Efficacy of ESP in EFL Context: A Case Study of Saudi Arabia

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Abstract

The essence of English for Specific Purpose (ESP) is to provide a strong foundation of English required for specific professional disciplines, and the Preparatory Year Programme (PYP) in Saudi universities are designed to achieve the desired proficiency level required for various professional disciplines. The present study aims to delineate the efficacy of ESP vis-à-vis the PYP with special reference to Najran University. It intends to investigate whether PYP students' English proficiency conforms to ESP standards by analysing teachers' feedback and expert opinions. The research design makes methodological triangulation using both qualitative (interviews) and quantitative (questionnaire) methods. Forty teachers of PYP, teaching various courses of English, Najran University were randomly selected to elicit their feedback and opinion on various aspects of students' linguistic proficiency vis-à-vis ESP standards. The questionnaire consisted of eleven questions using Likert's 5 scales (Strongly Agree, Agree, Can't Say, Disagree, Strongly Disagree). Semi-structured interviews were also used to acquire detailed perceptions of the teachers. Ten teachers were interviewed with four questions pertaining to the relevant research area. Based on the data analysis, it is observed that most of the students at PYP have language proficiency to learn ESP, but not up to the desired level. There is a need to enhance learners' proficiency level required for various professional disciplines. In the end, this study offers some remedial measures and suggestions aiming not only to raise the compatibility of ESP in the context of PYP in Saudi Arabia, but also to inject more ESP-oriented materials in the curriculum.

Keywords: EFL, ESP, ESP materials, professional disciplines, PYP

1. Introduction

In today's globalized world, the significance of English has grown immensely. This significance has increased manifold in countries where English enjoys the status of English as a foreign language (EFL). It is no longer confined to academic circles only, but has expanded itself to commerce, business and personal communication of the people in the EFL-context countries. Communications, both academic and non-academic, and sharing of ideas are overwhelmingly done through the medium of English in the present global scenario. This is a consequence of the fact that this language has the highest and the most effective penetration among all countries of the globe; overwhelming majority of these countries being EFL specific. Since the English language is a storehouse of world knowledge, it has been chosen as the medium of instruction for higher studies in general in many regions of the world including the Gulf countries (Crystal, 2003). Saudi Arabia is no exception to this rule. It has provided a primary status to the English language in all its institutions of higher education. Following the example of global trend, colleges and universities in Saudi Arabia are opting English as the medium of instruction. The stature of English as the chosen language of academics and research has greatly influenced higher learning contexts in Saudi Arabia, particularly professional disciplines such as medicine, engineering, computer sciences etc. This has highly enhanced the scope for ESP in professional courses of specific disciplines. ESP courses require a particular level of language proficiency. The PYP is intended to enhance and elevate Saudi learners' language proficiency so that they are compatible with ESP standards in their professional disciplines.

The specific necessities of various fields and professions have led to the evolution of ESP. The demand for ESP is growing rapidly, particularly in EFL settings where English is used for instructional purposes. In view of the greater demand for English in academic, vocational and professional fields, colleges and universities in Saudi Arabia are now offering an amalgamation of courses focusing on diverse subject areas for students to choose from. They aim to cater to various student needs and wants, hoping to enhance English language proficiency required for all professional disciplines. They also attempt to familiarize students with content area knowledge and skills specialized in each field in order to meet students' futuristic career needs. To make learners 'global professionals', they need to be equipped with English language proficiency to access the content areas of professional disciplines such as medicine, engineering, computer sciences etc. That's precisely the reason why an increasing number of colleges and universities in Saudi Arabia have been endeavouring to strengthen English proficiency level of their students. To that end, the ESP approach seems to provide a promising futuristic alternative.

In Saudi Arabia, the success of the ESP approach is dependent on the success of the PYP. The concept of the PYP is to achieve the desired proficiency level required for various professional courses such as medicine, engineering, computer sciences etc. Thus, PYP courses are designed to bridge the gap and elevate the students' language proficiency from current to the desired level required for various ESP-specific courses. The efficacy of ESP is critically linked to the desired effectiveness of linguistic proficiency imparted in the PYP's. The present research endeavours to explore whether or not PYP, Najran University has achieved the desired results by analysing the teachers' feedback and expert opinions on students' English proficiency required for ESP.

2. Research Objectives
This research intends to:
1. Analyze teachers' opinion and perception on PYP students' language proficiency required for various professional courses i.e. ESP.
2. Offer pragmatic suggestions to improve ESP materials vis-à-vis PYP to enhance the efficacy of ESP in Saudi Arabia.

3. Literature Review
ESP came into being to fulfil the specific needs and sustainable competency of the learners who need English to have access to medicine, engineering and other related disciplines. ESP, as argued by practitioners, has its driving and defining characteristic stance leading to focus on the learners' specific objectives. ESP has always been with needs analysis and preparing learners to converse effectively in the tasks prescribed by their field of study or work situation. It prepares learners use English as a foreign language in communicating and cooperating with foreign partners in the professional field and real-life situations. According to Helsvig (2012), ESP aims at developing students' communication skills based on the learners' professional field of specialization. It includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work or technology. Hutchinson and Waters (1987) define ESP as "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). Widdowson (1981) states that the well-defined specifications, which are based on the needs of the learners, can be used to determine the content of a language programme.

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. It is worth mentioning here that a specific programme requires a specific approach with some special terminologies/vocabulary words which, in turn, help learners understand the texts of a specific discipline of professional studies. For instance, Fredericks (1996) says that "the primary purpose of an ESP language training programme should be to provide optimal learning opportunities for all students through recognition of and provision for each individual's unique patterns of growth and development" (p.1). In addition, Waters (1977) claims that:

what is involved in an ESP programme could be said to have two main facets: a. adding an 'overlay' of the English particularly associated with the study of science; and b. teaching communicative skills in this English and in the stock of general English already acquired." (p. 41-42)

With the globalization of trade and economy and international communication in various fields, the demand for English for Specific Purposes (ESP) is expanding, especially in countries where English is taught as a foreign language. Kandeel (2003) conducted a study on ESP at UNRWA vocational centers. The project began with an analysis of needs for ESP in both the Jordanian and the UAE labor markets. From that analysis, came the unexpected observations that it is most often not the lack of technical English that is holding the graduates back, but rather their limited communicative abilities especially in a specified professional discipline. As we know that linguists 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. 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 (Richards, 2006). So, ESP program does not only mean to provide students with a number of relevant words and terms in their fields and specializations, but also:

    1. Present pre-set skill training in a well-framed format for a specific time and target.
    2. Provide the learners with staged activities for practice and communicative interaction to enforce and fix to learn in a specific and concise way.
    3. Provide the learners and teachers with different vocabulary words to be taught and practiced.

