

Investigating the Difficulties of Teaching ESP in Sudanese Colleges of Agriculture

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Abstract:

This study aimed at investigating the difficulties of teaching ESP in Sudanese colleges of agriculture. The researchers have adopted descriptive analytical method. A questionnaire has been used as primary tool for collecting the data of the study. The sample of the questionnaire is consisted of 104 English language teachers. The researcher applied a chi-square test to analyze and verify the hypotheses. The results of the questionnaire have shown that ESP teaching is not effectively taught in those colleges of agriculture due to lack of teaching aids and weakness of the syllabus. The study recommended that ESP syllabus should be provided with necessary terms that related to agriculture which can help the students express themselves orally and in written situation

Key word: ESP (English for Specific Purpose), agricultural extension, learners' need

المستخلص:

هدفت هذه الدراسة الى تقصى صعوبات تدريس الانجليزية للاغراض الخاصة في كليات الزراعة السودانية. تبنى الباحثون المنهج الوصفي التحليلي. تم استخدام الاستبانة كوسيلة اساسية لجمع بيانات الدراسة. تتكون عينة الاستبانة من عدد 104 من معلمى اللغة الانجليزية. طبق الباحثون اختبار كاي لتحليل وتحقيق الفرضيات. اوضحت نتائج الاستبانة بان مقرر الانجليزية للاغراض الخاصة لم يدرس بطريقة فعالة نتيجة لافتقار هذه الكليات للوسائل التعليمية المناسبة وضعف المقرر. اوصت الدراسة بتزويد المقرر بمصطلحات لها علاقة بالزراعة لتساعد الطلاب في التعبير عن انفسهم من ناحية الكلام والكتابة.

Introduction:

In the trend of modernization and integration, English is the third widely used language in the world with 335 million users as native language and 110 countries using it as an official language. Also, English attracts the greatest number of learners around the world (1.5 billion learners-according to Ethnologies, 2015). It plays an increasingly important role in the development of science, technology, politics, economics, culture and international relations. Therefore, the demand for teaching and learning English, especially English for specific purposes is rising, not only for communication purpose. Courses of

English for specific purposes are receiving a lot of attention, especially in universities.

However, in fact, teaching and learning English for specific purposes in Vietnam are still ineffective and do not meet the society needs. According to Vietnam Department of Higher Education, there are only about 49.3% of students after graduation meeting employers' English requirements; nearly 19% of those not meeting employers' English requirements; and nearly 32% needing to be trained further. Even for majors closely related to English such as Television Journalism (the Academy of Journalism and Communication),

there are more than 1/3 of the students retaking their exams of English for specific purposes. Besides, teachers' qualification and teaching methods; lack of time; classes with too many students; not regularly updated textbooks, etc., pose many challenges for teaching and learning this subject.

For those reasons above, our research focuses on "*Difficulties in teaching English for specific purposes: empirical study at Vietnam universities*". On the basis of analyzing actual situation of teaching English for specific purposes in Vietnam universities, we will propose relevant recommendations for students, teachers, Vietnam universities, Vietnam Ministry of Education and Training and relevant authorities.

Aims and scope of the study:

This study aims to investigate the difficulties of teaching ESP in Sudanese colleges of agriculture. The scope of the study is limited to first year students who enrolled in college of agriculture at University of Sinnar. The study was carried out in Sudan University of science and technology (SUST) Khartoum state, Sudan in the academic year 2018 – 2019. The sample of the questionnaire is composed of 104 teachers

History of ESP:

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 (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 primary 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 of at most importance 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-hold 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’ specialists 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 Taromeetal 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 and 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 written 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 arena.

SEP 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.

ESP Characteristics and Difficulties:

Hutchinson and Waters (1987) defined English for Specific Purposes (ESP) was a language learning approach based on learners' needs. Đỗ and Cáí (2010) suggested that ESP was English courses based on survey results and needs analysis in order to determine the specific activities that students have to do as well as the final goal they have to achieve. Thus, ESP is an English course of which the textbooks and materials are adjusted to learners' desires and purposes.

