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**EFFECTIVE TEACHING FOR EFFECTIVE LEARNING OF ESP: A CASE STUDY  
OF THE HOLY QURĀN UNIVERSITY- SUDAN**

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**ABSTRACT:** *The purpose of this paper is to investigate the type of teaching ESP, in the Holy Qurān University at Wadmadani- Sudan, since it does not offer students the benefits that should be offered. The researcher conducts this study in three faculties of the above setting, using the descriptive analytical method. Moreover, he makes use of two instruments: a questionnaire and a direct observation as most appropriate tools for obtaining valuable in-depth information for this study. Furthermore, he uses the SPSS programme to compute the scores. One of the findings is that teaching ESP in the University of the Holy Qurān is not powerful as it does not lead up to effective learning. The researcher recommends that ESP teachers should use classroom activities when they teach ESP, since activities provide opportunities, improve the standard of student talk, help to individualize instruction, promote a positive affective climate, and stimulate students to learn.*

**KEYWORDS:** effective teaching, effective learning, English for specific purposes (ESP), English for general purposes (EGP), in-depth information.

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## **INTRODUCTION**

Teaching is an educational concept that has interrelationship with learning. Educators concerned with applied linguistics have investigated the role of teaching in the learning process. The aim of this research paper is to research and improve the wrong or bad use of teaching ESP in the University of the Holy Qurān. Teaching for learning of ESP in the University of the Holy Qurān does not, carefully, consider the fact that students should be motivated, does not make use of the underlying methodology and activities of the disciplines it deals with, and is not centred on the language suitable to these activities.

Tratnik A., (2008) asserted that, "From the early 1960s English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English foreign language teaching. This development is reflected in an increasing number of publications, conferences and journals dedicated to ESP discussions. Similarly, more traditional general English courses gave place to courses aimed at specific areas, for example English for Business Purposes." (p. 3).

The researcher agrees with Hutchinson, and Waters (1987) who claim, that "EFL, as much as any good teaching, needs to be intrinsically motivating. It may, still, need to be sweetened with the sugar of enjoyment, fun, creativity, and a sense of achievement." (Cited in Al-Haj, A. M., 2011, p.526). What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? Hence, it is essential for effective teaching of ESP to

know- as a teacher- what kind of people your learners are, and to have some understanding of what activities your learners need in order to motivate them.

### **Statement of the Problem**

The researcher notices- through observation- that the above mentioned attributes of ESP are not considered and utilized (i.e., ESP is not built on proper principles of learning). The researcher, also, brings first-hand experience to this study, as he notices these shortcomings in the design of the syllabus and in teaching ESP:

- Teaching ESP in the University of the Holy Qurān is abused.
- Teaching ESP in the University of the Holy Qurān is not:
  - focused on sound principles of learning.
  - centred on language, skills, discourse and genres suitable for teaching and learning activities.
- Teaching ESP in the University of the Holy Qurān does not:
  - offer learners the benefits that should be offered.
  - consider the idea of motivating the students.
  - make use of the underlying methodology and activities of the disciplines it deals with.

The above problem is a researchable one since it can be dealt with empirically; that is to say, it is possible that the researcher will gather data which answer the question of the study. In other words, it is a problem that provides the context for the research and generates the following question which the study aims to answer: “Is teaching ESP in the specialized faculties of the University of the Holy Qurān at Wadmadani effective?” This problem suits the researcher. First, he has a genuine interest in it. Second, it is a problem whose solution is personally important to him since it will contribute to his own knowledge or to improving his performance as an educational practitioner. Third, this problem is in the area in which he has both knowledge and some experience.

### **Questions of the Study**

To meet the foregoing stated question which the study aims to answer, the following extra questions are raised; these questions are descriptive since the researcher uses quantitative and qualitative methods- a questionnaire and observation- to investigate them:

- Do the ESP teachers of the University of the Holy Qurān insist on motivating their students when they teach them?
- Do teachers of ESP in the University of the Holy Qurān use classroom activities in order to make learning of the target language effective?
- Are the characteristics of effective teaching and effective learning of ESP utilized by ESP teachers at the University of the Holy Qurān?

