

Engineering and Technology Faculty's and Students' Perceptions and Attitudes towards ESP in EFL Context in Saudi Arabia

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Received: February 22, 2023

Accepted: April 15, 2023

Online Published: April 21, 2023

doi: 10.5539/elt.v16n5p20

URL: <https://doi.org/10.5539/elt.v16n5p20>

Abstract

This paper repopulates faculty and students' perceptions and attitudes towards ESP in EFL context. It uncovers both parties' patricians' thoughts about the significance of ESP in Saudi for the provision professional strength and contemporary suitability language practices in academics and institutions by EFL learners. It has revealed that teachers have shown ESP effectiveness for students of EFL program to inculcate language stuffs and solve learners' queries. Also, Instructors concluded that the emergence of ESP flourishes learner's knowledge of language for the codification in specific domains. Correspondingly, learners have expressed their discernments of ESP contents to capitalize them in real life situations. ESP materials assist the learners leading to use language accordance to circumstances. The research has illustrated that ESP replacement with EGP is lucrative to drive effectively learners to prepare them for current challenges of English use. Obtaining collective insights of both teachers and students demonstrated positive implications about ESP. They consciously negotiated and reflected regarding ESP constructive impacts on EFL learners. Moreover, the researcher used two questionnaires to conduct this study from faculty and students of EFL. Their perceptions and attitudes about ESP have identified significant disparity in comparison with EGP. Data have been analyzed through difference of all participants' options selections. Thus, it could be concluded that ESP is considered more effectual rather than EGP for EFL learners in Saudi environment.

Keywords: professional strength, contemporary suitability, learner's knowledge, codification, constructive impacts, disparity, effectual

1. Introduction

English has become more than another language one can learn or choose to ignore; it has considered a vital tool for professional activities. For students of science and technology, it is learnt not just as a subject but also for service (Hutchinson & waters, 1987). In other words it is learnt not for the sake of learning, but for academic purposes, to perform professional tasks, or for some other specific purposes. (Anthony, 2007). Presently, due to extensive use and application demand its confine usage in accordance with specific environment, it needs directional and instructional shifts from English General Purposes (henceforth EGP) to English for Specific Purposes (henceforth ESP) so as to meet the language contemporary challenges leading to significant enhancement of EFL learners in real contexts.

As, English continues to dominate as the lingua franca of business, media, technology, medicine, education, and research, the demand for ESP is growing rapidly, particularly in EFL countries where English is mainly used for instrumental purposes (Tsao, 2008; Xu, 2008). People in these countries learn English in order to fulfill the school curriculum requirements, to pass standardized English proficiency tests, or to obtain promotion or professional development at work. (Brunton, 2009). In response to the great demand for English in academic, vocational, and professional contexts, more and more universities in Saudi Arabia are offering ESP courses to meet the global trends and needs as well as to meet students' future career needs. (Chang, 2005).

The demand for ESP has led some higher education authorities and administrators in Saudi Arabia to claim that ESP should replace English for General Purpose (henceforth EGP), the long-existing practice of English language teaching in Saudi universities. Undoubtedly, English has become the mainstream of college English educational learning. (Hyland, 2006). The rationale behind their claim is presumably as follows: EGP is basic

language learning to be studied before, but not during college. (Liang, 2007). College English should be more progressive, specialized, and matched learners' major of study, mainly in technological institutes, where they are trained to achieve professional goals. (Hsu, 2008). Finally, the comparison between EGP & ESP indicates that ESP is effective in augmenting motivation of learners because due to its relations to their professional ambience and catering satisfactorily their needs. (Huang, 2007).

The questions of dichotomy between EGP & ESP have been continuously asked by means of theory and practice for in academic environments. Hutchinson & Waters (1987) have argued that there are no differences between ESP & EGP in theory. On the other hand, there are huge differences in practice. ESP contrasts from EGP in the sense that words and sentences learnt. Also, the subject matter has been discussed, which is all relevant to particular field (discipline). (Seidlhofer, 2017). The plan of syllabus for ESP has been directed towards aiding the requirements of learners who seek for developing themselves in particular occupation; who specialize in specific academic field. (Tsang, 2016).

Hutchinson and Waters (1987) identified three reasons for studying ESP. They referred the creation of ESP to oil crises in 70s and the end of World War Two, when the need for ESP is highly required for understanding the language specific usages because the end of war stated era of expansion in scientific, technical and economic activities emerged. Second reason was the revolution in the work of linguistics in 60s and 70s of past century which has been focused on the ways in which language has been used in real communications. (Widdowson, 2012). Third reason as stated by them was that ESP has more to do with psychology than linguistics and how learners acquire language and its ways in which language is learnt. (Mauranen, 2012).