Dudley-Evans and St John (1998) suggested the ESP characteristics as following: (1) ESP meets specific purposes of the learners; (2) ESP makes use of underlying methodology and activities of the discipline it serves; (3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Besides, ESP also has some variable characteristics such as: (1) ESP may be related to or designed for specific disciplines; (2) ESP may use, in specific teaching situations, a different methodology from that of general English; (3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

However, in some cases, ESP is also designed for high school students; (4) ESP is generally designed for intermediate or advanced students, and (5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

There are several researches in the world on the difficulties in teaching ESP. These are divided into 03 main groups: (1) difficulties related to students; (2) difficulties related to teachers; (3) and difficulties related to environment and others.

Difficulties 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.

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.

Lack of vocabulary: according to Maruyama (1996), among students majoring in electrical engineering in Japan, 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, and (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 speaking 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.

Difficulties 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 Lãm (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.

Difficulties Related to Environment and Others:

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.

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.

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.

Materials and methods:

This study was carried out at Sudan University of science and Technology with English language teachers at different Sudanese colleges of Agriculture. A purposive sample used for this study includes (104) teachers. This is a quantitative research method.

The researcher bases inquiry on the assumption that collecting data form questionnaire best provides an understanding of research problem. This study used a quantitative research design comprising quantitative method and technique during data collection analysis because the researcher wanted to come up with rich information which would improve the validity and reliability of the overall finding.

Quantitatively, the study used questionnaire with University teachers, a questionnaire was administered to ESP teachers at different Sudanese Universities.

Results and discussion:

The researcher used the questionnaire as the main tool for collecting the data

The analysis of the questionnaire in relation to the hypothesis:

Table (1) ESP syllabus objectives in Agriculture College are not apparent to ESP teachers.

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 (1) that there are (56) respondents in the study's sample with percentage (53.8%) strongly agree with "ESP syllabus objectives in agriculture college are not apparent to ESP teachers." There are (14)

related to this study. The researcher has designed a questionnaire to English language teachers at ESP departments to find out their opinion towards the difficulties of teaching ESP in Sudanese colleges of agriculture. The tables and the percentages below illustrate what has been stated above.

respondents with percentage (13.5%) agree with that and (20) respondents with percentage (19.2 %) are not sure. and (6) respondents with percentage (5.8%) disagree, while (8) persons with percentage (7.7%) strongly disagree.

Table No (4.2) ESP teachers in agriculture college are not free to choose the syllabus according to the needs of the student

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 (2) that there are (51) respondents in the study's sample with percentage (49.0%) strongly agree with "ESP teachers in agriculture college are not free to choose the syllabus according to the needs of the student". There are (40)

respondents with percentage (38.5%) agree, and (3) respondents with percentage (2.9%) are not sure and (9) persons with percentage (8.7%) disagree, while only one respondent with percentage (1.0%) strongly disagree.

Table No (4.3) ESP teachers in Agriculture College do not provide suggested answers, solutions and memoranda rubrics for learning activities

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 (3) that there are (53) respondents in the study's sample with percentage (51.0%) strongly agree with " **ESP teachers in Agriculture College do not provide suggested answers, solutions and memoranda rubrics for learning** Table No (4.4) ESP teachers in agriculture college need more experience and extra training

activities ". There are (17) respondents with percentage (16.3%) agreed with that and (9) respondents with percentage (8.7 %) are not sure. and (5) respondents with percentage (4.8%) disagreed, while (20) respondents with percentage (19.2%) strongly disagree.

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 (4) that there are (4) respondents in the study's sample with percentage (3.8%) strongly agree with " **ESP teachers in agriculture college need more experience and extra training** ". There are (59) persons with percentage Table No (4.5) ESP teachers in agriculture college do not encourage students to use their own vocabulary

(56.7%) agree with that and (19) respondents with percentage (18.3 %) were not sure. and (14) respondents with percentage (13.5%) disagree, while (8) respondents with percentage (7.7%) strongly disagree.

