

Enhancing Student Engagement in English for Specific Purposes Courses: A Case Study at National Institute of Technology, Kurdistan

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Abstract: English for Specific Purposes (ESP) provides a challenge for students due to the need for a strong grasp of fundamental English language skills and a comprehensive understanding of specialized subjects to effectively comprehend the content. Throughout ESP classes, the lecturers emphasize a deficiency in student involvement. The study aimed to ascertain the elements contributing to students' insufficient class involvement and identify the activities that might enhance their engagement. Qualitative and quantitative research methods were the primary methodologies used in this mixed-methods study. Thirty-two English students who enrolled at the ESP department at the National Institute of Technology (NIT) in the Kurdistan region of Iraq were selected to participate in this study. These students were specifically pursuing English for Specific Purposes (ESP) as their area of specialization. Teaching strategies incorporating both traditional and technological learning can enhance students' learning experiences and encourage them to engage actively in the learning process. This study investigates factors contributing to student disengagement and identifies activities enhancing engagement in ESP courses at NIT, Kurdistan. The study findings indicate that feelings of insecurity and fear of being judged are important barriers to involvement, but activities that are well-designed and engaging are effective in increasing engagement.

Keywords: Classroom Exercises, Student Involvement, English for Specific Purposes, Obstacles, NIT

1. Introduction

Students' learning experience is positively impacted by teaching methods that prioritise the interaction between students and their instructors. The most effective approach that instructors employ to enhance the learning experience of students in the classroom is to guide them in connecting their past learning experiences with the new knowledge in the present through class discussions and assisting them in the development of new ideas that will be beneficial in their real-world problem-solving (Akpan & Beard, 2016).

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This approach can assist students in developing self-assurance and motivating them to expand their knowledge and accelerate their learning. According to Abulhul (2021), a lecture should foster a sense of camaraderie between students and their instructors. Additionally, using instructional strategies like asking questions during lectures may effectively include students in classroom discourse. This approach promotes the development of critical thinking skills and the examination of the information offered in the classroom. Leammson (2002) suggests that lectures may be useful in promoting deep learning by using interactive tactics, such as merging class activities with lecturing, to stimulate students' thinking and encourage their active participation in class discussions.

Furthermore, Corrigan (2013) highlighted that a lecture, as a pedagogical approach, must fulfil the educational requirements of students to include them in the learning process actively. Therefore, educators should adapt their instructional methods in order to accommodate the diverse learning styles of their learners. To achieve this objective, the following strategies can be recommended: delivering concise lectures that elucidate the key concepts of the lesson by posing questions; engaging students in brainstorming activities to stimulate their thinking and encourage them to express their viewpoints in group discussions; assigning group reports; utilising online resources; and employing PowerPoint presentations. Can (2019) found that the instruction and acquisition of English for Specific Purposes (ESP) in higher education are greatly impacted by internationalisation and globalisation. There is a disparity between the student's proficiency in other languages and their comprehension of the value of English for Specific Purposes (ESP) in their future academic and professional activities.

NIT in Kurdistan, Iraq, provides a range of communication obstacles, such as language, technology, and physical barriers are among the biggest barriers to efficient communication. Asrial et al. (2019) claimed that preservice teachers often do not get the necessary technological knowledge from teacher education programs.

Even if students attend many English courses in college, they still find it difficult to use the language effectively, which prevents them from meeting the goal of studying ESP. ESP's primary goal is to give students career-oriented communication within their field of study, to put it broadly. Strictly speaking, integration of language and content is desirable as it is thought to optimise students' language usage in a discourse that is replicated to the greatest extent possible (Swales & Feak, 2023).

The gap in research relies on the need for more targeted ESP courses and advice on how to teach ESP effectively. From the perspective of the students, this instruction needs also to include the potential benefits as well as the potential challenges. The goal of this research endeavour is to fill this gap by gathering firsthand student thoughts regarding how engagement influences language learning experiences and outcomes, the kinds of activities students will participate in, and those that might boost their level of involvement. Additionally, ESP students may assist instructors in identifying areas that need improvement and contribute to students' sense of accomplishment. The primary factor contributing to the lack of student engagement is likely ineffective teaching approaches that fail to engage students. Teachers have limited opportunities to foster students' positive attitudes towards learning in general and their active involvement in learning when they adhere to these outdated methods of completing work. Kuh (2003) declares that students get involved when they have a strong desire to grasp the material. Individuals now consider studying to be a beneficial endeavour for themselves. In the same way, actively learning students are

prepared to put new information into practice, take notes on their work, and solve problems on their own. Teachers and educational institutions must also provide stimulating activities and top-notch teaching.

