Research Article

Challenges of Teaching and Learning English Language for ESP Courses

Miranda Enesi

University Aleksandër Moisiu,
14, 2001, Rruga Currila, Durrës, Albania

Fatmir Vrapi

Polytechnic University of Tirana,
Bulevardi Dëshmorët e Kombit Nr. 4, Tirana, Albania

Anisa Trifoni

University Aleksandër Moisiu,
14, 2001, Rruga Currila, Durrës, Albania

Abstract

ESP as a branch of Applied Linguistics is concerned with teaching, testing methods, analysis of students' demands and inquiry into the linguistic and discourse structures of specific texts. ESP is a very important subject in Universities nowadays for many reasons. Technology is mostly developed in English speaking countries and specialized language is so widely used in all walks of life. ESP courses aim to prepare students with skills and vocabulary required in their studies and professions. They have to attend conferences, workshops and seminars worldwide and specific terminology is intertwined with their research area. In the case of teaching and learning English for IT, being familiar with the technical terms, translation of equivalent terms, using specific language in communication, are among the challenges. Grammar is an important skill for language mastery though not included in ESP course books and syllabi. Compiling adequate syllabuses based on the five skills including Grammaring is crucial. Through this paper it is aimed to present challenges of Teaching English for IT students, and suggest effective teaching techniques to overcome them. It is observed and hinted that ESP lecturers teach with more than one coursebook including materials drawn from real life, this way introducing a new and effective approach to teaching ESP. Professional knowledge is never enough in a certain study area. Communication and performance are the key for success or failure in the long run of ongoing education.

Keywords: Teaching, ESP, Information Technology, computer terms, challenges

1.   Introduction

ESP deals with teaching and learning English as a second or foreign language to University students and employees or trainees in their workplace. The purpose is using English in a particular area or discipline as well as in the work environment. Pursuant to Paltridge & Starfield (2013), it is a learner-

centered approach to teaching English, which focuses on developing communicative skills in specific research areas. (Paltridge & Starfield 2013:2). It increases the students/employees competence in using English for a specific discipline or workers professional skills. Studying English for ESP is a very important subject not only for IT students, but also students from different faculties and Universities.

As David Graddol (2000) states English is 'the language at the leading edge of scientific and technological development, new thinking in economic and management, new literature and entertainment genre' (Graddol 2000:30). The importance of dealing with ESP in Universities will serve the students towards their future career.

A study of English is a priority nowadays with globalization and standardization. It is important especially when someone is searching for a job or travelling the world participating in international conferences or meetings, etc.

Crystal (2003) says that 'with the aim of achieving a global status, a language should be learned and used in many countries as an official language or as a prime concern in a country's foreign language teaching'. Nowadays it is becoming a prime concern in many countries and it is used in all walks of life. English is the challenging vehicle of instruction in many schools and colleges all over the world (Crystal, D. 2003). Someone can study and receive the required training worldwide if he speaks and writes English correctly.

English is broadly used in the research area, internet communication, social domains and personal relationships. English is important for Information Technology students for many other reasons. IT is considered the backbone of the commercial world at present. English and computers have been interconnected with one another for decades. English is part of computer language and as the computer develops, English develops too. In the world of computer programming, English is considered the lingua franca for encoding and machines. English will continue to be spread via software and digitized property although there are no language restrictions nowadays (Graddol:30). According to him the majority of scientific research is carried out in US, Europe and Japan although English seems to be the predominant language. It makes communication possible via electronic means mostly in one language (English), so as to avoid incertitude. Moreover, a considerable information in the web is in English and so it is indispensable for engineers, not only to be able to understand, but also to communicate fluently in English.

Cumming (1995) states that English is the leading language of science and technology all over the world. It is purely presumptive that the "language" mostly "used in Internet is English. John Quarterman, in his essay reviewed the exceptionally dominant position of English worldwide (Cf. Cumming 1995:5)". Moreover, technical 'jargon' originates from English words, or English expressions or word forms, and reasonably English speakers worldwide can understand and apply these terms. And in that direction, using only one language as the first IT language, has streamlined computer processing.

It is very demanding to teach students of Polytechnic University or even teach English for ESP in other Universities as these students lack basic knowledge of English language, although they understand many technical terms in their specific subjects. V. Hirdvainis states that 'General English (GE) is very important if we expect to teach them technical communication which is very formal in nature, since they lack basic English skills' (Hirdvainis V. 2018). They won't be able to use specific terminology unless they speak and write English correctly.

2. The Origin and Definition of ESP

ESP appearance came as a result of the demands of New World, a linguistics revolution, and focus on the learner. Hutchinson and Waters (1987:5.)

