialized vocabulary and skills that are immediately applicable in their work environments, thus enhancing their practical communication abilities (Dotson, 2023; Eton Institute, 2024).

Moreover, Dudley-Evans and St. John (1998) highlight the motivational aspect of ESP, noting that learners are more engaged and motivated when language instruction is personalized to their specific needs and interests, it can significantly enhance their engagement and motivation. Furthermore ESP can bridge the gap between language learning and real-world communication. Belcher and Connor (2001) argue that ESP

prepares learners to navigate the linguistic challenges they will encounter in professional

or academic settings, thereby facilitating their integration into their chosen fields.

Basturkmen (2006) points out that ESP helps learners develop specialized

vocabulary and discourse patterns necessary for success in their fields, enabling them to

communicate with precision and clarity. By focusing on the specific terminology,

conventions, and communication styles relevant to a particular field, ESP enables

learners to effectively navigate and participate in professional discourse.

1.7. Implications of Practicing Teachers of ESP

Scholarly research has various implications for practical ESP instructors that can

enhance teaching strategies. In order to determine learners' unique language needs and

objectives within their professional, academic, or social settings, it is first imperative to

perform comprehensive needs analysis (Hutchinson & Waters, 1987). This approach

ensures that instruction is targeted and relevant, addressing the language needs that are

most relevant to the learners' goals. Second, it's critical to use a learner-centered

approach. More motivation and engagement are fostered when instructional materials and

activities are designed with learners' competence levels, prior knowledge, and learning

styles in mind (Dudley-Evans & St. John, 1998).

Furthermore, recognizing the importance of ongoing professional development is

crucial. Staying informed about developments in language teaching methodologies and

the specific fields of learners ensures teachers are equipped to meet evolving language

learning needs (Hutchinson & Waters, 1987). Teachers should also address the integrated

nature of language skills within ESP contexts. Incorporating activities that develop

reading, writing, listening, and speaking skills holistically fosters more comprehensive language proficiency (Robinson, 1991).

By considering these implications, practicing teachers of ESP can refine their instructional practices to better support the language learning journey of their learners, ultimately contributing to their success in their respective fields.

Conclusion

This chapter examines ESP and its inner workings, types, features, and evolution through time. Its appearance is an unmistakable sign of the pressing need for changes in science and society as a result of the significant worldwide changes driven by the professional sector that began late in the 19th century. It highlights the types of ESP and their respected case use, differentiating factors in contrast with GE, major characteristics of ESP, and importance. This analysis of ESP teaching highlights its significance by equips learners with specialized, relevant, and practical language competencies, thereby enabling them to excel in their academic, and professional endeavors.

Chapter Two: Integrated and Segregated Skills Approaches

Introduction

In the ever-evolving field of English Language Teaching, adopting effective methods that develop learner's different language skills and prepare them for the realm of work is essential. This chapter delves into the teaching of the different language skills between segregated and integrated skills approaches. It explores the definitions of the two approaches and their characteristics, and provides a brief overview of the teaching skills through time; from traditional grammar-translation method to communicative language teaching. The chapter ends with the advantages and disadvantages of each approach and the role of segregated integrated skills approach in ESP teaching.

2.1 Overview of EFL Teaching Methods: The Teaching of Language Skills Through Time

The evolution of EFL teaching methods reflects a shift from traditional to more communicative approaches, influenced by ongoing research in applied linguistics and second language acquisition. This historical journey from the grammar-translation method to the post-method era highlights significant changes in instructional practices aimed at enhancing learner's different skills.

2.1.1 Traditional Methods

Initially, EFL instruction relied heavily on the grammar-translation method, which focuses on memorization and translation of language structures. This method, however, failed to promote effective communication in real-life situations (Richards & Rodgers, 2014).In that regard, Richards and Rodgers (2014) note, the grammar-translation method usually results in a passive understanding of the target language, without developing the ability to use it actively. As a result, the direct method emerged as

a reaction to the inadequacy of grammar translation method .It emphasizes immersion and oral communication, but it still lacks the balance needed for comprehensive language acquisition (Celce-Murcia, 2014).

The Audio-lingual method came to the surface later on, drawing on behaviorist theories. It involves repetitive drills and mimicry, which, while effective for habit formation, it does not adequately prepare learners for spontaneous communication (Richards & Rodgers, 2014). methods like the Total Physical Response and Community Language Learning introduced more interactive elements, yet each has limitations in addressing all language skills interactively (Celce-Murcia, 2014).

2.1.2 Modern Approaches

The 1970s witnessed the rise of the approach, which marked a significant departure from earlier methods. It focuses on functional language use and real-life communication, advocating for the integration of all language skills. It is divided into the weak version, emphasizing language through content (Content-Based Instruction), and the strong version, focusing on language through tasks (Task-Based Language Teaching) (Larsen-Freeman & Anderson, 2011). According to Larsen-Freeman and Anderson (2011) state, communicative language teaching represents a shift move towards a more fulfilling approach to language learning, where communication is both the end and the means.

2.1.3 Post-Method Era

The post-method era, which questions the supremacy of any single method, advocates for an eclectic approach. Kumaravadivelu (1994) proposes a set of principles to guide effective language teaching: maximizing learning opportunities, facilitating

negotiated interaction, fostering language awareness, contextualizing linguistic input, and integrating language skills (Celce-Murcia, 2014). In contemporary EFL contexts, there is a push towards incorporating authentic materials and tasks that reflect real-world situations. This approach aims to enhance learners' ability to transfer classroom learning to practical communication. Teachers are encouraged to use a variety of contextualized language inputs and interactive tasks, which are crucial for developing comprehensive language competencies, including speaking, listening, reading, and writing (Duff, 2014; McCarthy & Carter, 2006).

2.2 Definition of Segregated and Integrated Skills Instructions

In this section will examine both segregated and integrated skills instructions, starting with segregated skills approach.

2.2.1 Segregated Skills Instruction

2.2.1.1 Definition and Characteristics

Segregated skills instruction refers to the practice of teaching the four primary language skills—reading, writing, listening, and speaking—independently rather than in an integrated manner. This approach emphasizes the mastery of each individual skill as crucial for successful language learning. In this model, language learning is separated from content learning, with each skill presented and practiced independently in the classroom (Mohan 1986, as cited in Oxford, 2001).

According to Oxford (2001), skill segregation is prevalent in traditional EFL programs, where classes are structured around isolated language skills. Administrators and teachers often find it logistically simpler to offer courses focusing on one skill at a

time, believing it to be more manageable than addressing multiple skills concurrently. Peregoy and Boyle (2001, as cited in Oxford, 2001) describe segregated-skill EFL classes as centering instruction on skill-linked learning strategies. These strategies might include contextual meaning inference, sentence or word breakdown for comprehension, and practicing language with peers.

Brown (2000) discusses how complete segregation excessively emphasizes language rules and paradigms, potentially hindering actual language acquisition. However, Oxford (2001) argues that in many EFL contexts, segregation is not entirely absolute. Often, there is partial or illusory segregation, where discrete-skill courses incorporate elements of integrated skills. This adaptation indicates that while skills may appear isolated initially, they often overlap in practice.

2.2.1.2 Forms of Segregated Skills Instruction

Segregated skills approach can take two forms; it can be either a complete segregation or a partial segregation, each providing its own usefulness during the teaching process.

a-Complete Skill Segregation

In its purest form, complete skill segregation focuses on teaching language for its own sake rather than as a tool for authentic interaction and communication. Classes strictly divided by skill may overemphasize subsidiary skills like grammar and vocabulary, despite being titled after one of the main language skills (listening, reading, speaking, or writing) (Dubin & Olshtain, 1986). However, "this rigid separation can lead to an overemphasis on subsidiary skills, often at the expense of meaningful communication" (Dubin & Olshtain, 1986, p.17). This approach often prioritizes

memorization over comprehension, leading to reduced motivation, interest, and engagement among students due to its fragmented, non-communicative nature. In this regard, Brown (2000) argues that, "Such fragmentation can diminish student engagement and motivation" (p. 18).

b-Partial Skill Segregation

Partial skill segregation occurs when language skills seem isolated but are not entirely separate. For instance, in a class labeled "Intermediate Reading," oral directions given by the teacher require students to use listening skills. Discussions about readings involve speaking and listening, and written tasks like summarizing or analyzing readings engage writing skills. Thus, there is always a predominant focus on one skill over others, but other skills are implicitly incorporated. This integration ensures that while one skill is highlighted, learners still practice multiple language abilities in a cohesive manner (Celce-Murcia, 2014). In that regard Oxford (2001) explains that "even in skill-focused classes, other language skills are often implicitly incorporated through various instructional activities" (p. 16). Similarly, Brown (2000) adds that, "partial skill segregation acknowledges the interrelated nature of language skills, even if the primary focus remains on one particular skill" (p. 19). Thus, both complete and partial skill segregation offer unique advantages, but integrating various language skills can enhance overall language proficiency, transitioning us to our next segment, which is integrated skills instruction.

