

RESEARCH ARTICLE

Teachers' Practices on Teaching English for Specific Purposes in Technical Education in Nepal

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Abstract: The purpose of this study was to explore practices in teaching English for Specific Purposes (ESP) in technical education in Nepal. In spite of expanding demand for vocational and profession related language teaching, very limited researches have been carried out to study the answer of “How are the teachers of teaching English practicing English curriculum in the classrooms of technical education affiliated by Council of Technical Education and Vocational Education in Nepal.” The study uses qualitative phenomenological research design. It attempts to find out the lived experiences of teachers teaching English for Specific Purposes (ESP) in technical education in Hetauda Nepal. The data were collected using purposive sampling. In-depth interviews were employed as a data collection tool to examine the lived experiences of teachers' practices. Document analysis was used to study the practices of English curriculum, syllabus, textbooks and examination. The data were analyzed and interpreted using thematic analysis as guided by Needs Analysis Theory (NAT). The finding of the study showed several challenges in ESP teaching in Nepal such as limited field specific contents in English syllabus, maximum depend on traditional teaching methods, inadequate teachers' training and teaching resources. The participants of the study reported that they are attempting to integrate communicative methods, field specific vocabulary and contextual teaching materials to minimize the gap between course content and learners' needs. The study recommends for the curriculum reforms, practice based training and development of authentic teaching materials connected with context of vocational education. This study has added the emphasis on teaching ESP culture which can benefit the teachers, course designer and students.

Keywords: ESP, NAT, technical education, pedagogy, learners' needs

1 Introduction

Teaching English in technical education in Nepal is delivered as foreign language [1] that focuses on developing communicative language functions rather than knowledge and skills required in specific field. As a result, teaching English in higher technical level remains detached from learners' real and practical context [2]. Technical education in Nepal refers to the diploma programs affiliated with the Council for Technical Education and Vocational Training (CTEVT) such as engineering, health science, agriculture. CTEVT has designed the programs to enhance vocational skills rather than general higher education [3]. But teaching English is dominated in practice by the contents of literature and grammar. This dogmatic teaching of English deviates essence from English for Specific Purposes (ESP) which integrated teaching of relevant contents of English for particular purposes.

Learning English as foreign language through communication is a recent technique used in English classes in Nepal. Similarly, the English curriculum of Higher Education in Nepal focuses on teaching English as foreign language through communication. This instructional policy aims at developing learners' proficiency in English language [4]. However, the absence of pragmatic approaches in teaching of specific genres in English may be insufficient to impart the practical knowledge and skills related to particular field [5]. Therefore, teaching approaches used in English language classes should be tailored to make it suitable and effective to instruct English for specific purposes. In this context, Nickerson (2025) [6] argues that teaching of ESP supports to enhance students' higher knowledge of language skills such as technical communication. Moreover, scholars argued that the teaching of ESP should consist of vocabulary, pattern and language usage in related fields [7]. In Nepal, English language

instruction often prioritizes grammar and communication, which may not directly translate into the practical skills essential for particular professional paths. The theoretical underpinnings of English for Specific Purposes (ESP) necessitate highly specialized requirements for instructional approaches, thereby compelling educators to implement practical methodologies like task-based learning and technology-integrated instruction [8]. Furthermore, the ESP instructor must possess diverse competencies, functioning as an educator, a content specialist, a course designer and an assessment expert [9]. The requirement for proficiency in both linguistic pedagogy and specific technical subject matter is necessary, as the ability to connect language within the context of technical disciplines is what separates relevant specialized instruction from generic language delivery. Therefore, securing instructors with this dual expertise remains the greatest reported institutional challenge, confirming that ESP teacher preparation is often an underdeveloped area in many international contexts [10]. This deficiency stresses the critical dependency on systematic professional development strategies to connect teacher competency with highly specific, specialized needs.

Historically, English language teaching (ELT) in Nepal has shifted from teacher-centered methods to student-centered approaches, which have helped to use English practically in everyday and professional situations [11]. Today, English is the essential source for accessing specialized content, textbooks, and curricula across all technical fields in Nepal. This necessity has expanded a clear shift in perspective toward ESP and English for Academic Purposes (EAP).

