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## | RESEARCH ARTICLE

# Integrating English for General and Specific Purposes: A Case Study of Curriculum Alignment in a Language Programme for Jazan University Undergraduates

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## | ABSTRACT

English is the main medium of instruction at Jazan University. The university has made great efforts to upgrade the students' skills, however, the overall impression is that the students are still struggling with understanding the academic subjects taught in English. This issue may indicate deficiencies in the General English Course and the English for Specific Purposes curriculum. This paper examines the EGP and ESP in various dimensions by highlighting the gaps preventing students from comprehending specialised English literacy at Jazan University. The study methodology combined classroom observations with an analysis of English language textbooks used in teaching to evaluate the extent to which the programme is effective and responsive to learners' specific needs. The study concluded with some recommendations for the programme's improvement.

## | KEYWORDS

EGP, ESP, curriculum alignment, Jazan University

## | ARTICLE INFORMATION

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## 1. Introduction

Generally, the Department of Foreign Languages at Jazan University adopts two principal approaches to teaching English to its freshman students: English for General Purposes (EGP) and English for Specific Purposes (ESP). The research will attempt to provide insights into each approach and the distinction between the two approaches. Subsequently, a section on Needs Analysis will be included to explore the learners' purpose of studying the English language course. Given the complexity of EGP and ESP, a comprehensive examination within a limited scope is challenging. Researchers globally endeavour to develop both general and specialised courses for their students, and success in this endeavour is contingent upon a thorough investigation of all relevant factors.

### 1.1 English Language Programme at Jazan University

Like other Saudi universities, Jazan University aims to supply the labour market with graduates possessing the competencies and qualifications required in both local and international labour markets. Since its inauguration, JU has adopted English as the primary medium of instruction across all academic disciplines, particularly within scientific fields. To that end, the university has invested considerable financial and human resources toward promoting an effective educational environment. For example, it has recruited several faculty members from diverse linguistic backgrounds, prioritising those with native or near-native English proficiency to ensure instructional quality.

Although JU students receive substantial English instruction, many still struggle with absorbing specialised texts in ESP courses. Alkhateeb and Alhawsawi (2023) state that many Saudi EFL learners struggle with English competency, which represents a vital component for academic success at universities where English is the medium of instruction. This issue suggests potential weaknesses in the design and teaching methods of both the EGP and ESP curricula. Paradoxically, students often memorise numerous grammatical rules to succeed in university entrance examinations, yet they face challenges in applying this structural

knowledge in practical, communicative contexts at the university level. Proficiency in English is essential for all tertiary-level students, necessitating the completion of General English, followed by English for Specific Purposes, to fulfil graduation requirements. EGP is pivotal as it is intended to equip students for their subsequent courses.

Originally established as the English Language Centre (ELC) in 2006, it was later upgraded and renamed the English Language Institute (ELI) in 2018. Now merged with the Department of Foreign Languages, it offers a range of English language courses for English Language majors and non-English Language majors.

The Department of Foreign Languages has made considerable efforts and placed special emphasis on teaching English to its students. Despite these efforts, the proficiency levels of its students and graduates remain below the required standard. This should not be seen as a failure but rather as a commendable effort to identify the best practices and most impactful methodologies for learning the English language.

It is worth noting that the DFL at Jazan University delivers two distinct categories of English language instruction:

Specialised Disciplinary Courses tailored for undergraduate students majoring in English language and literature. These include advanced studies in domains such as British and American Literature and Linguistics, encompassing its subfields (e.g., phonetics, syntax, sociolinguistics).

Intensive English Programmes are designed for non-English specialist students enrolled in other academic disciplines, including Medicine, Engineering, Computer Science, Natural Sciences, and Business Administration. These courses are integrated into the university-wide preparatory curriculum, strategically structured to develop linguistic competencies necessary for comprehending discipline-specific content in subsequent academic years.

The DFL employs diverse pedagogical frameworks for intensive instruction. Methodologies range from communicative language teaching (CLT) to General English (GE), English for Specific Purposes (ESP), and hybrid models integrating General English, English for Academic Purposes (EAP), and English for Specific Purposes (ESP) components.

Instructional resources predominantly comprise commercially published materials developed by internationally recognised educational publishers, including Cambridge University Press, Pearson Longman, and National Geographic Learning. Examples of adopted textbooks include the Headway series, Interaction Access, the New Life series, and the Academic Progress modules. These materials are selected to align with curricular objectives, balancing foundational language skills with academic and discipline-oriented proficiency.