2.2.2 Integrated Skills Instruction

2.2.2.1 Definition and Characteristic

Integrated skills instruction refers to the practice of teaching the four primary language skills—reading, writing, listening, and speaking—in a cohesive, interconnected manner rather than in isolation. This approach contrasts sharply with segregated skills instruction, as it emphasizes the interdependence of language skills in real-world communication contexts (Oxford, 2001).

Also, according to Oxford (2001), integrated skills instruction aims to mirror the way language is used in authentic contexts, where different skills are rarely used in isolation. In their words, "Integrated skills instruction reflects the natural use of language, promoting holistic language proficiency" (Oxford, 2001, p. 16). This method encourages learners to practice multiple skills simultaneously, thereby enhancing their overall communicative competence. Peregoy and Boyle (2001, as cited in Oxford, 2001) describe this approach as centering on real-life tasks that require the use of various skills together, thus fostering a more practical and applicable language learning experience. They argue, "When students engage in tasks that mirror real-world use of language, their learning becomes more relevant and effective" (Oxford, 2001, p. 17).

Brown (2000) supports this view by noting that integrated skills instruction avoids the pitfalls of overemphasizing language rules and paradigms, which can hinder actual language acquisition. That is, "by integrating skills, teachers can create more engaging and meaningful learning experiences that promote genuine language use" (Brown, 2000, p. 20). In fact, integrated skills instruction provides a more holistic and practical approach

to language learning, emphasizing the interconnectedness of language skills in meaningful communication.

2.2.2.2 Emergence with Communicative Language Teaching

a- Integrated Skills Instruction in Communicative language Teaching

Integrated skills instruction became a critical component of communicative language teaching, which focuses on meaningful communication and the use of language in authentic contexts (Chaudhury, 2015; European Journal of Education and Pedagogy, 2023). Communicative language teaching promotes the integration of language skills to develop communicative competence, reflecting real-world usage. According to Richards (2006), «communicative language teaching emphasizes the importance of practicing language in contexts that mirror real-life communication, thus integrating listening, speaking, reading, and writing" (p. 22). This approach ensures that learners practice all language skills in ways that reflect their natural interdependence, enhancing their ability to communicate effectively in various contexts.

b- Content-Based Instruction

Content-based instruction involves teaching subject matter through the target language. In Content-based instruction, students learn subjects through the language they are trying to acquire, making this method effective across many proficiency levels, provided the content is appropriately adjusted to the students' level (British Council, n.d.; Richards & Rodgers, 2022).

Brinton et al. (2003) explain that "content-based instruction helps students develop language skills while simultaneously learning subject matter, making language learning more meaningful and contextually relevant" (p. 45). Content-based instruction can take

multiple forms, including theme-based, adjunct, and sheltered models, each tailored to integrate content and language instruction effectively.

c- Task-Based Instruction

Task-based instruction engages learners by giving them communicative tasks that focus on meaning rather than form. These tasks, ranging from pair work to group activities, require the use of authentic language, with the goal of improving student interaction and collaboration. Ellis (2003) states that, "task-based instruction is adaptable and effective, as the complexity of tasks can be scaled to match learners' proficiency levels" (p. 56). This adaptability makes Task-based instruction a versatile approach that can address the diverse needs of language learners, fostering practical language use and collaborative learning.

2.3 Advantages and Disadvantages of Segregated Skills Instruction

2.3.1 Advantages of Segregated Skills Instruction

a- Focused Skill Development

Segregated skills instruction empowers systematic focus on learner's individual language skills, allowing for a deep exploration and mastery of each one. . This targeted approach guarantees that learners will build a solid foundation before moving towards more complex language tasks (Hinkel, 2010). In addition, focusing on individual skills allows learners to develop specific competencies in a structured manner, which is crucial for effective language acquisition (Richards & Schmidt, 2013).

b- Clear Evaluation Criteria

The segregated skills approach allows teachers to establish clear and skill-specific evaluation criteria, hence making targeted and precise feedback simpler. This level of

accuracy helps in identifying areas of strength and areas weakness that need to be improved, providing a structured pathway for learner development (Hinkel, 2010). Furthermore, According to Brown and Abeywickrama (2010), this detailed evaluation criteria helps institutions to be more accurate when it comes to easement, which is important for guiding learners' progress and development.

c- Tailored Instructional Activities

By emphasizing learners' individual skills, teachers can create activities to the specific needs and abilities of learners, improving the effectiveness of instruction. This versatility allows for the ability to tackle learners' diverse preferences and levels (Hinkel, 2010). According to Nunan (2004), creating instructional activities with learners' individual skills as a priority results in a more effective and engaging learning experience, leading to better outcomes and retention of information.

d- Integration Challenges

In integrated instruction, the aim is to mimic real-world use of the language, which requires a significant amount of planning and coordination, adding more time consumption. Segregated instruction, however, can address the disparities in skill development more accurately, offering targeted support as learners progress (Hinkel, 2010). Richards and Rodgers (2014) concur, adding that segregated instruction allows for more focused skill development, which can help learners who require additional support. In other words, Brown (2007) says that while integrated instruction may be considered better option, segregated instruction provides the building blocks necessary to address the needs of individual learners.

2.3.2 Disadvantages of Segregated Skills Instruction

   a- Lack of Authenticity

       Teaching language skills in isolation can lead to a lack of authentic use of the language. Learners may face difficulties in transferring their isolated skills to real-world communicative contexts, thus limiting their overall communicative competence (Hinkel, 2010). In similar words, isolated skill instruction fails to engage language learners in meaningful communication, which is essential for developing practical language use (Harmer, 2015). Additionally, Larsen-Freeman (2000) argues that teaching language skills in isolation ignores the interconnected nature of language, which may add difficulties for learners and weaken their ability to use the language effectively in real-world situations.

b- Limited Integration of Skills

       This approach has the disadvantage of not adequately preparing learners for tasks that may require the simultaneous integration of multiple skills, potentially hindering their development of cohesive language use (Hinkel, 2010). That is, isolated skill instruction will fail to prepare learners for the integrated nature of real-world language use, which often demands the simultaneous use of listening, speaking, reading, and writing skills (Nation, 2007). Similarly, Skehan (1998) confirms that without integrating skills, learners would struggle to develop fluency and cohesion because effective communication relies on the ability to mix various language skills seamlessly.

c- Time Consuming Approach

       Creating and administering separate lesson plans for each individual skill can be time-consuming and inefficient, adding to the difficulty of delivering comprehensive

language instruction (Hinkel, 2010). Richards and Renandya (2002) support this view, by saying that isolated skill instruction needs an extensive amount of preparation time, which can decrease the overall efficiency of language teaching. In the same view, Ur (2012) points out that the fragmented nature of teaching skills separately can lead to a lack of coherence in instruction, making it more difficult for teachers to manage and for students to link different language skills together in any meaningful capacity.

2.5 Advantages and Disadvantages of Integrated Skills Instruction

2.5.1 Advantages of Integrated Skills Instruction

a- Authentic Language Usage

Integrated skills instruction allows learners to be immersed in authentic language use, and promote natural interaction in the target language. This approach demonstrates the practical use of English as a means of communication among diverse groups (Brown, 2007). Akbari et al. (2018) state that the integrated skills approach builds a holistic and engaging learning experience, improving critical thinking and preparing students for real-world communication. In other words, this method allows learners to experience language in more meaningful contexts, resulting in improved proficiency and ability to use the language effectively (Oxford, 2001). These perspectives reinforce the idea that integrated skills instruction not only improves students' communicative competence but also aligns more with modern educational practices that focus on the interconnectedness of language skills.

b- Simultaneous Skill Development

Simultaneous skill development in language teaching enables teachers to help learners develop multiple language skills simultaneously, creating a comprehensive learning experience. This approach combines language content and form in a holistic manner (Oxford, 2001).

