

English Instructors' Perceptions of ESP's Role in Creating Goal-Oriented Language Learning for Undergraduates

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Abstract

Hybrid teaching methodologies and globalization have significantly influenced the application of English for Specific Purposes (ESP) in academic institutions and professional settings. Research about ESP implementation for creating goal-oriented language learning environments by instructors in EFL contexts remains scarce, especially within Saudi Arabia. Research into instructor perspectives becomes essential because they determine how effective ESP instruction should be structured to support national educational and employment goals. Accordingly, this study examines English instructors' perceptions of ESP's role in creating goal-oriented language learning environments and its impact on language usage among undergraduates. Specifically, it also explores how ESP classes develop context-targeted communication abilities of students through well-designed teaching approaches. In addition, it examines teaching methods and ESP resource utilization together with their influence on students' real-world language use. A structured questionnaire was distributed to 32 Saudi EFL/ESP instructors to gather data, which was analyzed using SPSS. The findings confirm that creating a goal-oriented environment prepares students for effective language learning and enhances their communication skills in everyday contexts. Data analysis revealed that certain aspects of ESP contribute to establishing such environments, positively affecting undergraduates' proficiency and learning processes in the EFL context. Moreover, the study highlights specific elements within each aspect of ESP that are instrumental in this process. Participants agreed that maximizing the efficiency of the teaching process is crucial in preparing students to improve language performance and communication skills relevant to target situations in EFL contexts. Based on these findings, the research recommends that ESP teaching should match the professional needs of learners. Finally, further research needs to expand its sample collection to broader institutional and comparative settings beyond the current study.

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Introduction

In the contemporary workforce, English has become a medium for professional activities rather than a language that one might choose to learn or ignore. Students learn English to deliver services both in academic institutions and business organizations (Roshid & Kankaanranta, 2023). Learning English for Specific Purposes (ESP) in a goal-oriented environment has been linked to significantly higher learning performance and self-efficacy (Hsiao, Hung, & Huang, 2023). The approach teaches specialized language for specific fields,

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which improves its usefulness in professional environments (Abdumalikovna, 2024). To meet the challenges of the modern usage of English, there is an urgent need to improve the learners' application in authentic contexts significantly (Paltridge & Starfield, 2013). ESP focuses on teaching the particular English language requirements that target learners/students need. The method focuses on delivering a particular English language genre to students who have particular learning objectives (Fitria, 2020a). Choosing appropriate ESP content allows for an easier understanding of lessons and for motivating learners; however, it is still difficult because English is meant to be used in specific contexts, and it has widespread uses and applications that demand a particular type of usage in specific environments (Luana et al., 2023).

Moreover, the English language dominates different professional fields, including business, education, technology, media, medicine, and research. Thus, the increasing demand for ESP will continue to rise (Alshayban, 2022). Bilingual or multilingual workers who communicate in English as one of their working languages experience augmentation and acceleration in multinational corporations. In addition, ESP instructions differ from traditional approaches to moderate traits by perceiving social and skill requirements at the societal and firm levels (CANARAN, BAYRAM, & ALTUĞ, 2020). All over the world, there are English-speaking environments where the demands of vocational application highlight the need and requirements for strategic training for employment and the inculcation of language content for undergraduates. This seems especially accurate in English as foreign language (EFL) countries where English is primarily used for instrumental purposes. Students learn ESP for employment needs primarily to develop their communication abilities (Bekteshi & Khaferi, 2020). They learn English to fulfill academic standards and succeed in standardized tests and national proficiency exams that help them progress in their careers (jabbar Shalash, 2024). In response to the higher demands for teaching English, an increasing number of universities in Saudi Arabia offer ESP courses. Aligned with this trend, the growing participation of Saudi youth in the workforce because of globalization and Vision 2030 has made English language studies, especially English for Specific Purposes (ESP), more critical for the Saudi educational context (Montasser & Althaqafi, 2023).

To support these evolving needs, language delivery should be based on employment awareness, as employment awareness is an integral component of teaching ESP that is enhanced by appropriately utilizing language skills (Fitria, 2020b). This research is based on insights from instructors who guide and incite learners at the language-delivery phase. Some administrators and higher education authorities in Saudi Arabia assert that ESP plays a dynamic role in mitigating undergraduates' objectives and outcomes (Wong & Yunus, 2023). Consequently, Saudi universities' longstanding English language teaching practice has renovated context-based pedagogy for ESP to equip students with the tools to communicate clearly. English has unquestionably become dominant in university-level education. Learners want to become proficient in using argumentative language and other practical uses of the language (Hyland, 2000). ESP is a foundational language approach that should be taught in real situations. Therefore, English instructors should develop their abilities to prepare learners to communicate successfully, particularly in occupational settings. Instructors' aptitude should be directly proportional to students' focus and achievement of their objectives, predominantly in technology-related institutions where students prepare for professional careers (Ghafar, 2022). ESP shows more success than traditional language-teaching approaches in raising learners' motivation and learning aptitude. It creates a goal-oriented language learning environment that meets undergraduates' professional language needs satisfactorily.

Given this background, the expansion of English for Specific Purposes (ESP) has become substantial because academic and professional performance needs require direct language education. The growing use of English as a communication medium in Saudi Arabian higher education and workplaces requires immediate alignment between language instruction and students' professional objectives. Research shows a growing interest in ESP strategies, but instructors still need to be studied regarding their perceptions and implementation of these strategies for creating goal-oriented learning environments. The research needs to study practical teaching methods and material selection of instructors to understand how ESP helps students achieve targeted language development in undergraduate programs.

Despite these advancements, the theory and practice of ESP in academic settings have been frequently questioned. There are significant variations in the actual use of ESP in classroom sessions. ESP emphasizes the acquisition of words and sentences appropriate to specific situations. Additionally, the topic has been used in all disciplines, and a syllabus plan has been used to assist students who want specialized language application in professional engagements and occupations. English instructors determine the objectives of the ESP environment and act as catalysts for the development of the interests of learners (Ahmad, Sayadi, Danuri, & Ismail, 2023). In a world experiencing the expansion of scientific, technological, and economic endeavors, undergraduates prioritize field-oriented language learning and teaching. A secondary factor is a shift in linguistics that concentrates on applying descriptions in context-based communication. ESP focuses more on the psychology of learners' minds and language-learning management than linguistics and the processes by which language is learned.

The research on ESP materials, pedagogical strategies, and classroom practices exists in abundance, but there is a dearth of studies about instructor perceptions of these approaches to create goal-oriented environments specifically in Saudi Arabian universities. Accordingly, this research explores English

instructors' views on implementing context-based teaching methods in ESP education for EFL learning environments. It also investigates instructors' views about essential elements for effective ESP course content alongside their understanding of how ESP addresses practical language needs and objectives. This research fills this knowledge gap through instructor interviews about their methods for linking ESP teaching approaches to students' academic and professional objectives. It provides empirical findings about the subject, which previous literature has not extensively documented. It makes a contribution to applied linguistics by using needs-based theory to study how language teaching methods interact with educational purposes and learning environments in ESP programs.

Literature Review

The historical professional contexts of ESP have transformed curriculum development and syllabus design while also influencing instructor planning and teaching practices and methods in pedagogy for specialized professional growth (Dou, Chan, & Win, 2023). Building on this transformation, when using ESP, the assistance provided to EFL learners becomes more targeted to maximize their potential for language production and comprehension in certain situations (Bayram & Canaran, 2020). English is widely used globally for commercial, institutional, and professional reasons. Hence, learners' interests in learning become more dependent upon environments in which the actual usage of language takes place, which in turn influences language erudition and planned objective outcomes (Meihami, 2023). Hutchinson and Waters (1987) consider ESP as "an approach" rather than a "product" through its lack of involvement or relation to any particular kind of language-teaching method or materials. Their needs-based perspective provides foundational support to the theoretical approach of this study because it stresses the key role of learner targets alongside learning contexts and desired purposes in ESP curriculum development. Despite this theoretical grounding, research findings indicate that ESP textbooks typically present challenges regarding their vocabulary selection and complete language skill development (Sun & Dang, 2020). The insinuation is that ESP relates to the learners' requirement of language and its application in context by establishing the primacy of the need fulfillment (Chan, 2024).

The pedagogical purposes of ESP revolutionize both direct motivational currents and precise language application management according to learner needs in specific situations (Abdumalikovna, 2024). Instructors have experienced incredible progress in improving the speaking accuracy of learners for a professional ambiance when using ESP (Hotak, Hekmat, Kamal, & Rogmal, 2024). Such instructional effectiveness aligns with broader language proficiency demands. English language proficiency stands as an essential requirement for job opportunities throughout every nation, regardless of their primary language (Rattan, 2023). Students benefit from using authentic materials that include information related to real-life situations in a targeted environment, such as medical students learning English through studying actual handover reports written by doctors. Such authentic materials help students improve as communicators by creating a goal-oriented environment for language learning in which language applicability is clear (Xatamova & Ismatullayeva, 2024).

Given these communicative demands, language learners require communicative performance as a fundamental skill according to modern language learning objectives of the twenty-first century. English globalization has made communication performance essential for learners (Puspa, Imamyartha, Asjhari, & Hudori, 2020). This reflects changes in students' perceptions of how they need to address today's issues in practical settings. ESP delivers specific language abilities to students for successful professional communication within their workplace environments (Bolton & Jenks, 2022). Consequently, there is a need to create particular ESP environments (i.e., goal-oriented environments) to improve language teaching and learning and assist with EFL undergraduates' contextual accuracy and performance. Such an environment empowers professional interpersonal communication, improving fluency and indicating how well students will perform in specific situations (Liu, Rathakrishnan, & Wang, 2023). Both linguistic knowledge and the environment require the appropriate use of learners' linguistic aptitudes to advance their careers in organizations (Bayram & Canaran, 2020). As a result, initial analysis of the student's communicative goals and needs has been explained in educational and professional paradigms, helping students like EFL learners who prefer to learn the practical application of English proficiency and accuracy in a particular context (Rihsiyevna, 2024).

Statement of the Problem

Assembling ESP materials appropriate to the target context has become an immense challenge for language instructors at the undergraduate level in Saudi Arabia's universities, where the need for awareness of improvement in the knowledge of the target context environment and interests through ESP content could be beneficial. The syllabus and pedagogical strategies commonly used in ESL countries, such as Saudi Arabia, appear deficient in creating language knowledge suitable for particular contexts. There is a dire need for ESP, which employs context-based language teaching to train learners to communicate in practical situations. Moreover, ESP also helps in gaining the proficiency and accuracy of learners at the undergraduate level in professional settings through the discussion and integration of theoretical knowledge from the target context

with practical performance. In order to make it effective, it is necessary to optimize and operationalize students' ESP knowledge in the EFL context by creating a learning environment directly linked to the target context, which could be a considerable accomplishment after reassessing the improvements of context-based communication and realizing the objectives of ESP.

ESP involves engaging students in activities and exercises by analyzing undergraduates' language learning and professional needs, strengthening language erudition. Both institutional engagements and professional settings exemplify the complexity of teaching EFL. ESP consists of four essential pillars, which include needs analysis, followed by result interpretation for learning objective determination, material creation, and method selection and evaluation (Rachmawati, 2024). However, these central elements are not considered in the design of undergraduate language-learning courses in Saudi Arabia. This is another issue as these elements assist in language comprehension and codification in specific spheres. Furthermore, the objective of English learning is increasingly dependent upon learners' ability to use language appropriate to the situation's needs. Instructors use different methodologies, approaching ESP content with a pedagogical plan that aims to create context-specific teaching environments, arguably playing crucial roles in providing instructions and boosting the interests of undergraduates who prefer to focus on course materials designed for specific target situations.

The teaching/learning environment evolves or restricts students from achieving the desired outcomes from an ESP course; therefore, this study investigates the role ESP plays in creating a goal-oriented environment for language learning in which language applicability is clear. This is achieved through analysis of perceptions of English instructors of three aspects: first, pedagogical strategies towards ESP instruction; second, ESP material (e.g., textbooks and booklets) supplied to instructors by the institution; and third, the perceived effects of the role of ESP in creating a goal-oriented environment for language learning and the utilization of English in a target context. This study aims to learn more about how instructors view ESP, and to determine English instructors' perceptions of ESP's role in creating a goal-oriented language learning environment related to a targeted context to increase proficiency and accuracy in professional settings. To that end, the study poses the following research questions:

1. How do English instructors perceive the implementation of a context-based approach for teaching ESP in EFL settings?
2. What are English instructors' views on the essential components of ESP course content?
3. How do English instructors perceive the role of ESP in fostering a linguistic environment aligned with learners' practical objectives and needs?

Put differently, this study explores instructors' opinions on the parameters of the current ESP teaching environment and areas of improvement by aligning ESP courses with learners' objectives. ESP program planners may also benefit from the perceptions of instructors.

Methodology

Research Design

This study examines English instructors' perceptions regarding creating a goal-oriented environment for ESP teaching and its role in improving English proficiency at the undergraduate level at a Saudi university. The methodology applied in this study is quantitative.

Research Instrument

A questionnaire comprising 20 questions was used to understand teachers' perceptions through a context-based approach to teach ESP materials and create a goal-oriented environment that impacts undergraduates' language proficiency and accuracy in professional settings. The questionnaire used a 5-point Likert scale: strongly agree, agree; neither agree nor disagree, disagree, and strongly disagree. Questions were constructed to examine the perceptions of faculty from the three aspects namely (i) Examining the ESP material currently in use (Item 1 to 7); Examining pedagogical strategies towards ESP instruction (Item 8 to 12); Examining the role of ESP (Item 13 to 20). The questionnaire focused on examining the role of the ESP approach in creating a goal-oriented environment for language learning in which language applicability was apparent to students. In addition, the questionnaire helped us to know whether learners benefited from the content of ESP courses as well as about their needs for both the practical applications of language and erudition.

Sampling

The instructors, who all had six or more years of experience teaching ESP and General English to undergraduates, held various teaching positions, including assistant professors, lecturers, and English language instructors. The instructors were chosen through random sampling from among faculty members to ensure that the sample is representative of the broader population under investigation. A group of 32 English teachers at UQU volunteered to participate in this study. The participants' ages varied from 30 to 60 years, and they were male and female. The participating teachers willingly and anonymously completed the

questionnaire to gauge their perception regarding creating a goal-oriented environment for ESP teaching to facilitate students' performance and proficiency in real-life situations.

Data Analysis

After the data cleaning stage, the data was analyzed using IBM's Statistical Package for the Social Sciences (SPSS) version 25 after completing an internal consistency and reliability test. The analysis sample consisted of 32 questionnaires. Descriptive statistical analysis encompassing the mode, mean, and standard deviation was performed and estimated to determine an analytical assessment of the responses from faculty (i.e., the choices made on the questionnaire). Statistical analysis was computed to investigate English instructors' perceptions of ESP's role in creating a goal-oriented language learning environment related to a targeted context to increase proficiency and accuracy in professional settings.

Results

Right at the outset, an analysis of the pedagogical strategies for ESP instruction was made (items 1 -7 corresponding to the first research question). The analysis showed that instructors were highly agreeable regarding the effectiveness of the suggested ESP teaching strategies [Table 1](#).

Table 1: Descriptive Characteristics of Examining Pedagogical Strategies Towards ESP Instruction.

Items	Mean	SD	Range	Kurtosis	Skewness	Cronbach's α
1. Goal Oriented ESP	4.69	.47	4 - 5	-.849	-.849	.55
2. Simplify Grammar ESP	4.22	.83	2 - 5	-.801	-.801	
3. Placement Test Pre Req	4.34	.86	2 - 5	-1.075	-1.075	
4. ESP Motivation	4.44	.56	3 - 5	-.314	-.314	
5. Communicative Approach	4.56	.61	3 - 5	-1.122	-1.122	
6. ESP Prof Setting Motivation	4.75	.44	4 - 5	-1.212	-1.212	
7. Adapt Teaching	4.47	.67	3 - 5	-.903	-.903	

[Table 1](#) reveals that a strong majority of instructors agree that communicative approaches ($M = 4.56$), goal-oriented teaching ($M = 4.69$), and contextual motivation ($M = 4.75$) make up essential components for teaching ESP. The high mean scores reveal broad instructor agreement, which is confirmed by negative distribution skewness, indicating that strong agreement exceeds neutral or disagreeing responses. The measurement reliability ($\alpha = .55$) demonstrates moderate internal consistency, which means instructors generally agree, but their level of consistency varies when assessing these strategies in different educational settings. The mean scores ranging from 4.22 to 4.75 suggest that instructors believe ESP-suggested teaching strategies effectively support the desired learning outcomes.

The skewness values were primarily negative, ranging from -.31 to -1.21. This indicates that the distribution of responses was skewed towards a high degree of agreement. Evaluation of the motivational affordances of the teaching strategies showed that most instructors evaluated the effectiveness of the ESP strategies quite positively, with only a few scores at the low end of the spectrum; that is, responses were slightly distributed normally. Additionally, Kurtosis values, ranging from -1.36 to 0.33, indicated a variation in distribution, that is, some items showed flatter distributions and more spread out (negative kurtosis), indicating a greater range of responses. In contrast, others were more concentrated (positive kurtosis), suggesting that responses were clustered around the mean. Lastly, the reliability analysis of 7 items showed a moderate internal consistency (.55) of ESP materials currently in use.

Hence, the results of descriptive analysis support the hypothesis that ESP should employ pedagogical strategies that are communicative, motivational, and appropriate to students' levels and needs. Moreover, regular evaluation and adjustments to teaching strategies are necessary. Results show that such an approach to ESP was widely perceived as highly effective in creating a learning environment that promotes goal attainment, motivates students, and focuses on encouraging communication. The second research question enquires about the effectiveness of ESP materials (Items 8 - 12). [Table 2](#) shows the descriptive findings of the effectiveness of ESP materials.

Table 2: Descriptive Characteristics of Examining the ESP Material Currently in Use.

Items	Mean	SD	Range	Kurtosis	Skewness	Cronbach's α
8. Extensive Activities ESP	4.28	.95	2 - 5	.05	-1.08	.5
9. Authentic Material ESP	4.56	.61	3 - 5	.33	-1.12	
10. Practical Linguistic Concepts	4.00	.88	2 - 5	-.96	-.30	
11. Poor Course Design ESP	2.16	1.01	2 - 5	.60	.83	
12. Poor Materials ESP	2.56	1.19	1 - 5	-1.11	.21	

[Table 2](#) shows that instructors have different perspectives about the topic. Instructors strongly agree that extensive activities and authentic materials are fundamental components of ESP teaching (4.28 and 4.56).

The lower means of 2.16 and 2.56 for items 11 and 12 show that instructors agree existing ESP materials are effective and relevant. The standard deviation (SD = 0.61 to 1.19) indicates instructors have varying viewpoints, especially regarding course design and relevance. The Cronbach's α value of .5 indicates moderate consistency between the different materials used in the study. The overall Mean of the five statements indicates varying responses among instructors regarding the effectiveness and materials of ESP. The Mean ranging from 2.56 to 4.56 indicated a general tendency towards consensus but with distinguished exceptions. On the other hand, Standard deviations ranging from 0.61 to 1.19 indicated a diversity in the level of agreement among instructors.

Most statements' overall skewness values were negatively skewed, indicating that the responses leaned towards agreement. More precisely, statement no. 8 (Material of ESP courses should contain extensive and/or intensive activities that aid in creating a creative environment that provides more possibilities for learning language for specific contexts) and statement no. 9 (Material of ESP courses should deal with the immediate needs of undergraduates efficiently by using authentic material), showed negative skewness statistics of -1.08 and -1.12 respectively. This suggests that majority of instructors consider these components essential for effective ESP. In contrast, the positive skewness of reversed coded items of item 11 (Material of ESP courses you teach are not designed after considering undergraduates' needs as well as institutional or organizational requirements) and item 12 (ESP materials (e.g., textbooks and booklets) supplied to you by the university do not correspond to students linguistic needs and are efficient in creating goal-oriented environment for ESP teaching) indicated disagreement. This revealed that instructors believe that ESP courses should be tailored to meet the specific needs and students and include resources tailored to those needs. Table 3 shows the descriptive statistics of instructors' perspectives regarding the role of ESP (items 13 -20 corresponding to third research question).

Table 3: Descriptive Characteristics of Examining the Role of ESP.

Items	Mean	SD	Range	Kurtosis	Skewness	Cronbach's α
13. Expected Outcomes	3.44	1.045	1 - 5	-.480	-.456	.69
14. Student Interest	4.44	.801	2 - 5	1.482	-1.392	
15. Discuss Issues	4.41	.837	2 - 5	2.549	-1.620	
16. Professional Helpfulness	3.75	.880	2 - 5	.042	-.682	
17. Improved English	3.78	1.070	1 - 5	.052	-.714	
18. Context Based Approach	3.69	1.091	1 - 5	-.269	-.596	
19. Contextual Awareness	4.28	.729	2 - 5	1.686	-1.031	
20. Futureproofed needs	3.78	1.128	2 - 5	-1.214	-.402	

Table 3 indicates that instructors generally view ESP positively. The instructors strongly agreed that ESP enhances student interest ($M = 4.44$), helps discuss issues ($M = 4.41$), and builds contextual awareness ($M = 4.28$). The mean score of 3.44 on Item 13 (Expected Outcomes) demonstrates that instructors recognize ESP supports learning, but they want better clarification about the relationship between teaching methods and student results. Most instructors show agreement toward the Mean in their responses, while their distribution is skewed toward positive agreement. The internal consistency of the scale is supported by a Cronbach's α value of .69.

The Mean ranged from 3.44 to 4.44, which indicated a generally positive perspective of the ESP approach. The standard deviation ranged from .72 to 1.12, revealing considerable instructor agreement. Skewness values provided insight into the distribution of responses. The negative skewed value of all items indicated a tendency to agree with the beneficial effects of ESP. Kurtosis values ranging from -1.21 to 2.54 revealed a varied distribution. Positive kurtosis for item 14 (undergraduates would be interested in a goal-oriented ESP course that is directly linked to practical language use in a target context) and item 15 (instructors should discuss with the students the issues hindering them from reaching their objective of inclusive understanding of the topic/s) showed a peaked distribution; this suggests that instructors showed a level of agreement regarding students' interest and discussion of issues. On the other hand, the negative kurtosis of item 20 (learners understand how ESP courses they are being taught are linked to their professional language needs in a future specific environment) showed a flatter distribution, suggesting a more comprehensive range of perspectives. Lastly, Cronbach's α value of .69 showed good internal consistency in all eight items.

Hence, the findings of descriptive analysis strongly support the affordances of an ESP approach to language learning. Instructors reported a high level of agreement regarding students' interests (item 14), professional helpfulness (item 16), expected outcomes (item 13), and improved English level (item 17). The high mean scores of discussing issues (item 15) and contextual awareness (item 19) showed that instructors perceived ESP as beneficial for academic and professional settings. Finally, the flatter distribution of item 20 suggests that more needs to be done to explain to students how ESP courses would benefit them in their future academic and professional endeavors.

Discussion

The findings of the descriptive analysis partially support the notion that focus on complex linguistic

concepts corresponding to learners' needs in ESP courses. [Fitria \(2020b\)](#) supports the notion that learners achieve better outcomes when theoretical language concepts are taught through customized instruction. Findings also partially support the efficiency of ESP Material, which is currently used in the study's context to create a goal-oriented environment. Put differently, analysis of items 10 and 12 indicates that instructors' perspectives regarding the suitability of current ESP materials at UQU remain unclear, suggesting that there is still a need to raise accounting students' English language proficiency, especially in vocabulary, grammar, and reading comprehension.

Simultaneously, [Hadley \(2006\)](#), who argues that limiting ESP materials to situational applications helps sophisticate communication in a foreign language, particularly in the Saudi Arabian institutional and professional contexts. However, most instructors agree on the importance of integrating comprehensive exercises and authentic resources to meet the specific needs of students (items 8 & 9). This was consistent with the hypothesis that suggests using ESP materials (e.g., textbooks and booklets) that are authentic, contain extensive and/or intensive activities, and correspond to students' linguistic needs would aid in creating a goal-oriented environment for language learning that relates to a targeted context to increase proficiency and accuracy in professional settings. This is further supported by [Xatamova and Ismatullayeva \(2024\)](#), who demonstrated that authentic content enhances both student confidence and their adaptability for different situations in learning.

Overall, based on their experiences, instructors hold a positive view of the role of ESP in aiding learners in achieving their goals. Teachers' perceptions indicated that ESP positively affects a goal-oriented environment for language learning that relates to a targeted context to increase proficiency and interest in both academic and professional settings. Such positive influence is tightly linked to particular elements of the ESP material, pedagogical strategies, and teachers' and learners' perceptions of the role of ESP. The goal of an ESP course is to give students the abilities they require to function appropriately in the intended context. It is found that an ESP program should, therefore, be situation-, learner-, and goal-directed, which supports previous studies. This perspective is further reinforced by the view that the three fundamental aspects of ESP education include authentic materials alongside purpose-related orientation and self-direction ([Salmani-Nodoushan, 2020](#)).

However, although the current study yielded positive results regarding the role of ESP, two factors make implementing an ESP program difficult. By nature, ESP is highly 'contextual' as it is used with specific groups of learners in a variety of fields, each with different objectives, which makes it also 'goal-oriented'. As the factors' names suggest, employing appropriate course material and teaching strategies that lead to creating a goal-oriented environment greatly depend on the teacher or institute's ability to determine learners' language goals in a particular context. Such findings suggest that there is a clear need for more empirical need-analysis studies that are contextual and involve all stakeholders before and during the implementation of any ESP program. [Wong and Yunus \(2023\)](#) advocate for institutional frameworks that should conduct regular assessments and updates of ESP strategies to match professional requirements.

Every language course must evaluate students' work at key junctures, such as the course's start or finish. Since student assessment in ESP concerns the capacity to carry out specific communication tasks, appropriate assessment is critical. The outcome of this kind of assessment enables sponsors, learners, and educators to determine whether and how much instruction is necessary. More to the point, regarding the inter-mental perspective, also called information processing, the assessment provides an understanding of learning as a solitary mental activity made up of straightforward procedures that require patience and repetition to progress from controlled learning to independent learning.

Conclusion

The research findings indicate that instructors support authentic ESP materials that incorporate extensive and intensive activities designed according to student needs. Teaching strategies according to instructors should be both communicative and motivational in nature. Instructors need to understand student needs and abilities through placement tests and need analysis investigations before starting the course to select suitable teaching methods. Analysis of the participants' responses revealed the importance of increasing contextual awareness of the role of ESP among the students. Instructors must clarify the link between ESP and students' professional and academic goals. In other words, students need to understand how a particular teaching strategy, an activity, and a piece of material would improve their English level, leading to a desired outcome.

The participants revealed through the analysis of their responses the necessity of a context-based approach to ESP pedagogical practices in Saudi Arabian universities for EFL learners. Teachers agreed that environmental erudition enhanced target performance competence in English in ESP classroom sessions. They concluded that situational use of ESP materials advanced career opportunities and the mental augmentation of language construction for EFL undergraduates. According to the study, ESP contents became more beneficial and effective when undergraduates utilized them for various reasons and situations. The intertwining of environment and language learning proliferated and promoted language development,

accuracy, and proficiency in professional settings. The synchronization of theoretical understandings and the practical utilization of ESP substances elevated learners' communicative aptitude, posing positive gestures for ESP materials' implementation and comprehension. Accordingly, assisting EFL learners with an ESP program that integrates certain aspects and elements reflects that creating a goal-oriented environment for ESP learning is considered a progressive idea. The participants believed that applying the context-based pedagogy of ESP increased the interest of EFL students in language learning. Increasing consent of instructors manifested that the role of ESP is vital for language learning in particular environments for non-native undergraduates of the English language in Saudi Arabia. A goal-oriented environment for ESP learning influences language input, communication skills, and learners' intentions. It encourages learning strategy management, practice, and the promotion of ESP contents' contextual and objective utilization and application.

The research recognizes two main limitations, which, due to the scope of the study, stem from its small participant sample and the challenges of applying results outside the studied institutional environment. Future researchers could conduct additional studies by expanding their research scope to include different learning environments, along with student feedback assessment and long-term ESP evolution tracking. The development of ESP materials and language teaching strategies needs sustained refinement by curriculum developers, educational policymakers, and instructors. They need to perform practical goal alignment with students' real-world needs through contextual analysis.

This study is both academically and practically significant. First, it examines the language environment of ESP teaching and learning from ESP instructors' perspectives while procuring the answers to crucial questionnaire questions. It highlights the importance of a context-based approach to creating communication in a particular target environment. ESP diversifies English language teaching strategies to meet contemporary business, education, science, and other professional challenges. This study examines the faculty's readiness for linking ESP learning with a targeted environment where the language will be utilized. Additionally, it identifies the prerequisites for ESP instructions in pedagogy, the elements that influence the success of an ESP course, and explores the challenges ESP faces in specific settings.

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