Only a limited number of students from a specific teaching and learning session participated in the study due to time and space restrictions. The research aims to answer the following questions:

1. What factors contribute to students' lack of interest in the assignments in ESP programs of study?
2. What strategies can be used to increase student participation in ESP classes?

2. Review of Literature

2.1. Categorise students according to how involved they were in class

Learning is acquiring new information or altering preexisting knowledge, skills, and behaviours. Therefore, if learning activities are defined as the active pursuit of knowledge, skills, and behaviours, then students must actively participate in class and search for new techniques to improve themselves. Outside of the limitations of the classroom, students are required to actively seek knowledge by engaging in independent study and gathering information from both internal and external sources (Batuto & Pena 2019). The students enrolled in the ESP session with well-developed adult learning skills, subject-matter expertise, and a special motivation for learning. They are responsible for enhancing their English language proficiency to match their knowledge and abilities in their native language. The behaviour shown by students in the classroom might provide valuable insights into their methods of acquiring and comprehending the content. Student behaviour in the classroom may be classified into two distinct categories: passive and active. According to Abdullah et al. (2012), Hussein (2010), and Bas (2010), the level of student engagement in the classroom was assessed. Separate them into two categories. The passive group comprises people who work, take notes, sit quietly, and listen. Asking questions, expressing opinions, and answering inquiries are instances of active groups. Nguyen et al. (2023) investigated teachers' opinions on ESP assessments. They concluded that ESP should assist students in developing their critical thinking and problem-solving abilities, language proficiency, presentation skills, and group work abilities. English for Academic Purposes (EAP) is founded upon ESP. The two courses work together to improve students' English language skills so they can use it confidently inside and outside the classroom. Even if English is their L1, it is argued that most EAP users do not speak it as their first language (Frankenberg-Garcia, 2018) and that new EAP users would benefit greatly from extensive exposure to it. Therefore, it serves a purpose for students at higher education institutions to take it as it provides a pathway for them to follow their chosen courses according to the rules of each school. According to Udu (2019), students find language learning in context more relevant than general English since it integrates the four fundamental language skills and allows them to engage in their education. The proactive group consistently demonstrates active engagement in classroom activities, as evidenced by the varied categorisation of student behaviours. Students actively participate in the classroom by posing questions, commenting, and responding concisely to teacher and peer inquiries. Davis (2009) asserts that students' enthusiasm and willingness to engage in verbal interactions during activities contribute to the establishment of a positive learning environment in the classroom. On the other, for the students enrolled in the Advanced Basic Skills program at the senior high school level, English for Specific Purposes modules are included in the basic English course. The many theories of reading comprehension served as

the foundation for analysing the data acquired. The reading survey that 12th grade ABM students were given showed that most of them had trouble understanding what they were reading, both when they read out loud and when they read alone (Sumipo, 2019).

The foundation of the ESP approach should be based on the fundamental premise of addressing the key linguistic requirements of the learners being targeted. To fulfil the students' expectations, it is necessary to provide suitable educational material and enough practice opportunities (Kennedy, 2012). Since enhancing students' communicative proficiency is a key objective of ESP instruction, it is crucial to prioritise learner-centred activities that promote effective communication. The ESP teaching and learning process in the classroom is focused on the student, to help them quickly acquire the necessary skills in a specific area of the English language based on their motivations (Luo & Garner, 2017). This effectively addresses the learners' requirements to engage with various techniques during classroom hours.

