

# THE CHALLENGES OF TEACHING ESP IN BANGLADESH: A CRITICAL OBSERVATION

BY

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A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment of the requirements for the degree of Master of Arts in TESOL

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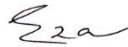
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It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**



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## Approval

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## **Abstract**

The main aim of this study is to investigate the most common challenges and difficulties of the ESP teachers when they conduct any ESP course for the students of different levels and different backgrounds at the same classroom setting. To achieve the best outcome of this paper, some of the major ESP theories directly and indirectly related to this study are presented and analyzed. It was found that the most common challenges of an ESP teacher are selecting materials, designing syllabuses, lack of involvement in the course, lack of knowledge of the course objectives and also teacher-student relationship which discussed clearly in this paper. On the other hand this study tries to provide possible solutions to overcome the challenges obtained from the online data collection and also from the literature review and theoretical framework. Moreover, this study tries to clarify the importance of the in depth needs analysis and teachers' training which can be carried out before the ESP courses. The main source of this study was the survey which was carried out among the ESP teachers from different work field and the students of different backgrounds of different private universities in Dhaka city.

**Keywords:** ESP-English for specific purposes; Foreign Language Teaching; EFL contexts.

## **Dedication**

This thesis is dedicated to my parents for their endless love, support and encouragement.

## **Acknowledgement**

First and foremost, I have to thank my Almighty Allah for helping me to complete this thesis and also my parents for their love and support throughout my life. Thank you both for giving me strength to reach for the stars and chase my dreams. My husband also deserves my wholehearted thanks as well. I would like to sincerely thank my supervisor, Dr. Faheem Hasan Shahed, Associate Professor and Researcher as well as the Coordinator of MA in TESOL Program at BIL, for his guidance and support throughout this study, and especially for his confidence in me. His comments and feedbacks were very beneficial in my completion of the manuscript. I learned from his insight a lot. I also thank to all of my respondents to help me to complete my thesis through online questionnaires. To all my friends, thank you for your understanding and encouragement in my many moments of crisis. Your friendship makes my life a wonderful experience. I cannot list all the names here, but you are always on my mind. Again, thanks to Allah, for always being there.

## Table of Contents

<b>Declaration</b> .....	<b>02</b>
<b>Approval</b> .....	<b>03</b>
<b>Ethics Statement</b> .....	<b>04</b>
<b>Abstract</b> .....	<b>05</b>
<b>Dedication</b> .....	<b>06</b>
<b>Acknowledgement</b> .....	<b>07</b>
<b>Table of Contents</b> .....	<b>08</b>
<b>Chapter 1 [Introduction]</b> .....	<b>10</b>
1.1 [Background Information] .....	10
1.2[Context of the study].....	12
1.3[Problem statement].....	12
1.4[Purpose statement].....	13
1.5[Research question].....	14
<b>Chapter 2[Theoretical framework]</b> .....	<b>14</b>
<b>Chapter 3[Literature review]</b> .....	<b>16</b>
<b>Chapter 4[Research design]</b> .....	<b>23</b>
4.1[Data collection tool].....	23
4.2[Findings].....	23
4.2.1[Responses from the students].....	23
4.2.2[Responses from the teachers].....	25
<b>Chapter 5[Discussion]</b> .....	<b>27</b>
<b>Chapter 6[Conclusion]</b> .....	<b>31</b>



<b>Chapter 7[Recommendation]</b> .....	<b>32</b>
<b>References</b> .....	<b>33</b>
<b>Appendix A</b> .....	<b>35</b>
<b>Appendix B</b> .....	<b>37</b>

# Chapter 1

## Introduction:

English for Specific Purposes (ESP) is an approach to language teaching and learning which is basically depended on learners' needs (Hutchinson and Waters, 1996). Teaching ESP is something that the teachers have to teach English for specific purposes like business, engineering, medical or other professional purposes. So the English is not something related with the general English course but it is related with the course where English is used as a specialized language for some special purposes.

As English is a foreign language in Bangladesh, tertiary-level students come to private universities not only from different levels of language competence but also with different needs. For example, the skills that a fashion designer student needs vary from the needs of a Business Administration student. Thus, general English courses cannot fulfill the language needs of the specific learners (huq, 2011). It is so effective to foreign language learners to know the appropriate vocabulary to a particular job.

For this reason, ESP is more effective course than General English Courses to the vocational needs of non-departmental students. ESP course mainly designs a special language program where the students are trained up to have a better communication in their professional field. In addition, ESP is based on learners' needs. However, designing an ESP course, finding appropriate materials and getting comfortable with the target language and conducting needs analysis is very challenging to the ESP teaching.

### 1.1 Background information of the study:

ESP is an approach to language learning where teaching methods and contents are directly depended on learners' needs (Waters, 2002). In ESP, the purpose of learning the language is principal, and it is directly related to the vocational needs of the learners. Harding defines ESP as: Whereas 'General English' is sometimes, perhaps unfairly, labeled English for no obvious purpose, in ESP- English for Specific Purposes the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job (Harding, 2002). In all definitions of ESP, two elements are obvious: the sense of purpose and the sense of career and occupation.

Coffey, 1984 explained that ESP is a rapid and cost effective use of the English language to carry on a

course of academic study (EAP). It states that ESP concentrates more on language in context than on teaching grammar and language structures. (Lorenzo, 2005) Dudley- Evans and John (1998) described some absolute and some variable characteristics to define ESP. According to them, ESP has the following absolute characteristics (Siddique, 2017):

- I. ESP is intended to meet specific needs of the learners.
- II. ESP uses the fundamental methodology and activities of the disciplines that it serves.
- III. ESP is focused on the language suitable to the activities in terms of grammar, lexis, register, study skill, discourse and genre.

