

# ENGLISH FOR SPECIFIC PURPOSES: ROLE OF LEARNERS, TEACHERS AND TEACHING METHODOLOGIES

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## Abstract

This article aims at presenting insights regarding the peculiar role of learners, teachers and teaching methodologies to address to the specific needs of English for Specific Purposes (ESP) programmes. It has been found out that adulthood teaching demands that ESP teaching should not be restricted only to instructional setting but other modes, such as self-access study, project work, cooperative learning etc. should be incorporated in the program. It has also been reported that ESP learners should be actively involved in the process of the choice of the content materials, curriculum development and teaching methodology to ensure maximum commitment and motivation of the program participants. The following five key roles have been identified for ESP practitioners who need to discharge their work as a 1) teacher, 2) course designer and material provider, 3) collaborator, 4) researcher and 5) evaluator. ESP teachers have to bear the extra burden of the content area of the learners as well. Additionally ESP practitioners have a challenging task because they are not in the position of being the 'primary knower' of the carrier content and in most of the cases ESP learners may know more about the content than the teachers. The findings strongly suggest that ESP teaching calls for an extremely professional behavior on part of ESP teachers who need to update their knowledge by remaining constantly in touch with the research in the various fields of ESP. It is suggested that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners and ESP practitioners have to pick and choose from a host of teaching methodologies to run an effective ESP course. It may be summed up that as the learners' personalities as well as the learning contexts are diverse and specific, there is an unavoidable need to choose matching pedagogical methodologies.

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**Keywords:** English for Specific Purposes, Practitioner, ESP learners, Needs Analysis

## **Introduction**

A growing mass of research has reported that number of universities that are offering ESP courses are on the rise nowadays to meet the ever-increasing specific needs of students who belong to different fields. Bracaj (2014, p. 40) has revealed that this increasing demand has “led some higher education authorities and administrators in many countries to claim that ESP should replace EGP, the long-existing practice of English language teaching”. ESP is quite flexible discipline and it has been defined differently by different people. Robinson (1980) has stated that ESP is the teaching of English to the students who have specific objectives and purposes which might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have defined it as the teaching of English for “clearly utilitarian purposes”. Both these definitions clearly indicate that ESP is not confined to any specific field, discipline or profession and has a broader area of action. The above discussion transpires that “S” for specific is central to ESP. The same has been stated by Hadley (2006, p. 3) that “the key to teaching ESP is to focus on the “S” for specific. ESP can be differentiated from general ELT by its concern with specialized language and practice”. This word “special” might refer to specific needs of the learners or specific language. This confusion prevailed during 1980’s and has been reported by Gatehouse (2001). Mackay and Mountford (1978, p. 4) posited that:

“The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation”.

## **Development of ESP**

Though there have been contradicting voices regarding the historical growth of ESP (Romo, 2006 cited in Javid, 2013a), it has been widely believed that 1960’s was the dawn of this ELT approach (Hutchinson and Waters, 1987). Much research has reported that ESP gained popularity in the sixties of twentieth century (Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987; Anthony, 1997; Gatehouse, 2001; Mackay and Mountford, 1978; Javid and Umer, 2013). Dudley-Evans and St. John (1998, p. 19) mentioned that "it was undoubtedly in the mid- to late 1960's, however, that various influences came together to generate the need and enthusiasm for developing ESP as a discipline". The advent and growth of ESP have been caused by several factors. Among these factors Oil Crises of 1970’s was a main factor which caused oil-rich countries opened their doors to the modern trends in Western knowledge. This has initiated an era of ELT in the gulf region. ‘The Revolution in Linguistics’ has been identified as

another major factor that substantially contributed in the emergence and growth of ESP during the 1960's and early 1970's (Hutchinson and Waters, 1987).

Discussing the question whether ESP courses were more successful than General English courses in preparing students for working or studying in English, "war stories and romances" (Dudley-Evans and St. John, 1998) presented various reports about the success of different ESP courses during 1970's and 1980's. Dudley-Evans and St. John (1998, p. 25) mentioned Foley (1979) who also discussed "the ESP program at the University of Petroleum and Minerals in Saudi Arabia" and provided "concrete evidence for the validity of the ESP approach".

