

# Specialized Training Workshops for Algerian EFL Teachers. A Transformative Pathway for ESP Instruction.

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## Abstract

The purpose of this study is to investigate the transformative impact of online workshops on Algerian EFL teachers' proficiency in teaching English for Specific Purposes (ESP) instruction. These workshops were organized in response to Algeria's pressing need for specialized training. Therefore, the core objective of the workshops is to improve teachers' abilities and skills in needs analysis conduct and ESP course design. Within this context, this investigation employed a quasi-experimental method, combining both quantitative and qualitative data, to evaluate the workshops influence on participants' attitudes, confidence, and instructional strategies. Notwithstanding certain limitations, the results emphasize the revolutionary potential of specialized teacher training in ESP education. The research concludes with suggestions and recommendations for upcoming workshops highlighting the significance of striking a balance between theory and practice.

**Keywords:** transformative impact; online workshops, ESP instruction; specialized training; teacher proficiency.

## Introduction

ESP (English, for Specific Purposes) assumes a pivotal role in language education by connecting language proficiency with the evolving demands of professional fields. Consequently, the significance of effective pedagogy and continuous professional development for EFL teachers cannot be overstated. As a matter of fact, it is increasingly crucial for educators to possess the requisite skills to adeptly address the dynamic linguistic needs of learners within their specific domains. However, the lack of training opportunities, particularly in Algeria, calls for an immediate action. This imperative is stemmed by recommendations arising from international and national conferences we facilitated in 2022 and 2023, where a consistent theme highlighted the critical need for intervention to address the identified research gap and the scarcity of teacher training in ESP.

Upon recognizing the pressing need, we initiated the conception and organization of international workshops. These workshops are designed to bridge the gap between local and global specialists, enhancing an interactive platform for the exchange of ideas, strategies, and best practices. Moreover, they provide a dynamic setting wherein EFL teachers can broaden their teaching strategies repertoire. The ultimate goal is to develop a cohort of teachers who can effectively negotiate the intricate connection between language and profession.

Hence, this investigation revolves around three main research questions:

- How do these international workshops impact the attitudes and beliefs of Algerian EFL teachers towards needs analysis?
- To what extent do the workshops foster the confidence levels of Algerian EFL teachers in designing ESP courses aligned with the language needs of their learners?
- Lastly, what impact do these workshops have on Algerian EFL teachers' professional growth, involvement, and cooperative learning?

By posing these inquiries, we aim to shed light on the revolutionary impact of specialized teacher training on ESP instruction in the Algerian context.

## Literature Review

Teaching ESP stands as a viable approach in meeting the language requirements of students in professional settings. In consequence, an effective ESP instruction framework requires a combination of extensive professional development, domain-specific knowledge, needs analysis, pedagogical mastery and contextual expertise.

In this regard, Hutchinson and Waters (1987) assert the hub of needs analysis in ESP, emphasizing the critical role it plays in determining learners' linguistic and communicative needs within their professional domains. This fundamental step bridges the gap between language proficiency and job requirements. Within this framework, Dudley-Evans and St John (1998), have pointed out the necessity of possessing domain-specific knowledge. They stress that teachers are required not only excel in language instruction but also cultivate expertise in their learners' specialized fields. As a matter of fact, teachers need specialized training in ESP in order to be able to conduct in-depth needs analyses in a variety of professional contexts.

By developing a thorough awareness of the distinct language and communicative needs of students, teachers can guarantee that delivered instruction is directly applicable to their students' fields (White, 2021).

Furthermore, ESP training arms educators with innovative teaching strategies that smoothly integrate industry-specific knowledge and interpersonal skills, resulting in a more vibrant, dynamic and engaging learning environment (Johnson, 2022).

Moreover, ESP training provide teachers with the skills they need to effectively manipulate the confronted challenges posed by a variety of learner profiles and, therefore, accommodate their different learning styles and proficiency levels (Miller, 2019). This flexibility is required to address the diversity present in ESP classrooms to create inclusive and productive learning environments.

Additionally, it is ensured that teachers who receive ESP training are guaranteed to be adept at technology use to boost language instruction (Thomas, 2021). This involves the skillful application of online databases, interactive platforms, and industry-specific software. Thus, Technology integration is not only an extra feature rather an essential component of ESP training to meet the demands of modern language learning. It follows that ongoing development in ESP is both advantageous and essential (Smith, 2020).

In orders to equip teachers with the specialized knowledge and pedagogical skills, the workshops were modeled based on principles discussed and highlighted in the literature. Besides, the collaborative learning atmosphere and exposure to global perspectives fostered by the workshops align with the recommendations of Nunan (2004) and Long (2014), who emphasize task-based language teaching and the integration of communicative approaches.