Pursuant to Hutchinson and Waters (1987:7) the origin of ESP refers to two historical periods. The first period is at the end of the II-d World War, when English became the international language to facilitate the scientific, technical and economic activity and the second one relates to the Oil Crisis of the 1970s, when ESP was required to transfer western scientific and technical knowledge to the Oil-

Rich countries.

According to Streven's (1988:1-2), ESP consists of English language teaching designed to meet specified needs of the learner, related in content to particular disciplines, occupations and activities, centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse —in contrast with "General English". ESP may be, restricted as to the language skills to be learned (e.g., reading only), not taught according to any pre-ordained methodology.

ESP is an approach of teaching a language having proper command on syllabus, methods and activities used for studying it on the basis of the students needs and for their previous knowledge on their research area. Dudley-Evans & John claim (1998), nowadays, ESP has been shifted from modals to general ELT still focusing on the practicalities of the results.

ESP has always been concerned with enhancing the ability of students in order that they can communicate effectively in their work and study. Dudley-Evans clarified ESP's denotation in 'absolute' and 'variable' characteristics:

- ❖ Absolute Characteristics of ESP
  - ➤ ESP meets the specific needs of English language learners from specific study areas
  - ➤ ESP uses methodology and activities of the discipline it attributes to
  - ➤ ESP is centered on the language suitable to these activities in terms of all study skills, discourse and genre.
- ❖ *Variable Characteristics*
  - ➤ ESP may be designed for specific disciplines or areas
  - ➤ It may use, a different teaching methodology from EGP
  - ➤ ESP mostly refers to intermediate or advanced level adults, in a professional environment.
  - ➤ Some basic knowledge of the language systems is assumed in advance. Dudley-Evans (1998: 4-5).

This definition makes clear what is ESP and how it differs from EGP(English for General purposes). Neither does ESP focus on a specific discipline, nor does it include a certain age group. Absolute characteristics make clear what ESP represents and variable characteristics focus on the basic English knowledge beforehand but also mentions intermediate or advanced levels of English. The more advanced their basic English command the better it is for their professional career if they are to master ESP.

According to Dudley-Evans, ESP might be considered an 'approach' to teaching, or an 'attitude of mind. This means that this teaching approach is based on the learner's reason for learning.

Anthony (1997) notes that, it is not clear where ESP ends and EGP starts; ESP syllabi are designed to meet the learners requirements of using English in communication. How are the students or employees going to communicate if they lack basic English skills if they just master the specific terms?

Johns and Dudley-Evans' (1991:298) states that "ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context." This means a carefully designed syllabus based on different coursebooks and based on the five skills. Grammaring as the fifth skill should be included in the syllabus this way helping students to communicate fluently and correctly.

The ESP division into absolute and variable characteristics, provides a more accurate definition of it. So, ESP is not concerned with only one specific discipline, nor does it refer to a certain age group or ability range. As stated by Hutchinson et al. (1987:19)", "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

3. The Benefits of ESP

When individuals learn a foreign language, they get introduced to Universal linguistic topics. This is realized by a General language course. One cannot comprehend the nature and benefits of teaching ESP, unless he understands the full complexity of language teaching and learning. ESP is a learner-centered approach in which teaching syllabi, teaching methods, and practices are directed by specific

needs of specific students, or trainees from special areas of expertise.

According to Robinson (1989) ESP as an ELT type is a "Goal oriented language learning." (Robinson & Coleman, 1989: 398). Students in different Universities or trainees in their workplace have specific aims to achieve within their study area.

Johns and Dudley (1991) defined ESP as the path of the future given the English expansion worldwide, reflected in literature as well. Language is multifaceted and human activity is diversified in a wide scope of technical applications. Every progressive step in life has its own special terminology. Human life and language are concerned with many topics. Every topic requires certain communicative tasks to be performed, and these tasks require the mastery of certain task-based skills.

Robinson (1991) considers ESP as a major global activity, nowadays. Robinson regards analysis as crucial in defining ESP. According to her definition "ESP is goal-directed' and ESP courses develop from a needs analysis". ESP courses have a limited time period in order to meet the students or trainees aims, in terms of specialist studies. For Robinson ESP is an enterprise of education, training, and practice. Moreover, it takes advantage of three major realms of knowledge: language, pedagogy and the students' special study areas (Robinson 1991).

Chris Wright's definition regarding the threefold benefits of ESP is thorough and detailed. According to him, the trainees can increase their efficiency and be trained for a more professional level. Firstly, they can increase their learning speed from content-based contexts'. This results in an increase of their working performance. Secondly, the teachers design ESP course syllabi, based on their students needs and requirements. This results in an increase of the course efficiency. And thirdly, at the end of this course, trainees and students can use language accurately in their tasks or workplace, which results in an increase of efficiency and professionalism. Language problems will not hinder their working process anymore (Wright's 1992).

Antony (2019) mentions in his article that,' People involved in different activities need to master different skills especially linguistic ones including Specialized vocabulary, Register, functions and Structures. Special terminology is essential in their profession.