### **ESP Learners**

Javid (2014a) has reported that English language teaching "pedagogy has undergone tremendous changes during the last few decades and individual learners and their differences have become major areas of interest in ELT research" (p. 180). ESP is a learner-centered approach (Dudley-Evans and St. John, 1998) and specific learners, their specific linguistic and non-linguistic needs are the nucleus of all ESP activities: needs analysis, material development, teaching process etc. ESP learners are the "students to whom English is a foreign language" and they "find their academic subject difficult, even though in all other respects they have the background and intellectual ability to do the work" (Hajjaj, 1989 c.f. Lackstorm, et al., 1972, p. 251). ESP courses (both academic and occupational) are designed for the learners who want English for their occupation in post-academic setting or for the ones who want it for academic purposes in pre-occupational setting. Talking about the required proficiency level of ESP learners, Yogman and Kaylani (1996) conducted a four-week English for business course and presented their findings to confirm that a certain level of proficiency was required for students to participate in predominately content-related material. Javid (2011 a&b) conducted a comprehensive study at Taif University to experiment in-house teaching material based on through investigation of linguistic as well as non-linguistic needs of Saudi medical undergraduate. The study lasted for two years and reported that the experimental group that was taught the indigenously developed teaching materials based on linguistic and non-linguistic needs of English for medical purposes (EMP) students performed significantly better not only in English but also in their content courses. The results strongly suggested that commercially available teaching material cannot cater for the specific needs of specific learners. Mentioning the primary function of ESP course, Adams-Smith (1989, p. 65) has declared that an ESP course prepares a "good ESP learner" who "is not necessarily the one who comes top in the English class, but rather the one who performs

successfully in concurrent and subsequent English-medium subjects”. These subject-oriented needs of the specific learners should be the main focus of ESP and the requirements imposed by the institutions may not be allowed to take the position of the only deciding factor in the preparation of ESP programs (Robinson, 1980). Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) have asserted that this flexible approach is suitable for “all age groups” and “arguably all target situations” because ESP has this ability to modify itself according to the needs of the target learners and situations. Javid (2013b) is another study that investigated the effectiveness of simulation on improving oral skills of Saudi ESP learners studying at Taif College of Pharmacy.

Learners’ age, attitudes, learning strategies and motivation have been the areas of interest for many research studies conducted in the Arab world and elsewhere (Hutchinson and Waters, 1987; Javid, 2014b; Dudley-Evans and St. John, 1998; Javid, thubaiti, and Uthman, 2013; Sifakis, 2003; Adams-Smith, 1989; Al-asmari and Javid, 2011; Javid, Asmari, and Farooq, 2012; Farooq and Javid, 2012). Sifakis (2003) referred to ESP adults in terms of their age, educational, professional and social background. Research has suggested that ESP courses are usually designed for adult learners. Sifakis (2003, p. 6 c.f. Kerr, 1977) has identified an ESP learner as “a person who is an expert in his own field and who can perform his various duties adequately in his mother tongue”. According to him, ESP learners are adults who have a strong educational background but have weaknesses in English. Dudley-Evans and St. John (1998) have also stated that ESP courses are usually designed for adult learners at “tertiary level” or for work place situations. These courses may be designed for the learners at secondary school level as well (ibid.). As compared to other authors who have seen adulthood as a necessary feature of an ESP learner, Sifakis (2003, p. 2) has concluded “that all ESP learners (even non-adults) share adulthood-oriented characteristics”. These characteristics of adulthood have been interpreted as follows:

The personal growth and full development of adults, also regarded as maturity— an ideal and a goal; A greater sense of perspective and an ability to make judgments (about themselves and others) based on accumulated experience— adults are usually serious in what they undertake and want to be taken seriously; An inherent autonomy, which renders them responsible decision makers, whose motivation (or degree of voluntary participation and personal involvement) is a central prerequisite as far as learning is concerned. (Sifakis, 2003 cf. Habermas, 1978, p. 3).