Similarly, variable characteristics include:

- I. ESP may be linked to or planned for specific disciplines.
- II. ESP may use a changed methodology from General English.
- III. ESP is estimated to be designed for adult learners. It may be designed for secondary school level learners for better communication.
- IV. Usually, ESP is designed for the intermediate or advanced students.
- V. Some basic knowledge of the language systems is expected in most ESP courses.

ESP emerged in 1960' as general English Course and being a general English Course it could not meet the learners' needs properly. After the end of Second World War in 1945, English was accepted as an international language. The rise of the United States as a superpower in technology and commerce, the revolution in linguistics (shifting attention away from defining the formal features of language usage to the ways in which language is used in real life), and the shifted focus to learners were identified as the three main reasons for the emergence of ESP (usage to the ways in which language is used in real life), and the shifted focus to learners were identified as the three main reasons for the emergence of ESP (Waters, 2002). Now-a-days, the popularity of ESP is growing rapidly for some reasons. First, less academic and more practical and application oriented education is creasing all over the world. Second, spreading globalization, which includes politicians, business leaders, academic professors, hotel receptionists, nurses and other people, has chosen English as the language of international communication. . Third, throughout the world, primary education covers the General English syllabus; thus, students do not wish to repeat the same coursework at secondary and tertiary levels (Harding, 2002). In this regard ESP is not a monolithic universal phenomenon. Rather, it has developed at different speeds in different countries of the world and all the phases of development can be found functioning somewhere in the world at the present time (Burton, 2009).

The popularity of ESP has been increased because of the market forces and greater awareness amongst the academic and business community that learners' needs and wants should be met wherever possible. Because of the increasing needs of ESP in Bangladesh, most national and international companies, banks, nongovernment organizations, and software companies are arranging in-house languagetraining programs. These companies focus on their immediate language needs. In Bangladesh ESP training is not only related to Business English but also related to the fields of science and technology, medical professionals, marine navigation etc(huq, 2011).

The paper will focus on challenges and opportunities of implementing ESP courses in Bangladesh from different perceptions of experienced people as well as their lessons plans and materials used in the classroom setting.

### **1.2 Context of the study:**

English for Specific Purposes (ESP) program is getting popularity in Bangladesh to meet the requirements of our professionals. The challenges of this type of program are to address the needs of the specific group of people. One of the issues of concern in ESP program is setting suitable course curriculum. It is quite different from the general academic language course, therefore, should be interesting and motivating for the learners of diverse background. Sadly, many course instructors are not aware of this difference; that is why ESP programs sometimes fail to fulfill the requirements of the course participants. Academicians need to realize this gap and rethink with extra effort while designing any ESP program. Unlike EAP courses, ESP program can be designed and conducted with special attention, time and adequate preparation. The satisfaction of the learners should be ensured following course objectives. This workshop is an attempt to assist the ESP practitioners from the long experience of the researcher in this sector. It is expected that this activitybased training will contribute, to some extent, for choosing contextual course content and to fulfill the requirements of the stakeholders.

### **1.3 Problem statement:**

English has been being taught through General English course that shows the history of Teaching English in our country. But it always fails to fulfill the learners' needs as well as the fails to get learners' interest on learning English. Not only that but also general course does not fulfill one particular ability like communication or other language skills. For that reason the term ESP emerged

in our country where the learners' learn what particular language skill they want to learn for their professional development.

Though the term ESP is not a new term of the English language teaching context in our country, the ESP teachers still face many difficulties to conduct the classes. There are many reasons of this failure in both teaching and learning ESP in our country. Bangladesh is a kind of monolingual country and role of English is like a foreign language(Siddique, 2017). Sometimes the environment and the background of the classes make difficulties to the teachers. ESP is not only difficult for the teachers to conduct but also it is difficult for the learners to adjust in the classroom setting because of many external reasons like age, different backgrounds, lack of motivation and lots of hesitations. But these problems related with the teachers and the learners can be fixed with creating a learner-centered classroom and building a better relationship between the teachers and the students and also creating personal bonding among the students. The two major problems can be identified after reviewing the literatures: 1.What are the problems related with the policy makers? 2. What are the problems related with students' external factors?

It can be thought that this research can give an opportunity to know what problems the teachers face conducting an ESP class and what solutions can be undertaken to sort out those problems. This paper will identify the problems of both the teachers and the learners related to ESP teaching and learning.

#### **1.4 Purpose statement:**

The purpose of this research is to investigate the challenges and the problems of the ESP teachers are facing in their teaching field in the recent era. On the other hand I want to figure out the possible solutions of these problems and opportunities of ESP trainers in future in Bangladesh.

As it is outlined above, both teachers and students face challenges in an ESP class. For this reason, the present research has been undertaken to support the teachers as a means to comprehend the needs and the challenges of an ESP class. The study is an attempt to find out the role of ESP teachers to facilitate learners to achieve their ESP needs. This is also an endeavor to identify some strategies to apply in an ESP class to make it more effective to motivate ESP learners. (Moeller, 2015)

#### **1.5 Research question**

1. What difficulties does an ESP teacher face while conducting classes?
2. What are the challenges of teaching ESP regarding the students' background, expectations and performances?

## Chapter Two

### Theoretical frameworks:

Bangladesh is a country where English plays the role of a foreign language. Foreign language teaching and learning is mainly continued with learner centered environments. The ESP teachers engaged learners in interactive communicative language tasks by doing lots of research, self development with research, self development with the language theories, experiences and developing different language teaching strategies. The situation of language shifting from a specific foreign language is totally depend on the role of ESP teacher and their competence and performance also depended on the teaching methods of that particular course facilitator and agent of change (Moeller,2015).So teaching English as a foreign language context is not an easy task. ESP teachers' role is more difficult than teaching General English. EFL learners also have many challenges like contrastive features of their first language, lacks of exposure to the target language, lacks of teacher students communication and sometimes lacks of communication among different background students. The ESP teacher actually not teaches but facilitates the learners that they also provides materials, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the students. First of all he/she is to be aware of the course objectives; has a sound understanding of the course content and be flexible with the learners. An expert ESP educator should have the option to change starting with another field without being obliged to go through months on getting begun. An ESP educator also can use the important structures and standards to apply them to new material. But it should be always remembered that the ESP teacher is not specialized in the field, but in teaching English.