### **Hypotheses of the Study**

The researcher makes observations, thinks about the problem, turns to the literature for clues, makes additional observations, and then formulates the following hypotheses:

- Students of the Holy Qurān University will be motivated if their teachers teach ESP effectively.

- Students of the Holy Qurān University will not perform better without using classroom activities in learning ESP.
- The usefulness of effective teaching for effective learning is not maximized- in the University of the Holy Qurān - since many characteristics of both are not utilized.

### **Significance of the Study**

The researcher felt interested in this subject after he has read a book from a series of authoritative books on subject of central importance for all ESP teachers. In addition to this, the fact that this area of knowledge is under research- especially in the Sudan- has encouraged him to make a research on it. When completing this study, then the researcher will expect three advantages. First, this study will be of value to community since a great number of teachers might use its results as it deals with a universal field of knowledge. Second, it may help in giving teachers a home ready-made subject which concerning their specialization. Third, the researcher hopes that this research paper will be an attempt by which he can help the specialized audience (such as: interested readers, teachers who are concerned with ESP, and those who are interested in language teaching and applied linguistics) to carry on researching in this area of knowledge.

### **Limitations and Delimitations of the Study**

The attention- in this study- will be on an effective teaching for effective learning of ESP in the University of the Holy Qurān, Wadmadani, Sudan. In other words, it is an attempt to implement effective learning in the above setting via the learning-centred approach. As it has been shown above the researcher states the delimitations of the study, that is to say, he decides what the limits of the research are. Due to the fact that the questionnaire is not going to be hundred percent perfect, the researcher claims that the questionnaire validity and reliability are questionable. He thinks that the imperfection of the questionnaire is due to the following points:

- The respondents may try to please the responsible.
- The respondents may flatter themselves.
- The respondents might be lazy or uncaring.

The above limitations are caused by "the restriction in sampling, the internal validity problems, and so forth." (Ary ,et al., 2002, p. 519).

### **LITERATURE REVIEW**

The literature review is important since it describes how this proposed research paper is belonged to prior researches in the field. It, also, shows the originality and relevance of the research paper problem. Furthermore, the literature review justifies the researcher's proposed methodology.

Teachers of ESP should have to know the role of effective teaching in learning English for specific purposes. The researcher reviews the relevant literature on the problem of this study. He has done this to gain more understanding and insight into the problem. Once he is convinced that he has carried out a sufficient search of the literature for the study, he proceeds to the task of organizing it. He arranges the study by topic and decides how each of these topics relates to this problem. As a matter of facts, the hypotheses provide a framework

for such arrangement. In other words, because the study investigates three hypotheses, the organization process is done separately for each one of them.

### **Characteristics of ESP**

The researcher studies two definitions of ESP. Then, he summarizes and presents them by their dates one after another. Hutchinson and Waters, (1987) claim that “ESP is an approach and not a product and is founded on such a simple question: ‘Why does the learner need to learn a foreign language? Certainly, beyond this question, there are so many purposes which determine the language to be taught.’” (Cited in Nadežda S.,2015, p.354). Robinson's definition, (1991) is based on:

- “ESP is 'goal-directed'.
- ESP courses are; developed from a 'needs analysis', which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.” (Cited in Dudley-Evans, A. & M. J. St John., 1998, p.3).

