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POSTGRADUATE STUDIES

**Identifying the differences between General English Language and
English for Specific Purposes and the implications for instruction**

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ACKNOWLEDGMENT

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ABSTRACT

This study seeks to understand the differences in teaching General English Language (GE) and English for Specific Purposes (ESP) to university students. Furthermore it attempts to define the most common effective teaching techniques that are used by professors, and their application with university students. Put differently, the predominant aim of this study is to compare GE teaching and the teaching techniques to those of ESP and to define their impact in the teaching process of university students who are studying in the field of English language.

In order to be able to measure the objectives stated above, a quantitative research has been conducted. This study and research has been conducted at a university level of education, whereas the participants for the study were students of the department of English Language and Literature, who study English language, therefore learn both GE and ESP. This sample included seventy students who study in this department, and the research sessions have been conducted in 2 classrooms. In addition short interviews were conducted with a sample of 20 students studying in the departments of Math, Accounting, Architecture and Medicine.

The students partaking in the research via questionnaires represent the same sample of students for both parts of the research. When filling the questionnaire regarding the 'GE lessons' the students referred to regarding, teaching and learning techniques used, and identified their effectiveness. The same was done with 'ESP'. Through the research part of the thesis it was attempted to identify which of the techniques overlap, and what techniques vary, by also identifying their success and effect in students' learning.

The duration of the study was four weeks and the sessions were conducted once per week. The, students filled out two questionnaires, one for EGP, and one for ESP, which served in an attempt to identify the teaching techniques, and their general effectiveness.

Key Words: General English (GE), English for General Purposes (EGP), English for Specific Purposes (ESP), teaching techniques.

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CHAPTER 1:

1.0 Introduction

Learning English language as a second language is a necessity. For those who study English language, it is believed that it takes different approaches to teach and learn different aspects of English language, and the success in their implementation varies. According to Popescu, (2010) a difference between ESP courses and EGP courses is that while EGP courses mainly focus on grammar and language structure, and are responsible for the general acquisition of the language, ESP courses focus on teaching specific aspects of the language, such as professional vocabulary that enables the learner to communicate better in a certain environment.

For those students who are involved with studying English language, understanding the differences between ESP and EGP learning is highly important in order to develop a clear understanding of these two aspects of English language, and be able to identify the successful approaches that provide the best success in learning. However, considering the fact that ESP and EGP are two different aspects of English language, they also differ from one another, and so do the techniques used in teaching them. Giavoli (2005) states that in comparison to GE, ESP cannot be limited to only corpus work, but instead it may be more practical and use more interesting resources.

However, a difference that teaching ESP has brought, is the need for extensive students' needs evaluation. This has also had an effect on EGP teaching, by influencing the approaches to English language teaching in general. The differences and similarities then can be analyzed not only in the teaching techniques, but also students' needs analysis, setting learners' goals, assessing materials, and the approaches to teaching ESP and EGP. Some of the differences between ESP and EGP can be easily defined. However, according to Islam, (n.d.), the main distinction between ESP and EGP stands in the manner which their learning purpose is defined and implemented. The ESP course requires from the

teacher, to embody a different teaching strategy in order to transfer the knowledge to the student, and to do so, the teacher must identify learners' needs, the teaching methods, as well as materials and the level of language teaching. If one, however, does not focus on the special needs of the student, and the specific linguistic knowledge, then what is being learnt is not ESP but EGP.

Liao, (2008) states that:

“the differences between ‘GE’ teaching and ‘Business English (ESP)’ teaching can be categorized into several categories, such as: differences in the role of the teacher, differences in course design, differences in teaching models, and differences in teaching skills.” (p. 90-96)

Therefore, the differences between EGP and ESP will be discussed in several aspects, and also their implications for instruction in each of these categories.

The relationship between EGP and ESP however is not defined only by their differences, but also by their similarities. According to Far, (2008) the separation between ESP and EGP comes due to inaccurate definitions of these two aspects of English language. However EGP language content as well as grammar and other aspects of EGP are vital when designing a curriculum for ESP classes.

Hence, identifying the differences and similarities between ESP and EGP, and identifying some of the successful teaching techniques for each of them will provide professors with a clarity regarding ESP and EGP. By doing so it will be easier to distinguish these two aspects of English language, planning the teaching content and lessons will be easier for professors, which in turn will be able to better fulfill the students' needs. Harper, (1986) states that there are many language teaching methodologies that can be adapted by professors, however they should opt to achieve a balanced and agreed approach when choosing which methodologies to use when teaching both EGP and ESP.

1.1. Background of the study

For those students who are involved with studying English language, understanding the differences between ESP and EGP learning is highly important in order to develop a clear understanding of these two aspects of English language, and be able to identify the successful approaches that provide the best success in learning. However, considering the fact that ESP and EGP are two different aspects of English language, they also differ from one another, and so do the techniques used in teaching them. As Hutchinson & Waters, (1987) suggest, while the course design may play a less significant role when it comes to GE, in order to meet the needs of particular ESP learners, professors ought to be more concerned when it comes to designing the appropriate courses. In addition they indicate that for the ESP teacher course work is every so often a substantial and significant part of the workload.

Understanding the relevance of GE learning and that of ESP with adult students has been my main motivation for choosing this topic. My main focus initially was in identifying the different approaches that can be used when teaching GE and ESP, and the differences and similarities when teaching these two aspects of English can alleviate the teaching process. Better understanding of these two aspects of English and their impact in the teaching and learning process has persuaded me to decide on this particular field.

1.2. Statement of the study

The thesis comprises of five main chapters, each dealing with a specific aspect of the thesis. The first chapter gives a general introduction to the thesis, and tackles the importance and purpose of the thesis.

In the second chapter the literature review is represented, where relevant books and researches are included. Literature review first deals with defining ESP in general, and later on focuses on differences between ESP and EGP.

In chapter three are included the study procedures and methodology. In this section are represented in details the methods used in the research, as well as relevant information regarding the participants in the study, the instruments used to conduct the research, as well as the structure and timeline of the research part of the thesis.

In chapter four are represented the data gathered through the research, along with the discussion of the quantitative data obtained with the use of questionnaires and interviews.

Chapter five consists of the conclusion and recommendation part of the thesis, where a summary of the current situation between ESP and EGP in schools is presented, along with the recommendations for the future research studies and potential recommendation for schools teaching ESP and EGP.

The thesis naturally contains the bibliography part where the relevant sources included in the thesis are presented, as well as the appendix section that includes additional information that is referenced within the thesis.

1.3. Objectives of the Study

Knowing a foreign language or two is a great boost for one's future especially when searching for a job. However, there are many aspects of language learning where a student can focus, and each of them has its specifics. Referring to ESP and EGP teaching and learning it can be said that any of the two has its difficulties. Hence there can be times now and again when professors of ESP and EGP struggle to teach the certain aspects of the language despite the influence of both these aspects. Therefore, the aim of this diploma paper is to study the differences and the role between ESP and EGP.

In our case of this study, the ESP is one among a fewer aspect of the language to be taught in our schools. While students of different faculties are supposedly being taught ESP in order to fulfill their learning needs, it is questionable whether students of departments such as Medicine, Math, Architecture, Economics etc. are being taught ESP or EGP. While they require specific English skills that can be learnt through ESP, instead presumably they are taught only certain skills that are more similar to GE. Through studying the department of English Language and Literature it is easier to define ESP and EGP, since the department teaches both these aspects, and in return it is easier to define whether other departments are teaching ESP as intended, or instead they are opting only towards EGP.

It was a great experience but at the same time a real challenge to work on this topic, nonetheless this study gave me the opportunity to understand better the struggles that these professors face everyday teaching different aspects of English language while at the same time noticing the influence of ESP and EGP. Simultaneously, this study gave me the chance to get to know the students' opinions in learning different aspects of the language, especially dealing with the influence that ESP has on the preparation for the job market after studies.

Hence this paper attempts to define the most common effective teaching techniques that are used by professors when teaching ESP and EGP, and their application with university

students. Put differently, the predominant aim of this study is to compare GE language teaching and teaching techniques to those of ESP and to define their impact in the teaching process of university students who are studying in the field of English language, and other significant departments.

1.3.1 Specific Objectives

The specific objectives attempted to be reached by this research thesis are listed below. The objectives mainly focus on ESP and EGP, defining their differences, identifying teaching techniques used in teaching them and so on and so forth.

The main specific objectives of the thesis are:

- To define the differences between ESP and EGP.
- To identify the techniques used by professors in teaching ESP and EGP, and their impact in students' learning.
- To understand how the differences between ESP and EGP affect teaching and student learning.

1.6. Significance of the Study

ESP is a necessity for the dynamics of this fast paced world. However, it seems to be increasingly more difficult to separate the teaching of ESP and that of GE (or English for General Purposes EGP). Therefore clearly defining the differences between the two, and also understanding the best approaches in teaching them, would increasingly improve students' learning experience. As Jeffries (2006) declares, English language study is growing, and professors should be able to provide the students learning it with the necessary tools for their success.

The University of Prishtina, more specifically the department of English Language has been taken as the sample study model, because it offers an environment where EGP and ESP can be compared. This comes due to the fact that English students at the University

of Prishtina attend classes in both of these subjects, therefore presented an ideal audience where to test the assumptions, and also be able to better understand the teaching techniques and their outcomes and rate of success in teaching ESP and EGP.

The aim of the research is to better define both ESP and EGP, with both their similarities and differences. Furthermore being able to provide suggestions on the specific teaching techniques that can be used uniquely or parallel, in order to ensure that the best and most successful teaching practices are applied would benefit the students and also would positively affect their learning of one or both of these aspects of English language.

So the importance of the thesis rests on better defining ESP and EGP, being able to understand their differences and similarities and how this can positively affect the learning process and also getting a better perspective of the teaching techniques used for ESP and EGP, and how various techniques can help improve students' learning experience and simultaneously alleviate professors' teaching process.

CHAPTER 2:

2.0. Literature Review

Teaching ESP is becoming increasingly necessary in order to fulfill the needs and demands of the work market. While every graduate students needs to adapt to the new requirements of the work market, this has urged them to target also the learning of the skills that will serve them in their new profession.

The students of the University of Prishtina, almost in every faculty and department have the opportunity to learn EGP and ESP. While GE is taught at Albanian schools in Kosovo since primary school, ESP is unique to graduate and post graduate studies of different majors. Hence the students of Faculty of Economics learn ESP Specific to Economy, students of Medical school learn ESP specific to their professions of medicine and so on and so forth.

Learning a specific vocabulary will be one of the cornerstones for their practice of their profession in the future, and quite likely will be a requirement of future employees, seeing the relevance of English language in the work market. But here is one of the differences between ESP and EGP as well, and this is more elementary: EGP enables students to be potentially better in communication in the future, while ESP prepares them specifically to be better at their profession in particular, not only in communication.

Hence the need for learning the language of their next profession is increasing continually, regardless of the fact of whether they are students of the field of medicine, engineering or entrepreneurship and economics.

