

International Journal of English Language & Translation Studies

ISSN: 2308-5460



Collaboration between ESP and Content Teachers: Challenges and Advantages

[PP: 16-24]

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ABSTRACT

Collaboration or co-operation have been active areas of research and inquiry in TEFL. However, most writings have focused on the different collaborative methods and techniques used in classrooms. Researching the process of co-planning and co-teaching and the way collaboration between language and content teachers can be implemented has been give much less attention. In the Algerian context, collaboration represents a newly advocated teaching strategy which would enable ESP practitioners overcome some of the difficulties they face as well as assist them to improve self-efficacy, teaching effectiveness and expertise. Therefore, this study is set out to investigate ESP teachers' views and readiness for collaboration with teachers of content in addition to the way they engage in collaborative practices in the ESP tertiary context in Algeria. A group of five ESP teachers and seven content teachers in the department of Commercial Sciences, Algiers university3, participated in the study. Data collection and analysis of teachers' pre-survey questionnaire, observations and focus group interviews showed that the vast majority of ESP teachers are in favour of working collaboratively with their peers as well as with content teachers. The study also revealed that ESP teachers need to know better the process of collaboration not only for designing courses and preparing teaching materials, but also for their satisfaction, performance and professional development. The study also concluded that collaboration has to be encouraged to promote the ESP teaching situation at the department of Commercial Sciences despite the factors which may hinder a successful collaborative teaching.

Keywords: *Collaboration, ESP Teachers, Teachers of content, Commercial Sciences, TEFL*

ARTICLE	The paper received on	Reviewed on	Accepted after revisions on
INFO	05/12/2020	08/01/2021	10/02/2021

Suggested citation:

GHEZALI, A. (2021). Collaboration between ESP and Content Teachers: Challenges and Advantages. *International Journal of English Language & Translation Studies*, 9(1), 16-24.

1. Introduction

The use of English as a global means of communication is constantly expanding and in today's world English is established as a lingua franca of science, technology and business. English for Specific Purposes (ESP) has emerged as a branch of Teaching English as a Foreign Language (TEFL) in order to reach specific objectives, achieve learners' needs and meet social requirements in various domains. "English for specific purposes refers to the teaching and learning of English where the goal of the learners is to use English in a particular domain" (Paltridge and Starfield, 2013, p.02). In ESP, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (Basturkmen ,2006, p.18).

As a matter of fact, ESP is attracting considerable interest and expectations worldwide and many studies are emphasizing the importance of ensuring that

teachers are suitably equipped to meet the demands of this trend.

ESP in Algeria, as in other countries, has been introduced in higher education curricula and it is taught in all domains of study. However, the differences in qualification and teaching methods, and the limited specialized knowledge of teachers represent serious problems affecting the ESP situation. The fact that the vast majority of ESP teachers in Algerian universities are teachers who have been trained to teach General English represents a real issue and influences the quality of teaching.

The ESP practitioner is supposed to perform a variety of roles, Dudley-Evans & St. John (1998) have identified some specific roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher and evaluator. These special roles make an ESP practitioner less similar to the teacher of General English.

In ESP teaching situation, discipline specific knowledge is one the serious

problems of many ESP practitioners, Ferguson states that “the term ‘specialist knowledge’ is typically construed as knowledge of the subject matter of the discipline or profession of the students taught”. (quoted in Brown et al 1997, p 80). With a lack or limited specialized knowledge, ESP teacher work, in this case, can be extremely demanding so that he would be able to provide the needed knowledge in a specific domain.

Owing to the fact that in teaching ESP teachers encounter challenges of having to deal with contents of disciplines which are so different of their basic knowledge and expertise, “team-working can reduce the gap between science and language”. (Hansen & Hammen, 1980 quoted in Almagro and Martos, 2002, p. 10). In others words, ESP teachers’ collaboration with teachers of content is considered as a crucial way to foster professional development and improve classroom effectiveness. Dudley-Evan & St. John (1998) refer to collaboration “when there is some integration between specialist studies or activities and the language“. ESP practitioners as collaborators can deepen subject content knowledge and learn from their peers.

Collaborative teaching, or in other terms, co-teaching or team teaching, can be implemented differently in many contexts. Buckley (2000:4) states that “team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn”.

In the light of this, the present investigation focuses on collaborative teaching refers to two or more ESP teachers and content teachers working together, sharing knowledge and expertise in order to plan the content of ESP courses and teaching strategies which will take into account the learning needs of the students, at the department of commercial sciences, prepare instructional materials and assessment tools for a group of students. However, the teachers are not teaching the same class.