The institutionalization of training for ESP teachers belongs to the responsibility of the Centre for Technical Education and Vocational Training (CTEVT), which prioritizes a competency-based curriculum [12] that clearly validates the need for specialized ESP instruction connected with industry demands. However, Phillips and Condy (2023) [13] posited that the reliance on general English instructors and conventional pedagogical approaches, including lecture-based instruction and Grammar-Translation methods, appears to be at odds with the principles and practices of English for Specific Purposes (ESP) instruction. This reliance has engendered difficulties within ESP pedagogy, particularly in the context of large class sizes and restricted access to contemporary instructional techniques. The current state of ELT is often seen as unsatisfactory, mainly because of insufficient teacher training and inadequate resources and support in educational institutions [14]. This suggests that while the pressure to deliver specialized and industry-relevant language skills is institutionalized, the necessary supporting infrastructure—including professional development and explicit curriculum guidelines—is failing to materialize.

English acts an an important role in vocational and technical education in Nepal as it serves as a fundamental medium for exposing to international instructional resources, specialized knowledge and communication. English is taught as compulsory subjects in different disciplines in the institutions affiliated with the Council for Technical Education and Vocational Training (CTEVT). However, the teaching of English is often criticized for its focus on teaching grammar and general communication rather than connecting it with specific professional fields. This existing practice creates the gap between the learners developed competences and the communicative needs of learners' future career. ESP has been used as an approach designed to meet the gap by developing tailored language contents and pedagogy to the specific academic and professional needs of the learners. So ESP emphasized on needs analysis, work-related vocabulary, authentic materials and task-based activities that helps the learners in adapting authentic workplace communication. Despite the clear policy shift towards ESP and the demand of functional English needs in technical education in Nepal, there is a lack of empirical understanding regarding the actual implementation of these guidelines at the classroom level. The existing research points to teacher preparation and ineffective methodologies as core national problems. However, empirical research exploring on teachers' actual classroom practices of ESP in technical institutions remained limited. Therefore, this research aims to investigate and describe how English teachers in technical institutions practice teaching English for Specific Purposes in technical education in Nepal. Furthermore, this study aims to describe analyze the methodologies, instructional materials, assessment techniques, and perceived challenges of ESP instructors in ESP to minimize the gap between the institutional requirements and the classroom reality.

2 Literature Review

This section consists of the study of past publications and has generated different themes such as: Teachers' understanding of teaching English in technical education, teachers' education and in-service training, teachers' role in teaching ESP, opportunities and challenges of ESP, and

issues of ESP and ESP teaching materials and methodology.

2.1 Historical Development of English for Specific Purposes

As a need for specialized English in order to overcome communication gaps in the field of science, technology and global trade, English for Specific Purposes emerged significantly after the Second World War. The emergence of ESP has changed the instructional techniques from grammar translation method to pragmatic approach. Key institutions in the UK and the US, supported by the British Council and American universities, established programs to train professionals and international graduate students in specific academic and occupational contexts [15]. ESP is structured of two main branches of English language teaching: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP covers competencies like research writing and seminar engagement, while EOP which includes English for Technical Purposes, and connects to the communicative needs of different professions [16]. The distinguishing characteristics of ESP is its dependency on Needs Analysis (NA), which sets up the specific objectives, specialized vocabulary, and discourse that learners must acquire for their targeted academic or vocational field [17]. Therefore, ESP can be recognized as purpose-guided, contextualized, and often short-term, necessitating close collaboration between language instructors and subject experts.

2.2 The Challenges of Double Expertise

A key issue in the ESP literature is the need for instructors to have a specific skill set. This often leads to a gap in knowledge between general English teachers and those who specialize in ESP. Many English teachers, especially those with backgrounds in linguistics or literature, have reported feeling unprepared to teach English in specific fields [18]. The ideal ESP instructor must simultaneously fulfill multiple roles—including language consultant, course and materials designer, researcher, collaborator, subject experts, and evaluator [19]—with the crucial ability to act as a “content teacher,” since the absence of this dual expertise risks making instruction irrelevant, regardless of linguistic accuracy [20].

2.3 Pedagogical Challenges and Inadequate Trainings

ESP instructors face significant pedagogical challenges as well as lack of content knowledge. Moreover, a majority of the ESP instructors face the problems of pedagogical knowledge and the techniques of needs analysis connecting with learners’ needs, interests and context of teaching ESP [21]. The lack of pedagogical knowledge forces the ESP teachers to apply traditional teacher centered methods in teaching ESP such as grammar translation methods [22]. Lenard and Lenard (2018) [23] recent study showed that teachers often teach vocabulary and presentation skills without first accessing their students’ needs. This practice demonstrates a lack of adherence to the core principle of ESP.