Oppenheim et al. (2020) argue that simultaneous bilingual language development demonstrates the benefits of engaging learners in both languages at the same time, which supports overall language proficiency without sacrificing one language for the other. Additionally, research by Mathers (2020) indicates that bilingual children can transfer skills simultaneously between both languages they know, improving their ability to read and understand in both languages.

c- High Motivation

Integrated skills instruction is highly motivating for learners because it reflects the natural use of language and promotes communicative competence through contextually meaningful activities, putting students in situations where they have to engage in authentic interactions (Brown, 2007). According to, McLoyd (1979) integrating different instructional strategies could enhance students' motivation by making them aware of their competence, thus enhancing engagement and persistence in learning.

Moreover, Guthrie et al. (2000) say that Concept-Oriented Reading Instruction, which integrates multiple language skills, significantly improves learners' motivation and comprehension by aligning real-world interactions with learning goals and hands-on activities.

2.5.2 Disadvantages of Integrated Skills Instruction

a- Assessment Challenges

Evaluating integrated language skills can be complex due to the difficulty of isolating specific skills for assessment. This complexity can lead to challenges in grading and potentially inaccurate assessments (Brown, 2007).

For instance, integrated writing tasks, which combine reading and writing, can blur the lines between distinct skills, hence complicating assessment (Plakans, 2010).

b- Difficulty in Targeting Specific Skills

Integrated activities in education often face criticism due to their lack of ability to target specific skills. Several researchers suggest that while these activities can engage multiple skills simultaneously, they fall short in addressing individual skill development fully and comprehensively.

For instance, while discussing the complexity of integrated skills in second language acquisition, Ellis (2003) say that integrated skills often fail to provide focused practice on specific linguistic skills, leading to gaps in learners' proficiency. Moreover, Krahenbuhl (2016) states that the biggest drawback of the integrated learning approach is its broad and often unfocused nature, which may result in insufficient development of particular skills necessary for future academic and professional success.

c- Comprehensive Planning and Coordination

To implement integrated skill instruction, one must have a detailed plan and coordination to align with curriculum objectives, materials, and assessment. This process requires a lot of resources and may also face logistical challenges, Brown (2007). In other words, Farrell (2008) emphasizes the need for comprehensive planning in integrating

language skills, stressing that without meticulous coordination, the instruction may fail and not achieve its objectives effectively. Farrell also states that educators need to align various components of the curriculum to ensure coherent and effective instruction. Moreover, Richards and Rodgers (2014) say that integrated skill instruction demands extensive preparation and harmonization of pedagogical strategies. They emphasize the complexity involved in synchronizing teaching materials, learning activities, and assessment methods to create a cohesive learning experience.

2.6 Integrated and Segregated Skills Instruction in ESP

In practice, ESP programs benefit significantly from integrating skills, as this mirrors real-world tasks that professionals encounter. For instance, in a business English course, students might engage in activities that require reading reports, discussing findings, and writing summaries, using multiple skills simultaneously. This integrated approach not only improves language proficiency but also improves learners' ability to perform their specific job-related   tasks (Anthony, 2018).

To insure the effectiveness of ESP courses, teachers should consider combining integrated and segregated approaches. This hybrid method allows for targeted skill development while ensuring comprehensive application. Segregated skills instruction, focusing on individual language skills in isolation, can be beneficial for addressing specific deficiencies, such as intensive grammar review or pronunciation practice. For example, dedicating sessions to writing mechanics or listening comprehension can help students overcome particular weaknesses.

Nevertheless, segregated skills instruction may also hinder overall language acquisition if overemphasized. It often leads to a fragmented understanding of language

use, where learners excel in isolated skills but struggle to integrate them in real-world contexts. In ESP settings, this can result in professionals who are technically proficient in reading or writing but lack the ability to communicate effectively in integrated tasks, such as presenting a report or participating in a meeting (Hutchinson & Waters, 1987).

Conclusion

This chapter dealt with an overview of segregated and integrated skill instruction in EFL teaching showing the unique advantages and disadvantages of each approach. Segregated skills instruction offers focused skill development, simple and precise evaluation criteria, and specifically manufactured activities, but it falls short on the level of authenticity and often is unsuccessful in integrating skills naturally. On the other hand, integrated skill instruction promotes authentic language use, simultaneous skill development, and results in high motivation, however it presents challenges in assessing student levels, and requires a more comprehensive and drawn-out planning phase.

Chapter Three: Field investigation

Introduction

This chapter is devoted to the practical part of the research, which is related to the issue of investigating the attitude of ESP teachers toward the use of segregated and integrated skills approaches in ESP teaching. Additionally, it outlines the objectives of the teachers' questionnaire and provides an overview of the sample responses. It also provides the findings' analysis and explanation. Finally, it concludes with a review of the questionnaire responses, some pedagogical implications, the study limitations, and recommendations for future research.

3.1. Teachers Questionnaire

3.1.1. Aims of Teachers Questionnaire

This questionnaire aims to investigate the attitudes of ESP teachers toward the use of segregated and integrated skills approaches in ESP teaching. More specifically, it attempts to find out which approach that the teachers approve among the aforementioned ones. Additionally, it delves into the different teaching practices and methods implemented while teaching ESP courses in some Departments.

3.1.2. Population and Sample of the Study

The current study targets the population of ESP teachers from different Departments at the University of 08 Mai 1945-Guelma". The sample consists of ten teachers, some are current ESP teachers from, Business and Economic, Management, Arabic and Literature, Mathematics, and Civil Engineering Departments, while others are former ESP teachers. The sample that is composed of ten teachers has been chosen according to the non-probability snowball sampling method.

3.1.3. Description of the Teachers Questionnaire

The questionnaire comprises (27) questions arranged from general to specific, each deals with an important point to the study. These questions vary in types, from multiple choice questions, yes-no questions, to open-ended questions. They are divided into three sections.

Section One: General Information

This section includes five questions, which are made to collect basic information about the teachers. (Q1) is simply about teachers qualification, (Q2 and Q3) seeks to know the number of years they spent teaching English and teaching ESP respectively. (Q4) is about determining the Department that teachers taught in. Finally (Q5) aims to determine whether teachers are on board with the time allocated to teach ESP classes or not.

Section Two: ESP Instructions

This section consists of (11) questions, starting with (Q6) asking for their learners' proficiency in English, leading to (Q7) asking them if they agree with students learning ESP rather than GE. (Q8) asks if teachers are aware of the materials that differentiate GE from ESP, (Q9) suggests some materials for them to choose from. Moving to (Q10), it aims to figure the source of the syllabus that they are using. Following that (Q11), lists challenges that they face when designing and teaching ESP course. (Q12) investigates the type of assessments that teachers use to assess the performance of their students. (Q13 and Q14) are about the use of digital materials, and the type that teachers are using. (Q15) asks the teachers if ESP should be given the same

importance as other courses. Finally, (Q16) prompts them to rank the listed approaches based on their importance in ESP instruction.

Section Three: Segregated and Integrated Skills Instructions

The last section of the questionnaire consists of 11 questions, starting with (Q17) that asks whether teachers are familiar with segregated and integrated skills approaches, while (Q18) investigates which approach they use while teaching their ESP courses. (Q19) investigates the factors that might influence their decision to use segregated or integrated skills instruction. (Q20) is about ensuring coherence when using segregated skills approach. Moving to (Q21), this one asks the teachers about the primary benefits of segregated skills instruction in ESP that they have observed. (Q22) simply asks which type of segregated skill approach they prefer or might be using. However, (Q23) seeks to understand which tasks teachers rely on more when following the segregated skills approach. The next question (Q24), is about the preferred type of integrated skills approach that teachers would choose to implement if they decide to use one, while (Q25) asks for their perspective on the primary benefits of integrated skills instruction in ESP. Furthermore, (Q26) seeks to understand which approach they believe better prepares ESP students for professional life. The last question in the questionnaire (Q27) prompts the teachers to provide any additional comments, suggestions, or recommendations.