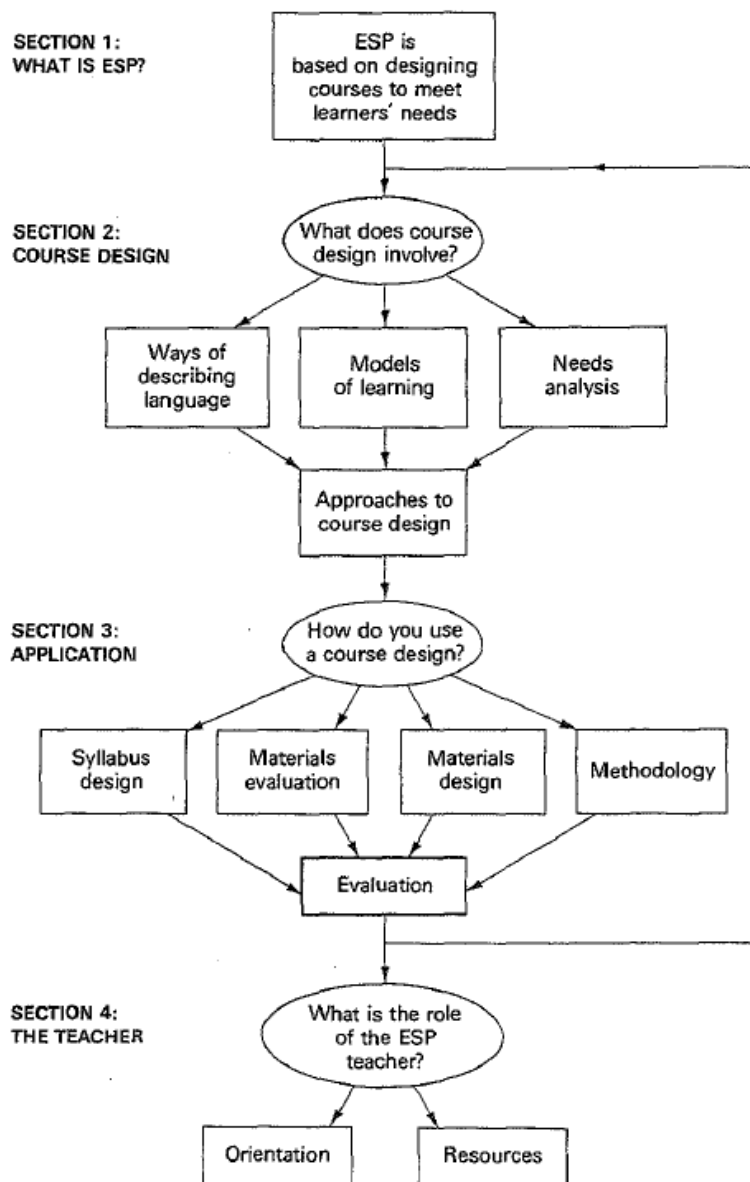


Figure 1: Outline of 'A learning-centred approach to ESP' as presented by Hutchinson & Waters, (1987) page 3.

That is why a great amount of the responsibility of teaching this particular aspect of English and of future professions falls upon the professors, who have to adapt to the needs and requests of the students. In doing so, they bestow a great importance on ESP teaching and learning. But what exactly is ESP?

According to Paltridge & Starfield, (2013), known as ESP, English for Specific Purposes, began just as any other skill, and while it was not something defined, it grew as a phenomenon based on multiple tendencies. However the history of ESP is not as new as one might think.

According to Hutchinson & Waters, (1987) the first examples of this language phenomenon dates back to the fourteenth century (14th century), when a number of quotidian dialog collections emerged, dedicated to English travelers headed towards France. In the 16th century, when the need for trade emerged, new books began manufacturing, which included different phrases as well as polyglot dictionaries that handled or fulfilled the need of merchants in communication and life skills.

However foreign language learning was also considered as a matter of status as well as the accomplishment of learning a new language, rather than a need to find employment of achieve set goals.

2.1. A short introduction to ESP development

AsHoffmann & Siebers, (2007) suggest ESP has rapidly developed in different countries, and examples of different approaches have been collected from different books, including mainly English books published solely on the topic of ESP. While the summary pays undivided attention to this part of English Language, or to ESP, it aims to be more general in its focus.

The development of ESP is also reflected in the increasing number of published papers, conferences and writings throughout the recent years, and throughout the world, in dedication to ESP.

Different people have defined ESP in different ways. Therefore it is safe to say that we have a large number of definitions just as the large number of linguists who have coined and defined ESP.

2.2. The causes that affected ESP

Basturkmen, (2006) argues that ESP is a useful addition to the existing literature. In retrospect the long term causes of ESP are many factors that present a cause and effect relationship when it comes to ESP.

Since with the large and unprecedented number of scientific, technical and economic developments there were two persevering forces that dominated to new world, after the war over technology and trade. Their progress very quickly generated the request for an international language, and thanks to the economic power of the United States of America, this role was assigned to English language.

When talking about ESP, Coxhead (2018), they refer to the importance of vocabulary in ESP, since specific fields have technical vocabularies and therefore foreign language learners need a large vocabulary to cope with their studies in academic or professional environments. The attention that ESP pays to specific vocabulary is related with the history of ESP. In retrospect, with the developments in economy and science, so did the increase for specific vocabulary learning arise.

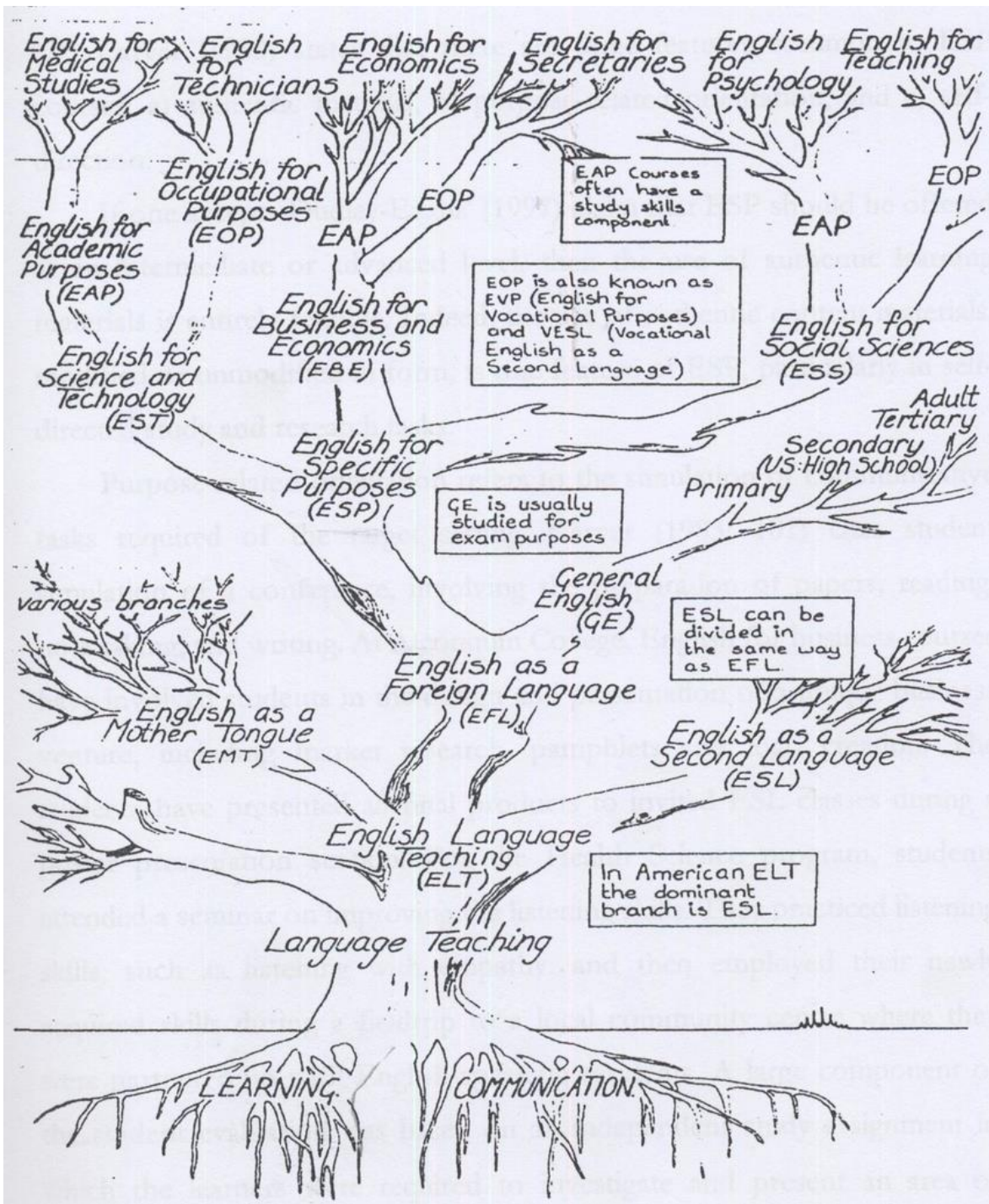


Figure 2: 'Tree of ELT' as presented by Hutchinson & Waters, (1987) page 17.

There was a massive request and demand of individuals who wanted to learn English because English became the key to success for international values of technology and trade. This mass of individuals wanting to learn English, brought together entire generations of students, especially newer generations who wanted to learn English however were not sure what exactly they needed to learn.

Hutchinson & Waters, (1987) specify that the oil crisis of 1970 involved a large number of western countries rich in oil. Therefore English language became a “profitable industry” and furthermore the trade professions brought about a kind of influence on the need to learn English language. Limitations in time and resources aided the need for more effective courses that had a more effective cost and also had specific purposes of language learning.

Another reason was the need of many countries to update their knowledge. Hence ESP slowly and consistently began to develop, representing an aspect of English language which was based on the need and requirement of the students as well as their professions and vocations.

2.2.1 ESP Characteristics

After studying ESP Teaching by Day & Krzanowski (2011) it was easier to define the characteristics of ESP. There are two types of characteristics that represent ESP, the first are the absolute characteristics and the second are the variable characteristics. They are further defined below.

2.2.2 Absolute Characteristics

The absolute characteristics of ESP according to Day & Krzanowski (2011) are:

1. It defines the students’ needs through needs analysis;
2. Utilizes the method and activities of the discipline it serves through the suitable course materials;
3. Is focused on the language (grammar, lexicon, and register), the skills, the discourse and the quotidian genres for these activities through lesson planning.

2.2.3 Variable characteristics

The absolute and variable ESP characteristics are also elaborated by Belyaeva, 2015 in her paper “English for specific purposes: characteristic features and curriculum planning steps”. Below are presented the variable characteristics of ESP. As defined by Belyaeva, 2015, the variable characteristics of ESP include different aspects of ESP that are related to its flexibility:

1. It can be compiled or be connected to specific disciplines;
2. In different teaching situations different methodologies can be used, that differ from those used when teaching EGP;
3. It brings more value to adults, rather than young children;
4. It is usually compiled for intermediate or advanced level students;
5. In order to deal with ESP, it is supposed by various linguists, that one ought to possess certain lingual fundamentals, but it can also be used by beginners.

2.3. Individual learning needs

In recent years, in our schools the desire to learn different kind of languages has increased. Basturkmen, (2010) states that: assessing learning needs is one of the most important parts of teaching ESP. In addition, when assessing learners’ needs, it is relevant to consider more than one party’s view of needs. Bastrukmen also indicates that in order to perform a needs analysis, there are certain types of information needed. Different types of information can be extracted through different means such as:

“Questionnaires, interviews and observations are often the main data sources used in needs analysis. However, sometimes additional information enhances the needs analysis project.”-(Basturkmen, Developing Courses in English for Specific Purposes, 2010) pg. 33

Basturkmen, 2013 also suggests that the information types that can be used in the process of needs analysis include also interviews with experts. Basturmen continues by stating that other ways to collect information are job-shadowing

(which enables the observer to get a grasp of the everyday language experiences of workers in a typical day at work). Other methods include analysis of the learning style of the learners, analysis of modes of working (such as team work or individual work) and spoken or written reflections.