In the Japan Conference on English for Specific Purposes', Dudley-Evans (1997) said clearly that, “A definition of ESP, however, requires much more than an acknowledgement of the importance of needs analysis. The establishment of needs is based on the activities that the learner has to perform in English. In other words, if learners are studying or working in engineering, the ESP course can make use of the problem solving methodology of engineering. If, by contrast, learners are working in or studying business, the case study approach will be familiar and can be used in the ESP class.” (p. 2). “ESP is traditionally been divided into two main areas according to when they take place:

- English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and
- English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study).” (Bojovic, M., 2006, p.488)

### **A Learning - Centred Approach**

Javid, C. Z. (2015) claimed that “ESP is a learner-centered approach in which all teaching practices are governed by specific needs of specific learners. This process encompasses needs analysis, material development and its implementation, relevant assessment procedures etc. which actively involve ESP learners as well as practitioners.” (p.29). Although there are many different approaches to ESP course design, as Javid's one above, the researcher selects the Learning-centred one. To design courses that suit the students of the University of the Holy Qurān, the researcher has chosen the learning-centred approach instead of the more common term learner-centred one. The reason is that the latter term is misleading. However, the researcher rejects it in order to indicate that the concern is to maximize learning, since the learner is one factor to consider in the learning process, but not the only one. Hutchinson and Waters (1987) “promote a learning-centered approach while dismissing a learner-centered approach to ESP as a theoretical attack on established procedures rather than a practical approach to course design.” (Cited in Bahareh, J., 2013, p.130). Sysoyev, P. (2000) argued that, “designing a course that can best serve learners' interests and needs is an obstacle for many instructors. How can teachers develop a new course? Where should they start? What

can be done about students' poor motivation? How teaching materials should be selected? These are some of the questions that are often asked by many teachers.” (n. p.).

Brandt, R. (1998) in his view on powerful learning stated that, “When educators think about the social nature of learning, the first thing that comes to mind may be cooperative learning, which typically involves students working in pairs or small groups. Done well, cooperative learning can indeed help students learn, but the concept of learning as social activity is far broader. (p. 32). Massarella, (1980) in his opinion about working in teams to maintain support said: “this means that planning, implementation, and follow-up activities should all be seen as joint efforts, providing opportunities for those with diverse interests and responsibilities to offer their input and advice.” (Cited in Guskey, T. R., 1994, p.13 ). In fact, most of what we know has come through interaction with others, either in person or in other ways, such as through books and other media.” Bearing the above-mentioned characteristics of this approach in his mind, the researcher wishes to solve the problem of teaching for learning ESP in the University of the Holy Qurān. His study main issue is effective learning and how can best be achieved via effective teaching of ESP.

### **The Importance of Studying and Teaching ESP**

Bhatia V. et al.(2014 ) claimed that, “most of the traditional models of language education have become grossly inadequate to meet the challenges of the present-day interdisciplinary demands and practices of the academy and the world of professions. These challenges have emerged as a result of several developments, some of which include, the growing tensions between the world of work and that of the academy, the complexities of the modern multi-media encouraging creative forms of information design and presentation, the increasing interdisciplinary nature of most university academic programmes, and the overwhelming colonization and appropriation of generic resources within and across disciplines. These developments seriously question some of the models and practices prevalent in language teaching and learning, including English for Specific Purposes (ESP).” (p. 143).

The researcher agrees with Morena B. (2014) that inventing an atmosphere which leads to hope and confidence in the ESP classroom is important in achieving objectives. Such an atmosphere will make teaching and learning more enjoyable for teachers and their students and help them to motivate each other. Motivation is also a necessary part of students’ job that influence their future life. It is an inner means that encourages teachers and their students to fulfil their goals in a good manner. (p. 45).

### **Effective Teaching versus Effective Learning**

If we wish to improve the techniques, methods and content of language teaching, we must try and base what we do in the classroom on sound principles of learning. Researchers say that learning is most effective when it is ‘active, goal-directed,’ and ‘personally relevant’ (cited in Brandt, R.1998, p. 3). Laura Goe, (2007) emphasized that “there was a fairly high correlation... between what the teachers were observed to be doing in their classrooms and their students’ achievement gains.” (p.34).