2.4 The Roles of Teachers’ Education and Trainings

Recent literature strongly argues that in-service training and specialized ESP teacher education are essential for improving the quality of ESP instruction. In addition, teacher training, as suggested by Whitehead et al. (2019) [24] is essential for maintaining the professional identity of ESP instructors. This is achieved by boosting their self-confidence, improving their teaching methods, and shifting their focus from general grammar to the specific skills needed in professional settings. As a result, trained instructors are better able to assess individual student needs, create tailored teaching materials, and use communicative, student-centered teaching methods. However, challenges persist, particularly when training programs fail due to a top-down approach that doesn’t consider the specific needs of ESP teachers [25]. Thus, the research should emphasize the critical necessity for training content and models to be thoroughly integrated with the practical realities and specific demands of the technical context in which teachers operate.

2.5 Development of Instructional Materials and Authenticity

The selection and development of ESP materials are vital despite criticism on some existing materials for being overly specialized or too similar to general English textbooks [26]. The consensus holds that effective resources must be purpose-driven and stem directly from a needs analysis [27]. The challenges such as the frequent lack of ready-made, relevant materials, force teachers to use limited resources [28]. Therefore, ESP instructional materials must integrate work related language needs and skills which generally demands teachers’

customization [29]. Moreover, ESP practitioners need to apply technology integrated pedagogy to enhance authenticity and real-life classroom interactions.

2.6 Methodology Shift and Institutional Barriers

ESP methodology requires a transformation from teacher-centered to student-centered teaching in order to address learners' specific professional needs and interests [30]. ESP instructors need to use student-centered methods such as communicative, task-based learning approaches to keep a stress-free learning environment in the classroom [31]. However, ESP teachers generally face significant difficulties in implementing these effective practices due to contextual factors, including heterogeneous classes and students' poor proficiency in English [32]. The difficulties have existed due to absence of collaboration between language teachers and subject experts. However, the difficulties can be minimized by applying team teaching and collaborating in customization of curriculum which enhances learning outcomes and fill the gap between contents and course relevance [19]. Finally, institutional barriers, such as a lack of collective responsibility and teachers working in isolation, prevent this essential teamwork, thereby weakening the overall coherence of the ESP curriculum.

2.7 Relevance of ESP to the Context of Technical Education in Nepal

The literature establishes a strong framework mentioning key challenges in ESP teaching—including the challenges of dual expertise among teachers, pedagogy and inadequate trainings, teachers' education and training, authenticity of instructional materials, methodology shifts and institutional barriers [33]. All the challenges are highly relevant and are clearly echoed within the technical and vocational training context in Nepal; ultimately causing a disconnection between classroom instruction and learners' vocational purposes. While international studies successfully identify what these problems are, they often lack localized [34], empirical data on how they specifically manifest in developing nations like Nepal. This study, therefore, aims to address critical research gaps by providing specific documentation of current teaching practices such as methodologies, materials, assessment in Nepali technical education institutions, exploring the policy vs. perception gap regarding the relevance of current ESP courses, and investigating the local manifestation of these persistent global challenges.

3 Methodology

This study used a qualitative phenomenological research design to investigate the lived experiences and real-world teaching practices of ESP instructors in technical institutions in Hetauda, Nepal. Grounded in a phenomenological research design and guided by Needs Analysis Theory (NAT) [35], this approach allowed for the deep exploration of teachers' subjective experiences and multiple realities regarding ESP instruction [36]. The data were collected from three English teachers currently working in technical institutions in Hetauda. Here, technical education refers to the institutions affiliated with CTEVT which run diploma level programs in disciplines such as forestry, health science and engineering which are not fully university level programs. Purposive sampling design was used to select the relevant and research participants regarding the actual practice of ESP in their context. In spite of small sample size, phenomenological research focuses on in-depth and detailed investigation of research participants' practices of teaching ESP rather than generalizations based on numerical data. However, the data were collected from three male teachers working in the diploma programs at CTEVT – affiliated institutions in Hetauda. The selection of the male teachers does not reflect the intentional exclusion of female teachers but it is a staffing pattern in technical institutions because of pre-dominance of male teachers in Hetauda, Nepal. Female teachers are more involved in general English classes rather than in technical English classes so future research should include female ESP teachers to study the possible gender differences in teaching English in technical education.

Primary data were collected through in-depth interview and document analysis. Unstructured in-depth interviews were conducted to allow participants to openly express their practices, beliefs, and thoughts regarding teaching ESP and its usability in the future workplace [37]. The interview guideline was designed to explore the practices of teaching ESP in technical education. These were developed and revised according to the advices of co-workers and research supervisor. The participants' consent was taken to record the formal interviews. The research and the participants had informal conversations multiple times to explore the areas where participants initially expressed hesitancy [38].