    Robinson (1980) mentions that an ESP course is purposeful and aimed at the successful performance of occupational or educational roles. 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). According to Belcher (2004), ESP is an attempt to help learners accomplish their academic and occupational needs and goals. ESP originated to fulfil the demand the learners around the world who need to learn English to have access to science, technology, and economic resources (Alharby, 2005). Douglas (2000) emphasizes in his book on the integration of both language skills and language components for teaching, learning and yet testing the specific purpose language ability of a learner. In spite of this, the difference between what is known as General English and Specific English is to a great extent clear, that is, the former is general-learning process, and the latter is (focused) centred-learning process. This can be made clearer with quoting Basturkmen (2006), who claims that "whereas General English Language teaching tends to set out from point A toward an often pretty indeterminate destination, setting sail through largely unchartered waters, whereas ESP aims to speed learners through to a known destination" (p. 9). Concerning the differences between the ESP and the general English Hutchinson et al. (1987:53) state "simply in theory nothing, in practice a great deal". The difference between ESP and General English is not a matter of the "existence" of a need; it is rather the "awareness" of a need. 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 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 (2005) mentions 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, English as a second language (ESL) and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as 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. Philip Skeldon, as cited in Tomlinson (2008), believes that ESP is 'a parlous state and is being abandoned by many tertiary institutions, like Sultan Qaboos University found that "the English teachers seemed to learn a lot of science, but the students didn't seem to learn much English', (p.72). He argues that teachers whatever were the situations they still can offer help for types of learners and to whatsoever purposes they need. Heredia (2000) states that ESP is a branch of teaching English as a Second Language according to the needs of the learners and similar to this is the syllabus which must address the specific needs of the learners.

Agreeing to all that have been mentioned above about the ESP, Tharp-Wiesauer (2002) adds that "the needs of the learners may be assessed at many levels and functions, including fluency, learning styles, occupation, and how the target language will be used… the ESP curriculum is then designed to best fit the learners" (p.3). According to Robinson (1980), as cited in Dehrab (2002) "an ESP… course is purposeful and is aimed at satisfying the specific needs of the student with ultimate goal of learners' successful performance of the occupational and educational roles" (p. 68).

The objectives of ESP or ESP- oriented courses at the PYP's in Saudi universities aim to bridge the gap of students' language proficiency with their English requirement level in different professional courses they join. The present study, while investigating the efficacy of ESP in an EFL context like Saudi Arabia, highlights that PYP students' future professional disciplines like medicine, dentistry, computer science, business management, engineering etc. need English proficiency level to cope with the latest development in every field of professional disciplines

they aspire to join. They may not need to speak fluently, learn the linguistics of English language or the high level of such language. Instead, they need the basics of this language, though, reading and comprehending what they read, write reports for their experiments etc. As defined earlier, ESP approach is the main tool to define learners' needs in a specific field because the awareness is more recognizable in a specific target situation representing a "real-life-situation". In short, the following may be stated as the objectives of ESP courses for the PYPs in Saudi universities:

- To reveal subject-specific language use,
- To enhance professional knowledge, and
- To foster linguistic awareness among PYP students.

4. Context of the Study

This study was conducted in the second semester of the academic year 2015-2016 at PYP, Department of English, Najran University, Saudi Arabia. In the first semester, students are taught skills like listening, speaking, reading and writing, as courses of Level 1. The students who successfully complete the program are promoted to Level 2. In the second semester i.e. Level 2, they are taught ESP-oriented courses like general English and technical writing. The present study was conducted on Level 2 so that the efficacy of ESP- oriented courses of PYP can be analysed in terms of linguistic proficiency of the students. For this purpose, the present research analyses teachers' feedback and expert opinions on students' English proficiency required for ESP. In addition, semi-structured interviews were also used to elicit in-depth and detailed perceptions of the teachers in the relevant field. Calhoun (2002) describes action research as studying what's happening in a school, deciding if improvement in instruction is needed, examining the effects of what was tried, and then beginning the process again. A similar process was followed in the present study. The crux of this process was a sincere effort to enhance the linguistic proficiency of Saudi EFL learners so that they are compatible with ESP standards. The current study provides some suggestions on how to improve language proficiency in PYP vis-à-vis ESP courses.

5. Research Methodology

In any research study, research methodology is of paramount importance as claimed by many writers on this concerned field (e.g. Oppenheim, 1992; Bell, 1998; Sarantakos, 2005; Punch, 2005; Seidman, 2006; Dornyei, 2007). As far as the current research is concerned, it was rationalized that the mixed method of interview and questionnaire survey is a suitable research method. Thus, the present study makes methodological triangulation as far as research design is concerned, using both qualitative and quantitative methods by employing two instruments, namely interview and questionnaire, in order to illustrate the extent to which methodological triangulation could potentially strengthen both the reliability and validity of the study, and also to confirm the emerging findings. Cohen et al. (2005) define methodological triangulation as the use of two or more methods of data collection to study the same phenomena. The present study uses methodological triangulation to analyse PYP teachers' opinions on the effectiveness and compatibility of Saudi students' English proficiency required for ESP.

5.1 Pilot Study

Nunan and Bailey (2009) assert that "The concept of piloting a questionnaire (or any other data collection procedure) is like a dress rehearsal in the theatre. By administering the

questionnaire before the actual data collection, you can locate any unclear items, misnumbered items, confusing instructions and so on" (p. 145   ).Thus, the main objective of the present pilot study was to prepare for the process of the main data collection. To ensure the validity of the survey and the interviews, it was first piloted by ten EFL instructors teaching ESP or ESP-oriented courses for at least five years. Their opinion and feedback was instrumental in modifying some items. The survey was also given to five Assistant Professors and Associate Professors to examine its validity. Some of the items in the questionnaire survey were modified or added as per their suggestions so as to ensure the content validity. Similarly, the interview questions were also discussed with the experts and adequate modifications were made accordingly.

5.2 Participants

For the present study, forty teachers of PYP, teaching various ESP or ESP-oriented courses, Najran University were randomly selected to elicit their feedback and opinion on various aspects of students' linguistic proficiency vis-à-vis ESP standards**.** Interviews were also conducted of ten teachers with four questions pertaining to the relevant research area**.** The interview is one of the most effective research instruments. In the current study, it was utilized to explore the research area in depth and thoroughly acquire detailed and comprehensive information from the ten participants.

5.3 Tools

The questionnaire is one of the most popular and commonly used instruments of research in social sciences, especially in English Language Teaching / Applied Linguistics. It is one of the best tool for collecting written information, and also one of the simplest techniques through which a researcher can elicit a wide range of information from the respondents. Therefore, Questionnaire was used as a means to elicit teachers' opinion and perception on various aspects of students' linguistic proficiency vis-à-vis ESP standards (See Appendix A). The questionnaire consisted of eleven questions using Likert scale of agreement (ranging from 1 which means 'Strongly Agree', 4 'Agree', 3 'Can't Say', 2 'Disagree', 1 'Strongly Disagree'). In addition, semi-structured interviews (See Appendix B) were also used to acquire in-depth and detailed perceptions of the teachers. Ten teachers were interviewed with four questions pertaining to the relevant research area of the present study.

5.4 Procedures

Forty five questionnaires, containing ten statements and one rating scale question, were randomly distributed among teachers of the PYP teaching various ESP or ESP-oriented courses. 40 questionnaires which were given serious attention by the participants were finally selected for the study. Incomplete questionnaires or the ones with the same values against each item were not included in the study. The participants were first described the importance of the present study and was then provided with adequate time for their responses. These responses were analysed to find out the issues regarding students' language proficiency in the context of ESP input required for various professional courses such as medicine, engineering, computer sciences etc., thereby providing a meticulous insight into its compatibility level.

Semi-structured interviews were also conducted in the present study for in-depth and detailed responses of the participants. Ten teachers, having at least 5 years' experience in the

relevant courses, were interviewed in a comfortable and suitable environment. Each interviewee was interviewed individually for 30 to 40 minutes. Teachers were interviewed after the questionnaire survey, as the survey could then be used to illustrate or clarify issues noted in the questionnaire survey. The process of transcribing the transcripts was done immediately after each interview to ensure that the researchers had the huge advantage of remembering the non-verbal cues that immensely enhance the verbal interaction of the interviews.

