

Appropriate Teaching Methods for General English and English for Specific Purposes from Teachers' Perspectives

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Abstract

Teaching methodology has a significant impact on the learning process of students. The English language has changed over time. This research investigates the most appropriate and useful teaching methods for teaching General English (GE) and English for Specific Purposes (ESP) in the Saudi context. This study is an attempt to share experienced English as a foreign language (EFL)/ English as a second language (ESL) teachers' methodology for teaching EG and ESP to Saudi EFL learners. The paper aims to answer the following questions: 1) What are the conventional methods for teaching GE and ESP?; 2) What are the English teachers' perceptions of these effective teaching pedagogies?; 3) What are the practical measures to improve student efficiency in learning English? The sample of the study was $n = 63$ English teachers randomly selected at different universities in Saudi Arabia. For collecting the quantitative data, 63 native and non-native experienced English teachers were requested to fill in a semi-structured questionnaire. The results show that 73% of the English language teachers prefer to use the Communicative Language Teaching (CLT) along with other teaching methods. The findings shed light on some highly useful teaching methods that have proved successful in EG and ESP classes. The researchers expect the study will be significant in contributing to the most appropriate methods used in Saudi Arabia for language teachers. Hopefully, teachers wishing to teach in the future will have an insight into the teaching methods that fulfill the requirements of the students.

KeyWords: English language teaching methods, General English, English for Specific Purposes, learner needs, teachers' perceptions

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Introduction:

The area of teaching a second or a foreign language has been a challenge for researchers and teachers alike. Language teaching and learning takes place in a specific setting with teachers' pedagogical knowledge and suitable teaching methods as tools in hand to make this process happen smoothly (Larsen-Freeman & Anderson, 2011). However, many variables affect the success of the learning process, and one of these is teaching methods. How to Teach the target language in a specific setting is of the primary concern. Kumaravadivelu (2006) states, "Method is central to any language teaching enterprise" (p. 83). EFL teachers use various methods in the classroom to achieve short-term and long-term objectives. The teaching methods, however, may reflect different outcomes in different learning environments. The most challenging task in the teaching of English as a second/ foreign language is to select an appropriate teaching method for the learners. The productive skills, namely: Speaking and Writing demand more effort than the receptive skills of English, i.e., Listening and Reading. Therefore, a balanced teaching method should be adopted by the EFL /ESL teachers to deliver effectively because this is a teacher's sole responsibility in the classroom.

Prabu (1990) believes that no method can achieve the level of excellence in ESL/EFL teaching. According to Prabu (1990), "It all depends on teaching context" (p. 162). He further categorizes the variables that can affect the teaching context, and out of these categories, the most common relate to "social situation, educational organization, teacher-related factors, and student-related factors" (Prabu, 1990, p.162). These variables are diverse and discrete, and he thinks that it is not practically possible to list them all in an organized way. In this respect, Bell (2007) writes: "A knowledge of methods is equated with a set of options, which empowers teachers to respond meaningfully to particular classroom contexts. In this way, knowledge of methods is seen as crucial to teacher growth" (pp.141–2).

Generally speaking about, in the second and foreign language context, there are several teaching methods widely used in teaching English. To name some most common methods; Grammar Translation Method (GTM), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Natural Approach/Direct Method (DM), Bilingual Approach, English Only Policy (EOP), Computer Assisted English Learning (CALL). However, the efficacy of any of these teaching methods depends on the variables mentioned earlier.

This paper aims to bring into focus theoretical underpinning, characteristics of commonly used teaching methods, elucidates native and non-native English teachers' perceptions. This study also gives suggestions to imply appropriate teaching methods for EG and ESP in EFL classrooms. The study analyses how the more beneficial use of these teaching methods to earn the desired learning outcomes and fulfill the EFL learner's academic needs. However, the teaching methods discussed in this paper have potential benefits and some drawbacks, as well.

Objectives of the Research

This research has three-fold aims:

1. Analyzing the conventional method(s) for teaching EG and ESP;
2. Evaluating English teachers' perceptions of effective teaching pedagogies;

3. Practical measures to improve student efficiency in learning English by suggesting the most suitable language teaching methods.

Literature Review

In the Saudi context, the scenario for teaching and learning English has developed dramatically over time, especially in the last two decades (Khan, 2011; Al-Seghayer, 2014; Alharbi, 2018). General English paved its way in the Saudi Education system almost four decades ago (AlHaydib, 1986, as cited in Alreseed, 2008). According to Al-Tamimi (2019), "Saudi EFL teaching policies and strategies have evolved considerably over the years" (p.69). However, this area of the education system is still under progress and has come across many challenges and obstacles in teaching English as a second/ foreign language. These problems may arise from cultural differences, educational background (Alharbi, 2018), lack of experienced teachers or teaching materials, and, more specifically, faulty or inappropriate teaching methods. One of the pressing issues faced in this area is choosing and implementing an appropriate instructional plan for teaching General English (EG) and English for Special Purposes (ESP) at the graduate level in Saudi Universities.

