

ESP Teaching Practices of English Language Teachers in the Field of Medicine and Engineering: Perceptions of ELTs and ESP Learners

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Abstract

Within the wider academic framework of English language teaching, the conceptual term 'ESP' is generally considered to mean "English for Specific Purposes" (Dudley-Evans & St John, 1998). ESP is primarily an umbrella term which covers domain specific English literacy skills. For meaningful communication in academic and professional contexts, students of medicine and engineering are required to have context specific English language skills (Niazi, 2012; Venkatraman & Prema, 2007; Sidek et al., 2006; Pendergrass et al., 2001; Tan, 1999). This study attempts to explore the role of English Language Teachers (ELTs) in teaching ESP. A phenomenological research design was used to study the ESP teaching practices of ELTs. The target population of this study constituted one public and two private sector universities of Karachi. The sample size taken for this study constituted 10 ELTs sampled through snowball sampling technique and 100 ESP learners with further bifurcation of 50 each from the field of medicine and engineering chosen through purposive sampling. Open ended questionnaire and interview protocols were used in data collection. The collected data were thematically analyzed. The analysis of data suggested English language competence, pedagogic competence and understanding of the ESP learners' target communicative needs. The analyses of ESP learners' data suggested the preferred role of ELTs in ESP teaching.

Keywords: ESP, ESP teaching practices, English language teachers (ELTs), ESP learners.

1. Introduction

English due to its global significance is the most preferred and widely used language of communication in the realm of business and politics, media and education, governments and

diplomacy, technology and research in Pakistan ((Atique & Khan, 2015; Ali & Khan, 2015; Dar & Khan, 2014; Dar, Akhtar, & Khalid, 2014; Dar, Zaki and Kazmi, 2010; Zaki, 2007; Sultana, 2007; Khan, 2007; Ammon, 2001; Graddol, 1997). In order to help people for upward social mobility and economic uplift, the teaching of English in Pakistan is considered an extremely desired need for student majoring in various disciplines including natural sciences, social sciences, management sciences, economics, medicine, law and engineering (Shamim, 2007; Ahmad, 2006; Shamim, Khurram, Shahabuddin, & Usmani, 2006; Al-Khatib, 2005)). Various studies suggest that for effective communication, a mere content knowledge will never serve the purpose unless domain specific language input is not provided to ESP learners majoring in various disciplines (Buriro & Soomro, 2013; Abdulaziz, Kazim, Mahmood, & Fazal e Haq, 2012; Niazi, 2012; Hussain, Ahmad & Zafar, 2009; Strevens, 1988). Consequently, the teaching of ESP courses is considered to help learners communicate effectively in oral and written discourses (Hussain, Ahmad & Zafar, 2009; Ahmad, 2006; Basturkmen, 2006; Orr, 2002; Hutchinson & Waters, 1987). However, to achieve this purpose of the ESP courses, the role of ESP teachers is more significant. Although various studies have reported the preferred role of ELTs in ESP teaching (Asgari et al, 2013 & 2014; Maleki, 2005 & 2008 ; Brown, 2001; Gatehouse, 2001; Rivers & Temperely, 1978; Robinson, 1991), yet controversy persists concerning the role of ELTs and Subject Matter Specialists (Maleki, 2008; Asghari et al, 2013). It is claimed that English language teacher (ELTs for short) do not possess fundamental knowledge of the technical aspects of various disciplines. Arguably said, with these limitations, the ELTs face difficulties in making meaningful contribution to help learners in developing their technical language competence (Hamp Lyons, 2001). Other studies however reported the limitations of Subject Matter Specialists (SMSs) in decoding language related concepts (Buriro & Soomro, 2013; Qazi & Simon, 2012; Niazi, 2012; Bojovic, 2006). This study explores the perceptions of ELTs and ESP learners with the intent to explore the preferred role of ELTs in the teaching of ESP courses at tertiary level in Pakistan.

1.1 Rationale of the Study

Within the realm of ESP in Pakistan, multiple studies have been conducted in various disciplines including management sciences, medicine, engineering, law and industry. These studies have explored areas with focus on needs analysis, syllabus designing, material

development and evaluation (Buriro & Soomro, 2013; Abdulaziz, Kazim, Mahmood, & Fazal e Haq, 2012; Niazi, 2012; Ahmad, 2006; Massood, 2003; Bashir, 2004; Imtiaz, 2002). However no study was found to have probed the ESP teaching practices with particular emphasis on the role of English language teachers (ELTs) at tertiary level in Pakistan. This study is an attempt to explore the ESP teaching practices of ELTs.

