

THE EFFECTIVENESS OF USING ESP COURSES FOR PYP SAUDI FEMALE LEARNERS OF ENGLISH

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ABSTRACT

For eight years, most of the English language courses available for preparatory year students at Tabuk University were oriented toward general English purposes. They intended to help students improve their communication skills for daily life. As a result of the continuously filed feedback needs analysis of target learning situation, and the formative and summative evaluations process, teaching English for the PYP at Tabuk University has witnessed a rapid and steady development process. Besides hiring native teachers, English for specific purposes courses are being taught this semester in the PYP English classrooms. This step is hoped to increase students' motivation toward learning English and make their academic performance much better at the present and in the future. The main aim of this study is to investigate the effectiveness of using ESP course for PYP students at Tabuk University from the teachers' perspectives. The instrument of data collection for the study is a 21- item questionnaire concerning ESP course books. The researcher administered the questionnaire to a group of 56 male and female PYP teachers at Tabuk University in Saudi Arabia. This study produced a quantitative type of data. The descriptive statistics of percentages were used to analyze these quantitative data which were basically derived from the questionnaire. The research results revealed that the existing ESP Course syllabus tailored appropriately according to the students' needs in the workplace. Nevertheless, it suggests that ESP courses should be redesigned/ replaced to assimilate the learners' culture and background. The study also strongly recommends teaching ESP for the PYP students at Tabuk University for the next academic years.

Keywords: English for Specific Purposes (ESP) Needs Analysis, Authentic Material.

INTRODUCTION

English, or any language, is edified with concrete purposes explicitly in mind. The authenticity, of course, is that the purposes accommodated in the official language teaching which occurs inside the classrooms are not always those of the language learners, so the language lesson may look to learners like language for no purport, or more troubling, like language for other people's purposes. According to Helsvig (2012) "teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field. It means that such teaching should be connected to students' particular specialization. Therefore, English for specific purpose includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work or technology -It is a learner-centered approach. " Prasetyani (2014) describes EMP (English for Medical Purpose) is a part of ESP (English for Specific Purpose) .He states " Students learn English for Medical Purpose and the purpose of EMP is to prepare a specialist able to use a foreign language as the main communications means in communicating and cooperating with foreign partners in the professional field and real-life situations. Therefore, teaching/learning EMP is said to be specialty-oriented as it is submitted to specific (professional) needs of the students." Most experts view learner-centered learning as a major paradigm shift in ESP teaching in such an environment, the focus is shifted to the

constructive role of the learner, which differentiates it from a teacher-centered model in which knowledge is transmitted from teacher to learner (Nunan, 1988; Hutchinson & Waters, 1987; Dudley-Evan & St. John, 1998). Kaur 2016 talks about the learners' role and responsibilities when studying ESP courses he concludes " when ESP learners take some responsibility for their own learning and are invited to negotiate some aspects of the course design, the subject matter and course content has relevance for the learner as they feel motivated to become more involved in their learning and often seem to participate more actively in the class." Casting a look at the state of the art of teaching English as the PYP Tabuk University classrooms indicates its rapid theoretical and practical development in the recent years. Since the beginning of the second semester of the academic year 2015/2016 English language preparatory year program at Tabuk University has adopted English for Specific Purposes (ESP) approach in its English language courses. The purpose of these programs is to provide students with an English language knowledge that enables them to join the workforce. Eleven ESP courses are currently taught for the students of the preparatory year at nine colleges at Tabuk University.

What is ESP?

ESP stands for English for Specific Purposes. According to D.El-Dakhs (2010) Hutchinson and Waters (1987) defined ESP as "an approach in which the methods, decisions, and content of teaching a second /foreign language are based on learners' reasons for learning it ." According to the University of Winnipeg (2016) English for Specific Purposes (ESP) is a learner-centered approach to edifying English as a second /foreign language, which fixates on developing communicative competence in a concrete discipline such as academics, accounting, agrolology, business, IT, edifying, and engineering. English for Specific Purposes (ESP) defined as "a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners." (Richards and Schmidt, 2010, 198). According to Counningsworth (1995) courses can play various roles such as:

1. Presenting pre-set skill training in a well-framed format for a specific time and target.
2. Providing the learners with staged activities for practice and communicative interaction to enforce and fix to learn in a specific concise way.
3. Providing the learners and teachers with different parts of speech to be taught and practiced.
4. Being a source of inspiration, stimulation and ideas for both learners and teachers, encourage them to engage in and out of the classroom language activities.
5. They can act as a guide for a novice teacher reflecting the predetermined learning objectives.
6. They can be used as a self-learning or self-access source for preparation in advance, compensation of missed sessions or follow- up for learners.
7. A support for less experienced teachers to manage her/his class and keep it on the right track.