Objectives of foreign language programs vary depending on the procedures of language teaching and methods of conducting the classes. Since there are many different approaches to teaching a foreign language but the teacher has to follow a specific approach according to the students' background and expectations. For that reason the foreign language teacher has to make contingency plan for the students that the students can feel the comfortable in the classroom setting.

Teaching a foreign language has few general principles that should be applied no matter what language learning approach the teachers employ these mandatory points should be kept on mind that maintaining student expectation, conducting the classes in a positive environment and creating a balance among modeling, explaining and practicing.

The ELT teachers have to make clear to the students about the approach to language learning and provide a rationale. Students' initial expectations for any language course may be based on previous language learning experiences that differ significantly from the newest one.

Research suggests that a comfortable classroom environment is a key factor of effective language teaching. Some ways to do this include:

- I. Assuring students at the beginning of the course that it is normal to make errors and that they need not be afraid to respond in class.
- II. Providing plenty of positive feedback. If the responses are not correct, try to comment positively before correcting.
- III. Correcting selectively and carefully so as not to intimidate students.
- IV. Using pair work, group work and quick writing tasks to provide students with "thinking time" before conducting large-group activities.
- V. Arranging for students to meet with you during your office hours for short, individual conferences. Some students feel more comfortable when they practice target language one to one situation. They feel stressed in speaking in group. In that case some get together programs or meetings can build teacher-students relationship that may help students to participate in front of the class.
- VI. Encouraging equal participation by all students, so more-advanced students don't intimidate weaker students. (university of Washington, 2019)

According to (Zarrabi, 2018), motivation in learning a foreign or second language plays an important role in education. Motivation defines as "what helps a person to make particular choices, to participate in action, to expend effort and persist in action" (Dornyei, 2011).

Motivation has been an area of investigation, particularly in the context of TESOL (Teaching English to Speakers of Other Languages) since it can determine a language learners' success and failure in language learning. Research studies have demonstrated that those students who have higher motivation are more successful and efficient in their learning (Zarrabi, 2018).

So, ESP in Bangladesh is an actual example of an EFL context where the teachers have to do research on the students then have to plan for the further doings like making and designing syllabus and planning for the approaches which will be mostly suitable for the students. So it is not an easy task to facilitate the students from an EFL context in the ESP classes.



## Chapter Three

### Literature review:

In this view, English for Specific Purposes (ESP) is treated as a pedagogical concern, and one which can be met by changing teaching materials rather than teaching methods. The practical language needs of doctors, lawyers, or engineers, to name but these, are thus generally dealt with by instructors with MFL training, who replace literary texts relating to the target language culture with materials focus on medical, legal, or engineering topics. More recently, some scholars involved in LSP teaching have also sought to pursue research here too, and the MFL background of these authors has naturally led them to focus on discourse analytic approaches to LSP (Sarré, 2017). This is especially true in the case of ESP, defined as “a ‘variety of English’ that can be observed in a given perimeter of society, delineated by professional or disciplinary boundaries” (Siddique, 2017). It is suggested that the ESP characteristics as following: (1) ESP meets specific purposes of the learners; (2) ESP makes use of underlying methodology and activities of the discipline it serves; (3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (Dudley-Evans, 1998). Besides, ESP also has some variable characteristics such as: (1) ESP may be related to or designed for specific disciplines; (2) ESP may use, in specific teaching situations, a different methodology from that of general English; (3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. However, in some cases, ESP is also designed for high school students; (4) ESP is generally designed for intermediate or advanced students, and (5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. According to Hutchinson and Waters it shows that a long-term retrospective view on causes resulting in the birth of ESP when they present nearly the same factors which in turn, suggest a cause-effect relationship:

1. The enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. Two forces were dominating the new post-war world – technology and commerce, whose relentless progress soon generated a demand for an international language and, due to the economic power of the U.S. it was English which was granted this role.
2. The emerging of a new mass of people wanting to learn English – the key to international currencies of technology and commerce. This mass of people joined together particularly new generations of learners who knew specifically what they were to learn and why.

3. The Oil Crises of the early 1970s involved a massive flow of funds and western expertise into the oil-rich countries. Therefore, English suddenly turned into 'big business' and, on the other hand, commercial pressures began to exert an influence in the acquisition of this language. Time and money constraints created a need for cost-effective courses with accurately specific goals.
4. They need for several countries to update their knowledge.

They also added that a) ESP is not a matter of teaching 'specialized varieties' of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground underlies all English use, and indeed, all language use.

b) ESP is not just a matter of Science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on. When we look at a tree, we see the leaves and branches, but there is much more to the tree than just these- much of it hidden from view inside and beneath the tree. The leaves do not just hang in the air: they are supported by a complex underlying structure. In the same way there is much more to communication than just the surface features that we read and hear. We need to distinguish, as Chomsky did with regard to grammar, between performance and competence, that is between what people actually do with the language and the range of knowledge and abilities which enables them to do it ." (Waters, 2002)

According to Hutchinson and Waters, ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance that principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner.

