



Sudan University of Science and Technology
College of Graduate studies
College of Education



**Investigating the Problems of ESP Syllabus in Sudanese
Colleges of Agriculture**
A Case study of College of Agriculture at University of Sinnar

تقصى مشكلات منهج الإنجليزية للأغراض الخاصة في كليات الزراعة السودانية
دراسة حالة: جامعة سنار كلية الزراعة

A thesis Submitted in Fulfillment of the Requirement for the
Degree of Ph.D in English language teaching (ELT)

Submitted by
Amal Abuidres Eltrafi Elimam

Supervised by
Dr. Mohammed El Amin El-Shingeety

2020

Dedication

To my family for their endless help and support.

To the soul of my uncle Osman Mohammed Ahmed Eisa who was proud of me.

Acknowledgement

I would like to express my deepest gratitude to Dr. Mohammed El Amin El-Shingeety who helped me with all the means of hand to go ahead with motivation and interest along this work of research. I thank him for his patience, guidance, encouragements and precious advice.

My deepest gratitude goes to all those who helped me to finish this work.

Abstract

This study aims at investigating the problems of ESP syllabus in Sudanese colleges of agriculture with reference to Sinnar college of Agriculture. The descriptive analytical method was adopted in conducting the study. Two questionnaires and an interview were chosen as tools for data collection. Teachers' questionnaire was chosen as one of the tools for data collection. The questionnaire was distributed to teachers of ESP in different Sudanese Universities. Students' questionnaire was distributed to students of college of agriculture at University of Sinnar. Statistical Package for social Sciences (SPSS) was used for data analysis. The interview was used as an additional tool for data collection. The statistical analysis for the results of the questionnaires and experts' interview showed that syllabuses of Sudanese agriculture colleges do not help students comprehend language skills as they lack function structures and vocabulary. The teaching is not based on a direct syllabus. The findings also revealed that both teachers and students are not satisfied by the teaching materials of agriculture. The syllabus suffers weakness in many aspects of language. The results of the interview revealed that students have real problems in using language. Based on the findings, the study recommended that ESP Syllabi at Sudanese agriculture colleges should be changed so as to suit students' needs. Teachers should be trained in teaching ESP. There is need for continuous evaluation system that gives scope for improvement in agriculture contexts.

المستخلص

تهدف هذه الدراسة إلى تقصي مشكلات منهج الإنجليزية للأغراض الخاصة في كليات الزراعة السودانية بالإشارة إلى كلية الزراعة بجامعة سنار، اتبعت الدراسة المنهج الوصفي التحليلي لجمع البيانات عن طريق الاستبانة والمقابلات. قام الباحث بتوزيع استبانة لمعلمي اللغة الإنجليزية للأغراض الخاصة في عدد من الجامعات السودانية وتوزيع استبانة أخرى لطلاب كلية الزراعة بجامعة سنار. تم تحليل البيانات باستخدام برامج الحزم الإحصائية للعلوم الإنسانية. أيضاً تم استخدام المقابلات كوسيلة إضافية لجمع البيانات. ثم وزعت المقابلات لخبراء في تدريس الإنجليزية للأغراض الخاصة. توصلت الدراسة لنتائج أهمها أن مناهج الإنجليزية للأغراض الخاصة لا تساعد طلاب كليات الزراعة في استيعاب مهارات اللغة. كما أن المنهج يفتقر إلى البنية الوظيفية للغة ومفرداتها. كما أنه ليس هناك منهجاً واضحاً للتدريس. وأن المنهج يعاني من الضعف في العديد من مفاهيم اللغة. أيضاً نتائج المقابلات أوضحت ضعف الطلاب في اللغة. استناداً على هذه النتائج فقد أوصت الدراسة بضرورة تغيير منهج اللغة الإنجليزية للأغراض الخاصة في كليات الزراعة بالجامعات السودانية لتواكب احتياجات الطلاب في تلك الجامعات وضرورة تدريب معلمي اللغة الإنجليزية للأغراض الخاصة. أوصى الباحث باتباع نظام مستمر للتقويم لتحسين منهج اللغة الإنجليزية في كليات الزراعة بالجامعات السودانية.

Table of Contents

Topics	Page
Dedication	I
Acknowledgement	II
Abstract English Version	III
Abstract Arabic Version	IV
Table of Contents	V
List of Tables	VIII
List of Figures	XII
List of Appendices	XVI
List of Abbreviations	XVII
Chapter One	
Introduction	
1.0 Overview	1
1.1 Background of the Study	1
1.2 Statement of the Study Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Research Hypotheses	4
1.6 Significance of the Study	4
1.7 Research Methodology	5
1.8 Limits of the Study	5
1.9 Organization of the Study	6
Chapter Two	
Literature Review and Previous Studies	
2.0 Introduction	7
2.1 Origin of ESP	7
2.2 ESP Definition	10
2.3 ESP Characteristics	18
2.4 ESP Types	19
2.5 ESP History in Higher Education	24
2.5.1 ESP History in Higher Education in Sudan	29
2.6 Constraints of Teaching ESP	29
2.6.1 Teaching Goals are not Clear	30
2.6.2 ESP Teaching Materials are Scarce	30
2.6.3 ESP Teaching Method is Relatively Backward	30

2.6.4 Lack of Attention of Relative Departments	31
2.8 Problems Related to Teaching ESP in the Arab World	31
2.8.1 Problems Related to Students	33
2.8.2 Problems Related to Teachers	36
2.8.3 Problems Related to Environment and Others	37
2.9 Problems Related to Teaching ESP in Sudan	38
2.10 The Difference between ESP and EGP	39
2.11 ESP Teaching and Learning Processes	40
2.11.1 Stages in the ESP Teaching Process	41
2.11.2 Syllabus Design of ESP	41
2.11.2.1 Conditions to Syllabus Design	42
2.11.3 Material Production	43
2.12 Evaluating ESP	45
2.12.1 Learner Assessment	45
2.12.2 Course Evaluation	46
2.13 Needs Analysis in ESP	47
2.13.1 Types of Needs	49
2.13.2 Target Needs	49
2.13.3 Learning Needs	51
2.14 Objectives in Teaching ESP	52
2.15 Previous Studies	54
Chapter Three Research Methodology	
3.0 Introduction	58
3.1 Design of the Study	58
3.2 Population of the Study	59
3.3 Data Collection Instruments	59
3.3.1 Teachers' Questionnaire	59
3.3.1.1 Population of the Questionnaire	60
3.3.1.2 Sample of the Questionnaire	60

3.4 Validity and Reliability	60
3.4.1 Validity of the Study	60
3.4.2 Reliability of the Study	61
3.4.2.1 Statistical Reliability of the Teachers' Questionnaire	61
3.4.2.2 Statistical Reliability of the Students' Questionnaire	62
3.5 Statistical Instruments	64
3.6 Data Collection and Analysis Procedures	68
Chapter Four Data Analysis and Discussion	
4.0 Introduction	69
4.1 Analysis of the Teachers' Questionnaire	69
4.2 Analysis of the Students' Questionnaire	105
4.3 Analysis of the Interview Questions	130
Chapter Five Main Findings, Conclusion, Recommendations and Suggestions for Further Studies	
5.0 Introduction	133
5.1 Conclusion	133
5.2 Main Findings	135
5.3 Recommendations	137
5.4 Suggestions for Further Studies	138
Bibliography	140
Appendices	

List of Table

Table No.	Table Title	Page
(3.1)	The Frequency Distribution for the Study Respondents According to Sex	65
(3.2)	The Frequency Distribution for the Respondents' Answers of teachers according to their Academic status	66
(3.3)	The Frequency Distribution for the Respondents' Answers of teachers according to their Years of Experience	67
(4.1)	The Frequency Distribution for the Respondents 'Answers to the statement "The ESP syllabus in agriculture colleges doesn't help students comprehend and write short agriculture situations using agriculture terms".	69
(4.2)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges doesn't include detailed overview of the function structures and vocabulary that will taught in each unit.".	70
(4.3)	The Frequency Distribution for the Respondents' Answers to the statement "Most examinees will never succeed unless they are trained on how to answer exam questions".	71
(4.4)	The Frequency Distribution for the Respondents' Answers to the statement "The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms".	72
(4.5)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges depends on teachers more than materials".	73
(4.6)	The Frequency Distribution for the Respondents' Answers to the statement "Most of the ESP materials in Agriculture colleges are not up to date".	74
(4.7)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges is not appropriately graded".	75
(4.8)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP textbook of Agriculture Colleges doesn't follow the principles of syllabus design".	76

(4.9)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges is supposed to train students read or write English relate to Agriculture extension".	77
(4.10)	The Frequency Distribution for the Respondents' Answers to the statement "Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the students' interest in language level."	78
(4.11)	The Frequency Distribution for the Respondents' Answers to the statement "topics of ESP syllabus in Agriculture Colleges do not reflect students' needs"	79
(4.12)	The Frequency Distribution for the Respondents' Answers to the statement "ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers".	80
(4.13)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students".	81
(4.14)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities".	82
(4.15)	The Frequency Distribution for the Respondents' answers to the statement "ESP teachers in Agriculture Colleges need more experience and extra training".	83
(4.16)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not introduce the tasks effectively".	84
(4.17)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary".	85
(4.18)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not encourage students to use vocabulary related to agriculture".	86
(4.19)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not used feedback to raise students'	87

	academic standard”.	
(4.20)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP teachers in Colleges of Agriculture choose teaching materials that are irrelevant to the course”.	88
(4.21)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP teachers in Agriculture Colleges feel bored in presenting materials.”	89
(4.22)	The Frequency Distribution for the Respondents’ Answers to the statement “There is gap between English at secondary schools and tertiary level”.	90
(4.23)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students face problems in dealing with agriculture terms”.	91
(4.24)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges do not effectively participate in the learning process”.	92
(4.25)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges have difficulties in reading	93
(4.26)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary”.	94
(4.27)	Chi-Square Test Results for Respondents’ Answers of the Question of the Hypothesis No (1)	95
(4.28)	Chi-Square Test Results for Respondents’ Answers of the Question of the Hypothesis No (2)	98
(4.29)	Chi –square test for Hypothesis No (3)	101
(4.30)	I had been asked about the language skills I want to learn before the beginning of the English language courses.	105
(4.31)	I had been asked about the ways in which I like to learn language before the beginning of the English language.	106
(4.32)	I had been asked to give my opinion about English language courses.	107
(4.33)	The objectives of each English language course are already stated at the beginning of the course.	108

(4.34)	The objectives of each course are exactly the objectives I like to achieve at the end of the course.	109
(4.35)	I think that plan of the English language teaching and learning need to be reorganized.	110
(4.37)	As a language learner, I would like to participate in the design of the English language course by giving my opinion.	112
(4.38)	I find the topics of the teaching materials interesting.	113
(4.39)	As a result of using the teaching material of English, my ability to use English is better than before, I started to use them.	114
(4.40)	Using the teaching materials of English has helped me in my study of agriculture.	115
(4.41)	I find the teaching materials of English difficult and boring.	116
(4.42)	The teaching materials of English provide opportunities for individual practice.	117
(4.43)	Exercises in the teaching materials of English get me intellectually involved because they are challenging	118
(4.44)	I find pleasure and enjoyment in doing most of activities in the teaching materials of English.	119
(4.45)	The activities in the teaching materials of English are not designed in the way I prefer to learn English.	120
(4.46)	I was asked to give my opinion about the teaching materials of English.	121
(4.47)	I think most of teaching materials of English are useful and interesting but they need few changing.	122
(4.48)	Chi –square test for hypotheses of the study	123

List of Figures

Figure No.	Figure Title	Page
(3.1)	The Frequency Distribution for the Study Respondents According to Sex	65
(3.2)	The Frequency Distribution for the Respondents' Answers of teachers according to their Academic status	66
(3.3)	The Frequency Distribution for the Respondents' Answers of teachers according to their Years of Experience	67
(4.1)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in agriculture colleges doesn't help students comprehend and write short agriculture situations using agriculture terms".	69
(4.2)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges doesn't include detailed overview of the function structures and vocabulary that will be taught in each unit.".	70
(4.3)	The Frequency Distribution for the Respondents' Answers to the statement "Most examinees will never succeed unless they are trained on how to answer exam questions".	71
(4.4)	The Frequency Distribution for the Respondents' Answers to the statement "The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms".	72
(4.5)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges depends on teachers more than materials".	73
(4.6)	The Frequency Distribution for the Respondents' Answers to the statement "Most of the ESP materials in Agriculture colleges are not up to date".	74
(4.7)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges is not appropriately graded".	75
(4.8)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP textbook of Agriculture Colleges doesn't follow the principles of syllabus design".	76

(4.9)	The Frequency Distribution for the Respondents' Answers to the statement "The ESP syllabus in Agriculture Colleges is supposed to train students read and write English relate to Agriculture extension".	77
(4.10)	The Frequency Distribution for the Respondents' Answers to the statement "Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the students' interest in language level."	78
(4.11)	The Frequency Distribution for the Respondents' Answers to the statement "topics of ESP syllabus in Agriculture Colleges do not reflect students' needs"	79
(4.12)	The Frequency Distribution for the Respondents' Answers to the statement "ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers".	80
(4.13)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students".	81
(4.14)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities".	82
(4.15)	The Frequency Distribution for the Respondents' answers to the statement "ESP teachers in Agriculture Colleges need more experience and extra training".	83
(4.16)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not introduce the tasks effectively".	84
(4.17)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary".	85
(4.18)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not encourage students to use vocabulary related to agriculture".	86
(4.19)	The Frequency Distribution for the Respondents' Answers to the statement "ESP teachers in Agriculture Colleges do not used feedback to raise students'	87

	academic standard”.	
(4.20)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP teachers in Colleges of Agriculture choose teaching materials that are irrelevant to the course”.	88
(4.21)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP teachers in Agriculture Colleges feel bored in presenting materials.”	89
(4.22)	The Frequency Distribution for the Respondents’ Answers to the statement “There is gap between English at secondary schools and tertiary level”.	90
(4.23)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students face problems in dealing with agriculture terms”.	91
(4.24)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges do not effectively participate in the learning process”.	92
(4.25)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges have difficulties in reading	93
(4.26)	The Frequency Distribution for the Respondents’ Answers to the statement “ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary”.	94
(4.27)	I had been asked about the language skills I want to learn before the beginning of the English language courses.	105
(4.28)	I had been asked about the ways in which I like to learn language before the beginning of the English language.	106
(4.29)	I had been asked to give my opinion about English language courses.	107
(4.30)	The objectives of each English language course are already stated at the beginning of the course.	108
(4.31)	The objectives of each course are exactly the objectives I like to achieve at the end of the course.	109
(4.32)	I think that plan of the English language teaching and learning need to be reorganized.	110

(4.33)	As a language learner, I would like to participate in the design of the English language course by giving my opinion.	112
(4.34)	I find the topics of the teaching materials interesting.	113
(4.35)	As a result of using the teaching material of English, my ability to use English is better than before, I started to use them.	114
(4.36)	Using the teaching materials of English has helped me in my study of agriculture.	115
(4.37)	I find the teaching materials of English difficult and boring.	116
(4.38)	The teaching materials of English provide opportunities for individual practice.	117
(4.39)	Exercises in the teaching materials of English get me intellectually involved because they are challenging.	118
(4.40)	I find pleasure and enjoyment in doing most of activities in the teaching materials of English.	119
(4.41)	The activities in the teaching materials of English are not designed in the way I prefer to learn English.	120
(4.42)	I was asked to give my opinion about the teaching materials of English.	121
(4.43)	I think most of teaching materials of English are useful and interesting but they need few changing.	122

List of Appendices

Appendix (1)	Teachers' Questionnaire
Appendix (2)	Students' Questionnaire
Appendix (3)	Teachers' Interview
Appendix (4)	Referees Professors

List of Abbreviations

ESP	English for Specific Purposes
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
ELP	English Language Teaching
ESL	English as Second Language
CNP	Communicative Needs Processor
EGP	English for General Purposes
EVP	English for Vocational Purposes
EPP	English for Professional Purposes
EAC	English for Academic Conference
CLT	Communicative English Teaching

CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview

This introductory chapter is an overview of the research. It specifies the researcher's motivation in conducting the research; the study is entitled (Investigating the problems of ESP syllabus in Sudanese colleges of Agriculture) in which the background and the rationale of the study are presented. The purposes and the objectives of the study are then stated, followed by the discussion of the significance of the study, the research questions that to be answered, the hypotheses of the study, methodology which will be adopted and conducted and finally the limits of the study that show the place and time where and when the study will be carried out.

1.1 Background of the Study

English for specific purpose (ESP) has emerged from the varying purposes and needs of language learners. It is the kind of profession and unit of science that determines the objectives of language instruction for special learning groups or classrooms. This sort of variety enables English to be classified under distinctive purposes such as English for Agriculture, English for Tourism, and English for Medicine and English for Businesses etc. The reality is that, it is not possible to teach or learn English wholly by all means. Thus this sort of division eases both the teachers' achieving the desired course curriculum and learning comprehending the aimed grammatical structures and branch related vocabulary.

English for specific purposes is explained as meeting various demands and requests of students and thus their needs have an important role in curriculum planning because of appropriate language input selection. The methods are chosen according to the learners' purpose in language education. In this sense, ESP pays

more attention to teaching of meaning than grammar construction. The essential peculiarity of ESP is English to be taught in a direct relation with the real world of students in term of content and it is not taught as a distinctive subject out of their real world.

In this study, the researcher thinks that the ESP vocabulary problems which face the students who learn English as second language (ESL). Hence the specialized vocabulary which belongs to Latin can create some difficulties to the (EFL) learners; also the various meanings which exist in dictionary will cause some problems such as how to select appropriate and suitable meaning of any item. Furthermore, English for Specific Purpose (ESP) is still new to many students. For that reason, the research also aims to explain ESP as a part of English language teaching and to introduce various activities aimed at reading, writing and vocabulary.

The (ESP) language is not a special language which is different from that in general English. It is rather a matter of relative emphasis on certain elements and aspects of the language to meet the needs of ESP learner in particular situation such as specialized vocabulary in Accounting, Agriculture, and Medicine. One of the linguistic problems of ESP teachers and learners is how to cope with technical and specialized lexis.

1.2 Statement of the Problem

As many teachers notice, the syllabus of English and teaching materials for agriculture students in Sudanese Universities are either neglected or not given an appropriate attention. Agriculture students and teachers of English for agriculture are always complaining about the syllabus and teaching materials. The students feel that most of the teaching materials introduced to them are either boring or do not improve their weak command of the English language which they desperately need to help in their field of the study and in their career. As for teachers, they

feel that there is no clear, specific, systematic plan for the existing syllabi of agriculture. In addition, they are left with scripts containing descriptions of courses. In other words, it is completely left to their discretion to choose the appropriate teaching materials. This point is the real confluence of the problems of teachers and students as far as the syllabus and teaching materials are concerned. Teaching materials of English for agriculture students are not easily accessible. Worse still, the available readymade teaching materials are either difficult, boring to the students or do not correspond with objectives or learner' needs as prescribed in the courses.

The researcher hopes that this study will contribute to the development of ESP syllabi in Sudanese Universities in general and at the University of Sinnar in particular.

1.3 Objectives of the Study

The study tries to realize the following research objectives

1. To find out to what extent the teaching of English for agriculture students at the University of Sinnar is based on a direct syllabus.
2. To examine whether the teachers and students of agriculture at University of Sinnar are satisfied with the teaching materials in agriculture colleges or not.
3. To diagnose the problematic area of the syllabus and teaching materials of English for agriculture students at the University of Sinnar as well as some Sudanese Universities.
4. To find out possible solutions for the problem of syllabus and teaching materials of agriculture at the University of Sinnar.

1.4 Research Questions

The study tries to find answers for the following questions.

1. To what extent is the teaching of English for agriculture students at the University of Sinnar based on a direct syllabus?

2. To what extent are the agriculture teachers and students at the University of Sinnar satisfied with the teaching materials of agriculture?
3. To what extent is the syllabus of agriculture at the University of Sinnar problematic according to principles of syllabus design?
- 4-What are the substantial solutions for the problems of syllabus and teaching materials of agriculture at the University of Sinnar?

1.5 Research Hypotheses

The study considers the following as its main hypotheses

1. The teaching of English for agriculture at the University of Sinnar is not based on a direct syllabus.
2. The teachers and the students of agriculture at the University of Sinnar are not satisfied with the teaching materials of agriculture.
3. The syllabus of agriculture at the University of Sinnar is not developed according to the principles of syllabus design.
- 4- The syllabus of agriculture at the University of Sinnar need to be developed according to the principles of syllabus design.

1.6 Significance of the Study

The significance of this research stems from the following factors

1. It attempts to analyze the present English syllabus for agriculture students of Sudanese Universities and subsequently conduct a need assessment surveys to that the students' English language requirements for professional contexts are satisfactorily addressed.
2. This study will provide language teachers with specific language teaching procedures and guidelines which they can use in their classrooms to enhance their students' achievement in agriculture English curriculum.

3. The research results shed light on the strengths and weaknesses of the existing English language in agriculture curriculum and envisage a paradigm shift for preparing global agriculture in the context emerging situation around the world.

4. The research results can be presented to teachers, learners, and decision makers in order to enhance agriculture students' performance in English in their required professional field.

1.7 Research Methodology

It would be too shallow to assume, that choosing a method is dependent on the teachers' view like, dislike or preference; however, the choice of the method is rather totally determined and dependent on the nature of the topic itself and the nature of data and the aim of the research, as well as the sample which is to be investigated. Concerning the present study, the suitable method is the descriptive analytical met

1.8 Limits of the Study

The condition of the study will inevitably be affected by the following limits

1. The implementation of the study will be in the period of the time between the years (2017-2018)

2. This study is based on theories of English for specific purpose (ESP). The limits related to the subjects and instruments of the study which discussed in detailed.

3. The sample of students and teachers were chosen as per stratified random sampling to cover all categories of colleges.

4. The instruments of the study are limited to teachers and students' questionnaires, and experts' interview.

5. The findings of the study are based on the ground situation prevailing in Agriculture Colleges of Sinnar University

1.9 Organization of the Study

This study consists of five chapters. Chapter one is the introduction of the study. It includes background of the study, research problem, and objectives of the study, research questions and hypotheses, significance of the study, methodology and limits of the study. Chapter two is about literature review and previous studies. Chapter three is about research methodology. It includes design of the study, instruments, validity, and reliability of the study. Chapter four is about data analysis and interpretation. Chapter five is the final chapter which includes findings, conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

This chapter attempts to provide a critical review of literature focusing on some key concepts of the research problem as well as critical survey of relevant previous studies. In other words, this chapter is divided into two parts: the first one introduces the literature review, and the second one presents the previous studies which were conducted by different previous researchers on the same field which has strong relationship with the present research.

2.1 Origin of ESP

The early 1960s witnessed the beginning of ESP as an important area in the field of English Language Teaching (ELT). Anthony (1997:1) believes that “from the early 1960s English for specific purpose (ESP) has grown to become one of the most prominent areas of EFL teaching today”. Almost all those who wrote about ESP stressed the fact that since the 1960s ESP has gone through continuous stages of development. Today ESP has become one of the most important areas in ELT and applied linguistics. This is affected in the increasing demands of ESP course to satisfy different needs of different learners. The importance of ESP is also reflected in the long number of textbooks and courses designed for different kinds of ESP. Anthony, (1997) confirms the importance and development of ESP stating that they are clearly observed through the increasing number of universities offering an M.A in ESP indicating as examples the universities of Birmingham and Aston in U.K and the number of ESP courses for overseas students in English speaking countries.

As for the origin of ESP, its emergence is mainly attributed to two reasons. Firstly, the status of the United States of America and Britain, as superpowers in terms

of economy, commerce and politics. Secondly, the considerably advancement in the fields of science and technology, with the English language as lingua franca of the world. Master, et al (1998:1) hold that "After the birth of English for specific purpose (ESP) in the 1960s, this discipline has become quite well known especially because English has acquired the status of international Lingua franca in almost any field of study, and linguists have moved towards a contextualized notion of language. Master and Brinton confirm the idea that the development of the ESP can be attributed to the status of English as the lingua franca of the world, and they add another reason which is a linguistic one. Instead of approaching language study at the level of sentence structure and grammar, linguists have changed towards a contextualized notion of language namely towards, contextual and discourse analysis. Pedro, et al (2002:1) point out that "since the late 1980s, English for specific purpose (ESP) has established itself not only as an important and distinctive branch of ELT, but has also incorporated most of the work on discourse and genre analysis as the results of corpus linguistics". Pedro and Olivera et al agree with Master and Brinton that one of the reasons for the development of ESP is the linguistic tendency towards a contextualized notion of language.

Barnard, et al (1998:308) hold that: "Until the 1960s there had been no concerted efforts to design language for specific learning objectives, however, in the post-war years, international exchanges in technology and commerce become increasingly important with English as the lingua franca, it became clear in the 1960s that there was a need for English courses that were designed to satisfy real world demands".

Barnard and Zemach emphasize the fact that the emergence of ESP can be attributed to the necessity of English as lingua franca in the field of technology and commerce. Richards, (2001:28) suggests a number of reasons for the emergence and development of ESP.

- a. The need to prepare growing number of non-English background students for study at American and British Universities from the 1950s.
- b. The need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment such as non-English background doctors, nurses, engineers and scientists
- c. The need for materials for people needing English for business purposes.
- d. The need to teach immigrants the language needed to deal with job situations.

Richards proposes direct and detailed reasons for the origin and development of ESP in terms of needs of the learners. However, he does not include the situation in some non-English speaking countries where ESP is taught as one of the University requirements to help the students to get access to the knowledge available only in English through books, journals, and internet sites, especially, knowledge related to their field of study and to their future careers. Hutchun, et al (1987:6.8) identify three main reasons describing them as common to the emergence of all ESP courses. The demand of a brave new world", according to Hutchun and Waters, refer to intensive and rapid expansion of scientific, technical and economic activities throughout the world. These activities led to the existence of a world unified by two forces- technology and commerce. This unified world needed a language. Mainly because of the economic power of the United State of America, the choice was the English language. Thus, all those who need to keep up with development in their fields need to learn English language. In this respect, it is clear that the status of English as an international language of communication is frequently confirmed in discussion about the about the origins and development of ESP.

Revolution in linguistics is the second reason Hutchinson and Waters introduce for the ESP. One of the leading pioneers of this revolution was Widdowson who

called for change from studying the rules of English usage studying the ways in which language is actually used in real communication because the language people speak and write varies from one context to another. This idea influenced English language teaching where the belief was that English for a certain field of study is different from that of another ending up in the development of English courses for specific group of learners. It is obvious that the revolution in linguistic as a reason for the emergence of ESP is confirmed by Master and Brinton, and Pedro and Olivera whose ideas have been cited in this discussion.

2.2 ESP Definition

Smoak (2003: 27) introduces the following definition as an answer to the question what is English for specific purposes? “ESP is English instruction based on actual and intermediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam”.

As Bastrukmen (2006) mentions, “ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments”.

Stevens (1980: 109) observes that ‘a definition of ESP that is both simple and Watertight is not easy to produce’. Despite this, the term has been defined by a number of scholars. Robinson (1980: 98), for example, cites fifteen scholars who have attempted to define ESP. This implies that there are many different opinions surrounding the concept and therefore that there is some terminological confusion. Commenting on this, Ewer (1981: 2) writes:

The terminology of ESP is now getting into such a confused and contradictory state that in my experience it is impossible to carry on a discussion about the subject with practitioners outside one’s own work-group for more than a few minutes without misunderstandings arising from this source.

Blackie (1979: 263) notes that ‘the term provoked statements of support and hostility as well as contradictory observations, depending on whether ESP was thought to be newfangled and untested, or whether it was simply a new piece of jargon referring to something old’. This suggests that understanding what ESP means simply depends on the viewpoint of the individual(s) concerned. To explain this, one might view the teaching of English for shopping as ‘specific’, whereas someone else might view this function as being served by a subset of general English. Differences of interpretation may be geographical as well as functional: as Robinson (1991: 1) puts it, ‘what is specific and appropriate in one part of the globe may well not be elsewhere’. This implies that ESP is often subject to varied interpretations.

Notwithstanding the attempt by Mackay and Mountford (1978: 2) to define ESP as ‘the teaching of English for a clearly utilitarian purpose’, Blackie (1979: 263) calls for ‘a satisfactory working definition’ of ESP. This may be because Mackay’s and Mountford’s definition does not seem to cover all aspects of ESP. As an alternative, Blackie (1979: 266) suggests that ESP refers to ‘programmers designed for groups of learners who are homogeneous with respect to aims, and whose specific learning objectives have been quantified and stated in communicative terms’. The key aspect of this definition seems to be that of homogeneity within the group(s) of learners, which, as Blackie (1979: 264) explains, can be identified on the basis of two factors:

(1) Learners’ general communicative competence in terms of language skills, which can be determined by a placement test, and (2) their learning needs, which can be determined by an appropriate needs analysis. It seems, however, that Blackie neglects to specify to what extent such homogeneity could be found within a group of learners, since it is often difficult to find a group with absolutely homogeneous needs. Thus, Cunningsworth (1983: 153) observes that ‘the needs

of the learners in a group may not be identical and in many cases may differ quite considerably one from another’.

For Kennedy and Bolitho (1984: 13), the degree of homogeneity within classes with respect to needs, abilities and subject disciplines is one of the most important factors influencing the design and implementation of ESP courses.

Whatever, their precise stance on homogeneity many authors agree that learners’ needs are fundamental to ESP. For example, Hutchinson and Waters (1987: 19) argue as follows:

ESP must be seen as an approach, not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language?

