

Exploring Needs and Challenges in Learning English for Students of Economic Purposes: a case of 2nd year master economic students of The Djilali Bounaama Khemis Mililana University

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Abstract:

This study explores the key challenges facing the learning of English for Specific Purposes (ESP) in Algerian universities, with a particular focus on the Faculty of Economic Sciences, Commerce, and Management at Djilali Bounaama University of Khemis Miliana. Based on data collected through classroom observations and questionnaires administered to 100 Master's students, the research highlights several critical issues hindering effective ESP instruction. These include the absence of a clearly defined ESP syllabus, lack of teacher training, insufficient teaching materials, limited instructional hours, large class sizes, and low student motivation. Additionally, the study emphasizes the growing importance of ESP in the academic and professional development of economics students, who require domain-specific vocabulary and skills. The findings underline the urgent need for targeted curriculum design, teacher support, and increased institutional collaboration to enhance ESP delivery and meet the specific language needs of learners.

Keywords: ESP, Challenges, Teaching Materials, Learners' Needs, Economics Education.

1. Introduction

The 21st century has brought remarkable advancements across various fields including business, economics, science, and technology. These developments have significantly increased the demand for English as a global means of communication. In response to globalization and the need for specialized communication, English for Specific Purposes (ESP) emerged in the 1960s as a distinct branch of English language

teaching, aiming to equip learners with language skills tailored to their academic and professional needs. In higher education, particularly in economic sciences, the demand for ESP has grown considerably as students are increasingly required to access specialized materials, participate in international academic events, and integrate into professional environments where English is the primary medium of communication.

In Algerian universities, including Djillali Bounaama University of Khemis Miliana, ESP courses have been introduced to meet these growing demands. However, the teaching of ESP, particularly in economic disciplines, remains a complex task that presents several challenges for both teachers and learners. One major issue lies in the lack of a clearly defined syllabus that reflects the real linguistic needs of economics students. Moreover, most ESP teachers come from a general English background and often lack formal training in ESP course design or subject-specific knowledge, which hinders their ability to deliver effective instruction. The situation is further complicated by limited resources, large class sizes, students' low English proficiency levels, and insufficient instructional time.

Needs analysis is a fundamental process in designing effective ESP courses. It involves identifying the specific language skills and communicative tasks relevant to students' academic and professional fields. Despite its importance, the application of needs analysis in Algerian universities remains inconsistent and underdeveloped. While some institutions attempt to tailor ESP instruction through surveys and collaboration with content specialists, others rely heavily on the individual efforts of teachers without institutional support.

1.2 Statement of the Problem

In the context of globalization and the increasing demand for English in academic and professional settings, ESP has gained significant attention in Algerian universities. However, despite its recognized importance, the teaching and learning of ESP—particularly English for Economic Purposes—continues to face numerous challenges that

affect its effectiveness. At Djilali Bounaama University of Khemis Miliana, second-year Master's students in the Faculty of Economic Sciences are expected to acquire language skills that align with their academic and professional goals.

This study seeks to explore and analyze the needs and challenges in teaching English for students of economic purposes. It aims to identify the specific linguistic needs of second-year Master's students, evaluate the effectiveness of existing ESP teaching methods, and suggest pedagogical and institutional reforms that could enhance the quality of ESP instruction. This study was guided by the following research questions:

- 1) What are the students' needs of English majoring in economics?
- 2) How specific should ESP courses and texts be?
- 3) What are the problems that face the teachers in develop academic English courses for economic purposes?

1.6 Study hypotheses

Based on the research questions guiding this investigation, the following hypotheses are proposed:

1. A detailed needs analysis will reveal that these learners require instruction in English that targets academic writing, business correspondence, and discipline-specific vocabulary relevant to the field of economics.
2. Generalized English instruction is insufficient in preparing students for academic and professional contexts within economics .
3. ESP teachers face significant challenges in designing effective academic English courses for economic purposes due to a lack of training, insufficient resources, and limited familiarity with the subject matter.