2. Literature Review

The historical backgrounds of English uses and usages have highlighted great changes in planning, teaching procedures, developments of syllabuses and strategies for specific professional developments. (Paltridge, & Starfield, 2014). To facilitate EFL learners, however, in contemporary phase becomes more specific to enhance their potentialities. (Harding, 2007). The roles of experts have become responsible owing to widespread uses of English to develop curriculums and syllabuses for learners' interests of any field for solve their issues. (Gatehouse, K. (2001). Besides, the emergence of multi-literacy skills and objectives have continually been considered regarding learners of EFL communication capabilities. (Atabekova, Lutskovskaia, & Gorbatenko, 2021). Indeed, reshaping their level of aptitude to meet the various current challenges in real situations considered as mandatory particular due to commercialization. (Shamsiddinovna, 2021). The needs for the developing of specific course to streamline EFL learners' performance and accuracy through appropriate selection of materials. (Molina, 2021). Undoubtedly, fluency enhancement identifies students' efficiency in particular field where they utilize the language skills for organizational promotion, (Gordyeyeva, 2021). Therefore, English for specific purposes analysis has been explicated in an educational and professional paradigms which enable EFL learners to improve their English skills (accuracy and proficiency) in relations to English applications in specific situations. (Trujque-Moreno, Romero-Fernández, Esparragoza-Barragán, & Villa-Jaimes, 2021).

3. Statement of the Problem

The situation of Saudi Arabia context represents complex nature in terms of foreign language teaching. Seemingly, there are no separations between EGP and ESP when both are examined through syllabus and teaching methodologies, who is soundly trained to communicate what. Need-evaluation, which is a focal component of ESP, never occurred, and if it does; it is not considered as systematic, but it is rather based on teachers' institutions. Moreover, the methodology adopted in teaching never differs where teacher takes class with the similar procedure in teacher's mind irrespective of goals of each program. Therefore, this study has tried to investigate students' as well as teachers' approaches and perceptions towards ESP through acute analysis, since they have the key roles for giving directions and involvement in course contents completions; and who play an evolving and restricted themselves to shape the outcomes from course contents. As such, teachers' and students' views could be provided valued evidence for the directors and planners of curriculum of program.

4. Significance of the Study

This study can be substantial theoretically and practically. Firstly, it attempts to associate and differentiate teacher-student's views whereas procuring answers to some important questions. It aims to clarify the difference between the ESP and EGP and to clarify the readiness for both students and faculty for ESP. Also it will draw attention to the requirements for ESP instruction as well as the factors affect the success of an ESP course and the problems facing ESP in context.

5. Questions of the Study

As stated above, the study aims to investigate the perceptions and attitudes of students and faculty towards ESP and according to this end the study raises the following research questions:

- (1) How do students and faculty view ESP as in context EFL?
- (2) What do teachers and students contemplate of students’ willingness for ESP?
- (3) What are students and faculty attitudes and perceptions regarding ESP?

6. Population

This study will involve 20 English faculty participants of EFL and 44 students from Technical Colleges and Colleges of applied Sciences in three Colleges at Umm-Al-qura University. The teachers will be selected in different teaching positions e.g. lecturers, assistant professors and English language instructors and who have more than three years of experience. The students will be selected randomly (Random Sample) form those who are enrolled in the colleges to mark certain that sample is illustrative of larger population during the present study.

7. Instrument

Data have been collected through two questionnaires including five questions for both Faculty and Students. There was a combination of covering dichotomous options 1. strongly agree, 2. agree, 3. neither agree nor disagree, 4. disagree and 5. strongly disagree respectively. Questions have been composed to scrutinize both Faculty’s and Students’ perceptions, and attitude respecting ESP in the context EFL. A pilot study will be conducted on 10 students and 3 teachers. The questionnaire will be divided into three sections: in which three questions are based on subject contextual information, questions which investigate about subject “attitudes towards ESP instructions” and serving objectives. The questions will inquiring about how students’ and faculty’s attitudes and perceptions will be divulged regarding ESP in EFL context in Saudi Arabia. Whether students are ready to get benefits from ESP contents about what is required for ESP instructions and practical applications. The questions will be about the potential emergence of problems facing ESP materials.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

8. Delimitation of the Study

The number of teachers and students as participants and two specific questionnaires, composed and designed, have delimited this study to know participants’ attitudes and perceptions of ESP in EFL context.