The ESP approach, in this sense, means addressing learners’ specific language needs. Munby (1987: 2) supports this view and defines ESP courses as ‘those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner’. This implies that the focus is on the purpose of learning the language; but Munby has also introduced the notion of communication into the definition, whereas Hutchinson and Waters (1984: 112) argue that ‘ESP is first and foremost a learning process, and it is not possible to have a communicative approach in ESP unless ESP is seen as primarily an educational matter’. Thus far, it could be deduced that ESP courses are or should be based not only on analyzing learners’ communicative needs, which are usually derived from the target situation, but also on a complete analysis of all of their language needs, attitudes and interests; in other words, on a comprehensive analysis of the ESP learning and teaching situation. Smoak (2003: 27) echoes the communicative approach by introducing the concept of real-life tasks, asserting

that 'ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is need based and task oriented'. One of the apparent limitations of this definition is that it does not explain what kind of real-life tasks are envisaged, e.g. social or occupational. In his definition of ESP, Orr (2001: 207) identifies these tasks:

ESP is English language instruction designed to meet the specific learning needs of a specific learner or a group of learners within a specific time frame for which instruction in general English will not suffice. Most often, this instruction involves orientation to specific spoken and written English, usually unfamiliar to the average speaker, which is required to carry out specific academic or workplace tasks. This definition also highlights another aspect of ESP: that there is usually a specified timeframe for ESP courses (Robinson, 1991; Basturkmen, 2006). This suggests that ESP is a learning/teaching process that addresses certain objectives over a relatively fixed period of time.

Notwithstanding variation on such matters of detail, on the whole, the suggestion is that ESP courses are mainly based on an analysis of learners' needs (to be discussed at greater length in section 2.5). McDonough (1984: 29) made this point clearly a quarter of a century ago by stating that 'the idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind'. The point seems to be that the outcome of analyzing these needs should help to determine the content of ESP courses. However, a definition of ESP, as Dudley-Evans (1998: 5) maintains, 'requires much more than an acknowledgment of the importance of needs analyses. This suggests that there are additional features or characteristics that are central to ESP. In his extended defi-

nition of ESP, Stevens (1988a: 1-2) lists four absolute and two variable characteristics.

A decade later, Dudley-Evans and St John (1998: 4-5) attempted to modify

While ‘even today there is a large amount of on-going debate as to how to specify what exactly ESP constitutes’ (Brunton, 2009: 2), the two definitions above indicate how broad and multifaceted ESP is. It is also notable that Dudley-Evans and St John list more variable characteristics than Stevens but remove the latter’s fourth absolute characteristic, i.e. that ESP contrasts with General English (GE). It is also notable that there is a fair degree of similarity between the two definitions. In pointing out two such areas of agreement, Basturkmen (2003: 49) writes that ‘ESP courses are devised on the basis of the specific work-related or academic needs of the learners and the courses offer descriptions of language use in the disciplines or occupations they serve’. Still, as Master (2005: 99) argues, ‘ESP seeks to weigh the importance of various elements in the genuine language situations English language learners will encounter’.

To a large extent, both types of characteristics outlined in the two definitions above seem to help in clarifying some contentious questions about the nature of ESP. For example, while some claim that all ESP teaching and materials are specific to the academic discipline or profession being served, it would be unduly restrictive to argue that the term ESP could be used only in respect of subject-specific work, since, as Dudley-Evans (1998: 6) explains, ‘where the focus in the class is on common-core skills or genres that belong to any discipline or profession, this is as much an ESP class as the more specific work’. This implies that ESP should not essentially be a process of teaching subject content per se, but rather should concentrate on developing learners’ knowledge of English, their language skills and their study skills, in order to help them to learn the subject content they require.

A significant point implicit in the third variable characteristic of ESP listed by Dudley-Evans and St John (1998) is that ESP does not seem to target a particular age group. However, McDonough (1984: 23) states that the majority of ESP learners are adults, 'since it is only by that age that they have developed a specialism or job preference'. Similarly, Robinson (1991: 3) remarks that 'the students on an ESP course are likely to be adults rather than children'. This view, that ESP is usually taught to adults because they are more likely to be aware of specific purposes and needs in learning the language, is shared by Kennedy and Bolitho (1984: 14), who observe that 'the older a learner is, the more likely he is to have his own definite ideas on why he is learning English. In fact, many ESP learners are adults'. Kim (2008: 1) also notes that 'adult language learners have more compelling and specific needs to learn a foreign language'.

In contrast to the views of McDonough, of Robinson, of Kennedy and Bolitho and of Kim, Steinhausen (1993: 6) argues that 'school children are very aware of why they are learning English and of what their needs are'. Dudley-Evans (2001: 131) also points out that ESP can be taught in schools, even at primary level. While the question of whether ESP is limited to adults or can be extended to younger learners remains open, there is practical evidence of the broader interpretation in some countries. In Saudi Arabia, for example, there are some technical and vocational secondary schools where ESP is taught and it is also offered in some tertiary education institutions. In addition, adults working in both the private and public sectors often attend ESP courses related to their specialized professional needs.

It seems that the issue of defining ESP has generated argument and consensus alike. One apparent area of disagreement among ESP scholars, as Flowerdew (1990: 327) observes, concerns 'the nature and role of the so-called "common core" (a supposed basic set of language items that can be used in all situations)'.

This common core hypothesis was proposed by Bloor and Bloor (1986: 13), who suggest that there is a fundamental group of grammatical and lexical items that learners should master before embarking on an ESP course. Consideration of the value of some less specific content in the context of ESP has led scholars to distinguish between two types of ESP course design: ‘narrow-angle’ and ‘wide-angle’. The former term refers to courses for learners targeting a particular professional or academic field, whereas the wide-angle or common core approach refers to courses covering a broader professional or academic field (Basturkmen, 2003: 48). This distinction between narrow-angle and wide-angle courses can be said to reflect the degree of specificity of the aims of ESP courses. Wide-angle courses ‘provide learners with a general capacity to enable them to cope with undefined eventualities in the future’ (Widdowson, 1983: 6). This implies that they do not fully focus on the purposes of the learners’ specific discipline or field. Basturkmen (2003: 50) further distinguishes two types of wide-angle course: those that focus on a language variety (e.g. Academic English, Business English) and those which address learners’ common needs with reference to a set of disciplines or occupations (e.g. English for General Academic Purposes, English for Health Professionals).

One of the advantages of courses that focus on a language variety is that ‘students do not necessarily need to have a high level of proficiency in English’ (Basturkmen, 2003: 59). Another is that ‘ESP courses focusing on the common needs across target groups offer advantages of practicality and economy’ (Ibid: 57). Students on such courses may also be interested in topics beyond their own narrow specialist discipline or field (Ibid: 58). Confirming this, Mason (1994: 21) observes that ‘Health Care students are generally interested in the wider aspects of their field and appreciate an introduction to a variety of topics’. However, a countervailing disadvantage is that courses with a wider focus often seem to ne-

glect students' needs. Johns and Dudley-Evans (1991: 304) identify some studies (e.g. De Escorcia, 1984) which have found that the wide-angle approach needs to be supplemented by an attempt to define students' more specific needs and the actual language difficulties that they face or will face daily, in their academic or professional lives. Narrow-angle courses, on the other hand, 'provide learners with a restricted competence to enable them to cope with clearly defined tasks' (Widdowson, 1983: 6).

This implies that their aims are very specific. According to Basturkmen (2003: 50), narrow-angle courses are based on the analysis of learners' needs with reference to their particular discipline or occupation (e.g. English for Pilots and Air Traffic Controllers). Dudley-Evans and St John (1998: 151) note that a narrow-angle course is appropriate where needs are limited. However, there are a number of problems with narrow-angle designs. Presenting a restricted version of English, narrow-angle designs limit students' ability to use English in that 'they are limited to the precise uses of English that allow them to operate in restricted circumstances' (Basturkmen, 2003: 55). Narrow-angle ESP may also be 'de-motivating to the student and open up a credibility gap between learner and language teacher' (McDonough, 1984: 54). This may occur because some ESP teachers lack a sufficient grounding in their students' specialism, while many learners 'already have problems enough with language without adding an additional conceptual load' (Kennedy and Bolitho, 1984: 51).

Another area of disagreement among ESP scholars concerns classroom methodology. Arguing that the emphasis has been on needs analysis and content, Widdowson (1983: 87) maintains that 'methodology has generally been neglected in ESP'. Likewise, Hutchinson and Waters (1987: 2) assert that 'ESP has paid scant attention to the question of how people learn, focusing instead on the question of what people learns'.

This implies that the common approach to ESP has often been language-centered and not learning-centered. It is suggested that ESP needs to be seen first as a learning process (see section 2.3.5.).

It seems that the definitions of ESP reported above focus generally on three points: the nature of language (specialized discourse), the specific purpose or goal of learners in learning it (learners' needs) and the contexts in which language is taught and used (specific learning settings, e.g. medical college, and specific domains, e.g. hospital).

In the context of this study, ESP is understood as the teaching and learning of specific English at tertiary level to a group of adult learners who will use it both in their current academic study as healthcare students and in their future careers as healthcare professionals, in order to function effectively in these specific situations.

2.3 ESP Characteristics

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns¹¹ tried (1998) to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP. Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;
2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:

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;

4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (Dudley-Evans & St. John, 1998:4)

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. For that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind'. Similarly, Hutchinson and Waters (1987:19) stated that, "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

In the course of the statements suggested below great similitude is noticed between ESP and General English Purposes (EGP) as teaching approaches knowing that each methodology is set up to fulfill specific social requirements, So in what terms are they different?

2.4 ESP Types

While it 'has yet to establish itself as either a full profession or as clear sub-discipline in the language sciences' (Swales, 2000: 62), ESP as a type of ELT (Hutchinson and Waters, 1987; Robinson, 1989; Dudley-Evans, 2001; Kennedy, 2001; Master, 2005) can be divided into different types (Kennedy and Bolitho, 1984; McDonough, 1984; Robinson, 1991; Carter and Nunan, 2001; Belcher, 2006). This division of ESP can often be useful (Coffey, 1984; McDonough,

1984). As Kennedy and Bolitho (1984: 3) observe, ESP types ‘provide an overall picture of the main groups of learners which might be of concern to an ESP teacher’. In addition, the division of ESP can be helpful in differentiating ESP courses from those of GE. Throughout its history, ESP scholars have suggested different ways of categorizing ESP types, such as those of Strevens (1983: 92), Hutchinson and Waters (1987: 17) and Dudley-Evans and St John (1998: 9).

Traditionally, ESP has two main types: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) (Kennedy and Bolitho, 1984; McDonough, 1984; Hutchinson and Waters, 1987; Robinson, 1991; Jordan, 1997; Dudley-Evans and St John, 1998, Flowerdew and Peacock, 2001a; Belcher, 2006; Master, 2007; 1 However, Barnard and Zemach (2003: 307) argue that ‘ESP should not be regarded as a discrete division of ELT, but simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics’. Kim 2008; Krzanowski (2008). This implies that ‘learners for whom ESP is appropriate are either engaged in studying a particular subject in English, or are following a particular occupation for which they need English, or both’ (Strevens, 1988b: 39). Hutchinson and Waters (1987: 16) explain that ‘people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job’.¹ Thus, the two main purposes of ESP are study and work, while some learners will need it for both. Indeed, the type of ESP under investigation in the present study is assumed to prepare its students for both their academic studies and their professional lives.

EOP ‘refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations’ (Dudley-Evans and St John, 1998: 7). Therefore, EOP is often closely related to students’ work or profession,

because ‘they are most likely required to have a certain level of English proficiency at work which is an indicator of good work performance’ (Kim, 2008: 1). That is, EOP courses often attempt to improve work-related language skills. Kennedy and Bolitho (1984: 4) explain that there may be differences in such courses depending on whether students are learning English before; during or after the time they are being trained in their work or profession. EOP can be subdivided into English for Professional Purposes (EPP; e.g. EMP) and English for Vocational Purposes (EVP) or Vocational English (Dudley-Evans and St John, 1998: 6).

EAP is defined as ‘the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language’ (Flower dew and Peacock, 2001a: 8). This seems to imply that the nature of EAP is often educational. Watson Todd (2003: 149) observes that ‘the main goal of EAP is for students to communicate effectively in academic environments’. EAP focuses on equipping students with the specific communicative skills to participate in these environments (Hyland and Hamp-Lyons, 2002: 2). EAP is also subdivided into many types. According to 1 Hyland (2006: 23) argues that the major differences between the EAP and EOP instruction contexts is that less consensus exists on the language, skills and communicative behaviors required in the world of work. McDonough (1984: 6), Dudley-Evans and St John, (1998: 7) and Jordan (2002: 73), the main type of EAP is considered to be English for Science and Technology (EST).

However, it seems that EST can correspond to both occupational and academic uses of English: occupational when it addresses the needs of oilfield workers, engineers, etc.; academic when it is for school and university students studying physics, math and chemistry through the medium of English (Robinson, 1980: 8). Holme (1996: 2) explains that EAP was developed along with ESP as one of its types, concerned with the specific purpose of following academic courses at the

university level. Another explanation views EAP as having quite different, general study-skills orientation, rather than requiring specific language context analysis (Jordan 1997: 4). According to this explanation, EAP is subsumed under ESP, which could be reflected in the names of its sub-specializations (e.g. English for Studying Biological Sciences, English for Law). The impression given here is that ESP refers to any English teaching context where the target language context is known and can inform the teaching syllabus about the language skills, language context or language types of the necessary teaching tasks. As Widdowson (1998: 3) argues, the danger is that this might result in a view of all language teaching as a kind of ESP, so that there would be subcategories such as English for issuing train tickets. Yet if one adds a discourse community requirement and looks for a more widely practiced concept of language use, one sets some limitations on what is ESP and what is not. The designation then seems to apply only if one is preparing students for entry into a community of product and discourse, imposing demands on the intake to the ESP course. At present, it could be said that ESP is a very large and expanding research field. Accordingly, the types that can be listed under ESP have expanded too. McDonough (1984: 7) lists sixteen ESP course titles and asserts that ‘the list is almost endless’. It seems that as many as sixteen or twenty types of language study can be identified under ESP and the process is continuing to expand as fields of research and practice develop. One difficulty is that in spite of its simplicity, the distinction between EAP and EOP can lead to confusion, because the distinction is not clear-cut (Hutchinson and Waters, 1987; Flowerdew and Peacock, 2001a) in that these two broad categories often overlap (Belcher, 2004: 179). Thus, this distinction is not always valid and its vagueness can be ascribed, as Belcher (2006: 134) notes, to the fact that ‘the goals of EAP and EOP are not always easily separable’. For instance, English for Economics may be for either academic or occupational purposes. In other words, ‘an English

course designed to help students read economics textbooks would clearly be EAP, but a course designed to teach learners how to participate in business meetings or take phone calls definitely has an EOP dimension to it' (Flowerdew and Peacock, 2001a: 11-12). One can argue that this confusion might contribute to that over the concept of ESP itself.

In conclusion, it could be suggested that ongoing development in various fields which use English has resulted in more specific needs for the language in certain domains. That is, the more specific the domain, the more specific the needs. In this respect, Holme (1997: 2) proposes a pyramid of specific needs whose higher levels represent more specific language needs, resulting in the opportunity for more specific branches to emerge within the domains. For example, EAP is less specific but at successive levels it becomes more specific, reaching the very specific English for an Academic Conference (EAC). In this sense, Holme (1997: 2) suggests that the bottom of the pyramid (e.g. EAP and EOP) might be considered a category for specialization rather than a specialization by itself. This means that EAP is seen as a branch (category or specialization) of the enterprise of ESP. Some (e.g. Hamp-Lyons, 2001; Turner, 2004), however, see EAP as a distinct field and a (study) skills-based specialism, while others see ESP as describing types of specialization within EAP. Indeed, many courses used to work like this; they would begin with basic study skills on writing essays, for example, then specialize the activity within the discipline (e.g. writing business studies essays). This does not make sense, as it ignores the EOP area. ESP needs to be seen simply as teaching language where students' needs can be specified within academic or occupational zones of use, or in Swalesian terms (1990), where future discourse communities can be identified.

2.5 ESP History in Higher Education

Hutchinson and Waters (1987) traced the early origins of English for Specific Purposes (ESP) to the end of Second World War. In the new commerce driven world, many saw the need for learning English, which was considered the accepted international language. Non-native speakers saw it as Lingua Franca that responded to their needs of cross-cultural communication, business doing and information sharing (Teodorescu, 2010).

During the 1960s, changes in the world's market resulted in the rising of ESP as a discipline. According to Hutchinson and Waters (1987,pp.6.7.), ESP emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and increasing amount of overseas students in English speaking countries. Also, according to Johns and Dudley-Evans (1991,pp.301.302), the international community recognized the importance of learning English not only as a means to achieve the transmission of knowledge and communication but also as a neutral language to be used in international communication.

The first boost of ESP came from the register analysis of scientific and technical writing. Logically, the movement gave special importance to semi-or sub technical vocabulary. Smoak (200, p.23), describes the instructors' believed job as "to teach technical vocabulary of a given field or profession". While this detailed study of language in specific registers demonstrated a very positive, early interest in functional lexis, it showed an extreme concentration on form and offered little explanation about why and how the sentences were formed and combined as they were.

Rhetorical and discourse analysis attempted to answer these questions and in doing so, as Dudley-Evans (2001, p.22), commented, introduced the idea of relating language form to language use, making use of the main criteria for the selection

of ESP teaching materials”. This new movement in ESP prioritized the theoretical foundation of language over the form since, as Malekin (2008) clearly explained, discourse analysis “focused on the communicative values of discourse rather than the lexical and grammatical properties of register”. (ESP Background, part 4” and reinforced the areas’ emphasis on research and analysis of texts. In this regard, John (Development of ESP) (2013) described through a series of sample research papers the shift of the emphasis of ESP during this period, going from statistical grammar accounts to a deeper interest in the relation between grammar and rhetoric. However, the discourse analysis of ESP was primarily concerned with language and gave no attention to the development of study skills. This then, became the focus of EAP during the late 1970s.

Skill-based courses at the end of 70s intended to the learners’ specific foreign language needs; to do so, words analysis had to be carried out. The movement believed that teaching how language works was not enough; the language-learning process involved should be addressed as well as so that learners would transfer these study skills to their real life tasks. Consequently, the learners’ purpose for learning the target language became one of the most important and so did needs analysis (Maleki, 2008)

The decades of 1970s and 1980s saw the consolidation of the ESP movement. Numerous articles on the field were published such as Muby’s model for needs analysis and Hutchinson and Waters’ influential papers. The latter two authors questioned many ESP long-held ideas and believed that ESP students should be led towards developing the “underlying competence” (1987, p.70) to eventually become independent learner. Closely related to this concept, Hutchinson and Waters outlined to the concept learner-centered approach which focuses on the process of learning emphasizes the exploitation of the learners’ already possessed

skills (acquired at work or through academic study), and takes into account students' different learning styles (Dudly-Evans and St. John, 1987, pp. 25.26).

The decades of the 70s and 80s also witness to controversy in ESP. The analysis of ESP resulted in two main views: that "A wide-analysis approach, which advocated for the teaching of English through topics beyond students' specialization areas and the "narrow approach, which claimed that the focus of language studies should be on the students' specific area of development. Another debate of the 70s and 80s was that of speaking skills specify. Some research studies proved mono skill emphasis useful, specifically in regard to reading but the ESP community considered that such concentration on over skills is linking" (John and Dudley-Evans, 1991, p.305) and that working on several skills simultaneously would actually enhance the language learning processes. John and Dudley-Evans (1991, p.303) also pin pointed that in the late 1970s and 1980s theoretical work seemed to lay behind materials development", which became a new trend of ESP work and research at the time. Finally, instructors' specialization was an issue of concern as well. According to John (2013, p.8), a study carried out by Tarome et al in 1981 not only maintained the rhetorical-grammar relationship but also introduced the concept of using the area specialists as a content-expert consultant. From that moment on, "subject-specialist informants" were more commonly involved as part of ESP research? Content and skill specifying material design and the instructors as experts were topics of debate during the 70s and 80s.

Another important contribution to ESP during the 80s, in the view of John, was the introduction of the two key ESP terms: genre analysis and rhetorical moves, which continue to be subject of intense research, work in ESP (pp.11.12)

Genre analysis was continuous to be afforesting area of study. Paltridge (2013: 347). Delimiting what a discourse community's genre is "establishing" the constraints on what are generally acceptable in terms of how the text should be writ-

ten or spoken, what issues it will address and how it can do this”. Identifying an aimed genre may help ESP students reproduce it and participate in it successfully by imitating conventions and limitations of the text. There might be genres, however, that vary in their linguistic and rhetorical features, but all of them should have a communicative purpose. Such a purpose may change over time and can vary across cultures concepts referred to as “genre volatility” John (2013, p.11). Genres may also be related and based on other genres, a complex relationship that continuous to enrich ESP genre analysis.

The concept of rhetorical moves is also highly salient in ESP. The move contributes to constituting a genre and scores a communicative purpose subordinate to the overall communicative purpose of the text. In traditional genre analysis, a text moves or “function components” (Conor, 2000, p.2) are used for some identical rhetorical purpose that is clearly different from other parts of the text. Such differentiation is observable in the text’s division into meaningful units through the use of subtitles, sections, key words and transition among others. Conner (2000, p.6) states that although moves can vary in size, they all content at least one propos ion” based on both general rhetorical objectives of the text and the community’s agreements on the form of a text. In the analysis of the rhetorical moves of both the text function and its boundaries and division are necessary.

During the last twenty years the ESP field has increased dramatically. Hewings (2002, co-editor of the general English for specific purposes, analyzed the issues of this journal for the last twenty years of ESP through “English for Specific Purposes”. First, the increased number of studies conducted outside the US and UK. Such as Central and South America, China and Hong Kong, demonstrates the growing acceptance of ESP as an academic discipline. A conclusion is also drawn by John, and explained below. A second interesting conclusion explained in his articles is the specificity towards which ESP, which includes EAP and EOP, is

headed. Thirdly, the topics observed seem to have become more EOP oriented and apparently, they have operated more general program descriptions. The current trend, according to Hewings, is text or discourse analysis. This tendency proves as he mentioned the growing realization that to provide convincing and effective ESP courses or materials, we need to know a considerable amount about target situations” (Topics of papers, Para, 7). Teaching ESP means, therefore, a deeper knowledge of the context and the text that occur with it.

The decades of the 1990 and 2000s have seen a rapid increase in research and have continued the expansion on major ESP topics. According to Johns (2013), the emergence of international journals, as well as the marked rise in the amount of international submissions and publication has consolidated the importance and relevance of ESP today. Moreover, the new emphasis given to already established concepts such as international rhetoric and learner genre awareness as well as the more profound and continuous research on corpus studies, demonstrate the steady evolution of research in the ESP area.

ESP has existed as a separate branch of language teaching for around 40 years. At the beginning, it focused on upon the specific lexicon of technical and scientific texts, but it soon changed its emphasis towards the rhetorical use of language in precise discourses. Next, the four skills which were neglected by all previous methods were assessed and addressed through the introduction of needs analysis studies. Finally, Hutchinson and Waters (1987) published the concept of ESP and established the importance of teaching students the skills and language that need to achieve their desired language performance.

It has certainly been a changing but fruitful road for ESP and even if some say that the evolution of this area of language study has responded mainly to teaching procedures and material development, its principle and theory have been more clearly outlined and shaped by the passing of time.

2.5.1 ESP History in Higher Education in Sudan

Formal education in Sudan was started by the British Colonial Administration after their re-occupation of the country in 1898. Previously, education was limited to Quran and other religious schools and the few Sudanese who enrolled in any activity which could be classified as modern or higher education were those who went to Egypt and enrolled in al-Azhar University. Gordon Memorial College, which later became the University of Khartoum, was established in 1902 by the colonial powers in order to provide the administration with its needs of indigenous manpower in the fields of education and administration. The college had experienced different phases of change which mirrored the economic and social development in Sudan. The establishment of the medical, agricultural and engineering schools was in response to the changing realities and needs as the aspiration of the population (Kambal; 1988 ;323)

Through all these phases the changes were gradual and adequate resources were normally provided. This small scale but balanced pattern continued after independence with the creation of new departments and widening of the range of disciplines offered.

The establishment of technical colleges in Sudan was closely related to necessity where colleges such as Shambat Agricultural College and Khartoum Technical College helped provide the much needed technical skills on which development projects and municipalities depended. These situations led to the necessity of ESP which is given special importance since that time.

2.6 Constraints of Teaching ESP

The teaching of ESP in most countries all over the world is confronted with a lot of constraints. In the following part of this study I would like to point out some of these constraints.

2.6.1 Teaching Goals are not Clear

In ESP teaching, although most students recognize the ESP teaching can help improve their level of English but only a handful of students to recognize the significance of ESP to enhance their employ ability and help them solve business problems in the post, which specifies cognitive faculty is also widespread, this traditional English teaching and learning for teachers and students thinking thought formed in the present situation, but also reflects the awareness of teachers and teaching objectives of ESP misunderstanding. These ESP teaching goals are not clear problems easily lead to out of touch with social needs of students' abilities and ESP English teaching is difficult to reflect the differences between ordinary English.

2.6.2 ESP Teaching Materials are Scarce

Although there are currently many schools have launched ESP teaching, but the lack of teaching materials hampered ESP improve effectiveness. If requested by teachers to collect data from the primary preparation of teaching materials and has the consistency and systematic, ESP informed teaching is difficult to ensure that the interest of students and teachers trust textbook was mobilized. In addition, many skills appraisal standards and vocational qualification certificate does not attach importance to knowledge of English for specific purpose, teachers lack teaching materials to ESP dynamic development

2.6.3 ESP Teaching Method is Relatively Backward

Influenced by traditional English language teaching mode in the current ESP teaching, there is still a large part of the teachers use the traditional; lecture method to carry out teaching activities in this process, teachers' professional grammar and vocabulary to explain only by one and students' in learning the dominant position has been adequate attention, which weakens ESP particularly and students motivation in ESP teaching to some extent. Therefore, ESP teaching process

needs focus on students' professional contact while respecting the students to highlight the differences

2.6.4 Lack of Attention of Relative Departments

Since the reform and opening up, English attention experts education administrative department of the ESP recognized for the college students with a certain sense, therefore, at the earliest college English syllabus" in relation to the basic stage into college English teaching and professional reading stages, initially, offered courses to ESP EST (English for Science and Technology, Technical English) based. But because ESP itself interdisciplinary and socio-economic conditions at the time of the English language requirement in the late 1980s to the early 1990s, after a brief technical English hot, almost stagnant development of ESP teaching originally set up ESP professional school, because of its graduates no obvious advantage had to give up.

2.8 Problems Related to Teaching ESP in the Arab World

English language teachers encounter many problems in teaching ESP in general and in Arab world in particular. This fact has been clearly stated by many researchers.

Most studies conducted by Mukhattash (1967), Suleiman (1983), Zughoul (1983; 1987) and Ibrahim (1983) noted that Arab students' problems in learning ESP usually spring from the following reasons:

- a) School graduates have lack of information regarding the university or the college they enrolled in
- b) There is deficiency in the English language curricula offered by some schools and universities
- c) Dreadful teaching methodology
- d) Problems with proper language environment and
- e) Lack of personal impetus on the part of the students.

Because of the general problems encountered mostly by Arab students in Jordan, Saudi Arabia and Egypt, among others. Suleiman (1983) contended that the pervading displeasure with the overall output of Arab learners in English subjects was due to poor essential principles in curricula conception and design, insufficient in classroom approaches, slow developed in the students' communication skills among many others.

In his study, Haq (1982:1) also revealed that most English instructors and university officials complained about the continuous deterioration of the mastery in English language among the students. Another study conducted by Zughoul (1984:4) confirmed the findings of Hag and revealed that most Jordanian students enrolled in ESP classes have poor oral communication skills, as they usually commit gross lexical errors.

In an a wide-scale study about the problems being faced by Arab students, Mukattash (1983) observed that these problems are categorized into two: first, students have problems in pronunciation, morphology, knowledge of the use of syntax and spelling; second, most Arab students have difficulty in expressing themselves contentedly and competently either when faced with scholarly subjects or usual everyday issues.

As part of the teaching method in most Arab schools, teachers do not really necessitate their students to revise or modify their works. This in contrast to what is being practiced in western universities where in the teacher and professors require their students to make on one or more drafts of their works, whereas in most Arab universities this technique is not usually practiced. The size of class has huge impact on the students learning process particularly in group work.

There are also several researches done in the Arab world on the problems in teaching ESP. These are divided into 03 main groups: (1) problems related to stu-

dents; (2) problems related to teachers; (3) and problems related to environment and others.

2.8.1 Problems Related to Students

Demographic characteristics and demands of learning English for specific purposes of students: according to Suzini et al. (2011), the students' demand for ESP is not met adequately, as follows:

- 1- Students are not ready for ESP courses
- 2- ESP classes are often too large
- 3- Sometimes ESP classes are delayed or canceled for no obvious reason
- 4- In some universities, the learners' motivation decreases because ESP courses are usually taken place in the summer
- 5- Students find that ESP is too different from general English
- 6- ESP teaching methods are still passive
- 7- ESP teachers' qualification is inadequate.

Besides, most students are used to the traditional teaching and learning methods. This results in the fact that students are timid and passive when they take ESP courses; and do not find ESP important for their future job. This situation has a significant impact on learning motivation of individual students in particular and learning environment of class in general.

8- English proficiency: difference in students' proficiency in the same university and among different universities has a negative impact on teaching ESP. For example, students in foreign language universities or foreign language departments of universities have higher proficiency in comparison with that of technical departments (electronics, construction), social departments (philosophy, sociology) or other universities. Besides, residential area also has a significant impact on students' English proficiency. Usually, students from small towns have lower foreign language proficiency than those from big cities because teaching English at

secondary school level in many Vietnam areas remains weak and inadequate. This creates the difficulty in using common ESP textbooks, especially for the students of departments not related much to English or at remote areas.

