Teachers' Feedback and Students' Motivation in English for General and Specific Purposes Courses in Iran

Sajad Davoudi-Mobarakeh (Corresponding Author)
Faculty of Foreign Languages, University of Isfahan, Isfahan, 8174673441, Iran

Abbas Eslami-Rasekh
Faculty of Foreign Languages, University of Isfahan, Iran

Hossein Barati
Faculty of Foreign Languages, University of Isfahan, Iran

Abstract—**The problematic realm of ESP needs to be evaluated as any other instructional process which we hope to improve. This study investigates the students' attitude towards such courses and their teachers' views concerning their classes. The literature suggested that most of the teachers and students were dissatisfied with the students' progress in specific English courses. Data was collected by interest and motivation survey and feedback form. To carry out the study, 18 university teachers offered feedback on different aspects of their own courses. The data was analyzed qualitatively using means and percentage analysis. The survey proved that the total motivation and interest of EGP students were significantly higher than ESP students participating in the study. The results may attribute to several factors including the learning environment, the teachers, the techniques, and the material. In addition, the feedback forms show discrepancy between the views of EGP teachers and ESP teachers in some areas including the material effectiveness and students' interest.**

Index Terms—**teacher feedback, students' interest, ESP students, EGP students**

I. INTRODUCTION

A. ESP versus EGP Teachers

As observed in a descriptive study by MajidAhmadi (2008) from Shaheed Beheshti Medical University, the students of ESP classes believed that in teaching ESP courses, LD (Language Department) teachers are more qualified than discipline-specialist teachers.

However, the question of what to teach for the course makes ESP different from EFL; needs and wants of the students decide what methodology is suitable for the course. John and Dudley Evans (1991, p.305) maintain that, "ESP requires methodologies that are specialized or unique"; the uniqueness is determined by the study or job requirements.

The difference which makes ESP different from EGP from every point of view is concerned with the analysis of the needs of the students. What is needed is an essential component of the course which decides the entire design of the course.

Theoretically speaking, ESP is a kind of discipline which consists of three realms of knowledge: language, pedagogy, and content which include the students' areas of interest. Considering the bulk of studies on ESP, not many studies have dealt with the pedagogical issues among which is whose territory of activity it is.

A lot of writers (Jordan, 1989; Hutchinson and Waters, 1993; Robinson, 1991; Hyland, 2006; Paltridge and Starfield, 2013) agree that ESP teachers should have the qualities of EFL teachers as well as the knowledge of ESP. In order to avoid the misinterpretations of what ESP means, Hutchinson and Waters (1993) define ESP instruction with three key arguments;

- The purpose of an ESP course is not the instruction of a specific variety and form of English. There are some contextual features which are learned in the target context by language use.

- The learning of technical words and specific grammar is not solely called ESP. Grammar and vocabulary which are surface structures do not lead to communication.

- ESP like other kinds of language teaching is dependent on learning principles. So the processes of learning for both ELT and ESP are similar. Therefore, teaching of ESP does not need any special methodology.

B. Problematic Areas in ESP Program

One serious problem for EGP and ESP in Iran lies in the fact that there is not an adequate supply of teachers. There are many teachers teaching or administering ESP who have not received any special training. The status quo in Iranian

universities is much like what Robinson (1980, p. 75) reports of an ESP seminar in 1978 in Manila: "Most participants…were university teachers who had found themselves thrust, willy-nilly, into ESP and service-English programs in their institutions."

According to MajidHayati (2008) the problems of ESP programs in Iran pertain to three major factors: Teacher, Time schedule, and Textbook. Concerning the first factor, he believes that either the knowledgeable teachers should be granted enough opportunities (about 100 hours) to learn more English or the present ESP teachers should be guided to learn more technical words at a higher level than the textbooks. With regard to this factor he attaches the problem of Iranian ESP/EAP teachers mostly to their knowledge of the subject. Moreover, he believes different techniques should be handled to provide a communicative setting.

ZohrehEslami (2010, Teachers' voice vs. students' voice) in her article conducted a systematic needs analysis from both students and teachers perspective. The purpose of her study was to discover the problematic areas in EAP program in different academic fields. The results of her survey showed discrepancy between perceptions of EAP learners in different academic fields. The findings of her study support the fact that the students greatly need to enhance their general proficiency in English. Eslami (2010) opined that "It is possible that teachers' perception of students' low English language proficiency and low motivation leads to the teachers' lower use of student-centered activities" (p. 7).

