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Department of Foreign Language Education

English Language Teaching Program

INVESTIGATING ENGLISH TEACHERS' ATTITUDES TOWARD TEACHING ESP AND
IDENTIFYING THEIR NEEDS

Esra KAYA

Master's Thesis

Ankara, 2024



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İNGİLİZCE ÖĞRETMENLERİNİN ÖZEL AMAÇLI İNGİLİZCE ÖĞRETİMİNE İLİŞKİN
TUTUMLARININ ARAŞTIRILMASI VE İHTİYAÇLARININ BELİRLENMESİ

Esra KAYA

Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **ESRA KAYA** and entitled “Investigating English Teachers’ Attitudes Towards Teaching Esp and Identifying Their Needs” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair	Assoc. Prof. Dr. Asuman AŞIK	Signature
Member (Supervisor)	Prof. Dr. Hacer Hande UYSAL	Signature
Member	Assist. Prof. Dr. İsmail Fırat ALTAY	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 05 /01 /2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis/ in the Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Growing as a subfield of English Language Teaching, ESP refers to teaching English in a particular domain. Considering that new disciplines are new worlds for English teachers, and thus, teaching ESP can be more demanding for them, a detailed analysis to identify their needs becomes inevitable. The focus of the previous studies in ESP has often been on the educational needs of learners for enhancing materials and curriculum for them. However, very little work has been done and the field has not adequately addressed ESP teachers and their needs. In line with this gap, the present study is framed within ESP to provide a deep insight into the English teacher's attitudes towards teaching ESP and the needs that appear throughout the process. A qualitative research method is adopted with a sample of 15 English teachers and two administrative executives working at a military academy. The study has revealed that although a minority of teachers have developed positive attitudes towards teaching ESP as it fosters self-improvement, the sense of satisfaction for the teachers, is not monotonous and allows them to design more interactive courses, the majority has developed negative attitudes towards ESP courses as the teachers feel incompetent and insufficient with the content and terminology because of lack of professional guidance. To tackle the situation, it is crucial to provide the teachers with professional assistance, guidance, and training programs tailored to their needs in ESP to encourage and promote their professional and pedagogical development.

Keywords: ESP, attitudes, needs, needs analysis, teacher training,

Öz

İngilizce Dili Eğitimi alanının bir alt dalı olarak ortaya çıkan ÖAİ, belirli bir alanda İngilizce öğretimini ifade etmektedir. Yeni disiplinlerin İngilizce öğretmenleri için yeni dünyalar olduğu ve dolayısıyla ESP öğretiminin onlar için daha zorlu olabileceği göz önüne alındığında, ihtiyaçlarının belirlenmesine yönelik ayrıntılı bir analiz kaçınılmaz hale gelmektedir. Alanla ilgili daha önceki çalışmaların odak noktası genellikle ÖAİ öğrencilerinin materyal ve müfredatı geliştirmeye yönelik eğitim ihtiyaçlarını belirleme olmuştur. Ancak ÖAİ öğretmenlerine ve onların bu süreçle ilgili fikir ve ihtiyaçlarına yeterince değinilmemiştir. Bu bağlamda, bu çalışma, İngilizce öğretmenlerinin ÖAİ öğretimine yönelik yaklaşımlarına ve süreç boyunca ortaya çıkan ihtiyaçlara derinlemesine bir bakış sağlamak için ortaya konmuştur. Nitel bir çalışma olan bu yüksek lisans tezi kapsamında, askeri bir kurumda ÖAİ dersleri veren 15 İngilizce öğretmeni ve iki idari yöneticiden oluşan katılımcılardan veri toplanmıştır. Çalışma, öğretmenlerin azınlıkta kalan bir kısmının ÖAİ öğretiminin onların kişisel gelişimi teşvik etmesi, tatmin duygusunu arttırması, genel amaçlı İngilizce derslerinin aksine monoton olmaması ve daha etkileşimli dersler tasarlamalarına olanak sağlaması nedeniyle ÖAİ öğretimine yönelik olumlu tutum geliştirmiş olsalar da, öğretmenlerin çoğunluğun olumsuz tutum geliştirdiğini ortaya koymuştur. Öğretmenler, eğitim ve bilgi eksikliğinden dolayı ÖAİ öğretimde kendilerini içerik ve terminoloji konusunda yetersiz hissetmişler, bu nedenle de olumsuz yaklaşımlar geliştirmişlerdir. Bu durumla başa çıkmak için, öğretmenlere mesleki ve pedagojik gelişimlerini teşvik etmek amacıyla ÖAİ' deki ihtiyaçlarına yönelik hazırlanmış profesyonel yardım, rehberlik ve eğitim programları sağlamak çok önemlidir.

Anahtar Sözcükler: ÖAİ, Askeri İngilizce, yaklaşım, ihtiyaç analizi, öğretmen eğitimi

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Symbols and Abbreviations

ESP: English Specific Purposes

EGP: English for General Purposes

EOP: English for Occupational Purposes

LSP: Language for Specific Purposes



CHAPTER 1

Introduction

English, with its rich linguistic features, pervasive impact on other languages, and widespread usage in the world, has been used as an international language for many years. With this unparalleled international identity, English is today regarded as the *lingua franca* of global technology, business, medicine, international affairs, industry, communication, and many other fields. This eminent influence of English mainly results from the power of English-speaking countries as well as some historical and political affairs. Especially following the Second World War, the world went through an unprecedented globalization and unification process that was triggered by advances in technology and commerce. The process resulted in the need for communication in various domains from technology to medicine, from commerce to engineering, which required a common preeminent language ensuring interaction and smooth communication among people. Considering that the US was greatly dominating the world of commerce and technology back then, it was not surprising that English took over this responsibility. Since then, English has stood as the unifying force which facilitates smooth communication in specific areas among diverse populations (Teodorescu, 2010) and creates a global community. Besides, English has gradually become the conduit for the dissemination of knowledge and the exchange of ideas in the academic fields. It has started to be used as the medium of instruction in numerous schools across the globe to connect academics, teachers, students, and all the integrated participants in the academic world. It should not be wrong to state that to keep up with the developments in various fields and to perform professional and academic functions on international platforms, one must know English today. Therefore, people's progress and success considerably depend on their proficiency level in English, which is why English has become an indispensable component of curricula at educational institutions, particularly universities.

Statement of the Problem

In the 21st-century globalized world, English courses are widely integrated into curricula, from primary schools to higher education institutions in many countries including Türkiye. In Türkiye, language courses are provided at every education level. According to the reports of the Council of Higher Education (CoHE) (2007), language education continues from primary school to higher education level to ensure compatibility of the student with the globalized world (Baloğlu, 2011). Underlying the importance of English for the academic and professional development of students, authorities design English courses to equip learners with English language skills on the basis of their needs and level. The curricula are typically structured accordingly and by integrating more extensive practices as the proficiency of the student develops. Some universities in Türkiye further provide students with specialized English language programs with English instruction to foster the language skills required by their profession or academic career. Considering the high demand and the increase in the number of people wanting to learn English to keep up with the improvements in these areas (Jendrych, 2013), it is not surprising to see that the universities in Türkiye use English as a medium of instruction. Some state universities such as METU (Middle East Technical University) and Boğaziçi University; and some private universities such as TOBB, and Bilkent University can be given as institution examples adopting English as the only medium of instruction. The intention is to offer the learners inclusive learning opportunities with access to more sources of information predominately available in English. In consideration of the specific needs of students required by their academic field, these courses aim to qualify them for a globalized and competitive world of occupations and academia.

Courses structured based on the specific needs of students are called English for Specific Purposes (ESP). Growing as a subfield of English Language Teaching, English for Specific Purposes (ESP) refers to teaching English in a particular domain varying from medicine or military to engineering or to policy to meet the learners' language-related needs. In other words, it is the practice of teaching English as a foreign language to learners whose

purpose is to use that language in a specific branch or domain (Paltridge & Starfield, 2013). ESP courses are based on language in context with reference to specific words appearing in the field and the courses are designed to address the specific purposes and needs of the learners. As stated by Robinson (1980), the purposes in this context can be related to professional, and academic purposes. Exploring these needs plays a pivotal role in promoting ESP instruction. Emerging from this view, Need Analysis is the cornerstone of ESP. Serving as a compass guiding teachers, material developers, and the other integral parts of ESP instruction, Needs Analysis has been consulted in the matter of improving curriculum, materials, and evaluation practices (as cited in Valle, & Basturkmen, 2019).

To address the priorities of target learners, the teaching process must be carried out with a good knowledge of methodology and pedagogy. Herein, the role of ESP teachers needs to be specified as they are at the heart of the teaching and learning practice. Clearly, the role of ESP teachers is different from the one of general English teachers. Dudley-Evans and St. John (1998) list their roles under five key categories as follows: a teacher, course designer and materials provider, collaborator, researcher, and evaluator simultaneously. It is no doubt that this variety and the fact that each individual field requires specific skills, and knowledge of the subject matter, make teaching ESP a challenge for teachers. ESP requires teachers to be knowledgeable in content areas and equipped with a variety of skills and knowledge aside from language teaching. To this end, compared to EGL (English for General Purposes), ESP presents more challenges as it puts more burden on teachers; therefore, they can face more problems, which requires an urgent analysis to clarify what they need to serve better in teaching ESP.

The attitudes of teachers toward teaching ESP and their perceptions are also of vital importance in identifying teacher needs because they provide a deep insight into their experiences, motivation sources, and lacks that they discover through their experiences. Therefore, an analysis of the attitudes of ESP teachers towards teaching ESP and relatedly an investigation of their needs become obligatory since the knowledge of teachers'

perceptions and needs is important in ESP instruction concerning course design, material development, and evaluation procedures.

Aim and Significance of the Study

ESP courses are nowadays offered by many universities to meet the language-related needs of students and equip them to survive in competitive occupational or academic communities. Characterized by being a relatively new world for teachers, these ESP courses are often taught by English teachers starting their careers as EGP teachers. The importance that those teachers hold in ESP instruction is as crucial as the one of learners. They play a key role in the effective implementation of ESP course programs designed in the light of students' needs and purposes. Thus, the identification of the ESP teachers' needs that appear when tasked with giving ESP courses as well as a deep understanding of their attitudes toward teaching ESP are crucial both for their professional development and for student satisfaction. To this end, the present study aims to provide a deep and comprehensive understanding of the ESP teachers' needs and their attitudes toward teaching ESP. Doing so, the study aspires to contribute to ESP pedagogy with the valuable data that it provides to the ESP course or program designers and material developers. The main intention of the study is to increase the efficacy of ESP instruction.

Teaching Military English (ME) is a branch of ESP that entails understanding and teaching military vocabulary, NATO acronyms, operational language, and anything else related to the army. In Türkiye, there are Military academies where Military English is taught at a military academy to military students due to its necessity for abroad missions to represent our country in international military platforms. In these institutions, Military English courses are delivered by English teachers who have started their careers as teachers of English for general purposes. They also take an active role in Military English course books and materials development and adaptation. However, Military English is a new discipline and world for the teachers like the other branches where English is taught for specific purposes. Thus, teachers who are not competent enough with the military context and

specific vocabulary associated with the target field can struggle. The military academy where the present study is conducted does not have a professional development entity requisite for the identification of teachers' needs and the challenges they face in teaching ESP. Though some teacher training programs are intended to enhance the efficiency of Military English courses at the military academy, no successful attempt has been reported so far because no definite institutional investigations and identifications are available to base these training programs on. Aside from this, in the literature, very little work has been reported on the teachers' needs and their attitudes toward teaching Military English. The field has not been addressed enough in Türkiye either, possibly due to the limited number of military schools and consequently researchers interested in it. In line with the requirement, the present study endeavors to explore whether the teachers in the institution require additional assistance and training, what kind of challenges they experience in teaching Military English and ESP, and their attitudes toward teaching them. The study is distinctive and important as it aims to identify the needs of English teachers while teaching Military English and, the possible needs for English teacher training programs in military schools. More importantly, it seeks to provide a helpful guide for Military English course curriculum designers, which is a valuable contribution to ESP literature.

Research Questions

The study was conducted to answer the following main research questions:

1. What are the attitudes of English teachers toward teaching ESP?
2. What are the needs of teachers to perform more effectively in teaching ESP?
3. What are the teachers' suggestions for the support and training that they can receive to perform more effectively in teaching ESP?

Sub-question:

4. What are the most challenging and motivating aspects of teaching ESP for teachers?

Assumptions

The study is expected to reveal the challenges experienced by the teachers while teaching ESP in a military context and highlight unfamiliarity with the content knowledge and terminology, and consequently a need for professional training in the subject matter for the teachers.

Limitations

In this study, a questionnaire and a semi-structured interview were utilized as data collection tools. Considering that the study was carried out in a military school, other qualitative data collection, which is classroom observation, was not able to be administered. The reason was that such data were supposed to be recorded, which was not permissible for the military state university.

In Türkiye, there are some other academies within the body of the university teaching Military English. However, this study was restrained to military context-ESP instruction only at a military academy in Ankara. To this end, the findings are generalizable for the present population of the study but not for all military academies teaching ESP.

Definitions

ESP: ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning" (Hutchinson and Waters, 1987, p.19). In other words, it is the practice of teaching English as a foreign language to learners whose purpose is to use that language in a specific branch or domain (Paltridge & Starfield, 2013).

Military English: Teaching Military English (ME) is also a branch of ESP that entails understanding and teaching military vocabulary, NATO acronyms, operational language, and anything else related to the army.

Needs Analysis: In order to diagnose the needs of a specific group of learners, a set of investigations is carried out. The process of gathering data to be used as a foundation to satisfy the needs is called Needs Analysis (Iwai et al. 1999).

of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities."

Attitude: It refers to a feeling or opinion about something or someone or a way of behaving that is caused by this. (Cambridge Dictionary, n.d)



CHAPTER 2

Literature Review

Introduction

This chapter presents the background of ESP, the main concepts in the discipline, ESP teachers' roles and qualifications, ESP teacher training programs, ESP in Türkiye, and related research studies in literature and their findings.

Background of ESP

The term "English for Specific Purposes" (ESP) emerged in the sixties after the Second World War with the leading study of Halliday, MacIntosh, and Strevens (1964), as a response to the needs of learners that aim to use language for specific purposes in fields like technology, business, and media (Belcher, 2006; Hutchinson & Waters, 1987; Johns, 2012;). It was then conceptualized by leading scholars such as Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). The underlying reason was a new view that the spoken and written language can vary depending on the context or situation. Drawing from this, a new notion emerged that the purposes of learners in learning English as a foreign language can vary from person to person. Consequently, in the late 1960s, English for Science and Technology (EST) was on the stage as the first attempt to teach ESP. It was the first variety of language for specific employment-related purposes to receive scientific attention.

Defined as a growing subfield of English, ESP has emerged due to the need to communicate across the globe in various domains from technology to medicine, from commerce to engineering. Following the Second World War, the world went through a globalization and unification process which was triggered by advances in technology and commerce. The change required a common language ensuring interaction and communication across the globe. It was not surprising that the English took over this responsibility as the US was dominating the world of commerce and technology to a great extent. The consequence was an increase in the number of people wanting to learn English

basically to keep up with the improvements in these areas (Jendrych, 2013; Swales, 1990). In other words, English served as a common language, a lingua franca for non-native speakers that meets their needs to communicate in specific areas such as business (Teodorescu, 2010). Besides, English has increasingly gained popularity and acceptance in the academic fields of research. It has started to be used as the medium of instruction in numerous schools across the globe to connect academics, teachers, students, and all the integrated participants in the academic world. These occurrences have contributed to the emergence and development of ESP as an area of study.

ESP is the use of a specific variety of English in a particular context of use including not only academic and occupational settings but also sociocultural settings. Since it was first defined as an area of study, ESP has been taught at universities across the globe (Kırkgoz & Dikilitas, 2018). Dudley-Evans and St. John (1998) define it as a needs-based discipline that has arisen to respond to the needs of the people or specific populations of learners. The courses, content, materials, and evaluation are grounded on the expectations of the students, and they are aligned with their authentic needs. (Hutchinson and Waters, 1987; Richterich and Chancerel, 1980; Paltridge & Starfield, 2013; Mostafavi et al., 2021). ESP education aims to equip the learners by considering their purposes, which helps them to use the English that they need in a particular domain. (Basturkmen, 2010; Bruce, 2011). According to Dudley-Evans and St. John (1998), ESP has become an important and innovative part of the teaching of English. The underlying reason seems to be related to the constantly globalized world and the expansion of international relations in various domains. EAP (English for Academic Purposes) and English for Occupational Purposes (EOP) played a crucial role in the growth and development of ESP; however, it is indeed a component of a broader world of teaching Language for Specific Purposes (LSP).

Similar inducements are referred to by Hutchinson and Waters (1987). They make mention of the causes of the emergence of ESP following the end of the Second World War: “the demands of a new brave world, a revolution in linguistics and a new focus on the learner.

The concept of a new brave world refers to the new post-war world which was dominated by two strong forces: technology and commerce. According to Hutchinson and Waters (1987), the huge and influential expansion in technology contributed to the globalization of the world and paved the way for international labor activities. Besides, a new and globalized world required a flow of funds, resources, experiences, and goods, which consequently and inexorably brought about a demand for a lingua franca to ensure international communication. Considering its dominancy owing to the economic power that the US had back then, its acceptance as a lingua franca was inevitable, and English held this role. Due to the need to learn English, there was a growing demand for English courses for different career fields such as business, commerce, technology, etc. At this point, Hutchinson and Waters (1987) emphasize that the language used in one situation or field separates from another situation in another field. Considering this diversity, it becomes clear that specific situations can require specific use of language.

The other reason remarked by Hutchinson and Waters (1987) for the emergence of ESP is the revolution in linguistics. How to teach a second language has always been a crucial matter discussed and studied by researchers. For more effective language teaching, linguistic studies were conducted to investigate the structure and development of languages, which was within the scope of linguistics. Besides, different language teaching approaches and methods such as Silent Way, Direct Method were suggested based on the linguistics understanding of the period. However, unlike traditional language teaching practices based on increasing competency in grammatical language use, linguists in the new world underlined that the language can vary depending on the context and the real situations where the language is used. For instance, the English that a doctor uses in a medical context cannot have the same linguistic characteristics or features as the English used by a military officer. With the shift from theoretical linguistic explanations about language learning to the study of language learning for communication in particular situations incorporated with language elements such as grammar, pragmatics, and vocabulary (Jande & Ibrahim, 2021), the field of Applied linguistics has gained wide

currency. The revolutionary pioneers of applied linguistics began to underline that depending on the particular contexts, and subject matter being taught, the language being used can show variations. Dealing with all aspects of language use, applied linguistics was also interested in the relationship between language and various areas like technology or law. In this regard, being a branch of applied linguistics and focusing on language in use, instead of language rules; ESP has evolved because of this shift in linguistics.

The change of perspective also had something to do with the emergence of Communicative Language Teaching (CLT). As underlined by Karn (2007), the years between the 1950s and 1980s witnessed changes in teaching approaches. Back then, the shift from grammar focus to communication contributed to the development of a new teaching approach. The emergence of new demands and communicative needs of new learner types aiming to learn English for communicating it in academic and occupational settings resulted in a gradual increase in the popularity of a new teaching movement. Arising from this necessity, CLT grabbed enough attention since it largely met the needs of the learner profile in the period. The new teaching movement simply referred to the communicative needs of the learners who want to express themselves within their professions, and exchange experiences and information on a specific topic. It also underlined the development of communicative competence and active participation of the students to increase meaningful and practical language learning which addresses their needs more effectively. The shift towards the learners and learner needs-based courses apparently contributed to the emergence of a well-established discipline, ESP, that aims to meet the varying demands and communicative needs of new types of learners (Adronova, 2020). The key principle of the ESP approach has been to teach English to people not to make them know and understand it, but to upskill them to be able to communicate their opinions and knowledge within their professions and academic careers (Adronova, 2020).