Differences between Vietnamese and English, especially English for specific purposes: difference of language, especially language for specific purposes between English and native language creates certain difficulties for learners. According to Maruyama (1996), Japanese has no relationship with English; and Japanese writing system is completely different from that of English. This makes Japanese students face a lot of difficulties in learning English, especially for the ESP terms. Also, Vietnamese has a lot of differences from English because many Vietnamese words derive from Chinese and the difference in pronunciation, grammar, etc. Therefore, it takes much time for Vietnamese learners to use English proficiently. Many learners give up when they cannot remember and use ESP for their work.

9- Lack of vocabulary: according to Maruyama (1996), among students majoring in electrical engineering in Jordan, he gave a list of 60 technical words to 112 students to identify the words and their meanings. However, there were 20 words none of the students knew, some words were known by a few students and only 1 word whose meaning all of 112 students understood. Since then, Maruyama (1996) pointed out the reasons for students' lack of vocabulary:

1-The students believed that they did not need to know words because they were not common, even rarely used in their daily lives;

2-Therefore, they had no motivation to learn the words

3- Most English teachers could not teach them these words because the teachers themselves were not well acquainted with these scientific terms. Maruyama's assessment has many similarities to the actual situation in Vietnam.

Many students think that ESP terms are rarely used, especially in their daily lives, so they have no motivation to learn and remember them.

Dependence on dictionary and lack of skills in using dictionary: lack of vocabulary, especially ESP terms, makes many students depend on dictionary and get stuck whenever they encounter a new word (Maruyama, 1996).

Specifically, when they see an entirely new word, they cannot guess its meaning and nor can they ignore it to understand the text. That's because students have no knowledge of English etymology, so they cannot understand meaning of a sentence when they do not know meaning of a word or a few words in it. As a result, this dependence limits the flexibility and imagination of learners.

Lack of skills in using dictionary is also a worrying problem. When using dictionary, many students only pay attention to the first meaning of a word and do not concern with its other meanings and usages. Besides, teachers do not often teach dictionary using skills to students.

Reading, listening, speaking and writing skills: concerning reading skill, Rezaei, Rahimi and Talepaskan (2012) showed that most learners had difficulties in identifying and understanding syntaxes of sentences. This makes reading English more difficult and sometimes learners may understand incorrectly sentence meaning. The reason is that there are too few scientific and technology English articles in universities, so students are unfamiliar with ESP documents.

Concerning writing skill, Lãm (2011) believed that most students were facing problems related to vocabulary, organizing ideas, grammar and spelling. They are often impatient to outline, organize ideas logically and connect them together in their writings. This makes ESP texts of students very sketchy, shaky and sometimes they even identically copy other texts for their writings.

Concerning listening and speaking skills, students practiced these two ones very little in class because they spend most of their time learning grammar, vocabulary and reading text documents. Teachers do not pay attention to listening and speak-

ing activities; and often give students two-language lectures (native language and English).

Therefore, students only remember individual words and cannot express their opinions in English for specific purposes.

2.8.2 Problems Related to Teachers

Quality of lectures and textbooks: in ESP courses now, most materials are designed to develop skills in listening, speaking, reading, writing and translation, but some teachers believe that a good vocabulary is enough for students. Therefore, a number of textbooks developed by teachers do not bring students much interest because of focus on only reading skills and vocabulary exercises. According to Lâm (2011), students often forget the learned words after each exam.

Qualification and Teaching Methods of teachers: the difficulties related to teachers include: teachers' qualification difference, teaching method difference, especially lack of specialized knowledge because they are not allowed to take part in refresher courses on methods and knowledge of teaching ESP. According to Ho(2011), teachers also face problems related to course design, tasks, assignments and teaching methods. In classes, students have to participate in group activities, presentations, taking minutes, writing essays about the learned knowledge/topics ... However, due to lack of time; lessons are sometimes not highly effective. Besides, learning efficiency assessment is not accurate because the majority of exams are designed by teachers.

Lack of Theoretical framework to support teaching English for specific purposes: Chen (2011) suggested that theoretical framework to support teaching English for specific purposes was the challenge of teaching ESP. The biggest problem is that there is no theoretical framework to support teaching ESP. There are many mixed opinions on whether this subject should be considered as a compulsory subject in the curriculum or should be considered as a skill or practical knowledge to help

students more confident with their knowledge after graduation. Besides, classroom teacher is the one with specialized knowledge or the one with no specialized knowledge is also an unsettled issue.

2.8.3 Problems Related to Environment and Others

1- Lack of teaching materials: in many ESP training institutions now, technical facility for teaching ESP is mainly CD player; meanwhile, PowerPoint and electronic lessons are rarely used. Besides, ESP document is often developed by teachers with no specialized knowledge, so the quality of those materials is not high. Maruyama (1996) suggested that the ESP materials which are at too high level compared to students' proficiency made students feel bored to learn. In addition, students cannot expand their understanding because of limited knowledge of the textbook. Many students admit that they learn ESP because they have to learn but they want to; and no longer remember learned knowledge after exams.

2- Classes with too large student number: according to Maruyama (1996), most students must take at least two years to learn English in universities, so student number of a class is up to 70-90. This has a significant impact on ESP teaching efficiency, especially when there is the difference in students' proficiency. Most students find it too difficult or too easy compared to their knowledge. Therefore, students do not have the motivation to study this subject.

3- Heavily focused examination: heavily focused examination is also a big challenge for teaching ESP in universities, especially in Northeast Asian countries (Japan, Korea, China, Vietnam,). For example, in Japan, it is believed that the admission in a prestigious school from kindergarten to university is a prerequisite to ensure a good future for their children (Maruyama, 1996). This results in highly competitive exams. However, the effectiveness of these exams is not high because after these exams, students usually quickly forget learned knowledge.

2.9 Problems Related to Teaching ESP in Sudan

In Sudan, there are also several problems related to teaching ESP. Kambal (1982) revealed that teaching English in places like Sudan always demands expertise in the pedagogy for many reasons; socio-cultural, economic, psychological, philosophical, educational, law, business, and pedagogic. Learning of English serves a very limited purpose and the target learners have less opportunity to practice the target language outside the classroom or lecture-hall. Sometimes it becomes difficult for the subject teacher to encourage some enthusiastic learners to use the target language due to those students who are not very good in English or at least hesitant to use English in and outside the classroom or lecture-hall.

Language teachers generally in Sudan do not follow different learning theories of psychology and suggested various approaches, methods, strategies and techniques such as oral approach, situational teaching, audio-lingual method, communicative approach, Natural approach etc for the achievement of the language objectives. Most modern teachers support the idea of grammar- translated method. So at times, all these popular methods, approaches and techniques fail in certain specific situation as in Sudan.

ESP in Sudan does not enjoy important place in the curriculum as in most developing countries. In spite of qualified teachers and effective administration, the teaching process sometimes seems to be futile when the actual skill development is not up to the mark.

Despite the availability of resources and increased emphasis on the use of technology, whether pre-service or experienced, currently feel ill prepared to use technological tools and resources in their ESP classes for teaching of contents. Most teachers ignore skills such as writing, most students most students enrolled in English classes usually commit serious syntactic errors in the composition ESP passages. Kambal (1980) noted that most students were weak in the following ar-

eas: tenses, verb structure and subject-verb agreement. Several problems were also observed in the students' use of tenses like tense substitution, tense sequences, tense marker and uncertainty of perfect tense.

2.10 The Difference between ESP and EGP

Hutchinson and Waters (1987) stated that there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP, like any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English.

ESP teaching approach is known to be learner-centered where learners' needs and goals are of supreme value, whereas General English approach is language-centered, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community.

Robinson (1980: 6) stated that "the general with whom we are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course". However, In ESP after the identification and the analysis of specific learning needs, students learn "English is route to the acquisition of some quite different body of knowledge and set of skills" (ibid 1980: 6).

Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987). Whereas, General English courses are provided to pupils as compulsory module at schools, their unique purpose is to succeed in the examinations.

Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. "The emphasis in ESP on going from A to B in the most time- and en-

ergy-efficient manner can lead to the view that ESP is an essentially practical endeavour” (Basturkmen, 2006: 9)

It is observed from the above distinctions that ESP and General English are different in the aims and objectives of the courses, the nature of the learners and the themes. The latter is also a point of disagreement between the linguists concerning ESP branches or the categorization of its subjects of practice.

2.11 ESP Teaching and Learning Processes

The methodologies of ESP teaching conform to the same model of the language teaching process as does any other form of language teaching.

That is to say, the basic teaching activities are these; shaping the input; Encouraging the learners’ intention to learn; managing the learning strategies and Promoting practice and use. (Stevens, 1988: 44)

In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and motivation. Furthermore learners’ attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process.

The ESP teacher in the classroom is “...a knowledge provider and a facilitator of students’ learning and no more as a resourceful authority.” (Kashani et al 2007: 85). However, he/she is more concerned with designing suitable syllabi and courses for different learners with various needs and fields. “Thus, whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition, choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload” (Hutchinson & Waters, 1987: 21).

As the students are cited in the core of the learning process they have to be dynamic contributors in their learning either in the classroom or out of it. Students use the adequate and favorite learning strategies and put a rapid and durable

learning rhythm to achieve the stated objectives. They are more intrinsically than extrinsically oriented. “Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences”. (Kashani et al 2007: 87).

ESP teaching/ learning processes necessarily go through different stages.

2.11.1 Stages in the ESP Teaching Process

Dudley-Evans and Johns (1998:121) maintain that “The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”.

Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations.

2.11.2 Syllabus Design of ESP

It is not easy to separate the issues concerning syllabus design set up for specific purposes programs from general language teaching. Designing a syllabus to a specific group in a particular situation is not a simple task for the designers aiming at achieving learners requirements, since the existence of various concepts and basis dealing with syllabus. Thus, it seems of great importance to define „syllabus“ in order to have a better understanding of what it actually meant by the term in education. Hutchinson & Waters (1987: 80) define “Syllabus” as “... a document which says what will (or at least what should) be learnt”. In the same vein, Robinson (1991: 34) states that syllabus is “a plan of work and is, thus, essential for the teacher, as a guideline and context of class content.” The above assertions point out that the syllabus first concerns the teacher, and that it helps him/her plan courses.

Basturkmen (2006:20) argues that “in order to specify what language will be taught, items are typically listed and referred to as the syllabus”. She exemplifies the definition by giving a standard view of the syllabus through the following.

A syllabus:

- 1- Consists of a comprehensive list of content items (words, structures, topics-process items (tasks, methods)
- 2- Is ordered (easier, more essential items first)
- 3- Has explicit document
- 4- Is a public document
- 5- May indicate a time schedule
- 6- May indicate preferred methodology or approach
- 7- May recommend materials

2.11.2.1 Conditions to ESP Syllabus Design

Harmer (2001) establishes some rules that should be taken into consideration when designing a syllabus, and states that “every syllabus needs to be developed on the basis of certain criteria” (Harmer, 2001:295), which consist of:

- a- Learn ability: the content should be organized in a gradual manner in order to be more efficient, i.e. from the easier themes to the more complex ones.
- b- Frequency: integration of the most frequent items used in target language.
- c- Coverage: incorporate the terminology and structures that have wider coverage in the use of the language.
- d- Usefulness: set up language forms and skills that is socially useful for the learners.

These criteria are greatly influenced by some environmental factors surrounding the teaching learning situation as the existence of a number of social restrictions that have a great impact on its effectiveness. Benyelles (2009) selected the main constraints as follows:

- The language setting which concerns the role of the language in the community.
- The areas of language use in society (how and where it is used).
- The role of the language in the political life taking into accounts the country's economy and technology (Ashworth, 1985 a).
- The attitudes of groups and individuals towards the language. This is determinedly the degree of their awareness of the language (Van Leir, 1995).(Benyelles, 2009: 58-59).

To summarize, the designer will have to take into consideration the various parameters that can influence the technical and pedagogical criteria in designing appropriate and practical syllabus.

2.11.3 Material Production

Do ESP textbooks really exist? This is a fundamental question St Johns (1990) addresses. One of the core problems he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

“In the real world, ESP developers are not provided with sufficient time for needs analysis, materials research and materials development” (Kristen Gatehouse, 1999). The notion of time in the teaching process is of paramount importance especially in ESP, because the analysis of the target situation and the research of the appropriate materials need adequate time.

Suitable materials in ESP are not generally easy to get “It is likely that a course tailored to the needs of specific group of learners will not be available,” (Hutchinson & Waters 1987: 106). For that reason, the ESP teacher has to develop materials which present as clearly as possible useful area of the language so that learners can perceive the relation between the content of the course and their requirements.

The production of such materials and suitable activities is not a simple task because the ESP teacher is neither a materials designer nor a subject specialist; besides, “few teachers have had any training in the skills and techniques of materials writing” (Hutchinson & Waters“, 1987: 106).

In order to assist and guide ESP teachers in producing adequate materials, Hutchinson & Waters (1987:106-108) identify some defining principles that should be stated as purposeful objectives in designing pedagogical materials:

a- good materials give a stimulus to learning; in other words, they do not teach but, encourage learners to learn, they will, therefore, contain:

-Interesting texts;

-Enjoyable activities which stimulate the learners“ thinking capacities;

-Opportunities for learners to use their existing knowledge and skills;

-A content which both learner and teacher can cope with.

b- Adequate materials provide a comprehensible and rational unit structure which will conduct both the teacher and the learner through a range of activities in such a way as to maximize the chances of learning. Accordingly, “a materials model must be clear and systematic, but flexible enough to allow for creativity and variety”. (Ibid, 1987:107).

c- Materials should represent a vision of the nature of language and learning, and reflect the teacher considerations and feelings about the learning process.

d- Materials should reveal the nature of learning tasks and should “create a balance outlook which both reflects the complexity of the task, yet makes it appear manageable.” (Ibid, 1987:108)

e- Materials should introduce the teachers to the use of new and updated teaching techniques.

f- Materials should supply appropriate and correct representation of language use.

In ESP, the analysis of the target situation provides the basic data that leads the

material designer to establish the process through which the course will be presented. By the combination of the different outcomes related to the learners needs, the learning environment and the pedagogical approach, it will be possible to produce the needed ESP course with an appropriate content.

Hutchinson and Waters (1987) designed a model for materials production aiming at providing a “coherent framework for the integration of the various aspects of learning, while at the same time, allowing enough room for creativity and variety to flourish” (Hutchinson and Waters, 1987: 108)

2.12 Evaluating ESP

The need for evaluating ESP is very crucial since it addresses specified objectives Hutchinson and Waters (1989:144) states “Any language teaching course has certain evaluation requirements, but in ESP these requirements are brought sharply in to focus by the fact that ESP course normally has specified objectives”.

This is because both ESP learners and sponsors are investors in the ESP course and they want to see a response on their investment of time and / or money.

This has made ESP manager to demand for better evaluation procedures Hutchinson and Waters (1989:144) identified two levels of evaluation these are:

2.12.1 Learner Assessment

This kind of assessment is very essential in ESP since ESP is mainly intended towards performing particular tasks “the facility to assess proficiency is, therefore, central to whole concepts of ESP. The results of this kind of evaluation, for example, enable sponsors, teachers and learners to decide whether and how much language tuition is required. Therefore, it’s the learners’ ability to respond to the different tasks required from them in ESP situation that determines the success of ESP course.

2.12.2 Course Evaluation

This is the evaluation of ESP course itself. It is intended mainly to assess whether the course objectives are achieved or not in other words to what extend does the course meet what it was designed to do.

“These two forms of evaluation are not always distinct. An ESP course is, after all supposed to be successful: it is set up in order to enable particular learners to do particular things with language. If it consistently fails to meet this objective, then something must be wrong with the course design: the objective may be too ambitious given the resources available; the analysis of the learners’ initial competence may be wrong; the methodology may be inappropriate. Evaluation of the learners is unlikely to indicate exactly where a fault lies, but it will at least indicate the existence of the fault somewhere. Somewhere, more precise diagnostic evaluation can then be used to trace the fault” (ibid: 44)

Both these two ways of evaluation methods (learners and course) share the same function which can provide a feedback on ESP. Each one has its own purposes and procedures. Moreover, both these ways of evaluation will have positive reflection on the area of ESP. Therefore, it is the job of the teachers to think of the best ways to carry out each way of evaluation.

Smoak (2003:27) identifies four lessons for teaching ESP that she reached throughout her experience in teaching ESP to students of medicine at the ESP Centre at Alexandria University in Egypt. These are:

1. ESP is not teaching lists of technical vocabulary.
2. Assumptions and intuition about language use in ESP situations are probably inaccurate.
3. Needs analysis should include observations of the language use in context.
4. Material should be appropriate and authentic

As for ESP professionals Smoak (2003:27) believes that they are supposed to be prepared to find out how language is used in real world situations.

1. Teachers must be prepared to find out how language is used in real world situations.
2. Teachers should have knowledge of discourse and genre analysis.
3. Teachers should develop courses that teach authentic language from many different fields considering accurate needs analysis and adequate materials and methodologies.
4. Teachers should be ready to prepare their own materials based on the fact that, much of the language that students need won't be found in any course book or pre-package materials.
5. Teachers should benefit from training and professional development opportunities in ESP and should rely on the expertise of colleagues that are more experienced.

2.13 Needs Analysis in ESP

Needs analysis in ESP often focuses on the skills learners need to study or work effectively in their target environment. Boshier and Smallkoshi (2002) report a needs analysis to investigate the speaking and listening needs of immigrant nurses attending a nursing degree program in the United States. The following are some of the needs identified:

- 1- Using paralinguistic features of communication (stress and intonation, and volume and rate of speech) in a clinical setting, specially with elderly patients
- 2- Making “small talk” with clients.
- 3- Understanding clients who speak non standard dialects of English.
- 4- Understanding the instructors’ direction and following through with step- by - step procedures in performing clinical tests.

5- Flower dew and Peacock (2001) claim that skills – base approaches have been particularly important in EAP and point to the fact that many learners in south America have traditionally needed only a reading knowledge of English. Studies often focus on identifying the skills needed for a particular work place or study in a discipline. The following are some of reading skills that researches have shown to be important for EAP learners as Peacock (2001) claims: Using existing knowledge to help understand new information.

6- Recognizing text structures

7- Skimming for gist.

8- Scanning to locate specific pieces of information

9- Distinguishing more from less important information

10- Reading selectively according to the purposes of reading>

11- Distinguishing facts from opinions.

12- Distinguishing main ideas from evidence.

Jordan (1997) lists skills involved in academic listening, including the ability to identify:

1. The purpose and the scope of lectures.

2. The topic of lectures and follow topic development

3. The relationship among units within discourse (major ideas)

4. Generalizations, hypothesis, supporting ideas, and examples)

5. The role of discourse markers in signaling context of lectures (conjunctives, adverbs, gambits, and routines.)

Salas et al (2013) believes that four decades, ESP has evolved from what obscure subset of ELT to a mainstream, stand alone focal point of international, inter- disciplinary scholarships and practice attuned to the multiple and complex needs of “that world”. This view was also shared by Basturkmen 2010; Hyland (2007);

Johns and Dudley- Evans 1991; Louhiala – Salminen, Charles, and KanKannranta 2005; Nickerson 2005; Warschauer 2000).

Sales adds that contemporary scholarship for ESP has critically examined, among other things, the complex contextual issues surrounding the conceptualization and delivery of ESP instruction (Allison, 1996; Hyland and Hamp-Lyon 2002; Watson Todd 2003), “authenticity” in the development of materials and curricula (Widdowson 1998), and complex ethical issues about who decides that learners need (Belcher 2004; Edg 2003; Lee 2008; Widdowson 1994).

2.13.1 Types of Needs

ESP specialists (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993), agree on the fact that the term needs are the learners’ requirements aiming at communicating effectively in the target situation. “An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation” (Benyelles 2001:26).

Accordingly, this entails that NIA taxonomy may be viewed differently, however two (2) types, i.e. „Target Needs“ and „Learning Needs“, are the main concepts used by the scholars in ESP literature and practices.

2.13.2 Target Needs

Needs analysis is a complex process which has to take into account what Hutchinson and Waters (1987:54) define as “target needs”, what learners need to do in the target situation. In other words, what are the linguistic elements needed to achieve specific communicative purposes.

Robinson presents aspects of the target situation and students' educational backgrounds: "study or job requirements," "what the user-institution or society at large regards as necessary," "what the learner needs to do to actually acquire the language," "what the students themselves would like to gain from the language

course," "what the students do not know or cannot do in English" (Robinson 1991pp. 7-8).

In this respect, Hutchinson and Waters propose further subdivisions of target needs which are: Necessities, Lacks, and Wants.

1- Necessities

Are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991: 7) to be achieved.

2- Lacks

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

3- Wants

Are the learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

In order to design the syllabus content, the ESP practitioners have to take into consideration the learners aims; however, in almost all cases, these contrast with the lacks identified by the teacher or the necessities of the target situation. This divergence leads West (1993) to add „constraints“ as fourth type of target needs. "It involves the non-pedagogic limits that control a course planning process such as the role of the national policy, and financial restrictions, which the analysts need to be aware of once they start the process of ESP"(Benyelles 2001:31).

2.13.3 Learning Needs

According to Hutchinson and Waters a relevant needs analysis of the target situation can divulge and reveal “What the learners need to learn”; however, it is not sufficient, in

ESP context the question “How will the learners learn” in order to learn, is of central importance to determine the content of the course.

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

All Wright (1982, in West, 1994) states that “the investigation of learners’ preferred learning styles and strategies gives us a picture of the learners’ conception of learning”.

The findings of the gathered data will provide an overview regarding learners’ feelings and positions to learn a foreign language in specific contexts. For language audit, it is generally used to establish the role assumed by this foreign language in business, industrial or public enterprise, accordingly ESP researchers have to:

- Determine the language skills needed to carry out specific jobs or studies (West: 1993).
- Evaluate the actual proficiency level of the target population in order to compare the different levels of achievement at the end of the course.
- Find out the necessary time volume needed for language instruction.

In sum and regardless of the various approaches recommended to identify students' needs, almost all the scholars mentioned above (West, Hutchinson and Waters, Robinson, Allwright) have the same opinion on the collection of the same type of information during the needs analysis stage. The information concerns:

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

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

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

After the identification and analysis of learners' needs the ESP teacher can go through the next phase which is syllabus design.

2.14 Objectives in Teaching ESP

The main aims of the teaching and learning process is to enable the learners to acquire information in its general sense. Concerning ESP Basturkmen (2006: 133) states the existence of five broad objectives, which are also applied to ELP, on which specific teaching process is based and should be reached:

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.
- To develop strategic competence
- To foster critical awareness.

The researcher shall examine these objectives one after the other. a-Reveal subject-specific language use: this objective aims to demonstrate to the learners how the language is used in the target setting.

b- Develop target performance competencies: this objective is concerned with what learners do with language and the needed skills to be competent. “This orientation can be categorized as a proficiency objective, according to Stern’s classification (1992)”(Basturkmen, 2006: 135).

c-Teach underlying knowledge: the aim is to focus on developing students’ knowledge of fields of study or work in addition to their language skills. “The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern’s categorization (1992)” (Basturkmen, 2006: 137).

d-Develop strategic competence. “Strategic competence is the link between context of situation and language knowledge” (Basturkmen, 2006: 139) and enables successful and efficient communication.

e- Foster critical awareness: “This objective can be linked to the cultural knowledge and affective objectives in Stern’s (1992) classification” (Basturkmen, 2006: 143) and aims at making students conscious and culturally aware of the target situation.

It is evident that great similarity exists between the objectives established by Stern (1992) for language education and the ones stated by Basturkmen for ESP context. The teaching /learning process associated to appropriate methodology may result in mastery of language by correctly using it in the context.

Stern (1989, 1992) distinguished four types of objectives: proficiency, knowledge, affective, and transfer. Proficiency objectives concern mastery of skills such as reading, writing, listening, and speaking.

Knowledge objectives concern the acquisition of linguistic and cultural information. Linguistic knowledge includes language analysis and awareness of the systematic aspects of language. Cultural knowledge objectives include control of socio-cultural rules (mastery of the norms of society values, and orientations). Affective objectives concern the development of positive feelings toward the subject of study. They include attitudes toward attaining second language competences, socio-cultural competences, and language learning. Transfer objectives concern the ability to generalize from what has been learnt in one situation to other situations.

2.15 Previous Studies

Concerning the previous studies, the researcher presents some studies that have been conducted in the same area as the present study. Reviewing the contribution of these studies is important of having clear picture which help for giving suggestions and contribution. Therefore, the researcher in this part of the study reviews the contribution of other researches in the area of ESP.

Al –Bazzaz (1994) conducted Ph .D thesis to investigate students’ low achievement in English at the college of Business studies, Kawit University .A questionnaire was distributed to students and teachers .Interviews and observations were also conducted . The results revealed that English was used to communicate with nonnative speakers of Arabic in different areas involved with the business sector. The language knowledge required to deal with the labor market was attainable , but it was not adequately covered in the English language courses taught to students of business. The study proposed model for course development.

Lambardo (1988) conducted Ph.D research .He surveyed 200 students in the school of economics to investigate students’ perceived needs and attitudes about

learning English as a second language .The results showed that students were motivated to learn English to have a better chance to get a job .Technical terminology was the major problem in reading. Understanding oral reports and participating in meeting were the most activities needed to succeed in their field . In regard to the importance of the four language skills, listening skills were the most important followed by speaking reading and writing.

Chamnong Kaewepet Rajamangala (2009) presented a paper on a framework for investigating the English For Specific Purposes(ESP) needs of Thai engineering students (University of Technology Krungthep, Thailand), who will study ESP in an English as a Foreign Language (EFL) environment .The theoretical research originates from an aspiration to update and improve an ESP course .The literature suggests important principles for investigating learner needs. The framework is created for the investigation of learner needs which is integrated into the curriculum implemented and evaluated while the course is underway to establish if learner needs have been met. By thoroughly examining the framework established in the literature, it can prove useful for other ESP, EFL and English language teaching (ELT) contexts.

Yassin, A (1999) conducted Ph.D thesis under the title “The need for ESP/EAP Teacher Training in Sudanese Tertiary Institutions post-Arabicization” University of Khartoum. The study revealed that the difference between ESP and EAP is largely different in degree rather than in kind and in practice rather than in theory. The results also showed that ESP/EAP teachers’ training was not catered in these English teachers training progress.

Nagat Gailani Esyed (1989) conducted Ph.D thesis at College of Education, University of Khartoum, under the title “Evaluation of Sudanese Higher Education Curricula of Social Sciences on the Basis of a Suggested Model for Building A science Based Healthy and Productive Society. The study revealed that the current syllabuses are difficult and boring to both teachers and students thus syllabuses in social sciences should be changed into satisfied ones to suit students’ needs.

Priya Sasidharan (2012) conducted Ph .D thesis at National Institute of Teaching, Rourkela, Orissa, India. The title “A need-based Approach to Teaching and Learning of English for Engineering Purpose” .The findings of the study showed that the goals and objectives of the present syllabus are only being partially fulfill. There is deficient acquisition of English skills among students. Teachers are not getting adequate training at the latest in the language teaching method.

This study is conducted by Mahadi Hamad Elballa Hamad, at Sudan University of Science and Technology in 2014. It is an MA thesis, under the title “Investigating of ESP Vocabulary Difficulties Encountered by EFL Learners”. The instruments used in this study are questionnaires and interview.

The main findings of this study are: ESP courses do not meet the students’ needs. ESP teachers need training in teaching such courses. The researcher recommended that ESP courses should concentrate on ESP vocabulary rather than grammar instruction. Teaching ESP hours should be increased and the objectives should be clear.

Rabab Abd ELsalam (2006) conducted MA thesis at College of Education, Sudan University of Science and Technology, under the title “The Attitudes and Motivation of University Students towards English Language Learning as a University Requirement course post-Arabicization” A case study of some Universities in Khartoum. The results of the Study are summarized as follows:

1. Learners are not intended in learning English as University requirement.
2. Teachers themselves have no motivation in teaching such courses.
3. University policies have major role in these negative attitudes and motivation.

CHAPTER THREE
Research Methodology

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes the research methodology of the study .It presents a concise description of what has to be done by the researcher about the methodology. It includes the design of the study, the target population, research instrument, and procedures for data collection. Then it goes further to present tools, validity and reliability of the study .The researcher uses two questionnaires and interview as main tools to answer the questions of the study. The first questionnaire; is designed for the teachers of English language as a foreign language, the second questionnaire is conducted to agriculture students in Sinnar University and the interview is designed for experts. The researcher uses statistical package for social sciences (SPSS) to analyze the research data.

3.1 Design of the Study

In any research study, the researcher usually goes through a series of inter-related phases which together make up the design of the study .A research design, therefore refers to the general plan of data collection and procedures, which are used in the analysis of data, in order to shed light on the problem(s) under investigation. The aim is to obtain data which serve to answer the research questions thus, a research design in this sense can be defined as the procedures for conducting the study including when, from, whom and under what condition data were obtained. Its' purpose is to provide the most valid, accurate answers as possible to the research questions.

This study adopts descriptive analytical method. It adopts both quantitative and qualitative methods. The aim of such mixed methods is to provide quantitative qualitative interpretive data obtained from the analysis of the questionnaires

which administered to Sinnar University students at colleges of agriculture, and to teachers of English language at university level. In this quantitative qualitative analysis, the researcher conducted an interview as a second tool for experts.

3.2 Population of the Study

This includes the samples that were selected to respond to the interview, and to the questionnaires. The first sample group of this study is hundred English language teachers at the colleges of agriculture in Sudanese Universities. The second sample of the questionnaire is hundred agriculture students at Sinnar University. They are asked to respond to the statements of the questionnaire. The third sample of the population is five experts of English language teaching at colleges of agriculture, they are requested to identify their options in the given questions. The two questionnaires will be analyzed statistically and the interview will be analyzed analytically in the following chapter.