Document analysis was used as a supporting tool to explore the institutional context of ESP instruction [39]. Documents such as the English curriculum, syllabus, textbooks and examination question paper were used to study about the ongoing practices of ESP in Nepal. The data analysis was carried out applying a thematic analysis approach. The approach included several systematic stages of analysis such as transcription, coding, categorization and interpretation. At first, interview recordings were transcribed completely. The researcher studied the transcripts repeatedly with the purpose of being familiar with the collected data to initial patterns. At second stage, open codes were manually developed and applied to develop meaningful units of data connected to teachers' practices, challenges and pedagogies. Then those codes were further classified into broader categories. The categories were used to develop key themes for example teachers' training, pedagogy used in ESP, Teachers' role, classroom management etc.

The interpretation of the data is connected with NAT [27]. NAT interprets the identified themes on the basis of target needs, learning needs and present situation needs. Target needs was analyzed to explore the language skills and knowledge required in students' future professional arena. This lens is used to analyze the gap between curriculum content and technical discipline. Similarly, learning needs was used to analyze processes and strategies required for effective and practical teaching and learning of ESP. The lens of learning needs was used to interpret the pedagogy and instruction used by teachers. Finally, present situation needs was used to analyze learners' current proficiency, existing classrooms and challenges faced by ESP teachers.

4 Results and Discussion

The analysis of the data has generated six major themes related to practices of ESP teachers. The themes are teachers' practices of ESP, issues in teaching ESP, teachers' training, pedagogy used in ESP, roles of ESP teachers and ESP classroom management. NAT [27] is used to interpret the themes that emphasizes on the alignment among target needs, learning needs and present situation needs. The six themes are discussed connecting with the three components to investigate the extent to which ESP practices in technical institutions addresses learners' professional needs.

4.1 Teachers' Practice in ESP

Three teachers were interviewed to explore the teachers' practices about ESP. They expressed how they are teaching ESP, what kinds of problems they are facing, and how they are managing ESP classrooms.

4.1.1 Problems in Teaching English in Technical Education

The participants have faced similar problems in teaching English in technical education. They reported that available classroom facilities, field-specific knowledge, and the distance between learners' interest and content in an English course are the major problems of teaching English in technical education. T1 considered the existing classroom a great problem because the classroom had not undergone any changes, even in the technical types of English taught. Moreover, he said, "Most of his English classes in forestry program are based only on lectures that do not provide learners opportunities for practicing language use, as well as a lack of technology-based instructional materials, learners' poor linguistic backgrounds, and untrained ESP teachers are other problems of teaching English in the technical discipline". Similarly, T2 explained, "The difficulties in keeping the teachers up-to-date with medical-related terms and unrelated contents in the study of English in the medicine field are problems in teaching English." In addition, he explained, "The contents used in the course are not from the medical field, which has not created the learners' motivation and interest in learning English." Similarly, T3 perceived that unrelated contents, such as interpreting poems, are major problems in teaching English, which can be revealed from his students' question, "Why should we interpret poems?" However, the problems can be minimized if the teachers realize their extra responsibilities in the classrooms. The teachers' self-management ability, competencies in handling technology, contextual teaching, self-update, rapport building, and use of reference materials to teach may minimize problems in teaching English in technical education. T1 said, "If a teacher realizes his responsibilities, s/he can manage problems in English classes, and the use of technology in the classroom supports a good learning environment." Similarly, T2 expressed that teachers' efforts to keep up with contemporary knowledge and use of contextual teaching, which establishes rapport in the classroom, also minimize problems in English classrooms. The same idea has been reinforced by T3, who reported that teachers' preparation for comfortable classroom learning may be a good strategy for managing the problems of teaching English in technical education.

Moreover, T3 expressed that the mixture of field-specific vocabulary through different media in the classroom is a must to link learners' interests with the objectives of the curriculum. To conclude, inadequate knowledge to teach discipline-specific English is and lack of effective content connections with technical subjects is a problem in teaching English in technical education [18]. However, the problem may be minimized by applying tailored curriculum to teach ESP [40].

Teachers' practices address learners need partially by applying communicative teaching methods. However, the existing gap with the target needs shows that existing practices are not guided by systematic needs analysis. Similarly, a mismatch between present situation needs and learners' context reflects the problems in teaching ESP.