The purpose of this study is to shed light on the characteristics of collaborative teaching between ESP teachers and subject area teachers (Commercial Sciences) and the impact of this collaboration on ESP teachers’ development. The study aims to answer the following research questions:

(1) How do ESP teachers perceive collaboration with teachers of content?

(2) What are the difficulties and challenges facing ESP teachers when working in collaboration with teachers of content?

(3) What are the effects of collaboration on teachers’ development and on ESP teaching situation?

2. Literature Review:

2.1 Defining Collaboration

Collaboration is a frequently used term in many schools setting today. There are numerous definitions of collaboration. However, according to our context collaboration is defined as “a process by which stakeholders can come together for a common purpose to exchange information, listen to one another’s experiences and perspectives, and work together toward a common goal”. (Mazur & Doran, 2010, p.146). The participation of each person in the process is important to achieve the common objective. Godemann, (quoted in Howlett, 2011) stated that collaboration must not only be *multidisciplinary* but must be grounded in a *transdisciplinary*. In other words, collaboration does not only involve participants from various disciplines, but it needs that participants provide their expertise as part of the process, in order to work to transcend the weaknesses and preconceptions that they have as a result of their training and role.

According to Hesse et al. (2015: 38), collaboration is defined “*as the activity of working together towards a common goal*”. This definition includes a number of elements:

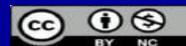
Communication: the exchange of knowledge or opinions to optimize understanding by a recipient

Cooperation: an agreed division of labour

Responsiveness: implying active and insightful participation.

Friend and Cook (2003, p. 05) explain interpersonal collaboration as “a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal”. In fact, collaboration describes how people work together rather than what they do. It is, thus, a dynamic interactive process through which equal partners aim at reaching one common objective that is increasing achievement for all learners.

Emphasizing the importance of collaborative teaching, Jordan (1997, p. 121) assumes: “The specialists act as informants on what goes on in the subject discipline. This aspect is highly relevant to genre analysis... Although such joint ventures can



be time-consuming, the benefits are shared by the tutors and the students".

In this regard, Montiel-Overall (2005 Cited in Ervin 2011) defined collaboration as: A process of shared creation where two or more individuals with complementary skills interact to create a shared understanding that none had previously possessed or could have formulated on their own. In essence, collaboration is a commitment to share resources, power, and talent. (p.18).

2.2 Why collaboration?

Many educational researchers and practitioners emphasize the importance of collaboration as an essential skill for bringing about much-needed educational and social change. According to Reich, new skills needed by twenty-first-century workers are abstraction, system thinking, experimentation, and collaboration. (Cited in Thornburg, 2002).

In this sense, Risko and Bromley (2001) posit that collaboration unites teachers' and specialists' roles and enhances problem solving through shared expertise which brings about solutions to multiple issues related to learning and literacy.

Collaboration can be present in the planning, implementation, and assessment stages of teaching. Each teacher brings possible goals and objectives, along with ideas for curriculum integration, instructional strategies, student grouping arrangements, and potential resources.

The demand for the teaching of English for clearly stated aims faced language teachers with specific demands imposed by the learner's personal needs, by the learning environment, the time learning and individual study constraints resulted in changes and the introduction of new and efficient teaching methods as well as new principles for the designing of supportive materials. This demand also resulted in the making of a new academic subject because of the limited discipline-specific knowledge, English language teachers may encounter some difficulties as ESP learners need to acquire particular competencies and specific communicative skills. Especially that the great number of problems ESP learners encounter are not only related to 'knowledge of the language' or 'knowledge of the subject' alone, but that these two factors are 'inextricably intertwined' (T. John and Dudley-Evans, 1980, p.08).

2.3 ESP Practitioner as a Collaborator

The ESP teacher is fundamentally a language teacher performing multiple and diverse roles. Some authors (Dudley-Evans and St John, 1998) have used the term "practitioner" rather than "teacher" to refer to ESP teachers due to the variations of this branch emphasizing that ESP teacher's work involves more than teaching. Dudley-Evans describes the true ESP Practitioner (Swales, 1988) as needing to perform five different roles: 1) teacher, 2) Collaborator, 3) course designer and materials provider, 4) Researcher and 5) Evaluator. As the ESP teacher is not the primary knower of the carrier content of the material, the students, especially where the course is specifically oriented towards the subject content the students are engaged in, may know more about the content than the teacher. For Belcher (2006) one of the roles of the ideal ESP practitioner is that of "content-knowledgeable instructor, capable of coping with a revolving door of content areas relevant to learners' communities".