Al-Haj, A. M. (2011) claimed that “teachers - of English - in secondary schools of the Gezira State do not motivate their students in EFL classes; this is on the one hand. On the other hand, these teachers are - to some extent - not qualified enough to use motivation while teaching. This claim has been strengthening with the fact that, teachers- of EFL- in secondary schools of the Gezira State do not use learning activities -like games, debates, etc.- which motivate the students while they are learning English.” (p.524).

Lowe, I. (2010) concluded, his essay, that “there are several reasons why I think the ESP teacher must teach content... Focus on content, especially new content ideas and argument with diversions to explain and practice language, will be more interesting, more authentic, and more effective than focusing on language.” (p.6). Salmon, (1988) maintained that "teaching is not the passing on of a parcel of objective knowledge, but the attempt to share what you yourself find personally meaningful" (Cited in Thanasoulas, D., 2002, p.3).

## **MATERIALS AND METHODS**

This part of the study is concerned with the field research. In other words, it deals with the collection of data by observation or recording in a natural setting. The process of collecting and using the data (empirical investigation) has an important part in this study. Here, the researcher plans to measure the behaviour of students and teachers of the University of the Holy Qurān while they are in classrooms.

### **Instruments**

The researcher uses different ways to obtain data. Then, he follows steadily the descriptive analytical method to describe, analyze, organize and summarize the data by making use of two instruments:

- a questionnaire,
- direct observations.

The researcher uses this observational method to strengthen the questionnaire and to study language use and classroom events. In short, he combines quantitative methods and qualitative ones in three ways: using one to prove the findings of the other, using one as a base for the other, and using them in mutual manner to discover different features of the same research question. Ary, et al., (2010) claimed that, “a new methodology in which the same study uses both quantitative and qualitative approaches is called mixed methods research. The end result of mixed methods research is findings that may be more dependable and provide a more complete explanation of the research problem than either method alone could provide.” (p. 23).

### **Population and Selection of Sample**

The researcher selects a stratified sample. With this stratified sampling, he represents the population with a separated small group. This process is important because it is impossible to- observe, interview, survey, etc.- the whole population. The sample is taken from a population of one thousand and sixty-four students to represent the students who participated by responding to the questionnaire. Then, the researcher uses the statistical equation below to

select this sample in order to represent the population of the three specialized faculties, which are mentioned before:

$$n = \frac{t^2 pq}{d^2}$$

(n) stands for the sample size.

(p) stands for proportion agreeing with a given response

(q) stands for proportion not agreeing ( $q = 1-p$ )

$p = 0.7$  ,  $q = 0.3$  since  $p+q = 1$

(t) stands for confidence limitation. In this equation:

$t = 1.96$  ( this value gives 95 % confidence interval estimate).

(d) is the desired margin of error and it equals 0.05

$$n = \frac{(1.96)^2 (0.7) (0.3)}{(0.05)^2} = \frac{3.84 \times 0.21}{0.0025} = 322$$

Therefore, the sample size (n) is three hundred and twenty -two out of a population of one thousand and sixty- four students. Then, the researcher computes the scores by using the SPSS programme.

Specialization	Faculty	Sample size		total
		Female- students	Male - students	
Call & Information	Public Relations	24	32	56
	Radio& Television	13	18	31
	Call & COM. Systems	4	7	11
	Press	9	17	26
Shariā	Shariā & Law	46	53	99
Economics & Adm. Sciences	Administrative Sciences	30	28	58
	Economics	17	24	41
Total	-	143	179	322

**Table 1.** Numbers of students according to their specializations (Total 322)

### Procedure for Conducting the Questionnaire and Observations

The researcher uses the questionnaire in order to study the relationships between the following variables: 1. Group / pair work and other activities. 2. Learners' motivation. He developed this questionnaire prior to the empirical study, (i.e., field work). The questions of this questionnaire are used for quantitative information, the researcher constructs and puts them in two groups. The first group is about learners' motivation and the second one is about group/ pair work and other activities.