4.1.2 Issues in Teaching ESP

The participants have reported that strategies to integrate ESP with EAP and learners' motivation are issues in teaching ESP. T1 said that the study of forestry is a cover term in which academic writing is considered one part of learning English. However, the textbooks and contents focus on general aspects of communicative English, which has reduced learners' motivation in English because the learners understand it as a communication skill. He further reported that the integration of such English with ESP may build up the professional confidence of the learners, but our academic institutions and resources do not enable the teachers to integrate them for the better output of learning English. Moreover, T1 explained that the individual differences among the learners create barriers for the integration of ESP and EAP, so teaching English in such a context cannot be practical and real. Furthermore, T2 reported that teaching English in medicine has been made far from real life because medical-related text and content are less focused, so the learners are less motivated to learn English. He further added that the assessment system used to evaluate the learners' performance is another issue because it is not connected with the learners' real situation since it is conducted in an artificial context. Similarly, T3 reported that the lack of motivation on the part of learners is a great issue in teaching English in technical education. Yet, he maintained that ESP and EAP are possible to integrate if they connect the learners to the purpose of learning ESP and EAP for professional communication in English. However, the participants dealt with issues in teaching ESP in their class using the resources available and motivating through purposeful teaching English. T1's statement seemed similar to Borszeki (2014) [41] in that the use of interesting stories to concentrate learners' attention on the content of the class. He believed that if the learners are attentive in the classroom, the purpose of teaching can be achieved, and will manage the issues in the English classroom. T2 shared his experiences, saying that he is using the medical-related texts to expose medical terms and terminology to enhance ESP knowledge. He further reported that he is using text from the medical sector to test learners' reading comprehension and vocabulary knowledge. Similarly, T3 reported that the collection and application of technical jargon have been used to motivate the learners into ESP. He further claimed that the presentation of related videos and slides has been found to be a useful strategy to build up learners' interest in ESP. He added that the integration of EAP with ESP is possible by connecting the learners with the possible future after learning English in civil engineering. The major issue shows the gap between target needs and learning needs specially in terms of motivation and authentic contents. Teachers attempts to use technical materials minimizes the gap without a systematic needs analysis.

4.1.3 Teachers' Training

The respondents were interviewed about the functions and nature of training for ESP teachers. They expressed that the function of training is desired to be necessary, but the training has not been provided to the required number of ESP teachers. They expressed that the nature of the training is not matched with the ESP classroom practice.

(1) Functions of Teachers' Training

The participants reported the importance of training for ESP teachers. They emphasized a comprehensive training package, including challenges and issues, in the ESP classroom, which can upgrade the performance and output of the ESP teachers. T1 said, "Trainings should be designed to meet the requirements and practical area of ESP in the forestry discipline, which can reflect the ESP classroom into the training package." The above statement emphasized the importance of a comprehensive training package that incorporates learning materials tailored to the field of forestry. He suggested to include genuine classroom challenges, to engage the teachers actively in the design of the training materials. Moreover, this theme emphasized on the integration of content related to ESP in the training package. In addition, T2 advised to address

challenges and issues faced by teachers in the classroom. He focused on the need to incorporate effective teaching techniques and methods specific to the area of ESP instruction. Moreover, this theme presents a reflective component that encourages teachers to critically consider their classroom practices. T3 emphasized strategies minimize teachers' difficulties and enhance the learning process. He advocated methods to establish a connection between teachers and learners through contextual teaching. Additionally, he stressed the importance of providing facilitation and support to teachers as part of the training package.

To sum up, the participants collectively provided a comprehensive perspective on the key elements that should be included in a teachers' training package, covering everything from content relevance to addressing challenges and fostering effective teaching practices.

(2) Nature and Scope of Training

The participants suggested that training programs should be customized to meet specific needs. Instead of a one-size-fits-all approach, training should be tailored to address any requirements of the individuals or groups being trained. T1 said that information or input about training requirements should come from the people in the classroom. T1 recommended that the educators provide feedback and require for the learners to ensure that the training is in accordance with their actual requirements. Similarly, he contends that the training content should priorities topics that are relevant to ESP. ESP refers to learning English for specific contexts or professions, such as business English, medical English, or academic English. T1 stated that training programs should create opportunities for practice ESP and follow-up activities. Learning should be followed by reinforcement and guidance after the initial training sessions. Unfortunately, current training programs in Nepal do not have follow-up activities, may not be customized to meet specific needs, may not collect input from learners, may not focus on ESP-related content, and may lack practice and follow-up components.