Schleppegrell (1991, p.19) pointed out that: "the essential point is that becoming an effective teacher of ESP requires more experience, additional training, extra effort, a fresh commitment, compared with being a teacher of General English".

The problem of the change from general English to ESP teacher along with the interdisciplinary nature of ESP in which teachers need to be familiar with the students' subject emphasized the increasing significance of the ESP practitioner role as a collaborator. The role of the ESP practitioner as collaborator involves cooperating with subject specialists (Dudley-Evans and St John, 1998) in which ESP teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a specialized situation. Thus, on this level, cooperation aims at eliciting information about the subject to achieve integrating specialist studies, language and activities. The role of the ESP practitioner as collaborator may also involve checking the content of the materials that he has designed with the specialists who may give their point of view concerning the content of the material.

Another feature of collaboration is that the ESP Practitioner must collaborate more closely with the learners, who will be generally be more familiar with the

specialized content of materials than the teacher him or herself.

The fact that the ESP teacher is generally not specialized in these areas means that collaboration with subject specialists is essential in order to promote relevant communicative activities and choose materials that display authenticity and faithfulness to real-world purposes. Consequently, one response to the difficulty a single teacher faces in having responsibility for both language and content is to have two teachers, one whose focus is on language and one whose focus is on content.

2.4 Collaboration in the Algerian Context

In Algeria, it is uncommon to find university colleagues working together and involved in collaboration in its real meaning. With regard to ESP situation, Dudley-Evans and St John (1998) base collaboration between the content teacher and ESP teacher on three progressive phases: Cooperation, Collaboration and team-teaching.

As far as the Algerian tertiary context is concerned, ESP teachers are in fact engaged only in the simplest phase 'cooperation' in which they take the initiative and explore the different subjects students involve in as well as focus on instructional issues such as defining materials and tasks and language use.

However, the second stage emphasized in this study, 'collaboration' seems to be ambiguous for ESP teachers in the Algerian context. In this phase, ESP teachers are supposed to interact to achieve share common goals since it implies mutual interest on the part of both teachers in order to raise their students' achievement. Dudley-Evans and St John (1998) outlined four formats of collaboration (quoted in Almagro & Martos, 2002, p11) which will serve as a theoretical basis to analyze the collaboration of ESP teachers with teachers in the field of commercial Sciences. The different formats collaboration can adopt are:

1. It is the content teacher who provides the topic which is the reference point (which these authors term carrier content) to introduce the linguistic side (which is called real content)
2. It is the ESP teacher, in this case, who prepares the students as far as language is concerned for them to have the necessary competence in academic or professional situations.
3. The content teacher guides the ESP practitioner as regards the topics selected by the latter.

4. Finally, team-teaching is the last of the stages we have referred to, in which each of the teachers focuses on their field, the ESP teacher on English skills and the content teacher on professional skills

3. Methodology

The current investigation is a case study which "is an empirical enquiry that investigates a contemporary phenomenon in depth and within its real –life context, especially, when the boundaries between phenomenon and context are not clearly evident" (Yin, 2009, p.18).

Using a qualitative approach, the study explores the situation of collaborative practices of ESP teachers with subject area teachers within a bounded case chosen: Commercial Sciences department the first term university year 2019-2020

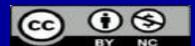
3.1 Sample/Participants

The current investigation was conducted in the department of commercial sciences, Algiers University 3, Algeria; emphasizing the importance of collaborative teaching or co-teaching in the ESP context.

The participants were five ESP teachers with degrees in English language teaching and seven subject area teachers were involved in the study. The participants were chosen according to their responses to the pre-survey questionnaire as they showed complete preparedness for the study. The twelve instructors worked together to plan the ESP syllabus designed for third year LMD students. The instructors also prepared the materials and tests to assess students' performance. The teachers of content were able to prepare new materials and allowed to use sources in English language. However, in this study the focus was only on collaboration from the perspective of ESP teachers. All the teachers shared expertise and ideas in organized meetings but they did not teach the classes together. The subject area teachers were attending lectures presented by ESP teachers when the latter felt the need.