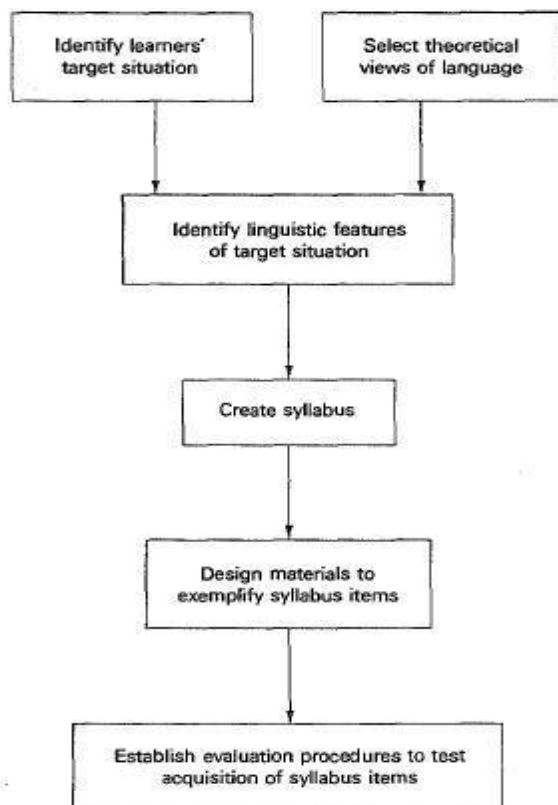
In the language centered approach the idea is to try to bring, or to form direct correlations between the language taught in the classroom and the language of the subject area as it is used in the real world. This is basically what we talked about the beginning of this course in relation to genre and register analysis and it is certainly the oldest type of course design in the ESP approach (Hutchinson and Waters 1987, p. 66).

There are several problems with the language centered approach. The most striking of these is the criticism that the language centered approach is really just a surface level approach. Yes, it looks at the particular language of the situation, but it doesn't really focus on how the students will actually have to learn this language or how they might actually go about using it. It does not deal with the creation of the language in any fundamental way. This is a major problem. It is also very static,

meaning that it really doesn't change very much. We know it is not the way that we should be running ESP classes. ESP classes are all about being able to change things quickly in response to the students' reactions and needs, but a syllabus focusing on language forms really doesn't allow this to happen simply because we are only noticing the language forms.

Therefore, E.S.P. came into being and gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations. The domain labeled E.S.P. was proven to have a universal dimension through the concept of language for specific purposes and a language-specific perspective through the insights explored into various European languages. Out of these mentions will be made of French, German, Russian and Spanish (Ahmed, *The ESP Teacher: Issues, Tasks and Challenges*, January 2014).

The Romanian specialists have shown a certain interest in approaches to terminologies rather than in the study of what is generally known as *limbajele funcționale*. Their interest is focused more on practical aspects than on purely theoretical ones.



There are several researches in the world on the difficulties in teaching ESP. These are divided into 3 major groups: (1) difficulties related to students; (2) difficulties related to teachers; (3) and difficulties related to environment and others.

Generally, in Bangladeshi context, the implementation of ESP in general education and in tertiary or professional level is not upto the mark from the standpoint of the participants ( both the students and professionals). Here, judgment of learning and target needs are a bit far away from reality. Consequently, the needs analysis procedure is not being done and so there is no separate pedagogy being used. In the learning process, students are not allowed to exercise “what they think they need to learn” (KHAN, 2011). Besides the methods and approaches as well as the materials used in the teaching process is not effective that the learners can easily fulfill their necessity of learning the new language. Needs analysis, carried out to establish the “what” and the “how” of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation (Ahmed, *The ESP Teacher: Issues, Tasks and Challenges*, January 2014). The teaching and learning activities are expected to be student-centered (with students engaged in group tasks most of the time playing simulated roles of Computer Consultants and Clients with the teacher being a facilitator) and each intended learning outcome having to be assessed through an assessment task. But most of the cases the teachers have to be so flexible about their methodology because of the learners’ different social and educational background. These all things are mainly under the challenges of an ESP teacher. For that reason more trained teachers are needed and teacher training institutions are required because the teacher training programs run by the Government offer a very minute number of seats and cannot supply sufficient amount of trained English teaching faculty (Abdulaziz, 2012). In our country it is so rare that the ESP teachers get professional training for their better career and that is why they face many difficulties in the teaching context. This study actually will find out the major problems of teaching ESP in Bangladeshi context and the possible solutions regarding the problems. The ESP course-developing process may start with (1) needs assessment process (2) determining course goals and objectives, (3) conceptualizing the course content, (4) selecting and developing teaching materials, (5) organization of content and activities and (6) course evaluation (Abdul Hakim, 2013).

ESP has the following absolute characteristics:

- I. ESP is intended to meet specific needs of the learners.
- II. ESP uses the fundamental methodology and activities of the disciplines that it serves.

III. ESP is focused on the language suitable to the activities in terms of grammar, lexis, register, study skill, discourse and genre (Dudly-Evans, 1998).

Because of the increasing needs of ESP in Bangladesh, most national and international companies, banks, nongovernment organizations, and software companies are arranging in-house language training programs. These companies focus their immediate language needs. In Bangladesh, ESP training is not only limited to Business English, but also established in the fields of science and technology, aviation, marine navigation, medical professionals, etc. (huq, 2011).

In the article entitled “Correlational Analysis of Students Performance” on English for Specific Purposes (ESP) and General English(GE) to point out the difference between ESP and General English,Hutchinson and Waters (1987) believe that there is a great deal of variation in practice but not in theory. As to the distinction between these two terms, they said that, what distinguished ESP from General English is not the existence of a need as such but rather the awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable

content in the language course and on the positive side, what potential can be exploited.’ (KHAN, 2011)

In the article entitled “*Correlational Analysis of Students’ Performance on English for Specific Purposes (ESP) and General English(GE)*”(Parmer, 1981)suggest that, “a preliminary analysis of learners’ needs and expectations will be a prerequisite to program development in any language-teaching situation, whether for “general” or for “specific” purpose.”