2. Literature Review

This part provides a comprehensive review of ESP literature, including key **definitions, historical development, and the differences between ESP and General English**. It also explores the essential **features of ESP**, outlines **effective course design steps**, and highlights the importance of **Needs Analysis** in planning.

Additionally, it discusses **the needs of students and teachers in English for Economic Purposes (EEP)** and **identifies challenges faced in designing ESP** courses in Algerian universities, aiming to establish a strong theoretical foundation for ongoing research and practical application.

2.1 Overview of English for Specific Purposes

English for Specific Purposes (ESP) has emerged as a pivotal branch of English language education, designed to meet the particular academic and professional learners' needs within specific fields. Unlike General English, ESP focuses on providing learners with the linguistic tools and communicative strategies required to function effectively in their chosen domains.

Since its development in the 1960s, ESP has played a central role in applied linguistics and language teaching, particularly due to the global rise of English as the language of science, technology, business, and higher education. Within the context of economic studies, English for Economic Purposes (EEP) has become increasingly essential, especially for Master's students who must engage with specialized texts, participate in academic discussions, and prepare for professional careers in a globalized economic environment.

2.2.1 ESP Definition

Defining ESP has proven to be a considerable challenge for researchers. Throughout the years, numerous scholars have proposed diverse interpretations of ESP. In the following, ESP could be defined as:

Mackay and Mountford (1978, p. 2) describe ESP as "generally used to refer to the teaching of English for a clearly utilitarian purpose." This suggests that English instruction should focus on developing specific language skills within authentic contexts, enabling learners to use English in their academic or professional contexts. Similarly, Robinson (1991, p. 2) observes that students typically study English "not because they are interested in the English language or English culture as such, but because they need English for study or work purposes."

Hutchinson and Walters state that "English for a specific purpose is a learner - centered approach" (1987). That its main focus is to develop its learners' communication skills and abilities that are needed for professional purposes such as; learning language constructions, acquiring technical vocabulary for better learners' language performance in a particular field or a context.

Anthony (1997, pp. 9-10) notes differing perspectives on ESP, with some defining it as the teaching of English for any specified purpose, while others define it more precisely as the teaching of English for academic studies or vocational/professional purposes. This underscores ESP's role in equipping language learners with the necessary skills for use in specific fields of study, occupation, or workplace.

For a long time, there has been noticeable confusion between ESP and General English. Clearly, this is a topic of ongoing debate with no clear conclusion. ESP, which stands for English for Specific Purposes, is designed to fulfill the distinct needs of learners. It applies core strategies and employs a variety of activities specific to its field of focus.

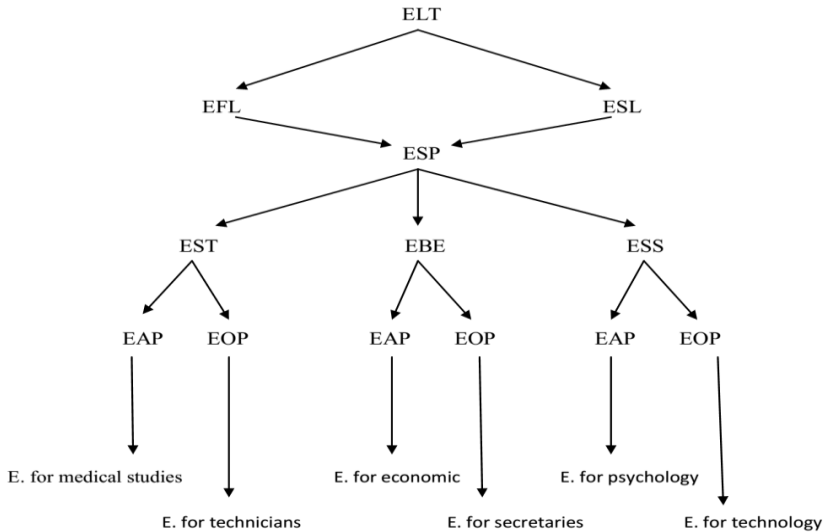
2.2.4 ESP Types:

The increasing demand for specialized English in today's world has led to the development of numerous subdivisions within the field of ESP. Although ESP encompasses a wide variety of branches, it is generally recognized in the literature that there are two main subfields: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). These two categories are distinguished by the learners' motivation, their professional or academic context, and the underlying reasons for studying English.