This diverged approach ensures that English majors and non-English specialists acquire contextually relevant linguistic competencies, supporting the university's broader academic and professional preparedness.

## **2. Objectives**

The primary purpose of this study is to:

1. Scrutinise the existing alignment between English for General Purposes (EGP) and English for Specific Purposes (ESP) within the undergraduate programme to identify the gaps and areas for improvement.
2. Propose a hybrid language approach (skills-based and Needs-based syllabus) that leverages EGP skills (e.g., grammar, vocabulary) to scaffold ESP proficiencies (e.g., technical jargon, genre-specific writing).

## **3. Problem**

Even though students memorise grammatical rules for entrance exams, applying this knowledge in real communication scenarios is difficult. This issue reveals a disconnect between the preparatory function of EGP and the specific demands of ESP and further academic studies. Through my experience as an English language instructor at JU, I have witnessed continuous changes in the prescribed English language textbooks. A variety of books with differing curricula have been used, shifting from General English to English for Academic Purposes (EAP) and English for Specific Purposes (ESP). This fluctuation in decision-making regarding the optimal textbooks and teaching practices is likely due to the absence of a scientific methodology in designing and selecting curricula and instructional courses.

## **4. Methodology**

This study examines how English for General Purposes (EGP) and English for Specific Purposes (ESP) programmes are implemented in a language programme. To achieve this goal, a qualitative case study was conducted to review the available documents related to the English syllabi and observe the students' attitudes towards the programme. First, a thorough examination of prescribed syllabi, curricular standards, and instructional materials was conducted to understand the plans

underpinning the programme. Second, students' general attitudes towards the language programme were noted based on classroom observation. After gathering all this data, the investigator searched for repeating themes to answer the critical question: How well do curriculum designs, teaching practices, and what students learn align with one another?

The data were analysed thematically to assess the coherence of the curriculum, instructional techniques, and student outcomes.

## **5. Theoretical Framework**

### **5.1 English for General Purposes (EGP)**

As mentioned, English for General Purposes (EGP) plays a key role in academic courses, equipping students with the necessary language skills for English for Specific Purposes (ESP). It serves as the essential foundation for future success in specialised fields. Its significance for future performance cannot be overlooked. A certain level of proficiency in general English is necessary for learners aiming to pursue studies in specific areas. Several studies have highlighted the distinction between ESP and EGP, recommending a deeper understanding. In this regard, Swales (2002) stresses the interconnection of language skills across different contexts. He further advocates that ESP and EGP have many things in common. Likewise, Dudley-Evans and St. John (1998), as cited in Pranoto, B. E., & Suprayogi, S. (2020), endeavoured to mark the boundaries between EGP and ESP, claiming that many language-teaching contexts combine general language instruction and academic discipline elements.

Although EGP is distinct from other types of English, it is indeed the cornerstone of all fields, regardless of the purpose for which the language is utilised. In other words, it has a broader scope. That is, learners studying it seek to gain knowledge of the English language, pursuing numerous goals in their studies. Therefore, EGP is as narrow as some people view it; rather, it covers a wide range of subjects.

Teachers interested in teaching EGP have to take on the challenge of dealing with diverse backgrounds and the needs of students in their classes. Thus, preparing instructional materials for such students can be a real challenge for them (Widdowson, 1984, as cited in Illés, É., 2020). The instructional materials should progress gradually from simpler ideas to more difficult ones. However, judging what is considered simple or challenging depends on many factors. However, there is a lack of clear criteria for making these judgments. For instance, some grammar textbooks start with the distinction between definite and indefinite articles, however, many students feel that it is not easy to understand the differences and proper usage of 'a' versus 'the'. For example, some words can take "the," whereas others cannot, and there are examples where "the" cannot fit the context. Such details can confuse many EFL learners, and the exceptions to the rules may lead to a negative attitude toward English grammar (Chastain, 1988, as cited in Susanto, 2017).

Based on this review, it could be argued that it is often the language teacher's role to decide what and how to teach, considering different age groups with wide-ranging objectives and other motivational aspects. In other words, the teacher should figure out the starting point and the suitable level for instruction.