Despite the importance of English in higher levels of education, academics in Iran usually do not pay attention to the quality and efficacy of English language courses. In fact, the EGP and ESP courses in universities of Iran are not quite fruitful due to several shortcomings ranging from outdated methods of teaching to inappropriate textbooks and lack of pedagogically expert teachers and practitioners instructing the EGP and ESP courses. (Atai, 2002, Hayati, 2008, Eslami, 2010)

Mike Guest (2010) criticizes most faculty members in Japan on the ground that they are not familiar with discourse of English. According to him, Japanese faculty members think that they are teachers of terminology. So their role should cover beyond what they what they think of.

Another researcher in the field, Eric Skier (2010) suggests team teaching to improve one-dimensional teachers' courses. As he observed, even bilingual ESP teachers were unwilling to teach language skills. So what makes an ideal ESP class is one with an English teacher helping a content specialist. But the problem is that no curriculum officially supports such approach of teaching.

Based on the evaluative nature of the study and the issues under analysis in the research, the following questions will be addressed:

1- Does attending EGP and ESP classes appear motivating and interesting to the students?

2-What are the visions of EGP vs. ESP teachers of an optimal EGP/ESP course?

Based on the second question the following null hypothesis is formulated:

- There is no significant difference between the motivation and interest of the two groups of students attending EGP classes and ESP classes.

C. Teachers Effectiveness

Effective teachers highly influence the interest and motivation of their students. Scholars and researchers each suggested a set of values and characteristics to define an effective teacher. So in order to judge teacher effectiveness, an evaluator should take as much values as he can into account. Accordingly, Papanastasiou pointed out that "that no single teacher attribute or characteristic is adequate to define an effective teacher" (p. 6).

Tim Markley (2004) in his argumentative study defines an effective teacher as one who is familiar with the curriculum, teaches different students differently according to various approaches, and significantly adds to student's achievement.

Specifically speaking, an ESP practitioner should have the qualities of an EGP teacher. In addition, he needs to be familiar with syllabus design, needs analysis, material adaptation and writing (Hutchinson and Waters, 1993).

D. Evaluation of Students' Motivation and Self-efficacy

A considerable number of studies have addressed motivation either directly or indirectly. In 2005, Dornyei reported that during a decade about 100 researches were published.

According to Ellis (2008), studies on motivation, in 1970s and 1980s, were first focused on Gardner's and Lambert's (1972) integrative motivation. In the next decade, it shifted to cognitive oriented aspects of motivation. Among them, there exist studies by Crookes and Schmidt (1991) and Williams and Burden (1997), which investigated the classroom learning motivation. More recently, the dynamic role of motivation in language learning has been much explored.

Albert Bandura's (1986&1997) theory of self-efficacy has important implications with regard to motivation. To support Bandura, Schunk (2003) believes that perceived self-efficacy or students' personal beliefs about their capabilities to learn or perform behaviors at designated levels, plays an important role in their motivation and learning. Zimmerman (1997) adds that students' perceived self-efficacy influenced their skills acquisition both directly and indirectly by highlighting their persistence. Motivation is directly related to self-efficacy in that if someone perceives him/herself as able to handle a situation (high self-efficacy), s/he will be more motivated to work hard at successfully perform in that situation. Pajares (1997) noted that self-efficacy could influence choices made, efforts expended and perseverance executed when confronted with obstacles, stress and anxiety. Specifically, students who had high

self-efficacy beliefs were persistent when faced with challenges and were more successful in academic achievement (Schunk, 1990; Wang & Pape, 2007). Furthermore, Multon, Brown and Lent's (1991) meta-analysis of researcher studies showed a positive relationship between self-efficacy beliefs and academic achievements (Zare and Davoudi, 2011).

An effective teacher can surely motivate the students and increase their interest in the course. Eggleton (2007) in his article claims that motivation is the key to effective teaching. After discussing some features of motivation, he explains how teacher personality and style lead to motivation. Personality is the one of the aspect of motivation that is difficult to be changed. Some personality features of teachers may be motivating to the students. Among them are teachers' love, kindness, concern, sense of humor and big expectation (Cotrell, 1987; Mathews, 1988; Vasquez, 1988; Meek, 1989; cited in Eggleton, 2007).

Eggleton (2007) also maintains that appropriate tasks and interaction can facilitate motivation and learning. Entertainment and fun are not sufficient enough to make a class motivating. The teacher should be able to use various techniques of teaching such as cooperative learning, teacher-student interaction, student-student interaction, competition and problem solving tasks.