Learning behaviors of adults can be better understood in contrast with pre-adults or adolescents who are dependents and strictly supervised by their

parents and teachers. They feel comfortable in this restricted and directed atmosphere of formal schools and universities. They follow their studies without having a clear objective in their minds. Abbot (1981) called this phenomenon of learning without obvious learning objectives as “teaching of English for no obvious reasons (TENOR)”. These TENOR learners do not have high motivation for learning because of the lack of clearly-defined learning needs. The adults have been identified “primarily workers and secondarily learners” (Sifakis, 2003, p. 3). Robinson (1991) has reported “adults” as goal-oriented learners who do not want to learn English for social or cultural reasons but they usually follow a utilitarian goal to learn it for their well-defined occupational or academic needs. Hull (2004, p. 1) has reported that the “science and art” of adult teaching is primarily based on the concept that “the adult learner is self-directed and autonomous”. This well-defined goal-orientated behavior of ESP learners increases interest and motivation. Thus their motivation is based on practical needs: occupational, academic or financial. The difference between TENOR learners and ESP learners is marked with specific learning objectives, learning independence and high motivation of the later group (Dudley-Evans and St. John, 1998).

Harvey (1989, p. 28) has discussed motivation, both intrinsic and extrinsic, in detail and commented that internal/external need “is a broad motive which makes certain goal attractive and important for the individual, and motivation is the impulse which generates the learning activity”. According to him, this motivation or interest may be “abstract” or practical and utilitarian”. Al-asmari & Javid (2011) have investigated preparatory year Saudi students regarding their intrinsic and extrinsic motivation and “the findings suggested that motivation is a complex and multi-dimensional construct that requires the faculty to exploit not only the extrinsic but also the preferred intrinsic constructs as well for sustained and long lasting English learning motivation.” (p. 73). This well-defined and clear direction, practical and utilitarian in the case of ESP learners, helps them focus their efforts to achieve their desired objectives successfully (Harvey, 1989 cf. Crombach, 1963, p. 28). Harvey (1989, p. 32) has mentioned two main factors that may adversely affect ESP learner’s motivation which are:

“a very natural resentment which learners may feel towards the language because it requires substantial investment of time.--- forced to divert time from areas which they perceive as having more primary importance to their careers ..... their resentment towards what they see as cultural dominance”.

Characteristics of adulthood learning were given a lot of attention in “the learning and learner-centered” approaches of 1980’s and 1990’s (Hutchinson and Waters, 1987). Research has provided sufficient insights that learning adulthood is not restricted only to the age of the learner but it is

also associated with the learning attitude and “the way a learner approaches a learning situation” (Sifakis, 2003 cf. Dudley-Evans and St. John, 1998, p. 7). An ESP learner is the one who has usually crossed the “total dependence on teacher” stage and achieved the “level of maturity where he can not only evaluate information for himself but also make decisions about alternative procedures for learning” (Adams-Smith, 1989, p. 73). Robinson (1991) has reported that learning adulthood demands that ESP teaching should not be restricted only to instructional setting but other modes, such as self-access study, project work, cooperative learning etc., should be incorporated in the program. Research seems to suggest that ESP learners should be actively involved in the process of the choice of the content materials, curriculum development and teaching methodology to ensure maximum commitment and motivation of the program participants. Adams-Smith (1989) has advised that ESP course contents should be kept flexible to accommodate learners’ recommendations. He has warned that “it is the kiss of death to ask a class what they would like to study and then ignore every one of their recommendations” (pp. 65-66).