When designing or choosing a general English course, teachers must consider several factors such as learners' age, the purpose of learning English, educational backgrounds, attitudes, motivation, and learners' preferences. Moreover, other considerations like the course duration, organisational goals, instructional materials, teaching methodology, and the situation- whether English as a Foreign Language (EFL) or English as a Second Language (ESL) are all important issues. Moreover, Basturkmen and Hyland (2006), as cited in Basari, S. N. B. M. (2022), outlined the limitations of the ESP vs. EGP dichotomy, advocating for a more flexible and context-sensitive approach. They emphasised that language courses are designed for general purposes and can be impacted by learners' specific needs.

Developing or selecting an English language course comprises many factors, such as psychological and social aspects. It could be argued that English for General Purposes courses serves as a fundamental resource for any language programme. However, if a college student still struggles with third-person subject-verb agreement or the article system after eight years of secondary school English. Therefore, it makes sense for EAP curriculum developers to advance to more discipline-specific content. (Flowerdew and Peacock, 2001: 17)

### **5.2 English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) is an approach to language teaching designed to address specific linguistic, communicative, and professional learners' needs in the academy or workplace (Hutchinson & Waters, 1987), as cited in Ferris et al. (2023). Contrasting with English for General Purposes (EGP), ESP focuses on the purposeful practice of language in specialised disciplines, such as Scientific English, Business English or technical fields such as English for Engineering and English for vocational training.

The theory of ESP revolves around two fundamental philosophies:

First, specificity assumes that language varies across disciplines, and learners need explicitly personalised instruction to address their academic or professional needs (Dudley-Evans & St. John, 1998).

Second, needs analysis stresses that learners' communicative needs must be prioritised in curriculum design, including target contexts, language skills, and sociocultural considerations (West, 1994).

According to Swales (1990) and Bhatia (2012), specialised contexts emphasise ESP's role in teaching genre-specific conventions such as research papers and technical reports. In other words, the ESP curriculum accentuates the role of genre and discourse communities. Moreover, authentic materials and tasks that reflect real-world communication are given priority in the ESP curriculum. This theory aligns with the situated learning approach developed by Lave & Wenger (1991), where knowledge is conveyed through contextually meaningful activities.

On the other hand, ESP pays special attention to functional language use rather than focusing on only grammatical accuracy. Canale, M. (2014) set a model of communicative competence, ranging from linguistic, sociolinguistic, discourse, to strategic competencies, which supports ESP's goal of nurturing real-world communication.

### **5.2.1 The Theoretical Framework Appraises ESP Instructional Practices:**

1. Curriculum Design, which aligns syllabi with genre-based outcomes (e.g., teaching rhetorical moves in academic writing).
2. Material Development: This refers to selecting or creating texts relevant to learners' fields of study (Belcher, 2009).
3. Teacher's Role, where ESP instructors act as needs analysts and discourse mediators integrating linguistic and disciplinary knowledge. (Flowerdew & Peacock, 2001).

This framework establishes ESP as a vigorous, context-based approach anchored in linguistic theory, learner autonomy, and real-world interaction. Integrating EGP and ESP approaches in a language curriculum will equip learners with the knowledge and skills to understand specialised communicative situations effectively.

## **6. Needs Analysis**

The Design or selection of English for Specific Purposes (ESP) curriculum requires the primary consideration of learners' needs analysis as the central component of curriculum development. Kholturaeva, G. (2025). Empirical evidence of pedagogical research accentuates the priority given to systematic needs analyses in Western academic institutions, where the analyses align instructional materials and methods with learners' professional and learning objectives. On the other hand, in Arab universities, research shows that needs analysis is in the embryonic stage, where language curriculum and material decisions tend not to be empirically informed but are made based on anecdotal evidence or teachers' subjective judgment rather than data-driven practices (Khasawneh, 2022). This view is amplified against the theory of the current pedagogical paradigms, which encourage a more learner-centred approach to language learning. Pedagogy has evolved away from the traditionally held receptionist models of learning towards paradigms that place the learner at the centre of the learning process. Such a paradigm shift requires the integration of demanding needs analysis to enable the curricula to respond to learners' specific linguistic, cognitive, and situational needs. The nonappearance of such practices within Arabic institutional contexts suggests a mismatch between evolving global pedagogical standards and local curriculum development training, stressing the need for developing empirically proven needs analysis strategies.