Although the classification of ESP has caused much debate in the field, it continues to evolve. Because learners need specialized language for different areas, ESP has been divided into many branches. As a result, the demand for tailored instruction keeps growing. While the categories of ESP are widely discussed in the literature, they remain flexible. This is so they can adapt to new trends and ongoing developments in ESP practice.

According to Hutchinson and Waters (1987:17), ESP can be divided into three main categories based on the field of study: English for Science and Technology (EST), English for Business and Economics (EBE), and English for the Social Sciences (ESS). Each of these categories can further be divided into two types, depending on whether English is needed for academic purposes or professional use.

Figure (2.1) Hutchinson and Waters’ Division of ESP Branches

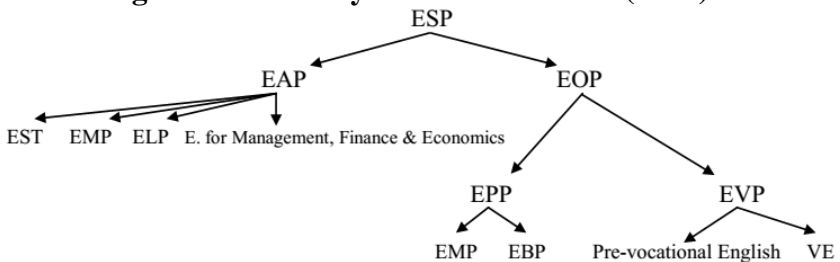


Source: Hutchinson, T. and Waters, A. (1987). English for Specific Purposes; Cambridge; CUP. P16

Dudley-Evans and St John (1998) classify English for Specific Purposes (ESP) by professional area into two broad categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

EAP covers several professional academic branches, including Science and Technology (EST), which is considered the main branch, Medicine and Health Sciences (EMP), Law and Administration (ELP), and Business and Economics.

Figure 2.2: Dudley-Evans & St. John (1998)



Source: Branches of ESP (Dudley-Evans & St. John, 1997 (p.7)

All these mentioned types of (ESP) education are designed to provide learners with the skills necessary to understand and communicate effectively in academic or professional settings, as well as to learn and use the specialized vocabulary required in those contexts.

2.2.5 Steps for Designing ESP Courses

Designing effective ESP courses involves a structured, learner-centered process that focuses on the specific needs, goals, and contexts of the target learners.

According to **Hutchinson and Waters (1987)** and **Dudley-Evans and St John (1998)**, the development of an ESP course should follow a series of essential steps to ensure relevance and efficiency. These steps include:

a. Needs Analysis: This is the cornerstone of any ESP course. It involves identifying the learners' **lacks, wants, and necessities** in terms of language use within their specific field (e.g., economics, engineering, medicine). A comprehensive needs analysis includes: (Dudley-Evans & St John, 1998, pp. 121–122)

- **Target Situation Analysis (TSA)** determining what learners will need to do with English in real-life contexts.
- **Present Situation Analysis (PSA)** assessing learners' current language proficiency.
- **Learning Needs** understanding how learners prefer to learn and what motivates them.

b. Defining Course Objectives: Based on the results of the needs analysis, clear and measurable **learning objectives** must be defined. These should specify what learners are expected to achieve by the end of the course in terms of language skills and professional communication abilities.

c. Selecting Course Content: The content should be directly relevant to learners' academic or occupational domains. This may include:

- Authentic texts (e.g., reports, case studies, articles)
- Field-specific vocabulary
- Real-world communication scenarios;
- The goal is to enhance both **linguistic competence** and **disciplinary knowledge**.

d. Designing the Syllabus: ESP syllabi are often **task-based, skills-based, or content-based**, depending on learners' needs. A well-designed syllabus ensures progression in difficulty, integration of skills (reading, writing, listening, speaking), and alignment with learning outcomes.

e. Selecting and Adapting Materials: Materials can be selected from existing resources or **custom-designed** based on the learners' field. Many ESP teachers must **adapt** general English materials to suit their learners' professional context due to a lack of ready-made ESP textbooks.