### **ESP Practitioners**

Research has suggested that

“language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology.” (Madhavantha, 2014, p. 73)

Considering the adult learning tendencies of ESP learners / participants, Sifakis (2003) has declared that the role of ESP teachers has become all-encompassing and challenging. Dudley-Evans and St. John (1998, p. 13) have contended that “we regard ESP teaching as extremely varied, and for this reason we use the term “practitioner” rather than teacher to emphasize that ESP work involves much more than teaching”. They have identified the following five key roles for ESP practitioners who need to discharge their work as a (n):

1. teacher;
2. course designer and material provider;
3. collaborator;
4. researcher;
5. evaluator;

The role of an ESP practitioner as a teacher "becomes more pronounced as the teaching becomes more specific" (Dudley-Evans and St. John, 1998, p. 13) because he has to bear the extra burden of the content area of the learners. This makes his role more challenging by virtue of the fact that "the teacher is not in the position of being the 'primary knower' of the carrier content ---- The students may in many cases, ----, know more about the content than the teacher" (ibid., p. 13).

Goonetilleke (1989, p. 45) has mentioned that it is not very easy to find the teachers who "know English as well as the subject of the students". ESP teaching demands well-trained teachers but research has reported that the number of such ESP practitioners is much below the required strength in different countries which is the main reason behind ineffective ESP teaching. Furthermore, the chances of ESP teacher education programs seem non-existent (Chen, 2006). Research has reported that action research is a useful tool for teacher development (Chen, 2000 cf. Stringer, 1996) and several research studies have offered insights into its primary goal: to foster teachers' ability to reflect, improve their teaching and grow in personal professionalism (Nunan, 1997; Richards and Lockhart, 1994; Palmer and Posteguillo, 1997; Dudley-Evans, 1997). It has been reported that identification of adult learners' perception regarding the qualities of an ideal teacher is significant because

"Teachers play a pivotal role in facilitating the learning process and their success mainly depends on those behaviours that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills" (Javid, 2014c, p. 42).

The study was an attempt to identify personality and ability characteristics of ideal English language teachers as perceived by Saudi ESP learners and the findings suggested that "those English language teachers are considered ideal who have the capacity to motivate their students to exploit their latent potential to achieve enhanced learning possibilities." (p. 42). Dudley-Evans (1997, p. 10) has stated that ESP teaching goes beyond teaching just language and it also involves teaching skills related to "macro-skills" of four language skills such as "importance of listening or reading for meaning, the importance of writing for an audience". Other research studies have also highlighted this "heavy demand" of not only having "a knowledge of the language of scientific discourse but also an awareness of the technical subject" (Gunawardena and Knight, 1989, p. 111). Hull, (2004, p. 1) has identified the role of an ESP practitioner as "a facilitator rather than presenter of content". It has been argued that ESP teachers are not "specialists in the field, but in teaching English," because their subject is English for the profession but not the profession in English (Milavic, 2006).

A professional ESP teacher should have this ability to get ready to teach the students from one professional field to another without spending months. An experienced ESP practitioner only carries the required "tools, frameworks, and principles of course design" and applies them to new content subjects.

Course designing and providing relevant materials is one of the most important aspects of ESP teaching. The needs of ESP learners are specific and ready-made teaching materials do not suit their learning objectives. Dudley-Evans (1997, p. 10) has chosen the term "material provider" to emphasize that "the ESP teacher should survey what is available, select units from a number of course books adapting these if necessary, and write a number of extra units". This job becomes rather more challenging because usually "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Jones, 1990, p. 91). Identification and analysis of present and target situation is the first and foremost responsibility of an ESP practitioner. ESP learners have specific needs which are necessary to be determined because "every ESP practitioner has had similar experience showing that teachers' perception of relevance do not necessarily match those of their students" (Adams-Smith, 1989 cf. Dudley-Evans, 1983, p. 66). It has been argued that these are not the needs of the students that ESP practitioners are supposed to consider but they have to know "the ESP ecosystem" as a whole.

We consider it to be a cardinal mistake on the part of the ESP practitioner to make decisions concerning (syllabus specification in detail, language or target situation analysis, appropriate learning material, classroom methodology, and so on) in a vacuum without having considerable contact with, and insight into, the ecosystem. (Adams-Smith, 1989 c.f. Holliday and Cooke, 1983, p. 66).

Gunawardena and Knight (1989) have stated that ESP programs should be developed by considering the requirements of the institutions along with the needs of the students. ESP course designing needs to consider all the above-mentioned diverse factors. ESP practitioners need to select or even write appropriate teaching material according to the students and institutional demands.