4. Challenges of Teaching English for Information Technology

English for IT courses are compiled to prepare students capable of using English as the main professional communication mean in their future jobs and in real situations. Students ought to study technical terminology, which is often not very easy for GE speakers, workers or trainees. Unlike EGP, in ESP courses especially for Polytechnic students, it is important to understand clearly the complexities of the five skills as listening, speaking, reading and writing and Grammaring in a technical context so that students can communicate effectively not only in a technical English environment, but also in a General English setting. English teachers face many difficulties while teaching technical English as the students lack the basics of GE and their English level does not go beyond intermediate.

In order to develop English basic skills, a lecturer cannot cover all the topics. Many Polytechnic students lack basic sentence patterns in English. They lack writing practice and grammar skills as well. Another difficulty for teachers and lecturers is the compilation of a special syllabus comprising the five skills (including Grammar as the 5-th skill alongside Reading, listening, speaking and writing), since technical English books are mostly based on terminology (Larsen-Freeman 2003).

The present syllabus contains topics of conversation useful for technical communication and the reading comprehension exercises enrich them with technical English terminology. But students cannot get neither conversation practice, nor writing practice. The students are mainly examination-oriented. Many of them simply want to pass the course, and are not interested in enhancing their basic English communicative skills.

Another communication difficulty, may arise from high schools in which English is taught through grammar and vocabulary translation method living listening and speaking skills in the background. What needs to be improved is the student's communicative competence, as the fundamental knowledge and skill of language the speaker-listener possess (Hymes 1972). The

communicative competence requires grammatical knowledge and linguistic structures, of language use in context and the ability to use appropriate vocabulary in different communicative situations (Hymes 1972).

Every field of knowledge and specialty makes use of a special vocabulary denoting specialized concepts by means of a technical language and speech. So, terms are language units representing part of the lexicon and containing phonological, morphological and syntactic features and information. They serve as vehicles of communication and as cognitive units should denote concepts to be perceived by human brain via grammar rules and communication (Vrapi 2020).

5. Methodology

5.1 Subjects

In this paper, surveys are conducted and data are elicited and analyzed with SPSS. Surveys provide valuable opportunities to understand English lecturers' practices and opinions concerning possible difficulties while teaching English for specific purposes especially to IT students as well as their need for further training in ESP. The subjects of the study are a total of 50 English lecturers teaching English for Specific Purposes from 3 Universities in Albania University Aleksandër Moisiu of Durrës, Polytechnic University of Tirana and University of Tirana who participated in the study. More specifically, the sample consists of 30 full time participants and 20 part time lecturers with working experiences ranging from a minimum of 1-3 years experience to a maximum 21 years or more. The sample of lecturers was chosen randomly. It is important to mention that their participation in the survey was anonymous and voluntary, as well. The process of data collection started with the administration of the survey questionnaire during the first semester of the academic year, 2020-2021 and they were contacted via e-mail.

5.2 Instruments of the study

The instrument used in this study was a questionnaire that consisted of two main parts. The first comprises background information about the English lecturers involved in the study such as: lecturers' age group, their gender, their teaching experience, their training in ESP etc. The second part of the questionnaire contains three blocks of statements related to three different categories. The first one was named "**Difficulties related to students of ESP**" and listed thereinafter, are various elements that cause difficulties in teaching ESP, which stem from the students themselves. The second block named "**Difficulties related to the lecturers of ESP and the method used**" and as the title suggests here are listed possible problems that have to do with the lecturers or the methods, they use in ESP teaching. The third block named "**Training needs for ESP teachers**" covers various aspects in which lecturers of ESP might need training. The Likert scale was used for the three of them; ranging from 'never' to 'always" for the first two blocks and from "not important" to "very important" for the last block. Quantitative methods to analyze the data are used. This questionnaire was sent out to lecturers of ESP in order to collect data concerning the difficulties encountered by English lecturers in teaching English for Special Purposes (ESP) as well detailed information related to various challenges faced during the ESP teaching process.

5.3 Research questions

The research questions raised in this study are as follows:
   1. Which are the most typical difficulties related to students of ESP and how frequent they are?
   2. Which are the most common difficulties related to the lecturers of ESP and the method used by them? How frequent they are?
   3. What is the lecturers' opinion on various aspects of ESP training?