Afterwards, the researcher makes use of observations as qualitative method, which is done via face-to- face interaction, to explore teachers' behaviours as well as students' behaviours while they are in ESP classes. Then, he uses small samples that range from 4-46 students

according to their specializations. (See table 1 above). Ultimately, the researcher analyzes the data by giving narrative description and interpretation.

## RESULTS AND DISCUSSION

This section of the study is for interpreting and describing the value of the findings in a way conforming to what is already recognized about the research problem under investigation. The manner of presenting the results is that the researcher organizes them around the hypotheses of the study, that is to say, he presents the first hypothesis and then states the findings concerning it, and afterwards he repeats the same procedure for the hypotheses one at a time.

### Restating of the First and Second Hypotheses

The first twenty questions- of the questionnaire- refer to the first variable (Learners' Motivation). These questions depict information to investigate the first hypothesis: (Students of the Holy Qurān University will be motivated if their teachers teach ESP effectively.) Yet, the second twenty questions are on the subject of the second variable of the questionnaire (Pair/Group Work and Other Activities). This second group is submitting information to examine the following hypothesis: (Students of the Holy Qurān University will not perform better without using classroom activities in learning ESP.) These 40 questions are closed-ended, where they are asked to choose from a list of three choices. The number of options offered and the order in which they are read can all influence how students respond. (See the questionnaire below).

### *Questionnaire*

Faculty: .....

Age: .....

Would you please, note that the purpose of this questionnaire is merely to help in writing a research paper, and that there are no right or wrong answers. Please, respond to each of the questions below, immediately, by making a (✓ ) in the appropriate box as an immediate response is generally best.



<b>Learners' Motivation</b>		<b>Ye s 5</b>	<b>Not sur e 3</b>	<b>No 1</b>
1	Does your ESP teacher use comments like; 'that's better' to encourage his students?			
2	Does your ESP teacher create among his students a feeling of confidence in teaching?			
3	Does your ESP teacher provide gifts to arouse the interest of the classroom in teaching?			
4	Does your ESP teacher express his admiration for outstanding students, when they do well?			
5	Doesn't your ESP teacher encourage his students, when they do well?			
6	Doesn't your ESP teacher let you express your own thoughts?			
7	Doesn't your ESP teacher reward good works, while he is teaching?			
8	Does your ESP teacher, always call his students by name, while he is teaching?			
9	Is your ESP teacher used to give you more opportunities to form your own questions?			
10	Does your ESP teacher create among his students a feeling of security in teaching?			
11	Does your ESP teacher treat you in a friendly way?			
12	Doesn't your ESP teacher give his students chances to talk, while he is teaching?			
13	Doesn't your ESP teacher treat his students equally, while he is teaching?			
14	Doesn't your ESP teacher have an enthusiasm for teaching?			
15	Do you find the passages used for comprehension relevant to your area of study?			
16	Do ESP subjects interest you?			
17	Doesn't your ESP teacher laugh or permit others to laugh at students' mistakes?			
18	Haven't you any idea that ESP is very important for your work in the future?			
19	Don't you find the ESP exercises and drills within your knowledge level?			

20	Don't you enjoy English that related to your specialization?			
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Group /Pair Work & Other Activities		Yes 5	Not sure 3	No 1
1	Does your ESP teacher provide the class with learning activities like games, debates, etc.?			
2	Does your ESP teacher, usually, group the class in pairs (i.e., in twos) in teaching?			
3	Does your ESP teacher, usually, arrange the class in small groups of learning in teaching?			
4	Does your ESP teacher use role-playing (i.e., drama-like classroom activity) in teaching?			
5	Doesn't your ESP teacher use problem-solving activities that related to your specialization?			
6	Doesn't working in pairs (i.e., in twos) make you active?			
7	Don't you find working in pairs in the classroom useful?			
8	Does your ESP teacher make use of games that set up competition between students?			
9	Does your ESP teacher use different types of small groups for different purposes?			
10	Is your ESP teacher used to give you a situation and a problem to work out a solution?			
11	Does your ESP teacher make his teaching interesting by using pictures, stories, etc.?			
12	Don't you find group activities in the classroom interesting?			
13	Don't you listen to texts of ESP being read by English people?			
14	Isn't it a good idea to have somebody-of the class- to work with him while learning ESP?			
15	Does your ESP teacher let you learn in teams, while he is teaching?			
16	Do you find the learning activities, which your ESP teacher uses with the class, interesting?			
17	Don't you find the learning activities-in the classroom- within your level?			