2.2 Elements that influence student involvement

Previous research has shown that several variables, such as the following, affect students' participation in the classroom:

These aspects harm students' motivation and performance, with less capable students finding it more difficult to acquire EFL than more capable students (Lenard & Lenard, 2023; Loan, 2019). Teaching a big, diverse class of students would be more difficult, if not impossible, for a teacher than teaching a smaller class of kids almost at the same level. Considering the perspectives of the writers, as mentioned earlier, it is likely to be the case that any one aspect, whether it pertains to the instructor or the pupils, may have a favourable or bad influence on the teaching and learning activity. Furthermore, for teaching and studying English to be successful, the instructor and the student must prepare in a welcoming setting with all the resources available. The student's personality comes first. Pajares (1996) found that academically successful and self-assured students often engage in class activities. Mahyuddin et al. (2006) found that self-assured individuals exhibit interest and enthusiasm to explore. Motivation leads to increased student engagement in classroom activities. They will actively engage in class discussions, ask questions, and share their thoughts to show their enthusiasm for learning new knowledge. Thuy et al. (2023) found that learners with detrimental personalities often exhibit passivity in the classroom due to difficulty concentrating, fear of seeming stupid, lack of confidence, inadequate lesson preparation, fear of judgment, and bewilderment. Students often exhibit less engagement in classroom activities. Employing situational engagement as the primary method to enhance student motivation while considering aspects such as the distinct characteristics of the current generations and the increasing use of contemporary technology in daily communication and learning. The text provides an overview of model assignments, illustrating their multidisciplinary character, and discusses their implementation in the classroom, along with student comments (Stefanova & Zabunov, 2020). Additionally, the quality and extent to which students are involved in their educational activities is regarded as student engagement. This is due to its positive correlation with several desirable outcomes, including persistence, good grades, and student satisfaction (Kuh et al., 2008). According to Kuh (2003), student engagement refers to the time and effort students invest in academically sound extracurricular and classroom activities, as well as the procedures and guidelines that educational institutions use to motivate students to participate in these activities. Some define student engagement as the investment and dedication of students to their studies, their sense of

identity and belonging at educational institutions, their involvement in the institutional setting, and their starting actions to accomplish a goal (Appleton et al., 2008).

There are some false beliefs about ESP instruction in certain global circumstances. Since some ESP teachers felt that the purpose of an ESP course was to teach English for a particular discipline, they concentrated primarily on giving students lexical resources and grammatical repertoire for future use rather than helping them become competent in their chosen fields, as noted by Hutchinson and Waters (1987). There were not many interactive activities in the classroom since the students were so passive. Basturkmen (2019) stated that the fields of teaching English for special purposes (ESP) and for academic purposes (EAP) are both challenging. In addition to classroom instruction, teaching in these fields usually includes a variety of activities, such as researching learner requirements and specialised discourse and creating courses and resources. Teachers are thus faced with a variety of activities that often call for supplementary knowledge and abilities. Thus far, the literature on English for Academic Purposes (EAP) and English for Specific Purposes (ESP) has mostly emphasized the requirements of learners while marginalizing the educational and knowledge demands of instructors. In line with Kithulgoda and Mendis (2020) claimed that English language instructors have to instruct students in the composition of successful speeches that fulfil their functional objectives and represent the lexico-grammatical patterns often used in formal public discourse settings. However, teaching specialized speech genres has become difficult due to a lack of appropriate educational resources. The analytical findings facilitate the creation of educational materials that emphasize motion structure, communication objectives, and grammatical and lexical elements at the sentence level.

Nonetheless, there may be clashes and disagreements between local and global requirements in the ESP world. Instead of ignoring local demands, ESP experts should try to provide students with the knowledge and abilities they need to engage in local and global educational and professional environments (Anthony, 2018; Belcher, 2006; Hyon, 2017; & Mostafavi et al., 2021). To put it broadly, ESP's primary goal is to provide students with career-oriented communication within their field of study. It is believed that the integration of language and content enhances students' language usage in a discourse, aiming for maximum replication.

The second aspect to consider is the personality of the students. Mustapha et al. (2010) made an interesting discovery in their study of students' conduct in a Malaysian university classroom setting. The researchers discovered that the personalities of students' classmates significantly impacted the students' excitement to participate in classroom activities. Furthermore, open-minded individuals typically inspire other students to engage in class activities by serving as good role models for them.