Over the globe, ELT has progressed rapidly and diversely in the last five decades. Now, ESP enjoys an upgraded as a branch of ELT. ESP is a target-oriented teaching apriorism based on learner's required needs and goals (Islam, n.d.; Zare-Behtash, Zadeh & Banaruee, 2017). ESP is defined as "A variety of English that can be observed in a given perimeter of society, delineated by professional or disciplinary boundaries" (Saber, 2016, p.2 as cited in Whyte & Sarré, 2017). Therefore, unique course materials and books based on the relevant content are designed for ESP to fulfill the requirements of the specific disciplines (Wappa, 2019). In recent years with global economic development, ESP has evolved its status as a subfield of ESP.

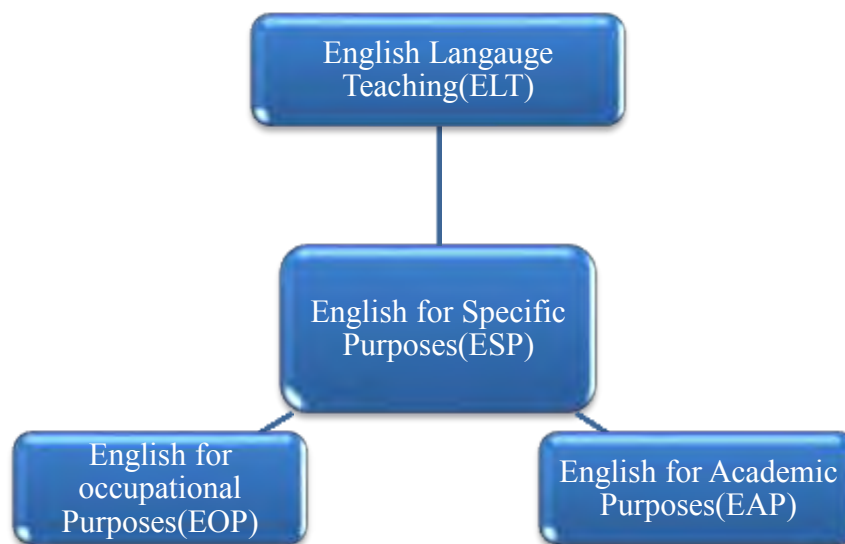


Figure 1. Status of ESP in ELT

ESP status can be clarified by figure 1. As mentioned earlier, ESP is a branch of English Language Teaching (ELT). English for occupational purposes (EOP) and English for Academic Purposes (EAP) are the subfields of ESP (Chalikandy, 2013; Fadal & Rajab, 2017).

Learning English in a specific context is bound to precise needs analysis and development of a particular curriculum to make the learning interactional and meaningful (Zare-Behtash, Zadeh & Banaruee, 2017, p. 40). Wappa (2019) opines that the main aim of ESP "is to satisfy the use of English needs of the learners in specific domains" (p. 60). According to Islam (n.d.), "The main goal of introducing ESP in various non-native /international settings is to equip learners with necessary English language skills to face their practical situation communication challenges in their future careers" (p. 69).

Teaching English as a second and foreign language in an entirely different culture calls for expertise and appropriate pedagogy to meet the learners' perceived needs. Teaching and learning English in the Saudi context has always been challenging for the teachers and the students.

In Saudi Arabia, teaching English at many technical colleges paves the way to ESP applied in specialization the students aim for in the future (Al-Tamimi, 2019; Khan, 2011). Nazim & Hazarika (2017) assert, "To make learners' global professionals', they need to be equipped with English language proficiency to access the content areas of professional disciplines such as medicine, engineering, computer sciences, etc." (p. 147). Likewise, Khan (2017) writes, "Achievement in English in general and ESP, in particular, is highly demanded" (p. 142). Without a sound knowledge of the English language, students cannot make progress in their majors. Therefore, ESP has triggered the challenge of teaching the English language

Table 1. *EG & ESP Characteristics in a Glance*

General English (EG)	English for Specific Purposes (ESP)
<ul style="list-style-type: none"> • "aim-oriented language learning" (Islam, n.d, p.69) • provides a broader foundation (Popescu, 2010) • provides a basis for ESP(Wappa, 2019) • likely to be designed for learners at all levels, irrespective of ages (Popescu, 2010) • the course content is more challenging to select due to the unpredictable future needs of learners (Widdowson, 1983) • open to the learning of all language skills (Popescu, 2010) 	<ul style="list-style-type: none"> • objective-oriented language learning (Islam, n.d.) "Purpose-related orientation" (Wappa, 2019, p. 60) • more focused and closely related to a specific discipline (Whyte & Sarré, 2017) • "Present pre-set skill training in a well-framed format for a specific time and target" (Nazim & Hazarika, 2017. p. 147) • likely to be designed for adults (Popescu, 2010) • learners' needs' specific (Cao, 2014), courses, teaching materials & tools (Milosevic, 2017; Wappa, 2019) • often restricted to the specific learning skills only (Sarani & Farzaneh, 2012) • requires professional expertise in the specialized field (Wappa, 2019)

Do Teachers have different roles as ENG or ESP Teachers?