Generally, Needs Assessment is a central phase in curriculum development that identifies the underlying reasons for a syllabus in detail before it is implemented (Nunan, 1991), cited in (Elyas, T., & Picard, M., 2010). This analysis supports clarifying various features of the syllabus that are indispensable in any educational setting. It highlights not only the needs of the students but also the fundamental requirements of the academic institution or system. The type of communication required, whether written or spoken, is decided based on the level of formality, whether formal or informal.

Before the commencement of the course, educators or institutions may conduct a needs analysis, which is the assessment and investigation of learners' needs, as Munby (1980), cited in Bhatia, V.K. (2014), preferred to define. There is a consensus among material writers and curriculum developers (Howatt (1974, Hutchinson, T. 1987, Dudley-Evans, T., & St John, M. J. 1998) to decide what to teach, we must closely scrutinise the goals of the language course as needs analysis seeks to identify the needs and purposes of the students. Robinson (1991), cited in Dou, A. Q., Chan, S. H., & Win, M. T. (2023). emphasises that we teach English not for specific purposes but for particular people, indicating that our students require specific training tailored to their profiles. Widdowson (1984, p. 178), cited in Zohrabi, M. (2015), stated that the term 'learner needs' can be understood in two ways. First, it can refer to the outcomes expected from learners at the end of a course, which reflects a goal-oriented view of learners' needs. Second, it relates to the actual learning process, representing a transition and focusing on the methods of learning, termed a

process-oriented view. We conclude that language learning should be approached as an ongoing process rather than a fixed endpoint. Given that the various aspects of a linguistic system are vast, it isn't feasible to cover every detail; instead, we can only teach a representative sample of the language system. Encouraging learners to engage in tasks within the classroom is beneficial. This approach allows them to address challenges independently and fosters their ability to learn autonomously, reducing reliance on the teacher's guidance. Ultimately, teachers should provide learners with the resources and tools necessary for their learning. Problem-solving activities are particularly effective in promoting language acquisition, as they enhance learners' confidence and self-reliance.

The language teacher is responsible for determining what to teach a diverse group of students. Often, the teacher can effectively assess the learners' needs through intuition and provide appropriate materials. As suggested by Chen, Y. (2006), practising language teachers generally organise their teaching based on some intuitive, informal analysis of the needs of their students." Therefore, the language teacher is well-suited to observe and understand student behaviour in the classroom.

To gather more information about the students' needs, questionnaires can be utilised. The information collected from students is invaluable for the teacher in designing the course and making informed decisions later on.

Sometimes, students eager to learn English, whether for general purposes or specific needs, may struggle to find appropriate reading materials that are helpful for them. They are motivated to learn the language, but often don't know where to start. As a result, the information they provide in forms can be misleading. This is where the experienced language teacher comes in, as they determine the curriculum, starting point, and teaching methods. Naturally, before the course starts, the teacher conducts a placement test. This process assesses the learners' English proficiency and identifies their strengths and weaknesses, allowing the teacher to place them in a classroom that better matches their skill level.

## 7. Literature Review

A language Curriculum based on EGP theory covers a broad range of subjects, making the organisation and assessment of materials quite challenging. Most grammatical concepts should be taught in a classroom setting, as students often lack a specific goal when learning the language. Since a general course does not have particular practical aims, it must strive to teach a comprehensive array of topics. Such a course is designed to equip students to communicate effectively within their professional areas. However, some students may not need to achieve fluency in general English to tackle specific issues, as they already possess knowledge about their fields in their native languages. They have studied their careers in their native tongue and only require a basic grasp of English to stay informed about recent developments. With their existing expertise, they can often understand related subjects in their academic discipline, needing just limited exposure to English to comprehend specialised materials.

Conversely, some linguists argue that distinguishing between English for General Purposes (EGP) and English for Specific Purposes (ESP) is impractical. For instance, McDonough, J. (2010) noted that the fragmentation of ESP into various branches is no more valid than a rigid view that positions ESP against EGP. This implies that when students understand the English Language, they can grasp terminology pertinent to their fields, making the division between EGP and ESP unnecessary. Widdowson, cited in Zohrabi, M. (2015), stated that General-Purpose English (GPE) is less targeted and purposeful than ESP.