3.2 Data Collection

The qualitative data for this study was collected using thorough methods of data collections. A pre-survey questionnaire was administered to inquire what teachers understand about collaboration and their preparedness for it. The use of observations and a focus group interviews was incorporated with the aim to explore the way teachers collaborate, the impact of collaboration on their learning and development and also what factors might



encourage or hinder this type of collaboration.

3.2.1 Pre-survey teacher questionnaire

A teacher questionnaire written form was provided to ten (10) English teachers at the department of Commercial Sciences Algiers University 3 a month prior to the study. Teachers were asked to answer 10 questions on the questionnaire form. Eight questionnaires were returned and five teachers were selected to participate in the study as they often work collaboratively with their peers and they show complete readiness for participation. Indeed, the questionnaire assisted in understanding collaboration from the teachers' perspectives and how their roles in collaborative contexts influence their learning and professional development. Thus, according to the responses of the teachers on the questionnaire, participants were selected to participate in the focus group.

3.2.2 Observation

Observing teachers working collaboratively to prepare the ESP course, teaching material and assessment tests was helpful to identify how teachers were interacting together, sharing information and planning the lesson. The observations took place during scheduled team meetings and English language lectures. Indeed, these observations allowed to explore how teachers are implementing collaboration, how it is influencing ESP teachers' development and ESP teaching situation in general. Thirty-minute, monthly regular collaborative meetings and five English language lectures were observed over a twelve-week period.

3.2.3 Focus group

The focus group was helpful in asking research questions and collecting teachers' perspectives collectively. According to Clarke (1999) focus groups work well because "group members influence each other with their comments, and participants may form opinions after considering the views of others. Tapping into this interpersonal dialogue can help identify common experience and shared concerns" (cited in Bolderston, 2012, p.68). The focus group represented by the twelve teachers participating in the study who range in levels of experiences and collaboration knowledge. It allowed to gain insight on various elements of collaboration, the ways it was implemented, the benefits for both ESP teachers and teachers of content and also on the factors hindering it.

4. Results and Discussion

The respondents' responses to each item of the focus group interviews and data collected through observation were calculated and results were qualitatively analyzed under the categories of 'perceptions on collaboration and collaborative practices', 'Collaboration difficulties and challenges', and 'Benefits of collaboration'

When respondents were asked about the roles they perform as ESP teachers, data from the item 1 of the questionnaire revealed that the majority four (04) teachers perform the role of researchers, two (2) teachers as collaborators, one (01) as teacher only and no teacher performs the role of a material provider. These results suggested that ESP teachers face difficulties in writing ESP materials due to the lack of the specialized knowledge. In fact, when teachers were asked about their views with regard to their specialized knowledge, the analysis of item 2 of the questionnaire showed that (60%) of the ESP teachers believed that they do not have enough specialized knowledge about their students' field of study, whereas (40%) stated that they have the needed knowledge.

These results demonstrated that teachers are highly aware of the issue they are facing and that their work would be extremely demanding as no training programme could provide that specialist knowledge. Thus, collaboration between language teachers and subject specialists is important in teaching ESP. As Robinson (1991: p 93) posits: "As important first condition for successful team teaching of any type is that both specialist department and language department (or individuals in each) recognize that there is a problem and that some form of collaboration is needed to help solve it."

4.1 Perceptions on collaboration and collaborative practices

Data from the focus group interviews indicated that (70%) of the teachers believed that collaboration impacts their teaching in many ways. In addition, (60%) of them stated that collaboration helps them build a sense of shared responsibility since they work together to achieve the same objectives, while (40%) of the teachers believed that being a teacher implies a certain type of responsibility and there is not only collaboration that builds this sense. It is worthy to note that these answers are consistent with the analysis of the respondents' responses to item 4 of the questionnaire in which they were asked to define collaboration according to how they

perceive it. Indeed, teachers' beliefs and perceptions on collaboration have tremendous effects on teachers and their teaching activities.

Definitions of collaborative teaching vary from one teacher to another. Participant 1 said that "collaboration is a way in which teachers work together, exchange information and help each other in order to achieve a common goal and improve teachers' skills".

Participant 2 pointed that "Collaboration is working together, asking each other questions about the difficulties we encounter and support each other to gain knowledge and skills".

According to Participant 4 "In collaborative teaching, teachers prepare and share materials, have meetings so that they coordinate and plan lessons according to what their students need".

Analyzing teachers' answers some key words stood out like 'work together', 'same objectives', 'share and help each other' and 'improve teaching'.