In general, a teacher's role is highly significant in language teaching because they provide a valuable contribution to the streamline due to their rich pedagogical knowledge and skills. Gatbonton (2008), sees the progression of a non-experienced teacher to an experienced teacher as "a continuum" (p. 162), where teachers evolve throughout their teaching career. In this phase, they learn to solve the methodological issues in the classroom. The nature of this experience makes a difference when it comes to teaching English courses.

After discussing the differences in the characteristics of EG & ESP, the question arises about the differences in the roles of EG & ESP Teachers. However, there is no ideal role specification, and the immediate response is that they don't have the same functions to play. In EG, the teacher is a director and a model whereas in ESP teacher plays the role of facilitator and consultant (Zhu & Liao, 2008). In EG, the command over language is a must; however, an ESP teacher has to shape his/her knowledge, especially that of discipline, culture, and values (Wappa, 2019). ESP demands well-trained in professional skills with flexibility in approach to cope with the specific needs of his/her students (Islam, n.d., p. 68). An EG teacher teaches students to deal with any content in any discipline (Popescu, 2010).

Conventional Methods to Language Teaching for EG&ESP

Over the decades, several teaching methods are proposed, tested, applied and, then accepted or rejected in the domain of ESL/EFL teaching. Popescu (2010) believes, "EG and ESP are highly interrelated" (p. 52). However, the difference lies in practical implication, not in theory, according to Hutchinson et al. (1987). For this purpose, there should be an appropriate teaching pedagogy that must meet the nature of the English courses. This paper discusses some potential benefits and drawbacks of the leading teaching methods.

Grammar-Translation Method (GTM):

The first to mention and the most commonly used traditional teaching method for ESL is Grammar-Translation (Larsen-Freeman & Anderson, 2011). This instructional method depends on the literature and grammar of the target language, with translated passages into and from the mother tongue (Mart, 2013). Grammar Translation Method is a highly teacher-centered approach, and this is the reason that now it is not a preferred teaching method in many developed countries. GMT emphasizes on learning grammar rules and vocabulary through the deductive approach (Mart, 2013). Classwork is highly structured, with the authoritative teacher controlling all activities (Larsen-Freeman & Anderson, 2011). Out of the four language skills, reading and writing skills are the primary focus of attention. There is little or no attempt to teach oral skills and pronunciation. Mostly, GMT is not recommended as an appropriate teaching pedagogy for EFL because it does not encourage learners to communicate and enhance verbal abilities in the target language (Newson as cited in Mart, 2013).

Traditionally and culturally, rote-learning and teacher-centered pedagogy have prevailed in the Saudi education system (Elyas and Picrad, 2010). Teacher dominance is a common feature of EFL classrooms in Saudi Arabia (Al-Seghayer, 2014). Therefore, a distinct approach is the grammar-translation method both for EG and ESP. Zafer (2002) finds in his survey that GMT is the second most commonly used teaching method after ALM for teaching English. Assalahi (2013)

also questions the dominance of GMT in the Arab world. He investigates teachers' perceptions about using translation in teaching English when they are supposed to apply the Communicative Language Teaching (CLT). He reports that teachers are somewhat rigid in using GMT. Some teachers are of the view that Grammar Translation is a natural method, and students are mentally comfortable when allowed to use their mother tongue in classrooms. They argue that a foreign language can be taught better with translation because they can have easy control over comprehension. Though students can quickly decode an English word with an accurate translation in L1 (Mart, 2013), they cannot get involved in the target language that is essential to develop communicative skills and the comprehension impediment is also doubtful (Kasmer, 1999).

Natural Approach /Direct Method

The direct method sometimes called the natural approach and is often used in teaching foreign languages. Unlike GMT, the direct way does not allow the learners to use their native language and emphasizes only the use of the target language in the classroom as an instructional medium. In this method, mother tongue interference is almost zero. (Elizabeth & Rao, 2010). In teaching methodology, the direct approach is the other end of the spectrum because it was proposed by the teachers when GMT lost its efficacy. As Larsen-Freeman & Anderson (2011) write the core rule of the direct method, "No translation is allowed" (p. 46). In general, teaching focuses on the development of oral skills. "Language is primarily spoken, not written" (p. 53), state Larsen-Freeman & Anderson (2011). In Saudi universities, many language teachers use direct method along with the grammar-translation. (Alsufyani, 2016).

Task-based Language Teaching (TBLT /TBI)

Task-based language learning (TBLT), or task-based instruction (TBI), emphasizes the use of authentic language, and students are engaged in meaningful activities using the target language. Task-Based Language Teaching (TBLT) refers to an approach based on the use of language-based tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001). In general English, such activities can include visiting a friend, conducting an interview, ordering food at a restaurant, or calling customer service for help.

