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Department of Foreign Language Education

English Language Teaching Program

ESP MATERIAL DEVELOPMENT PROCESS OF ENGLISH INSTRUCTORS:
CHALLENGES AND OPPORTUNITIES

İzel ANDIÇ SEYHAN

Master's Thesis

Ankara, 2025

With leadership, research, innovation, high quality education and change,

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İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN ÖZEL AMAÇLI MATERYAL GELİŞTİRME

SÜRECİ: GÜÇLÜKLER VE İMKANLAR

İzel ANDIÇ SEYHAN

Master's Thesis

Ankara, 2025

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **İZEL ANDIÇ SEYHAN** and entitled “ESP Material Development Process of English Instructors: Challenges and Opportunities” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair	Assist. Prof. Dr. Neslihan ÖZKAN	Signature
Member (Supervisor)	Assoc. Prof. Dr. İsmail Fırat ALTAY	Signature
Member	Assoc. Prof. Dr. Hatice ERGÜL	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 26/05/2025 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

One of the branches in English Language Teaching (ELT) has been English for Specific Purposes (ESP) since its emergence in 1960s and this area consists of numerous sub-branches such as Engineering, Nursing and Military. As differently from General English (GE), material development is a requirement in Military English (ME) education and the biggest responsibility belongs to English teachers. In the literature, it is stated that the teachers have difficulty in preparing materials while having various opportunities that they have. There is a paucity in the studies focusing on material development and ESP within the frame of ME. Therefore, the present study investigates the challenges that English instructors face and the opportunities that they have during their material development process. The sample included 32 English instructors who have been working in a state university. The study was conducted within the frame of mixed method research design and two data collection tools were applied. First, likert scale was collected, and then semi-structured interviews were conducted during face-to-face meetings. The quantitative part of the study was analysed with the help of descriptive statistics and qualitative part was analysed through content analysis. The results of the study demonstrated there are various challenges such as limited time, proper feedback and resources whereas there are some opportunities such as collaboration among colleagues and gaining experience. In the light of the findings of the study, several implications and recommendations related to teacher education and ESP material development process are presented through the study.

Keywords: english for specific purposes, english language instructors, material development, tailored materials

Öz

İngilizce Dil Öğretimi (İDÖ) dallarından biri de 1960'larda ortaya çıkışından bu yana Özel Amaçlı İngilizce (ÖAİ) olmuştur ve bu alan mühendislik, hemşirelik ve askeriye gibi çok sayıda alt dalları kapsamaktadır. Genel İngilizceden farklı olarak Askeri İngilizce eğitiminde materyal geliştirme bir gereksinimdir ve en büyük sorumluluk İngilizce öğretmenlerine aittir. Literatürde öğretmenlerin sahip oldukları çeşitli imkanlara rağmen materyal hazırlamada güçlük çektikleri belirtilmektedir. Askeri İngilizce çerçevesinde materyal geliştirme ve ÖAİ'ye odaklanan çalışma sayısında kıtlık bulunmaktadır. Bu nedenle, mevcut çalışma İngilizce öğretim görevlilerinin materyal geliştirme sürecinde karşılaştıkları güçlükleri ve sahip oldukları imkanları araştırmaktadır. Örneklem, bir devlet üniversitesinde çalışan 32 İngilizce öğretim görevlisinden oluşmaktadır. Çalışma karma yöntem araştırma tasarımı çerçevesinde yürütülmüş ve iki farklı veri toplama aracı uygulanmıştır. İlk olarak likert ölçeği toplanmış, ardından yüz yüze yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmanın nicel kısmı betimsel istatistikler yardımıyla, nitel kısmı ise içerik analizi yoluyla analiz edilmiştir. Çalışmanın sonuçları, sınırlı zaman, sınırlı düzgün geri bildirim ve sınırlı kaynaklar gibi çeşitli güçlüklerin olduğunu, ancak meslektaşlarla işbirliği ve deneyim kazanma gibi bazı imkanların olduğunu göstermiştir. Çalışmanın bulguları ışığında, öğretmen eğitimi ve ÖAİ materyal geliştirme süreciyle ilgili çeşitli çıkarımlar ve öneriler çalışma aracılığıyla sunulmuştur.

Anahtar sözcükler: özel amaçlı ingilizce, ingilizce dili öğretim görevlileri, materyal geliştirme, uyarlanmış materyaller

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Table of Contents

Acceptance and Approval	ii
Abstract	iii
Öz.....	iv
Acknowledgements	v
List of Tables	ix
List of Figures.....	x
Symbols and Abbreviations	xi
Chapter 1 Introduction.....	1
Statement of the Problem	5
Aim and Significance of the Study.....	7
Research Questions.....	8
Assumptions	8
Limitations.....	9
Definitions	10
Chapter 2 Theoretical Basis of Research and Literature Review	12
English for Specific Purposes (ESP).....	12
Learner-centred Approach	16
Communicative Approach	17
Roles of ESP Instructors	19
Material Development.....	21
Chapter 3 Methodology	30
Type of Research.....	30
Research Setting.....	32
Sampling	33
Data Collection.....	37
Instruments	38

Data Analysis	42
Quantitative Data Analysis	42
Qualitative Data Analysis	42
The Researcher Role	43
Summary of Methodology	44
Chapter 4 Findings, Comments and Discussion.....	45
Introduction	45
Findings	45
Discussion.....	59
What are the challenges faced by English instructors while preparing, developing, adapting and evaluating ESP materials?	60
What are the opportunities that English instructors have while preparing, developing, adapting and evaluating ESP materials?	61
Further Comments	63
Chapter 5 Conclusion and Suggestions	65
Overview of the Study	65
Implications for English Language Teacher Education	66
Implications for Practice	67
Recommendations for Further Research	67
References	69
APPENDIX-A: Consent Form	77
APPENDIX-B: Likert Scale Questionnaire.....	78
APPENDIX-C: Interview Protocol.....	81
APPENDIX-D: Ethics Committee Approval	82
APPENDIX-E: Approval of National Defence University Ethics Boards and Commissions.....	83
APPENDIX-F: Declaration of Ethical Conduct.....	85
APPENDIX-G: Thesis/Dissertation Originality Report	86

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı 87

List of Tables

Table 1 <i>Demographic Information of the Participants</i>	35
Table 2 <i>Data Collection Instruments</i>	39
Table 3 <i>Reliability Analysis of the Questionnaire</i>	40
Table 4 <i>Items Showing Challenges and Opportunities</i>	41
Table 5 <i>Summary of Methodology</i>	44
Table 6 <i>Descriptive Statistics for Challenges</i>	46
Table 7 <i>Frequencies for Challenges</i>	46
Table 8 <i>Descriptive Statistics for Opportunities</i>	47
Table 9 <i>Frequencies for Opportunities</i>	48
Table 10 <i>Frequencies for Codes in Challenges</i>	49
Table 11 <i>Frequencies for Codes in Opportunities</i>	54

List of Figures

- Figure 1** *The participants who have taken any material development course.....36*
- Figure 2** *The participants who have taken any ESP material development course.....36*
- Figure 3** *The participants who have taken any material development training.....37*
- Figure 4** *The participants who have taken any ESP material development training.....37*

Symbols and Abbreviations

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

GE: General English

ME: Military English

SPSS: Statistical Package for the Social Sciences

Chapter 1

Introduction

As Hutchinson and Waters (1987) stated, a period of tremendous and unparalleled growth in scientific, technological, and commercial activity on a global scale began with the end of World War II in 1945. After World War II, the USA emerged as the leading developed country, which helped make English the most widely used language in commerce, research and technology. Since its inception in the 1960s, English for Specific Purposes (ESP) has emerged as a crucial component of language instruction and study (Dudley-Evans, 2000; Hyland & Jiang, 2021). The confluence of factors explains why English for Specific Purposes, or ESP, has become more popular worldwide (Van der Yeught, 2016). Scientific research in linguistics has focused on numerous issues pertaining to establishing lexical-semantic properties related to occupational language in field-specific terminology, and learning an occupational language has become a new degree in modernity (Musurmanova, 2023). ESP has emerged as one of the most well-known fields of English as a Foreign Language (EFL) because it offers educational goals, resources, and techniques that are created based on the requirements and potential interests of learners (Agustina, 2014). ESP has existed as a distinct activity within the field of English Language Teaching (ELT) since 1960s (Rahman, 2015). According to Dou et al. (2023), ESP is being taught instead of college English due to the advancements in language education. ESP developed some branches and sub-branches such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and so on (Belcher, 2009). In the past, English as a Foreign Language (EFL) was taught as General English (GE), but then ESP became popular (Dou et al., 2023). The most significant distinction between General English (GE) and English for Specific Purposes (ESP) is seen in the terminology (Jendrych, 2013). ESP was needed to teach specific purposes of the learners in line with their occupations (Rahman, 2015). As a result, ESP is now widely known and journals that focus on ESP research are published worldwide, not just in English-speaking nations (Van der Yeught, 2016). English for Specific

Purposes, like any language education, is largely concerned with the learning process while also meeting the demands of certain learner populations like those who wish to acquire professional abilities and execute job-related tasks (Fălăuș, 2017).

As Basturkmen (2017) delineated, teaching English for Academic Purposes (EAP) and English for Specific Purposes is challenging. In ESP, teaching ways and learning environments are different from teaching four skills of English. However, ESP is not taught without reality, and it is integrated into the subject matter area (Rahman, 2015). EAP has placed greater emphasis on teaching content than methods and a more balanced strategy is required, one that gives equal weight to students' language demands (what must be taught) and learning needs (how kids learn) (Mol & Tin, 2008). This specific area of English needs specific methods or materials so that teachers can relay information. Namely, ESP courses can be designed within the frame of learner needs, purposes and activities and they should focus on the context rather than other components or skills of the language (Rahman, 2015). Influential new concepts in language learning started to appear at the same time that there was an increasing need for English courses catered to particular requirements (Hutchinson & Waters, 1987). According to Jendrych (2013), ESP refers to "what appears in time, shifts over time" and the concept of a language for certain work-related objectives emerged in 1960s and has continuously developed and evolved. The field of ESP is well established and rapidly expanding (Raitskaya, 2018). Additionally, ESP needs to be viewed as a method rather than a product and it is not a specific language or approach, nor does it include a certain form of instructional resource (Hutchinson & Waters, 1987).

These days, ESP is applied for English language learners learning General English as well as people who have achieved a basic degree of proficiency or who have particular goals for learning the language (Agustina, 2014). The goals, interests, desires, and demands of persons other than language instructors began to influence English and the learners expressed requests for courses that were specifically designed to satisfy their

professional needs (Jendrych, 2013). The dynamic demands of several stakeholders recognize the importance of ESP education in light of the unique requirements related to different professional disciplines as they grow increasingly important (Dou et al., 2023). Targeting particular student cohorts with particular academic and professional demands is the goal of ESP (Supunya, 2023). One of the student cohorts is Military students and the learners need to have different functions of the language since Military English differentiates from other sub-branches of the language.

In the literature, the need and importance of preparing ESP materials are emphasized. English teachers have traditionally helped their students by creating new resources or modifying existing ones to meet their unique needs and when it comes to teaching languages, materials are essential (Başal, 2013). Therefore, the present study focuses on the material development process of instructors in a Military English context, which is one of the sub-branches of ESP.

Since there has never been an approach to teaching ESP that has implied the resulting requirement for a certain kind of teacher behaviour, ESP teacher education has gotten relatively little attention (Master, 1997). At most of the institutions, there is no training or education related to ESP for teacher candidates. In their professional life, it is possible that they may come across ESP and they may have difficulty in teaching ESP. Aforementioned above ESP is very different from General English, but like in General English, teachers are responsible for designing the courses and developing the materials and actually, they need many more materials compared to General English. According to Masuhara and Tomlinson (2008), global course books contribute to the failure of the learners not by meeting the needs of the learners and the expectations of the parents and administration. Therefore, most teachers and administration initiate the material development process in order to create the most appropriate materials for their learners. According to Tomlinson and Masuhara (2018), material development encompasses all of the various procedures involved in creating and utilizing resources for teaching and learning

languages: material research, exploitation, design, production, adaptation and assessment. Tomlinson and Masuhara (2018) introduce principles of material development by mentioning critical aspects. First, extensive skills of language such as speaking and writing should be added and they should be meaningful for target learners in the material development process. Secondly, authenticity is a key point for all language materials and it can provide the learners with the typical language use during their learning process. Another is that language should be contextualized in order to give the meaning to the learners. Additionally, the language samples should be adequate to teach the language; in this way, the learners can see the different situations with the help of adequate authentic samples.

ESP teaching resources are typically thought as distinct from General English resources and this can be because of the content's prominence and the fact that many teachers are unfamiliar with it (Aniroh, 2019). One-size-fits-all teaching materials may not be effective in ESP and the design of ESP materials must take flexibility, accessibility, linguistic inclusion and cultural sensitivity into account as especially higher education grows more diverse (Zaman, 2024). ESP differs from ESL (English as a Second Language) or EGP (English for General Purposes) in a few ways because of its focused approach and language context which necessitates real-world learning scenarios that are similar to the particular professional or working environments that ESP students may be familiar with or interested in (Fălăuș, 2017). In the current global economy, students need to be able to read, write, listen and speak English effectively, but they also need to be able to communicate in a way that their future colleagues will understand and value in an international workplace (Medrea & Rus, 2012). All these differences and necessities create a challenge for the teachers while they are designing their courses. Theoretically, the choices teachers must make when designing a course should not be that difficult because the goals of ESP students are clearly defined from the start and rarely directly related to their practical, job-related, or professionally oriented needs (Fălăuș, 2017). However, the material development process, especially in ESP, is challenging for teachers. Course

design is a portion of the burden for ESP teachers although it plays a very little role in the lives of General English teachers whose courses are typically defined by tradition, textbook selection, and ministerial edict (Hutchinson & Waters, 1987). However, they have some chances at the same time. For instance, there is a broad agreement among recent research on the advantages of collaborative work in educational settings (Şahin, 2023). Another opportunity may be getting feedback. Evaluation is an ongoing process that incorporates feedback loops at various stages to assess the resources' effectiveness and applicability during the material development process (Minto, 2024). Getting feedback from all stakeholders, especially colleagues, helps teachers identify their strengths and weaknesses for improvement. Considering all of the abovementioned, the present study will try to find out and discuss the challenges and opportunities of instructors while they are developing their ESP materials in terms of teaching Military English to adult learners.

Statement of the Problem

Generally, teacher candidates do not take English for Specific Purposes courses in teacher education and training programs in higher education or during their career. During the undergraduate years, at least one material development course is available in the curriculum, but ESP may not be covered within the frame of this course. At some universities, ESP is available as an elective course during the undergraduate or graduate years, but it does not cover Military English in the curriculum. It generally includes various areas such as English for Economy, Engineering and Business English. Military English is not covered in the curriculum of the most of the departments of the universities.

With the developing world and technology, students' needs change and they tend to learn English that they will use in their professional lives. English teachers who are not trained in this curriculum have difficulties in their professional lives and seek support. Technology advancements, rising demand but not resources, and learning studies are all transforming how, when and where people learn (Dudley-Evans & St John, 1998).

As a teacher, they need to change the course, syllabus, curriculum, materials and assessment in line with the needs of the learners. One of the main concerns that new ESP teachers have is asking about being sure about what they are doing in English classes is relevant and appropriate for the students in their content area (Brennan & van Naerssen, 1989). From traditional classes to modern ones, utilizing online learning and technology can meet different needs of the learners (Ibrahim, 2010) and technology can enhance the interactive and collaborative learning (Tursunovich, 2024).

Since its emergence in 1960s, ESP has continuously evolved, defining its goals and orientations, refining its methodology, expanding the number of course books created to fulfil its functions, and improving its scope (Fălăuș, 2017). With the evolution, teachers and learners need to have up-to-date books. Publishers now give better ESP course books than they did decades ago when there were either no course books available for specific subjects or just two or three available (Jendrych, 2013), but Military English course books, skills books and teaching materials are rare. Therefore, teachers need to prepare, develop or adapt their own teaching materials during their profession years. If time allows or support is given to teachers, ESP teachers may consider teaching skills or prepare and cover the materials (Jendrych, 2013). When developing courses and resources, ESP teachers frequently have to work independently and are rarely able to rely on a published course book and also they must create materials (Basturkmen, 2017). Teachers try to address the demands of the students with regard to their ESP materials by looking for materials online or by looking for ESP books in bookstores, but this is always unsuccessful (Aniroh, 2019). Although ESP teachers know they need to prepare their own materials, they may think that they do not have adequate knowledge while creating their courses and instructing the subjects (Basturkmen, 2017). Therefore, the teachers face some challenges in line with the points mentioned above while designing their teaching materials in ESP. However, at the same time, they have chances or opportunities during the material development process.

Abovementioned, the present study investigates these challenges and opportunities to try to address the problems on this issue.

Aim and Significance of the Study

The study aims to find out the challenges and opportunities of the English language instructors while they prepare, develop, adapt or evaluate ESP materials. In the literature, there is always a need for ESP studies which especially focus on teacher perspective and their activities (Supunya, 2023). One of their activities is material development and material development issues are always up-to-date. There is a dearth of literature on teachers, teaching, ESP teacher development, and ESP literature because of few published empirical studies; little is known about the course design (Basturkmen, 2017). However, still the studies of the materials are a recent phenomenon (Tomlinson, 2001) and material development has always been a pivotal point among a wide range of specific disciplines (Master, 1997).

Since exploratory and course design papers are becoming fewer in number, English for Specific Purposes (ESP) has become more empirical (Johns, 2013). Moreover, the number of Military English studies is scarce under the title of the studies related to ESP although it is a sub-branch of ESP. The present study may be significant to fill these gaps in the literature. In addition, it focuses on Military English and it may be helpful for the literature on Military English. Additionally, the study may be beneficial for the department and all stakeholders in the ESP material development process. In other words, the research is important in terms of finding the needs of the instructors, raising awareness in material development and trying to help stakeholders in forming ESP courses. Namely, the study may be important for the institution and it may get help from the institution for the instructors about the challenges and inform it about the opportunities the instructors have to increase in the material development process. Additionally, this study may be important and necessary for the authorities in forming teacher education curriculum and syllabus in higher education. Novice teachers may need to get help in designing their courses in the first years,

but the courses that are integrated into higher education may be useful in terms of theoretical knowledge in teaching ESP. There is a paucity in the literature and the studies have not covered the combination of these two issues. Additionally, studies on how to develop ESP materials by the teachers are scarce (Marjanovikj-Apostolovski, 2019). Thus, this study will try to fill this gap.

Research Questions

There are two main research questions in the present study:

1. What are the challenges faced by English instructors while preparing, developing, adapting and evaluating ESP materials?
2. What are the opportunities that English instructors have while preparing, developing, adapting and evaluating ESP materials?

Assumptions

Aforementioned above, higher education curriculum and teacher education program do not include ESP courses in general. The findings of the study may contribute to them in terms of integrating ESP into teacher education program and curriculum. Moreover, because there are fewer resources and materials accessible for ESP than for General English, it is thought to be challenging to design instructional materials for ESP (Aniroh, 2019). Thus, it is assumed that English instructors may have some challenges such as limited resources and support while they are preparing, developing and adapting their ESP materials. However, they may have various opportunities such as collaboration as written in the literature, as well. Moreover, there is an assumption that the challenges outrun than opportunities.

As a conclusion, it is expected that the study will shed light on the challenges and opportunities of English instructors while they are preparing ESP materials. Moreover, the study may help instructors raise awareness about material development issues.

Limitations

There are numerous limitations of the study related to various issues. The most important limitation of the study is sampling. The study scrutinizes Military English within the frame of ESP. Yet, it is limited to only one institution which teaches Military English education as a sub-branch of ESP and there is a bunch of English instructors who teach ESP and prepare materials during their teaching. Finding and meeting the instructors who prepare, develop, adapt and evaluate ESP teaching materials was one of the limitations. The instructors working in the institution comprise the participants in the study; however, it is limited and if there were many more participants, the findings would be richer. Moreover, in the literature, quantitative studies are rare (Supunya, 2023) whereas qualitative studies are common. The study is designed as a mixed-method research and to study quantitatively may be challenging in terms of sampling, as well. Furthermore, there is a limited number of instructors preparing teaching materials as instructors generally use readily available materials instead of preparing on their own. Moreover, approximately for five years, Military English course books and supplementary materials have been prepared and developed by the instructors in this institution and the researcher has witnessed this material development process for four years. If the researcher had witnessed the process earlier, the data would be more robust. The previous process would contribute to the data from different perspectives. In other words, the researcher does not know the duration when the instructors used and taught readily made teaching materials to the learners. Thus, the researcher cannot compare those years in terms of differences between the teaching materials and the participants' comments. In other words, for the qualitative part of the study, the researcher would be able to integrate their experiences into their comments.

As Campion (2016) stated, there is a dearth of current information about EAP and ESP as it exists now; in fact, a substantial portion of the literature is still predicated on definitions that emerged in the last twenty to thirty years ago. In terms of reviewing the literature, the biggest limitation is about the limited ESP teacher development and most

books, chapters, and journals on ESP are obsolete in terms of publishing date. Finding adequate and suitable sources from the literature for the study was challenging for the researcher. Specifically, there was limited source about the opportunities that teachers have while preparing, developing, adapting and evaluating materials. Moreover, ESP is a broad term and most resources are related to some popular areas such as engineering, business and nursing. However, finding related studies to Military English was challenging because of the limited studies on Military English (Siegel et al., 2024) besides material development.

Definitions

English for Academic Purposes (EAP): is the field of study skills, known as English for Academic Purposes, and it is an underdeveloped term in terms of published papers in English for Specific Purposes (Spencer & Jordan, 1999). Over the past 25 years, the discipline of English for Academic Purposes has grown quickly to become an important component in English language instruction and research (Hyland & Hamp-Lyons, 2002).

English for Specific Purposes (ESP): has been a well-known subfield within language education and English language training since its emergence in the 1960s (Supunya, 2023). It refers to teaching English to people who are studying the language for specific purposes related to their occupations (Hyland & Hamp-Lyons, 2002). Since 1960s, English for Specific Purposes (ESP) has developed quickly and is now a commonly used method of teaching languages all over the world (Mannong et al., 2024). ESP is a method of teaching languages that tries to accommodate the needs of certain students (Hutchinson & Waters, 1987). Additionally, the majority of modern professions now rely heavily on English as their primary language of worldwide communication (Vičič, 2011).

General English (GE): General English is an area of English Language Teaching focusing on general purposes in language learning and it refers to the improvement of your daily English and the use of this language for social life (General English, n.d.a). By emphasizing the development of the four fundamental skills -speaking, listening, reading and writing besides grammar and pronunciation- General English raises students' overall

proficiency in the English language and a wide range of subjects such as social interactions, everyday scenarios, and fundamental workplace communication are frequently covered in General English (Torrens University, n.d). Improving the four language skills, particularly speaking and listening to everyday English, is one of the primary requirements for these General English learners (Masuhara & Tomlinson, 2008). All levels of General English are available and are made to accommodate learners in a range of English contexts and it emphasizes the development of communication skills (General English, n.d.b). In contrast to specific or specialized contexts, General English refers to the study and application of the English language in a broad meaning (General English, n.d.c).

Material Development: refers to two distinct but connected activities (Tomlinson, 2023) and also refers to making changes in materials and adapting them to make them more useful and suitable for the purposes of a particular group of learners (Tomlinson, 2012). The continuous process of material development aims to produce useful teaching tools that give students meaningful learning experiences. It entails developing, modifying, and improving educational resources to meet the needs of various student populations and classroom environments (Minto, 2024).

Military English (ME): English, the universal language of Military communication, may aid in enabling the essential connections between people and organizations, between the local and the global, and between the national and the international (Orna-Montesinos, 2013). A genre-specific variation of the English language is designed to satisfy the communication requirements of military personnel (Siegel et al., 2024). It can be defined as ESP since language training is the focus of the evaluation and it emphasizes the practical use of Military English in a professional setting (Zhong et al., 2022). According to the definition of Siegel et al. (2024), as a combination of General English (GE) and ESP, it heavily depends on lots of acronyms, abbreviations and terminology.

Chapter 2

Theoretical Basis of Research and Literature Review

This chapter covers the literature review on English for Specific Purposes (ESP), learner centred and communicative approaches, Military English (ME), the roles of ESP instructors, material development process of the instructors, challenges and opportunities related to this process. The chapter is arranged into four main parts with the headings as mentioned above. In the first part, ESP is defined and theoretical frameworks are explained then. In the second part, Military English is presented. In the third part, roles of the instructors are mentioned and material development process is discussed in the last part. Additionally, in the last part, challenges and opportunities related to this material development process are depicted in the last part of the chapter.

English for Specific Purposes (ESP)

Barrantes Montero (2009) introduces the principle of ESP by stating, "I'll tell you the language you need if you tell me what you need". ESP is a special and eclectic one due to its unique principles in line with the unique language needs.

ESP has become one of the busiest concerns in modern ELT (Coffey, 1984). ESP is a loosely defined approach to language instruction that fundamentally takes into account the unique demands of learners for language use in various areas, rather than developing as a theory-based discipline. As a result, it has typically been described as a learner-centred or learning-centred approach (van der Yeught, 2016). The idea that ESP is a method of teaching languages in which the approach and content are selected based on the needs of the learners is further supported by the meaning of the word "special" in ESP (Agustina, 2014). There are numerous ways to approach specialized conversation in ESP, including register, lexis, words, discourse, style, needs, contexts, genres, corpora, etc. The list is almost infinite. These methods are then used in specialized fields to create English for Academic Purposes, English for Medical Purposes, English for Legal Purposes, and so on (van Der Yeught, 2016). According to some academics, ESP is just the teaching of English

for any purpose. Others, on the other hand, are more detailed, defining it as teaching English to non-native speakers who are learning the language for specific purposes, teaching English for professional or vocational purposes, or teaching English for academic goals (Agustina, 2014). Despite being commonly listed as one of the compulsory languages, in this case, English is both a topic to be learnt and a tool for students to learn in their fields of study. The fact that ESP combines subject matter and English language instruction allows students to immediately apply what they learn in their English classes to their studies, whether those studies are in Economics, Education, Accounting, Business Management, the Sciences, Islamic studies, or Tourism. Consequently, their proficiency in their perspective fields greatly aids in learning English.

Over the past ten to fifteen years, the concept of needs analysis has evolved in with the boom in interest in ESP (Chambers, 1984). Needs analysis, the most prevalent ESP element, is usually seen as a criterion or an essential component of ESP that was previously mostly concentrated on the objective or end-of-course requirement. Usually, it considers the learners' initial needs, including their learning needs (Agustina, 2014). They are now the subject of education rather than its goal. Their requirements will inform the content specifications of the syllabus, which will consider language proficiency, structures, functions, conceptions, topics, themes, situations, and interlocutors. Because the selection process is based on the needs of the students, there might be some discrepancies between learner groups. Different approaches will be taken to meet the needs of different learners. Particularly, again, considering the requirements that serve as the foundation (Agustina, 2014). In order to help us to create goals of the targeted courses and choose the right content, needs analysis assists us in gathering data about our students' learning needs and preferences (Ibrahim, 2010). The General English that was taught to students pursuing various professions was not always very useful in real-world scenarios involving several fields of specialization like Engineering, Tourism and so forth (Vičić, 2011). Contrary to this, the students in Sudan must have ESP courses in the tertiary level and they get education

in ESP; however, in the study by Ibrahim (2010), it is stated that the students get shocked when they face the difficulties in their workplace after graduation since their instructors focus on GE mostly and their ESP curriculum does not meet their needs in their real-life professions. In other words, theoretical knowledge in their books does not cover the activities in their real life (Dou, 2024). While teachers understand that they must go beyond teaching grammar to help students develop new professional or workplace literacies, students face a variety of English that is considerably different from which they are accustomed to from school, home, or social media; ESP uses a range of research-based language instructions to solve the problems (Hyland, 2022).

Since ESP's inception in the 1960s, the emphasis has consistently been on what students need to achieve with English, and needs analysis remains crucial. Students may have needs pertaining to their education or future employment (Dudley-Evans, 1998). Usually, a needs analysis is conducted to prepare an ESP course before to or immediately following the start. The first stage in doing a needs analysis is deciding what information needs to be collected, when it should be collected, by whom, and how. By providing students with a certain level of English proficiency, ESP courses aim to prepare them for a situation in which the language will be utilized, or target needs are focused. When it comes to designing language training programs in an ESP context, it is widely acknowledged that the requirements of the students should lead the conversation. Therefore, the ESP syllabus's material must be well supported in terms of its relevance and capacity to inspire students (Agustina, 2014).

Assessing the needs was necessary in order to create skill-based courses that addressed the students' particular foreign language requirements at the end of the 1970s; teaching mechanics was not adequate anymore and the need for strategies for daily tasks was emphasized (Ramirez, 2015). "ESP" refers to the teaching and learning of English language proficiency in settings that are specifically designed to satisfy the demands of professionals in a range of occupations (Bobokeldieva, 2024). "ESP" refers to the teaching

and learning of English language skills in specialized settings that address the unique needs of professionals in a range of industries. ESP programs concentrate on improving language and communication skills that are especially pertinent to a given field of work (Bobokeldieva, 2024).

Since English is the primary language used by professionals in their particular industry to interact, communicate, and share knowledge, it is essential for ESP. English is important in ESP in more ways than just speaking the language. Additionally, in order for ESP specialists to stay up to date with technology breakthroughs, proficiency in English is essential. Applying technological tools and online resources can help the learners with maximum learning experience in their career and academic success (Dou, 2024). English has recently emerged as the lingua franca of the legal profession due to its growing internationalization. Globalization has led to an increase in the usage of English as a lingua franca. In turn, advancements in technology and communications have fuelled globalization. For example, the significance of email for cross-border written professional communication has been emphasized by a number of recent needs surveys (Flowerdew, 2013)

A detailed definition of English for Specific Purposes (ESP) that highlights its unique characteristics—specific language skill needs, genres and language related to them, and methodology that reflects the discipline or professions to which the language needs relate—is the first step in analysing the current state of ESP instruction, according to Dudley-Evans (1998). Even though ESP is usually taught at the university level, it can also be offered in the workplace or in adult education, and it can be adapted for secondary school. In English for Specific Purposes, one of these activities is when practitioners are so preoccupied in discussing new developments and keeping up with the work that they neglect to fully explain what they are doing.

Dudley-Evans (1998) distinguished between two categories of ESP characteristics: absolute and variable. As an illustration of absolute qualities, it is stressed that ESP is

focused on language activities such as grammar discourse, register, and so forth and is made to cater to the unique demands of the learner. For instance, ESP may be tailored for particular disciplines in terms of changeable properties. It can be tailored for secondary school pupils or adult learners and differs from general English. Additionally, ESP can be made for pupils at an advanced or intermediate level. However, Dudley-Evans (2000) asserted that no collection of language teaching techniques can exist apart from a viewpoint on language and how learners acquire it.

To meet English for Academic Purposes (EAP) requirements, each of the aforementioned accounts makes use of the four macro-skills perspective. However, it should be remembered that because of the nature of academics, prerequisites and curriculum design are never entirely neutral: communication abilities in English for Occupational Purposes (EOP) domains like Nursing, Tourism, Commerce, and Law. Research and learner-centred, focused language instruction are the cornerstones of English for Specific Purposes. The goal of this study, according to Champion (2016), was to find out how EAP teachers in the UK saw the challenges they had when converting from "General English" to EAP, how they overcome those challenges, and what they considered (Hyland & Jiang, 2021). Tursunovich (2024) listed various advantages of teaching foreign languages in ESP such as enabling students to understand professional concepts and terminology, promoting multicultural understanding and reinforcing general and specialized communication abilities. Taking all points mentioned into consideration, there are two main underlying theories of ESP and these approaches are called learner-centred and communicative in the field of ELT.

Learner-centred Approach

Learner-centred approach is one of the underlying theories of English for Specific Purposes. A fundamental shift in the role of the educator from that of a didactic teacher to that of a learning facilitator is necessary for the pedagogical shift from the traditional teacher-centred approach to learner-centred approach (Spencer & Jordan, 1999). By

definition, a learner-centred approach is one that prioritizes the needs of children over those of other stakeholders in the educational system (Al-Zu'be, 2013). With didactic teaching as the primary method, learner centred approaches contradict the conventional wisdom that the teacher decides what, when, and how students will learn (Spencer & Jordan, 1999). Namely, in this approach, the curriculum is shaped based on the needs and demands of the learners unlike the teacher-centred approach. When applied to teaching methods in higher education, learning environment can be fostered by this approach (McLoughlin & Luca, 2002). Through group work, students in the learner-centred method learn certain critical communication and collaboration skills from their peers during the conversations (Al-Zu'be, 2013). Therefore, it can be said that both ESP curriculum and learning environment can be supported within the frame of learner-centred approach. As Ramirez (2015) stated, primary goal of the learner-centred approach is to meet the needs for their employment or their workplace and ESP, which aims to meet these emerging needs and goals was established and gained popularity within the frame of this approach especially in two decades. Instead of lecturing, teachers should focus on the interaction between the students (student-centred) and we must provide the opportunity for students so that they can develop communication in their learning environment (Ibrahim, 2010). To summarize, ESP differentiates from GE in terms of the focus on teaching.

Communicative Approach

Another underlying theory of English for Specific Purposes is communicative approach and it is essential for learning a foreign language indeed. Using the process of learning a foreign language as a model for actual communication is known as the communicative principle and constant interaction between the teacher and the student, as well as between students in dialogue, action, and conversation, is required under the interactivity principle (Kanova, 2022). Instruction should be conducted as four skills of the language in a communicative way. ESP has been widely adopted in many countries to better address the communicative needs of the learners as students increasingly find

themselves having to read, and often write their subject papers in English (Hyland, 2022). The goal of education should be to teach military members how to communicate in real world contexts using a foreign language (Kanova, 2022). The current military higher education framework prioritizes the development of English language and communication skills (Dragomir et al., 2019). In today's globalized world, second language and additionally, strong communication skills are required and ESP fills this gap by providing students language skills required for their profession (Tursunovich, 2024).

Military English

It goes without saying that English is important in the Military and English is a crucial language for international military training, strategic debates, and operational coordination since it is the primary language of NATO and many other international organizations (Abdurazakova, 2024). Compared to other professions such as teaching, medicine and law where the necessity of English is more obvious, there may be little interest of it in military and cadets' proficiency in a foreign language (Guzal & Zebiniso, 2024). In the past, English teaching in military emphasized vocabulary, grammar and reading comprehension. However, it changed by focusing on authentic communicative situations. The situations stress interpersonal communication abilities, cultural competency, and functional language use by including task-based learning and immersive simulations. The aim is to equip military personnel with the skills necessary to actively participate in complex interactions that call for cooperation, in addition to understanding and communicating information. Military personnel must communicate effectively with the individuals from different backgrounds during their duty (Siegel et al., 2024). In the study by Abdurazakova (2024), it is found that the change reflects an understanding of the necessity for pedagogically sound and contextually relevant language instruction that can equip military personnel for the linguistics demands of contemporary operational contexts. Military language education programs seek to improve the strategic capability and operational efficacy of Armed Forces on the global scene by utilizing these advanced instructional approaches. An awareness of

language as a tool for action and interaction, especially in the high-stakes setting of military operations, is reflected in the move toward communicative methods in Military English instruction. Modern Military English programs apply Task Based Learning (TBL) and emphasize practical language use, teamwork, and cultural awareness. In the approximate future, various developments such as artificial intelligence (AI), Virtual and Augmented Reality (VR/AR) (Dou, 2024) and global and collaborative platforms will definitely influence Military English (ME).

As is known, a key component of ESP is examining the precise skill sets, texts, and language that a given group of learners needs to master (Hyland, 2022). Regarding curriculum of Military English education, it is suggested the integration of foreign language, contemporary military operations, communicative methods and technology to acquire excellent professional knowledge and become experts in their field (Abdurazakova, 2024; Guzal & Zebiniso, 2024). With having knowledge about these issues, cadets are able to have proper English language to conduct the international relations.

Roles of ESP Instructors

The roles of GE teachers and students are somewhat different from those of ESP teachers and students, and also the resources utilized for teaching and/or learning are the second significant area where GE and ESP diverge (Vičič, 2011). In the UK, new teachers with a background of General English (GE) are actively recruited for English for Academic Purposes (EAP) although they know the big difference between them (Campion, 2016). The roles in General English and English for Specific Purposes differentiate from each other. ESP teachers must meet the needs of the students in their occupations and they should develop themselves in ESP teaching as they may receive inadequate education or training during their BA or MA (Ibrahim, 2010).

According to Dudley-Evans (1998), there are five key roles of ESP teachers. First, being teacher is simply to teach the language. However, teaching as an ESP teacher requires many more skills such as enhancing the communication and focusing on the macro

skills. Secondly, ESP teachers may have a role in designing the course and providing the material. Choosing the appropriate materials, adapting the existing materials or writing the materials if no appropriate material exists are one of the biggest responsibilities of ESP practitioners. There is not much subject-specific content available, thus ESP practitioners might have to create their own. An ESP teacher should search what is available, choose the units from a wide range of course books, modify them if needed and create a number of additional units. Another is that an ESP teacher should be willing to collaborate with other disciplines and professions. As Dudley-Evans (1998) stated, there are three stages of engagement: cooperation, collaboration and team teaching. Cooperation entails learning about the courses and abilities they will require and it is very similar to the “needs analysis”. In the collaboration stage, subject specialists and ESP teachers collaborate while creating materials and resources. In addition, the last stage refers that a subject specialist and a language teacher work together in the classroom in order to help the students during their specific activities such as lecture comprehension. Another role of the ESP teacher is being evaluator. As an evaluator, at the end of the course, an ESP teacher evaluates the potential of the learner. The last role is being researcher and it is inclusive of all roles mentioned above.

According to Agustina (2014), in order to offer beneficial guidance about instructional objectives, materials, procedures, and evaluation, cooperation with content instructors is required during this organizational stage. ESP teachers require time, necessary skills, resources, and support, as noted by Gatehouse (2020), who also highlights the importance of having other roles outside of teaching ESP. Additionally, ESP teachers must modify the procedure to meet the demands of the students. Teachers actually bear a large part of this responsibility because they are the ones who can identify the changing needs of the students and ensure that each kid obtains a well-rounded language education. In actuality, a lot of ESP developers and ESL teachers lack the time necessary for needs analysis, material research, and material development. Although there are a number of published

books and other resources that cater to the needs of students generally, there are still various situations. These resources contain authentic, teacher-generated content for ESL and ESP.

Communication between content lecturers and English for Specific Purposes (ESP) academics is crucial in higher education contexts where English is the primary language of instruction. It is the duty of content lecturers to introduce and train students in a specific field of study or occupation. ESP lecturers must therefore listen to the content lecturers' worries regarding the students' capacity to communicate in English both in their academic and professional endeavours and be receptive to their recommendations. The ESP lecturer can give the subject lecturers the help they need to educate students in certain fields by concentrating on the specific requirements for communication skills rather than ESP in general. Coordination with subject lecturers does not always have to be very official or time-consuming; it can be done at different levels of formality and engagement (Brennan & van Naerssen, 1989).

Barrantes Montero (2009) expressed that it is thought that the instructor's job is being a facilitator. Given that ESP students should ideally have a respectable GE score and be able to communicate clearly and accurately in English, this is especially true. The subject matter and the raw materials that serve as the foundation of the learning environment must be provided by the instructors; but they are not required to be subject-matter experts in order to teach an ESP course in any discipline. Instead of taking on the entire weight of a course, English teachers should foster a learning environment where students and teachers can collaborate to develop knowledge. This idea appeals especially to GE instructors who are afraid of ESP since they can't imagine themselves teaching a class on something they don't know anything about.

Material Development

Material development is an academic discipline as well as a real-world endeavour and as a field, it investigates the ideas and methods involved in creating, utilizing, and

assessing language-learning resources (Tomlinson, 2001). The availability of educational resources is crucial for enhancing the teaching and learning process and raising students' academic performance (Kusmartini et al., 2019). While scripts are useful for novice or inexperienced teachers who are uncertain about how to utilize English in the classroom, course books offer some ideas to experienced teachers for their lesson design by serving as a focal point for their instruction at the same time (Tomlinson & Masuhara, 2008). However, creating these helpful resources requires some steps. First, the foundation of the ESP concept is the analysis of learners' needs. Needs analyses have been the subject of the literally hundreds of articles over the years, with ever-more-advanced approaches and methods being used to derive suitable instructional programs to address these needs (van der Yeught, 2016). The process of creating "an integrated series of learning experiences" to guide learners to a specific state of knowledge involves analysing the raw requirements analysis data (Dudley-Evans, 1998). The goal of the course design is to outline a practical and efficient path for guiding learners from their present performance level to a desired one. Choosing what will be taught and in what order is a step in creating a syllabus. The process of arranging the chosen material in a sensible and useful sequence for instructional purposes is known as syllabus design (Agustina, 2014). Barrantes Montero (2009) states planning should be flexible when creating a course before interacting with students. Although needs analysis, goals, and objectives are useful tools for charting the course design process, most of them may need to be significantly modified once direct student interaction begins in the classroom. The instructor will have far more latitude and direction to incorporate the needs, preferences and expectations of the students if the course is created after they have been consulted. All of the aforementioned features aid course planners in understanding the most important ones to consider. Teachers need to be prepared for any unexpected things. Because of the variables, ESP teaching is the most effective method for many teachers to reach their goals and advance their skills. The fact that course design is a continuous process should also be taken into account. After considering the design of the course, we need to begin investigating the best ways to teach

the material. In order to answer that question, we must create a syllabus. A syllabus can undoubtedly be set up in a variety of ways. As a result, in order to properly arrange the syllabus for an ESP course, we require certain parameters. The following are some examples of potential syllabi for ESP courses: in every situation, the instructor must be diverse, not only for educational purposes but also to maintain students' interest and demonstrate to sponsors what they mentioned in the analysis, the teacher offers the language instruction that students need to advance their proficiency, while the students and sponsors supply the course material. Since creating fresh materials on a regular basis is costly and time-consuming, ESP educators must devise ways to recycle their resources. For their materials to be used in various courses, teachers must gather and preserve them. This is called materials adaptation, which is the process of changing and adapting materials for use in various contexts.

Material Development in ESP

In 1960s, English for Specific Purposes (ESP) became a specialized area of text analysis. By the end of the decade, the study of language usage rather than language form had grown stronger and material development had become more prominent (Ramirez, 2015). Any educational program should have materials, but ESP classes in particular need them. Instructional materials are any objects designed to be used as learning tools by students and their teachers that aid in the growth of cognitive processes or the acquisition of information, abilities, or viewpoints. Examples of instructional materials that can be printed or not include textbooks, technology-based resources, other educational materials, and assessments. This also holds true for online and electronic textbooks. Particularly in ESP instruction, the purpose of educational resources goes beyond only giving pupils the information they require (Agustina, 2014). Because it is customized to the requirements and interests of the students, it serves as a learning support system for motivation and enthusiasm in addition to offering language and references. ESP materials may seek to introduce students to the specific genres and registers in ESP in order to enhance learning

by promoting cognitive processes and providing a framework and progression for students to follow. Additionally, they might give resources for independent study outside of the classroom and inspire students with engaging material and manageable tasks (Dudley-Evans, 1998).

To ascertain the “what” and “how” of the course, needs analysis is the initial stage in creating an ESP course. Next are curriculum design, selection of materials, methodology, evaluation and assessment. However, these stages should not be seen as separate, sequential activities (Flowerdew, 2013). Needs analysis refers to techniques for obtaining and assessing information pertinent to course design in order to ascertain the how and what of a course. It is a continuous process that invariably leads to evaluation, the process by which the effectiveness of a course is ascertained, since we modify our instruction in response to fresh data about our students. In actuality, the term “needs” refers to a broad variety of elements, such as the students’ goals and backgrounds, language proficiency, the reasons they are taking the course, their preferred methods of instruction and learning, and the situations in which they will need to communicate. Students’ needs, which comprise what they know, do not know and want to know, can be collected and analysed in a variety of ways (Flowerdew, 2013). The selection of ESP courses is heavily influenced by the academic objectives of the students and certain language skills are necessary for different majors (Dou, 2024). Belcher (2013) stated that ESP has historically not been well-attuned to the needs of language learners outside of their learning environments.

The development of materials will be based on an analysis of particular terms and genres used in the subject. The primary objective is to provide students the language awareness, rhetorical awareness, and study skills they need to comprehend the content rather than teaching them the subject matter (Dudley-Evans, 1998). A certain amount of curiosity for the subject matter is required of the ESP instructor (Dudley-Evans, 1998). Although there are various ESP textbooks available, most of them are not suitable for the

unique demands of the learners; therefore, ESP teachers try to create their own study guides to address the needs or demands of the learners (Klimova, 2015).

According to Barrantes Montero (2009), the ESP course's objective is to give students the language skills they need to succeed in their schoolwork or in a career they have not started yet. A parallel ESP course is one that pursues the same objectives while learning or acquiring work experience. To select particular teaching materials in both cases, educators should have access to real-world examples of situations that students may experience or are now facing. The resources are more appropriate for a concurrent ESP course. When students switch to ESP, a teacher who teaches GE might think that a very different method is needed for these classes. The utilization of professionally focused resources from original books and websites in foreign languages in the teaching process is the second criterion of authenticity, which refers to both the real-world content and the manner in which students engage with it in order to gain knowledge (Kanova, 2022). Actually, it is not the case; the methods are similar. The learning-centred approach makes a difference. While keeping the goals of the ESP course in mind, the instructor must have the creativity to create class exercises that follow the methodology s/he is comfortable with (Barrantes Montero, 2009). TESOL International Association recommends six principles of teaching that are useful in classroom activities and they include knowing learners, creating good conditions, designing high-quality language lessons, adapting lesson delivery, monitoring and assessing students, and engaging and collaborating in practices; however, it may be difficult to follow these principles in Military English or English for Specific Purposes as it has a specific vocabulary learning in speech (Kanova, 2022). It is crucial to keep in mind that these resources should address the requirements of the intended audience as well as the broader language-learning context, which includes the stakeholders' philosophical, cultural, and psychological needs (Grewal et al., 2024).

Challenges. Both language learners and teachers face new obstacles in the 21st century due to the rapidly evolving corporate environment and the constantly increasing

demands placed on professional communicators (Jendrych, 2013). All of this puts a lot of strain on material writers and significant expectations on the materials. It should come as no surprise that creating one hour of high-quality instructional content requires hours of preparation (Dudley-Evans, 1998). The ESP instructor is mindful that the student may someday need to speak English well enough to interact with other professionals and understand the linguistic norms of that sector (Brennan & van Naerssen, 1989). ESP lecturers are not as “experts” in their students’ subjects as content lecturers, despite the fact that they may have expertise in a range of academic and professional fields and typically have a strong grasp of language usage in many settings. Therefore, the instructors may feel deskilled during material development process (Alexander, 2006). The ESP lecturer must be cautious not to veer into areas of responsibility and expertise that belong to the content lecturer when they define their duties. However, the most common situation is when an ESP professor has a new class and is pressed for time and cannot perform a needs analysis. This difficult situation can be handled if the ESP instructor knows how to work with the students and colleagues. The teachers have to create lessons while adhering to institutional evaluation standards and time constraints. However, there are many examples of language teachers are taking on the responsibility of developing courses and/or teaching disciplines in which they have a great deal of ignorance (Basturkmen, 2017). Additionally, an ESP lesson should be enjoyable and anxiety level should be reduced; therefore, educators may find that as a restriction (Barrantes Montero, 2009).

People may encounter obstacles in their careers and they may have opportunities in preparing and improving their courses at the same time (Basturkmen, 2017). For instance even highly experienced teachers may have never come across an academic text since they are not included in their ELT coursebooks (Alexander, 2006). The training and assistance that English teachers should receive when they transition to EAP have not been well documented (Basturkmen, 2017). A significant problem in Algerian universities is that the teachers get General English education, but they teach ESP according to Ghezali

(2021) and the findings of the study demonstrated ESP teachers struggle to write ESP materials because of the lack of the necessary specialized knowledge. The lack of study on this particular topic may be interpreted as an indication of a greater lack of studies on EAP teachers and teacher education. Furthermore, few graduate programs offer real-life specific field education and prepare the students for the difficulties in ESP (Belcher, 2006). One effect of this circumstance is that it is nonetheless challenging outsiders to comprehend how to enter the field (Campion, 2016). When the challenges detected in the study by Bobokeldieva (2024), it was expressed that there are four main challenges faced by the instructors such as understanding students' needs, modifying the degree of difficulty, the assessment, and handling with the class diversity and the author highlights the importance of the challenges of class heterogeneity and detecting students' needs.

Diverse background and intelligences may be another challenge for the instructors and they should take into it consideration while preparing their materials. It is the duty of educators to select or create resources that meet the goals of the course and speak to the varied backgrounds of their students, including anything from the basic vocabulary to complex ideas (Dou, 2024).

Opportunities. Besides the challenges faced by the instructors, there are numerous opportunities of developing the materials for ESP courses. ESP is a significant field of English language teaching nowadays since tailored courses and materials are essential for successful, task-based learning in a wide range of occupations. As a result, ESP teachers' roles are quite different from those of General English teachers and they may enjoy the opportunity to select or develop their own content and related materials (Alexander, 2006; Vičič, 2011).

These tailored materials include subject-specific topics that were chosen after prior collaboration with subject instructors and other ESP teachers (Vičič, 2011). Students' motivation to learn will be increased by using subject-specific materials that are tailored to their needs and certain subject areas (Vičič, 2011). That no specific training for developing

ESP materials is taken by the instructors has been mentioned as a challenge. However, according to Alexander (2006), the instructors have to develop themselves in material development issues by attending trainings such as webinars, conferences, in-service trainings, workshops and so on. One of the most important ways to improve teachers' professional competencies is to actively participate in teaching research and publish scholarly articles. These initiatives position educators as leaders in the ever-evolving field of ESP education (Dou, 2024). The "efficiency" of teaching methods could be greatly increased by expanding professional development opportunities that result in instruction grounded in empirical data (Siegel et al., 2024). In other words, they can develop professionally with their own effort and it can be perceived as an opportunity for them; the instructor must take the initiative to look for development possibilities. More efficiency in their instruction will result from the teachers finding the expert opinion they need for the planning and execution of their courses (Ghezali, 2021). Sharing their own ideas with their colleagues and getting feedback from them are main opportunities in the material development process (Alexander, 2006). When teaching ESP, collaboration between language instructors and discipline experts is crucial; in this way, collaboration can be seen as an opportunity in this process and the instructors may benefit from that opportunity (Ghezali, 2021). Likewise, getting feedback from students to advance their materials is another opportunity. Additionally, if the instructors are supported by the institution about the developing materials, it is one of the opportunities that they have (Alexander, 2006). Furthermore, instructors may be flexible in modifying their methods in response to student input and changing learning outcomes; developing their own materials may provide them with flexibility and they may integrate what they want to cover into their materials (Dou, 2024). Moreover, teachers may see the professional growth as an opportunity (Dou, 2024); efficiency and efficacy of teaching methods could be expanded by the professional development (Siegel et al., 2024).

As a conclusion, little is known about how teachers transition between these two aspects of English Language Teaching (ELT), and it's not always clear how they differ from one another (Campion, 2016). For English teachers, who occasionally struggle to design, produce, and modify suitable educational resources for learners, this process is a difficult situation. Therefore, it would be highly beneficial to offer ESP courses that reflect actual knowledge in their foreign language. The benefits of this method are evident in the amount of conversation, meaningful contact, and favourable attitudes of the students (Vavelyuk, 2015).

Chapter 3

Methodology

Detailed information in relation to the methodological procedure of the study is provided in this chapter. Type of the research, sampling, data collection, instruments and data analysis are mentioned and elucidated in this part. Besides, tables related to demographic information of the participants are dwelled in detail.

Type of Research

The study was designed and conducted within the frame of mixed-methods research approach as the aim of the study and data collection instruments necessitate this type of research. Using both quantitative and qualitative approaches in one study is known as mixed-methods research (Creswell & Creswell, 2018; Dörnyei, 2007; Fraenkel et al., 2012). According to Creswell and Creswell (2018), the strength of using both qualitative and quantitative research while reducing the downsides of each methodology is why mixed methods are chosen. The researcher may find an opportunity by comparing different perspectives from different sets of data. Both qualitative and quantitative research methods can contribute to the development of theories. The question is not which form to choose, but rather how these could complement each other to support theoretical progress (Dörnyei, 2007). Those who conduct this kind of study contend that combining the two approaches yields a more thorough grasp of research issues than using just one (Fraenkel et al., 2012). Furthermore, the researcher can explain the quantitative results with the follow-up qualitative findings (Creswell & Creswell, 2018).

We can thoroughly examine the relationships between variables using mixed-methods research of this case, determining the key elements of a topic of interest may be accomplished by qualitative methods. An instrument (like a questionnaire that is subsequently given to a large number of people may then quantify these characteristics (Fraenkel et al., 2012). Despite numerous advantages of mixed-methods research, there are some drawbacks of it. First, conducting mixed-methods research may be quite costly

and time-consuming. Second, a lot of researchers only have experience with one kind of research. Proficiency in both research methodologies is necessary to carry out a mixed-methods study effectively. It takes a long time to achieve this kind of competence. In fact, time, money, and effort needed to conduct a mixed-methods study might be too much for one researcher to handle. If several researchers with different specialties collaborate, this disadvantage can be eliminated. If a single researcher lacks the requisite time, money, and experience, they would probably be better off conducting a well-executed, solely quantitative or qualitative study (Fraenkel et al., 2012). In the triangulation design, the researcher examines the same phenomenon using both quantitative and qualitative methodologies to see if they agree on a single interpretation of the research subject under investigation. If not, the researcher needs to investigate why the two approaches yield different images. All data are gathered concurrently, with equal weight given to quantitative and qualitative approaches. The data can be analyzed jointly or separately. If the two types of data are analyzed together, it may be necessary to convert the quantitative data into qualitative data (for example, by assigning numerical codes, a process known as quantizing) or the qualitative data into quantitative data (for example, by providing narratives, a process known as qualitzing). The fundamental justification for employing the triangulation design is that the advantages of the two approaches will balance each other out and counteract the disadvantages of each approach (Fraenkel et al., 2012).

Steps in conducting mixed-methods research

According to Fraenkel et al. (2012), there are six main steps in conducting mixed-methods research. First, the researcher should grow a clear rationale to conduct a mixed-methods study. In other words, the research should be able to answer the question why both qualitative and quantitative methods are needed in the study. Then the research should develop research questions appropriately and they should be investigated and answered by applying two methods of research at one hand. Namely, the research questions determine the research type and design. Next step is to decide which mixed-methods

design is the most appropriate one for the research question/s. In essence, there are three types in mixed-methods research: triangulation design, explanatory design and exploratory design. When a researcher wants to determine whether quantitative and qualitative approaches agree on a single interpretation of a phenomenon, the triangulation design is suitable. Afterwards, the research can collect the data concurrently as it is in the present study. Next, the researcher should write the findings in harmony with the research design. As the last step, the researcher should evaluate the mixed-methods study and inasmuch as the design comprises from two phases, evaluation is challenging for the researcher. Whole research should answer the questions and explain the reasons.

To sum up, mixed-methods research has become common in educational research setting since its value lies in the complementation of two research methods. The quantitative data of the study are explained by the qualitative data of the study vice versa.

Research Setting

The study was conducted in a state university, which has both academic education and military training in Türkiye. There are approximately 4000 students in total and 35 English language instructors at the Department of Foreign Languages. Language education and education level vary among the grade levels. Medium instruction is Turkish language at the university, but there are various foreign language courses such as English, Greek, Arabic, Persian, German, French and Russian. When the students graduate, they are able to hold two diplomas. One of them belongs to their military ID and the other one belongs to their majors. The majors are mainly Engineering, International Relations, Defence Studies, and History.

Preparatory school students, freshman, sophomores, juniors and seniors use different course books, learning and supplementary materials in their language lessons. In the first grade, General English, which includes 4 language skills and 2 language components, is taught. In the second year, there is a focal point on teaching advanced writing and the course book "Expansion" that is created by a group of instructors is used in

the course. Juniors and seniors receive Military English education within the frame of English course and they use course books called Battleground and Attention respectively. The books that consist of military English such as military terms, i.e. military jargon, ranks, NATO, operational language and so on. At the first grade, the students use readily available course books prepared by publishing houses and material developers whereas the other grades use the materials prepared by their instructors in line with their needs. Additionally, the assessment criteria and the exams during the semesters are prepared by the instructors, as well.

Freshman students use a General English course book focusing on four language skills and two components of the language. The extra materials are often prepared or adapted by the instructors. The course book that sophomores use focuses on advanced writing skills and includes the other three language skills, as well. The course book has been prepared within the frame of 5E model and the activities follow this. Juniors and Seniors learn the military path with the use of two course books that are prepared by the instructors, one of which is for basic knowledge that is used for Juniors and the other consist of more advanced knowledge that is used for Seniors.

Sampling

In a mixed methods research, sampling is crucial and generally, purposive or purposeful sampling is one of the most common technique used by the qualitative researchers. With its deliberate selection based on particular traits, purposeful sampling helped to guarantee that participants were included in the study who not only fit the specified requirements but also contributed a wealth of experience and knowledge (Fraenkel et al., 2012). A relatively small number of people can provide a significant quantity of specific, in-depth information that large-size sample would not be able to, which is why samples are often small (Fraenkel et al., 2012). The sample size consisted of 32 participants for the quantitative part of the study; 15 participants for the second part of the study, which is qualitative part of the study and the participants of the study comprise a small part of the

research population around the world. The sample includes English language instructors and all of the instructors have had a responsibility in preparing and developing teaching materials such as course books, supplementary materials, worksheets and exams.

In the sample of the study, the participants were mostly female ($N=25$, 78.1%). As can be seen in Table 1, the mean of the age of the participant instructors was 32.12 (min. 26, max. 45). Moreover, the participants mostly graduated from English Language Teaching department ($N=22$, 68.8). The following is the list of the other departments from which the rest of participants graduated, in a descending order: American Culture and Literature ($N=4$, 12.5), Translation and Interpretation ($N=3$, 9.3), English Language and Literature ($N=2$, 6.3) and Linguistics ($N=1$, 3.1). Half of the participants hold MA degree ($N=15$, 46.9) and two participants have PhD degree ($N=2$, 6.3%). 11 (34.4%) of the participants holding MA degree graduated from ELT department, 2 (6.3%) of them from Curriculum and Instruction, 1 (3.1%) participant from International Relations, 1 (3.1%) participant from Public Relations. The participants holding PhD degree graduated from Curriculum and Instruction (3.1%), and English Language and Literature (3.1%).

When it comes to teaching experience, the mean of teaching experience was 9.03 (min. 2, max. 24). The mean of the participants who have English for Specific Purposes (ESP) teaching experience was 3.78 (min.1, max. 8). Then the question whether the participants have taken any material development course and ESP material development course or not was asked and 29 (90.6%) of the participants have taken a material development course whereas only 4 (12.5%) participants have taken an ESP material development course (see Figure 1 and 2). Additionally, 10 (31.2%) participants have taken a material development training while 3 (9.4%) of the participants have taken an ESP material development training (see Figure 3 and 4).

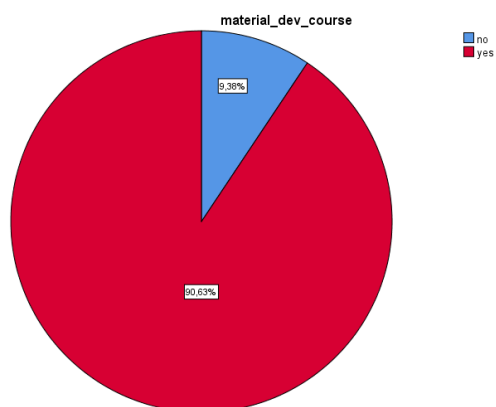
Table 1*Demographic Information of the Participants*

	<i>f</i>	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>	<i>%</i>
Gender						
Male	7					21.9
Female	25					78.1
Age		32.12	5.31	26	45	
Education Level						
BA	15					46.9
MA	15					46.9
PhD	2					6.3
Undergraduation Department						
ELT	22					68.8
Eng. Lit.	2					6.3
Translation	3					9.3
American Cul.	4					12.5
Linguistics	1					3.1
Graduation Department						
MA in ELT	11					34.4
MA in Curriculum	2					6.3
MA in IR	1					3.1
MA in PR	1					3.1
PhD in Curriculum	1					3.1
PhD in E.Literature	1					3.1
Teaching Experience		9.03	5.22	2	24	
ESP Teaching Experience		3.78	1.75	1	8	
Material Development Course						
Yes	29					90.6
No	3					9.4
ESP Material Development Course						
Yes	4					12.5
No	28					87.5
Material Development Training						
Yes	10					31.2
No	22					68.8
ESP Material Development Training						
Yes	3					9.4
No	29					90.6

N = 32

Figure 1

The participants who have taken any material development course

**Figure 2**

The participants who have taken any ESP material development course

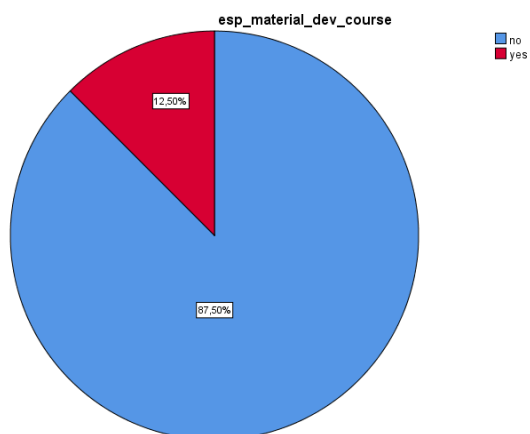
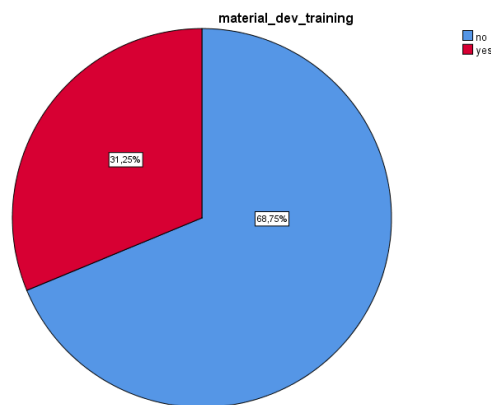
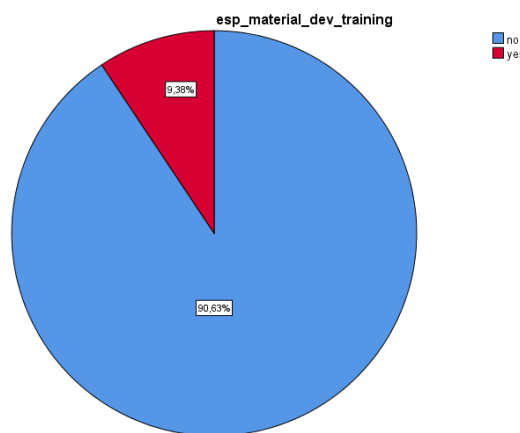


Figure 3

The participants who have taken any material development training

**Figure 4**

The participants who have taken any ESP material development training



Data Collection

Before collecting the data of the study, necessary permissions were taken from Ethics Committee of Hacettepe University (see Appendix D). Then the researcher applied for the permission of the university where the participants work (see Appendix E). After the necessary permissions were obtained, data collection process began in June 2024. Written consent forms for both quantitative and qualitative data collection part (see Appendix A) were prepared and presented to the participants immediately before every stage. Informed consent forms included the details of the study so that the participants got informed before the data collection and decide whether they want to attend the study or not. During the data

collection process, demographic information of the participants was asked, and then the likert scale part was given to the participants. In this way, quantitative data were collected. Afterwards, qualitative data were collected with the help of semi-structured interview tool by meeting the participants. The whole data were collected during the face-to-face meetings with the volunteer English language instructors. In line with the ethical requirements and considerations, data were collected rigorously. Additionally, anonymity and confidentiality of the participants were ensured and they were informed about their right to leave the study whenever they want. Furthermore, no questions that may reveal the identities of the participants were available in the data collection instruments.

Instruments

In a mixed methods study, qualitative data should be supported with quantitative data or vice versa. Instruments are various for both types of research design. However, type of data instruments may not determine the type of a research since instruments such as observation and interview can be used in both qualitative and quantitative studies. What differs are the manner, setting, and occasionally intent (Fraenkel et al., 2012). According to Creswell and Creswell (2018), a mixed methods study entails gathering both qualitative (open-ended) and quantitative (close-ended) data to answer the research questions and it covers exacting techniques for gathering, analysing, and interpreting by merging both data in the design of the study. With the aim of applying both data, there are two types of instruments in the study. One of them is a 5-point likert scale and the other one is semi-structured interview. Both of them were prepared by the researcher and her supervisor. Expert opinion was taken from two different scholars in ELT department; after several feedback sessions, necessary editing was made before data collection and the latest version of the instruments were used through the data collection to answer the two research questions (see Table 2).

Table 2*Data Collection Instruments*

Research Questions	Data Collection Instrument
Question 1	Likert Scale + Interview
Question 2	Likert Scale + Interview

Likert Scale Questionnaire

Instrument 1 (see Appendix B) is a questionnaire consisting of 29 items and it is 5-point-likert scale and it was conducted in order to collect the quantitative data of the study. Literature including material development and English sub-branches such as General English (GE) and English for Specific Purposes (ESP) was reviewed and then the questionnaire was prepared by the researcher and the supervisor. Priorly, two experts who have had a PhD in English Language Department (ELT) were consulted so as to check the intelligibility, reliability, and validity of the items in the questionnaire before commencing the implementing questionnaire. To check the reliability, Cronbach's Alpha Coefficient value was measured and the result for three sections in the questionnaire was .736, .735 and .654 respectively (see Table 3). According to Cohen et al. (2018), 0.70-0.79 can be said to be reliable and 0.60-0.69 is found to be marginally/minimally reliable. In a similar vein, DeVellis and Thorpe (2022) posit their comfort levels between .65 and .70 minimally acceptable; between .60 and .65 as undesirable and below .60 as unacceptable. Additionally, Nunnally and Berstein (1994) expressed the reliability between .30 and .60 is relatively poor reliability. Two of items (7 and 21) in the first and third section would lead to a decrease if deleted. If these items were removed from the scale, the reliability would increase respectively; therefore, these items were deleted from the scale to ensure the reliability of the scale.

Table 3*Reliability Analysis of the Questionnaire*

Sections	Items	Cronbach's Alpha (α)
Section 1	1-6	.736
Section 2	8-20	.735
Section 3	22-29	.654

The questionnaire includes three sections named personal background, preferences and resources respectively. Before responding the questions in the sections of the questionnaire, the participants were asked several questions to obtain demographic information of them. The questions were related to their basic background information such as gender, age, teaching experience, the courses related to the material development that they have received and so on. The teaching experience was asked as GE and ESP experience separately.

In the Section 1 (items 1-6) in the questionnaire, six questions were asked to learn their personal background related to material development process on the 5-point-likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). In the Section 2 (items 8-20) in the questionnaire, questions were asked to investigate their preferences related to material development process. In the last section (items 22-29) in relation with the resources in both General English (GE) and English for Specific Purposes areas, there were questions. If additional information is needed on certain survey questions, the researcher can perform interviews where unclear issues can be clarified; open-ended and follow-up questions can be asked (Fraenkel et al., 2012). Namely, the quantitative data were further explained by the qualitative data. All sections and questions were supported by the interview part by amplifying the questions and all sections of the scale are displayed in Table 4.

Table 4*Items Showing Challenges and Opportunities*

Research Questions	Sections in the Questionnaire	Items
1. What are the challenges faced by instructors while preparing, developing, adapting and evaluating ESP materials?	1. Personal Background 2. Preferences 3. Resources	2, 4, 8, 9, 10, 11, 19, 29
2. What are the opportunities of instructors while preparing, developing, adapting and evaluating ESP materials?	1. Personal Background 2. Preferences 3. Resources	1, 3, 5, 6, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 28

Semi-structured Interview

Instrument 2 (see Appendix C) is an interview protocol and it includes 10 open-ended and semi-structured interview questions. The interview was conducted to collect the qualitative data part of the study. The questions were prepared by the researcher and the supervisor and expert opinion was obtained by two scholars who hold a PhD in English Language Teaching department and have an experience to check the validity of the items. In the light of their feedback and comments, the researcher checked whether any confusing or misleading items exist in the interview and the most valid version was obtained. For the first two questions, material development courses and training were the focal point and the questions related to them were directed to the participants. Questions 3, 4, 5 and 6 were related to the challenges and opportunities part in terms of General English (GE) and English for Specific Purposes (ESP). The interview continued with the questions with the suggestions for a new colleague in their context, their general evaluation of their own whole material development process and their additional comments to the interview.

Data Analysis

Two data analysis procedures were conducted for quantitative and qualitative data of the study. For the quantitative part, descriptive statistics was conducted, and content analysis was applied for the qualitative part of the study.

Quantitative Data Analysis

The questionnaire was conducted to collect the quantitative data and it was analysed by using descriptive statistics in IBM Statistical Package for the Social Sciences (SPSS) 25.0. Data were entered manually in SPSS and whether there is any missing value or not was checked. Additionally, the items 2, 9 and 11 were reverse coded since they were showing an opposite meaning. As the sample was smaller than 50 ($N < 50$), Shapiro-Wilk value was checked for the normality (Büyüköztürk, 2019) and it was found to be .056. Additionally, histograms and Q-Q plots were checked and they showed normal distribution of the data. After that, the data were analysed and descriptive statistics with frequency, mean, standard deviation, min-max values, and percentage were obtained to address both the first and the second research questions.

Qualitative Data Analysis

Content analysis is a research technique used to make reliable and repeatable inferences about the contexts in which texts are used and as a research technique, it provides new insights, enhances an understanding of certain phenomena, or directs beneficial tasks (Krippendorff, 2019). In order to uncover thematic patterns and comprehend the complexities of the context, and meanings missed by quantitative analytic techniques, the researcher uses qualitative methods to outline and synthesize the interview data (Bobokeldieva, 2024). The researcher transcribed the data immediately after the interviews and analysed them to support the quantitative data while merging two datasets. In order to fairly and thoroughly explain the data or phenomenon, the researcher creates interpretations of the data and extracts themes, concepts, hypotheses, explanations,

understandings, summaries, models, etc. (Cohen et al., 2018). Coding is the process of giving recognized units, categories or kinds and it classifies a given collection of unique, enumerable and descriptively unknown phenomena into mutually exclusive groups (Krippendorff, 2019).

Data collection process continued until the data reached the saturation, which refers that new qualities or insights are no longer revealed by fresh data (Creswell & Creswell, 2018). Then the researcher conducted the analysis inductively and each finding was coded. Relevant codes were piled up under the themes of the study in line with the research questions. Moreover, inter-coder reliability analysis was applied in order to increase the research credibility. An expert who is an ELT graduate and a candidate of PhD in ELT joined the coding process with the researcher. A codebook was formed and 20% of the data gathered from interviews were coded by both expert and the researcher. Then the codes were compared and with the negotiation, the coding process were finalized. Lastly, frequencies of the codes were written and the tables were generated by the researcher.

The Researcher Role

Interpretive in nature, qualitative research typically involves the researcher working continuously with participants (Creswell & Creswell, 2018). A participant as observer is a group member who discloses their role as an observer and s/he may have intimate knowledge of the group and may acquire “insider knowledge” (Cohen et al., 2018). The researcher in the present study had an insider role as she experienced the process that the participants mentioned. The data collection process may be convenient and simple to gather when researchers gather data at their own workplaces, but it may not be accurate or healthy when they have a higher position than participants’; therefore, the researcher must demonstrate the validity of the data and how the data is collected in a healthy manner (Creswell & Creswell, 2018). To validate the data, the researcher applied some approaches such as triangulation and inter-coder reliability. The researcher balanced the relationship with the participants and answered their questions as a researcher of the study, not as a

colleague. Moreover, the researcher did not unveil any identity of any participants through the research process. Furthermore, the background information of the researcher is below:

The researcher had a BA in English Language Teaching Department and MA in Educational Administration and Planning at Middle East Technical University. During the undergraduate years, she took some courses related to material development. She had one-year teaching experience with young learners. Moreover, she had five-year teaching experience with adult learners. During her career, she took several responsibilities related to material development process and assessment procedures. Her research interests involve teacher leadership, material development, teacher education and English for Specific Purposes.

Summary of Methodology

Through the chapter, research type and design, sampling, data collection instruments, data collection process and data analysis were mentioned. Moreover, reliability and validity of the study were explained by the researcher in the relevant parts. Lastly, in Table 5, the chapter was summarized by including pivotal points of the study.

Table 5

Summary of Methodology

<i>Research Questions</i>	<i>Target Participants</i>	<i>N</i>	<i>Type of Data</i>	<i>Instruments</i>	<i>Method of Analysis</i>
1. What are the challenges faced by instructors while preparing, developing, adapting and evaluating ESP materials?	English Language Instructors	32	QUAN	Likert Scale Questionnaire +	Descriptive Analysis
		15	+ QUAL	Semi-Structured Interview	+ Content Analysis
2. What are the opportunities of instructors while preparing, developing, adapting and evaluating ESP materials?	English Language Instructors	32	QUAN	Likert Scale Questionnaire +	Descriptive Analysis
		15	+ QUAL	Semi-Structured Interview	+ Content Analysis

Chapter 4

Findings, Comments and Discussion

Introduction

This section comprises two parts. Firstly, likert scale results answering the first and second research questions of the study will be scrutinized. Then semi-structured interview findings answering both research questions will be discussed. In other words, quantitative results in the first part and qualitative findings in the second part will be presented. The quantitative data were analysed with the help of descriptive statistics, and the qualitative data were analysed with the help of content analysis technique. The research questions below will be answered in the following sections:

Research Question 1: What are the challenges faced by English instructors while preparing, developing, adapting and evaluating ESP materials?

Research Question 2: What are the opportunities that English instructors have while preparing, developing, adapting and evaluating ESP materials?

Findings

Quantitative data analysis results concerning Research Question 1

The quantitative results were obtained with the help of 5-point likert scale including 29 items to address two main research questions of the study. The questions were asked in three different categories: personal background, preferences and resources. The results will be represented with the help of descriptive statistics. Table 6 reveals the descriptive statistics of the category of “challenges”. The highest mean belongs to Question 9 “Developing ESP materials is challenging for me” ($M = 3.34$, $SD = 1.29$) whereas the lowest mean belongs to Question 10 “Developing ESP materials is time wasting” ($M = 1.78$, $SD = .79$).

Table 6*Descriptive Statistics for Challenges*

<i>Items</i>	<i>M</i>	<i>SD</i>
Q2	2.97	.86
Q4	3.22	1.18
Q8	2.62	.98
Q9	3.34	1.29
Q10	1.78	.79
Q11	3.03	.97
Q19	3.25	1.30
Q29 (R11)	2.69	1.12

N = 32

Frequencies for each challenge are presented in a detailed way in Table 7. For Question 2, almost half of the participants ($f= 15$) stated they were neutral about their level of knowledge of ESP material development. In the same vein, approximately half of the participants ($f= 15$) had hesitation about their preference on developing their own teaching materials rather than using readily made materials. Likewise, 11 participants were neutral about the availability of a variety of ESP resources. Additionally, 10 participants were neutral about the challenging side of developing materials whereas the number dropped to 4 participants in Question 9, which is challenging side of developing ESP materials.

Table 7*Frequencies for Challenges*

	Q2	Q4	Q8	Q9	Q10	Q11	Q19	Q29
totally disagree	1	3	4	2	13	2	3	5
disagree	8	7	11	9	14	6	9	9
neutral	15	5	10	4	4	15	2	11
agree	7	14	7	10	1	7	13	5

totally agree	1	3	0	7	0	2	5	2
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$N = 32$

Quantitative data analysis findings concerning Research Question 2

Table 8 reveals the descriptive statistics for the category of “opportunities”. The highest mean belongs to Question 25 “Determining the needs may help me while developing materials” ($M = 4.62$, $SD = .49$) whereas the lowest mean belongs to Question 27 “ESP material development process is an easy process for me” ($M = 2.41$, $SD = .98$). Another highest mean belongs to Question 17 “Collaboration is an opportunity in the material development process” ($M = 4.59$, $SD = .56$).

Table 8

Descriptive Statistics for Opportunities

<i>Items</i>	<i>M</i>	<i>SD</i>
Q1	3.66	.79
Q3	3.72	.96
Q5	4.34	.79
Q6	4.31	.78
Q12	4.28	.77
Q13	4.41	.67
Q14	4.44	.62
Q15	4.25	.51
Q16	4.31	.64
Q17	4.59	.56
Q18	4.50	.62
Q20 (R11)	3.13	1.04
Q22	4.09	.53
Q23	3.81	.86
Q24	3.94	.72

Q25	4.62	.49
Q26	4.56	.56
Q27 (R9)	2.41	.98
Q28	4.22	.66

$N = 32$

Frequencies for each opportunity are presented in a detailed way in Table 9. The responses were piled up in three options: neutral, agree and totally agree for the opportunities. For Question 27, almost half of the participants ($f= 13$) disagreed that ESP material development is an easy process. For the same question, 12 participants were neutral about this process. Furthermore, 23 participants agreed that they could develop materials in line with the student needs. 20 participants totally agreed that collaboration is an opportunity for them in the material development process. Likewise, 20 participants totally agreed that determining the needs might help them while developing materials.

Table 9

Frequencies for Opportunities

	Q1	Q3	Q5	Q6	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q20	Q22	Q23	Q24	Q25	Q26	Q27	Q28
totally disagree	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	5	0
disagree	2	5	1	1	1	0	0	0	0	0	0	8	0	0	1	0	0	13	0
neutral	11	5	3	3	3	3	2	1	3	1	2	13	3	9	6	0	1	12	4
agree	15	16	12	13	14	13	14	22	16	11	12	6	23	16	19	12	12	0	17
totally agree	4	6	16	15	14	16	16	9	13	20	18	4	6	6	6	20	19	2	11

$N = 32$

Qualitative data analysis findings concerning Research Question 1

The qualitative results were obtained with the help of semi-structured interviews including 10 questions. The data were analysed by applying content analysis. The main

goal was to enrich and dissect the quantitative data with all details. The instructors indicated various challenges that they face while developing materials as can be seen in Table 10.

Table 10

Frequencies for Challenges

<i>Codes</i>	<i>Frequency (f)</i>	<i>Codes</i>	<i>Frequency (f)</i>
Teacher education>undergrad/grad education>deficiencies in material development courses	12	Students' knowledge about military	5
Needs Analysis>not knowing the learners' actual needs	3	Adaptation to Turkish Army/context/culture	8
Decision-making process>decide which material to use	3	Resources>not finding communicative materials	1
Different backgrounds or levels/expectations of students in a classroom	14	Teacher education>undergrad education>not using theoretical knowledge in practice	4
Resources>finding authentic and interesting materials in ESP	9	Not setting the context in ESP	4
ESP>field specific material development>(limited teaching) (not teaching GE)	8	Expectations / needs of the institutiton	6
Getting prepared for the material before the lessons	5	Resources>limited printed or online ESP resources	6
Motivation level of students	5	Limited time to develop materials	1
Need for in-service training	8	Not teaching material s/he developed to give self-feedback	1
Not having enough knowledge about military slangs, terms etc.	8	Not getting proper feedback from experts/superiors	10
Lack of experience in ESP	4		

The highest frequency was seen in the challenge of different backgrounds, levels or expectations of students in a classroom ($f= 14$). The instructors indicated that the biggest challenge that they face is having students in different backgrounds or levels in a classroom. Their expectations also vary and developing a material for these students is challenging.

“The student levels are very much different from one another in the classroom, so while I am preparing the materials, I have to think about the classroom. So I’m trying to design it accordingly, but in the classroom sometimes it doesn’t work. Student level might be different. Student motivation might be very different. They do not participate in the classroom. That’s why, I think the challenge that I face most is the student level and then student motivation”. (P14)

Then the challenge related to material development course/s the instructors took in BA or MA level follows the previous one. They think the courses are not adequate for a teacher and they have difficulty in material development process because of the deficiencies in their material development education.

“As far as I remember from the course, we tried to come up with our own material. Uh, but we just learned the basics of developing the material. It was not a detailed, specific course, so I think it was not helpful for us to umm, you know, grasping concept of developing materials. So it was not helpful, it should be better”. (P4)

“I don’t think so because I took those classes in only one term and I don’t think it’s enough umm to develop a material a book actually”. (P5)

Another challenge was about not getting proper feedback from experts or superiors ($f= 10$). The instructors expressed that they cannot get proper feedback after they develop their materials; that’s why, they cannot improve their materials for their use. Moreover, the

fact that feedback is a very crucial part of material development process was stated by the participants.

“There is no chance for us to get feedback while we are developing it, so I don’t. I develop something, I prepare a material, I create a material but I do not know. Uh, again, because of the lack of feedback, I do not know whether it’s working well or it’s not working well”. (P15)

“We haven’t really received proper feedback from a professional, so we’re we’re just we try maybe we fail, maybe we succeed. We don’t have the proper feedback.” (P12)

One of the most frequently indicated challenge was finding authentic and interesting resources in ESP. The participants are aware that they need authentic and attractive resources in ESP.

“Finding authentic and interesting sources is the hardest part, I think because the students get bored easily. In military context, we have to find authentic and attractive sources or we should integrate them by using our creativity.” (P1)

Another challenges stated were the limitations of field specific material development, need for in-service training, adapting the materials to the Turkish context and culture, and inadequate knowledge about military terms, slangs and so on. These challenges were stated in the same frequencies. For the first one, the instructors mentioned the challenges related to the field-specific material development process; they have difficulty in developing materials for ESP and it is field-specific and it is more challenging compared to General English. They need in-service training for ESP material development and they mentioned this challenge during the interview.

“So the ESP requires the knowledge of content. However, I have no idea about that and unfortunately, we have all the I’ve been teaching it for five years. We have not

received any training, any instructions about it. So again I know the ESP has its own theory or its own application. So whenever I am developing something I'm trying to do it with my background knowledge in General English, sometimes it doesn't work. If I had taken an in-service training, I would feel more competent and be sure about my work." (P15)

"I mean, if you are a graduate of ELT, you can teach ESP. Of course, no. You need extra training and I did not have any training for ESP." (P9)

"You know it would be better if we get a real in-service training in this topic and that would be very effective during the material development process." (P5)

From another perspective, they face a challenge relating to the development or adaptation part as they have foreign resources and they are not appropriate for their context; they need to change the materials for their context.

"It's really hard to find proper resources to adapt. There are a good deal of resources in foreign context regarding military context, but it's hard to adapt those materials into our Turkish context and the levels of our students because when we say ESP we uh, we accept that the learners are at the certain level. Hmm, but in fact they are not, so it's hard to adapt the materials. This is a serious matter and it cannot work by trying and fail." (P12)

While developing materials, they are aware that deficiency of knowledge about military creates a problem for them. They need to know the related context and terms about the military so that it should not emerge as a challenge for them during the material development and teaching.

"I did not have any knowledge specific knowledge about military Turkish, you know, basic terminology, slangs, idioms I didn't even know how to salute." (P3)

"I guess I don't want to seem like I don't know the situation. I'm only teaching English and I don't know about the military context. I'm not OK with this. I need to be like a

bit as much as I can do a bit knowledgeable or flexible and relax in the classroom so that students can trust me. While teaching, if I hesitate about the military information or anything, this vocabulary item means this I guess like I think students would understand and they know the mistakes in the material, as well.” (P9)

“We need military background and military knowledge. We have to know the information we have to have some knowledge about military terminology. First of all, it's the biggest issue, difficulty for us. For example, I didn't know anything about military jargon, terminology before I attended the university, so I need to have information by searching on Google or other articles, etc.” (P12)

The least mentioned challenges were finding communicative materials, limited time to develop materials and not teaching materials that s/he developed. Finding communicative materials is a challenge for only one instructor.

“We should encourage our students to speak more and more and you should be less mechanic, more authentic, more communicative, etc. But finding communicative material or creating it is hard.” (P1)

Another instructor mentioned the time limitation in material development and added that s/he develops a material, but s/he may not teach it during teaching.

“Umm, but the other materials that we prepared, they also help in terms of improving ourselves and some of them, yeah, work that there are some of them which are very prepared very hastily and thus they don't speak to our students very much. They don't speak to the lessons we want to the kind of lessons that we want to teach because, you know, these materials are prepared in the space of three months and this there's three months. Everyone is interrupted. Some people are going on a holiday, others I am interrupted by other responsibilities. So they're not the best materials that we could come up with if we are given free time, free resources”. (P2)

“We have this problem in our school where you don't always end up teaching the same classroom that you prepare the material for. So that's an issue that I keep bringing up, but unfortunately we haven't been able to solve it.” (P2)

The participants mentioned other issues and these least frequent codes are presented above (see Table 10).

Qualitative data analysis results concerning Research Question 2

Besides challenges, opportunities were asked to the participants and the statements with their frequencies are presented below (see Table 11).

Table 11

Frequencies for Opportunities

<i>Codes</i>	<i>Frequency (f)</i>	<i>Codes</i>	<i>Frequency (f)</i>
Collaboration/Cooperation among colleagues	16	Feeling free/flexible in ESP	6
Needs Analysis> detecting learners'actual needs	9	Technology integration into ESP	5
Having experience in the field	5	Personal satisfaction and joy	5
Tailoring the materials in line with whatever they need	7	Teaching reality in ESP>task based activities>real life tasks	5
Reflecting on your own development	2	Professional development	3
Feeling much more free/flexible in GE	2	Learning from the students	3
Develop your cognitive/critical thinking skills	1	Feeling as a material developer	1
Gaining familiarity to a new area	3	Access to resources> a wide range of resources in GE	7

First, the biggest opportunity while developing the materials was collaboration among colleagues ($f= 16$) and it was stated by almost every participant.

“I guess in this process, collaborating with colleagues and discuss what materials can work properly and can't work properly in the classroom and it's a really a requisite, let's say in this process.” (P11)

“I think the collaboration is the most important thing. It's an opportunity to have your teammates and when they help you and you follow the instructions, requirements. Uh, it will be easy because I don't feel lost. I know what to do and I find it that puts it in the correct way. There will be no problem. For ESP, if the other groups, members say you can find this material from this website or from this, yeah, you can have benefit from this book. There is no problem”. (P10)

The second most frequently mentioned opportunity that the instructors have was detecting learners' actual needs ($f= 9$). Instructors stated that there is no formal needs analysis in their institution, but they still have adequate knowledge about the needs of their students in an informal way.

“In ESP, we are aware of our learners' needs. Uh, in terms of their prospective career. Hmm, not in the classroom only. It is difficult to know what they have to learn in the long term, but we know our students when the years pass.” (P8)

“Umm, collecting materials and forming a large database so that we can have a chance to see what others do and how the system works itself and then picking the relevant materials and in line with the needs of our learners. But before that, first of all, we have to, you know, understand what our students need.” (P11)

They stated they feel free and flexible in ESP material development process ($f= 6$) as they can add many tasks that are more authentic. Furthermore, they can integrate more

communicative activities into their materials as they do not teach only grammar. However, two instructors mentioned that s/he feel much more free and flexible in GE, not in ESP.

“I feel free in General English as I can integrate everything. When you search on the net, when you scroll down the pages you cannot imagine how countless worksheets PPTs or games. However, in Military English, how can I say so unique experience for us in the world. You cannot create everything. It is limited.” (P3)

“I think developing or creating material for ESP is much farther than for General English. In General English, I feel freer compared to ESP because there is a wide range of materials, resources and I can integrate everything into my own material.” (P15)

Another opportunity was about tailoring the materials in line with whatever the instructors need ($f= 7$). Aforementioned above they expressed they are free and their ESP materials can be more flexible compared to General English. According to their needs, the instructors can tailor their teaching, courses, and materials.

“But previous material it was not in line with our purpose and also needs of the students. So we somehow we try to tailor, revise our own material for years. Umm I am trying to develop the material, so we're trying to reflect on the process and revise, you know, living out the aspects that needs to be omitted and also adding or needs to be added.” (P4)

The same frequency belongs to another opportunity, which is variety of resources in General English ($f= 7$). Contrary to English for Specific Purposes, they have a wide range of General English resources and they often benefit from them while developing materials. However, they still need resources in ESP material development process.

“I do not know how to find materials for the content too, so I want to like go to online sources but I don't know which online sources I should go. Because I again, as I

said, I do not know the content. Again in ESP, especially with ESP that we are teaching is not very content wise, rich and there is not very unfortunately. There are not much available sources out there. So, uh it that's so whenever I am preparing something I have to depend on my knowledge in General English, then ESP. Finding resources in General English is very easy, but ESP not." (P15)

Having experience in the field, personal satisfaction and joy, task based real life activities and technology integration into ESP were mentioned in the same frequency by the participants ($f= 5$). If mentioned respectively, the instructors expressed that they see the experience as an opportunity. When they gain more experience in the field of ESP, they feel more competent.

"It's a real experience in the field. You learn by experience. Even if you get the necessary course necessary training whatever there will be some bumps down in the road that you will face. So I think it's just you learn something by experience by preparing, by doing the thing over and over by facing the difficulties and overcoming. You know as you learn as the time progresses, as you keep doing it, you get used to it and you will get more comfortable preparing stuff. So that's been my experience really and I think it applies to teaching as well." (P2)

As mentioned before, ESP is a distinct field and differs from General English; the instructors may have personal satisfaction and joy while developing materials. Rather than doing a work, they enjoy and become satisfied with the material development process.

"I remember that I prepared ESP materials for international relations students and while I was preparing the materials I learned about history and etc. and it gave me a personal satisfaction and joy. So I felt a sense and satisfaction and that made me feel good as a teacher, actually. It was actually motivating. I think for me than the general one." (P1)

"It's just been, really, let's just say valuable for me, it's a valuable experience. It's indescribable, really. I've really enjoyed my time with my military students." (P2)

"Umm ESP materials, as I told you, this is a new area and I really enjoy learning new things and that's why, I enjoy searching about military terms, sometimes military history and learning new things is fun. For me, this is the biggest opportunity for me." (P5)

The instructors are able to integrate task-based real life tasks into their materials while developing and they need to teach the reality to their students because of their students' occupations. In the future, they will come across real life scenarios in their profession and they will probably use the language in the most realistic way. It is seen as an opportunity while developing materials compared to teaching unrealistic scenarios.

"It's also important, so needs of the learners purpose also what kind of materials that we're going to need throughout the term because it can simulate the real life for their career. So we may need authentic materials, but also we can, but we may not find real life authentic materials while developing the material because it is difficult, it is challenging and it may not be suitable for our learners' needs. So we need to somehow find a balance between real life authentic materials and also materials that are developed specifically for our learners." (P4)

Technology can be integrated into each and every material in foreign language learning and for ESP; the instructors have a consensus on the importance and efficiency of technology in ESP.

"Playing lots of video games because most of the things that I learned and I teach and what I use while trying to motivate my students, I use references from the video games, especially the war games. Umm, because this is a military school. I learned lots of things. And I use those terms, those I don't know, historical events, lots of them from the games. And when I use the word game, actually when I ask a

question, did you play this game? Do you remember this episode? You know, we were trying to catch this guy. Everyone gets motivated.” (P5)

“Especially working with the generation Z especially you know they are the digital natives besieged by Internet technological materials and also fun factor they they are also helping me a lot which is my another suggestion for my colleagues.” (P3)

The least frequent opportunities mentioned by only one participant were development of their cognitive and critical thinking skills and feeling as a material developer while developing materials. The same instructor mentioned these two opportunities and s/he can benefit from these advantages for the sake of herself or himself.

“Let's just say critical so that you're activating your cognitive, critical senses. You're critical in that sense. So I think it's an opportunity to develop, to develop your judgmental skills. You're constantly testing yourself. You're constantly asking yourself the question whether it fits the student, whether it fits the environment of the classroom, and whether the students will have it difficult will have difficulty in studying this material, right? So it's constant iterative process of asking yourself questions whether this is right or not. So in the end it helps the teacher helps the material developer in the end, so it's a great opportunity in and out itself.” (P2)

Discussion

The findings of the study were presented in the previous section and the findings will be merged and discussed whether the separate data support each other in this section. Then the findings of the present study will be reviewed within the frame of the literature. The findings will be interpreted under the title of the research questions and further comments related to the qualitative data of the study will be attached.

What are the challenges faced by English instructors while preparing, developing, adapting and evaluating ESP materials?

According to both qualitative and quantitative data of the study, the instructors in their material development process, especially English for Specific Purposes material development process, reported various challenges. Whereas General English material development process is easier compared to English for Specific Purposes for them; they find this process challenging, but not time wasting. In terms of dedicating time to the material development process is not the same, but still they did not report this process time wasting (Gatehouse, 2020). However, they expressed that they have generally limited or insufficient time for the material development (Alexander, 2006). During the summer break, they prepare, develop, adapt and evaluate their materials, but time limitation is a big challenge for them (Barrantes Montero, 2009). In addition to this, they have no chance to get feedback from any experts or their superiors. Therefore, they are not sure whether their materials work well in the classroom or not because of these two main reasons. They emphasized the importance of getting feedback in the material development process and this is salient in quantitative data, as well. Likewise, Alexander (2006) and Ghezali (2021) highlighted the importance of getting feedback in the execution of the planning of the materials.

There are other challenges on the challenging side of ESP material development process. First, they are not sure about their level of knowledge of ESP and they supported their choice during the interview. They mentioned inadequate knowledge of military terms, slangs and so on while answering the questions during the interview (Brennan & van Naerssen, 1989). That's why, it may be the reason that they were hesitant to use of their own teaching materials rather than using readily made materials. Additionally, they stated they need in-service training on this issue (Alexander, 2006) as they think they could not take adequate courses in their academic life (Basturkmen, 2017; Champion, 2016). Except for their own knowledge and professional development, there are numerous challenges on other issues. For instance, there is a lack of ESP readily made materials; that's why, ESP

material development process is different from General English material development process as the instructors may not benefit from GE resources while developing their own materials. (Campion, 2016; Hyland & Jiang, 2021). In other words, the availability of variety of ESP resources or access to these resources may make the material development process challenging for them. During their interview, they also mentioned they have difficulty in finding authentic and interesting materials for their students (Dudley-Evans, 1998). From a limited resources, they endeavour to find the most authentic and interesting material and integrate into their teaching (Guzal & Zebiniso, 2024). Despite that, the least mentioned challenge was finding communicative materials. Namely, they have the chance to integrate the communicative teaching into their materials. Even if they are able to find ESP resources for their material development process, adaptation part is challenging for them. In other words, they find a resource from a foreign website and it describes the US Army; they have to adapt it into Turkish Army (Jendrych, 2013; Tomlinson, 2023). However, the challenges mentioned above such as their lack of knowledge and lack of feedback may affect this process negatively. The last frequently mentioned challenge was that they have the students who have different backgrounds, language levels and expectations in one classroom (Flowerdew, 2013). Thus, the instructors have to teach one material to different types of learners at the same time (Barrantes Montero, 2009).

All in all, there is a wide range of challenges that the instructors face and they find the ESP material development process is challenging in general. The challenges affect one another; they are interrelated.

What are the opportunities that English instructors have while preparing, developing, adapting and evaluating ESP materials?

Besides challenges, the participants indicated numerous opportunities that they have had during the material development process (Basturkmen, 2017). One of the most striking issue was needs analysis. They claimed that they do not have a formal needs analysis process for their material development. However, they try to detect their students'

needs in an informal way. When they succeed it, they see themselves fortunate. When the instructors know the needs of their students well, they develop their materials better. Although the institution does not conduct a needs analysis in a formal way, the instructors determine the needs and can tailor their materials in line with their needs. The importance of needs analysis is emphasized by Agustina (2014) and Dudley-Evans (1998) in the literature, as well. Accordingly, the instructors feel free and flexible in their material development process and they think they are able to add or omit whatever they want within the frame of the curriculum (Dudley-Evans, 1998; Vičič, 2011). When they compare this situation to General English, ESP is more flexible in terms of teaching and materials (Dou, 2024). Moreover, they stated that ESP material development process provides them with personal satisfaction and joy (Alexander, 2006; Vičič, 2011). Inasmuch as the material development is field-specific (Bobokeldieva, 2024), they express that they enjoy with the process because they learn more in the duration. Additionally, they feel as a material developer except for only having a role as an instructor (Agustina, 2014; Dudley-Evans, 1998; Hyland, 2022). They prepare and develop the materials that they will teach in the classroom in the coming semester. In terms of real life learning and teaching, the instructors integrate task-based materials into their teaching (Abdurazakova, 2024). It complies with the literature and the instructors see teaching real life tasks that the students will come across in their future career as an opportunity that they have (Fălăuș, 2017; Kanova, 2022). The biggest opportunity is collaboration and cooperation among colleagues according to the statements of the most instructors (Brennan & van Naerssen, 1989; Dudley-Evans, 1998; Vičič, 2011). The instructors develop their materials collaboratively and cooperatively; when they could not get feedback from any experts, professionals or superiors, they give peer feedback to one another. Most instructors are aware of the importance of collaboration in every step of material development (Alexander, 2006).

Additionally, material development, itself, is an opportunity for the instructors for their professional development and Siegel et al. (2024) noted this as an opportunity, as well.

Besides that, technology integration is very important and an opportunity for the participants and the literature supports this finding of the study (Abdurazakova, 2024; Bobokeldieva, 2024; Guzal & Zebiniso, 2024).

Further Comments

In addition to the challenges and opportunities of the material development, some questions related to the recommendations for a colleague who wants to teach English for Specific Purposes, their general comments on their own material development process and their extra comments to the interview were asked during the interview. The participants usually stated that the instructor should get prepared before the ESP lesson as differently from a General or Academic English as the content is not only teaching vocabulary, grammar or functional language. They added that the instructor should have contingency plans for his/her course as the content and timing is flexible during the courses in general. Additionally, the instructor should be prepared for the spontaneous questions from the students in the classroom. The instructor can answer the questions in an easy way in General English whereas the questions related to ESP may not be answered by the instructor immediately or without research. The instructors may also face the unexpected things during the classroom because of the materials (Barrantes Montero, 2009). Therefore, they need to get prepared before. The participants also evaluated their material development process from the beginning of their career to the present. They made some similes while responding this question.

“It's like an ocean where you are trying to swim because there are many things and every institution may choose or every level may choose to focus on different parts of the language teaching or learning; that's why, whenever you start giving a course, you try to understand why you are teaching it as well.” (P6)

However, they feel competent enough to develop teaching materials especially in General English. They added some comments at the end of the interview and they thanked the researcher as the study made them think about their material development. In this way,

they expressed that they self-reflected their own material development process. Furthermore, they emphasized the importance of the study for their practice and the institution so that all stakeholders can evaluate themselves. Additionally, they stressed this importance and it is supported by the literature (Campion, 2016).

“It’s a valuable study for the field, thank you for making me think about the things in ESP. Again, in general, ESP is a topic that is not studied in Türkiye so much and I think it should be investigated more and hopefully; that’s why, I believe that your research will definitely contribute to our material development process.” (P15)

Chapter 5

Conclusion and Suggestions

An overview of the study will be presented below. Then implications for both English language teacher education and practice will be mentioned in this chapter. Lastly, recommendations for further research will be made.

Overview of the Study

The aim of the present study was to elucidate in the literature on both English for Specific Purposes (ESP) and material development issues. In the literature, the importance of these two research areas is emphasized and the study tries to contribute to the literature in terms of some perspectives. It is known that English for Specific Purposes (ESP) differentiates from General English in many ways and one of them is material development. Material development is a crucial part of English for Specific Purposes as stated in the literature. The current study aims to investigate the challenges that English instructors face and opportunities that they have in their material development process. The context includes Military English (ME) within the scope of English for Specific Purposes (ESP). The study adopted mixed-methods research design. The quantitative data of the study were obtained through 5-point likert scale and the qualitative data were collected with the help of semi-structured interview. Both data were acquired by face-to-face meetings. The sample consists of 32 English instructors who have had active role in both General English (GE) and English for Specific Purposes (ESP) material development process. As a result of the study, it can be said that there are numerous challenges that the instructors face whereas they have many opportunities in the process. ESP material development process itself was the biggest challenge for the instructors compared to GE material development process. Because of many reasons mentioned above, they have difficulty in preparing, developing, adapting and evaluating their ESP materials. However, they claimed that collaboration among the colleagues was the biggest opportunity that they have in the institution.

Furthermore, various implications for both English language teacher education and practice emerged according to the results of the study.

Implications for English Language Teacher Education

It is clear that specific training is needed for material development with specific purposes. Material development courses that are given to prospective teachers during the undergraduate or graduate years are not adequate to prepare, develop, adapt or evaluate any type of English teaching material. In terms of English Language Teaching curriculum, the courses may be enhanced and English for Specific courses as must or elective can be integrated into it. One of the participants asserted that material development course topics are covered within a limited time such as one semester and some specific topics and assignments are given to the prospective teachers; this is not adequate. For instance, Military English (ME) is rarely or may never be discussed in the courses, as it is a small-scale area. Prospective teachers may have role in different areas of language teaching and they may also become a material developer. Therefore, they need to receive additional training (Alexander, 2006). Another issue is that practical knowledge related to material development besides theory should be put forward from various perspectives. In other words, there are many components in material development and these components should be covered in a detailed way. For instance, needs analysis was mentioned by the participants several times and this issue should be highlighted in the curriculum. Furthermore, other issues such as searching resources, integrating technology and getting or giving feedback should be integrated into the curriculum intricately. The last implication may be for the curriculum in pedagogical formation program. These topics are generally covered in a shorter time compared to four-year the language teaching education and the stakeholders, curriculum developers and teacher trainers may take these issues into consideration.

Implications for Practice

The results of the study elicited some implications for practice in the material development process. It is incontrovertible that needs analysis is an essential part of the material development. In literature, many scholars suggest some regular steps of this analysis (Agustina, 2014). Needs analysis is not conducted formally by the department or the institution according to the statements of the participants. They conduct it in an informal way with the help of their observations during the classes. However, it may not be proper. Therefore, all stakeholders may collaborate in this issue and they may conduct an analysis before starting the material development process so that they can develop felicitous materials for the learners. To conclude, the study may raise the awareness about this issue. Another crucial component of material development is feedback. Feedback has an important role in developing reliable, valid and rigorous materials. Since the instructors do not receive proper feedback from anyone, they are not sure about the accuracy or the convenience for the learners. If they may be able to get feedback from an expert or superior, they may benefit from the feedback and may be able to develop better and appropriate materials in harmony with their teaching.

Recommendations for Further Research

As Johns (2013) expressed, it appears that a great deal of genre research remains to be done and it might maintain the interest of scholars and ESP practitioners for many years to come since it offers chances for conversations about the text, context, writer, audience, language and other increasingly complicated subjects. The aim, results and implications of the study may make numerous recommendations for further research. According to Siegel et al. (2024), research on Military Education is still rare; namely, little attention is given to the learning, teaching and motivation in ME. The researchers may focus on the Military English (ME) within the scope of English for Specific Purposes from a broader perspective. Namely, one group of the Military was studied, but all groups can be scrutinized. In addition to this, different geographical regions or different countries can be

added into the scope to have a holistic research. Additionally, other branches of English such as English for Academic Purposes, General English or English for General Purposes can be studied with the combination of material development. Moreover, the sample size can be increased and generalizability can be enhanced. The data collection instruments can be varied and the study can be converted into a longitudinal study; in this way, and the data can be enriched. Moreover, other research types can be studied, as well. For instance, a comparative study, which focuses on the differences between English for Specific Purposes and General English within the scope of material development process. This present study focuses on the viewpoints of the instructors, but future studies may also focus on the other stakeholders' and even students' comments on the material development issues. Students may give feedback to the materials and the design of the materials may be revised in line with the feedbacks of them.

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APPENDIX-A: Consent Form

English for Specific Purposes Material Development Process of English Instructors: Challenges and Opportunities

Esteemed Participant,

This study is conducted by İzel ANDIÇ SEYHAN, a graduate student in the Department of English Language Teaching of the Department of Foreign Languages Education at Hacettepe University, under the guidance of Assist. Prof. Dr. İsmail Fırat ALTAY. The purpose of this study is to gain insight into the challenges and opportunities faced by English Instructors in developing teaching materials for English for Specific Purposes. The necessary permission was obtained from the Ethics Commission of Hacettepe University in order for this study to be conducted.

As a result of this study, the challenges faced and opportunities had in the development of teaching materials for English for Specific Purposes and this study will be a useful guide for schools providing Military English education. Therefore, it is important that you express your opinions sincerely.

This study consists of two parts: There is a 5-point likert scale in the first part and there are interview questions in the second. The first part takes 15 minutes while the second takes about 40 minutes. If you give consent, your voice will be recorded in the second part. Participation in this study is voluntary. There is no information in any of the research questions which may cause discomfort for you. Nonetheless, if you feel discomfort during your participation, you may stop participating without giving any reasons. In this case, none of your answers will be used for the study and the fact that you stopped will not bear any consequences for you. Moreover, your participation and all the information you provided will certainly be kept confidential.

There is no risk in your participation in this study. Your information will be kept confidential. Furthermore, you can contact the researcher at any time if you have any questions or comments.

If you wish to participate in the second part of the study, please check the box.

Thank you very much for your participation and contribution.

Supervisor

Assist. Prof. Dr. İsmail Fırat ALTAY,
HU Graduate School of Educational Sciences,
Department of English Language Teaching

Researcher

İzel ANDIÇ SEYHAN
Hacettepe University
MA student, English Language Teaching

<p>Participant: Name and surname: Address: Phone: Signature:</p>	<p>Researcher: Name and surname: Address: Phone: e-mail: Signature:</p>
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APPENDIX-B: Likert Scale Questionnaire

ESP MATERIAL DEVELOPMENT PROCESS OF ENGLISH INSTRUCTORS: CHALLENGES AND OPPORTUNITIES

PART A-DEMOGRAPHIC INFORMATION

Gender: Male Female

Age:

Education Level (Please specify your department): BA

MA

PhD

Which department did you graduate from?:

Teaching Experience:

ESP Teaching Experience:

Did you take any courses related to material development: Yes No

If yes, which courses? (Please write the name of the course.):

Did you take any courses related to teaching ESP: Yes No

If yes, which courses? (Please write the name of the course.):

Have you ever received any training related to material development?:

Have you ever received any training related to material development for ESP purposes?:

PART B-LIKERT SCALE

Personal Background	(1) Totally disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Totally agree
1. I have considerable experience in material development.					
2. I believe I have an adequate level of knowledge of ESP material development.					
3. Material development courses that I took in undergraduate / graduate years help me while developing teaching materials.					
4. Material development courses that I took in undergraduate / graduate years help me while developing ESP teaching materials.					
5. I find receiving training to be useful for material development skills.					
6. I find receiving training to be useful for ESP material development skills.					
7. In my opinion, my knowledge in the area of material development for ESP is not adequate.					
Preferences					
8. Developing materials is challenging for me.					
9. Developing ESP materials is challenging for me.					
10. Developing ESP materials is time wasting.					
11. Rather than using readily made materials, I prefer developing my own teaching materials.					
12. Developing materials means gaining experience for me.					
13. I prefer getting feedback while developing materials.					
14. Getting feedback is an opportunity for me in the development process.					
15. The teaching material that I develop may be a helpful tool in the teaching process.					
16. While developing ESP material, I collaborate with my colleagues.					
17. Collaboration is an opportunity in the material development process.					

18. Developing material contributes to my professional development.					
19. Integrating military jargon / issues into teaching materials is difficult for me.					
20. I benefit from existing course materials instead of developing new ones.					
Resources					
21. While developing ESP material, I have difficulty in finding resources.					
22. I can develop materials in line with the needs of my students.					
23. I can develop materials in line with the expectations of my students.					
24. I can develop materials in line with the expectations of my institution.					
25. Determining the needs may help me while developing materials.					
26. Integrating real-life issues into ESP materials contributes to the material development process.					
27. ESP material development process is an easy process for me.					
28. Foreign resources are helpful for me while developing materials.					
29. There is a variety of ESP resources to which I can access.					

APPENDIX-C: Interview Protocol**INTERVIEW PROTOCOL FOR ENGLISH INSTRUCTORS****Interview Protocol Project: ESP Material Development Process Of English Instructors:****Challenges And Opportunities****Time of Interview:****Date:****Place:****Interviewer:****Interviewee:****Position of Interviewee:****Interview Questions**

1. Do you think material development courses that you took in undergraduate / graduate years contributed to your material development process? If yes, how? If no, why?
2. Do you think the training you received in your undergraduate / graduate levels regarding material development meets your needs?
3. What are the challenges that you face while you are developing materials?
4. What are the challenges that you face while you are developing ESP materials?
5. What are the opportunities that you have while developing materials?
6. What are the opportunities that you have while developing ESP materials?
7. Do you think the in-service training you received in your work context regarding material development meets your needs? (This question will be asked only to the participants who received training.)
8. What would you suggest to a new colleague who wants to teach ESP courses in your context?
9. What is your opinion of your own material development process in general?
10. Is there anything else that you would like to add?

APPENDIX-D: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu

Tarih: 07/06/2024 14:50
Sayı: E-51944218-050-
00003581034
00003581034



Sayı : E-51944218-050-00003581034

07/06/2024

Konu : Etik Kurul İzni (İsmail Fırat ALTAY ve İzel ANDIÇ SEYHAN)

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞINA

İlgi : 14.05.2024 tarihli ve E-48490341-300-00003534286 sayılı yazı.

Anabilim Dalımız İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi İzel ANDIÇ SEYHAN'ın Dr. Öğr. Üyesi İsmail Fırat ALTAY danışmanlığında yürüttüğü "*İngilizce Öğretim Görevlilerinin Özel Amaçlı Materyal Geliştirme Süreci: Güçlükler ve İmkanlar (ESP Material Development Process of English Instructors: Challenges and Opportunities)*" başlıklı tez çalışması Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulunun 31.05.2024 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. İsmail Hakkı MİRİCİ
Kurul Başkanı

APPENDIX-E: Approval of National Defence University Ethics Boards and Commissions

MİLLÎ SAVUNMA BAKANLIĞI
MİLLÎ SAVUNMA ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
İNCELEME RAPORU

Tarih	03.05.2024
Makale Sahibi	Öğr.Gör.İzel ANDIÇ SEYHAN
Görev Yeri	Milli Savunma Üniversitesi Kara Harp Okulu Dekanlığı Yabancı Diller Bölüm Başkanlığı
Çalışma Adı	ESP Material Development Process of English Instructors: Challenges and Opportunities
İncelenen Dosya Hakkındaki	
Tespitler	"ESP Material Development Process of English Instructors: Challenges and Opportunities" adlı çalışma öğretim görevlilerinin Özel Amaçlı İngilizce (ÖAI) materyallerini hazırlarken karşılaştıkları zorlukları ve sahip oldukları imkanları ortaya çıkarmayı amaçlamaktadır. Çalışmada nicel veriler "Likert Ölçeği" ile nitel veriler ve açık uçlu sorulardan oluşan "Anket Sorularının" kullanılması planlanmıştır. Çalışmada kullanılacağı belirtilen veri toplama araçları, MSÜ Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde incelenmiş, araştırma ve yayın ilkelerine aykırı herhangi bir hususa rastlanmamıştır
Gerekçeler	"ESP Material Development Process of English Instructors: Challenges and Opportunities" adlı çalışmaya ait planlanan veri toplama araçlarının kullanılması ile örnekleme yer alanlara, çevreye ve insan sağlığına biyolojik, psikolojik ve sosyolojik yönden zarar verilme durumu söz konusu değildir
Sonuç	"ESP Material Development Process of English Instructors: Challenges and Opportunities" adlı çalışmada bilimsel araştırma ve yayın etiği ilkelerine aykırı bir durum bulunmamaktadır.

T.C.
MILLÎ SAVUNMA BAKANLIđI
Milli Savunma Üniversitesi
Personel Daire Başkanlığı



Sayı : E-54589112-020-3484972

21 Mayıs 2024

Konu : Bilimsel Araştırma İzin Talebi

KARA HARP OKULU DEKANLIđINA

İlgi : Kara Harp Okulu Dekanlığı'nın 02.04.2024 tarihli ve E-35592990-050.01.04[050.01.04]-3414845 sayılı yazısı.

Kara Harp Okulu Dekanlığı Yabancı Diller Bölüm Başkanlığında görevli Öğr.Gör. İzel ANDIÇ SEYHAN'ın (MSÜ.2020-ÖE.36) "ESP Material Development Process of English Instructors: Challenges and Opportunities" konulu çalışması için İlgide kayıtlı yazı ile gönderilen araştırma izin talebi incelenmiştir.

Bu kapsamda söz konusu personelin Kara Harp Okulu Dekanlığında görevli İngilizce öğretim görevlilerine bahse konu bilimsel çalışmayı 2023-2024 Eğitim Öğretim Yılı Bahar döneminde okul ve personel ismi belirtmeden (hiçbir kişisel ve askeri içerik bulunmadan) sadece anılan çalışmada kullanılmak üzere yapması uygun görülmüştür.

Rica ederim.

Prof. Dr. Serdar SALMAN
Rektör V.

APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that...

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

11/06/2025

İzel ANDIÇ SEYHAN

APPENDIX-G: Thesis/Dissertation Originality Report

11/06/2025

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of English Language Teaching

Thesis Title: ESP Material Development Process of English Instructors: Challenges and Opportunities

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

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
10/06/2025	68	110656	26/05/2025	9%	2644316358

Filtering options applied:

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

I respectfully submit this for approval.

Name Lastname: İzel ANDIÇ SEYHAN

Student No.: N22135060

Department: Foreign Language Education

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Assoc. Prof. Dr. İsmail Fırat ALTAY)

APPENDIX-H: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

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

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

11/06/2025

İzel ANDIÇ SEYHAN

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

- (1) Madde 6. 1. Lisansüstü tezele ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezinerişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.
*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