Teachers' answers are supported in the literature that collaboration is defined as the activity of working together towards a common goal (Hess et al., 2015, p.3).

Though respondents are aware of the nature and importance of collaboration, it cannot be easily put into practice.

The analysis of data from focus group interviews revealed that (60%) of the ESP participants linked collaboration to acquiring the content knowledge as the most conducive form to teachers' development. In other words, ESP teachers adopted only the first format of collaboration suggested by Dudley-Evans and St John (1998). Despite the fact that teachers are in favour of working collaboratively, they do not know how to undertake collaboration and engage effectively in the process of collaboration. Observing ESP teachers confirmed that ESP teachers ignore the main aspects that determine this collaboration. However, in this study ESP teachers were encouraged to know better the other stages of collaboration and try to appropriately collaborate with teachers of content so that they overcome some of the difficulties they encounter in the ESP teaching situation.

4.2 Collaboration difficulties and challenges

According to the answers of the focus group questions and through observing ESP teachers engaging in collaborative practices with teachers of content, it was revealed that instructors face some

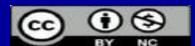
challenges. In spite of the fact that teachers show willingness to engage in collaboration and perceive it as crucial for overcoming the issue of the lack of the specialized knowledge, their ways of engagement in collaborative practices might affect the teaching situation negatively. According to Percy & Martin-Beltran, the way that teachers envisioned their relationship and their approach to teaching is crucial to their successful collaboration. (Cited in Honigsfeld & Dove, 2012, p.118)

Not all teachers have a clear view and understanding of collaborative practices and their role as collaborators in the university context which may influence the way they are engaged in this process. Misunderstanding of collaborative teaching can create negative attitudes between teachers. It was probable to face challenges until they reach a mutual understanding of what they are to implement in their teaching (Jeon, 2010). Moreover, both ESP teachers and teachers of content need to understand that they equally play a pivotal role in the collaborative process. A clear understanding of the process leads to a successful implementation of collaboration and maintain good working relationships between teachers.

Through observing teachers and according to their answers to interview questions during meetings, teachers shared some points about collaboration challenges. They all agreed on the lack of time to collaborate which might impact the way they work. Instructors stated that even they wished to collaborate, it is not easy for them to be provided by common time to work together. An ESP teacher stated: "I would like to collaborate and grasp a maximum of information about the field taught, but my time does not allow me to work comfortably with other teachers or meet when I feel the need to. So, time may represent a real challenge for us".

This difficulty was experienced also by teachers of content. "Although I want to work with English language teacher in order to improve my English and be able to use foreign resources, I hardly arrive at organizing my time and share my ideas with my colleagues", a teacher reported.

Another challenge was that instructors had different teaching experiences and did not share the same teaching perspectives. The fact that some teachers are less experienced may be disappointing for them and this may be reflected on their way of teaching. One of



the teachers gave an example of this situation by narrating her story with a colleague. She said that her colleague was criticized by his students during the course about a misunderstanding of an economic concept because of the instructors' lack of knowledge. Her colleague did not reveal his limited knowledge during course preparation as he felt ashamed.

Another teacher mentioned that "It is hard to work with someone whose teaching style and philosophy differs from your own". However, another instructor reported "Being different can be something positive if teachers are open minded and willing to use their ideas to widen the scope and incorporate other styles".

The absence of mutual agreement and trust can be a serious challenge for teachers and hinder the process of collaboration. All teachers agree on the fact that a set of conditions is required for an ideal collaborative environment which includes support and respect for others' philosophy and style. Moreover, in the context of higher education, teachers cannot easily engage in collaboration and they need preparation.

Participants' answers were in harmony with Welch and Sheridan's (1995) division of collaboration challenges which can be categorized into: (i) conceptual barriers referring to differences in teachers' perceptions of their roles; (ii) pragmatic barriers of problems related to finding time and resources to work collaboratively; (iii) attitudinal barriers as teachers' negative attitudes like fear of trying something; (iv) professional barriers caused by lack of preparation to collaborate. (Cited in Luo, 2014).

Data from observation revealed that in addition to these difficulties, a serious issue that hinders the establishment of collaboration with all its stages is that collaboration is not monitored nor investigated. Some collaborative practices are unstructured which may lead to the perception that collaboration is unvalued and unproductive.