18	Doesn't your ESP teacher make changes to the classroom activities, while he is teaching?			
19	Doesn't your ESP teacher use learning activities that related to your future job?			
20	Isn't the number of different activity types in a lecture great?			

Table (2) below presents the percentages of the three response options (yes, not sure and no). In other words, it describes, organizes and summarizes the important general characteristics of the above-mentioned twenty questions of the first variable.

Q. No.	Yes		Not sure		No	
	Count	Percentage	Count	Percentage	Count	Percentage
q.1	135	41.9%	41	12.7%	146	45.3%
q.2	99	30.7%	65	20.2%	158	49.1%
q.3	67	20.8%	46	14.3%	209	64.9%
q.4	242	75.1%	36	10.6%	44	14.3%
q.5	183	56.8%	58	18.0%	81	25.2%
q.6	155	48.1%	69	21.4%	98	30.4%
q.7	170	52.8%	47	14.6%	105	32.6%
q.8	95	29.5%	73	22.7%	154	47.8%
q.9	106	32.9%	50	15.5%	166	51.6%
q.10	85	26.4%	82	25.5%	155	48.1%
q.11	90	28.0%	84	26.1%	148	46.0%
q.12	200	62.1%	47	14.6%	75	23.3%
q.13	175	54.3%	57	17.7%	90	28.0%
q.14	147	45.3%	63	19.6%	112	34.8%
q.15	128	39.8%	55	17.1%	139	43.2%
q.16	137	42.5%	62	19.3%	123	38.2%
q.17	140	43.5%	58	18.0%	124	38.5%
q.18	198	61.5%	38	11.8%	86	26.7%
q.19	146	45.3%	60	18.6%	116	36.0%
q.20	160	49.7%	36	11.2%	126	39.1%

**Table 2.** Responses to questions about learners' motivation

The second twenty questions- of the questionnaire- are about the second variable of the study (*Pair/Group Work and other Activities*), and they submit information to examine the second hypothesis.

Q. No.	Yes		Not sure		No	
q.1	28	8.7%	28	8.7%	266	82.6 %
q.2	37	11.5%	53	16.5%	232	72.0 %
q.3	53	16.5%	44	13.7%	225	69.9 %
q.4	48	14.9%	26	8.1%	248	77.0 %
q.5	136	42.2%	67	20.8%	119	37.0 %
q.6	204	63.4%	44	13.7%	74	23.0 %
q.7	195	60.6%	36	11.2%	91	28.3 %
q.8	40	12.4%	17	5.3%	265	82.3 %
q.9	68	21.1%	43	13.4%	211	65.5 %
q.10	107	33.2%	30	9.3%	185	57.5 %
q.11	69	21.4%	40	12.4%	213	66.1 %
q.12	200	62.1%	47	14.6%	75	23.3 %
q.13	175	54.3%	57	17.7%	90	38.0 %
q.14	146	45.3	63	19.6%	113	35.1 %
q.15	65	20.2%	52	16.1%	205	63.7 %
q.16	71	22.0%	66	20.5%	185	57.5 %
q.17	140	43.5%	58	18.0%	124	38.5 %
q.18	198	61.5%	38	11.8%	86	26.7 %
q.19	146	45.3%	60	18.6%	116	36.0 %
q.20	160	49.71 %	36	11.2%	126	39.1 %