f. Deciding on Teaching Methodology: ESP teaching is usually **learner-centered** and **communicative**. It involves problem-solving, collaborative tasks, and simulations. The methodology should accommodate learners' preferences and learning styles while promoting real-world language use.

g. Assessment and Evaluation: Assessment should be continuous and directly linked to course objectives. It can include:

- Performance-based tasks (e.g., writing business emails, giving presentations)
- Formative and summative assessments Evaluation of the course itself (by both learners and instructors) is also essential to improve future iterations.

h. Feedback and Course Revision: Based on the outcomes and learner feedback, the course should be revised and refined. ESP course design is an ongoing, **dynamic process** that evolves with changes in learners' needs and professional demands.

2.3 Need and Needs Analysis

This part opens with a brief theoretical overview of NA, followed by an exploration of three distinct need taxonomies that empower ESP educators to holistically identify learner requirements. It then delves into the practical significance of NA, outlining effective data-collection techniques. The discussion concludes by evaluating different NA approaches and guiding researchers in selecting the most appropriate method for their study.

2.3.1 Definition of Needs Analysis

Richards and Platt (1992, p. 242) define needs analysis as “the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities.” This definition highlights the dual focus of needs analysis: identifying ‘**what**’ learners need to learn and ‘**how**’ they can best learn it. This lesson will explore these various needs to equip teachers with the tools to create targeted and effective ESP courses.

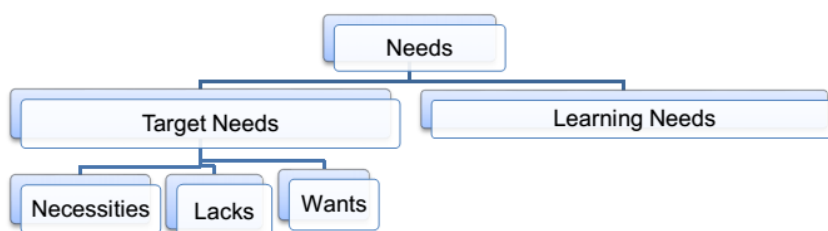
More recently, Xiao (2007) sees NA as “a systematic gathering of specific information about the language needs of learners and the analysis of this information for purpose of syllabus design” p.p 1,2.

According to him, identifying and analyzing the needs is a significant step to syllabus design.

2.3.3 Types of Needs

ESP specialists (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1994), agree on the fact that the term needs is the learners' requirements aiming at communicating effectively in the target situation. Figure 1 illustrates a hierarchy of needs in ESP course design identified by Hutchinson and Waters. This hierarchy categorizes needs into two main types:

Figure 2.1. Types of Needs (Hutchinson and Waters 1987)



2.3.3.1 Target Needs

Needs analysis is a complex process which has to take into account what Hutchinson and Waters (1987:54) define as "target needs", what learners need to do in the target situation. In this respect, Hutchinson and Waters build on the concept of target needs by dividing them into three specific categories:

Necessities: These are what the learner must know or be able to do to function effectively in the target situation, such as job or study requirements. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991: 7) to be achieved.

Lacks Are what the learners are deficient in, i.e. what they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language training.

Wants Are the learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course. In order to design the syllabus content, the ESP practitioners have to take into consideration the learners aims.

2.3.3.2 Learning Needs

According to Hutchinson and Waters a relevant needs analysis of the target situation can divulge and reveal "What the learners need

to learn”. Hutchinson and Waters (1987:54) define learning needs as “what learners need to do in order to learn”. In the same vein, Robinson (1991: 7) states that learning needs are “...what the learner needs to do to actually acquire the language.”. In this sense, learning needs look for data in relation to the learning situation which take into consideration learners’ type, cultural awareness and proficiency level in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the appropriate knowledge.

a- The target situation: the role of ESP practitioner is to take into consideration the needs of the target situation through the enquiry of the variety, the language forms and the necessary level of performance required in the target language.

b- Learners: the researcher has to determine learners’ language lacks, investigate their wants, and attitudes concerning language course, taking into consideration their current language ability.

c- The learning situation: it broadly reveals significant information regarding the learning environment and specifically the teaching situation, the nature of the setting, the available materials and the time volume.