CHAPTER 3:

3.0. Research Methodology

3.1. Introduction

To achieve the better understanding of how the process of teaching EGP and ESP in a classroom, a quantitative research has been conducted. This study has been conducted with university students who study English language and literature, and have been selected prior, and with university professors who teach the subjects of ESP and GE.

The sample for the survey has included seventy students of the department of English, who were being taught both EGP and ESP. The students' prior background has not been considered as a criterion, neither have their demographics. The only criterion for participating in the research was that they should be students of the English department at the University of Prishtina, and that they are attending both classes ESP and EGP.

For the observation part, the lectures of ESP and GP have been observed. After the termination of lectures, during which the observation process took place, interviews were conducted with professors. The professors partaking in the interviews were professors who teach the subjects of ESP and GE. The research was conducted within the duration of four weeks, and it comprised of four sessions of observations and surveys, and four sessions of interviews.

In addition throughout the duration of these four weeks sporadically were also conducted interviews with 20 students partaking in studies in the field of Mathematics, Accounting, Architecture and Medicine. The interviews were short and comprised only of few questions. The aim of these interviews was to better understand the structure of their ESP classes, and whether they are more similar to that of EGP.

3.2. Design of the study

Since the aspects of ESP and EGP were compared and contrasted, the survey contained

two parts. The first questionnaire contained questions regarding ESP, and was distributed during ESP classes. Whereas the second questionnaire contained questions regarding EGP, and therefore that part of the survey was conducted during EGP classes.

After the survey was conducted, both parts of the survey were analyzed; the data were collected and afterwards presented through charts and tables. Next, the results obtained regarding ESP and EGP were compared and contrasted. Whereas the information gathered through interviews, and lesson observations, was further discussed in the results and discussion section of the thesis.

The duration of the study took four weeks and the sessions were conducted one day a week. The analysis and discussion part of the thesis took longer, since it required more effort to understand the data, its structure and represent the data from the findings.

The general structure of the survey is as follows:

In order to compare ESP and EGP, and the techniques used in teaching them there were two questionnaires. Each of the questionnaires contained questions about a certain aspect of ESP and EGP, as well as questions regarding the teaching methods that the professors use during class. The questions were multiple choice questions, and the students were asked to identify the certain aspects and techniques of ESP and EGP, and their satisfaction rate regarding them.

The purpose of conducting a two-part survey was:

- First, by comparing students' answers regarding the aspects of ESP and EGP, it was possible to classify the differences and similarities between the two.
- Second, by comparing the teaching methods it was easier to identify the best approaches regarding ESP and EGP teaching, and also the best practices for maximizing students' learning, as well as provide helpful suggestions for the lecturers.

During the first two weeks, the survey was completed on ESP, whereas during the second couple of weeks the second part of the survey, which deals with EGP, was completed. The groups comprised of the same sample of students, who attend both the ESP and EGP classes, and who in return were able to provide the researcher with well-informed answers to the questions regarding both ESP and EGP. This part of the research was conducted from a student's perspective. After the data was gathered, it was put into charts, and then it was continued with the analysis part of the research.

Both of the questionnaires contained six questions each, out of which all were multiple choice questions. The questions were designed to enable the researcher to better understand the students' point of view, and to make it easier to derive to conclusive measurable data regarding the differences between ESP and EGP, as well as the teaching methods used by university professors in teaching the two.

Regarding the interviews, they were conducted during the same weeks as the survey. However, the interview with each of the professors was conducted individually. The interview questions were designed mainly regarding different aspects of teaching in general, and teaching ESP or GP in particular. In addition questions regarding teaching techniques, evaluating students' needs, and lesson planning were also included in the interview.

3.3. Research Questions

In order to reach the research objectives, the thesis seeks to find the answer to certain specific questions related to ESP and EGP. By answering the questions, through extensive reading and research it will be easier to define the objectives aimed by the thesis.

Through this study it was attempted to find out the answers of the following questions:

1. What are the differences between ESP and EGP?
2. What are the most common techniques used to teach ESP?
3. What are the most common techniques used to teach EGP?
4. How do students define the success of certain teaching technique with ESP and EGP?
5. How do the differences between ESP and EGP affect the teaching process and student learning?

3.3. Research Hypotheses

Prior to beginning work in the thesis, there were certain assumptions that inspired the idea. I was susceptible to assuming that students of different departments at the University of Prishtina in general are being taught GE, rather than ESP as part of their studies. And while many subjects are labeled as ESP for the students of these departments, what they are being taught in fact is EGP.

The techniques used in lessons, the lack of students' needs evaluation and other issues made me prone to assume such a thing. I wanted to initially define what ESP and EGP are, in order to understand better whether what the students are being taught is ESP or EGP, hence whether they are benefiting from the lessons in the way that they ought to, to better prepare them for the work environment in their field.

Therefore the thesis was initially based on the following hypotheses:

First Hypothesis:

H.1: ESP and EGP differ in many aspects, such as content, teaching techniques, students' needs assessment etc.

Second Hypothesis:

H.2: ESP and EGP professors use different teaching techniques, and only through the techniques used it can be easy to note whether the aspect of English being taught is ESP or EGP.

Third Hypothesis:

H.3: Identifying the differences between ESP and EGP will facilitate professors' work in

creating lesson plans and therefore better fulfill students' learning needs.

3.4. Participants

This investigation took place in the University of Prishtina, primarily the Department of English Language and Literature. This department has established an environment that supports learning and enhances English learning. English language professors communicate and interact with students in by using different techniques and task skills to help them in developing cultural competency. Students' mother tongue is Albanian mainly, since most of the students were from Kosovo and they were studying English as a second language.

All groups had classes in ESP and EGP at least once per a week. The difference was that EGP classes were mandatory, whereas ESP classes were elective courses. The students were between eighteen to twenty five years old and these students were engaged with discussions, communicative tasks and other activities from the as part of the modules. The number of students was seventy and the research was conducted in four classes.

3.5. Instruments of the study

For this research, students first were asked to fill out the two questionnaires, one containing question regarding ESP and the other containing questions regarding EGP.

The second instrument used was the interview. Here we have two types of interviews, one done with the professors lecturing ESP and EGP, and the other is done with the students of the Math, Architecture, Accounting and Medicine department, containing questions regarding ESP, the techniques and other aspects of the language taught during their studies. The second instrument was formulated by the researcher for English language professors and students of other departments besides that of English language and literature.

3.5.1. The teacher's questionnaire

This was a self-designed questionnaire for English language professors. This interview

questionnaire contained 10 questions and the answers were given verbally by four English language professors. Examples of the questions include the following:

- Do you evaluate students' needs prior to compiling the syllabus?
- How does ESP teaching differ from that of EGP?
- What types of teaching techniques do you use to facilitate learning in your class?
- Do you encourage students to opt for learning only one aspect of the language, such as ESP or EGP only?
- Which one do you consider to be more useful in students' employment in general ESP or EGP?

These interviews lasted approximately 9 to 10 minutes and were conducted with English language professors.

3.6. Validity of the instrument

The questionnaires for 'ESP' and 'GE', as well as the structure of the interview and interview questions were designed by the researcher.

3.7. Procedure

The subjects were informed that they will complete a questionnaire. In the four groups where the questionnaire was handed out it took approximately 5 to 6 minutes for it to be completed. The interviews with the students, were sporadic, took between 5 to 15 minutes per student. The interviews with professors lasted approximately 10 minutes.

CHAPTER 4:

4.0. Results and Discussions

4.1. Introduction

This chapter presents the results and the analysis of data collected through questionnaires. The first part of this chapter presents the main findings of this research for the GE part of the survey.

The correlation between the data results and the hypothesis were presented in this section. The data were analyzed in order to prove or disapprove the main hypothesis of this research.

4.2. Analysis of demographic characteristics of the participants in this research

A group of seventy students and four professors were part of the research; the students filled in the questionnaires designed for this study in specific. The questionnaires for the students focused mostly on their professors' teaching methods, their approach towards the students, and students' engagement in the classes and above all the lesson designs used by the professors. In the section below the findings were presented in charts, lists and other visual forms in order for the findings to be more approachable and understandable.

In the first question the students were asked if they were active participants of their English classes, while the majority claimed that they were active, a small number of four students claimed that they never participate in classes. In a personal conversation one of the students was asked about the reason why he chose 'no, never' as his option, his response was that he was not good at English and therefore he rather just listens or draws in his notebook and be not at all involved in the learning process.

The same findings were the result of the next question in which the students were asked about their participation regarding the assignments that the professors give them as their

homework. The majority of the students said that they complete their assignments while the rest 8% claimed that they lack in this task. The students who were participants of the research evaluated their professors as creative while choosing the materials for their classes as in a question about the materials used by their professors the students, 90% of them said that they are easy to understand.

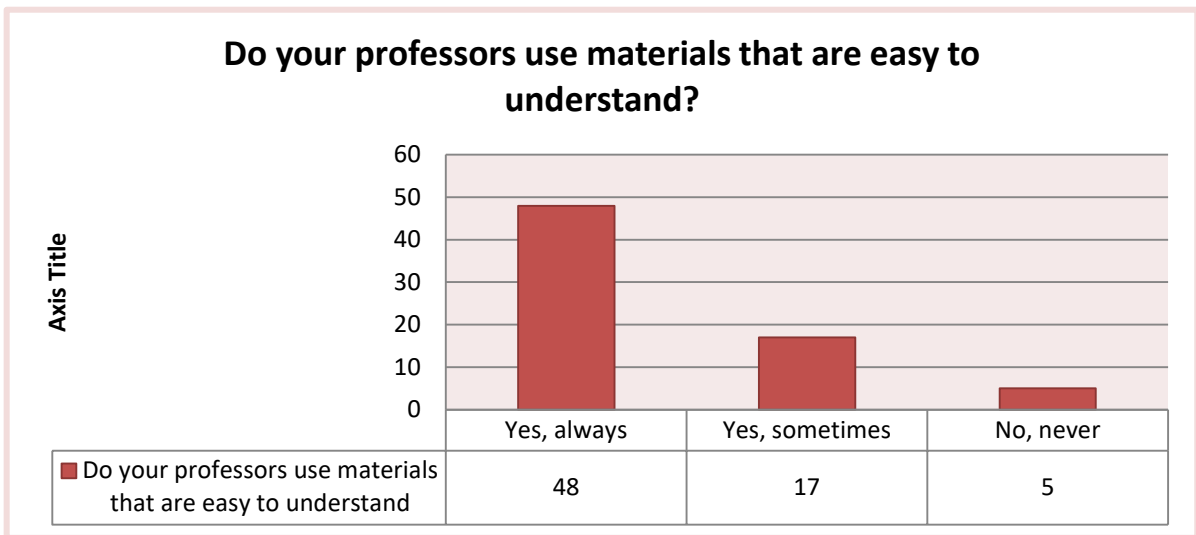


Chart 1: The students' responses on their professors' use of extra materials

The students seemed as well to very happy and satisfied with their professors' choice of means to present the lessons. Among others the students mentioned the various teaching methods used by their professors.