5.4 Data Analysis

We started our analysis focusing at first on the lecturers' age-groups. In our case, the lecturers that took part in the survey belonged to three age-group, despite the fact that more age-groups were listed. As we can see from the graph below, 30 % belonged to the age-group 22-31 years old (15 lecturers), 48 % belonged to the age-group 32-41 years old (24 lecturers) and 22 % belonged to the age-group 42- 51 years old (11 lecturers). The findings are presented in graphic no.1.
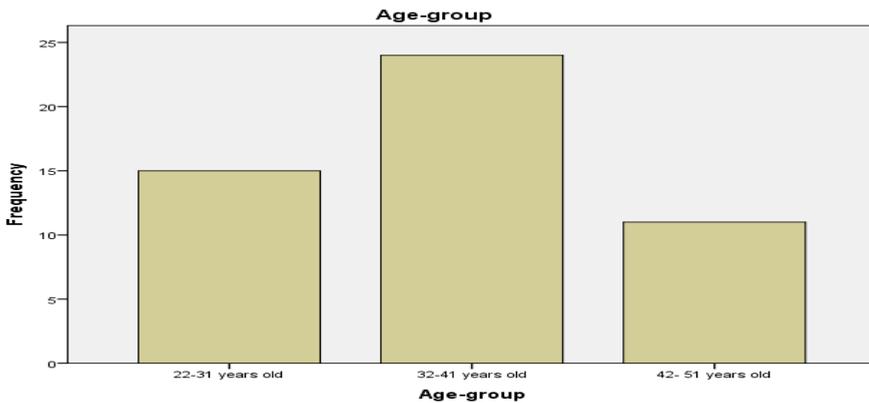
Graph No. 1:

Secondly, we wanted to find out about the gender of the lecturers involved in the survey. The data analysis revealed that 96% were female (48 lecturers) and only 4 % were male (2 lecturers). The findings are presented in graphic no.2 below.
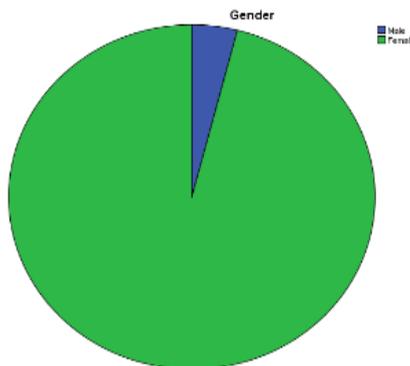
Graph No. 2:

Moreover, it is of great interest the finding about the teaching experience of lecturers who participated in the survey. As you can see from the table below the lecturers of the study have a variety of teaching experiences ranging from 1-3 years up to 21 years or more. A closer look of the table would indicate that 58 % (which is more than the half of the sample) of the lecturers retain more than eleven years of teaching experience. The results are indicated in table 1. For a better visual presentation, the information related to the lecturers' experience is found in graph no. 3, as well.

Table No. 1: Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Years	11	22.0	22.0	22.0
	4-6 Years	6	12.0	12.0	34.0
	7-10 Years	4	8.0	8.0	42.0
	11-15 Years	18	36.0	36.0	78.0
	16-20 Years	7	14.0	14.0	92.0
	21 Years or more	4	8.0	8.0	100.0
	Total	50	100.0	100.0	
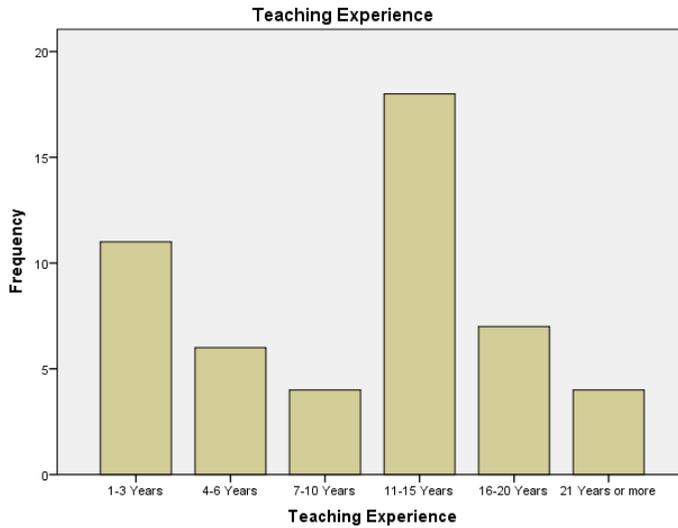
Graph No. 3:

Another component we wanted to investigate was ESP training. In this respect, part of the questions in the survey was whether the English lecturers had received ESP training before, during or after they had taught ESP courses at university. Their answers indicated that most of the lecturers surveyed, namely 62% of them (31 lecturers) had received ESP training. The results are presented in graph no. 4.