Regarding the contents of the training program, T2 recommended that training programs be designed to encompass a well-organized set of topics or subjects, as well as specific content and a syllabus. He emphasized that the primary objectives of training should be consistent with the objectives of the ESP course in order to facilitate the participants' effective operation of ESP classes. In place of general language rules, T2 supported the hands-on teaching of technical or industry-specific content, such as engineering and medical jargon. Similarly, T3 emphasized the importance of continuous professional development and training for teachers, particularly in the context of English for Specific Purposes (ESP) courses. He said that training programs should serve as a way to refresh or update the knowledge and skills of teachers to restore and enhance a teacher's abilities. T3 reported that one- or two-day seminars should be organized to share ideas, opinions, and knowledge about the ESP course in order to develop a culture of professional collaboration and learning. Additionally, T3 emphasized that the training should be led or facilitated by experts in the field of ESP to ensure the quality, authenticity, and relevancy of the training and its contents. To sum up, the participants affirm that the training should be tailored, emphasize the importance of customization, learner feedback, content relevance, and ongoing support for learning. They also criticized the existing training practices in the country for not meeting these criteria.

This results especially based on general English teaching practices rather than needs- based English language teaching. ESP related teachers' trainings are very limited in context of technical education in Nepal. The lack of trainings to ESP teachers restricts the teachers' skill and knowledge to address learning needs and target needs.

4.1.4 Pedagogy Used in ESP

The three teachers who are teaching English in technical education in Hetauda were interviewed about the pedagogy used in teaching English in their respective disciplines. They explained that the content used in English does not encourage them to choose ESP-related techniques and resources in teaching. They had different opinions regarding the pedagogy used in English language teaching in technical education. At first, T1, a teacher of English in forestry faculty, claimed that the pedagogy used to teach general English has been used for teaching English for specific purposes in his context, as he said:

I don't have a specific strategy for teaching ESP in forestry because I couldn't find relevant content. Nevertheless, I have devised a method for instructing communicative English, I occasionally translate technical jargon in the target language into Nepali to facilitate its comprehension for students who are experiencing difficulty. This method enables my pupils to develop effective communication skills and bridge language barriers.

The respondent acknowledged the absence of a dedicated strategy for teaching English for Specific Purposes (ESP) within the context of forestry education due to a lack of relevant instructional materials. T1 used to bridge the gap between pedagogy and contents with an alternative approach centered on communicative English instruction, such as the translation of technical terminology into the students' native language, Nepali, which softens comprehension challenges encountered by the learners. T2, teaching the students of medicine, added that the nature of the teaching content determines the types of pedagogy to be applied, such as communicative methods, which are suitable to teach job applications as he said:

I use group work, role play, and a communicative approach depending on the nature of the content being taught. For example, I use communicative approach to teach topic such as job application. It encourages students participate actively in discussions and lived communicative exercises. The flexibility in teaching methods allows me to produce an engaging learning environment where students can develop required skills.

He pointed out that the selection of instructional techniques was contextual, which ensures the practical learning. The flexibility of teaching techniques enabled the teacher to create an engaging learning environment. Similarly, T2 stated that relevant resources have been used in his class to meet the needs and interests of the learners, as he said:

In the ESP course, stressing the significance of resources is central to clarifying related concepts. Initially, I had problems of finding authentic books, but now I depend on search engines, authentic books, and reference materials. These resources are selected based on their importance to the learners' needs and interests; however, there are cases when they may not address learners' needs and interests. To improve the learning experience, I use various pedagogies, such as presentations, group work, and field trips.

He stated that effective use of relevant resources is necessary to enhance the ESP course experience. He stressed the use of multiple teaching techniques based on the context and the needs of the learners to simply learn in ESP classes. The pedagogy used by the ESP teachers shows an attempt to address learning needs by applying flexible teaching methods. However, the absence of linkage with target needs reduces the effectiveness in ESP context.

4.1.5 Role of ESP Teachers

The respondents reported that they are facilitating the learners in different contexts, such as the classroom and outside the classroom, to encourage their practical use of the ESP-related language. They stated that the teachers need to play the roles of motivator, facilitator, guide, and so on according to the context. T1 said:

I have a multifaceted role, such as facilitator and guide during the learning process in the ESP classroom. My primary role is facilitator. Generally, I provide support and resources, acting as a guide to help the students work through the complexities of the content. I work as a resource provider, ensuring the students access to comprehensive understanding. Simultaneously, I play the role of participant to encourage them to learn through collaboration.