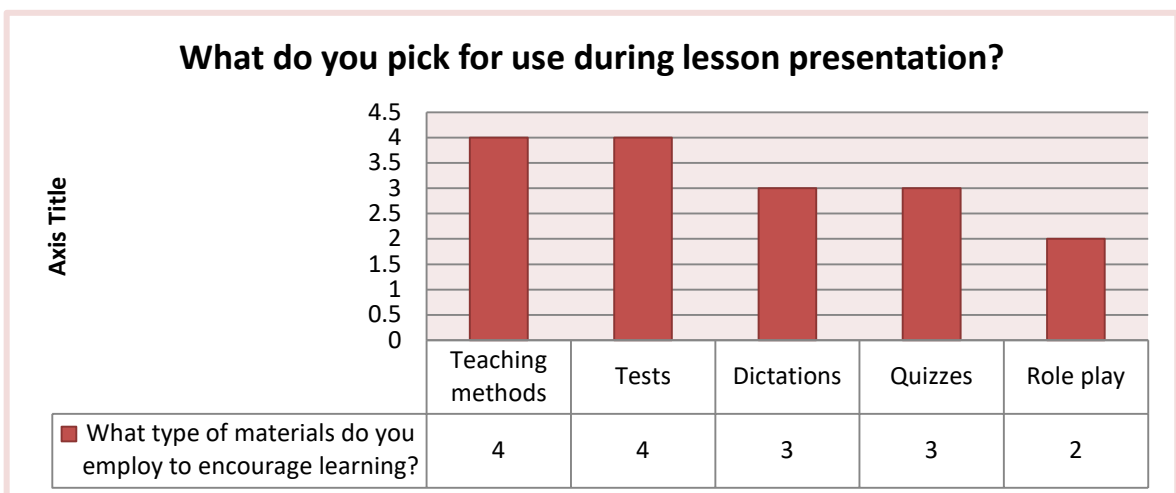


Chart 2: The professors' choice for their lesson presentations.

The students evaluate highly their professors this can as well be because of the motivation that the professors give to their students. In one of the questions the students were asked if their professors motivate them and 58 out of the 70 students said that their professors motivate them and push them to get out of their comfort zone. Moreover, the professors are very artistic in their ways of encouraging their students, while they motivate them mostly with inclusive and interactive project assignments, others forms of motivation are included as well.

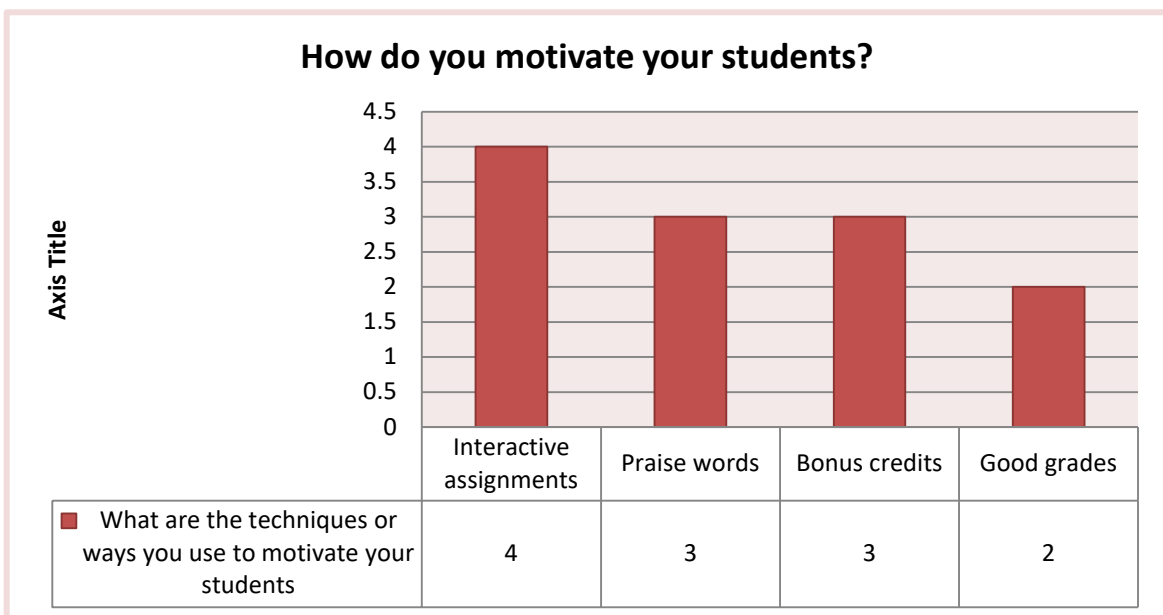


Chart 3: The professors' forms of motivating the students.

The students who participated in the research described as well the teaching methods that their professors use; Based on their answers the professors seem to use a mixture of traditional and modern form of teaching methods, ranging from audio-lingual, task-based, grammar translation and others. In addition, the students claimed that their professors as well provide them with various strategies regarding to tasks related to reading, such as reading comprehension.

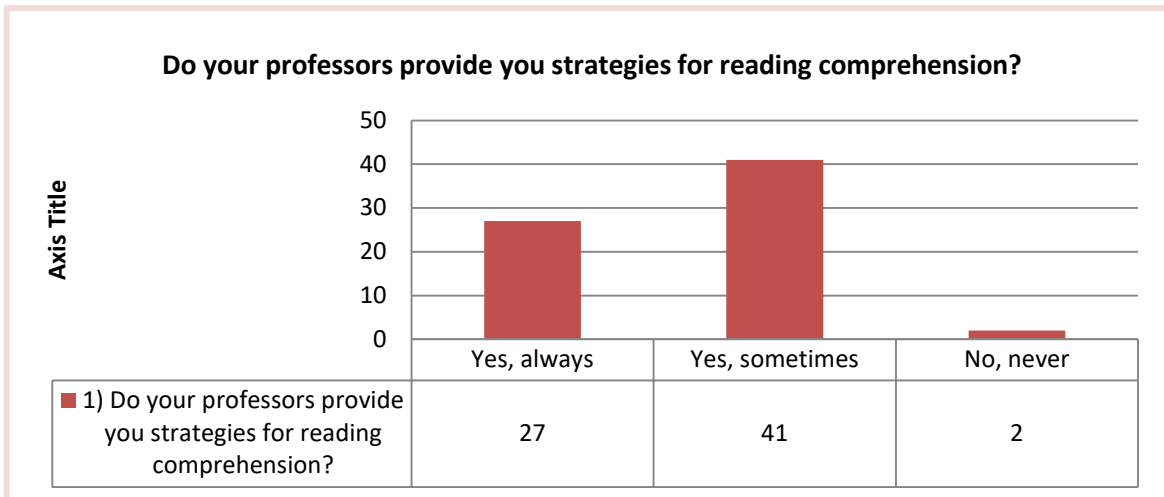


Chart 4: The professors' use of strategies for reading comprehension.

Apart from motivating their students the professors were as well willing to help their students in any possible form. This resulted based on the students' answers yet as well in individual interviews with the students. However, as mentioned before it is notable that in this question as well as in all the others was a number of 3 to 5 students who always have different opinions from their peers.

While in most of the previous questions the students were of one thought, in the question of whether their English professors engage each of the students equally in different activities, the students were divided into groups regarding their answers. One group said that their professors are fair and engage all the students equally; the other group said that their professors have their favorite students usually the best students in class and engage them firstly and mostly. Furthermore, the students were asked about being able to freely express their ideas in classes. The majority of the students said that they have the freedom to express their ideas and that they are respected.

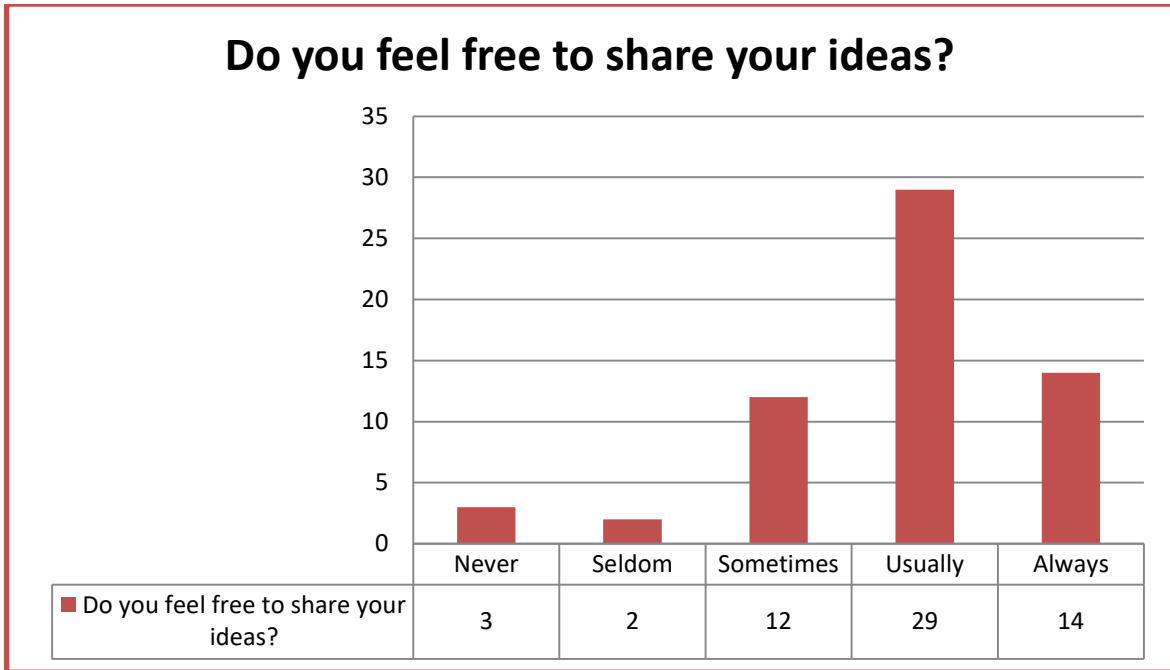


Chart 5: The students' responses on the question if they felt free to share their ideas

In the last question of the questionnaire the students who were participants of the research were asked about the form that the instructions are given by their professors. As expected 90% or 63 out of the 70 students were satisfied with the form that their professors give the instructions, however a low percentage of 10% claimed that the instructions were not clear enough for them.



Chart 6: The students' answers on their professors' instructions.

The professors participating in the research were from the faculty of Philology and they lectured for the students participating in the research. The procedure with the interviews of the professors was different as due to their busy schedule. The interviews focused more on the professors' thoughts on the lesson designs and the form that the professors engage the students in the classroom. The eight questions of the questionnaire were of different styles, open-ended and closed multiply choice questions, while the final task for the professors was to explain their thoughts on lesson design for differentiated instructions.