Graph No. 4:

Further on, in our analysis, we focused our attention on the first block of statements which was named "Difficulties related to students of ESP". As we mentioned before, the statements found here include numerous elements that cause difficulties in teaching ESP and that are related mainly to the students themselves. For this block, the reference was made to the Likert scale, with values ranging from 1- never to 5- always (1.Never, 2.Rarely, 3.Sometimes, 4.Often, 5.Always). As it is expected, the five–point Likert scale is regarded an interval scale. In such a case, the mean value is extremely important in interpreting the results. Consequently, answers from 1 – 1.8 are calculated as *never*, from 1.81 – 2.6 are calculated as *rarely*, from 2.61 – 3.4 are calculated as *sometimes*, from 3.41 – 4.2 are calculated *often* and from 4.21 – 5 are calculated *always*. As we can observe from the mean values (ranging from 2.72 – 3.30) presented further on (table no.2) all of the lecturers surveyed admitted that they have sometimes during their ESP teaching encountered the difficulties presented through the statements below. Two of the more prominent issues seem to be related to statement 1 (*Students of different levels of proficiency in English language in the same class*) and statement 7 (*Students' focus on test results rather than on learning to communicate*) which had the highest mean scores, respectively (M= 3.30) and (M= 3.24). Whereas, the less problematic areas seem to be those related to statement 5 (*Insufficient grammar exercises in favour of terminology in ESP*) and statement 6 (*Insufficient teaching hours for students to learn in the ESP courses.*) which had the lowest mean scores, respectively (M= 2.72) and (M= 2.80). However, we should highlight the fact that the difference between the more and the less problematic issues is not very noticeable in this case, as they fall within the same interval.

Table No.2: Descriptive Statistics

	N	Mean	Std. Deviation
Students of different levels of proficiency in English language in the same class	50	3.30	1.266
Students with very low general English level	50	2.92	1.192
Lack of student's motivation in studying ESP	50	2.84	1.017
Mother tongue influence due to students' insufficient knowledge in ESP.	50	3.06	1.202
Insufficient grammar exercises in favour of terminology in ESP.	50	2.72	1.161
Insufficient teaching hours for students to learn in the ESP courses.	50	2.80	.969
Students' focus on test results rather than on learning to communicate	50	3.24	1.287
More focus on ESP terminology rather than on vocabulary structure and grammar	50	3.06	.978
Valid N (listwise)	50		

Next, in our analysis was the second block of statements named "Difficulties related to the teachers of ESP and the method used". This block included several elements among which we can mention: difficulties in syllabus design, in meeting students needs, in class management, in finding authentic materials, in giving and receiving feedback, in understanding the content of ESP course, in familiarizing with the specific terminology of ESP, in designing and developing teaching materials on ESP etc. Even for this block of statements, we used the Likert scale, with values ranging from 1- never to 5- always, as in the first block. Since even in this case, we have to do with an interval scale, the mean value will be taken as a point of reference and the answers will be calculated as in the first block. Based on the mean scores we can say that the lecturers' answers concerning the problematic areas covered in this block range between never and rarely. This is comprehensible in as long as the mean values in the block range between, (M= 1.70) and (M= 2.52). More specifically, lecturers admit that they never have problems of class management as we can see in statement 6 (*Difficulties in Class management*) (M=1.70) which is actually the lowest value in the block, along with statement 7 (*Difficulty in designing the course Syllabus for ESP students*) with a mean score (M= 1.80). This later statement points out that they never encounter difficulties when it comes to designing the ESP syllabus. The rest of the statements fall within the category of *rarely*. However, even there we can differentiate between elements that are more problematic than the others. To be more specific, the issues that seem to be more prominent are those expressed in statement 13 (*Limited resources for ESP course*) with the highest mean score (M= 2.51)

followed by statement 14 (*No full coverage of ESP course contents*) with a mean score (M= 2.49). Whereas among the issues that are less encountered within the category "rarely" we can mention those expressed in statement 11 (*Difficulty understanding the content of ESP course*) and statement 9 (*Difficulty in Designing and developing teaching materials on ESP courses*) with the respective mean scores (M= 1.96) and (M= 2.15). The findings are presented in table no. 3.

Table No. 3: Descriptive Statistics

	N	Mean	Std. Deviation
Difficulties in giving and receiving feedback in ESP classes	50	2.36	.851
Unfamiliarity with the genre of ESP subjects	50	2.24	.916
Teachers' unfamiliarity with material development	50	2.20	1.030
Lack of familiarity with some of the more specialized terminology	50	2.42	1.032
Difficulty in meeting the specific needs of the students in ESP classes	50	2.38	.945
Difficulties in Class management	50	1.70	.814
Difficulty in designing the course Syllabus for ESP students	49	1.80	.890
Difficulty in finding authentic materials related to ESP course	50	2.52	1.074
Difficulty in Designing and developing teaching materials about ESP courses	48	2.15	.989
Lack of suitable materials about ESP courses	49	2.35	1.071
Difficulty understanding the content of ESP course	50	1.96	.903
Being uncomfortable with the use of Technology in the Class Room	50	2.22	1.130
Limited resources for ESP course	49	2.51	.982
No full coverage of ESP course contents	45	2.49	1.079
Unclear objectives of ESP courses for the teachers of ESP.	45	2.22	1.020
Valid N (listwise)	40		