**Table 3.** Responses to questions about pair/group work and other activities

### The Total Findings of the First Two Hypotheses

After presenting the descriptive statistics of the preceding two variables, the researcher makes use of inferential statistics by giving reasonable decisions with limited information, that is to say, he uses the procedure of knowing whether there is a significance between these two variables or not. According to Ary, et al., (2010) “correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). Correlation means the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation).” (p. 27). Chi-Square Test ( $\chi^2$ ) is the statistical test used by the researcher to discover the significance between the above two variables. In this test, the researcher compares obtained and expected value of the two variables below:

- *Learners' Motivation.*
- *Pair/Group Work and other Learning Activities.*

The following table of Cross Tabulation, is such a table in a matrix pattern that presents the (multivariate) frequency distribution of the variables, i.e. it gives a basic picture of the relevance between two different variables and can find interactions between them. In the respect of this study, the interrelation is going to be between the preceding two variables, since the table is used as a statistical tool to analyze the categorical data of these two variables which are separated into different categories that are mutually exclusive from one another. The table submits this information; the observed value, the df and the significance between the two variables. Then, Chi-Square Test table indicates whether the variables are related or independent, without telling the extent to which they are related.

#### Crosstabulation

Count		G/Pair Work & Other Activities			Total
		NO	NOT SURE	YES	
Learners' Motivation	NO	1295	290	556	2141
	NOT SURE	585	176	364	1125
	YES	1614	469	1091	3174
Total		3494	935	2011	6440

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.153 <sup>a</sup>	4	.000
Likelihood Ratio	55.602	4	.000
Linear-by-Linear Association	49.889	1	.000
N of Valid Cases	6440		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 163.33.

Now, the Table of Chi-Square Tests above presents three columns which refer to Pearson Chi-Square. The first column shows the observed value of 55.153. The second gives the number of 'degrees of freedom' (df) which is 4. The last column shows the significance between the two variables. There is, also, the minimum expected value which is needed for significance at .05 level, immediately beneath the table. Hence, the .000 value is a proof that there is a relationship between these two variables. This means that '*Learners' Motivation*' is a dependent variable which changes according to the changing in the independent variable '*Pair/Group Work and other Activities*'. In other words, '*Pair/Group Work and other Activities*' are causes or predictors of '*Learners' Motivation*' which is the result of these independent variables. Yet, when motivation is achieved it would be an independent variable that leads to effective learning of ESP which is going to be a dependent variable.

Regarding the results above, the researcher states that they agree with the first two hypotheses (that):

- "Students of the Holy Qurān University will be motivated if their teachers teach ESP effectively." (The first hypothesis)
- "Students of the Holy Qurān University will not perform better without using classroom activities in learning." (The second hypothesis)

### **Interpretation of the Observational Data**

Analyzing qualitative data is difficult, because there are not set rules to follow. In other words, there are no statistical tests of significance to facilitate interpretation of qualitative data. The researcher used an observational method in order to strengthen the questionnaire results and to study language use and classroom events. He was, really, attending six lectures- according to the students' specializations. Then, he collected detailed qualitative data- from inside the lecture rooms- about the following items:

- Applying of sound principles of effective learning in ESP classes.
- Behaviour of students in lecture rooms.

After that, the researcher defined the behaviours- of teachers and students- and set them in chosen categories by classifying them according to whether they were cooperative behaviours or disruptive ones. Then, he submitted only the major findings of the qualitative data since there was a massive amount of it and some of these data were not significant. He noticed that most of the ESP teachers did not make use of classroom activities and did not manage their classes in a satisfactory way as well. He, also, observed that almost 90% of the students were unable to understand what was happening as they were not motivated. The researcher's comments above agreed with the findings that stood for the first two hypotheses of the study. To put it another way, the results of the observations agreed with the ones of the questionnaire and strengthened them. In addition to that, these comments agreed with Najat and Taiseer, (1998) statement that "a variety of classroom activities play an essential part in motivating students and facilitating the acquisition of a foreign language ..." (Cited in Al-Haj, A. M., 2011, p.526).