The third element is the classroom environment. The class size also affects students' enthusiasm to engage in discussion activities. In the research of Majid et al. (2011), around 90% of students who answered the survey said they preferred participating in small group discussion activities over big classes. Students in a classroom with enough lighting, air conditioning, and other amenities will feel more comfortable and more likely to engage in class activities. According to research results and theoretical frameworks, students' learning is believed to be improved in the classroom by using active learning activities. According to educators and educational officials, more research is still needed on the components that motivate students to engage fully in class.

Ultimately, several variables that work against most EFL learners significantly impact their ability to grasp the language. Tran (2019) asserts that situational and personal characteristics are among these elements. For instance, inadequate comprehension of communicative methods may contribute to a low level of English competence. Their past coursework is the reason they are currently struggling with English. Their fear of speaking in public is a demotivating factor that impedes their ability to enhance their speaking skills and undermines their confidence. Another thing that works against learning a foreign language is active engagement. If learners find the lectures monotonous and uninteresting after becoming used to communicating in their home tongue, they may lose interest in learning over time (Bosco et al., 2020). In general, extensive research has shown that instructors' opinions often differ from those of their students. Furthermore, there is a dearth of research that explores the perspectives of both students and instructors regarding successful English for Specific Purposes (ESP) instruction. Such investigation is crucial as it may provide comprehensive insights into the alignment or mismatch between students' and instructors' perspectives on effective ESP teaching. This, in turn, can assist teachers in improving the effectiveness of their instruction. Conversely, the case study aimed to ascertain the impact of English as the teaching language on students' spoken engagement in courses on creativity and innovation, as well as effective communication (Sayadi, 2007).

3. Methodology

The two main research approaches employed in this mixed-methods study were qualitative and quantitative. In addition, the research uses a technique that generates accurate, useful scientific suggestions by combining the synthesis and analysis of pertinent ideas with comparison and synthesis. The quantitative survey contains 26 questionnaires, and a five-point Likert scale is used to collect quantitative data. Four interview questions were applied as a qualitative method via observation and face-to-face conversation.

3.1 Design and Participation

The research involved students who received in-person instruction in an English for Specific Purposes (ESP) course at the NIT in Kurdistan. The student participants comprised thirty-two second-year students who had either enrolled in or completed an ESP course the previous year. The authorities at NIT in Kurdistan, Sulaymaniyah, agreed to choose the participants. Each indicated they would be interested in participating in this research. Every participant received a single survey using the questionnaire. Every response enjoyed the utmost humanity and respect. The Academic Committee educated them on relevant ethical considerations. The ESP course had two goals: improving English for employment and giving necessary language characteristics to read discipline-specific references for academic success. Specialty lecturers taught traditional ESP courses. Under current changes, English language instructors were mandated to provide ESP courses to enhance pupils' language abilities.

3.2 Data collection

This research used a clarifying, progressive mixed-methods approach to compare and analyze the views of instructors and students about what constitutes good ESP instruction. The data triangulation technique was used to improve the validity and reliability of the study. Qualitative data gained from interviews were utilised to offer in-depth interpretations of the quantitative data received from the questionnaire. The

survey was sent to thirty-two students. As a result, 32 valid answer sheets were collected. The survey was sent to survey respondents using Google Forms. The average score is calculated by processing the data using the SPSS 20.0 version of the software.

3.3 Data Analysis

Thematic analysis was used to examine the interview transcripts. The qualitative data was categorized into themes to discern trends and provide comprehensive insights into participants' experiences and perspectives. Quantitative and qualitative results were juxtaposed and synthesized using triangulation. This integration facilitated validation and mutual enhancement, yielding a more thorough comprehension of the research inquiries. The study complied with ethical standards, guaranteeing participants' anonymity, confidentiality, and informed permission. The appropriate institutional review board granted ethical approval.