Role of ESP teachers as 'providers of material' thus involves choosing suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists. (Dudley-Evans and St. John, 1998, p. 15).

This makes ESP teaching very demanding, especially for someone who is new to this kind of teaching, but "such demands" provide them with a



lot of space to maneuver and innovate. They have commented that ESP teachers need to "assess the effectiveness of the teaching material used on the course, whether that material is published or self produced" (ibid., p. 15).

Challenging nature of ESP teaching calls for an extremely professional behavior on part of ESP teachers who need to update their knowledge by remaining constantly in touch with the research in the various fields of ESP. "Those carrying out NA, designing a course, or writing teaching materials need to be able to incorporate the findings of the research" (Dudley-Evans and St. John, 1998, p. 15). They have suggested that an ESP practitioner has to go beyond the first stage of NA and has to "be able to carry out research to understand the discourse of the texts that students use" (ibid., p. 15). This clearly suggests that action research as well as keeping oneself abreast with the ongoing research in the field of ESP is extremely necessary for ESP practitioners (Nunan, 1990).

Dudley-Evans and St. John (1998) have asserted that the specific work of ESP teaching should be dealt with thorough content subject specialists' collaboration. This collaboration may involve simple cooperation to find out about the subject syllabus or it may involve specific collaboration by actually including "the actual content of a subject course by exploiting texts in English that present additional relevant material" (ibid., p. 15) and this collaboration may extend to the level that "a specialist checks and comments on the content of teaching materials that the ESP teacher has prepared" (ibid., p. 15). They have rather gone to the extent of expecting the "fullest collaboration" where subject specialists and ESP teachers collaborate in "team-teach classes".

ESP practitioners' role as counselors and motivators is also seemed mandatory because they deal with adult learners. According to the *Encyclopedia Britannica*, motivation is "the process of helping an individual discover and develop his educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness". Counseling involves both appreciation and helping the learners in their learning and study needs (Sifakis, 2003 cf. Underhill, 1998). A good counselor has been identified as "a good person, intelligent, creative, sincere, energetic, warm towards others, responsible and of sound judgment" (Sifakis, 2003 cf. Wheeler, 2000, p. 66). In this regard, Javid (2010) has suggested "The role of a language teacher is not merely limited to teach and impart knowledge and skills but it also involves the task of motivating them by exploiting certain behavioral and social factors." (p.503). Consistent motivation by ESP practitioners has been reported to play an important role in academic development of ESP learners by providing a source of energy and enhancing their interest and desire to learn. This consistent motivation "helps the learner to focus his efforts and activities in a

given direction and thus towards specific objectives” (Harvey, 1989 cf. Crombach, 1963, p. 28).

Adams-Smith (1989) has presented his findings that offer deep insights into the psychological underpinnings of Arab students. ESP practitioners who are teaching in the Arab world are advised to respect their “students’ educational, cultural and religious background” because ESP teaching usually involves grown-up learners who look at their teachers as “a modal to be emulated” (ibid., p. 76). ESP practitioners are advised not to indulge themselves in practices and behaviors that may mar their respect in the eyes of their students. According to him, many Arabs believe that the only practical way to achieve “Western technological expertise” is possible only through “the integration of the classical system of Islamic education and the secularized Western system”, but still so many reservations exist in their minds about this integration. He has advised that “anyone teaching Arabs will do well to remember the existence of these opposing points of views, and the wisdom of avoiding a collision” (ibid., p. 76).

Another very important role of an ESP practitioner is that he needs to be involved in multiple kinds of evaluation including "the testing of students and the evaluation of courses and teaching material" (Dudley-Evans and St. John, 1998, p. 16). Along with the pre-program placement tests, and the final achievement test, several course quizzes during an ESP program should be conducted to assess the progress of the students. Furthermore, evaluation of “course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished”. They have rather advised that some time after the course the learners should be evaluated through some non-conventional ways to "be able to make use of what they learned and to find out what they were not prepared for” (ibid., p. 17). Along with summative assessment, formative assessment forms an integral part of an ESP course as “Formative assessment is included in the assessment regime of a curriculum to help learners diagnose and improve their learning weaknesses”. (Umer and Javid, 2013, p. 109). Therefore, it seems important for ESP practitioners to give emphasis to acquisition of knowledge through formative assessment so that ESP learners should not consider this kind of assessment as a mere source of getting high grades.