On the first question the professors were asked about the style of their teaching methodology and as mentioned as well by the students, the professors use a combination of both modern and traditional methods as claimed by the professors. While when asked in specific about the teaching strategies that are more effective to them the professors listed various options, such as:

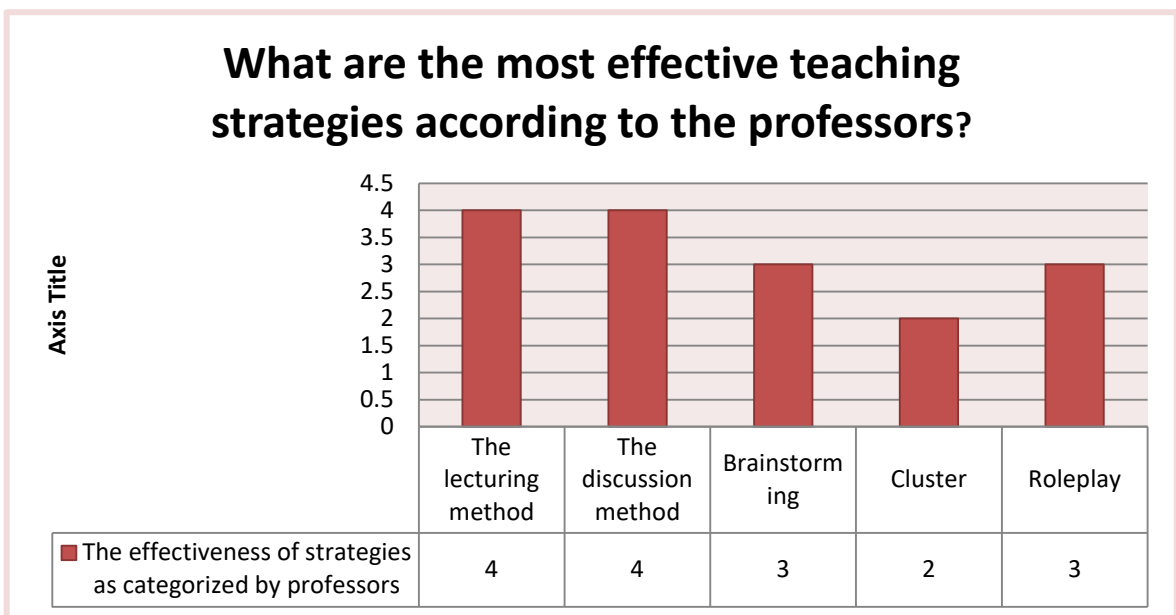


Chart 7: The most effective teaching strategies according to the professors

The third question of the interview was a question through which it was aimed to have a better view over the professor-student relationship, however the answers were rather disappointing and prove that the previous claims by the students that their professors are always willing to help them out is false. The professors' answers were of two kinds, while

the majority of the responses focused mostly on the process of completing the task of teaching as strictly as possible, the other half of the students had their own teaching philosophy which is a mixture of a strict teacher and one who respects the students and their individual learning needs.

Among the responses from the professors were:

“I am responsible for the students’ knowledge of the language. I do know that we all face different issues yet once we are in the classroom there should be no room for personal stories, both the students and I have to focus on the process of teaching and learning”.

“The main aim of the classes is to teach these students ESP, teaching them a specific vocabulary.”

“The lesson plans are designed and planned based on the curriculum of each class and therefore professors have to be very careful about it. There are diverse teaching styles and so are the learning styles, however it is easier for the students to get used to their professors’ teaching style rather than one single teacher to the learning styles of thirty students.”

“I have been teaching for over twenty years and the experience is very helpful in this profession. I know which techniques to use in each class, as well I have learnt how to approach those students who stand out from the class, no matter if because they are more talented or less all of them are active in my class.”

However, among the answers there were as well professors, especially young professors, whose influence is noticed even in their students’ success.

“I believe that I am a model to my students therefore I always take care to be strong in front of my students. I do teach them English in the first place but however I as well try to teach them life-lessons, so they will have something to remember in their future and not strict grammar rules.”

“The influence is mutual I’d say, in some days I teach them a lesson while in other days they are the professors who teach me something I’ve never heard or felt before. I am a new teacher and seeing my students’ progress somehow tells me that I am a good influence and that we are in the good way.”

“I am confident to say that all of the students are active in my class, all lessons are not the same therefore I teach differently every day. I am a young teacher and maybe therefore full of energy so I as well take actively part in the lesson. I bring different games, quizzes or sheets were the students work in pairs, groups or even compete with each other.”

“I know that I can only say that I have done a great job as a teacher once I see my students’ success, when they come up to my desk and tell me that this class was so great and that they have learnt something. I know that in my class there are different learning styles of the students but beyond that all of them have a story of their life. One may never know that is going on in their lives and homes right now that’s why I try to care of their academic needs within my class. I want to be the change they need in their lives.”

The students mentioned that their professors are creative and this is as well once more seen when the professors were asked if they provide their students with handouts. Most of the professors said that they engage their students in extra exercises.

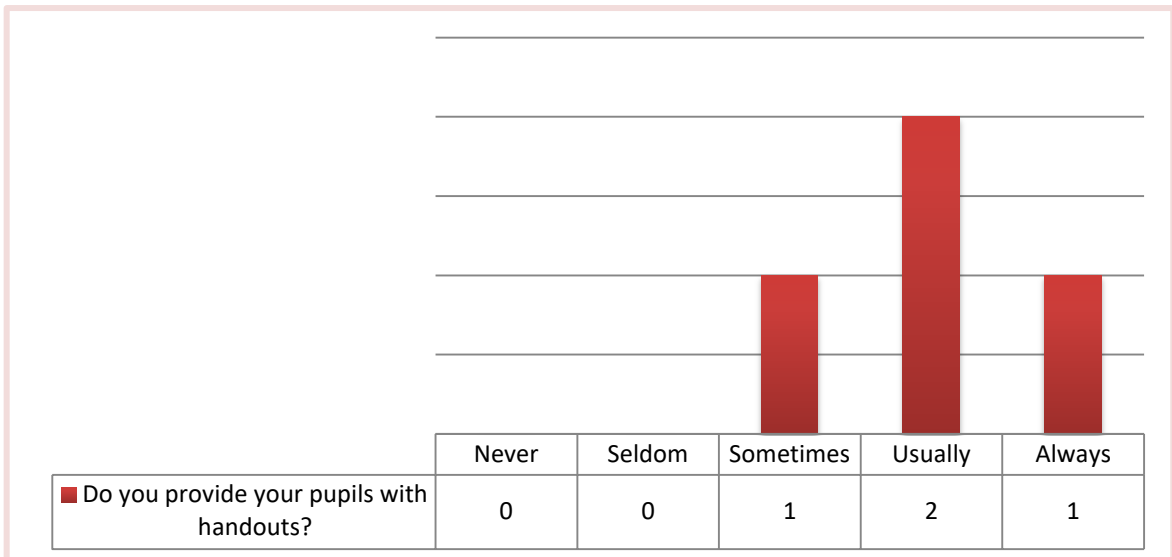


Chart 8: Professors' response on providing their students with handouts.

The professors make use of various methods to encourage the students to complete the tasks set in the classroom. Some of the professors said that although it might sound old-fashioned they still motivate their students mostly through grades. They said that they would wish to have better facilities which then would enable them make their classes more interesting. Despite all the motivation that the students might get and all of their professors' efforts they will still make small mistakes.

The professors are as well responsible to keep their students interested in their classes as in this way they can acquire the language faster. When asked on how they stimulate their students to be more engaged and active in the class, the students seemed to have found the solution which is rather simple and logical. The professors said that they keep their students busy the entire time through various tasks and in specific they chose competitive tasks, or group work.

Finally the professors were as well asked about the lesson design and the criteria based on which they design their lesson plans. The professors claimed openly that one of their main criteria is the school facilities; moreover, they wrote that they have a lot of great and creative ideas yet fail to do them because of lack of equipment such as a photocopier, radio, projector or even bigger class space. Furthermore, the professors claimed that they try to fulfill the students' needs combined with the materials that they

possess. The professors' main aim is to teach what the students need, teaching a language is difficult especially if it is a foreign language therefore the professors try to complete the students' needs and eliminate their difficulties in acquiring a language.

As part of the questionnaire the professors were as well asked to explain their thoughts on lesson designs for differentiated instructions. The teacher-participants were aware of the fact that not all the students have the same needs and desires as they are individuals with individual aims. However, the professors cannot make lesson plans for each student therefore the ones who answered this part of the questionnaire in general said that they use different tasks within one class and slowly switch from one to another and hence try to keep their students interested and motivated while giving them knowledge.

From the interviews with the professors we obtained the following insight:

Professors have various responsibilities towards their students yet among the prior ones are the students' academic needs. Professors nowadays face a great numbers of challenges within their classrooms, these challenges range from the simple one as the great number of students per class, school facilities or the plenty of administrative work that they do. However, professors are the ones who have to overcome every obstacle that presents itself and do the best they can so that their students leave the classroom with at least a new fact learnt, be it even one simple word.

Professors are responsible for the lesson plans as one of the most important features of their job. The professors have to design the lessons for each of their classes and taking into account the fact that within a classroom there is a variety of learning styles, the professors have to be very attentive in choosing the right teaching methods, activities or even evaluation techniques. Therefore, the best approach here is the alternative of differentiated instruction. The differentiated instruction is a very common teaching approach which points out the fact that classes are diverse and as such professors have to use diverse methods and activities. Moreover, teaching through this differentiation is considered as more accurate and beneficial as it focuses on students' readiness levels, their benefits, and above all their individual learning styles.

These lesson designs for differentiated instructions have always existed and have always been very useful in helping students so that they can achieve their academic goals in their own learning style. Moreover, these lesson designs for differentiation are adapted instructions that are used to help students with diverse educational needs and learning styles to achieve the same demanding intellectual content.

Professors can differentiate instructions with one particular student, with a smaller group, or with the entire class. Yet, differentiating does not aim to create separation among students but it helps providing interrelated activities that focus on the students' needs to achieve a certain proficiency.

Moreover, differentiating instruction alone is not efficient to expand the students' performance. The attempts to differentiate can be more successful when professors combine a great content of the curriculum, instructional strategies, well-designed activities that focus on the students' needs and interests, active learning, and as well the students' contentment with the lesson.

Although this progression requires attentiveness, knowledge, and commitment to its use, differentiated instruction is a practical and realistic method of ease learning and intellectual development in all students.

There are some steps to be followed for successful differentiated instruction. Initially, professors must have a methodical understanding of the academic content or skills; then, the professors must identify student's knowledge on certain skills, and then finally define what the students do not know about the skill. Additionally, the professors are as well responsible for the instructional methods and materials will most profitably concentrate on those needs and in the end design ways to adequately evaluate the students mastery of what has been taught.

As part of this diploma paper was as well a research on the lesson designs for differentiated instructions with the students and professors of the English Department.

The questionnaire designed focused mostly on the students' engagement in the classes and above all the lesson designs regarding GE.

The professors pointed out that they make use of various methods to encourage the students to complete the tasks set in the classroom. Moreover, the professors try to fulfill the students' needs in combination with the materials that they have.

The professors' main aim is to lecture on what the students need, teaching a foreign language is difficult therefore the professors aim to fulfill the students' needs and reduce their difficulties in acquiring a language.

The professors were conscious of the fact that not all the students have the same needs and desires and that they are individuals with individual aims and needs. However, the professors cannot make lesson plans for each student therefore they use different tasks within one class and slowly switch from one to another and hence try to keep their students interested and motivated while teaching.

4.3 Survey results obtained via the ESP questionnaire:

The questions included in the questionnaire related to ESP were more related to the manner in which ESP learning is differing from EGP, while it was also attempted to focus on specific teaching techniques and the teaching process in general. The data obtained through this questionnaire is presented and analyzed below.