3.3 Data Collection Instruments

Choosing a method that enables the researcher to collect relevant information is quiet important, thus selecting the data and gathering tools which apparent to be more suitable and adequate for the study are so crucial. In this study a descriptive analytical method is used. Two questionnaires were conducted for both English language teachers in Sudanese agriculture colleges and agriculture students at Sinnar University. The second tool is the interview, which designed for expert teachers of English language at tertiary level.

3.3.1 Teachers' Questionnaire

The questionnaire is considered as the main tool for gathering data on the topic of the research. Teachers are requested to identify their options by ticking in the proper place, relating to the mentioned statements. They are twenty six statements, designed from the hypotheses of the study. These statements are about the syllabus of agriculture colleges.

3.3.1.1 Population of the Questionnaire

The population of the questionnaire is hundred English language teachers teaching English as a foreign language in different Sudanese Universities. They were asked to respond to the questionnaire statements given to them.

3.3.1.2 Sample of the Questionnaire

The sample of the questionnaire is English language teachers teaching at tertiary level. Most of teachers are full-time at Universities. The number of questionnaire teachers is hundred ESP teachers. In order to ensure that the observed directive responses strategies would not be influenced by gender differences, the participants' gender will almost be equally presented in each group as possible.

3.4 Validity and Reliability

Validity and reliability are two important criteria for assuring the quality of the data collection procedures. In social science research, Merriam (1998) argues that, all kinds of researches are concerned with producing validity and reliable knowledge in an ethical manner. Validity and reliability are utilized as criteria for judging the quality of this research design.

3.4.1 Validity of the Study

Validity is the touch stone of all the types of educational research that a researcher tries to ensure. (Cohen, et al: 2007). In establishing the validity of a survey method in this study, the researcher asked a panel of experts (associated professors – Appendix4) to evaluate the statements of the questionnaires and to find out if they measure what they are supposed to measure .They recommended deleting, editing and adding some statements to the questionnaires and according to the comment of the panel, the questionnaires are modified.

3.4.2 Reliability of the Study

As for survey, reliability is concerned, according to Brown (2001) with the consistency which measures what is measuring. What is meant by consistency in this definition is that, when the procedure is repeated on a population of individuals of group, the responses should be the same. This tests reliability and if several people are reading the responses they would interpret term in the same way. Reliability is usually tested by statistical operation indicated by reliability coefficient, alpha-Devellis(1991) describes alpha as "an indication of the proportion of variance in scale scores that is attributed to the true score" ideally there should be no variance but a score of higher than 70 are suggested.(Nunnally, 1994 and Litwia 1995) as acceptable, therefore, the higher the co-efficient the more reliable the method is in order to assess the reliability of text analysis used in the context of the study. Cronbach alpha reliability co-efficient, which is classical testing theory in statistics, that display alpha (is trivial name used for equivalent reliability) is calculated and found (wiki <<https://en.m.wikipedia.org>>).

3.4.2.1 Statistical Reliability of the Teachers' Questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The

validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

Hypotheses	Reliability	Validity
A	0.75	0.86
B	0.76	0.87
C	0.80	0.89
Overall	83	0.93

It is noicted from the results of the above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.4.2.2 Statistical Reliability of the Students' Questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In ad-

dition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics	Cronbach's Alpha	No of Items
	.88	18

3.5 Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

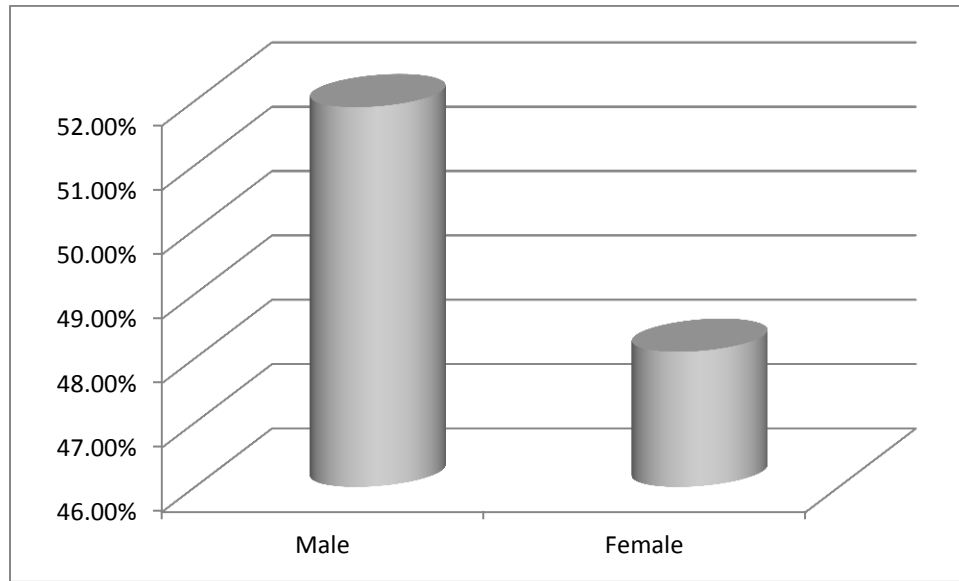
1. Graphical figures.
2. Frequency distribution.
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

Table (3.1): The Frequency Distribution for the Respondents' Answers according to the sex

Sex	Number	Percent
Male	54	51.9%
Female	50	48.1%
Total	104	100.0%

Figure (3.1)

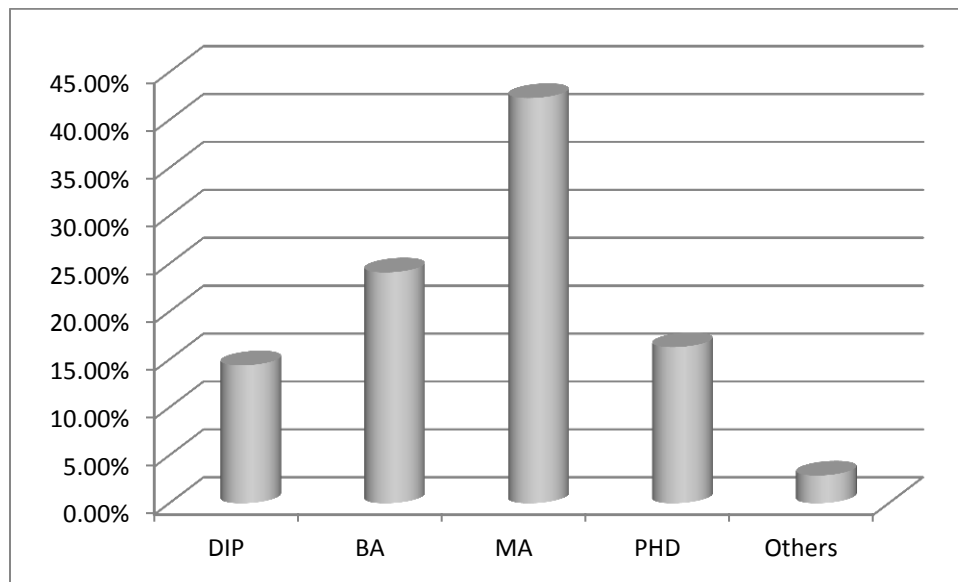


The above table No (3.1) and figure No. (3.1), show that most of the study's respondents are males, the number of those was (54) persons percentage (51.9%). The female respondents number was (50) persons percentage (48.1%).

Table (3.2): The Frequency Distribution for the Study Respondents According to their Academic qualification

Valid	Frequency	Percent
DIP	15	14.4%
BA	25	24.1%
MA	44	42.3%
Ph.D	17	16.3%
Others	3	2.9
Total	104	100%

Figure (3.2)

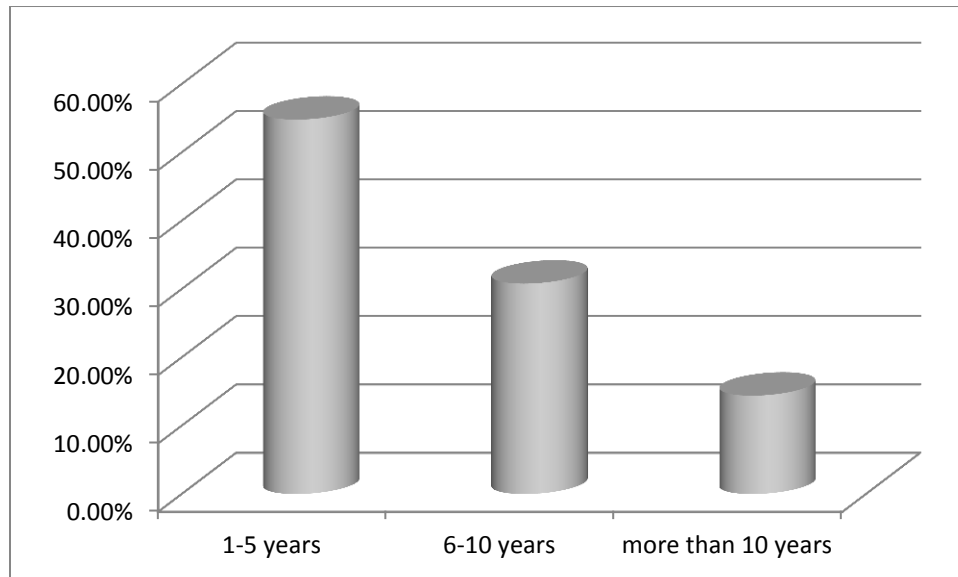


The above table(3.2) and figure(3.2) show the Frequency Distribution for the Study Respondents According to their academic qualifications and it is clear that most of the study sample have MA qualification , the number of those was (44) percentage (42.3%)

Table (3.3) The Frequency Distribution for the Study Respondents According to their experience years.

Valid	Frequency	Percent
1-5 years	57	54.8%
6-10 years	32	30.8%
more than 10 years	15	14.4%
Total	104	100%

Figure (3.3)



The above table(3.3) and figure(3.3) show the Frequency Distribution for the Study Respondents According to their years of experience and it is clear that most of the study sample have experience from (1 to 5 years) the number of those is (57) percentage 54.8%.

3.6 Data Collection and Analysis Procedures

The researcher follows these procedures in order to conduct the study:

1. she reviews' the related literature, which, is related to the problems of agriculture colleges syllabi.
2. identifies the research objectives, samples and questions which utilize reading from previous studies and thus the elements of the study are established
3. Two questionnaires were designed, one for teachers and the other for students at colleges of agriculture.
4. The data of the questionnaires is analyzed statistically through SPSS program.
5. Following the completion of the questionnaire, the teachers are asked to respond to the interview questions
6. The interview is conducted for the expert teachers of English language and asked to respond to the questions.
7. The data of the interview is analyzed analytically.
8. The data of the questionnaire was collected and analyzed by using simple tables and figures followed by commentary on the items of the questionnaire along with logical explanation to them.
9. Finally, the researcher drew the main findings, conclusion of the study, and recommendations for further researches.

CHAPTER FOUR
Data Analysis and Discussion

CHAPTER FOUR

Data Analysis and Discussion

4.0 Introduction

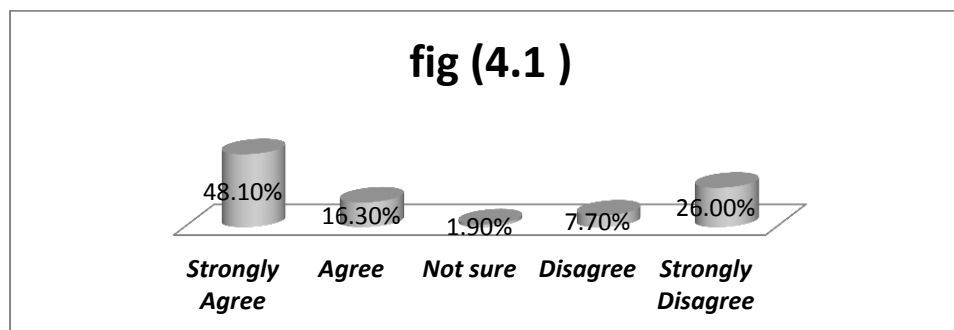
The aim of this study is to investigate the probemes of ESP syllabi in Sudanese agriculture colleges. In this chapter, the results of the research are presented in three sections. The first section is about teachers' questionnaire. The second section is about students' questionnaire and the third section is about experts' interview.

4.1 Analysis of the Questionnaire

Table No.(4.1):The ESP syllabus in agriculture college doesn't help students comprehend and write short agriculture situations using agriculture terms.

Valid	Frequency	Percent
Strongly Agree	50	48.1%
Agree	17	16.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%

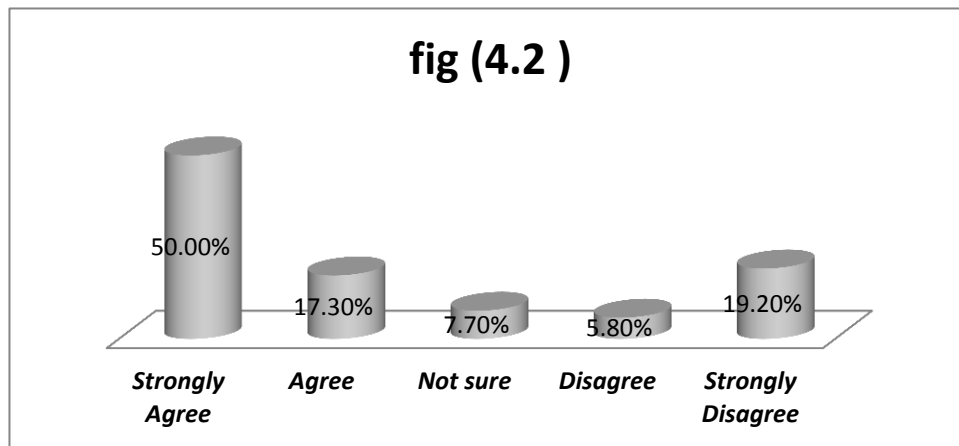
ii



From the above table No. (4.1) and figure No. (4.1) there are (50) participants percentage (48.1%) strongly agree with “The ESP syllabus in agriculture colleges doesn't help students comprehend and write short agriculture situations using agriculture terms”. There are (17) participants percentage (16.3%) agree, (2) participants percentage (1.9%) are not sure, (8) participants percentage (7.7%) disagree, while (27) of them percentage (26.0%) strongly disagree. The majority of the participants think that the ESP syllabus itself is problematic because it does not help students write what they like, this means that syllabus designers of ESP don't consider writing skills when designing such syllabi.

TableNo (4.2) The ESP syllabus in Agriculture Colleges doesn't include detailed overview of the function structures and vocabulary that will be taught in each unit.

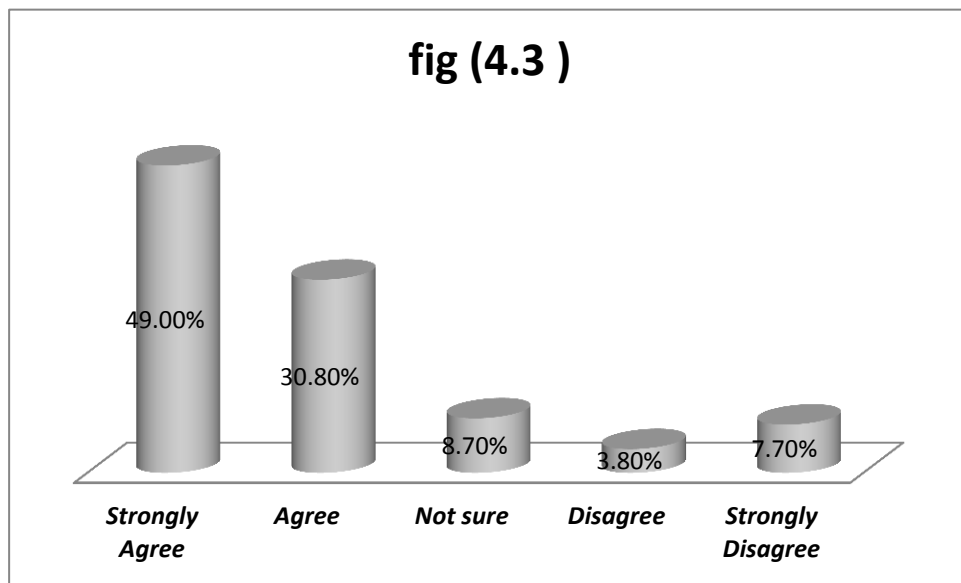
Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%



It is clear from the above table No.(4.2) and figure No (4.2) that there are (52) participants percentage (50.0%) strongly agree with "The ESP syllabus in Agriculture Colleges doesn't include detailed overview of the function structures and vocabulary that will be taught in each unit". There are (18) participants percentage (17.3%) agree, and (8) persons percentage (7.7%) are not sure, and (6) participants percentage (5.8%) disagree, while (20) participants percentage (19.2%) strongly disagree. The considerable numbers of participants who are strongly agree with the above statement; clearly indicates that the syllabus lacks functional language such as function structures and vocabulary that should be included in each unit.

TableNo (4.3)Most examinees will never succeed unless they are trained on how to answer exam questions.

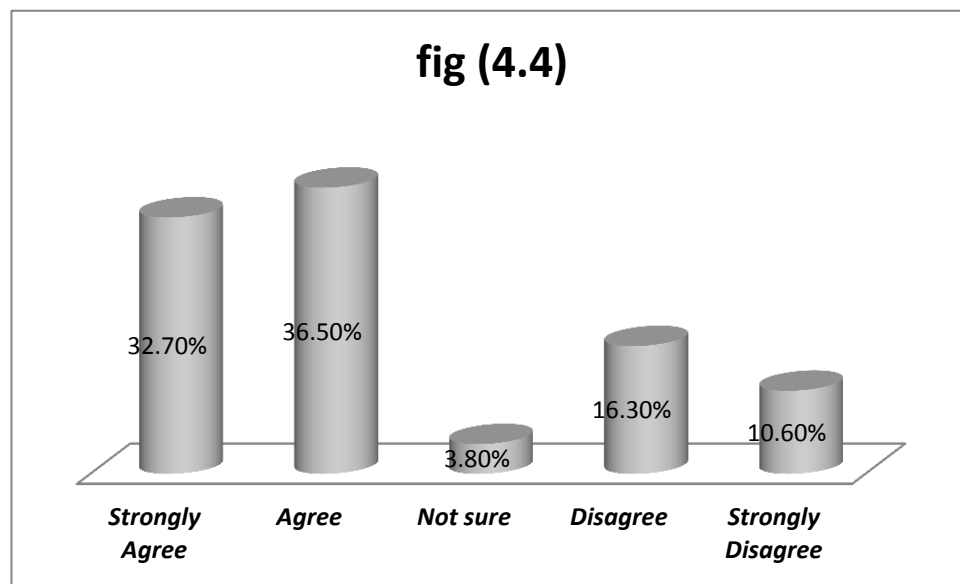
Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%



It is clear from table No(4.3) and figure No (4.3) that there are (51) participants percentage (49.0%) strongly agree with "Most examinees will never succeed unless they are trained on how to answer exam questions". There are (32) participants percentage (30.80%) agree with that, and (9)participants percentage (8.7%) are not sure about that, and (4) participants percentage (3.80%) disagree, while (8) participants percentage (7.7%) strongly disagree. This means that ESP teachers don't focus on the strategies of how to train examinees to deal with exam questions which stand as obstacles to ESP students unless they guided by ESP teachers.

Table No (4.4) The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms

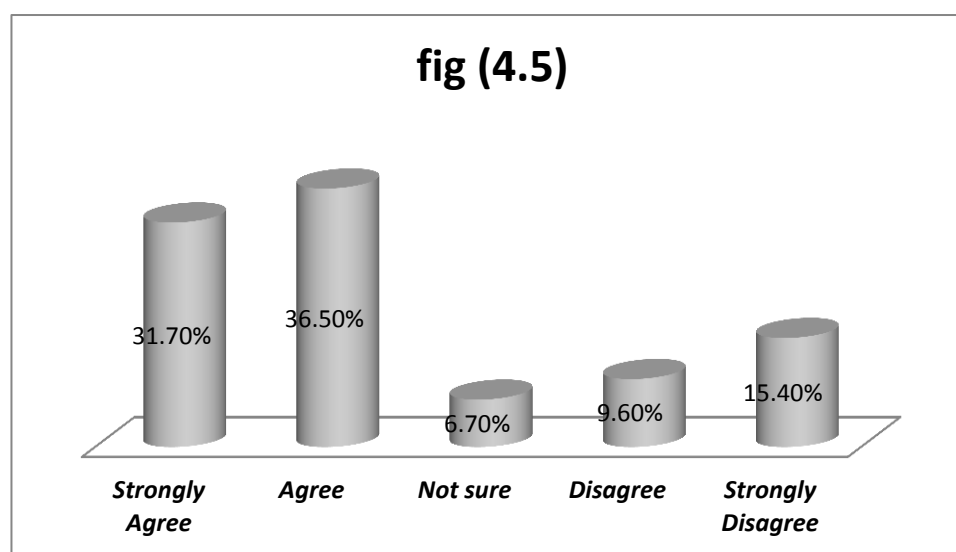
Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%



It is clear from the above table No.(4.4) and figure No. (4.4) that there are (34) participants percentage (32.7%) strongly agree with "The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms." There are (38) participants percentage (36.5%) agree and (4)participants percentage (3.8%) are not sure and (17) participants percentage (16.3%) disagreed , while (11) participants percentage (10.6%) strongly disagree.This indicates that the topics are not choosen carefully to fulfill their remarkable reasons.

Table No (4.5) The ESP syllabus in Agriculture Colleges depends on teachers more than materials.

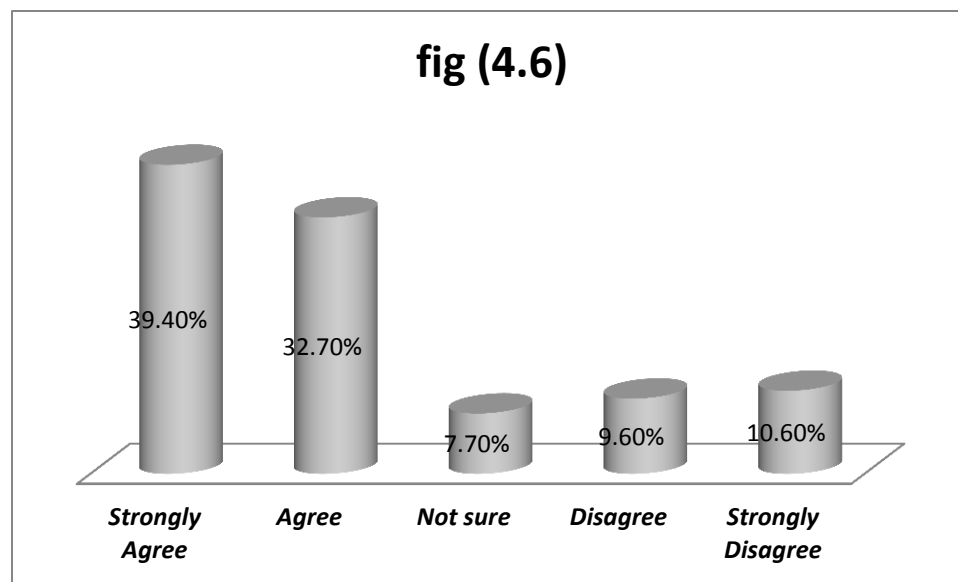
Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%



It is clear from the above table No.(4.5) and figure No. (4.5) that there are (33) participants percentage (31.7%) strongly agree with “The ESP syllabus in Agriculture Colleges depends on teacher more than materials”. There are (38) participants percentage (36.5%) agree with that , and (7) participants percentage (6.7%) are not sure and (10) participants percentage (9.6%) disagree, while (16) participants percentage (15.4%) strongly disagree. This means that ESP teachers are the source of knowledge and it is problematic because not all teachers are adequately trained to select beneficial ESP syllabus that match students’ demands.

Table No (4.6) Most of the ESP materials in Agriculture colleges are not up to date.

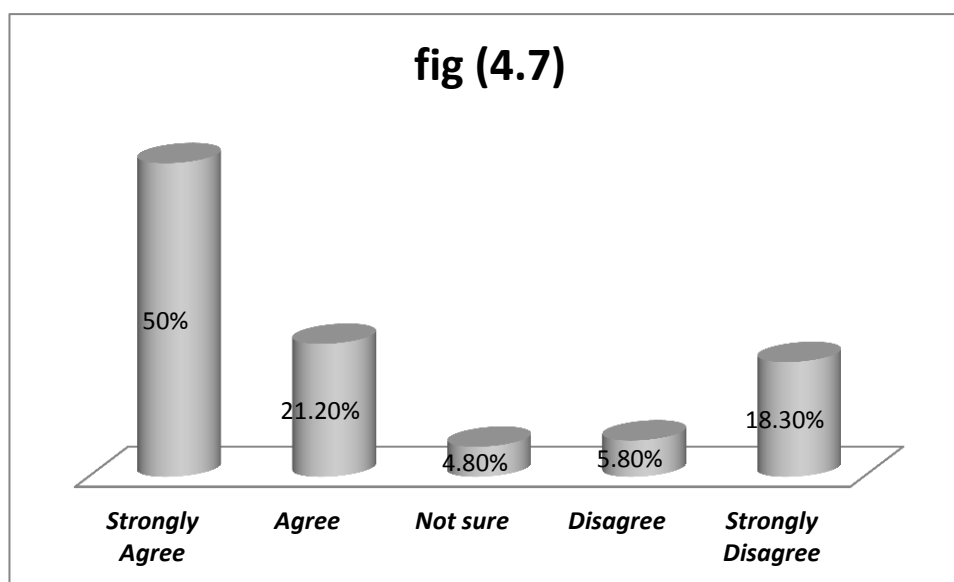
Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%



It is clear from the above table No.(4.6) and figure No. (4.6) that there are (41) participants percentage (39.4%) strongly agree with “Most of the ESP materials in Agriculture colleges are not up to date”. There are (34) participants percentage (32.7%) agree with that , and (8) participants percentage (7.7%) are not sure and (10) participants percentage (9.6%) disagree while (11) participants percentage (10.6%)strongly disagree.This indicates that teaching materials in agriculture colleges are still traditional ones and need to be renewed.

TableNo (4.7):The ESP syllabus in Agriculture Colleges is not appropriately graded.

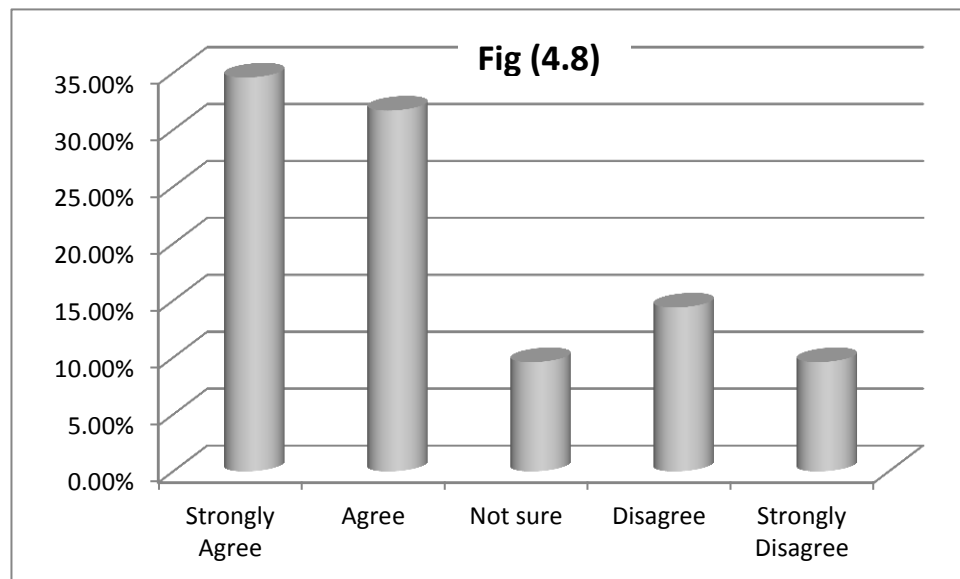
Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%



It is clear from the above table No.(4.7) and figure No. (4.7) that there are (52) participants percentage (50.2%) strongly agree with "The ESP syllabus in Agriculture Colleges is not appropriately graded". There are (22) participants percentage (21.2%) agree with that , and (5) participants percentage (4.8 %) are not sure and (6) participants percentage (5.8%) disagree while (19) participants percentage (18.3%) strongly disagree. This indicates that the syllabus is not logically organized according to ease and difficulty and this is the reason behind students' weak performance.

Table No (4.8)The ESP textbook of Agriculture Colleges doesn't follow the principles of syllabus design.

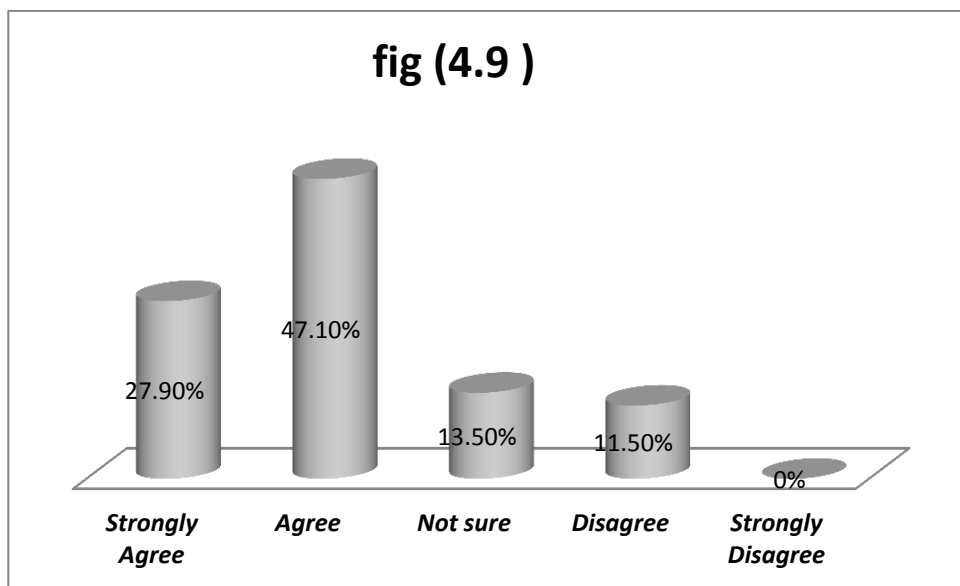
Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%



It is clear from the above table No.(4.8) and figure No. (4.8) that there are (36) participants percentage (34.6%) answer strongly agree for the question "The ESP textbook of Agriculture Colleges doesn't follow the principles of syllabus design". There are (33) participants percentage (31.7%) answer agree, and (10) participants percentage (9.6%) are not sure and (15) participants percentage (14.4%) answer disagree, while (10) participants percentage (9.6%) answer strongly disagree. This shows that most of participants criticize the syllabus interms of content.