In summary, the review of the literature stresses the significance of customized teacher training in shaping ESP instruction. As a consequence, the workshops in the current study follow standard guidelines to provide Algerian EFL teachers with a transformative means to navigate the intricate field of teaching English for Specific Purposes which relies on a solid foundation of language proficiency, domain-specific knowledge, and ongoing professional development.

## **Methodology**

### ***Research Design***

This study employs a quasi-experimental research design to investigate the impact of international online training workshops on participants' attitudes, confidence levels, and competence in conducting needs analysis and designing contextually relevant ESP courses. In this respect, this research does not use random assignment; instead, all participants receive the same workshop interventions in contrast with a controlled experimental design, in which participants are randomized to different conditions.

## ***Participants***

The study's participants comprised Algerian EFL teachers, demonstrating their dedication and commitment to improving ESP instruction. Teachers had the opportunity to take part in immersive workshops led by highly qualified professionals from Algeria and abroad via Zoom sessions. The attendees, hailing from diverse professional backgrounds, added to the discussions and collaborative learning environment. Nonetheless, it's noteworthy that the research study's questionnaire specifically targeted Algerian attendees. Attendees who demonstrated active engagement with the questionnaire, yielding insightful responses into their perspectives and personal experiences.

## ***Intervention***

The intervention consists of international online workshops initiated to enhance participants' skills in conducting needs analysis and designing tailored ESP courses. These workshops were characterized by a diverse array of speakers, each bringing a unique set of experiences and expertise to the academic platform. The varied backgrounds and perspectives of the speakers added to the richness and depth of the discussions. The workshops served as a melting pot of ideas, welcoming an inclusive and collaborative atmosphere for the exchange of knowledge and insights in the area of English for Specific Purposes.

## ***Design and Implementation of the Workshops***

### ***Selection of Workshop Topics and Content***

Workshop topics were carefully selected to provide a thorough understanding of ESP instruction. Introducing "Needs Analysis for ESP Learners" as the first session emphasized the fundamental significance of needs analysis in ESP course design. Subsequent sessions, such as "The Wetlands Experience" and "Teaching ESP in the 21st Century," were strategically chosen to expose participants to innovative strategies and global best practices.

### ***Identification of Experienced Trainers***

The trainers' experts and experience were crucial to the workshops' success. Accordingly, a rigorous selection procedure was conducted to find trainers with solid backgrounds in ESP instruction and a proven track record of successful teaching and training. The selection of trainers, therefore, was predicated upon their proficiency in ESP pedagogy and their ability to convert theoretical knowledge into practical strategies.

### *Considerations of Practical Exercises and Case Studies*

The planning and execution of the international workshops for EFL instructors was enhanced by careful consideration of case studies and practical exercises. These elements were thoughtfully combined to offer practical experiences, promote a lively learning atmosphere, and guarantee the direct application of abstract principles to real-world situations.

#### *Practical Exercises*

Practical exercises were incorporated into each workshop session as dynamic tools to actively reinforce theoretical concepts. At the “Hands-On Workshop on Designing Needs Analysis Questionnaire,” for example, participants actively designed surveys to determine the language requirements of their students. By encouraging experiential learning and active participant engagement, this practical approach sought to bridge the gap between theory and practice.

#### *Case Studies*

Case studies added a useful dimension to the workshops by providing participants with real-world examples that contextualized theoretical frameworks that were discussed. Through case studies that were selected to reflect a range of professional domains, participants’ perspectives were enriched and they were able to examine the subtleties of ESP instruction in real-world scenarios.

### **Data Collection**

#### *Quantitative Data Collection: Pre- and Post-Workshop Questionnaires*

Pre- and post-workshop questionnaires were employed to gauge participants’ perceptions regarding the workshops’ effectiveness.

##### *Pre-Workshop Questionnaire*

The pre-workshop questionnaire was administered to participants before the commencement of the workshops, gathering information about their current practices, teaching methods, and expectations.

##### *Post-Workshop Questionnaire*

The post-workshop questionnaire assessed the impact of the workshops on participants’ understanding, confidence levels, and application of learning in their ESP instructions.

## Questionnaire Structure

The questionnaires consisted of multiple-choice questions, Likert-scale items, and open-ended questions. The structure of the questionnaire attempted to gather insights of participants' both quantitative data for statistical analysis and qualitative insights for a thorough understanding of participants' experiences.

### *Quantitative Data Analysis*

Quantitative data collected through the questionnaires were analyzed using statistical methods. Comparative analyses, on the other hand, were conducted to examine changes between pre and post-workshop measures and to quantify shifts in their attitudes, confidence levels, and perceptions.