The respondent stated that he has been performing the students' friendly role in the ESP classroom, which is encouraging the learners to learn in collaboration. Likewise, T3 added that in his classes, he preferred the roles of facilitator and motivator, knowing the flexibility and adaptability needed in many circumstances. While he was motivating learners to attain their goals, he had a specific feeling towards the facilitator role. As a facilitator, he emphasized creating an environment favorable to collaborative learning. However, the context in the classroom allowed him to be flexible and adjust his roles. In addition, T2 added that his role as an ESP teacher differs from that of an EAP teacher since he does not emphasize learning about the language and stated:

My role as an ESP teacher is different from that of an EAP teacher as I go beyond language instruction. I had a role as a supporter to remove the gap between language skills and practical application. Sometimes, I served as a trainer, communicating not just linguistic knowledge but also assisting a connection between the language and its real-world usage. Additionally, I am a communicator in the class. I emphasized the importance of actual communication in specific settings, enabling learners to apply language skills in their specialized professional fields.

He stated that the role of ESP teachers is extended from that of EAP teachers because EAP teachers focus on the theoretical aspects of language rather than the practical usage of language related to specific professions.

Teachers perform their responsibilities by adopting appropriate role in classrooms. The ESP teachers design their roles to address learning needs and present situation needs by facilitating and encouraging the learners. But the existed classroom constraints break alignment with the target needs confining practice based ESP instructions.

4.1.6 ESP Classroom Management

The respondents were asked about ESP classroom management. They responded that classroom management is most important in learning ESP since it creates an ESP environment in the classroom. Regarding classroom management, they had different opinions. T1 stated that he had to use the same class for ESP and EAP since his school has a program for general and technical education. He said:

In the ESP classroom, I have faced the problem of inadequate pre-existing materials. I used to bring my own resources in a traditional classroom setup. I am teaching English for Specific Purposes consistently without any variation among the students of ESP and EAP, as there are programs of forestry and general education in school. Even I am not clear about the purpose of teaching English for forestry students, I know the need of ESP which is different from EAP. So, I use audio and visual materials to create the context for learning ESP.

T1 focused on the ESP classroom, which should be managed to set up the experiences of learners related to the different disciplines of forestry. He emphasized the real-life environment, which might connect the gap between learners needs and course contents. Whereas T3 reported that his classroom is not managed to connect with ESP because he teaches ESP in traditional classes. He experienced that his classroom is comfortable since it is managed with a traditional arrangement with a limited number of students. He complained that the administration of the school was not concerned about the changed classroom for ESP. Moreover, T2 stated:

An effective classroom must accommodate the diversity of learners, responding to learners' challenges and needs. It should proactively engage with issues affecting students, nurturing an inclusive learning environment. To enhance learning, it's vital to keep students involved in a variety of practices, confirming a participatory and dynamic approach to education.

The respondents claimed that management of ESP classroom is challenging because of inadequate materials available in the classrooms, even though they are using personal resources in a traditional classroom context. T1 emphasized the link between learners' experiences with forestry discipline. Similarly, T3 expressed that he is dissatisfied with the traditional management of the ESP classroom, and emphasized the accommodation of learners' differences and encourages them to respond to challenges in ESP learning. The data presents the important challenges in teaching ESP such as unrelated course content; lack of field specific resources and poor linguistic background of learners. The link between ESP instruction and learners' target needs analysis has been disconnected because of such challenges. Teachers face difficulties in connecting ESP with EAP and addressing individual differences among learners as the ESP course has been developed without application of NAT. The absence of tailored teacher training has not reflected the teachers' knowledge and skills into the classrooms. The teachers have tried to connect learners needs with ESP by using communicative approach of teaching English. The teachers' role is to motivate learners however classroom management remains problem in ESP classroom management. The data showed that the essence of NAT to ESP teaching to ensure link between learners' target needs and learning needs.

5 Findings

5.1 Teachers' Practices of Teaching ESP

The study examined how ESP teachers teach English in higher technical institution in Nepal. The study showed that there are problems with the way teachers are trained and supported.

5.1.1 Systemic Challenges in ESP Pedagogy

The research shows that there are three problems: an old curriculum, too much focus on grammar-translation, and poor classroom management. Teachers said they used generic English

texts which did not help students learn how to communicate about specific subjects, relied too much on lectures that did not provide students enough chances to practice their language skills, and used typical classroom setups that were not good for ESP. These techniques are different from the Needs Analysis Theory (NAT), which focuses on what students need and learning through tasks [27]. Previous research [21] similarly identifies inadequacy in ESP course design and generic methodologies connected to specific competencies. Teachers suggested to change the curriculum, change the way classrooms work, and give students personalized training materials that fit their requirements. The course designers should make needs-driven curricula following NAT framework prescribed by Mao and Zhou (2024) [42] that get students ready for both tests and real-world communication, which would help fix these systemic problems.