The Task-based approach is a perceived method for ESP according to the nature of the teaching it demands (Wappa, 2019). ESP has specific learner needs, and the designed material and courses are according to the specialized discipline. Therefore, TBLT works best in this context because learners can focus on the language skill area they need to develop. The underlying implication of using TBLT is that an ESP teacher can easily teach technical and specialized vocabularies through a task-based approach, which has always been the essential business for an ESP teacher. TBLT targets on specific lexical items so that it can be "best applied to ESP" (Sarani & Farzaneh, 2012, p. 118).

Communicative Language Teaching (CLT)

According to Thompson (1996), "Communicative language teaching (CLT) is well established as the dominant theoretical model in ELT" (p. 9). Kumaravadivelu (2006) puts it in the 2nd category of language teaching method that is the learner-centred method. Likewise, Larsen-Freeman & Anderson (2011) describe CLA as an "oral-based approach" (p. 59). So, in CLT, language is learned successfully with a communicative experience in real life that can be for academic needs

or social interaction. When learners are involved in real communication, their inherent capabilities for language acquisition are used and allow them to learn to use the language in the real world. This characteristic is stated in Kumaravadivelu (2006), "Learner-centered pedagogies aim at making language learners grammatically accurate and communicatively fluent" (p. 91).

A good classroom example of the communicative approach can be practicing question forms by asking learners to find out personal information about their friends/colleagues because it involves meaningful communication. In this regard, Wappa (2019) opines "learner-centred method for ESP," and CLT fills in the criterion because the learner is the focus in this approach.

In the Saudi context, CLT has gained popularity. Some researchers have studied the use of CLT at different levels of the education system (Alsufyani, 2016; Althaqafi, 2018)

Audio Lingual Method (ALM)

The Audio-Lingual Method (ALM) is a method of foreign language teaching which emphasizes teaching and listening before reading and writing. Kumaravadivelu (2006) categories ALM as a "language-centred method" that is "concerned with the linguistic form" (p. 90). The primary structure of language presentation is dialogues. Also, the basic training technique is drilling. In ALM, the use of the first language is discouraged in the classroom (Mei, 2018; Shei, Zikpi, and Chao, 2019).

According to some researches, audio/video aids are a great help in teaching ESP. The teachers A/V aids in explaining and demonstrate technical terms in the classroom. In a case study, based on Tarnopolsky's blended learning approach, Milosevic (2017) observes the effectiveness of audiovisual resources (AVR) for teaching ESP to the students of Technical Science. He reports that the AVR impact is more significant than the traditional method on the learning progress of the students. According to some researchers, the teacher focus has shifted to the Audio-lingual Method. Alresheed (2008) favours ALM for teaching grammar, but he criticizes that ALM is not a good teaching pedagogy for teaching communication skills. He declares this problem as "may be one of the reasons that most of the Saudi students cannot express themselves in English even after finishing secondary school" (p. 17).

More recently, ALM has become popular among teachers in Saudi Arabia due to the learning benefits it offers to the education system (Alresheed, 2008; Althaqafi, 2018). However, it depends on the availability of resources in a specific teaching environment.

Computer-Assisted English Learning (CALL)

Computer-assisted learning (CALL), as the name implies, is the use of electronic devices/computers to learn a language, and provide educational instruction to the learners. Beatty (2010) gives a broader definition of CALL, "Any process in which a learner uses a computer and, as a result, improves his or her language" (p. 7). The extensive use of CALL in English language teaching is noted by Talyor (2014) due to the ever-expanding nature of CALL. He writes, "The constant improvement of programs, games, simulation and interactive software for learners is astounding. It is important more and more on the process of teaching language as a Second or Foreign language, as it is throughout the academic world." (p. 15)

The digital era and advances in technology have offered new dimensions to learn and teach language. Computer-Assisted English language Learning (CALL) is now considered the best convenient and useful method in language teaching due to its limitless boundaries. Many language teachers prefer to use CALL in second or foreign language teaching. Pinner (2012) believes, "Another source of teachers' intrinsic motivation to use CALL could be the relevance they ascribe it to their students and the modern world" (p. 90). Computers can stimulate and arouse the active interest of students during the learning process at multiple levels. According to Alhujaylan (2019), "CALL creates a meaningful context to the environment they (students) can learn in." (p. 19)

Though at a smaller level, some researchers observe a positive shift in teaching towards using CALL in ESL/EFL in the Saudi context. In different settings, Al-Mansour & Al-Shorman (2012) and Alhujaylan (2019) report students' improvement in their study when CALL supplemented with the traditional teaching method. Al-Seed (2018) finds in his research that now many English teachers prefer to use CALL in ESL/EFL teaching in the Saudi context.

