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ON THE NECESSITY OF DEVELOPING ESP COURSES IN IRANIAN VOCATIONAL HIGH SCHOOLS (VHS): DOES IT LEAD TO MEET ESP STUDENTS' NEEDS AT TERTIARY LEVEL?

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ABSTRACT

The present study was an attempt to investigate the necessity of developing ESP courses in Iranian vocational high schools (VHS). Participants included 230 vocational high school (VHS) and technical college students. The researchers then selected 180 students by administering a survey questionnaire and conducting a semi-structured interview. In addition, 10 vocational high school ESP teachers and 12 ESP instructors also participated in the research project to present their attitudes, ideas, beliefs, and points of view toward ESP courses, students' ESP needs, and generally cons and pros of ESP instruction in Iran. The outcomes of this study showed that developing ESP courses not only is necessary for all the fields and the relative disciplines in Iranian vocational high schools (VHS), but also its constructive and facilitative role in meeting the ESP needs of the students at tertiary level was dramatically highlighted.

Keywords: *English for Specific Purposes (ESP), Needs Analysis (NA), Vocational High School (VHS)*

INTRODUCTION

The importance of ESP should be taken into account in different disciplines and levels of education. Hutchinson and Waters (1987) defined ESP as an approach in language teaching which aims to meet the needs of particular learners. In addition, ESP teachers are designing appropriate courses for various groups of learners. They also believe that “ESP is a phenomenon that grew out of a number of converging trends. These trends have been applied in a variety of ways around the world, but we can identify three main reasons for the emergence of all ESP’s.

First, Although ESP seems to be a confusing discussion, but it has a sort of strategy that makes an explicit distinction between language description and learning theory. English for specific purposes is a movement based on the theory that all language teachers should identify groups of learners and also the sociocultural contexts which the students use English in those context (Celce-Murcia, 2001). According to Widdowson (1983), English for specific purposes is essentially a training operation which seeks to provide learners with restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes, which the ESP courses are designed to meet. Various fields of study have covered ESP credits in universities of Iran. Unfortunately, encountering ESP credit for students of most of disciplines and fields of study at university in achieving university ESP goals in Iran is a disastrous problem.

During the recent years researchers attempted to pay more attention to the significance of ESP, by studying the role of ESP in different fields of study at Iranian universities, but unfortunately they did not deal with the substantial part of ESP i.e. the part existed within the educational system in Iran. The researcher have studied all fields of study to find out fields which cover ESP at vocational high school (VHS), but she unwillingly noticed that just two branches have dealt with EPS. Based on studying fields' syllabus, asking teachers, school managers, and educational staff at the educational organization, there was another branch that covered it but recently it has been omitted and unfortunately, as mentioned before, just two of them have tackled with ESP. According to the significance of the ESP and as the present study explains, there should be develop ESP courses for vocational fields in secondary levels i.e. high schools, even more for all sub-branches of theoretical and basic sciences such as mathematics, experimental sciences, and human sciences if we really would like to deal successfully with new science.

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The present study is an overview of main problems connected with teaching English for Specific Purposes (ESP) at higher educational levels such as technical colleges or universities. Nowadays it is still urgent to discuss what to teach and how to teach a foreign language regarding the objective social and professional needs of future specialists in our country. Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience.

Recently, improvements in ESL readers allow students to read more authentic materials, read for comprehension, and think critically about reading (e.g., Interchange, Richards & Lesley, 2000). Hence, this is so effective and helpful for students' level of mastery over English language in Iran.

In the process of evaluating textbooks, some educators ask so many questions that they are never able to complete the process. Others choose a reading textbook with little or no evaluation, yet it becomes the centerpiece of the curriculum until another haphazardly chosen reader replaces it.

This is a crucial factor to argue that learners in both groups (learners who have passed the ESP courses in high school level vs. who those who have not passed) have not equal chance for higher level of achievement or proficiency to deal with English specific texts. On the other hand, since the learners' mother tongue language is Farsi, tackling with ESP programs would have sophisticated or have been difficult. Hence, there is an obvious superiority of one group over the other one in this regard. Therefore, both groups have not the same experience with these ESP programs.

Review of Literature

The concept of *special language* (which considers a wide range of topics from register analysis to sentence grammar) was described in the late 1960s and early 1970s, in the literature mentioned in the foregoing. ESP stands for English for Specific Purposes and concerns with teaching language discourse and relevant communication skills. It is designed to meet the specific needs of the learners. Also, it makes use of the underlying methodology and activities of the discipline it serves (Dudley-Evans and John, 1998). In addition, Fiorito (2006) stated that ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

The primary goal of the ESP course is to teach professional communicative competence that is the ability to communicate in English according to the situation, purpose and specific roles of the participants. The ESP course builds and extends the foundations for accurate communication. It extends the learner's grammatical, lexical and functional skills (Homutova, 1999). ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. This broad definition can be taken to include business skills, such as English for Job-hunting or Presentations, but many ESP teachers see their field as distinct from mainstream Business English (Day and Krzanowski, 2011). As Dudley-Evans (1998) defined absolute characteristics and variable Characteristics of ESP suppose as follow:

Absolute Characteristics

- 1.ESP is designed to meet specific needs of the learners (regarding Maslow's hierarchy of needs).
- 2.ESP makes use of underlying methodology and activities of the discipline it serves.
- 3.ESP focuses on the language appropriate for these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems".

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Different taxonomies of ESP are offered by different educationalists. For instance, Carver (1983) identifies three types of ESP as "(1) English as a restricted language; (2) English for academic and occupational purposes; (3) English with specific topics".

Besides, in the domain of ESP learner's needs should be considered more. Needs analysis is a complex process that considers what Hutchinson and Waters (1987) define as "target needs", what learners need to do in the target situation – i.e. language use, and "learning needs", what learners have to do in order to learn – i.e. language learning. In a more modern view, we should consider not only the "target needs" and "learning needs" – i.e. objective needs – but also learners' subjective needs, that is their affective needs, such as their interests, wishes, expectations and preferences (Nunan, 1988). Needs analysis is defined by Nunan (1988) as an information gathering process when he referred to needs analysis as "techniques and procedures for collecting information to be used in syllabus design" (p. 13) Thus, needs analysis is a prerequisite for any ESP/ EAP course design to achieve effective and instructional outcomes and to deliver appropriate input. In Richards & Platt, (1992, cited in Al-Tamimi and Shuib, 2007) needs analysis is defined as "the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities" (p. 1). Hutchinson and Waters (1987) defined needs analysis by distinguishing between target needs, i.e. what the learner needs to do in order to learn, and 'wants' which represent the learners' views regarding what their needs are. Target needs, according to the author include 'necessities' which refer to what the learner has to know in order to function effectively in the target situation.

The significant role of ESP teachers in this domain is crucial. ESP teachers usually concern about ESP. They are not satisfied with training or retraining ESP materials. They believe that not only there is no need to learn specialist subject area, but also there is a strong need to understand basic principles, have a positive attitude towards ESP content. They also persist on students' needs to become interested in subject matter. The need to use common fund of knowledge such as particular jargon, to use more generalized set of academic skills, and to know every day small talk (general communication skills) is more significant, profitable, and fruitful to them (Paradiž, 2012).

Moreover, providing proper ESP text is required. Although authentic materials are a very rich source for the selection of teaching materials in the field of ESP (English for Specific Purposes) in general and of Business English in particular, the ultimate purpose should be authentic communication between the text (oral or written) and its recipient as a result of the interpretation brought to the text by the latter (Cañado & Esteban, 2005). The importance of textbooks in English courses is now widely recognized (O'Neill, 1982; Torres, 1994; Haycroft, 1998). One of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them (Haycroft, 1998). Second, as Sheldon (1988) points, students often harbor expectations about using a textbook in their particular language classroom and program. A third advantage, as O'Neill (1982) and Ur (1996) indicate, is that textbooks are generally sensitive to students' needs. However, because of the vast array of textbooks to choose from, the textbook selection process is a problem in English courses. According to Hycroft (1998), the critical issue in any language course is textbook selection.

Statement of the Problem

ESP is a strategy directed groups of learners toward using English for specific purposes or goals that provide them to tackle with certain defined tasks. Applying ESP can be difficult for learners of foreign countries. This study is an overview of main problems connected with teaching English for Specific Purposes (ESP) at higher education level, i.e. technical college or university. Nowadays it is crucial to discuss what to teach and how to teach a foreign language regarding the social objectives and professional needs of future specialists in our country. Recently, improvements in ESL readers allow students to read more authentic materials, read for comprehension, and think critically about reading (e.g., Interchange, Richards and Lesley, 2000). Farhady (2005) pointed to one of the effective factors of ESP instruction in Iranian academic settings i.e. the important role of teacher variable. He believes that teachers should be equipped with the trends and developments of ESP. He believed that there should be a sense of uniformity

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among the ESP teachers' attitudes, beliefs, methods, techniques, and classroom activities. Unfortunately, ESP teachers and instructors manage their classes by unnecessary method for ESP i.e. GTM. It is a teacher-centered process that push students through reading provided texts and then translate them into their mother tongue language.

Most of the students in ESP classes only want to pass the final exam. So, they mostly force to memorize vocabularies, often technical terms and sometimes pro forma grammar, and ask some questions based on the model sentence as well.

Hence, this is so effective and helpful to help students to achieve an ideal level of mastery over ESP in Iran.

Research Question

The present study seeks to come up with reasonable answer to the following research question:

To what extent developing ESP courses for different fields of study in vocational high school (VHS) meets students' future ESP needs while studying at technical college?

MATERIALS AND METHODS

Method

Participants

This study was carried out to demonstrate the necessity of developing ESP Courses in Iranian Vocational high schools (VHS).

About 230 students from Iran and Maryam Beygom vocational high schools in Isfahan as well as students of Sama Technical College comprised the initial population of the present research.

Then, a total of 180 students were selected and divided into four subgroups of A, B, C, and D. Group A included VHS students who had passed ESP course, group B consisted of VHS students who did not have any ESP course in their academic schedule, group C included vocational college students who had passed their ESP course, and group D formed the vocational college students who did not have any ESP course in their academic curriculum.

In addition, 10 vocational high school ESP teachers and 12 ESP instructors also participated in the research project to present their attitudes, ideas, beliefs, and points of view toward ESP courses, students' ESP needs, and generally cons and pros of ESP instruction in Iran.

Instrumentation

Questionnaires

In order to investigate the students' educational, specific, and technical ESP needs in their field of study at vocational high schools and technical colleges, survey questionnaires were administered to the whole participants.

Among the collected questionnaires, 17 of them were incomplete, 12 had no answer, and 21 of them belonged to technical college students participated in English institutes or studied different fields of study at secondary school other than the selected fields by the researcher.

In addition, three qualified raters were asked to evaluate the inter-rater reliability of the questionnaires. Cronbach's alpha for reliability of all questionnaires was estimated.

Interview

The researchers invited 10 ESP teachers and 12 university instructors to participate in semi structured interviews about ESP students' educational, specific, and technical needs regarding their fields of study at vocational high schools and technical colleges as well.

In the interview the interviewees were asked to answer the questions about their attitudes toward ESP courses and whether developing ESP courses for all fields of study in secondary schools is necessary or not.

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RESULTS AND DISCUSSION

Results

Table 1: Data Analysis of Questionnaire Form A Developed for Students Who Pass ESP Course at Vocational high school (VHS)

	Not very much		Somewhat		To some extent		A lot		To a large extent		Mean	SD	p-value
	Freque ncy	percent age	Freque ncy	percent age	Freque ncy	percent age	Freque ncy	percent age	Freque ncy	percent age			
Q 1	0	0.0	0	0.0	0	0.0	8	17.8	37	82.2	4.82	.39	.000
Q 2	0	0.0	0	0.0	5	11.1	28	62.2	12	26.7	4.16	.60	.000
Q 3	0	0.0	0	0.0	5	11.1	26	57.8	14	31.1	4.20	.63	.000
Q 4	0	0.0	7	15.6	31	68.9	5	11.1	2	4.4	3.04	.67	.660
Q 5	0	0.0	0	0.0	0	0.0	36	80.0	9	20.0	4.20	.40	.000
Q 6	2	4.4	40	88.9	3	6.7	0	0.0	0	0.0	2.02	.34	.000
Q 7	38	84.4	5	11.1	2	4.4	0	0.0	0	0.0	1.20	.50	.000
Q 8	36	80.0	6	13.3	3	6.7	0	0.0	0	0.0	1.27	.58	.000
Q 9	0	0.0	0	0.0	4	8.9	31	68.9	10	22.2	4.13	.55	.000
Q 10	0	0.0	0	0.0	2	4.4	32	71.1	11	24.4	4.20	.50	.000
Q 11	0	0.0	0	0.0	1	2.2	8	17.8	36	80.0	4.78	.47	.000
Q 12	14	31.1	31	68.9	0	0.0	0	0.0	0	0.0	1.69	.47	.000
Q 13	2	4.4	10	22.2	33	73.3	0	0.0	0	0.0	2.69	.56	.001
Q 14	38	84.4	6	13.3	0	0.0	1	2.2	0	0.0	1.20	.55	.000
Q 15	0	0.0	0	0.0	2	4.4	37	82.2	6	13.3	4.09	.42	.000
Q 16	0	0.0	0	0.0	1	2.2	38	84.4	6	13.3	4.11	.38	.000
Q 17	0	0.0	0	0.0	0	0.0	36	80.0	9	20.0	4.20	.40	.000
Q 18	0	0.0	0	0.0	2	4.4	36	80.0	7	15.6	4.11	.44	.000
Q 19	0	0.0	0	0.0	0	0.0	37	82.2	8	17.8	4.18	.39	.000
Q 20	0	0.0	0	0.0	0	0.0	6	13.3	39	86.7	4.87	.44	.000
Q 21	0	0.0	0	0.0	2	4.4	37	82.2	6	13.3	4.09	.42	.000

The first questionnaire, form A, consisted of 21 items which aimed at investigating students' attitudes, beliefs, and points of view about ESP courses in vocational high school (VHS). The questionnaire was designed in a Likert scale with the items ranging from "not very much" to "to a large extent". Cronbach's alpha for reliability estimate of all questionnaires reflected a proper index. To analyze the inferential statistics of this qualitative study, a Mann Whitney U test through SPSS software version 20 was used.

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According to the obtained results, the highest mean score related to question 20 which was 4.87 ± 0.34 . Therefore, among all of the questions, the frequency of students' agreement with this question " **To what extent ESP exams are matched with kind of specific activities you have done during the semester?** " was more than others i.e. to a large extent. Also, the observed mean for the first question was 4.82 ± 0.39 . So, the degree of student's agreement with "**the necessity of developing ESP courses for all disciplines in vocational high school (VHS)**" was so high i.e. to a large extent.

After the mentioned question, question 11 with the mean score of 4.78 ± 0.47 had a high frequency. So, the degree of students' agreement with this item "**ESP group study is better than individual one**" was so high as well. In addition to these 3 cases, students, to a large extent, agreed with stated subjects in questions 3, 5, 10, 17, 2, 19, 9, 16, 18, 15, and 21. The observed mean for all of these questions was significantly more than the average that was 3.

Student's agreement with the question "**To what extent connecting with provided materials and content provided by teacher and learning them is easy?**" was at the mean or average. The mean score for this question was observed equal to 3.4 ± 0.67 : it revealed that there is no significant difference with the average that was 3. It means ($p>0.05$).

Among the 21 stated questions, the students' agreement with 5 questions was somewhat and to not very much. The observed mean scores for the questions 7 and 14 were in this order, 1.20 ± 0.50 and 1.20 ± 0.55 that were the least observed amount and significantly less than the average that was 3. It means ($p<0.05$). Hence, students were chosen the items somewhat and not very much to the following questions: "**To what extent teacher's activities and content of ESP textbook focus on skills (reading, writing, listening, speaking)?**" and "**To what extent ESP makes your communicative abilities strong?** ". In addition to these two questions, questions 8,12, and 6 have shown the mean scores less than 3 that is ($p<0.05$); so, the degree of students' agreement with stated cases in these questions was somewhat. Estimated Cronbach's alpha for questionnaire developed for students passing ESP course at vocational high school (VHS) = 0.711.

Table 2: Data Analysis of Form B, Questionnaire Developed for Students Do Not Pass ESP Course at Vocational high school (VHS)

	Not very much		Some What		To some extent		A lot		To a large extent		Me an	S D	p- val ue
	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent			
Q 1	0	0.0	0	0.0	1	2.2	5	11.1	39	86.7	4.8	.4	.00
Q 2	0	0.0	0	0.0	1	2.2	5	13.3	38	84.4	4.8	.4	.00
Q 3	0	0.0	0	0.0	1	2.2	4	8.9	40	88.9	4.8	.4	.00
Q 4	0	0.0	0	0.0	1	4.4	6	13.3	37	82.2	4.7	.5	.00
Q 5	0	0.0	0	0.0	1	2.2	3	6.7	41	91.1	4.8	.3	.00
Q 6	39	86.7	6	13.3	0	0.0	0	0.0	0	0.0	1.1	.3	.00
Q 7	0	0.0	0	0.0	0	0.0	3	6.7	42	93.3	4.9	.2	.00

Among these 7 questions in the questionnaire B, the question 6 with the degree of 1.13 ± 0.34 has the least value which is significantly less than the average ($p<0.05$). Therefore, students' responses to this question "**As you do not pass ESP in vocational high school (VHS), to what extent you be successful in ESP item in university entrance exam?** " were somewhat and not very much. The mean scores in

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other questions are significantly more than average ($p < 0.05$). Meanwhile, the most observed mean scores were orderly related to questions 7, 5, 3, 1, 2, and 4. Estimated Cronbach's alpha for this questionnaire 0.729.

Table 3: Data Analysis of Form C, Questionnaire Developed for Technical College Students Who Passed ESP Course at Vocational high school (VHS)

	Not very much		Some What		To some extent		A lot		To a large extent		Mean	SD	p-value
	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent			
Q1	0	0.0	0	0.0	0	0.0	6	13.3	39	86.7	4.87	.34	.000
Q2	0	0.0	0	0.0	1	2.2	6	13.3	38	84.4	4.82	.44	.000
Q3	0	0.0	0	0.0	0	0.0	5	11.1	40	88.9	4.89	.32	.000
Q4	0	0.0	0	0.0	2	4.4	5	11.1	38	84.4	4.80	.50	.000
Q5	2	4.4	5	11.1	37	82.2	1	2.2	0	0.0	2.82	.53	.031
Q6	0	0.0	0	0.0	3	6.7	32	71.1	10	22.2	4.16	.52	.000
Q7	0	0.0	0	0.0	2	4.4	35	77.8	8	17.8	4.13	.46	.000
Q8	0	0.0	0	0.0	2	4.4	10	22.2	33	73.3	4.69	.56	.000
Q9	0	0.0	0	0.0	0	0.0	37	82.2	8	17.8	4.18	.39	.000
Q10	0	0.0	0	0.0	1	2.2	10	22.2	34	75.6	4.73	.50	.000

Among these 10 questions, question 5 with the value of 2.82 ± 0.53 has the least mean score value that was significantly less than average ($p < 0.05$). So, students' responses to this question, " **To what extent the ESP content in technical college is relevant to the one you covered at vocational high school (VHS)?**", mainly focused on the items "somewhat" and "not very much".

The mean scores in other questions were significantly more than average ($p < 0.05$). The most observed mean scores belonged to questions 3, 1, 2, 4, 10, 8, 9, 6 and 7 respectively. Estimated Cronbach's alpha for this questionnaire was 0.74.

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Table 4: Data Analysis of Form D, Questionnaire Developed for Technical College Students Who Did Not Pass ESP Course at Vocational high school (VHS)

	Very low		Low		somewhat		High		Very high		Me an	S D	p- val ue
	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent	Freque ncy	perc ent			
Q 1	0	0.0	0	0.0	1	2.2	5	11.1	39	86.7	4.8 4	.4 2	.00 0
Q 2	0	0.0	0	0.0	2	4.4	7	15.6	36	80.0	4.7 6	.5 3	.00 0
Q 3	0	0.0	0	0.0	2	4.4	38	84.4	5	11.1	4.0 7	.3 9	.00 0
Q 4	0	0.0	0	0.0	1	2.2	8	17.8	36	80.0	4.7 8	.4 7	.00 0
Q 5	0	0.0	0	0.0	1	2.2	7	15.6	37	82.2	4.8 0	.4 6	.00 0
Q 6	0	0.0	0	0.0	2	4.4	7	15.6	36	80.0	4.7 6	.5 3	.00 0
Q 7	0	0.0	0	0.0	1	2.2	5	11.1	39	86.7	4.8 4	.4 2	.00 0
Q 8	0	0.0	0	0.0	1	2.2	8	17.8	36	80.0	4.7 8	.4 7	.00 0
Q 9	0	0.0	0	0.0	1	2.2	5	11.1	39	86.7	4.8 4	.4 2	.00 0
Q 10	0	0.0	0	0.0	40	88.9	5	11.1	0	0.0	3.1 1	.3 2	.02 4

Among 10 provided questions in this questionnaire, the mean scores of all questions are significantly more than average ($p < 0.05$). The most observed mean scores belonged to questions 1, 7, and 9 that were 4.84 ± 0.42 . Therefore, students' responses to these three questions " **To what extent developing ESP courses related to your discipline is necessary in vocational high school (VHS)?** ", " **To what extent Passing no ESP courses in vocational high school (VHS) has negative effects on such courses in technical college?** ", and " **To what extent you learn ESP lessons easily?** " reflected the highest frequency. In addition, the students' responses to the items 5, 4, 8, 2, 6, 3, and 10 are shown in terms of frequency rank order. Estimated Cronbach's alpha for this questionnaire was 0.709.

In the questionnaire developed for ESP teachers and instructors, the mean scores of items 1, 10, 11, 12, and 25 were equal to 5.0 ± 0.00 . Therefore, ESP teachers and instructors completely agreed on stated subjects. Since all responses were similar no standard deviation was detected; therefore, running Mann Whitney U test and making comparison seemed to be impossible. ESP teachers and instructors' responses to the items 21 and 22 did not show any significant difference via conducting nonparametric Mann Whitney U test, the p value was greater than .05. Meanwhile, ESP teachers and instructors' responses in item 15 was not statistically important.

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With regard to the rest of the items, ESP teachers and instructors' responses showed significant differences. Cronbach's alpha for estimating the reliability of the questionnaire was 0.701.

Table 5: Table 4.8: Data Analysis of ESP Teachers and Instructors' Questionnaire

	Very low		Low		somewhat		High		Very high		Mean	SD	p-value
	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage			
Q1	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0	5.00	.00	--
Q2	0	0.0	0	0.0	0	0.0	2	9.1	20	90.9	4.91	.29	.000
Q3	0	0.0	1	4.5	1	4.5	2	9.1	18	81.8	4.68	.78	.000
Q4	0	0.0	1	4.5	0	0.0	2	9.1	19	86.4	4.77	.69	.000
Q5	0	0.0	0	0.0	0	0.0	1	4.5	21	95.5	4.95	.21	.000
Q6	0	0.0	1	4.5	0	0.0	2	9.1	19	86.4	4.77	.69	.000
Q7	0	0.0	1	4.5	0	0.0	3	13.6	18	81.8	4.73	.70	.000
Q8	1	4.5	0	0.0	0	0.0	2	9.1	19	86.4	4.73	.88	.000
Q9	0	0.0	0	0.0	0	0.0	5	22.7	17	77.3	4.77	.43	.000
Q10	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0	5.00	.00	--
Q11	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0	5.00	.00	--
Q12	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0	5.00	.00	--
Q13	0	0.0	0	0.0	0	0.0	4	18.2	18	81.8	4.82	.39	.000
Q14	0	0.0	0	0.0	0	0.0	8	36.4	14	63.6	4.64	.49	.000
Q15	12	54.5	6	27.3	1	4.5	3	13.6	0	0.0	1.77	1.07	.000
Q16	0	0.0	0	0.0	0	0.0	2	9.1	20	90.9	4.91	.29	.000
Q17	0	0.0	0	0.0	0	0.0	2	9.1	20	90.9	4.91	.29	.000
Q18	0	0.0	0	0.0	0	0.0	1	4.5	21	95.5	4.95	.21	.000
Q19	1	4.5	3	13.6	1	4.5	15	68.2	2	9.1	3.64	1.00	.007
Q20	3	13.6	2	9.1	1	4.5	9	40.9	7	31.8	3.68	1.39	.032
Q21	2	9.1	8	36.4	1	4.5	6	27.3	5	22.7	3.18	1.40	.550
Q22	6	27.3	7	31.8	2	9.1	5	22.7	2	9.1	2.55	1.37	.135
Q23	2	9.1	1	4.5	0	0.0	7	31.8	12	54.5	4.18	1.26	.000
Q24	0	0.0	0	0.0	0	0.0	4	18.2	18	81.8	4.82	.39	.000
Q25	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0	5.00	.00	--

Discussion and Conclusion

The primary and essential purpose of this study was to examine the necessity of developing ESP courses in Iranian vocational high schools (VHS) and see whether it can be fruitful in meeting ESP learners' needs at tertiary level. This study attempted to show the value of students' ESP mastery level in university ESP programs. The data analysis of the questionnaires and interviews revealed that the ESP knowledge gained in vocational high school helped increase students' mastery level on ESP programs. In other words,

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passing ESP courses in different fields of study at high school/vocational high school level can be remarkably fruitful in degree of mastery over ESP programs at higher levels of study, either technical colleges or universities.

It was interesting for the researchers that the students in group C i.e. technical college students who passed ESP course at vocational high school (VHS), worked on ESP texts cooperatively which determined more success in achieving ESP objectives at university. The reason for such a kind of success derives mainly from their proper ESP background knowledge of school years. By comparing the results, it was found that level of general English of students had no positive effect on ESP programs, thus students with better performance on general English did not necessarily show better performance on ESP activities. The outcomes also revealed approved that there is an obvious difference between the ESP performance of technical college students who passed ESP course at vocational high schools (VHS) and those who did not pass such courses.

ESP teachers and instructors had similar beliefs, ideas, and points of view toward ESP courses. They believed that ESP course could help students to promote their language experiences in order to study and survey in English articles and textbooks at secondary and even more in higher educational level. They also claimed that to a large extent ESP instructors' activities and ESP textbooks should focus on language skills (reading, writing, listening, speaking).

ESP teachers need to be confident and have the skills that will help their learners, such as knowledge of how to make learning successful, how to make language memorable, and how to motivate learners. In other words, an ESP teacher with strong methodology but limited subject knowledge may be more effective than a subject specialist with no knowledge of ESP teaching methodology (Day and Krzanowski, 2011). The researchers hoped that the result of this study would convince the policy makers as well as syllabus designers to reduce the problems of ESP instruction at tertiary level by developing ESP courses for all fields of study in vocational high schools. However, implementing large scale needs analysis and conducting ESP teacher training programs as well as designing fruitful syllabi will serve as a prerequisite to establishing ESP courses at vocational high schools.

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