ESP is considered as a significant area in language teaching field which was in reality teaching languages towards learner's needs in order to economize the instruction of the language and for the optimization of the learning process (Farhady 2005:8). According to Belcher (2004), ESP is an attempt to help learners accomplish their academic and occupational needs and goals.

Characteristics of ESP Approach

Evans and John offered a changed meaning of the qualities of ESP in 1997 Japan Meeting on ESP and the contentions were as the accompanying:

I. Absolute Characteristics

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

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- 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;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Carter (1983) identified three characteristics of ESP courses: (1) authentic materials, (2) purposed-related orientation, and (3) self-direction.

Is ESP Different to General English?

Concerning the differences between the ESP and the general English Hutchinson et al. (1987:53) states "simply in theory nothing, in practice a great deal". According to the University of Winnipeg (2016) ESP programs differ from general English language courses because it has the following characteristics:

1. Designed to meet the specific needs of the learners.
2. Related to content (themes and topics) to particular disciplines or occupations.
3. Use authentic work-specific documents and materials.
4. Promote cultural awareness and seeks to improve intercultural competency.
5. Deliver intermediate and advanced level language training.

Fiorito (2005) elaborates deeply on the difference between the ESP and the general English; he states that the most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. Fiorito mention also both the language and instructions as other fields of differences between the ESP and the general English. He states that ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule while in ESL all four language skills; listening, reading, speaking, and writing,

are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides Fiorito(2005). Anthony (1997) notes that, it is not clear where ESP courses and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

Types of ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

Mackay and Mountford (1978) illustrate about the restricted language and: Knowing a restricted 'language' would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment (pp. 4-5). The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes.). ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'. The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where the emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs.

REVIEW OF RELATED LITERATURE

Learning a foreign language takes time and dedication. Norton (2000) indicates that when people learn a language, they are investing in an identity as speakers of that language. Learners invest in a second language in the hopes of gaining access to resources such as education, friendship, and money. The degree of L2 learning is a reflection of the degree of investment (Norton, 2000). The English language has achieved a global status. Many countries give English a special role in their communities. The ESP approach originated to fulfill the demand by many learners around the world who need to learn English to have access to science, technology, and Economic resources Alharby (2005). The work that has been done in the field of ESP has generally followed the assumption that if a group of learners English language needs can be accurately specified, then this identification can be used to determine the content of a language program that will meet these needs (Munby, 1978). Hutchinson & Waters (1992) argue that if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be exploited .English for Specific Purposes (ESP) as a subdivision of English Language Teaching. (ELT) is claimed to be relevant to the needs of an identifiable group of learners. This relevance is virtually achieved through needs analysis by which one can come up with what the learners already know, what they need to know, and, finally, what they want to know Rashid (2001).

Needs Analysis in ESP

ESP deals with preparing the learners to be able to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace (technicians for example) settings. As it is about specific students, therefore, it must be tailored to the needs of these students. This coordination is accomplished through what is called needs analysis (NA) (Richards, 2001). The work that has been done in the field of ESP has generally followed the assumption that if a group of learners English language needs can be accurately specified, then this identification can be used to determine the content of a language program that will meet these needs (Munby, 1978). According to Brown (1995): needs analysis refers to “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. Witkin and Altschuld (1995) define needs analysis as " a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources." According to this definition, needs analysis should fill the “gap” of needs between the current state of affairs and the desired state of affairs. In the literature of needs analysis, some of the following aspects are often recommended by experts:

1. Placement testing (administering tests designed to assess general English ability and ability to perform adequately in work contexts this might help determine the starting level of courses in the ESP course)
2. Linguistics needs analysis (to identify skill development, linguistic structures, lexical items, language functions and levels of formality)
3. Learning needs analysis (identify learners attitudes towards different kinds of methodology, learning tasks and activities); and
4. Learner perceptions analysis discovers learners' perceptions of themselves and others as part of their company culture, and their relationships with people from other company cultures (Popescu, 2014).