3.1.4. Administration of Teachers Questionnaire

The questionnaire was administered on May 13th, 2024. Recognizing the importance of reaching a wide group of participants. The current study opted for two types of questionnaire administrations. One to one administration in which the questionnaire is distributed individually to ESP teachers from different Departments at the University of

08 Mai 1945-Guelma.This direct distribution method facilitate face-to-face interaction with the teachers, and emphasize the significance of their contributions to the study.

Simultaneously, the research took advantage of the common accessibility of internet platforms by distributing the questionnaire via Facebook Groups associated with the different Departments, through the use of "Google Forms" to develop an easily accessible online survey. This method facilitates reaching teachers who find it difficult or inconvenient to complete the questionnaire in person.

The online survey was released on the same day as the administration of the questionnaire and was concluded on the 19th of May. Both forms were answered anonymously, and participants are informed that their responses will be kept anonymous and used strictly for academic research purposes.

3.1.5. Data Analysis and Interpretation

Section One: General Information

Q1. Please indicate your highest degree.

Table3.1

Teachers' Qualification

Options	Number	Percentage
Bachelor's Degree	0	0%
Master's Degree	4	40%
PHD	6	60%
Total	10	100%

It is clear from Table3.1 that more than half of the sample (60%) hold an advanced degree which is PHD. Master degree holders represent the second largest group in the sample, accounting for 40% of the total. Interestingly, none of the participants has a Bachelor degree, suggesting that the participants have a high average level of educational attainment. This highlights the presumably high level of educational achievement within the sample and gives a clear picture of the distribution of educational levels.

Q2. How many years have you been teaching English?

Table3.2

Years of Teaching.

Options	Number	Percentage
01 to 04 years	3	33%
05 to 08 years	3	33%
09 to 12 years	2	20%
13 and more	2	20%
Total	10	100%

The information from Table3.2 shows a variety of teaching experiences. In particular, 33% of participants have an experience from "01 to 04 years" and the same percentage have from "05 to 08 years". 20% of the sample in group of "09 to 12 years" and the last group with 20% of the sample are teachers who taught for 13 and more years. Given that the participants are spread over both the early and later phases of their

teaching careers. The results indicate that the teachers who responded to the questionnaire represent a comprehensive range of English teaching experience, from novice to highly experienced educators.

Q3. How many years have you been teaching ESP?

Table3.3

Years of Teaching ESP Courses

Options	Number	Percentage
01 year	1	10%
2 years	6	60%
3 years	3	30%
Total	10	100%

The Table3.3 presents the participants that teach ESP courses. According to the samples' pattern of responses we made three options, simply ranging from "01 to 03 years". From the extracted data, the majority of the participants (60%) have two years of experience teaching ESP courses, then (30%) of participants have three years of experience, and only 10% of the sample has one year of experience. This suggests that the majority are teachers with low amount of experience in teaching ESP courses, likely they are at a stage where they have gained enough familiarity with ESP instruction, yet they are still actively engaged in refining their teaching practices.

Q4. What are the departments that you taught in?

Table3.4

Distribution of Teachers across the Departments

Options	Number	Percentage
Business and Economic	2	20%
Management	3	30%
Arabic and Literature	1	10%
Mathematic	3	30%
Civil Engineering	1	10%
Total	10	100%

According to Table3.4, 20% of the teachers teach in Business and Economic, representation from the Department of Management and Mathematics, each with 30% of the participants have taught there, and the last 20% distributed equally between those who have taught in the Department of Arabic and Literature (10%), and Civil Engineering departments (10%).

The distribution of teachers across the departments is clear sign that ESP is widely taught. With the Departments of Management and Mathematics as the most represented, as teachers taught in different contexts and situations in which the primary subject matter is not the same, which may suggests the relation of ESP with specialized fields and tailored learning.

Q5. Do you think the time allocated to teach ESP classes is sufficient?

Table3.5

Teachers' Views toward ESP Class Duration

Options	Number	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

Table 3.5 indicates that the majority of teachers 80% think that sufficient time allocated to ESP classes. Only 20% of the participants believe that the time allocated to these classes is sufficient. This notable gap indicates that the majority of teachers believe more time should be allocated to ESP classes. This might indicate difficulties meeting the requirements of their students or fully completing the course material in the allocated time.

Section Two: ESP Instructions

Q6. How do you describe your learners' proficiency in English?

Table3.6

Learners' Proficiency in English

Options	Number	Percentage
High	0	0%
Average	7	70%
Low	3	30%
Total	10	100%

From Table3.6, it is obvious that none of the teachers perceive their learners to have a high proficiency in English. The majority of teachers, 70% perceive their learners to have an average proficiency in English. Meanwhile, 30% perceive them having low proficiency. This suggests that most learners have a moderate level of English proficiency, a significant portion still struggles with the language, and none are considered highly proficient. This result highlights the different proficiency levels of the learners, which might indicate a need to teach them at various competence levels. Particularly for those at the lower end, needs analysis and different methods of instruction are necessary.

Table3.7

Learning ESP over GE

Options	Number	Percentage
Strongly Disagree	0	0%
Disagree	1	10%
Neutral	0	0%
Agree	3	30%
Strongly Agree	6	60%
Total	10	100%

According to Table3.7 it is evident that more than one half of the participants 60% strongly agree that learners should learn ESP over GE. Additionally, 30% agree with this statement, while only 10% disagree. No participants strongly disagree or express neutrality on this issue. This significant agreement among the sample may stem

from teachers' viewing ESP instruction as more relevant and beneficial for their students

and can be given more importance as GE.

Q8. When teaching ESP, do you commonly use resources and materials different from

those used in GE?

Table3.8

The Use of Different Resources in Teaching ESP Compared to GE

Options	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 3.8 demonstrates that all participants 100% commonly use different

resources in teaching ESP different from those used in GE. This finding suggests that

there may be a distinction in the materials and resources used between the two suggesting

some materials customized specifically for ESP instruction, highlighting the importance

of tailored teaching approaches.

Q9. What are the features of ESP courses or materials that differentiate them from GE courses?

Table3.9

Distinguishing Features of ESP Courses and Materials Compared to GE

Options	Percentage
Specialized Vocabulary	38.46%
Needs Analysis	23.08%
Authentic Materials	11.54%
Flexible Course Structures	11.54%
Industry-Specific Grammar	11.54%
Others	3.85%

Table3.9 represents relative frequency of each option the teachers chose. The feature with the highest percentage is "Specialized Vocabulary" with (38.46%), indicating that this aspect is considered the most significant differentiator by the respondents. "Needs Analysis" (23.08%), highlighting its importance in tailoring ESP courses to specific learner needs. Three features "Authentic Materials," "Flexible Course Structures," and "Industry-Specific Grammar" each represented with (11.54%), suggesting that these elements are equally valued but less so than specialized vocabulary and needs analysis. The "Others" category with (3.85%), and no response is mentioned, or additional features beyond those listed.

This pattern highlights that specialized vocabulary may enhances professional competence, and allows for efficient and concise communication, furthermore equal

importance attributed to authentic materials, flexible course structures, and industry-specific grammar which suggests a balanced approach to ESP courses. Highlighting the significant distinction between ESP and GE, and emphasizing on ESP specialized and tailored approaches.

Q10. Is the ESP syllabus that you are currently teaching?

Table3.10

ESP Syllabus Used by Instructors

Options	Number	Percentage
Developed By You	4	40%
Suggested by The Department	3	30%
You don't Follow any	0	0%
Others	3	30%
Total	10	100%

Table3.10 illustrate, that instructors depend on a variety of sources when creating their ESP syllabus. Less than half of instructors 40% reported developing their ESP syllabus by themselves and 30% use suggested syllabus by their department. Notably, none of the participants reported not following any syllabus. A significant portion 30% indicated using other ways, some of the answers provided as follows:

- 'With collaboration with other teachers'

- 'With collaboration with teachers'

- 'I was among the committee members who developed it'

This results might be due to the flexibility and adaptation among ESP teachers when creating the proper syllabus. Further implying the specialized and authentic nature of ESP classes.

