



## Investigating the Values and Behaviors of ESP Teachers and Their Experience in Classrooms



Tahmineh Ghorbani<sup>a</sup>

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### Abstract

The current research sought to explore the values and relations between Iranian ESP teachers and classroom experience. To do this, 20 five ESP teachers who teach English for unique purposes at the Islamic Azad University, Kermanshah Branch, Kermanshah District, Kermanshah, Iran participated in the study through convenient sampling in various disciplines, such as Chemistry, Accounting, Mathematics and Law. Gender was not among the targets of this analysis as the participants monitored their possible results. The participants were interviewed and asked to fill in the gaps at periods while they had spare time in order that the results would be as accurate and relevant as possible. The instructor had a questionnaire completed by the researcher. They were therefore regularly interviewed outside the university in their spare hours. The research results showed that the ESP teachers' views regarding their classroom teaching experience were inconsistent.

### 1. Introduction

English has been the dominant interaction tool for many various disciplines and occupations around the globe as a foreign language. This underlines the value of English for specific purposes and particularly the growing concern for its subcategory. Essen (2000) finds ESP to be, most significantly, one of the key goals for English to function as a Foreign Language (EIL). As Widdowson (1997) says, "EIL and ESP are coexistent; otherwise, they would not spread; otherwise, as an efficient medium of global contact, they would not control themselves. If not, it is not worth studying in school or at university for the majority of people".

<sup>a</sup> Faculty of Persian Literature and Foreign Languages, Islamic AZAD University, South Tehran Branch.  
Email: [tahmingor@gmail.com](mailto:tahmingor@gmail.com)

There appear to be some close links between the values of the ESP teachers and the different facets of their classroom practices, as far as the present sense of the classroom is concerned. However, up-to-date longitudinal reports on the values, behaviors and actions of ESP teachers in Iran have not yet been undertaken.

The subject of research on telecommunications and teacher education has, in recent years moved from the actions of teachers to areas of knowledge that underlie such behaviour. More precisely, the values and behaviours of teachers have been established as a significant teaching element (Stuart et Thurlow, 2000; Renzaglia et al., 1997). The so-called improvement in teacher experience study contributed to major insights into the values of teachers, culminating in many research results (Stuart & Thurowo, 2000; Wenden, 1999; Woodland, 1996) (Pajares, 1992). A literature review on this subject reveals that teacher values have a vital influence on how they teach in schools, how they practice how to teach and how to interpret a change in education (Borg, 2001). In this sense, research into English as a second language / foreign language (ESL / EFL) teacher has become a corollary of the wider education study system.

Furthermore, research on the beliefs of ESL / EFL teachers is relevant, particularly in contexts where English is teaching for specific purposes; i. e. Specific / EAP (ESP / EAP) English. E.S. The values expressed by ESP / EAP teachers appear to be very much connected to the way they teach, their actions and their activities in classrooms.

Issue and intent statement of the analysis are as follows. Since teachers who found them very different from current classroom conditions in the TTC (teachers' training courses) is probing, there was a stronger inclination to explore teachers' values and perceptions in order to uncover the more normal truth in order to feel the issues of teaching and teaching programmes. The current research seeks the question of "Do in-service ESP instructors' attitudes and beliefs affect their real classroom practices?"

## **2. Material and Method**

### *Literature Review of Esp*

Today, ESP is an important learning practice and operation worldwide. It is seen as an organisation that is interested in curriculum, teaching and practice and relies on three main fields of knowledge: linguistics, pedagogy and special interest fields of the students/participants (Hutchinson and Waters 1987; West 1998). In view of Hutchinson and Waters, in the earlier sixties English for Particular Purposes (ESP) had to be continued in order to become one of the most popular fields of EFL instruction (English as a foreign language). It offers its creation in growing numbers of ESP universities and the number of ESP courses for students abroad in English-speaking countries. An academic publication, "English for particular purposes: a scientific journal," has now been written to address the ESP (ibid.). (ibid.). Robertson and Nunn (2010 ) indicated that the second-language acquisition area shad-ups and the never-ending SLA conference circuit worldwide ESP had been preserved for a long time. An ESP description must be differentiated from four absolute characteristics from two variables, which include absolute and variable characteristics, in Strevens' opinion.