Advocates of communicative language teaching also recognized that many learners needed English in order to use it in specific occupational or educational settings. For them it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g., that of nurse, engineer, flight attendant, pilot, biologist, etc.) rather than just to concentrate on more general English (Jack C. Richards). This led to the discipline of *needs analysis* – the utilization of perception, studies, interviews, circumstance investigation and investigation of dialect tests gathered in different occasions – so as to decide the sorts of correspondence learners would need to master if they were in specific occupational or instructive parts and the dialect components of specific settings. The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include:

- 1- Contrasts in vocabulary choice.
- 2- Contrasts in language structure.
- 3- Contrasts in the sorts of writings normally happening.
- 4- Contrasts in capacities.
- 5- Differences in the need for particular skills.

Authentic Materials in ESP

Authenticity has been pointed to by various authors as a relevant feature in ESP methodology (Safont and Esteve 2004: 261-274). The authentic course is a highly significant factor in developing teaching-learning practices in their real life situation. In this vein, Lee states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (Lee, 1995, pp. 323-328). In addition, Rivas (1999) and Mishan (2005) argue that learners’ interests and needs are essential factors in the choice of authentic texts. Leading linguists and experts in the field of Curriculum design opine that “...authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners’ intra socio-cultural contexts including issues or content areas with a focus on communication, with a view, developing cognitive skills and understanding cultural variations” (Liton, 2012). These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner’s needs. Authentic materials can greatly benefit problem-solving, project-based learning, case-based learning, role-play, and simulation and gaming methodology (House, S. (2008).

Authentic materials and realia are often found in ESP course. They can increase students’ motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. Unlike simulated authentic materials, they must be constantly brought up-to-date (Triki (2000)). Morrow (1977) defines authentic text as the language produced by a real speaker or a writer for a real audience which is expected to express a real message. Rogers & Medley (1988) move further and look at the terms authenticity and authentic as used for describing oral and written language samples that are the reflection of language forms which are used naturally and appropriately based on the cultural and situational context. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material which has not been specifically produced for the purpose of language teaching. For Harmer (1991) also, authentic materials are the texts designed for the native speakers which are real and not initially designed for language learners. By this, he means that the writer of a text intends to convey a message to the reader. However, throughout the history of English language teaching, according to Tatsuki (2006:1) “authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices.”

RESULTS OF SOME PREVIOUS SIMILAR STUDIES

Kaur (2012) examines the English language needs of 15 Malay administrative staff in two departments in University Sains Malaysia in an ESP course. The feedback from the ESP learner participated in the study indicated that the course content was Tailor –made to suit their needs and wants and contributed to a positive learning experience for the learners who are adult students from a non-native English speaking background. Goodman (2013) conducted a study in which he evaluates the design and practice of an English course for the restaurant. The results of his study indicate that the design of the books, in terms of both of the contents and the level of language proficiency, are under consideration. He adds it is challenging to write the content authentically, therefore, after the table of contents was finished, experts from food and beverage were invited to give comments and suggestions. Relevant revisions were made to reveal the restaurant-specific language use. Next, one of the team members who had a practical experience in food and beverage industry ran through the

course again, intending to assure that the dialogues matched the language used in the hospitality industry. Alharby (2005) investigates the English language communicative needs of health professionals in the Riyadh area by investigating their language use in the workplace in order to provide empirical data serving Saudi ESP context. This finding suggests that the curriculum of English language course at the college level were not adequately defined in terms of the medical students' future occupational needs. The context of the medical field requires a high level of English communicative skills since these professionals deal with patients' lives. Communication skills literally have "life or death" consequences. Liton(2012) explores the effectiveness of ESP course for Business Administration at Community College of Jazan University in Saudi Arabia. The research results revealed that the existing ESP Course syllabus is not tailored appropriately according to the students' needs in the workplace. It, therefore, suggests that ESP course should be redesigned in assimilating the learners' real needs in the job field and teacher-centered traditional ESP classes need to be replaced by the learner-centered task-based language teaching (TBLT) and communicative approach as a teaching technique.