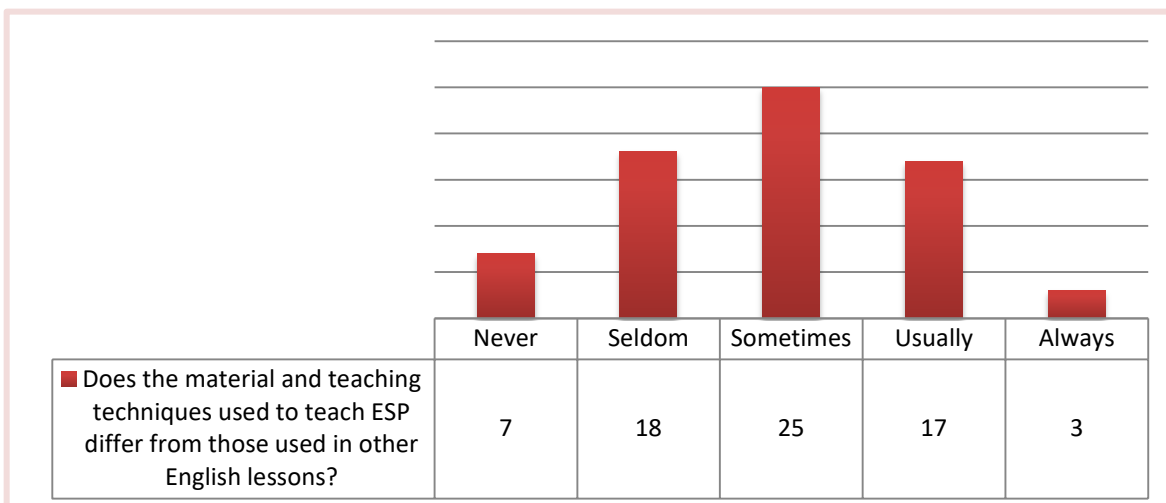


Chart 9: Information on the professors' approach to ESP and EGP teaching

As suggested by students' answers, while the professors utilize different materials and techniques tailoring them for ESP or EGP classes, it is often not the case. Hence it can be assumed that, there is not a significant distinction made between the two, especially regarding the students' learning.

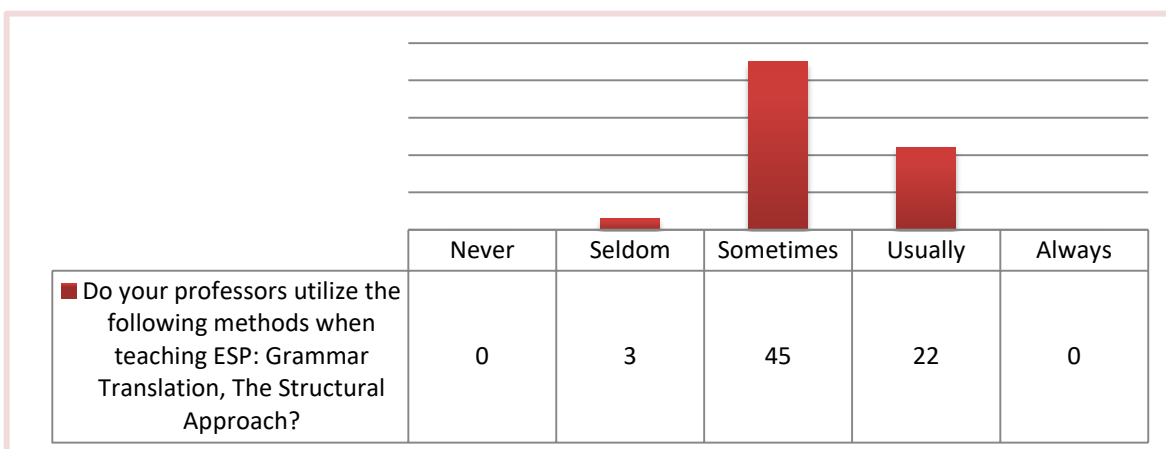


Chart 10: The utilization of EGP teaching methods, for ESP

While the Grammar Translation teaching method and the Structural Approach teaching

method are more associated with the teachings of EGP or ESL, the students of the department of English language confirm that these teaching methods are also used when teaching ESP.

This indicates that, while ESP and EGP are different aspects of the language, they are not treated differently in regards to teaching for the most part. This gives more information to the question of whether what is being taught during ESP classes is in fact EGP, alluding to the suggestion that students are also taught EGP during their ESP classes.



Chart 11: Students' needs evaluation is an important part of ESP

While students' needs evaluation is one of the key aspects of teaching ESP, students report that not very often are they consulted during the process of development of the ESP syllabus and lesson plans. This indicates that the students are served with beforehand material, that has been prepared in the past, and it is questionable whether or not it serves the intended purpose of ESP, to teach a specific aspect of the language that facilitates the incorporation into the place of employment today.

The danger using out dated information and vocabulary, is evident, especially since many aspects of economy and science have or are evolving in a rapid pace. The purpose of ESP is to teach skills that are relevant today, and teach a vocabulary that will serve the students in the workplace today. Henceforth, evaluating students' needs prior to syllabus

planning should be a necessity, rather than an elapsed procedure.

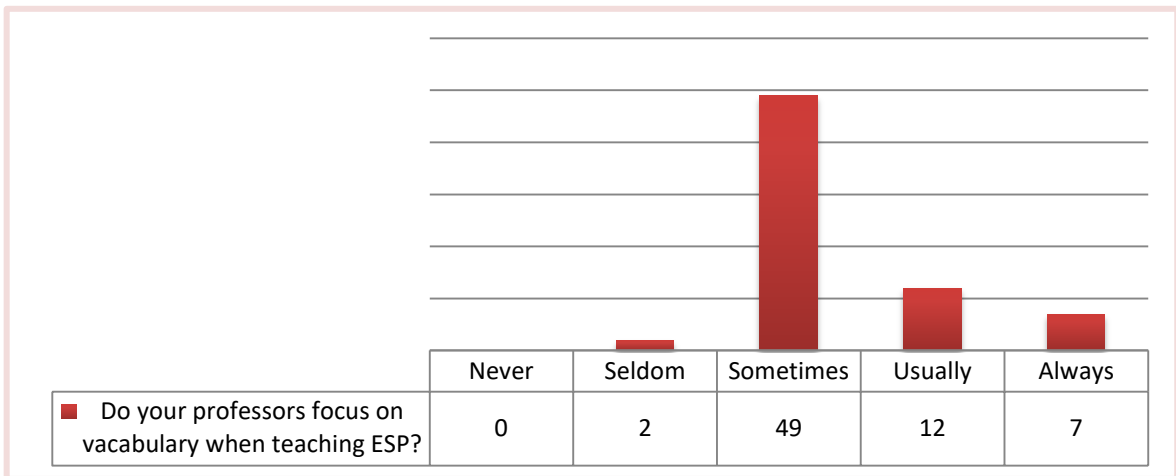


Chart 12: Vocabulary learning in the classroom, with ESP

When asked about vocabulary, as one of the main aspects of ESP, students indicate that while vocabulary is learnt during ESP classes, it is not the main focus of the lessons. According to the research done throughout this thesis, specific vocabulary is at the center of ESP, and it should be included in the lesson plan more often than not.

While students' answers in the questionnaire suggest that the main focus of ESP lessons that attend is not learning vocabulary, this could indicate that the subjects, while labeled as ESP may not be an exact representation of this aspect of English language.

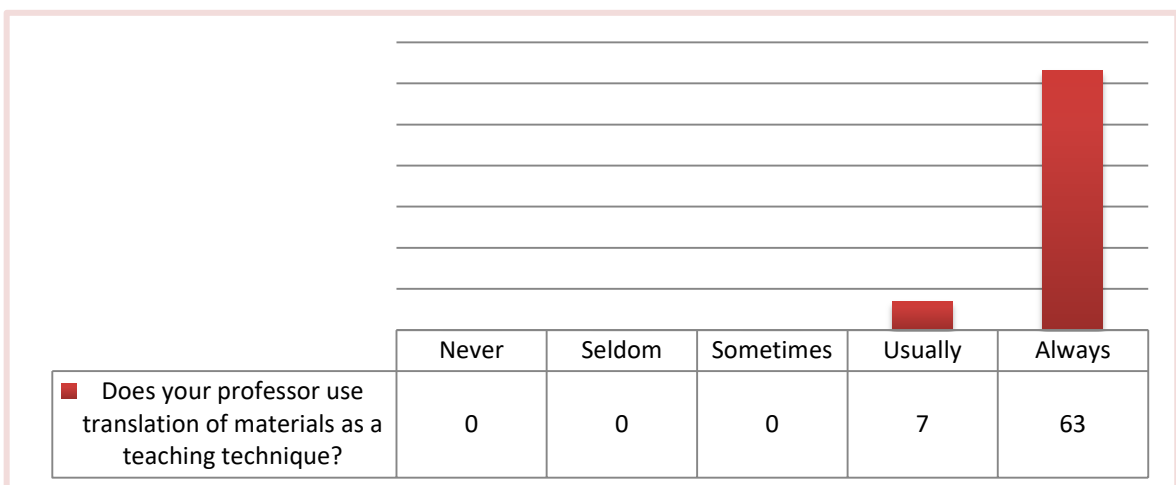


Chart 13: The perservering technique used in teaching ESP

This question was added to the questionnaire after the observation of an ESP class, where the students would mainly read and translate different pieces of text, from subjects such as Geography, World Events, Economy, Physics, Biology etc. Translation is used widely as a technique during these classes, and this is also confirmed by the students in the questionnaire.

Firstly ESP ought to focus on one subject, specific subject which could include one of the natural sciences, or any other aspect of the economy, profession or employment area. However it is not very clear as to what is the aim of learning such an extensive vocabulary without a specific use or purpose.

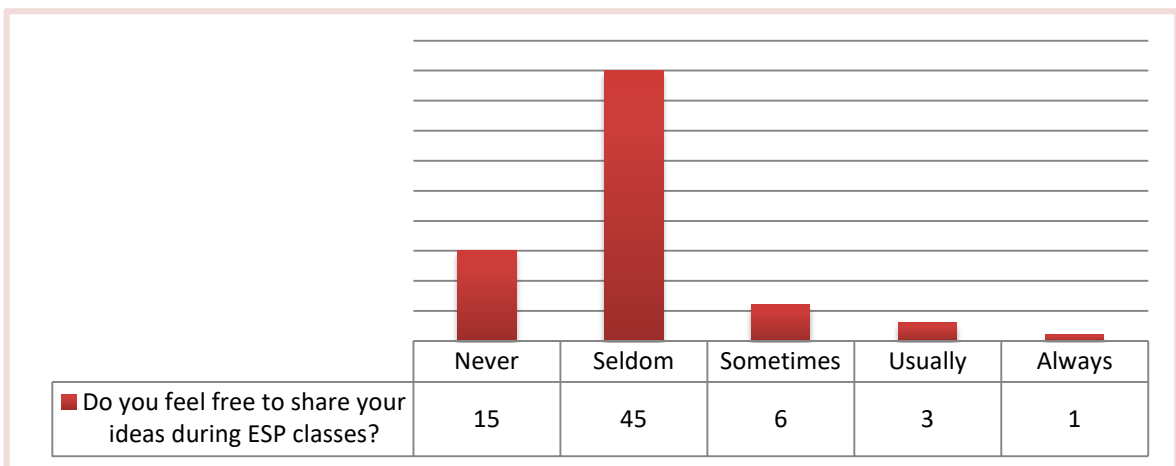


Chart 14: Do students feel free to express their opinion or ideas during ESP classes?

Based on the students’ answers, during ESP classes within their department they do not feel at ease or encouraged to share their ideas, which is in contrast with the answers from EGP. While ESP as a subject is elective, students have picked it as one of the elective courses of choice.

However on second look, it is evident that occasionally their choice in elective courses is limited to the number of elective courses offered. This can result in student picking an elective course to enable them to meet the criteria of the number of courses that they have to attend within a semester. This also leads to the assumption that while the students participating in this research learn only some knowledge of ESP, this could be an isolated case and other ESP classes can be more diverse or more focused in vocabulary

learning and meeting students' needs.

4.4. Insights from interviews with students

As part of this research, also interviews with students of the following departments were conducted: department of mathematics, accounting, architecture and medicine. From the total of 20 research subjects 49% were female while 51% were male. The subjects participating in the interviews were between the ages of 18 and 23, having just started their studies or attending the final year. The students individually were asked to answer a few brief questions regarding the English lessons that were attending as a mandatory part of their studies.