One more issue that facilitates motivation is learning atmosphere (Eggleton, 2007). Some motivating factors that help to establish class environment more motivating include teacher discipline, respect and use of routine steps in lesson plans (Johnson, 1982; Mathews, 1988; cited in Eggletone, 2007).

A study by Connell and Wellborn (1991, cited in Amorose and Horn, 2000) shows that some aspects of teachers' attitude can influence students' intrinsic motivation facilitating learning.

Niemiec and Ryan (2009) review that plenty of empirical researches proved the positive correlation between motivation and involvement in high quality learning. They implied that teachers' consideration of learners' psychological needs are conducive to better academic learning and autonomous performance.

II. METHOD

Because of the qualitative nature of the study, survey was the most appropriate way to collect the data.

A. Participants

The University of Isfahan was considered as the boundary of the research. The study is divided into two phases. Since students comprise one great portion of the EGP/ESP courses, several variables regarding ESP/EGP students' motivation in these courses have been measured using a survey questionnaire (Motivation and Interest Survey, 2008)

In the second phase of the study, the teacher feedback forms adapted in this study were either delivered or emailed to 34 ESP and EGP teachers of the university. However, just 6 ESP and 12 EGP teachers responded at last.

B. Instrumentations

1. The Motivation and Interest Questionnaire

The motivation and Interest Questionnaire (University of Sydney's project) is one of the latest questionnaires measuring the students' interest and motivation towards the course. The 37-item questionnaire (presented in Appendix II) measures seven factors including:

I. Student's Interest (four items): It addresses the interest that students show in learning and following the course.

II. Intrinsic Goal Orientation (four items): It refers to motivation of a person that mainly originates from internal reasons such as enjoyment and fun (Chyung, 2010).

III. Extrinsic Goal Orientation (four items): It describes motivation of a person that mainly stems from external reasons such as improving social rank and money (Chyung, 2010).

IV. Self Efficacy (eight items): It refers to trust in your ability "to organize and execute the courses of action required managing prospective situations" (Bandura, 1995, p. 2).

V. Task Value (six items): It deals with the prediction honor after achieving a success (Atkinson, 1964)

VI. Profession Oriented (five items): It refers to orientations in the learners that justifies their interests in a job they are planning to choose.

VII. Learning Environment Stimulation (six items)

The student participant of this phase of study were requested to indicate their responses on a five point Likert scale ranging from (Strongly disagree) to (Strongly agree).

The researcher translated the questionnaire to Persian. To further validate the adapted instrument to match the purposes of the study, a pilot study was run and the Cronbach's Alpha reliability of the questionnaire (0.82) was examined.

2. Teacher Feedback Form

In TEFL, when someone talks about the feedback almost all think of corrective feedback or else the feedback given by the students about their learning experience. Hardly does anyone consider the importance of the views of teachers about the course themselves have been teaching or the teachers' self assessment.

The final Teacher Feedback Form (presented in Appendix IV) applied in this study was partially adapted by referring to Macer's Teacher Feedback Form (2006).

Following that, in order to test the material to check the content validity a pilot study was conducted. The reliability coefficient of the feedback form was 0.81. The reliability results of the form show that it was reliable enough to be used as an instrument for the actual study.

Therefore, the instrument was piloted subsequently by two EFL professors, two ESP teachers and two EGP teachers. Firstly, the researcher consulted with the professors on the first draft of the form. Based on which some of the items were removed completely since they did not address the research questions and they did not particularly suit the setting and participants of the study. Furthermore one item was added to investigate the favorite methodology proposed by the teachers. After consulting EGP/ESP teachers, two more items concerning teaching experience and the effectiveness of ESP/EGP courses were then added to the form.

Below are the main sections of the teacher feedback form:

Part 1: Course Material: this part reflects the views of the ESP/EGP practitioners about the effectiveness of the material used in their own classroom.

Part 2: Classroom activities and tasks: the second part shows the views of ESP/EGP practitioners about their students' interest in course tasks.

Part 3: Open ended questions: this part investigates teacher's techniques and background information.

The first two parts comprised of 11 Likert type statements. Each of them had 7 response options including 1.SD (Strongly Disagree), 2. D (Disagree), 3. PD (Partially Disagree), 4. NA (Not Applicable), 5. PA (Partially Agree), 6. A (Agree), 7. SA (Strongly Agree)

The responses of the teachers in the third part were reflected for further justification of the two previous sections.