### Qualitative Data Collection: Open-Ended Questions

Through open-ended questions, participants were given the opportunity to share qualitative insights in addition to quantitative data. The purpose of these open-ended questions was to gauge participants' opinions, experiences, and challenges regarding the workshops and the ideas discussed.

### Qualitative Data Analysis

Content analysis was used to examine the qualitative information gathered from open-ended questions. This analysis provided more in-depth understanding of the experiences of the participants, enabling a more complex insights of the workshops' impact.

### *Questionnaire Development and Validity*

A pre-workshop and post-workshop questionnaire were developed to assess participants' demographic information, teaching practices, perceptions of the workshops, and their post-workshop experiences. The validity of the questionnaire was established through a rigorous process involving expert reviews and pilot testing.

### Demographic Information

The questionnaire includes items related to participants' gender, age, educational background, and professional field, ensuring a thorough understanding of the participant profile.

### Teaching Practices and Needs Analysis

To accurately gauge participants' self-perceived competencies, items on the frequency of needs analysis, confidence levels in needs analysis, and confidence in designing ESP courses were addressed.

## Perceptions of Workshops

Participants' expectations from the workshops were probed in order to gain insights into their initial impressions.

### ***Limitations***

It is important to acknowledge some specific constraints in this research, such as the absence of a control group due to the quasi-experimental nature of the design in addition to the lack of random assignment which they may impact the ability to prove causation conclusively.

### ***Ethical Considerations.***

The study's ethical dimensions were strictly adhered to in order to ensure the participants' privacy. The participants received clear assurances that their answers would remain anonymous and confidential. The confidentiality of each participant was protected, emphasizing the significance of ethical conduct in research.

## Findings

### ***Questionnaire Results***

The attitudes and confidence levels of participants regarding conducting needs analyses and designing ESP courses had significantly improved. Instructors expressed being more prepared to tailor instruction that would meet the unique language and communication needs of their students.

### ***Numerical Data Results***

The results of the quantitative data analysis revealed statistically significant increases in the participants' self-reported competence in conducting needs analysis and crafting ESP courses that are contextually relevant.

#### ***Enhanced Competence in Needs Analysis***

Prior to the workshops, just 30% of the participants said they were confident in their ability to conduct needs analysis for ESP instruction. A noteworthy and statistically significant increase was observed in the participants' perceptions of their ability to analyze needs, with 80% reporting to feel more confident after the workshops. The results of the data analysis thus showed that participants' confidence in conducting needs analyses had increased by an astounding 50%.

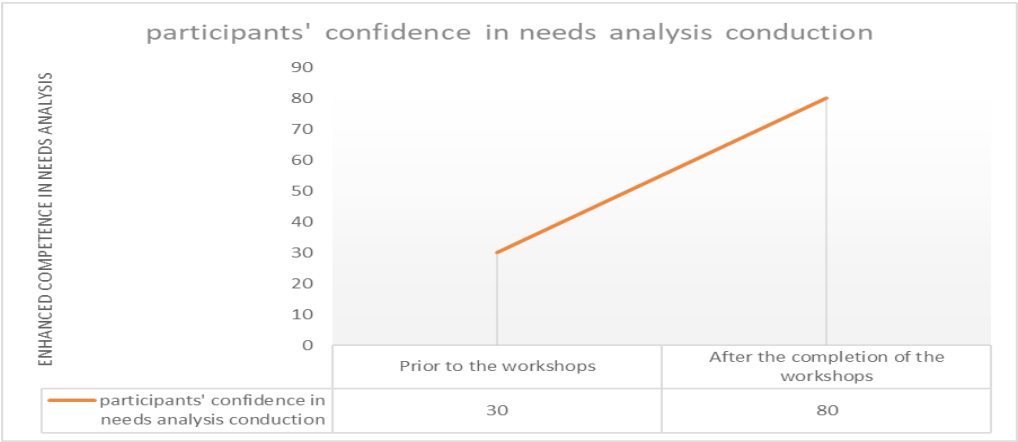


Figure 1 : Participants Confidence in Needs Analysis  
Source: Authors

*Augmented Proficiency in Designing Contextually Relevant ESP Courses*

Rigorous statistical analysis revealed a substantial 40% improvement in participants’ confidence levels in designing ESP courses tailored to the specific needs of their learners.

Initially, only 25% of participants believed they could design ESP courses that cater to the needs of their learners in a given context. Following the workshops, this percentage shot up to a whopping 65%. A thorough statistical analysis showed that participants’ confidence in designing ESP courses that are specifically tailored to their learners improved by a significant 40%. The aforementioned statistics provide evidence of the noteworthy quantitative findings, which indicate that the international online workshops had a significant positive impact on participants’ competency in needs analysis and in designing contextually relevant ESP courses.