4. Results

Descriptive statistics and correlations were run for all study variables across all recorded classes. To address the first research question. Moreover, made a distinction between classrooms with high and low levels of student involvement. The basis for this differentiation was the mean degree of student participation, which was determined for each class using four different student engagement items (excluding the indication of giving up quickly). All lessons were graphically represented in a graph based on the means of student engagement and inspiring teaching behaviour to explain the variations in lessons regarding these metrics. Following the implementation of strategies to enhance student engagement in ESP, instructors systematically assessed the impact using observations, surveys, and interviews done in in-person teaching. The specific results are as follows:

4.1 Several aspects influence student participation in classroom activities.

The classes with the highest and lowest levels of student involvement were chosen based on the consequences. Mean levels, standard deviations, and ranges were computed for the most and least engaging classes to examine the disparities in the use of (de)motivating teaching behaviours. In addition, to further investigate the variations in the particular use of (de)motivating teaching behaviour throughout sessions, the teaching behaviours that had the most significant connections per SDT dimension were chosen. To analyse the frequency of these teaching behaviours, the average levels of observed behaviour were computed for each time interval. This was done to see whether teaching behaviours were more prevalent at the start, middle, or finish of the class.

4.1.1 Personality of the learner

Table 1: Characteristic that features of Learners' Personalities

Survey questionnaires from 1 to 9	Number of Participants	Mean	SD
1. Because you are concerned that you may not have the correct response, you choose not to answer the instructor's questions.	32	4.56	0.41
2. You avoid engaging in activities because you are unsure how to proceed or organise them.	32	3.16	0.79
3. Your lack of participation in class discussions stems from a fear that your peers would discern your genuine aptitude and language proficiency in your chosen field of study.	32	4.14	0.48
4. You worry that your fellow students and instructors may find some of your responses humorous.	32	4.21	0.43
5. You prefer engaging in active listening and note-taking rather than expressing your thoughts verbally.	32	3.59	0.42
6. When you participate in activities, you only do them because you find them interesting.	32	4.12	0.46
7. Throughout each lecture, you are prepared to respond to the instructor's questions and give your viewpoint.	32	2.79	0.42
8. Engaging in active listening and diligently recording notes enhances comprehension and retention of the lecture.	32	3.54	0.42
9. Involving with educators and actively engaging in classroom activities increases comprehension and acquisition of further information.	32	4.18	0.58

The data in Table 1 demonstrates a significant correlation between an individual's personality and their inclination to engage in classroom exercises. It presents descriptive data that provides an overview of the ideas held by participants (N=32) NIT ESP students about various components of ESP education. Mean scores of 4.56, 3.16, 4.14, 4.21, and 3.59 were obtained for questions [1], [2], [3], [4], and [5]. These findings indicate that students' insecurity and fear of judgment from their classmates and instructors contribute to their low participation in class activities. As a result, many participants tend to opt for passive learning strategies like listening and taking notes rather than actively expressing their thoughts or seeking clarification on unclear topics. It is possible to infer the answer to the question. Concerning number 7, the average is 2.79, suggesting that a portion of the student body does not engage in instructor-led activities. However, as the answers to question 6 (Mean = 4.12) show, students only engage in active learning when they think about what the instructor is doing. The answer to question number 8 (Mean = 3.54) indicates that taking notes or attentively listening to the lecture does not enhance students' understanding or retention of the content. On the other hand, those who answered question number 9 (Mean = 4.18) agree that engaging in active learning activities and communicating with teachers helps students improve their comprehension. Table 1 demonstrates that students' personalities serve as obstacles that restrict their engagement in classroom activities. However, suppose teachers design activities that inspire and stimulate them. In that case, it will facilitate their willingness to participate, enhance their level of interaction during class, and consequently contribute to their enhanced learning.

4.1.2 Personality and teaching strategies of the instructor

Regarding teaching behaviours, instructors received the greatest scores for relatedness support, but behaviours related to giving structure before and during activities were noticed much less often. Furthermore, throughout the courses, demotivating teaching behaviours were rarely seen in examining the averages of the student involvement items, which were compiled from all the lessons.