Learner-centered Nature of ESP

The existence of ESP has originally been influenced by new focuses on the learners. The new movements in educational psychology gave rise to new perceptions of the learners and teachers. With the shift, the learners have gradually become at the center of the learning process, and the role of the teachers has changed in relation to that (Wheeler, 2001). The learners began to have a central importance (Rodgers, 1969), and individual elements were regarded as crucial components of language learning. In order to increase the effectiveness of the process for the learners, identifying the communicative needs required by the learner's area of study or occupation has become significant (Strevens, 1988). Appealing to their needs and designing communicative lessons ensures the meaningfulness of the courses for them. To this end, with the shift from teacher-centered educational systems to learner-centered ones, concepts like learner motivation, needs, expectations, and learning styles began to be regarded as vital components of language learning. The notion that each learner has different needs and interests to be met was more dominant than ever. Unlike the traditional understanding, learners were seen to adopt different styles, and strategies based on their needs and motives to learn the language. The specific needs of the learners were frequently underlined as being influential elements for language learning. As a natural result of the learner-based approach, the courses were designed to address these individual expectations and needs. Relating the course contents to the learners has been paramount. Teachers have begun to be the guide for the learners by creating more effective learning environments, course syllabi, activities, course books, materials, and course objectives that can serve the most to respond to their individual and specific needs.

Considering the growing demand and communicative need for English in the period, the focus of ESP, which was on text-based counts (Jordan, 1997), and word frequencies did not satisfy the learners as it was only limited to the linguistics features of a context and disregarded the communicative needs. On the other hand, learner-centered courses

presented by Hutchinson and Waters (1987), as aimed at ESP, are based on providing the learners with what they want in terms of content and input. It is based on the notion that the learning process determined by the learners' needs and lacks is the ideal one (Hutchinson & Waters, 1987). From the course syllabus to the materials, learners need to be regarded at the very core of the learning process. As Nunan (1988) suggests, teaching the learners the items they require most can boost student motivation and, thus, learning of the input. The ideas might be originally supported by the calling attention of Krashen's Input Hypothesis. The hypothesis suggests that delivering the input that the learners want to hear contributes to second language acquisition. In ESP courses, the learners are exposed to this comprehensible input while they are given specific content areas because they want and need to learn them. In this context, the relevance of the content to their occupational or academic needs makes the input more comprehensible for them. Indeed, for input to be acquired and internalized completely by a learner, the mental block must be removed, and the information must reach the language acquisition device as suggested by Krashen. A learner who is ready and motivated to receive comprehensible input in the target language lowers the affective filter blocking learning.

Defined by Krashen as an imaginary barrier that can deter people from learning the target content, 'affect' refers to concepts such as learner needs, perceptions, motives and so on. When the learners do not see any need or have any commitment to study a subject matter, they filter the input out, which prevents learning. In this regard, based on the affective filter hypothesis, the idea that the courses and teaching materials selected for learners should be first requested and in the proper degree of difficulty and suitability, as suggested in ESP, began to gain recognition in the 1970s and 1980s.

EGP and ESP

Hutchinson and Waters (1987) also make a clear difference between ESP and EGP (English for general purposes), referring to the primacy of need in ESP. ESP is teaching

English for any purposes or needs such as working or studying in different fields in other countries, but not a completely different way of English teaching. In fact, what separates it from any other ways of English teaching has not much to do with the methods used or the process followed. In other words, methodologies, techniques, or activities that are implemented in any ELT classroom have also been consulted in ESP classrooms. The most important point instead is that the foundation of ESP is need-related.

Referring to the primary differences between ESP and teaching EGP, Strevens (1988) makes a summary of the advantages of ESP as a discipline to lay the stress on the demand for the emergence of ESP. Compared to EGP, ESP is characterized by explicitly emphasizing the learner's needs required by their professions or occupations and it emphasizes the identification of those needs for meeting them impactfully and the prevention of waste of time for the learners. As exemplified by (Dudley-Evans, 1995), in British schools, the courses that are designed to provide specific education on how to write an essay and dissertation are greatly in high demand as they meet the needs of a certain group of learners with a specific expectation. Thanks to these courses, students do not have to take any other courses that include writing essays in their syllabus but much more than that. Relatedly, another advantage of teaching ESP is its being much more cost and time-efficient compared to EGP. Strevens (1988) points out that its relevancy to the learner is another aspect of ESP. The materials used in the course including reading passages, listening tracks, videos, target vocabulary banks, and so on. are designated considering the learner profile, and their aim of learning English. Therefore, the focused nature of this teaching makes ESP courses much preferable for many learners in many cases. It also encourages the learner's intention to learn as stated by Strevens (1988).

Highlighting the significance of needs in ESP, Robinson (1991) defines ESP as the process of teaching English which serves as a medium for the students to attain their purposes. According to him, ESP courses are goal-oriented and their curriculums are adjusted to the needs of students of different departments and disciplines. Regarding this, Robinson (1991) emphasizes the importance of the needs analysis process in order for the

identification of the learner's objectives. ESP courses usually involve a needs analysis process to determine the individual needs of the learners since it is a vital step for addressing their expectations. (Basturkmen, 2012; Kazar & Mede, 2015). In developing and expanding the field, EAP, EOP, EMP (English for Medical purposes), and so on also played an essential role. Learners who need English for medical, business, occupational, academic, etc. purposes have paved the way for the gradual development and expansion of ESP as a new discipline. As a consequence of this process, ESP has become a multilayered language approach based on the particular needs of the learners.

In his paper, Maleki (2008) writes about the concepts that led to the emergence and the evolvement of ESP since the late 1960s. According to him, for ESP to appear and reach its current status as a discipline, these concepts played a role. Authenticity is stated as one of these and Coffey (1984) describes it as a keystone for ESP and ESP course design. The concept has also been underlined by other authors, too. Being considered a relevant feature for ESP (Safont and Esteve, 2004), authenticity refers to the use of a real language, material, task, and activity which is produced by a native speaker of it to a real audience; to convey a real message. Indeed, the need of the learners to learn English and use it in a real and specific context is not fully met by the sources designed for pedagogical purposes. Instead, all the sources, including the language taught, must be received from the real world (Blagojević, 2013) in order to equip the learners with linguistic and strategic competencies (Bremner, 2010). The reason lies in the fact that they can effectively offer a real-world context to satisfy the needs of the learners, which matches the purposes of teaching ESP.

The other concept is the register analysis approach. Coming out of the shortage of a research basis for ESP, register analysis can be defined as analyzing the grammatical and lexical properties of a language that is used for specific needs in a specific context. It simply identifies the differences between grammatical and lexical properties between registers. The intention in identifying grammatical and lexical features of a language for a specific context is to orient ESP courses according to these features. By doing so, the courses become more relevant to their needs. For example, the register analysis of

scientific and technical writing, defined as 'the teaching of the technical vocabulary of a given field or profession' by Smoak (2003, p. 23), is regarded as one of the first attempts at ESP studies in which semi or sub-technical vocabulary items were analyzed. As the focus of the study implies; however, it centered on the form. The way the sentences are created and combined in the act of communication is not explained enough. The focus of further ESP research was thus to find answers to the question of why and how. As Dudley-Evans (2001) postulates, with the help of rhetorical and discourse analysis, a new idea of connecting the language form language use was introduced. Regarding this vital movement, Maleki (2008) remarks that instead of lexical and structural properties, the communicative properties of the language were studied, which resulted in a shift in the focus of ESP studies, from numerical grammar accounts to a deeper insight into the connection between grammar and rhetoric as stated by Johns (2013).

In light of the explanations and reasons mentioned above, it is clear that the emergence of ESP was inevitable, and it consolidated itself as a discipline with the help of studies, analysis articles, and papers published by pioneers in the field. Briefly, "to develop the competencies needed to function in a discipline, profession, or workplace" (Basturkmen, 2014, p.6) is what ESP aims.

The Term 'Specificity'

The term specificity holds an important place in ESP instruction and deserves specific attention to understand the gist of ESP. The 'specificity' determines what ESP teachers are specifically expected in ESP teaching and it serves as a guide for them. Specificity simply refers to the purposes of learners for which they are learning a language. More elaboratively, Mackay and Mountford (1978) define it as a restricted repertoire of vocabulary items and expressions that are selected from the language. Despite clarity in its definitions though, there have always been controversies in practice. The question of 'What does that specificity comprise?' seems to appear in the minds. For example, in a context

where medicine is taught in English and the purpose of the students is basically to learn medicine, can we still consider it as teaching ESP as there is a specificity of purposes? Dudley-Evans et al. (1998) argue that it cannot be taught as ESP teaching but as content teaching. However, the specificity in ESP refers to something different. It is the specialized purpose for which learners learn a language and certain properties of a language that are relevant to the restricted use of the target language which is required by the learners to achieve that particular purpose. (Munby, 1978: 2). In short, what that specificity refers to and grasping the notion of specificity are of vital importance for ESP teachers.

ESP Teachers: Roles and Qualifications

Traditional EGP teachers aim to improve the language skills of the learners by teaching knowledge about the language, whereas ESP teachers can be clearly characterized by teaching English for specific purposes to a specific group of learners. An ESP teacher possesses a very extensive job description with various roles dependent on learning settings and needs. They are concurrently involved and engaged in ESP course and material design, syllabus preparation, teaching, and evaluation. Though it seems to be a controversial issue, what is expected from ESP teachers has been different from what is expected from EFL teachers. Given that ESP teaching focuses on language in context more than teaching grammar structures (Savaş, 2009, p.401), the roles of ESP teachers show some differences from the ones of GE teachers. ESP teachers carry responsibilities such as giving priority to context and comprehensibility in their practice, using authentic materials, and procuring scaffolding for students (Stryker & Leaver, 1997).

A recent study by Campion (2016) has clearly declared that in teaching ESP, the teachers need to obtain specific qualifications in addition to their previous experiences in teaching EGP (English for General Purposes). As argued by Mahapatra (2011), the role, qualifications, and responsibilities of ESP teachers are not the same as those of teachers who teach English for general purposes. ESP teachers are often supposed to be sufficiently

grounded both in English and the subject area. What separates them from EGP teachers is that they are expected to be equipped with a variety of skills, including language teaching, being masters in the content, and designing courses integrating the English language with the subject area. In his article, Tudor (1997) highlights a clear difference between ESP and EGP teachers stating that ESP teachers are to be competent not only in English but also in the 'domains of knowledge that even a native speaker of English might not be supposed to be familiar with, in all reason. For instance, an ESP teacher's level of competency in military subject areas in English is probably more than what a native speaker of English knows about it. Reasonably, it stems from the fact that ESP teachers are to know the subject matter well and master it in order to teach better. Arising from all these, it can be stated that a variety of identities of ESP teachers have been often referred to in the literature and it makes ESP work more demanding and challenging for the teachers.

The necessity of having a good knowledge of the discipline is the point that makes ESP a new and more demanding world for teachers. It can result from the fact that the students of a novice ESP teacher probably know more than what s/he knows about the subject matter that s/he aims to teach (Day & Krzanowski, 2011; Ruankam & Chuenchaichon, 2016). It can give rise to some problems for both the teacher and the students. Although each individual profession has specific content and knowledge within itself, the expectation from ESP teachers is to expand their knowledge in the subject matter of the discipline. The reason is that increasing their competency in the target field will help them in every phase of teaching ESP such as ESP course planning (Day & Krzanowski, 2011). However, how much competency or knowledge an ESP should have is still debatable in the ESP world (Bocanegra-Valle, 2019). As pointed out by Master (2005), considering the diversity in learner profiles and needs, course objectives, physical factors, and so on, it is not possible to identify the ideal level of specialist knowledge and competency in the field. In his paper, Ferguson (1997) also touches upon the matter of disciplinary knowledge of the teachers. He contends that although it is not easy to establish a certain quantity of disciplinary knowledge that a qualified ESP teacher should have, the obvious point is that

this knowledge needs to embrace the knowledge of disciplinary culture, epistemological foundation of the discipline, genre, and discourse analysis skills.

Dudley-Evans and St. John (1998) list the roles of the teachers under five key categories as follows. A well-qualified ESP practitioner acts as a teacher, course designer and materials provider, collaborator, researcher, and evaluator simultaneously. The first thing expected from an ESP teacher is basically to teach the target language effectively as her/his profession requires. The teachers should exploit their background knowledge and adjust their teaching skills based on the learning situation to implement a specialized curriculum effectively. In consideration of the specific needs of the learners, the teacher introduces the terminology, jargon, and common core lexis as well as the language rules and structures that the learners are probable to encounter in their future employment so that the learners can communicate effectively in a specific context or discipline. In the selection of what needs to be taught, the specific context, such as professional world, must be considered. Dudley-Evans and St. John (1998) also suggest that as well as teaching the language, ESP teaching embraces teaching the micro-skills of four main skills, for instance, improving the communicative skills of the learners, listening skills for the gist, or writing for a specific receiver, etc. They also highlight that a successful ESP teacher is one who knows the essential macro and micro skills to be taught to a certain learning group. Knowing how a discipline or profession uses genres in their work is another characteristic of a well-qualified ESP teacher.

Being a course designer and materials provider is another feature of a good ESP teacher as stated by Dudley-Evans and St. John (1998). In the same vein, Ahmad (2014) tackles the role of an ESP teacher as a material and course designer in addition to being a teacher. Owing to the lack of course material for ESP, they are often expected to design courses and adopt materials to use for pedagogical purposes. The content of an ESP course is designed according to a specific discipline, field, or industry and the materials and course books must be tailored to specific needs required by that discipline, field, or industry. In choosing materials for the ESP course, the teacher is supposed to possess a good

knowledge of the available and appropriate sources. Besides, s/he needs to have enough experience to adapt these sources if necessary. The findings of the needs analysis are also of vital importance for the identification of gaps in knowledge and skills, and materials development, selection, and adaptation need to be on the basis of them. Briefly, a well-qualified ESP teacher has enhanced pedagogical knowledge, especially about material development.

An ESP teacher is also a collaborator. Dudley-Evans and St. John (1998) explain it as the attachment of the teacher to engage with the new field or profession about which she is teaching. Herein, the significance of the interdisciplinary approach for ESP needs to be first underlined. Though it was first introduced by Swales (1988), the contribution of interdisciplinary collaboration and cooperation to ESP course programs has been referred to by many pioneers in their studies (e.g., Street & Verhoeven, 2001; Johns & Swales, 2002). They argue that a qualified ESP teacher should be in cooperation with the subject specialist finding out the most suitable materials for answering the purposes of the learners as ESP is a purpose-oriented approach. As suggested by Sullivan and Girginer (2002), working together with a subject specialist is of great importance, and the ESP course can accomplish its goals by using the most appropriate materials decided with the help of a specialist. Dudley-Evans (2001), further argues that ESP is a field piloted by materials, yet it is not simple to choose the most appropriate material. Instead, it is considerably complex (McDonough & Shaw, 1993). Not only English teachers but also subject specialists (subject teachers in most cases) should be involved in ESP teaching. A separate intervention in the process gives rise to failure (Hyland, 2002; Warschauer, 2002). Failure in this context refers to a case in which the specific needs of the students are not met efficiently by an English teacher or the subject teacher remains incapable of teaching the target language knowledge and skills to the students (Ghafournia & Sabet, 2014). Hence, collaboration with a subject specialist should be an integral component of the material development process. As well as the course materials, an ESP teacher should collaborate with the subject specialist to specify the target skills that a certain discipline or profession requires. Briefly, in designing

the ESP course, an ESP teacher should make use of the suggestions and experiences of a subject specialist.

According to Dudley-Evans and St. John (1998), establishing interaction and collaboration not only with the subject specialist but also with the students is crucial. In the first place, such cooperation is for the benefit of the ESP teacher. Unlike the traditional EGP classes, the ESP teacher is probably not the authority on the target subject matter since s/he teaches specific English to the students who are already competent with that specific subject matter in their native language (John, 1998), which makes them a contributor and a provider of the knowledge as well as being merely learners of a language (Para, 2015). Thus, teamwork between the teacher and the students can help eliminate possible teacher incompetency in the subject matter and enhance student self-competency in English. Another reason for being a collaborator ESP teacher is to identify the student's needs, appropriate classroom activities, genres, and skills to focus on. In other words, an ESP teacher takes an active role in the needs analysis process of ESP. By discovering the short-term and long-term purposes and needs of the student, s/he should design courses and course materials and adjust himself/herself accordingly. So, it makes it obvious that a well-qualified ESP teacher is a researcher simultaneously (Dudley-Evans & St. John, 1998).

Evaluation is an essential component of ESP teaching, and it is the responsibility of an ESP teacher to be involved in it as an evaluator. (Dudley-Evans and St. John, 1998). The learners can aim to reach a certain level of English proficiency for different reasons such as maintaining a career in a specific profession or pursuing a degree in an academy. ESP courses need to be aligned with these purposes. Therefore, during and at the end of the process, evaluation practices need to be conducted by ESP practitioners to decide whether those learners have attained their purposes and improved requisite skills for that profession or academic subject. Furthermore, assessing whether a learner has the potential to study English is another expectation according to Dudley-Evans and St. John (1998). When considering the expansion of demand for studying in English-speaking

countries, and the competition among students an assessment becomes necessary for identifying the ones who possess a good potential to be chosen among all.

A Need: ESP Teacher Education Programs

Most often, ESP is taught by English teachers who start their careers by teaching English for general purposes, and so they are new to the world of ESP (Hüttner, Smith & Mehlmauer-Larcher, 2009). ESP teachers are not only supposed to be experts in the language but also their competencies are expected to go beyond to embrace the necessary skills to effectively fulfill their roles as ESP practitioners. However, teaching ESP subjects usually challenges them owing to its high contextual and professional complexity. ESP practitioners who deliver ESP courses often complain about feeling insufficient and incapable of teaching it, mainly because of the lack of training and experience (Qi et al. 2020). As argued by Robinson (1980), teaching ESP presents an obvious demand and challenge for them, thus, they can face some problems throughout the process, which means that an urgent analysis must be done to clarify what they need to serve better in ESP. Strevens (1980:7) relatedly states:

Certain recent pedagogical developments have had the effect of placing upon teachers new responsibilities which they did not previously bear...in particular, the analysis of learners' needs, the design (or at least the adaptation or modification) of syllabuses, the writing of teaching materials, even the development of tests, now often fall upon the teachers with little experience-who may be 'instructors' in the sense outlined earlier.

A review of the literature concerned with ESP teacher needs has underlined the provision of teacher training programs (Bezukladnikov & Kruze, 2012; Bracaj, 2014), and most publications studying ESP teacher needs have confirmed that there is a worldwide demand for more opportunities of pre-service & in-service teacher education programs

(INSET) to meet the needs of ESP teachers (Bojovic, 2006; Chen, 2012; Kakoulli Constantinou & Papadima-Sophocleous, 2017; Mahapatra, 2011; Errey, 2001). The training courses and programs aim to equip EGP teachers with the skills, knowledge, and competencies in addition to material development, ESP course design, evaluation in ESP, and needs analysis. (Dudley-Evan & St John, 1998). Such programs are reported to be useful means for enhancing the overall performance and quality of ESP teachers. Not only in ESP but also in the other fields of language learning, teachers should take part in teacher education practices to pursue the developments in the related field and improve their teaching practices since this contributes to overall teacher performance and consequently student learning as well. As cited in Demir (2015), “good teaching methods have a significant positive impact on how and what students learn” (Villegas-Reimers, 2003, p.8).

In order for ESP teachers to perform successfully in ESP instruction, they need to stay updated on developments in linguistics, learning theories, and current perspectives regarding the learner's role in education. What separates ESP teachers from EGP teachers, though, is the essential requirement to comprehend and be open to meeting the demands of fellow professionals in academic or professional fields (McDonough, 1984). More importantly, ESP professionals first need to establish a firm foundation of the necessary competencies (Wiwczarowski, 2003), which they can do through training programs.

A study conducted by Kırkgöz, (2019) has findings supporting the arguments of Wiwczarowski 2003. Her study revealed that Turkish ESP teachers need ESP pre-service & in-service teacher education programs. The findings of the study yielded important results: before attending the training, most participants had no idea about how an ESP course is planned and how the materials are determined and adapted. They were also not familiar with the concept of needs analysis, which is an essential process in ESP. Some of the teachers reported that teaching ESP is a new world, and it would be accompanied by challenges. In the second phase of the study, the teachers were asked some questions about their experiences in the course again. Their responses indicated that thanks to this training, the teachers got familiar with the origins of ESP and why it emerged as a discipline.

More importantly, they gain an insight into the essential parts of it such as material design and needs analysis. They not only learned about what it is but also gained sufficient knowledge concerned with the steps of carrying out a needs analysis process. Employing such courses, the teachers could also improve their pedagogical skills helping them to teach ESP courses effectively.