Abdalla (2013) probes whether the ESP courses offered to science students at Taif University in Khurma are designed with reference to students' needs and attitudes. The main question the study is carried out to answer is the extent to which ESP science students are aware of their needs, lacks, wants and necessities to learning the Language for science purposes. In addition, the study also tackles the questions of ESP learners' needs and attitudes and their implications for practicing ESP teachers, syllabus designers, and materials writers. Results of data analysis showed that the majority of respondents indicated that their needs for studying ESP course rest with the four language skills of listening, speaking, reading and writing together with grammar and vocabulary. Al Fraidan (2012) evaluates two ESP courses using the evaluation of McDonough and Shaw (2003) based on external and internal evaluation. The first course is Business Objectives (1996) by Vicki Hollett, and the second course is Business Studies, Second Edition (2002) by Alain Anderton. The paper briefly discusses the external evaluation and then concludes with the results of a detailed evaluation of one chapter from each course for a course that of the running course. The course is for business major students who wish to apply for jobs at The Saudi Telecommunication Company (STC), which requires a strong command of English. The evaluation indicated that both books would be appropriate if we merge them together and add some additional materials, as a course that can accommodate the needs of all learners does not exist.

Baleghizadeh (2011) describes the process that was undertaken to evaluate the course *English for the Students of Sociology: Social Science Texts* taught at the University of Tehran. The purpose of this research project was to determine the overall pedagogical value and suitability of the book for this specific language program. To achieve this goal, a questionnaire consisting of 20 items and examining 6 factors (practical concerns, materials in relation to course objective, subject matter, linguistic issues, skills and strategies, the variety of tasks and activities, and the layout of materials) was used. Participants included 30 students of sociology, who were taking an ESP course at the University of Tehran. The findings indicated that the book, despite having merits, was not very suitable for the course. Suggestions regarding the kinds of activities, strategies, layout and other important issues are discussed. Maryam(2014) conducted a study the purpose which was to evaluate ESP course on "English for the students of computer engineering "taught at Payame Noor University in Astane (Guilan province, Iran). The course was evaluated in terms of six criteria of aims and approaches, design and organization, skills and strategies, topics, practical considerations and illustrations, language content and exercises. Findings indicated that despite having

pedagogical values, the course was not very good according to design and organization, language content and exercises, skills and strategies, practical considerations and illustrations. Finally, the pedagogical implication of findings for teaching grammatical items, listening materials, recycling and revision, writing activities and illustrations would be discussed. Maryam(2014) conducted a study the purpose which was to evaluate ESP course on English for the students of computer engineering taught at Payame Noor University in Astane (Guilan province, Iran). The course was evaluated in terms of six criteria of aims and approaches, design and organization, skills and strategies, topics, practical considerations and illustrations, language content and exercises. Findings indicated that despite having pedagogical values, the course was not very good according to design and organization, language content and exercises, skills and strategies, practical considerations and illustrations. Finally, the pedagogical implication of findings for teaching grammatical items, listening materials, recycling and revision, writing activities and illustrations would be discussed.

External Evaluation

According to Baleghizadeh & Rahimi (2011) scheme for textbook evaluation, the external evaluation examines what the course writer(s) say about the book. This is usually explicitly stated in the blurb on the book front and back covers, the introduction and the table of contents. Careful examination of these yields details on:

- 1- The intended audience and proficiency level
- 2- The context of use
- 3 - Presentation of materials, grading, layout and methodology
- 4- Supplementary materials and learning resources
- 5 - Visuals contained
- 6-Culture

The Internal Evaluation

The internal evaluation on the other hand covers the following areas:

- 1- Skills to be developed and their presentation in the materials
- 2 -Supporting audio or video recordings
- 3- Authenticity of materials
- 4- Suitability of materials for different learning styles
- 5- Individual, pair, and group learning activities

METHODOLOGY

Aim of the Study

This study aims to investigate the effectiveness of using ESP courses for PYP students at Tabuk University from the teachers' perspectives.

Question of the Study

- 3- Is using the courses for specific purposes effective?
- 4- Do the teachers recommend teaching ESP for the next academic years?

Sample of the Study

The participants for this study were 56 teachers who teach ESP courses during the second semester of the academic year 2015/2016 for the preparatory year students at Tabuk University.

Materials

The books to be evaluated are a group of new English for specific purposes books. Students of different majors were supposed to study these books.