ESP emphasises on students' criteria, is time-intensive, relieves pupils, is effective in training them, is cheaper than "Normal English." Dudley-Evans (1998), following Strevens' description, suggested another description that was modified to a significant degree from the concept of Strevens. The definitive characteristics that ESP "in relation to 'Generally English' has updated and expanded the number of vector attributes. Especially in resolving disagreement about what is or is not ESP the division of ESP into absolute and variable characteristics is helpful. ESP can not refer to

particular discipline from the description, nor must it be guided to a particular age group or set of capacities. ESP can be regarded as merely a strategy or a 'attitude of mind' by Dudley-Evans. This perspective resonates with the one of Hutchinson and Waters (1987) who stress, "ESP is an approach to language teaching that is based on the learner's intent for all judgments regarding material and process" (p. 19).

An integral characteristic of the ESP is that language learning must be focused on the needs of students. Various classes must be given for different categories of pupils, so students have various interests in different subjects. ESP must then be Process separated. The number of ESP teachers who took part in this survey was 25, both men and women. The teachers taught English in Kerman Shah (Kermanshah), Kerman, Iran, to special purposes at the Islamic Azad Branch. University. The participants were chosen on the basis of availability sampling according to the form of the ESP course they learned.

The male teaching staff was roughly the same as the women participating; in other words, the overall male teaching staff was 12 (n=12), and the females taught 10 (n=10). Gender was not among the objectives of the research, and so the possible results of the participants were monitored. The instructor had a questionnaire completed by the researcher. They were therefore regularly interviewed outside the university in their spare hours. M was retained by the participants. A. A degree in Engineering, Accounting, Arithmetic, and Law, among other areas. To name a few.

### *Instruments*

Two instruments were also used to collect both accurate and relevant results, in addition to the history questionnaire. Given that no prior ESP teacher views and attitudes research has been completed, efforts have been made to create a new questionnaire. As a result of many similar previous studies ( e.g., Prodromou, 2002; Sherkato-labbasi et al., 2012; etc.) the questionnaire was fully amended in a way that conforms to the contextual elements of the present research. The new questionnaire contained 30 Likert items to promote the beliefs of students and administrators about ESP teaching. There were five alternatives for each topic to be distributed as acceptable in their opinion. The alternative was the following : ( 1) Absolute cooperation, (2) agree (3) disagree (4) and (3) disagree (5), disagree (3).

The topics included in this questionnaire demonstrate the concepts of the role of L1 in language teaching, the correction of mistakes, the form and time of evaluation, the needs of pupils, policy on educational problems, the action and practice of classrooms and teaching materials.

### *Methods*

Qualitative and quantitative methods have been used in this analysis. The 30-point questionnaire was first issued to 22 participants at a time. Next, a week after the questionnaire was conducted and audio captured semi-structured interviews with staff.

### *Analysis of results*

The data collected were analysed during the data collection process. The data collection process has taken these steps: the polls of all members have been measured and analysed, and the frequencies of each preference have been thoroughly accepted (1).

2) accept (3) that the thirty elements have not been determined by either consensus or disagreement 4) disagreement 5) absolutely disagree. The frequencies of each factor obtained were then translated to percentages for each questionnaire component to calculate the total value. Finally, the frequencies and percentages collected were set in tables for improved representation

and more methodological decisions. In order to give own suggestions to teachers that could have been unnoticed in the questionnaire components, the interviews were also transcribed and analysed. Since the questionnaires were drawn mainly from the questions in the questionnaire, their interpretation was taken into account in the findings of the questionnaire.

### 3. Results and Discussion

Initially, the first questionnaire asked whether the ESP course could only be taught by professors. As shown in the table below, 45% of participants agreed with that view, while 18% did not have a clue and 32% disagreed. The majority of students, however, agreed with the concept pr in the first post. The second argument discussed the views of professors about the translation of keywords and passages into Persian and of the need to listen to the professor by a pupil. The findings found that 64% of them disagreed, 23% disagreed strongly, and 14% agreed.

The third topic raised the views of teachers as regards the role of the teacher in the classroom, which is at heart in the classroom. The notion was highly disagreeable by 50% of participants, and 41% disagreed. This item was accepted by 9 percent of the participants. Almost all teachers agree strongly on the fourth question in the questionnaire; i.e., 96%. The reasons for this lack of continuity concern ESP teacher teaching and student interactions.

The fifth matter focussed on the incorporation of classroom debates of students' viewpoints and desires. In a sense, this item also included power on the third item. The item has been firmly supported by 41% of respondents; 32% agreed with it, and 9% disagreed. The next item was the notion of adapting and modifying the challenging content levels (themes) to the various general levels of English skills of students, a view accepted by 68% of the students and 18% disagreed with them. The seventh item reads: "It is a smart idea to collaboratively instruct a general teacher of English and the subject teacher for ESP." Unfortunately, this proposal was not supported by 60% of participants and firmly opposed by 14%. The next item is the recognition of the desires and desires of students, on which 77% of the participants agreed strongly, and 23% approved. To sum up, the following tables show the description above.