According to Mahapatra (2011), pre-service teacher training programs are of vital importance for ESP. Teaching ESP differs from teaching EGP mainly owing to the more demanding roles of ESP teachers. From having a good competency in the subject matter such as Business or Aviation to designing ESP course materials, ESP teachers have a very wide range of roles and identities. Expecting them to manage the process effectively does not seem reasonable. For this reason, they should be provided with extensive pre-service & in-service teacher education programs. However, it should be emphasized that pre-service & in-service teacher education programs are not attached enough importance. Many countries do not offer well-planned and comprehensive programs to teachers (Mahapatra, 2011). Despite its vitality, authorities do not pay enough attention to the matter.

As stated by Garner (2017), the efficiency of an ESP course relies not only on the students but also on the teachers. Being well informed and prepared with the target subject matter and having the requisite qualifications have a defining effect on the process. It can be ensured by training teachers with the help of constant collaborations with the course specialists, and education on how to design an ESP course and develop course materials. Thus, it is very normal that there is a high demand for ESP teacher training programs in China, too (Garner, 2017). The main reason behind this is the sparsity in qualified ESP teachers, which signifies the vitality of teacher training programs. In a related study, Zoumana (2007) wrote about the need for methodology and content-based teacher training courses. Zoumana (2007) argues that ESP teachers need training and assistance in both content and methodology. In his study focused on pre-service ESP teacher training, he concludes that the training programs can be designed for educating ESP teachers in content as well as methodology. He agrees that being proficient as an ESP teacher

necessitates a proper foundation in target content areas in addition to the knowledge to apply the appropriate methodology, which can be reinforced through pre-service training.

The literature that has been reviewed so far has shown us that there is a strong need for ESP teacher training programs regarding material development, course design, needs analysis, and putting theory into practice. Most conventional programs, hence are structured to satisfy ESP teacher needs in these issues. However, recent researchers specifically remark that competency in the target field is another point at which the teachers need training. According to Basturkmen (2010), ESP teachers sometimes have to deal with a field about which they might have little or no background knowledge. Besides, they could face the reality that they lack the academic standing of the subject specialist and know quite less than what their learners know about the target content. Therefore, training programs concurrently need to place emphasis on training well-qualified teachers to enhance their content knowledge of the discipline. Relatedly, the studies in Vietnam on ESP training programs have explored that such programs in Vietnam should be revised and reorganized as they are not effective in training teachers for content knowledge. Incompetent teachers lacking the necessary background knowledge of the target subject matter affect the learning process adversely. Hence, they are to be trained in it (Nguyen, 2007; Do & Cai, 2010) since training programs disregarding the importance of content knowledge are indeed far from being useful for teachers. (Hüttner et al., 2009). A similar result has been reached by Li (2001). To increase the overall quality and success of ESP teachers and create ESP teachers having multi-disciplinary content knowledge, a joint model of teaching has been proposed by Li (2001). Thanks to cooperation and joint teaching practices between EGP and subject teachers, which Li (2001) names as a joint teaching model, both the level of English proficiency and the content knowledge of the teachers can be increased. In the same vein, a new ESP training program that involves training not only in methodology but also in content was developed by Koné (2007) and applied successfully in Cote D'Ivoire.

In their study, Ruankam and Chuenchaichon (2016) similarly touch on the significance of content knowledge for teachers to serve better in ESP instruction, which

necessitates training programs. In the study conducted to investigate perceptions of ESP instructors and students at a university in Thailand, the researchers conclude that the students can be more competent and experienced with the subjects than ESP teachers. However, the students want their instructors to equip themselves with the subject matter and be more competent than them. It was also argued that teachers should improve the language skills of the learners while delivering the ESP content. The burdens accompanied by the learner's expectations point out the requirement of teacher training programs in return.

In addition to the theoretical knowledge of the subject, the importance of the practice of teaching skills in training programs is also highlighted in some studies in the literature. For example, Chen (2000) suggests a program named Action-Research. In the program, ESP teachers internalize the theoretical knowledge of the field first and thereafter practicalize it. By doing so, teachers have the opportunity to experience real-like contexts and link their knowledge to actual situations. In the same vein, Northcott (1997, p.9) argues that a teacher training program with a practical base is rather more beneficial compared to the ones without since the improvement of professional and pedagogical skills has an obvious contribution to the performance of ESP teachers. An ideal ESP training program should incorporate language development education with the practices for the professional and pedagogical development of the instructors (Zhang, 2017). Language development means improving the English language skills of the trainees in the subject content, while professional development refers to the internalization and practicing of professional and pedagogical knowledge, teaching approaches, methods, techniques, etc.

According to the findings of Campion (2016), it should be noted that certain professional qualifications, specifically for ESP instruction, should be developed, and to do it, previous teaching experiences of the instructors in teaching EGP should also be benefitted from. Tao and Gao relatedly make mention of the need for training, which they call 'opportunities' (2018: 11), to support EGP teachers in advancing their careers towards being ESP teachers. Likewise, a survey carried out by Jordan (2000) to investigate what

specifically is expected from ESP teachers marks the necessary pedagogical competency including such issues as ESP material development based on the learner's needs. Considering that ESP is a new discipline for many of them, a well-established training course targeting ESP pedagogical improvement of the teachers becomes inevitable. Briefly, an ESP training program should meet the expectations of the ESP teachers in two aspects: content and pedagogy. The institutions should also support the investments in such programs, involve the enterprise in training the personnel, and lay more importance on increasing awareness about ESP training (Zhang, 2017). In his paper, Hall (2013) relatedly draws attention to the requirement of a three-module training program embracing context-relevant language, discourse analysis, and management, which offers ESP practitioners the fundamental professional skills and knowledge that they need.

Master (1997), who studied ESP teacher education in the USA, agrees on the necessity of thorough training for ESP teachers' professional development. He further suggests what can be included in those programs as follows: general training on TESOL, history and background of ESP, its subareas, ESP teaching skills, curriculum design, assessment, and evaluation practices, practical experiences with the target learner group that they will teach, etc. The training can be in the form of pre-service; however, the teachers should sustain the development after they begin teaching as well with the means of in-service training programs. Master highlights another crucial dimension of ESP that training programs need to cover: the professional culture of the target subject field and its expectations. The inclusion of mentoring self-evaluation with theory-to-practice applications also contributes to preparing ESP practitioners (Crandall, 1993). Such self-development opportunities can have advantages in training language teachers who want to transform their careers from EGP to teaching ESP.

Using new technologies for ESP teacher education has recently become an innovation among practitioners, course designers, education policymakers, and researchers in the field. Aleksić-Hajduković, Sinadinović, & and Mijomanović (2019) relatedly aim to investigate why ESP teachers consult online platforms and new

technologies and how their education is encouraged by means of them. Analyzing the data collected from practitioners from different fields and backgrounds, the study unveils that new technological platforms have come into prominence in ESP teacher education. Even though they cannot substitute traditional training programs currently, they are used as useful alternatives to them. Teachers increasingly become more interested in making use of new technologies to develop their pedagogical skills and competencies in linguistics, and discourse in different ESP domains. Apart from using such platforms to reach good examples of practice, they utilize technology to collaborate with fellow teachers from various fields. Using easy-to-use online collaboration platforms such as Moodle LMS, WiZiQ, or video blogs, ESP teachers can share their experiences and ESP materials (Krajka, et al (2013). In their publication, Kakoulli et al. (2017) similarly pay attention to the requirement of online educational interferences to come up with solutions for the problems faced by ESP teachers. To address teacher needs, an online ESP teacher education program has been suggested by them. The education was circled around the idea of practicing what is learned in ESP. It is given online and inspired by Wallace's (1991) reflective model of teacher education. The intention of organizing the course is to train teachers and enlighten them about the importance of the content of the subject field and the needs analysis. Thanks to its flexible and cost and time-efficient nature, this online teacher training course enables opportunities to share experiences in ESP with teachers from various educational backgrounds. The main aim of these online training educations seems to exchange ideas, experiences, and knowledge for further improvement, which Aleksić-Hajduković, et al. (2019, p. 50) describe as reciprocal scaffolding. Thanks to interaction among them, fellow teachers also have the chance to get feedback from each other on their teaching performances in ESP.

The literature has confirmed that for ESP teachers, giving feedback can be as useful as receiving it in a training program (Zareva, 2019). As a part of the ESP training program, providing feedback to even learners on their performance in an ESP course can contribute to the success of ESP teachers. The findings of Zareva (2019) have validated this

assumption. In the study, the teachers gave feedback on the presentations of ESP students and then their experiences on the process were analyzed. According to the results, it was helpful training for the teachers because it heightened the teachers' awareness of the ESP evaluation practices, and criteria. It has shown that despite the variety in the ways or methods, teacher training is an inextricable part of ESP teaching.

ESP in Türkiye

Continually strengthening its presence on an international scale, English has become a requirement for many Turkish people in their academic and professional lives. Internalization and acceleration in occupational mobility have encouraged or urged them to learn it in Türkiye as well. Striving to keep up with the recent academic and professional developments and advances in the world, most private and some state universities in Türkiye such as TOBB and METU, use English as a medium of instruction today (Gündüz, 2016). Therefore, many Turkish students from different disciplines need to improve their skills and competency in English for the maintenance of their academic lives today and possible professional lives in the future. ESP has consequently gained more importance in our country, too, which has resulted in a rise in the number of ESP-based research studies in the field, although there is still a need for more studies, as proposed by Akbaş (2021).

The majority of ESP studies in Türkiye have been carried out to identify the needs of the ESP students (Akbaş, 2021). In other words, like the situation in the world ESP literature, Needs Analysis studies constitute a larger portion of the ESP studies in Türkiye. One of them was carried out in Konya Selçuk University by Elkılıç (1994) in Veterinary Medicine Faculty. The faculty uses English as a medium of instruction, and - students are supposed to know English to learn the content and maintain their university education. The study aimed to uncover the English language needs of these students. Though the study concentrates on students' needs, one of the findings was about ESP teachers in the study. Elkılıç (1994) remarked that language teachers were not aware of the specific needs of

learners required by their profession. The needs were neglected and did not receive sufficient attention.

The study of Gündüz (1999) was similarly implemented at Selçuk University with the same motive: needs analysis for learners. Examining the language needs of English Language and Literature Department students, the study concluded that they were not competent enough in English requisite to pursue an academic career in their field. The study was useful for the teachers as it clearly pointed towards the requirement for a preparatory program for the students of the department. Being essentially set out to identify and validate the students' needs, the study acted as a guide for teachers to a great extent. As Akyel & Ozek argue in their study (2010), knowing what specifically students need can enable ESP teachers to identify appropriate course objectives, develop useful course materials, and select the most convenient evaluation methodologies. The findings of needs analysis can thus serve as a contributor to the performance of ESP teachers.

The needs analysis study by Savaş (2009) was relatively comprehensive compared to the previous research since it involved ESP teachers and their needs as well. Conducted in Kocaeli University, Faculty of Education, the investigation provided valuable results for ESP teachers as it revealed the significance of being knowledgeable in the content as well as implementing appropriate methodologies in teaching ESP.

Despite being in short supply, studies on Turkish ESP teachers and their needs are available in the literature. One of them has been contributed to the field by Bayram & Canaran (2020) to investigate novice ESP teachers in the matter of their professional needs. With specific regard to the ESP program implementation and curriculum, the study was set out to shed light on these barely focused points in ESP in Türkiye. The first and foremost finding is that teachers need constant dialogues with the faculty to be more knowledgeable about the target content. The cooperation between them and the faculty is requisite and vital, particularly for a more effective and successful assessment process as well as materials and coursebook development. Constant dialogue and cooperation with the faculty and the other teachers also ensure constant feedback, which increases the

quality of all integral components of ESP instruction (Çelik & Topkaya, 2016). Due to the lack of teacher training programs for fostering the professional development of ESP practitioners (Demirdöken, 2021), such cooperation among teachers and faculty members becomes obligatory, especially for inexperienced or novice teachers.

Another prominent result of the study is about ESP teacher roles. Considering the variety in the student proficiency levels in ESP classrooms, teachers might need to deal with pedagogical problems, which might urge them to take various roles concurrently. The participants in the study considered it as a challenge and reported that they needed assistance in this regard. They also underlined the requirement of ESP training for them in the form of conferences, seminars, or events, especially for increasing their content knowledge since feeling insecure and incompetent with the contextual knowledge causes problems in teachers such as low self-confidence and self-efficacy. These are often experienced challenges by many ESP teachers (Demirdöken, 2021). Relatedly as argued by Basturkmen (2019), an ESP teacher's familiarity with the content can affect performance intensively. Thus, it can be easier or more enjoyable for a teacher to teach the field about which s/he has more knowledge, and more challenging for another teacher if s/he has little inter or no background knowledge. Therefore, depending on the field taught, ESP courses can be given by volunteer teachers if there are any. Willingness and voluntariness can be taken into consideration when assigning a course to teachers (Bayram & Canaran, 2020).

Demir (2015) conducted a study to examine the English teachers' and learners' perceptions of teaching English for academic purposes. The findings of the study have displayed that to enhance the course, it is believed that teachers should lay importance to the needs of the learners, and in doing it, they should consider the uniqueness of each content. Similarly depending on the field and context, the teachers should specify the course aims, learners' properties, and their learning habits. Furthermore, reflecting on their own teaching at regular intervals is another task expected from them. To be able to perform each as requested, the teachers can be guided through a training module in which they revise pedagogical and professional components such as methods, material development and

adaptation, and assessment tools and to reflect on their professional development. In this comprehensive training module, in which the researcher includes sessions to be informed about useful articles and studies in the field, she also integrates the technology with the implementation of online tools, websites, or applications.

It is seen that the related body of literature on ESP education has unveiled a considerably significant gap. As widely known in the world of ESP, needs analysis has always been an essential part of ESP since it first appeared in the early 1960s (Flowerdew, 2013); however, as aforementioned, the focus of needs analysis practices has always been the needs of ESP learners (Belcher, 2006). However, in spite of its growing importance for six decades, the research on ESP teachers and their needs has simply lagged and remained unexplored (Hall, 2013; Kırkgöz, 2019). Although ESP teachers are integrally involved in the ESP learning process, and it is vital to identify their needs for a more effective teaching process, their needs have not gained enough attention and value in literature. The greater part of the studies has been conducted on learner needs, materials development, and course design (Basturkmen, 2014). Congruently, subjects like ESP teachers or ESP-based education programs have barely been studied in Türkiye, and there is a shortage of attempts to identify ESP teacher needs and their perceptions of teaching ESP (Akbaş, 2021). A further review by Akbaş (2021) has clearly signified that the studies between 1987-2019 have neglected ESP teachers, their needs, qualifications, and qualities as well as ESP teacher training. The overlook in literature results in a guidance gap for ESP teachers, course designers, materials developers, and administrative figures. In line with the requirement, the present study framed within ESP_aims to provide a deep insight into the ESP teachers' attitudes toward teaching ESP and their long-neglected needs that appear throughout the process.

CHAPTER 3

Methodology

Introduction

This chapter provides detailed information about the methodology of the study. The overall design of the study, the characteristics of qualitative inquiry and case study, the rationale behind them, the information of the participants, and the setting are explained. After that, the data collection instruments and data collection procedures are described respectively. In the following stage, an in-depth analysis of data is presented. The chapter is disclosed by discussing the limitations of the study.

Research Design

Framed within qualitative inquiry as a research approach, this study employs the case study design to investigate teachers' attitudes toward teaching ESP and their professional and pedagogical needs, which overall aims to contribute to ESP pedagogy. The main reason for adopting a qualitative approach is to explore "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p.5). Considering that this study aims to gain a deeper and more comprehensive insight into the attitudes of ESP teachers, their needs, their worlds, and their own meanings, qualitative inquiry matches the study the most. The needs, perceptions, and attitudes of people concerning a concept, term, event, or program are deep and subjective matters to be discovered. As stated by Richards (2003), quantitative data collection tools such as questionnaires with a Likert scale remain insufficient in investigating subjective attitudes and needs, namely the issues on which the participants are asked to bring their own deep meanings (Creswell & Poth 2018). Such tools restrict the participants from expressing their ideas thoroughly. Thus, they reveal comparatively limited information about the issues being investigated and can sometimes fail to shed light on the complex nature of these issues (Richards, 2003). As aforementioned, the attitudes and needs of people are subjective entities. The qualitative approach enables people to reflect

the subjectivity of their realities freely. Asking the participants of a study to agree or disagree with preconceived statements can lead the real and deeper ideas of people to remain unnoticed. Therefore, instead of studying what has already been observed/studied and using statistical inferences, providing the participants a room to unveil their own meanings contributes more to the gradual construction of reality (Gall et al., 1996).

Considering that the present study aims for an in-depth investigation of a phenomenon (the “case” in this study), the case study design appears to be the most suitable approach for this study. There are reasons behind applying the case study design. The research questions of the study are the first determinant for adopting it. As stated by Yin (2012),

*“Case studies are pertinent when your research addresses either a descriptive question –“**What** is happening or has happened? – or an exploratory question –“**How** or **why** did something happen?”(p.5).*

Relatedly, the research questions of the study at hand are descriptive in the sense that they aim to answer the question of ‘what’ within a real-world context and examine a bounded system in terms of time and place (Creswell & Poth, 2018). By means of these descriptive questions, the study aspires to explore the knowledge of “*what* the attitudes of ESP teachers toward teaching Military English and ESP are” and “*what* their needs in this context are. In this regard, applying a case study allows the study to reveal the circumstances and how they are shaped by the context (Dörnyei, 2016). The other reason for adopting a case study design is to have a deep understanding and investigation of a case. Case studies enable the researcher to obtain detailed information about a particular case and come up with theories by examining this particular case. Besides, they are effective in providing data from different perspectives. As suggested by Yin (2012), the purpose of a study to gain an in-depth insight into a case can be satisfied by using the right research design, which is the case study. Taking these explanations into account, the present study clearly justifies why it is designed as a case study. The case serves as the most suitable basis for an in-depth investigation of ESP teachers’ perceptions and needs concerning teaching ESP at the

military academy. Using the findings gathered from this particular case, the study aims to contribute to the field.

Research Setting

The present study is carried out at a military academy within the body of a state university, in Ankara. The university was founded in 1834 and since then has been training military students with a four-year education. With a wide range of undergraduate degrees such as Computer, Electronics, Civil, Industry and Systems, Topographical and Mechanical Engineering, along with social sciences majors in Business and Public Administration, International Relations, and Sociology, the university offers military students with rich academic programs. It also offers master's and doctorate programs to both military officers and civilians in various majors. It has approximately 4,000 military students, and they have to take a year of English preparation education at a preparation school in İstanbul before they start their education in Ankara. The medium of instruction at the prep school is English and the Department of Foreign Languages in İstanbul is responsible for running the Preparatory Program. The purpose of the English Preparatory Program is to develop four basic skills of military students. To complete their preparation school English education successfully, military students have to pass the proficiency exam administered once in an academic year. In addition to a year of English preparation education, the military students are offered compulsory English courses for four years at the military academy in Ankara, where the medium of instruction is Turkish. The Department of Foreign Languages in the academy where the current study was conducted is the unit responsible for designing and providing these courses. The contents of the courses vary. The freshmen are offered General English courses for four hours a week whereas English courses for sophomores are writing skill-based, named Academic Writing Skills. Four hours a week are offered to sophomores, too. For junior and senior students, Occupational (Military) English courses (YDL401-402) under the domain of ESP are constructed. Being offered 2 hours a week, Military English courses aim to equip the military students with certain skills: mastering at

giving a presentation or speech in a military context; having high competency in military vocabulary, NATO acronyms, and operational language; effectively communicating with foreign military officers on recent military issues and improvements. Such skills are necessary for abroad missions to represent Türkiye in international military platforms. The course curricula, syllabus, course books and materials, evaluation procedures, and tasks are designed and prepared by the instructors in the department. The instructors typically have 10-14 hours of teaching consisting of General English or Academic Writing Skills, and Military English.

For this study, the Occupational (Military) English courses (YDL401-402), were examined. They are given as must courses that each senior has to pass. The book used in these courses is the Military English course book named "Attention- Military English for Seniors". As aforementioned, the course book, materials, and supplementary resources are prepared by instructors who deliver the courses considering the needs of military students. Aside from these, the instructors are in charge of determining the evaluation procedures. Whether to include tasks as components of assessment, if yes determining these tasks, and preparing mid-term and final exams are the responsibilities of ESP instructors in the unit.

The students are expected to regularly attend the classes with necessary course materials and complete the assigned tasks if any.

Occupational (Military) English Course (YDL401-402)

This section briefly describes the course, its objectives, the content of the course book, and finally the evaluation practices.

Course Description (YDL401-402)

YDL 401-402 is a content-based course designed to equip learners with the essential language skills required to excel in the dynamic field of military operations, diplomacy, and

communication and to help them begin their journey toward proficiency in military communication and service. The course specifically aims to

- introduce the military terminology used in NATO to prepare the military students for abroad missions when they graduate,
- improve the military students so that they are able to build effective communication with other military officers from different backgrounds working in positions assigned by NATO,
- master the military students at giving a presentation or speech in a military context,
- increase student competency in military vocabulary, NATO acronyms, and operational language,
- develop their critical thinking skills on recent military issues and improvements.

Content of the Course Book

The course book prepared based on the course objectives is “Attention- Military English for Seniors. “Attention” is divided into main units. Each unit explores different aspects of the military. Inside each unit, the learners discover six carefully designed sections, each tailored to simplify their learning journey. Below the sections designed by the instructors are mentioned in detail:

- **Lead-in:** ignites interest and provides context for exploring and relating to the topic.
- **Activity on the Subject:** engages learners in interactive exercises to deepen comprehension and retention.
- **Vocabulary:** introduces key terminology essential for effective communication within the military context.
- **Reading:** Offers insightful texts in a military context
- **Grammar:** focuses on language structures critical for clear and precise communication in a military setting.

- **Video:** incorporates multimedia elements to enhance comprehension and visualization of military contexts
- **Speaking:** encourages active participation, allowing learners to practice and apply their newfound knowledge.

The course book is the product of the instructors in the department. Each year, in line with the student and instructor feedback, the course book is revised, and some minor and major changes and adaptations are applied to the book if necessary.

Evaluation

Evaluation of the student's performance is based on exams and specific tasks. Each semester, one midterm exam and one final exam are administered. The exams are prepared by the instructors in the department who deliver the course in the term. Considering the course objectives, course material, activities, and question types in the course book, the exams are prepared. Aside from midterm and final exams, the students are assigned one task (written or oral) for each semester. The performance of the learners on completing the tasks is also graded by the instructors and it is also incorporated into the assessment. The distribution of grading with the percentages is illustrated below (see Table 1):

Table 1

YDL 401-402: Grading

Assessment Components	Percentage	Total for Final Grade (% 100)
Midterm Exam	100 %	40%
Task	20%	
Final Exam	80%	60%

Sampling

In order to identify the most relevant and useful participant profile for the study, a sampling strategy is to be adopted in light of the nature and the purpose of the study. In studies adopting a qualitative research approach, a relatively smaller number of participants are mostly targeted compared to quantitative studies. Selecting the most relevant participant profile or the most representative community for a qualitative study is the most important principle, rather than the number of participants. The wisely chosen participants as representative populations provide rich and relevant cases for the study. Relatedly Dörnyei (2016) suggests that the general rule for selecting the participants for a qualitative study is to include people that provide in-depth data about their experiences of a concept or phenomenon for the researcher to gain a comprehensive understanding and insight into it. Based on this, purposeful sampling is adopted in this study.

Being widely preferred for qualitative research studies, purposeful sampling is an effective technique for identifying information-rich cases and the most appropriate participant profile that will provide valuable information about the phenomenon being investigated (Patton, 2002). Such information cases often include well-informed participants who have valuable experiences and knowledge about the target phenomenon. Making use of their experiences and knowledge, they can bring their own meanings to the phenomenon, and this data contributes to the study much more than a relatively higher number of random participants. Besides, as the study concerns the participants closely, they often show comparatively more willingness and communicate their experiences with a more expressive attitude (Bernard, 2002; Spradley, 1979), which contributes to the revealing of reliable conclusions and construction of reality.

Considering the explanations and the rationale behind using purposeful sampling, the present study adopts this sampling in the identification of the participants. The view of “selecting information-rich cases whose study will illuminate the questions under study” (Patton, 2015, p. 401) matches the purpose and nature of the present study and satisfies

the expectation of the researcher in terms of reaching the targeted data. As aforementioned, the aim of the study is to have an in-depth understanding of a phenomenon: ESP teachers' attitudes and needs. Although the number of participants is limited, each one is well-informed and has valuable experiences and knowledge of the world of ESP, which eases an in-depth understanding of the target phenomena of the study. In addition, the findings of the study concern the participants because based on the results of the study, regulations can be made regarding the ESP program in the military academy. Hence, the study can contribute to their professional and pedagogical development to an extent. To this end, the sampling group was compatible with the study and the participants were expected to be willing, reflective, and expressive to share their experiences and knowledge.

15 English teachers working at the Department of Foreign Languages in the military academy, the head foreign languages department, and the head of the English department took part in the study. The teacher participants were delivering the Occupational (Military) English courses (YDL401-402). The head of the foreign languages department has also delivered the course before and played an active role in the planning of the ESP courses and material development in the unit. The head of the English department was a military officer with the rank of colonel, and he was also delivering the course at the time of the study. Working in a single work context, all the teacher participants had a similar job description and workload, and they shared the same environment. The predetermined criteria for the teachers participating in this study were determined as follows:

1. *Being a native speaker of Turkish and not being a native speaker of English*

In order to eliminate the effects of sociocultural differences on attitudes and needs, the study was carried out only with Turkish participants. Besides, ESP teaching experiences for native speakers of English and Turkish might be different from each other. Teaching in your native language or second language might give rise to different experiences. To eliminate this variable, native speakers of English were specifically excluded.

2. Working at the Military Academy

In order to ensure that all participants have a similar job description and workload that could affect the attitudes and needs of teachers, the study was limited to the participants working at the same military academy. In addition, the impacts of institutional differences on teachers' attitudes and needs were aimed to be eliminated.

3. Having at least one year of teaching experience in ESP

In order to enable the participants to make use of their ESP experiences in answering the questions including teaching strategies, methods, challenges, and motivation sources, the study was restricted to those who have at least one year of teaching ESP experience. The unit has newly recruited English teachers who deliver General English and Academic Writing courses. Although they work in the same environment and attend ESP courses for peer observation and getting familiar with the content, they do not deliver ESP courses before they have at least one year of institutional experience. Therefore, they were not approached as participants in the study.

The researcher of the present study has been working at the Department of Foreign Languages at the institution for six years and delivering Occupational (Military) English courses (YDL401-402) for three years. She had detailed information about the participants and worked in the same environment with them. Therefore, she could inform them about the study in detail and ask for their participation and contribution to it through face-to-face interaction. Consequently, the study ended when reached a rich and saturation point with 15 participants at which no more additional knowledge of the phenomenon could be identified (Sargeant, 2012).

Participants

The data was gathered from two different groups. The first group consisted of English teachers working at the Department of Foreign Languages in the military academy. The

second group consisted of the executives in the department: the head foreign languages department, and the head of the English department took part in the study.

The Teachers

The first group from which the data of the study was collected was 15 Turkish instructors who have been teaching Military English at a military academy in Ankara. The requirement for participating in this study was to deliver Occupational (Military) English courses (YDL401-402) at the academy. The number of female participants was 13, and one of the males was 2; however, gender was not a variable or determiner for this study. Their ages ranged from 28 to 40. They were teaching Military English to seniors at the time of study. The book used in the courses was a Military English course book named "Attention-Military English for Seniors". The participant teachers basically focused on teaching Military jargon, NATO acronyms, and an operational language as well as improving the language skills of the students so that they are able to use English for their specific purpose: Military English. The participant teachers were in charge of course books, materials, and supplementary resources design and preparation as well as evaluation procedures. Although all of them were teaching ESP at the time of the study, their backgrounds varied in terms of their level of education and teaching experiences. 5 of the participants were MA students, 4 PhD students and 5 of them had already completed their master's degree when the study was conducted. The length of teaching ESL and ESP experience also differed from one participant teacher to another. The length of experiences of the participants in ESL varied considerably depending on the age of the participant teacher, which ranged from 4 to 19. On the other hand, the ESP teaching experience lengths of the participant teachers were relatively shorter and ranged from 1 to 16. It was because teaching Military English was the first ESP experience of almost all participants. Only two participants have delivered ESP courses before but, in another context, and field. None of them had delivered this course before they did it at the military academy. The information profile regarding the teachers' background is illustrated below (see Table 2):

Table 2*Information about Teacher Participants' Profile*

	Age	Gender	Experience of EGP	Experience of ESP
P1	28	F	4 years	2 years
P2	30	F	6 years	3 years
P3	28	F	6 years	2 years
P4	28	F	6 years	2 years
P5	29	F	7 years	2 years
P6	30	F	5 years	4 years
P7	29	F	6 years	2 years
P8	29	M	6 years	4 years
P9	28	F	7 years	3 years
P10	34	F	11 years	4 years
P11	40	F	19 years	16 years
P12	33	M	12 years	4 years
P13	30	F	8 years	1 year
P14	29	F	7 years	3 years
P15	29	F	7 Years	3 years

The Executives

The second group from which the data was collected included the head of the department of foreign languages and the head of the English unit. The head of the department has delivered the ESP course (YDL401) before and has taken an active role in designing the course content and the relevant course materials. Having initially started working at the academy as a lecturer in 2019, the principal of the department has been in charge for 3 years. He completed his bachelor's degree at the Department of English Language and Literature/Letters at Ege University in 2004 and graduated with the Master

of Fine Arts - MFA Visual and Performing Arts at Dokuz Eylul University in 2009. Having the degree of Doctor of Philosophy - PhD English Language and Literature/Letters at the University of Arkansas, he worked as a lecturer in the Department of Foreign Languages at Başkent University between 2017-2018, and at Bilkent University between 2017-2019. After being assigned as the head of the Foreign Languages Department in the academy, he implemented radical changes in the course curricula, assessment and evaluation, and course materials. Aspiring to improve collaboration and cooperation within the department, enhance the quality of the courses, and most importantly adapt the curricula and the course materials in light of the learner needs and the institutional objectives, he has led the changes and developments within the unit. In particular, in preparing the course books specifically designed for the Turkish students in the academy, he has collaborated with the instructors in the unit and encouraged the improvements.

The head of the Department of English was another participant in the study. He was a military officer with the rank of colonel. Having graduated from the military academy and served in various duties that required high proficiency in English as well as knowledge of occupational English, he has been working as a commissioned officer within the university. He was also delivering the ESP courses (Military English) to seniors at the time of study. In this regard, he had valuable and relevant experiences and knowledge regarding both ESP teaching and military English. Thus, his participation and contribution to the study were regarded as valuable and important.

Data Collection Tools

In a qualitative case study, data can be gathered by using various data collection instruments. Observations, questionnaires with open-ended questions, interviews in different forms, and numbers of participants are some of these instruments. In this study, qualitative data was collected via two instruments. The first one was a paper-based open-ended questionnaire administered to the teacher participants to analyze their attitudes and

needs concerning ESP teaching. The second one was a one-to-one semi-structured interview conducted with heads of the department to explore their opinions about the ESP instruction in the unit comprehensively.

Questionnaire

A 7-question questionnaire was utilized as the data collection instrument of the study and it was administered to the teacher participants to investigate their attitudes toward teaching Occupational (Military) English courses (YDL401-402), namely toward ESP at the military academy, and identify their needs for their professional and pedagogical development (see Appendix A). The questionnaire was comprised of two sections. The first section was constructed for the identification of the personal and educational backgrounds of the teacher participants. Age, gender, level of education, length of English teaching experiences, and ESP teaching experiences of the participants were investigated in the first section of the questionnaire. The second section of the questionnaire was made up of 7 questions. The questions aimed to reveal the teachers' views on the challenging and motivating aspects of ESP instruction, the areas that they feel competent and incompetent, teacher training programs, and the requested content of a training program. The questions were open-ended to give the participants a chance to express their experiences, perceptions, suggestions, and ideas freely. The questionnaire consisted of contextual and diagnostic questions. The contextual and diagnostic questions helped to unveil the perceptions, attitudes, and needs of the teachers according to the methods of framework analysis (Bryman & Burgess, 1994). The questions in the questionnaire were written and revised by the researcher and the advisor.

Semi-structured Interview

After the administration of the questionnaire with the teacher participants, a one-to-one semi-structured interview was used as the second step of the data collection process (see Appendix B). Such interviews are sessions where the interviewer asks some open-ended questions to the interviewee to start the conversation and encourage them to deepen in the issues. However, the interviewer does not follow a previously and strictly set list of questions. (Creswell & Poth, 2018). The interviewer instead continues the session with some follow-up questions on the interviewees' answers to uncover in-depth perceptions of the participants and have a more comprehensive understanding of the issues mentioned (Corbin & Strauss, 2014).

The interviews in the study at hand were conducted with the executives in the department. The first participant was the head of the Foreign Languages Department, and the other participant was the head of the Department of English. The aim of conducting the interview was to explore the opinions of the executives about ESP instruction in the unit comprehensively. By utilizing the interview, the researcher mainly aimed to collect further and in-depth data and to find out whether they share the same concerns with the teachers regarding the reasons causing negative attitudes towards ESP teaching. In a sense, it was to cross-check the data. Another aim was to take their opinions on the ESP teacher training programs to be conducted in the unit for teacher development. Besides, by reaching more and varied data from different groups of participants and using various data collection instruments, which serves for the triangulation (Korstjens & Moser, 2017), it was also aimed to increase the credibility and the reliability of the study.

The interview was conducted with the participants individually. The interview was made up of 4 open-ended questions used to start the conversation and encourage the participants to reflect on specific issues. The interview questions were developed in line with the questions asked to the teachers via questionnaire. The questions were developed and revised by the researcher and the advisor.

Data Collection Procedures

Before starting the research, the researcher informed the head of the department about the study. After that, to start the data-gathering process, the researcher applied to Hacettepe University Ethics Boards and Commissions and submitted the necessary documents. Upon getting permission from the institution (see Appendix C), the researcher thereafter applied to the Ethics Committee of the university where she works to collect data from instructors working at the Department of Foreign Languages at the academy (see Appendix D). After getting the permission, the researcher informed the instructors at the department individually about the study in detail and explained the aim of the study. As the researcher and the participants worked in the same unit, they had the opportunity to ask and answer further questions about the study when they wanted. Before collecting data from them, they were explained that the findings of the study were expected to have constructive feedback on ESP practices at the university, provide them with a deep insight into the world of ESP instruction, serve as a useful guide for ESP curriculum in Military English courses and teacher training for ESP instructors in military schools in Türkiye. Therefore, they would be reminded of the importance of expressing their opinions sincerely. It was also emphasized that any kind of idea and viewpoint will contribute to the study, and expressing their views openly and freely would benefit both our institution's ESP instruction and consequently their own teaching practices. To this end, their sincere participation was valuable for the enhancement of ESP instruction at the university and consequently their professional and pedagogical development.

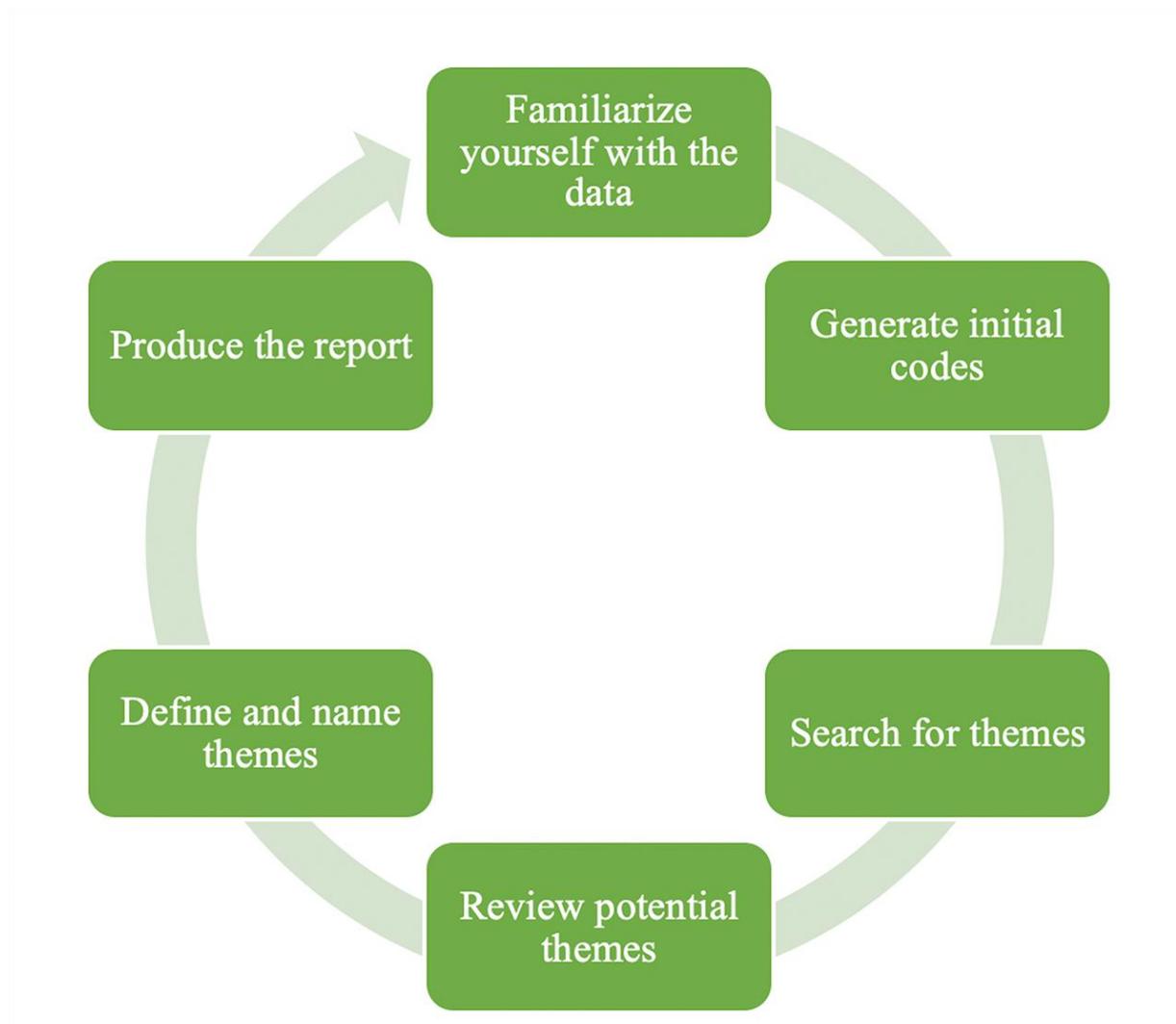
The administration process started after that. The data was collected in two steps. The first step was to collect data from the teacher participants via a questionnaire. Participation in the study was on a voluntary basis. The participants who volunteered to take part in the study signed a consent form before filling out the questionnaire. The first process was paper-based, and the data was collected in the individual offices of the participants. The

data provided in written context through the questionnaire was preserved for further analysis by the researcher and the advisor.

The interviews were conducted after the data collection process from the teacher participants was completed. Being informed about the study in detail previously, both participants in the interview stated that they were pleased to take part in and share their opinions as well as experiences for the research whose findings would contribute to the enhancement of ESP instruction in the institution. The interviews took place in the individual offices of the heads on a suitable date and time for them and the researcher. During the interviews, the participants were asked four questions and asked to reflect on them. The interviews were conducted in Turkish as the participants wanted it to be so. They were recorded on the researcher's phone and kept to be transcribed later. Both interviews lasted 15-20 minutes and ended when the participants wished to do. The data collected via interview was later transcribed by the researcher and prepared to be analyzed in the following stage.

Data Analysis Process

The data collected from both the teachers and the heads was analyzed via Thematic analysis which offers a very helpful framework for carrying out this kind of examination. As stated by Braun and Clerk (2006), qualitative studies involve intricate data that require a systematic way for a reliable analysis and Thematic analysis is one of them. To conduct a Thematic analysis, a certain set of steps needs to be followed consecutively. Provided by Braun & Clarke (2006), the six-phase process is comprised of the consecutive steps as follows: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the report.

Table 3*Thematic analysis by Braun & Clarke (2006)*

Steps	Procedure
Step 1	Familiarization with the data
Step 2	Generation of initial codes
Step 3	The search for themes
Step 4	The reviewing of themes
Step 5	Definition of themes
Step 6	Production of the report

In line with this, the researcher proceeded step by step. Initially, the researcher was actively engaged in the written answers of the participants. She re-read them a couple of times to have a deeper understanding of the content and she got herself familiarized with all aspects of the data. By doing so, the researcher aimed to get a comprehensive idea of the repeated patterns. After the researcher got familiarized with the data, she started to identify preliminary and recurring issues that appeared to be more numerous than the other issues in the database. By doing so, she aimed to generate initial codes and categories. As she went through the process, she was re-coding and un-coding the data based on the new data. The following step was the interpretive analysis of the generated codes. By identifying relationships between codes, the researcher moved to search for themes. Then, she reached the step characterized by the cluster of these codes under certain themes and subthemes when she reached a satisfactory picture of the themes which were supported enough by the data (Braun & Clarke, 2006). In the following phase, the researcher named the identified themes and explained them meticulously. Finally, in line with the research questions and themes, the researcher organized the study results and transformed them into a comprehensive and interpretable analysis by using relevant and clear extract examples that served as pieces of evidence to support the theme (Braun & Clarke, 2006). The analysis was also supported and illustrated by using tables and figures.

Ethical Considerations

Before commencing the data collection process, the researcher informed the head of the foreign languages department where the data would be collected. After that, ethical permission was granted from Hacettepe University Ethics Boards and Commissions (20.06.2023/E-35853172-300-00002910085) (see Appendix C), and the Ethics Committee of the university where she works to collect data from instructors working at the Department of Foreign Languages at the academy (08.11.2023/E-54589112-824.99-2887998) (see Appendix D). After getting the permission, the researcher informed the instructors at the

department individually about the study in detail and explained the aim of the study. They were informed about the confidentiality of their responses and that all the data would be used for research purposes and no personal information would be shared. The participants signed a written consent form before they participated in the study. Participants were also informed that the recordings would be given pseudonyms and kept on the researcher's password-protected computer. Lastly, to ensure the confidentiality of the study and the anonymity of the participants their names are not revealed in the study.

Validity and Reliability of the Study

To be able to improve the reliability of the findings and validate the data, triangulation was aimed to be achieved. The data was gathered from multiple groups of participants including both the teachers and the heads of the department. By using multiple data collection tools, a questionnaire, and an interview, the researcher aimed to triangulate the findings. Besides, to ensure reliability, which is referred to as consistency in qualitative research, the data was peer-checked and revised. In the analysis of the data, not only the researcher and the supervisor of the current study but also another researcher took a role by forming her coding and themes based on the results of the questionnaire and the interview. Consequently, the themes and codes showed similarities greatly and the intercoder agreement was achieved. Lastly, the data was reviewed, and constructive remarks and recommendations were provided by the supervisor on a regular basis. It contributed to the validity and reliability of the study.

Limitations

The study at hand has admittedly certain limitations. First, in this study, a questionnaire for collecting data from the teachers and a semi-structured interview for collecting data from the head of the Department of Foreign Languages and the head of the Department of English Language Teaching were used as the data collection tools. Observing the ESP

lessons closely and collecting data displaying real situations and experiences of the teachers could also contribute to the reliability of the study to a great extent. However, considering that the study was carried out in a military school, such a classroom observation was not able to be administered. The reason was that such data displaying a classroom environment was supposed to be recorded, which was not permissible for a military state university.

The second limitation is about the generalizability of findings. In Türkiye, there are some other academies within the body of the university teaching Military English. However, this study was conducted as a case study and restrained to military context-ESP instruction only at a military academy in Ankara. To this end, the findings are generalizable for the present population of the study but not attributable to all military academies teaching ESP. All in all, it should be noted that though the study has certain limitations, these limitations can serve as opportunities for further research.

CHAPTER 4

Findings

Introduction

This chapter presents the results of the data analysis. The study used a questionnaire including 7 open-ended questions and an interview with 5 questions. For the analysis of the questions, the six-step Thematic Analysis has been adopted. Based on the research questions, the findings are represented under certain headings, relevant tables, and statements of the participants.

What are the attitudes of English teachers toward teaching ESP?

The first question of the current study has been prepared to investigate the attitudes of English teachers concerning ESP instruction at a military-context university. The teacher participants were asked how they would describe their ESP teaching experience so far to uncover the attitudes that they have developed through their hands-on experiences for years. Based on the responses gathered from the teacher participants and the executives, a detailed analysis has been carried out to create the main categories and themes that are mentioned one by one in the following part.

Negative Attitudes of English Teachers towards Teaching ESP

Developing a negative attitude towards something is developing a stance towards something/someone by focusing on the negative or bad sides of it as defined by McIntosh, 2013. Based on the data collected through the questionnaire, a good part of the responses of the teacher participants indicated that teaching ESP is associated with challenges and negativity, especially in the earlier phases of their experiences. The principal of the department and the head of the English department also reported that due to certain reasons, the perceptions of the teachers have been impacted in a negative way. The findings of the study have revealed three themes regarding the negative and bad sides of teaching ESP. These themes display the underlying reasons for these negative perceptions. The terms and their frequencies can be seen in Table 4.

Table 4*The Themes of the Teachers' Negative Attitudes towards Teaching ESP*

ATTITUDES TOWARDS TEACHING ESP		
	Theme	Frequency
Negativity	Unfamiliarity	19
	Demanding	7
	Lack of professionalism	6

Unfamiliarity**Table 5***The Themes of the Teachers' Unfamiliarity with ESP*

UNFAMILIARITY WITH ESP		
	Theme	Frequency
Unfamiliarity	Content	12
	Terminology	7

The most frequently referred reason for negative attitudes toward teaching ESP is the unfamiliarity with Military English and relevant topics [(f)= 19]. The responses showed similarity in that teaching ESP is a new and different world for the teachers. The main problem raised by the teacher participants and the administrative executives is that they are not familiar with the content, current military issues, new military topics [(f)= 12]. Upon being asked to describe their ESP experiences, they predominantly argued that teaching ESP is different from teaching EGP. It requires specific content knowledge and interest in the content. As the topics being taught in the class could go beyond their knowledge, they faced a great deal of challenges, especially at the beginning of their career in ESP. They stated that it requires a long, demanding, and devoted preparation process to be competent with the content, which they thought makes ESP challenging and difficult for them. P4 supported her opinions about being unfamiliar with the content and its challenges by saying:

It was hard in the beginning. It was really different from Basic English. The context and the vocabulary were unfamiliar to me so I had to spend hours to become competent enough to explain the subject to my students. Right now, I might feel more competent in certain subjects but I still encounter some new topics that I don't have any idea about.

The response of P5 is in support of the previous response: "Considering my experience in ESL, ESP is more challenging. I feel the need to prepare for my ESP courses more."

P14 confirmed her negative attitudes towards ESP with the following statements:

Teaching military English is exactly more challenging than teaching EGP. The reason is that it's a new world to us, to EGP teachers, therefore I most of the time feel incompetent and it is because of the fact that I do not know much about most of the topics that we discuss in the classroom. So to protect my authority in the classroom, I usually need to spend long hours preparing for the content and it makes ESP really demanding practice for me.

The other primary problem raised for the teachers is being unfamiliar with the vocabulary and military terminology [(f)= 7]. Based on the teachers' statements, it has emerged that ESP courses at the military academy are vocabulary and terminology based. P14 touched on the fact that a specific discipline requires a specific knowledge of the terminology and not being familiar with that thoroughly gives rise to the development of negative attitudes towards teaching that discipline. She defined her thoughts in these words:

For every week's course, I usually spend long hours preparing for the lesson but in the lesson, if the students ask me for a new word that I am not prepared for or any word that I have no idea about in a military context, I have difficulty in it. I sometimes can feel the lack of authority and knowledge of an ideal teacher in my classroom.

P12 agreed with P14 and expressed similar problems by stating that "It is predominantly vocabulary and terminology-based teaching experience...It was and is a challenging experience as I was not prepared for it, not feeling familiar to it. It was a learning-by-doing experience, and I am improving myself. Not adequate no doubt.

The result of the semi-structured interview with the head of the English unit was consistent with the questionnaire results. He asserted that the reason why the teachers developed some negative attitudes towards teaching ESP in the military academy is that the teachers are more anxious and worried when they teach in a field about which they feel incompetent. As they are not in their comfort zone when teaching ESP, it can make them feel insufficient. For example, when a teacher does not have a comprehensive knowledge of the military units, organizations, chain of command in the military, military branches, and weaponry systems, she might feel weak. Such cases contribute to the emergence of negative feelings towards teaching Military English within the scope of ESP. However, he further added that ESP requires you to get out of your comfort zone as a teacher.

On the basis of the statements disclosed, it can be clarified that teachers are not thoroughly familiar with the content and the key terminology of the military context. To handle it, they often spend long hours preparing for the content, learning the words well to be able to teach them to their students. Being familiar with what they teach in an ESP course is necessary for them to feel confident and be the authority in terms of the knowledge in their classrooms.

Demanding

The demanding nature of ESP was underlined by some participants and identified as one of the themes causing the emergence of negative attitudes towards Military English within the scope of ESP [(f)= 7]. The participants stated that comparing their experiences in ESP and ESL, it became clear that ESP requires more demands than ESL, which often resulted in spending long hours of preparation for the teachers. To illustrate, P14 underlined that:

So to protect my authority in the classroom, I usually need to spend long hours preparing for the content and it makes ESP really demanding practice for me.

Another participant (P5) pointed out the same problem by stating that considering her experience in ESL, ESP is more challenging as it requires her to prepare for ESP lessons more.

Regarding the issue, P2 also mentioned that she had to struggle to become competent with what she was teaching and she spent some time searching the content on the internet and often taking notes on the book as teaching the target content was difficult for her.

P15 referred to another aspect of ESP which makes it a demanding discipline for the teachers. She emphasized that as a teacher, she had to wear multiple hats in her classrooms and serve various roles. She had to serve as someone with content knowledge, as an orchestrator, expert in the language, researcher, and furthermore a psychologist on a moment-to-moment basis. Considering the wide variety of roles expected from ESP teachers, it is obvious that teaching ESP is a demanding and challenging practice for them.

The head of the department also agreed on the idea that ESP courses are relatively more demanding than EGP courses as a teacher has to develop an ESP program addressing the learner's needs, design ESP courses effectively, and adapt course materials to meet those needs.

Lack of a Professionalism

Another reason why teacher participants reflected a negative perception when asked to describe their ESP experience so far was the lack of professionalism in the unit [(f)= 6]. According to the teachers, ESP instruction has its own dynamics, which requires professional support for the teachers to be able to serve more effectively in ESP. As stated by some teachers, the concern raised was related to the lack of professional support in the preparation of the course syllabus and the curriculum. P14 underlined the negative effects of not having a professional curriculum in these words:

However before everything: the first thing should be to prepare a professional and well-established curriculum and the course objectives also should be considered as an important part of it. We are not educated in designing an ESP curriculum. Therefore, we need a professional guide on that.

A similar concern was brought forward by P5. Her statements display a need for professional intervention in the process in order to carry out a needs analysis before designing a curriculum.

Considering my experience in ESL, ESP is more challenging. I feel the need to prepare for my ESP lessons more. This also stems from our curriculum as needs analysis needs to be conducted by the experts in the field to adapt relevant materials.

P3 also complained about feeling disappointed and lost because of the lack of professional assistance:

I would say exciting but disappointing. At the beginning, I was pretty curious because it seemed like a different field. I waited for a good syllabus and professional education program, but I felt very lost during the process.

P13 also highlighted that she developed some negative attitudes towards the field. According to her, they still need professional guidance to ensure that they do everything right.:

Two words: challenge and struggle come to my mind when I think of my ESP classes. None of us has much knowledge on what ESP is, how an ESP course can be designed and instructed, how it should be assessed, and so on. So, naturally, we do not know whether we are doing something right or wrong. When we look at our students' low motivation, it is clear that we are doing something wrong, but we do not know what it is. Obviously, we need a professional development unit or something in the field.

P12 agreed with the idea that they need professional support by stating that: "I was and am still lacking professional support and collaboration." In the following question, P12 further pointed out the lack of quality in the course materials. He criticized the materials as being not engaging for the students, not adequate to address students' needs. He also

touched on the problem of having limited resources and access to authentic materials as well as a lack of a proper curriculum designed by a professional unit. From the responses of P12, it can be concluded that as a consequence of not having a professional unit established specifically for ESP courses, the teachers encounter problems regarding ESP course planning, ESP curriculum, ESP material development, and adaptation, needs of ESP students and assessing ESP.

As the responses show, the lack of professionalism in the unit where they work is another reason for the emergence of negative attitudes towards teaching Military English within the scope of ESP at the university. In particular, the lack of professional support in the preparation of the course syllabus and the curriculum is the main source of this negativity.

Positive Attitudes of English Teachers Towards Teaching ESP

A smaller part of the data collected from teacher participants demonstrates that ESP teachers have also developed favorable and positive attitudes towards teaching ESP in some aspects. The results of the study have shown three themes that focus on the positive sides of teaching ESP. The identified themes serve as valuable resources and justifications for revealing the reasons for these positive attitudes. The terms and their frequencies can be seen in Table 6.

Table 6

The Themes of the Teachers' Positive Attitudes towards Teaching ESP

ATTITUDES TOWARDS TEACHING ESP		
	Theme	Frequency
Positivity	Familiarizing with new topics	5
	Personal interest	4
	Not monotonous	4

Familiarizing with New Topics

One of the reasons for having positive attitudes towards teaching ESP is that it enables teachers to familiarize themselves with new topics and subjects within the military context [(f)= 5]. According to their statements, ESP courses cover content that those teachers have not heard about or know about much. The teachers believe that teaching ESP opens new doors to new topics, fields, or different aspects of the language. Thanks to these varied and interesting contents, the teachers have the opportunity to learn something new. In this regard, they think that ESP is a process of learning by teaching for them. P7 provided certain explanations with regard to this aspect of teaching ESP. Below is P7's explanation of it:

...I can state that since I started to teach ESP in the military, I have had the chance to learn a lot about military topics, especially the fundamental components of the army. Also, I know more about the military issues of our country, for example, the defense industry of Türkiye, new weapons, and AI systems. Although I was not very interested in these in the beginning, I liked to learn something new and to share my ideas with people when they talk about these issues.

Similar points were referred to by P8. He supported this explanation by stating that he enjoyed teaching ESP much more than teaching general English. He provided some causes of this enjoyment. He believes that teaching ESP gives him more opportunities to see different aspects of language learning. He indeed described ESP teaching as a favorable challenge for him since ESP instruction forced him to learn something very new every day and he was happy with being exposed to this challenge; he liked this challenge.

Based on the claims made by the teacher participants, it is seen that some teachers have developed positive attitudes towards ESP teaching as it provides them with opportunities to familiarize themselves with new topics. In this aspect, ESP is a process of learning by teaching for them.

Personal Interest

The other reason for the teacher participants' positive attitudes towards teaching ESP is the personal interests of the teachers in teaching military English within the frame of ESP instruction [(f)= 4], which is something they explain that they cannot usually find in teaching general English. Having personal interest both increases the teacher's motivation and makes them feel more competent with what they teach. Upon being asked to describe her ESP teaching experience so far, P6 underlined that she had been enjoying teaching ESP so far because it is her interest. She expressed her ideas with the following words:

I have been teaching Military English for about 4 years. I love teaching specific jargon for a particular purpose. I have experience in International Relations' jargon and I enjoy these kinds of lessons in which students and teachers can also focus on different fields while they have knowledge about different languages.

In another question in the study, she further added that she has a bachelor's degree in another field, which is International Relations and that is clear that she has a personal interest in the other fields and teaching them within the ESP course. Thus, her interest in it has resulted in the development of positive attitudes towards ESP.

The responses of the P11 also revealed that having a personal interest in the military or teaching ESP can contribute to the development of positive attitudes towards teaching ESP. She stated that she had teaching experiences in many different fields, from obstetrics to the military, and she is interested in teaching in various fields; thus, it keeps her energetic and she has a favorable attitude towards teaching ESP.

The interview administered with the head of the English department supported the claims of the teacher participants stating that having an interest in a field that you teach can increase the level of motivation and the pleasure of the teachers. As a colonel teaching ESP in a military context, the head expressed that as he was competent enough in the field and had an interest in it, he enjoyed teaching Military English courses in his teaching career.

Not Being Monotonous

Another mentioned reason for the teacher participants' positive attitudes towards teaching ESP is that it is away from being monotonous [(f)= 4], which is something they explained that they sometimes experience in teaching general English. The responses given by P4 such as "I still encounter some new topics that I don't have any idea about. However, I still like this experience since it keeps me away from monotony" support this idea. This was further supported by a similar attitude shown by P7:

Teaching the same things every year over and over again in general English is sometimes boring and kills the excitement in both teachers and the students. So, I often feel more excited to teach ESP than general English.

The following statement of P3 also provides further support for the view: "At the beginning, I was pretty curious because it seemed like a different field."

What are the most challenging and motivating aspects of teaching ESP for teachers?

The Most Challenging Aspects of Teaching ESP for Teachers

Defining the most challenging aspects of teaching ESP for the teachers was one of the main aims of the study. The third question in the questionnaire has been specifically chosen to gain insight into the perceptions of the teacher participants and to shed light on the most challenging aspects of teaching ESP. According to the findings of the study, the teacher participants experience major challenges and difficulties at some specific points. These aspects and points have been categorized under certain themes as displayed in Table 7.

Table 7

The Themes of the Most Challenging Aspects of Teaching ESP For Teachers

THE MOST CHALLENGING ASPECTS OF TEACHING ESP		
	Theme	Frequency
Challenging Aspects	Incompetency in content knowledge	12
	Incompetency in terminology	10
	Lack of ESP curriculum	4
	Involving the students	3

Incompetency in Content Knowledge

The most frequent reason why the teacher participants face challenges in teaching ESP is being incompetent with the target content knowledge: topics related to the military [(f)=12]. Teaching a topic framed within an issue about which the teachers do not have enough background information, knowledge, or real-life experience to which they can relate to what is being taught causes the teachers to feel challenged. They said that the issues that they are supposed to teach are relatively tougher than the topics in general English courses. Relatedly, P13 supported this theme with these words:

Also, I sometimes feel not competent enough with the lesson topics. If haven't read about the topic before the lesson or done some research about it, I do not find much to add in speaking in the lesson. It is the most challenging aspect because I think that a teacher must always be the authority in the classroom in terms of knowledge.

P9 stated: "I had no knowledge and expertise about the military terminology. Our students are naturally more knowledgeable and familiar with military terminology. The hardest thing for me was when I couldn't answer my students' questions. I felt insufficient."

P6 also believes that teaching ESP requires preparation for the lessons and to full understanding of the purpose of their language learning. The reason is that in ESP courses, specific topics related to the subject are covered, and you may have a lack of knowledge,

which is pointed out to as the most challenging aspect of teaching ESP. To this aim, you have to keep pace with the field of study that you are teaching. One of the participants (P4) added that sometimes the learners are knowledgeable and competent with the subjects or sometimes they know the most accurate and up-to-date knowledge than her. It is the greatest challenge that she sometimes experiences. She argued that in order to maintain her authority in the classroom as a teacher of that subject, she tried to know more than them. The arguments of P14 are in support of the responses of the other participants. She stated that the most challenging aspect of ESP is not having enough knowledge of the course content. To maintain a lesson effectively and deepen the teaching, a teacher needs to be fully competent with the course content so that she can ask further questions or comment on related issues, etc. She also stated that she did not feel confident enough because of the lack of necessary content knowledge.

The claims of the teacher participants were confirmed by the ascertains of the head of the foreign languages department. In the semi-structured interview, he touched on the challenging nature of ESP teaching for the English teachers in the unit with the following words:

I have also delivered ESP courses before. I think that teaching ESP is always more difficult because it has some challenging points for both the student and the teacher. Firstly, of course, mastering the content of the ESP, both the students and teachers. For example, in order to learn Legal English, a person must master general English and be good at it and master those terms at least in his native language. When he is not, it causes extra difficulty. For example, I taught Business English when I was working at Yaşar University before. I remember that people coming from companies have a better competency in the subject. Once they master it, the content of the course can be taught more easily. That's why ESP courses always challenge me and a special program is needed.

These claims made in the questionnaire and the interviews by the participants display that the teachers often experience challenges in their classes, and the lack of knowledge and competency in the target content and related subjects is one of the main

reasons leading to these challenges. Besides, it sometimes causes the teachers to feel themselves not the authority in terms of knowledge, which can have negative influences on their ESP instruction.

Incompetency in Terminology

As for the second most frequent challenge faced by the teachers, the participants have placed the focus on being incompetent in military terminology [(f)=10]. The responses have shown similarity in that teaching ESP requires a specific knowledge of the key terminology. It is very often that some words can have different meanings depending on the context. As the military is a new field for them, the teacher participants have often experienced such situations in which they learn the new meaning of a word that they already know in the military context. Experiencing such cases often can make the process challenging for them as they consequently can feel insufficient or incompetent with what they are teaching. and A good number of participants have given similar explanations and some also exemplified the relevant challenge that they experienced. For example, P2 declared that vocabulary is the most challenging part for her now that some words can have really different meanings in military English. She added, "If I cannot remember some words, I can feel incompetent" in the classroom. As clearly exemplified by P1: "Vocabulary is the most challenging part because without knowing new vocabulary items, I cannot teach the other skills. Furthermore, sometimes I cannot find the appropriate vocabulary item for an object that I have not seen in a real-life before." P1 supported her statement with a clear example: "For instance, I have not seen a 'smoothbore' but I teach that word with the help of an image of that item." She expressed that she was expected to teach vocabulary items that she had no idea about and reference in her repertoire before.

The same point also emerged in the responses of P5 upon being asked to express her thoughts on the challenges of ESP instruction:

Teaching ESP requires knowing specific terms. Thus, I have had trouble in teaching some words as I am unfamiliar with the military context.

She also added that she did not have a comprehensive knowledge of all the terms that she teaches in ESP courses. Therefore, she might have some trouble explaining some terms during the lesson, which she described as a case that she does not experience in teaching general English. Having only a limited knowledge of the terminology and not being expert in the field as a result made them feel insufficient as the students naturally are more knowledgeable and familiar with the terminology as stated by P9.

Upon being asked to explain her experience of teaching ESP so far, P14 also showed similar attitudes and declared:

One of the most challenging aspects is not knowing all the words that I teach. Military jargon requires specific knowledge and it is not possible for me to have expertise in it. So, I can sometimes face some challenges with the terminology.

When she was asked to describe the most challenging aspects of ESP, P13 touched upon similar points. "Most of the challenges I experience are related to lack of necessary and good knowledge of vocabulary items that we teach. Although we know what these words mean, when we encounter them in a military context, we face a challenge. If I am not prepared enough for the lesson, I have great difficulty in teaching these target words because often they mean something very different in a military context."

P7 similarly stated that:

It is the vocabulary part. Military ranks, branches, weapons, technical words. They are actually new to us and we need to study for each lesson to learn these words.

In the semi-structured interview, one of the executives stated that one of the most faced problems is not being competent with the terminology. He stated that it can stem from the fact that the teachers may not be competent with the terminology in Turkish either. As the target terminology in a military English course consists of words that English teachers do not often use in their daily lives, it is difficult to increase their competency in it. Yet, he

added that through hard work and increased interest in the field, they can improve their vocabulary knowledge regarding the field.

These claims expressed by the participants indicate that for effective ESP instruction, the teachers are supposed to be competent with military terminology and have a good knowledge of the target jargon. If not, this lack of knowledge and competency can give rise to the most serious challenges for them to handle. Furthermore, that causes the teachers to feel themselves incompetent in their classrooms, which can adversely affect the whole teaching-learning process.

Lack of ESP Curriculum

Another perceived challenge of teaching ESP reflected by the teacher participants is specifically about the unit where they work: lack of a proper ESP curriculum [(f)=4]. The participants touched on the necessity of a well-established curriculum, and they further added that the Department of Foreign Languages does not provide a proper ESP curriculum for ESP courses, which makes teaching the courses a challenge. P12 relatedly mentioned that the lack of a proper curriculum was one of the challenges. Upon being asked to express her thoughts on the challenges of ESP, P3 stated that the unit does not have a good ESP curriculum and the teachers are uneducated about curriculum designing. That is why, they had problems while teaching ESP due to the shortage of a proper ESP curriculum. Another participant also stated that they need an ESP curriculum specially designed for the ESP courses at the university. Preparing an ESP curriculum is the hardest part for them because they do not feel competent with that. Some relevant statements were uttered by P14:

... We also do not have a well-established curriculum and having a professionally designed curriculum is the most important step of teaching. However, we are neither experienced nor educated in designing an ESP curriculum. This is one of the main reasons why our ESP courses can sometimes turn into a challenging practice for us.

Based on the statements disclosed, not having a well-established and professionally designed ESP curriculum is another cause of the challenges faced by ESP teachers in the unit. Not having received any education or training on that, the teachers worded the requirement of such a curriculum and further added that lack of a proper curriculum is the most challenging aspect of teaching ESP in their case.

Involving the Students

Involving the students in courses that are designed on the basis of ESP principles was stated as being another challenge by a small number the teacher participants [(f)=3]. According to the statements of P5, having the students involved in the lessons and creating an atmosphere to ensure communication among the students can be a challenge for the teachers. The reason is the students are used to the traditional teacher-centered approach and on the contrary, ESP courses need to be learner-centered by considering the communicative needs of the learners. Another participant (P15) also explained that encouraging the learners to take the initiative from an institutional standpoint and to participate were the hardest parts of ESP teaching for her. She further added that she had non-active and non-responding students in her classrooms so, she had difficulty in promoting shared control of the lessons and equalizing role distributions between the teacher and the students. The response of P2 supported these statements. He stated that the motivation and preparedness level of the students were the reasons why he sometimes felt challenged in his lessons. P11 also stated that having students with different language levels and backgrounds can sometimes be a handicap for her in involving them in the lessons.

The Most Motivating Aspects of Teaching ESP for Teachers

As for the most motivating aspects of ESP instruction, the third question in the questionnaire has been specifically designed to investigate the most motivating aspects of

teaching ESP. Concerning it, teacher participants have touched on some major motivating sides of ESP for them. Based on the data collected through questionnaires, these aspects have been organized into three themes as it is indicated in Table 8. The themes justify why the participants of the study feel motivated to teach ESP.

Table 8

The Themes of the Most Motivating Aspects of Teaching ESP For Teachers

THE MOST MOTIVATING ASPECTS OF TEACHING ESP		
	Theme	Frequency
Motivating Aspects	Self-improvement	11
	Satisfaction	5
	Interactive learning	4
	Language in context	2

Self-improvement

When the teachers were asked what motivates them in teaching ESP, in other words, what the most motivating aspects of teaching military English within the scope of ESP are, a good amount of the answers were related to the fact that it teaches them something new. The majority of the participants approved that getting informed about something new is the most motivating and inspiratory reality of ESP teaching. It is the most frequent response that has been mentioned by the participants [(f)=11].

The first point is that teaching ESP is the process of learning military words by teaching them. The participants stated that thanks to being a part of this instruction, they can learn new words and phrases and be familiar with the new contextual usages of the words. They further added that they become familiar with the military terminology and specific words of the field. To illustrate, P2 emphasized her willingness to teach ESP to learn new words. She stated that learning new vocabulary items and concepts is the most motivating aspect for her. Sometimes while watching a movie in a military context, she

realized that she could recognize most of the relevant words that she had not known before teaching military English. Likewise, P3 affirmed that learning about different context usage of English is very interesting, which acts as a source of motivation for her. One of the teacher participants (P4) stated that she enjoys the variety of words that she can also learn. Similarly, P5 highlighted the effective outcome of teaching ESP by stating that “I like teaching specific terms since I find an opportunity to learn.”

The response of P14 also supports the statements mentioned above as represented in the following quote:

For me, the most motivating aspect of teaching ESP is that it widens my vocabulary knowledge. Thanks to the new content or new topics every week, new relevant words appear to be taught. I often encounter some vocabulary items that I have never heard of, for example, self-propelled artillery. Before my classes, I check and learn them. It is motivating for me because teaching general English sometimes makes me feel that the variety of the words that I use is decreasing day by day because we usually use the same words in teaching general English. But that is not the case in ESP.

Expanding the teachers' knowledge on certain new fields and topics was another contribution or motivating aspect of ESP for the teacher participants. Upon being asked to elaborate on what motivates them in teaching ESP, some argued that it is a new experience for them that they can learn from about some related topics or fields within the military. Some stated that it is an opportunity to expand their knowledge on certain topics and fields. P8 expressed his ideas by referring to his experiences in every class and stated that he enjoys it as he has the chance to learn something new every week, depending on the topic of the lesson. Likewise, the same point also emerged in the responses of P1. Furthermore, she pointed out this aspect as the only source of motivation for her: “The only thing is that I learn new things thanks to teaching ESP. Another participant (P13) underlined that ESP is a good way of improving an English teacher since it opens the doors to some new topics or fields such as weapons, military branches, new technologies in the military, etc. She further declared although it can sometimes be challenging to teach military English, learning new

things, concepts, topics, and vocabulary items in a military context motivates her. Relatedly, P3 mentioned that while teaching ESP, if you are interested in the topic as well, as a teacher, you can learn new things, and it is motivating for them. The responses of the other participants provide further support on the motivating impact of learning about new topics on the teachers as can be seen in the following quotes:

As I mentioned, since I started to teach ESP in the military, I have had the chance to learn a lot about military topics, the fundamental components of the army., I am now more familiar with the military issues of our country, from the defense industry of Türkiye to new weapons, and AI systems. (P7)

With the motivation of learning teaching and an unknown field, you search for the content so I am exploring new things. (P11)

Teaching ESP challenges me to improve myself as a teacher and I find it quite motivating. It helped me to gain a deeper knowledge of the content that I am teaching and in that sense, it helps me to improve myself not only on a professional but also on a personal level. As I stated before teaching ESP requires a different approach to teaching English... I get an opportunity to improve myself on a professional level too. (P10).

The interview conducted with the executives supported the idea that thanks to ESP courses, teachers can find opportunities to improve themselves. Regarding it, the head of the foreign language department expressed:

ESP courses enable English teachers to invest themselves as they encourage them to discover different uses of language and learn about different fields...It encourages life-long learning.

Sense of Satisfaction

According to the participants, teaching ESP induces a sense of satisfaction for ESP teachers [(f)=5]. The teachers associated the sense of satisfaction with feeling motivated to

teach ESP. They affirmed that ESP is different from EGP and has its own dynamics. Although it requires more responsibilities and can bring some challenges with it, they believe that dealing with this new world, preparing materials, and using a tailored book for the specific needs of the students, makes them feel satisfied. For example, P1 proposed that: Before each lesson, I prepare the materials and the course procedures and this makes me satisfied with teaching ESP. Likewise, P5 describes her thoughts with the following words:

Teaching ESP feels like I am teaching way more than English. Preparing materials for ESP lessons can also be rewarding and satisfying. Using a tailored book may teach a lot of things.

P7 similarly added: "Teaching not only the language but also the military career makes me feel that I am doing more than what I am doing when I teach basic English and it feels fulfilled."

Another point leading the teachers to feel more satisfied is the idea that they credit the learners more. One of the participants (P8) relatedly suggested that: "The main source of motivation is seeing the students motivated because they can relate what they learn with their lives." He believes that the students will probably be able to use what they learn in ESP courses in their professional future careers. The statement of P9 also clearly supported this idea. She stated that the students will be able to use what they learn in these lessons in their professional careers and she feels glad with that because she feels she is contributing to their lives in a way.

Concerning this issue, P11 stated her opinion with the following words:

I can thus make a touch/ impact on my student's lives and their careers, which clearly means that knowing that she does something important for her students that will affect their careers and lives satisfies the teachers and motivates them in a way.

Interactive Learning with the Students

The third most frequently shared response was that ESP fosters a learning environment where the teacher and the learners can be involved in an interactive learning process together [(f)=4]. The teachers believe that considering the nature of the ESP in which a teacher can also learn many things with or from the students, ESP courses become very motivating for them. Most often, the learners are familiar with the content in their mother language, and they can easily relate what is being taught with their lives. The teachers declared that engaging the students by incorporating such familiar topics into the lesson and discussing these topics with them also helps the teachers to learn, which creates an interactive learning environment, which they favor. P6 supported this declaration by stating her justifications:

You have always many critical thinking questions in your mind when you go to class. You feel impatient to ask your students to get various answers. You and they can learn various things while you are teaching at the same time. Interactivity works best in these kinds of classrooms.

P4 likewise emphasized the importance of interactive learning which is promoted by teacher-student interaction. She announced her views on the matter by stating that discovering and learning with or from her students motivates her the most. It fosters interactive learning in the classrooms. She stated that she enjoys a variety of topics and words. She also appreciates that ESP courses offer such an atmosphere in which students can contribute to their learning journey since they already know something about the subject of the lesson. She stated that she likes this atmosphere of learning together with them. Another participant (P13) also underlined that the students often know much about the content, and they have more things to say. That is why, they often want to have deep discussions and they like to learn from each other too, which creates an interaction in the classroom. She further added that as a teacher she enjoys learning from her students. So, while teaching you can learn at the same time from your students.

Language in Context

The last theme fostering teacher motivation was that ESP enables the students and teachers to focus on contextual usage of L2 more [(f)=2]. A small number of teacher participants stated that focusing on the speaking and communicative needs of the learner and designing the courses based on language in context seemed more engaging for them and the learner (P5). Another participant (P15) stated that what is expected in ESP courses is using L2 for further understanding of various issues with the L2 use remaining peripheral. Instead of focusing on structural language uses, ESP had given them room for teachers to plan lessons for contextual language usage and for the students to be exposed to the contextual language more, which the teacher participants defined as a motivating aspect of teaching ESP.

What are the needs of teachers to perform more effectively in teaching ESP?

Identifying the needs of the teachers in ESP instruction was another aim of this study. In line with this, they were asked to refer to the areas they usually feel incompetent and in which they need further or additional training. Based on the responses given to the questionnaire questions, it has been indicated that ESP teachers need professional support on certain issues. The following themes have been formed as demonstrated in Table 9. The themes provide information about the needs of ESP teachers in detail.

Table 9

The Themes of the Needs of Teachers to Perform More Effectively in Teaching ESP

NEEDS OF ESP TEACHERS		
	Theme	Frequency
The Needs	Field Knowledge	20
	ESP Knowledge	10
	Experience	5

Field Knowledge

A vast majority of the participants believe that they need to have a comprehensive knowledge of the field in order to perform more effectively in ESP courses [(f)=20]. The data showed that one of the most frequent themes that emerged when the teacher participants were asked to specify the areas in which they feel incompetent and why especially they need assistance is incompetency in the field. The participants believe that to be able to teach an ESP course, they need to have a good knowledge of it so that they can transfer it to the learners.

Table 10

The Themes of the Needs of Teachers Concerning Knowledge of the Field

NEEDS OF ESP TEACHERS		
	Theme	Frequency
Knowledge of the Field	Knowledge of the terminology	11
	Knowledge of the content	9

By the knowledge of the field, some participants referred to the terminology [(f)=11]. The participants frequently commented that they sometimes do not have a comprehensive knowledge of the terminology and their exact equivalence, and they need it for the prevention of confusion among the teachers. For example, P7 touched on a specific case in which the meaning of the term 'warrant officer' was not understood well even by the teachers so some of them defined the wrong incorrectly:

... I was one of these teachers who taught the term with definitely another meaning, and it was incorrect. Therefore, we should be informed about the subjects and the target military words properly.

P5 similarly stated that during the lessons, she may have some trouble in teaching specific terms since she does not have a comprehensive knowledge of all terms and the other teacher participants (P9 and P1) agreed with her by explaining that they still feel incompetent with the terminology, and they need training at this point.

Regarding the issue, P10 explained that to effectively teach the course, she needed knowledge of Military English. She added that even though she had taught it for some time, she did not feel confident enough as was not provided any sort of training or guidance on it although she needed it.

Another perceived need concerning field knowledge is a good knowledge of the context and subjects [(f)=9]. For instance, P13 explained that the need that must be met first is to provide the teachers with the most accurate and up-to-date information about the subjects covered in the classroom. She further mentioned that they sometimes needed to do some research online to reach the latest and recent issues about the subject of that week, however, they might not find the right information. Sometimes the teachers can interpret the resources and information differently, which can give rise to misleading information. To prevent such occurrences, ESP teachers must be provided with a comprehensive and detailed knowledge of the field in advance. Another participant (P2) stated that she can sometimes feel incompetent with content such as the current issues in the military and when her students ask her about her opinion, she cannot answer them and she added that studying the subject on her own is not effective enough.

As a teacher, I feel myself most incompetent with the subjects in the lesson. No matter how much I prepare for my lesson, I always feel that there is something missing or incorrect in what I am saying because the military is an ever-living and constantly changing world and we constantly need to be updated about it (P14).

In addition to the teachers, the heads acknowledged that the teachers may not be competent with the content and the terminology, therefore; they need professional support in this aspect.

ESP Knowledge

According to some participants teaching English for general purposes and teaching it for specific purposes have different characteristics and they require different skills, knowledge, and dimensions. Being experienced in general English teaching, the teachers underlined that they are not entirely equipped with these specific skills and knowledge required by ESP. According to their statements, the problem stems from the lack of ESP knowledge of the teachers. In this regard, to be able to perform more effectively in ESP, they think that they need to have a comprehensive knowledge of it [(f)=10].

On the basis of the statements, it has been seen that they want to be more knowledgeable about ESP in general, ESP theories, curriculum, and material development as remarked by P3 and P9.

However, I feel incompetent about ESP theories or curriculum and material designing (P3).

I think we need professional training and workshops on ESP in general (P9).

P12 is also among these teachers who described himself as incompetent now that he was not prepared and educated to teach ESP but EGP and cannot apply the things he learned for EFL while teaching EGP. Thus, he argued that he needed the knowledge of ESP. He especially touched on the ESP course material development, assessment in ESP, and engaging activities for ESP students.

P7 explained her opinions on this with the following words:

All of us need certain guidance when it comes to ESP because ESP is a new world for us with its all components, design, materials, curriculum, evaluation, learners who have certain needs, and unfortunately, we are not trained or have any education for it. I believe that we initially need to know why ESP appeared and understand why we are teaching it so that we can design the lessons, materials, and everything based on this.

Similarly, P14 explained that she had learned what ESP is indeed after she started to work at this university, but she needed to learn its theoretical background so that she

could plan the whole process including the materials, course content, activities, and so on. accordingly.

As the responses reveal, the teacher participants feel that they need to learn more about ESP as a discipline to have a deeper and more comprehensive understanding of ESP curriculum, materials, course development as well as evaluation practices.

Experience

In the study, experience has appeared as another frequently mentioned necessity to perform better in ESP by the teacher participants [(f)=5]. When the responses given to the fourth question were analyzed, it was concluded that the teachers who felt incompetent and insufficient in teaching ESP at the beginning of their careers described themselves as being more competent with ESP at the present moment. They mentioned that compared to their ESP teaching experiences in the first years of their careers when they faced more difficulties, they can perform more successfully now in designing their lessons and teaching them. P8, for example, explained that he used to have more difficulty while learning military terms in the beginning. However, he feels himself competent enough to plan his classes and teach them effectively. Furthermore, he stated that if he were asked to take further or additional training specifically for military English, his answer would be no for this question. It can be concluded that experience in the field is what he needs to be able to be a successful and good ESP teacher.

P4 also underlined the importance of gaining experience in teaching relevant subjects in the field. Upon being asked to specify the areas that she feels incompetent with, she established a clear connection between feeling competent or competent and having or not having the experience. She expressed her opinions with the following words:

Sometimes I feel, sometimes not. As I said before, if it is not a subject that I have encountered for the first time or if it is something that I have already had experience in

teaching, I feel quite competent. Otherwise, I need to do something beforehand to feel competent enough. But in general, I think I have become competent for most of the topics.

Her responses to the first question were also in support of her proposition that experience is one of the requirements for being a qualified ESP instructor. Upon being asked to describe her ESP teaching experience so far, she emphasized the role of experience in changing her opinions on her experience:

It was hard in the beginning. It was different from teaching Basic English. The context and the vocabulary were unfamiliar to me, so I had to spend hours to become competent enough to explain the subject to my students. Right now, I might feel more competent in certain subjects but I still encounter some new topics that I don't have any idea about.

Based on the explanations, it is seen that as the teachers gain experience in teaching the field, their performance is enhanced, and become more qualified.

In addition to gaining experience through their own experiences, the participants touched on the necessity of learning from the experiences of other people. P2 argued that she needs training in the field and she explained that the reason is the difficulty of studying the target subject on your own. According to the participant, it is not an effective way. Instead, benefiting from the experiences of experienced teachers is much more effective than that. Another participant (P9) stated that they need professional support to teach ESP better and the experiences of the people, specifically the ones of experienced retired officers, are needed.

According to the explanations above, the teacher participants give specific credit to the necessity of gaining experience in the field. Not only their own experiences but also the ones of the other personnel need to be shared and benefitted from for improving themselves in ESP instruction.

What are the teachers' suggestions for the support and training that they can receive to perform more effectively in teaching ESP?

One of the aims of the study was to investigate the expectations and suggestions of the teacher participants delivering ESP courses to be able to enhance their ESP teaching performances. To this objective, the teachers were asked to specify what type of support and/or training they are in need of or expect from the unit where they work. In light of the responses given to the seventh question in the questionnaire, the expectations and wishes of the teachers have been identified. The themes indicated below in Table 11 provide information about these expectations in detail and clarify the need for professional support and/or training for them.

Table 11

The Themes of the Support and Training Suggested by the Teachers

SUPPORT AND TRAINING SUGGESTED BY THE TEACHERS		
	Theme	Frequency
Suggestions	Support in material development	17
	Collaboration with the knowledgeable	11
	Training on content	11
	Needs Analysis	9
	Training on ESP knowledge	6

Material Development

As demonstrated in Table 11, the theme of 'proper course materials' was identified as the most frequently appearing theme in the context of the study [(f)=17]. According to the findings, the teachers who are not experienced in ESP material development have high hopes of professional support and training on this specific issue. The material is a broad

term and it can involve any course material used for pedagogical purposes in their lessons, from the course book to the papers prepared for carrying out an activity or assigning a task. A good number of teachers in the study expressed their expectations from the unit in terms of this.

Concerning course materials, P12 touched on the need to access the most proper course materials. Based on his responses, it has been concluded that he expects to reach out to authentic texts, real cases, or authentic audio-visual materials that can reflect real-world situations accurately. In addition to this, the materials which are prepared by the professionals are also expected to be used in the lessons. About the issue, P10 introduced her suggestions with the following words:

Also, I would be more confident to use the ready-made materials that are already available on the content and adapt them to my students if necessary than preparing my own material.

Another participant (P8) also mentioned his expectations concerning the course materials with the following words:

It would be better if an expert check the course materials (books) and give use background information.

P13 similarly stated that they need guidance and professional support in developing materials and getting feedback on them by explaining that:

We need guidance, especially in the development of course materials. It would be great to benefit from the experiences and knowledge of experts in military issues and the experts in material development.

Other participants (P5 and P2) also mentioned that in the training provided by the unit, they can focus on developing materials and sources for the courses. The responses of P7 are in support of her proposition. She expressed that they can get some training on how to prepare proper course materials based on the needs of the learners. She further added that choosing the most appropriate material is the most crucial step in ESP

instruction since it needs to address the students' needs and it also needs to be authentic so that it can satisfy the real needs and expectations of the learners.

The responses of the executives were also consistent with the questionnaire results in the sense that the teachers need assistance and guidance in material development. However, both underlined that there is not an ideal book prepared for teaching Military English in Türkiye and perfectly addressing the learner profile in the academy. Therefore, the English unit and the teachers are those who are responsible for the development of course materials. In this regard, the teachers need to increase their knowledge and interest in the target field through self-studies as well and be more devoted to ESP teaching. It will improve their performance in ESP material development, too.

Collaboration with the Knowledgeable

Another suggestion of the teacher participants was that the university could offer opportunities in which they could have the chance to interact and communicate with the professionals [(f)=11].

Table 12

The Themes of the Collaboration with the Knowledgeable

SUPPORT AND TRAINING EXPECTED BY THE TEACHERS		
Collaboration	Theme	Frequency
with	Field Expert	9
Knowledgeable	Experienced ESP teachers	2

By professionals, they refer to different agents, either professionals or experts in the target field, which is the Military [(f)=9]. or the experts in teaching or experienced teachers [(f)=2]. The responses of P7 underlined the suggestion of collaboration with the target field experts:

Learning and benefitting from the content knowledge of a military officer who has high competency in terms of our target subject would be a great opportunity and support for

us because we sometimes cannot make sure that we have the most accurate and recent information about a specific topic on hand and it sometimes causes chaos among the teachers and in the classrooms.

On this issue, P6 explained her opinions with the following words:

We can have colleague meetings in which we invite experts in ESP and share our experiences we can create an interactive environment that we can fully benefit from. We can gather together with the people who are not teaching but experts in the field we are trying to teach English.

The explanations of P6 displayed her suggestions on interaction and collaboration with an expert in the target field that is being taught. On the other hand, some other participants referred to the importance of benefitting from the experiences of ESP professionals and experienced ESP teachers in teaching the field in the target language.

Concerning the issue, P10 proposed her suggestion with the following words:

In addition to content, I think a year-long pedagogic training on how to teach ESP by ESP professionals and experts would be very beneficial.

Relatedly, P4 and P7 underlined the superior importance of practice over theory and pointed out that we can make use of the practical experiences of other teachers who have more experience in it. They stated that demo lessons which are performed by experienced ESP teachers could be nice for them. P10 also underlined that according to her any kind of presentations or handouts which are prepared to provide only theoretical information do not work for the teachers.

The head of the foreign languages department suggested that a collaborative study can be carried out between the English teachers in the department and the head of the English department who is an experienced colonel in teaching ESP and military English. The colonel also expressed that some other military officers have valuable knowledge, experience, and a good level of English. Although they do not work in the institution where the study was conducted so it could be difficult to integrate them into the system effectively, collaboration with them from time to time, especially in the content training and preparing

the materials, can contribute to the improvement of the ESP instruction in the unit. He also expressed his willingness and motivation to collaborate with the teachers in the department and share his experiences and knowledge with them.

On the basis of the statements, working in collaboration and cooperation with people who are knowledgeable either in terms of the content or teaching the relevant field is seen as a factor that can increase the quality of ESP instruction. Thus, a good number of the participants have suggested that the unit can offer them such occasions to enhance their ESP teaching performances.

Training on Content

The teachers repeatedly highlighted the problems that they faced in their ESP teaching experiences, which resulted from the lack of the most recent and accurate content knowledge [(f)=11]. As a solution to this challenge, they suggested that ESP teachers in the unit be offered training and professional assistance in terms of content knowledge. As stated by P5, they first need training in terms of the content. Regarding the raised issue, P10 suggested that:

Secondly, I would like military content-based training until I feel confident enough in the military content.

The suggestion was also supported by the statements of the other participants P1 and P2 and P14. P14 explained that teaching military English is a challenging practice especially because of their unfamiliarity with the subjects and issues discussed in the classroom. Due to that, she previously mentioned that she often felt incompetent with what she was teaching. According to her, to solve this problem, they need to be provided some sessions, workshops, or any training at the beginning of each term and the teachers should be familiarized with the subjects that are going to be covered throughout the term.

P7 also agreed on the idea that to increase the authority of the teachers in their classrooms, they must be the authority in terms of content knowledge. Considering this,

they must be regularly supported and guided with the most relevant, latest, and accurate information utilizing regularly held teacher training courses or sessions.

Needs Analysis

Table 13

The Themes of the Needs Analysis

SUPPORT AND TRAINING EXPECTED BY THE TEACHERS		
	Theme	Frequency
Needs Analysis	Learners' needs	6
	Teachers' needs	3

Some of the teacher participants emphasized the importance of the needs analysis process and for the identification of the learners' and teachers' objectives and needs [(f)=9], and stated that they expect the unit where they work to conduct a needs analysis to determine the expectations and the needs of the learners and the teachers as well. P10, to exemplify brought attention to the requirement of a needs analysis and stated that first of all, she would appreciate it if her workplace conducted a needs analysis to identify the learners' needs under light on their future careers and the required skills. According to her, the needs of the teachers should also be analyzed. P14, likewise stated that there needs to be a detailed needs analysis practice to find out what the learners aim for in ESP courses, what they need to reach their objectives, and what kinds of challenges they experience in such courses. She further stated that the results of the needs analysis can act as a guide for the teachers in designing their courses and materials.

Another participant P5, put the emphasis on the importance of analysis of the teachers' needs with the following words:

Then, we can focus on participants (teachers) to analyze their needs, which is of paramount importance since failure to analyze their needs effectively may result in serious consequences.

The interview results with the head of the department were also consistent with the statements of the teacher participants. Although he underlined that because of the institutional conditions, it was not possible to conduct a needs analysis study, it was really necessary. According to him, knowing the student's strengths and needs can help ESP teachers. He also stated that as known, one of the 6 principles of TESOL is: know your class and know your students well. If you do not know the learners and their needs and have no perfect program, we can work well as it cannot match their needs. However, he further added that as there is not a proper system in the institution due to institutional factors, they have to assume that everyone's level and needs are the same.

The responses of the participants indicated that the teachers expected an analysis of the learners' and the teachers' needs to be conducted by the unit to increase the efficiency of the ESP instruction.

Training on ESP Knowledge

Another expectation of the teachers was training to foster their theoretical knowledge of ESP [(f)=6]. The teachers stated that they need to know the history of ESP and how the design of ESP has changed over the years so they need to be given workshops on that (P3). It was also supported by another participant (P13) with the following words:

As I mentioned above (All of us need certain guidance when it comes to ESP because ESP is a new world for us with its all components, design, materials, curriculum, evaluation, and learners who have certain needs, and unfortunately, we are not trained or have any education for it. I believe that we initially need to know why ESP appeared and understand why we are teaching it.). Knowing the process of the birth of ESP, how it evolved

etc. will help us understand it thoroughly and this knowledge will be a guide for us in curriculum design. So, we definitely need training on this.

The suggestion of P10 was also about training on knowledge of ESP. She believed that a year-long pedagogic training on how to teach ESP can be offered by ESP professionals and experts and it would be very beneficial for the teachers.

The suggestions of P12 for the necessary content of the teacher training showed that the teachers are in need of support and training which include theoretical and related pedagogical knowledge of ESP, the approaches to be adopted matching the principles of ESP, and assessment methods tailored for ESP.

The head of the English department expressed that the teacher needed to be supported in the content knowledge and he could take an active role in this. Collaboration with them and transferring his knowledge to them would benefit them to a great extent.

CHAPTER 5

Discussion, Conclusion, and Suggestions

Introduction

This chapter first provides an overview of the study and discusses the findings with a critical point of view and with references to the existing literature. After that, the implications and recommendations for further research are presented in light of the findings and literature respectively. The chapter is closed with the limitations of the study elaborated on.

Overview of the Study

The study aspired to expand our understanding of the ESP teachers' needs and their attitudes towards teaching the Occupational English course (YDL401) within the scope of ESP. To this end, the first research question investigated the attitudes of English teachers towards teaching ESP, who are involved in the world of ESP at least for a year. The second research question explored the most challenging and motivating aspects of teaching ESP to shed light on the attitudes of the teachers. The third research question was prepared to investigate the needs of English teachers to perform more effectively in ESP instruction. The fourth and last question aimed to explore the support and training the teachers expect to perform more effectively in teaching ESP. The responses given to the open-ended questionnaire and the interview questions were analyzed to answer the research questions and especially to learn the suggestions of the teachers in the department about English education at the university and training programs that can be designed to meet their pedagogical and professional needs for ESP. The study was carried out with instructors (n.15) who have been teaching Occupational English for at least a year at the Department of Foreign Languages at a military academy in Ankara and with two executives in the department. Data of the study was gathered through a questionnaire comprising 7 open-ended questions and an interview with 4 questions seeking their attitudes toward teaching ESP and suggestions to optimize ESP teaching outcomes and practices in the university.

The collected data was analyzed through qualitative methods and results were presented in the previous chapter. In this last chapter, based on the findings of the study, the interpretation and discussion sections are presented with relevant and specific references to the literature and responses of the participants.

Discussion of the Results

Attitudes Formed by Challenges, and Motivations

The first two research questions aimed to shed light on the challenges, motivational aspects, and attitudes of English teachers concerning teaching Occupational (Military) English within the scope of ESP. The findings of the study have shown that the teachers have developed both negative and positive attitudes towards teaching it due to certain reasons. When the themes and their frequencies revealing the reasons behind the attitudes were analyzed, it was found that a great majority of the participants developed overall negative attitudes towards teaching Military English within the scope of ESP, and compared to the positive attitudes, unpleasant attitudes were reported significantly more. The teachers set forth their opinions on their ESP experiences so far and the prevalent impression among them was that ESP is a challenging and demanding field for them. The most discussed reason for the emergence of such dissatisfaction was a common sense of unfamiliarity with the target field being taught. On the basis of the examination of the teachers' responses, the teachers were not as experienced as they were in teaching EGP. There appeared to be agreement on the idea that Military English and teaching it within the scope of ESP is a new and not wholly discovered world for them. The teacher participants often highlighted that the content, related subjects, and topics were new to them because the subject field that the teachers were expected to teach was unrelated to their area of expertise. Since the teachers were not offered any guidance or assistance in terms of the content, it was inevitable for them to feel incompetent and insufficient with it. The results were consistent with the findings of another related research paper aspiring to uncover the challenges

encountered by ESP teachers by Demirdöken (2021). Similarly, feeling insecure and incompetent with contextual knowledge causes problems in teachers, such as low self-confidence and self-efficacy. These are often the most experienced challenges by many ESP teachers (Demirdöken, 2021), which causes negativity in the attitudes of the teachers.

The lack of good knowledge of the content was accompanied by incompetency with the military terminology and jargon. Being described as predominantly vocabulary and terminology-based teaching practice by the participants, ESP courses required English teachers to have a wide range of vocabulary and terminology knowledge regarding the target field and related subjects. Being offered any training or support neither on the content nor on the terminology, the teachers needed to prepare for their courses by themselves, which made it quite demanding for them as reaching the most accurate and recent content and vocabulary knowledge was not easy. The teachers had to wear multiple hats in their classrooms and serve various roles, such as an expert in content knowledge, orchestrator, language expert, researcher, and so on. Consequently, some of them went through a process of ESP teaching that was disappointing, overwhelming, and demanding, and they felt unsatisfied with teaching it. This finding of the study corresponded to the statement of Dudley-Evans and St. John (1998). Accordingly, the roles of the ESP teachers are relatively more varied. A well-qualified ESP practitioner acts as a teacher, course designer materials provider, collaborator, researcher, and evaluator, which can put more burden on the teachers. Briefly, it can be summarized that while they have at least two years of institutional and one year of ESP teaching experience in the target field when it comes to teaching the course as a teacher who is supposed to be the authority in the classrooms in terms of the content knowledge as well, the teachers cannot perform effectively unless they are supported in terms of the content and related terminology. Relatedly, as argued by Basturkmen (2019), an ESP teacher's familiarity with the content can affect performance intensively. In this regard, training programs or any guidance becomes necessary, and such training programs need to emphasize enhancing the teachers' content knowledge of the discipline. The finding aligns with previous studies and the arguments in the literature

suggesting that teachers need assistance and guidance to be more knowledgeable about the target content, and it is of pivotal importance for the efficiency of the ESP courses (Basturkmen, 2010; Bayram & Canaran, 2020; Day & Krzanowski, 2011).

The teachers also delineated their dissatisfaction with the lack of professional support. It was declared that ESP instruction has its dynamics, which requires professional support for the teachers to be able to serve more effectively in ESP. All of the teacher participants were educated in teaching ESL, and they described themselves as not educated and unprepared for the field of ESP. Considering that ESP is another field with its dynamics and principles, and therefore requires specific skills and knowledge in teaching, curriculum design, material development, assessment, and all the other components, it was not surprising that the teachers experienced difficulties as they were not provided any professional support for the issues. As stated by the participants, not having a professional guide and expecting the teacher to carry out the process with their knowledge and experiences that they brought from ESL led the teachers to face problems in teaching ESP. One of the related challenges touched on in the study was the lack of a professionally designed and proper ESP curriculum and two participants defined it as the main reason behind most of the other relevant issues. This also has been claimed in the study of Demirdöken (2021), who stated that the lack of professional development programs and inexperience in ESP teaching are the other underlying reasons for the challenge experienced by ESP teachers.

Not being able to involve the students in the lessons was also associated with the ineffectiveness of the ESP courses by some participants. The reason was identified as the lack of student motivation in some of the other relevant studies in the literature (Demir, 2015). The current study similarly attributed the reason to the motivation and preparedness level of the students. However, the study reached another conclusion that is different from the other studies. The results have indicated that the learners at the university were used to the traditional teacher-centered approach, unlike learner-centered ESP courses, which consider the communicative needs of the learners. That is why, encouraging the learners

to take initiative from an institutional standpoint and to participate in the lesson was the hardest part of ESP teaching for some teachers. The non-active and non-responding students in the classrooms caused the teachers to have difficulty in promoting shared control of the lessons and equalizing role distributions between the teacher and the students. In this sense, the study has offered another important insight into the ESP learners at the academy.

Regarding the negativity issue, however, the head of the Foreign Languages Department touched on the necessity of individual study and devotion of the teachers to overcome this negative attitude. He asserted that though they are not experienced in that, it is reasonable to expect the teachers to teach ESP. He further added that he acknowledged the teachers to be right regarding their concerns and feeling insecure in teaching ESP; however, the solution is not hard to find. In most cases, a teacher can deal with problems such as a lack of content knowledge of the proper material with her/his self-study about the field. This can ensure the self-improvement of the teacher.

Despite being in the minority, ESP teaching was well-received by some teachers in some respects. Regarding this positivity, three main reasons were identified. One of them is that through ESP teaching, the teachers had the chance to familiarize themselves with some new military topics such as weaponry systems, the recently and increasingly developing defense industry of Türkiye, military branches, organizations, and so on. In this regard, the results have shown that the opportunities for teachers' self-development can act as motivation sources for them. Described as the process of learning by teaching by some teachers, ESP, in this regard promotes teacher engagement and motivation, too as they spend hours learning about the content and the new vocabulary items for their courses. Through the discussion sessions in their lessons on the target topics, they can also create an interactive learning environment in which both the students can learn from each other, and the teacher can learn from the students. These are the contributions of ESP teaching in a sense. Additionally, the results have indicated that teachers who have been teaching ESL for a long time and feel bored with teaching the topics in ESL courses, in a sense, can

find teaching monotonous. Compared to ESL, ESP was pointed out as being a more exciting and interesting field to teach by some teachers. The reason is related to the fact that compared to ESL, ESP offers a list of more varied and new topics to the teachers, which turns ESP teaching into a more engaging process for them, too. In conclusion, teachers can develop positive attitudes as they teach new things to their students, through which they can also learn and develop themselves.

The teachers also explained that their interests in teaching military English within the frame of ESP instruction contributed to the positive attitudes towards ESP. Two participants in the study had their master's degree in a different field, International Relations and they were two of the four teachers who had overall positive attitudes towards ESP. In addition, one of them had a relatively longer ESP teaching experience, 16 years, than the other participants. Those who had a personal interest in ESP described themselves overall as competent and sufficient ESP teachers and interpreted the personal interest as a motivating factor for themselves. Based on their statements, it can be inferred that having a personal interest in teaching ESP and teaching military topics could increase the teacher's motivation and make them feel more competent with what they teach, which fosters positivity toward Military English within the scope of ESP teaching. Thus, such interested teachers can be given priority in assigning ESP courses to English teachers to increase teacher efficiency. The result was also in support of the previous study by Bayram & Canaran (2020) in the literature aiming to identify the teacher needs for English for specific purposes. In conclusion, it can be easier or more enjoyable for a teacher to teach the field about which s/he has more knowledge and interest. Thus, ESP courses can be delivered by volunteer teachers if there are any. Willingness and voluntariness should be taken into consideration when assigning ESP courses to the teachers.

Identifying the sense of satisfaction as an intrinsic motivation source was another distinctive finding of the study. Though the study revealed that ESP teaching requires more responsibilities and can bring challenges with it, dealing with this new world, preparing materials, and using a tailored book for the specific needs of the students can make the

teachers feel satisfied since they believe that they are teaching way more than English in ESP courses. They act as the language expert and someone with content knowledge at the same. Furthermore, the more important point is that the main source of motivation for the teachers was seeing the students motivated as they can relate what they learn with their military careers. The students, especially the successful ones, will probably be able to use what they learn in ESP courses in their professional future careers, for example working at NATO on behalf of Türkiye. Contributing to the military lives and careers of military students in a way was a significant motivation source for the English teachers at the unit.

The ESP course that enables the students and teachers to focus on the contextual usage of L2 more was another motivation for English teachers. Despite being few, some teacher participants conveyed that focusing on the speaking and communicative needs of the learner and designing the courses based on language in context were more engaging for the teachers and the learners. Unlike the teacher-centered nature of the ESL courses at the academy, the teachers were glad to focus not on structural language uses, but on contextual language usage in ESP courses. At the university where they work, focusing on language in context more than teaching grammar structures (Savaş, 2009, p.401), as required in ESP, enabled the students to be exposed to the contextual language more. It had a positive effect on fostering teacher motivation in ESP courses, too.

Overall, the study stands as distinctive and important as it provides a deep insight into the motivating aspects of teaching Military English within the scope of ESP as well. The motivating and encouraging aspects have not been referred to enough in the literature and the current study findings, therefore, have contributed to the enhancement of the related field accordingly.

Needs and Suggestions of Teachers' Concerning ESP Instruction

Feeling insufficient and incompetent with the content was one of the most frequently raised concerns by most of the teacher participants in the study. It was also an issue that touched on semi-structured interviews by the executives. Both the teachers and the executives pointed out the necessity of assistance or training to be fully knowledgeable on the field to perform more effectively in ESP courses. Based on declarations, the study concluded that to be able to teach an ESP course effectively, they needed to have a good and comprehensive knowledge of the content and relevant terminology so that the content could be conveyed to the learners as aimed. The study of Ruankam and Chuenchaichon (2016) has similarly pointed out the significance of content knowledge for teachers. This has been reflected in a study conducted by Day & Krzanowski, (2011) asserting that increasing the teacher competency in the target field will help the teachers in every phase of teaching ESP. The finding was also parallel to the assertion of Tudor (1997) that ESP teachers are to be competent not only in English but also in the domains of knowledge. In the study at hand, the teachers criticized the situation that they were in. They were not provided enough assistance and they sometimes experienced trouble in reaching the most accurate and up-to-date information about the subjects as well as the terminology. The study of Qi et. al. (2020), likewise, has reached the same findings. English practitioners delivering ESP courses often complain about feeling insufficient and incapable of teaching it, stemming mainly from the lack of training and experience. However, for more efficient teaching of the content and the prevention of confusion among the teachers about the target words, the teachers need to be guided professionally.

To cater to the referent needs, the teachers first suggested that the department could offer them training by a military officer. They especially underlined that through opportunities provided by the unit, they could interact and communicate with the professionals in the target field, and the experienced teachers in teaching ESP. The findings of the semi-structured interviews showed consistency with the questionnaire results. The

administrative executives of the foreign languages department and the head of the English department agreed on the necessity of a collaborative system. By working in collaboration and cooperation with people who are knowledgeable either in terms of the content or teaching the relevant field, the quality of ESP instruction could be augmented. In this regard, as expected by the teachers, teacher training programs or courses can be designed to familiarize them with the target content and enhance their ESP teaching performance. These results of the study corroborate earlier studies suggesting that the efficiency of an ESP course also relies on the teachers (Garner, 2017; Nguyen, 2007; Do & Cai, 2010; Koné, 2007). The teachers lacking the necessary background knowledge of the target subject affect the learning process negatively. Being well-informed and competent with the target content and having a good repertoire of the terminology have a defining effect on the process. This can be ensured with the help of training programs in which the teachers can learn from constant collaborations with the course specialists (Garner, 2017; Nguyen, 2007; Do & Cai, 2010; Koné, 2007). The training programs disregarding the significance of content knowledge are far from being useful for teachers. (Hüttner et al., 2009).

According to the findings, the point at which the teachers had the highest expectations from the unit was material development. Most of the teacher participants in the study pointed out the necessity of professional support for developing and accessing the most proper and effective course materials for better ESP instruction. The results have displayed that the teachers want to utilize the materials that are prepared by professionals, experts, experienced military officers, and teachers in the target field. The reason is that to be able to develop a course material tailored for an ESP course, the teachers need to possess a good knowledge of the content, ESP, and enough experience. However, underlying that they were not fully familiar with Military English and the content, the teachers did not describe themselves as competent enough to prepare effective course materials. Using collaboration and interaction with them, they could have a chance to access authentic materials such as texts, real cases, or authentic audio-visual materials that can reflect real-world situations accurately, which is what is aimed in ESP courses. Introducing such

materials to the students can raise the awareness and knowledge of the learner on the real usage of language in specific contexts. Besides, in accessing the most accurate information needed for material development, extensive knowledge of the professionals in the field must be consulted. Thus, as supported by some other studies in the literature, a qualified ESP teacher should cooperate with the subject specialist to access or develop the most suitable materials answering the needs of the learners as ESP is a purpose-oriented approach. Considering this, both English teachers and subject specialists need to be incorporated into ESP teaching. A separate intervention in the process results in failure (Hyland, 2002; Warschauer, 2002; Sullivan and Girginer, 2002). The interview with the head of the English department supported the results of the questionnaire. He stated that creating opportunities such as meetings, or training programs for such interaction can be an effective solution to meet their needs and address the expectations of the teachers concerning material development.

Being not competent enough with the knowledge of ESP was another of the most consistently raised concerns by the teacher participants in the study. The common attitude was that ESP and EGP possess different characteristics and require distinctive skills, knowledge, and practices. The teacher participants who are experienced in general English teaching did not describe themselves as fully qualified and equipped with these specific skills and knowledge required by ESP. Based on their declarations, the problem arose from the lack of ESP knowledge of the teachers. Therefore, to perform more effectively in ESP, they needed to be provided with comprehensive knowledge of it. For this, they suggested that adequate support and expertise can be provided to them to widen their theoretical knowledge. They could be given some workshops on the history of ESP and how the design of ESP has changed over the years. Arising from this, offering opportunities using conferences, seminars, and workshops can contribute to their ESP career. As Master (1997) suggests the history and background of ESP, its subareas, ESP teaching skills, curriculum design, assessment, and evaluation practices in addition to the general training on TESOL can be integrated into teacher training programs. A similar study by Kirkgöz

(2019) also has consistent findings displaying that thanks to the training encompassing the knowledge of ESP, the teachers learned the origins of ESP and why it emerged as a discipline. More importantly, they gained an insight into the essential parts of it such as material design and needs analysis.

One of the noticeable needs highlighted by the teachers was gaining experience in teaching in the field. The participants who described themselves as incompetent and insufficient at the beginning of their ESP careers stated that as they gained experience, they became relatively competent with ESP, even if it was not enough. They believe that compared to the ESP teaching experiences in the very early stages of their careers, their performance is more promising at the moment. To illustrate, a teacher participant in the study, having relatively longer ESP teaching experience, 16 years, was one the only participants who displayed only positive attitudes towards the field. It can verify the role and importance of experience in teaching ESP. Not only their own experiences in the field but also the ones of the other personnel were mentioned as a contributor to their teaching performance. Therefore, it was noted that the teachers should share their experiences in colleague meetings or training sessions and the teachers should benefit from them to improve themselves in ESP instruction. Based on the responses, it is understood that this information and experience sharing is requisite and vital which can enhance the ESP teaching outcomes at the university (Çelik & Topkaya, 2016). The cooperation among them is useful, especially for further improvement of inexperienced or novice teachers, which Aleksić-Hajduković, et al. (2019, p. 50) describe as reciprocal scaffolding. Considering all these, regular colleague meetings can be planned in the unit to create opportunities for teachers to share their experiences and give constant feedback to each other.

Last but not least, some teachers working in the unit are in the expectation of the needs analysis to determine the needs of both the learners and teachers. Needs analysis is an essential component of ESP courses and it was underlined that the unit needed to carry out such an analysis since the results can guide the teachers in designing their courses and materials. The vitality of needs analysis for ESP courses has often been

discussed in other studies in the field. It is agreed that the findings of needs analysis can serve as a contributor to the performance of ESP teachers (Gündüz, 1999), and enhance the overall quality of the ESP instruction in an institution. The result of the study by Erkılıç (1994) was consistent with the study as it also revealed that the learners' needs must receive more attention, which points out the requirement of the needs analysis.

The results of the semi-structured interviews were consistent with the questionnaire results. Both administrative executives in the department suggested that needs analysis is a crucial component of ESP, and the unit should take steps to carry out it before designing the courses and preparing the materials.

Conclusion

The present study provided a deep and comprehensive insight into the attitudes of English teachers toward teaching ESP courses at a military academy. The study at hand further revealed the needs and expectations of the teachers from their institution to perform more effectively in ESP courses. The findings of the study have indicated the presence of some challenges experienced by the teachers in teaching ESP owing to certain reasons. These are unfamiliarity with the target subjects that they teach, which results in incompetency with the content and terminology, lack of ESP knowledge, and relatedly insufficiency in curriculum design and material development. Though experience has emerged as a contributing factor to teacher performance in ESP, it is not enough for the development of English teachers. For the enhancement of the teacher performance and increasing efficiency of the ESP courses in the institution, the teacher suggested some solutions. Assistance and guidance of the experts and experienced teachers in ESP as well as knowledgeable personnel in the military to train the teachers on the target field, ESP discipline, material development, and curriculum design was among the recommendations that consistently emerged in the study. Experience and information sharing among the teachers who deliver ESP courses in the institutions was another suggestion underlined by the participants. Besides, the role and necessity of needs analysis were also emphasized

for the identification of learners' and teachers' needs since it can provide valuable sources for the whole process.

Although the negative attitudes and challenging aspects of ESP were more frequently touched on in the study, the motivating aspects of it and, consequently, positive attitudes were also recorded. Contributing to the self-improvement of the teacher and teaching something new to the teachers were the main reasons why ESP courses were preferable for the teachers. Fostering a sense of satisfaction for the teachers, being not monotonous like EGP courses, and allowing them to design more interactive lessons in which the learners are exposed to the real and contextual use of language were the other motivating aspects of these courses.

In conclusion, the study has significant implications for ESP and Military English course and curriculum designers. In addition, it can inform the educators about the requested and necessary ESP teacher training programs. Although positive attitudes and opinions in favor were reported, the prevalent remark was that the teachers have developed negative attitudes towards Military English within the scope of ESP courses in the institution due to certain reasons. To tackle the situation, it is crucial to provide the teachers with professional assistance, guidance, and training programs tailored to their needs in ESP to encourage and promote their professional and pedagogical development.

Implication for Further Research

The current study has explored the attitudes of English teachers towards ESP, the most challenging and motivating aspects for them, their needs for more effective ESP teaching, and suggestions concerning ESP teacher education to be offered in their institution. To develop the study further, a comprehensive ESP teacher training program can be provided to the teachers in the institution based on the data of the current study. In light of the responses and feedback of the teachers, a training program can be designed specifically for the teachers who deliver ESP courses at this university. After the training, another

research study can be conducted with the teachers to examine the efficiency of the program and whether it can cater to the needs of the teachers emerging in their ESP teaching experience. Based on the data, the limitations of the training program can be identified, and it can be revised and improved accordingly. Besides, the ESP curriculum and the course materials can be designed and developed after the training, and better resources can be prepared.

The present case study was restrained to the military academy; therefore, the findings are not attributable to all military academies teaching ESP. To deepen the scope of the study and reach more data that can ensure generalizability, it can be expanded by involving the other military academies in Türkiye. By integrating the instructors delivering ESP courses at the other academies, relatively more participants can be reached and in addition to the qualitative data, quantitative can also be instrumented, which allows the exploration of diverse perspectives using richer data. Such a study can be intriguing and an interesting avenue for further research. If needed, some comparisons could also be made between the institutions, and the sources of the problems caused by institutional approaches and realities can be unveiled. In this regard, identifying the problems behind the challenges and negative attitudes can help solve the related problems.

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APPENDICES

A. QUESTIONNAIRE

Investigating ELT Teachers' Attitudes Toward Teaching ESP And Identifying Their Needs

Dear Colleague,

You are being asked to take part in a study that I am conducting within the scope of this MA thesis : 'Investigating ELT Teachers' Needs In Teaching ESP under the guidance of. Prof. Dr. Hacer Hande UYSAL in the Department of Foreign Languages Education at Hacettepe University. The necessary permission for my study was granted by Hacettepe University Ethics Commission. The purpose of this study is to examine the needs of Turkish EFL Teachers in teaching English for specific purposes and gain insight into the field.

The results of this study will allow us to gain a deep insight into the ESP and will be a useful guide to Military English curriculum and ESP teacher training in military schools in Turkey, thus it is important that you express your opinions sincerely. The questionnaire consisting of open-ended questions does not include specific topics (political opinion, religion, sexual orientation, etc.) and does not contain questions that will cause personal discomfort in general. However, if you feel uncomfortable with questions or you wish to stop answering for any other reason during participation, you may choose to stop participating at any time. In this case, the data you provide will not be used in the study.

Taking part in this study is completely voluntary and you may choose to stop participating at any time. In this case, the data you provide will not be used in the study. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide. In addition, you can ask any question that comes to your mind while answering the questions.

There are no risks related to participation in this study. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide.

Thank you very much for your participation and sincerity.

Supervisor

*Prof. Dr. Hacer Hande UYSAL GÜRDAL,
Department of Foreign Languages*

Participant's:
Name and Surname:
Address:
Phone number:
e-mail:

Researcher

*Esra KAYA
Master's student, ELT program/
Hacettepe University*

SECTION I - Demographics

Age:

Gender: F () M ()

Level of education: Undergraduate (): Master's () PhD. ()

English Teaching experience: year(s)

ESP Teaching experience: year(s)

SECTION II- Attitudes and Needs Analysis Questionnaire**QUESTIONS**

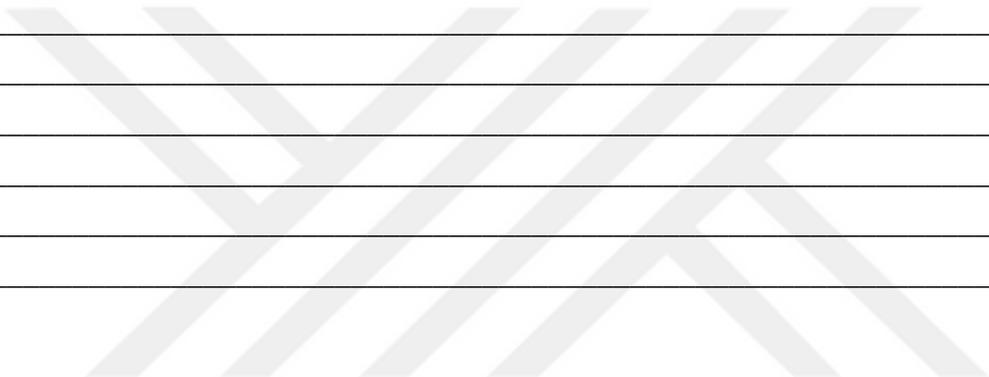
1. How would you describe your experience in teaching ESP so far?

2. What are the most challenging aspects of teaching ESP for you?

3. What are the most motivating aspects of teaching ESP for you?

4. Do you feel competent in teaching ESP? Specify the areas you feel competent and incompetent and explain why?

5. Have you received any training before or/and during teaching ESP? If yes, explain it (the content, frequency, participants, materials, and sources used, etc.)



6. Do you need any further or additional training to teach ESP? Why?

7. If yes, what types of support and/or training do you expect (the content, frequency, participants, materials and sources, etc.?)

B. INTERVIEW PROTOCOL

Interview Protocol Project: Investigating ELT Teachers' Attitudes Toward Teaching ESP And Identifying Their Needs

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of the Interviewee:

QUESTIONS

1. What do you think about the teachers' attitudes in your department towards teaching ESP?
2. What challenges do you think the teachers experience in teaching ESP?
3. What are the motivating aspects for the teachers? What motivates them in it?
4. What type of training/guidance can be provided to them? What should be involved in it?

C. APPROVAL OF HACETTEPE UNIVERSITY ETHICS BOARDS AND COMMISSIONS



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00002910085
Konu : Etik Komisyon İzni (Esra KAYA)

20/06/2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 18.05.2023 tarihli ve E-51944218-300-00002851542 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi **Esra KAYA**'nın, **Prof. Dr. Hacer Hande UYSAL** danışmanlığında yürüttüğü "**İngilizce Öğretmenlerinin Özel Amaçlı İngilizce Öğretimine İlişkin Tutumlarının Araştırılması ve İhtiyaçların Belirlenmesi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **13 Haziran 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: C65BA795-2F26-417E-86D0-762D8D93760A

Belge Doğrulama Adresi: <https://www.turkiye.gov.tr/hu-ebys>

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara

Bilgi için: Musa KAYA

E-posta: yazimd@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr Elektronik

Memur

Ağ: www.hacettepe.edu.tr

Telefon: 0 (312) 305 3001-3002 Faks:0 (312) 311 9992

Telefon: 3051008

Kep: hacettepeuniversitesi@hs01.kep.tr



**D. APPROVAL OF NATIONAL DEFENCE UNIVERSITY ETHICS BOARDS AND
COMMISSIONS**

SOSYAL VE BEŞERİ BİLİMLER

ETİK KURUL ONAY BELGESİ

T.C.

MİLLÎ SAVUNMA BAKANLIĞI

MİLLÎ SAVUNMA ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

İNCELEME RAPORU

Tarih	: 03.10.2023
Makale Sahibi	: Öğr.Gör.Esra KAYA
Görev Yeri	: Millî Savunma Üniversitesi Kara Harp Okulu Dekanlığı Yabancı Diller Bölüm Başkanlığı
Çalışma Adı	: Investigating ELT Teachers' Attitudes towards Teaching ESP and Identifying Their Needs
İncelenen Dosya Hakkındaki	
Tespitler	: "Investigating ELT Teachers' Attitudes towards Teaching ESP and Identifying Their Needs" adlı çalışma MSÜ Kara Harp Okulunda görevli öğretim elemanları ile yapılacaktır. Çalışmada nitel veriler açık uçlu sorulardan oluşan bir anket yoluyla toplanacaktır. Veri toplama kaynağı bağlamsal ve detaylı sorulardan oluşmaktadır. Bu kapsamda çalışmaya ait sorular MSÜ Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde incelenmiş, araştırma ve yayın ilkelerine aykırı herhangi bir hususa rastlanmamıştır.
Gerekçeler	: "Investigating ELT Teachers' Attitudes towards Teaching ESP and Identifying Their Needs" adlı çalışma ile ilgili veri toplama araçlarının kullanılması ile örnekleme yer alanlara, çevreye ve insan sağlığına biyolojik, psikolojik ve sosyolojik yönden zarar verme durumu söz konusu değildir.
Sonuç	: "Investigating ELT Teachers' Attitudes towards Teaching ESP and Identifying Their Needs" adlı çalışmada bilimsel araştırma ve yayın etiği ilkelerine aykırı bir durum bulunmamaktadır.

HİZMETE ÖZEL

T.C.
MİLLÎ SAVUNMA BAKANLIĞI
Milli Savunma Üniversitesi
Personel Daire Başkanlığı



Sayı : E-54589112-824.99-2887998

08 Kasım 2023

Konu : Araştırma İzin Talebi

KARA HARP OKULU DEKANLIĞINA

İlgi : Kara Harp Okulu Dekanlığı'nın 01.11.2023 tarihli ve E-35592990-050.01.04-2882589 sayılı yazısı.

Kara Harp Okulu Dekanlığı Yabancı Diller Bölümünde görevli Öğr.Gör. Esra KAYA'nın (MSÜ. 2017-SSO.005) "Investigating ELT Teachers' Attitudes towards Teaching ESP and Identifying Their Needs" adlı akademik çalışması kapsamında İlgide kayıtlı yazı ile gönderilen araştırma izin talebi incelenmiştir.

Öğr.Gör. Esra KAYA'nın bahse konu araştırmayı 15 Kasım 2023 - 15 Aralık 2023 tarihleri arasında okul, personel, öğrenci ismi belirtmeden (hiçbir kişisel ve askeri içerik bulunmadan) ve gizlilik derecesi içermeyen verileri kullanarak yapması uygun görülmüştür.

Rica ederim.

Prof. Dr. Erhan AFYONCU
Rektör

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio-visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and NO part of this work was presented as a part of any other thesis study at this or any other university.

05/01/2024

Esra KAYA

APPENDIX-F: Thesis/Dissertation Originality Report

19 /12 / 2023

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Investigating English Teachers' Attitudes Toward Teaching Esp and Identifying Their Needs

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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10/01/2024	134	203,028	05/01 /2024	15%	2262474738

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Esra KAYA
Student No.: N21131696
Department: Foreign Language Education
Program: English Language Education
Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
(Prof. Dr. Hacer Hande UYSAL)

APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezime ilgili gizlilik kararı verilmiştir. ⁽³⁾

05/ 01 / 2024

(imza)

Esra KAYA

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezine erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezine erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