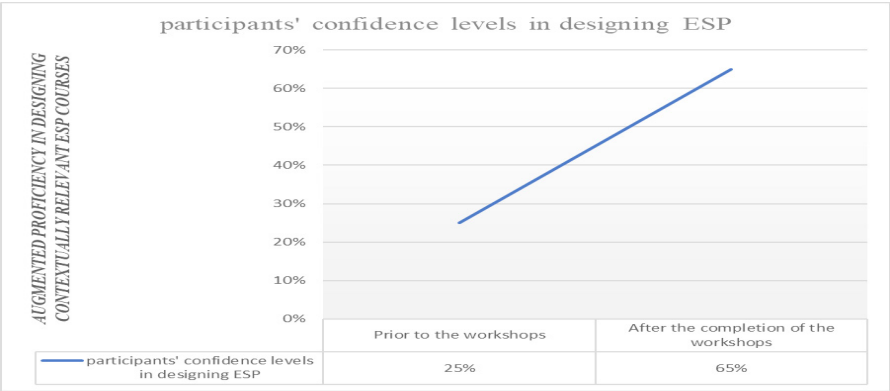


Figure 2: Participants’ Confidence Levels in Designing ESP  
Source: Authors



### *Comparative Analysis of Pre- and Post-Workshop Data*

To further understand the impact of the workshops, we conducted a comparative analysis of pre- and post-workshop data. A decrease or reduction in the percentage from the pre-workshop to the post-workshop responses is indicated by a negative value (-). In the case of “Not confident at all” for “Confidence in Needs Analysis,” the pre-workshop percentage is 10%, while the post-workshop percentage is 3%.  $10\% \text{ (pre-workshop)} - 3\% \text{ (post-workshop)}$  is the formula used to calculate the change, yielding a -7% change. This indicates that the number of participants who said they were “Not confident at all” decreased by 7% as a result of attending the workshop.

Positive value (+) , on the other hand, indicates an increase or improvement in the percentage from the pre-workshop to the post-workshop responses. Taking the “Very confident” category for “Confidence in Needs Analysis” as an example, the pre-workshop percentage is 30%, and the post-workshop percentage is 65%. The change is calculated as  $65\% \text{ (post-workshop)} - 30\% \text{ (pre-workshop)}$ , resulting in a change of +35%. This means there is a 35% increase in participants who reported being “Very confident” after attending the workshop.

The tables below summarizes the key changes observed:

Frequency of conducting Needs Analysis	Pre-workshop	Post workshop	Changes
Never	5%	-	-
Rarely	30%	-	-
Sometimes	35%	-	-
Often	25%	-	-
Always	5%		

Confidence in Conducting Needs Analysis	Pre-workshop	Post workshop	Changes
Not confident at all	10%	3%	-7%
Slightly confident	20%	7%	-13%
Moderately confident	35%	10%	-25%
Very confident:	30%	65%	+35%
Extremely confident:	5%	15%	+10%

Confidence in Designing ESP Courses	Pre-workshop	Post workshop	Changes
Not confident at all	10%	3%	-7%
Slightly confident	15%	7%	-8%
Moderately confident	30%	10%	-20%
Very confident	25%	65%	+40%
Extremely confident	20%	15%	-5%

Expectations from Workshops	Pre-workshop	Post-workshop	Changes
<i>Improved pedagogical techniques</i>	40%	-	-
<i>Enhanced understanding of ESP</i>	30%	-	-
<i>Networking opportunities</i>	15%	-	-
<i>Gaining insights from experts</i>	10%	-	-
<i>Other (please specify)</i>	5%	-	-

Source: Authors

## Discussion

The study's findings, combining both quantitative and qualitative analysis, shed important light on the effectiveness of workshops in improving participants' attitudes, self-assurance, and practices in teaching English for Specific Purposes (ESP).

### *Positive Shifts in Attitudes and Confidence Levels*

Participants' attitudes and confidence levels regarding needs analysis and ESP course design had significantly improved, according to a quantitative analysis of questionnaire responses. Instructors expressed a greater willingness to tailor instruction to meet students' unique language and communication needs. The statistical data indicates that there has been a noteworthy improvement, indicating that the workshops effectively addressed the needs and concerns of the participants. This result is consistent with the larger body of research that highlights the beneficial effects of professional development on the attitudes and self-efficacy of educators (Guskey, 2002).

### ***Dynamic Learning Environment and Cooperative Interactions***

Qualitative observations made during the workshops demonstrated a dynamic learning environment with high levels of involvement, engagement, and cooperative interactions. Breakout room sessions were well received and proved to be an especially useful medium for teachers to share best practices and knowledge. These findings are consistent with the collaborative learning theory put forth by Vygotsky (1978), which emphasizes the role that social interaction plays in learning. According to Desimone (2009), the workshops' positive learning environment is in line with professional development settings' best practices.