5.2 Teachers' Supports and Training Gap

The research shows that ESP teachers perform responsibilities such as language teaching, learners' motivators, facilitators, and resource providers (T2, T3). This seems similar with Ali (2015) [43], who states that soft skills are important to minimize the gap between what students want to study and what the curriculum offers. Fitria (2020) [44] warns that professors cannot help students as much when they do not know many words and have strict ideas about ESP. The results also indicate that customized training programs are must help ESP teachers grow professionally. For example, T1 said that such training is necessary for meeting discipline-specific criteria in forestry. This indicates that NAT keeps a lot of attention on the design of teaching that takes into account the needs of students and teachers [27]. Akbari (2014) [45] also contends that ESP training should include professional, educational, and academic parts. Ultimately, the study suggests that training reforms based on needs should be made to reduce the gap between target and learning demands. Thus, improving the quality of ESP instruction in Nepal.

5.3 Implications

The findings from the research can be implemented by course designers, policymakers, resource developer, and teachers to improve instruction of ESP in technical education in Nepal. At first, the curriculum developers need to integrate discipline-specific content to develop authentic communication in ESP teaching. Similarly, concerned authorities should develop targeted trainings for ESP teachers' professional development. Finally, the findings of the research can be applied to build the collaboration between language teachers and subject experts to ensure professional communication. The study produces useful information about ESP in Nepal's technical education. The results emphasize on how important it is to have personalized ESP programs, improved content and activities with the focus on learning new words. The problems that teachers and students show are that ESP needs major change. Nepal can improve ESP education by considering these issues and making it more relevant to the requirements and expectations of technical students. This will help to make English language education better overall, so that students are ready for successful jobs in the fields they choose. Finally, the study's implications are shown thematically.

5.3.1 Theoretical Implications

This study enhances the theoretical implications of ESP by investigating at the problems, challenges and opportunities of teaching ESP in technical education in the context of Nepal. Initially, it focuses on the importance of using ESP frameworks to the language, culture, and education of non-Western in multilingual contexts. The study investigates the influence of cultural and contextual aspects of ESP teaching pedagogy with the focus on the comprehension of how localized contents influence curriculum development for field-based language learning. Moreover, the results stress the essential function of vocabulary learning in ESP within technical domains, and enhance the theoretical link between language and discipline-specific knowledge. Finally, this study minimizes the gap between theory and practice of ESP by delivering practical insights into the perception and involvement of ESP teachers and students by setting up the foundation for more practical and contextual model for language development in any specific fields.

5.3.2 Practical Implications

The finding of the study has real-world effects on how to make ESP teaching better. First, we need to make personalized ESP programs that fit the individual language and job needs of each student. Customized programs must use realistic materials and real-world contexts to ensure relevance and foster active engagement in instruction. Second, teacher training should

focus on giving ESP instructors the pedagogical and technical skills they need to be effective. Customized training, workshops, and professional development programs should provide ESP instructors the skills they need to run their classrooms effectively. Third, to meet students' needs, it is suggested that interaction and student-centered teaching methods should be used to get more students involved. Additionally, case studies, role-playing, and project-based learning should be utilized to engage ESP learners' interests. Finally, it is vital to make assessment tools that are appropriate to the situation to test both language skills and technical knowledge. This will make sure that students are ready for their careers.

5.3.3 Policy Implications

This research has major implication for policymakers and stakeholders engaged in technical education in Nepal. The national curriculum for technical education must initially incorporate ESP-specific directives. First, the guidelines should stress on learning language related to ESP and achieving required technical skills and knowledge, as well as address the students' needs and interests and the labor market. Second, policy makers should emphasize on importance for ESP teachers to keep up-to-date with professional development courses by learning about the modern trends and best practices. The policy should make teachers want to join these kinds of initiatives. Third, it is vital to put money on making ESP resources like textbooks, digital tools, and training materials so that the programs perform well. Finally, schools, businesses, and policy makers need to work together to make sure that ESP programs are helpful, up-to-date, and meet the requirements of students. Teaching and learning ESPs can be even better when you work with worldwide academic institutions and specialists. This is because it makes easier to share materials and expertise.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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