- I. English for specific purposes (ESP) represents the effect of the worldwide interest in the study of English. Among the factors paving the way for the creation of this academic subject, include: the introduction of governmental mass education programs “with English as the first, and sometimes only, foreign language;
- II. The need of English as a common medium of communication as a consequence of the growth of business and increased occupational mobility;
- III. The facilitation of access to scientific and technical literature (Kennedy, 1984).

For many ESP teachers, formal TESOL training has been very largely concerned with general ELT. Some might argue that there is little difference between teaching ELT and ESP. Both ELT and ESP share a similar aim – to develop students’ communicative competence (Ahmed, *The ESP Teacher: Issues, Tasks and Challenges*, January 2014). Both ELT and ESP share a similar aim – to develop students’ communicative competence. Elis,1996 described language pedagogy as “concerned with the ability to use language in communicative situations” (p. 74). Workplace or academic situations can be argued to be simply just some of those situations, a part of the whole. Many ELT courses are

based on the principle that language course content should be related to the purposes for which students are expected to use language after all.

The teachers may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of (Basturkmen, 2006). "In the language centered approach the idea is to try to bring, or to form direct correlations between the language taught in the classroom and the language of the subject area as it is used in the real world. This is basically what we talked about the beginning of this course in relation to genre and register analysis and it is certainly the oldest type of course design in the ESP approach"(Hutchinson and Waters 1987, p. 66). According to Graves (1996) and Friedenberget al. (2003), Hyland (2006), and Flowerdewtsa (2013), TSA would tell us about what the learners need to be able to do in the target language by the end of the course. This includes understanding the needs and expectation of the sponsoring organization. By conducting an effective TSA- Target Situation Analysis, the ESP practitioner is able to provide an initial listing of the target goals of the course. The TSA seeks to answer the following questions:

1. What tasks do the learners need to be able to do by the end of the course?
2. Why is it important for them to perform these tasks in English?
3. Why do learners want or need to learn these skills?

In this respect, Friedenberget al, (2003) have observed that effective ESP training course providers ..." take time to consult with as many stake holders as possible, including potential program participants, their supervisors, and upper level management and executives. These providers recognize that inviting stake holder involvement in the planning stages creates a level of commitment on the part of all stake holders that is crucial to the later success of the training program."(p.27). This is also important for ESP practitioners designing effective programs in English for Academic Purposes. In this case, the stake holders include not only the current students, but also former students, content area faculty and administrators, and representatives from the larger off-campus community who will ultimately employ the program graduates.

Graves (1996), Dudley-Evans and St. John (1998) and Friedenberget al, (2003) and Hyland(2006) noted that through the PSA- Present Situation Analysis, the ESP practitioners describe the people who are most likely to need and take the instructional program they will develop. PSA tells us about what they are able to do now in the target language. It also informs us about their strengths and weaknesses in language and skills, and about their past language learning experiences that can affect how they learn. Questions to ask in the process include the following:

What is their current level of English? What strengths and weaknesses do they have in speaking, listening, reading, and writing? What do the learners who will use the curriculum already know about the content area or about the job? What is their background in this area? Which key job skills

do they have or lack? What are their past language learning experiences and expectations? Why are they attending the course and what are their personal goals?

ESP practitioners gather information for the TSA and PSA will depend on their specific situation. The effective ESP practitioners will gather information from a variety of sources to build a complete view of the learners' current skills and training needs and gain crucial support for the training program from key stake holders. Sources of information include the current target learners, context experts former students who have knowledge of the skills needed, sample written or oral texts relevant to the field (e.g. textbooks, training manuals, DVDs, videotapes, business correspondence), employers and supervisors, colleagues, and ESP research in the field. Data collection method includes questionnaires, examining samples of written or oral texts discussions interviews, observations.

Thus, while conceptualizing the ESP course content, ESP teachers can aim at focusing on developing not only grammatical competence of ESP learners but also communicative competence, which encompasses grammatical competence, sociolinguistic competence, strategic competence and discourse competence, (Canale, 1983). It should also become clear that all these skills and aspects of the language are interwoven in the real- life communication. Therefore, they should be treated, taught, and tested as one inseparable unit as suggested above.

## **Chapter Four**

### **Research design:**

I applied both qualitative and quantitative research method in my study. I think both qualitative research and quantitative research work good to find out the proper answers of my research questions. Some methodologies are used to identify information sources and collect information during the evaluation like informal and formal surveys, expert opinions and literature search.

#### **4.1 Data collection tool:**

For collecting information, questionnaires were prepared for both the students and teachers. The number of students was 80 and the number of teachers as respondents was 23. The background of the students were from textile department, fashion design department and BBA department and the teachers were mainly working different private universities and some of them were working as ESP trainer in their own training center. The questionnaires for the students contained 11 fixed alternative questions and for the teachers 7 fixed questions with one open-ended question. In the open-ended question, the teachers were allowed to provide their comments and suggestions. After collecting the survey results, the responses were counted into percentage into two tables. In this research, opinions and feedbacks of the respondents were given priority.

#### **4.2 Findings**

##### **4.2.1 Responses from the students**

This study aimed to evaluate the responses collected from the tertiary level students of tertiary level of students from the private universities. In the questionnaire (See Appendix) the first question is about the current proficiency level of English language of the students. In response I have come to know that 48.8% students feel they are good enough in English, 22.5 are fair, 18.8% students are poor. On the other hand 10% students told that they are excellent in English Proficiency.

The next question was about the immediate purpose learning an ESP course. Most of the students really want their English courses as their professional requirements. 21.5% students selected as professional purpose of doing an ESP course. 15.2 % students want ESP course for their study purpose as well as 15.2% students want ESP course to learn English for going to aboard. 7.6% students want to learn English for research purpose and 5.1% student want to learn English for social purpose.



Then another question was about the areas the students want to develop through ESP course. Most of the students as 65.8% students want to develop their speaking skill. 20.3% students want to develop their vocabulary skill, the 6.5% students want to develop their grammatical skill, 3% students want to develop their listening skill and 1.3% students want to develop their reading skill.