Table (4.9) The ESP syllabus in Agriculture Colleges is supposed to train students read and write English relate to Agriculture extension.

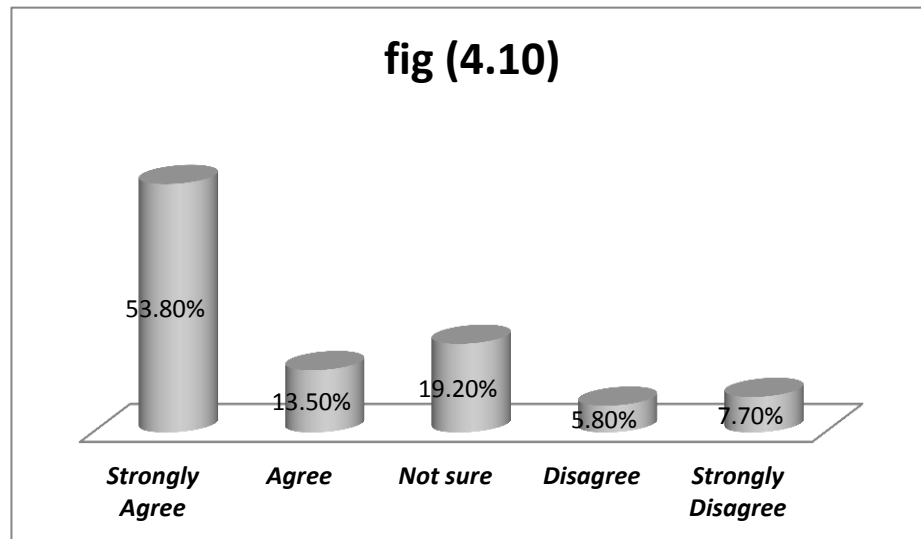
Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%



It is clear from the above table No (4.9) and figure No. (4.9) that there are (29) participants percentage (29.9%) strongly agree with “The ESP syllabus in Agriculture Colleges is supposed to train students read and write English related to Agriculture extension”. There are (49) participants percentage (47.1%) agree with that , and (14) participants percentage (13.5 %) are not sure and (12) participants percentage (0.0%) disagree , while (10) participants percentage (9.6%) strongly disagree. The majority of the participants think that the syllabus should train agriculture students read and write functinal language.

Table (4.10) Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the students’ interest in language level

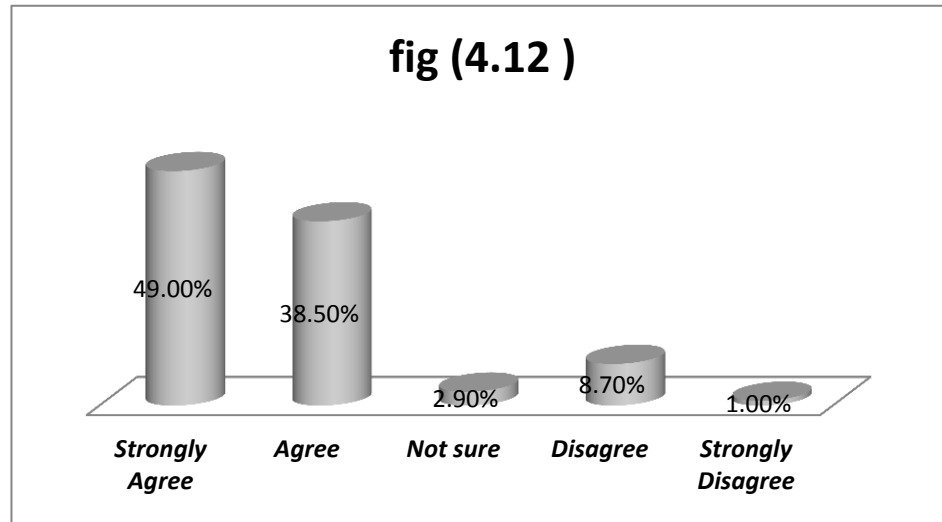
Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%



It is clear from the above table No.(4.10) and figure No. (4.10) that there are (56) participants sample percentage (53.8%) strongly agree with “Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the students’interest in language level”.There are (14) participants percentage (13.5%) agree with that , and (20) participants percentage (19.2 %) are not sure and (6) participants percentage (5.8%) disagree , while (8) participants percentage (7.7%) strongly disagree. The majority of the participants think that the materials which are used in the ESP syllabus for agriculture colleges are not effective to suit students’ ambition.

Table No (4.11):Many topics of ESP syllabus in Agriculture Colleges do not reflect students’ need.

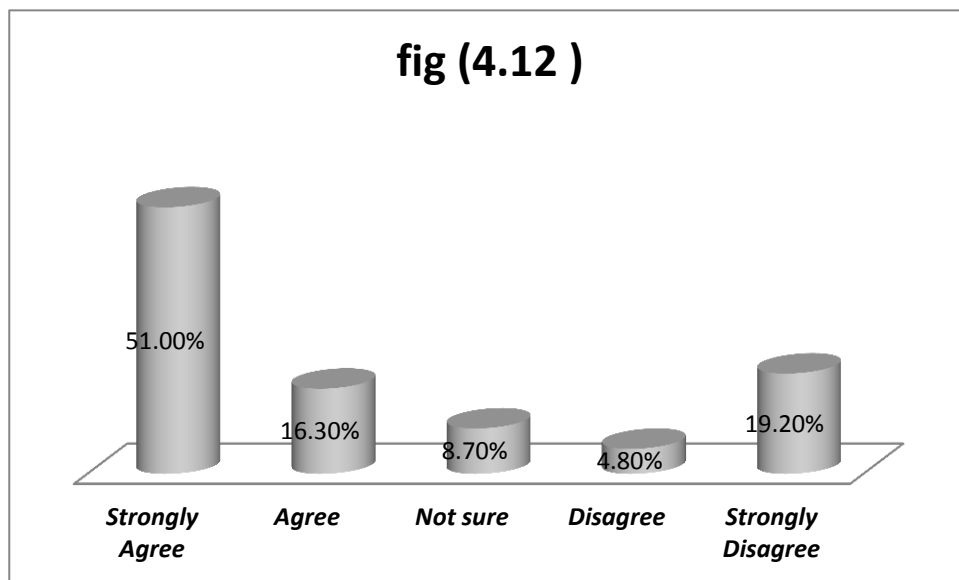
Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%



It is clear from the above table No.(4.11) and figure No (4.11) that there are (51) participants percentage (49.0%) strongly agree with “Many topic of ESP syllabus in Agriculture Colleges do not reflect students’ need” . There are (40) participants percentage (38.5%) agree , and (3)participants percentage (2.9%) are not sure and (9) participants percentage (8.7%) disagree, while only one participant percentage (1.0%) strongly disagree. The maiority of the participants think that the topics are irrelevant to students’ potential careers.

Table No (4.12) ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers.

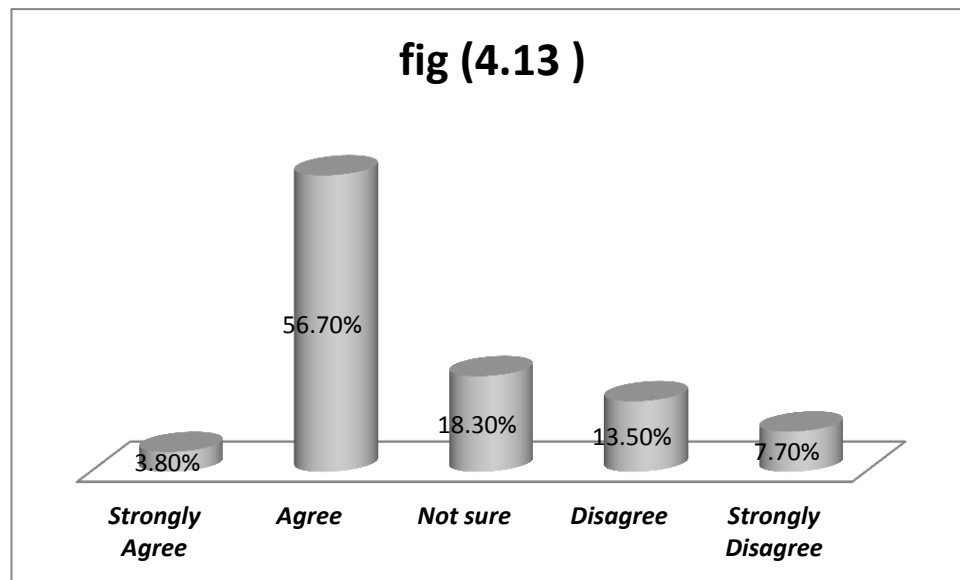
Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%



It is clear from the above table No.(4.12) and figure No. (4.12) that there are (53) participants percentage (51.0%) strongly agree with “The ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers”. There are (17) participants percentage (16.3%) agree with that, and (9) participants percentage (8.7 %) are not sure and (5) participants percentage (4.8%) disagree, while (20) participants percentage (19.2%) strongly disagree. That is to say the objectives are vague, this means that the objectives of ESP syllabi for agriculture students are not stated clearly at the beginning of the course.

Table No (4-13):ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students.

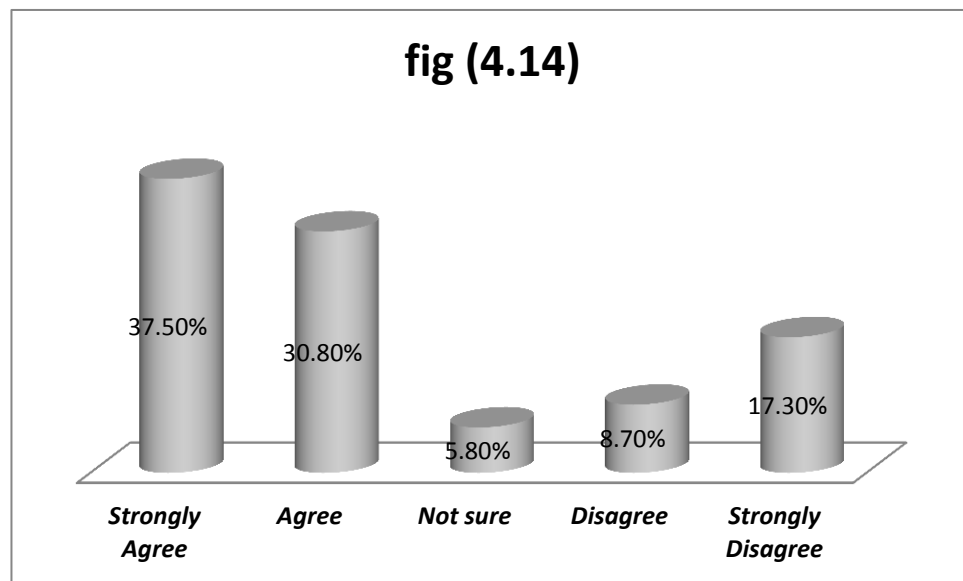
Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%



It is clear from the above table No.(4.13) and figure No. (4.13) that there are (4) participants percentage (3.8%) strongly agree with "ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students ". There are (59) persons percentage (56.7%) agree with that , and (19) participants percentage (18.3 %) are not sure and (14) participants percentage (13.5%) disagree , while (8) participants percentage (7.7%) strongly disagree. This means that ESP teachers in agriculture colleges are the only decision makers.

Table No (4.14):ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities.

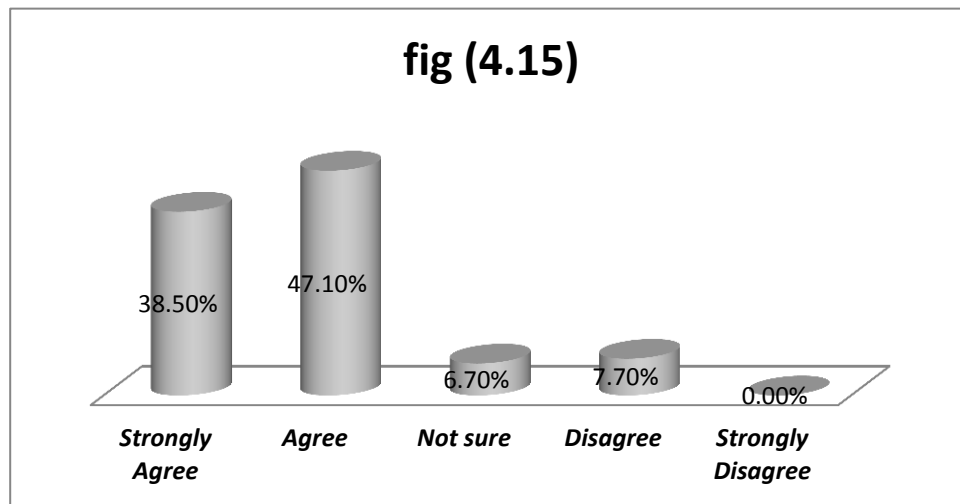
Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%



It is clear from the above table No.(4.14) and figure No. (4.14) that there are (39) participants percentage (37.5%) strongly agree with "ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities". There are (32) participants percentage (30.8%) agree with that , and (6) participants percentage (5.8 %) are not sure and (9) participants percentage (8.7%) disagreed, while (18) participantspercentage (17.3%) strongly disagree.This means that ESP teachers in agriculture colleges are not trained to deal with students learning difficulties.

Table No (4.15):ESP teachers in Agriculture Colleges need more experience and extra training.

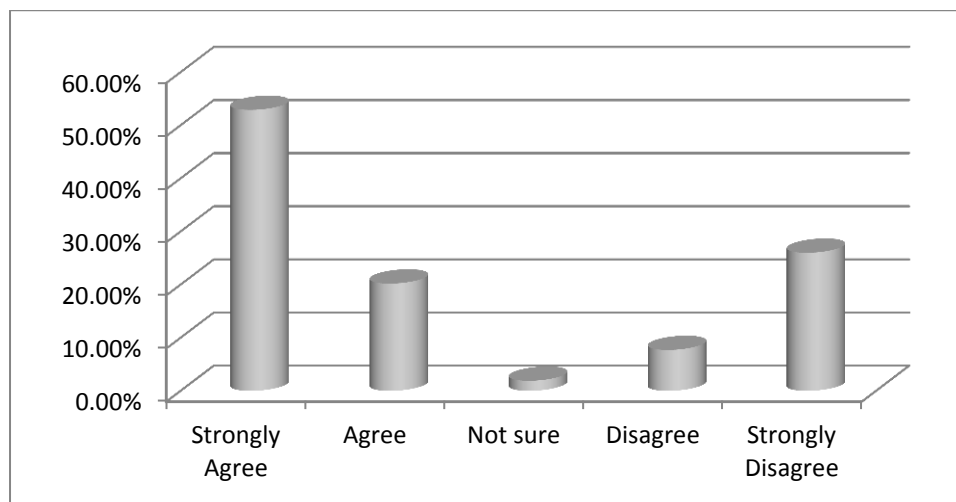
Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%



It is clear from the above table No.(4.15) and figure No. (4.15) that there are (40) participants percentage (38.5%) strongly agree with “ESP teachers in Agriculture Colleges need more experience and extra training”.There are (49) participants percentage (37.1%) agree with that , and (7) participants percentage (6.7 %) are not sure and (8) participants percentage (7.7%) disagree , while noparticipant percentage (0.0%) strongly disagree. The majority of the participants support the idea of training ESP teachers with more experience.

Table No (4.16):ESP teachers in Agriculture Colleges do not introduce the tasks effectively.

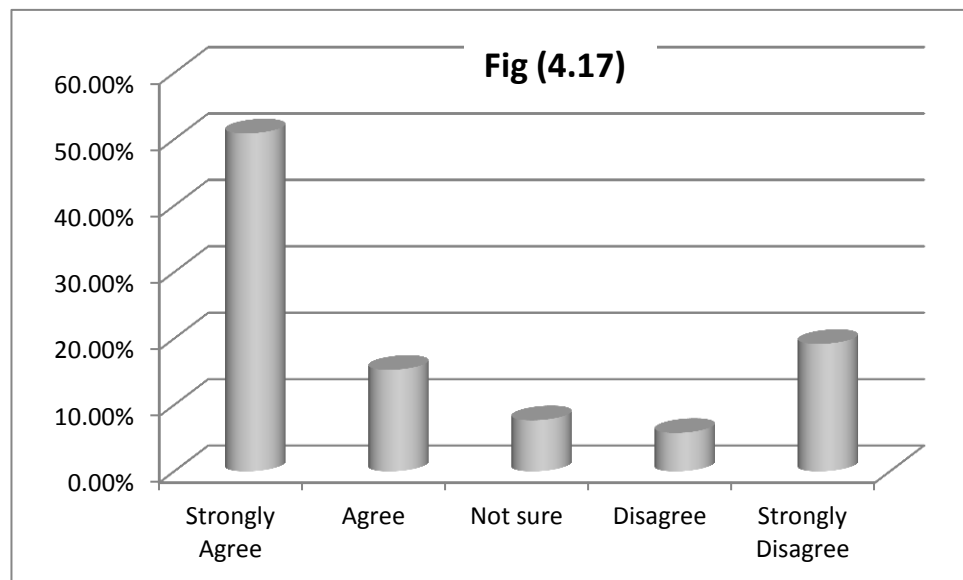
Valid	Frequency	Percent
Strongly Agree	55	52.9%
Agree	21	20.2%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%



It is clear from the above table No.(16) and figure No (16) that there are (55) participants percentage (52.9%) strongly agree with “ESP teachers in Agriculture Colleges do not introduce the tasks effectively”.There are (17) participants percentage (20.2%) agree, and (2)participants percentage (1.9%) are not sure , and (8) participants percentage (7.7%) disagree, while (27) participants percentage (26.0%) strongly disagree. Most of the study respondents think that teachers’ role in introducing tasks is not effective.

TableNo (4.17):ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary.

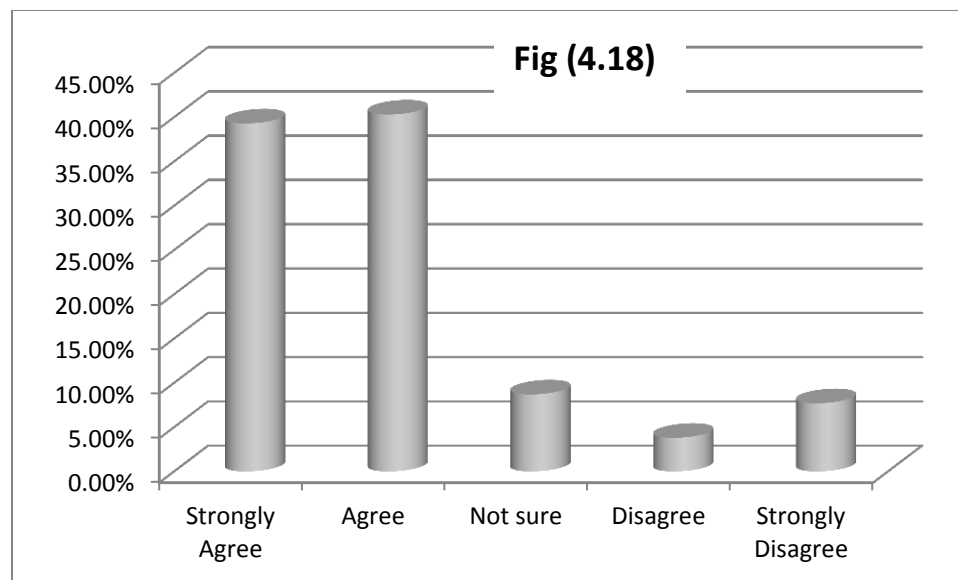
Answer	Number	Percent
Strongly Agree	53	50.9%
Agree	16	15.3%
Not sure	9	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%



It is clear from the above table No.(4.17) and figure No (4.17) that there are (53) participants percentage (50.9%) strongly agree with “ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary”. There are (16) participants percentage (15.3%) agree, and (9)participants percentage (5.8%) are not sure , and (6) participants percentage (5.8%) disagree, while (20) participants percentage (19.02%) strongly disagree. The participants think that teachers’ role in the teaching process is passive in terms of encouragement. .

TableNo (4.18):ESP teachers in Agriculture Colleges do not encourage students to use vocabulary related to agriculture.

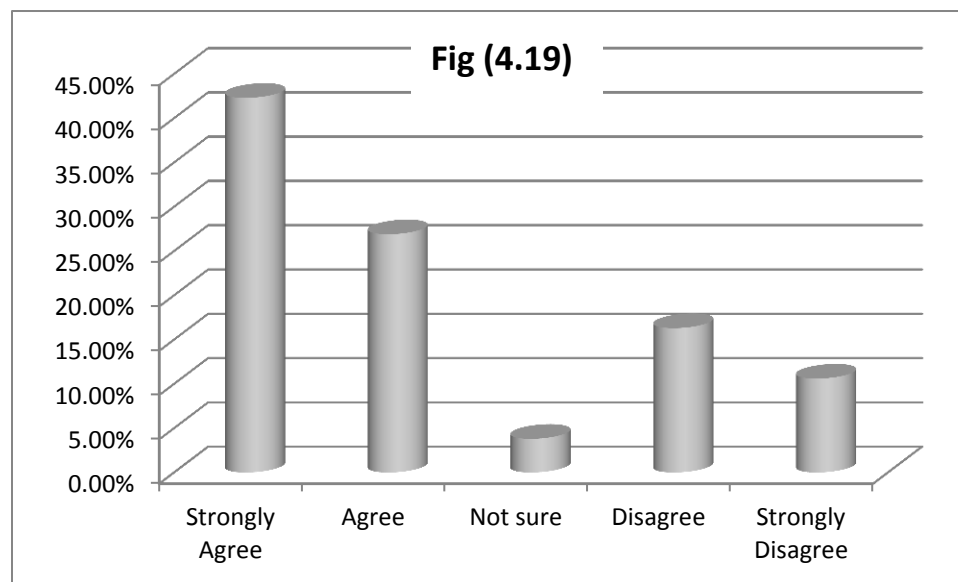
Answer	Number	Percent
Strongly Agree	41	39.3%
Agree	42	40.3%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%



It is clear from table No.(4.18) and figure No (4.18) that there are (41) participants percentage (39.3%) strongly agree with "ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary". There are (42) participants percentage (40.3%) agree , and (9)participants percentage (8.7%) are not sure about that, and (4) participants percentage (3.80%) disagree, while (8) participants percentage (7.7%) strongly disagree. This shows that ESP teachers in agriculture colleges don't focus on students' encouragement to develop their academic standard .

Table No (4.19):ESP teachers in Agriculture Colleges do not used feedback to raise students’ academic standard.

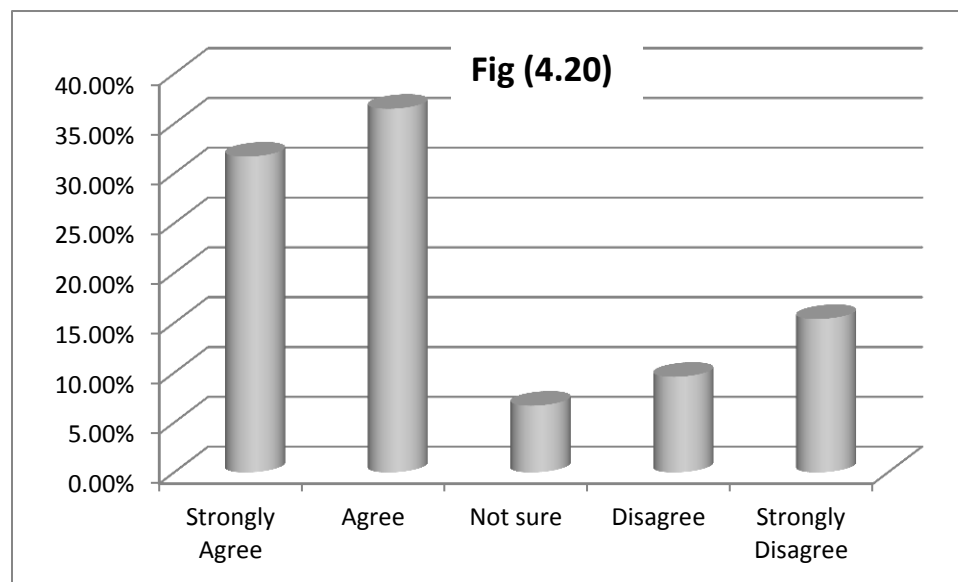
Answer	Number	Percent
Strongly Agree	44	42.3%
Agree	28	26.9%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%



It is clear from the above table No.(4.19) and figure No.(4.19) that there are (44) participants percentage (42.3%) strongly agree with "ESP teachers in Agriculture Colleges do not used feedback to raise students’ academic standard”. There are (38) participants percentage (26.9%) agree with that , and (4)participants percentage (3.8%) are not sure and (17) participants percentage(16.3%) disagree while (11) participants percentage (10.6%) strongly disagree. The majority of the participants prove that ESP teachers in agriculture colleges ignore the role of using feed back in devoloping students’ academic standard .

Table No (4.20): ESP teachers in Agriculture Colleges choose teaching materials that are irrelevant to the course.

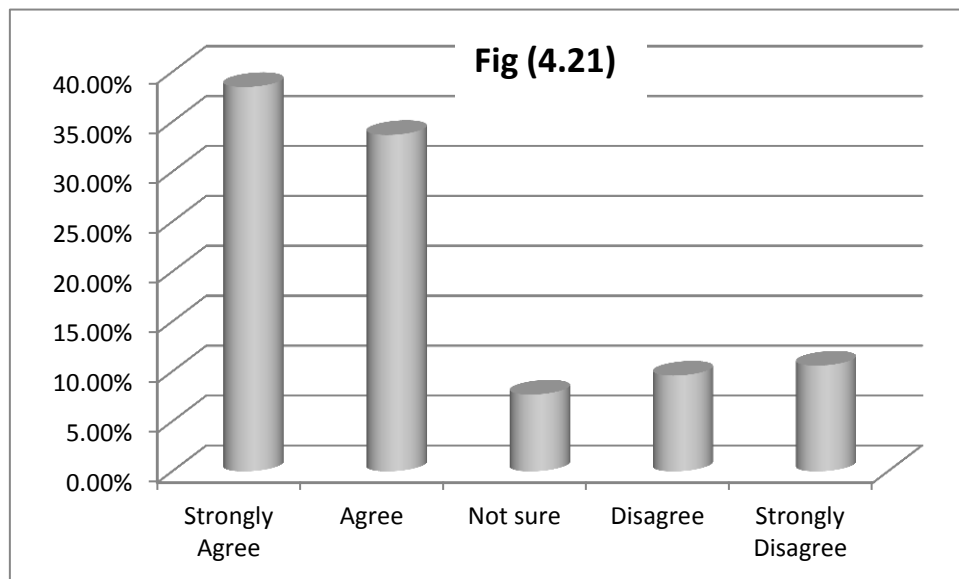
Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%



It is clear from the above table No.(4.20) and figure No.(4.20) that there are (33) participants percentage (31.7%) strongly agree with “ESP teachers in Agriculture Colleges choose teaching materials that are irrelevant to the course”. There are (38) participants percentage (36.5%) agree with that , and (7) participants percentage (6.7%) are not sure and (10) participants percentage (9.6%) disagree while (16) participants percentage (15.4%) strongly disagree. This reveals that ESP teachers in agriculture colleges have no experience to select appropriate topics suit students’ need.

Table No (4.21):ESP teachers in Agriculture Colleges feel bored in presenting materials

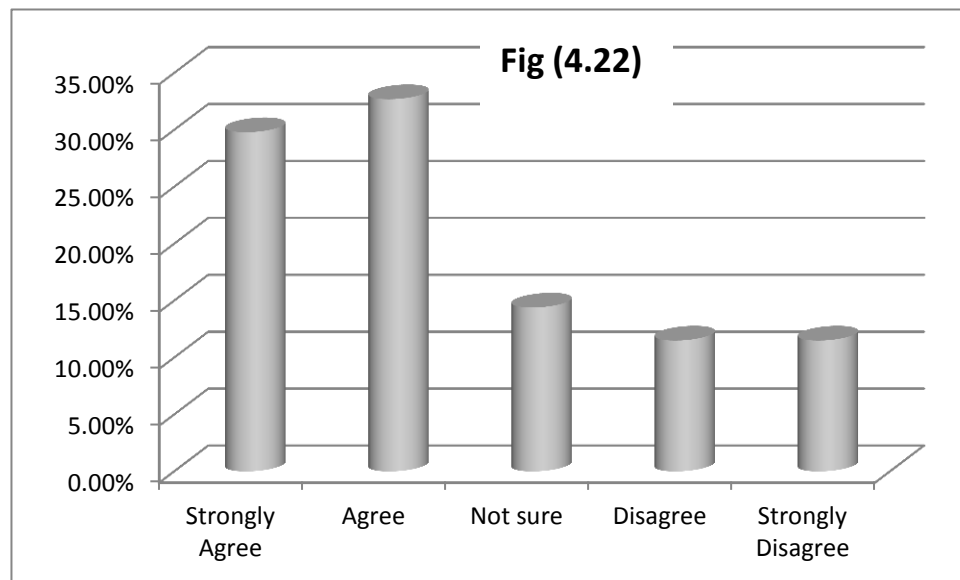
Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	35	33.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%



It is clear from the above table No.(4.21) and figure No. (4.21) that there are (40) participants percentage (38.5%) strongly agree with “ESP teachers in Agriculture Colleges feel bored in presenting materials”. There are (35) participants percentage (33.7%) agree with that , and (8) participants percentage (7.7%) are not sure and (10) participants percentage (9.6%) disagree, while (11) participants percentage (10.6%) strongly disagree.The participants’ results indicate that ESP topics in agriculture colleges are not challenging, so teachers feel bored .