9. Data Analysis Tool

Special Package of Social Sciences (SPSS) for windows will be used to analyze the data. After obtaining the reliability of the scale by conducting an internal consistency reliability test, a descriptive statistics, including mode, mean and standard deviation will be estimated or will be run to determine analytical evaluation of students’ and faculty’s responses (selection of options in questionnaires).

10. Analysis

Analysis of the selected options of faculty demonstrates their perceptions and attitudes respecting ESP in EFL context. They expressed openly their thoughts highlighting their immense agreement respecting ESP in EFL context to be replaced by EGP. Both faculty and students have expressed their positive gestures for ESP in their attitude and aptitude by having ESP course application for EFL learners at undergraduate levels. Describing different texts and tasks in ESP channelize them to use English in specific situations or purpose leading to the emergence of professional experiences and presentations. (Makoni,& Pennycook, 2007). Enhancements EFL learners get more sophistication intentionally by imposing the ESP materials in classrooms as well as in real life situations. ESP course has various contents at different contexts in different institutions. Similarly, the maximum answers, of the majority, of faculty have demonstrated agreeableness or positive perceptions respecting ESP in EFL context. They highlighted that ESP puts substantial way of improving EFL learners’ productive and receptive skills through its materials having restrictions of situational applications for users specifically in global environment of Saudi Arabia.

More to the point, they have expressed observations in terms of EGP solving EFL learners lexical and linguistics queries in EGP during the classroom sessions. Their selected options imply that ESP enhances their learners’

performance and competence of EFL learners while crafting discourses. (Dudley-Evans, & John, 1998).

It means from analytical perspectives which identify insubstantial impediments of EFL instructors and learners during ESP course to improve English skills for specific circumstances. (Hyland, 2006). Having lucrative effects of ESP contents augments their mutual correspondence between theory and practice in practical situations. (Chen, 1994). ESP puts forward concept-clarity approach of the EFL learners inspiring them to limited enhancements of written works and presentation skills in institutional ambience. (Chang, 2005).

In this portion of analysis, the aims are to present faculty and EFL learners having contentment with ESP as well as the learners' pleasure about the real extensive applications of ESP to boost convectively English performance in EFL context. (Hutchinson, & Waters, 1987). The subsequent tables illustrate both faculty and students' attitudes and perceptions concerning ESP in EFL context. (Huang, 1997).

Table 1. Illustrates Questionnaire & Options of Faculty Participants' Perceptions & Attitudes

S. No	Number of Faculty Selected the Options in Questionnaire					
Questions	Total Questions	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Q. 01	15	14	4	0	1	2
Q. 02	15	12	6	2	2	2
Q. 03	15	13	5	1	3	1
Q. 04	15	16	2	0	2	2
Q. 05	15	6	12	2	1	2
Q. 06	15	12	7	4	0	3
Q. 07	15	7	11	3	1	0
Q. 08	15	13	8	0	2	0
Q. 09	15	14	6	0	0	1
Q. 10	15	13	4	4	0	0
Q. 11	15	10	11	3	2	0
Q. 12	15	11	8	0	3	2
Q. 13	15	12	6	2	2	1
Q. 14	15	10	7	4	1	0
Q. 15	15	9	11	3	0	1
Total Questions & Responses	225	172	108	28	20	17

At greater extent, there are 14 answers "strongly agree option" that ESP has more possibilities to enhance English skills in EFL context rather than EGP while 4 answers selected for "agree option" of Q. 1. Next, 12 answers for "strongly agree option" [henceforth SAO] where 6 for "agree option" [henceforth AO] presenting explanation of stuffs of ESP in the traditional techniques of teaching EFL learners. This helps teachers to penetrate language materials for specific uses in EFL learners soundly than EGP. Then, 13 & 16 answers for SAO were identified for Q.3 & Q.4 regarding intellectual efficiency of solving queries in designed ESP material contents.

On the other hand, 6 & 12 as SAO answers were considered as more positive and efficient way of solving structural issues in the available literature ESP while 12 & 7 answers for AO for Q.5 & Q.6. Similarly, 7 & 13 answers had given for SAO however 11 & 8 had become the choice for AO concerning production and performance in Q.7 & Q.8. Relevantly, regarding learners mental restrictions and synchronization in Q.9 & Q.10 had received 14 & 13 replies for SAO whereas 6 & 4 AO considering efficacy of ESP. Although, Neither agree nor disagree [Henceforth NAND], Strongly disagree [SD] and Disagree [henceforth D] from Q.1to Q.10 replies have identified from 1, 2 & 3 selections for NAND, SD & D respecting faculty perceptions and attitudes.