Instrument of the Study

Comprised of 21 items a questionnaire was used to collect data for this study. The questionnaire is divided into 7 investigated areas. The first area of the questionnaire investigates the practical concerns of using ESP courses for PYP students, the second one investigated the relation between course objectives and the course while the third one investigated language issues presented in the course, the fourth area investigated issues related to the subject matter, the fifth area investigated skills and strategies involved in the questionnaire, the sixth area under investigation dealt with the exercises and activities in the book and the seventh area of the questionnaire investigate some students issues . (See AppendixA).

Research Procedure

After developing the questionnaires, the researcher asked Doctor Mowafaq Almomani for his comments on the questionnaire to validate it. Then the questionnaire was revised depending on his comments. During February and March, 2016 fifty-six sheets of the questionnaire were delivered to the preparatory year English teachers at Tabuk University of 56 classes via Email. The Emails also provided the teachers with the needed explanations about both the purpose of the study and instructions of how to answer it to avoid any misunderstandings.

Data Collection

The teacher herself spread the questionnaires among the sample subject and recollects them via email. The data was arranged in the diagram form and percentage of each frequency was calculated.

Data Analysis Procedure

This study produced a quantitative type of data. The descriptive statistics of percentages were used to analyze these quantitative data which were basically derived from the questionnaire.

RESULTS, DISCUSSION AND APPLICATION

This part of the study is devoted to analyzing the data related to the two research questions:

1. Is using the courses for specific purposes effective?
2. Do the teachers recommend teaching ESP for the next academic years?

The First Question

In order to investigate the effectiveness of using ESP courses for PYP students at Tabuk University from the teachers' perspectives, the researcher scores for the percentage of the teachers' answers per each item of the questionnaire. The questionnaire is divided into 7 investigated areas.

The First Area of the Questionnaire

The first area of the questionnaire investigates the practical concerns of using ESP courses for PYP students. See table 1 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Is the textbook available?</i>	10.7,%	3.5%	21.42%	21.42%	41.07%
<i>Are accompanying materials be obtained in a timely manner?</i>	14.28%	25%	12.5 %	30.35%	17.85%
<i>Is the t textbook cost-effective?</i>	3.5%	8.92%	30.35%	35.71%	21.42%

See table 1: Practical concerns of using ESP courses for PYP students

Concerning the availability of the ESP books, 41.07% of the teachers strongly agree that the ESP books are available for them and the students while 10.7 % of them chose the criteria strongly disagree to express their claim that the books are not available neither for them nor for the students. 30.35% of the teachers agree that the accompanying materials could be obtained in a timely manner, 12.5% of them were completely neutral. 35.71% of the teachers choose agree when asked about the cost-effective of the books while 3.5 of them claim that the books are not cost –effective.

The Second Area of the Questionnaire

The second area investigated the relation between course objectives and the course. See table 2 for details.

Criteria /Degree	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
<i>Do the objectives of the course match the students'</i>	3.5%	19.64%	8.92%	30.35%	35.71%

<i>needs?</i>					
<i>Does the course seem to be in tune with broader educational concerns?</i>	1.7%	8.92%	10,71%	48.21%	28.57%
<i>Is the course appropriate for the audience?</i>	8.92%	14.28%	12.5%	41.07%	19.64%

See table 2: The relation between course objectives and the course

35.71% of the teachers strongly agree that the objectives of the course match the students' needs while 3.5% of them chose the degree "strongly disagree" to express their claim that the objectives of the course do not match the students' needs. 48.21% of the teachers agree that the course seems to be in tune with broader educational concerns, this 48.21% could be comparable with 1.7% of the teachers who completely consider the opposite. 41.07% of the teachers agree upon the fact that the course is appropriate for the audience while 8.92% of them see the opposite.

The Third Area of the Questionnaire

The third area investigated language issues presented in the course. See table 3 for details.

Criteria /Degree	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
Does the course contain the	5.35%	19.64%	16.07%	37.5%	21.42%
Does the presentation of	10.71%	30.35%	14.28 %	25%	19.64%
Are the new vocabulary and structures	17.85%	19.64%	14.28%	26.78%	19.64%

See table 2: Language issues

37.5% of the teachers agree that the course contains the basic grammatical patterns and vocabulary while 5.35% of them chose the criteria strongly disagree to express their claim that the presentation of structures and vocabulary does not move from simple to difficult. 30.35% of the teachers disagree with the criteria that the presentation of structures and vocabulary move from simple to difficult while 10.71% of them strongly disagree with the same criteria. 26.78% of the teachers agree upon the criteria that the new vocabulary and

structures recycled in the subsequent units for reinforcement while 14.28% of them were natural when evaluating the same criteria.