2.3.7 The Students’ Needs

Kennedy and Bolitho (1990) state that in general, EBP as a subject in school provides students with the language skills to access and understand materials on economics and business, and to express ideas and concepts in English. Much of the demand for ESP has come from economists and experts who need to learn English for a number of purposes concerning their specialism. It is accepted; for that reason, EBP should be an important aspect of ESP programs.

In the resource book of EBP (2006), Curriculum Development Centre of Malaysia (CDCM) writes that EBP aims to teach the different ways of accessing and using information to advance knowledge in various fields and it enables students to present information on science and technology at an appropriate level in both written and spoken forms, to think critically, and give points of view on issues pertaining to science and technology” (p.III).

2.4 Challenges of ESP Course Design for Economic Purposes

Although English for Specific Purposes (ESP) offers a learner-centered and needs-driven approach to language instruction (Hutchinson & Waters, 1987), its application in economic contexts is still hampered by several persistent challenges. These include students’ low language proficiency, lack of ESP-trained instructors,

insufficient course materials, and weak alignment between language instruction and field-specific communication demands (Salhi, 2021, p444). Moreover, teachers often lack both pedagogical and subject-matter expertise, particularly in economic terminology and discourse, which diminishes the effectiveness of ESP instruction.

Dudley-Evans and St John (1998) emphasize that successful ESP course design depends on thorough needs analysis categorized into learners' lacks, wants, and necessities. These criteria, when properly addressed, can guide educators toward more effective curriculum development. However, in many institutions, needs analysis remains underdeveloped or superficially conducted, resulting in generic courses that fail to meet students' academic and professional goals.

Addressing these challenges requires comprehensive institutional strategies, including targeted teacher training, collaboration between language and content experts, and the development of field-specific instructional materials. By applying a structured and research-informed approach to ESP course design, educators can better equip students with the linguistic tools necessary for success in the global economic sphere.

3. Research Methodology

This part outlines the research design and methodology used to investigate factors influencing ESP course design for Master's students at Khemis Miliana University. A quantitative approach rooted in positivist paradigms was adopted, aligning with Creswell's (2018) rationale for identifying influential factors and predictors. The research followed Hutchinson & Waters's (1987) target needs framework, focusing on learners' necessities, lacks, and wants. A descriptive method was chosen to collect quantitative data, allowing for a structured view of the current state of ESP needs and challenges. Two separate questionnaires were developed—one for students, the other for teachers—based on Dudley-Evans and St. John's (1989) nine-component model. The student questionnaire explored demographics, English skills, and expectations regarding ESP course content and learning motivations, with both closed and open-ended questions. It was written in English, translated into Arabic, and required 5–15 minutes to complete. The teacher questionnaire, completed in 15–20 minutes, addressed background info, teaching methods, motivational strategies, and instructional challenges. Administering the questionnaires was facilitated by university staff, though logistical issues required meeting separate student groups. The

population sample included 100 second-year Master's students, selected using convenience sampling from a total of 486 economics students. According to Cohen et al. (2013), this sampling method was efficient and suitable for the study's scope. Data were analyzed using SPSS, allowing the researcher to produce statistical representations of learner needs and other influencing factors in ESP course planning. The methodology part ends by reiterating its purpose: to support a deeper understanding of the learners' academic and professional needs through systematic data collection and analysis. This foundation sets the stage for the next part, where findings will be examined in detail to inform future ESP curriculum development.

4. Results and discussion

In this part, the interpretations and discussions of results gained from the data collection instruments are presented. Both students' perceptions and teachers' perceptions are reported and then discussed.

4.1 Interpretations of the results

4.1.1 Perceptions of Students

Perceptions of students are divided into three main sub-sections: the students' information, skills, English language needs and course expectations.

4.1.1.1 Demographic Information

This section aims to gather personal demographic information from the student participants. According to the responses collected, all participants are second-year Master's students. Out of a total population of 486 enrolled students, a sample of 100 responses was obtained, representing a proportion of the overall Master student cohort in the Faculty of Economic Sciences.