Afterwards, concerning the emergence of betterment, utilization of eclectic approach and comprehensive understanding asked in Q.11, Q.12, & Q.13 have demonstrated faculty answers 10, 11, & 12 for SAO and 11, 8 & 6 for AO as their selection of options. Subsequently, presenting the motivations and improvements through ESP rather than EGP asked in Q.14 & Q.15 respectively. The options have selected as 10 & 9 for SAO whereas 7 & 11 for AO respecting ESP involvement in integrated program. Contrariwise, for above stated questions have received from 1 to 4 replies with variations of NAND, SD, & DO options respectively. Then, more lucrativeness of ESP has been considered for EFL learners in Saudi context as has shown their consent for majority of their replies. Also, variations from 1-4 represent the nominal number of replies by the faculty of university at different departments with different ranks. Certainly, there are an enormous disproportions and variances in affirmative aspects of teachers being in consents with ESP for handsomely beneficial for EFL learner sin Saudi context. Even, NAND options have appeared as below the average replies by the participants of the study.

Table 2. Illustrates Questionnaire & Options for Students Participants' Perceptions & Attitudes

S. No	Number of Teachers Selected the Options of Question					
	Questions	Total Questions	strongly agree	agree	neither agree nor disagree	disagree
Q. 01	15	14	4	0	2	1
Q. 02	15	12	6	2	2	3
Q. 03	15	13	5	1	1	1
Q. 04	15	16	2	1	3	2
Q. 05	15	6	12	2	2	0
Q. 06	15	10	7	4	0	0
Q. 07	15	7	11	3	1	0
Q. 08	15	13	8	0	0	3
Q. 09	15	14	6	0	2	0
Q. 10	15	13	4	4	1	1
Q. 11	15	6	11	3	0	3
Q. 12	15	11	8	0	2	2
Q. 13	15	12	6	2	1	0
Q. 14	15	10	7	2	2	1
Q. 15	15	7	11	3	0	1
Total Questions & Responses	225	164	108	26	20	18

Moreover, the table presents majority answers in SAO and AO comparatively than the other options of the questionnaire questions for the students. Respecting comparison of ESP and EGP materials confinement, easy understanding, performance and efficiency asked in Q.1, Q.2 & Q.3. The replies received as 14, 12 & 13 for SAO while 4, 6 & 5 have received for SA options indicating the positive perceptions of students respecting ESP in Saudi content being EFL learners. Similarly, Q.1 & Q.2 have inquired about the augmentation of comprehension and ESP course contents changing of perceptions indicated 6 & 10 replies for SAO. Likewise, 12 & 7 for AO stating the influencing roles of ESP for EFL learners affirmatively. On the contrary, the rest of the options replies illustrated variations from 1 to 4 as maximum indications of students perceptions and attitudes concerning ESP rather than EGP.

Then, from Q.6 to Q. 10 depicted ESP literature influences, increase in aptitude for practice both receptive and productive skills, explanation and perception concerning effectiveness of ESP material rather than EGP. Similarly, 10, 7, 13, 14 & 13 replies have received for SAO. Whereas, 7, 11, 8, 6 & 4 replies for AO indicate affirmative enthusiasm of learners respecting ESP significance and replacement option of EGP. Students have depicted their views that language skills accuracy and proficiency become more required in ESP. Learners have

indicated their consent with questionnaire. However, the options have presented variance at greater extent from the above stated numbers of the options. Significantly, the replies of other options are as from 1 to 3 replies showed the other options selection correspondingly. Being as EFL learners, students' inclinations towards ESP has observed more comparatively the EGP in Saudi context.

Having relevancy to stated analysis of the questions, teachers have presented their replies for SAO and AO options that suggest positive attitudes towards ESP in EFL context. The selected replies from question 11 to 15 are likewise for 6, 11, 12, 10, & 7. This has indicated their agreement with researcher's perceptions. The students have considered the significant contents of ESP for the betterment of EFL learners in Saudi context. ESP could promote the codification of language for specific purposes inculcating channelized mind-set in students. (Adams-Smith, 1980). They expressed fully satisfaction of getting handsome experience while having ESP replacement with EGP. Similarly, highlighting mental elevations and usages of English by learners included received 87%. Besides, the other options ratio was 12% for NAND, SD, DO options respectively. Eventually, concerning total 225 questions were asked from 20 teachers who had been selected randomly to answer in closed questionnaire. 108 stated SAO, 164 highlighted AO, 28 NAND, 13 DO, & 7 for SD replies have been identified.

Table 3. Illustrates Total Number Participants, Questions and Selected Options

Participants	Questions	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
21	225	108	164	28	13	07

Subsequently, concerning total 225 questions were asked from 44 students who had been selected randomly to answer in closed questionnaire. 164 stated SAO, 108 highlighted AO, 26 NAND, 20 DO, & 18 for SD replies have been identified.