### ***Numerical Data Results and Competence Enhancement***

The quantitative data analysis yielded statistically significant enhancements in participants' reported competence in conducting needs analysis and designing contextually relevant ESP courses. The workshops had a significant positive effect on participants' professional development, as evidenced by the significant increases in confidence in needs analysis (from 30% to 80%) and ESP course design (from 25% to 65%). These advancements are critical for educators because they have a direct impact on the caliber of teaching strategies and the overall educational experience of students.

### ***Application of Workshop Learning in Teaching Practices***

The findings of the post-workshop questionnaire's section indicate a high level of implementation of concepts and strategies learned during the workshops. A sizeable majority of participants (80%) adapted course materials, incorporated needs analysis into curriculum development, and employed data-driven approaches for tailored instruction. These results reflect a successful translation of workshop learning into practical teaching applications, emphasizing the workshops' immediate relevance to participants' real-world contexts.

### ***Overall Workshop Experience and Future Professional Development***

The fact that 41% of participants rated the workshops as excellent indicates that they were well-received by the attendees. The beneficial elements that have been identified, like group activities and interactive discussions, support the workshop design's effectiveness even more. (90%) of the participants indicated that they would be very interested in attending similar workshops in the future, indicating a perceived need for ongoing professional development. The stated interest is consistent with the idea of lifelong learning and the understanding that educational methods are dynamic (Guskey & Yoon, 2009).

### ***Recommendations for Future Workshops***

Although the workshops were highly praised, the desire for more interactive and hands-on activities was the main improvement suggested by the participants. Fishman et al. (2003) found that interactive and participatory learning experiences are effective for professional development, and these recommendations are in line with their findings. A balance between theory and practice could be beneficial for future workshops, guaranteeing a more thorough and interesting learning experience.

### ***Limitations and Implications***

It is crucial to recognize some limitations of the study, such as the use on self-reported data and the potential for response bias. The study's ramifications go beyond the local context, underscoring the value of of target oriented professional development in building teachers' self-assurance and proficiency in ESP instruction. Nevertheless, the workshop yielded positive outcomes indicating that similar interventions could further contribute to the ongoing enhancement of English language education.

### **Conclusion**

The results obtained from the international virtual workshops offer tangible evidence of the transformative potential inherent in professional guidance and cooperative learning. These workshops offered a vibrant forum for educators from around the world to collaborate and share insights and experiences. In addition to honing their teaching techniques, participants in this cooperative process developed a deep understanding of the subtleties of ESP instruction. However, it's imperative to recognize that the impact of such training surpasses the confines of the workshop sessions. The knowledge acquired during the workshops provides educators with ongoing motivation and direction for their everyday pedagogical practices highlights the enormous importance of ongoing professional development.

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## Appendices

### Appendix A: Workshops Schedules, Titles and links

#### First International Workshop on Training EFL Teachers to become Effective ESP Practitioners

(December 10th, 2022)

<https://www.democraticac.de/?p=86388>

Speakers	Affiliation	Title	Duration
S1	SEGI university, <b>Malaysia</b>	Needs Analysis for ESP Learners	20minutes
S2	ENS Oran, <b>Algeria</b>	The Wetlands Experience and KWL as Effective Strategies to Remake Up your ESP Class: Cornerstones in Critical Thinking-Based Unit Design	20minutes
S3	<b>U.S. Department of State</b>	Experience as Motivator: Effective Project-based Learning in an ESP Business Writing Course	20minutes
S4	English Language Center, University of Technology and Applied Sciences, Ibri, <b>Oman</b>	Teaching ESP in the 21st Century	20minutes
S5	Department of English Language, Keykubat University, Antalya ( <b>Türkiye</b> )	An Evaluation of ESP Program Studies in Turkey	20 minutes
S6	Oran 2 University, <b>Algeria</b>	Towards a Conceptual framework on Reflective ESP Teaching as a Form of Continuous Professional Development	20 minutes
S7	Sétif 2 University, <b>Algeria</b>	Learning Needs that ESP Teachers Overlook: The Necessity to Conduct them by Hook or by Crook	20 minutes

## Second International Workshop on Training EFL Teachers to become Effective ESP Practitioners

(January 12th, 2023)