C. Procedure

In order to find optimal EGP/ ESP courses, EGP and ESP practitioners are requested to offer feedback. The instruments were checked by the pilot group including 2 EFL professors, 2 ESP teachers and 2 EGP teachers.

ESP and EGP teachers are then invited to reflect their feedback on a feedback form. The researcher explained the instructions of the feedback form to the teachers before submitting the form to them. The feedback of the teachers is compared against each other to supply answer to the second question.

III. RESULTS AND DISCUSSION

In order to address the first question, a questionnaire designed by the University of Sydney (2008) was adapted by the researcher. The results are displayed in table 4.2.

TABLE 3.1.
MOTIVATION AND INTEREST QUESTIONNAIRE

Variables	EGP		ESP	
	(Mean+/-SD)	(Min, Max)	(Mean+/-SD)	(Min, Max)
Interest	67.4 +/- 15.7	(18.7, 100)	56.4 +/- 21.2	(6.2, 100)
Intrinsic goal orientation	62.3 +/- 20.9	(0, 100)	48.4 +/- 23.3	(0, 100)
Extrinsic goal orientation	68.4 +/- 17.9	(12.5, 100)	52.9 +/- 23.8	(0, 100)
Self efficacy	62.7 +/- 16.5	(12.5, 96.8)	56 +/- 19.5	(6.2, 100)
Task value	64.6 +/- 19.3	(8.3, 100)	51.4 +/- 25.7	(0, 100)
Profession oriented	72.8 +/- 16	(30, 100)	62.7 +/- 21.3	(5, 100)
Learning environment	55.7 +/- 19.6	(0, 95.8)	46.4 +/- 23.7	(0, 95)
TOTAL	64.3 +/- 12.9	(21.6, 92.5)	53.5 +/- 17.7	(4.7, 87.8)

As the table 4.2 shows total motivation and interest of EGP students were significantly higher than ESP students participating in the study (sig.= .000<.05). The overall mean score of EGP students is 64.3 while total mean score of the ESP students is 53.5. Therefore, EGP students showed to be more motivated than ESP students. The results may attribute to several factors including the learning environment, the teachers, the techniques, and the material. It is interesting that the mean score of the ESP students were higher than that of ESP students in all subsections including; a. interest (67.4 <56.4), b. intrinsic goal orientation (62.3 <48.4), c. Extrinsic goal orientation (68.4 < 52.9), d. Self efficacy (62.7 < 56), e. Task value (64.6 < 51.4), f. Profession oriented (72.8 < 62.7), g. Learning environment (55.7 < 46.4). Figure 4.2 further displays the results.
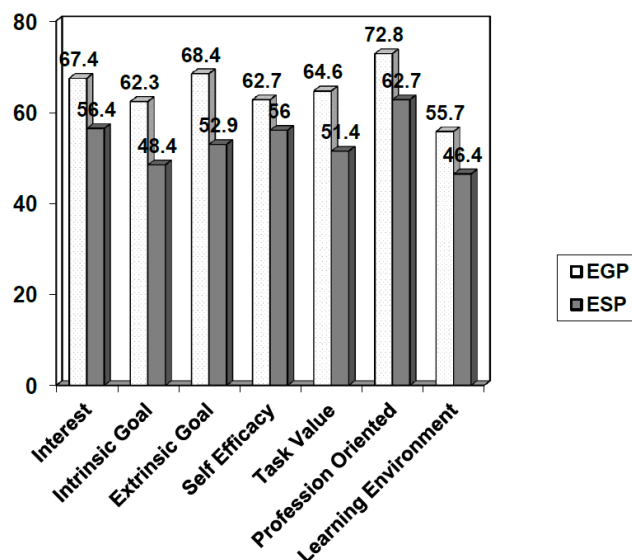
Figure 3.1. Motivation and Interest Questionnaire

To address the second question of the article the teacher feedback forms consisting of 18 items were conducted with 7 items on material of the course, 4 items on the students' interest in classroom activities. The first 11 items are seven point Likert scale statements but the other 7 items of the feedback form are open ended questions about techniques, methods and educational aids teachers often use. Teachers were requested to comment on the seven open ended questions provided at the end of the survey.

The descriptive statistics of 11 seven point Likert-scale questions concerning the material effectiveness and student's interest in course tasks are separately shown in table below.