TableNo (4.22) There is gap between English at secondary schools and tertiary level.

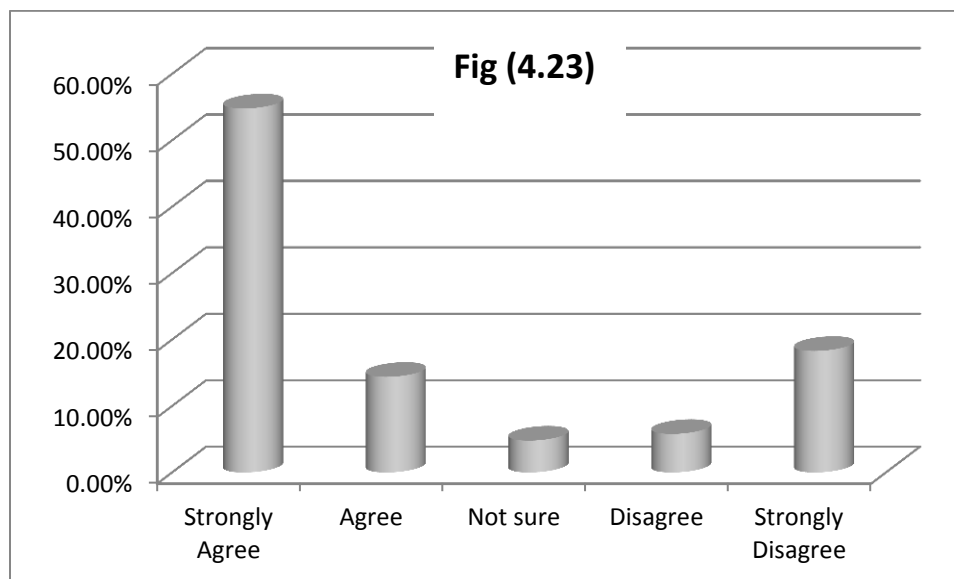
Answer	Number	Percent
Strongly Agree	31	29.8%
Agree	34	32.7%
Not sure	15	14.4%
Disagree	12	11.5%
Strongly Disagree	12	11.5%
Total	104	100%



It is clear from the above table No.(4.22) and figure No. (4.22) that there are (31) participantspercentage (29.4%) strongly agree with “There is gap between English at secondary schools and tertiary level”. There are (34) participantspercentage (32.7%) agree with that , and (12) participants percentage (14.4 %) are not sure and (12) participants percentage (11.5%) disagree , while (12) participants percentage (11.5%) strongly disagree. The results of the participants indicate that secondary level English does not enrich students with basic rules to adapt them for tertiary level .

TableNo (4.23):ESP students face problems in dealing with agriculture terms.

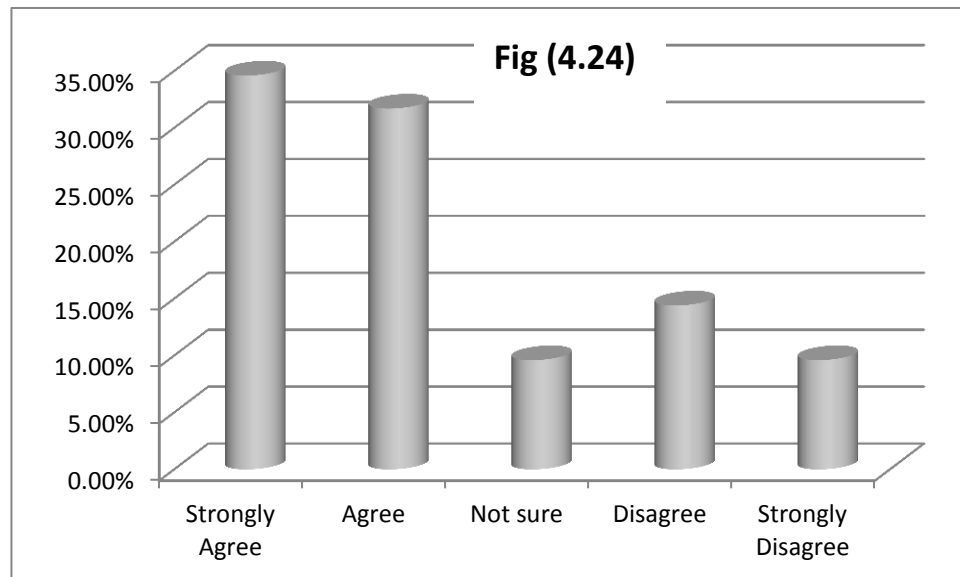
Answer	Number	Percent
Strongly Agree	57	54.8%
Agree	15	14.4%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%



It is clear from the above table No.(4.23) and figure No. (4.23) that there are (57) participants percentage (54.8%) strongly agree with “ESP students face problems in dealing with agriculture terms”. There are (22) participants percentage (21.2%) agree with that , and (5) participants percentage (4.8 %) are not sure and (6) participants percentage (5.8%) disagree , while (19) participants percentage (18.3%) strongly disagree. This shows that ESPsyllabus of agriculture students does not suit students’need, so students face difficulties in dealing with agriculture terms

Table No (4.24):ESP students in Agriculture Colleges do not effectively participate in the learning process.

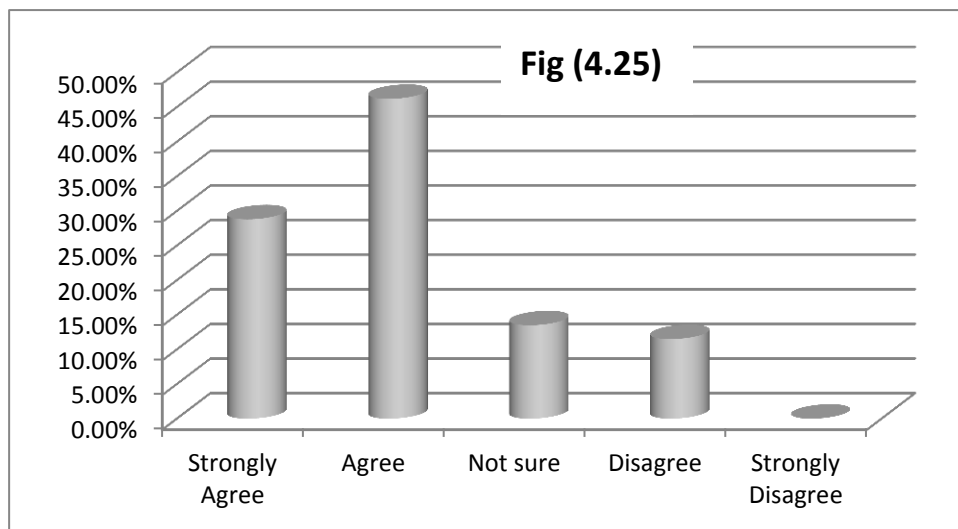
Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%



It is clear from the above table No.(4.24) and figure No. (4.24) that there are (36) participants percentage (34.6%) strongly agree with “ESP students in Agriculture Colleges do not effectively participate in the learning process”. There are (33) persons percentage (31.7%) agree with that , and (10) participants percentage (9.6 %) are not sure and (15) participants percentage (14.4%) disagree , while (10) participants percentage (9.6%) strongly disagree. This indicates that students’role in learning process is weak and passive because they are frustrated.

Table No.(4.25):ESP students in Agriculture Colleges have difficulties in reading Agriculture terms.

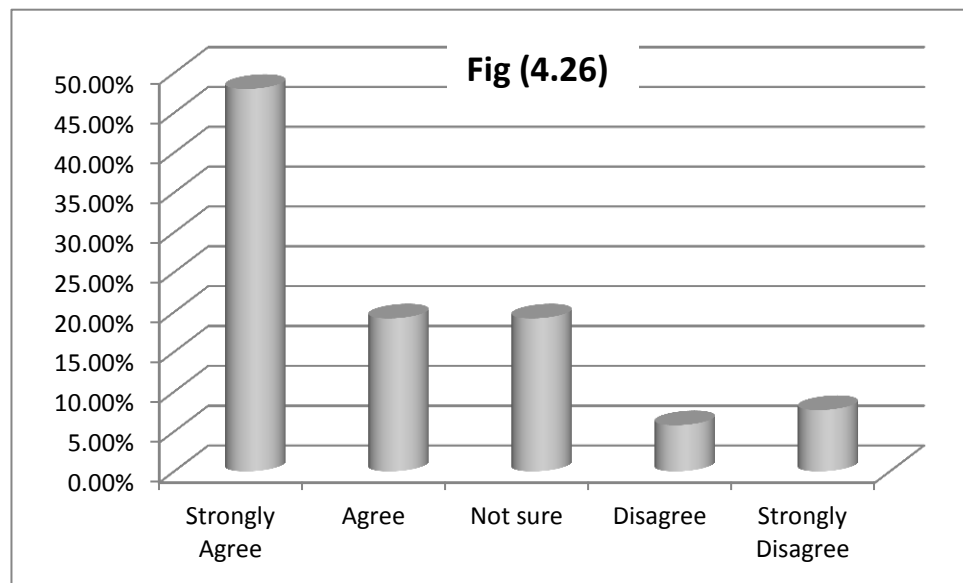
Answer	Number	Percent
Strongly Agree	30	28.8%
Agree	48	46.2%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%



It is clear from the above table No.(4.25) and figure No. (4.25) that there are (29) participants percentage (29.9%) strongly agree with“ESP students in Agriculture Colleges have difficulties in reading Agriculture terms”.There are (49) participants percentage (47.1%) agree, and (14) participants percentage (13.5 %) are not sure and (12) participants percentage(0.0%) disagree, while (10) participants percentage (9.6%) strongly disagree. This shows that ESP syllabus in agriculture colleges don't focus on reading skills, so students are not fluent in reading agriculture text .

Table No (4.26) ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary.

Answer	Number	Percent
Strongly Agree	50	48.0%
Agree	20	19.2%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%



It is clear from the above table No.(4.26) and figure No. (4.26) that there are (50) participants percentage (48.0%) strongly agree with “ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary”. There are (14) participants percentage (13.5%) agree, and (20) participants percentage (19.2 %) are not sure and (6) participants percentage (5.8%) disagree , while (8) participants percentage(7.7%) strongly disagree.This point shows that students find constraints in understanding agriculture terms which need them in their futre careers.

Table (4.27): Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis No (1)

No.	Statement	mean	SD	Chi square	p-value
1	The ESP syllabus in agriculture colleges doesn’t help student comprehend and write short agriculture situations using agriculture terms.	3.6	.80	27	0.000
2	The ESP syllabus in Agriculture Colleges doesn’t include detailed overview of the function structures and vocabulary that will taught in each unit.	3.4	.50	25.7	0.000
3	The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms.	4.3	.70	23	0.000
4	The ESP syllabus in Agriculture Colleges depends on teacher more than materials.	3.9	.60	26	0.000
5	Most of the ESP materials in Agriculture colleges are not up to date.	3.5	0.5	32	0.000
6	The ESP syllabus in Agriculture Colleges is not appropriately graded.	2.5	.60	28	0.00
7	The ESP textbook of Agriculture Colleges doesn’t follow the principles of syllabus design.	2.6	.80	27.7	0.00
8	The ESP syllabus in Agriculture Colleges is supposed to train students to read or write English relate to Agriculture extension.	2.4	.90	25.7	0.001

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (1) question is (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “The ESP syllabus

in agriculture colleges doesn't help students comprehend and write short agriculture situations using agriculture terms.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question is (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The ESP syllabus in Agriculture Colleges doesn't include detailed overview of the function structures and vocabulary that will taught in each unit".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question is (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The topics of the ESP syllabus in Agriculture Colleges are not directly related to specific agriculture terms".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question is (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The ESP syllabus in Agriculture Colleges depends on teacher more than materials".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question is (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “Most of the ESP materials in Agriculture colleges are not up to date”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question is (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “The ESP syllabus in Agriculture Colleges is not appropriately graded”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question is (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “The ESP syllabus in agriculture colleges doesn't follow the principles of syllabus design”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question is (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “The ESP syllabus in Agriculture Colleges is supposed to train students read or write English relate to Agriculture extension. ***According to the previous result we can say that the first hypothesis of this study is accepted***

Table (4.28): Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis No (2)

Nom	Statement	mean	SD	Chi square	p-value
1	Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the student's interest in language level.	2.4	.50	35	0.008
2	Many topic of ESP syllabus in Agriculture Colleges do not reflect students' need.	2.5	0.8	33	0.000
3	The ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers.	2.7	.40	25.6	0.00
4	ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students.	3.0	.70	27.5	0.00
5	ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities.	2.7	.60	24	0.00
6	ESP teachers in Agriculture Colleges need more experience and extra training.	2.5	.40	22	0.00
7	ESP teachers in Agriculture Colleges do not introduce the tasks effectively	3.00	0.7	23	0.000
8	ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary.	2.7	.40	25.6	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question is (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Effectiveness, appropriateness and feasibility of the ESP materials in Agriculture Colleges are not satisfactory to the students' interest in language level".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question is (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of "Many topics of ESP syllabus in Agriculture Colleges do not reflect students' need".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question is (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The ESP syllabus objectives in Agriculture Colleges are not apparent to ESP teachers".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question is (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "ESP teachers in Agriculture Colleges are free to choose the syllabus according to the needs of the students". The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question is (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "ESP teachers in Agriculture Colleges are free to choose the syllabus according to the

needs of the students”. The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (6) question is (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “ESP teachers in Agriculture Colleges do not provide suggested answers, solutions, and memoranda rubrics for learning activities”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (7) question is (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “ESP teachers in Agriculture Colleges need more experience and extra training”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (7) question is (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “ESP teachers in Agriculture Colleges do not encourage students to use their own vocabulary”.

According to the previous result we can say that the second hypothesis of this study is accepted

Table (4.29): Chi –square test for hypothesis No (3)

No	Statement	Mean	SD	Chi square	p-value
1	ESP teachers in Agriculture Colleges do not used feedback to raise students' academic standard.	2.7	4.1	22	0.000
2	ESP teachers in Colleges Agriculture choose teaching materials that are irrelevant to the course.	2.6	0.5	19	0.000
3	ESP teachers in Agriculture Colleges feel bored in presenting materials.	2.5	.90	31	0.000
4	There is gap between English at secondary schools and tertiary level.	2.9	1.6	22	0.000
5	ESP students face problems in dealing with agriculture terms.	2.6	.70	36	0.000
6	ESP students in Agriculture Colleges do not effectively participate in the learning process.	2.7	1.5	23	0.000
7	ESP students in Agriculture Colleges have difficulties in reading Agriculture terms.	2.8	2.1	27	0.000
8	ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary.	2.7	1.5	29	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (2)is (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are

statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP teachers in Agriculture Colleges do not used feedback to raise students’ academic standard” calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP teachers in Colleges Agriculture choose teaching materials that are irrelevant to the course”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (3)is (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4),this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3)which support the respondents who agreed with the statement “ESP teachers in Agriculture Colleges feel bored in presenting materials”.

The calculated value of chi-square for the significance of the differences for the respondents’answers in the statement No (4)is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4),this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “There is gap between English at secondary schools and tertiary level”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (5) is (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP students face problems in dealing with agriculture terms”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (6) is (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP students in Agriculture Colleges do not effectively participate in the learning process”.

.The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (7) is (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP students in Agriculture Colleges have difficulties in reading Agriculture terms”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (8) is (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (12.4), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ESP students in Agriculture Colleges find constraints in understanding Agriculture vocabulary”

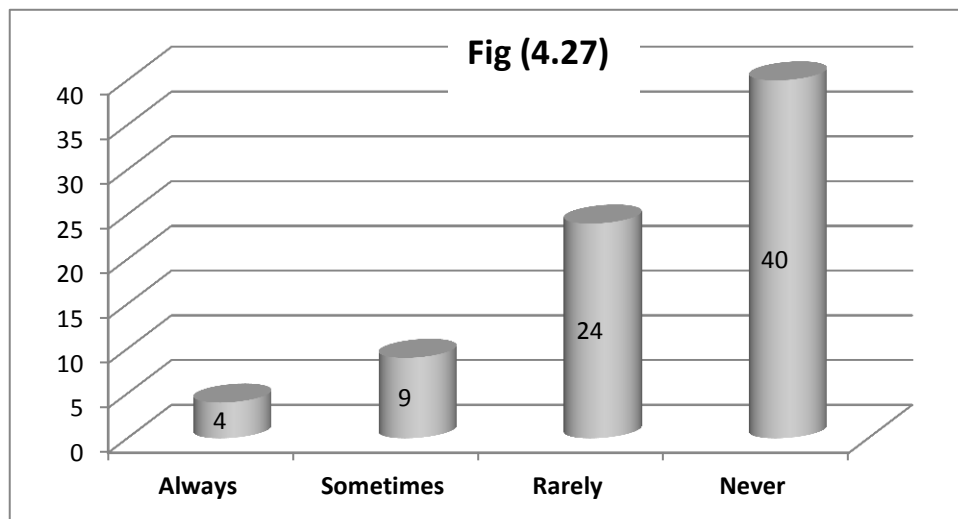
- *According to the previous results the hypothesis NO(3) is accepted*

4.2 Analysis of the Students' Questionnaire

The researcher distributed the questionnaire on determined study sample (100), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables to quantitative variables (1, 2, 3,4), also the graphical representations were used for this purposes.

Table (4.30): I had been asked about the language skills I want to learn before the beginning of the English language courses.

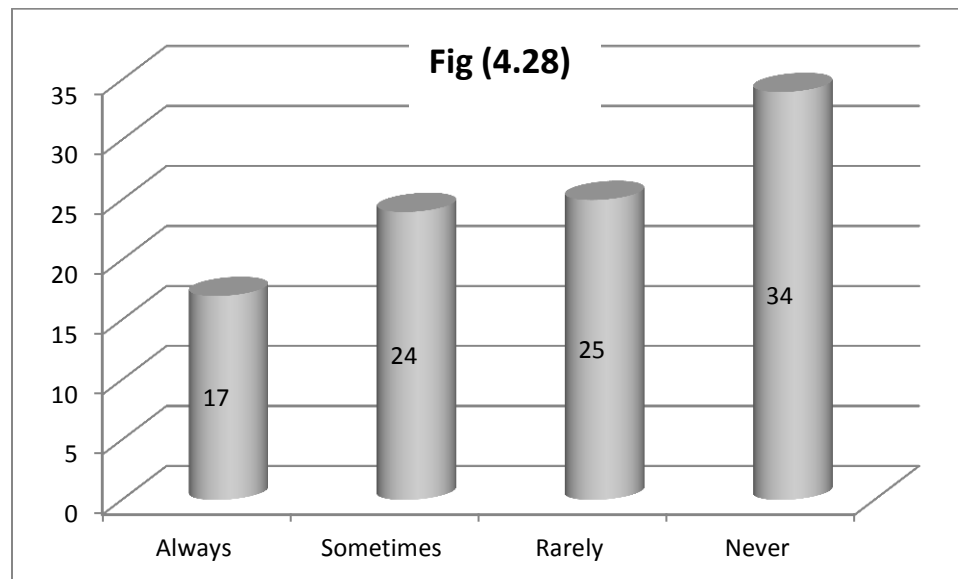
Valid	Frequency	Percent	Valid Percent
Always	4	4.0	23.0
Sometimes	9	9.0	49.0
Rarely	24	24.0	24.0
Never	40	40.0	4.0
Total	100	100.0	100.0



From the above table No. (4.30) and figure No. (4.27), the number of respondents who answered never was (40) percentage (40.0%), and the number of respondents who answered rarely was (24) percentage (24.0%), and the respondents who answered sometimes was (9) percentage (9.0%) and only (4) students percentage 4% answered always. This means the role of agriculture students is extremely absent.

Table (4.31): I had been asked about the ways in which I like to learn language before the beginning of the English language courses.

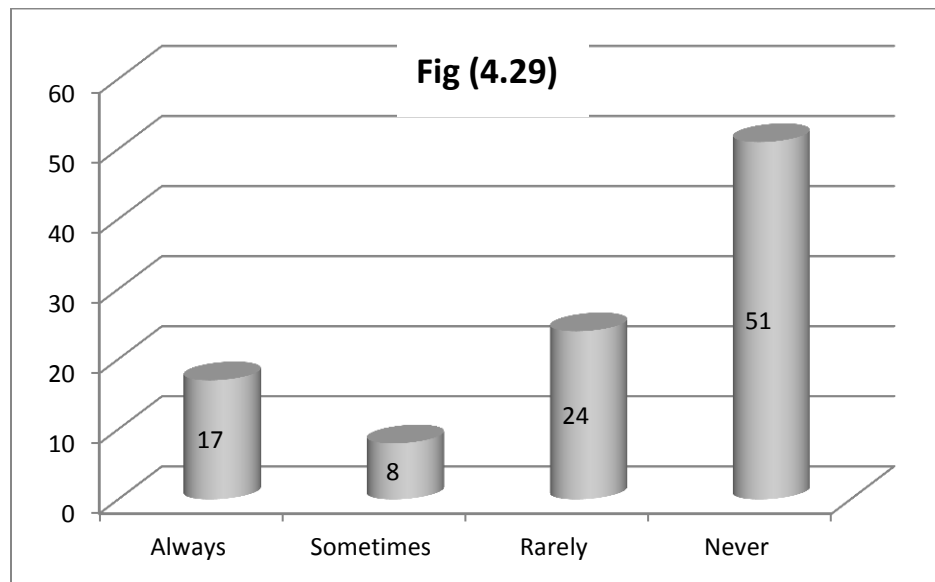
Valid	Frequency	Percent	Valid Percent
Always	17	17.0	17.0
Sometimes	24	24.0	24.0
Rarely	25	25.0	25.0
Never	34	34.0	34.0
Total	100	100.0	100.0



From the above table No. (4.31) and figure No. (4.28), the number of respondent who answered never was (34) percentage (34.0%), and the number of respondents who answered rarely was (25) percentage (25.0%) , and the respondents who answered sometimes was (24) percentage (24.0%) and only (17) students percentage 17% answered always .This proves that agriculture students have no opportunity to participate in ways they want to learn before the beginning of the English language courses.

Table (4.32): I had been asked to give my opinion about English language courses.

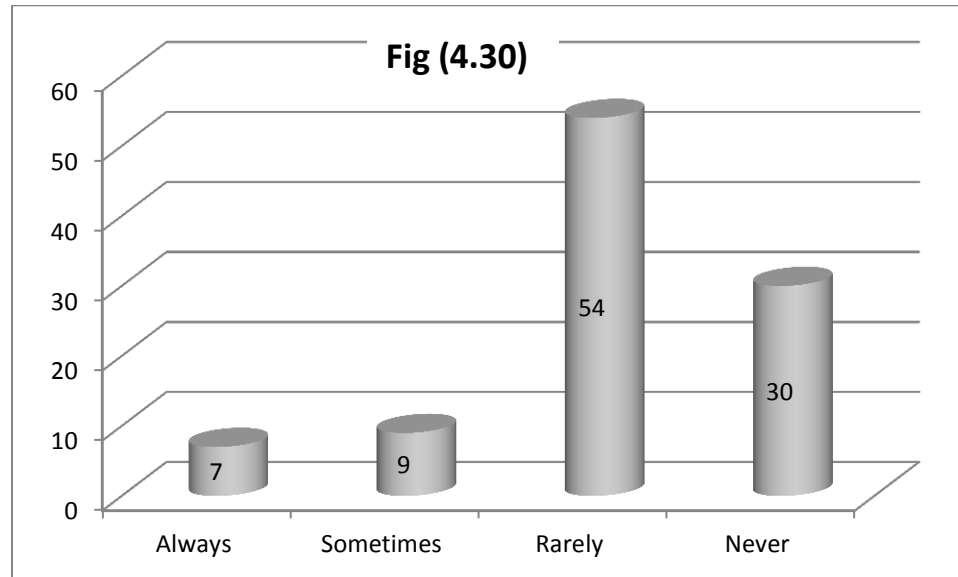
Valid	Frequency	Percent	Valid Percent
never	17	17.0	17.0
rarely	8	8.0	8.0
occasionally	24	24.0	24.0
often	51	51.0	51.0
Total	100	100.0	100.0



From the above table No. (4.32) and figure No. (4.29), the number of respondents who answered never was (51) percentage (51.0%), and the number of respondents who answered rarely was (24) percentage (24.0%) , and the respondents who answered sometimes was (8) percentage (9.0%) and only (17) students percentage 4% answered always .This point shows that student'point of view is not considerable.

Table (4.33): The objectives of each English language course are already stated at the beginning of the course.

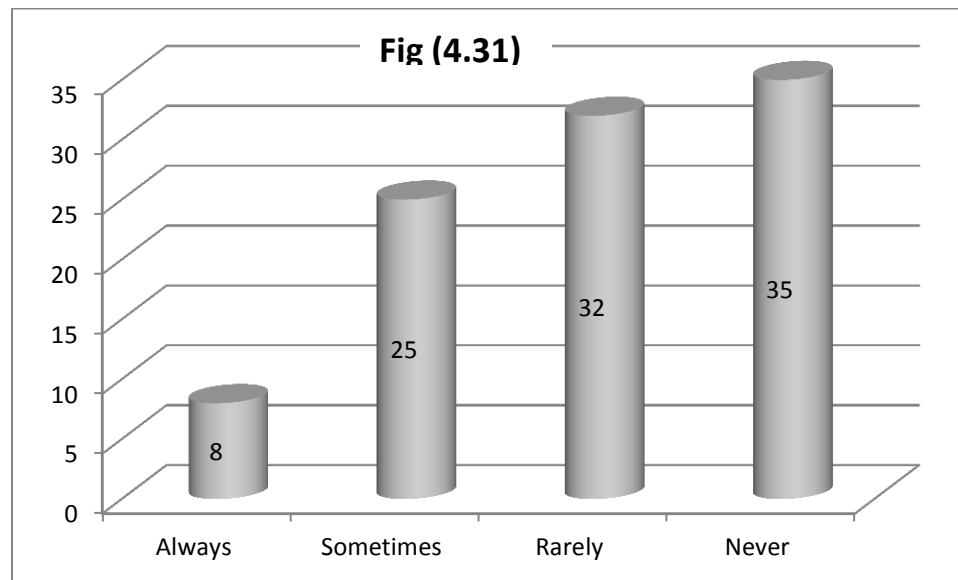
Valid	Frequency	Percent	Valid Percent
Always	7	7.0	7.0
Sometimes	9	9.0	9.0
Rarely	54	54.0	54.0
Never	30	30	30
Total	100	100.0	100.0



From the above table No. (4.33) and figure No.(4.30), the number of respondents who answered never was (30) percentage (30.0%), and the number of respondents who answered rarely was (54) percentage (54.0%) , and the respondents who answered sometimes was (9) percentage (9.0%) and only (7) students percentage 7% answered always. This means that agriculture students are really far from giving their opinion about English language courses.

Table (4.34): The objectives of each course are exactly the objectives I like to achieve at the end of the course.

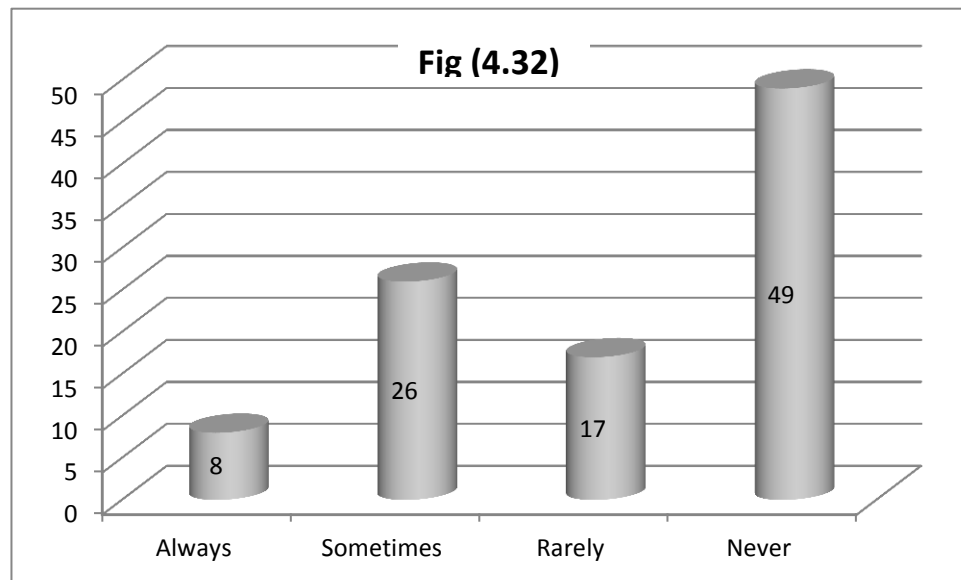
Valid	Frequency	Percent	Valid Percent
Always	8	8.0	8.0
Sometimes	25	25.0	25.0
Rarely	32	32.0	32.0
Never	35	35.0	35.0
Total	100	100.0	100.0



From the above table No. (4.34) and figure No. (4.31), the number of respondents who answered never was (35) percentage (35.0%), and the number of respondents who answered rarely was (32) percentage (32.0%) , and the respondents who answered sometimes was (25) percentage (25.0%) and only (8) students percentage 8% answered always .This point shows that there is no previous plan to determine the objectives to students at the beginning of English course .