The last, but not the least important block, is the one named "Training needs for ESP teachers" where are mentioned several aspects on which importance lecturers have given their opinion. Here are included methodology of teaching the ESP course, ESP Course Design, specific terminology related to ESP course, ESP theory, ESP assessment and evaluation, lesson planning and supplementing the course book etc. Likert scale was used even for this block of statements, but the values assigned to the statements were different from the two previous blocks. More specifically, they ranged from 1- not important to 3- very important (1- not important, 2 – useful, 3- very important). The three–point Likert scale we used is considered an interval scale. Consequently, answers from 1 – 1.66 are calculated as *not important*, from 1.67 – 2.33 are calculated as *useful*, and from 2.34 – 3 are calculated *as very important.* Concerning the data in table no.4, the results of the lecturers' answers indicate that the aspects mentioned in statement 7 (*Major subdivisions of ESP*), in statement 4 (*ESP theory*) and in statement 2 (*ESP Course Design*) are considered useful areas for training with respective mean scores (M= 2.08), (M= 2.20) and (M= 2.30). Whereas the remaining statements include aspects that the lecturers consider very important for training. Three of the areas where training is considered very important are found in statement 8 *(Lesson planning and supplementing the course book*), in statement 1 (*Methodology of teaching the ESP course*) and statement 3 (*Specific terminology related to ESP course*) with respective mean scores (M= 2.72), (M= 2.68) and (M= 2.56). Apparently, lecturers consider more important training in respect to Lesson planning and supplementing the course book, ESP methodology and ESP terminology than the others listed there. The findings are presented in table no. 4.

Table No. 4: Descriptive Statistics

	N	Mean	Std. Deviation
Methodology of teaching the ESP course	50	2.68	.471
ESP Course Design	50	2.30	.707
Specific terminology related to ESP course	50	2.56	.577

	N	Mean	Std. Deviation
ESP theory	50	2.20	.606
Approaches to ESP & materials development	50	2.50	.505
ESP assessment and evaluation	50	2.36	.631
Major subdivisions of ESP	50	2.08	.665
Lesson planning and supplementing the course book	50	2.72	.454
Valid N (listwise)	50		

6. Discussions

Some of the findings of this study are supported by findings in other studies as well. Among other things we have found out that lecturers of ESP have *sometimes* encountered problems related to the presence of students of different levels of proficiency in English language in the same class. This is evidenced even in the study of (Medrea & Rus, 2012) who state that "The cause of this problem is closely related to the students. They come to University with different language backgrounds. Moreover, not all the first year students are at the B1 level, required by the Common European Framework of Reference for Language."

In this respect, Saliu (2013) in his article points out that "Teachers have to deal with mixed-ability groups in terms of language level and professional competences. Many students are very good at English; others are very good at professional areas. The first group want to practice General English and is quite disappointed by the matter-of-fact style of technical English." This is often the case even in Albanian Universities and is supported by our study as well.

Concerning the importance of training, the results of the study revealed that lecturers consider training as very important among other aspects even in the *Specific terminology related to ESP course.* In this regard, Koran (2014) points out in this study that "Since special terminology is usually context-based, getting familiar with the carrier content of the subject is crucial in order to present the real content. ESP teachers are not specialists in students' professional fields, and it is often quite obvious for them to struggle with the language of the subject matter."

Even Cenaj (2015) in her article mentions that the lack of ESP training or courses on ESP methodology brings problems in ESP teaching process. Their University curricula does not include subjects concerning ESP. As Hutchinson and Waters' write 'The lack of training faces them with situations and issues they cannot cope with.

According to Bojović (2006) cf in Ahmed (2014), 'More trained teachers and teacher training institutions are required. ESP teachers are not specialists in the field, but in ELT, their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do. ESP Teacher training is an important aspect of our study as well.

According to Larsen-Freeman (2003) lecturers encounter difficulties in the compilation of a special syllabi with the five skills, since technical English books are mostly based on terminology but in our study, lecturers admit that they never have problems of 'Difficulty in designing the course Syllabus for ESP students'. This finding was also supported by the data in the third section of questions where ESP Course Design was not classified among the most important areas where they needed training. This comes as a result of the experience or training that lecturers have gained over the years in this area.

Concerning the importance of motivation in ESP Zavistanavičienė, D. & Dagilienė (2015) note, that Learner motivation in ESP is one of the decisive aspects in acquiring language learning proficiency. Students' determination, willingness and aspiration have a profound effect on fostering their achievements in learning ESP.

The element of motivation comes out even in our study and sometimes the lack of it, causes difficulties for lecturers of ESP.

7. Conclusions

English is a universally accepted language and interacting in English is essential for everyone who wishes to understand and be understood in academic or professional spheres, explain technological developments and new products, and attend professional events.