TABLE 3.2
DESCRIPTIVE STATISTICS FOR TEACHERS FEEDBACK

Variables	EGP		ESP	
	(Mean+/-SD)	(Min, Max)	(Mean+/-SD)	(Min, Max)
Material effectiveness	59.1+/- 15.4	(26.1, 80.9)	72.2 +/- 10.1	(54.7, 85.7)
Student interest in tasks	57.6 +/- 20.5	(25, 83.3)	79.1 +/- 13.1	(62.5, 95.8)

The feedback of EGP teachers was significantly different from ESP teachers regarding the material effectiveness (sig. = .04). It means that lower percentage of EGP teachers (59.1 < 72.2) think that the materials they use are effective. Accordingly, ESP teachers are more optimistic about the material they use in their own classes. So the majority of ESP practitioners (72) percent trust in the effectiveness of the course material. Although about 59 percent of the EGP teachers believe in the effectiveness of the textbooks they are offered to use, almost 41 percent of them do not think that the course books they teach could be of high value to the students.

In addition, the views of ESP teachers concerning their students' interest in classroom activities varies significantly from those of EGP teachers (sig. = .03). So EGP teachers have a less positive view towards their own students' interest in class activity (57.6 < 79.1).

In the following, there are the answers to the open ended questions provided by the two groups of teachers.

1st Question: How many years have you been teaching this course?

Table 4.4 shows the distribution of the teachers' teaching experience in University of Isfahan.

TABLE 3.3.
DISTRIBUTION OF ESP/EGP TEACHERS' EXPERIENCE

Courses	Up to 5 years	6 to 15 years
EGP	10	2
	83.33%	16.67%
ESP	1	5
	16.67%	83.33%

On the one hand, as the tables 4.4 shows in percent just about 16.67 percent of ELT teachers have more than 5 years of experience. While the majority of them, about 83 percent, have up to 5 years experience. On the other hand, about 83.33 percent of ESP teachers have 7 to 15 years of experience. The statistics show that ESP courses are usually taught by experienced tenured teachers while less experience and usually PHD candidates are devoted to the instruction of EGP courses.

2nd Question: How much do you think your teaching is motivating?

The answers provided by EGP teachers arein the following

- "I did my best to motivate my students but it didn't work."
- "60 percent"
- "I think my classroom is motivating because of interesting discussions."
- "I do my best to make the course as motivating as possible (if the context lends support!)"
- "Somehow, I try to motivate them by making them think of its importance for their future."
- "I did my best to get the students motivated but the there is a large variance between the students."
- "Highly motivating"
- "Around 50%"
- "My classes are always motivating but students' lack of proficiency is an obstacle."
- "It should be asked from my students not me, I do my best to relate class materials to real life and motivate students."

On the other hand, ESP teachers believe that:
- "It depends on the comprehension of the students. For good students it is 100% motivating. But for poor students not at all. And others in between"
- "No idea"
- "A lot"
- "I think it can motivate students to continue their studies in the field of linguistics."
- "80%"
- "To some extent"

Regarding the second question the answers by EGP teachers can be categorized into four statements: (I) some are not sure about their students motivation. (II) Some believe that the motivation is low because of the books, context, and learners' lack of proficiency. (III) Some say they did their best to motivate their learners but some are motivated and some not. (IV) A few of EGP teachers claim that their classes are motivating.

On the other hand, ESP teachers' answers can be classified in three generalizations: (I) some think their classes are motivating a lot. (II) a few of them had no idea (III) some believe their classes are just motivating to good students.

3rd Question: How much of the total class time was used for the course material?

ESP/EGP teachers' answers are summarized in the table 4.5.

TABLE 3.4.
CLASS TIME DEVOTED TO MATERIAL IN PERCENT

	Up to 50 percent	Above 50 percent
EGP teachers	0	10
ESP teachers	1	5

The results of the inquiry imply that most of ESP and EGP teachers devoted majority of the class time to the coverage of the course material. Among the ESP teachers, just one of them claimed that he used less than 50 percent of class time to cover the material. All the EGP teachers who participated in the study declared to use above 50 percent of their class time to teach the material.

Therefore, course material is an inseparable part of every English curse in the university. One can conclude that the ineffectiveness of the material would certainly lead to substandard courses. Some deficient Iranian textbooks and their failure to attract the attention of students have been the subject of numerous studies (Azizifar, 2009; Rahimi and Nabilou, 2009; Darani, 2013).

4th Question: Do you think this course provides good learning experience for students?

The views of two groups of on this question are divided below.