Research Methodology

This research uses a quantitative approach. According to Cassell & Symon (1994), measurements collected by the quantitative model reliable, valid, and generalizable. The researchers utilize a self-administrated questionnaire to collect data. According to Hennik, Hutter, and Bailey (2018), this approach allows you to identify issues from the perspectives of the participants and to understand the meaning/s and interpretations that they give to behavior, events, or objects. Therefore, a quantitative approach is used in the research to determine which teaching method/s lecturers find most appropriate while teaching English as a Second language (ESL)/ English for General Purposes (EG)/ English for specific purposes (ESP) and English as a Foreign Language (EFL).

Participants

The researchers dispense the self-administrated questionnaire to lecturers. These lecturers are the faculty members of Saudi universities. They teach English as a Foreign Language (EFL)/English as a Second Language (ESL)/ English for General Purposes (EG)/ and English for Specific Purposes (ESP) at perspective universities in Saudi Arabia. Mitchell and Jolley (2010) believe that a self-administrated questionnaire allows respondents to be anonymous, and to a great extent, it assures honest answers to highly personal questions. In total, Sixty-three lecturers of different nationalities participated and responded to the self-administrated questionnaire under anonymity.

Data collection

The data was collected using a self-administrated questionnaire. Mitchell and Jolley (2010) suggest the secure administration of this questionnaire. It consisted of 11 questions divided into three parts. Part 1 contained four questions, and it dealt with the biographical details of the respondents. Part 2 had four questions about the teaching methodologies, and part 3, respectively, had four questions, and it dealt with ways teaching methods/ techniques can be improved. The self-administrated questionnaire was distributed electronically via WhatsApp and emailed to English faculty members of universities in Saudi Arabia.

Validity

Graretter and Forzana (2012) declare that the validity of research is the degree to which the study accurately answers the question it intends to answer; hence validity is essential to research. This research utilizes pilot testing to verify the test validity. Johnson and Christensen (2012) propose a pilot test to assess the efficacy of the survey. Before administrating the questionnaire electronically, two experienced native and non-native lecturers on the female campus piloted the questionnaire. The two lectures suggested some minor changes to the way the questions were phrased and the selection of words. Implementation of these changes facilitated the study reaching its aim/s quickly, and the questions were easy to understand.

Results and Discussion

For analyzing the collected data, this research uses the ordinary calculation and percentage to measure lecturers' perceptions in using different teaching methods for ESL/EFL/EG and ESP. The collected data are tabulated and arranged in charts and tables where necessary.

Statement 1. What is your gender?

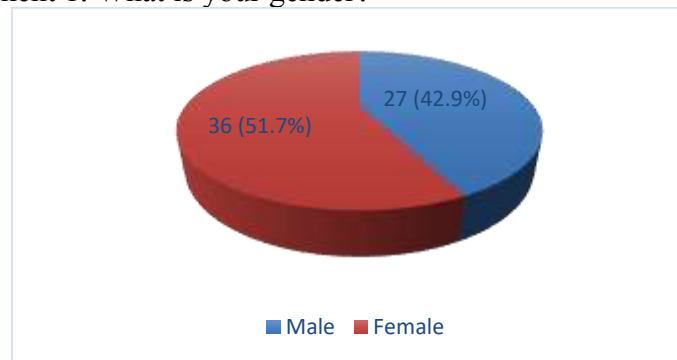


Figure 2. Distribution of male & female teachers

The first question asked from the participants was about gender. This category is essential because there is gender segregation in universities in Saudi Arabia. The gender determination of the respondents illustrates that the self-administrated questionnaire was distributed successfully on both the male and female campuses.

Statement 2: What is your qualification?

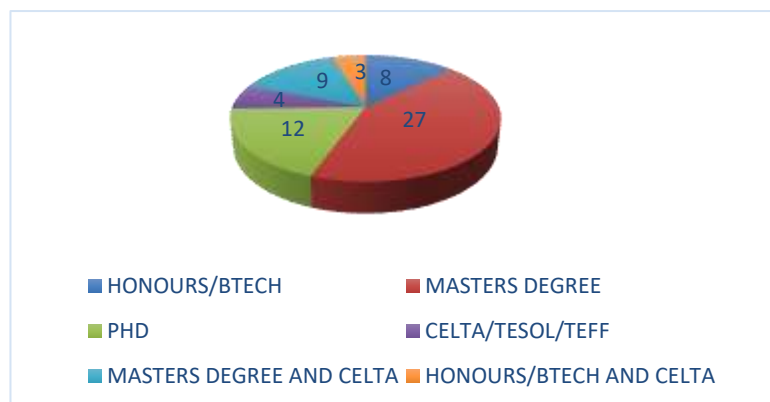


Figure 3. Qualification of the respondents

The pie chart illustrates 27 respondents have a master's degree, 12 respondents have a Ph.D. Nine respondents have a master's degree, and a CELTA/TESOL/TEFL, eight respondents, have a honors/BTech, four respondents have CELTA/TESOL/TEFL only, and three respondents have an honors /BTech with a CELTA/TESOL/TEFL

Table 2. A summary of the qualification of the respondents

Degree	Frequency	Percentage %	Cumulative Frequency	Cumulative Percentage %
Ph.D	12	19	12	19
Master's degree	27	42.9	39	61.9
Master's degree with a CELTA/TESOL/TEFL	9	14.3	48	76.2
Honors/BTech	8	12.7	56	88.9
CELTA/TESOL/TEFL	4	6.3	60	95.2
Honors/BTech with CELTA/TESOL/TEFL	3	4.8	63	100

Statement 3. What is your teaching experience?

