

*An Assessment of the Efficacy of Engineering ESP Teachers' Training Program in promoting better performance at ESP classroom*

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## Abstract

This paper attempts to assess and evaluate the efficacy of Engineering ESP Teachers' training program for professional development and promoting better performance in the real classroom setting at Jazan University. This research, in other words, addresses the issues of success and value of the Training program in developing teachers' pedagogical competence and performance in ESP classroom to meet Engineering students' pragmatic needs of the global employment market. The **author** of this paper strived to explore the effectiveness of ESP teachers' training program through survey questionnaires, observation as well as primary and secondary sources. The data were collected through questionnaires from a total of 46 ESP trainee teachers. The research results exposed that the ESP teachers' training was **highly** effective in promoting teachers' performance in the classroom, and they served better according to the students' pragmatic needs in the workplace. It also showed that training was a useful forum for exchanging new knowledge, experience, theory and practice as well as trainees' decision to adopt *learner-centred task-based* teaching practices in the ESP classroom. This study, on the other, suggests that ESP teachers' future training needs as a means of continuing professional development for effective teaching, and Ministry of Education should form a policy of TESP/TEFL training across the country. The paper also concludes with some effective implications based on the results of the data analysis.

**Key Words:** English for Specific Purposes (ESP), Professional development (PD), Effectiveness, Training

## Introduction and backdrop

In the Kingdom of Saudi Arabia (KSA), Jazan University is one of the leading universities in international standard. It is highly and solely dedicated to the nation building and preparing outstanding professionals in various disciplines with special emphasis on science and technology. There are a number of academic faculties and colleges under this university. The key vision and mission of this university is to produce skilled manpower in leadership level across the country to meet the global challenge. That's why; it has laid emphasis on professional competence and development as well as teaching-learning English language effectively. English Language Centre (ELC) is taking care and responsibilities for English language teaching and learning matters under various practical programmes, such as ESP, EFL for Prep year, English language Enhancement Programme (ELP), EFL courses, e-learning program, and so on. To maximize effective EFL teaching-learning, ELC recruits English teachers from home and abroad. But in many respects this unit observes ESP program is not performing effectively and up to the mark. The report regrets Engineering

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ESP teachers' poor performance, and learners' low feedback, and so it has launched ESP teachers' training programme for their professional skill development. Moreover, ELC undertakes various programmes like seminar, presentation, training for teaching language skills for EFL learners and the like to make the Centre a thriving academic hub for English teachers and learners. Issues behind ESP Training Program are:

- **Lack of pre-service training**
- **Need to understand methodology**
- **Need for practical classroom solutions**
- **ICT integration into language classroom**
- **A number of MA and PhD faculties in ELT but majority with no systematic teacher training**
- **Familiarisation with the new terms and innovative theory and practice related to language teaching-learning**
- **Need for more practical conversation related to student's target field in the classroom**
- **Unification of teaching methodology and practice among teachers in classroom**
- **Deficiency in the art of classroom management**



**A view of ELC Teaching Staff, Jazan University**

This paper talks on the urgent training program initiated by English Language Centre (*ELC*), Jazan University for the teachers of English, especially who teach at the *College of Engineering* to meet the technical and pedagogical strategies for better understanding of the target language and better performance in the ESP (*English for Specific Purposes*) classrooms. ELC took a courageous and commendable step to generate regular training program due to the poor results of the Engineering students in the final exam-2010.

The training sessions lasted for 16 weeks started in the last semester of 2011 and continued till second semester of 2012. Training duration was 9 hours a week divided into three days (e.g. Saturdays, Mondays & Wednesdays). This division was made by the trainers to avoid hindrances of the regular routine work of the trainees. Training program was held during the office hours of the trainees. Trainees were segmented into different groups and were given various tasks to practise related to teaching situations and to perform individually and in groups. Actually, the program was a pragmatic one aiming at developing teachers' professional competency for educational effectiveness.

### **Materials and Skills chosen for Training Program**

Curriculum unit of ELC chose "Elementary and Pre-Intermediate English" published by the Oxford University Press as materials for training as well as materials related to teachers'

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training as well fit to ESP teaching-learning. A skill-based language teaching approach was adopted from Mark Calderbank who applied it in 1988/1989 as an integrated approach to meet the needs of his trainees to perform better afterwards. He mentioned that “I’m interested in the language problem for two reasons: first, a widely experienced ESP problem concerns the relationship between competence and performance, and the difficulty of “squaring the circle” between them” (Calderbank, 1991, p. 71).

The trainers focused on the English language skills: *Listening, Speaking, Reading & Writing*. But, of course, the main concern was to show the proper methods and strategies enabling the trainees to acquire skills that promote effective ESP teaching inside the classroom. The trainers concentrated on the *communicative approach* in the training sessions and showed them how important it for their students for comprehensive control over ESP learning in the classroom. The training recommended that ESP teaching needs to focus on practical aspect of learning rather than the theoretical ones, and the method of teaching should be *communicative approach* which offers students to speak more freely without any constraints.

### ***Focus on the purpose of the Training program***

Central to Training Program issues and targets is a belief in the importance of empowering teachers’ professional development to link effectively theory, research and practice as a means of performing satisfactorily and successfully in ESP classroom to meet the students’ pragmatic needs. The language teacher participants will be able to grasp and demonstrate:

**I.** An understanding of and an ability to use a variety of instructional strategies in order to help students:

- ✚ engage in interpersonal and interactive communication
- ✚ interpret spoken and written language

**II.** An ability to establish a secure and supportive world language learning environment by:

- ✚ lowering anxiety, as in dealing appropriately with error correction
- ✚ creating a target culture environment
- ✚ dealing with organizational and management issues faced by itinerant teachers
- ✚ differentiating instruction in order to maximize the achievement of all students.

**III.** The knowledge of and an ability to use instructional resources such as:

- ✚ realia
- ✚ teacher generated materials
- ✚ published materials
- ✚ community resources
- ✚ technology

**IV.** An ability to design developmentally appropriate lessons and thematic units

V. an understanding of and an ability to develop and use appropriate formative and cumulative assessments and their rubrics. Such assessment tools should include:

- ✚ performance-based tasks
- ✚ portfolios
- ✚ journals

VI. An understanding of second language acquisition theories, and

VII. The knowledge of the historical development of language teaching methodology.

*In addition*, continuing professional development, teachers should be encouraged to:

- ✚ Create a portfolio that might include evidence of self-reflection, risk-taking, collaboration, and results of research work.
- ✚ Consult with teachers of other subject areas in order to develop content-related units.
- ✚ Continue to participate in professional organizations and remain aware of current research, theory and practice.
- ✚ Attend professional language conferences and workshops.
- ✚ Seek immersion experiences in the target language and culture.
- ✚ Use/develop resource materials that are consistent with best practice

This study attempts to assess and to report on the degree of effectiveness and success of ESP teachers' Training Programme and provides an overview of such professional training programme based on the data analyses.

### **Teachers' Professional Development**

Today, in worldwide scenario, the professional practice in a variety of professions is under threat. It is aggravated by the pressures of bureaucratic and uncanny administrative control, commodification, marketization, commercialization and the standardization of practice in some professions. Behind such standpoint, there is a need for deeper understandings of professional practice and how it develops through professional careers. It is important to develop professional policy, practice and praxis - morally committed action oriented motivation by tradition where professional practice occurs. It also requires deeper analysis of the character, conduct and consequences of professional practice and suggests considering the contemporary threats to education as a professional practice call for training, the continuing professional education of teachers, revitalization of the profession, professional bodies and the intellectual traditions that orient and guide educational practice.

In any educational discourse, '*Teachers matter*' appears in the front line as the number one truism. For example, Rivkin, Hanushek and Kain (2005) point out that "teachers have powerful effects on reading and mathematics achievement, though little of the variance in teacher quality is explained by observable variables, such as education or experience" (as cited in OECD, 2010, p. 20). It is also observed that according to Brophy, 1983 and Darling-Hammond, 1999 "Throughout the history of teacher and teaching effectiveness research, characteristics of teachers' personality have been investigated using variables such as An Assessment of the Efficacy of Engineering ESP Teachers' Training Program in promoting better performance at ESP classroom

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flexibility/rigidity, extraversion/ introversion, locus of control, self-efficacy, general and verbal intelligence” (as cited in OECD, 2010, p. 21). Therefore, it is vital to christen teachers’ educational and professional development through training and workshop.

Training is an important tool of empowering teachers’ professional competency. To develop professional efficiency and craftsmanship, the participants in training/workshop should be interested practitioners of learning more about an area of practice or policy making, usually because it is of direct professional relevance to their own work. Participants should be committed to developing and improving practice through critical reflection and systematic presentation in the real classroom/workplace. It is, obviously, worth treating teachers’ professional development in a context of educational quality and seeing professional development as instrumental to student learning and educational achievement.

To this end, ESP teachers’ training program takes place as a part of teachers’ professional development especially for ELC teaching staff at Jazan University. Actually, it aims at enhancing educational effectiveness through teachers’ professional development. According to OECD, “Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2010, p. 20). So, it is important to mention here that training program will develop teachers’ specialist skills, deepen their understanding and gain new insights and perspectives to equip them with new ideas and practices for their career ahead and better performance for quality and effective teaching in the classroom.

### **Review of Literature**

A little research has been done over just how effective an ESP teachers’ training program is in Saudi context. Globally, in the area of ESP teachers’ professional development, researchers have attempted to provide available insight into the matter. This paper looks into the available research information related to this issue across the globe.

Training program in any context promotes the trainees professional skills and performance in their job. Healey Henry, in his research paper, explores the effectiveness and functionality of training in developing countries “...training is a central feature of most social sector development efforts. Training can make public sector personnel seek out professional development opportunities that will enhance their job performance, ensure that what they learn is actually utilized on behalf of better job performance-the impact will be of minimal value to the sector it was intended to improve” (Henry, 2008).

ESP training program for the teachers will also facilitate to bridge a solid working relationship and behaviour among the ESP practitioners. Actually, “educational training gives more than a part of developing leaders rests upon the ability for the education to shape new and more productive behaviors; behaviors that have a positive effect on one’s abilities, because the schools or firms that offer strong training and development packages will attract the best teachers/staffs” (Allen, 2007). In addition, training enhances confidence in teachers or workers to learn an important skill as *Impact Measurement Centre* points out that

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“English as Foreign Language training program can change a school or company’s culture for the better and it can show how much is the improvement after training” (Centre, 2005). Any training program provides an opportunity for the trainees to share and exchange of ideas, new knowledge, experiences, visions, and professional norms. In this regard, Allen (2007) in his research articulates “teacher training is a kind of adult learning ... It means that the training must give the context shape what the teachers needs and wants to learn and, to a somewhat lesser extent, when and where learning takes place. The participants must involve themselves in problem of knowledge transfer. When teachers learn new skill or attitude, they must think about the problems that will be possible occur in the class. It is also stated that training can be “transfer of learning” – an important element in any leadership development initiative”. So, training program leaves an effective impact on teacher’s improvement.



Globally in many countries, teachers’ training has been taken as a part of accreditation and development strategy. For example, in Turkish context, Yuksel & Adiguzel in their research point out that

*“Nowadays, Turkey has been adapted to European Union monitoring all of the developments in all countries, especially the ones in the European Union. In this process, especially the innovations in the field of teacher education issue have been monitored and seen as a model. Since 1980s, the reforms related to teacher education in the world have also affected Turkey. Gathering all of the institutions training teachers for every stage of education system under the roof of universities have had many significant contributions to making the status of teaching profession better, to making scientific research on teacher education at academic level, to training teachers’ trainers academically”* (Yüksel & Adigüzel, 2011).

In addition, Herlina Wati, in a research regarding the effectiveness of English teachers training program in Indonesian context, according to research findings, spells out that “English language training program was highly effective in terms of overall effectiveness... in improving teachers’ confidence and motivation as EFL teachers” (Wati, 2011).

Seemingly, this aspect of the related literature review reflects the importance and value of ESP teachers’ training and reinforces the present study.

## **METHOD**

### ***Research Context and Participants***

The research work was conducted in tertiary level at Jazan University where EFL and ESP English course programs are available. We focus on the latter. This program is designed to facilitate developing “in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English” (Team, 1999, p. 01).

The participants of this study are Jazan University ESP teachers of Faculty of Engineering who have high profile language teaching experience. The teachers were not categorized in terms of Linguistics/Literature stream background. A total of 46 ESP trainees took part in An Assessment of the Efficacy of Engineering ESP Teachers’ Training Program in promoting better performance at ESP classroom

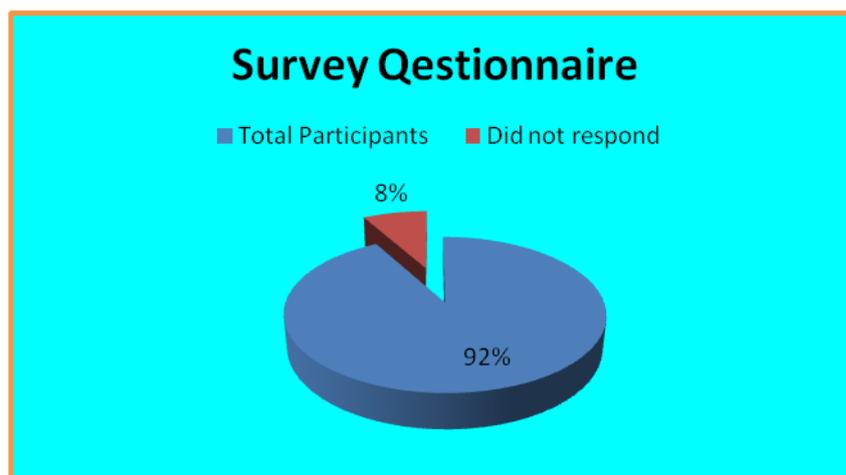
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this study. It is expected that the research survey will make available insights into ESP teachers' beliefs, practices, perceptions, and expectations of the effectiveness of Engineering ESP teachers' training program. Presumably, this survey will highlight a clearer view of the overall ESP teaching-learning enhancement and help in assessing the success or failure of the training program. The findings and implications from this survey will also be useful for other universities to measure their levels and standard of ESP teaching-learning portfolio.

### ***Data Collection Procedure***

The device of data collection for this study encompasses one page written research questionnaire (See Appendix 1). The researcher contacted 50 ESP trainees directly and distributed printed copy of questionnaires composed in computer in between May and June of 2012. There were multiple choice questions as well as question asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix, and asked the participants to answer the questions. They answered the questionnaire quite willingly, and most of them made some precious suggestions. Actually, the research questionnaire *“measures opinions and is probably the single most widely used research type in educational research”* (Weirisma, 1995, p. 169). The questionnaire for this survey quests for trainees' perceptions, evaluations, attitudes, and suggestions about the effectiveness of Engineering ESP teachers' training program at Jazan University. It is important to mention here that *“personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange”* (Marshall & Rossman, 2006, p. 100).

Out of 50, a total of 46 questionnaires were returned representing a response rate of 92% (See **Graph 1**).



**Graph 1**

## RESULTS

### *Data Analysis*

Qualitative and quantitative data analyses of questionnaire are maintained in order, “to stress the unique strengths of the genre for research that is exploratory or descriptive” (Marshall & Rossman, 2006, p. 60). The data analysis processes continued in various phases. The collected data of questionnaire were sorted out, and the percentage of teachers offering the same answer was computed using MS Excel. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Then the tabulations were evaluated and re-evaluated, read and re-read carefully to sort out the patterns and common phenomena of the same purport. Typically, throughout the data analysis processes, according to Creswell, the researchers “*seek to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes*” (Creswell, 2003, p. 203). Results were reported both quantitatively and qualitatively. Tables are drawn below to figure out the frequency of responses (See Tables).

In the first question the teacher participants were asked, “*Do you think ESP Teachers’ Training Programme will help the standardization of teaching-learning practice in real classroom situations?*” 91% of them answered “Yes” while 9% chose “Partially” option (See Table-1).

**Table 1. Do you think ESP Teachers’ Training Programme will help the standardization of teaching-learning practice in real classroom situations?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes	40	87
Not at all	00	00
<i>Partially</i>	06	13

The responses reflect that the majority of the teacher trainees are enthusiastic and interested in training and they think ESP Teachers’ Training Programme will help the standardization of ESP teaching-learning practices in real classroom situations.

The 2<sup>nd</sup> question asked the teachers, “Does the Training Programme lay emphasis more on learner centered than teacher centered approach to teaching language for better learning output?” In answer to this question, 100% of the participants answered “Yes”, and nobody replied in the negative (See Table-2).

**Table 2. Does the Training Programme lay emphasis more on learner centered than teacher centered approach to teaching language for better learning output?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes	46	100

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The overwhelming unanimous response of the teachers underscores the fact that the ESP classroom should be *learner-centred and task-based practice oriented*. Actually, classroom activities will be facilitated in a variety of practical and pragmatic tasks for ESP learners as a means of better learning outcome.

The 3<sup>rd</sup> question seeks to know the range of efficacy of the training program, conference, or seminar for continuing professional education of teachers. Frequency of responses is shown in the table (See Table-3).

Table 3. **Do you agree that training program, conference, or seminar can help continuing professional education of teachers?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Strongly agree	41	89
Partially agree	05	11
Disagree	00	00

The response of a huge number of the trainees underlines the fact that the training program, conference, or seminar is highly important for continuing professional education of teachers. Surely enough, teachers' professional development assumes as a means of attaining the basic goals of the educational endeavour because they are the prime motivator and implementer of any educational curriculum.

The 4<sup>th</sup> question seeks to explore the trainees' reflection about the effectiveness and usefulness of Training Programme for teachers' professional development and performance. In terms of the three choices, the response rate is: 98% = "Yes"; 2% = "Partially" option and there was no negative response (See Table-4).

Table 4. **Do you think this Training Programme was effective and useful for your professional development and practice?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes	45	98
Not at all	00	00
Partially	01	02

The overall responses find *potential* effectiveness and usefulness of Training Programme for teachers' professional development and better performance for effective teaching in the real classroom situation. In reality, it is important to say that Engineering ESP teachers' training program leaves a high valuable effect, from performance-oriented perspective, in teachers'

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professional development for quality education, and fostering educational performance and effectiveness.

In the 5<sup>th</sup> question, the respondents were asked whether they feel like suggesting more such Training programme in future as means of exchange of new ideas and practices, professional development as well as institutional progress or not. 100% of the respondents chose “Yes” while none of them chose negative option (See Table-5).

Table 5. **Would you like to suggest undertaking such Training programme in future as means of exchange of new ideas and practices, professional development as well as institutional progress?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes	46	100
No	00	00

Interestingly, the answers report to organize more such EPS related Training programme in future as a means of exchange of new ideas and practices, professional development as well as institutional progress to facilitate students’ learning English more related to the workplace. Actually, trainees overwhelming responses reflect their professionalism and simultaneous enthusiasm to work better.

The 6<sup>th</sup> question asked the trainees to comment on their decision in respect of their teaching/ pedagogic approach after a long training programme. The frequency of responses is cited in the table portrait (See Table-6).

Table 6. **What decision/perception do you form in respect of your teaching/ pedagogic approach after a long training programme?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
<i>I want to make my approach more learner centered</i>	43	93
<i>I want to make my approach more teacher centered than learner centered</i>	03	07
<i>I want to make my approach completely teacher centered</i>	00	00

The overwhelming responses of the respondents show their awareness of ESP teaching-learning norms and forms. *Apparently, it is suggested that in ESP classroom, students should be exposed to a variety of activities (e.g., Speaking, Presentation, Writing memos etc.) more related to their workplace need.* So, most (93%) of the trainees’ decision to make teaching technique **learner centred task-based** classroom practices is highly commendable and it manifests the effectiveness of ESP training program. The presence of 7% response draws a subtle line regarding those trainees’ ignorance of ESP teaching-learning affairs.

The 7<sup>th</sup> question asked the teachers whether the training program encouraged involving in conferences, seminars, publications, consultancy and research in continuing their professional education and development. In terms of the choices, the ranking size was 100% for “Yes” and nobody thought negatively (See Table-7).

**Table 7. Did the training program encourage you involving in programme of conferences, seminars, publications, consultancy and research?**

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes	46	100
No	00	00

Interestingly, the training program encourages all the ESP trainees concerned to continue and develop their pedagogical competence through participating in conferences, seminars, consultancies and writing for research and publication. Undoubtedly, this type of training program signifies a great deal for any institution in pursuing excellence in research and academic development.

Last but not least, the 8<sup>th</sup> question asked the ESP teacher participants to give more suggestions about ESP teachers’ training program to make it lively and convenient in future. Majority of them offered suggestions and few did not have any suggestion representing the percentage respectively 87% and 13%. We summed up their self-reported reflections and suggestions into structured answers. These are cited in the table (See Table-8).

**Table-8: ESP Trainees’ reflections and results from data analyses**

<i>Suggestions</i>	<i>Responses</i>	<i>Percentage</i>
<b>I could serve my students better after attending the program</b>	40	87
<b>The overall effectiveness of the ESP teachers’ training program improved my teaching technique in classroom</b>	44	96
<b>The training certificate should be issued</b>	46	100
<b>The program was successful in introducing me to new ideas for teaching ESP</b>	45	98
<b>I enjoyed the training activities</b>	43	93
<b>The training program was applicable to teaching situation</b>	46	100
<b>The training program was a useful forum for exchanging and developing ideas</b>	42	91
<b>The program was successful in conveying new knowledge about teaching approaches</b>	46	100
<b>Time management was properly observed</b>	40	87
<b>The program in general was satisfactory</b>	46	100
<b>This training program can be arranged in future</b>	46	100
<b>The Ministry of Education and NCB should arrange TESP/TEFL training program to ensure quality education</b>	43	93

*Source:* data analysis of questionnaires

The question no. 8 was open ended in the questionnaire asking teachers about the training program’s effectiveness and items to be updated in making the program effective in future.

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The majority (96%) of the trainees responded that the ESP teachers' training program was overall effective in improving their teaching technique in classroom. From the various aspect of the training program, trainees' self-exerted responses underpin the effectiveness of the training program. In building teachers' confidence level and developing their motivation and efficiency in performing better, a high percentage of survey respondents 87% declared that their performance in teaching ESP has changed after attending the training program and 100% of the trainees is willing to attend the further training program (*See also table- 5*). So, the training was highly effective and a threshold to improve teachers' competence and motivational orientation in teaching ESP in the class. However, the diverse suggestions from the majority evoke that the promising teachers were involved in the upshot of the academic effectiveness and needs. Notably, the trainees unanimously (100%) expected ESP teachers' training program should be rearranged in future in developing teachers' skills and familiarizing new ideas and practices for effective ESP teaching-learning. It reflects a growing recognition of the quality issue in ESP teaching-learning, and rising awareness among ESP teachers that language teachers should be appropriately trained as effective teachers of ESP.

## Discussion

This training program offers some opportunities for professional development of ESP teachers and encourages them to continue professional teaching-learning through conferences, symposia, seminars, and workshops or through attending related various certificate programs (e.g., TESOL, TEFL, TESP, DELTA, CELTA, and ELT). The researcher reviewed the diverse information and data analyses and found the following points of hypotheses:

### I. Overall Effectiveness:

- The majority of the teachers (Table-4: 98%+2%= 100%, & Table-8: 96%) responded that the overall training program was **highly** effective.
- 100% of the trainees reported that the program was successful in conveying new knowledge about approaches to teaching ESP (Table-8).
- The training program was applicable to teachers' teaching situation (Table-8: 100%), and 91% (Table-8) of the trainees reflects that training program was a useful forum for exchanging new knowledge and developing ideas.
- The program was successful in introducing new ideas for teaching ESP (Table-8: 100%) in the classroom.
- The training improved teachers' performance in the classroom and afterwards, they could serve the students better (Table-8: 87%).
- The research analysis revealed that the teachers in this study celebrated the training program as the biggest source of influence on their decision in teaching, and inspiring them to change their teaching technique and belief.

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- Most of the trainees (Table-6: 93%) decided to make teaching method *learner centred task-based* classroom practices.
- **Continuing Professional Development:** The training program encourages all the ESP trainees concerned to continue and develop their pedagogical competence through participating in conferences, seminars, consultancies and writing for research and publication (Table-7: 100%). 100% (*Strongly agree-89% + Partially agree 11%: Table-3*) of the participants underlines the fact that the training program, conference, or seminar is highly important for continuing professional education of teachers.
- **Effectiveness in improving Teachers' Motivation and Confidence:** The questionnaire data findings demonstrated that the ESP teachers' training program in Jazan University was **highly** effective in improving ESP teachers' motivation and confidence in affirmation of quality and practical teaching-learning practices. Teachers' changes in performance and actions are the signs of motivation and their belief training enabled them to perform better as ESP practitioners at classrooms than before attending the training program. It reflects teachers' improved confidence.

## II. This paper finds the following effective and viable suggestions:

A single program alone cannot adequately address all the needs. So, it is a process for ongoing refinement of professional skills and content proficiency while encouraging reflective practice. It is expected that the role of the university is to work with teaching units of different faculties for the continuing professional development of the in-service teacher and educational effectiveness. This paper exposes the viable proposals stated below:

- **Further Teachers' Training needs:** Teachers claimed that they need ESP training program as a means of continuing professional learning and to be an effective and more practical English teacher to meet the needs of the ESP students (Table-5 & Table-8: 100%).
- The Ministry of Education and National Curriculum Board (NCB) should form a policy of TESP/TEFL training program to ensure educational effectiveness and excellence (Table- 8: 93%).
- The training certificate should be issued (Table-8: 100%) as part of recognition and further emulation.

## Conclusion

This research paper reflects the **high** effectiveness of the training program considering the evaluation from the view points of participants' reactions, participants' learning, organizational support, participants' exercise of new knowledge and skills, and students' attainment. First, the result of the data analysis showed that teachers achieved new skills and knowledge as a result of participating in the training program. Afterwards, they performed effectively better than before at real classroom practices. Secondly, training program motivated the trainee teachers to formulate *learner centred task-based* classroom practices. An Assessment of the Efficacy of Engineering ESP Teachers' Training Program in promoting better performance at ESP classroom

as a teaching technique. Thirdly, ESP teachers' training serves for the development of pedagogical competence to attain academic excellence and quality education with a view to executing classroom tasks effectively through students' learning. Fourthly, it acts as a pointer of guide for the ESP practitioners to continue professional development in pursuit of excellence in teaching-learning. Sixthly, the trainees suggest that ESP teachers' training is needed in future in developing teachers' skills and familiarizing new ideas and practices for effective ESP teaching. It reflects a growing awareness and recognition of the quality issue in ESP teaching-learning. It also recommends that National Curriculum Board (NCB) along with Education Ministry should formulate a nation-wide teachers' training policy in all levels to ensure quality and effective education. Finally, it can be termed that the efficacy of the ESP teachers' training program at Jazan University for ESP practitioners of Engineering College has been highly contributing to the improvement of teachers' performance at classrooms as well as professional career. In addition, it is expected that the results of the present research however can easily be shared and generalized to other Saudi universities, and many other Middle Eastern countries that share same economical, historical, geographical and cultural background.

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6. What decision/perception do you form in respect of your teaching/ pedagogic approach after a long training programme?

- a) *I want to make my approach more learner centered*
- b) *I want to make my approach more teacher centered than learner centered*
- c) *I want to make my approach completely teacher centered*

7. Did the training program encourage you involving in programme of conferences, seminars, publications, consultancy and research?

- a) *Yes*
- b) *No*

8. Did you face any obstacle to execute your routine work during Training Programme? If so or otherwise, please give your suggestion to make the programme more lively and enthusiastic in future.-----  
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