TABLE 3.5.
VIEWS ABOUT EFFECTIVENESS OF LEARNING EXPERIENCE

	Yes	No	Not Sure
EGP teachers	7	2	1
ESP teachers	5	0	1

The above table shows that both groups of teachers had a positive view toward the learning experience their courses may provide. Among the EGP teachers just 2 of them think that their courses were incapable of providing an effective learning experience while none of ESP teachers had a negative view towards their own courses in the mentioned aspect. In addition, one of the ESP teachers believed that the judgment on this issue depends on students.

5thQuestion: What types of educational aids did you use? Please circle all those used in the class: charts, role-play, video, flash cards, computer, projector, overhead projector, cassette, CD, DVD, guest speaker, field trip and others

The answer to this question would shed light on the application of useful tasks such as role play and the use of technology to aid the instruction. Half of the EGP teachers said that they used none of the educational aids. One of them commented that "I use nothing other than a whiteboard and a marker". Another teacher has the same opinion. She justifies her idea by asserting that "Regarding the time and the place of teaching, no especial equipment was used. I use

just the book and the marker!"Other EGP teachers claimed to use role play, pair work, charts and computer. None of them used computer, CD, DVD and overhead projector.

Although two of ESP teachers confirmed that they used no educational aid, some of them used at least one educational aid. Unlike EGP teachers, among the aids ESP teachers mentioned were CD, DVD, computer, photocopies of text material and projector.

The importance of educational and visual aids in learning has been the subject of several researches. For instance, King (2002) concluded that DVD movies used as class materials intrinsically motivate students and they introduce further options to teachers.

6thQuestion: How much do you think ESP/ EGP courses would be effective for students?

In response to this question EGP teachers mostly used conditional sentences. They showed their doubts on the effectiveness of such courses in the current situation. Their views are presented in the following;

- "Could be effective provided that the students have adequate knowledge of English however it wasn't the case in my class."
- "It would be effective provided that the course is appropriate and tasks have been chosen according to the context and situation of their fields."
- "They can be very effective if relevant context is presented."
- "It can be effective if the instructors had the option to choose the material and students were homogenous."
- "Certainly ESP/EGP are both useful and effective in a student's educational life, but it is up to the student to take the opportunity and advantage or not."
- "I highly recommend EGP/ESP courses".
- "They are related to students' majors."
"It is a great deal effective IF it has an appropriate book or pamphlet concerning students' goals."

The quoted views all have some points in common including inadequacy of students' knowledge, irrelevancy of context, inappropriateness of materials and heterogeneity of students. Accordingly, the solution to these problems may lead to effectiveness of English course in the university.

On the other hand, the majority of ESP teachers found EGP/ESP courses in the university to be of high value. Their views are briefly written;

- To some extent
- A lot
- Very much
- Quite a bit
- Learning scientific/ professional material can be of help to students, since they need to be updated.
- It is highly effective for active students and relatively effective for those who do not have good background information.

In general, ESP teachers did not discuss the conditions under which these courses can be useful. They just sufficed to the conclusion that these courses are highly effective.

7thQuestion: What method/techniques of teaching do you suggest for teaching this course? Why?

Here are EGP teachers' responses in brief;

- Task based plus translation because of using tasks and their L1
- For the Iran's context, GTM
- GTM because of their low level
- No suggestion
- Translation works the best with my students because they have no communicational skills whatsoever.
- GTM, because it is more applicable in Iranian system of teaching.
- TBLT with some role plays, tasks related to the field and with a focus on various skills.
- Communicative approach could be a good option as it creates a situation where language learners are able to use language, have an interaction with either their instructor or their peers, and receive a feedback from both of these groups.
- Communicative, because they need speaking as well as listening.
- In my idea, task-based would be a good method for this since students are actively involved in the process of learning. Also, playing games is perfect for memorizing special vocabularies.

Considering the seventh question, the views of EGP teachers can be divided into two visions; first, some strongly believe in the efficiency of Translation and Grammar translation Method(GTM), second, others suggest communicative approaches in general and TBLT in particular. Those who support GTM seek to justify their choice on the grounds that either the students possess no communication skills or they have limited proficiency in English.

In contrast, none of ESP teachers recommend GTM in their views. They suggested;

- Teaching scientific documents from different domains of sport and exercise sciences provided that they are at high school level
- Using materials closely related to the profession, using video clips related to the topics and having small group discussions

- Interactive discussions in addition to role playing would be nice complement to the class.
- Students participation and presentation
- Managing class like a workshop and activating students
- Communicative approach

As it stands, ESP teachers deem scientific documents, closely related materials, communication, role play and presentation to be necessary for an ideal EGP/ESP course.