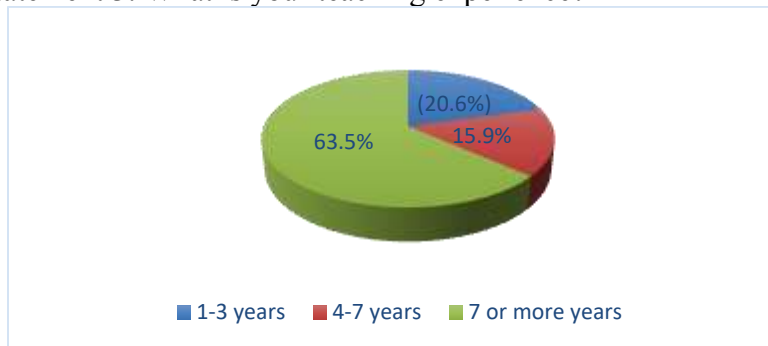


Figure 4. Teaching experience

The pie chart above shows that 40 respondents that are a percentage of 63.5% have worked at their respective universities for seven or more years, 13 teachers that are a percentage of 20.6% worked for 1-3 years and ten teachers that is a percentage of 15.9% have worked for 4-7 years.

Statement 4: Which course/s do you teach?

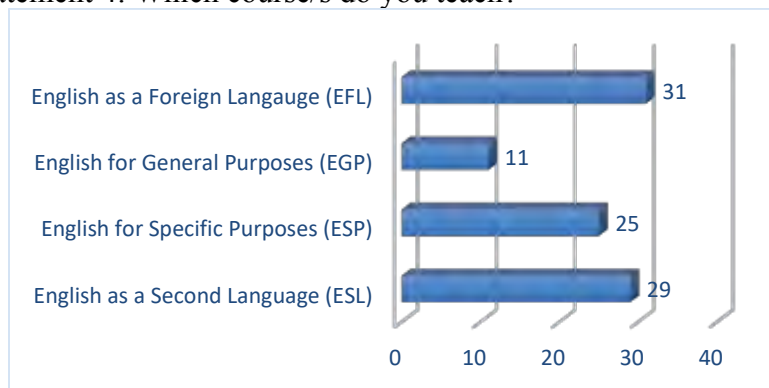


Figure 5. The number of subjects taught by the respondents

The bar graph above shows that respondents teach or have taught more than one course at their respective universities. From the 63 respondents, each respondent has taught more than one of the listed subjects above because 31 respondents have taught or are teaching English as a foreign language, 11 English for general purposes, 25 English for specific purposes, and 29 English as a foreign language.

Table 3. A summary of courses taught by the respondents

English Courses	Number of respondents	Percentage %
English as a Second Language (ESL)	29	46
English as a Foreign Language (EFL)	31	49.2
English for General Purposes (EG)	11	17.5
English for Specific Purposes (ESP)	25	39.7

Statement 5: Which method of teaching do you use in the classroom?

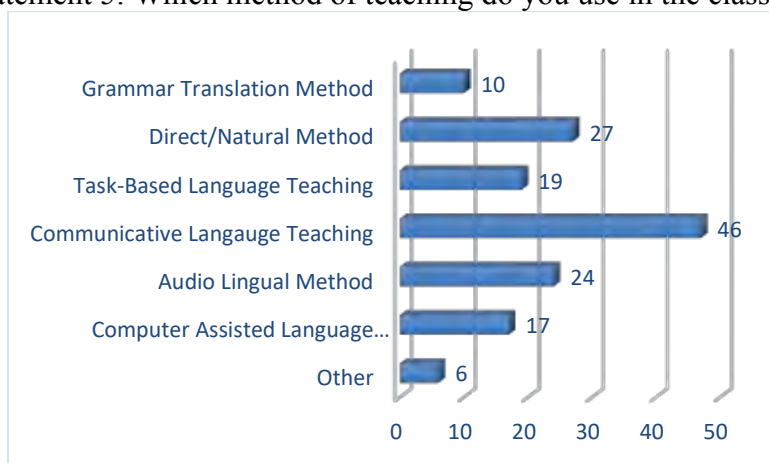


Figure 6. Range of teaching methods used in classrooms

This bar graph above shows that lecturers use a variety of different techniques in the class. Forty-six lecturers use the communicative method, 27 use the direct/ natural approach, 24 use the audio-lingual teaching method, 19 use the task-based approach, 17 use the computer-assisted language learning method, 10 use the grammar-translation method and only five use other.