Q11. What are the challenges that you face when designing and teaching ESP courses?

Table3.11

Challenges in Designing and Teaching ESP Courses

Options	Number	Percentage
Needs Analysis	5	50%
Keeping Up with Industry Changes	1	10%
Tailoring Content	2	20%
Limited Resources	2	20%
Others	0	0%
Total	10	100%

The table illustrates that the most common challenge reported by respondents is Needs Analysis, accounting for 50% of the total responses. Following this, Tailoring Content and Limited Resources both account for 20% each, indicating they are significant challenges as well. Keeping Up with Industry Changes is reported by only 10% of respondents. Lastly, no respondents mentioned other challenges. Overall, these results provide insights into the primary challenges faced by educators in designing and teaching ESP courses. Needs analysis and Tailored Content are the core of ESP teaching and learners often come from diverse backgrounds with varying levels of proficiency. Thus conducting a needs analysis can be complex, and time consuming. Implying that

designing tailored content or sourcing materials that are both engaging and relevant to the specific needs of the learners can be extremely challenging.

Q12. Which type of assessment do you use to assess the performance of your ESP students?

Table3.12

Assessment Types used by the Teachers

Options	Number	Percentage
Peer assessments	1	10%
Self-Assessment	0	0%
Conference	0	0%
Standardized exams/tests	8	80%
Others	1	10%
Total	10	100%

Table3.12 presents data on assessment types utilized by teachers. Data shows, that only 10% of the sample are using peer assessment as a tool for measuring their students' performance. However, 80% of the instructors selected standardized exams and tests. Self-Assessment and conferences represented by 0% hence no instructor reported using. Exactly 10% checked "other" that have not been mentioned in the survey, and they answered:

"Questionnaire".

Hence, needs analysis is a key feature of ESP, and teachers must conduct assessments. They presumably opt for standardized exams and tests due to their dependable and reliable nature, suggesting that instructors tend to use the most reliable and straightforward forms of assessment.

Q13. Do you think technology can be integrated into ESP teaching to enhance learning outcomes?

Table3.13

Integration of Technology into ESP Teaching

Options	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

As can be seen from Table3.13 100% of the sample agree that the integration of technology is important for enhancing the learning experience, and "No" with 0% responses highlights that technology is as an essential part of ESP education. This outcome is consistent with the current trend of teaching approaches that highlight the advantages of technology, and instructors likely keep themselves informed about industry changes.

Q14. Which of these Digital materials do you prefer to use while teaching ESP courses?

Table3.14

Preferable Digital Materials used by ESP teachers

Options	Number	Percentage
Online videos/audios	5	50%
E-books and Reading materials	4	40%
Mobile Apps	1	10%
None	0	0%
Others	0	0%
Total	10	100%

This table provides insights into the types of digital materials preferred by instructors for teaching ESP courses. It reveals that half of the sample, accounting for 50%, utilize Online Videos/Audios, while 40% prefer E-books and reading materials. Additionally, 10% of instructors incorporate mobile apps into their teaching methods. Notably, no instructors reported not using digital material hence all the sample agree that technology is essential. Furthermore, besides the importance of using digital materials, these results highlight a trend towards selecting media that facilitate the integration of the four language skills, listening, speaking, reading, and writing, for instance, half of the sample indicated using videos and audios, which effectively promote the integration of two separate language skills, (Listening-Reading).

Q15. Do you think ESP should be given the same importance as teaching other courses

Subject Matter?

Table3.15

Giving ESP the Same Importance to Other Courses Subject Matter

Options	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

This table demonstrates that all respondents agree, with 100% stating that ESP

should be given the same priority as other courses subject matter. The complete

agreement among respondents highlights the recognized importance of ESP within the

educational curriculum in which implies that educators might consider prioritizing ESP

equally with other courses, highlighting its considerable value according to its benefits

for their learners. This question prompted the teachers to justify their answers, and the

replies are as follows:

-"Because learners' needs are not the same. Therefore, ESP would serve these

needs in effective way and it would help learners to reach their learnings needs."

-" ESP should be given the same importance as teaching other courses because it

meets students specific needs in English rather than General English where they

feel sometime lost."

-"Yes, ESP is more important than other courses."

-"It is one of the bases since it is not the original language of the learner."

-" We need to take into consideration that Learners may work in different domain so they need to take ESP courses and be given basic knowledge in the most common field at least."

-"Because the module is directly related to the learner's field of studies and because it provides them with the necessary knowledge they need to fulfill goals in their field."

-"Because the Learners' needs are not the same therefore ESP would serve these needs in an effective way and it would help Learners reach their learning goals."

-"ESP is significant compared to other courses."

-"I think that ESP should be given the same importance as other courses, hence its contribution to world economy, medicine and technology."

-"Yes."

Q16. Rank the following based on their importance in ESP instruction. With 1 being the most important and 6 being the least important.

Table3.16

Ranking Aspects Based on Importance in ESP Instruction

Options	Percentage	Rank
Alignment with specific industry or professional requirements	44.67%	6
Holistic language proficiency through integrated skills	38.17%	5
Mastery of individual skills (e.g., reading, writing)	27.17%	4
Student engagement and motivation	26.83%	4
Adaptability to diverse communication contexts	26.33%	2
Real-world application of language skills	26.17%	1

Table 3.16 shows the ranking of each aspect based on their importance in ESP instructions, with 1 being the most important and 6 the least.

Starting with Real-world application of language skills was rated as the most important with a percentage of 26.17%, followed closely by adaptability to diverse communication contexts at 26.33%. Student engagement and motivation ranked third with 26.83%, followed by mastery of individual skills at 27.17%, holistic language proficiency through integrated skills at 38.17%, and alignment with specific industry or professional requirements at 44.67%.

This ranking provides valuable insights into the prioritization of instructional approaches in ESP, emphasizing the significance of practical language application and

adaptability, and learner centered approach and motivation over strict alignment with industry demands, and language learning through integrated skills

Section Three: Segregated and Integrated Skills Instruction

Q17. Are you familiar with Segregated and Integrated approaches in teaching ESP courses?

Table3.17

Familiarity with Segregated and Integrated approach in teaching ESP

Options	Number	Percentage
Yes	9	90%
No	0	0%
Not sure	1	10%
Total	10	100%

Table3.17 presents data on the familiarity with segregated and integrated skills approaches. The majority 90% reported being familiar with these approaches. None of the teachers indicated unfamiliarity with segregated and integrated approaches. However, one respondent representing 10% expressed uncertainty regarding familiarity with these teaching methods. This data indicates that the sample have a strong general understanding of the segregated and integrated skills approaches.

Q18. Which approach do you use while teaching ESP course

Table3.18

Approach Used while Teaching ESP Courses

Options	Number	Percentage
Integrated skill approach	2	20%
Segregated skill approach	0	0%
Both	7	70%
None	1	10%
Total	10	100%

Table3.18 presents data on the teaching approaches used in ESP courses. While 20% of the sample indicate the use of the integrated skill approach, and none said they use the segregated skill approach. However 70% of the teachers questioned said they use both integrated and segregated skill approaches in their instruction. Furthermore, 10% of respondents said they do not use either strategy. These results indicate that most ESP teachers utilize both integrated and segregated skill techniques in combination, due to their knowledge and familiarity with the aforementioned approaches, and ease of combing both approaches to save time.

Q19. Which of these factors might influence your decision to use segregated or integrated skills instruction in teaching your ESP courses?

Table3.19

Factors Influencing Teachers Decision to use Segregated or Integrated Approach

Options	Number	Percentage
Syllabus requirements	0	0%
Learners' preferences	3	30%
Available resources	4	40%
Time constraints	0	0%
Context of language use	3	30%
Total	10	100%

Table3.19 displays data regarding factors influencing teachers' decisions to use segregated or integrated approaches in teaching ESP. None of the respondents cite syllabus requirements or time constraints as influencing factors. However, 30% of respondents report "considering learners' preferences", while an equal proportion 30% highlighted the context of language use as influential. The majority of respondents 40% indicate that the availability of resources influence their decision. These findings suggest that ESP educators are primarily influenced by learners' preferences, available resources, and the context of language use when selecting teaching approaches, highlighting the importance of specialized instruction to meet learner needs and contextual demands.