6. Data Analysis and Findings

In this section, we present an overview of data analysis of the questionnaire and interview questions along with the findings of this research. The data analysis has been divided into two parts: the first part will contain a comprehensive analysis on the responses of the questionnaire and the second part will be a detailed analysis of the interviews.

6.1 Analysis of Teachers' Questionnaire
Q1: Students have enough language proficiency to learn ESP.

From the responses to the question 1 (Figure 1), it can be seen that 70 per cent of the respondents agree that students have enough language proficiency to learn ESP. 20 per cent of the respondents decided not to comment, while 10 per cent respondents disagree with the question statement.
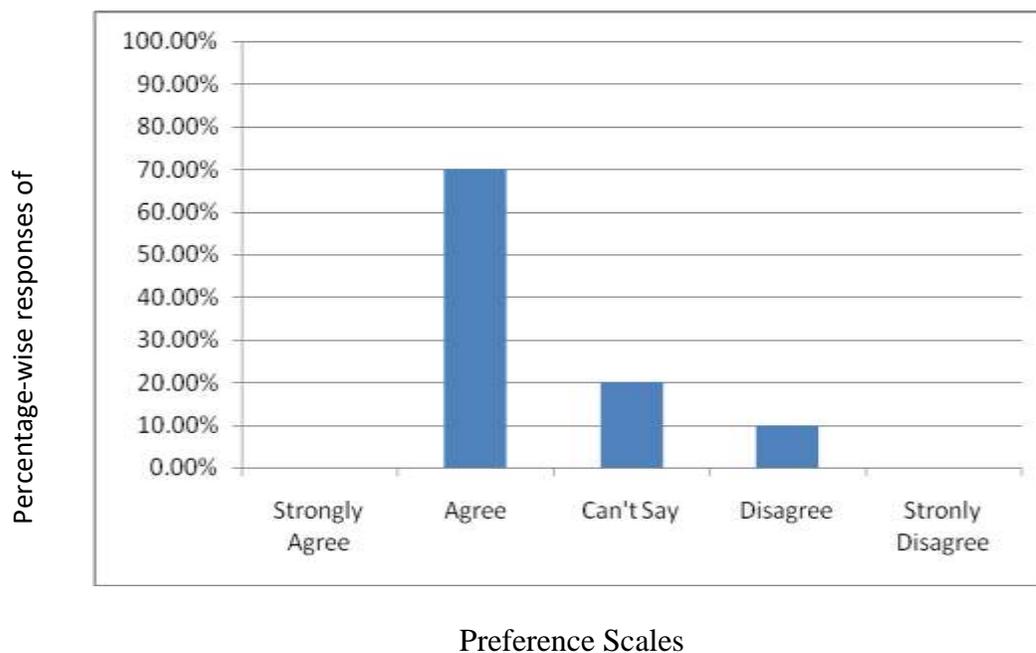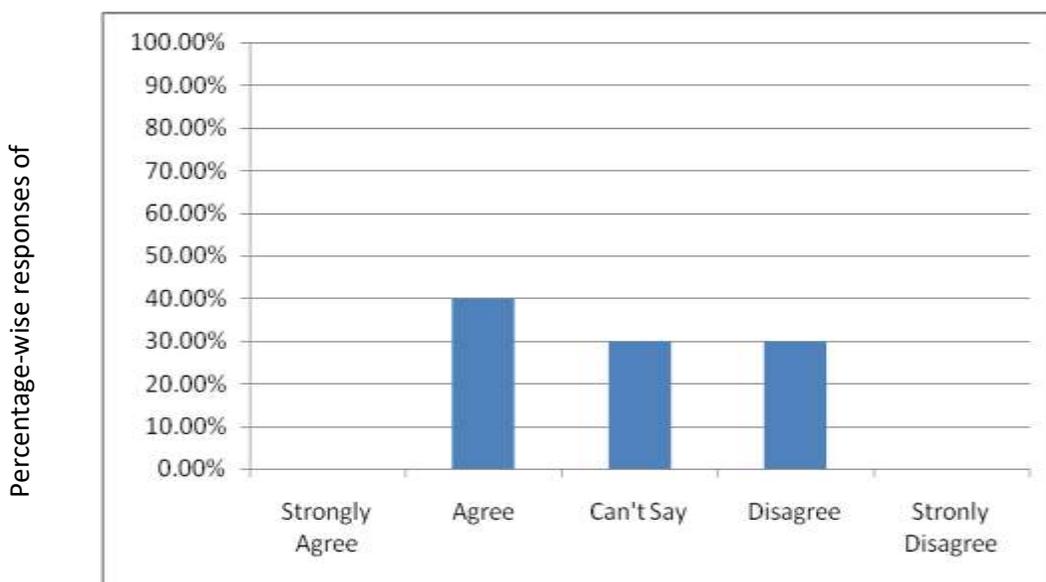

Preference Scales
Figure 1. Percentage responses of teachers for question 1

Q2: ESP meets students learning needs.

From the responses to the question 2 (Figure 2), it is noted that 40 per cent of the respondents agree that ESP meets students learning needs. 30 per cent of the respondents did choose the option "can't say", while 30 per cent respondents disagree with the question statement.
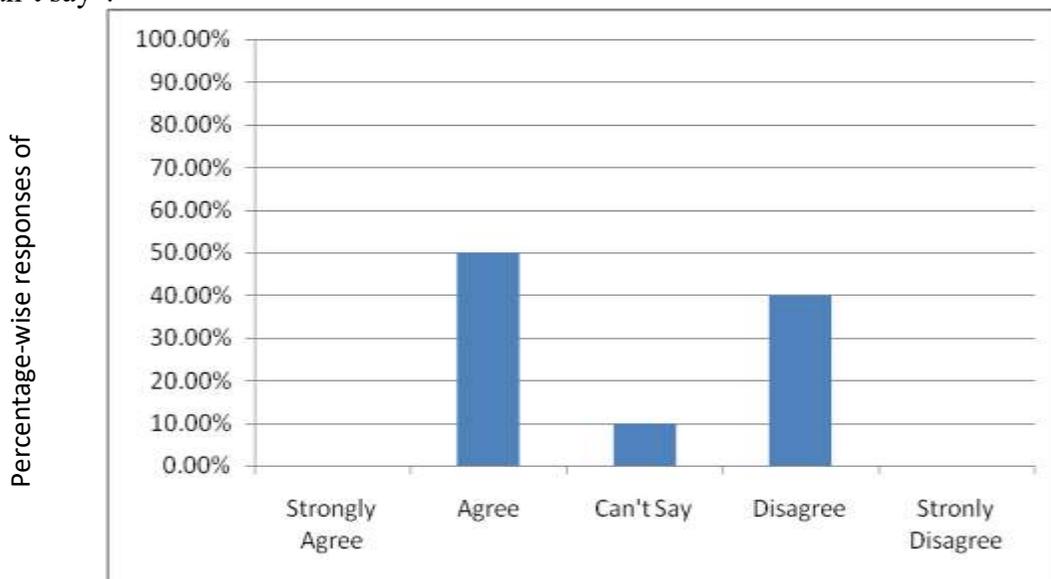
Preference Scales
Figure 2. Percentage responses of teachers for question 2

Q3: Students understand ESP vocabulary words needed for X major.