This paper reviews many challenges of teaching and learning English for ESP courses, particularly for Information Technology courses and suggests effective teaching methods as well. The compilation of a specific syllabus based on many texts as well their every day communication in their specific study areas or the institution they work for is crucial in order to succeed. ESP is also interconnected with EGP and a systematic study of the latter is also very important. ESP Lecturers training including Teaching Methodology, Syllabus Design, Class management, finding authentic materials, familiarizing with the specific terminology of ESP, designing and developing teaching materials on ESP is indispensable.

Concerning the survey's result, in order to answer the first research question, *it has been* found out that the lecturers have *sometimes* encountered all the difficulties associated with the students. Here it needs to be mentioned: Students of different levels of proficiency in English language in the same class, students with very low general English level, lack of student's motivation in studying ESP, mother tongue influence and interference due to students' insufficient knowledge in ESP, students' focus on test results, rather than on learning to communicate etc. Still, it is important to highlight the fact that the results indicate a very good consistency of the lecturers' answers.

Concerning the second research question, lecturers admit that they *never* have problems of '*Difficulties in Class management*' and '*Difficulty in designing the course Syllabus for ESP students*'. Whereas, in relation to the aspects that are encountered rarely, the most typical have resulted to be '*Limited resources for ESP course*' and '*No full coverage of ESP course contents*'.

As far as the third research question lecturers consider training as very important in the following aspects: *1. Methodology of teaching the ESP course, 2. Specific terminology related to ESP course, 3. Approaches to ESP & materials development, 4 ESP assessment and evaluation* and 5. *Lesson planning and supplementing the course book*. Whereas aspects like: 1. *Major subdivisions of ESP*, 2. *ESP theory and ESP Course Design* are considered *useful*, but not *very important*.

Through this paper, it was attempted to highlight the challenges of teaching and learning English for ESP courses and suggestions to overcome the difficulties faced by the teachers of English in Polytechnic University and Faculties of Information technology were offered. IT students should keep in mind that professional language knowledge is not enough in a certain area. It is intertwined with linguistic knowledge as well. Language communication and performance is often the key for success or failure in the long run of their continuous education and training.

References

Anthony, L. (1997). ESP: What does it mean? ON CUE. cited from https://www.researchgate.net/publication/281345103_'Issues_in_ESP_English_for_Specific_Purposes'

Anthony L. (2019) Defining English for Specific Purposes and the Role of the ESP Practitioner Dept. of Information and Computer Engineering, Faculty of Engineering, Okayama University of Science, 1-1 Ridai-cho, Okayama 700-0005, Japan) https://pdfs.semanticscholar.org/f5ee/81c0e6984a5a592808b37a85dad82bac7da3.pdf 2. Ahmed, M. K. (2015) The ESP Teacher: Issues, Tasks and Challenges 'English for Specific Purposes World, ' Issue 42, Vol. 15, pg. 19 & 32.

Cenaj, M. (2015) Pedagogical Challenges of ESP Teachers in Albania Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy Vol. 4 No 3 S1.pg 490

Cumming J.D. English Today / Volume 11 / Issue 01 / January 1995, pp 3 - 8 DOI: 10.1017/S0266078400007999, Published online: 17 October 2008

Crystal, D. (2003). English as a Global Language. 2nd Ed. Cambridge: Cambridge University Press).

Dudley-Evans, A., & St. John, M. J. (1998). Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press.pg.1,4,5

Graddol, D. (2000) 'The Future of English?' The British Council. pg 30-31

Hirdvainis, V. (2018) Role of the English language in Information Technology: Importance of learning and practical use of language skills Vinnitsa National Technical University УДК [81'276.6+811.111] :004 file:///C:/Users/user/Downloads/1995-7068-1-PB.pdf)

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A learning centered approach. Cambridge: Cambridge University Press.pg 6,7,19. https://doi. org/ 10.1017/ CB O 9780511733031.

Hymes, D. H. (1972). On communicative competence. In C. J. Brumfit & K. Johnson (Eds.), The communicative approach to language teaching (2nd ed., pp. 5-27). Oxford: Oxford University Press., pg.4.

Johns, A. M. & Dudley-Evans, T. (1991). English for Specific Purposes: International in Scope, Specific in Purpose. TESOL Quarterly 25, pg.298.

Koran, S. (2014)'Some challenges for teachers of ESP' VLTAL 2014 Conference 13, 5 pg.593.

Larsen-Freeman, D. (2003). Teaching Language: From Grammar to Grammaring. Boston, MA: Heinle & Heinle.

Medrea, N. Rus, D. 'Challenges in teaching ESP: Teaching resources and students needs 'Available online at www.sciencedirect.com. Elsevier Procedia Economics and Finance 3(2012) 1165 – 1169 pg 1166.