Q20. How can you ensure coherence when using segregated skills approach?

Table3.20

Ensuring coherence when using segregated skills approach

Options	Number	Percentage
Providing clear connections between separate skill activities	0	0%
Incorporating review and reinforcement of previously learned material	3	30%
Integrating ongoing assessments to track progress across skills	4	40%
Allowing opportunities for students to apply segregated skills in integrated tasks	3	30%
Total	10	100%

Table 3.20 presents data on how ESP teachers can ensure coherence when using the segregated skills approach. The results reveal that "Integrating ongoing assessment to track progress across skills" stands out as the most effective method, garnering 40% support. Following this, "Incorporating review and reinforcement of previously learned material" and "Allowing opportunities for students to apply segregated skills in integrated tasks" each received 30%, and "Providing a clear connection between separate skill activities" received 0%.

Instructors that use the segregated method to ensure coherence are likely to integrate continuing assessments to measure progress across skills while including a review and reinforcement of acquired knowledge. This might be because they wish to be

informed about their students' skill development at all times, and fill any gaps of
knowledge.

Q21. Based on your experience, what are the primary benefits of segregated skills
instruction in ESP?

Table3.21

Primary Benefits of Segregated Skills Instruction according to Teachers

Options	Number	Percentage
Allows for focused practice on individual language skills	2	20%
Facilitates easier assessment of learners' proficiency in each skill	5	50%
Provides clear, structured learning objectives for students	0	0%
All of the above	3	30%
Others	0	0%
Total	10	100%

This table illustrates teachers' perceptions of the primary benefits of segregated
skills instruction. "Facilitates easier assessment of learners' proficiency in each skill"
is the most frequently cited benefit, accounting for 50% of responses. "All of the
above" was selected by 30% of teachers, suggesting a recognition of multiple benefits.
"Allows for focused practice on individual language skills" was noted by 20% of
respondents, whereas "Provides clear, structured learning objectives for students" and
"Others" are not identified as primary benefits.

Table3.21 indicate that the most significant benefit of segregated skills instruction, as perceived by teachers, is the facilitation of easier assessment of learners' proficiency in each skill. This may suggests that teachers find it beneficial to assess language skills separately to better identify specific strengths and weaknesses in their students' abilities.

Q22. Which type of segregated skill approach do you prefer or might be using?

Table3.22

Preferred Type of Segregated Skills Approach Used by Teachers

Options	Number	Percentage
Full segregation	0	0%
Partial segregation	10	100%
Total	10	100%

The data in Table3.22 reveal a unanimous preference among teachers for the partial segregation approach to language instruction, with 100% of respondents indicating this choice. No respondents prefer full segregation.

This clear preference for partial segregation might suggests that teachers favor an instructional strategy that integrates some degree of skills overlap or connection, rather than isolating each language skill entirely. This could indicate a belief that partial segregation allows for a more balanced and realistic approach to language learning, where skills can be practiced in a context that more closely resembles actual language use.

Q23. Which of the following tasks do you depend on more while following the

Segregated skills Approach?

Table3.23

Primary Tasks Relied on in the Segregated Skills Approach

Options	Number	Percentage
Reading Comprehension Exercise	2	20%
Speaking Practice Sessions	6	60%
Writing Assignments	0	0%
Listening Comprehension Activities	2	20%
Others	0	0%
Total	10	100%

Table3.23 shows the primary tasks teachers rely on while using the segregated

skills approach in language instruction. "Speaking Practice Sessions" is the most relied

upon task, with 60% of teachers selecting this option. Both "Reading Comprehension

Exercise" and "Listening Comprehension Activities" are equally relied upon by 20%

of the teachers. No instructor reports relying on "Writing Assignments" or "Others".

The data suggest that when using the segregated skills approach, teachers most

frequently rely on speaking practice sessions, with the majority indicates it as their

primary task. This highlights a strong emphasis on developing speaking skills in

isolation from other language skills, possibly reflecting a priority placed on oral

proficiency. The absence of reliance on writing assignments and other tasks suggests

that these areas might be integrated differently or less emphasized in a segregated

skills framework.

Q24. If used, which type of integrated skills approach do you prefer to implement?

Table3.24

Preferred Type of Integrated Skills Approach Used by Teachers

Options	Number	Percentage
Content-based language instruction	2	20%
Task-based instruction	8	80%
Total	10	100%

The data in Table3.24 indicate a strong preference among teachers for task-based instruction when using an integrated skills approach, with 80% of respondents selecting this option. Task-based instruction involves using practical tasks and activities to teach language, suggesting that teachers value a hands-on, practical approach that allows students to develop multiple language skills simultaneously through real-world tasks.

Content-based language instruction, preferred by 20% of respondents, focuses on teaching language through subject matter content. This lower preference might reflect less emphasis on integrating language learning with other academic content or possibly a perception that Task-based approaches are more effective in certain teaching contexts.

Q25. According to you, what are the primary benefits of integrated skills instruction in ESP?

Table3.25

Primary Benefits of Integrated Skills Instruction in ESP

Options	Number	Percentage
Mirrors real-world language use	3	30%
Seamlessly integrates reading, writing, listening, and speaking skills	1	10%
Facilitates communicative competence by emphasizing meaningful communication over isolated skill practice	3	30%
All of the above	3	30%
Other		
Total	10	100%

Table3.25 shows the primary benefits of integrated skills instruction in ESP as perceived by teachers. "Mirrors real-world language use," "Facilitates communicative competence by emphasizing meaningful communication over isolated skill practice," and "All of the above" were each identified by 30% of respondents. These responses indicate a strong perception among teachers that integrated skills instruction closely aligns with practical language use and enhances communicative competence. Only 10% of respondents selected the seamless integration of reading, writing, listening, and speaking skills as the primary benefit.

Only 10% indicated that the primary benefit was the seamless integration of reading, writing, listening, and speaking skills. This lower percentage might suggest

that while integration of skills is valued, the primary emphasis is on the practical and communicative advantages of such an approach.

Q26. Which approach do you believe better prepares ESP students for professional life?

Table26.

Preferred Approach for Preparing ESP Students for Professional Life

Options	Number	Percentage
Segregated skills instruction	2	20%
Integrated skills instruction	8	80%
Total	10	100%

The data in Table3.26 clearly indicates a strong preference among teachers for integrated skills instruction with 80% as the more effective approach for preparing ESP students for professional life, while only 20% of respondents believe that segregated skills instruction is better.

While some educators see value in segregated skills instruction, the majority believe that a more holistic, integrated approach is essential and that may be because integrated skills instruction mirrors the nature of real-world language use and better equips students with the ability to perform complex, communicative tasks required in professional settings

In this question teachers were asked to justify their answers, and some of the responses as follows:

-"Because they learn through real practice."

-"Integrated skills instruction is better it prepares ESP students for professional life because it includes both teaching the language through subject matter which is their future profession."

-"Integrated skill instruction prepares them for real life situations."

-"I am always for integrating language skills cause in real life we learn and use them simultaneously rather than separately kills support each other they are complimentary."

-"Language is used as integrative whole indifferent communities context therefore when it comes to teaching weed better teach all the skills and components of a language integratively."

-"Because they learn through real practice."

These findings, highlighting the wide use of integrated skills instruction, and most of the participants recommend using it, some advocate for integration because it may help students learn through real practices which require the use and mastery of all skills, others ensures that learners not only grasp the language intricacies but also understand how to apply them in professional settings.

Q27. Any additional comments, suggestions, or recommendations are welcome!

The last question, the teachers are invited to add any further information, and the majority's answer is: "Good Luck", and one instructor states:

> "ESP teaching is in fact should be taught through integrated skills instruction at the first level without neglecting segregated skills instruction in order to meet the design objectives."

This statement highlights the importance of balancing between the aforementioned approaches. It suggests that while integrated skills should be the primary focus initially, segregated skills should not be overlooked to ensure all design objectives are met. This balanced approach can better address the diverse needs of learners and the specific demands of their professional contexts.