Table 4. Illustrates Total Number Participants, Questions and Selected Options

Participants	Questions	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
21	225	164	108	26	20	18

11. Conclusion

The analysis of replies, by both teachers and students, through selected options of questions presented that their positive attitudes and perceptions regarding the use of ESP in the context of EFL. Teachers and Students have agreed regarding the need of ESP in EFL context in Saudi Arabia. They have considered that ESP have become a better option to replace with EGP for mental augmentation of EFL learners being as undergraduates. The study has indicated that ESP works better for in EFL contexts in many aspects including language development, accuracy and proficiency in real life situations. Subsequent analysis further has further elaborated their synchronization of thoughts amongst teachers and students expressing the positive gestures for implementation of ESP for better comprehension and increase of language skills at undergraduate levels. Correspondingly, helping EFL learners from the ESP materials in integrated program possesses both parties' participants' progressive thoughts regarding the implementation of ESP for the interests of the EFL learners. Greater number of teachers and students have shown their optimistic perceptions about the encouraging roles of ESP contents for convenience and elevation of English standards of foreign learners of English in Saudi context.

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Appendix A

Questionnaire (Teachers)

Demographic Information

Name (Optional):Gender:.....

Age:.....Name of College:.....

Qualification:

Please read the following questions as well select option of your choice.

(1) Do you think there are more possibilities of ESP to benefit students of EFL in integrated teaching program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(2) Could teachers easily penetrate language stuffs to EFL learners by explicating ESP traditional methods in integrated program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(3) Are teachers expressed more dynamic, intellectual and efficient in solving of ELF learners' queries in ESL class?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(4) Do teachers constantly state examples from ESL designed course Materials in EFL class?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(5) Do teachers highlight the grammatical structures and their applications ESP contents in EFL context during teaching?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(6) How teachers solve difficulties of EFL learners in ESP during the explanation of grammatical structure from the available integrated program literature.

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(7) Do teachers consider ESP more productive for EFL learners in integrated teaching program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(8) Do teachers render excellent performance while teaching ESP in context of EFL classrooms?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(9) Do teachers experience indicate that they mental restrictions in ESP classes in integrated program comparatively than EFL classes?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(10) Do teachers find synchronization between them and ESP learners during teaching any topic in integrated teaching program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(11) Do Teachers assist easily the given materials of ESP in integrated program and the leaners become more inquisitive regarding any the emergence of betterment?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(12) Do teachers apply an eclectic approach preferably in ESP classes that they apply in EFL classes?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(13) Do teachers discuss in ESP classes the issues related to comprehensive understanding of the topic to the learners in ELF classes?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(14) Do teachers mobilize and motivate through ESP course of EFL learners by giving instructions regarding usage of English in particular context?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(15) Do teachers feel satisfied regarding improvement of EFL learners through ESP course program of teaching English?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

Appendix B**Questionnaire (Students)**

Demographic Information

Name (Opt):.....Gender:.....

Age:.....Name of College:.....

Qualification:.....

Please read the following questions as well select option of your choice.

(1) Do you feel more confinement in ESP class comparatively than EGP in integrated teaching program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(2) Do teachers easily make EFL learners easily understandable in ESP classes regarding your questions?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(3) Does ESP course restrict your language performance and efficiency in EFL context (classrooms)?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(4) Do you think that ESP course augments your level of perceptions and comprehensions being an EFL learners?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(5) Does ESP course contents change your perceptions regarding English language learning in EFL classes?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(6) Does ESP literature influence your learning of English in integrated teaching program?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(7) Does ESP increase your aptitude to practice English productive skills in a better way?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(8) Does ESP increase your aptitude to practice English productive skills in a better way?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(9) Does teacher's explanation satisfy your questions answers in ESP classes being as EFL learners?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(10) Do you perceive more lucrative ESP than EGP for EFL learners being undergraduate students?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(11) Do you believe that ESP is more productive for EFL learners to get receptive skills competence?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(12) Do ESP materials elevate EFL learners' linguistic knowledge than EGP comparatively?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(13) Do ESP course contents entice your appetite for strengthening your English skills being as an EFL learner?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(14) Do you feel satisfied regarding your understanding of teacher's explanation of the asked questions during ESP classroom being as EFL learner?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

(15) Do teachers argue and refer to grammatical structures and their usages to EFL learners in ESP teaching process in a conventional method?

5	4	3			2	1
strongly agree	agree	neither disagree	agree	nor	disagree	strongly disagree

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