Since the students were studying to prepare for a certain profession, not pertaining to the field of English language, it is relevant that they ought to be taught specific vocabulary pertaining to the professions they are preparing for. Hence, through these short interviews it was attempted to better understand whether they were being taught only grammar rules and other aspects of the language, and whether they were learning specific vocabulary that would aid them in their future employment.

In order to have a clearer picture of the situation in universities, and to understand the point of view of the students, summaries of the main questions asked are presented below. In order to extract the main meaning and information gathered through the interviews, the answers to the questions are included in a concise and structured manner.

When asked: *“What type of lessons does your English language course comprise of?”* most of the students answered that they learn general English, such as grammar rules, sentence structure etc. However there were specific cases, especially from the department of mathematics, where the students stated that they are also learning field specific vocabulary, such as vocabulary for certain mathematics elements, and other

mathematical functions. Yet the majority stated that they are learning only grammar rules, sentence structure, and communication skills, however they are not learning specific vocabulary pertaining to their field of study.

When asked: *“Do your professors evaluate your learning needs before or during the semester?”* the answer was almost unanimously “NO”. The students generally stated that their professors bring ready devised syllabus to the classroom, and do not confer with students on the nature of the material used, nor do they seek their feedback on lesson planning generally. So while the students should be the main concern of any English teacher, regardless of whether they are teaching ESP or EGP, it is not seen yet as common practice to involve the students themselves in this process, or evaluate their individual learning needs.

When asked: *“Do you learn specific vocabulary that is pertinent to your field of study?”* many of the students stated that their professors focus instead in learning general aspects of the language and rarely focus on specific vocabulary pertaining to their field. With the exception of students pertaining to the mathematics and medicine department who mentioned that they do learn some specific field vocabulary, however not much. Furthermore they stated that they learn most of the new words through different learning materials as part of other courses, rather than the English course that they attend as a mandatory university course.

When asked: *“Do your professors use materials that are easy to understand?”* a number of students answered that the professors do use materials that are easy to understand, and in some cases the materials even lack in novelty. They suggested that in most cases the materials learnt are easy to use, because they are compiled for an intermediate level learner of GE rather than university students, preparing for a specific field or profession.

When asked: *“Do you feel free to share your ideas in the classroom?”* a number of students, mainly from the department of accounting suggested that due to the large number of students per lecture, it is not always easy to share ideas in the classroom. On the other hand students of other departments such as that of mathematics, architecture or medicine where there are smaller groups of students, stated that while they are

encouraged to freely share their ideas in the classroom, they do not feel confident enough to do so.

So based on the interview answers obtained by university students from departments other than that of English language and literature, and answers obtained from students of the English department, it can be possible to distinguish a few similarities, differences and issues.

Among the similarities is their orientation towards EGP rather than ESP, which indicated that the use of ESP and ESP learning in the classroom is still not as advanced or specific as it should be. While ESP serves the specific purpose of preparing students for a specific aspect of the language, and its learning strategy is devised by evaluating the students' needs, the lack of this evaluation indicates that even if a particular subject is labeled as ESP, could instead just be a more vocabulary oriented EGP class or lesson.

The main difference between the students of the English department and the students of other departments is that the students of English department have the opportunity to be introduced to a variety of aspects of the language, and their orientation towards learning ESP is elective rather than mandatory. Yet also while students of other departments are being taught some specific vocabulary in their field, ESP students of the English department learn vocabulary pertaining to multiple fields.

The main issues that concern these two groups of students are the approach to ESP and EGP in general, and to the lack of utilizations of the benefits of ESP in preparing students for their future professions. Furthermore a distinction could be made between the structure of ESP for English students and ESP for students of other departments. In addition it would be more beneficial if students of the English department, as part of the ESP class, learnt how to teach and develop lesson plans for ESP, and how to teach specific vocabulary; rather than opting to learn the vocabulary of multiple fields, which is a skill that can be easily forgotten. They would instead benefit more from learning more about ESP itself, what it is, its benefits, and how studying about ESP in general would enable them to understand the effects and the manner in which this aspect of the language can be best utilized.

As for the students of other departments, they could also benefit from learning specific field vocabulary which in turn could be beneficial in the workplace. Since the research suggest that ESP serves to prepare individuals with work specific vocabulary and/or skills, with the right approach the students could benefit more from learning ESP rather than simply intermediate level EGP.

Based on the insight gained through the questionnaires, and the analysis of different relevant materials, it was attempted to answer the research questions. The answers to the questions are presented below:

1. What are the differences between ESP and EGP?

When it comes to the differences between ESP and EGP, the main difference is that ESP focuses on teaching specific language vocabulary, while EGP focuses on teaching various aspects such as grammar, speaking skills, writing skills, reading skills etc.

However the difference between ESP and EGP classes at the University of Prishtina are not very evident. While in most cases students are presumed to be learning ESP what in fact they are learning is EGP, because the professors focus on teaching grammar, reading, writing and other skills, rather than only specific field vocabulary. This was also evident after conducting interviews with students of other departments, who mentioned that they learn little or none of vocabulary skills for their specific field, be it mathematics, medicine etc.

2. What are the most common techniques used to teach ESP?

While the ESP teaching techniques depend on the ESP purpose, learning actively and by being involved in the learning process is important. Here could be included role play, translation method, audio lingual method, lecture review in the classroom etc.

The most common techniques used with the students surveyed is the grammar translation method, where texts are translated from one language to the other and vice versa. This is also an indicator that there needs to be a clearer understanding as to the

utility and necessity of ESP and hence opt for using more advanced techniques in teaching it. Also prior to implementing teaching techniques, the students' needs ought to be evaluated, so that the teaching techniques serve to meet the learning needs of the students.

3. What are the most common techniques used to teach EGP?

Among the most common teaching techniques used in teaching EGP, listed by the students were: The lecturing method, The discussion method, Brainstorming, Cluster, Role play etc.

4. How do students define the success of certain teaching techniques with ESP and EGP?

The answer to this question was mostly obtained through the interviews with the professors and students. While the professors focused on the defining of teaching techniques used based on the grades the students obtained, students mostly focus on how much they are learning applicable language skills from the use of certain techniques. Hence according to the students, the most successful teaching techniques were the ones that encouraged their involvement and participation in lessons, making language learning a fun and interactive process.

5. How do the differences between ESP and EGP affect the teaching process and student learning?

While ESP's nature on being vocabulary centered can limit the number of techniques that can be used in teaching it, there are still many new approaches to it, many of which also include the use of technology. So the differences between ESP and EGP can affect the teaching techniques used, and also affect the need for students' needs evaluation when compiling the lesson plans.

Based on the answers to the research questions, and through the information gathered via questionnaires and interviews with both students and professors, below is included the research hypothesis and whether they have been proved or disapproved by the findings.

First Hypothesis:

H.1: *ESP and EGP differ in many aspects, such as content, teaching techniques, students' needs assessment etc.*

ESP and EGP do differ from one another in aspects such as teaching needs, content, and students' needs assessment. Yet, while it is presumed that only ESP requires students' needs evaluation to be conducted prior to the teaching process, this could be also beneficial if done for EGP classes, because it would enable students to benefit more from the learning process.

Second Hypothesis:

H.2: *ESP and EGP professors use different teaching techniques, and only through the techniques used it can be easy to note whether the aspect of English being taught is ESP or EGP.*

This hypothesis has been approved, because indeed ESP and EGP professors use different teaching techniques. However, it is worth noting that certain techniques that are used to teach ESP can be interchangeable with EGP, therefore it can be more problematic to note only by observing teaching techniques that the content being learnt can be identified as part of ESP or EGP.

Third Hypothesis:

H.3: Identifying the differences between ESP and EGP will facilitate professors' work in creating lesson plans and therefore better fulfill students' learning needs.

Knowing how ESP and EGP differ can facilitate lesson planning, especially since it shed more information on what techniques are more appropriate or beneficial in specific

cases. This hypothesis has been approved, because a clearer distinction between these two aspects of the language would result in facilitation of professors' work as well as a clearer picture on how to better evaluate and meet students' needs.

4.5. How professors could improve the learning process in general

This part of the chapter focuses on differentiated instructions, as a potential aid in the process lesson planning, as well as teaching and learning of ESP and EGP. This part of the thesis was compiled having in mind the students' needs and is presented after conducting the final part of the research, the interviews with students. In this section, the discussion is further extended after obtaining the results from the suggestions derived following interviews with students of the following departments: department of mathematics, accounting, architecture and medicine. Below are presented in author's words, the potential suggestions for improvement of the teaching process, following the information gathered through the short but insightful interviews with the students.

Nowadays professors have a more difficult job as they face classrooms with up to one hundred or in some extreme cases even large auditoriums with over 300 students, whose needs are more diverse as they could be. As such professors have to be very selective regarding their teaching strategies and methods in order fulfill the needs of all the students, or at least involve the majority. Effective teaching does not mean that the professors develop a large number of lesson designs, one per each student; however, professors should neither be seeking for the 'golden middle' as that is as well ineffective.

It is not practical to try to individualize every lesson for every student because it ignores the needs of superior students, often leaving them unchallenged and uninterested, while on the other hand it intimidates and perplexes less talented students. Therefore the best practice is the alternative of differentiated instruction. Differentiated instruction is an approach that presumes that there is a variety of learners in every classroom and that all of these learners can be approached if a selection of methods and activities are used.

Moreover, in many researchers conducted by the expert on differentiation Carol Tomlinson (2000) it is said that students are more victorious when they are taught based on their own readiness levels, their interests, and above all their learning profiles. Differentiation is personalized teaching that helps students with varied educational needs and learning styles to acquire the same demanding intellectual content. Although, this form of teaching or learning might seem like an intimidating task, the process of designing and applying a selection of strategies within one classroom can be done at a range of levels.

Professors can distinguish instruction with an individual student, within a small group of students, or with the whole class, suggests Good (2006). Moreover, lesson design for differentiated instruction do not intent to create separation or unrelated activities for each student, but aims to provide interrelated activities that are based on the students' needs for the reason of guaranteeing that all students come to a similar grip of an ability or idea.

There are certain steps that professors need to follow for successful differentiated instruction. First of all professors must have a methodical understanding of the academic content or skills that they want their students to learn. Secondly, the professors must figure out how much their students already know about a certain skill and then the professors should define what the students did not know about the skill, in our case the knowledge on English language, EGP or ESP.

Furthermore, the professors must then decide which instructional methods and materials will most profitably concentrate on those needs and then finally design ways to sufficiently evaluate the students mastery of what has been taught. The professors have as well the ability of taking stocks of the students' knowledge and understanding is one of the first aim components of successful differentiation. On the other hand end-of-semester tests can as well provide some important information that can help

differentiate instruction. Moreover, the classroom-based assessments are as well very effective as they help professors to accurately determine their students' academic strengths, weaknesses, and interests and as such provide a way for the next steps in instruction.

Roberts, J.L. and T.F. Inman, (2013) suggest that an early assessment for the students' skills can be done as well at the beginning of the school year, but professors should as well measure the students' knowledge and needs before introducing a new idea to them, before starting a new lesson, or when developing a revision to evaluate or expand on topics already covered.

These assessments can be strict, such as analytic tests that assess specific skill levels, while professors can also keep track of certain objectives or skills that the students have or even have not yet mastered, or they can as well make use of several student surveys and questionnaires that can help to determine interests and preferences.