Question 1: What is your gender?

Table (4.1): Students gender

	Number	P %
Male	20	20 %
Female	80	80 %
Total	100	100 %

Table (4.1) presents the gender distribution of the student participants. Out of the total respondents, 80% are female while only 20% are male. This indicates a clear predominance of female students among second-year Master's students in the Faculty of Economic Sciences. Such a gender distribution may influence classroom dynamics, learning preferences, and the overall interaction patterns within ESP courses.

Question 2: What is your previous English proficiency level (before university)?

Figure (4.1) previous English proficiency

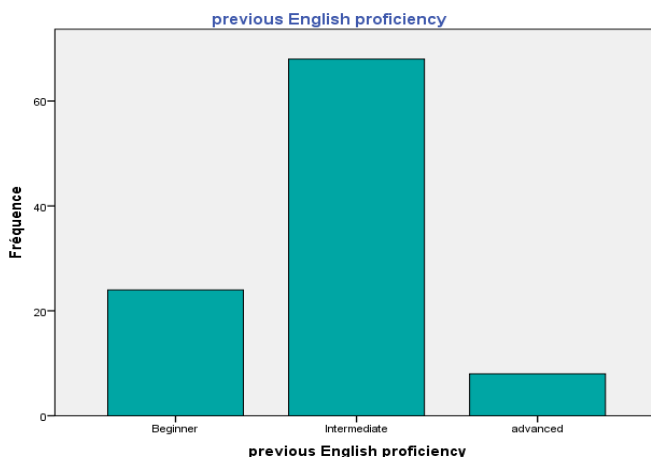


Figure (4.1) presents students' self-reported English proficiency levels prior to entering university. The majority of respondents (**68%**) identified themselves as having an **intermediate** level of English, while **24%** reported being at a **beginner** level. Only **8%** considered themselves to have an **advanced** level of proficiency. This background information is essential for tailoring ESP course design to better address students' actual language levels and learning needs.

4.1.1.2 English Language Skills

Question 1 : Which of the following skills do you feel you need to improve the most for your studies in economics? (You may choose more than one)

Table (4.2): Students’ skills need to improve the most for studies in economics

		Number	percent	percent of Cases
skills you need to improve the most	Reading academic texts	37	21 %	37 %
	Writing reports and research papers	26	14.8 %	26 %
	Speaking in seminars or discussions	43	24.4 %	43 %
	Listening to lectures	30	17 %	30 %

	Vocabulary (economic terms)	40	22.7 %	40 %
Total		100	100 %	176 %

Table (4.2) The questionnaire results regarding the skills that students felt they needed to improve most revealed several key areas of concern. The most frequently selected skill was speaking in seminars or discussions, chosen by 43% of students, indicating a strong perceived need for improved oral communication in academic contexts. This was followed by vocabulary development, particularly in economic terms, selected by 40% of students, highlighting the importance of discipline-specific language acquisition. Reading academic texts was also a priority for 37% of respondents, suggesting that comprehension of complex written material remains a challenge. In addition, listening to lectures was chosen by 30% of participants, pointing to difficulties in understanding spoken academic content.

Question 2 : How confident do you feel in using English for academic purposes?

Figure (4.2): level of confident students feel in using English for academic purposes

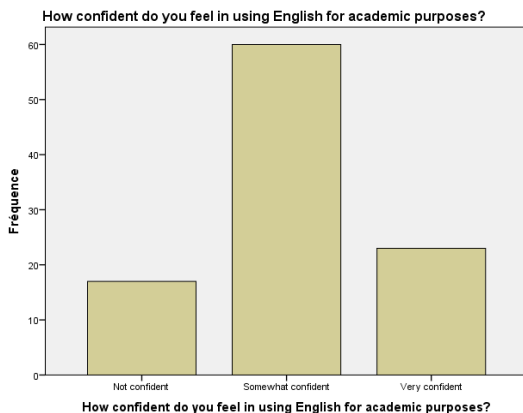


Figure (4.2) illustrates the level of confidence among students in using English for academic purposes. The majority of students, **60%**, reported feeling **somewhat confident**, indicating a moderate level of assurance in their ability to handle academic tasks in English. While **23%** of the respondents stated that they were **not confident**, highlighting a significant portion of students who may require additional support in developing their academic English skills. But only **17%** of students described themselves as **very confident**, suggesting that a relatively small group feels fully capable of using English effectively in academic settings.