### **Restating and Interpretation of the Third Hypothesis**

As for the third hypothesis, the observational investigation reflected that most of the ESP teachers did not apply sound principles of effective learning in lecture rooms. However, these observational comments (i.e., results of the qualitative data) are as follows:

- Student behaviour is not monitored.
- Class routines and teaching procedures are not handled efficiently.
- There is no matching between grouping arrangements and instructional needs.
- When students do not learn, they are not re-taught.
- Teacher-student interactions are, to some extent, not positive.

The above observational results agreed with the questionnaire results, and at the very same time they are supported by them. In this case, the researcher claimed that all these results reflected the problem that most of the ESP teachers of the University of the Holy Qurān did not use suitable and proper principles of effective learning when they were teaching their students. Considering the preceding findings the researcher claims that the study has operated since there is an agreement between the results of quantitative and qualitative means. Thus, these results supported the third hypothesis of the study which read: “The usefulness of effective teaching for effective learning is not maximized- in the University of the Holy Qurān- since many characteristics of both of them are not utilized.” Moreover, the results, which are listed earlier, coincide with the APA, (1997) view that “learning is most effective when it is active, goal-directed, and personally relevant.” (Cited in Brandt, R.1998, p. 5).

## **CONCLUSION, RECOMMENDATIONS AND FUTURE RESEARCH**

This research paper uses elements of the Learning-centred Approach which is developed by Hutchinson and Waters, (1987) as a framework to examine by which the behaviours of the ESP teachers and students of the University of the Holy Qurān while they were in the lecture rooms. The findings to be noticed, from the questionnaire responses and the observational comments, are as follows:

- Teaching ESP in the University of the Holy Qurān, is not powerful as it does not concentrate more on language in context.
- Teaching ESP in the University of the Holy Qurān is not teaching for effective learning.
- There are many characteristics of both effective teaching and effective learning of ESP which are not, perfectly, considered by ESP teachers of the University of the Holy Qurān.
- There are many qualities, of a good teacher of ESP, which are disregarded by the teachers who teach ESP in the University of the Holy Qurān.
- There is a shortage of information in the side of the ESP teachers of the Holy Qurān University as well as in the domestic library.

In order to make the process of learning ESP in the University of the Holy Qurān a more motivating and effective experience, the researcher submits the following recommendations to the ESP teacher:

- Exploit what the learners already know, as ESP learning is a continuous operation.
- Your students must be decision-makers. They have to know: What knowledge is new? Which bits of information are relevant? Which are unimportant?
- Provide matching between the learners’ cognitive abilities and the learners’ linguistic level.

- Use activities since activities provide opportunities, improve the quality of student talk, help to individualize instruction, promote a positive affective climate, and motivate learners to learn.
- Inform your student that ESP can be learnt incidentally, while your students are watching television, reading a book, talking with their friends, playing a video game, travelling to another country etc.

Awicha B. (2018) claimed that, “ESP teachers, in general, face a number of obstacles including mainly: the absence of training to teach specialised language course, the lack of available and suitable teaching materials, large size of classes, etc.” (p.86). There are some other problems revolving in the mind of the researcher which can form topics of ESP. Some of these problems that can be researched in the future are as follows:

- Who is best suited for teaching ESP, a teacher of English language or a teacher of specific purposes subject?
- What extra-curricular activities are suitable for teaching English for specific purposes?
- To what extent are the methods of teaching English for specific purposes different from English for general purposes?
- As an ESP teacher, how to make a gap of information between you and your students, with regard to English for specific purposes?
- How to develop an effective curriculum for English for specific purposes in institutes similar to the Holy Qurān University at Wadmadani which is special in some way?

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