Moreover, skills assessments can as well be less formal, for instance professors can evaluate the students' work such as writing tasks or the test results, or simply monitor them to get a sense of their current skill level. Nonetheless, as Thousand, Villa, and Nevin, (2014) suggest, regardless of the fact if it is a formal or informal assessment, the main key to the successful use of all the above mentioned assessments is the idea of keeping track of the findings and as such using those in order to design instructional strategies customized for the individual student.

Furthermore, the selection of materials for use in the classroom is as well a crucial next step to effective differentiated instruction. For example, students have different priorities based on the class that they are, so a great number of materials can be used to support teaching, such as reading materials, pictures and visual ideas, video and audio ideas and many others. Additionally, the use of different materials will encourage the students to

understand the concept of the lesson presented by the professors.

Tomlinson, (2000) affirms that when the professors differentiate instruction, they do not vary the materials used for the lessons but moreover they vary the way in which the students interact with the materials as well as the manner they interact with their peers. This strategy of varying instructional activities allows the students to learn these same ideas and as well skills yet in a variety of: “support, challenge, or complexity” (Tomlinson, 2000, p. 2).

As mentioned, differentiating does not mean that the process of teaching should be done one by one, as it is something impossible. Hence, Good (2006) claims that professors should plan:

“several activity options, not one for each student’ and instead of generating isolated tasks, on any given day the teacher may work with the whole class, small groups, individual students, or a combination of all three” (Good, 2006 p. 14).

Therefore, when introducing the students to new ideas it is crucial for the teacher to include all the students by making use of different charts, audio or visual pictures as a combination to teaching. In other cases the professors might group the students into pairs or groups while they assist a small group of students, while the professors can make questions that encourage critical thinking or even assesses the students’ level of understanding.

Regarding the literature instruction, Willis & Mann, (2000) affirm that small groups of students can be set based on their achievement level, but they as well be grouped by their mutual interests in the subject matter even if materials at varying reading levels are used.

Professors can have the free choice to differentiate even when they are working with different students, so that they teach the same concept but use different ways in teaching. Here as well, professors have to be attentive in their choice as the right strategies are those which focus on the students' strengths and their ability to have a clear understanding of students' present academic needs, as Roberts, J.L. and T.F. Inman, (2013) indicate. The professors who design special lesson plans for their differentiated instructions reach all their students while staying focused on teaching challenging academic content but always chose different materials and strategies in teaching.

Moreover, the professors as well give the students the free option to show their knowledge about the content; the professors have as well the power to choose the length of time a student has to complete a certain task or even give the permission to write an essay instead of doing an oral speech in front of the class.

It is important to note that differentiating instruction alone will not immediately develop the students' performance. Moreover, Tomlinson (2000) claims that the attempts to differentiate are more proficient when these are combined with the use of a great content of the curriculum, instructional strategies, well-designed activities that focus on the students' needs and interests, active learning, and as well the students' satisfaction with the lesson.

Tomlinson (1999) also claims that the transition from the once so traditional instruction to this modern approach takes time and as well suggests that professors introduce these differentiation strategies steadily. Furthermore, the university can have a great role in supporting professors in learning these new skills by designing professional development activities that

“provide clear models for differentiated instruction in action”-(Tomlinson, 1999 p. 115).

Hence the successful use of differentiated instruction as well necessitates significant

amount of perform and advice.

Additionally, Keck and Kinney (2005) note that once professors have learnt their students' needs and have incorporated strategies to meet these needs into their instruction, differentiation makes certain "equity in the learning process" (Keck and Kinney, 2005, p. 15). Although this process requires concentration, expertise, and dedication to its use, differentiated instruction is a practical and realistic method of ease learning and intellectual development in all students.

CHAPTER 5

5.0. Conclusion, Limitations and Recommendations

5.1. Conclusion

Through the results obtained from this research it was enabled to define the difference between ESP and EGP teaching. The research also tried to assist in defining the best practices for ESP and EGP teaching and learning, and their relevance to the forever changing dynamic world we live in.

Through analyzing the responses of the respondents and by also comparing previous results from similar case studies, the hypotheses stated below have been supported, and furthermore the paper has presented suggestions, supported by evidence, on how to improve ESP and EGP teaching. The research has been able to prove, define and give extensive explanatory descriptions of the given hypotheses:

- ESP and EGP differ in many aspects, such as content, teaching techniques, students' needs assessment etc.
- ESP and EGP professors use different teaching techniques, and only through the techniques used it can be easy to note whether the aspect of English being taught is ESP or EGP.
- Identifying the differences between ESP and EGP will facilitate professors' work in creating lesson plans and therefore better fulfill students' learning needs.

The end results have shown that despite differences between these two aspects of English language, their individual importance in English learning has a great impact on students' education and in their preparation for the post-graduate life.

5.2. Limitations of the study

Even though this research successfully reached the aim, limitation of the study was encountered. The first obstacle was the number of population. The limited number of students from various departments willing to participate in the research made the researcher conscious that they were presenting only a small focus group for this investigation and in addition the research findings could be somewhat bias. Another limitation was the number of professors partaking in the research, which was limited to only professors from the English department. As a reference for future research, in order to fairly represent the professors' point of view in the research, a larger audience pertaining to this group should be included in the research.

In order to investigate the differences and similarities of ESP and EGP two different population sizes pertaining to two different groups of students had to be approached in two different ways. This resulted in clear statistical representation for the first group, or the majority; whereas, the second the group of students which represented the student population from other departments were interviewed, which not only resulted in fewer samples of data, but also included a smaller audience. If the researcher would have chosen to conduct the same survey with a larger population of students pertaining to other departments, the findings would have been even more conclusive or interesting.

Another limitation that might have influenced this study is by choosing the quantitative method and the qualitative method, a different method for each of the two different groups. It would have been more effective to opt only for one of the methods for the two student groups, which would have made better grounds for comparison of data obtained from the research participants.

5.3. Recommendation

Through the results of this study these recommendations can be given:

1. ESP is a relevant aspect of English language today, and students can benefit greatly, if they are encouraged to, or given the opportunity to learn this aspect of the language. This could be particularly beneficial to university students who are preparing to become professionals in any of the different fields of work today, be it in science, medicine, architecture, arts etc.
2. It would be beneficial for English language department students to be able to learn what exactly ESP is and how to teach it. Nowadays students are taught to be teachers, translators, or academics; however, they are not being taught that they can become teachers of only specific aspects of the English language.
3. Professors, educators, publishers and other stakeholders who have a role in English language teaching and education should try to raise the awareness on the relevance of ESP, and the benefits it can have if used properly. They have to communicate freely with the students and help them around their perceptions, skills, learning needs and any kind of concern.
4. When it comes to involving students in the learning process, especially with the increasingly large number of students during lectures, it should be noted that this is a hardworking process and professors alone cannot manage it. They need to be aided with proper conditions, in order to be able to pay sufficient attention to the learning need of each student.
5. As communication is an essential human skill, both ESP and EGP are important aspects of English language in this sense, and have a unique role in student's achievement, necessary development that need to be fulfilled in language learning. A well prepared and successful teacher should know how to organize a

class, how to engage all the students with traits together, how to explain subjects and how to motivate them to think and respond critically.

6. The variety of methods used when teaching ESP in particular are void if initially the students' needs are not evaluated and later on met through the course. ESP learning and students' needs evaluation are in an exponentially increasing report with one another, meaning that without students' needs evaluation there is no ESP teaching or learning. ESP goes beyond vocabulary, hence only teaching specific field vocabulary is insufficient, especially with students studying in the English language and literature department.

An important aspect of any type of teaching relies in helping students' and establishing a familiar environment in the classroom. In this way, students feel free to express their ideas and opinions in such an environment. And regardless of whether professors are teaching ESP or EGP, they ought to raise the awareness about the importance of learning a second language and learning how to communicate accurately.

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Appendices

Appendix A: EGP Students' Questionnaire

Age: **18-23** Number of participants: **70**

Gender: Male **47%** Female **53%**

ESP vs. EGP Students' Questionnaire:		Always	Usually	Sometimes	Rarely	Never
		1	2	3	4	5
1	Do your professors present the lessons in a variety of ways?	22	37	11		
2	Do your professors use any of the following methods during lessons: <ul style="list-style-type: none"> • The lecturing method • The discussion method • Brainstorming • Roleplay 		49	11	10	
3	Do your professors use materials that are easy to understand?	48		17		5
4	Do your professors provide you strategies for reading comprehension?	27		41		2
5	Do you feel free to share your ideas?	14	29	22	2	3
6	Do your professors give you clear instructions?	60		9		1

Appendix B: ESP Students' Questionnaire

Age: **18-23** Number of participants: **70**

Gender: Male **47%** Female **53%**

ESP vs. EGP Students' Questionnaire:		Always	Usually	Sometimes	Seldom	Never
		1	2	3	4	5
1	Does the material and teaching techniques used to teach ESP differ from those used in other English lessons?	3	17	25	18	7
2	Do your professors utilize the following methods when teaching ESP: Grammar Translation, The Structural Approach?		22	45	3	
3	Do your ESP professors evaluate your learning needs, prior to compiling the syllabus or lesson plan?			16	29	25
4	Do your professors focus on vocabulary when teaching ESP?	7	12	49	2	
5	Does your professor use translation of materials as a teaching technique?	63	7			
6	Do you feel free to share your ideas during ESP	1	3	6	45	15

Appendix C: Professors' Interview Questions

1. What teaching methodology do you use?

- a) Modern methods b) Traditional methods c) A combination of both

2. What teaching strategies seem to be the most effective?

The teachers listed strategies as: the lecturing method, the discussion method, brainstorming, cluster, role plays, and others.

3. How strong is your influence on your students?

The professors were reserved regarding this question, it might be a personal one yet I aimed to see the student-teacher connection through this answer. Hitherto, as to my disappointment the majority of the professors focus primarily on completing their 'teaching-task' and care less about feelings and emotions.

4. Do you provide your students with handouts?

- a) Never b) Seldom c) Sometimes d) Usually e) Always

5. How do you encourage your students to complete their classroom tasks?

Some of the lecturers expressed their disappointment for the lack of materials and facilities which would make their classes more interesting. Bonus points for activities were listed as the main form of praise, for the lack of a better reward system.

6. Based on which criteria do you design your lesson plans?

One of the lecturers summed up all what the other lecturers said: 'I start with what I have'. Indeed the professors lacked in materials such as radio, sometimes even projector or photocopies therefore their lesson designs primarily is based on what they have on material. Then secondly the students needs and of course the fact of moving with their curriculum plans.

7. How do you engage even the students who are bored or not interested in the lesson or subject?

The lecturers claimed that they do various exercises which will keep the students busy, such as competitive tasks, pair or group work.

EXPLAIN your thoughts on 'lesson design for differentiated instructions':

The lecturers were aware of the fact that not all the students have the same needs and desires and that they are individuals with individual aims. However, the lecturers cannot make lesson plans for each student therefore the ones who answered ,in general said that they use different tasks within one class and slowly switch from one to another and hence try to keep their students interested and motivated while giving them knowledge.

Appendix D:
Students' Interview Questions

Number of participants: 20 Age: 18-23

Gender: Male 49% Female 51%

During the interview with the students of different departments, partaking in this research, they were asked the following interview questions:

1. What type of lessons does your English language course comprise of?
2. Do your professors evaluate your learning needs before or during the semester?
3. Do you learn specific vocabulary that is pertinent to your field of study?
4. Do your professors use materials that are easy to understand?
5. Do you feel free to share your ideas in the classroom?