4.1.1.3 Course Expectations

Question 1 : What do you expect from your English for Economic Purposes course?

Table (4.3): Students' expectation from the English for Economic Purposes course

		Number	percent	percent of Cases
Students expectation from the English for Economic Purposes course	More specialized materials	22	22.22 %	34 %
	Task-based learning	22	22.22 %	34 %
	More interactive activities	34	33.98 %	52 %
	Practical writing skills	22	21.56%	33 %
Total		100	100 %	153 %

Table (4.3) The cumulative percentage of cases (**153%**) exceeds 100% due to students being allowed to choose more than one option, which reflects the multifaceted expectations they have for the course. These findings suggest that students not only value content specialization but also seek engaging, task-oriented instruction that builds both their language competence and their academic/professional communication skills in economics.

Question 2 : How relevant do you think the current English courses are to your studies and future career?

Table (4.4): Students' how relevant think the current English courses

	Number	P %
Very relevant	35	35 %
Somewhat relevant	54	54 %
Not relevant at all	11	11 %
Total	100	100 %

Table (4.4) According to the responses, **35%** of the participants consider these courses to be **very relevant**, while a majority of **54%** regard them as **somewhat relevant**. In contrast, only **11%** stated that the courses are **not relevant at all**. These results indicate a generally positive view toward the importance of English courses in supporting students' academic and career goals.

Question 3 : What type of teaching methods would you prefer?

Table (4.5): Students' preferred teaching methods

		Number	percent	percent of Cases
type of teaching methods would Students prefer	Lectures with theoretical content	8	7.7 %	10 %
	Workshops and interactive lessons	45	44.61 %	58 %
	Group work and discussions	45	45.38 %	59 %
	Others (please specify)	2	2.3 %	3 %
Total		100	100 %	130 %

Table (4.5) These results reveal that most students favor active learning strategies that promote interaction and practical application over passive, lecture-based instruction. The high preference for interactive methods underscores the importance of designing ESP courses that are student-centered and communicative in nature. Such approaches are particularly effective in enhancing language acquisition and professional communication skills, especially in the context of economics where real-world scenarios and problem-solving are critical.

Question 4: What do you think are the main challenges you face in learning ESP?

Table (4.6): The main challenges Students' facing in learning ESP

		Number	percent	percent of Cases
the main challenges you face in learning ESP	complex vocabulary	16	16.3 %	35 %
	Lack of practice	31	30.7 %	66 %
	poor teaching methods	5	4.6 %	10 %
	Limited course time	12	11.6 %	25 %
	Lack of motivation	20	20.5 %	44 %
	No access to materials	16	16.3 %	35 %
Total		100	100 %	215 %

Table (4.06) The data indicate that the most commonly cited challenge is a **lack of practice**, selected by **30.7%** of respondents,

which reflects the need for more opportunities to use English actively within and beyond the classroom setting. This is followed by **lack of motivation (20.5%)**, suggesting that some students may not fully perceive the value or relevance of ESP courses in relation to their academic or professional goals.

Both **complex vocabulary** and **no access to materials** were selected by **16.3%** of students each, highlighting difficulties in understanding domain-specific terminology and a shortage of appropriate resources. Additionally, **limited course time** was identified as a challenge by **11.6%**, indicating that the duration or frequency of ESP classes may be insufficient for achieving desired learning outcomes. A small proportion of students (**4.6%**) pointed to **poor teaching methods** as a factor impeding their progress.

4.2 Discussions of the results

The results of this study provide valuable insights into the current state of English for Specific Purposes (ESP) instruction at Djillali Bounaama University, particularly within the Faculty of Economic Sciences. Based on the data collected from Master's students, several recurring issues emerged that warrant critical discussion.