The next question was about the reason why they want to have an ESP course. 79.7% students want to learn English through ESP course to develop speaking and writing professionally. Surprisingly 12.7% students want to develop their presentation skill through ESP course. 6.3% students want to develop their interview skill and 1.3% students want to develop writing skill in business communication.

In the next question the students were asked what they expect regarding the instructional materials to be delivered. 64.1% students want online and multimedia based instruction and rest of 35.9% students want face to face instruction in the classroom setting.

In another question they are asked to share what type of class they prefer for the technical writing and communication course. 87.3% students want classroom having internet and multimedia facilitated with sound system and decorated with lots of posters and other things. On the other hand 12.7% students want traditional classroom.

In another responses, 94.9% students like English classes with lots of activities, pair work and projects. On the other hand 5.1% students want teaching only by the teacher and no activity by the students.

When they are asked about the materials, 53.8% students want to use more relevant materials and 43.8% students are confused about this term. On the other hand 2.5% students do not want to use relevant materials to continue their course.

In the next question the students share about their expected ESP teachers' role in the classroom. 82.3% students want their teacher as facilitator and guide on the other hand 17.7% students want the traditional role of teacher who controls everything in the class.

In the another question, the students are asked when they want to have their ESP course. 61.5% students want they want ESP course in the beginning of the undergrad program. On the other hand 38.5% students want ESP course in the last two or three semesters.

#### 4.2.2 Responses from the teachers

I have collected information from the teachers of ESP of different private universities in Dhaka city and most of them have at least two years experiences of teaching that course. Some of my respondent teachers are English language trainer who train different occupational purposes. The main purpose of the questionnaire is to identify the difficulties the teachers face in conducting the ESP courses. They had seven different close ended questions in the questionnaire and one question was open-ended where they shared opinions and thoughts to overcome the problems related with ESP teaching context.

After collecting data from the teachers' questionnaire (see Appendix) it has been found that there are lots of different thoughts involved in ESP field and these different types of thoughts are really responsible for the unsuccessful outcome from the course.

1. The teaching hours devoted to ESP courses are not enough for students to learn the ESP course.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4.5%	9.1%	13.4%	36.4%	36.4%

That means the time limitations are one of the greatest problems for the ESP teachers. 36.4% teachers strongly agree that the ESP course duration is not enough for conducting the course. On the other hand 36.4% agreed with the situation. 13.4% teachers were confused about the time and 9.1% teachers feel time is enough and 4.5% teachers strongly believe that the time is sufficient for the teachers to make the course completed.

2. The objectives of ESP courses are not clear for the teachers.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9.1%	27.3%	18.2%	40.9%	5.4%

As well as we got several types of aims of objectives of doing an ESP course from the students the teachers are also confused and sometimes they are not conscious about the syllabus and the terms of ESP course. For that reason, in this response the 40.9% teachers feel that the objectives of ESP courses are not clear to them. 5.4% teachers strongly believe on that. But 18.2% teachers feel confused about this question. On the other hand 27.3% teachers believe that ESP teachers

are conscious about the course objectives and 9.1% teachers strongly feel that ESP teacher are conscious about their course objectives.

3. There is no systemic evaluation of the teachers' performance to teach ESP courses.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4.5%	18.2%	4.5%	63.6%	9.1%

Teachers' evaluation is mostly important. We want students to sit for the examination to know about their proficiency level. But in our country teachers' evaluation is not successfully happen. Some highly recommended private university have this type of system that the students can rate their teachers according to their performance. Others do not have these types of evaluation system. For that reason the teachers do not feel to upgrade themselves. From my survey 63.6% teachers agree that there is no systemic evaluation of the teachers' performance to teach ESP course. 9.1% teachers strongly agree with this statement. 4.5% teachers were neutral about it. 18.2% teachers are disagree with this statement and 4.5% teachers strongly disagree with it.

4. Even some students who already have completed basic courses in English are not able to cope with specialized terms of ESP.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4.5%	18.2%	4.5%	40.9%	31.8%

There are obviously some differences between an ESP and general English course. ESP has some specific perceptions, vocabularies and terms. On the other hand general English courses have some common trends of language learning. For that reason ESP teachers feel that some students who already appeared at the general English Course sometimes cannot perform well in an ESP course. In that case 31.8% teachers strongly agree with the statement, 40.9% teachers agree with it, 4.5% teachers showed their neutrality over it. On the other hand 18.2% teachers disagree with this statement and 4.5% teachers strongly agree with this statement.

5. ESP teachers need more training.

In this statement 100% teachers think that ESP teachers need more training on conducting the classes. On the other hand without the training the teachers can combine the ESP course with general English course.

6. The ESP courses which are taught at university are not revised and developed regularly.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9.1%	13.6%	13.6%	45.5%	18.2%

The syllabus and curriculum is very much important to differentiate ESP and general English course. ESP has specific some term and terminologies and this course is specially designed for the students of specific field. ESP is mostly related with current era's demands and situations. For that reason the course elements should be more structured and revised regularly. From my survey I got 18.2 % teachers strongly believe that the ESP courses which are taught at university are not revised and developed regularly. 45.5% teachers agree with the statement. 13.6% teachers showed their neutral expression on it. On the other hand 13.4% teachers disagree and 9.1% strongly disagree on this statement.

7. The objectives of ESP courses are not clear for the students.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0%	18.2%	22.7%	50%	9.1%

From my survey of the students I have counted lots of objectives they have to do an ESP course (see Appendix). In my way of survey, most of my respondent teachers also agree with it. 9.1% teachers agree with this statement that the objectives of ESP courses are not clear for the students and 50% teachers believe on it. 22.7% teachers showed their neutrality on this statement. On the other hand 18.2% teachers disagree with this statement.

