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DEPARTMENT OF ENGLISH
Obafemi Awolowo University, Ile-Ife, Nigeria

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Papers in English and Linguistics (PEL) is published by the Linguistics Association, Obafemi Awolowo University, Ile-Ife, Nigeria. The journal has the following distinct objectives:

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- To promote current and up-to-date research methodology applicable for research in English Studies and Linguistics;
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3. The contribution submitted to PEL should not have been published previously and should not be under consideration elsewhere.
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Pedagogical Challenges of Implementing English for Specific Purposes (ESP) in Nigeria

Salihu Nurat Basambo
Department of English, University of Ilorin, Ilorin

Abstract
This paper examines the challenges associated with ESP Pedagogy in Nigerian universities. Survey research method that entailed the design of a questionnaire was used for data collection. Data were analysed using descriptive statistics (simple percentage and mean).The results show that ESP Teaching in Nigerian universities is confronted with many challenges ranging from poor vocabulary stock, lack of suitable methods of teaching ESP, lack of authentic materials, limited hours of instruction, large classes, lack of confidence on the part of the students, among other things. The paper concludes by proffering solutions to the problems identified.

Introduction

The English language is seen as the most widely learned language in Nigeria as people learn English globally for different reasons in both formal and informal settings. Though English is used as a second language in Nigeria, nevertheless it is the lingua franca of the country; the medium of instruction in schools and colleges and the language of administration, commerce, industries and education, which promotes social cohesion among Nigerians. It has been enjoying this privileged position since the time of British colonial rule and has become not only the country's official language, but also a national language (Adedimeji, 2001). Almost everything is done in English in Nigeria: it is used in the mass media, the national newspapers, television and radio stations, in addition to some other Nigerian languages, as the first language.

Afolayan (1984) traces the origin and expansion of the English speaking community in Nigeria from the British Colonial Rule to the present day. The official status of English is clearly stated in the National Policy on Education (1999):

> The business of the National Assembly shall be conducted in English, but the house may in addition to English conduct the business of the house in one or more other languages.

Apart from being the language of the National Assembly, English is the language of commerce and industry in Nigeria. Aside from the external trade, which is conducted in English, trading among the natives (across the various ethnic groups) is also done in English (or at least in Pidgin English) because of the communication gap which the indigenous languages create. Likewise, in various industries, English is used as the means of passing instructions, recording data of daily input and output, financial transactions and many other forms of industrial activities, (Bamgbose, 1990, Adedimeji, 2001).

Since students' overall English proficiency is generally believed to be an indicator of the success or failure of any individual both in the social and educational sectors, in Nigeria, the need to improve the communicative language skills of Nigerian students in English brought about the need to design some English programmes that will cater for learners with specific needs under the structure of English for Specific Purposes (ESP), into the curricula of Nigerian tertiary institutions in the early 80's.

ESP indicates promise for a more functional and effective English language instruction (Oluikpe, 1993). Likewise, students in Nigerian three universities learn English for the purpose of using it in their teaching profession. However, the ESP pedagogy is faced with different challenges despite the objectives of the programme which aim at improving the communicative competence of the learners as a tool for their present and future employment (Nigerian Senate Curriculum Committee, 1997). Hence, the objective of this study is to examine the challenges faced by lecturers in teaching ESP (ESP pedagogy) in the Nigerian three universities. Thus the research question is: What are the challenges of ESP pedagogy in Nigerian Three universities?

Literature Review

Over time, English for Specific Purposes (ESP) teaching and learning has always been a subject of controversy among various scholars in the field who argue on the appropriate definition of ESP (Dudley-Evans & St. John, 1998). Likewise, Fortanet-Gomez and Raisanen, (2009) assert that ESP includes complex sets of topics like the needs of the students, teaching aids or available resources, and learning guidelines. Likewise, scholars also view ESP as a special criteria required for certain subject matters. English for General Purposes, on the other hand, could be seen as the English for general knowledge and skills learning. ESP is a general term being used to describe effective exploration of meaning in English language teaching and learning. Other acronyms which are part of English Language Teaching (ELT) includes EAP, ESP, EMP, ENP, EST, and EBP (Hutchinson & Waters, 1987).

Similarly, Steven (1998) describes the entire features of ESP to include the plan to make the learners realise certain requirements. According to him, it is associated with specific specialized knowledge, field and activities, ESP programmes are usually based on the appropriate language for teaching and learning events.English for Specific Purposes basically strives to make the English language taught to students pertinent to their individual needs and professions (Alabi, 2001). According to Muhan (1988), ESP is a programme designed to prepare the students for the selected communicative context; it focuses on language in context rather than grammar and language structure delivery (Lorenzo, 2005) The decision of designing the ESP programme is based on the learners' reasons for learning the foreign language since ESP basically strives to make the English language taught to students pertinent to their individual needs.

Dudley-Evans and St. John (1998) gave a broad definition of ESP as they view ESP as a programme that is tailored to cater for the specific needs of the individual\learners. It also focuses on both the language and the skills relevant for the language related activities. Likewise it uses both the underlying methodology and activities of the particular field it is designed for.Hence, no matter how ESP is viewed, the most important thing is that it centers on the needs and wants of the learners and

it is structured to enhance more effective and useful English language teaching and learning (Savas, 2009). Moreover, ESP has become a unique programme within the field of general English.

Challenges of ESP Pedagogy

The use of the English language in transferring knowledge for specific purposes is not without its peculiar challenges, especially in the aspect of teaching. Various researchers have argued that there are several challenges related to the teaching of ESP but most evident among them include: vocabulary challenges, teaching materials arrangement, attitude of learners towards the programme, the challenges of basic grammar, and the dilemma of the communicative situation) (Brown & Douglas, 1994; Bell, 1996; Nguyen & Khuat, 2003).This study scrutinizes these challenges in order to aid the students' perceptual insight. A critical analysis of the various implications of these challenges is assessed with relevant in-depth argument.

The most crucial challenges of ESP pedagogy are the delivery of the subject matter and the lack of required vocabulary acquisition (Bojovic, 2006). These are further explained, citing evidence from the research conducted by Cabre (1999), where the English language is to be taught to Electronic Engineering (EEE) students at Ho Chi Minh University of Industry based in Thanh Hoa province, Vietnam. In this research it was found that there were insufficient vocabularies and terminologies to convey the relevant information to students. This hindered the flow of delivery and the coherence of the lesson, thereby evoking boredom and divided attention among students during the lesson.

In addition, teaching materials pose as an inevitable challenge in ESP pedagogy. The materials often used for the use of English programmes are often scanty and not relevant. The significant difference is often not noticed between the content of General English and English for Specific Purposes texts. That mismatch often occurs between materials and what should be taught is a major feature of ESP programmes in various universities. What is often found, instead of an integrated text to be adopted by many universities which are producing the learners

for the same labour market, is the preponderance of outdated and poor-quality materials prepared by specific lecturers motivated by material gains that would accrue to them from the sales of such books in specific institutions (Adedimeji, 2001). Besides, the students in an ESP class like tailor-made materials specially designed to suit their needs.

The context within which the teaching learning materials (TLM) are presented and accurately used in the lesson determines the degree of understanding as well as the interest to be developed in the subject. For instance, Glendinning and McEwan (1994) argued that a mathematics teacher teaching 'place value' to students in grade seven might win the active participation of the class when the use of Cuisenaire rods are employed. This is because students are normally enthused with concrete objects interaction and manipulation. Given the above, Fries (1945) postulates that the ability of the teacher to draw close synergy between the lesson and the relevant teaching materials helps in the achievement of the lesson objectives. Likewise, the learners' experiences can serve as a source of motivation or even impair their passion. Against this structure, Crandall (1998) suggested that lecturers engage in a comprehensive assessment of learners' relevant previous knowledge when involved in ESP teaching in order to have a generic overview about the strengths and weaknesses possessed.

Another challenge of ESP pedagogy identified by scholars in this field is the issue of basic grammar acquisition, which is very crucial in ESP teaching because it buttresses the fundamental success, regardless of the field it applies (Chung & Nation, 2003; Kennedy & Bolitho, 1984; Martin, 1992). In supporting Chung and Nation's proposition, Dudley and John (1998) stated that the correct usage of the English language is contingent on the right usage of grammar rules. It presupposes that lack of sufficient knowledge on basic grammar usage relative to learners would not only be detrimental to the success of the teacher's learning objectives of ESP pedagogy but could also be a source of frustration for learners alike. Since ESP serves as the baseline of communication between the lecturers and respective learners and bridging the gap between the known and the unknown

Hatch and Brown (1994) as a result conclude that the infinite expertise of the teacher is insufficient without this eminent requirement making ESP teaching a dual-mutuality.

Correspondingly, the lack of suitable methodology that caters for the needs of the individual learners can render ESP pedagogy unproductive and arouse students' detachment from the subject matter. It is therefore important for a teacher to use different activities that capture learners' attention in an ESP classroom (Adedimeji, 1999). According to Hutchinson and Waters (1987), the objectivity or subjectivity of the person in the communication with respect to his or her speech behaviour is paramount in ESP pedagogy. This is important because it involves different spheres such as service domain, sociocultural domain, and administrative and cultural domain. For instance, communication within the spheres of business requires certain soft skills like team-reaction, building rapport and customer sensitivity, which might not be so relevant in the domains of science and technology. It stands to reason that a teacher teaching a focus-group of business students might demonstrate different speech behaviours compared to a teacher handling a science class. It therefore demands the ability of instructors to use different methods to cater for all these domains (Wood, 1981; Lee, 1995; Nunan, 1998; Nation, 2001). Furthermore, lack of competent lecturers in ESP pedagogy is one of the challenges identified by different scholars who argue that qualified ESP lecturers are expected to be competent in English language teaching as well and to have an advanced level of knowledge of the subject matter England (2006).

Many research studies focus on the roles of the teacher in the success of the use of a special English programme like ESP. The qualities that a good language teacher must have also attracted scrutiny (Azikiwe, 1998). Moreover, there are problems associated with lecturers in terms of gross incompetence in the subject area, poor working conditions, poor remuneration and lack of motivation/ incentives. In some universities, the lecturers who teach the Use of English are paid paltry allowances which are not also paid in good time. This makes the lecturers' commitment wane as the average person wonders if there is a

correlation between effort and reward. Thus, lecturers do not often put in their best in the delivery of the programme (Azikiwe 1998).

Similarly, the lack of training and re-training activities for the ESP instructors to persistently check their capabilities is a challenge in ESP pedagogy (Adedimeji, 2001). Constant evaluation of the lecturers' skills to carry out ESP teaching in a more effective way is very important, since the ESP teacher is the instructor that designs the syllabus, and provides the suitable materials by considering the needs of the learners; he also serves as the scholar and the assessor (Dudley &St. John, 1998). Though the view of the stakeholder of the outcomes of such ESP programmes remains unexamined.

Insufficient time for ESP pedagogy is a major challenge mitigating against the smooth delivery of ESP blueprints. Lecturers hardly get enough time to do needs analysis, develop the materials that will cater for the needs of the learners and carry out suitable activities, especially with low proficiency students (Ezeifeka, 2010).According to Adedimeji (1999), students' negative attitudes towards learning the ESP is another challenge faced by lecturers in the aspect of ESP teaching, since the willingness of the learners has a positive impact on the teaching objectives of the programme. Besides, learning cannot take place if there is no readiness on the part of the learner.

Meanwhile, the learners are only concerned with the short term achievement in obtaining good marks during exam rather than developing their communicative competence (Kavaliauskiene, 2003). Likewise, society believes that the best school depends on its achievement. Furthermore, parents are often more concerned with the certificates rather than the knowledge (Adedimeji, 2001).Finally, the large size of the class seen as a major challenge that hinders the smooth delivery of ESP programme, as too many students in a classroom make it very difficult to focus on the needs of individual students. Moreover, lecturers in larger classes tend to require less participation than smaller classes (Robinson, Strong, Whittle & Nobe, 2001). On the contrary, a relaxed but lively learning environment enables smooth delivery of ESP.

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Methodology and Theoretical Framework

This study uses quantitative data through a written questionnaire. The questionnaire used by Shen (2009) to examine the view of lecturers and students towards ESP courses was adapted and modified for the study. The questionnaire consists of two parts and a total of 30 lecturers were drawn from three universities in the north central, Nigeria. The lecturers of the selected schools were contacted to get their consent to enable them participate in the study. All required ethical measures were considered as the participants were told that the research is anonymous and their opinions will remain confidential and they would not be identified through their responses. Hence, the lecturers were asked to participate in the study on their own free will after signing the consent forms.

To investigate the challenges of ESP pedagogy in this study, a framework is provided to give a clear view of these challenges. The chart below is used to group the challenges into four aspects as stated in Adedimeji, (2001). Since most of the challenges faced by lecturers in ESP pedagogy are interrelated, they are grouped into four categories e.g. incompetent ESP lecturers, insufficient vocabulary, lack of suitable materials and classroom activities that cater for the learners' individual need, and the negative attitude of the learners.

Data Analysis

The data collected for the purpose of this research was analysed and interpreted to examine the challenges faced by lecturers in ESP pedagogy so as to give significant meaning to the research question. Tables and charts as percentages (%) are used to present the data. The research indicates that 57% (n=17) of the respondents are males while 43% (n=13) are females. 27% (n=8) of the respondents fall between the age of 20-29 years while 40% (n=12) are between 30-39 years and 33% (n=10) are 40 years and above. However, other age groups are not signified in the study.

The data indicate that the majority of the respond
33% (n=10) are qualified English lecturers with a bachelor d
in English combined with education, while 23% (n=7) are E
lecturers with a bachelor degree in English without educa
whereas, 27% (n=8) have a post graduate degree in E
education, and only 17% (n=5) of the them are with
graduate degree in English without Education. Respondents'
of experience20% (n=6) of the lecturers have been working
0-5years whereas 33% (n=10) of them have been in service
6-10years. However, 47% (n=14) specified years of service
11 years and above. This shows that a great number of
respondents are experienced English language lecturers.

The study revealed that 53% of respondents indicate
there are 40 students or above in their classrooms, whereas 3
has 31-40 students and only 10% of the respondents deal with
30 students. However, none of the participants has less than
students in an ESP classroom. This is in line with most of
previous studies reviewed in the literature which see the large
of the class as a challenge in ESP pedagogy.

The results of the study show that 67% (n=20) of
respondents disagreed and 10% (n=3) strongly disagreed that
lecturers' lack of English language teaching competency and
knowledge of the subject matter to teach ESP is a challe
However, 23% (n=7) indicates their agreement to the statem
This is contrary to the research conducted by England (2006)
Azikiwe (1998). Also, a vast majority of the respondents, 7
(n=22) agreed and 10% (n=3) strongly agreed that insuffi
vocabulary is a major challenge in ESP pedagogy and 17% (n
were undecided. This was similar to a study conducted by C
(1999) where the lack of sufficient vocabularies and spe
terminologies was discovered to cause boredom and divi
attention among students in the ESP classroom.

The study discovered that lack of appropr
methodology makes ESP difficult to teach as 50% (n=15) of
respondents agreed with this statement, while 23% (n
strongly agreed with the statement. However, 17% (n
disagreed with this and the rest 10% (n=3) were undecided.
is in line with Hutchinson and Waters (1987) in the literature

Dudley-Evans and St. John (1998) where they argued that lack of distinct methodology for an ESP that is different from that of general English is a challenge in ESP delivery. This finding also shows that ESP needs more specific methods of teaching in a favourable teaching environment.

30% (n=9) of the respondents agreed and 27% (n=8) strongly agreed that materials available are not relevant to the needs of the learners. However, 33% (n=10) disagreed and 10% (n=3) were undecided. This is related to the study conducted by Adedimeji (2001) which views poor-quality materials prepared by certain lecturers not relevant to the learners' fields of work as a challenge in ESP pedagogy.

In addition, 60% (n=18) of the respondents agreed that the students' aim at passing their exams rather than improving their communicative skills, although 27% (n=8) of the respondents disagreed with this and 13% (n=4) were undecided. This is related to Kavaliauskiene (2003), who found out that the learners are only after their short time achievement in obtaining the exam scores rather than developing their communicative skills.

The study also found that students' low English proficiency is a challenge as 60% (n=18) of the lecturers agreed with this statement, though 17% (n=5) strongly disagreed with the statement and 23% (n=7) of the respondents were undecided. This is related to the Wong (2005) study, which concludes that students should have good command of general English in order to learn ESP effectively.

The data revealed that 50% (n=15) of the respondents agreed and 27% (n=8) strongly agreed that the students' negative attitude towards learning ESP is a challenge. However, 23% (n=7) disagreed with this. This finding is similar to that of Kavaliauskiene (2003) who established that lack of readiness on the part of the learners has a negative impact on the teaching objectives of the ESP programme.

Furthermore, 57% (n=17) of the respondents disagreed and 10% (n=3) strongly disagreed that lack of enough training activities makes ESP difficult to teach. However, 23% (n=7) agreed that the lack of training makes it difficult to teach and only

10% (n=3) were undecided. The result of this finding is cont
to the study done by Dudley and St-John (1998).Majority of
respondents, i.e. 70% (n=21) agreed that limited hours
instruction pose a challenge to ESP pedagogy and only 20
(n=6) disagreed, with 10% (n=3) in strong disagreement. Sim
to Ezeifeka (2010) who maintains that lecturers hardly get enou
time to do needs analysis, develop the materials that will cater
the needs of the learners and carry out suitable activi
especially with low proficiency students.

Another challenge reported by respondents is the lar
size of the class, as 80% (n=24) of the lecturers agreed and 10
(n=3) strongly agreed that a crowded class is a challenge in E
pedagogy. And only 10% (n=3) of the lecturers disagreed that
is a challenge that hinders the usage of different ESP activities.
related finding was reported by researchers like Oluikpe
(1999), Robinson, (2001) who argue that learning
English for Specific Purposes cannot take place in a large class
less-motivated learners with incomplete knowledge of Englis
Since an ESP instructor has to look for all means to cater for th
individual needs of the learners.

One of the biggest challenges that hinders the effecti
delivery of ESP is the learners' lack of sufficient knowledge o
basic grammar usage during ESP teaching. As a 77 % (n= 23)
the lecturers agreed with the statement, whereas 20% (n=
disagreed with the statement and only 3% (n=1) were undecide
The study conducted by Dudley and St John (1998), also foun
that students' lack of sufficient knowledge of grammar is
detriment to ESP pedagogy.

Conclusion

It could be inferred that the demand of ESP teaching in Nigeria
universities, is not without challenges. Variables among thes
challenges that are most deliberated upon in the study are bot
learner and lecturer-specific. Drawing from the analysis above,
is logical to make deductive inferences. Although there are gener
challenges that might apply in different contexts of the ES
pedagogy, and most of these challenges are peculiar to give

situations; they differ according to contexts. Given below is the list of challenges indicated by Nigerian lecturers in ESP pedagogy:

- Insufficient vocabulary
- Lack of suitable methods of teaching ESP
- Unrelated materials to ESP
- Students' aim at passing their exams
- Students' low English proficiency
- Students' negative attitude towards learning ESP
- Limited hours of instruction
- Lack of support from the management
- Large size of the class
- Hostile teaching environment
- Lack of confidence
- Insufficient knowledge of basic grammar usage

ESP begins with the analysis of students' needs and wants, centred on their needs and their impending linguistic use so that the goals of the course can be determined. With specific purposes in mind, the learners know clearly what they need to learn, and they will learn with high motivation what they find useful for their work later or at present. For this reason, an ESP teacher should be aware of the learners' needs. As a matter of fact, basic English language knowledge is very important to learn ESP as the majority of the respondents see lack of insufficient knowledge of basic English usage as a challenge that militates against the effective delivery of ESP teaching. Besides, the learners' difficulties in understanding specific text are caused by the lack of general English terms, rather than by the specific vocabulary related to their field (Gilmour & Marshal, 1993). Therefore, the lecturers of ESP should make efforts to equip learners with the basics of English grammar acquisition if found lagging or even lacking. However, the lecturers should differentiate ESP from EGP and special attention should be paid to specific content through the needs analysis since it is the major component that distinguishes ESP from general English (Adedimeji 2001).

Likewise, a great number of the respondents indicated th
the materials used for ESP teaching are not relevant to the learn
need which poses a challenge towards ESP pedagogy. In order t
overcome the difficulties associated with ESP pedagogy,
appropriate teaching materials must be presented and
synergized in the lesson delivery process to aid the assimilatio
process of learners. The materials acquired from the real wor
can signify the language in context. Moreover, the main concer
of developing materials in ESP is authenticity (Robinson, 199
Consequently, materials should be accessible and the materia
chosen should be authentic and specific to the learning objective

Furthermore, it is inevitably vital that the expertise of th
lecturers is influential and of necessity, but needs to b
complemented by sufficient vocabulary acquisition skills which
based on the learners' needs, as this was also indicated as
challenge of ESP pedagogy by the majority of the respondents
Rigorous thought must be given to the consideration of diversity
in the language background of learners in ESP teaching so as t
tailor the learning situation to cater for the unique needs of a
learners.

It is worth noting that lack of suitable methodology wa
indicated as a challenge by the majority of the lecturers in thi
study. Therefore, different methodologies should be used to carr
out different ESP activities based on the learners' needs and should
be meaningful to their specific field of work. The method o
teaching English in the field of Medicine should vary from the one
used in teaching business English, etc. Similarly, negative attitudes
of the students should be corrected through home counselling a
'one can only force a horse to the river, but one cannot force i
to drink from the river'. There must be intrinsic motivation and
willingness to learn on the part of the learners for expressive
learning to take place, since the teacher cannot force a distracted
student to learn.

Likewise, a slight majority of the respondents indicated
limited hours of instruction as a challenge in ESP pedagogy. As a
matter of fact, ESP pedagogy can be time consuming because it
takes time to search, select and collect the necessary authentic
materials. Special preparation is also required to use these

materials in the classroom. Consequently, more time should be allocated for lecturers to teach ESP effectively. Ultimately, ESP pedagogy would obtain its improvement if the government and concerned individuals will play their role, as the society is always a reflection of its leaders. The prospects of ESP lie in the functionality of its components. Therefore, with suitable materials, good and inspired lecturers and well-motivated learners, ESP pedagogy would receive the improvement it deserves.

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