Table (4.35) I think that plan of the English language teaching and learning needs to be reorganized.

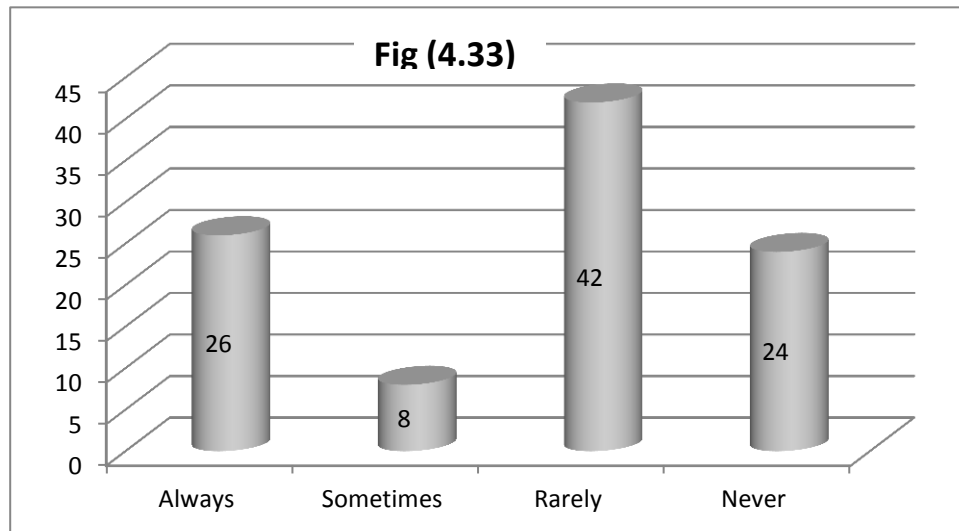
Valid	Frequency	Percent	Valid Percent
Always	8	8.0	8.0
Sometimes	26	26.0	26.0
Rarely	17	17.0	17.0
Never	49	49.0	49.0
Total	100	100.0	100.0



From the above table No.(4.35) and figure No.(4.32), the number of respondents who answered never was (49) percentage(49.0), the number of respondents who answered rarely was (17) percentage (17.0%), and the respondents who answered sometimes was (26) percentage (26.0%) and only (8) students percentage 8% answered always .This shows that the current agriculture syllabus does not suit students' need since it does not achieve their objectives .

Table (4.36): I think that plan of the English language teaching and learning need to be reorganized

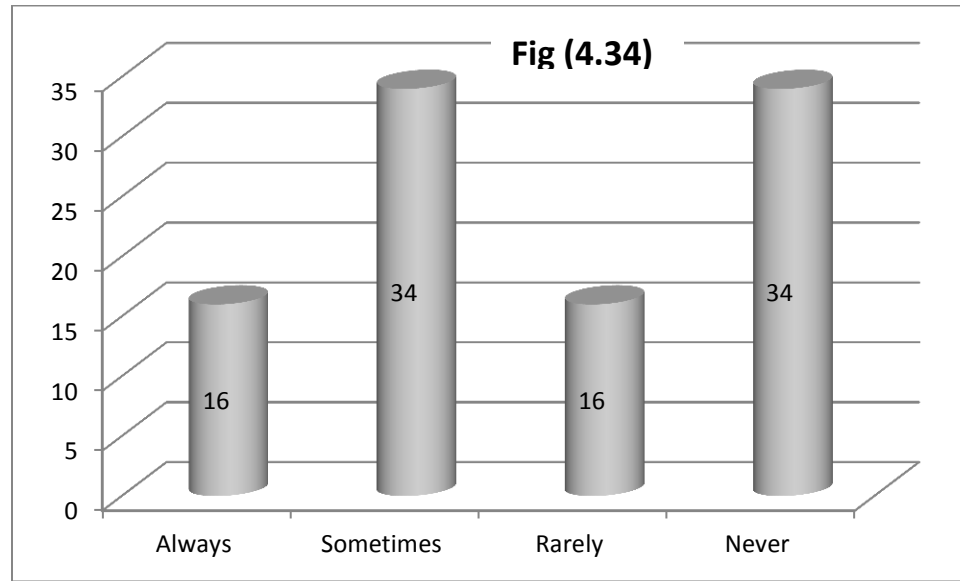
Valid	Frequency	Percent	Valid Percent
Always	26	26.0	26.0
Sometimes	8	8.0	8.0
Rarely	42	42.0	42.0
Never	24	24.0	24.0
Total	100	100.0	100.0



From the above table (4.36) and figure (4.33), the number of respondents who answered never was (24) percentage (24.0%), and the number of respondents who answered rarely was (42) percentage (42.0%) , and the respondents who answered often was (8) percentage (8.0%) also the respondents who answered often was (26) percentage (26.0%).This indicates that agriculture syllabus need more arrangement and systematic plan to fulfill its goals.

Table (4.37): As a language learner, I would like to participate in the design of the English language course by giving my opinion

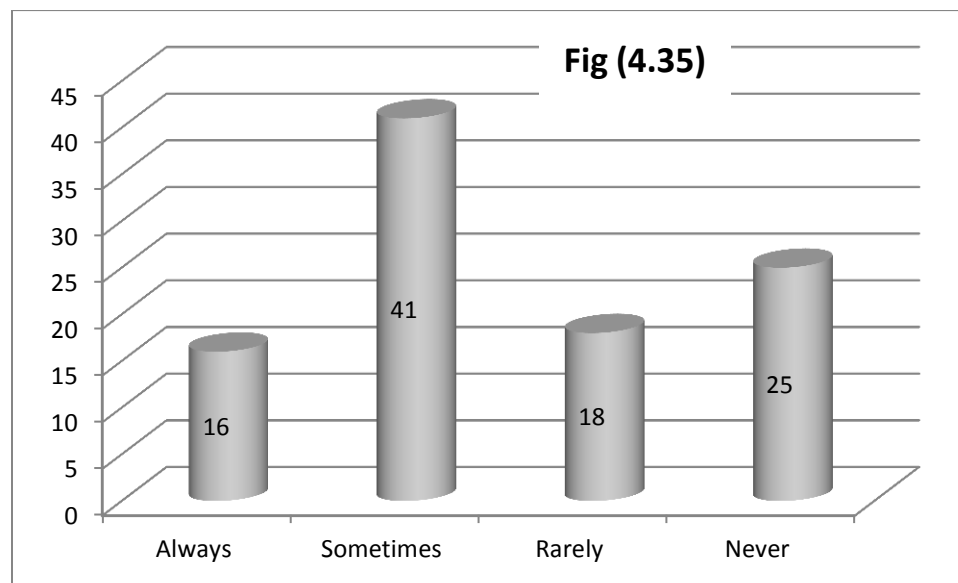
Valid	Frequency	Percent	Valid Percent
Always	16	16.0	16.0
Sometimes	34	34.0	34.0
Rarely	16	16.0	16.0
Never	34	34.0	34.0
Total	100	100.0	100.0



From the above table No.(4.37) and figure No.(4.34), the number of respondents who answered never was (34) percentage (34.0%), and the number of respondents who answered rarely was (16) percentage (16.0%) , and the respondents who answered sometimes was (34) percentage (34.0%) and only (16) students percentage 16% answered always. This shows that most of students prefer to participate in English language syllabus design because they think that they have point of view differ from teachers and syllabus designers themselves.

Table (4.38): I find the topics of the teaching materials interesting.

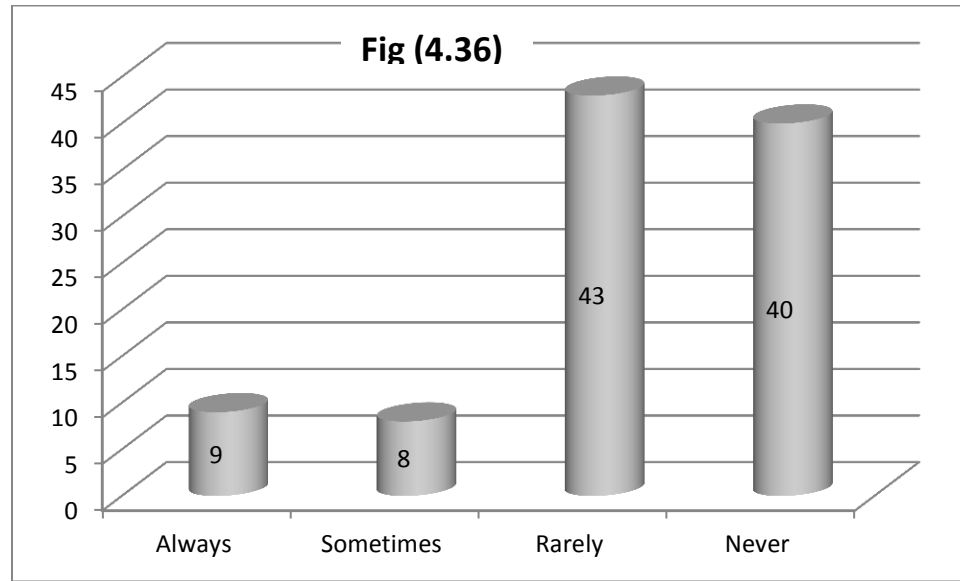
Valid	Frequency	Percent	Valid Percent
Always	16	16.0	16.0
Sometimes	41	41.0	41.0
Rarely	18	18.0	18.0
Never	25	25.0	25.0
Total	100	100.0	100.0



From the above table No.(4.38) and figure No.(4.35), the number of respondents who answered never was (25) percentage (25.0%), and the number of respondents who answered rarely was (18) percentage (18.0%), and the respondents who answered sometimes was (41) percentage (41.0%) and only (16) students percentage 16% answered always .This shows that the current teaching materials for agriculture students are not interesting due to the lack of varieties in topics which are boring .

Table (4.39): As a result of using the teaching material of English, my ability to use English are better than before, I started to use them.

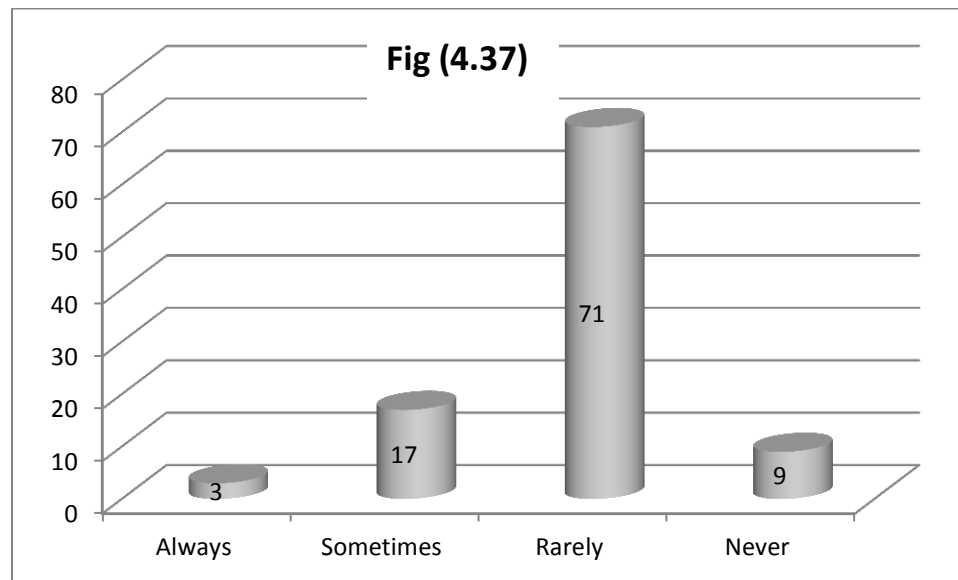
Valid	Frequency	Percent	Valid Percent
Always	9	9.0	9.0
Sometimes	8	8.0	8.0
Rarely	43	43.0	43.0
Never	40	40.0	40.0
Total	100	100.0	100.0



From the above table No.(4.39) and figure No.(4.36), the number of respondents who answered never was (40) percentage (40.0%), and the number of respondents who answered rarely was (43) percentage (43.0%), and the respondents who answered sometimes was (8) percentage (8.0%) and only (9) students percentage 9% answered always. This proves that English language syllabus for agriculture students does not enrich students with useful agriculture terms ,so students' abilities to use English is extremely weak.

Table (4.40): Using the teaching materials of English has help me in my study of agriculture.

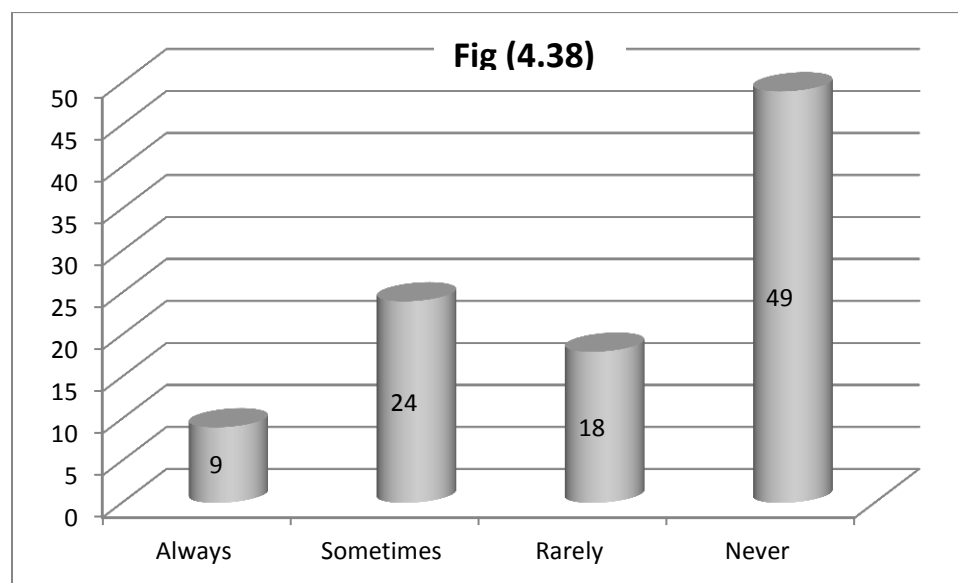
Valid	Frequency	Percent	Valid Percent
Always	3	3.0	3.0
Sometimes	17	17.0	17.0
Rarely	71	71.0	71.0
Never	9	9.0	9.0
Total	100	100.0	100.0



From the above table No.(4.40) and figure No.(4.37), the number of respondents who answered never was (9) percentage (9.0%), and the number of respondents who answered rarely was (71) percentage (71.0%) , and the respondents who answered sometimes was (17) percentage (17.0%) and only (3) students percentage 3% answered always .This shows that there is no additional information related to agriculture terms to help students in agriculture colleges and in their potential careers .

Table (4.41): I find the teaching materials of English difficult and boring.

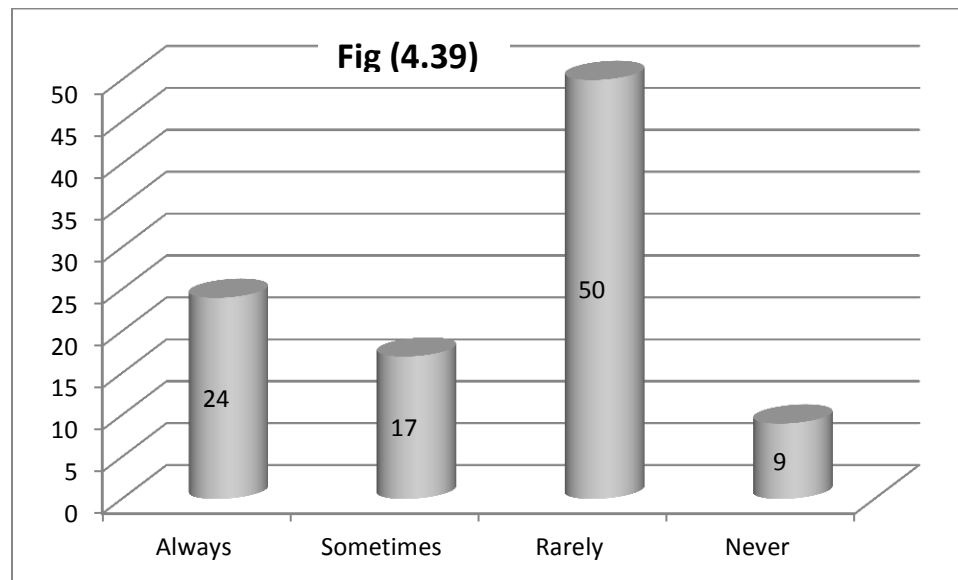
Valid	Frequency	Percent	Valid Percent
Always	9	9.0	9.0
Sometimes	24	24.0	24.0
Rarely	18	18.0	18.0
Never	49	49.0	49.0
Total	100	100.0	100.0



From the above table No.(4.41) and figure No.(4.38), the number of respondents who answered never was (49) percentage (49.0%), and the number of respondents who answered rarely was (18) percentage (18.0%) , and the respondents who answered sometimes was (24) percentage (24.0%) and only (9) students percentage 9% answered always .This proves that most of students think that teaching materials in agriculture colleges are difficult and boring because they are not designed to suit their demand and ambition.

Table (4.42): The teaching materials of English provide opportunities for individual practice

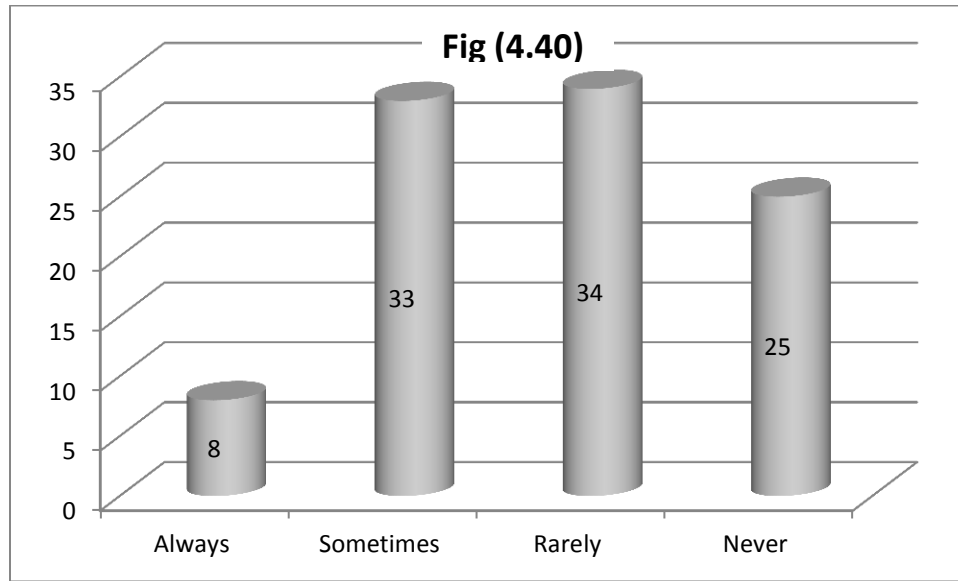
Valid	Frequency	Percent	Valid Percent
Always	24	24.0	24.0
Sometimes	17	17.0	17.0
Rarely	50	50.0	50.0
Never	9	9.0	9.0
Total	100	100.0	100.0



From the above table No.(4.42) and figure No.(4.39), the number of respondents who answered never was (9) percentage (9.0%), and the number of respondents who answered rarely was (50) percentage (50.0%) , and the respondents who answered sometimes was (17) percentage (17.0%) and only (24) students percentage 24% answered always .This shows that agriculture syllabus system does not give opportunities to students to use agriculture terms because this system ignore the role of individual practice in improving students' academic standard.

Table (4.43): Exercises in the teaching materials of English get me intellectually involved because they are challenging.

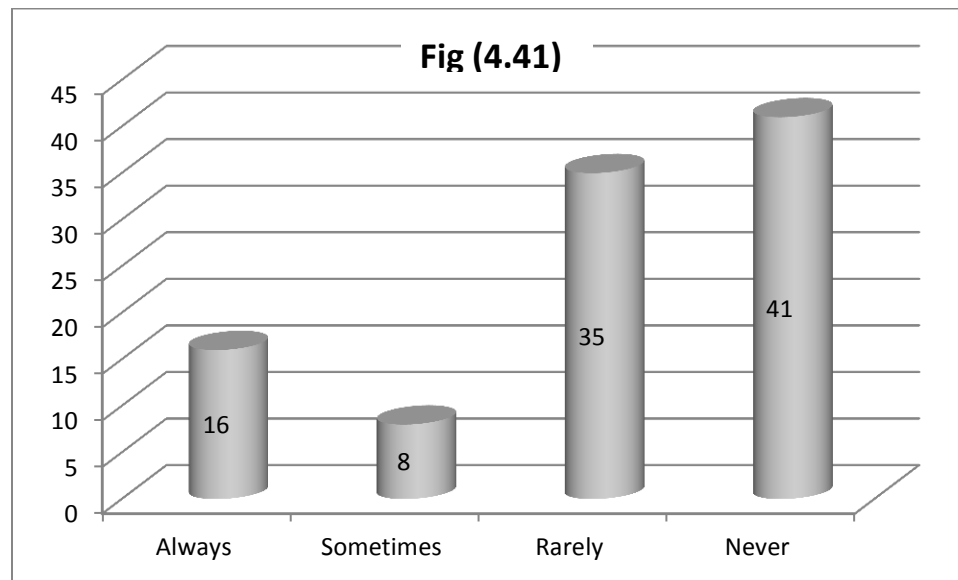
Valid	Frequency	Percent	Valid Percent
Always	8	8.0	8.0
Sometimes	33	33.0	33.0
Rarely	34	34.0	34.0
Never	25	25.0	25.0
Total	100	100.0	100.0



From the above table No.(4.43) and figure No.(4.40), the number of respondents who answered never was (25) percentage (25.0%), and the number of respondents who answered rarely was (34) percentage (34.0%) ,and the respondents who answered sometimes was (33) percentage (33.0%) and only (8) students percentage 8% answered always. This reveals that English for agriculture syllabus suffers from shortage in varieties topics which can draw students' attention to learn target agriculture terms.

Table (4.44): I find pleasure and enjoyment in doing most of activities in the teaching materials of English.

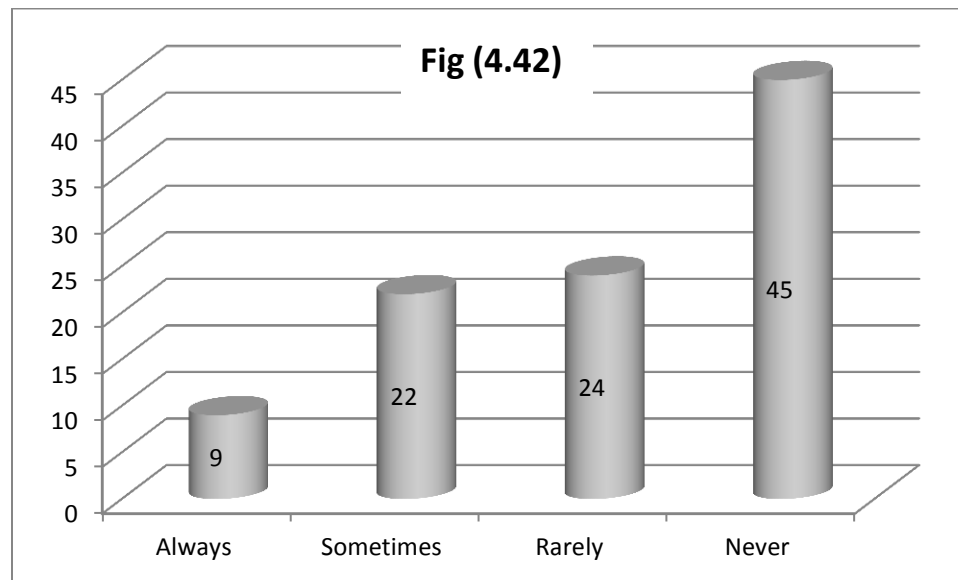
Valid	Frequency	Percent	Valid Percent
Always	16	16.0	16.0
Sometimes	8	8.0	8.0
Rarely	35	35.0	35.0
Never	41	41.0	41.0
Total	100	100.0	100.0



From the above table No.(4.44) and figure No.(4.41), the number of respondents who answered never was (41) percentage (41.0%), and the number of respondents who answered rarely was (35) percentage (35.0%) , and the respondents who answered sometimes was (8) percentage (8.0%) and only (16) students percentage 16% answered always .This shows that the syllabus of English for agriculture students is boring and not challenge ,so students are not enthusiastic

Table (4.45): The activities in the teaching materials of English are not designed in the way I prefer to learn English

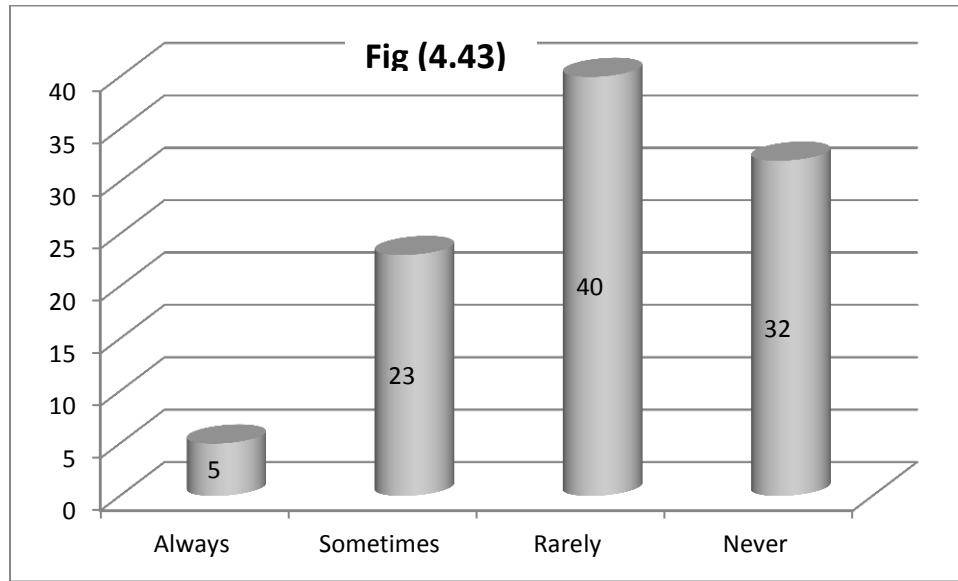
Valid	Frequency	Percent	Valid Percent
Always	9	9.0	9.0
Sometimes	22	22.0	22.0
Rarely	24	24.0	24.0
Never	45	45.0	45.0
Total	100	100.0	100.0



From the above table No. (4.45) and figure No.(4.42), the number of respondents who answered never was (45) percentage (45.0%), and the number of respondents who answered rarely was (24) percentage (24.0%) , and the respondents who answered often was (22) percentage (22.0%) also the respondents who answered often was (25) percentage (25.0%) .The above table and figure show that agriculture students are not allow to participate in designing such syllabi .

Table (4.46): I was asked to give my opinion about the teaching materials of English.

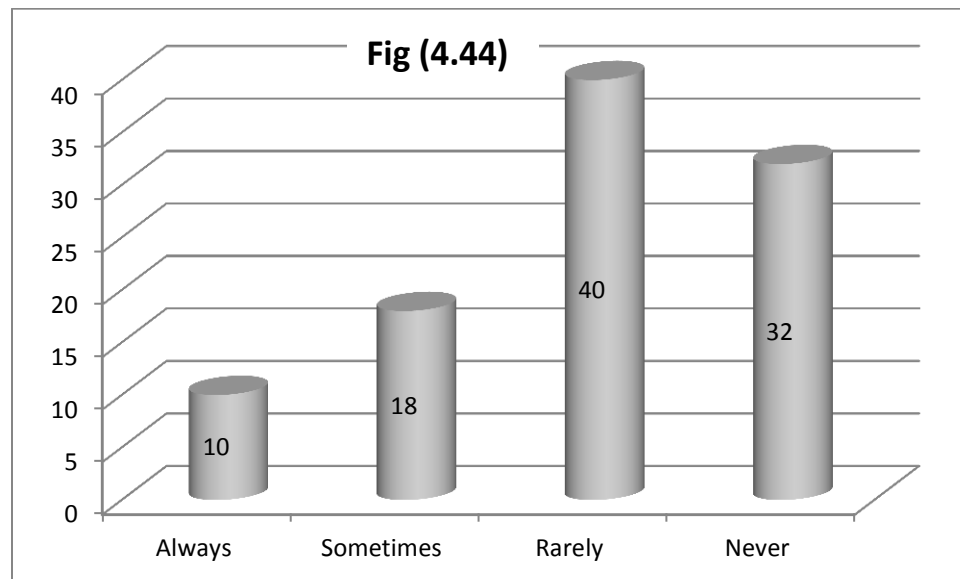
Valid	Frequency	Percent	Valid Percent
Always	5	5.0	5.0
Sometimes	23	23.0	23.0
Rarely	40	40.0	40.0
Never	32	32.0	32.0
Total	100	100.0	100.0



From the above table No.(4.46) and figure No.(4.43), the number of respondents who answered never was (32) percentage (32.0%), and the number of respondents who answered rarely was (40) percentage (40.0%) , and the respondents who answered sometimes was (23) percentage (23.0%) and only (5) students percentage 5% answered always. This shows that most of students complain about their absent role in giving opinion to choose teaching materials.

Table (4.47): I think most of teaching materials of English are useful and interesting but they need few changing

Valid	Frequency	Percent%	Valid Percent
Always	10	10.0	10.0
Sometimes	18	18	18
Rarely	40	40.0	40.0
Never	32	32.0	32.0
Total	100	100.0	100.0



From the above table No.(4.47) and figure No.(4.44), the number of respondents who answered never was (32) percentage (32.0%), and the number of respondents who answered rarely was (40) percentage (40.0%), and the respondents who answered sometimes was (18) percentage (18.0%) and only (10) students percentage 10% answered always .This shows that there is an urgent need for adding useful and beneficial teaching materials to satisfy students' ambition.