Firstly, the lack of a clearly defined and structured ESP syllabus was identified as a major obstacle. This absence not only leads to inconsistencies in content delivery but also limits the relevance of instructional materials to the students' academic and professional needs. This finding aligns with previous research that emphasizes the importance of context-specific curriculum development in ESP (Dudley-Evans & St John, 1998).

Another significant issue is the shortage of appropriate teaching materials tailored to economic contexts. Both students and teachers expressed dissatisfaction with the existing resources, which are often too general or unrelated to their field of study. This gap points to an urgent need for the development or adoption of textbooks and resources that integrate economic terminology, case studies, and authentic business communication practices.

Furthermore, large class sizes and limited instructional hours were found to hinder effective learning. These logistical constraints make it difficult to implement interactive, student-centered methods that are essential for ESP learning. Teachers often resort to traditional lecture-based instruction, which does not sufficiently address individual learners' needs or promote active language use.

Finally, low student motivation emerged as both a symptom and a cause of the broader instructional challenges. Students' lack of interest is partly due to the perceived irrelevance of course content and partly due to the monotonous teaching approach. However, when ESP instruction is contextualized, practical, and interactive, students show greater engagement and performance.

In summary, the results highlight a complex set of interrelated challenges that affect the effectiveness of ESP teaching and learning. Addressing these issues requires a coordinated effort involving curriculum reform, teacher training, resource development, and institutional support. Only through such a comprehensive approach can ESP instruction truly meet the needs of students in the economic sciences.

Recommendation :

In light of the results and discussions presented in this research, it is recommended that the Faculty of Economic Sciences at Djilali Bounaama University undertake a comprehensive reform of its English for Specific Purposes (ESP) curriculum. A primary recommendation is the **design and implementation of a needs-based, context-specific ESP syllabus** that aligns with the academic and professional demands of economics students. This syllabus should be grounded in thorough needs analysis and should include relevant materials such as **case studies, economic reports, business correspondence, and financial terminology**.

To enhance teaching effectiveness, **ESP teacher training programs** must be established to build both linguistic and subject-matter expertise. These programs should focus on equipping teachers with modern, student-centered teaching strategies and familiarizing them with economic discourse. Moreover, the university should invest in the **development or adaptation of specialized textbooks and digital materials** that reflect real-world economic contexts.

Overall, these results reveal a range of pedagogical and structural challenges that hinder students' engagement and achievement in ESP. Addressing these issues—by increasing practice opportunities, enhancing student motivation, ensuring access to materials, and improving instructional quality—can contribute significantly to more effective and meaningful ESP learning experiences.

Reducing class sizes and increasing contact hours are also recommended to enable more interaction and language practice. Motivating students through **practical, goal-oriented activities** and

integrating **technology-based learning tools** can also contribute to more engaging and effective instruction.

Finally, establishing a **continuous evaluation system**—based on student feedback, academic performance, and teacher reflections—will ensure the ESP program remains dynamic and responsive to learners' evolving needs.

Conclusion :

This research has examined the challenges and needs associated with teaching English for Economic Purposes (EEP) at Djilali Bounaama University, with a focus on second-year Master's students in the Faculty of Economic Sciences. The findings reveal a significant gap between the current ESP teaching practices and the actual academic and professional needs of students. Both teachers and students highlighted major issues such as the absence of a well-structured syllabus, lack of specialized materials, limited instructional time, and low student motivation.

Teachers also pointed to insufficient training in ESP instruction, particularly in relation to the economic field, which hinders their ability to deliver effective and relevant lessons. Meanwhile, students expressed a desire for more practical, interactive, and context-specific English content. These issues are interconnected and require a coordinated effort from all stakeholders to improve the quality of ESP instruction.

The study emphasizes the need for a revised curriculum, ongoing teacher training, and the integration of real-world materials into classroom practice. Addressing these challenges will not only enhance students' language proficiency but also prepare them for future academic and career opportunities. Ultimately, improving ESP instruction in economics is vital for equipping students with the necessary communication skills to succeed in a globalized, English-dominated economic environment.

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