Paltridge, Brian & Sue Starfield (eds.). 2013. The Handbook of English for Specific Purposes. Chichester, UK: Wiley-Blackwell, pg.2.

Robinson, P. (1991). ESP today: A practitioner's guide. London: Prentice Hall,1

Robinson, P.C, ed. Hywel Coleman. 1989. Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts. New York: Mouton de Gruyter,

Saliu, B. Challenges For Learners/ Teachers In The ESP Course For Legal Studies 'Volume 9, No. 1, 2013 pg.4 Available on line. https://sciendo.com/downloadpdf/journals/seeur/9/1/article-p1.xml

Strevens, P. (1988) ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), ESP: State of the Art Singapore: SEAMEO Regional Centre, pg.1-2.

Trace, J., Hudson, T., & Brown, J. D. (2015). An overview of language for specific purposes. In J. Trace, T. Hudson, & J. D. Brown, Developing Courses in Languages for Specific Purposes (pg. 1–22). Honolulu: University of Hawaii. https:// core.ac. uk/download/ pdf/ 32300318. pdf. Accessed 27.04.2021.

Vrapi, F. Interpreting and treatment of certain terms in English language Balkan Journal of Interdisciplinary Research IIPCCL Publishing, Graz-Austria Vol. 6 No.2 September, 2020 ISSN 2410-759X

Wright C. 1992. The Benefits of ESP. Cambridge Language Consultants. www.camalang.com/art001.htm. Cf. Pleşca G. (2019) The Opportunities And Benefits Of English For Specific Purposes. Conference Paper.

Zavistanavičienė, D. & Dagilienė, I. (2015)"Motivation fosters learners' achievements in ESP." Inžinerinės ir edukacinės technologijos, nr. 2, pp. 59-66.

Appendix

Questionnaire

This questionnaire aims at collecting data concerning the difficulties encountered by English instructors in teaching English for Special Purposes (ESP). Through this questionnaire I intend to collect detailed information related to various challenges faced during the teaching process. The survey is completely anonymous and the data will be used for study purposes only. Your personal opinions are very helpful and appreciated.

Thank you for your time!

Part I : Background information . (Underline your answer)

A. Age-group
    1.   22-31 years old   2. 32-41 years old   3. 42- 51 years old   4. 52 years old or more

B. Gender
    1. Male   2. Female

C. Teaching Experience
    1. 1-3 Years   **2.** 4-6 Years   **3.** 7-10 Years   **4.** 11-15 Years   **5.** 16-20 Years   **6.** 21 Years or more

D. Training
Have you had ESP training sessions before or during the ESP courses that you teach?   1. YES   2. No

Part II:

A. Difficulties related to students of ESP

How often have you encountered the following difficulties in your ESP courses?
Please indicate your answer with an **X**.

		Never	Sometimes	Neutral	Often	Always
1	Students of different levels of proficiency in English language in the same class					
2	Students with very low general English level					
3	Lack of student's motivation in studying ESP					
4	Mother tongue influence due to students' insufficient knowledge in ESP.					
5	Insufficient grammar exercises in the ESP method.					
6	Insufficient teaching hours for students to learn in the ESP courses.					
7	Students' focus on test results rather than on learning to communicate					
8	More focus on ESP terminology rather than on vocabulary structure and grammar					
9	Activities in ESP classes are not helpful to improve students communicative competence .					
10						

B. Difficulties related to the teachers of ESP and the method used

How often have you encountered the following difficulties in your ESP courses?
Please indicate your answer with an **X**.

		Never	Sometimes	Neutral	Often	Always
1	Difficulties in giving and receiving feedback in ESP classes					
2	Unfamiliarity with the genre of ESP subjects					
3	Teachers' unfamiliarity with material development					
4	Lack of familiarity with some of the more specialized terminology					
5	Difficulty in meeting the specific needs of the students in ESP classes					
6	Difficulties in Class management					
7	Difficulty in designing the course Syllabus for ESP students					
8	Difficulty in finding authentic materials related to ESP course					
9	Difficulty in Designing and developing teaching materials about ESP courses					
10	Lack of suitable materials about ESP courses					
11	Difficulty understanding the content of ESP course					
12	Being uncomfortable with the use of Technology in the Class Room					
13	Limited resources for ESP course					
14	No full coverage of ESP course contents					
15	Unclear objectives of ESP courses for the teachers of ESP.					

C. **Training needs for ESP teachers**

How important do you consider training in the areas of ESP course listed here?
Please indicate your answer with an **X**.

		Not important	Useful	Very important
1	Methodology of teaching the ESP course			
2	ESP Course Design			
3	Specific terminology related to ESP course			
4	ESP theory			
5	Approaches to ESP & materials development			
6	ESP assessment and evaluation			
7	Major subdivisions of ESP			
8	Lesson planning and supplementing the course book			