Table 4. A summary of the range of teaching methods used in classrooms

Teaching methods	Responses	Percentage %
Communicative Language Teaching	46	73
Direct/ natural Approach	27	42.9
Audio Lingual Teaching Method	24	38.1
Task-Based Approach	19	30.2
Computer Assisted Language Learning Method	17	27
Grammar Translation Method	10	15.9
Other	5	8

Statement 6. What are the reasons for using the teaching methods you chose?

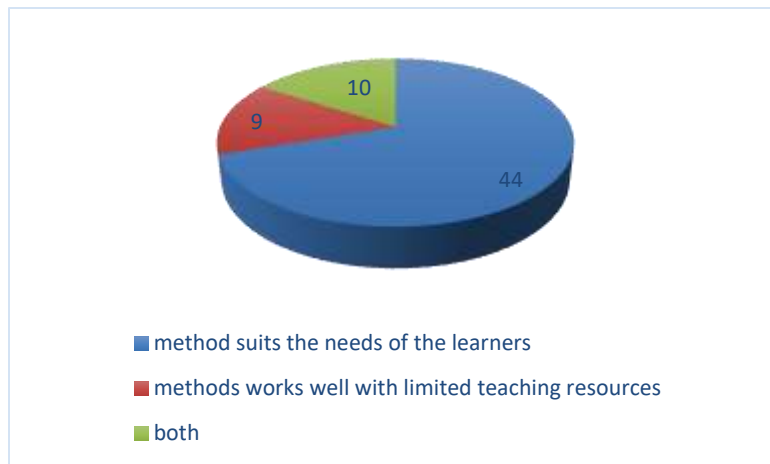


Figure 7. Reasons for using a particular teaching method

The pie chart shows 44 respondents, that are 69.8% of the teachers stated that the approach suits the needs of the learners, nine respondents that are 14.3% of the teachers indicated the approach works well with limited teaching resources and ten respondents that are 15.9% of the teachers chose both.

Statement 7: What teaching materials do you use in class?

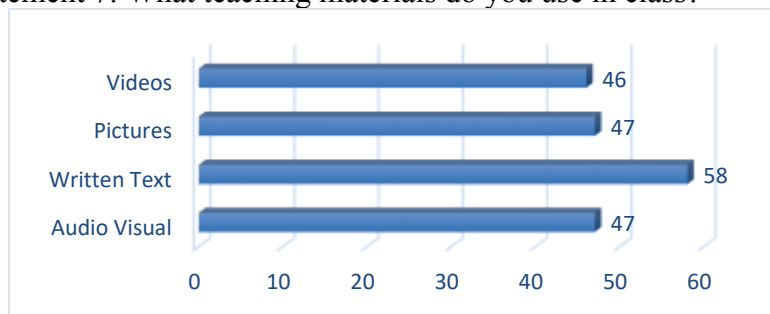


Figure 8. Teaching materials used in classrooms

To this statement, 46 respondents used videos, 47 used pictures, 58 used written texts, and 47 used audiovisuals as teaching materials in class. The bar graph also shows that lecturers also use a mix of their teaching materials.

Table 5. Teaching materials used in classrooms

Teaching materials	Respondents	Percentage %
Videos	46	73
Pictures	47	74.6
Written Texts	58	92.1
Audio Visuals	47	74.6

Statement 8: Do you think the length of time for classes is enough?

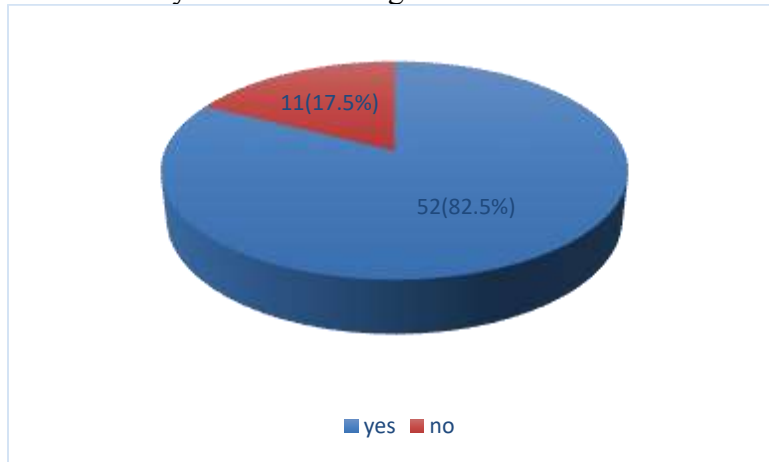


Figure 9. Class duration

The bar graph above shows that 52 respondents' (82.5%) think yes, the length of time for classes is enough, and 11(17.5 %) stated no the duration of class time is not enough.