The Fourth Area of the Questionnaire

The fourth area investigated issues related to the subject matter. See table 4 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Does the subject matter motivate and interest students?</i>	8.92%	23%	10.7%	42%	14.28%
<i>Are topics arranged in a logical fashion?</i>	5.35%	14.28%	14.24%	44.6%	21.42%
<i>Does the content meet the needs and background knowledge of the students?</i>	14.28%	19.64%	16.07%	42.85%	7.1%

See table 4: subject matter issues

The fourth area was related to subject matter issues: 42% of the teachers agree that the subject matter motivates and interest students while 8.92% of them chose the degree "strongly disagree" to express their refusal of the same criteria. 44.6% of the teachers agree that the topics of the course are arranged in a logical fashion while 5.35% of them strongly disagree with the same criteria. 42.85% of the teachers agree that the content meet the needs and background knowledge of the students while 14.28 % of them see the opposite.

The Fifth Area of the Questionnaire

The fifth area investigated skills and strategies involved in the questionnaire .See table 5 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Does the course teach the reading skills?</i>	3.5%	8.92%	8.92%	48%	23%
<i>Does the course teach reading strategies?</i>	3.5 %	7.1%	19.64%	58.92%	10.71%
<i>Does the course teach the speaking skills?</i>	8.92%	12.5%	19.64%	37.5%	21. 24%

See table 5: skills and strategies

The fifth area investigated the skills and strategies involved in the questionnaire. 48% of the teachers agree that the course teaches reading skills while 3.5% of them strongly disagree with the same criteria. 58.92% of the teachers agree on the criteria that the course teaches reading strategies while 3.5% of them see the opposite. 37.5% of the teachers agree that the course teaches the speaking skills while 8.92% of them strongly disagree with the same criteria.

The Sixth Area of the Questionnaire

The sixth area under investigation dealt with the exercises and activities in the book. See table 6 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Are the exercises and activities varied enough to create challenge among the students?</i>	12.5%	23.21%	17.85%	23.14%	14.28%
<i>Does the course appear attractive ?</i>	1.7%	5.35%	23.21%	37.5%	30.35%
<i>Do the photographs</i>	1.7%	16.07%	16.07%	42.85%	23.21%

<i>and illustrations in the book motivate your students to talk about the subject ?</i>					
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See table 6: the exercises and activities in the book

23.21% of the teachers disagree with the criteria that the exercises and activities in the course varied enough to create challenge among the students while 14.28% of them strongly agree with the same criteria. 37.5% of the teachers see the courses attractive while 1.7% of them see the opposite. 42.85% agree that the photographs and illustrations in the book motivate your students to talk about the subject while of them see the opposite.

The Seventh Area of the Questionnaire

The seventh area of the questionnaire investigate some students issues like whether the course relates to the students' major , whether it takes care of the individual differences between them and whether it develops their proficiency level or not .See table 7 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Is the course related to the students' major?</i>	5.35%	3.2%	7.1%	30.35%	53.50 %
<i>Do the content of the course takes care of the individual differences and develop the proficiency level of the students?</i>	8.92%	10.71%	16%	42.81%	12.5 %

See table 7: students' issues

53.50 % of the teachers strongly agree with the criteria that the course related to the students' major while 3.2% of them disagree with it. 42.81% of the students agree that the content of the course take care of the individual differences and develop the proficiency level of the students while 8.92% see the opposite.

The Second Question

The second question of the study investigates whether the PYP teachers of English at Tabuk University recommend teaching ESP for the next academic years. See table 8 for details.

Criteria /Degree	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Do you recommend teaching the ESP course for the next academic years?	5.35%	3.2%	7.1%	30.35%	53.50 %

See table 8: ESP for next academic years

83.85% (strongly agree: 53.50 % +: 30.35 agree) of the teachers recommend teaching ESP courses for the next academic years while 8.37 (5.35+3.2) recommend the opposite.

CONCLUSION

This study aims to investigate the effectiveness of using ESP courses for PYP students at Tabuk University from the teachers' perspectives. To achieve this aim, the researcher spread a 21- item questionnaire among 56 male and female preparatory year English teachers. The descriptive statistics of percentages were used to analyze the quantitative data which was basically derived from the questionnaire .Following is a summary of the results of the study.