2. Review of the Related Literature

In the realm of English language teaching, the genre of ESP is primarily aimed to help ESP learners in developing the specific repertoire of language with particular emphasis on lexical, grammatical and rhetorical elements used in specific disciplines, vocations and professions (Maleki, 2008; Robinson, 1991). This further suggests the significance of predicting the target needs of ESP learners for effective communication in different contexts. The term Communication involves understanding a discourse where the specific language is required to be used and where the ESP learners shall have to perform (Long, 2005; Orr, 2002). According to Hutchinson and Waters (1987) “ESP is an approach to language teaching in which all decisions as to the content and method are based on the learner's reason for learning” (p.19). Consistent with this definition, the contents of ESP materials and pedagogy also vary to meet the communicative needs of ESP learners (Maleki, 2008; Basturkmen, 2006; Hutchinson & Waters, 1987). With this as backdrop, the role of ESP teacher is intrinsically involved to help ESP learners in developing their competence for effective communication in academic and professional contexts (Asghari, 2013). Since ESP is a bottom up approach in English language teaching, arguably said, the ESP teacher is required to be more concerned with needs analysis, material selection, evaluation of the materials and the teaching methodology (Larouz, 2012). As regards the dilemma in ESP teaching, Maleki (2012) claims that an ESP teacher from the specific discipline of ESP learners could better help to convey content area knowledge but might not be well-prepared to decode language related concepts clearly. Other studies equally suggest the significance of English language for ESP learners to communicate effectively in written and oral communicative discourses (Buriro & Soomro, 2013; Niazi, 2012; Ahmad, 2006). Hutchinson and Waters (1987) suggest three competencies for effective ESP teaching. These include (a) a positive approach towards the ESP content, (b) knowledge of the fundamental principles of the subject area of the ESP learners and (c) awareness of the learners' target communicative needs.

3. Method

This qualitative descriptive study explores the ESP teaching practices of ELTs in the realm of medicine and engineering at tertiary level in Karachi.

3.1 Participants

A representative sample of 10 ELTs and 100 ESP learners with further bifurcation of 50 each from medicine and engineering constituted the sample size of this study. Two sampling strategies were used. A Snowball sampling technique was employed in choosing ELTs having ESP teaching experience whereas purposive sampling was used in the selection of ESP learners (Cohen et al, 2007). On the basis of phenomenological research design, the study was further pursued in probing the ESP teaching practices of ELTs. A phenomenological inquiry “is an attempt to deal with inner experiences un-probed in everyday life” (Merriam, 2002, p. 7). The following table presents sample distribution of the participants.

Table: 3.1 Sample Distributions of the Participants

Main Groups	Sample	Subgroups	
(a) ELTs	10	Male ELTs	Female ELTs
		5	5
(b) ESP Learners	100	Medicine	Engineering
		50	50

3.2 Instruments

Interview protocols and open ended questionnaires were used in data collection. Cohen et al (2007) suggests tool validation. Prior to data collection, validity and reliability of the tool was achieved by adopting the following procedure.

- a) **Self validity:** The tool for this study was developed. A self review of the tool was conducted with the intent to know whether each item in the instrument accurately measures what it was meant to measure. This was followed by expert validation.
- b) **Expert Validation:** Expert validity of the tool was achieved through validation jury. This comprised five experts in the field. The suggested changes by jury were incorporated accordingly.

- c) **Pilot validation:** Pilot validity of the instrument was achieved through empirical testing of the tool in the field. This involved participants who were not part of the main study (Schreiber, 2008). This was followed by reliability of the tool.
- d) **Reliability:** Reliability as a check of the tool was obtained by examining consistency in responses of the participants.

3.4 Procedure

Data were collected in two phases. First, individual semi structured interviews were conducted with ELTs. The interviews were recorded and further uploaded to portable device for safety and transcription purpose. To achieve respondents' validation, the transcriptions of all interviews were emailed to participants. In the second phase, open ended questionnaire were administered to ESP learners. This was followed by assigning pseudonyms to all participants with the intent to ensure anonymity. Accordingly, MELT with numeral 1 to 5 was accorded to male participants and FELT followed by numeral 1 to 5 was assigned to female participants. Codes were also assigned to ESP learners. As such, engineering ESP learners were assigned ES with numeral 1 to 50 and MS with numeral 1 to 50 was assigned to participants from medicine.