From the responses to the question 3 (Figure 3), it can be extracted that 50 per cent of the respondents agree that students understand ESP vocabulary words needed for X major. 40 per cent of the respondents disagree followed by 10 per cent respondents who chose to go with "can't say".
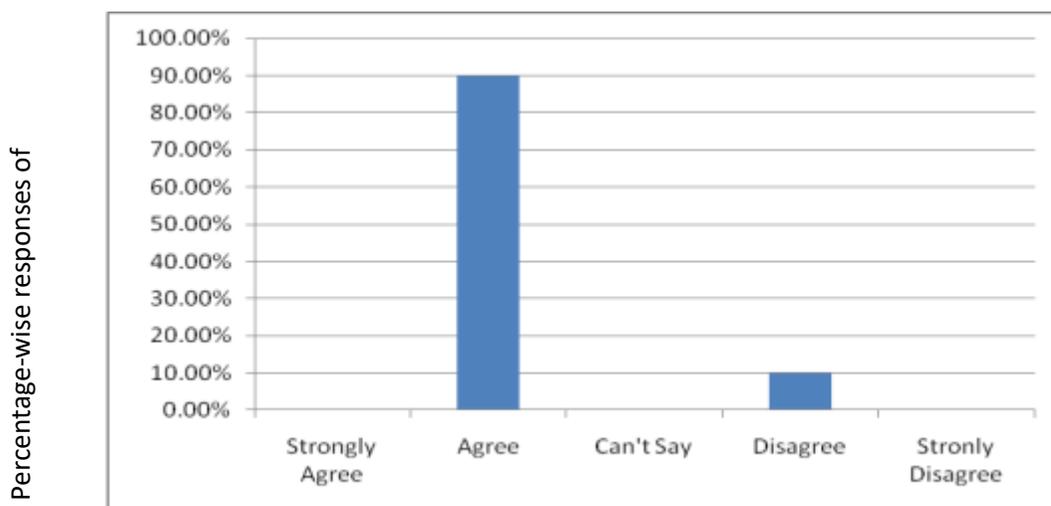

Preference Scales
Figure 3. Percentage responses of teachers for question 3

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Q4: ESP enhances students LSRW (listening, speaking, reading, writing) ability.

From the responses to the question 4 (Figure 4), it can be seen that 90 per cent of the respondents agree that ESP enhances students LSRW (listening, speaking, reading, writing) ability, while 10 per cent respondents disagree with the question statement.
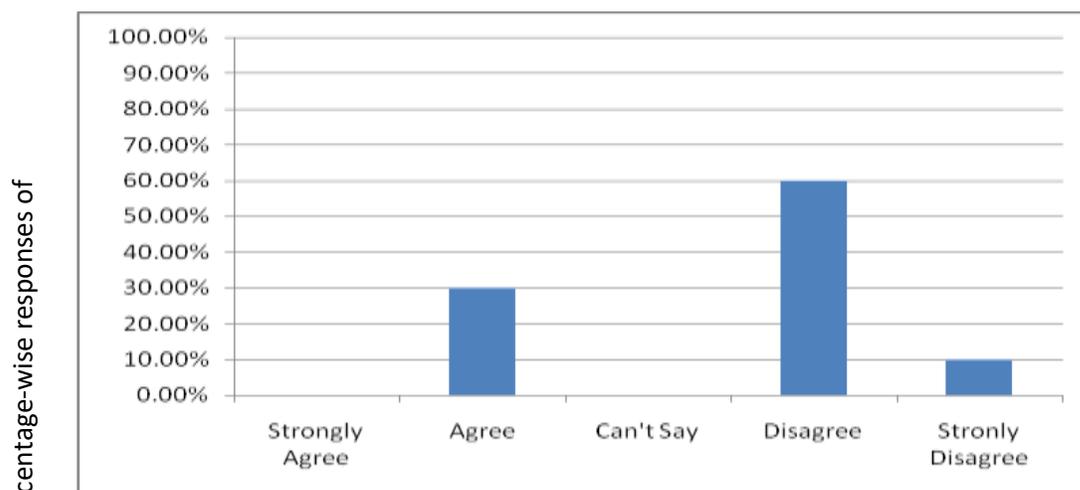

Preference Scales
Figure 4. Percentage responses of teachers for question 4

Q5: Students submit assignments with no/less linguistic ambiguity.

From the responses to the question 5 (Figure 5), it can be extracted that only 30 per cent of the respondents agree that students submit assignments with no/less linguistic ambiguity. Major chunks voice in disagreement and say that 60 per cent students submit assignments with linguistic ambiguity followed by 10 per cent respondent who "strongly disagree" with the statement.
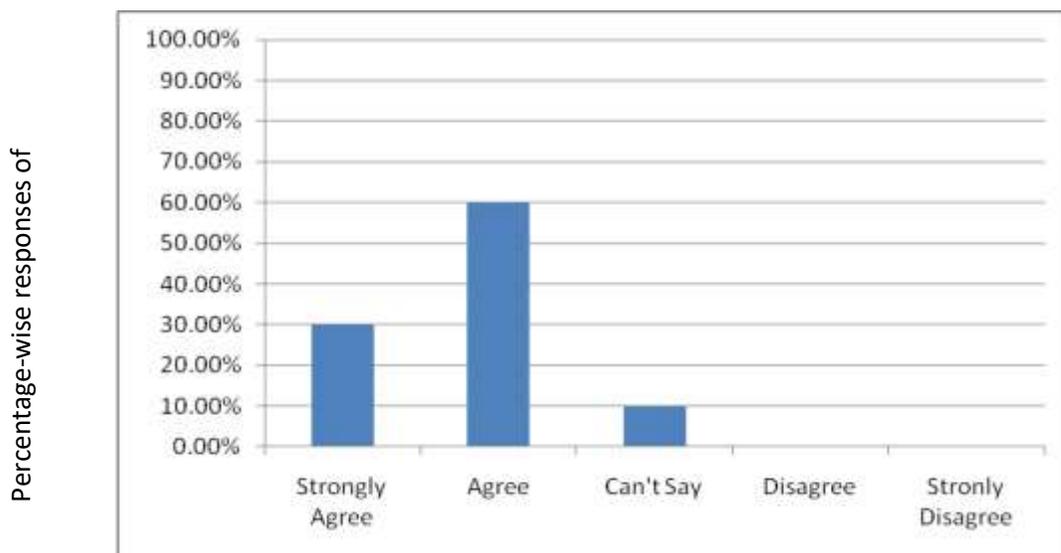

Preference Scales
Figure 5. Percentage responses of teachers for question 5

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Q6: Students need ESP vocabulary in PYP.

From the responses to the question 6 (Figure 6), it can be extracted that 30 per cent of the respondents strongly agree that students need ESP vocabulary in PYP. 60 per cent of the respondents agree to the question statement, while 10 per cent of the respondents voiced as "can't say".
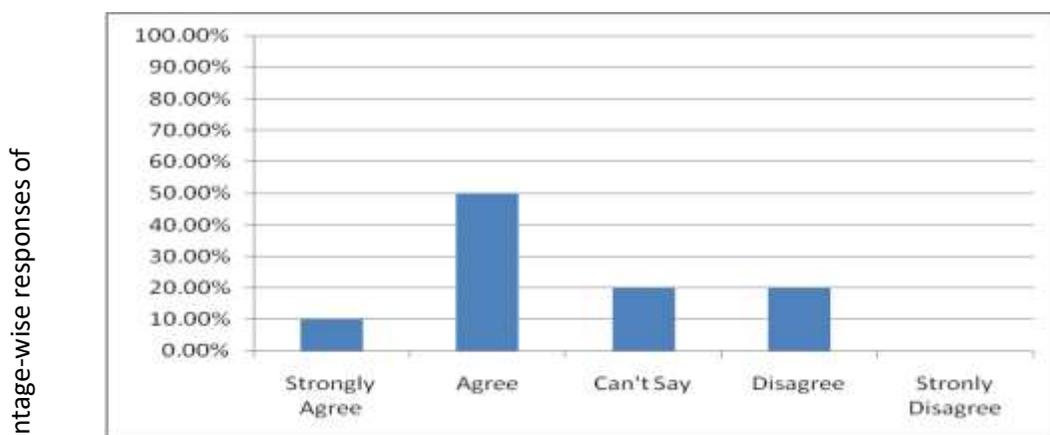

Preference Scales
Figure 6. Percentage responses of teachers for question 6

Q7: ESP motivates students to engage in related/required activities required for X major.

From the responses to the question 7 (Figure 7), it can be noted that 10 per cent of the respondents strongly agree that ESP motivates students to engage in related/required activities required for X major. 50 per cent of the respondents agree to the question statement. 20 per cent of the respondents voiced as "can't say", while 20 per cent respondents disagree with the question statement.
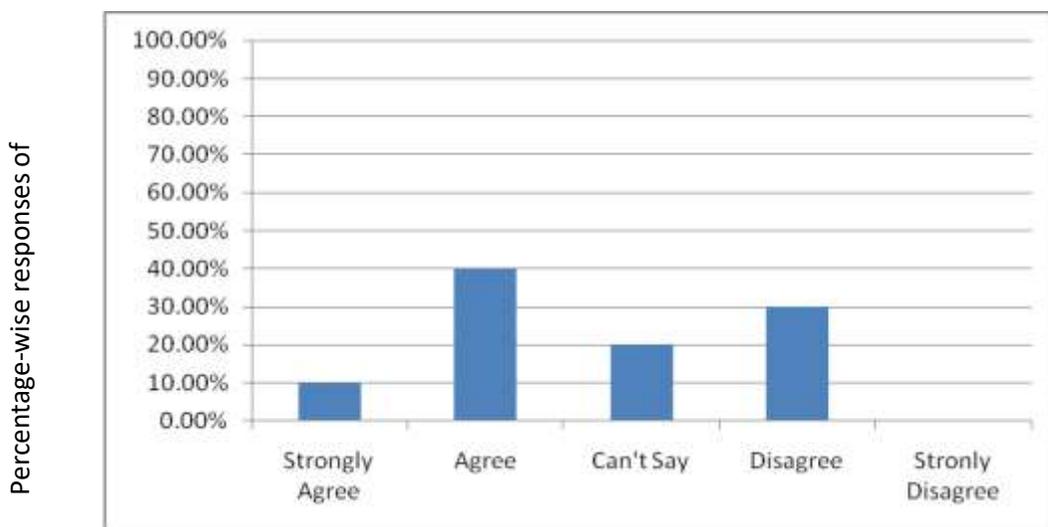

Preference Scales
Figure 7.Percentage responses of teachers for question 7

Q8: ESP helps students understand major subjects/courses other than English.

From the responses to the question 8 (Figure 8), it can be underlined that 10 per cent of the respondents strongly agree that ESP helps students understand major subjects/courses other than English/ESP. 40 per cent of the respondents agree to the question statement. 20 per cent of the respondents voiced as "can't say", while 30 per cent respondents disagree with the question statement.
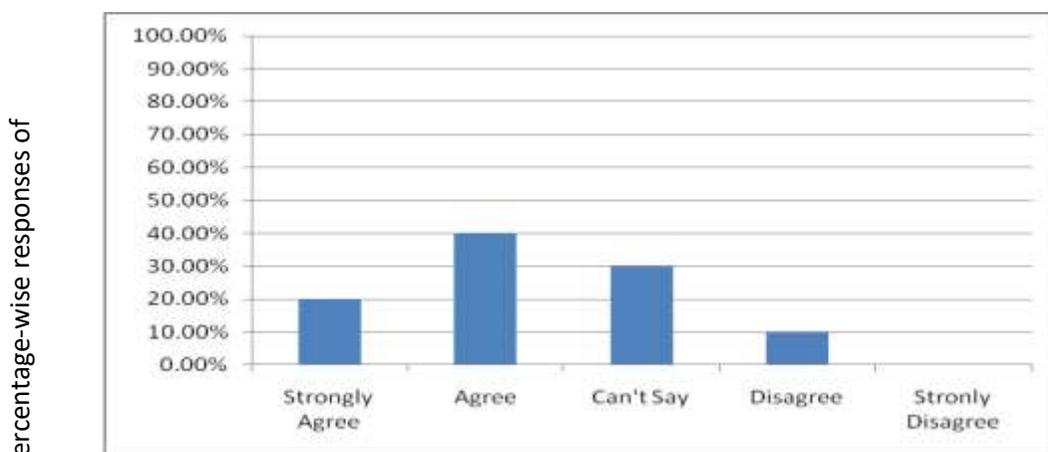

Preference Scales
Figure 8. Percentage responses of teachers for question 8

Q9: ESP helps students' develop professional communication skills.

From the responses to the question 9 (Figure 9), it can be seen that 20 per cent of the respondents strongly agree that ESP helps students' develop professional communication skills. 40 per cent of the respondents agree to the question statement. 30 per cent of the respondents voiced as "can't say", while 10 per cent respondents disagree with the question statement.
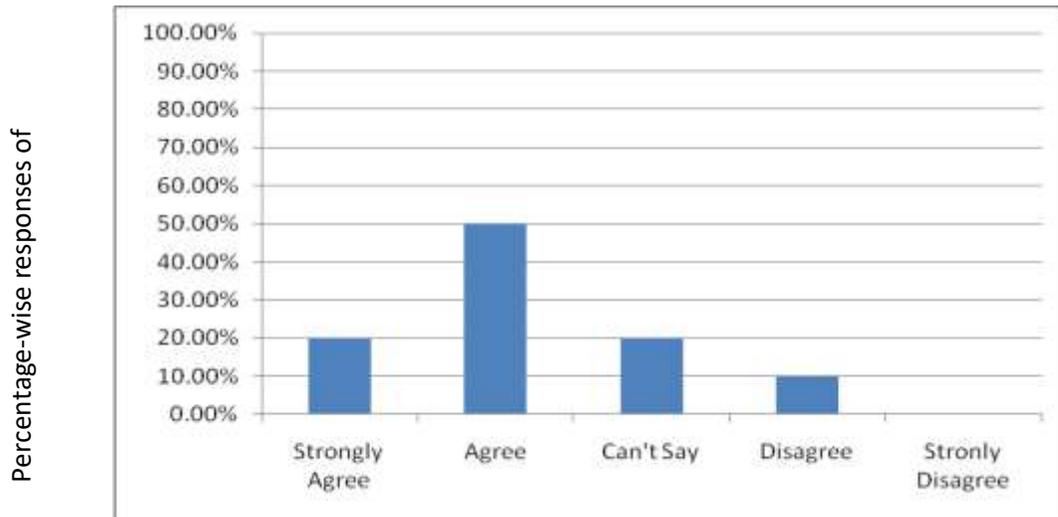

Preference Scales
Figure 9. Percentage responses of teachers for question 9

Q10: ESP motivates students learn English.
From the responses to the question 10 (Figure 10), it can be seen that 20 per cent of the respondents strongly agree that ESP motivates students learn English. 50 per cent of the respondents agree to the question statement. 20 per cent of the respondents voiced as "can't say", while 10 per cent respondents disagree with the question statement.


Preference Scales
Figure 10. Percentage responses of teachers for question 10

11: Rate (on a scale of 1-5) the students ESP proficiency. **(Scale: 5 Strongest, 1 weakest)**
From the responses to the question 11 (Figure 11), it can be observed that only 10 per cent of the respondents rated students ESP proficiency as "strong". 70 per cent respondents rated students ESP proficiency as "weak" followed by 20 per cent respondents who rated students ESP proficiency as "weakest".
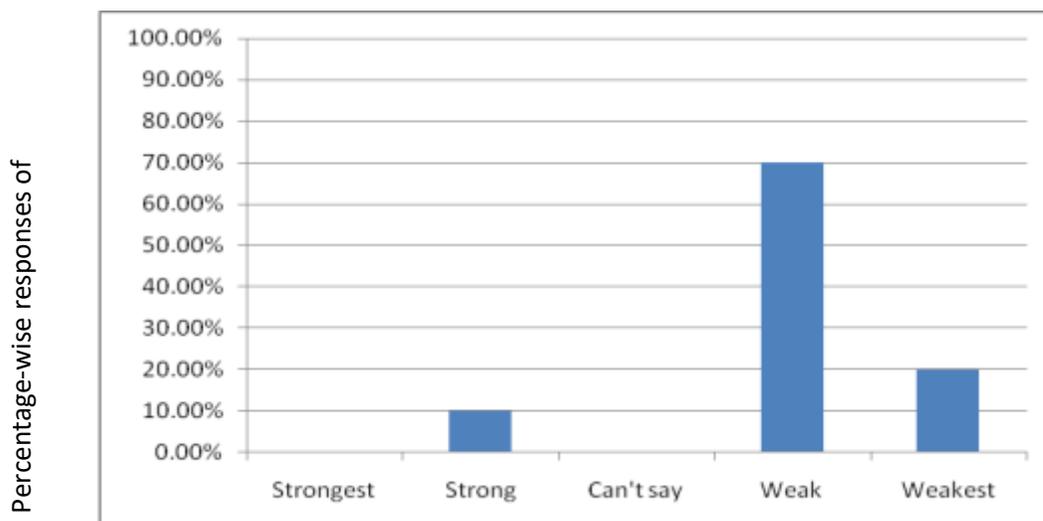
Rating Scales
*Figure 11.*Percentage responses of teachers for question 11

6.2 Analysis of the Interviews

There were four interview questions which were asked to the interviewees i.e. 10 teachers teaching in the PYP, Najran University to elicit their in-depth and detailed perceptions in the relevant research area. The researchers asked questions regarding basic and pragmatic segments of learning and teaching EFL in the context of Saudi Arabia in general and Najran University in particular, to evaluate its efficacy in language proficiency required in the context of ESP. The following is the analysis of the interview questions.

Q1. Mention some common learning difficulties students face.

Responses of Q1 (Figure 12 and the following paragraph) are categorized in 5 broad categories. Four categories (Vocabulary, Pronunciation, Motivation & Interest, Knowledge & Comprehension) are presented and analyzed in the figure while the last category (named "Others") is discussed in the following paragraph since it has got miscellaneous responses.

Four teachers were of the view that the students have problems in vocabulary. Two teachers were of the view that the students have problems in pronunciation. Another two teachers observed that the problems are related to motivation & interest, while two other teachers opined that the problems are in the segment of knowledge & comprehension.
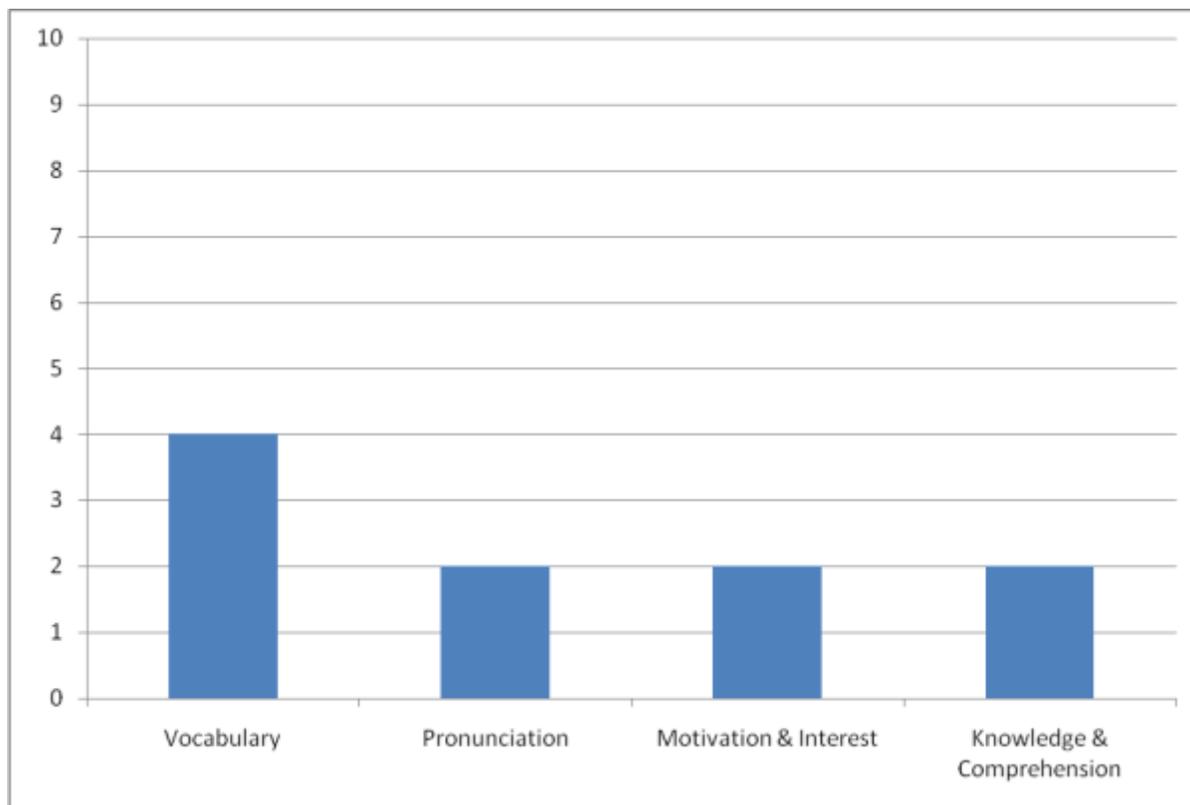

Figure 12 Number-wise responses of teachers for question 1

In the exclusive category of 'Others', there were miscellaneous responses. There was a range of opinions of teachers regarding the students' difficulties in the areas of writing, speaking,

mother tongue interference, spelling, and lack of exposure. These areas need to be focused both by students as well as teachers in order to minimize the problems.

Q2. Mention some pedagogical (teaching) problems teachers face.

Responses of Q2 (Figure 13 and the following paragraph) are categorized in 5 broad categories. Four categories (Comprehension, Poor background & Exposure, Motivation & Interest, Minimum Use of English & Lack of Practice) are presented and analyzed in the figure while the last category (named "Others") is discussed in the following paragraph since it has got miscellaneous responses.

Three respondents were of the view that the teachers face problems in teaching comprehension, two teachers were of the view that the teachers face problems because of students' poor background and exposure of the language. Another four teachers observed that the problems are related to motivation and interest of the students, while another one teacher relates the teaching problems to the students' minimum use of English and lack of practice.
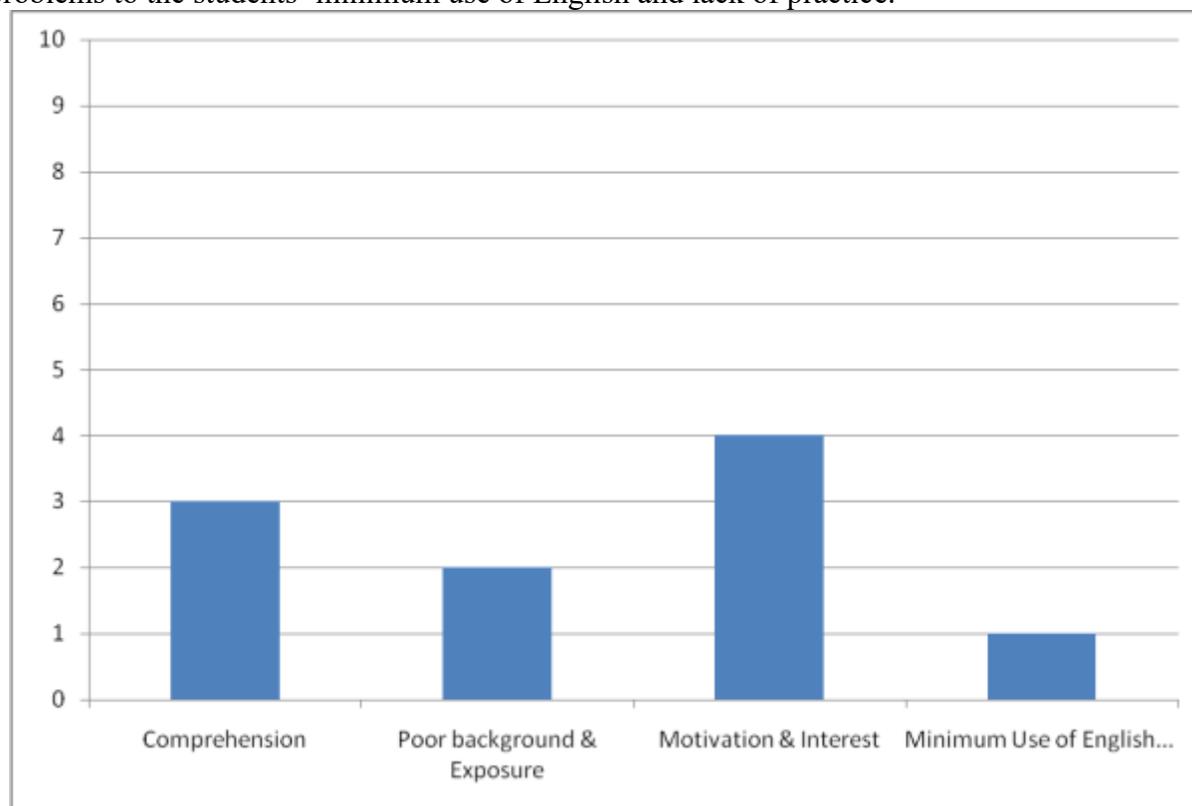

Figure 13. Number-wise responses of teachers for question 2

In the category of 'Others', there were miscellaneous responses. This segment has a whole range of opinions regarding pedagogical problems faced by teachers like inadequate materials, learning inertia, heterogeneous classroom etc. These segments need to be taken into serious consideration by the teachers to address the issues.

3. Suggestions for improving students' general language proficiency.

Responses of Q3 (Figure 14 and the following paragraph) are categorized in 5 broad categories. Four categories (Motivating Students, More ESP Specific Contents based on real-life Situations, More Practice & Tests, More Exposure to Students) are presented and analyzed in the

figure while the last category (named "Others") is discussed in the following paragraph since it has got miscellaneous responses.

For improving students' general language proficiency, two teachers were of the opinion that students should be adequately motivated. Three other teachers were of the view that there should be more ESP-based content with real-life situations. Another three teachers emphasized the need of more practice & tests for the students. Two other teachers focused on the necessity of more exposure in the language for the students.
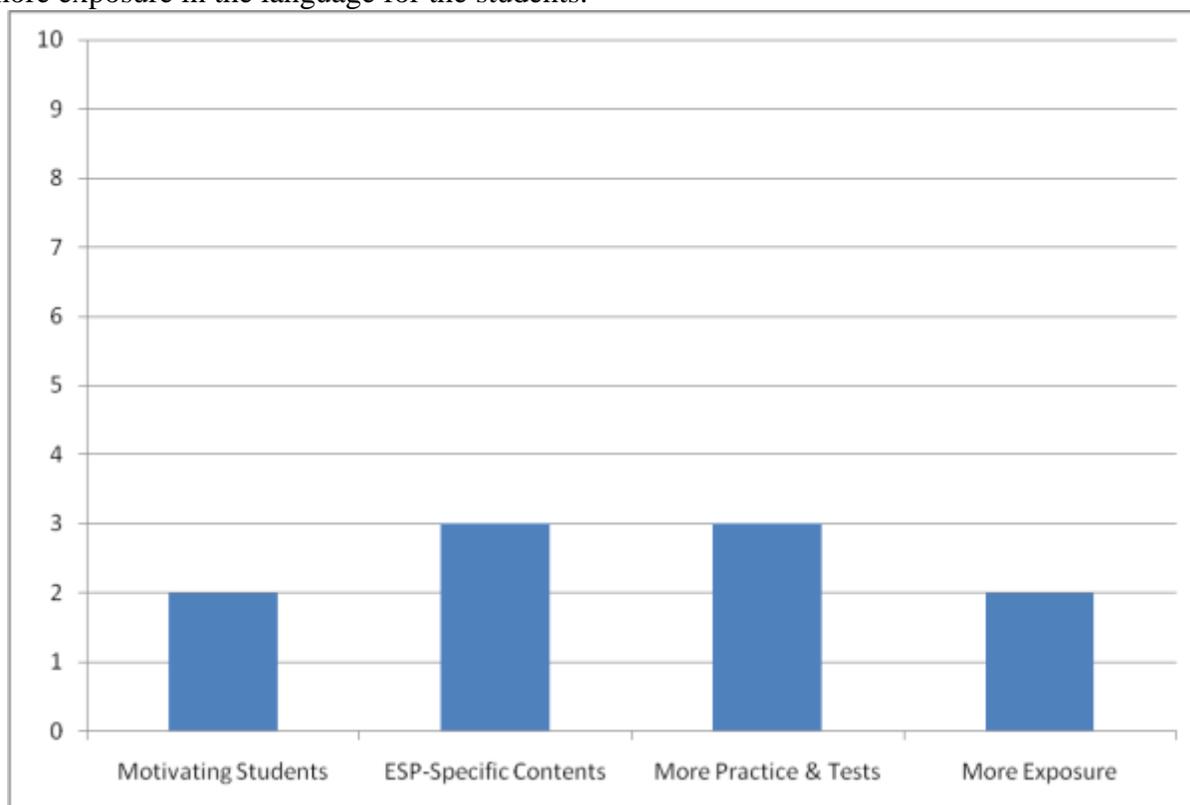

Figure 14. Number-wise responses of teachers for question 3

In the category of 'Others', there were again miscellaneous responses. There were a wide variety of opinions like providing students with descriptive writing, maximum use of IT to avoid boredom and making learning interesting, organizing various literary activities. Teachers should consummately focus on these suggestions as it can go a long way in enhancing their teaching credentials.

Q4. Remedies for improving course specific language proficiency.

Responses of Q4 (Figure 15 and the following paragraph) are categorized in 5 broad categories. Four categories (Strategies, ESP courses, Course Selection, Interesting & Easy Activities) are presented and analyzed in the figure while the last category (named "Others") is discussed in the following paragraph since it has got miscellaneous responses.

For improving course specific language proficiency, two teachers focused on the need of adopting appropriate teaching strategies that suit the level of the students. One teacher emphasized the need of improving ESP-specific contents. Three other teachers focused on the various pros and cons of course selection. Yet four teachers' opinion was that there should be

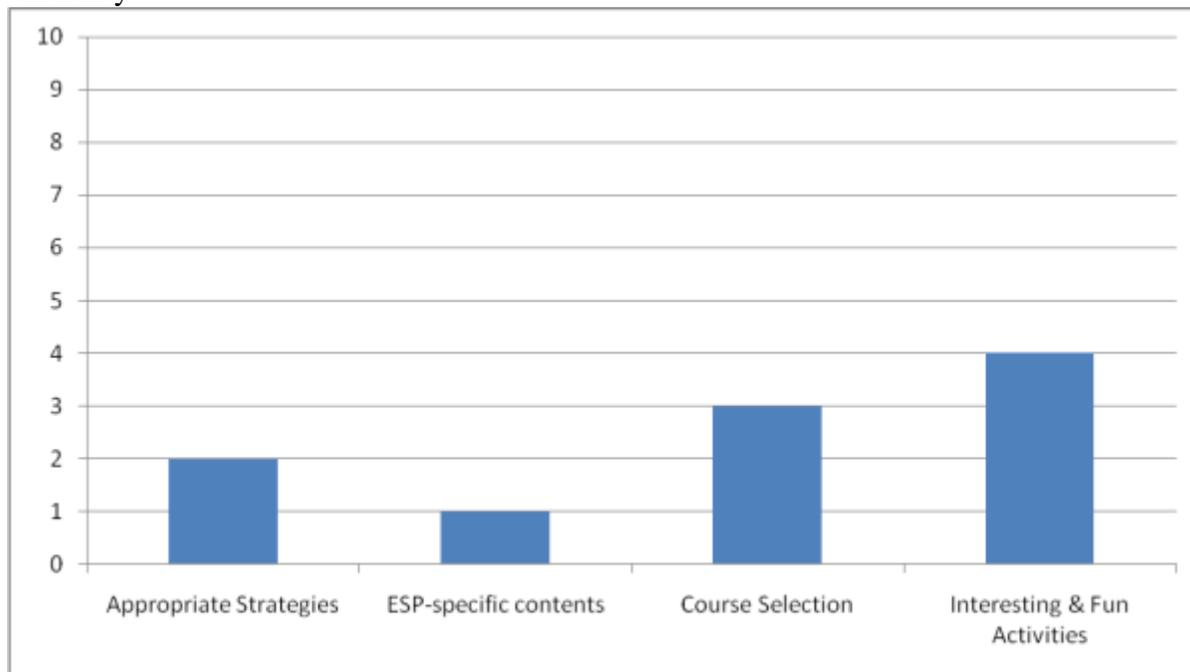various interesting and fun activities for the students to enhance their course specific language proficiency.

Figure 15. Number-wise responses of teachers for question 4

In the last, but not the least category of "Others", there were obviously miscellaneous responses. Again there were mixed variety of responses like collective decision regarding course compiling, wide range of relevant internet access etc.

Conclusion and Suggestions

Based on the findings, it can be observed that most of the students at PYP have language proficiency to learn ESP, but still there is a need to raise learners proficiency level required for various professional disciplines. The idea that ESP meets students learning needs was not very clear and, according to researchers, requires more discussion and research. On one hand, this research, in agreement with the findings, suggests stake holders to incorporate more ESP orientations in PYP English curriculum to boost students ESP vocabulary needed for their professional career, and on the other hand, the researchers agree that ESP enhances students' macro skills i.e. listening, speaking, reading and writing. PYP Students' assignments with language and communication issues have no exception, since other academic departments have been witnessing the same and less ESP orientation simply cannot be blamed for. Of course, a review of the PYP English curriculum is required to suggest that students need more ESP based themes to overcome the language and communication issues. The following concepts need further research at a wider level to propose the tangible results:
- ESP motivates students to engage in related/required activities required for X major.
- ESP helps students understand major subjects/courses other than English/ESP.
- ESP helps students' develop professional communication skills.
- ESP motivates students learn English.

In conclusion, this study offers a plethora of suggestions to put into practice aiming not only to enhance the compatibility of ESP vis-à-vis PYP programmes but also to bring along better results in the futuristic perspective of PYPs in Saudi Universities in general and Najran University in particular. Relevant vocabulary from scientific and professional disciplines should be inducted. Students should be familiar with the major vocabulary of their respective discipline. Students should be engaged more in speaking activities to provide them with better exposure. To sustain students' interest, motivational and interesting learning instructions should be ensured. Students should also be given more practice on exercises which invigorate critical thinking and comprehension. Notices and announcements, pertaining to students, should be written in English. Students-centred approach should be used in teaching. ESP orientations and the curriculum should be enhanced based on real life situations. Standard assessment practice should be adapted, like class quizzes with grades. Fun games should be played in the classroom, i.e. language games. The materials should be selected and graded, from easy to difficult. In-service teacher training sessions should be frequent. Innovative teaching methods should be used which motivates students.

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APPENDIX A: TEACHERS' QUESTIONNAIRE
QUESTIONNAIRE

S. No.	Scale: 5= Strongly agree, 4= agree, 3= Can't say, 2= disagree, 1= Strongly disagree,	5	4	3	2	1
1.	Students have enough language proficiency to learn ESP.					
2.	ESP meets students learning needs.					
3.	Students understand ESP vocabulary words needed for X major.					
4.	ESP enhances students LSRW (listening, speaking, reading, writing) ability.					
5.	Students submit assignments with no/less linguistic ambiguity.					
6.	Students need ESP vocabulary in PYP.					
7.	ESP motivates students to engage in related/required activities required for X major.					
8.	ESP helps students understand major subjects/courses other than English.					
9.	ESP helps students' develop professional communication skills.					
10.	ESP motivates students learn English.					
Scale: 5= Strongest, 4= Strong, 3= Neutral, 2= Weak, 1= Weakest						
11.	Rate (on a scale of 1-5) the students ESP proficiency.					

APPENDIX B : INTERVIEW QUESTIONES

1. Mention some common learning difficulties students face.
1. _____ 2. _____ 3. _____
4. _____ 5. Others _____

2. Mention some pedagogical (teaching) problems teachers face.
1. _____ 2. _____ 3. _____
4. _____ 5. Others _____

3. Suggestions for improving students' general language proficiency.
11. _____ 2. _____ 3. _____
4. _____ 5. Others _____

4. Remedies for improving course specific language proficiency.
1. _____ 2. _____ 3. _____
4. _____ 5. Others _____