### **Teaching Methodology (Eclecticism)**

Selection of appropriate methodology or methodologies is another integral component of ESP teaching process. Much research has offered deep insights into the fact that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners (Hutchinson, 1998; Rao, 2001; Widdowson, 1983; Stern, 1992; Javid, 2010) and ESP practitioners have to pick and choose from a host of teaching methodologies to run an

effective ESP course. The specific demands of modern challenges in the field of ESP have forced ESP practitioners to “move away from ..... following one specific methodology” and select “techniques and activities from a range of language teaching approaches and methodologies” and this trend is termed as eclectic approach (wikipedia encyclopedia). This approach demands that the teacher “decides what methodology or approach to use depending on the aims of the lesson and the learners in the group” (ibid., p. 1). Widdowson (1983, p. 130) suggested that appropriate teaching methodology should be placed “at the very heart of the operation with course design at servicing its requirements” and to address their specific needs. John and Dudley-Evans (1991, p. 305) have reported that usually ESP courses are collaboratively run by language teachers as well as content teachers and “ESP requires methodologies that are specialized or unique”. Scientific analyses of the diverse linguistic as well as non-linguistic needs of specific learners provide the basic foundation of a successful ESP course because it specifies “what’ and ‘how’ of such courses. Meeting these specific needs requires a selection of methods and approaches. Xiao-yun et al. (2007, p. 1) have reported that “eclecticism in language teaching holds that although no single language teaching method manages to meet all the teaching and learning needs, many methods have valuable insights that should be drawn on”. It has become an additional burden for ESP practitioners to understand and exhaust different language teaching methodologies and approaches to sort out appropriate components of these by using eclectic approach because one single method or approach suit diverse and specific learners and teaching contexts (Kumaravadivelu, 2006). John and Price-Machado (2003, p. 43) have suggested that ESP learners are required to use English language in a well-defined diverse socio-cultural setting which demands that “all language teaching should be tailored to the specific learning and language use needs of identified groups of students”.

Hutchinson (1998) has emphasized the importance of considering the methodological aspects of ESP teaching to cater for the individual needs of ESP learners. Information transfer, information gap, jigsaw, task dependency and correction for content have been identified as five principles to justify the problem-solving and task-oriented nature of communicative exercises (Johnson, 1982). Research has offered valuable insights into the fact that ESP teaching requires diverse approaches and tasks to address diverse needs of specific learners. These tasks and techniques include gaps, prediction, integrated methodology (Hutchinson and Waters, 1987), role play and case studies (Huckins, 1988).

Xiao-yun et al. (2007) described the pedagogical history of ELT in China to seek best method. They detailed that various ELT methods and approaches were tried out during the second half of twentieth century. The

Direct Method was practiced after the Second World War and it was found unsatisfactory. During 1960s, the Situational Approach gained popularity but met the same fate and the next decade witnessed the proliferation of the Audio-lingual Method and it was found that the needs of ESL learners were not effectively met. It was the dawn of 1980s that the Communicative Approach was experienced to satisfy ESP/EAP needs of ELT learners but it was also not found sufficient to meet the needs of diverse learners and varied learning situations. Research provided sufficient insights that it was the same story of trial and error that was repeated throughout the world to single out the best ELT method to realize the needs of the diverse learners.