4 Data Analysis

For qualitative data analysis, Saldana (2009) suggests coding of the data. First open coding of the data was carried out (Glaser & Strauss, 1967). In order to distinguish similarities and patterns in data, pattern coding was conducted. Pattern coding is a process of repeated sorting through the data which led to emerging categories (Saldana, 2009). This process was carried on repeatedly until a saturation of the data was achieved.

4.1 Coding scheme of ELTs' Data

The following table presents coding scheme of ELTs' data.

Table 4.1 Coding scheme to categorize ELTs' comments about teaching experience

Category	ELTs	Comments
a) ESP Courses		
		English for business communication, English for nursing, English for medicine, English for lawyers, English for engineers, Managerial communication, Technical report writing and presentation skills, Academic writing, Progress report writing, Oral communication & Communication skills

b) ESP Teaching Experience	8 ELTs 2 ELTs	it was interesting experience challenging
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c) Problems of the ESP learners experienced by ELTs	4 ELTs 6 ELTs	students' lack of awareness of the ESP students' poor language background
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d) Coping strategies used by ELTs	4 ELTs	group activities and peer feedback
	3 ELTs 3 ELTs	Group work, motivation activities, role plays and feedback
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e) ELTs' Teaching Strategy	4 ELTs	task and activities
	3 ELTs 1 ELT 2 ELTs	LCA, CLT & TBLT for different skills lecture followed by tasks content based approach
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f) ESP Teaching Materials	10 ELTs	books & self-developed materials
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g) Assessment procedure	10 ELTs	Formative & summative assessment
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h) Challenges of ELTs	2 ELTs	teachers' transition from GE to ESP was challenging
	1 ELT	institutional problems
	7 ELTs	it was challenging in terms of pedagogy & materials development
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4.1 Thematic Analysis of ELTs' Data

Theme 1: ESP Teaching Experiences

To explore the ESP teaching experiences of ELTs, the analyses of data (80%) suggested that ESP teaching was interesting, wonderful, and good experience (MELT1; FELT4). The analysis of data (20%) also revealed ESP teaching more challenging because switching from general English to the teaching of amore restricted repertoire of language was demanding experience (MELT, 3; FELT, 5).

Theme2: Problems of the ESP Learners

Concerning the problems of ESP learners, the analysis of data (40%) revealed the students' lack of awareness about the significance of ESP courses. Their focus was on major subjects (MELT1; MELT, 3; FELT, 2; FELT, 4). The data (60%) also suggested students' poor English language background (MELT, 2; MELT, 4; MELT, 5; FELT, 1; FELT, 3; FELT, 5).

Theme 3: Coping Strategies Employed

Regarding the pedagogic approach of ELTs while dealing with ESP learners from various disciplines, the analysis of data (60%) reported pair activities and group activities for writing followed by teacher's feedback (FELT, 1; MELT, 2). It was also found that role plays and discussions were used to help ESP learners develop their oral skills (MELT, 4; FELT, 3; MELT, 1; FELT, 4 & MELT, 5).

Theme4: ESP Teaching Techniques used

As regards teaching techniques, the analyses of data (70%) show pair and group activities in ESP classes (MELT, 2; MELT. 4 & FELT, 5). The analysis of 30% data suggested mix method technique involved input through lectures followed by activities (FELT, 1; MELT, 3).

Theme5: ESP Teaching Materials

With regard to ESP teaching materials, the analyses of data (80%) have shown the use authentic materials (MELT1&2; FELT3&4). The analysis of data (20%) further suggested the use of books as well as self-developed materials (FELT, 1; MELT, 5; FELT, 2).

Theme6: Assessment Procedure used in ESP Teaching

While exploring assessment procedure used in ESP teaching, a unanimous approach of the respondents came up. The analysis of data reported the use of formative assessment based on quizzes, tests, assignments, presentations, group activities and mid terms exams followed by summative assessment through graded presentations and final exams (MELT1, 2, 3 & 5; FELT1, 2, 3 & 5).

Theme 7: Challenges of ELTs

In order to determine the challenges in ESP teaching, the analyses of data claimed ESP teaching a more challenging and demanding experience (MELT 3 & 4). Because ESP involves developing an understanding of the learners' field of study, employing an appropriate teaching strategy and developing appropriate materials to cater to the learners' target communicative needs (MELT1, 2 & 5; FELT1, 2, 3).