Saki et al. (2024) carried out a review exploring English for Specific Purposes (ESP) and examining how it can be integrated with English for General Purposes (EGP) based on students' needs to enhance language instruction. To begin with, ESP focuses on specialised vocabulary and discourse practices within specific fields, relying heavily on textbook-based instruction and rigid practices. EGP can be described as a cornerstone of ESP and has been critiqued for its limited flexibility, engagement, and broader communicative development. Moreover, the review delineated the latest trends in instructional technology that have created new opportunities for ESP, including interactive learning platforms, personalised instruction, and increased user-friendliness. These revolutions tackle numerous confines of traditional ESP methods by making learning more attractive and flexible to diverse learner needs. To bridge the gap between ESP and EGP, the review concluded by highlighting the importance of adopting a balanced approach that incorporates both traditional and modern methods to meet the diverse needs of learners.

In light of this review, it could be claimed that the key difference between ESP and EGP lies in their purposes and goals, as well as the methods used to achieve them.

AbdiOğlu et al. (2022) conducted a case study to specify the language needs in an English medium instruction institute in Turkey. The participants were 33 students majoring in Engineering and five instructors from the Engineering College and the English Language Department. The study employed two questionnaires to collect the quantitative data. The data was analysed using SPSS v.22. The study concluded that the existing English language curriculum failed to address the students' needs. Accordingly, the recommendation is a renewal of the English language curriculum based on students' learning needs.

In a similar study by Az and Munawwaroh (2024), they highlighted the importance of needs analysis in designing a syllabus for teaching English for Specific Purposes to Non-English Study Programmes at IAIN Syaikh Abdurrahman Siddik Bangka Belitung. The study results showed that there was a general tendency towards needs analysis. A considerable number of the questionnaire respondents desired to study language materials that are responsive to their academic and career. The study suggested a learner-centered syllabus as an effective approach to language teaching.

## **8. Gaps Addressed**

### **8.1 Course Analysis**

The Intensive English Language course offered to Jazan University students in their first year can be described as a skills-based syllabus for EFL learners that focuses on developing specific language competencies through targeted practice in the four language skills: reading, and writing, listening, speaking, along with sub-skills such as pronunciation, grammar in context, and vocabulary use. Lessons are structured around real-world tasks such as role-plays, email writing, and summarising texts to enhance practical communication and problem-solving abilities. The assessment method used in the course is conducted through task performance, ensuring learners acquire actionable skills for academic, professional, or social situations while fostering autonomy and critical thinking. (<https://www.jazanu.edu.sa/en/centers-and-institutes/eli/programs-courses/gen-courses>)

The Intensive English language courses at JU aim to fit the students' proficiency levels to foster critical thinking and cultivate well-rounded language skills. The syllabus emphasises practical application, enabling learners to:

1. Understand straightforward factual content across both familiar and unfamiliar topics.
2. Communicate confidently in routine and complex scenarios.
3. Develop reading strategies through skimming, scanning, and analysing key concepts in texts.
4. Strengthen writing skills by composing structured paragraphs and cohesive essays tied to real-life contexts.
5. Enhance listening and speaking abilities via interactive classroom activities and self-guided practice using authentic materials.

The primary objective of the course is to empower students to communicate effectively in English by mastering high-frequency vocabulary and essential grammar structures through an integrated curriculum.

Other objectives include:

- Comprehension & Analysis
- Interpret everyday topics and specialised themes.
- Extract meaning from written and spoken materials, including inferential and referential questioning.

Speaking & Interaction

- Navigate real-life scenarios in spoken communication.
- Discuss diverse subjects with fluency and confidence.

Writing & Academic Skills

- Craft notes, descriptions, and essays to express ideas coherently.
- Apply grammar rules through contextualized passages and practical exercises.

Listening Proficiency

- Decode authentic audio resources featuring native accents and varied contexts.

The course prioritises balancing fluency and accuracy across all language domains (reading, writing, listening, speaking) while encouraging autonomous learning and critical engagement with study materials.

*Academic Progress 4*, by Natasha and Beth Maher, is the main instructional material used in the course. The book offers an integrated approach to English language learning, designed to equip students with essential 21st-century skills. Combining critical thinking, academic proficiency, and real-world application, the program fosters holistic development through a scaffolded curriculum aligned with the CEFR and Global Scale of English (GSE). The book aims to empower students to thrive in academic, professional, and social contexts by understanding English for clear communication, problem-solving, and lifelong learning. By emphasising fluency, accuracy, and practical communication, students gain confidence in both routine and complex scenarios while building career-ready literacy and innovation skills.