Statement 9: Does your institution offer teacher training courses?

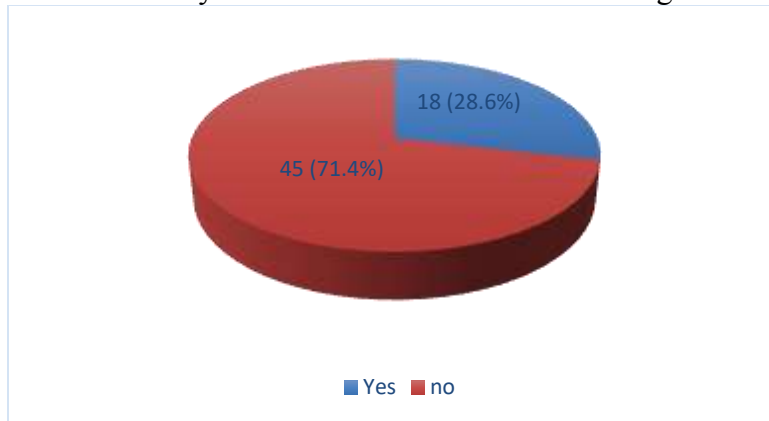


Figure 10. Teacher training courses in universities

The pie chart above illustrates that 45 (71.4%) respondents said no and 18(28.6%) respondents said yes to their learning institutions offering teaching training courses.

Statement 10: Do you think your university should offer teacher training courses?

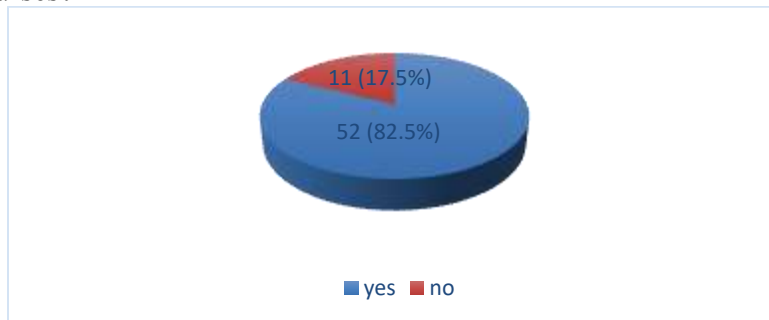


Figure 11. Should teacher training courses be offered?

A majority of the 52 respondents (82.5%) stated that yes, they prefer to take the teacher training courses, and only 11 respondents (17.5%) said no, they do not prefer to have teacher training courses.

Statement 11: How important is it to have teacher training courses in order to keep up with various teaching techniques?

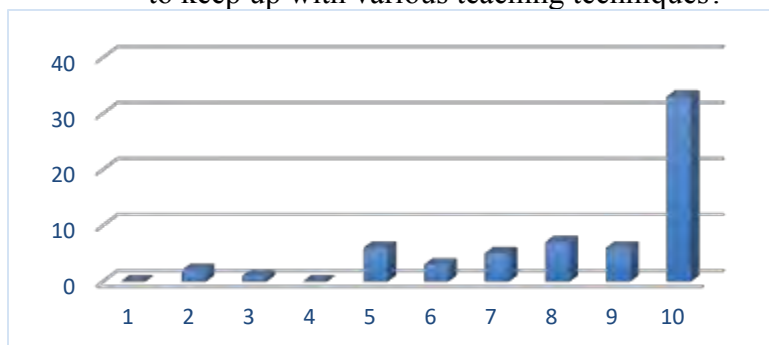


Figure 12. Importance of teacher training courses:

A majority of the 33 respondents (52.3%) stated that yes, teacher training courses are very fundamental, and only five respondents (7.9%) said teacher training courses are essential, and only one (1%) teacher responded that training courses are of least importance.

Conclusion

This study investigates the most appropriate teaching methods for teaching EG and ESP to ESL/EFL students at the university level. The present research finds evidence for the use of different teaching methods in the ESL/EFL classroom at the university level. In the present study, the researchers reported quantitative research by administering a semi-structured questionnaire on English language teachers. The results confirmed that $n = 63$ teachers use various teaching methods, and most teachers use a blend of teaching methods to suit the learners' needs in the ESL/EFL classrooms.

The findings of the study are useful for the experienced and non-experienced teachers, educators, and overall, for the education system policymakers to implement the most appropriate teaching methods for gaining desired learning-outcomes in ESL/EFL teaching. The research recommends that the English language teachers should not rely on one teaching method; instead, they should update and train themselves to be flexible in adopting a blend of suitable teaching pedagogies that suits their learners' needs. This research also pointed out that there is a dire need for teachers' training courses. The researchers strongly recommend that this area of English language teaching methods should be explored more in the future to suggest some more innovative teaching methods.

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