4.2 Coding Scheme of Engineering ESP Learners' Data

The following tables present the coding scheme of Engineering ESP learners' data

Table 4.2 Coding Schemes to Categorize Engineering ESP learners' Comments of ESP Learning Experiences

Category	ESP Learners	Comments
a) ESP Courses		
English for business communication, memos, letters, report writing, communication skills and presentation skills		
<hr/>		
b) Learning Experience	20	it was interesting for prospective communicative needs.
	10	good for effective communication.
	10	The teacher was helpful and dedicated.
	6	it was boring because English is difficult for us
	4	it depends on the teacher' strategy
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c) Problems in ESP Learning	24	lack of awareness about the course
	10	lack of interest in these courses due to our engineering projects
	4	teacher's poor teaching method
	12	poor English backgrounds
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d)ELTs' Teaching Strategy	40	task and activities, presentations, assignments
	10	lecture and activities
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e) ESP teaching Materials	38	the materials are designed by the teacher
	10	books and self-deigned materials used by the teacher
	2	vague comments due to poor writing
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f) ESP Courses by ELT or by a teacher from Engineering Field		
	36	ELTs because they have good command of their subject
	2	Non ELTs confuse us with operational issues related to industry
	2	Non ELTs have only technical knowledge
	2	subject teacher because they understand our problem
	8	Both ELTs and non ELTs
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4.2.1. Thematic Analysis of Engineering ESP Learners' Data

Theme1: Learners' Experiences of the ESP Courses

To what extent ESP learners were satisfied with the teaching of ESP courses, the analyses of ESP learners' data (80%) revealed: "ESP was an interesting learning experience for me. At times we how to interact and communicate with different people in different situations; consequently, we need to have technical language skills to communicate effectively" (ES, 1; ES, 2; ES, 3; ES, 4; ES, 5). 12% data revealed that" ESP was boring experience because English is difficult for them" (ES, 13; ES, 22& ES, 25), and 8% highlighted the role of the teacher "it depends on the teacher to either make it interesting or boring" (ES, 24 & ES, 18).

Theme 2: Problems in ESP Learning

In order to determine the problems of ESP learners, twelve participants (48%) highlighted the lack of awareness about the significance of these courses, "ESP is something new for us" (ES, 17 & ES, 23), five participants (20%) revealed their lack of interest, "our lack of interest in these courses is due to our engineering projects" (ES, 12, 17 &22), the other six (24%) highlighted their poor English language background. Two participants (8%) expressed their dissatisfaction with teaching approach of the teacher.

Theme 3: Teaching Strategies used by Teacher

To explore the teaching techniques adopted by the teacher, twenty participants (80%) highlighted task based approach in the teaching of writing skills (letters, memos, resume etc) and also group discussions and presentations for oral skills (ES, 1; ES, 7 & ES, 23). The other five participants (20%) revealed that "lectures are followed by different activities" (ES, 18; ES, 20 & 11).

Theme 4: ESP Teaching Materials

In an attempt to know the kind of materials used by the teachers, the analysis of 19 respondents (76%) revealed that mostly the materials are prepared by the teachers themselves, "the materials are designed by the teachers themselves because the book is too foreign to understand, the teacher takes materials from the book and adapt it according to our caliber" (ES,

23; ES, 11; ES, 19 & ES, 22). The data (20%) also suggested the combination of books and self-designed materials used by the teacher (ES, 21& ES, 24). One participant (4%) came up with a very vague response written in regional dialect.

Theme 5: Preferred ESP Teacher

Concerning the role of ELTs in ESP teaching, a significant percentage (72%) of the participants preferred the teaching of ESP courses by ELTs, “we prefer ELTs because they are experienced, have a good command of their subject, expert, having good teaching techniques, good in speaking, and having good teaching skills, moreover communication skills are directly related to ESP” (ES, 23; ES, 17; ES, 22; ES, 18). Four participants (16%) revealed, it is preferable that ESP should be taught by both ELTs and also Subject Matter Specialists (ES, 24; ES, 20; ES, 16). Two participants (8%) expressed their dissatisfaction by saying, “subject teachers have only technical knowledge, they confuse us with issues related to industry” (ES, 21& 15). One participant (4%) highlighted that he doesn’t like ESP courses to be taught by ELTs because only a subject teacher can understand our problems well (ES, 3). The analyses of engineering ESP learners’ data suggested that ELTs are preferred in the teaching of ESP courses.

4.3 Coding scheme of Medical ESP learners’ data

The following table presents the coding scheme of medical ESP learners’ data taught by ELTs.