**Table 1.**

The frequencies of the five choices of individual items of the questionnaire

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	1	10	4	7	0
2	0	3	0	14	5
3	0	2	0	9	11
4	21	1	0	0	0
5	9	7	4	2	0
6	2	15	1	4	0
7	0	3	3	13	3
8	17	5	0	0	0
9	14	7	1	0	0
10	5	11	1	4	1
11	19	2	1	0	0
12	6	16	0	0	0
13	3	11	2	6	0
14	0	2	2	10	8

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15	2	4	6	9	1
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**Table 2.**

The percentages of the five choices of individual items of the questionnaire

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	4	45	18	32	0
2	0	14	0	64	23
3	0	9	0	41	50
4	96	4	0	0	0
5	41	32	18	9	0
6	9	68	4	18	0
7	0	14	14	59	14
8	77	23	0	0	0
9	64	32	4	0	0
10	23	50	4	18	4
11	86	9	4	0	0
12	27	73	0	0	0
13	14	50	9	27	0
14	0	9	9	45	36
15	9	18	27	41	4

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The 9th item demonstrated the usage for the unique language needs and skills of students of materials (textbooks, papers, etc.). Nearly all decided that suitable materials could be deployed in the ESP courses. More scientifically, this is firmly endorsed by 64% of respondents, 32% agreed and by the left, 4% were supportive.

Item no. 10 reads "I think the teachers of ESP should use the mother-language of the students to promote comprehension." 50 % of students agreed and 23% agreed strongly with this proposal, while 23% disagreed. The next item in the questionnaire explored the use of practical and educational aids in the ESP classrooms of 95% of the participants, including maps, graphs, images and other education aids. The actual layout of the material to be learned was based on in section 12. This component was accepted by nearly all participants. The next thing in the questionnaire was the evaluation of the ESP staff. 64% of the students decided that only subject-matter relevant items could be used in ESP exams without the general English expertise in considerable subject-matters.

The meaning of the handling of materials in which 82% of participants disagreed is discussed in item No. 14. The next item is the question: "Will the ESP professors speak and write to students in English?" almost half of participants disagree; 27% are neutral to a 7% agree that they simply learn, teachers should not require students to speak and write in English.

#### *Diverse views and acts of teachers*

In fact, the acts performed by teachers in ESP classrooms were focused solely on concepts of GTM, a system that emphasises greatly on mechanical activities, translating capacity, grammar and vocabulary, memorisation and comprehension. It is interesting to remember that we follow the ideals of the topic teachers who may not have learned of GTM at all. The very fact that these professors were involved on the basis of the prior learning experience as students here is most

possibly explained by the fact that the ESP teachers based their study on the techniques they had used in their previous language classes.

The belief that students are not able to respond to modern teaching methodologies, if anything, is another reason for the behavior taken by the teachers in this report. Students taking ESP courses clearly do not expect anything more than what they usually do in English. The findings of the above studies reveal substantial variations between the views of ESP teachers and their behavior.

#### **4. Conclusion**

Based on the description, it is concluded as follows. This research explored the values and links between Iranian ESP teachers and the practice of the classroom. The results of the research found that the values of ESP teachers in their classroom teaching experience were not related. Indeed, the behavior and activities of ESP teachers reflect their views about learning and schooling. Overall, the present inquiry extends the study's reach on the views and behaviors of teachers. The outcomes of the present research are important to accounts of the views of Iranian ESP teachers that have not previously been studied. To conclude, the diverse views and behaviors of the ESP teachers were studied. Indeed, there is a strong correlation between the prior learning experiences of the respondents and their convictions in ESP.

The use of suitable resources is one of the essential concerns relevant to ESP teachers' values and activities. The contents of the curriculum may be unrelated to the degree of student proficiency or may be insensitive to the needs of students. In order to optimise a small range of skills and sub-skills, the text may also be written. This is the case in the Iranian sense of ESP materials in which reading skills are respected. ESP teachers have trouble reconciling their convictions and behavior under certain situations. The views and actions of ESP teachers are vulnerable to a variety of attacks. For example, the method of teaching that ESP teachers believe can be replaced by that which the students trust. This has a direct impact on the behavior of the ESP classroom, such as educational performance, class scheduling and classroom work. In respect to the curriculum, in fact, the values and behaviors of ESP teachers can not entirely align with the curriculum. ESP teachers are frequently reluctant to execute their plans based on their opinions and behaviors because of such conditions such as structural restrictions.

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