<https://democraticac.de/?p=86921>

Speakers	Affiliation	Title of the workshop	Duration
<b>S1</b>	SEGI University, <b>Malaysia</b>	Hands-On Workshop on Designing a Questionnaire to Measure Students' Language Needs	20 minutes
<b>S 2</b>	University of Leicester, <b>United Kingdom</b>	ESP Teacher Competencies: Building on the Common Ground	20 minutes
<b>S 3</b>	Mohamed Kheider University of Biskra, <b>Algeria</b>	ESP Instruction through Interdisciplinary Curriculum	20 minutes
<b>S4</b>	Adam Mickiewicz University Poznan, <b>Poland</b>	Needs Analysis in ESP	20 minutes
<b>S 5</b>	Gazi University, School of Foreign Languages Ankara, <b>Turkey</b>	Key Components of ESP Course Design	20 minutes
<b>S6</b>	Gazi University, School of Foreign Languages Ankara, <b>Turkey</b>	Designing a Syllabus for ESP Classes	20 minutes

**Appendix B:** These (pre and post) questionnaires were designed to gather insights into participants' perceptions, attitudes, and experiences regarding the workshops and their impact on their teaching practices.

### Appendices

#### Pre-Workshop Questionnaire & Responses

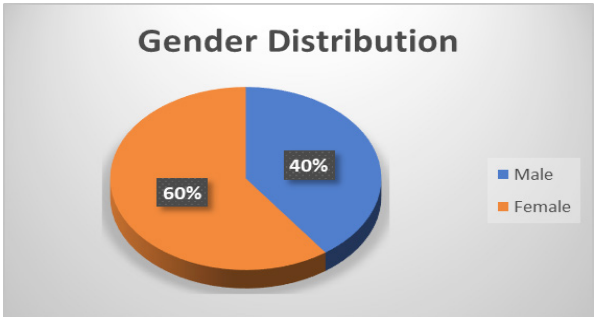
##### *Section A: Demographic Information*

*Name:*

*Gender:*

Gender Distribution

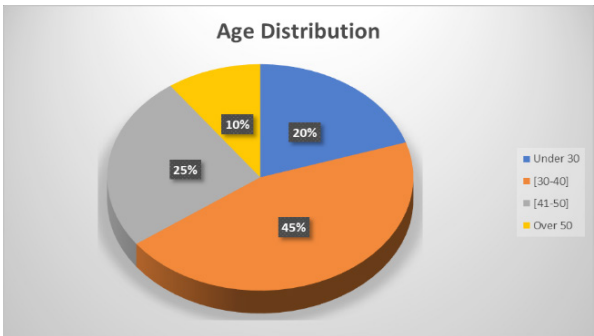
Male:	40%
Female:	60%



Age:

Age Distribution

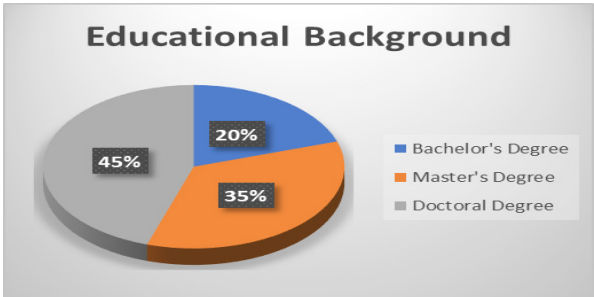
Under 30	20%
[30-40]	45%
[41-50]	25%
Over 50	10%



Educational Background:

Educational Background

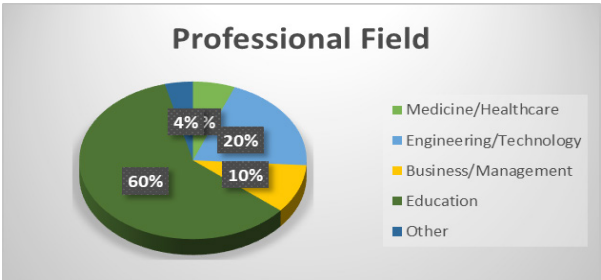
BA Degree	20%
MA Degree	35%
PhD Degree:	45%



Professional Field:

Professional Field

Medicine/Healthcare	6%
Engineering/Technology	20%
Business/Management	10%
Education	60%
Other	4%