Table 4.3 Coding Scheme to Categorize Medical ESP learners’ Comments of ESP Learning Experiences

Category	ESP Learners	Comments
a)ESP Courses		Managerial communication, academic writing, memos, resume, letters, report writing, communication skills, presentation skills
b) Learning Experience	42	we have learnt how to communicate orally and in writing through English
	4	of course a new learning experience
	4	bad experiences
c) Problems in ESP Learning	12	lack of awareness about the course

	22	poor speaking and lack of confidence in presentation skills
	12	poor writing skill due to poor English vocabulary
	4	lack of interest in these courses due to medical study
<hr/>		
d)ESP Teacher’ teaching Method	38	lecture through multimedia, writing activities, group discussions and presentations
	8	group, peer assignments, writing tasks
	4	no comments
<hr/>		
e) ESP Teaching Materials	36	authentic materials based on activities & presentations
	8	books and materials
	6	vague answers due to poor writing
<hr/>		
f) ESP courses should be taught by ELTs or by a teacher from Medical field		
	44	ELTs because they have command over English and teachers from medical field have command over medical subject.
	4	teacher from the medical or nursing because they have better knowledge of the subject in that sense can better transfer their knowledge to students.
	2	No comments

4.3.1 Thematic Analysis of Medicine ESP Learners’ Data

Theme1: Learners’ Experiences of the ESP Courses

As regards the learners’ experiences of the ESP courses, the analysis of medicine ESP learners’ data (84%) have claimed their satisfaction in the teaching of ESP courses by ELTs, “ESP was helpful, good, effective and amazing experience because it helped us in developing our knowledge in the field of medicine and confidence of speaking as well” (MS, 1; MS, 2; MS, 3).

Two participants (8%) termed ESP a new learning experience (MS, 21; MS, 23), whereas the other two respondents (8%) called it boring experience (MS, 14 & MS 24).

Theme 2: Problems in ESP Learning

The most persistent problem in ESP learning was poor English language background of the participants. The analysis of data (44%) highlighted poor speaking skills of the respondents, “we lack confidence in oral communication and presentation skills” (MS, 21; MS, 13; MS, 17). The data (24%) also suggested the respondents’ poor writing skills in writing resume, memos and reports of different kinds, “poor writing skills due to my poor English vocabulary” (MS, 3; MS, 4; MS, 23). The analysis of data (8%) revealed the learners’ lack of awareness about the ESP course (MS, 3,4&15). The analysis of (24%) data suggested their “lack of interest due to medical studies” (MS, 11, 12 & 25).

Theme 3: Teaching Strategies used by Teacher

To explore the teaching strategies employed by teacher, the analysis of data (76%) suggested task based approach based on writing activities, presentations and group assignments. The data (16%) also revealed mixed method approach i.e. lectures followed by activities “lecture through multimedia, writing activities, group discussions and presentations” (MS, 3; MS, 7; MS, 23). Two participants (8%) failed to write any response.

Theme 4: ESP Teaching Materials

Regarding materials, it was found from the analysis of data (72%) that mostly the materials were developed by the teachers themselves (MS, 3; MS, 4; MS, 12). The analysis of data (28 %) further suggested the combination of books as well as authentic materials (MS, 1; MS, 9 & MS, 22).

Theme 5: Preferred ESP Teacher

Concerning the preferred role of ELTs, the analyses of data (88%) have shown the ESP learners’ preference for ELTs, “we like ELTs because the ESP courses are related to English” (MS, 1; MS, 4; MS, 7, MS, 21). The analysis of data (8%) suggested that ESP courses should be

taught by Subject Matter Specialists: “a teacher from the medicine or nursing should teach ESP because they have better knowledge of the subject”(MS, 12; MS, 23; MS, 25).

5. Findings

5.1 ESP Teachers’ Data

This study explored the ESP teaching practices of ELTs in eight domains. From the analysis of data, the following conclusions have been drawn: it was found that ESP teachers irrespective of the background viz. ELTs or non ELTs can teach ESP to any bench of learners provided he has a good command of the English language, good pedagogical skill and better understanding of the learners’ target communicative needs. It was further found that an ESP teacher from any disciplines of medicine, engineering and management sciences with good command of English language will teach ESP courses better than ELTs. For better learning outcomes, the insights obtained from this study also suggested blended teaching, a strategy based on the input from Subject Matter Specialists and ELTs. The findings of this study claim the preferred role of ELTs in ESP teaching.