## Chapter Five

### Discussion:

On the basis of the analyzed data and the findings, and the answers of open ended questions from the teachers it can be said that in Bangladesh, ESP is not successfully implemented because of the gap between the learners' and teachers' thoughts towards the ESP teaching and learning. In comparison with teaching EGP, teaching ESP usually poses a lot more challenges. Focusing on the specific needs of the learners, concentrating more on language in context and on the students' need to acquire a set of professional skills and particular job related functions. ESP is related to specific needs to the students and the main thing is that most of the students are not aware of the specific needs and purposes of doing an ESP course.

ESP courses are mainly designed focused on the vocabulary of the particular field of language learning. But the learners actually want to develop their speaking skills without focusing on the vocabulary of that certain areas they are from. Though the teachers are concerned about those particular vocabularies, the students are not much concerned about it. So, the different way of thinking between the learners and the teachers also hampered the ESP course. The students cannot differ the two courses like EAP from ESP that's why some students feel that they need the ESP course at the beginning of their undergrad program. But the ESP is related with the professional objectives. So, before going to the professional field, this course should be offered.

The students are actually aware of the objectives in themselves that they should develop their professional speaking and writing skills through ESP course but the students want ESP course as before starting their undergrad program. This is a conflict between EAP and ESP among the students. So, these types of misinterpretations actually arise among the students' mind during the course and most of the time they get confused. This confusion makes the students demotivated towards the ESP courses and most of the time the ESP teachers have to deal these types of students in their classes and most of the cases the teachers cannot accumulate the devoted hours with the course outline. First of all, the ESP courses are like a general English course and secondly the students sometimes may want more time to adjust with the classroom setting as well as they have to adjust with the way of teaching and the new things regarding the ESP course. These messy expressions from the students make the teachers feel confused about the course requirements and the ongoing situation. Most of the class, the teachers may get one or two semesters to complete an ESP course and that is not literary sufficient for the students and the course requirements. The outcomes

of the students from an ESP course sometimes come after some particular classes. So, it becomes so difficult for the teachers to complete the whole segments of the syllabus within that particular limited time.

The students mostly want their ESP class having internet and multimedia facilitated classroom and with other international and modern facilities what they do not have the other classes and most of the cases they have mostly the similar classrooms as they have on other courses. Some universities have the facilities but most universities' teachers actually depend mostly on their own hand notes or some course readers given by the universities. But ESP course should be designed with lots of real life situations oriented tasks and for engaging the students more in the class the internet and computer facilities should be confirmed. Most of the time the university authorities and stakeholders are not concerned about the classroom setting of an ESP course and that makes an ESP teacher more demotivated towards taking the classes. For that reason, they fail to play the role of a facilitator in the classroom.

As like as the students, the teachers' objectives of ESP courses are not clear. They actually mixed the ESP course with EAP course. The teachers should remain in mind that when the architecture department's students are taught EAP, they are being prepared for doing their architecture graduation and when they are taught ESP they are prepared as an architect professionally. The jargons of an architecture department and CSE departments' are not the same. On the other hand, ESP for architecture and CSE are different from others because of their different job field. The teachers should keep in mind that the jargons can be similar for both academic and occupational purpose but their way of using can be different. For these types of critical reasoning the teachers should have trained properly. Sometimes experience can be resource for a teacher but the basic knowledge should be acquired by professional training. My recent experience about that is when I mail questionnaire to some of ESP trainers( I personally know that they are so much successful in their professional field as a professional trainer) they told me that they do not have any knowledge about ESP and that's why they do not even give response to my questions. That means they do not have any professional training but they are conducting different training sessions related to ESP and are so successful because of their experience for handling different types of students for years. So, I think ESP teachers have to know the students' psychology towards the course by emotional intelligence to run a successful ESP course. Without experience, training and professional course a teacher cannot enhance the ability to read the learners' mind that what they actually want to achieve from an ESP course. The success of an ESP course is mostly depended on the understanding between the teachers and students and the understanding level demands time to achieve. On the other hand, university

hardly has the teachers' evaluation program where the other teachers and students can rate a particular teacher about the teaching approaches or the knowledge about the conducted course. For this reason, the teachers are not aware of their professional knowledge and abilities and they do not update themselves with recent discoveries. The universities' authorities are not concern about the teachers' qualification that sometimes a literature background English graduate has to take the ELT courses.

The demand of leaning English now is changing day by day. The universities' authorizes are not concern about updating and developing the ESP courses which are taught at university. So, updating the syllabuses and course materials are also important.

Another challenges related to ESP teaching is to teach grammatical structures and functions that are more specifically related to the subject matters. Previously it is discussed that ESP courses are mainly designed focusing on some particular vocabularies. Another important element of designing an ESP course is the grammatical structures. However, one cannot exclusively focus on these categories. For example, in order to have a conversation on a certain technical process, a person should have or gain the ability to get engaged in a general conversation activity at first specialized vocabulary, exclusively related to particular subjects (Biology, BBA, CSE etc) are of paramount importance, but it cannot be introduced as a list of words that needs to be learnt by heart. They have to be used without any difficulty, in normal conversational contexts. In grammatical structure, one can easily reckon that certain forms are predominant in ESP, such as present simple, passive constructions, compound-complex sentence structures etc but in order to create authentic materials the teachers cannot design tasks that are directly based on these structure. This idea is also rendered by Kristen Gatehouse that there are three abilities necessary for successful communication in a professional target setting:

- I. The ability to use the specialized jargons of a particular professional circle,
- II. The ability to empty a set of academic skills appropriate for the occupational setting under discussion and
- III. The ability to use the language of everyday informal talk to get engaged in effective communicational activities such as chatting or responding to an informal e-mail message.