While the majority of EGP teachers in the study suggest Grammar Translation Method and Audio Lingual method, ESP teachers recommended communicative approach, reading related texts and role play as effective techniques that help the students. However, both groups of teachers did not use various educational aids and innovations to improve learning and motivation of the learners. The overall data provided information on areas of weaknesses in ESP and EGP courses that need to be suitably dealt with in different faculties by policy makers and heads of the faculties and departments.

IV. CONCLUSION AND IMPLICATION

These findings should develop our understanding of the relation between academic motivation and ESP/EGP teachers' instruction. The significantly higher motivation scores obtained by EGP students show that EGP teachers were more successful in motivating their learners. In the contrary, ESP teachers were not much successful in maintaining their learners' interest in their courses. The results are in agreement with a study by Dehghan (2012) which found the lack of motivation in ESP classes. Finally, the results are in line with surveys that implied one way to grow students intrinsic motivation is to matter their priorities in course designing and material development (Khosroshahi, 2013) while it was not the case in many of the ESP classes which still used old colorless books published by SAMT Publication.

The comparative analysis of the responses to the feedback forms showed that a significantly higher percentage of ESP teachers believed that the materials they use are highly effective. In comparison to EGP teachers, a higher percentage of ESP teachers think that their students are interested in their courses. It illustrates a common finding that content specialists have a positive view about ESP courses (Rajabi et al., 2011; Sherkatolabbasi and Mahdavi, 2012).

The results are in line with the findings of Eslami (2005) that implied administration of ESP courses should overcome fundamental limitations to become effective. He highlighted several solutions like the development of cross-discipline departments, co-operation in syllabus design and weekly lesson planning.

Practically speaking, the results may be helpful for English teachers and faculty members teaching ESP. It is suggested that EGP/ESP teachers should become aware of their areas of strengths and deficiencies. Specifically, the implications may be relevant to policy makers. It was noted that the needs of the learners should be taken into account before material development and course design. But, teacher's feedback conveyed that the priorities of students are not satisfied in many cases. Thus, necessary measures should be adopted to guarantee the motivation and interest of the learners in the courses. Finally, this kind of study is greatly relevant for PhD candidates and untenured teachers who want to gain insights into their teaching or are going to become EGP or ESP teachers.

ACKNOWLEDGEMENT

REFERENCES

[1]   Ahmadi, M. (2008). Who should teach ESP? Retrieved Retrieved November 5, 2011 from http://www.tesol-france.org/Documents/Colloque08/Ahmadi.pdf.
[2]   Alderson, J.C, & A. Bretta. (1992). Evaluating second language education. Glassgow: Cambridge university press.
[3]   Anthony, L. (1998). Defining English for specific purposes and the role of the ESP practitioner. Center for Language Research 1997 Annual Review, pp. 115-120.
[4]   Atai, M. R. (2002). EAP teacher education: Searching for an effective model integrating content and language teachers' scheme. Islamic Azad University, Qazvin branch, Qazvin, Iran.
[5]   Benoussan, M. (1998).Schema effects in EFL reading comprehension. *Journal of Research in Reading*, 21, 213-227.
[6]   Boniadi, A., Ghojazadeh, M., Rahmatvand, N. (2013). Problems of English for Specific Purpose course for medical students in Iran. *Khazar Journal of Humanities & Social Sciences,* 16 (1), 48.
[7]   Dehghan Harati, R. (2012). Personal observation of three ESP classes. *The Iranian EFL Journal,* 8(1), 318-333.
[8]   Dudley-Evans, T., & St John, M.J. (1991).Developments in English for Specific Purposes. Cambridge: Cambridge University Press.
[9]   Eslami, R. A. (2005). A no man's land area of activity: Investigating ESP courses administered in Iranian Universities. *Proceedings of the First National ESP/EAP Conference.* The center for Research and Development in Humanities of SAMT, Tehran, Iran.
[10]   Eslami, Z. R. (2010). Teachers' voice vs. students' voice: A needs analysis approach of English for academic purposes (EAP) in Iran. *English Language Teaching*, 3(1), 3-12
[11]   Flowerdew, L. (2013). Needs Analysis and Curriculum Development in ESP. In Paltridge, B. and Starfield, S. (Eds.). (2013). *The Handbook of English for Specific Purposes* (1 ed. Vol. 1): John Wiley & Sons, Inc.