4.3 Benefits of collaboration

The pressures felt by teachers in higher education to play different role as experts, conference lecturers and researchers; require teachers to review and reinforce new styles of teaching. Professional growth of instructors is promoted by being a part of collaboration. Many studies have reported positive outcomes of collaboration for teachers,

including improved efficacy, more positive attitudes toward teaching, and higher levels of trust. (Goddard et al., 2007).

When ESP teachers were asked whether collaboration is beneficial or not, the majority of them (80%) answered that collaboration is beneficial in many ways. Besides, (70%) of ESP teachers stated that collaboration impacts positively their professional development since they can be continuously involved in developing their teaching skills, knowledge and competencies to optimize their students' learning. However, (30%) of the respondents stated that collaboration cannot impact their development unless teachers undertake the appropriate collaboration with its real dimensions in the presence of mutual trust and respect.

The following are the responses of the respondents to item 8 of the questionnaire, in which they were asked to explain in what way collaboration can be beneficial for them.

T1 said: "Collaboration opens the door to learn and develop, exchanging ideas and expertise is an important role in our profession because continuing development is an obligation that keeps us up with the changing world".

T 2 reported: "Collaborating with colleagues, enables us to discover ourselves, strengths and weaknesses. This allows us to use different skills and methods so that we meet the needs of our students".

T3 added: "collaboration enhances self-confidence as teachers feel powerful by working together in order to overcome the difficulties we face, especially the lack of content knowledge".

T4: Mentioned collaboration as a means of professional development, he said "I think that collaboration is crucial for professional development since it enables us to discover new teaching styles and methods, read about other disciplines interact with our colleagues and to be more effective in advancing our students learning".

The impact of collaboration on self-development is stated by Edge (1992): "Self-development needs other people, by cooperating with others we can come to understand better our own experiences and opinions".

According to T 5 "The benefits of collaboration are numerous for us as teachers of English for Specific Purposes. In fact, it helps me explore who I am as a teacher and what my students expect from

me. Our development through interacting with other colleagues influences students' achievement and our status as effective teachers".

All benefits mentioned by teachers are supported in the literature that collaborative teaching can benefit teachers in many ways: (1) Developing a course with a co-teacher increases the likelihood of improved course content and contributes to creative intellectual development., (2) In interdisciplinary courses, reading in a different discipline opens teachers' minds to a fresh look at the privileged perspective accorded their own discipline. (3) Collaborative arrangement spurs each partner to locate, share, and experiment with fresh ideas for structuring class sessions, creating more effective writing assignments, and improving skills at critiquing student papers. (4) In interdisciplinary courses, reading in a different discipline opens teachers' minds to a fresh look at the privileged perspective accorded their own discipline. And (5) Teaching collaboratively, teachers can rely on each other to reinforce their styles of teaching. (Robinson et al. 1995, p.57).

Through observing teachers and based on the analysis of data from focus group interviews, it has been noticed that the majority of ESP teachers believed that collaboration impacts their students' achievement. Moreover, they showed positive attitudes to promote the learning environments including using technology to enhance the process of collaboration. The data revealed that teachers considered improving students' performance and outcomes as the most important benefits of collaboration. They added that the opportunities they get to collaborate enable them to acquire new skills and knowledge, which in turn, impact their students' achievement.

However, (70%) of the respondents suggested alternatives other than collaboration should be sought as well in improving the ESP teaching situation. The respondents stated that working in collaboration with content teachers can guarantee that what we bring to the class is relevant, but the problems affecting the ESP teaching situation are much bigger than that.

5. Conclusion

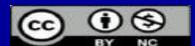
The demands of the new business world have resulted in the need of a real collaboration between teachers of Business who are experts in their field and have the in depth-knowledge of the subject, with

English language teachers who bring also their expertise to the process of learning. Despite the fact that collaborative teaching has proved to have some disadvantages, it shows real benefits for both teachers and students. We believe that such a close cooperation will be beneficial for both sides: the teachers will find the necessary expert advice for the design and implementation of their courses, ensuring therefore greater efficiency in their teaching, and the students will have an opportunity to learn in a high-quality learning environment and get better academic achievements. Thus, there is an urgent need for considering the way collaboration can be established in the Arab world in general and Algeria in particular.

In this context, encouraging collaboration is of significance for higher teaching institutes aspirations to prepare qualified learners equipped with academic and non-academic skills. Moreover, ESP teachers need to hold consistent and clear understanding of collaboration to be involved and the significance of implementing it in their teaching context.

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