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 (5) that there are (39) respondents in the study's sample with percentage (37.5%) strongly

agree with " **ESP teachers in agriculture college do not encourage students to use their own vocabulary**

“. There are (32) respondents with percentage (30.8%) agree with that, and (6) respondents with percentage (5.8 %) are not sure. and (9) respondents with

percentage (8.7%) disagreed, while (18) respondents with percentage (17.3%)strongly disagree.

Table No (4.6) ESP teachers in agriculture college do not introduce the tasks effectively

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 (6) that there are (40) respondents in the study's sample with percentage (38.5%) strongly agree with “**ESP teachers in agriculture college do not introduce the tasks effectively.**”. There are (49) respondents with percentage (37.1%)

agreed with that and (7) respondents with percentage (6.7 %) were not sure. and (8) respondents with percentage (7.7%) disagree, while (0) respondents with percentage (0.0%) strongly disagree.

Table No (4.7) ESP teachers in agriculture college do not use feedback to raise students' academic standard

Answer	Number	Percent
Strongly Agree	32	30.8%
Agree	57	54.8%
Not sure	2	1.9%
Disagree	6	5.8%
Strongly Disagree	7	6.7%
Total	104	100%

It is clear from the above table (7) and that there are (32) respondents in the study's sample with percentage (30.8%) strongly agree with “**ESP teachers in agriculture college do not use feedback to raise students' academic standard.**”. There are (57) respondents

with percentage (54.8% (agree with that and (2) respondents with percentage (1.9 %) are not sure.and (6) respondentswith percentage (5.8%) disagree, while (7) respondents with percentage (6.7% (strongly disagree.

Table No (4.8) ESP teachers in agriculture college choose teaching materials that are irrelevant to the course

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	54	51.9%
Not sure	5	4.8%
Disagree	4	3.8%

Strongly Disagree	2	1.9%
Total	104	100%

It is clear from the above table (8) that there are (39) respondents in the study's sample with percentage (37.5%) strongly agree with "The eclectic method effectively works for any kind of learners irrespective of age and standard.". There are

(54) respondents with percentage (51.9%) agree with that and (5) respondents with percentage (4.8 %) are not sure. and (4) respondents with percentage (3.8%) disagree, while (2) respondents with percentage (1.9%) strongly disagree.

Table No (4.9) ESP teachers in agriculture college feel bored in presenting materials.

Answer	Number	Percent
Strongly Agree	38	36.5%
Agree	53	51.0%
Not sure	5	4.8%
Disagree	7	6.7%
Strongly Disagree	1	1.0%
Total	104	100%

It is clear from the above table (9) that there are (36.5) respondents in the study's sample with percentage (51.0%) strongly agree with "ESP teachers in agriculture college feel bored in presenting materials.". There are (54)

respondents with percentage (51.0%) agree with that and (5) respondents with percentage (4.8 %) were not sure. and (7) respondents with percentage (6.7%) disagree, while (1) respondents with percentage (1.0%) strongly disagree.

Table No (4.10) Many topics of ESP syllabus in agriculture college do not reflect students' needs

Answer	Number	Percent
Strongly Agree	44	42.3%
Agree	29	27.9%
Not sure	7	6.7%
Disagree	15	14.4%
Strongly Disagree	9	8.7%
Total	104	100%

It is clear from the above table no.(4.10) that there are (36.5) respondents in the study's sample with percentage (51.0%) strongly agreed with " **Many topics of ESP syllabus in agriculture college do not reflect students' needs** ". There are (54) respondents with percentage

(51.0%) agree with that and (5) respondents with percentage (4.8 %) are not sure. and (7) respondents with percentage (6.7%) disagree, while (1) respondents with percentage (1.0%) strongly disagreed.

Discussion:

The data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to ESP teachers at Sudanese Universities. Having analyzed and compare the results with the main hypothesis, the results have shown that ESP teaching in Sudan is a real challenge. Many topics of ESP syllabus in Agriculture College do not reflect students' needs. Teaching materials are irrelevant. Teachers need more experience and extra training. The study recommended the necessity of changing the syllabus, relevant materials are needed, and teachers should be trained in teaching ESP. The study concluded that teaching ESP in Agriculture Colleges is a real challenge for the teachers.

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