- 1- The book is cost-effectiveness and available.
- 2- The accompanying materials could be obtained in a timely manner .These materials can help students improve their English and learn the course contents better.
- 3- The course is in turn with the students' specialization and appropriate for the audience.
- 4- The course contains the basic grammatical patterns and vocabulary.
- 5- The presence of the structure and vocabulary of the course moves gradually from simple to more complex and recycled in subsequent units for reinforcement.
- 6- The subject matter motivates and interests' students since the topics are arranged in a logical order.
- 7- The content of the course meets the students' background, major and individual differences.
- 8- The course teaches reading, reading strategies and speaking skills.
- 9- The course has varied exercises and activities, attractive appear and motivated photographs and illustrations.

RECOMMENDATIONS

- 1- ESP books should be taught for the PYP students at the University of Tabuk.
- 2- Other ESP series –other than the current one – maybe developed as a special edition to suite Saudi students' abilities, needs, and culture.
- 3- Speaking skill should be examined during the course .Such step is expected to motivate students to speak in English.

- 4- Training programs and workshops on how to teach ESP courses should be run continuously where there is the opportunity to discuss and debate ideas and opinions and take away ideas for classroom activities to reflect on.
- 5- Ongoing, experiential, collaborative, professional development keeps teachers up-to-date on new research on how students learn, emerging technology tools for the classroom, new curriculum resources, and more. Therefore, this study recommends that each educational institution should hire their own field experts.

SOME TEACHERS' SUGGESTIONS

The Researcher Got the Following Letters from the Teachers While Conducting the Study

Dear Dr,

Many thanks for your questionnaire as I did it about the business intelligent as I teach business intelligent and result, but regarding the result .I think this curriculum isn't convenient for students' level , not teachable, doesn't match either students 'needs or their major , it supports listening skills rather than reading or speaking skills . And I am not looking for teaching this book again.

Kind regards

Dear Dr,

Remarks

It should be noticed that colleges like law and science may have the toughest book compared to students' level and interest. While in business and computer it's exactly the opposite. May be, selecting most relevant topics from the target book serve students better. Also, when teaching ESP, we almost deviated from general English to particular topics and, therefore, other skills or sub skills should be taught as a supplementary material and should never be ignored.

Now we are teaching pure terminology and therefore we marginalize the following aspects

- Student-center class- Teacher's talking time Vs students talking time – much input- output only in memorizing.
- Schemata – every unit introduces new information
- Lack Cyclical approach

Dear Dr,

This book is difficult for the students. There is a lot of difference and gap between the teaching learning steps from NHPE to Career paths Elementary. There are almost 15 to 20 new words in each unit, and out of these items ten to twelve items are merely technical and scientific terms which are totally new to the students. If you compare this book from unit to unit to NHPE, you will see that the career path is much more difficult and there is no logical connection. Besides, there is no repetition of the vocabulary items. Every new unit has new terminology altogether. The language of the book is also very tough and advanced. The listening tracks are too fast for the students to follow. I am teaching students whose major is Statistics. There is nothing for my students in this book. If I am made to admit that Statistics and Maths belong to the same family, even then there are only 3 units out of 15 units for this subject. I think statistics does not fall in the science category. Science should be restricted to

Biology, Chemistry and Physics. Math and Stats should be brought under the umbrella of Business and commerce.

I think we need to change the book for the coming year. We should have a book that should be:

1. Next stage of New Headway plus Elementary.
2. Easy and meaningful with passages focused on the national and regional settings and scenes.
3. Coherent and coordinated knitted with everyday structure

Dear Dr,

I am writing this email to give you my and my colleagues' opinions about Career Paths Law, this series contains three books, and it starts with basic terms and some important issues about Law. The second book is much more difficult than the first one. And the third book is the most difficult one. After seeing the books and set the pacing schedule, we decided to teach two units and a half per week, a unit every 2 days. That means we have to cover a book and eight units from the second book. Then they sent us the new pacing schedule from the male section which is illogical as they decided to teach one unit every day, and I think it's impossible to cover one unit with unfamiliar terminology and finish three books in the same semester. It's unfair for our students, as we can't manage that with them in the same day.

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