3.1.6. Summary of Results and Findings from Teachers' Questionnaire

The first part of the questionnaire is about general information collecting some general information about the participants; it consists of simple questions such as Qualification, teaching experience and the Departments of teaching. Starting with the first question, the sample shows a high level of educational attainment, with 60% holding a PhD and 40% a Master's degree, with teaching experience evenly distributed, with the largest groups having 1-4 years and 5-8 years of experience, each comprising 33% of the sample. Regarding ESP teaching experience, the majority have two years, and 10% have one year. ESP courses are taught across various Departments, with Management and Mathematics each representing 30%, Business and Economics 20%, and Arabic and Literature and Civil Engineering each 10%. Additionally, the fifth question deals with the teacher's attitude preferably asking for their opinion about the allocated time to their courses, 80% of them think there is insufficient time, while only 20% find the time sufficient.

The second section entitled "ESP Instructions" provides comprehensive insights into various aspects of ESP and its significance. Notably, question six highlights the varying levels of English proficiency among learners, 70%, are perceived to have an average proficiency. Additionally, it shows a significant agreement (60%) among the sample with teachers viewing ESP instruction as more relevant and beneficial for their students and can be given the same importance as GE. 100% agree that ESP resources and material are different from those used in GE, emphasizing the widespread use of specialized resources in ESP. As far as the distinguishing features are concerned, the majority voted for prioritizing specialized vocabulary (38.46%) and needs analysis over other features. In addition, less than half of the instructors 40% reported developing their own syllabus with collaboration with other colleagues, showing the flexibility and adaptation among ESP teachers.

Concerning the integration of technology into ESP teaching, (100%) are on board with Online Videos/Audios as the preferred method of integration. Moreover, all respondents unanimously agree that ESP should be prioritized equally with other subjects, suggesting that teachers might give it the same level of importance as other courses due to its considerable benefits for learners. Lastly, according to the results obtained, the most important aspect in ESP Instruction is the real-world application of language skills being as it provides valuable insights into the prioritization of instructional approaches in ESP.

The last section deals with segregated and integrated skills Instructions. It investigates teachers' preferences on the use of the aforementioned approaches. Overall there is a strong familiarity among respondents with the segregated and integrated skills approaches, with 90% reported awareness about them. Most teachers (70%) use both

integrated and segregated skills approaches, while 20% employ only integrated skills approach. Concerning the factors influencing teachers' decision to use segregated or integrated skills approach, 30% highlights the context of language use as influential. However, the majority of respondents 40% indicate that the availability of resources influence their decision.

Furthermore, teachers express a unanimous preference (100%) for partial segregation in language instruction over full segregation. Additionally, results show that 80% of teachers perceive integrated skills instruction as more effective for preparing ESP students for professional life compared to segregated skills instruction.

Lastly, teachers highly value and understand the importance of ESP. The majority of teachers believe that integrated skills instruction is more effective than segregated skills instruction for ESP instructions. Overall, based on the findings, most teachers perceive integrated skills instruction as more effective due to its alignment with real-world language use, as it equips students with the necessary skills for their professional careers.

3.2 Pedagogical Implications

The current study aims to investigate teachers' perspectives on segregated and integrated skill approaches in teaching ESP Classes. The results of this study clearly show that instructors believe integrated skills instruction better prepares ESP learners for the professional world. Furthermore, ESP holds several pedagogical implications that educators should consider when designing or teaching, these implications would be suggested to help instructors develop and evolve their methods and to consider those approaches to be used more while teaching.

- Providing opportunities for learners to apply language skills in authentic professional contexts, simulations, and workplace scenarios to bridge the gap between theory and practice. (Basturkmen, 2010; Dudley-Evans & St John, 1998)

- Designing flexible instructional plans that can be adapted to accommodate the evolving needs and preferences of learners in specialized contexts. (Hyland, 2006)

- Fostering communicative competence through task-based instruction, role-plays, simulations, and authentic communication activities. (Nunan, 2004; Willis, 1996)

- Employing a range of teaching approaches, including integrated and segregated skills instruction, to address diverse language competencies. (Hutchinson & Waters, 1987).

- Adopting a learner-centered approach that prioritizes learner autonomy, engagement, and active participation in the learning process. (Dudley-Evans & St. John, 1998)

3.3. Limitations of the Study

Even though this study was well organized, the research faced several obstacles. In the theoretical part, especially concerning Chapter one, sources were limited and primarily covered similar materials, often inspired by major previous studies, which restricted the research. In the practical part, the questionnaire originally consisted of 30 questions, but three had to be cut for convenience and relevance. Some questions were challenging to analyze due to the lack of software aid (IBM SPSS) in which the researchers could not get access to the software. Eventually the researchers managed to complete the analysis. Lastly, time constraints limited the study, preventing more

extensive data analysis or follow-up investigations to explore additional research questions or variables.

Conclusion

This chapter is the most practical of the three, serving as the foundation for the research. The analysis of the teachers' questionnaire reveals their attitudes toward segregated and integrated skills approaches in ESP teaching, which facilitated the entire study. It details the objectives of the questionnaire, summarizes the sample responses, and provides an analysis and explanation of the findings. This study hypothesizes that ESP teachers prefer the use of integrated skills approach to the segregated skills approach in which the results reveal the teachers' positive attitude toward the integrated skills approach.

General Conclusion

This current study investigates teachers' altitude towards the use of the integrated and segregated skills approaches in teaching ESP classes. The theoretical part begins with an examination of ESP teaching in its first chapter, exploring its distinguishing features and methodologies. It delves into the mix of academic theories and real-world implications. In the second chapter of the theoretical part, segregated and integrated skills approaches are explored, including their definitions, strengths, weaknesses, and their relation to the study of ESP.

In order to answer the research questions, a descriptive quantitative method was adopted, where a questionnaires was administered to ESP teachers at the University of 8 Mai 1945 Guelma to collect data. After the analysis and interpretation of the participants' answers, findings reveal that the majority of teachers prefer the integrated skills approach to the segregated skills one. In addition, when faced with choosing types of segregated approach, the teachers opted for partial segregation implying that they favor an instructional type that integrates some degree of skills overlap or connection, rather than isolating each language skill entirely. Overall teachers have a positive attitude towards the use of the integrated skills approach wish promotes more balanced and realistic approach to language learning, where skills can be practiced in a context that more closely resembles actual language use. Hence, the hypothesis of the current study, which says that ESP teachers prefer integrated skills approach to segregated skills one, has been confirmed.

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Appendix Teachers Questionnaire

Dear teachers.

We, master two students at the Department of English, University of 8 Mai 1945 Guelma, are currently conducting research that aims to investigate the attitudes of ESP teachers toward the use of segregated and integrated skills approaches in ESP teaching. Through asking varied questions, this study tries to delve into the different teaching practices and methods implemented while teaching ESP courses in some departments. In this context, we kindly ask for your cooperation and assistance in completing this questionnaire. Please take the time to answer the questions, knowing your responses will remain entirely confidential and will only be used for the stated research objective.

Thank you in advance for your time and effort.

Benkirat Chihab / Djenah Ramzi

Second-year Master Students

Department of Letters and English Language

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma

Definitions:

Segregated skills instruction: Involves teaching language skills, such as reading, writing, listening, and speaking, in isolation from one another. Each skill is typically taught separately, with distinct instructional activities and assessment criteria.

Integrated skills instruction: involves integrating two or more language skills in a single instructional context. This approach emphasizes the interconnectedness of language skills and reflects the natural use of language in real-life communication settings. (Harmer, 2015; Oxford, 2001).

Section 1: General Information

1) Please indicate your highest degree.

    a) Bachelor's Degree ☐

    b) Master's Degree ☐

    c) PHD ☐

2) How many years have you been teaching English?

    ………….Years

3) How many years have you been teaching ESP? (Including this year).

………….Years

4) What are the departments that you taught in?

…………………………………………………………………………………….