[12] Gallagher, T. J. (2000). Embracing Student Evaluations of Teaching: A Case Study. *Teaching Sociology*, 28, 140-147.

[13] Hayati, M. (2008).Teaching English for special purposes in Iran: Problems and suggestions. *Arts & Humanities in Higher Education* 7(2). 149-164

[14] Hill, G., Guest, M., and Skier, E. M. (2010). Panel discussion redux: What are the roles of teachers in ESP/EAP courses? *On CUE Journal*. 4(2), 154-166.

[15] Hutchison, T., & Waters, A. (1993).English for Specific Purposes. Cambridge: Cambridge University Press.

[16] Hyland, K. (2006). English for academic purposes: An advanced resource book. London: Routledge.

[17] Lewis, J. M. and Benson, D. E. (1998). "Section Eight. Course Evaluations." pp. 99-114 in Tips for Teaching Introductory Sociology, edited by Jerry M. Lewis. Belmont, CA: Wadsworth.

[18] Liu, J., Chang Y., Yang, F., & Sun Y. (2011). Is what I need what I want? Reconceptualizing college students' needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes*, 10, 271-280.

[19] Jordan, R. R. (1989). English for academic purposes (EAP).*Language Teaching,* 22 (3), 150–64.

[20] Marshall, K. (2009). Rethinking teacher supervision and evaluation: how to work smart, build collaboration, and close the achievement gap. San Francisco: Jossey-Bass.

[21] Marshall, K. (2011). Teacher evaluation rubrics. Retrieved November 1, 2011, from http://www.marshallmemo.com.

[22] Paltridge, B. and Starfield, S. (Eds.). (2013). The Handbook of English for Specific Purposes (1 ed. Vol. 1): John Wiley & Sons, Inc.

[23] Peterson, K. (2000). Teacher evaluation: A comprehensive guide to new directions and practices (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc. (ERIC Document Reproduction Service No. ED445087)

[24] Peterson, P., & Kauchak, D. (1982). Teacher evaluation: Perspectives, practices and promises. Salt Lake City: Center for Educational Practice, University of Utah.

[25] Rajabi, P. and Kiany, G. R. and Maftoon, P. (2011) Iranian English Major vs. Subject-matter ESP Teachers' Beliefs and Instructional Practices in ESP Classes: A Comparative Study. In: 1st International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL'11), 5-7 May 2011, Sarajevo.

[26] Robinson, P. C. (1980). ESP (English for Specific Purposes): the present position. Oxford: Pergamon Press.

[27] Robinson, P. C. (1991). ESP Today: A practitioner's guide. Englewood Cliffs, NJ: Prentice Hall.

[28] Rumelhart, D. E. (1980). Schemata: The building blocks of cognition, Theoretical issues in reading comprehension. Hillsdale, N.J.: Erlbaum, Lawrence Associates.

[29] Sanders, W. (1999). Teachers! Teachers! Teachers! Blueprint Magazine, Online edition. Retrieved March 28, 2012, from http://www.ndol.org/ blueprint/fall/2012/solutions4.html.

[30] Macer, D. (2006).A cross-cultural introduction to bioethics. Christchurch, N.Z.: EubiosEhtics Institute. p. 11.

[31] Sherkatolabbasi, M., & Mahdavi, A. (2012).Evaluation of ESP Teachers in Different Contexts of Iranian Universities. *International Journal of Applied Linguistics & English Literature*, 1(2), 198-205.

[32] Wenglinsky, H. (2000). How teaching matters: Bringing the classroom back into discussions of teacher quality. Princeton, NJ: The Milken Family Foundation and Educational Testing Service.

Sajad Davoudi-Mobarakeh is presently an M.A student in TEFL at University of Isfahan, Isfahan, Iran. He received his BA in English literature from University of Kashan in 2009. He has over 5 years of teaching experiences at different language institutes. He is currently an English teacher at Iran Language Institute. His research interests lie in ESP, EAP, teacher evaluation, and language teaching.

Abbas Eslami-Rasekh is an associate professor in the Faculty of Foreign Languages at University of Isfahan. He has taught graduate and undergraduate level courses in English as a second language for the last 10 years. His research interests include issues related to the education of EFL and EAP students, EAP needs assessment, discourse analysis, and translation.

Hossein Barati is an assistant professor in TEFL at English Department, University of Isfahan, Iran. His areas of research include language testing & assessment and research methodology in second/foreign language acquisition.