Table 2: The factors of a teacher's personality and tactics are listed in the following

Survey questionnaires from 10 to 16	Number of Participants	Mean	SD
10. The instructors in the classroom provide pupils with passionate support in their tasks.	32	4.18	0.58
11. If students do not comprehend a question, teachers are always prepared to explain.	32	3.54	0.42
12. Depending on the sort of lectures being taught, instructors may use a variety of exercises.	32	3.34	0.48
13. Educators organise pupils into small group work of 5 to 6 individuals each.	32	4.12	0.46
14. Group homework is often assigned by teachers so that students may get a head start on their preparations.	32	3.44	0.43

15. You sense frustration when the instructor openly critiques your inadequate responses during class.	32	2.56	0.79
16. You are motivated when the instructor highlights the shortcomings you must address and improve.	32	4.56	0.41

Table 2 displays the instructors' evaluations of the students. Based on the typical scores, students have provided favorable comments about the teacher's personality for questions 10, 11, and 15 (Mean = 3.54, 4.18, and 2.56, respectively). The findings demonstrate that educators care about assisting students inside and outside the classroom. The answers to questions 12 (Mean = 3.34), 13 (Mean = 4.12), 14 (Mean = 3.44), and 16 (Mean = 4.56), concerning the methods of instruction used by the instructors, indicate that students have a constructive perception of the methods used by teachers during instruction. Indeed, students often experience a loss of motivation when they get critical comments in class. In summary, the personality and pedagogy of teachers greatly impact students. Teachers who provide clear instructions and constructive comments to their students may help them overcome obstacles and advance their learning. This will pique their interest and foster active participation in class activities. The interviews and questionnaires with the students revealed how they perceived and validated their assessments. It was thought that integrating content into ESP instruction would encourage students to participate in insightful discussions on the material covered in class. Since ESP was considered discipline-based, accurate language use is anticipated, particularly regarding technical words. Regarding language usage, the students said that they wanted to be able to use English in the ESP classroom as much as possible. However, a few of them said it should not be mandatory as it would provide significant difficulty to others with lower skill levels.

4.1.3 Individuals' personalities within the group

The majority of the correlations among the research variables ranged from mild to moderate. Indicators of student engagement, motivation, and instructional behaviors have some good correlations. Students' attention and enjoyment (passive student engagement) were positively correlated with teachers' autonomy support (e.g., asking for students' participation, using inviting language), structure during an activity (e.g., giving positive feedback, addressing students by their first name), and all relatedness support items.

Table 3: Characteristics of the group members' personalities

Survey questionnaires from 17 to 21	Number of Participants	Mean	SD
17. You are deemed prepared to engage in class activities if you have adequately prepared and deliberated within groups.	32	4.18	0.58
18. The group members mutually assist one another in effectively preparing for homework assignments given by the instructor.	32	3.14	0.48
19. Because of the high activity level among the other pupils, you believe you should take responsibility for the group work.	32	3.59	0.42
20. You believe the group leader should be in charge of all work; hence, it is OK if they do not allocate any.	32	3.44	0.43
21. When working in groups, you experience insecurity since the others in the team are excellent and sometimes go above and above to support you.	32	2.79	0.42

The results in Table 3 will be like this: Question 17 (Mean = 4.18) indicates that students have increased confidence and proactivity while expressing their thoughts in group settings. Collaborating with individuals who demonstrate a strong commitment, initiative, optimism, and a strong feeling of accountability towards shared tasks (question 18; Mean = 3.14) (question 19; Mean = 3.59) will foster a sense of belonging, encouragement, and openness among students, encouraging them to voice their opinions. Collaborating with engaged individuals will promote a more optimistic and proactive approach to student interactions. Conversely, if the teammates are not cohesive, lack trust, and fail to support one another, their degree of engagement will be restricted. Hence, educators must devise strategies to allocate students into groups tailored to their needs to enhance student engagement during classroom activities.

4.1.4 Allocation and configuration of physical space inside a classroom

Table 4: Classroom's spatial layout and design

Survey questionnaires from 22 to 26	Number of Participants	Mean	SD
22. Smaller classes are better for participatory exercises and discussions.	32	4.32	0.69
23. This classroom is completely outfitted with various teaching support equipment, including air conditioners, projectors, and other devices.	32	3.51	0.41
24. To facilitate interaction with instructors and students, the seating arrangements have been placed conducive to discussion activities.	32	3.84	0.55
25. It has come to your attention that the current arrangement of the classroom makes it challenging for you to engage in class activities.	32	1.32	0.38
26. The size of the classroom is inadequate, which causes you to experience discomfort when participating in activities in class.	32	1.79	0.52