5.2 ESP Learners’ Data

As regards the preferred role of ELTs, the perceptions of ESP learners were also explored. The following conclusions suggest the role of ELTs in ESP teaching: A significant percentage (80%) of the engineering ESP learners’ data suggested the teaching of ESP courses by ELTs. Few respondents (16%) has suggested blended teaching with emphasis on the shared role of ELTs and Subject Matter Specialists. Some respondents (4%) preferred only Subject Matter Specialists. As regards the medicine ESP learners’ perceptions, 88% ESP learners were satisfied with the teaching of ESP courses by ELTs, 8% were in favor of both ELTs and Subject Matter Specialists and 4% didn’t give any comments. The perceptions of ESP learners’ data suggest the effective role of ELTs in ESP teaching.

5.3 Discussion

From the analyses of ELTs data, it was found that ESP teaching is neither the exclusive domain of the teacher having specialty of the learners’ field of study nor the ELTs could be claimed to have a legitimate edge over the non ELTs. Briefly said, ESP is not a matter of specialization rather it’s the positive approach:“At tertiary level, I was assigned to teach ESP. it

was so hectic in the beginning as I was required to do extra hard. However, with a new teaching experience and obviously a different audience as well, I begin to develop my interest to make my meaning across”(MELT, 1). To what extent an ESP teacher can help the learners in achieving the target literacy skills, this depends on how well aware the teacher is about the target communicative needs of the ESP learners: “When I started ESP teaching to medical students, I had the problems because switching from the genre of EGP to ESP was new and demanding as well. Moreover, there was a knowledge gap. I was not able to pick what the medical terminology and other medical aspects they needed to learn. I had to do extra efforts; I had to change my methodology in every class and in every session” (FELT, 1). These insights suggest that a mere command of the English language might not be enough to qualify an ELT for the teaching of ESP courses. This idea has been clearly articulated by Bojovic (2007:493) “ELTs are not specialists in the field, but in the teaching of English, their subject is English for the profession but not the profession in English”. Equally said, the subject teacher with poor language input may never do justice to help learners in achieving the required skills for effective communication (Maleki, 20112). With these insights in backdrop, an ESP teacher irrespective of the background ELTs or non ELTs needs to demonstrate English Language Competence, Pedagogic Competence and knowledge of the learners’ future needs. The insights of this study have further suggested blended teaching i.e. collaboration between ELTs and Subject Matter Specialists. The comparative analyses of ESP teachers and ESP learners’ data suggested the significance of ELTs in the teaching of ESP courses.

5.4 Pedagogical Implications

While Exploring the ESP teaching practices of ELTs, this study found language competence, pedagogic competence and knowledge of the ESP learners’ target communicative needs a necessary condition for effective ESP teaching. The insights of this study further suggest that an ESP teacher with good content knowledge but poor command of English language will never assess the learners’ achievement in writing and oral communicative skills. Arguably, the teacher with good content and language input is equally required to have better knowledge of the

learners' need in oral and written discourses. Moreover, a pedagogically competent teacher might explore alternative teaching techniques in making his ideas across among the learners. With these insights, an ESP teacher irrespective of the background viz. ELTs or non-ELTs can teach ESP to any bench of learners provided he develops certain level of understanding and competence as well (Estaji & Nazari, 2015; Zoghi & Farsi, 2014; Rajabi, Kiany, & Maftoon, 2011).

5.5 Limitations of the Study

The current study has these limitations

(a) Sample Limitation

The target sample of this study constituted 20 ELTs. However, dispersed sample coupled with research timeline to follow were the constraining factors. Consequently, data were collected from 10 ELTs.

(b) Tool Limitation

To overcome the researcher's biasness in any one data source, data collection tool comprised interview protocols, questionnaires and classroom observations. However, the consent was not granted to observe ESP classes.

(c) Data Limitation

Data from ELTs were planned to be gleaned through focus group interviews. However, dispersed sample, lack of consent of the participants coupled with research timeline to follow turned into individual semi structured interviews.

5.6 Conclusion of the Study

At tertiary level, students from various disciplines are taught ESP by ELTs and Subject Matter Specialists. In the realm of medicine and engineering, the current study explored the ESP teaching practices of ELTs. The perceptions of ELTs and ESP learners were explored with the intent to know the preferred role of ELTs in ESP teaching. The comparative analyses of data suggested the preferred role of ELTs in ESP teaching. The findings of this study are not claimed to be generalized. The insights obtained may serve to help other researchers interested in probing other aspects of the ESP. The findings of this study resonate with previous studies (Alsolami, 2014; Estaji & Nazari, 2015).

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