**Section B: Teaching Practices and Needs Analysis**

*How often do you conduct needs analysis in your ESP courses?*

Never ☐

Rarely ☐

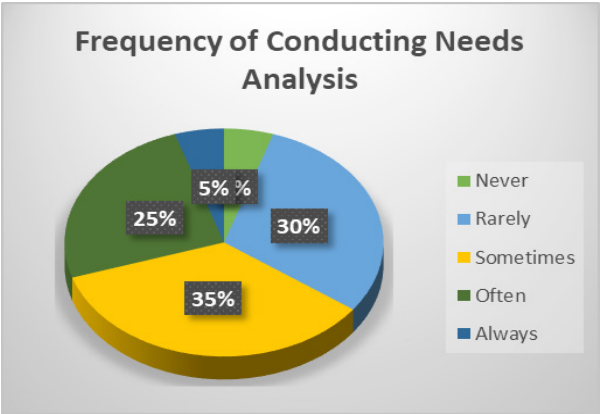
Sometimes ☐

Often ☐

Always ☐

**Frequency of Conducting Needs Analysis:**

Never	5%
Rarely	30%
Sometimes	35%
Often	25%
Always	5%



*How confident do you feel in conducting needs analysis?*

Not confident at all ☐

Slightly confident ☐

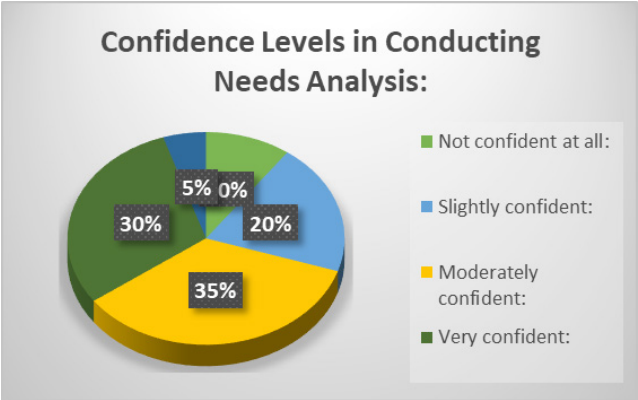
Moderately confident ☐

Very confident ☐

Extremely confident ☐

Confidence Levels in Conducting Needs Analysis:

Not confident at all:	10%
Slightly confident:	20%
Moderately confident:	35%
Very confident:	30%
Extremely	5%



\* How confident do you feel in your ability to design ESP courses that align with your learners’ specific needs and contexts?

Not confident at all ☐

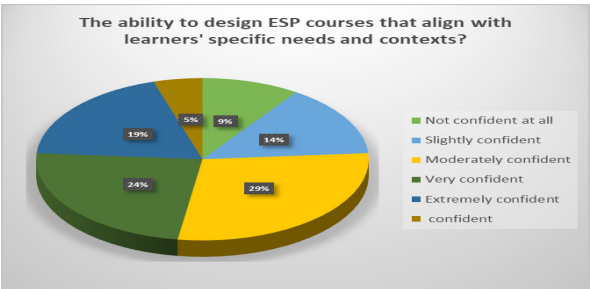
Slightly confident ☐

Moderately confident ☐

Very confident ☐

Extremely confident ☐

Not confident at all	10%
Slightly confident	15%
Moderately confident	30%
Very confident	25%
Extremely confident	20%
Confident	5%



Section C: Perceptions of Workshops

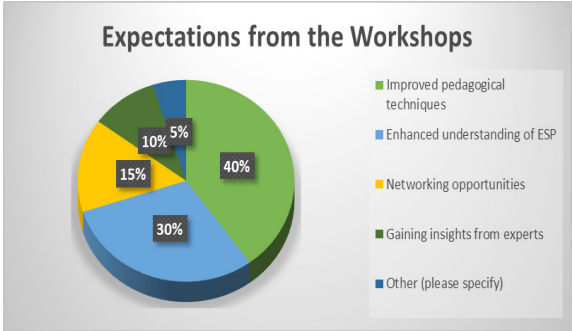
What are your expectations from the upcoming workshops?

.....

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**Expectations from the Workshops:**

Improved pedagogical techniques	40%
Enhanced understanding of ESP	30%
Networking opportunities	15%
Gaining insights from experts	10%
Other (please specify)	5%



**Section D: Additional Comments**

*Please provide any additional comments or insights you would like to share.*

.....

.....

**Appendix C: Post-Workshop Questionnaire**

**Section A: Workshop Content and Impact**

*Please rate the effectiveness of the workshops in enhancing your understanding of needs analysis and ESP course design.*

Very Ineffective ☐

Ineffective ☐

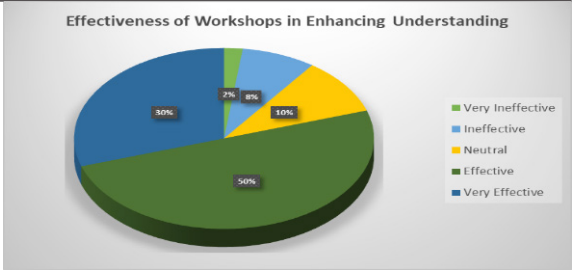
Neutral ☐

Effective ☐

Very Effective ☐

**Effectiveness of Workshops in Enhancing Understanding**

Very Ineffective	2%
Ineffective	8%
Neutral	10%
Effective	50%
Very Effective	30%



*How has your confidence level in conducting needs analysis changed after attending the workshops?*