A lot of researchers reported that eclectic approach was adopted worldwide to solve this daunting obstacle and it gained popularity. It was declared that maturity of ELT depended on utilizing an “eclectic blend of tasks each tailored for a particular group of learners” (Brown, 1995, p. 74). Xiao-yun et al., (2007 cf. Fan, 1999) provided a long list of proponents of eclecticism among ESP practitioners, ESL scholars and applied linguists from the western world (Long, 1980; Brumfit, 1984; Yalden, 1987 etc.) and he reported rather a longer list from China (Yang, 1997; Wang and Huang, 2003; Zhang and Chen, 2003, etc.). Research provided sufficient insights in to the fact that it was not only the linguistic needs that needed eclectic approach to be followed but non-linguistic needs should also be taken care of through this dynamic approach. Javid (2011b, p. 43) has stated that ESP “learners have diverse language needs as well as they bear differences in their learning styles (LS) due to their diverse educational, social, ethnic and cultural background.” Roa (2001) reported that ESP practitioners’ teaching should match the learning styles of the learners because any conflict in this regard would adversely affect their teaching performance. He suggested that the teachers should use a variety of activities that would satisfy students’ diverse learning styles. It has also been recommended that ESP practitioners “also need to accommodate individual differences of their students by using diverse classroom activities and teaching techniques to ensure efficient and effective teaching (Javid, 2011b, p. 59).

It has been identified that local culture and learning setting atmosphere should also be considered for effective learning and the one of the major responsibilities of teachers is that they should select activities according to the above-mentioned factors (Canagarajah, 2002). Muriel (2006) has reported that language teachers have to explore different teaching methodologies and approaches to adopt them according to the peculiarities of the learners as well as the learning contexts. As the learners’ personalities as well as the learning contexts are diverse and peculiar, there is an unavoidable need to choose matching pedagogical methodologies.

## **Findings and Conclusions**

ESP is a learner-centered approach in which all teaching practices are governed by specific needs of specific learners. This process encompasses needs analysis, material development and its implementation, relevant assessment procedures etc. which actively involve ESP learners as well as practitioners. ESP courses (academic and occupational) are designed for the learners who want English for their occupation in post-academic setting or for the ones who want it for academic purposes in pre-occupational setting. It has been found out that learning adulthood demands that ESP teaching should not be restricted only to instructional setting but other modes, such as self-access study, project work, cooperative learning etc. should also be incorporated in the program. It has also been reported that ESP learners should be actively involved in the process of the choice of the content materials, curriculum development and teaching methodology to ensure maximum commitment and motivation of the program participants.

A growing mass of research has suggested that considering extremely varied nature of ESP teaching, the term “practitioners” is being used instead of teachers to emphasize that ESP pedagogy involves much more than teaching. Furthermore, the following five key roles have been identified for ESP practitioners who need to discharge their work as a 1) teacher, 2) course designer and material provider, 3) collaborator, 4) researcher and 5) evaluator. ESP teachers have to bear the extra burden of the content area of the learners. Additionally ESP practitioners have a challenging task because they are not in the position of being the 'primary knower' of the learners' content and in most of the cases ESP learners may know more about the content than the teachers. Therefore ESP teaching calls for an extremely professional behavior on part of ESP teachers who need to update their knowledge by remaining constantly in touch with the research in the various fields of ESP. Relevant literature seems to suggest that ESP practitioners have to actively indulged in action research as well to keep themselves abreast with the ongoing research in the field of ESP.

The findings of this study strongly suggest that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners and ESP practitioners have to pick and choose from a host of teaching methodologies to run an effective ESP course. It is also important that ESP practitioners run ESP courses in collaboration with content teachers and these courses require methodologies that are specialized or unique as they are governed by scientific analyses of the diverse specific learners needs. In conclusion it transpires that eclectic approach has been adopted worldwide to solve this daunting obstacle. Research provided sufficient

insights into the fact that it should not be only the linguistic needs that need eclectic approach to be followed but non-linguistic needs should also be taken care of through this dynamic approach. It has been found out that ESP practitioners should consider ESP learners' individual learning factors such as their learning styles, attitudes, motivation, learning strategies etc. as well as local culture and academic ecosystem to ensure effective learning. It may be summed up that as the learners' personalities as well as the learning contexts are diverse and peculiar, there is an unavoidable need to choose matching pedagogical methodologies.

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