Table (4.48): Chi –square test for hypothesis of the study

Nom	Statement	mean	SD	Chi square	p-value
1	I had been asked about the language skills I want to learn before the beginning of the English language courses.	1.7	4.1	22	0.000
2	I had been Asked about the ways in which I like to learn language before the beginning of the English language courses.	1.6	0.5	19	0.000
3	I had been asked to give my opinion about the English language courses.	1.5	0.9	31	0.000
4	The objectives of each English language course are already stated at the beginning of the course.	1.9	1.6	22	0.000
5	The objectives of each course are exactly the objective I like to achieve at the end of the course.	1.6	0.7	36	0.000
6	I think that plan of the English language teaching and learning needs to be reorganized.	1.7	1.5	23	0.000
7	As a language learner, I would like to participate in the design of the English language course by giving my opinion.	1.8	0.6	22	0.000
8	I find the topics of the teaching materials are interesting.	1.1	3.5	38	0.001
9	As a result of using the teaching material of English, my ability to use English are better than before, I started to use them.	1.8	2.1	27	0.000
10	Using the teaching materials of English has helped me in my study of agriculture.	1.7	1.5	29	0.000
11	I find the teaching materials of English difficult and boring	1.6	0.5	34	0.000
12	The teaching materials of English provide opportunities for individual practice..	1.4	1.6	27	0.000
13	Exercises in the teaching materials of	1.9	2.7	23	0.000

	English get me intellectually involved because they are challenge.				
14	I find pleasure and enjoyment in doing most of activities in the teaching materials of English.	1.7	1.5	30	0.000
15	The activities in the teaching materials of English are not designed in the way I prefer to learn English.	1.8	0.6	24	0.000
16	I was asked to give my opinion about the teaching materials of English.	1.2	3.5	33	0.001
17	I think most of teaching materials of English are useful and interesting but they need few change.	1.7	4.1	22	0.000
18	I think most of the teaching materials of English need to be replaced by other useful and interesting materials.	1.6	0.5	19	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I had been asked about the language skills I want to learn before the beginning of the English language courses”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (2) is (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I had been Asked about

the ways in which I like to learn language before the beginning of the English language courses”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (3) is (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I had been asked to give my opinion about English language courses”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (4) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The objectives of each English language course are already stated at the beginning of the course”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (5) is (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The objectives of each course are exactly the objectives I like to achieve at the end of the course”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (6) is (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I think that plan of the English language teaching and learning need to be reorganized".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (7) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "As a language learner, I would like to participate in the design of the English language course by giving my opinion"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (8) is (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " I find the topics of the teaching materials interesting"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (9) is (27) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “As a result of using the teaching material of English, my ability to use English are better than before, I started to used them”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (10) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Using the teaching materials of English has help me in my study of agriculture ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (11) is (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7),this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I find the teaching materials of English difficult and consequence boring”.

The calculated value of chi-square for the significance of the differences for the respondents’ answer in the statement No (12) is (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The teaching materials of English provide opportunities for individual practice”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (13) is (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Exercises in the teaching materials of English get me intellectually involved because they are challenging”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (14) is (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I find pleasure and enjoyment in doing most of activities in the teaching materials of English”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (15) is (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which

support the respondents who agreed with “I find pleasure and enjoyment in doing most of activities in the teaching materials of English”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (16) is (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.2) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The activities in the teaching materials of English are not designed in the way I prefer to learn English

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (17) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ I was asked to give my opinion about the teaching materials of English ”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the statement No (18) is (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7), this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I think most of teaching materials of English need to be replaced by other useful and interesting materials”

4.3 Analysis of the Interview Questions

The results of the questionnaires are not sufficient to fully understand and find answers to the research questions. Another tool needs to be analyzed by experts who can provide us with fruitful information; therefore, an interview is designed for ESP teachers in colleges of Agriculture at Sudanese Universities. The purpose of the interview in this study is mainly to supplement the findings of the data collected through questionnaires by eliciting responses not dealt with in the questionnaires. Interviews were chosen purposefully which would help enhance the reliability of the research data. Interviews were carried out with five experts. In order to help the participants to freely elaborate on their answers, each participant is given convenient time to think of the questions.

The following are their perceptions as revealed in the interview:

4.3.1 In response to the first question “How many years have you been teaching at University”?

Their years of experience ranged between six to eleven and all of them have experience in teaching ESP courses.

4.3.2 With regard to the second question “Do you think that ESP course is important to your students in their academic study and target career?”

The experts' answers generally are as follows:

The five experts agree that ESP course is important so, their answers were “yes” because they cannot understand, read, write or speak in any target career without having competence in English. They strongly believe that having a good command of English is one of the most important aspects of career development in any field.

4.3.3 Concerning the third question “How many courses have you attended in ESP?”.

Two of them attended five courses, another two attended two courses and one attended seven courses.

4.3.4 When discussing the fourth question “How satisfied are you by the current ESP course in improving students’ awareness in agriculture colleges?”

They all answered with “no” because they think that the course does not achieve students’ needs in future career, the course ignores agriculture terms, the course does not determine need analysis in the Colleges of Agriculture. No attention is given to speaking skills

4.3.5 As far as the fifth question is concerned “How do you assess the ESP course in your college?”

They all believe that the course is not effective in meeting students’ academic needs; they also think that the course does not prepare students well in their future career and work requirement.

4.3.6 With regard to the sixth question “What problems do your ESP students in agriculture course encounter?”

The experts think that students have problems in listening and speaking skills because textbooks are based on western culture which is difficult for our students to understand. Another problem is that students join this colleges with weak background of English . They also think that the textbook causes both teachers and student’s tiredness and it is time-consuming. Students are not confident and they lack competence as well.

4.3.7 In response to the seventh question “What suggestions would you like to make for the improvement of the ESP course at colleges of agriculture to make it more effective and relevant to students’ needs?”.

They point the following responses;

The present course should be changed; the focus should be on students' field. Currently, students are expected to expose to agriculture in put in only one subject which is agriculture terminology. They also think that more time is needed as the course is very short, technology should be used, textbooks should include agriculture topics and the current assessment scheme should be changed. They further think that students should be tested before admission and giving remedial courses for all students in need. Teachers training are also very important. There is an urgent need for more well qualified teachers because we suffer from a shortage of teaching staff. Choosing more integrated textbooks, increasing the hours of English teaching per week because they think the time available now to learn English language in Agriculture Colleges is not sufficient. Students need more time when learning English in order achieve their goals

As for the eighth and last questions asking about their comment, they do not give any comment. They just respond with "no, thank you".

CHAPTER FIVE

Conclusion, Findings, Recommendations and Suggestion for Further Studies

CHAPTER FIVE

Conclusion, Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

In this final chapter, the results of the study obtained from the questionnaires and the interview are presented in relation to research questions and conclusion regarding the results is deduced. The chapter then followed by recommendation and suggestions for further studies.

5.1 Conclusion

The findings of the study indicate that agriculture students need not only linguistic competence in English but also certain life skills and technical skills related to language learning that need to be included into the syllabus to handle real-life situation on completion of their agriculture course. This study thus probed the fulfillment of ELT related goals with reference to the context of agriculture studies in Sudan. The existing syllabi do not fulfill the goals and objectives of students in agriculture colleges, so the following needs are to be addressed immediately to improve the quality of ELT in agriculture program. The researcher drew the following conclusions from the findings of the study.

One of the important goals of teaching English course is to equip the students with proper communicative skills for effective usage in everyday situation and also to manage future workplace situation. The analysis of data collected from the questionnaire and interview revealed that this goal has been achieved partially and the teaching of practices is to be improved.

The course on agriculture prescribed for the students is quiet not ambitious in that, it does not expose students to actual workplace environment, exposure to various English speaking accent, creative activities, project reports etc have not

been specified in the syllabus. Many teachers prepare their own teaching materials to attain these activities.

Students are expected to be asked about the way they like learning. Objectives implementation suffers from various roadblocks due to lack of teacher training and proper syllabus.

The absence of linguistic competence assessment before the beginning of language training program disadvantages students who have no exposure to basic language skills such as listening, speaking, reading, and writing. These skills should be practiced in agriculture courses and the teachers have to provide personal attention in dealing with these skills in systematic way.

The findings reveal that students are in urgent need of soft-skill training; this would help them develop competence in language.

Students complain a lot about teachers' style of teaching, therefore, teachers can take the load to encourage and motivate students. Teachers should learn to be facilitators not only instructors to help learners take responsibility for their own language.

Teachers' proficiency in handling such improvement would highly rely on the orientation they receive from experts. Teachers may be trained in pre-service/in-service situation to design suitable lectures, tasks, activities, learning resources and materials to suit this purpose.

The agriculture colleges in Sudanese Universities follow the traditional way made of assessment that conducts written examination. The assessment of the tasks and activities are supposed to be taking place in the lab classes. No feedback is taken systematically, corrective method of teaching is not employed often and thereby individual attention is hampered.

Teachers can create positive learning experience, once the teacher is trained to select suitable materials and design lectures and worksheets of the needs of the

learners. Teachers need to reflect on their strengths and weakness, they can design group tasks and conduct peer assessment and hence use appropriate learning resources on these lines.

5.2 Main Findings

In this part, the results obtained from the questionnaires and the interview is discussed in relation to research questions. Following are the main findings of the study.

1. It is found that ESP syllabuses in Sudanese agriculture colleges do not help students comprehend and write short agriculture situation using agricultural terms. This means, it lacks the necessary terms that are related to agriculture which can help them express themselves orally or in written situation.
2. The findings also indicate that ESP syllabi in Sudanese agriculture colleges do not include detailed overview of the function structures and vocabulary that will be taught in each unit.
3. Other findings show that the topics included in the ESP syllabuses of Sudanese agriculture colleges are not directly related to specific agriculture topics. They focus on linguistic competence rather than agriculture related topics.
4. ESP syllabi in Sudanese agriculture colleges depend mainly on teachers rather than materials, this means, the teacher is the source of knowledge, he decides what to teach. This is problematic because not all teachers are well-trained in designing such syllabi.
5. Concerning materials used in Sudanese agriculture colleges, it is found that most of these materials are not up to date.
6. One of the findings obtained from this study, is that ESP syllabi in Sudanese agriculture colleges are not appropriately graded, they are not logically graded according to ease and difficulty.

7. An important finding in this study shows that ESP syllabuses for agriculture do not follow the principles of the syllabus design; they do not consider the students' needs.
8. The contents of the syllabus does not help students read or write English related to agriculture extension, .
9. Effectiveness, appropriateness and feasibility of ESP materials in Sudanese agriculture syllabi are not satisfactory to students' interests in language level.
10. It is found that many topics of ESP syllabi in these colleges do not reflect students' needs.
11. The objectives in the ESP syllabi in agriculture colleges are not apparent to ESP teachers.
12. ESP teachers in agriculture colleges are not qualified enough to provide students with suggested answers, solutions and memoranda rubrics for learning activities.
13. ESP teachers at agriculture colleges do not introduce the tasks to their students effectively due to lack of experience. This may get students boring.
14. ESP teachers in agriculture colleges do not use feedback to raise students' academic performance. They feel bored in presenting materials
15. ESP teachers in Sudanese agriculture colleges complain that their students do not effectively participate in the learning process due to their weakness in general English.
16. As far as students' questionnaire is concerned, it is found that students are not asked about the language skills they need before the beginning of the English course.
17. Students complain that the course objectives are not satisfactorily stated at the beginning of the course.

18. Students think that the course objectives do not meet their needs and do not enable them to practice English effectively.

19. The exercises used in the syllabus are not challenging enough to students' abilities in the language proficiency.

20. Students complain a lot about teachers' way of lecturing, teachers are not enthusiastic, and they do not motivate and encourage their students. So, students do not find pleasure and enjoyment in practicing most activities.

5.3 Recommendations

Based on the findings of the study, the researcher recommends ESP teachers, curriculum designers, agriculture colleges and policy makers the following.

1. The researcher recommends that English language syllabi in Sudanese agriculture colleges should include tasks and activities that reinforce the achievement of the generic skills that allow students comprehend and write short agriculture situation.

2. ESP syllabi in agriculture colleges should be provided with necessary terms that are related to agriculture to help learners express themselves orally and in written situation.

3. If students are provided with facilities and guidance in developing technical skills with proper orientation and practice, they can develop abroad perspectives to face future workplace needs. Exposure to interaction can empower agriculture students to better communication in their workplace. The teacher of English at colleges of agriculture can take the lead in organizing such interactive sessions and work on it successfully and conduct follow-up sessions if necessary.

4. The researcher recommends the ESP teachers at colleges of agriculture to give ample practice to students in lab classes to give power point presentation, report writing, project report presentation individually and in group. Software relating to corporate etiquettes, communication documents, presentation of interview ses-

sions or selected movies with related themes should be made available in the language laboratories and students should be able to access it in their free time.

5. Group discussion on different technical topics, debates relating to agriculture topics/slogans, posters writing competitions can be organized by students so that they will be in touch with cooperative environment. These activities would be of help in promoting oral communication and workplace communication skills.

6. The researcher recommends continuous evaluation system that gives scope for improvement in agriculture contexts.

7. Professional development of the teacher of English is one of the most neglected aspects in agriculture colleges in Sudan. There is need to establish a resource centre at the tertiary level for imparting training in language teaching by integrating technology. It is better for teachers new to language teaching to appear in a pre-test based on communication skills before they get enrolled in teaching communicative English. Teachers need to be trained in syllabus designing materials production and formative assessment systems in communicative and business English aspects so that they can apply these in agriculture colleges.

5.4 Suggestions for Further Studies

The outcomes of the current study as well as its limitation, provides a basis for further studies. As the scope of this study is very wide, many interesting opportunities present them. Some of the areas that can still be investigated are the following

A study is suggested to investigate the problems of ESP syllabi in Sudanese agriculture colleges focusing on detailed understanding of these problems.

1. A study is recommended to explore the effect of English language teachers' awareness towards the problems of ESP syllabi in agriculture colleges other than Sinnar University.

2. Further research should also investigate both teachers' and students' perceptions towards agriculture syllabuses in Sudanese Universities.
3. It is hoped that this study can pave the way for other researches to be carried out in the near future as inevitably, a study like this has only scratched the surface.
4. Researchers are invited to conduct researches on ESP syllabi other than agriculture colleges such as medicine colleges.
5. More investigation is needed to be done on how developing ESP approaches and implement them to the learners.
6. As the researcher see it, many remains to be done particularly concerning the effective approaches to teaching agriculture students. It is within this orientation that concerted efforts should be made to develop both teaching techniques and appropriate assessment tools.

BIBLIOGRAPHY

Bibliography

- Al-Bazzaz,(1994). Investigation Students' low achievement in English at
Allwright, R (1981). What do we want teaching materials for?
the college of Business studies, Kawit University.
- Ansary, H Babayi, E (2002). Universal Characteristics of EFL/ESL
textbooks A step Towards Systematic textbook Evaluation,
- Anthony, L. (1997). www. Antalb. Sci. waseda. Ac. 1p/abstracts/aizukiyo
97. Pdf.
- Anthony ,L (2002).Defining English for Specific Purposes and
the Role of the ESP Practitioner.Okayama University of Science ,Japan.
- Ashworth ,(1985). Condition to ESP Syllabus Design. P12.
- Barnard,R, and Zemach, D, Materials for English for
Specific Purposes: Tomlinson, B. (2003) Developing Materials
for language teaching. Crown well Prek.U.K
- Basturkmen, H. (2006). Ideas and Options in English for Specific Purpose
Mahwah, New Jersey London Lawrence ER1BAUMASSOCIATES,
Publisher
- Belchor ,D .(2006) What ESP IS and can Be:
An introduction to ESP
- Benyelles, L ,(2009) ESP Syllabus Design Issue.p64.
- Blackie, U ,(1979). Factors Affect ESP Teaching and Learnig.p 263.
- Bosher, (2002) .Paralinguistics Features of Communication.www .
- Brown, J. (1995). The evaluation of language curriculum:
A systematic approach to program development New York:
Heinli & Heinle Publishers.
- Carter & Nunan, D. (Eds). Teaching English to the Speakers of
other Languages (131-136) Cambridge: Cambridge University

- Channing Kaewepet Rajamangala, (2009) .Investigation the English for Specific Purposes(ESP)needs of Thai engineering students (University of Technology Krungthep, Thai Land).
- Charles, (2001). English Language Teaching .www, hh.Com.
- Chen, Y. (2011). The institutional turn and the crisis of ESP pedagogy in Taiwan:
- Concnor, U. (2000) Variation in Rhetorical Moves in Grant proposal
Taiwan International ESP Journal, 3(1) .
of US Humanists and Scientist Text Interdisciplinary Journal
- Coffey , (1984) Swarb.Co .UK .55 CLR549 .
- Cohen , L ,(2007) Evaluation ESP IN World.www stage KOT.
- Cunningsworth, A. (1983) .Need Analysis: A review of
the state of the art'' .System, Pergamon Press , Vol . 2, pp. 149-154.
- Devellis, R, (1991) .Statistical Analysis System.www, International Vention.
- Dudley Evans, T. (2001). English for Specific purposes. In R.
- Edge, P, (1989). Language Teaching Development.p 179-181.
- Ellis, R (1997). The empirical evaluation of language teaching
- Flower,(2001) How to Evaluate ESP Course p54-76.
25(2), 297-314 Retrieved from [http:// www. Jstor org/stable/3587465](http://www.Jstor.org/stable/3587465)
Cambridge University press. U
- Ewer , U. (1981). English for Specific Purposes Issues P 66
- Hampl, S, Iyon. (2001). ESP Syllabus Design .www .World.
- Haq, (1982) , Oral Communication Skills,p1.
- Harmer, O. (2001). History of English for Specific Purposes 66-68.
- Hewings, M. (2002). A history of ESP through English for specific purpose
- Ho, T. (2011) Theoretical Framework System p44-54.
- Holmes, S. (1997). Skilled Reading and Orthographic Processing.p2-5.
[http: WWW. Esp-world. Info/Articles3/sue 3. html.-](http://WWW.Esp-world.Info/Articles3/sue3.html)

- Hutchinson, T and Water, A. (1987). English for specific purpose. Cambridge:
- Hyland, K. & Hamp-Lyons, L. (2002). EAP issues and directions (Special issue)
- Hyland, W. (2007). How to Evaluate ESP course ,www L Journal.
International scope, specific in purpose TESOL Quarterly,
- Johns, A, & Dudley – Evans, T (1991). English for specific purpose:
Journal of English for Academic Purposes.,(1).
- Johns, A. (2013). The history of English for Specific purposes research InB
- Jordan, R. R.(1997). English for Academic Purposes: A guide
and resource book for teachers: Cambridge University Press.
- Kambal, S. (1982). Evaluation English for Specific Purposes. P.206.
- Kankannranta, (2005) ESP Need Analsis. p 65.
- Kashani, D. (2007). ESP Need Analysis , P.85.
- Kennedy , C. & Bolitho (1984), R. English for Specific Purposes, Macmillan
- Kennedy, C. (1980). Fundamental Problems in ESP,
ELT Document 106 Team-Teaching in ESP(P .118).The British Council.
- Kim, L. (2008). Wiley Online Libarary .www KIU.
- Kristen Gatehouse,(1999) Materials Production Development .p77.
- Lam, Q. D (2011). English for specific purposes Problems.p55.
- Lambardo,(1988). Investigation students'perceived needs and attitudes about
learning English as a second language.
- Lee , K ,(2008) .Learners' needs In ESP. P65-68.
- Louhiala, K ,(1999) .Disciplinary Scholarships and Practice.p75.
- Mahdi Hamad Elballa Hamad, (2014) . Investigating of ESP Vocabulary Difficul-
ties Encountered by EFL Learners. University of Sudan of Science and
Technology.
- Maleki, A. (2008). ESP Teaching: A matter of Controversy.
from [http://www](http://www.espworld.info/Articles17/issue17hti) esp world: info/ Articles 17/issue 17 hti.

- Mackay , R . and A . j Mountford (1978). The Teaching of English for Special Purposes:Theory and Practice . In R .Mackay and A.J Mountford (Ed), English for Specific Purposes: A case Study Approach . London:Longman.
- Maruyama, H (1996). Difficulties in teaching Technical English in Japan Revistade lenguas ParaFines Specifics.
- Master, P. and Brinton, D. (1998). Retrieved from test. Ej. Org/ej 13/r11. Html-
- Mason, B. (1993). Towards Position of ESP.
- McDonough J. (1984). ESP in Perspective: A Practical Guide . London :Jo Mc Donough.
- Merriam, S. (1998). Qualitative Research and Application, P 65-66.
- Miliani, UF. (1994). Education and Career Guidance. P.570.
- Munby, J. (1987). Communicative syllabus design Cambridge: Cambridge University Press.
- Mukhattash, A, (1983). Arab World Issues Obstacles investigations.
- Nagat Gailani Esyed (1989).Evaluation of Sudanese Higher Education Curricula of Social Sciences on the Basis of a Suggested Model for Building A scienceBased Healthy and Productive Society.
- Nickerson, U, (2005) ESP Syllabus Design.p43-45.
- Nunan, D. (1991). Language Teaching Methodology Prentice Hall Oxford: The oxford university Press.
- Paltridge & S. S. Starfield (1992). The hand book of English for Specific
- Paltridge, B. (2013). The history of English for specific purposes research. In B.
- Paltridge & S. Starfield (1984). The handbook of English for specific purposes (pp. 347-366).
- Pedro A, and Olivora, F. (2002). WWW. At /antisjournal.org/papers /252/143-148% 20 Fuertes pdf.

- Peacock, Y,(2001) .English For Specific Purposes Discipline.p90.
- Priya Sasidhara ,(2012). A need –based Approach to Teaching and Learning of English for Engineering Purpose .Rourkela,Orissa, India.
- Rabab Abd Elsalam,(2006). The attitudes and Motivation of University Students towards English Language Learning as a University Requirement Course Post-Arabicization. Sudan university of science and technology
- Richards, J. (2001). Curriculum Development in Language Teaching, Cambridge: Cambridge University press.
- Robinson, P. (1980). English for specific purposes Pergamon Press.
- Robinson ,P. (1991). ESP Today :a practitioner’s Gide.
- Salas, (2013). Introduction to the Special Issue:
- Salminien, (2004).English for Specific purposes.p86-91.
- Sheldon, L. (1988). Evaluating ELT textbooks and materials, ELT Journal 42 (4) 237-246, <http://dxdoiorg> 10./093 et al/42-4237.
- Smoak, R. (1996). What is English for specific purpose? Bureu of educational and cultural Affairs English Teaching, Forum 41 (2) 22-30.
- Smoak, R. (2003). What is English for Specific Purpose? English teaching from <http://amarican English.State.Gor/files/ae/aesourse-files/03-41-2.g>. pdf.
- Stern, H. H (1992). Fundamental Concepts of Language Teaching, Oxford: Oxford University press.
- Suzani, S. M Yarmohoamadi, L. Yamini, M. (2011). Critical review of the current situation of teaching ESP in the Iranian higher education institution. The Iranian EFL Journal, 7(6), 179-204.
- Swalesian, T,(1990). English for Specific Purposes Types, pp299-305. materials ELT Journal, 51, 36 <http://dxdoi org/> 10-1093/.
ELT Journal, 36 5-18 <http://dx.doiorg/10 1093/elt/36-1-5>.

ESP World, 1(3) Retrieved September 21, 2013, from
 ESP World, 7(17) Retrieved in September 21, 2013,
 Forum Online, 41(2), pp. 22-27, Retrieved October 6, 2013,
 Language teaching , 27(1), 1-19.
 for the Study of Discourse, 20(1), 1-28.
 The Internet TESL J, 8/2
 Collaboration in multicultural –p. 12-16.
 purpose(pp.5.30) Oxford: Wiley: Black well
 Teodorescu, A (2010). Teaching English for Specific Purposes.
 Petroleum Gas University of Pleisti Bulliten, Philpophy series, 62(2), 67-74.
 Turner, N,(2004) .English for Specific Purposes .pp87-98.
 Van Lier, (1995). Arab World Problems ,PP.66-76 pdf
 Warschauer , P (2000) Enternal Journal,9(5),195-206.
 Watson ,Todd, (2003) English for Specific Purposes scholarships –view.
 West, R. (1994). Needs analysis in Language teaching.
 Widdowson , Z ,(1998) . English for Specific Purposes . p33-35.
 Yalden, F , (1987), Evaluation English for Specific Purposes .p94.
 Yassin , A , (1999). The need for ESP and EAP Teacher Training in Sudanese
 Tertiary Institutions Post-Arabicization .University of Khartoum.
 Zughoul,(1984), Lexical Errors Analysis, p4.

APPENDICES

Appendix (1)

Teachers' Questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate the problems of ESP syllabus in Sudanese colleges of agriculture. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below:

Your answers are very important and will be of much help for the completion of this work.

Please tick (✓) the choice that best represents your response.

Personal Information:

1. Sex:

a) Male () female ()

2. Degree (held):

a) BA Higher Diploma MA Ph-D

3. Years of experience:

a) From 1 – 5 from 6 – 10 from 11 – 15

More than 15

4. Statements:

a) Agree strongly agree Neutral

Disagree strong disagree

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1/ The ESP syllabus in Agriculture Colleges does not help students comprehend and write short agriculture situation using agriculture terms.					
2/ The ESP syllabus in Agriculture Colleges does not include detailed overview of the function structure and vocabulary that will be taught in each unit					
3/ Most examinees will never succeed unless they are trained on how to answer exam questions					
4/ The topics of the ESP syllabus in agriculture colleges are not directly related to specific agriculture terms					
5/ The ESP syllabus in agriculture colleges depend on teacher more than materials.					
6/ Most of the ESP materials in agriculture colleges are not up to date.					
7/ The ESP syllabus in agriculture colleges is not appropriately graded.					
8/ ESP textbook of agriculture colleges does not follow the principles of syllabus design.					
9/ The ESP syllabus in agriculture colleges is supposed to train the students read and write English related to agriculture expressions					
10/ The effectiveness, appropriateness, and feasibility of ESP materials in agriculture colleges are not satisfactory to students' interest in language level					
11/ Many topics of ESP syllabus in agriculture colleges do not reflect students' needs.					
12/ The ESP syllabus objectives in agriculture colleges are not apparent to ESP teachers					
13/ ESP teachers in agriculture colleges are free to choose the syllabus according					

to the needs of students.					
14/ ESP teachers in agriculture colleges do not provide suggested answers, solutions and memoranda rubrics for learning activities					
15/ESP teachers in agriculture colleges need more experience and extra training.					
16/ ESP teachers in agriculture colleges do not introduce the tasks effectively.					
17/. ESP teachers in agriculture colleges do not encourage students to use their own vocabulary					
ESP teachers in Agriculture colleges do not encourage students to use vocabulary related to agriculture.					
19/ ESP teachers in agriculture colleges do not use feedback to raise students' academic standards					
20/ ESP teachers in agriculture colleges choose teaching materials that are irrelevant to the course.					
21/ ESP teachers in agriculture colleges feel bored in presenting materials.					
22/ There is gap between English at secondary school and tertiary level.					
23/ ESP students face problems in dealing with agriculture terms.					
24/ ESP students in agriculture colleges do not effectively participate in the learning process.					
25/ ESP students in agriculture colleges have difficulties in reading agriculture terms.					
26/ ESP students in agriculture colleges find constraints in understanding agriculture vocabulary.					

Appendix (2)

Students' Questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate the problems of ESP syllabus in Sudanese Colleges of Agriculture. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below:

Your answers are very important and will be of much help for the completion of this work.

Please tick (✓) the choice that best represents your response.

No	Always	Sometimes	rarely	Never
1/ I had been asked about the language skills I want to learn before the beginning of the English language course.				
2/ I had been asked about the ways in which I like to learn language before the beginning of English language course.				
3/ I had been asked to give my opinion about the English language course.				
4/ The objectives of each English language course are already stated at the beginning of the course.				
5/ The objectives of each course are exactly the objectives I like to achieve at the end of the course.				
6/ I think that the plan of the English language teaching and learning need to be recognized.				
7/As a language learner, I would like to participate in the design of the language course by giving my opinion.				
8/I find the topics of the teaching materials interesting.				

9/ As a result of using the teaching materials of English, my ability to use English are better than before, I started to use them.				
10/ Using teaching materials of English helped me in the study of agriculture.				
11/ I find teaching materials of English difficult and boring.				
12/ The teaching materials of English provide opportunities for individual practice.				
13/ Exercises in the teaching materials of English get me intellectually involved because they are challenging.				
14/ I find pleasure and enjoyment in doing most of activities in the teaching materials of English.				
15/ The activities in the teaching materials of English are not designed in the way I prefer to learn English.				
16/ I was asked to give my opinion about the teaching materials of English language.				
17/ I think that most of teaching of English language are useful and interesting but they need few change.				

Appendix (3)

Experts' Interview

1. How many Years have you been teaching ESP courses at Universities?
2. Do you think that ESP course is important to your students in their academic study and target careers?
3. How many courses have you attended in ESP?
4. How satisfied are you by the current ESP course in improving students' awareness in agriculture terms?
5. How do you assess the ESP course in your college?
6. What problems do your students in agriculture college encounter and why?
7. What suggestion would you like to make for the improvement of the ESP course at colleges of agriculture to make it more effective and relevant to students' needs?
8. Would you like to comment or add anything?

You are welcome-----

Appendix (4)

List of Referees Professors of the Study Tools

Name	Academic Degree	University
Dr. Salah Alkarib.	Professor	Ahfad University for Women.
Mohammed Bakri Haddidi.	professor	Nile Valley University.
Dr. Mahmoud Ali Ahmed.	Professor	Sudan University of Science and Technology.
Dr. Abbas Mukhtar Mo- hamed Badawi.	professor	Sudan University of Science &Technology.