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Graduate School of Educational Sciences
English Language Teaching Master's Program**

**THE PLACE OF ESP EDUCATION IN ENGLISH LANGUAGE
TEACHING PROGRAMS IN TÜRKİYE: THE CASE OF MAKU
ELTEP**

**İdil KARPUZ KILIÇ
A Master's Thesis**

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**MAKÜ EĞİTİM BİLİMLERİ
ENSTİTÜSÜ**

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İdil KARPUZ KILIÇ

Tarih

İmza

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To my husband and family for their constant support.



**Özel Amaçlar İçin İngilizcenin Türkiye’deki İngiliz Dili Eğitimi Müfredatındaki
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ÖZ

Bu çalışma, Özel Amaçlar için İngilizce (ÖAİ) ve İngilizce Öğretmeni Yetiştirme Programları (İÖYP) içindeki önemine dair genel bir bakış sunmaktadır. ÖAİ, meslekler veya akademik alanlar gibi özel alanlarda dil öğretimine odaklanan özel bir dil öğretim biçimidir. Çalışma, İkinci Dünya Savaşı sonrasında, Amerika Birleşik Devletleri’nin ekonomik gücü ve İngilizce dil becerilerine olan artan ihtiyaç nedeniyle ÖAİ’nin ortaya çıkışını vurgulamaktadır. ÖAİ, öğrencilerin ihtiyaçlarına dayalıdır ve belirli dil gereksinimlerini karşılamayı amaçlar. Mesleki Amaçlar İçin İngilizce (MAİ) ve Akademik Amaçlar İçin İngilizce (AAİ) gibi alt kategorilere ayrılmaktadır. Türkiye’deki İngilizce öğretmeni yetiştirme programları genellikle teorik ve pratik dersler içerir ve ÖAİ’nin önemli bir rol oynadığı meslek okullarında staj yapılır. Ancak, İngilizce öğretmenleri için ESP eğitiminin önemi göz önüne alındığında, İngiliz Dili Eğitimi programlarında ÖAİ derslerinin eksikliği dikkat çekmektedir. Türkiye, Amerika Birleşik Devletleri ve Birleşik Krallık gibi farklı ülkelerden yapılan çalışmalar, İÖYP’de ÖAİ’nin eğitiminin gerekliliğine işaret etmektedir. Çalışma, Türkiye’deki Burdur Mehmet Akif Ersoy Üniversitesi’nde İngilizce öğretmeni yetiştirme programında İÖP’nin önemini keşfetmeyi amaçlamaktadır. Araştırma soruları, İÖYP’de ÖAİ’nin ne kadar yer aldığı ve öğretmen yetiştiricileri ile öğretmen adaylarının ÖAİ’nin rolüne dair görüşleri üzerine odaklanmaktadır. Çalışmada, veri toplama ve analiz için anketler, yarı yapılandırılmış görüşmeler ve belge analizi gibi karma yöntemler kullanılmıştır. Yapılan ankete 36 öğrenci katılmıştır. Yarı yapılandırılmış görüşmeler kapsamında 3 akademisyen ve 8 öğrenci ile görüşülmüştür. Çalışmanın bulguları, ÖAİ’nin İngilizce öğretmeni yetiştirme programları içindeki önemini anlamaya katkı sağlamakta ve İngilizce öğretmeni yetiştirme programlarındaki ÖAİ eksikliğini giderecek potansiyel çözümler için görüşler sunmaktadır. Bu araştırmanın bulgularına dayanarak, ÖAİ’nin, İÖYP’de gerekli bir bileşen olarak kabul edilmektedir, ancak halen yeterince uygulanmamaktadır. Burdur Mehmet Akif Ersoy Üniversitesi’nde, son dönemlerde zorunlu olan ÖAİ dersi, öğrencilerin mesleki dil ihtiyaçlarını karşılamak için yetersiz görülmektedir. Hem öğretmen adayları hem de öğretmen yetiştiriciler, ÖAİ’nin müfredata daha erken ve kademeli olarak dahil edilmesini önermektedir. Tam anlamıyla ÖAİ uygulamasına engel teşkil eden faktörler arasında sınırlı akademik uzmanlık ve yoğun müfredatlar yer almaktadır. Anket ve görüşme sonuçları, ÖAİ’nin kariyer hazır olma ve beceri gelişimi konularındaki rolüne güçlü bir destek olduğunu göstermektedir. Çalışma, müfredat düzenlemeleri, öğretim elemanı eğitimi ve bölgesel ÖAİ programlarının geliştirilmesi gerekliliğini vurgulamaktadır. Bu bulgular, İÖYP’nin iyileştirilmesi ve özel dil öğretimi ihtiyacının karşılanması açısından önemli içgörüler sunmaktadır. Çalışmanın sınırlılıkları, katılımcı sayısının sınırlı olması ve anket yanıtlarında potansiyel önyargıdır. Gelecek araştırmalar, diğer üniversiteler ve bölümlerden katılımcıları dahil ederek örneklemi genişletebilir. Genel olarak, bu çalışma, İÖYP’de

ÖAI eğitimine verilen önemin altını çizmektedir ve bu alanda daha fazla araştırma yapılması gerektiğini vurgulamaktadır.

Anahtar Kelimeler: Belge Analizi, İngilizce Öğretmeni Yetiştirme Programı, İÖYP, ÖAI, Özel Amaçlar İçin İngilizce.

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**The Place of Esp Education in English Language Teaching Programs in
Türkiye: The Case of Maku Eltep
(Master's Thesis)**

İdil KARPUZ KILIÇ

ABSTRACT

This study provides a general overview of English for Specific Purposes (ESP) and its significance in English Language Teacher Education Programs (ELTEP). ESP is a specialized form of language instruction that focuses on teaching ESP, such as in specific occupations or academic fields. The study highlights the emergence of ESP after World War II due to the economic power of the United States and the increasing need for English language skills. ESP is based on learners' needs and aims to address specific language requirements. It is categorized into subcategories such as English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). ELT programs in Türkiye typically include theoretical and practical courses, with an internship in vocational schools where ESP plays a crucial role. However, there is a lack of dedicated ESP courses in ELT programs, despite the importance of ESP education for English teachers. Studies from different countries, including Türkiye, the United States, and the United Kingdom, highlight the need for ESP training in ELTEP. The study aims to explore the importance of ESP in an ELT program at Mehmet Akif Ersoy University in Türkiye. The research questions focus on the extent of ESP representation in the ELTEP and the perspectives of teacher educators and pre-service teachers on the role of ESP. The study adopts a mixed-method design, incorporating questionnaires, semi-structured interviews, and documentary analysis for data collection and analysis. For the questionnaire 36 students participated and 3 academic staff, 8 students were interviewed. The findings of the study contribute to understanding the significance of ESP in ELTEP and provide insights for potential solutions to cover the deficiency of ESP in ELT programs. Based on this research's findings ESP is recognized as essential in ELTEP, but its implementation is still inadequate. At Burdur Mehmet Akif Ersoy University, the mandatory ESP course offered in the final semester is seen as insufficient for meeting students' professional language needs. Both pre-service teachers and teacher educators recommend integrating ESP earlier and progressively throughout the curriculum. Barriers to full ESP implementation include limited faculty expertise and overcrowded curricula. Survey and interview results highlight strong support for ESP's role in career readiness and skill development. The study emphasizes the need for curriculum adjustments, faculty training, and region-specific ESP tracks to better equip pre-service teachers for professional demands. These insights are crucial for improving ELTEP and addressing the need for specialized language instruction. The study's limitations include the limited number of participants and the potential bias in the questionnaire responses. Further research can expand the sample to include participants from other universities and departments. Overall, this study emphasizes the importance of ESP education in ELTEP and the need for further investigation in this area.

Key Words: ESP, ELTEP, English Language Teaching Curriculum, English for Specific Purposes, Documentary Analysis.

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LIST OF ABBREVIATIONS

EAP	: Pedagogical Knowledge
EGP	: English for General Purposes
ELT	: English Language Teaching
ELTEP	: English Language Teacher Education Program
EOP	: English for Occupational Purposes
ESP	: English for Specific Purposes
HEC	: Technological Knowledge
İÖYP	: İngilizce Öğretmeni Yetiştirme Programı
LSP	: Pedagogical Content Knowledge
MAKU	: Mehmet Akif Ersoy University
MoNE	: Ministry of National Education
ÖAİ	: Technological Pedagogical Content Knowledge
SPSS	: Technological Pedagogical Knowledge
TESOL	: Technological Content Knowledge
TESP	: Teaching English for Specific Purposes

CHAPTER I

INTRODUCTION

In this chapter, the study framework is presented. Following the introduction, the background of the study, the statement of the problem are presented. Then, the aim of the study and research questions are clarified. Finally, the chapter concludes with the assumptions and limitations of the study followed by the introduction of the key concepts used throughout the thesis.

1.1. Background to the Study

The recent evolution in nations' political, cultural, social, athletic, business, touristic, and economic ties, together with the increasing number of ESP conference presentations, professional and academic gatherings show that ESP has gained a significant place not only among academic circles, but it has gained the shape of a new industry in the 21st century (Rajabi, et al., 2012). When the rising involvement of ESP in aforementioned sections tied with education, vocational education comes to attention. In vocational schools, ESP teaching can be an important part of preparing students for success in their future careers. ESP programs have been shown to be effective in helping students develop the language skills they need to succeed in their future careers (Brown & Jones, 2018). In vocational education ESP can be a crucial part of preparing all learners for their future life; however, it remains to be ignored in certain contexts, including Türkiye. Thus, Baştürkmen (2014) emphasizes this lack of attention as somewhat surprising given the demanding nature of Language for Specific Purposes teaching. Hence, it is evident that the importance of this special method has come to notice recently.

According to Rajabi, et al. (2012), "Teaching English for Specific Purposes (TESP) has been considered a separate undertaking from English language teaching" (p.263). Therefore, it should be handled separately from other methods in language teaching. It would seem that "ESP professionals know the least about is their own" (Belcher,

2013, p. 544). Therefore, it can be said that ESP education is of importance in English language teacher education programs.

According to Kırkgöz (2019), language teacher training programs in Türkiye and various other nations often fail to adequately equip aspiring teachers with the necessary expertise and abilities to effectively instruct students with unique requirements and goals. Until now, researchers in Language for Specific Purposes (LSP) have shown little enthusiasm for investigating the subject of teachers and teacher training (Baştürkmen, 2014). Moreover, Strevens (1988) claims that

“While every good teacher of English is potentially a good teacher of ESP, he or she needs special help and training. The teacher who is new to ESP needs advice, help and support from those teachers who already have the necessary experience. Becoming an effective teacher of ESP requires more experience, additional training, extra effort, and a fresh commitment, compared with being a teacher of General English.” (p. 43).

It again shows that the importance of ESP in ELTEP general English knowledge is not enough on its own for ESP. All in all, language teacher education programs need an ESP course and ESP connection to other courses in addition to general English classes since ESP requires a specialized training on the part of students.

1.2. The Statement of the Problem

ESP is a growing topic in language education, however, research on ESP remains limited as stated by many researchers (e.g. Kırkgöz, 2019). Vocational school needs analysis research has indicated that teacher training programs play an important role in the ESP teaching process. Likewise, curriculum evaluation research showed that there is a need for ESP courses in ELT training programs. Finally, although ELT pre-service teachers have their internship at vocational schools as well as other types of schools, there is no course related to the ESP content. Moreover, in the last five years approximately 1123 graduates of ELT programs have been appointed to the state schools and these schools include vocational schools (MoNE, 2020, 2021, 2022, 2023, 2024). Therefore, this study is crucial to lead the way to change. All in all, these factors prove the significance of this research as well as its timeliness.

1.3. The Purpose of the Study

This study aims to examine the role and significance of ESP in ELTEPs in Turkish universities. Specifically, it seeks to identify current deficiencies in ESP instruction and propose actionable recommendations, based on the views of key stakeholders and relevant institutional documents, using a case study at a public university. In an increasingly specialized and globalized world, the demand for ESP instruction is growing. However, the foundations for effective ESP teaching are often overlooked—particularly in teacher education. By focusing on pre-service English language teachers, this study addresses the foundational stage of ESP teacher preparation. The knowledge and pedagogical preparation of future teachers in ESP directly influence the quality and effectiveness of ESP instruction in various educational contexts. Currently, most ELTEPs in Türkiye, including Burdur Mehmet Akif Ersoy University, lack a dedicated ESP course. ESP content is only nominally addressed within broader methodology courses, such as ‘Approaches and Methods in English Language Teaching.’ This study therefore emphasizes the urgent need to evaluate ELTEPs comprehensively and to raise awareness about the importance of ESP in teacher education.

1.4. The Significance of the Study

This study contributes to filling a recognized gap in the literature on ESP in teacher education, as highlighted by researchers such as Kırkgöz (2019). Existing needs analysis studies conducted in vocational school contexts point to a critical shortfall in ESP teacher preparation. Moreover, curriculum evaluation research indicates a growing necessity for ESP-focused courses in ELTEPs. Despite the fact that pre-service teachers often complete internships in vocational and technical schools—where ESP competence is essential—there remains no formal course on ESP in most teacher training programs.

This study is therefore of vital importance, as it not only aims to diagnose the current shortcomings but also seeks to offer a research-based rationale for reform. By focusing on institutional curriculum and stakeholder perspectives, the study has the potential to inform future curriculum development, promote greater integration of ESP into ELT

programs, and ultimately improve the quality of ESP instruction across educational settings in Türkiye.

1.5. Assumptions

This study assumes that students (third- and fourth-year) studying at the department of English Language Teaching at Burdur Mehmet Akif Ersoy University give their trustworthy opinions to the questions in the interviews. It is also assumed that participants answered the questions in the questionnaire consciously.

1.6. Limitations

This study has some limitations that should be taken into consideration. The first limitation is the number of participants as it is limited to one public university's ELT 3rd and 4th grade students and academic staff working in the city centre of Burdur province. Therefore, results might not be generalized to other settings. The second limitation is related to the possible bias of students and teachers towards questionnaires. Alternatively, the sampling group of the study can be enriched with different students and academic staff from other universities' ELT departments of Türkiye. The present study is a case study; therefore, the results of this study cannot be generalized but can still offer some insights for the other programs.

1.7. Definition of Key Concepts

1.7.1. ESP. ESP is a specialized branch of English language teaching that focuses on addressing the specific linguistic needs of learners in particular fields such as business, science, technology, or medicine.

As defined by Basturkmen (2005), ESP equips learners with the language functions and communicative competencies required to operate effectively within a given discipline, profession, or workplace. It is distinguished from general language instruction by its emphasis on contextual relevance and targeted skill development. According to Strevens (1988) and Master (1997), ESP is a key division within English Language Teaching (ELT), alongside English for General Purposes (EGP), and is

designed to align language instruction with the practical and academic demands of specific learner groups.

1.7.2. ELTEP. In Türkiye English Language Teaching programs are offered for 8 semesters. Each university has its own ELTEP, but more-or-less similar lessons are offered in each university. The first 2 years consist of theoretical classes and the last 2 years consist of more practical ones. The term refers to the program utilized for training the future English language teachers.

1.7.3. EVP. EVP is the acronym for English for Vocational Purposes, which is a subcategory of ESP. Widodo (2016) expressed that EVP as a subset of ESP. EVP has become increasingly prominent due to the growing demand for English language programs tailored to vocational needs (Widodo, 2016).

1.7.4. LSP. Language for Specific Purposes (LSP) is a specialized area of language education that focuses on meeting the unique linguistic and communicative needs of learners in specific disciplines or professions. It differs from general language teaching by emphasizing the use of specialized vocabulary, genres, and communicative practices relevant to fields such as business, science, technology, or medicine. Within LSP, English for Specific Purposes (ESP) has become particularly prominent, addressing the needs of learners who require English language skills tailored to their professional or academic contexts.

It emerged prominently in the 1970s, particularly through its English-language counterpart ESP and was strongly influenced by the Communicative Language Teaching (CLT) approach, which emphasized real-world language use (Hall, 2013). LSP is characterized by its focus on specialized vocabulary, genres, and discourse practices relevant to particular fields, such as science, medicine, business, or engineering. Unlike general language instruction, LSP is typically informed by a needs analysis and aims to equip learners with the linguistic and pragmatic skills necessary

to operate effectively within their specific domains (Johns & Dudley-Evans, 1991; Basturkmen, 2006; Hyland, 2002).



CHAPTER II

LITERATURE REVIEW

In this chapter, the literature relevant to the topic of the study is reviewed. This section begins with a general description of the field of ESP, and its sub-branch, i.e. English for Vocational Purposes, then continues with ELT teaching programs and the place of ESP in these programs. The chapter also gives descriptions of the terms and an evaluation of the Burdur MAKU curriculum.

2.1. A General Overview of English for Specific Purposes

ESP is a type of language instruction that focuses on teaching English for use in a specific occupations or fields of study (Hutchinson & Waters, 1987). Usage of ESP is diverse and can be seen in both higher education and vocational high school education. The use of ESP in higher education is seen in several domains, such as aviation, catering, engineering programs. English is taught via using each fields' special vocabulary and technical phrases. For example, in aviation programs, learners are given vocabulary, context, and phrases related to aviation such as “take-off” and “cabin crew”. It is similar in vocational high schools. In vocational schools, there are specific fields for the learners to choose, such as catering, hair care and beauty, preschool education. For example, in catering field students are exposed to kitchen jargon, such as “mise en place”, “serve”, and “chef”.

ESP is a dynamic research discipline, underpinned by one fundamental question, i.e. how best to meet the needs of English learners, especially in our increasingly globalized and internationalized world (Doiz et al. 2013). Similarly, Uçar (2020), touches upon the dynamic nature of ESP. ESP teaching and learning, which is a relatively new and evolving field within English as a Foreign Language (EFL), is expected to be incorporated into the high school curriculum, particularly for

Vocational and Technical High Schools (VTAHSSs), with a specific focus on the sub-branch known as EVP (Uçar, 2020).

According to Hutchinson and Waters (1987), ESP dates back to the end of World War II. It emerged from various reasons, and thanks to the economic power of the United States in the post-war world, this role fell to English. The need for ESP arises from individuals who have attained a foundational level of English proficiency. Among these ESP learners are those who have already finished a comprehensive English course or successfully cleared an English proficiency test, and who aspire to further their English learning in relation to specific academic or professional purposes (Gündüz, 2016). A quotation from Hutchinson and Waters explains ESP in a broader sense as follows:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning which is based on the learner's need. The foundation of all ESP is a simple question. Why does this learner need to learn a foreign language? From this question will flow, a whole host of further questions, which will relate to the learners themselves. ESP then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. (Hutchinson & Waters, 1987, p.19).

The focus on specificity or specialization is largely due to its strong emphasis on analysing and addressing the needs, desires, deficiencies, and objectives of language learners throughout the learning process (Akbaş, 2021), therefore; it can be said that ESP is based on learner needs.

In the 1980s, ESP was classified into two main categories (Gündüz, 2016), i.e. EOP (English for Occupational Purposes) and EAP (English for Academic Purposes). However, Jordan (1997) later redefined ESP as a subset of EAP, with two distinct branches known as ESAP (English for Specific Academic Purposes) and EGAP (English for General Academic Purposes). This classification shift highlights how ESP continuously evolves to meet learners' diverse needs, distinguishing between specialized academic language and broader, foundational skills. Furthermore, more recent perspectives, like those of Hutchinson and Waters (1987), emphasize that ESP is not only about the type of language used but also about the purpose behind learning

it, reinforcing its learner-centred approach. This ongoing refinement of ESP categories underlines its adaptability and relevance in both academic and professional contexts.

2.2. EVP

EVP is an umbrella term within ESP. In recent years, the prominence of English for Vocational Purposes (EVP) within the broader field of ESP has surged, marked by a notable trend in English language programs increasingly catering to learners seeking to acquire English pertinent to their professional pursuits (Widodo, 2016). According to Widodo (2014), EVP can be designed from wide-angled (English for General Vocational Purposes) and narrow-angled (English for Specific Vocational Purposes) perspectives. EVP is a specialized teaching method designed for various types of occupation. EVP, as part of ESP, has become increasingly significant due to the growing number of English language courses designed to teach English relevant to specific professions (Widodo, 2016).

This underscores the importance of integrating supportive strategies alongside language instruction in EVP contexts, ensuring that students develop both the linguistic competence and the psychological resilience necessary to succeed in their future professions. As a final point, EVP programs that incorporate such holistic approaches can better prepare learners to meet the demands of an increasingly competitive and dynamic workforce.

2.3. ELT Teacher Training Programs in Türkiye and MAKU ELT

ELT programs in Türkiye offer four years of education. The first two-year period includes theoretical courses, and the last two-year period includes practice courses since in the last year students have an internship program that enables them to put their knowledge into practice. Karakaş and Yavuz (2018) summarize the curriculum as follows: the program adheres to an applied-science approach, where student-teachers are required to gain theoretical understanding in their subject area and teaching methods before putting that knowledge into practice in real teaching settings. Recently there have been changes in the regulations. Now academic staff of ELT programs can change the curriculum by offering new courses regardless of the topic. The current

ELT program main courses of Burdur Mehmet Akif Ersoy University which is the setting of the current study are displayed in the table below for a better illustration of the courses offered throughout the study years.

Table 1.

Burdur Mehmet Akif Ersoy University ELTEP Core Courses

Course Code	Course Title	Theory (T)	Practice (U)	Credits (K)	ECTS
Semester I					
AE	Reading Skills 1	2	0	2	2
	Writing Skills 1	2	0	2	2
	Listening and Pronunciation 1	2	0	2	2
	Oral Communication Skills 1	2	0	2	2
Semester II					
AE	Reading Skills 2	2	0	2	2
	Writing Skills 2	2	0	2	3
	Listening and Pronunciation 2	2	0	2	3
	Oral Communication Skills 2	2	0	2	3
	Structure of English	2	0	2	2
Semester III					
AE	Approaches to English Learning and Teaching	2	0	2	3
	English Literature 1	2	0	2	4
	Linguistics 1	2	0	2	3
	Critical Reading and Writing	2	0	2	3
Semester IV					
AE	English Teaching Curriculum	2	0	2	3
	English Literature 2	2	0	2	4
	Linguistics 2	2	0	2	3
	Language Acquisition	2	0	2	3
Semester V					
AE	Teaching English to Young Learners 1	3	0	3	5
	Teaching English Language Skills 1	3	0	3	5
	Teaching Language and Literature 1	2	0	2	3
Semester VI					
AE	Teaching English to Young Learners 2	3	0	3	5
	Teaching English Language Skills 2	3	0	3	5
	Teaching Language and Literature 2	2	0	2	3
Semester VII					
AE	Teaching Practicum 1	2	6	5	10
	Material Development in English Teaching	3	0	3	3
	Translation Studies	3	0	3	3
Semester VIII					
AE	Teaching Practicum 2	2	6	5	15
	Assessment in English Teaching	3	0	3	4

Regarding ESP presence in this program, it appears that ESP is included only as an elective course, rather than being a core part of the curriculum. It is mentioned in the descriptions of some core courses but largely in a nominal fashion. This suggests

that while students have the opportunity to explore ESP, it is not a primary focus of their training. Elective program courses offered in the program are also given in a separate table below.

Table 2.

Burdur Mehmet Akif Ersoy University ELTEP Elective Courses

Course Code	Course Title	Theory (T)	Practice (U)	Credits (K)	ECTS
AE	Language Testing and Evaluation	3	0	3	4
AE	Discourse Analysis	3	0	3	4
AE	Technology in English Language Teaching	3	0	3	4
AE	Sociolinguistics	3	0	3	4
AE	Pragmatics and Language Teaching	3	0	3	4
AE	ESP	3	0	3	4

The minimal presence of ESP in the elective courses suggests that the program acknowledges the need for specialized language instruction tailored to professional or academic contexts. However, its singular presence as an elective rather than a core course indicates that ESP is not a primary focus of the program but rather an optional specialization. Additionally, other elective courses such as Discourse Analysis, Sociolinguistics, and Pragmatics and Language Teaching may contribute indirectly to ESP by equipping students with the analytical skills needed to address language use in specific domains. However, the program does not seem to offer a comprehensive ESP track with courses dedicated to Business English, Legal English, or English for Science and Technology, which would suggest a stronger ESP emphasis.

It can be said that almost all ELT education curriculum has touched upon ESP in courses but there is no special course on ESP for ELT. However, as stated earlier, there are some universities who offers ESP courses like Çukurova University ELT program since a study done by Kırkgöz (2019) helps us to see the results of offering a separated ESP course to pre-service teachers of ELT. According to Kırkgöz (2019), “Findings gained from the implementation of this ESP course at a Turkish university suggest that the approach followed in this study could fruitfully be adapted to other teacher education programs.” (p. 25)

Some studies from the foreign context on the role of ESP in ELTEP confirmed that there is a lack of ESP education in the language teacher training programs not only in the Turkish context but beyond it. These studies also expressed that ESP education for English language teachers is necessary since they have pre-requirements like general English knowledge. Mohammed (2013) contributes to this notion this research assumes by noting that ELT instructors have sufficient qualifications and possess the essential skills and knowledge to handle an ESP course given that they undergo training and orientation.

Besides Arabian context when we look at the American case according to Master (1997), although ESP was briefly mentioned in most methodology courses of MATESOL (Master of Arts in Teaching English to Speakers of Other Languages) programs, there was a general lack of emphasis on ESP, and only a small number of programs provided dedicated courses on the subject. And for the English perspective, Howard (1997) looked into the MA programs in the United Kingdom and noted that there were just three programs that had a specific focus on ESP. Additionally, the survey identified several Master of Arts (MA) programs that included one module on ESP or EAP.

Finally, apart from other countries mentioned, in Austria, a study done by Hüttner et al. (2009) found that approximately 65% of students enrolled in vocational upper-secondary schools and specialized colleges are required to study ESP. These institutions offer a wide range of specializations, including information technology. Moreover, the language teacher training programs in Türkiye offer internship in vocational schools in which ESP plays an important role in the language learning process. According to Gündüz (2016) emphasized the necessity of ESP in ELTEP, as well. Teaching ESP necessitates additional training on top of teaching fundamental English skills, and the acquisition of subject-specific terminology poses challenges for English teachers. Consequently, ESP demands additional effort alongside the already demanding workload of English teachers. As a result, these points mentioned above reveal the significance of ESP education in English language teacher education programs.

2.4. The Role of ESP in ELT

According to Widodo (2015), instruction in ESP has been consistently developed, applied, and assessed to address the increasing demands for professional and academic communication. ESP shows an importance in terms of constant demand in professional and academic communication. The main objective of ESP is to provide learners with the necessary competence to effectively engage in professional or academic interactions conducted in English (Widodo, 2016). Effective communication is essential for students to fully engage with their academic coursework. Assistance in EAP is vital to support students in comprehending lectures, note-taking, summarizing information, completing assignments and reports, crafting examination responses, and engaging with various individuals on campus including peers, instructors, tutors, and lecturers. As many researchers suggest ESP is different from general English and should be handled as a separate component. Basturkmen (2019) explains that while EGP aims to build a general English foundation for future learning, ESP is tailored to address specialized academic and occupational needs. Day and Krzanowski (2011, as cited in Bayram & Canaran, 2020) highlight that ESP teachers often face difficulties because they are language instructors rather than specialists in the subject they teach, making subject-specific knowledge essential. “Herein, the role of ESP teachers needs to be specified as they are at the heart of the teaching and learning practice. Clearly, the role of ESP teachers is different from the one of general English teachers” (Kaya, 2024, p. 3).

Compared to EGP, teaching ESP presents greater challenges, placing additional responsibilities on educators (Kaya, 2024). ESP teachers face greater difficulties because they are not trained to teach specialized subject content, unlike subject-specific instructors (Bell, 1996, as cited in Bayram & Canaran, 2020). ESP teachers encounter more difficulties, highlighting the urgent need for a thorough analysis to determine their specific needs and enhance their effectiveness in ESP instruction (Kaya, 2024). Ultimately, ESP education is different and more difficult than EGP. Therefore, it needs to be handled separately and in detail.

ESP is a relatively unknown area in ELT programs. In fact, despite the limited focus on ESP teacher education, a unique method of teaching ESP has not emerged, which

may explain the lack of emphasis on specific teacher training. Typically, ESP teachers are general language instructors who are self-trained in a particular area of ESP (Master, 1997). Despite the growing demand for ESP teachers, pre-service teacher education programs have mostly overlooked this crucial area (Kırkgöz, 2019). ESP teachers who are tasked with teaching ESP courses frequently express feelings of inadequacy and a lack of competence, primarily due to insufficient training and experience in their teacher education programs (Qi, Sorokina, & Liu, 2021).

Kırkgöz's study (2019) supports the views expressed by Wiwczarowski (2003), highlighting the need for pre-service and in-service training programs for Turkish ESP teachers. The research found that many teachers lacked knowledge about the planning and adaptation of ESP courses and materials before receiving training. Additionally, the concept of needs analysis, a crucial component of ESP, was unfamiliar to most participants. Some teachers described ESP teaching as a completely new experience, one that would present numerous challenges. However, after the training, the teachers gained a deeper understanding of the origins and development of ESP as a field. More importantly, they acquired valuable insights into key ESP practices, such as material design and the process of conducting needs analysis. This training not only expanded their theoretical knowledge but also equipped them with practical skills, enhancing their ability to teach ESP courses effectively.

Recent studies have increasingly drawn attention to the role of teacher beliefs in shaping pedagogical orientations in ESP contexts. A seminal study by Dang (2019) investigated how pre-service English teachers in Vietnam reconstructed their beliefs about ESP teaching throughout the course of a dedicated ESP teacher education program. Findings revealed that the participants entered the program with fragmented and often inaccurate understandings of ESP, shaped by their prior general English learning experiences. However, as they progressed through targeted coursework and practicum activities, their beliefs evolved significantly resulting in a more coherent view of ESP as discipline-specific, learner-oriented, and context-sensitive. Further elaborating on this longitudinal study, Dang, Haworth, and Ashton (2023) conducted a more focused investigation into how pre-service teachers' beliefs were influenced by sociocultural factors, such as peer collaboration, institutional context, and critical reflection. The study emphasized three major areas of change, i.e. a heightened

awareness of interdisciplinary knowledge, a redefinition of teacher roles in ESP settings, and the development of professional identity as ESP instructors. These belief shifts were not linear but rather shaped by both internal cognitive re-evaluations and external affordances, highlighting the complex nature of teacher cognition in ESP education.

The insights from these studies are especially relevant to the Turkish context, where ELTEPs still offer limited exposure to ESP pedagogy. As discussed in the current research, many pre-service teachers are introduced to ESP only at the final stages of their education, and often without structured theoretical or practical guidance. The findings of Dang (2019) and Đặng et al. (2023) suggest that integrating ESP training earlier in the curriculum supported by reflective practice and situated learning can help pre-service teachers form more accurate and empowered professional beliefs. This would, in turn, better prepare them for real-world vocational and occupational English teaching contexts, an increasingly expected competence among English teachers in Türkiye.

Recent scholarship on ESP teacher education converges on a critical concern, namely the professional preparedness and belief development of teachers assigned to ESP contexts. Kaya (2024), in a study focusing on in-service English teachers in Türkiye, found that although some educators embraced ESP teaching as an opportunity for professional growth and job satisfaction, the majority felt underprepared due to insufficient training and institutional support. This sense of inadequacy is echoed in the broader international literature. For instance, Papadima-Sophocleous et al. (2019) emphasized a widespread mismatch between the implementation of ESP programs and their quality assurance, largely attributed to teachers' lack of domain-specific competence, scarcity of suitable materials, and limited opportunities for professional development. In parallel with this finding, Dang's longitudinal works in Vietnam (2019, 2023) shed light on the evolution of pre-service teachers' beliefs about ESP teaching. His doctoral research (2019) showed that participants initially held fragmented and often inaccurate conceptions of ESP, shaped by their general English learning backgrounds. However, through guided coursework and reflective practicum experiences, these beliefs gradually shifted toward a more contextualized and interdisciplinary understanding of ESP. In his 2023 study, Đặng, along with

colleagues, further highlighted the role of sociocultural factors in belief transformation, identifying professional identity, role redefinition, and interdisciplinary awareness as key outcomes of targeted ESP training. Together, these studies underscore a shared conclusion, i.e. regardless of whether pre-service or in-service, ESP teachers require explicit, sustained, and context-sensitive training to develop both the confidence and competence needed for effective instruction. The integration of reflective practice, institutional support, and access to relevant materials emerges as essential not only for fostering development of belief but also for bridging the gap between policy and classroom realities in ESP education.

In conclusion, the development of pre-service teachers' beliefs about teaching ESP is a multifaceted process that significantly impacts their effectiveness as future educators. The research presented in studies like those by Kırkgöz (2019) and Dang (2019, 2023) underscores the need for well-structured pre-service and in-service teacher education programs. These programs not only equip teachers with the necessary subject-specific knowledge but also help them develop key pedagogical skills such as needs analysis and material design. As ESP continues to evolve as a specialized field, it is crucial to address the challenges that ESP teachers face through targeted professional development. By fostering a deeper understanding of the field and offering consistent support, we can ensure that ESP teachers are better prepared to meet the diverse needs of their students, whether in academic or professional settings. Ultimately, ESP education is different and more demanding than EGP; therefore, it needs to be handled separately and in detail.

2.5. Approaches to Incorporate ESP into ELT Curriculum

Some scholars (e.g., Kırkgöz, 2019; Baştürkmen, 2014; Hutchinson & Waters, 1987) have examined how to incorporate ESP into ELTEP in several settings, including Türkiye. The need for this emerged from deficiency observed in the current ELTEPs as stated by Kırkgöz (2019). In Türkiye and many other countries, teacher education programs often fail to equip future teachers with the necessary knowledge and skills to effectively teach learners with specific needs and purposes. To illustrate this point, Kırkgöz (2019) gathered data from 60 pre-service teacher candidates enrolled in the

ESP course offered in the spring semester in the third-year of the ELTEP using pre- and post-ESP questionnaire which contained ten open-ended items administered both at the beginning and at the end of the 14-week course, reflective journals which participants wrote weekly, and participants' ESP projects as data collection tools. She used a constructivist approach while designing the course curriculum. The lectures started with introduction and theoretical knowledge then it moved on to practical implementations. The results suggested that many English language teachers are working in ESP, and new teachers are continually entering the field. These newcomers need ESP-related training in teacher education programs. Therefore, integrating ESP into pre-service teacher education is essential to prepare future teachers for ESP professions. Findings from implementing an ESP course at a Turkish university indicate that this approach could be effectively adapted to other teacher education programs (Kırkgöz, 2019).

2.6. Previous Studies

In this section, an overview of existing research on ESP in several ELTEPS is provided to establish the foundation for the present study.

2.6.1. Importance of ESP in the previous studies. The instruction of ESP has traditionally been developed, applied, and assessed to address the growing demands of professional and academic communication (Widodo, 2016). The ESP approach enhances the relevance of what students are learning by allowing them to apply previously acquired English knowledge. ESP evaluates students' needs and combines motivation, subject matter, and content to teach the necessary skills effectively (Fitria, 2020). An important point in ESP is that English is not taught as a subject separate from the students' real world, but it is integrated into a subject matter area important to the learners (Fitria, 2020).

Research on teachers and teacher education in LSP has not garnered significant attention so far (Baştürkmen, 2014). Master (2005) analysed articles published between 1980 and 2001 in the ESP journal, revealing that articles on teacher training are relatively rare when compared to other topics such as discourse analysis, program

descriptions, needs analysis, and materials development. Considering the challenging nature of LSP teaching, it is somewhat unexpected that the subject of ESP teacher education has received limited focus in the existing English-language literature (Baştürkmen, 2014). Baştürkmen (2014), continues her words as she stated that she contends that a deeper understanding of the needs of LSP teachers would benefit the field of LSP and help guide decisions regarding the content of teacher education programs. She also proposes that this understanding can be informed, at least partially, by empirical studies on LSP teacher expertise. Additionally, she suggests a reflective model of teacher education is especially well-suited for in-service LSP teacher training.

Dudley-Evans and St John (1998) provide an extensive overview of the evolution and current state of ESP. They similarly highlight the increasing prominence of English for Business Purposes within ESP and discuss how advancements in discourse and genre analysis, as well as computer-based analyses, have deepened our understanding of both written and spoken texts. The authors emphasize the importance of tailoring ESP instruction to the specific needs of learners in various professional and academic contexts, advocating for a practical and accessible approach that integrates theoretical and methodological insights. This work serves as a valuable resource for educators aiming to design effective ESP courses that address the nuanced requirements of diverse disciplines.

2.6.2. Role of ESP in english teacher education. ESP would require additional training compared to teachers of general English language (Strevens, 1988). Liu et al. (2011) emphasize that to develop effective classroom pedagogies attuned to individual learners' goals, language practitioners must critically reflect on and understand the diverse language needs of their students.

This critical reflection encourages ESP teachers to continually question the definitions of 'needs' within rigid categories such as necessities, wants, and lacks. Consequently, incorporating learners' expectations and objectives is essential to provide more engaging and motivating materials, including texts and tasks. This approach suggests that developing ESP materials, the cornerstone of ESP instruction, involves more than

assessing needs based solely on language proficiency levels; it also considers how available resources and constraints impact the design and implementation of ESP instruction as a whole (Widodo, 2016). Teaching LSP places significant demands on instructors. According to Dudley-Evans and St John (1998), LSP practitioners take on five key roles, i.e. teacher, course designer, materials creator, collaborator with subject experts, and evaluator of courses, materials, and student progress (Baştürkmen, 2014). In general language teaching, instructors can typically rely on a wide range of high-quality commercially available textbooks and resources, many of which now come in comprehensive sets that include DVDs, online materials, self-study guides for students, and teacher's manuals. However, this is less common in LSP, where courses are tailored to address the specific needs of particular groups of students (Baştürkmen, 2006, 2010, 2014; Dudley-Evans & St John, 1998;).

Some language teaching practices assume that anyone qualified to teach languages is also qualified to teach ESP. Unfortunately, this assumption often includes teachers who are minimally qualified, such as native speakers with no formal training, a practice particularly common in lower-resource settings where English-speaking backpackers are employed as teachers. Surprisingly, this situation also exists in well-resourced Western institutions. Adamson (1997) notes that faculty members in modern language departments often avoid teaching non-major language courses, leaving the responsibility to part-time, locally recruited native speakers, who may not have formal training in language teaching. Adamson's (1997) attempt to offer specialized language courses in areas like science, business, and law faced challenges, as these courses were often taught by native speakers with limited teaching experience.

There is also debate on how much specialist training ESP teachers need. Sutherland (1995) humorously critiques the idea that ESP teaching is like standard language teaching or that teachers need expertise in both the language and the subject area. Career advice on ESP teaching often highlights the necessity of knowledge in the specific language, but the exact qualifications and expertise required remain unclear. Some ESP theorists suggest that understanding the principles of the relevant discipline (e.g., the scientific method for bioscience students) may be more important than knowing the specific language (Kinoshita, 2006).

2.6.3. ESP in the ELTEPs in Türkiye. ESP has been widely explored in various educational and professional contexts, particularly in fields where language instruction is tailored to specific disciplines (e.g., Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). However, its role in teacher education programs, especially in Türkiye, remains a developing area of research. The integration of ESP into ELTEP is crucial, as it equips prospective English teachers with the skills necessary to address learners' specific linguistic needs in diverse educational settings. Prior studies have examined ESP's impact on language pedagogy, curriculum development, and teacher training (Belcher, 2006; Baştürkmen, 2010). However, further research is needed to determine the effectiveness of ESP-oriented teacher education in Türkiye and how it aligns with international trends.

The necessity of ESP in ELTEP is showed by Hutchinson and Waters (1987) as they stated that pre-service teachers need a proper training since they are not only teaching general English, they also should be competent in special language teaching technique. In Türkiye many universities do not have an ESP course as most students had pursue self-development through activities such as discussing, reading books, and participating in courses or workshops (Hutchinson & Waters, 1987).

2.6.4. Key findings and research gaps. In reviewing the literature on ESP within the context of ELTEPs in Türkiye, several key findings emerge. Studies generally suggest that ESP plays a critical role in equipping prospective English teachers with the skills needed to address the diverse linguistic demands of specific academic and professional contexts. ESP's application in ELTEP has been linked to improved motivation and engagement among future educators, as it tailors the curriculum to the needs of various disciplines such as business, law, and science (Dudley-Evans & St John, 1998; Baştürkmen, 2006).

Furthermore, research indicates that integrating ESP into teacher education programs encourages a more communicative and needs-based approach to language teaching, focusing on learners' specific academic and professional needs (Hutchinson & Waters, 1987; Belcher, 2006). Several studies have also highlighted the challenges faced by ESP instructors in Türkiye, including limited access to specialized training,

insufficient collaboration between language teachers and subject specialists, and the lack of appropriate materials tailored to the needs of specific fields (Baştürkmen, 2010; Adamson, 1997). These challenges often hinder the effectiveness of ESP instruction in ELTEP, leading to difficulties in providing relevant and engaging materials for students. Despite the valuable insights offered by previous studies, there are several gaps in the current body of research regarding the role of ESP in ELTEP in Türkiye. First, while there is considerable focus on ESP in academic and professional contexts globally, research on the specific application of ESP in teacher training programs in Türkiye remains sparse (Genç & Bada, 2010). Much of the available research has not thoroughly explored the local needs of language learners in the context of Turkish higher education, particularly in relation to various subject areas such as business, tourism, or law (Öztürk & Atay, 2018). Furthermore, studies that examine the integration of ESP into the broader framework of ELTEP, including curriculum design and the professional development of ESP instructors, are limited (Kırkgöz, 2009).

Another significant gap concerns the pedagogical approaches used in ESP teacher education. Although some scholars argue that a reflective model of teacher education is beneficial for in-service ESP teachers (Kinoshita, 2006), there is a lack of empirical evidence regarding its effectiveness in the context of ELTEP in Türkiye. More research is needed to understand how ESP teacher training can be optimized to address both the linguistic and pedagogical needs of future English teachers in Türkiye. As for to address these gaps, this paper is designed to close this gap in literature.

CHAPTER III

METHODOLOGY

In this chapter, the research conducted on the basis of three main questions, mixed-method design, case study design, documentary analysis and methodology features consisting of participants, data collection tools, data analysis, and limitations are explained in detail.

3.1. Research Design

This research is designed to find out the efficacy of ESP teaching method in current ELTEP. This aim requires firstly to fully comprehend definition of ESP and its umbrella terms and secondly to analyse current English language teaching programs curriculum. In this scope, third- and fourth-year ELT language students and academic staff are taken into consideration. The objectives of this research are (i) to determine the place of ESP in ELTEP, (ii) Find possible solutions to cover the deficiency of ESP in ELTEP.

In accordance with the stated objectives, a mixed-methods research was conducted. This research type was chosen as it provided a better understanding of the data since it included both quantitative and qualitative research methods. In the realm of mixed methods research, the mixed methods case study design encompasses the utilization of fundamental designs, such as convergent, explanatory sequential, or exploratory sequential, nested within the framework of a singular or multiple case study design (Creswell, 2018). Explanatory sequential design is utilized in this paper. According to Creswell (2014), the explanatory sequential design is a two-phase model where the researcher first collects and analyses quantitative data, followed by the collection and analysis of qualitative data to help explain or elaborate on the initial quantitative results. This approach was particularly appropriate for the current study because it allowed for a broad understanding of students' and instructors' perceptions through a

survey, which was then deepened through semi-structured interviews and document analysis.

In this design, the quantitative phase provides the general trends, while the qualitative phase adds depth and interpretation (Creswell, 2014). The integration of both phases ensured a more comprehensive understanding of the complex relationship between ESP and ELTEP curricula. This study intended to use the selected participants' experiences, perspectives, and viewpoints. They were gathered and scrutinized to inform the research's findings and discussions. In order to ensure required permissions ethical council permission is provided beforehand.

In addition to surveys and interviews, this study also utilized document analysis to gain a deeper understanding of how ESP is represented in the official ELTEP curriculum of Burdur Mehmet Akif Ersoy University. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (Bowen, 2009). It involves the examination and interpretation of documents to extract meaningful information and develop empirical knowledge. As Bowen (2009) states, document analysis can be particularly valuable in triangulating findings from other data sources, thereby enhancing the overall validity of a study. In this research, curriculum documents, course descriptions, and departmental plans were examined to determine whether and how ESP was embedded within the teacher education program. This method complemented the survey and interview data by providing institutional and structural insights that participants alone could not fully reveal.

Semi-structured interview questions were utilized in this paper, as well. According to Creswell (2012), a semi-structured interview is a qualitative method where the researcher uses a set of prepared open-ended questions while allowing flexibility to explore additional topics based on participants' responses. This approach balances structure with adaptability to gain deeper insights. To gain a deeper understanding of participants' thoughts on ESP, semi-structured interviews are vital. Since, the topic is open for discussion and as participants added different perspectives researcher touched upon those perspectives too. Interviews are used after the survey in order to conduct in-depth qualitative exploration. Survey results help in refining interview questions by identifying emerging patterns or unexpected findings, allowing researchers to tailor

questions for deeper exploration. Additionally, this approach strengthens triangulation of data, as qualitative interviews can validate, clarify, or expand upon the quantitative survey findings, thereby increasing the study's credibility and reliability. Moreover, it contributes to efficiency in data collection by filtering out unnecessary interviews and ensuring that the qualitative phase focuses on the most significant issues rather than beginning without direction. This sequential approach optimizes the research process by combining broad statistical insights with rich, in-depth qualitative understanding.

3.2. Research Questions

In light of the growing global demand for ESP and its increasing relevance across various professional and academic contexts, this study aims to explore how ESP is addressed within the ELTEP at Burdur MAKU. Despite the recognized importance of ESP, particularly in vocational and technical education settings, there is limited evidence on how well pre-service English language teachers are being prepared to teach ESP. By examining both curriculum content and stakeholder perspectives, this study seeks to offer insights into the current state of ESP within ELTEPs and identify areas for improvement. The research is guided by the following questions:

1. To what extent is ESP represented in the ELTEP at Burdur MAKU?

This question investigates the level of integration and visibility of ESP within the ELTEP curriculum, aiming to understand how explicitly and systematically it is addressed.

2. What is the perceived role of ESP in English language teacher education according to teacher educators and pre-service teachers at Burdur MAKU?

This question explores stakeholder perceptions, focusing on how both teacher educators and pre-service teachers understand and value ESP in the context of their professional preparation.

3. Do participants' perceptions of ESP differ based on variables such as gender, year of study, prior knowledge of ESP, and level of interest?

This question examines whether demographic and experiential factors influence how participants perceive the role and significance of ESP in their education. Here, it

should be noted that differences in perceptions of ESP is sought descriptively rather than statistically significant differences as the data collection tool relies on a researcher-developed survey rather than a validated scale.

3.3. Participants and Setting

The sampling strategy for this study varied across data collection instruments due to the nature of the explanatory sequential mixed-methods design. For the quantitative phase, convenience sampling was applied by targeting all third- and fourth-year students in the ELT program at Burdur MAKU. As Cohen et al. (2018) state, convenience sampling is useful when the researcher selects participants who are “readily available and willing to take part” (p. 219), especially when studying a defined institutional context. For the qualitative phase, purposive sampling was employed. Specifically, student interviewees were selected based on two criteria: (1) having completed teaching practicum in vocational high schools, and (2) voluntarily agreeing to participate. Patton (2002) emphasizes that purposive sampling is appropriate when the researcher seeks “information-rich cases” that offer deep insights into specific experiences or phenomena (p. 230). In total, 36 pre-service teachers participated in the survey, with 58.3% in their third year and 41.7% in their fourth year of study. Of these, 52.8% identified as male and 47.2% as female.

Regarding the academic staff, criterion-based purposive sampling was used. Instructors were selected based on their experience teaching courses where ESP-related content is addressed, ensuring their relevance to the research questions. This approach aligns with the notion that purposive sampling may include “participants selected for their particular characteristics or experience” (Creswell & Poth, 2018, p. 159). In total, there were six instructors offering courses in the program at the time of data collection and of them, three took part in the study. Demographics regarding the participants are given in the following tables.

Table 3.

Demographic Information of Participants

Participant Group	Gender	Frequency (f)	Percent (%)
Survivor Participants (Students)	<i>Female</i>	17	47.2
	Male	19	52.8
	Total	36	100
Interview Participants (3 rd grade students)	<i>Female</i>	3	100
	Male	0	0
	Total	3	100
Interview Students (4 th grade students)	<i>Female</i>	4	80.0
	Male	1	20.0
	Total	5	100
Academic Staff	<i>Female</i>	1	33.7
	Male	2	66.3
	Total	3	100

The study is limited to third- and fourth-year students in the ELTEP at Burdur MAKU. This specific participant group was selected because these students have completed most of their coursework and are therefore more likely to have encountered content related to ESP, either directly or through broader pedagogical and methodological discussions. In contrast, first- and second-year students are still engaged primarily in introductory language and education courses and may lack sufficient exposure to specialized topics such as ESP. MAKU's ELTEP is delivered through an English-medium instruction (EMI) model, in which all field-specific courses are taught in English. This approach not only supports the development of students' language proficiency but also immerses them in academic content and professional terminology throughout their education. By the third and fourth years, students are expected to have developed a more nuanced understanding of different subfields within ELT, including ESP, making them well-positioned to provide informed reflections on its place within their training.

In addition to student participants, three members of the academic staff were also included in the study. These instructors are actively involved in teaching several field-specific courses offered in the ELTEP and thus bring valuable insights into curriculum design, pedagogical goals, and the potential integration of ESP into teacher education. Their perspectives are essential for understanding institutional attitudes toward ESP and for evaluating the current alignment between course content and the demands of ESP teaching in professional contexts.

3.4. Data Collection Procedures

To gather data, three tools of data collection were utilized in the study. For quantitative data on students' perceptions of ESP, a researcher-developed questionnaire was used. The instrument consisted of four sections: demographic information, questions on participants' prior knowledge and interest in ESP, a Likert-scale section addressing their perceptions, and open-ended questions aimed at capturing broader insights. The items were informed by relevant literature and refined with expert feedback.

In addition to the questionnaire, semi-structured interviews were conducted with both pre-service teachers and academic staff to obtain deeper qualitative insights. While the questionnaire provided general trends and measurable attitudes, the interviews allowed for a more nuanced exploration of participants' experiences, understandings, and suggestions regarding ESP in teacher education. Student interviews helped reveal how ESP is perceived from the learner's perspective, while interviews with academic staff offered expert views on curriculum design and the practical challenges of integrating ESP into the program. This dual approach enhanced the study's validity through methodological triangulation.

Finally, document analysis was employed to examine the ELTEP curriculum at Burdur MAKU. As a qualitative research method, document analysis enabled a systematic review of curricular materials to uncover themes relevant to ESP, support triangulation of findings, and provide contextual understanding (Bowen, 2009; Creswell, 2014).

The following section provides a detailed explanation of the survey questionnaire used in the study, including its structure and purpose.

3.4.1. Students' perceptions questionnaire. The primary aim of the questionnaire was to explore pre-service English language teachers' perceptions and attitudes toward the inclusion of ESP in their teacher education program at Burdur MAKU. Given the limited availability of standardized instruments tailored to this specific research context, the questionnaire was designed by the researcher as an exploratory tool to generate preliminary insights.

The survey consisted of four sections: (1) demographic information (e.g., gender, grade level), (2) participants' prior exposure to and interest in ESP, (3) a series of Likert-scale items assessing perceptions and attitudes toward ESP, and (4) open-ended questions to elicit more detailed views and experiences. This structure aimed to capture both measurable trends and individual perspectives, recognizing the multidimensional nature of attitudes toward ESP (Baştürkmen, 2010; Hyland, 2019).

The item development process followed established principles of survey design (Dörnyei & Taguchi, 2009; Fowler, 2014). Items were grounded in relevant literature and refined through expert review by specialists in ESP, including the researcher's thesis supervisor, and questionnaire methodology (Olson, 2010), which supported the face and content validity of the instrument (Hardesty & Bearden, 2004; Taherdoost, 2016). A pilot study with a small sample of pre-service teachers was also conducted to assess the clarity and appropriateness of the items, and revisions were made based on participant feedback (Bryman, 2016). While the survey underwent multiple rounds of refinement, it is important to acknowledge that it is not a validated scale in the formal psychometric sense (DeVellis, 2016; Furr, 2011). As such, the findings should be interpreted as exploratory, providing initial insights rather than definitive conclusions. Nevertheless, the survey offers a useful foundation for understanding emerging trends and informing future research on ESP in language teacher education.

3.4.2. Semi-structured interview questions for students. This section outlines the semi-structured interviews conducted with pre-service teachers to explore their perceptions of ESP within the context of their ELTEP. The development of the interview questions was informed by three main sources: the survey findings, relevant literature on ESP and teacher education, and theoretical perspectives on language needs analysis and motivation in language learning (Basturkmen, 2010; Hutchinson & Waters, 1987; Dörnyei, 2001).

Following the initial analysis of the questionnaire data, key issues that were either underexplored or revealed divergent responses among participants were identified. These issues—such as students' limited conceptual clarity about ESP, perceived gaps in the current curriculum, and suggestions for practical applications—were

transformed into open-ended interview questions. This inductive approach ensured that the interviews would allow for deeper exploration of themes that emerged from the quantitative phase, consistent with best practices in mixed-methods research (Creswell & Plano Clark, 2018).

The questions were designed to elicit students' understandings of ESP, their perceptions of its distinction from general English, and their views on the role of ESP in meeting specific professional language needs. Moreover, the interviews investigated how students perceive the potential benefits of a dedicated ESP course in terms of motivation, engagement, and career preparation. By doing so, the study aimed to gain richer qualitative insights into how ESP could be more effectively integrated into ELTEPs. The interview questions included:

- Can you share your understanding of ESP and how it differs from general English language learning?
- Do you think the current ELT education program adequately addresses these specific language needs? Why or why not?
- Do you think a separate ESP course would impact your motivation and engagement in language learning?
- What specific language skills or knowledge do you believe a dedicated ESP course should focus on to better prepare you for your future career?
- Can you provide any examples or scenarios where the integration of ESP into the ELT education program would be highly beneficial?

These interviews provided an opportunity for participants to reflect on their experiences and articulate suggestions for improving ESP-related components in their education. Their responses also contributed to the triangulation of findings across data sources.

3.4.3. Semi-structured interview questions for academic staff. This section presents the semi-structured interview questions developed to explore academic staff members' perspectives on the role and integration of ESP within the ELTEP at MAKU. The questions were developed based on a thorough review of the relevant literature on ESP curriculum development and language teacher education (Basturkmen, 2010; Hutchinson & Waters, 1987), as well as insights derived from the survey results and the preliminary findings from student interviews. This multi-source approach ensured that the questions were both theoretically grounded and contextually relevant.

The interview questions aim to examine academic staff's conceptualization of ESP, its perceived importance specifically for third- and fourth-year students, and their views on the potential impact of a dedicated ESP course on students' language proficiency and professional preparedness. Moreover, the questions investigate the extent to which ESP is currently addressed within existing courses, the feasibility of introducing a separate ESP course, and the practical challenges and resource needs associated with such implementation. This approach aligns with qualitative research best practices, facilitating an in-depth understanding of academic staff's attitudes and experiences regarding ESP curriculum integration (Creswell & Poth, 2018).

The questions posed to academic staff included:

- How would you define ESP and its significance in language education, particularly for students in their 3rd and 4th years?
- How do you think a dedicated ESP course would impact students' language proficiency and career readiness?
- In your opinion, to what extent does the current ELT education program address these specific language needs?
- Do you mention ESP in your classes? If so, where and how?
- Do you consider offering a separate ESP course for 3rd or 4th year students?
- Based on your experience, what are the potential benefits of integrating a separate ESP course into the ELT education program?

- What challenges or considerations do you foresee in implementing a separate ESP course within the existing curriculum?
- What additional support or resources do you think would be necessary to effectively develop and deliver an ESP course?

These questions were designed to capture both practical and conceptual perspectives, contributing to a comprehensive understanding of the opportunities and constraints associated with ESP integration from the standpoint of program instructors. The qualitative data obtained will complement the survey and student interview findings, enabling a more holistic evaluation of ESP's role within ELTEP.

3.4.4. Document analysis. According to Creswell and Poth (2018p.141), “Documents provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent a stable source of information that can be used over time.” In line with this, the ELTEP of Burdur MAKU was systematically analyzed semester by semester to examine the extent to which ESP is integrated into the program. Each course syllabus was reviewed to assess its relevance to ESP and to determine whether any dedicated ESP courses are offered within the curriculum. The curriculum documents used for this analysis were publicly available on the university's official website, ensuring accessibility and transparency. This document analysis aimed to provide a comprehensive overview of the current structure and content of the ELTEP at Burdur MAKU, contributing a crucial contextual layer to the study. By systematically reviewing these official materials, the study was able to identify the explicit and implicit presence of ESP components, thereby complementing the data gathered through surveys and interviews.

3.5. Data Analysis

The data obtained from the Likert scale is analyzed in a statistical computer program (SPSS) in a descriptive way such as mean, frequency, standard deviation, and percentage was utilized. Descriptive statistics are used in research to summarize and present data in a meaningful way, allowing researchers to understand the overall

picture and general perceptions of participants. These statistics include measures such as frequencies, percentages, means, medians, and standard deviations, which help in identifying patterns and trends in the dataset before conducting more detailed analyses. Creswell (2012) explains the role of descriptive statistics as follows: “Descriptive statistics allow researchers to summarize trends in the data and provide a general overview of the sample’s characteristics before proceeding to inferential analysis.” Similarly, Pallant states: Descriptive statistics enable researchers to interpret their data by structuring and summarizing essential aspects, providing a comprehensive overview of participants’ responses (2020).

The semi-structured interview questions are designed in accordance with thematic analysis. Thematic analysis is a qualitative research method used to systematically examine, interpret, and categorize patterns (themes) within textual data (Braun & Clarke, 2006). This flexible approach allows researchers to identify key insights, explore participant perspectives, and generate meaningful interpretations from interviews, focus groups, or open-ended surveys (Nowell et al., 2017). Themes are created based on the related results by the researcher herself.

The digitally recorded interviews are translated into English and transcribed largely verbatim. The process of categorization of the responses, transformation of the data into themes and sub-themes, and codification are utilized to make sense of the essential meaning of the data. In order to ensure reliability, different researchers applied the same process of theming and coding then the similarities and the differences between them are compared. As a result, the main themes and several subthemes that are obtained from the detailed analysis of the interviews are identified and reflected in the finding section. Results of the documentary analysis are organized thematically. The curriculum is compared and discussed.

This study also aims to collect and analyze data separately but integrate during the interpretation phase to provide a comprehensive understanding of pre-service teachers’ perceptions of ESP within the ELTEP at Burdur MAKU. After separately analyzing the survey data and interview transcripts, an integrative approach was used to compare, contrast, and synthesize the findings across the two datasets. This is because the descriptive statistics from the survey offer an overarching view of general attitudes

and perceptions towards ESP, identifying trends in awareness, interest, and perceived importance. These quantitative patterns were then triangulated with the rich, in-depth insights derived from the semi-structured interviews with students and academic staff. Thematic analysis of interview data enabled the exploration of nuanced perspectives, explanations, and contextual factors that underpin the quantitative trends.

For example, survey results indicating limited prior knowledge of ESP among students were further elucidated through interviews, where participants described gaps in the curriculum and expressed their views on the need for a dedicated ESP course. Similarly, convergences between survey and interview data regarding motivation and perceived career relevance of ESP strengthened the validity of the findings. Conversely, any contradictions or divergences, such as differences between students' and staff's perceptions of current ESP integration, were carefully examined to highlight areas needing further attention. By integrating the quantitative and qualitative findings, the study seeks to achieve a more holistic and nuanced understanding of the role and representation of ESP in the ELTEP, thereby informing recommendations for curriculum development and pedagogical practices.

3.5.1. Rationale for categorization. The categorization of survey items into thematic groups is a crucial step in the analysis and interpretation of survey data. This process involves the systematic organization of items based on their content and focus, enabling researchers to identify patterns, trends, and relationships within the data (Braun & Clarke, 2006; Nowell et al., 2017). In the present study, the survey items were categorized into three distinct themes: Perceived Need and Value, Skill Development and Career Impact, and Real-world Relevance. This categorization was informed by the existing literature on ESP and its role in language education (Baştürkmen, 2010; Belcher, 2006; Hyland, 2019).

The first category, Perceived Need and Value, encompasses items that measure the respondents' beliefs regarding the necessity and value of incorporating separate ESP courses within the English Language Teacher Education Program. This category is grounded in the understanding that learners' perceptions of the relevance and importance of ESP courses can significantly influence their motivation and

engagement (Hutchinson & Waters, 1987; Shing & Sim, 2011). By assessing pre-service teachers' views on the need for ESP courses, this category provides insights into the perceived demand for ESP instruction within the ELTEP (Bocanegra-Valle, 2016; Stoller, 2016).

The second category, Skill Development and Career Impact, was created by combining two interrelated aspects of ESP education. This category includes items that assess the perceived impact of ESP courses on future career prospects and employability, as well as those that evaluate how ESP courses contribute to the development of specialized language skills relevant to the respondents' future careers. The rationale behind this categorization lies in the recognition that ESP courses are designed to equip learners with the specific language skills and knowledge required for success in their target professional domains (Dudley-Evans & St. John, 1998; Hyland, 2002; Johns & Price-Machado, 2001). By examining pre-service teachers' perceptions of the career-related benefits and skill development opportunities provided by ESP courses, this category sheds light on the potential role of ESP in enhancing the employability and professional competence of future English language teachers (Baştürkmen, 2014; Flowerdew & Peacock, 2001).

The third category, Real-world Relevance, focuses on items that gauge the applicability and relevance of ESP courses to real-world professional settings. This category is informed by the understanding that the effectiveness of ESP instruction is largely dependent on its ability to address the authentic language needs and practices encountered in specific professional contexts (Belcher, 2004; Paltridge & Starfield, 2013). By assessing pre-service teachers' perceptions of the real-world relevance of ESP courses, this category provides insights into the perceived alignment between ESP instruction and the actual language demands of the target professional domains (Baştürkmen, 2010; Cheng & Anthony, 2014).

The categorization of survey items into these three themes serves to systematically analyze the survey responses and identify specific areas of interest related to the research question. By organizing the data in this manner, researchers can more effectively explore the relationships between pre-service teachers' perceptions of ESP and their overall attitudes towards the integration of ESP courses within the ELTEP

(Creswell & Creswell, 2018). This thematic categorization also facilitates the identification of patterns and trends within the data, enabling researchers to draw meaningful conclusions and generate insights that can inform the design and implementation of ESP courses in language teacher education programs (Dörnyei & Taguchi, 2009; Saldaña, 2021).

In board terms, the categorization of survey items into the themes of Perceived Need and Value, Skill Development and Career Impact, and Real-world Relevance is grounded in the existing literature on ESP and its role in language education. This categorization provides a systematic framework for analyzing pre-service teachers' perceptions of ESP and its potential contributions to their professional development. By organizing the survey data in this manner, researchers can more effectively explore the relationships between these thematic categories and generate insights that can inform the integration of ESP courses within language teacher education programs.

3.5.2. Analytical steps. The analytical steps undertaken in this study are well-structured and aligned with the research question, aiming to provide a comprehensive understanding of the survey data and the perceptions of pre-service teachers towards the integration of ESP in the English Language Teacher Education Program at Mehmet Akif Ersoy University. The use of descriptive statistics and means is a crucial step in analyzing survey data, as it allows researchers to summarize and interpret the data effectively (Creswell & Creswell, 2018; Field, 2018). To answer the research question, the following analytical steps were undertaken:

3.5.3. Descriptive statistics. To gain a comprehensive understanding of the survey data, several descriptive statistical methods were employed. The first step in the analysis involved calculating the frequency distribution of responses for each item within each category. Frequency distributions provide a valuable overview of the data, enabling researchers to identify common trends and the spread of responses (Gravetter & Wallnau, 2017).

By examining the frequency distributions, researchers can gain insights into the overall sentiment towards ESP integration in the ELTEP, highlighting areas of agreement or

disagreement among the respondents (Dörnyei & Taguchi, 2009). This step is essential in understanding the general perception of ESP and its potential role in the ELTEP (Baştürkmen, 2010; Belcher, 2006).

Next, the mode, or the most frequently occurring response, was identified for each item. The mode is a useful measure of central tendency, particularly when dealing with categorical or ordinal data, such as Likert-scale responses (Gravetter & Wallnau, 2017). By identifying the mode, researchers can determine the predominant opinion among the respondents for each survey item, providing clarity on the most common perceptions and attitudes (Dörnyei & Taguchi, 2009). This information is valuable in understanding the prevailing views of pre-service teachers regarding ESP and its integration into the ELTEP (Baştürkmen, 2014; Hyland, 2019).

Additionally, the median, or the middle value of responses, was calculated to assess the central tendency of the data. The median is a robust measure that is less affected by outliers or extreme values, making it particularly useful when dealing with skewed or non-normally distributed data (Field, 2018). By calculating the median, researchers can obtain a more accurate representation of the typical response, providing a better understanding of the central viewpoint of the respondents (Gravetter & Wallnau, 2017). This information is crucial in interpreting the overall perception of ESP and its potential benefits for pre-service teachers (Belcher, 2006; Paltridge & Starfield, 2013).

The use of these descriptive statistics provides a solid foundation for drawing meaningful conclusions about the representation and perception of ESP in the ELTEP at Mehmet Akif Ersoy University. By examining the frequency distributions, mode, and median, researchers can identify patterns, trends, and areas of consensus among the participants (Creswell & Creswell, 2018). This comprehensive understanding of the data is essential in informing the development and implementation of ESP courses within the ELTEP, ensuring that the needs and expectations of pre-service teachers are adequately addressed (Baştürkmen, 2010; Dudley-Evans & St. John, 1998).

3.5.4. Group comparison. In addition to the descriptive statistics and means, a group comparison was conducted to explore potential differences in perceptions and attitudes towards ESP integration across various demographic groups. This step is crucial in understanding how factors such as gender, grade level, prior knowledge of ESP, and interest in learning more about ESP may influence pre-service teachers' views on the role and importance of ESP in the English Language Teacher Education Program at Mehmet Akif Ersoy University (Creswell & Creswell, 2018; Dörnyei & Taguchi, 2009).

To perform the group comparison, the mean scores for each survey item were calculated within each demographic group. For example, the mean scores for male and female participants were computed separately, allowing researchers to identify any potential gender-based differences in perceptions (Baştürkmen, 2010; Hyland, 2019). Similarly, mean scores were calculated for participants in different grade levels (3rd and 4th year), those with and without prior knowledge of ESP, and those interested and not interested in learning more about ESP.

By comparing the mean scores across these demographic groups, researchers can identify trends and patterns that may provide insights into the factors influencing pre-service teachers' attitudes towards ESP (Belcher, 2006; Paltridge & Starfield, 2013). For instance, if male and female participants exhibit significantly different mean scores for certain survey items, it may suggest that gender plays a role in shaping perceptions of ESP and its integration into the ELTEP (Baştürkmen, 2014; Dudley-Evans & St. John, 1998).

Similarly, comparing mean scores based on grade level can reveal whether students' perceptions of ESP evolve as they progress through the ELTEP (Hyland, 2019). If 4th-year students demonstrate higher mean scores than 3rd-year students, it may indicate that exposure to more advanced coursework and teaching experiences contributes to a greater appreciation for the value of ESP in language teaching (Belcher, 2006; Cheng & Anthony, 2014).

Examining mean scores based on prior knowledge of ESP and interest in learning more about ESP can provide valuable information about the relationship between familiarity with ESP and attitudes towards its integration (Baştürkmen, 2010; Shing & Sim,

2011). If participants with prior knowledge of ESP or those interested in learning more about it exhibit higher mean scores, it may suggest that increased awareness and curiosity about ESP positively influence perceptions of its importance in the ELTEP (Bocanegra-Valle, 2016; Stoller, 2016).

By conducting these group comparisons, researchers can identify potential factors that shape pre-service teachers' attitudes towards ESP and its integration into the ELTEP. This information is valuable in tailoring ESP courses and professional development opportunities to meet the needs and expectations of different demographic groups (Baştürkmen, 2014; Dudley-Evans & St. John, 1998). Furthermore, understanding how factors such as gender, grade level, prior knowledge, and interest influence perceptions of ESP can inform the development of targeted strategies to promote the value and relevance of ESP in language teacher education (Belcher, 2006; Hyland, 2019).

The group comparison step in the analysis provides a deeper understanding of how various demographic factors may influence pre-service teachers' perceptions and attitudes towards ESP integration in the ELTEP at Mehmet Akif Ersoy University. By comparing mean scores across gender, grade level, prior knowledge of ESP, and interest in learning more about ESP, researchers can identify trends and patterns that can inform the design and implementation of ESP courses and professional development initiatives. This understanding is crucial in ensuring that the ELTEP effectively prepares future English language teachers to meet the diverse needs of their students and the demands of their professional contexts (Baştürkmen, 2010; Paltridge & Starfield, 2013).

3.6. Reliability and Validity of the Study

To ensure the reliability of the study, a structured approach was followed in data collection and analysis. In the qualitative phase, thematic analysis was conducted systematically, and intercoder reliability was ensured through peer review. As O'Connor and Joffe (2020) state, "Intercoder reliability is essential in qualitative research as it helps minimize subjective bias and ensures consistency in data interpretation between different researchers." To further enhance consistency, a

detailed coding framework was developed, following Braun and Clarke's (2006) recommendation that "thematic analysis requires a systematic process of coding, theme identification, and reviewing to ensure rigor and coherence in qualitative data analysis."

For the quantitative survey, Cronbach's Alpha was used to measure internal consistency, ensuring that survey items reliably captured the intended constructs. According to Pallant (2020), "Cronbach's Alpha is a widely used measure of scale reliability, assessing how well a set of items measures a single unidimensional latent construct." A Cronbach's Alpha value above 0.70 was considered acceptable for reliability (George & Mallery, 2019). To establish validity, multiple strategies were employed. Content validity was maintained by consulting experts in the field to evaluate the appropriateness of survey items. As Creswell and Plano Clark (2018) explain, "Content validity is ensured when experts in the field review and approve the measures used, ensuring they accurately represent the intended constructs." Credibility in qualitative findings was enhanced through member checking, where participants were asked to verify interpretations of the data. Lincoln and Guba (1985) emphasize the importance of this technique, stating that "member checking is one of the most crucial techniques for establishing credibility, as it allows participants to review and confirm the accuracy of researchers' interpretations."

Additionally, triangulation was applied by comparing survey results with interview data to ensure a comprehensive understanding of the research topic. As Patton (2002) asserts, "Triangulation strengthens a study by combining multiple methods, data sources, or theoretical perspectives to cross-validate findings and reduce biases." By integrating quantitative survey data with qualitative interview insights, this study ensured higher trustworthiness and validity in its findings.

3.7. Limitations of the Study

The study has several limitations that affect the generalizability and validity of its findings. First, the sample size is restricted to 3rd and 4th-year students from a single university's English Language Teaching program, which limits the ability to apply the results to a wider population. While the researcher chose this sample for its

accessibility, this decision reduces the generalizability of the study. Additionally, there may be bias in the questionnaire responses from both students and teachers, which could compromise the reliability of the data. The research also focuses solely on Burdur Mehmet Akif Ersoy University, meaning the findings are specific to this context and may not reflect the experiences or needs of students at other universities. Other institutions may have different ESP course structures, either separate or integrated, which could yield different outcomes.

Furthermore, the study primarily includes perspectives from participants within one geographic region, limiting the scope of its conclusions and making it difficult to draw broader implications for ESP in various educational settings across Türkiye. Overall, these limitations highlight the necessity for further research that includes a larger and more diverse sample to improve the validity and applicability of the findings.

CHAPTER IV

FINDINGS

In this chapter, the data from Teacher trainers and 3rd and 4th year students from Burdur Mehmet Akif Ersoy University questionnaire and interview results and Students' Perceptions Questionnaire results are presented. While analysing the data from these participants, both quantitative and qualitative data collection procedures were considered in reference to the research questions of the study.

1. To what extent is ESP represented in the ELTEP at Burdur MAKU?

This question investigates the level of integration and visibility of ESP within the ELTEP curriculum, aiming to understand how explicitly and systematically it is addressed.

2. What is the perceived role of ESP in English language teacher education according to teacher educators and pre-service teachers at Burdur MAKU?

This question explores stakeholder perceptions, focusing on how both teacher educators and pre-service teachers understand and value ESP in the context of their professional preparation.

3. Do participants' perceptions of ESP differ based on variables such as gender, year of study, prior knowledge of ESP, and level of interest?

4.1. Findings related to the representation of ESP in the MAKU ELTEP

This section refers to the first research question and benefits from documentary analysis to provide a solid answer to it. The analysis of publicly available files on the university website indicates that the ELTEP at MAKU spans four years, with two semesters each year. The curriculum includes both compulsory and elective courses, balancing theoretical and practical components. The close inspection of the course

descriptions show that the first two years primarily consist of theoretical classes, while the last two years emphasize practical application.

In the first year, the program comprises 21 mandatory courses, including nine core courses, i.e. *Oral Communication Skills*, *Reading Skills*, *Writing Skills*, *Listening and Pronunciation*, and the *Structure of English*. Except for the *Structure of English* course, other core courses are offered in the second semester as follow-up courses (See Appendix 3).

The second year also includes 21 courses, of which six are core courses, and two are elective field education courses. The core courses are *Principles and Methods in Teaching*, *Approaches in English Language Learning and Teaching*, *English Literature*, *Linguistics*, *Critical Reading and Writing*, *Teaching Programs in English Teaching*, and *Language Acquisition*. Similar to the first year, two core courses continue in the fourth term as follow-up courses (See appendix-3).

The third year comprises 16 courses, including three core and two elective field education courses. Core courses in this year are *Teaching English to Young Learners*, *Teaching English Language Skills*, and *Teaching Language and Literature*. Three core courses are continued in the sixth term as follow-up courses (See appendix 3).

In the fourth and final year, there are 12 courses, with five core courses including *Teaching Experience*. The core courses are *ESP Education*, *Developing Course Content in English Teaching*, *Translation*, *Preparing Exams in English Language Teaching*, and *Teaching Experience courses* (See appendix-3).

In the third year, the course *Teaching English Language Skills* addresses *ESP*, linking it to concepts introduced in the previous year. The final year does not include courses specifically mentioning *ESP*, but some pre-service teachers gain practical experience in vocational schools where they may employ *ESP* as a teaching method. Some elective courses, such as *New Approaches and Methods in English Language Teaching* and *Professional English*, touch upon *ESP*, albeit in a limited capacity courses (See appendix-3). Overall, while the ELTEP at MAKU provides a comprehensive foundation in English language teaching, the integration of *ESP* is limited and primarily introduced through specific courses and practical teaching experiences.

This limited ESP integration into the ELTEP is also echoed in student survey results (see Section 4.3) and interview responses (see Sections 4.4 and 4.5), which indicate a strong demand for earlier and more structured exposure to ESP in teacher education. Similar concerns have been raised in previous research, emphasizing that a singular course offering is insufficient for preparing teachers for vocational language instruction (Baştürkmen, 2014; Belcher, 2006). The triangulation of document, survey, and interview data suggests a notable curriculum-practice gap that needs to be addressed to better align ELTEP with real-world teaching contexts and professional demands.

In summary, the ELTEP at MAKU, which spans four years, traditionally included both compulsory and elective courses, with a balance of theoretical and practical components. ESP integration was previously limited and primarily introduced through selective courses and practical experiences.

In light of evolving educational standards and learner needs, the university has updated its ELTEP to enhance its relevance and quality. The revised curriculum introduces more specialized elective courses, places a greater emphasis on ESP, and integrates contemporary teaching methodologies and technology. Notably, the addition of the mandatory “ESP Teaching” course in the eighth semester marks a significant improvement in the program’s focus on ESP. This update demonstrates the department’s commitment to equipping future educators with the necessary skills to meet diverse educational demands.

4.2. Findings regarding the perceived role of ESP by Students

4.2.1. Descriptive statistics. This section responds to the second research question. The data presented in table 4 below illustrates the frequency distribution of responses across three categories: Perceived Need and Value, Skill Development and Career Impact, and Real-world Relevance. Each category comprises a set of items, with the responses measured on a Likert scale ranging from neutral (3) to strongly agree (5). The data here portrays the overall perceptions of students as to ESP in their ELTEP.

Table 4.

Response Frequency

Category	Item	Response (neutral-3)	Response (agree-4)	Response (strongly agree-5)
Perceived Need and Value	I 1	12	14	10
	I 11	4	21	11
Skill Development and Career Impact	I 3	5	15	16
	I 12	7	16	13
	I 13	3	20	13
	I 9	5	19	12
	I 2	2	21	13
Real-world Relevance	I 4	5	14	17
	I 5	4	15	17
	I 6	3	20	13
	I 7	2	21	13
	I 8	1	23	12
	I 10	4	20	12
	I 14	4	17	15
	I 15	5	19	12

The survey responses were grouped into three thematic categories: *Perceived Need and Value*, *Skill Development and Career Impact*, and *Real-world Relevance*. Across these categories, participants generally expressed favourable attitudes toward the inclusion of ESP in their education; however, the distribution of responses indicates some variation in the strength of agreement.

In the *Perceived Need and Value* category, both items (Item 1 and Item 11) received the majority of responses in the “agree” (4) and “strongly agree” (5) range, suggesting that most participants view ESP as a valuable component of their teacher education. However, a noticeable portion of responses for Item 1 (n=12) fell into the neutral category, indicating that not all participants were strongly convinced of ESP’s importance, pointing to a degree of ambivalence or lack of prior exposure.

The *Skill Development and Career Impact* category presents a generally positive outlook, with Items 3, 12, 13, and 9 showing relatively high frequencies in the higher agreement ranges. For example, Item 13 received 20 “agree” and 13 “strongly agree” responses, with minimal neutrality. However, responses to Item 3 were more evenly distributed across the three response options (5 neutral, 15 agree, 16 strongly agree), suggesting a more moderate consensus about ESP’s potential contribution to career

preparation. This variation implies that while many students recognize the link between ESP and professional skill development, some remain cautious or uncertain.

In the *Real-world Relevance* category, participants again tended to rate items positively, with all items receiving a majority of “agree” or “strongly agree” responses. Items such as Item 8 and Item 6 had notably high endorsement, with minimal neutrality. Yet, some items (e.g., Item 4 and Item 5) had a slightly higher neutral response rate (n=5 and n=4, respectively), suggesting that although most respondents acknowledged the relevance of ESP to real-world contexts, a small subset did not perceive this connection as strongly.

Overall, while the data point to broadly favourable perceptions of ESP across the categories of perceived need, skill relevance, and real-world applicability, the presence of neutral responses—particularly in the “Perceived Need and Value” category—indicates that not all participants share equally strong convictions. These variations suggest differing levels of familiarity with or exposure to ESP, highlighting the importance of further exploration in qualitative phases to better understand the sources of hesitation or neutrality.

Table 5.

Descriptive Information About the Participants

Variable	Median	Mode	Description	n	Percentage
Gender	2.00	2.00	Female	17	47.22%
			Male	19	52.78%
Grade	1.00	1.00	3rd Year	21	58.33%
			4th Year	15	41.67%
ESP Info	1.00	1.00	Yes	33	91.67%
			No	3	8.33%
Learn ESP	1.00	1.00	Yes	27	75.00%
			No	9	25.00%

The data presented in Table 5 offers a multifaceted glimpse into the demographic and academic characteristics of the study participants. A cursory examination of the gender distribution reveals a slight preponderance of male participants (52.78%, coded as 2) juxtaposed with their female counterparts (47.22%, coded as 1). This dichotomy is

further accentuated by the median and mode values, both firmly entrenched at 2.00, underscoring the male-dominated landscape of the sample.

When examining the academic strata, the analysis encounters a bifurcation of the participants into two distinct grade levels: the 3rd year (coded as 1) and the 4th year (coded as 2). The median and mode values, both unwavering at 1.00, bear testament to the predominance of 3rd-year students, who constitute a substantial 58.33% of the sample. In contrast, the 4th-year cohort, while not insignificant, occupies a more modest 41.67% of the participant pool.

Shifting the focus to the realm of ESP, the data uncovers a striking level of awareness among the participants. An overwhelming 91.67% of the sample (coded as 1) profess familiarity with the concept of ESP, while a mere 8.33% (coded as 2) remain unacquainted. This disparity is thrown into sharp relief by the median and mode values, both resolutely anchored at 1.00, attesting to the pervasive knowledge of ESP within the group.

Finally, the analysis turns its attention to the participants' eagerness to delve deeper into the intricacies of ESP. A resounding 75.00% of the sample (coded as 1) express a fervent desire to expand their understanding of this specialized branch of English, while 25.00% (coded as 2) exhibit a more muted enthusiasm. Once again, the median and mode values, firmly entrenched at 1.00, serve as a compelling testament to the participants' overwhelming interest in further exploring the nuances of ESP.

4.2.2. Descriptive analysis of the survey items. The data presented in Table 6 provides a comprehensive overview of the descriptive statistics for each item in the study. The table includes information on the number of respondents (N), mean, median, mode, sum, and standard deviation (SD) for each of the 15 items.

Table 6.

Item Descriptives

Item	N	Mean	Median	Mode	Sum	SD
1. I believe there should be a separate course on ESP in our ELT education program.	36	3.94	4.00	4.00	142	0.791
2. ESP would better address the specific language needs of students in their professional fields compared to general English courses.	36	4.31	4.00	4.00	155	0.577
3. Having a dedicated ESP course would enhance my language proficiency in areas directly related to my future career.	36	4.25	4.00	5.00	153	0.806
4. ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.	36	4.33	4.00	5.00	156	0.717
5. I believe ESP courses would help me develop a deeper understanding of the specific vocabulary, jargon, and discourse used in my professional field.	36	4.36	4.00	5.00	157	0.683
6. A separate ESP course would improve my ability to communicate effectively within my future professional contexts.	36	4.22	4.00	4.00	152	0.722
7. Having a dedicated ESP course would make the learning process more meaningful and applicable to my future career goals.	36	4.19	4.00	4.00	151	0.668
8. ESP courses would contribute to my readiness for real-life language use in my future professional settings.	36	4.31	4.00	4.00	155	0.577
9. I believe a separate ESP course would enhance my career prospects and employability by equipping me with industry-specific language skills.	36	4.31	4.00	4.00	155	0.525
10. ESP courses would provide me with opportunities to explore authentic materials and real-world scenarios relevant to my future profession.	36	4.22	4.00	4.00	152	0.637
11. Integrating ESP in our ELT education program would better cater to our specific language needs in our future professional fields.	36	4.19	4.00	4.00	151	0.624
12. A separate ESP course would enable us to develop specialized language skills that are directly relevant to our chosen career paths.	36	4.17	4.00	4.00	150	0.737
13. The inclusion of a dedicated ESP course would enhance our language proficiency in areas that are directly applicable to our future professional endeavors.	36	4.22	4.00	4.00	152	0.722
14. An ESP course would provide us with focused instruction and practice in using industry-specific vocabulary, jargon, and discourse.	36	4.31	4.00	4.00	155	0.668
15. Having a separate ESP course would better prepare us for real-life language use in our respective professional domains.	36	4.19	4.00	4.00	151	0.668

A closer examination of the mean scores reveals a consistent pattern of high agreement among the respondents. All items exhibit mean scores ranging from 3.94 to 4.36,

indicating a strong positive sentiment towards the statements presented. The highest mean score of 4.36 is observed for Item 5, which emphasizes the potential of ESP courses in developing a deeper understanding of field-specific vocabulary, jargon, and discourse. Conversely, the lowest mean score of 3.94 is associated with Item 1, which focuses on the need for a separate ESP course within the ELTEP.

The median and mode values further reinforce the positive sentiment expressed by the respondents. For all items, the median value is consistently 4.00, signifying that at least half of the respondents selected “agree” or “strongly agree” for each statement. The mode values oscillate between 4.00 and 5.00, with the majority of items having a mode of 4.00, indicating that “agree” was the most frequently selected response.

The sum values provide an aggregate measure of the total score for each item, taking into account the number of respondents. These values range from 142 to 157, with higher sums corresponding to items with stronger overall agreement.

Lastly, the standard deviation (SD) values offer insights into the dispersion of responses around the mean. The SD values range from 0.525 to 0.806, suggesting a relatively low level of variability in the responses. Item 9, which focuses on the impact of ESP courses on career prospects and employability, exhibits the lowest SD of 0.525, indicating a high level of consensus among the respondents. Conversely, Item 3, which addresses the potential of ESP courses in enhancing language proficiency related to future careers, shows the highest SD of 0.806, suggesting a slightly higher degree of variability in the responses.

In conclusion, the descriptive statistics presented in Table 6 paint a picture of strong positive perceptions towards the various aspects of ESP courses. The high mean scores, consistent median and mode values, and relatively low standard deviations collectively demonstrate a general consensus among the respondents regarding the benefits and importance of incorporating ESP courses into their ELTEP.

4.2.3. Group comparisons for survey items. The table 7 presents a comparison of mean, median, and standard deviation (SD) values for various items related to ESP courses, categorized by *gender* (woman and man).

Table 7.

Item Descriptives Regarding Gender

	Item	Gender	N	Mean	Median	SD
Perceived Need and Value	I believe there should be a separate course on ESP	woman	17	3.94	4	0.748
		man	19	3.95	4	0.848
	Integrating ESP in our ELT educ	woman	17	4.29	4	0.588
		man	19	4.11	4	0.658
Skill Development and Career Impact	Having a dedicated ESP course would enhance my language profici	woman	17	4.41	4	0.618
		man	19	4.11	4	0.937
	I believe a separate ESP course would enhance my career prospec	woman	17	4.24	4	0.437
		man	19	4.37	4	0.597
	A separate ESP course would enable us to develop specialized la	woman	17	4.24	4	0.664
		man	19	4.11	4	0.809
	The inclusion of a dedicated ESP course would enhance our langu	woman	17	4.35	4	0.493
		man	19	4.11	4	0.875
Real-world Relevance	ESP would better address the specific language needs of student	woman	17	4.29	4	0.588
		man	19	4.32	4	0.582
	ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.	woman	17	4.35	4	0.606
		man	19	4.32	5	0.820
	I believe ESP courses would help me develop a deeper understand	woman	17	4.41	4	0.618
		man	19	4.32	4	0.749
	A separate ESP course would improve my ability to communicate e	woman	17	4.29	4	0.588
		man	19	4.16	4	0.834
	Having a dedicated ESP course would make the learning process m	woman	17	4.24	4	0.664
		man	19	4.16	4	0.688
	ESP courses would contribute to my readiness for real-life lang	woman	17	4.18	4	0.636
		man	19	4.42	4	0.507
	ESP courses would provide me with opportunities to explore auth	woman	17	4.12	4	0.697
		man	19	4.32	4	0.582
	An ESP course would provide us with focused instruction and pra	woman	17	4.47	4	0.514
		man	19	4.16	4	0.765
	Having a separate ESP course would better prepare us for real-l	woman	17	4.06	4	0.659
		man	19	4.32	4	0.671

In the “Perceived Need and Value” category, both women and men show similar mean and median values for the item “I believe there should be a separate course on ESP,” indicating a consistent level of agreement. However, for the item “Integrating ESP in our ELT education,” women exhibit a slightly higher mean (4.29) compared to men (4.11), suggesting a stronger perceived need for ESP integration among women.

Under the “Skill Development and Career Impact” category, women generally demonstrate higher mean values than men for items related to language proficiency

enhancement, career prospects, and specialized language skills development. This suggests that women perceive a stronger positive impact of ESP courses on their skill development and career outcomes.

In the “Real-world Relevance” category, both women and men show high levels of agreement (mean values above 4) for most items. However, there are some notable differences. For the item “ESP courses would contribute to my readiness for real-life language,” men have a higher mean (4.42) compared to women (4.18), indicating a stronger perception of ESP’s contribution to real-life language readiness among men. Similarly, for the item “Having a separate ESP course would better prepare us for real-life,” men show a higher mean (4.32) than women (4.06), suggesting a stronger belief in the practical preparedness provided by ESP courses among men.

The median values are consistently 4 for most items across both genders, indicating that at least half of the respondents in each gender group selected “agree” or “strongly agree” for the statements.

The standard deviation (SD) values provide insights into the variability of responses within each gender group. In general, the SD values are relatively low (ranging from 0.437 to 0.937), suggesting a reasonable level of consensus within each gender group. However, there are a few instances where men show slightly higher SD values than women, such as for the items “Having a dedicated ESP course would enhance my language proficiency” (0.937 for men, 0.618 for women) and “The inclusion of a dedicated ESP course would enhance our language” (0.875 for men, 0.493 for women), indicating a higher degree of variability in responses among men for these items.

In broad terms, while both women and men exhibit positive perceptions towards ESP courses, there are some subtle differences in the strength of agreement and variability of responses between the two gender groups for specific items related to perceived need, skill development, career impact, and real-world relevance.

The table 8 presents a comparison of mean, median, and standard deviation (SD) values for various items related to ESP courses, categorized by *grade level* (3rd grade and 4th grade).

Table 8.

Item Descriptives Regarding Grade

	Item	Grade	N	Mean	Median	SD
Perceived Need and Value	I believe there should be a separate course on ESP	3rd grade	21	3.95	4	0.865
		4th grade	15	3.93	4	0.704
	Integrating ESP in our ELT educ	3rd grade	21	4.14	4	0.727
		4th grade	15	4.27	4	0.458
Skill Development and Career Impact	Having a dedicated ESP course would enhance my language profici	3rd grade	21	4.33	4	0.730
		4th grade	15	4.13	4	0.915
	I believe a separate ESP course would enhance my career prospec	3rd grade	21	4.33	4	0.483
		4th grade	15	4.27	4	0.594
	A separate ESP course would enable us to develop specialized la	3rd grade	21	4.19	4	0.814
		4th grade	15	4.13	4	0.640
	The inclusion of a dedicated ESP course would enhance our langu	3rd grade	21	4.43	4	0.598
		4th grade	15	3.93	4	0.799
	ESP would better address the specific language needs of student	3rd grade	21	4.38	4	0.669
		4th grade	15	4.20	4	0.414
Real-world Relevance	ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.	3rd grade	21	4.33	4	0.730
		4th grade	15	4.33	4	0.724
	I believe ESP courses would help me develop a deeper understand	3rd grade	21	4.43	5	0.746
		4th grade	15	4.27	4	0.594
	A separate ESP course would improve my ability to communicate	3rd grade	21	4.19	4	0.873
		4th grade	15	4.27	4	0.458
	Having a dedicated ESP course would make the learning process m	3rd grade	21	4.24	4	0.768
		4th grade	15	4.13	4	0.516
	ESP courses would contribute to my readiness for real-life lang	3rd grade	21	4.24	4	0.625
		4th grade	15	4.40	4	0.507
	ESP courses would provide me with opportunities to explore auth	3rd grade	21	4.19	4	0.680
		4th grade	15	4.27	4	0.594
	An ESP course would provide us with focused instruction and pra	3rd grade	21	4.29	4	0.717
		4th grade	15	4.33	4	0.617
	Having a separate ESP course would better prepare us for real-l	3rd grade	21	4.24	4	0.700
		4th grade	15	4.13	4	0.640

In the *Perceived Need and Value* category, both 3rd and 4th-grade students show similar mean and median values for the item “I believe there should be a separate course on ESP,” indicating a consistent level of agreement across grade levels. For the item “Integrating ESP in our ELT education,” 4th-grade students exhibit a slightly higher mean (4.27) compared to 3rd-grade students (4.14), suggesting a stronger perceived need for ESP integration among 4th-grade students.

Under the *Skill Development and Career Impact* category, 3rd-grade students generally demonstrate slightly higher mean values than 4th-grade students for items related to language proficiency enhancement and career prospects. However, for the item “The inclusion of a dedicated ESP course would enhance our language,” 3rd-

grade students show a notably higher mean (4.43) compared to 4th-grade students (3.93), indicating a stronger belief in the impact of ESP courses on language enhancement among 3rd-grade students.

In the *Real-world Relevance* category, both 3rd and 4th-grade students show high levels of agreement (mean values above 4) for most items. The mean values are relatively similar between the two grade levels, suggesting a consistent perception of the real-world relevance of ESP courses across grade levels.

The median values are consistently 4 for most items across both grade levels, indicating that at least half of the respondents in each grade level selected “agree” or “strongly agree” for the statements. However, for the item “I believe ESP courses would help me develop a deeper understand,” 3rd-grade students have a median of 5, suggesting a higher level of agreement compared to 4th-grade students (median of 4).

The standard deviation (SD) values provide insights into the variability of responses within each grade level. In general, the SD values are relatively low (ranging from 0.414 to 0.915), suggesting a reasonable level of consensus within each grade level. However, there are a few instances where 3rd-grade students show slightly higher SD values than 4th-grade students, such as for the item “A separate ESP course would improve my ability to communicate” (0.873 for 3rd grade, 0.458 for 4th grade), indicating a higher degree of variability in responses among 3rd-grade students for this item.

In sum, while both 3rd and 4th-grade students exhibit positive perceptions towards ESP courses, there are some subtle differences in the strength of agreement and variability of responses between the two grade levels for specific items related to perceived need, skill development, career impact, and real-world relevance. However, these differences are generally small, and the overall patterns of agreement remain similar across grade levels.

The table 9 presents a comparison of mean, median, and standard deviation (SD) values for various items related to ESP courses, categorized by *whether the respondents had heard about ESP before* (yes or no).

Table 9.

Item Descriptives Regarding Preliminary Information About ESP

		HeardESP	N	Mean	Median	SD
Perceived Need and Value	I believe there should be a separate course on ESP	yes	33	3.97	4	0.770
		no	3	3.67	3	1.155
	Integrating ESP in our ELT educ	yes	33	4.18	4	0.635
		no	3	4.33	4	0.577
Skill Development and Career Impact	Having a dedicated ESP course would enhance my language profici	yes	33	4.24	4	0.830
		no	3	4.33	4	0.577
	I believe a separate ESP course would enhance my career prospec	yes	33	4.30	4	0.529
		no	3	4.33	4	0.577
	A separate ESP course would enable us to develop specialized la	yes	33	4.21	4	0.696
		no	3	3.67	3	1.155
	The inclusion of a dedicated ESP course would enhance our langu	yes	33	4.27	4	0.626
		no	3	3.67	4	1.528
	ESP would better address the specific language needs of student	yes	33	4.30	4	0.585
		no	3	4.33	4	0.577
	ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.	yes	33	4.30	4	0.728
		no	3	4.67	5	0.577
Real-world Relevance	I believe ESP courses would help me develop a deeper understand	yes	33	4.39	4	0.659
		no	3	4.00	4	1.000
	A separate ESP course would improve my ability to communicate	yes	33	4.21	4	0.740
		no	3	4.33	4	0.577
	Having a dedicated ESP course would make the learning process m	yes	33	4.21	4	0.650
		no	3	4.00	4	1.000
	ESP courses would contribute to my readiness for real-life lang	yes	33	4.27	4	0.574
		no	3	4.67	5	0.577
	ESP courses would provide me with opportunities to explore auth	yes	33	4.21	4	0.600
		no	3	4.33	5	1.155
	An ESP course would provide us with focused instruction and pra	yes	33	4.33	4	0.645
		no	3	4.00	4	1.000
	Having a separate ESP course would better prepare us for real-l	yes	33	4.15	4	0.667
		no	3	4.67	5	0.577

In the *Perceived Need and Value* category, respondents who had heard about ESP show slightly higher mean values for the item “I believe there should be a separate course on ESP” compared to those who had not heard about ESP. However, for the item “Integrating ESP in our ELT education,” respondents who had not heard about ESP exhibit a higher mean (4.33) compared to those who had heard about ESP (4.18).

Under the *Skill Development and Career Impact* category, respondents who had heard about ESP generally demonstrate higher mean values than those who had not heard about ESP for most items. However, for the item “A separate ESP course would enable

us to develop specialized language skills,” respondents who had not heard about ESP show a lower mean (3.67) compared to those who had heard about ESP (4.21).

In the *Real-world Relevance* category, respondents who had not heard about ESP consistently show higher mean values compared to those who had heard about ESP for most items. This suggests that respondents who had not heard about ESP perceive a stronger real-world relevance of ESP courses.

The median values are generally consistent across both groups, with most items having a median of 4, indicating that at least half of the respondents in each group selected “agree” or “strongly agree” for the statements. However, for some items, such as “ESP courses would provide me with more focused and relevant language skills” and “Having a separate ESP course would better prepare us for real-life,” respondents who had not heard about ESP have a median of 5, suggesting a higher level of agreement.

The standard deviation (SD) values provide insights into the variability of responses within each group. In general, the SD values are relatively low (ranging from 0.529 to 1.528), suggesting a reasonable level of consensus within each group. However, respondents who had not heard about ESP show higher SD values for several items, indicating a higher degree of variability in their responses compared to those who had heard about ESP.

Overall, while both groups exhibit positive perceptions towards ESP courses, there are some notable differences in the strength of agreement and variability of responses between respondents who had heard about ESP and those who had not. Respondents who had not heard about ESP tend to show higher levels of agreement and perceive stronger real-world relevance of ESP courses, but also exhibit more variability in their responses compared to those who had heard about ESP.

4.2.4. By interest in learning more about ESP. The table 10 presents a comparison of mean, median, and standard deviation (SD) values for various items related to ESP courses, categorized by whether the respondents would like to learn more about ESP (Would you like to learn more about ESP?)

Table 10.

Item Descriptives Regarding Preliminary Information About ESP

		Learn ESP	N	Mean	Median	SD
Perceived Need and Value	I believe there should be a separate course on ESP	yes	27	3.93	4	0.781
		no	9	4.00	4	0.866
	Integrating ESP in our ELT education	yes	27	4.30	4	0.609
		no	9	3.89	4	0.601
Skill Development and Career Impact	Having a dedicated ESP course would enhance my language proficiency	yes	27	4.33	4	0.734
		no	9	4.00	4	1.000
	I believe a separate ESP course would enhance my career prospect	yes	27	4.30	4	0.542
		no	9	4.33	4	0.500
	A separate ESP course would enable us to develop specialized language	yes	27	4.22	4	0.698
		no	9	4.00	4	0.866
	The inclusion of a dedicated ESP course would enhance our langu	yes	27	4.30	4	0.609
		no	9	4.00	4	1.000
	ESP would better address the specific language needs of student	yes	27	4.30	4	0.609
		no	9	4.33	4	0.500
Real-world Relevance	ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.	yes	27	4.33	4	0.734
		no	9	4.33	4	0.707
	I believe ESP courses would help me develop a deeper understand	yes	27	4.41	4	0.636
		no	9	4.22	4	0.833
	A separate ESP course would improve my ability to communicate e	yes	27	4.26	4	0.764
		no	9	4.11	4	0.601
	Having a dedicated ESP course would make the learning process m	yes	27	4.19	4	0.736
		no	9	4.22	4	0.441
	ESP courses would contribute to my readiness for real-life lang	yes	27	4.26	4	0.594
		no	9	4.44	4	0.527
	ESP courses would provide me with opportunities to explore auth	yes	27	4.19	4	0.681
		no	9	4.33	4	0.500
	An ESP course would provide us with focused instruction and pra	yes	27	4.37	4	0.629
		no	9	4.11	4	0.782
	Having a separate ESP course would better prepare us for real-l	yes	27	4.19	4	0.622
		no	9	4.22	4	0.833

In the *Perceived Need and Value* category, respondents who would like to learn more about ESP show a slightly higher mean value for the item “Integrating ESP in our ELT education” (4.30) compared to those who do not wish to learn more about ESP (3.89). However, for the item “I believe there should be a separate course on ESP,” the mean values are similar between the two groups.

Under the *Skill Development and Career Impact* category, respondents who would like to learn more about ESP generally demonstrate slightly higher mean values than those who do not wish to learn more about ESP for most items. This suggests that

respondents who are interested in learning more about ESP perceive a stronger impact of ESP courses on their skill development and career prospects.

In the *Real-world Relevance* category, the mean values are generally similar between the two groups, indicating a consistent perception of the real-world relevance of ESP courses regardless of the desire to learn more about ESP. However, for the item “ESP courses would contribute to my readiness for real-life language,” respondents who do not wish to learn more about ESP show a slightly higher mean (4.44) compared to those who would like to learn more (4.26).

The median values are consistently 4 for all items across both groups, indicating that at least half of the respondents in each group selected “agree” or “strongly agree” for the statements. The standard deviation (SD) values provide insights into the variability of responses within each group. In general, the SD values are relatively low (ranging from 0.441 to 1.000), suggesting a reasonable level of consensus within each group. However, for some items, such as “Having a dedicated ESP course would enhance my language proficiency” and “The inclusion of a dedicated ESP course would enhance our language,” respondents who do not wish to learn more about ESP show higher SD values (1.000 for both items) compared to those who would like to learn more (0.734 and 0.609, respectively), indicating a higher degree of variability in responses among those who do not wish to learn more about ESP.

In general, while both groups exhibit positive perceptions towards ESP courses, there are some subtle differences in the strength of agreement and variability of responses between respondents who would like to learn more about ESP and those who do not. Respondents who are interested in learning more about ESP tend to show slightly higher levels of agreement regarding the perceived need, skill development, and career impact of ESP courses, while those who do not wish to learn more about ESP exhibit more variability in their responses for some items.

Overall, this study provides valuable insights into the perceptions and attitudes of pre-service teachers towards the integration of ESP courses in the ELTEP at MAKU. The meticulous development of the survey instrument, following established best practices in questionnaire design and validation, ensures the credibility and relevance of the collected data.

The descriptive statistics reveal a consistently positive sentiment among the respondents regarding the perceived need, value, skill development, career impact, and real-world relevance of ESP courses. The high mean scores, consistent median and mode values, and relatively low standard deviations demonstrate a general consensus on the benefits and importance of incorporating ESP into the ELTEP.

Furthermore, the group comparisons based on gender, grade level, prior knowledge of ESP, and interest in learning more about ESP provide a nuanced understanding of the factors influencing pre-service teachers' perceptions. While some subtle differences emerge between groups, the overall patterns of agreement remain largely consistent, highlighting the widespread recognition of ESP's value across various demographics.

The analytical steps undertaken in this study, including descriptive statistics, group comparisons, and data visualization, offer a comprehensive and systematic approach to understanding the survey results. By employing these methods, researchers can identify trends, patterns, and areas of consensus, which serve as a solid foundation for informed decision-making regarding the integration of ESP courses within the ELTEP.

The findings of this study have implications for language teacher education programs, particularly in terms of curriculum design, professional development initiatives, and the alignment of pre-service teachers' training with the demands of their future professional contexts. By addressing the specific language needs and expectations of pre-service teachers, ESP courses can contribute to their overall preparedness and success as English language teachers. Moreover, the positive perceptions and enthusiasm expressed by the respondents towards ESP underscore the importance of further research in this area. Future studies could explore the implementation of ESP courses in language teacher education programs, assess the impact of such courses on pre-service teachers' language proficiency and teaching skills, and investigate the long-term effects on their professional practice.

In short, this study provides compelling evidence for the representation and perceived value of ESP in the ELTEP at Mehmet Akif Ersoy University. The findings highlight the potential of ESP courses to enhance pre-service teachers' language skills, career prospects, and real-world preparedness, ultimately contributing to the quality and effectiveness of English language teaching in diverse professional contexts.

4.3. Findings from Students' Interviews

Results of the student interviews are analyzed based on participants' grade levels and their responses to questions about ESP thematically. Some quotations from participants responses are highlighted from each category.

Table 11.

Thematic Themes and Subcategories of Students' Interviews

Grade Level	Themes	Subthemes	Key Findings
3rd Grade	Understanding of ESP	Definition and Purpose	ESP is seen as a specialized course focusing on professional fields such as business, tourism, and medicine.
		Importance of ESP	Helps learners acquire job-specific vocabulary and professional communication skills.
	Difference from General English	Scope and Focus	General English covers all skills broadly, while ESP is specific to a profession.
		Efficiency	ESP helps learners save time by focusing on necessary skills for their careers.
	Current Course Adequacy	Integration in Curriculum	ESP is briefly mentioned in courses but is not extensively covered.
		Sufficiency of Coverage	Some participants feel ESP is integrated, but others believe it needs more attention.
4th Grade	Need for a Separate ESP Course	Integration vs. Separate Course	Mixed opinions: Some prefer integration into existing courses, while others see value in a dedicated ESP course.
		Course Design Suggestions	A combination of integration and a separate course might be most beneficial.
	Preparation for Vocational Schools	Teaching Methods	Full English immersion and interactive methods are recommended.
		Student Engagement	Lessons should be practical and aligned with students' career goals.
	Understanding of ESP	Definition and Purpose	ESP is crucial for adapting to new job requirements and technological advancements.
		Importance of ESP	Develops both professional and language skills, making it essential for career success.
	Difference from General English	Scope and Focus	General English is for everyday communication, whereas ESP is for mastering professional jargon.
		Adapting to Industry Changes	ESP is necessary for keeping up with new technologies and evolving job demands.
	Current Course Adequacy	Integration in Curriculum	ESP is included in lessons, but the depth of coverage is debated.
		Sufficiency of Coverage	Some believe ESP content is adequate, while others feel a separate course would enhance learning.

Grade Level	Themes	Subthemes	Key Findings
	Need for a Separate ESP Course	Course Implementation Course Flexibility	Some participants support a standalone ESP course, while others suggest flexible integration based on career paths. ESP should be offered as an optional course tailored to students' specific needs.
	Preparation for Vocational Schools	Teaching Methods Real-world Application	Practical, interactive, and immersive teaching approaches are preferred. ESP instruction should include real-life tasks, simulations, and career-specific activities.

Table 11 presents a comparative summary of 3rd and 4th grade students' perspectives on ESP based on key themes and subthemes identified through qualitative analysis. The themes explored include students' understanding of ESP, its differentiation from General English, the adequacy of current course offerings, the perceived need for a separate ESP course, and how well existing instruction prepares them for vocational school settings. While both grade levels recognize ESP as essential for developing job-specific language and communication skills, 4th grade students tend to emphasize the evolving nature of workplace demands and the need for flexible, career-oriented course structures. Differences also emerge in how students perceive current curriculum integration and their suggestions for course design, with many advocating for more practical, immersive, and career-relevant instruction. The next section turns to the perceptions of the 3rd grade participants.

4.3.1. 3rd grade participants. There are five themes based on the analyzation. These themes are: Understanding of ESP, difference from General English, current Course Adequacy, need for Separate ESP Course and, preparation for Vocational Schools.

Understanding of ESP

ESP is a branch of English language education that focuses on equipping learners with the language skills and vocabulary necessary for specific fields or professions. This category emerged from the first question, to get a better understanding of participants' understanding of ESP.

Participants expressed their understanding of ESP recognize the importance of ESP with similar phrases. They expressed the function of ESP, emphasizing its role in making language learning more relevant and practical. By concentrating on the language needs of specific domains, ESP helps learners acquire the specialized terminology and communication skills required in their chosen careers.

In this category more or less participants described ESP in a similar sense.

“I think it’s a specific course for specific purposes. So maybe it can be about business English or maybe tourism English, something like that. I think it focuses on specific skills that learners needs, specific skills or vocabulary, I can say.” (P1)

“it is so important for our language learners and our students. Because it’s actually focus on some specific language skills and professional skills, I guess So learners can develop their professional and language skills and some important vocabularies about their dream jobs through this ESP courses.” (P2)

“As I know, for English-specific purposes, I can say that we can learn English or we can talk to English people like who is going to work in specific areas or who is going to travel.” (P3)

“ I think as we can understand from the name ESP using ESP or specific areas, for example, if I want to be a doctor, I need to learn English versions of medical terms. I think this is ESP.” (P4)

The participants collectively perceive ESP as a tailored educational approach that focuses on teaching English within the context of specific professional fields or purposes. They emphasize that ESP courses are designed to develop both professional and language skills, with particular attention to the specialized vocabulary and skills needed in various careers such as business, tourism, and medicine. The consensus highlights the importance of ESP in helping learners acquire the language proficiency necessary to effectively communicate and perform in their chosen professional domains.

Difference from general English

This category represents participants understanding of ESP comparing it to general English learning. Under this category according to participants’ answers key terms are: General English is broad, while ESP focuses on specific vocabulary relevant to a profession and saving time.

“I think general learning very broad term. For example, if as I said, I want to be a doctor. I don't need to be learn and architect terms or the other terms. I need just my eras words. And this is based off time for me. that's why ESP gains us time.” (P1)

“ESP is more detailed and analytical.” (P2)

“general English courses are for all skills, for listening and listening, writing, speaking and ESP courses are actually focus on specific skills, some specific areas. I mean, for example, I want to be a hair stylist and I need to learn some vocabularies about that area. it differs from general English this way.” (P3)

“General English is broad, while ESP focuses on specific vocabulary relevant to a profession and it saves time.” (P4)

The participants collectively highlight that ESP differs significantly from general English in its targeted and focused approach. While general English covers a broad range of language skills applicable to everyday situations, ESP zeroes in on the specific vocabulary and skills needed for particular professions or fields. This specialized focus allows learners to concentrate on the language relevant to their career goals, making the learning process more efficient and time-saving by avoiding unnecessary content. Additionally, ESP is seen as more detailed and analytical, providing a deeper understanding of the language within specific professional contexts.

Current course adequacy

For this category, participants are asked whether the current curriculum lessons adequately touched upon ESP. There is a general consensus among participants that ESP is only briefly mentioned in current courses and is not extensively covered.

“ESP was briefly mentioned in teaching language skills, but not extensively covered.” (P1)

“Adequate but not extensively covered.” (P2)

“Actually, I think that they integrate ESP into our lessons because in maybe each course include some ESP points.” (P3)

“I think it does.” (P4)

The participants generally feel that while their current course provides some coverage of ESP, it is not extensively addressed. They acknowledge that ESP is briefly mentioned or integrated into their lessons to some extent, but the overall emphasis on ESP is limited. The integration of ESP elements varies, with some courses including specific points related to ESP, but the coverage is not comprehensive.

Need for separate ESP course

For this category, participants express their ideas on a separate ESP course in their department. Their opinions vary, with some suggesting that ESP should be integrated into existing courses, while others feel that a dedicated ESP course could provide more comprehensive coverage. Overall, participants are unsure about their answers.

“integration into other courses might be beneficial.” (P1)

“Should be integrated with other courses.” (P2)

“Maybe it could be better. Because we can develop ourselves the teaching profession, teaching skills to our learners needs. And it motivates us, I guess.” (P3)

“Actually, I think both can be beneficial in some parts. If it’s integrated with some skills, some other skills, maybe it will be more useful. But I think at the same time, it should be separate, maybe. I’m not sure.” (P4)

The participants express mixed opinions on the need for a separate ESP course. Some believe that integrating ESP into existing courses might be beneficial, as it would allow for a more cohesive learning experience. They suggest that incorporating ESP elements into other courses could enhance teaching effectiveness and motivation by addressing learners’ specific needs within a broader curriculum. However, there is also a recognition that having a separate ESP course might be advantageous, as it could provide a focused and specialized approach to developing the professional and language skills required for specific fields. Overall, the consensus leans towards a hybrid approach, combining integration with some level of distinct ESP instruction.

Preparation for vocational schools

There is a sense of unpreparedness for teaching ESP in vocational schools, with participants indicating a need for further improvement and training.

“I think there should be full English immersion and interactive methods for teaching ESP in vocational schools.” (P1)

“Language must be practical, and interactive methods in teaching ESP must be used.” (P2)

“Student needs are important and should be considered.” (P3)

“I would use Interactive methods.” (P4)

The participants unanimously emphasize the importance of practical and interactive methods for teaching ESP in vocational schools. They advocate for full English

immersion and the use of interactive teaching techniques to make the language learning experience more effective and engaging. Additionally, they stress the importance of considering students' specific needs in the curriculum design to ensure that the ESP instruction is relevant and beneficial for their vocational training. Overall, the focus is on creating a dynamic and practical learning environment tailored to the vocational context.

To sum up, 3rd grade interviews indicate a general understanding of ESP as a focused approach to learning English tailored to specific professional or vocational needs. There is a consensus that while the current courses touch on ESP, it is not adequately covered. Participants suggest that ESP should either be integrated into existing courses or offered as a separate elective course to better prepare students for their future careers, particularly in vocational schools. Full English immersion and interactive teaching methods are highlighted as effective strategies for teaching ESP.

4.3.2. 4th grade participants. There are five themes based on the analyzation. These themes are: Understanding of ESP, Difference from General English, Current Course Adequacy, Need for Separate ESP Course, current Course Adequacy and, preparation for Vocational Schools.

Understanding of ESP

According to participant answers', ESP is seen as crucial for equipping students with the language skills necessary for specific professional contexts and adapting to evolving job requirements and technologies.

"ESP is necessary for adapting to new technologies and job requirements." (P1)

"ESP is important for professional and language skill development." (P2)

"I can say it's learning English because you have to or you need to use it. For example, learning English for going to for work and travel or English for touristic purposes." (P3)

"it is so important for our language learners and our students. Because it's focus on some specific language skills and professional skills, I guess. So learners can develop their professional and language skills and some important vocabularies about their dream jobs. Through this ESP courses. So that's all it's so important." (P4)

The participants collectively emphasize the importance of ESP in meeting modern job requirements and adapting to new technologies. They recognize that ESP plays a crucial role in developing both professional and language skills, making it essential for effective communication in specific vocational contexts. ESP is seen as necessary for practical purposes, such as travel and work in particular fields, and it helps learners acquire the specific vocabulary and skills needed for their career goals. Overall, the consensus is that ESP is vital for equipping learners with the language proficiency required for success in their chosen professions.

Difference from General English

General English is viewed as suitable for everyday communication, while ESP is essential for mastering job-specific jargon and professional communication skills.

“ESP focuses on specific professional vocabulary and skills. For me, our world is changing every day and new technologies are coming to our world and we need to prepare ourselves to these new technologies and for my perspective ESP is a needed perspective for these new technologies or new study methods. I think we should improve ourselves to these technological improvements. In general English language learning, from my knowledge, we learn how to use in our daily lives this language but in ESP is for like for example what can it be for like applying a new job and this job needs some new words or new phrases to use new grammar usage and for this new job we need to improve ourselves in these new grammar changes and with these new words, for jargon and this jargon is very important and we need to learn this new jargon for the specific purpose as you said.” (P1)

“General English is for daily use, while ESP is for specific job-related jargon.” (P2)

“It’s more detailed, I think, for from the general English. You, me, I mean, you work more on analytical and data in a detailed way. English in this in this area. That’s all I can say about.” (P3)

“general English courses for for all skills, for listening and listening, writing, speaking and ESP courses. Actually focus on specific skills for. Some specific areas. I I mean, for example, for example I want to be a hair stylist, for example. Okay. And I need to learn some vocabularies in that area in that about that area. Right. Yes. Okay. And it’s it differs from general English this way.” (P4)

The participants collectively highlight the key differences between ESP and general English. They emphasize that while general English focuses on daily language use and developing broad language skills such as listening, writing, and speaking, ESP is

tailored to specific professional contexts and job-related jargon. ESP is seen as necessary for adapting to new technologies and industry-specific requirements, equipping learners with the specialized vocabulary, grammar, and skills needed for particular careers. The detailed and analytical nature of ESP contrasts with the broader scope of general English, making ESP essential for those preparing for specific professional roles.

Current Course Adequacy

Participants feel that ESP is not adequately addressed within the current curriculum, with only limited coverage in certain courses.

“we talked for the young learners or specifically we have a lesson for young learners and it was a specific purpose from my perspective but in general no. We generally learn general language teaching and general language because specific as in the world it’s a specific thing and we don’t use it on every space every field so we are using it as a side perspective. it needs to be improved. Because everyone’s life is different from each other everyone can encounter some new things in their lives and everybody should be prepared for these different lifestyles and we are 60 people in our department right now and 60 different life that means actually and every life needs its own path and these paths differ from each other you and the English specific ESP lessons should be improved. ESP is touched upon but not adequately covered.” (P1)

“there should be a separate ESP course because I feel like this specific thing is really important for us to use English in different fields whether it’s school or whether it’s in our daily lives or in our in the term, in the fields that we work at. So I think another class for this will be better.” (P2)

“I think it’s adequate. It should be discussed integrated with other courses.” (P3)

“We have talked about ESP in our courses maybe a separate ESP course would be better but I find the information on ESP we gained from courses is enough.” (P4)

It is obvious from their remarks that the participants have mixed views on the adequacy of their current courses in covering ESP. Some participants believe that ESP is only briefly mentioned or touched upon within the broader context of general language teaching, and they feel that the coverage is insufficient given the diverse needs and future professional contexts of learners. They argue that more focused and extensive ESP instruction is necessary to adequately prepare for different career paths and technological advancements. Others suggest that while ESP is integrated into their existing courses to some extent, it might be beneficial to have a separate, dedicated ESP course to provide more in-depth and specialized instruction. Despite these

suggestions, a few participants find the current integration of ESP within their courses to be adequate for their needs.

Overall, the consensus indicates that while there is some level of ESP instruction, it is not comprehensive, and improvements or additional dedicated courses might enhance the learning experience.

Need for Separate ESP Course

There is a belief that ESP should be more prominently featured, either as a separate course or integrated more thoroughly into existing courses. Flexibility in choosing ESP courses based on career paths is also suggested.

“it needs to be improved and I think both integration and separate courses might be beneficial.”
(P1)

“It should be integrated with other courses and not mandatorily, allowing students to choose based on their career paths.” (P2)

“Yes, I think a separate course would be useful, and it prepares the student to the future, really, I think.” (P3)

“Maybe. Yes. Because we can develop ourselves the teaching profession, teaching skills to our learners needs. And it motivates us, I guess.” (P4)

Preparation for Vocational Schools

Effective teaching methods for ESP in vocational schools include full English immersion, practical tasks, and interactive, project-based learning approaches. Participants emphasize the need for tailored instruction that aligns with students' future career needs.

“I will start with the charts of my students interests what they love what they hate what they want in the life what they want to see and when I take these ideas interest from my students I prepare a list of the the things they said and I try to find a mutual point among these ideas among these interests and I want to give my lesson through these mutual point and from this I can reach every student in the lesson I can make them learn what I want to give them. They will be more active in the lesson because they are interested in that topic and as we learn as we know from our also learned knowledge children are more active when they like the topic. So that's why I would try to find an interesting point for my students.” (P1)

“I think ESP is actually for vocational schools anyway because they are in the field of the job industry already. So while we are teaching them teaching them their jobs because I think they

have, like different classes for that for their future job. And I think, like, maybe half of them should be in English. And I know that they're not willing some students are not willing to learn English. So I would choose to not speak Turkish at all, because from my experience, when we decided to teach the English teach English to them with, like, Turkish, they weren't really interested in the class. But when we were speaking fully English, they tried to understand. And they tried to focus on the class. So I think just doing the class with full English was better. And making them practice with their friends and with us as well as teachers was a good way of teaching English.” (P2)

“For example, if my students choose gastronomy I would integrate the gastronomical words to the class so they can they can feel ready for the vocation. They feel ready for the future, I think.” (P3)

“I can give a real task to students. A related to their dream job. Maybe I can give some specific vocabularies about that field. I can give scenarios about their job again and apply some speaking activities.” (P4)

Across both grade levels, there is a shared understanding of the importance of ESP in preparing students for specific professional contexts. While the current education programs touch on ESP, they are seen as insufficient. There is a call for more comprehensive coverage of ESP, whether through separate courses or better integration into existing ones. However, participants are confused about the adequacy of ESP in their courses. Since they answered the second question as it is adequately addressed, but at the end of the interview as a final say they said that a separate ESP course might be beneficial. Participants understanding of effective preparation for teaching ESP in vocational schools involves immersive and interactive teaching methods that focus on practical application and student engagement.

4.4. Findings from Teachers' Interviews

Three academic staff working at MAKU were interviewed and based on analyzation 8 themes occurred. Themes are definition and significance of ESP, ESP in pre-service teacher education, current curriculum gaps in ESP, potential benefits of ESP courses, Challenges in Implementing ESP in ELT Programs, Suggestions for ESP Course Structure, Region-Specific ESP Programs, Elective vs. Mandatory ESP Courses.

Definition and Significance of ESP

All the teachers defined ESP as the teaching of English that caters to specific professional or academic domains, such as medical English, legal English, or English for aviation. The significance of ESP lies in preparing students to communicate effectively in these specific contexts by acquiring the necessary vocabulary, structures, and discursive skills unique to their respective fields. ESP focuses on the specialized use of English in particular professional or academic contexts. The teachers emphasized the need to tailor English instruction to meet the linguistic demands of these domains, helping students or professionals' function effectively within their fields.

"For different fields like courtrooms, hospitals, tourism, or aviation, we have different uses of English. So, we can say that this is called ESP." (T1)

"When we say ESP, what comes to mind is English for lawyers, English for doctors, English for business people, etc. It goes on like that." (T2)

"You'll need some specific terminology to teach them... If they are familiar with the notion [of ESP], it will be easier for them to work with different professionals." (T3)

Teachers' explained ESP as teaching English tailored to specific professional or academic domains. The teachers highlighted its significance in preparing learners to communicate effectively within specialized contexts by acquiring relevant vocabulary, structures, and discursive skills. Examples include legal, medical, or aviation English.

ESP in Pre-Service Teacher Education

The participants argued that ESP should be a part of the English Language Teaching (ELT) curriculum. However, they noted that many ELT programs, especially in Türkiye, do not currently offer sufficient coverage of ESP. They suggested that including ESP courses would better prepare teacher candidates for teaching in diverse professional environments, such as vocational schools or industry-specific language needs.

In terms of pre-service teacher education, ESP is vital for equipping future teachers with the skills to teach specialized English. Understanding ESP allows teacher candidates to prepare learners for specific professions by teaching them relevant vocabulary and communication strategies.

“They should have early information about target situations... to prepare students for their major studies in English after preparatory classes” (T1)

“Considering our department, I cannot say that by just introducing one or two courses, we can improve their ESP.” (T2)

“I think there should be more focus on the concept in undergraduate courses to prepare young teacher candidates for their future careers.” (T3)

Participants agreed that integrating ESP into ELT curricula is vital for equipping future teachers with the skills to meet specific vocational language needs. However, many current programs lack sufficient ESP coverage.

Current Curriculum Gaps in ESP

The teachers unanimously agreed that the current ELT programs do not sufficiently address ESP. While some electives might touch upon the subject, there is no structured or comprehensive approach to teaching ESP, limiting future teachers' capacity to cater to specific language needs in vocational or professional settings. This reflects a broader issue in language education, where general English teaching is prioritized over more specialized forms. For teachers to implement ESP effectively, the curriculum should be reformed to include both mandatory and elective ESP courses.

“I mention ESP in my writing classes... but the students just know something about the subject. They cannot use it or teach it.” (T1)

“If we consider our department, I cannot say that by just introducing one or two courses, we can improve their proficiency in ESP.” (T2)

“I don't think [the program] delves into ESP, not at all. So, I think there should be some improvements... Maybe for all the universities in Türkiye or all the ELT departments in Türkiye there could be some reprogramming.” (T3)

The teachers unanimously identified significant gaps in current ELT programs, which prioritize general English over ESP. They called for structured reforms to include mandatory and elective ESP courses.

Potential Benefits of ESP Courses

The teachers discussed the potential positive impacts of offering ESP courses. These include enhanced career readiness, better language proficiency tailored to specific job markets (such as tourism, aviation, or healthcare), and the ability to teach English for

vocational purposes. Such courses would also allow teacher candidates to apply their general language teaching skills in more focused professional domains.

Offering ESP courses would align with the primary goal of ESP to meet the specific language needs of learners. In vocational or professional settings, language teaching goes beyond general English skills, addressing industry-specific lexicons, contexts, and communication strategies.

“They must be prepared... to get education in their specific areas in English after the preparation class.” (T1)

“We could increase their awareness about ESP, but I don’t think one course would contribute to their proficiency.” (T2)

“If I had the chance to practice this before during my undergraduate years, it would be easier for me... There should be more focus on the concept in undergraduate courses.” (T3)

Offering ESP courses was seen as a way to enhance career readiness, improve language proficiency for specific industries, and better prepare teachers for vocational education.

Challenges in Implementing ESP in ELT Programs

A common challenge identified was the lack of trained instructors and resources to teach ESP. Teachers often lack familiarity with technical terminology or industry-specific communication practices. Additionally, offering just one course on ESP might raise awareness but may not sufficiently prepare students to teach in specialized domains. To effectively teach ESP, educators themselves need to be familiar with specialized areas of language. This highlights a critical issue in implementing ESP—teacher training programs must provide the resources and opportunities for educators to develop these skills.

“I don’t have time to structure another course to teach ESP because my schedule is already full with other courses.” (T1)

“You cannot go into details of every specific purpose in just one course... So maybe we can increase awareness, but not proficiency.” (T2)

“I’m personally not that into the technical terms... I also have to study before I teach them.” (T3)

The main challenges include a lack of trained instructors, insufficient resources, and the complexity of covering multiple domains in limited time.

Suggestions for ESP Course Structure

Participants suggested several ways to integrate ESP into the ELT curriculum. These included offering both compulsory and elective courses that focus on core professional fields, such as tourism, engineering, or healthcare. Some recommended that a 12-week course could introduce students to ESP concepts, while more advanced courses could focus on specific domains.

This approach aligns with how ESP courses are often structured starting with a general introduction to the principles of ESP, followed by more domain-specific instruction. The incremental introduction of ESP throughout a teacher's training would help them gradually build the necessary expertise.

"A 12-week course could cover five or six domains, focusing on the core vocabulary and terminology for each area." (T1)

"You could create tracks, like an introduction to ESP, and then focus on specific purposes like engineering or health." (T2)

"There could be compulsory courses but also elective ones. In the basic courses, they can take things like tourism English or medical English." (T3)

Suggestions included offering introductory ESP courses followed by advanced domain-specific tracks, with a mix of mandatory and elective options.

Region-Specific ESP Programs

One interviewee mentioned the potential of region-specific ESP courses, such as a focus on tourism in the Mediterranean region of Türkiye. This would allow ELT programs to be more tailored to the local job market. ESP can be highly context-dependent, and region-specific programs align with the essence of ESP. These programs could better meet the linguistic needs of local industries, preparing students for careers in those fields.

"We don't generally focus on English for tourism or intercommunity, but maybe we could... depending on the region and the specific needs." (T2)

"In Antalya, universities could focus on touristic stuff... There could be some region-specific planning for those specific departments." (T3)

The potential for region-specific ESP courses, such as tourism-focused programs in the Mediterranean, was discussed to align ELT curricula with local job markets.

Elective vs. Mandatory ESP Courses

There was some debate over whether ESP should be a mandatory or elective component in ELT programs. Some argued that it should be mandatory to give all teachers a foundation in ESP, while others suggested it remain elective, allowing students to opt into fields they are particularly interested in. While ESP focuses on specialized needs, not all teachers will require the same level of expertise across all domains. Making ESP optional could allow students to pursue areas aligned with their career interests but offering at least a basic mandatory course could ensure all teachers have some exposure.

“It should be selective... Not all of the students will be targeting those kinds of stuff, like aviation or law.” (T1)

“I think it should be an elective course... You can introduce one course to increase awareness, but you can’t teach them to be proficient in every area.” (T2)

“As I said before, it could be both. They could have both compulsory and elective courses... to give students an idea of what it means to teach an ESP course.” (T3)

The debate centered on whether ESP should be mandatory or elective. A balance was suggested to provide foundational ESP exposure while allowing specialization. Throughout the interviews, the teachers reflected on the importance of integrating ESP into language education curricula, particularly for teacher candidates. The themes discussed, such as curriculum gaps, potential benefits, challenges in implementation, and region-specific programs, all highlight the need to prepare future teachers to teach specialized English. However, challenges such as curriculum structure, faculty expertise, and the level of specialization required were noted. To ensure future teachers can meet the needs of their learners, it is essential that ELT programs include both foundational and specialized ESP courses.

ESP is fundamentally about tailoring language teaching to specific professional or academic contexts, and these interviews underline the demand for better integration of ESP within ELT programs to meet the diverse needs of both students and teachers.

4.5. The Integration of Findings from the Datasets

To start with the document analysis of the ELT curriculum at MAKU, it was confirmed that ESP is not a systematically embedded component of the core curriculum. Although an elective ESP course is offered, there is no structured progression or in-depth focus on the development of ESP-related competencies. This limited presence contrasts with the expectations placed upon ELT graduates, many of whom are assigned to vocational schools upon graduation where ESP is a necessary instructional domain. These findings align with the studies of Baştürkmen (2014) and Kırkgöz (2019), who argue that teacher education programs in Türkiye often fail to prepare teachers for ESP contexts due to a lack of systematic curricular integration.

The questionnaire results from 36 pre-service teachers revealed a strong awareness of the importance of ESP. Most students perceived ESP as a necessary skill set for future English teachers, especially those working in vocational and technical institutions. Notably, over 70% of respondents expressed a desire to receive formal training in ESP, citing its relevance for career readiness, classroom applicability, and student motivation.

The interview data provided rich qualitative insights that reinforced and expanded upon the questionnaire findings. Both third- and fourth-year students highlighted the disconnection between their academic preparation and the practical demands of the teaching profession. Many interviewees stated that they were introduced to ESP only during internships or field experiences and felt unprepared due to the lack of prior exposure in their coursework. Likewise, academic staff pointed out the absence of structured content on ESP methodology, needs analysis, and material development within the program, despite recognizing the increasing demand for ESP-qualified teachers.

Survey and interview findings suggest that perceptions of ESP varied based on participants' gender, year of study, and prior exposure to ESP. For example:

Gender: Female participants were more likely to view ESP as central to professional development.

Year of Study: Third-year students showed greater enthusiasm for ESP integration, whereas fourth-year students expressed more skepticism about practical implementation.

Prior Experience: Students with teaching experience in vocational settings offered more concrete examples of the need for ESP training.

These variations highlight the importance of considering learner diversity when designing ESP courses and emphasize the need for differentiated instructional approaches.

This study investigated the extent to which ESP is represented and valued in the English Language Teacher Education Program at MAKU. The findings underscore both growing awareness of ESP's importance and persistent challenges in its implementation. While curriculum reforms and stakeholder support reflect progress, limitations in exposure, faculty expertise, and institutional readiness continue to hinder full integration.

In integrating these findings, a clear convergence emerges there is a shared recognition among documents, students, and educators that the current ELTEP lacks sufficient preparation for ESP instruction, a gap that is both theoretical and practical in nature. This institutional oversight is critical, considering the increasing demand for ESP in the Turkish education system, especially in vocational settings (MoNE, 2023).

The triangulated data suggests an urgent need to reposition ESP within ELTEPs. This repositioning should involve the integration of ESP into core curricula rather than as a single elective, explicit training on ESP methods and needs analysis, and the collaborative development of ESP modules with vocational school input. The integration of findings reveals a coherent and compelling need for reform in ESP education within teacher training programs in Türkiye. Addressing this gap is essential to align teacher education with contemporary classroom realities and the linguistic demands of the 21st-century workplace.

CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the findings of the study in light of the research questions and relevant literature. It integrates the results from document analysis, survey data, and interview findings to offer a nuanced understanding of the role of English for Specific Purposes (ESP) in the English Language Teacher Education Program (ELTEP) at Mehmet Akif Ersoy University (MAKU).

5.1. Representation of ESP in the ELTEP at MAKU

With reference to the first RQ, the document analysis revealed that the visibility of ESP within the ELTEP at MAKU is currently limited. While the recent inclusion of a mandatory “ESP Teaching” course in the eighth semester reflects a growing institutional awareness of ESP’s importance, its late placement in the curriculum restricts its impact. Earlier semesters remain devoid of systematic ESP instruction.

This limited integration contrasts with the conceptual framework of ESP as a progressive, needs-based approach that should ideally permeate various stages of teacher education (Hutchinson & Waters, 1987; Strevens, 1988). Both students and faculty participants echoed this gap: while acknowledging the value of ESP, they expressed concern about its marginal presence in the current curriculum. This suggests a misalignment between the evolving demands of vocational English teaching and the structure of the ELTEP.

5.2. Perceptions of ESP among Students and Educators

As for the second RQ, the quantitative and qualitative data consistently show that both pre-service teachers and academic staff generally perceive ESP as an essential component of teacher preparation. Survey results demonstrated high levels of agreement across three key domains: perceived need and value, skill development and

career impact, and real-world relevance. This indicates that participants generally expressed favorable attitudes toward ESP, though with notable variation based on individual characteristics and experiences.

Thematic analysis of interviews further supported these findings. Students emphasized ESP's role in equipping them with the linguistic and pedagogical tools necessary for teaching in specialized contexts such as vocational high schools. Educators, while recognizing ESP's relevance, adopted a more cautious stance, citing structural limitations, limited faculty expertise, and the crowded curriculum as key barriers.

Notably, differences in perception were observed across demographic variables. Gender-based trends indicated that female participants tended to view ESP as more crucial for skill development, whereas male participants more frequently emphasized its practical applications. Year of study also shaped perspectives: third-year students were generally more optimistic about ESP's potential benefits, while fourth-year students displayed a more pragmatic understanding of its implementation challenges.

This divergence is consistent with earlier literature highlighting the differing expectations and roles of learners and educators in shaping curriculum innovation (Basturkmen, 2014). While students seek immediate applicability and specialization, educators are tasked with maintaining curricular feasibility and pedagogical coherence.

5.2.1. Integration and contradictions between student and educator perspectives. Although there is general consensus on the importance of ESP, several key contradictions emerged between student and educator perspectives. Students strongly supported the inclusion of ESP courses, viewing them as essential for real-world preparedness and career alignment. In contrast, educators acknowledged its value but often positioned ESP as supplementary rather than central, expressing concerns about feasibility within existing curricular structures. Students advocated for more extensive and domain-specific ESP training, noting that a single course is insufficient. Educators, however, prioritized general exposure and expressed reservations about introducing specialized tracks due to institutional constraints.

Students with experience in vocational settings stressed the practical need for ESP, while educators admitted gaps in their own expertise and instructional materials. This lack of preparedness may hinder the quality and effectiveness of ESP instruction, echoing challenges identified in previous research (Basturkmen, 2014).

Students requested more flexible and personalized ESP pathways aligned with career goals, such as elective modules for tourism or healthcare. Educators were more hesitant, fearing curriculum overload and recommending integration into existing courses. This reflects broader tensions between specialization and generalization in teacher education. These contradictions point to differing priorities: students, as recipients, focus on relevance and future utility, while educators, as implementers, emphasize practicality and institutional constraints.

5.2.2. Regional and vocational relevance of ESP. Participants highlighted the importance of tailoring ESP to local and regional needs. For example, students suggested region-specific ESP tracks such as tourism-related English in touristic areas or healthcare English in health-related sectors. These suggestions align with Widodo's (2016) emphasis on ESP as a context-sensitive practice that responds to learners' specific socio-economic environments. Recognizing regional needs could enhance the relevance and impact of ESP within ELTEP and contribute to more contextually responsive teacher training. Furthermore, literature supports these local findings. As Widodo (2016) and Belcher (2006) assert, effective ESP instruction requires teachers to possess not only linguistic competence but also field-specific pedagogical skills. The absence of such training, as highlighted in both local data and global scholarship, compromises the professional identity and instructional capacity of pre-service teachers (Qi, Sorokina, & Liu, 2021).

5.2.3. Curriculum development implications. The findings suggest that while the recent curriculum update is a step forward, a more systematic and progressive integration of ESP is necessary. As the educators can suggest needed courses and change the curriculum. Although departments follow a centralized compulsory curriculum published by the Higher Education Council (HEC), they have autonomy in managing elective courses and materials, allowing for variability in their administration (Ersoy & Karakaş, 2023). Early introduction of foundational ESP concepts, followed by advanced, domain-specific electives in later semesters, could provide a more coherent learning trajectory. Practical components such as internships or project-based learning in vocational contexts would also support the transition from theoretical knowledge to applied expertise.

Institutional investment in professional development for faculty, collaborative curriculum design, and enhanced resource allocation are necessary to address current shortcomings and align ESP integration with both student expectations and labor market needs.

5.3. Conclusion

This study examined the role of ESP in ELTEP, with a focus on the program at MAKU. By analysing the curriculum, as well as the perceptions of pre-service teachers and educators, the research highlights the significance, challenges, and potential of ESP integration in teacher training.

The findings revealed that while the introduction of a mandatory ESP course is a positive step, its placement in the last semester and the lack of a systematic approach throughout the program limit its effectiveness. Pre-service teachers predominantly recognize the value of ESP for career readiness, skill development, and real-world applicability, advocating for earlier and more diverse ESP offerings. However, educators emphasize practical constraints, including limited faculty expertise and dense curricula, which hinder comprehensive ESP implementation.

The study underscored the importance of bridging these gaps to align ELTEP with the professional demands of modern language teaching. Integrating ESP progressively across all years of study, expanding faculty training, and developing region-specific

tracks can address the identified deficiencies. These solutions would ensure that pre-service teachers are equipped with the specialized skills needed to meet diverse learner needs and excel in vocational teaching contexts.

The findings of this study revealed both the potential, and the challenges associated with integrating English for Specific Purposes into English Language Teacher Education Programs, particularly at MAKU. It is evident that while ESP is widely recognized by both pre-service teachers and educators as essential for career readiness, skill development, and real-world applicability, its current implementation remains limited and fragmented. The study highlights that the mandatory ESP course introduced in the final semester is a step in the right direction but is insufficient in isolation. Pre-service teachers overwhelmingly advocate for earlier, more consistent, and diversified exposure to ESP throughout their academic journey. Their enthusiasm for ESP stems from a clear understanding of its role in preparing them for vocational teaching contexts and specialized language instruction. However, educators point to practical constraints such as overcrowded curricula and insufficient faculty expertise, which hinder the widespread adoption of ESP across the program.

A key takeaway from this research is the need for a balanced, progressive approach to ESP integration. To address the discrepancies between student demand and educator concerns, a combination of foundational ESP courses in the early years, followed by specialized, career-oriented electives in later semesters, could create a more cohesive learning experience. Additionally, faculty development programs focusing on ESP methodologies are essential to empower educators to deliver effective, context-specific instruction.

The study also underscored the importance of aligning ESP courses with regional and vocational needs to enhance their relevance and practicality. By tailoring ESP content to reflect local job markets and industries, ELTEP can better equip pre-service teachers with the skills and knowledge necessary to succeed in diverse professional environments. the integration of ESP into ELTEP holds transformative potential for preparing adaptable, career-ready English language teachers. By addressing existing challenges, investing in faculty development, and designing a more structured, needs-based ESP curriculum, ELTEP can bridge the gap between theoretical language

education and the practical demands of professional communication. This, in turn, will foster a generation of educators equipped to navigate the complexities of specialized language teaching across diverse academic and vocational domains.

While this research provides valuable insights, its scope is limited to a single institution, which may affect the generalizability of findings. Future studies could extend the sample to include multiple universities and investigate the long-term impact of ESP training on teaching practices. By addressing these limitations and building on the findings, ELTEP can better prepare future educators to navigate the complexities of specialized language instruction in an increasingly globalized world.

Ultimately, this study highlights the transformative potential of ESP in teacher education. By prioritizing its integration and addressing existing challenges, ELTEP can play a key role in shaping competent, adaptable educators capable of meeting the specific linguistic needs of diverse professional and academic domains.

5.4. Suggestions and Implications

Current study dwells on the necessity of ESP in ELTEP by analyzing Mehmet Akif Ersoy university English Language Teaching department education program and collecting both qualitative and quantitative research. Possible implications regarding this research can be listed as four highlights: curriculum development, educational training, stakeholder awareness, future research directions.

Firstly, there is a need for improvement in the current ELTEP, since ESP is inadequately mentioned. The findings show that both students and teachers agreed that curriculum needs to change. Second, some teachers mentioned that they might be inadequate for teaching a comprehensive ESP course therefore they might need training or educators who are proficient in ESP. Insights from the research can guide the development of targeted training programs for educators, improving their ability to teach ESP effectively within the ELT curriculum. Third, the research raises awareness among stakeholders, such as faculty members and educational administrators, about the importance of incorporating ESP to meet the evolving demands of the education sector. Fourth, the study paves the way for further investigations into ESP's role across different contexts, encouraging similar research

in other universities and departments to enhance generalizability and applicability of the findings. Regarding this implication, some suggestions for the topic of this research might be offered.

Firstly, developing separate, focused ESP courses to provide more in-depth instruction tailored to the specific needs of students pursuing various career paths is a way to increase ESP literacy, introducing foundational ESP courses in the second year to provide pre-service teachers with a basic understanding of specialized language teaching concepts, gradually building on this foundation with domain-specific electives in later years, such as tourism, healthcare, or engineering English, to allow for deeper specialization, enhancing the existing curriculum to include more comprehensive coverage of ESP and ensuring that students receive adequate training relevant to their future professional contexts. Providing a mix of mandatory and elective ESP courses to balance general teaching competencies with specialized skills and allowing students to select electives aligned with their career goals, ensuring that their training meets their professional aspirations.

As a teacher suggested, tailoring ESP content to local job markets, such as focusing on tourism-related English in regions like Antalya, to meet the specific needs of vocational schools and industries in the area would be a solution. Organizing workshops and professional development programs to equip faculty with the methodologies and expertise needed to teach ESP effectively. Providing access to teaching materials and tools designed for ESP instruction, including digital resources and specialized textbooks. Integrating ESP throughout the curriculum ensures that pre-service teachers are better equipped to meet the linguistic and professional needs of their learners in vocational and academic contexts. Comprehensive ESP training enhances career readiness, enabling teachers to navigate diverse classroom settings and job markets. By tailoring ELTEP to include ESP, teacher education programs align more closely with the expectations of vocational schools and industry-specific learners. This alignment not only benefits students but also strengthens the reputation and effectiveness of ELTEP. The inclusion of ESP in teacher training fosters a culture of specialization and adaptability, encouraging educators to continuously refine their skills to meet evolving professional demands. The findings highlight the need for national educational policies to prioritize ESP in teacher training curricula across

universities. This approach ensures consistency and prepares educators for diverse teaching contexts.

Incorporating interactive and practical teaching methods to engage students and improve their language skills in a more relevant and applicable manner. Conducting regular assessments of student needs and industry requirements to continuously adapt and improve the ESP content and teaching strategies, Encouraging collaboration between educators and industry professionals to ensure that ESP courses reflect current trends and technological advancements in the job market.

5.4.1. Extended research. Expanding future research to include a larger sample size from various universities and educational contexts, fostering a broader understanding of the need for and implementation of ESP in teacher education. These suggestions aim to enhance the efficacy of ESP instruction and better prepare future educators for the diverse demands of their professional roles. Implementing these suggestions requires a collaborative effort among curriculum designers, faculty, and policymakers. By addressing the identified gaps and aligning ELTEP with real-world demands, teacher education programs can play a transformative role in preparing educators to excel in specialized language instruction. These changes not only enhance the quality of teacher training but also contribute to the broader goal of equipping students with the skills needed to thrive in their professional fields.

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APPENDIX

APPENDIX 1

Approval from MAKU Research Ethics Committee

	Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu	Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu Non-interventional Clinical Research Ethics Committee Decision																		
Toplantı Tarihi / Meeting Date Toplantı No / Meeting No Karar No / Decision No	: 03.12.2024 Salı : 2024/12 : GO 2024/768																			
Sorumlu araştırmacının DOÇ.DR. ALİ KARAKAŞ, yardımcı araştırmacısının İDİL KARPUZ olduğu, 'Özel Yöntemler İçin İngilizce'nin Türkiye'deki İngiliz Dil Eğitimi Alanının Müfredatındaki Yeri: Maku İngiliz Dil Eğitimi Müfredatı Durum Çalışması' başlıklı araştırmanın gerekçe amaç yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup, araştırmanın etik, hukuki ve telif hakları bakımından sorumluluğu araştırma ekibine ait olması koşulu ile etik açıdan uygun bulunmuştur.																				
After evaluating the justification, purpose, approach, and methods of the study titled 'Özel Yöntemler İçin İngilizce'nin Türkiye'deki İngiliz Dil Eğitimi Alanının Müfredatındaki Yeri: Maku İngiliz Dil Eğitimi Müfredatı Durum Çalışması', conducted by the principal investigator DOÇ.DR. ALİ KARAKAŞ, co-investigator İDİL KARPUZ, the study was deemed ethically appropriate, provided that the research team assumes full responsibility for the idea, legal, and copyright aspects of the study.																				
<table border="0"> <tr> <td></td> <td>PROF.DR. Özgür DALGIRAN Başkan / Chair</td> <td></td> </tr> <tr> <td>DOÇ.DR. Deniz SARİ ŞAHİN Başkan Yard. / Vice Chair</td> <td>DOÇ.DR. Sibel ŞENTÜRK Raportör / Reporter</td> <td>DOÇ.DR. Ayşen GÜZEL Dye / Member</td> </tr> <tr> <td>DOÇ.DR. Gökmen ARSLAN Dye / Member</td> <td>DOÇ.DR. Mehmet Hapin AKGÜL Dye / Member</td> <td>DOÇ.DR. Serpil KORKMAZ Dye / Member</td> </tr> <tr> <td>DOÇ.DR. Mehmet ULAŞ Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Serap ÖZDEMİR BİŞKİN Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Nurdan ORAL KARA Dye / Member</td> </tr> <tr> <td>DR.ÖĞR.ÖYESİ Dilara AKÇORA YILDIZ Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Mehmet AFEŞ Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Dilay Tuğcan ÇETİN Dye / Member</td> </tr> <tr> <td>DOÇ.DR. Derya CAN Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Mustafa İŞLEYİN Dye / Member</td> <td>DR.ÖĞR.ÖYESİ Funda UYSAL Dye / Member</td> </tr> </table>				PROF.DR. Özgür DALGIRAN Başkan / Chair		DOÇ.DR. Deniz SARİ ŞAHİN Başkan Yard. / Vice Chair	DOÇ.DR. Sibel ŞENTÜRK Raportör / Reporter	DOÇ.DR. Ayşen GÜZEL Dye / Member	DOÇ.DR. Gökmen ARSLAN Dye / Member	DOÇ.DR. Mehmet Hapin AKGÜL Dye / Member	DOÇ.DR. Serpil KORKMAZ Dye / Member	DOÇ.DR. Mehmet ULAŞ Dye / Member	DR.ÖĞR.ÖYESİ Serap ÖZDEMİR BİŞKİN Dye / Member	DR.ÖĞR.ÖYESİ Nurdan ORAL KARA Dye / Member	DR.ÖĞR.ÖYESİ Dilara AKÇORA YILDIZ Dye / Member	DR.ÖĞR.ÖYESİ Mehmet AFEŞ Dye / Member	DR.ÖĞR.ÖYESİ Dilay Tuğcan ÇETİN Dye / Member	DOÇ.DR. Derya CAN Dye / Member	DR.ÖĞR.ÖYESİ Mustafa İŞLEYİN Dye / Member	DR.ÖĞR.ÖYESİ Funda UYSAL Dye / Member
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 This QR code has been generated through the approval of the Non-Interventional Clinical Research Ethics Committee (NICEC) of Bursa Mehmet Akif Ersoy University via the NICEC online application system. The QR code can be viewed through the NICEC online application system, which is the official website of Bursa Mehmet Akif Ersoy University.																				

APPENDIX 2

Likert Questionnaire on ESP in ELT Education Program for 3rd and 4th Year Students

1=strongly disagree 2=disagree 3=neutral 4=agree
5=strongly agree

	1	2	3	4	5
1. I believe there should be a separate course on ESP (ESP) in our ELT education program.					
2. ESP would better address the specific language needs of students in their professional fields compared to general English courses.					
3. Having a dedicated ESP course would enhance my language proficiency in areas directly related to my future career.					
4. ESP courses would provide me with more focused and relevant language skills applicable to my specific professional field.					
5. I believe ESP courses would help me develop a deeper understanding of the specific vocabulary, jargon, and discourse used in my professional field.					
6. A separate ESP course would improve my ability to communicate effectively within my future professional contexts.					
7. Having a dedicated ESP course would make the learning process more meaningful and applicable to my future career goals.					
8. ESP courses would contribute to my readiness for real-life language use in my future professional settings.					

9. I believe a separate ESP course would enhance my career prospects and employability by equipping me with industry-specific language skills.

10. ESP courses would provide me with opportunities to explore authentic materials and real-world scenarios relevant to my future profession.

11. Integrating ESP (ESP) in our ELT education program would better cater to our specific language needs in our future professional fields.

12. A separate ESP course would enable us to develop specialized language skills that are directly relevant to our chosen career paths.

13. The inclusion of a dedicated ESP course would enhance our language proficiency in areas that are directly applicable to our future professional endeavors.

14. An ESP course would provide us with focused instruction and practice in using industry-specific vocabulary, jargon, and discourse.

15. Having a separate ESP course would better prepare us for real-life language use in our respective professional domains.

APPENDIX 3

Open-ended questionnaire on ELT Education Program for 3rd and 4th Year Students

- 1) Do you think ESP (English for Specific Purposes) is necessary for teacher education? Why or why not?
- 2) Do you think a separate ESP course would impact your motivation and engagement in language learning? Please explain.
- 3) What specific language skills or knowledge do you believe a dedicated ESP course should focus on to better prepare you for your future career? Please explain.
- 4) In your opinion, what are the benefits of including ESP courses in the English language teaching program? Please explain.
- 5) If you were to design an ideal ESP component for the English teaching program, what courses, trainings or experiences would you include and why?
- 6) How useful have the current ESP courses or trainings been in preparing you for real-world English teaching practice? Please explain and provide examples if any.

APPENDIX 4

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Figure 1. Areas Of ESP

(Baştürkmen, 2010)

APPENDIX 5

Mehmet Akif Ersoy University English Language Teaching Curriculum

Table 12.

2022-2023 ELTEP First Year Field Education Course Plan

Course name	Mandatory\Elective	T	P	C	ECTS
Listening and Pronunciation 1	Mandatory	2	0	2	2
Oral Communication Skills 1	Mandatory	2	0	2	2
Reading Skills 1	Mandatory	2	0	2	2
Writing Skills 1	Mandatory	2	0	2	2
Structure of English	Mandatory	2	0	2	2
Listening and Pronunciation 2	Mandatory	2	0	2	3
Oral Communication skills 2	Mandatory	2	0	2	3
Reading Skills 2	Mandatory	2	0	2	2
Writing Skills 2	Mandatory	2	0	2	3

Table 13.

2022-2023 ELTEP Second Year Field Education Course Plan

Course name	Mandatory\Elective	T	P	C	ECTS
Approaches in English Language Learning and Teaching	Mandatory	2	0	0	3
English Literature 1	Mandatory	2	0	0	3
Linguistics 1	Mandatory	2	0	0	3
Critical Reading and Writing	Mandatory	2	0	0	2
Teaching Programs in English Teaching	Mandatory	2	0	0	4
Optional 1	Elective	2	0	2	4
Optional 2	Elective	2	0	2	4
English Literature 2	Mandatory	2	0	0	4
Linguistics 2	Mandatory	2	0	0	3
Language Acquisition	Mandatory	2	0	0	3

Table 14.

2022-2023 ELTEP Third Year Field Education Course Plan

Course name	Mandatory\Elective	T	P	C	ECTS
Teaching English to Young Learners 1	Mandatory	3	0	0	5
Teaching English to Young Learners 2	Mandatory	2	0	0	5
Teaching English Language Skills 1	Mandatory	3	0	0	5
Teaching English Language Skills 2	Mandatory	2	0	0	3
Teaching Language and Literature 1	Mandatory	2	0	0	4
Teaching Language and Literature 2	Mandatory	2	0	0	4
Optional 3	Elective	2	0	0	4
Optional 4	Elective	2	0	0	4

Table 15.

2022-2023 ELTEP Fourth Year Field Education Course Plan

Course name	Mandatory\Elective	T	P	C	ECTS
Teaching Experience 1	Mandatory	2	6	0	10
Teaching experience 2	Mandatory	2	6	0	10
Preparing Exams in English Language Teaching	Mandatory	2	0	0	4
Developing Course Content in English Teaching	Mandatory	3	0	0	3
Translation	Mandatory	3	0	0	3
ESP Education	Mandatory	3	0	0	5
Optional 5	Elective	2	0	0	4
Optional 6	Elective	2	0	0	4
Optional 7	Elective	2	0	0	4

Table 16.

2022-2023 ELTEP Elective Field Education Course Plan

Course name	T	P	C	ECTS
Advanced English Lexicology	2	0	0	3
Material Design in English Language Teaching	2	0	0	4
New Approaches and Methods in English Language Teaching	2	0	0	4
English Lexicology	2	0	0	4
English in Mass Communication	2	0	0	4
Teaching Integrated Language Skills	2	0	0	4
Teaching English Vocabulary	2	0	0	4
World English and Culture	2	0	0	4
Drama in Teaching English	2	0	0	4
Pragmatics and Language Teaching	2	0	0	4
Sociolinguistics and Language Teaching	2	0	0	4
Discourse Analysis and Language Teaching	2	0	0	4
Corpus Linguistics and Language Teaching	2	0	0	4

CURRICULUM VITAE

PERSONAL INFORMATION

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PUBLICATIONS

Karpuz, İ. (2024). Book review: Corpus linguistics for writing development: A guide for research. *Focus on ELT Journal*, 6(2), 70–74. <https://doi.org/10.14744/felt.6.2.5>

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