The accommodations for language learning class groups are likewise made with a compact footprint, accommodating between 25 and 30 students, with desks set in a roughly circular configuration. Appropriate for participatory events. Consequently, the data in Table 4 demonstrates that opinions about classroom space are overwhelmingly favourable. The results of questions [1, 2], and [3] showed that the classroom was appropriate for the needs of the subjects and the students, with Mean values of 4.32, 3.51, and 3.84, respectively. The survey results for questions [4] and [5, where students disagreed with the negative assessments of the classroom atmosphere (Mean = 1.32 and Mean = 1.79, respectively), provide further evidence for this. As a consequence of the classroom settings' positive student evaluations, engagement in class activities was encouraged.

4.2 Elements influencing how many students attend meetings and how involved they are

The following results were derived from classroom interviews and observations with student groups:

4.2.1 A technique to measure participation in the educational process.

Will your attendance and midway be considered if you engage in activities during class?

According to them, this motivated the four questioned students to be proactive and participate in class activities. "I will not have to worry about being under too much pressure on the final exam, and it will be much easier to rack up points while studying," the first student specifically said. "To get good final scores in each subject, the component scores need to be high," the second student also believed. Two further students stated: "I gained valuable insights from my peers in the course above that active class participation not only creates a positive impression on the instructor but also leads to favourable academic performance." The assessment systems implemented by school administrators and instructors significantly influence students' attitudes toward learning in the classroom. Concerning the recorded classes of students, it was seen that some of the same classes were recorded, demonstrating a high level of engagement (the most engaging lessons) in one class. In contrast, the other class had extremely low levels of engagement (the least engaging lessons). In terms of the distinctions in instructors that exist between highly engaging and poorly engaging lessons, it was seen that five teachers were responsible for delivering several lessons within the highly engaging lessons. Similarly, the engaging lesson was also characterised by five different teachers delivering many classes.

4.2.3 The teacher's personality and instructional approach

How would you evaluate a teacher's instructional approaches and attitude in the classroom?

All four students from different groups participated in a survey, and each rated the teacher's behaviour and teaching techniques extremely positively. Nevertheless, the surveyor also found that acquiring unbiased feedback from students regarding themselves is very difficult since students, to a certain degree, are reluctant to express negative comments toward their real instructors. However, the outcomes of the anonymous survey suggest that students had positive opinions of the teacher's behaviour and teaching techniques. Discussion in the class is a commonly used and well-accepted instructional strategy. In efforts to improve the quality of participation and the efficacy of discussions, there is apprehension on how to address students who don't seem as willing to engage without restriction. (Dallimore et al., 2004). Tar, et al. (2009) stated that many things make it hard for ESP teachers to improve their skills, especially when you consider that the relationships between teachers and students need to be changed in Hungarian higher education.

5. Discussion

The present research examined the perceptions of students and instructors about the effectiveness of teaching English for Specific Purposes (ESP). While the findings were limited to the Kurdish learners of English, they offered insights into English for Specific Purposes (ESP) teaching methods in various English as a foreign language state. Comparisons revealed both similarities and discrepancies in the views held by students and lecturers. The instructors used task-based language teaching methodologies to enhance student involvement in the classroom, with a specific emphasis on learning. Consequently, the classroom practice prioritised learning above teaching. Basturkmen (2020) and Mostafavi et al. (2021) suggested that ESP instructors should prioritise assisting the learning process above delivering lectures. Emphasis was placed on skills and methods that were deemed to be beneficial for students' future careers and academic achievements. The course also emphasised the language usage and terminology associated with Business English. Overall, the practice aligned with the main areas of focus in an English for Specific

Purposes (ESP) course, as suggested by Belcher (2006), Dudley-Evans (2001), and Nelson (2000). Consequently, the teaching and learning process should prioritise five key areas: learning, needs, skills and techniques, discipline, and language.