Decreased significantly

Decreased slightly

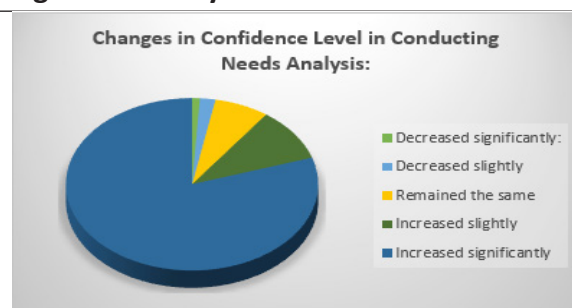
Remained the same

Increased slightly

Increased significantly

### Changes in Confidence Level in Conducting Needs Analysis

Decreased significantly	1%
Decreased slightly	2%
Remained the same	7%
Increased slightly	10%
Increased significantly	80%



### Section B: Application of Workshop Learning

\* Following the workshops, how confident do you now feel in your ability to design ESP courses that are contextually relevant to your learners' specific needs?

Not confident at all

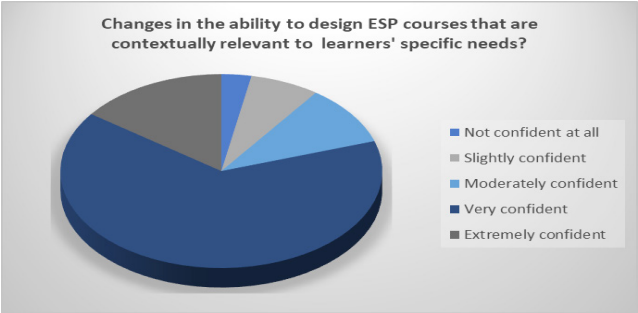
Slightly confident

Moderately confident

Very confident

Extremely confident

Not confident at all	3%
Slightly confident	7%
Moderately confident	10%
Very confident	65%
Extremely confident	15%



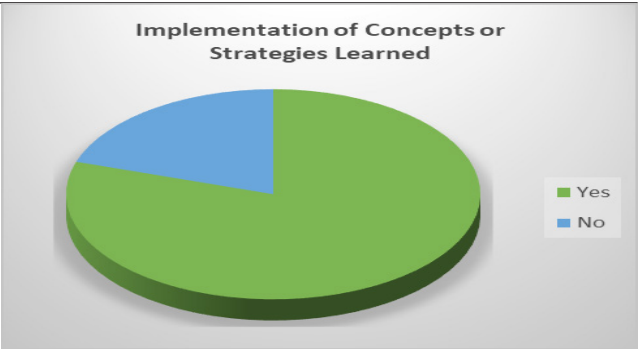
*\* Have you implemented any concepts or strategies learned in the workshops in your teaching practices?*

Yes ☐

No ☐

**Implementation of Concepts or Strategies Learned**

Yes	80%
No	20%



*If yes, please provide examples of how you have applied the workshop learning in your teaching practices.*

.....

.....

\* Participants provided various examples, including adapting course materials to meet specific learner needs, incorporating needs analysis into curriculum development, and using data-driven approaches for tailored instruction.

Section C: Overall Workshop Experience

How would you rate the overall quality of the workshops?

Poor

Fair

Good

Very Good

Excellent

Quality of Workshops:

Poor	1 %
Fair	3%
Good	15%
Very Good	40%
Excellent	41%



What aspects of the workshops did you find most valuable?

Networking opportunities

Practical exercises and case studies

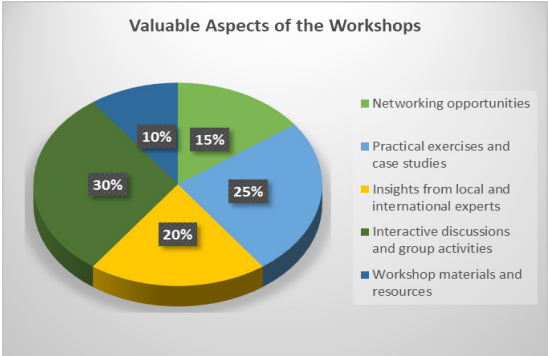
Insights from local and international experts

Interactive discussions and group activities

Workshop materials and resources

Valuable Aspects of the Workshops:

Networking opportunities	15%
Practical exercises and case studies	25%
Insights from local and international experts	20%
Interactive discussions and group activities	30%
Workshop materials and resources	10%



*What aspects of the workshops could be improved in the future?*

.....

.....

**Areas for Improvement in Future Workshops**

\* Participants suggested improvements such as more hands-on activities, extended workshop duration, increased focus on specific ESP fields, and greater interactivity.

**Section D: Future Professional Development**

*Would you be interested in participating in similar workshops in the future?*

Yes    ☐

No     ☐

**Interest in Participating in Similar Workshops in the Future**

Yes	90%
No	10%