On the other hand, the university authorities or stakeholders do not want to understand the purpose of an ESP course and most of the time the duration they fix for conducting an ESP course becomes so inappropriate and for that reason the both teacher and the students get demotivated towards the course. Most of the time the stakeholder fix the time before or after the

office hour and for that reason the course becomes a burden to them. Sometimes the schedule is on very early in the morning or sometimes becomes late at night after the office. On the other hand the university sometime offers these types of language as “zero credit” that makes the students demotivated even attending the classes. Sometimes the ESP teachers get a large heterogeneous class where teaching perspective becomes difficult. To conduct a successful ESP course the teachers always keeps in mind that

- I. Individual awareness and interests,
- II. Active class participation and
- III. Effectiveness of class materials.

If the class size is large, these variables get more problematic to the ESP teacher. The ESP teacher plays an essential part in this complex equation due to this fact that the scope of ESP goes beyond the limits of teaching. As far as Tony Dudley- Evans and Maggie Jo St. John are concerned, the term “practitioner” is preferred to the term “teacher” due to the complexity of the work one is involved in. In their view, the ESP practitioner embody five roles: teacher, course designer and material provider, collaborators, researcher and evaluator. They also have to co-operate with the sponsors, specialists or experts in the field and even students who might usually have clear-cut expectations concerning the context of the lessons to be taught, the structures of the activities they are going to engage the activities they are going to engage in and the achievements of the course in general.



## **Chapter Six**

### **Conclusion:**

In general, in Bangladeshi Context, the implementation of an ESP course is not up to standard because of the both students and the professionals. Consequently, the needs analysis procedure is not being done and so there is no separate pedagogy being used. In the learning process, students are not allowed to exercise “what they think they need to learn”. Needs analysis is the most important task in both teaching and learning context of ESP. But, learning needs diverge from group to group, or occupation to occupation, or country to country, or person to person. A proper consideration of learning needs and pedagogy for ESP can motivate and influences both the teacher and learner to teach and to learn more effectively and efficiently.

To conclude, considering and analyzing each and every aspects as well as issues of present research work, it is just to emphasize that, both the teachers and the students should have the complete distinct learning needs. To run a successful ESP course, an unambiguous meaning of the target context should be practiced before enter into the classroom in Bangladeshi context.

## Chapter Seven

### Recommendation:

After the discussion and the conclusion part some suggestions can be given to the ESP teachers and the stake-holders that

- I. The ESP teachers should encourage the students to know details of the course objectives that they can relate their learning with the course outline. Otherwise they may have the confusion.
- II. Learners' learning need should be judged.
- III. The materials should be practical and related with real life context. Before selecting materials and curriculum the need analysis process should be done.
- IV. The teachers must have to be concerned about the educational and contextual background of the learners.
- V. The teacher has to be conscious about the students' learning with a special focus on their target needs. The teacher should motivate and encourage learners for ESP courses so that they can perform accurately in their career life.
- VI. The stake holder and the authority should give time to run an ESP course than a General English course.
- VII. The teacher should perform as a facilitator.
- VIII. The curriculum and course designers should choose separate pedagogy for ESP and General English. While teaching a teacher must consider specific register and jargon related to the subject area of the learners and professionals. For instance, medical jargons such as anterior/posterior/ superior/ inferior (surface); proximal (close); distal (distance) and so on.
- IX. The authority must have an evaluation system that the teacher may get motivation to become updated by having professional training on conducting ESP courses.

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## **APPENDIX- 1**

### **Question for the students:**

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc.

1. What is the level of current proficiency level in English? \*
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
2. What is the immediate purpose of learning an ESP course?
  - a) Study
  - b) Research
  - c) Social purpose
  - d) Traveling
  - e) Profession
  - f) Study abroad
3. What are the areas of language the students want to develop?
  - a) Reading
  - b) Writing
  - c) Vocabulary
  - d) Grammar
  - e) Listening
  - f) Speaking
4. What are the reasons of doing an ESP course?
  - a) to develop speaking and writing professionally
  - b) to develop writing skill in business correspondence
  - c) to develop job interview skill
  - d) to develop presentation skill

5. How do the students want the instructional materials to be delivered?
  - a) Face to face
  - b) On line and multimedia based
6. What type of classroom the students want for the Technical Writing and Communications course?
  - a) Traditional classroom
  - b) Classroom having internet and multimedia facilitated with sound system and decorated with posters
  - c) The students like the English class as
  - d) Class with lot of activities , pair/group work and projects
  - e) Teaching only by the teacher and no activity by the students
7. Whether English courses should use materials more relevant to their major courses
  - a) Yes
  - b) No
  - c) Maybe
8. What kind of role the students like teachers to have?
  - a) Teacher as a facilitator and guide
  - b) Traditional role of teacher who controls everything in the class
9. When will the students want to have the ESP course?
  - a) In the beginning of the undergrad program
  - b) in the last two or three semesters
10. What type of material the students think the course should include?
  - a) Textbooks,instruction/Equipment manuals, CDs, DVDs,video tapes
  - b) Materials used on a job,such as work forms,charts and samples of relevant course assignment and relevant papers
  - c) Materials from websites like business letters,emails, resume, memos,press releases, dialogues
  - d) Combination of all

## **APPENDIX-2**

### **QUESTIONS FOR THE TEACHERS**

1. The teaching hours devoted to ESP courses are not enough for students to learn the ESP courses.
  - a) Strongly disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Strongly agree
2. The objectives of ESP courses are not clear for the teachers.
  - a) Strongly disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Strongly agree
3. There is no systematic evaluation of the teachers` performance to teach the ESP courses.
  - a) Strongly disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Strongly agree
4. Even some students who already have completed basic courses in English are not able to cope with specialized terms of ESP.
  - a) Strongly disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Strongly agree
5. The ESP teachers need more training.
  - a) Yes
  - b) No
6. The ESP courses which are taught at university are not revised and developed regularly.
  - a) Strongly disagree

- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

7. The objectives of ESP courses are not clear for the students.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree