The Effect of ESP on Learning EFL Skills (A Case Study of Different Faculties at Red Sea University)

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Abstract: This study presents and examine the specific needs of English language ESP for students of different faculties at Red Sea University. The study was carried out in five faculties using descriptive analytical method to find out How, ESP plays a vital role in the learning process nowadays The statement of the problem is that: most of Sudanese university do not have any kind of readymade EAP materials designed by experts in the field of syllabus design. The EAP teachers compile the EAP materials by themselves. most of the students conceive that the compiled material by the English language instructors is inadequate in some ways and should be developed to become effective in classes. Students, also, see that the English language instruction does not help them to acquire vocational English efficiently and it should be improved to increase their learning capacity in that type of ESP The Questionnaire as a research tool was distributed to 100 respondents (male and female students) of five faculties and the data was collected and analyzed by using tables of percentages for each scale in this study. In addition to the teachers Interview. The findings of the study reveal that A/Limited use of ESP books as reference caused Insufficient ESP Competencies. B/ Drawbacks in ESP materials are due to the absence of needs analysis in the process of syllabus design C/ Many of ESP learners in Sudanese higher institutions are not aware of both their learning and target situation needs. The results of the investigation have revealed the following: 1/. the respondents need the four skills in learning ESP as academic purpose with the following ranking: listening, reading, writing, speaking conversely for the career purpose with these four skills. 2/. many of ESP learners in Sudanese higher institutions are not aware of both their learning and target situation needs. The study concluded with some recommendations. 1/. the importance of determining the English language for specific purposes based on the students need and thus designing the courses based on this analysis gathered. 2/. ESP courses which are taught in Sudanese universities should be tailored to the students' specific needs.

Keywords: Red Sea University, ESP, *SPSS analysis*, Materials Designed, Learning Capacity

1. Introduction

Learning theories prevailing until recently were behavioral psychologist's, who attempt to refer the linguistic behavior to external factors that influence this behavior theory. The views represented in (B.F. Skinner's book, (Verbal Behavior), which appeared in 1957 and in 1959 Chomsky criticized the book by Skinner. The latest criticism of Chomsky revolution in how to learn the language in the sixties and until that time it was placed on the environment and external factors that affect the linguistic behavior. After the sixties moved attention to the same child as an essential factor in the process of learning the language, and then focus on the learner and his needs to learn a language. From here new

trend appears in learning English as Specific Purposes, to be learned away from learning English as general purpose as it is characterized by certain characteristics of the theoretical and methodological levels and pedagogical making it differs significantly and materially from teaching English as public purposes. And it is seen to be taught as separate from the English Language Teaching activity One of the most important and significant developments in the field of English language teaching (ELT) since the 1960s, has been the rapid growth and spread of English for Specific Purposes (ESP). English for specific purposes (ESP) has now become a full-fledged discipline in its own right and "has established

itself as a viable movement within the field of TEFL /TESL" (Johns &Dudley-Evans: 1991:297). It stands now as a counterpart to General Purpose English (GPE) and it appears "to have taken up all appurtenances of a separate subject" Widdowson H 1983). The best definition of the English language for special purpose is to answer a question. It is simple: "Why the student needs to learn a foreign language?" the answer to this question is related to the learner and the language to be learned and the ocean or the environment in which they are learning the language. Thus, the focus is on the learner and the learner's needs and give priority to the needs of importance. And needs determined by the purposes for which the student learns the language. The purpose may be academic, such as medicine and engineering... etc. Its impact and influence has been considerable on the whole field of ELT notably in the area of syllabus design and materials production which constitute a characteristic feature of ESP in practice and "a fact of life for a large number of ESP teachers "Hutchinson &Waters:(1993). In fact, it is difficult to imagine how a teacher of English can adequately teach English at the tertiary stage, where the role of English is largely auxiliary and instrumental to enable the students to communicate and gain access to academic information especially in Science and Business Administration, without adopting needs analysis-based EAP materials.

1.1. Statement of the Problem

It has been noticed in most of the Sudanese universities, there aren't any kinds of readymade EAP materials designed by experts in the field of syllabus design. The EAP teachers compile the EAP materials by themselves. The product is more likely to be inadequate. Such inadequacy in EAP materials has triggered the need to investigate this problem as an urgent ELT issue in tertiary education in Sudan. After the implementation of Arabicization in higher education in 1990, English had become one of the subjects among others in the curriculum. This place dictates the necessity of thorough investigations to both the learners' needs and the EAP courses taught in Sudanese universities.

1.2. Significance of the Study

It will be useful for EAP syllabus designers, teachers, and the EAP students.

The main reasons for the selection of the present study topic is that it is largely neglected and very few studies attempt to evaluate and investigate EAP materials in Sudanese higher institutions.

1.3. Objectives of the Study

a) To encourage the direct cooperation between the core subject teachers, syllabus designers and the ESP teachers in the processes of syllabus design and materials development in Sudanese higher institutions.

b) To prove that needs analysis is indispensable tool in the process of syllabus design and consequently to produce syllabus that satisfies all the needs of its learners.

1.4. The Research Questions

a. To what extent does the syllabus of the ESP fulfill the workplace needs?

b. What are the needs of the workplace?

c. How can the gap between English for Academic purposes and occupational purposes be bridged?

d. What are the suitable styles and techniques that can be used in teaching ESP materials?

1.5. Hypotheses of the Study

a. ESP plays a vital role in the learning process nowadays.

b. There is a gap between English taught in schools and the workplace.

c. Educators use technology to provide diverse and culturally relevant experiences to help students develop an understanding of the world.

d. The use of learning ESP in the classroom deepens understanding and this requires appropriate techniques and strategies.

2. Method

This chapter is adscription of research methods The population of the study and the approach followed by the researcher which is analytical approach

2.1. The Sample of the Study

The sample of this study was EAP teachers at Red Sea University in addition to students from five faculties at Red Sea University were chosen randomly.

2.2. Data Collection Instruments

The data was collected through the questionnaires and interviews with EAP teachers at Red Sea University. The main findings of the study emphasize the students need to improve the four language skills, particularly speaking and listening, the study recommends the use of needs analysis-based syllabus to satisfy all the learners' needs. The data was presented in tables of percentages for each scale in this study In the literature of the study, the researcher introduces different types of needs and illustrates the importance of implementing needs analysis in the process of syllabus design. The study concludes with some pedagogical implications to improve and develop ESP course, materials and methodology.

Table 1. Explain the Faculty of Study Population Red Sea University.

Variable	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	frequency	Percent
Earth Sciences	11	%32.40	2	%5.60	13	%18.60
Faculty of Engineering	15	%44.10	1	%2.90	16	%22.90
Marine Sciences	4	%11.80	9	%25.00	13	%18.60
Economic Faculty of	0	0	1	%2.90	1	%1.40
applied Science	1	%2.90	14	%38.90	15	%21.40
Medicine	3	%8.80	9	%25.00	12	%17.10
Total	34	100%	36	100%	70	100%

The above tables explain different faculties at Red Sea University for the study population

Students male and female in different specializations they study English as University requirement, either in semester one and two or at semester five in some faculties.

3. Results and Discussion

The main purpose of this chapter is to present, analyze and discuss the data which was collected by the instruments of the specifically the students 'questionnaire in addition to English language teachers'. interview Moreover, the study uses the descriptive and analytical approach to SL instructions, mainly in the Teaching of grammar and reading comprehension. The data which was collected from the subjects was presented in tables of percentages for each scale in this study.

3.1. Data Analysis (Teachers' Interview)

The interview with EAP teachers at Red Sea University. 1. What is the proportion of English Vocabulary in your courses? 2. Do you ask your students to read English texts in your courses? 3 Do you think it is necessary for your students to known English Language to pass in your courses? 4. In your opinion, what is the necessity of English Language for prepare student to be well qualified in his specialization? 5. Is your student Need English Language in their future Position after graduate?

3.2. Students' Questionnaire

Table 2. Explain the need of English Language Presently for Answering the Exams Questions.

Variable	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	frequency	Percent
Extremely important	23	67.60%	24	66.70%	47	67.10%
Important	8	23.50%	9	25%	17	24.20%
Less important	3	8.90%	3	8.30%	6	8.60%
Very nonsense	0	0	0	0	0	0
Un related	0	0	0	0	0	0
Total	34	100%	36	100%	70	100%

As it is seen in table 2 that 67.6% from male and female students agree that its extremely important to study English so that it could be easy for them to answer the exam questions whereas, 24.2% of the students see it is important and 8.3% of the students see its less important to study English language to answer the exam questions 0% see its very nonsense and unrelated.

Table 3. Explain the need of English Language Presently for communicating with your teachers.

Variable	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Extremely important	22	64.70%	25	69.70%	45	64.30%
Important	9	26.50%	9	25%	18	25.70%
Less important	1	2.90%	2	5.60%	3	4.30%
Very nonsense	2	5.90%	0	0	0	0
Un related	0	0	0	0	0	0
Total	34	100%	36	100%	70	100%

In table 3 above 69.7% agree that its extremely important to study English so as to communicate with your teachers in the class asking them questions and answer their questions where as 26.5% see its important for them 2.9% see it is less important where5.9% see it is very nonsense and 0% see it is unrelated.

Table 4. Explain the need of English Language Presently for Reading for entertainment.

Variable	Male		Female		Total	
	frequency	Percent	Frequency	Percent	frequency	Percent
Extremely important	12	%35.30	7	%19.40	19	%27.10
Important	14	%41.20	22	%61.10	36	%51.50
Less important	6	%17.60	6	%16.70	12	%17.10
nonsense	2	%5.90	1	%2.80	3	%4.30
Total	34	100%	36	100%	70	100%

The above table shows that the percentage score of need English language for reading for entertainment is 35.3% also 41.2% agree that its important while 17.6% see it is less important which means they are not interested in learning English to read some books for entertainment whereas 5.9% see it is very nonsense

Table 5. Explain the need of English Presently for Reading Academic and specialized Magazines.

Variable	Male		Female		Total	
	frequency	Percent	Frequency	Percent	frequency	Percent
Extremely important	15	44.10%	16	44.40%	31	44.30%
Important	17	50.00%	15	41.70%	32	45.70%
Less important	2	5.90%	3	8.30%	5	7.10%
Very nonsense	0	0	2	5.60%	2	2.90%
Total	34	100%	36	100%	70	100%

The analysis in the above table shows the majority of the students50% agree that it is important to learn English language so as to read academic and specialized Magazines44.1% of the students see it is extremely important 5.9% of the students see it is less important while 0% see it is very nonsense

4. Results

This chapter deals with testing the research Hypotheses.

Hypothesis one: ESP plays a vital role in the learning process nowadays on the basis of results obtained 67% agree that ESP plays vital role in learning process Hypothesis Two: There is a gap between English taught in schools and the workplace from the analysis we see that 66.7% agree with the idea that what is taught in the class room has no relation with the work place while 33.3% disagree with this idea

Hypothesis Three. The use of learning ESP in the classroom deepens understanding and this requires appropriate techniques and strategies

Following and comprehend Lectures 70.6% Participating in discuss Lesson %55.9 Reading academic books 67.6 Answer Exam Questions s or write reports 44% Reading specialized journals and references%55.9 that means the use of ESP in the class room has positive attitude from the students themselves to understand the subject.

5. Conclusion, Findings and Recommendations

This chapter includes the conclusion, findings and recommendations

5.1. Conclusion

This study explain and clear shows that the students find in English for specific purposes great pleasure more than the English language for general-purpose because it provide them with guidelines and materials to help them in their academic study specific skills related especially to the courses in which they are in close cooperation between the subject teacher and language teachers in order to help them understand lectures in Article specialization, as students become more motivated and the study to them be more enjoyable. Similarly, we find that academic writing, which aims to teach the student writing the article and the report thesis and research methods decisions find demand and acceptance of students. Also the study shows that readymade EAP materials designed by experts in the field of syllabus design. The EAP teachers compile the EAP materials by themselves. The product is more likely to be inadequate. Such inadequacy in EAP materials has triggered the need to investigate this problem as an urgent ELT issue in tertiary education in Sudan. In addition to encourage the direct cooperation between the core subject teachers, syllabus designers and the ESP teachers in the processes of syllabus design and materials development in Sudanese higher institutions. the research has many hypothesis: using technology provide diverse and culturally relevant experiences that help students develop an understand what is going around in the world. learning ESP in the classroom deepens understanding and this requires appropriate techniques and strategies. The data was collected by the instruments of the specifically the students 'questionnaire in addition to English language teachers'. interview Moreover, the study uses the descriptive and analytical approach to SL instructions, mainly in the Teaching of grammar and reading comprehension. The data was presented in tables of percentages for each scale in this study.

5.2. Findings and Recommendations of the Study

The following are the major findings and recommendations of the study:

1/ Sufficient ESP Competencies is required for communicative tasks and differentiating ESP from General English.

2/ Limited use of ESP books as reference caused Insufficient ESP Competencies.

3/ Drawbacks in ESP materials are due to the absence of needs analysis in the process of syllabus design.

4/ Many of ESP learners in Sudanese higher institutions are not aware of both their learning and target situation needs.

5/ ESP materials, which are taught to students in Sudanese higher institutions do not match the learners' learning and target situation needs. The main recommendation of the study is that the students' voices (learners' needs analysis) should highly be considered in the process of syllabus design.

In the light of these findings, the researcher recommends the following:

A needs analysis should be an indispensable tool in the process of syllabus design

B. ESP courses which are taught in Sudanese universities should be tailored to the students' specific needs.

C. ESP courses which are taught in Sudanese universities should regularly be reviewed and modified.

D. There should be a technical committee for the regular review and development of the ESP materials in all the Sudanese universities.

E. to satisfy the students' real needs, the students' voice should be heard during the process of syllabus design.

F. Cooperation need to be enhanced with subject teachers, EAP teachers as well as with students.

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