5) Do you think the time allocated to teach ESP classes is sufficient?

    a) Yes ☐

    b) No ☐

Section 2: ESP Instructions

6) How do you describe your learners' proficiency in English?

    a) High   ☐

    b) Average   ☐

    c) Low   ☐

7) Do you agree that students should learn ESP rather than just General English?

    a) Strongly Disagree   ☐

    b) Disagree   ☐

    c) Neutral   ☐

    d) Agree   ☐

    e) Strongly Agree   ☐

8) When teaching ESP, do you commonly use resources and materials different from those used in GE?

    a) Yes   ☐

    b) No   ☐

9) What are the features of ESP courses or materials that differentiate them from GE courses? (You may tick more than one)

    a) Specialized Vocabulary   ☐

    b) Needs Analysis   ☐

    c) Authentic Materials   ☐

    d) Flexible Course Structures   ☐

    e) Industry-Specific Grammar   ☐

    f) Others, please   ☐

specify……………………………………………………………

10) Is the ESP syllabus that you are currently teaching?

    a) Developed by you ☐

    b) Suggested by the Department ☐

    c) You don't follow any syllabus ☐

    d) Others, please specify……………………………………………………

11) What are the challenges you might face when designing and teaching ESP courses?

    a) Needs Analysis (identifying the specific language needs of learners) ☐

    b) Keeping Up with Industry Changes (Industry terminology, practices, and trends) ☐

    c) Tailoring Content (Designing course content) ☐

    d) Limited Resources (Limited access to resources) ☐

    e) Others, please specify…………………………………………….

12) Which type of assessment do you use to assess the performance of your ESP students?

    a) Peer assessments ☐

    b) Self-Assessment ☐

    c) Conference ☐

    d) Standardized exams/tests ☐

    e) Others.

Please specify……………………………………………………………………

13) Do you think technology can be integrated into ESP teaching to enhance learning outcomes?

    a) Yes ☐

    b) No ☐

14) Which of these Digital materials do you prefer to use while teaching ESP

courses? (You may tick more than one)

    a) Online videos/audios ☐

    b) E-books and Reading materials ☐

    c) Mobile Apps ☐

    d) None ☐

    e) Others

Please specify………………………………………………………………….

15) Do you think ESP should be given the same importance as teaching other courses

Subject Matter?

    a) Yes ☐

    b) No ☐

    Whatever your answer, please Justify

………………………………………………………………………………………………

………………………………………………………………………………………………

16) Rank the following based on their importance in ESP instruction. With 1 being the

most important and 6 being the least important:

    a) Mastery of individual skills (e.g., reading, writing) ☐

    b) Holistic language proficiency through integrated skills ☐

    c) Real-world application of language skills ☐

    d) Adaptability to diverse communication contexts ☐

    e) Student engagement and motivation ☐

    f) Alignment with specific industry or professional requirements ☐

Section 3: Segregated and Integrated Skills Instruction

17) Are you familiar with Segregated and Integrated approaches in teaching ESP courses?

    a) Yes ☐

    b) No ☐

    c) Not sure ☐

18) Which approach do you use while teaching ESP course

    a) Integrated skill approach ☐

    b) Segregated skill approach ☐

    c) Both ☐

    d) None ☐

19) Which of these factors might influence your decision to use segregated or integrated skills instruction in teaching your ESP courses?

    a) Syllabus requirements ☐

    b) Learners' preferences ☐

    c) Available resources ☐

    d) Time constraints ☐

    e) Context of language use ☐

20) How can you ensure coherence when using segregated skills approach?

    a) Providing clear connections between separate skill activities ☐

    b) Incorporating review and reinforcement of previously learned material ☐

    c) Integrating ongoing assessments to track progress across skills ☐

    d) Allowing opportunities for students to apply segregated skills in integrated tasks ☐

21) Based on your experience, what are the primary benefits of segregated skills instruction in ESP?

    a) Allows for focused practice on individual language skills ☐

    b) Facilitates easier assessment of learners' proficiency in each skill ☐

    c) Provides clear, structured learning objectives for students ☐

    d) All of the above ☐

    e) Others.

Please specify……………………………………………………………….

22) Which type of segregated skill approach do you prefer or might be using?

    a) Full segregation (Complete isolation of language skills.) ☐

    b) Partial segregation (Partial separation of language skills.) ☐

23) Which of the following tasks do you depend on more while following the segregated skills Approach?

    a) Reading Comprehension Exercise ☐

    b) Speaking Practice Sessions ☐

    c) Writing Assignments ☐

    d) Listening Comprehension Activities ☐

    e) Others,

Please specify……………….…………………………………………………

24) If used, which type of integrated skills approach do you prefer to implement?

    a) Content-based language instruction (Teaching language through subject matter.) ☐

    b) Task-based instruction (Learning language through real-world tasks.) ☐

25) According to you, what are the primary benefits of integrated skills instruction in ESP?

a) Mirrors real-world language use ☐

b) Seamlessly integrates reading, writing, listening, and speaking skills ☐

c) Facilitates communicative competence by emphasizing meaningful communication ☐
over isolated skill practice

d) All of the above ☐

e) Others, please specify ☐

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

26) Which approach do you believe better prepares ESP students for professional life?

a) Segregated skills instruction ☐

b) Integrated skills instruction ☐

Whatever your answer, please justify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

27) Any additional comments, suggestions, or recommendations are welcome!

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Résumé

Cette étude actuelle vise à enquêter sur les attitudes des enseignants à l'égard de l'utilisation des approches de compétences séparées et intégrées dans l'enseignement des cours d'anglais à des fins spécifiques. Le chemin pour maîtriser une langue est un parcours non linéaire qui nécessite le développement de diverses compétences et aptitudes. De même, enseigner l'anglais à des fins spécifiques n'est pas différent car cela implique la promotion de compétences telles que l'écoute, la parole, la lecture et l'écriture. Cependant, il existe une controverse parmi les enseignants d'anglais à des fins spécifiques sur la question de savoir si ces compétences doivent être enseignées séparément ou de manière intégrée. En d'autres termes, s'il faut adopter une approche de compétences séparées ou une approche de compétences intégrées. À cette fin, une méthode quantitative descriptive a été employée, utilisant un questionnaire structuré administré à dix enseignants de différents départements à l'Université du 8 Mai 1945 Guelma. Les résultats obtenus du questionnaire ont révélé que la majorité des enseignants préfèrent l'approche des compétences intégrées à celle des compétences séparées. De plus, en ce qui concerne l'utilisation de ces deux approches, la majorité des enseignants conviennent d'adopter les deux, mais ils favorisent un type d'enseignement qui incorpore un certain degré de chevauchement ou de connexion entre les compétences linguistiques, plutôt que d'isoler complètement chaque compétence.

ملخص

تهدف هذه الدراسة الحالية إلى التحقيق في مواقف المعلمين تجاه استخدام منهجي المهارات المنفصلة والمندمجة في تدريس دروس اللغة الإنجليزية لأغراض محددة. إن الرحلة لإتقان أي لغة هي مسار غير خطي يتطلب تطوير مهارات وكفاءات متنوعة. وبالمثل، فإن تدريس اللغة الإنجليزية لأغراض محددة ليس مختلفاً حيث يتضمن تعزيز مهارات مثل الاستماع والتحدث والقراءة والكتابة. ومع ذلك، هناك جدل بين معلمي اللغة الإنجليزية لأغراض محددة حول ما إذا كان يجب تدريس هذه المهارات بشكل منفصل أو كمجموعة مترابطة. بعبارة أخرى، ما إذا كان ينبغي اعتماد منهج المهارات المنفصلة أو المندمجة. لهذا الغرض، تم استخدام منهج وصفي كمي، باستخدام استبيان منظم تم توزيعه على عشرة معلمين من أقسام مختلفة في جامعة 8 ماي 1945 قالمة. كشفت النتائج التي تم الحصول عليها من الاستبيان أن غالبية المعلمين يفضلون منهج المهارات المندمجة على منهج المهارات المنفصلة. علاوة على ذلك، فيما يتعلق باستخدام هذين المنهجين، فإن غالبية المعلمين يتفقون على تبني كلاهما، ومع ذلك، فإنهم يفضلون نوعاً من التعليم الذي يدمج بعض الدارجة من التداخل أو الاتصال بين المهارات اللغوية، بدلاً من عزل كل مهارة بشكل كامل.