The results indicated that there were parallels between the views of students and teachers on the teaching of ESP. This outcome demonstrated educators' comprehension of students' requirements and desires. Furthermore, both samples demonstrated an understanding of the significance of these categories. The language usage in the classroom is highly valued, but the grammar instruction is less liked. The interviews' qualitative results revealed that the students held the perception that ESP education prioritised fluency above correctness. They believed that grammar training should facilitate their efficient use of language rather than just imparting knowledge of grammar. Contemporary viewpoints on ESP instruction might elucidate their ideas. Evans and Morrison (2011) and Kassim and Ali (2010) argue that teaching English for Specific Purposes (ESP) may facilitate realistic conversation experiences. To accomplish this goal, it is necessary to use genuine resources that connect English for Specific Purposes (ESP) classroom activities to real-life academic and professional scenarios (Blagojević, 2013; Bremner, 2010). On the other hand, Educators must inform all pupils that their actions influence the behaviours of their peers. Research indicates that classmates' characteristics significantly impact the encouragement or inhibition of classroom involvement. Students must assume responsibility to help others, enabling reciprocal support (Mustapha et al., 2010).

Finally, the findings suggest several ESP teaching techniques. Teachers may support language learning considering second language acquisition theories (Basturkmen, 2020) and including disciplinary requirements, as ESP instruction is founded on viewpoints on ELT and ESP (Basturkmen, 2020; Edwards, 2000). ESP instructional strategies should assist students in applying their subject and language (vocabulary and grammar, for example) knowledge to real-world communication (Cheng & Mok, 2008; Evans, 2011; Kithulgoda & Mendis, 2020). Grammar instruction, mistake correction and evaluation, target language usage, cross-cultural concerns, and technology application may all be important for ESP instructors to include. They should also offer homework to students (Basturkmen, 2020; Hargie, 2006; T'sai, 2010). Furthermore, it might be crucial for educators to investigate what students think about ESP pedagogy, ask them about it, and then clearly explain why changing their opinions could be vital (Brown, 2009).

6. Conclusion

The present research advanced the understanding of how instructors and students perceive successful ESP instruction in a Kurdish EFL environment. The data gathered from interviews and a questionnaire shows what factors, in the opinion of both instructors and students, are crucial to teaching ESP and how to apply these ideas in the classroom. Based on the findings, ESP instructors may need to place more emphasis on the development of students' competencies; ESP instruction should not be limited to language or subject-specific knowledge. Since ESP is an interdisciplinary field, instructors' familiarity with it may help them deliver lessons more effectively and improve students' academic achievement. Some of the students in the learning environment are reluctant to react to questions or participate in activities that are being conducted in the classroom. In light of this, increasing student involvement may be beneficial to the learning environment in the classroom, as well as to maintaining students' interest in their studies and keeping them

focused on them. This research mainly examined the efficacy of the approach used in an English for Specific Purposes (ESP) course to improve students' aptitude for active participation in classroom activities. Moreover, the discussion on this subject was limited. Furthermore, there was a limitation on the number of samples being analysed. Making efficient use of the classroom Using English may help guarantee that educational activities are carried out regularly. It can also create a positive atmosphere for students who are learning English because students will work towards developing a routine of consuming information in English and communicating in English during their academic careers.

7. Recommendations

There are several limitations to this research that should be considered. Our research was exploratory and descriptive. Consequently, unable to establish a causal link or conduct a statistical analysis to determine the association between (de)motivating teaching practices and student involvement. On the other hand, the researchers propose the following suggestions as a means of encouraging student participation in the classroom process:

Firstly, educators must evaluate their students' knowledge to adapt their teaching methods and build upon their understanding. Consequently, when new material is linked to their existing knowledge, students will experience heightened attention and confidence.

Secondly, teachers need to foster student cooperation by actively promoting favourable circumstances for students to engage in cooperative work and contact with one another whenever feasible.

Thirdly, teachers should analyse and deconstruct the content of the discussion and give students precise tasks to be completed in different collaborative, dyadic, and solitary work settings. Through this practice, students can develop expertise in each specific piece of information, ultimately contributing to a more comprehensive understanding of the subject matter.

Fourthly, students should have the autonomy to choose the approach to learning that aligns most effectively with their individual preferences. At the same time, instructors should be supported in implementing modifications when they deem the existing method unsuitable. Students have heightened engagement in their studies when they are allowed to influence their study methods and the types of activities they engage in. After all, because of the study's limited sample size and short length, its conclusions may not apply to other ESP courses offered at universities, necessitating more research in this field.

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