## 8.2 Key Features

**Integrated Skill Development:** Seamlessly connects reading, writing, listening, and speaking through thematic, student-centred units.

**Standards-Aligned:** Mapped to CEFR and GSE benchmarks to ensure progression at the appropriate proficiency level.

**Critical Thinking Focus:** Challenges students to scrutinise, infer, and engage with diverse topics through authentic materials.

**Real-World Relevance:** Tasks include writing essays, crafting notes, and discussing themes directly tied to students' lives and global issues.

**Scaffolded Learning:** Builds language, academic, and digital literacy skills incrementally while fostering independent learning.

## 8.3 Expected Learning Outcomes

By the end of the course, students will:

- Communicate confidently in English on routine and specialised topics, using accurate grammar and vocabulary.
- Interpret information by identifying main ideas, scanning texts, and making inferences from written and spoken content.
- Produce structured writing, including paragraphs and essays, relevant to academic, professional, and personal contexts.
- Engage in discussions through role-plays, debates, and presentations on complex themes like ethics, technology, and sustainability.
- Enhance listening skills by comprehending authentic audio materials with native-like accents.

## 8.4 The Coursebook Structure

The syllabus comprises 8 thematic units, each with 45 contact hours, blending reading/writing and listening/speaking components:

Sports and Obsession / A Test of Endurance

The Consequences of Fraud / Avoiding Identity Theft

Exploring the Red Planet / Why Explore Space?

Language and Power / Words That Persuade

Careers of the Future / Follow Your Passion

What is Ecotourism? / Culture and Commerce

Plastic Surgery / Resolution and Justice

Climate Engineering / Reducing Your Carbon Footprint

## 8.5 Methodology

**Interactive Classes:** Communicative activities, group tasks, and debates to refine speaking and critical analysis.

**Self-Study Support:** Authentic audio resources and writing prompts for independent practice.

**Grammar in Context:** Taught through engaging passages and real-life scenarios rather than isolated exercises.

**Assessment for Learning:** Regular feedback on written work, presentations, and listening comprehension.

In light of this description, it is apparent that the main goal of the course is to develop general language proficiency. However, the course lacks the specialised content necessary to meet students' specific academic needs. Therefore, the current study seeks to integrate the teaching of English for Specific Purposes (ESP) into the English language program for first-year students at Jazan University.

## 9. Findings

### 9.1 Curriculum Misalignment:

The existing English for General Purposes (EGP) course places excessive emphasis on four language skills, grammatical competence and examination readiness while neglecting the essential competencies requisite for English for Specific Purposes (ESP), such as discipline-specific lexicon and advanced critical reading skills.

### **9.2 Instructional Gaps:**

ESP curricula presuppose that learners possess preliminary strategic competencies; however, a significant number of students exhibit deficiencies in the foundational analytical skills necessary for the comprehension of specialised texts. Pedagogical Paradox: The theoretical knowledge acquired through EGP does not seamlessly translate into effective communicative or interpretative abilities within an ESP context.

### **9.3 Implications and Recommendations:**

It is imperative to integrate ESP learning objectives, including discipline-specific reading competencies, into the EGP curriculum. A systematic approach should be employed to facilitate the transition of students from general to specialized linguistic proficiency. Furthermore, the provision of professional development for educators is essential to ensure the alignment of pedagogical practices across both EGP and ESP frameworks.

Language instructors often face a challenge of what to teach (content) rather than how to teach (methodology). As discussed earlier, teaching general English presents difficulties since many grammatical concepts may be unfamiliar to students, and numerous topics need to be addressed in the classroom. In contrast, English for Specific Purposes (ESP) simplifies the teaching process because learners have more defined goals (Widdowson, 1984). Teachers select materials based on the students' specific fields of study. However, there is a concern that restraining learners to pre-defined materials can hinder their overall language competence. Widdowson (1984, p. 8) emphasises that "augmented specificity of language use means an increased constraint of aptitude." Therefore, teachers or syllabus designers need to develop instructional materials that are appropriate and practical for the targeted students. Robinson (1991, p. 4) claims that the attention should be on the skills rather than heavily on the content or specialised terminology: "It may often be thought that a characteristic, or even a criterial feature, of ESP is that the course should involve specialist language (especially terminology). The more crucial aspect is the activities that students contribute to, which can be specialised and appropriate even when non-specialised language and content are used.

Generally, people learn languages for various reasons, such as travelling abroad to a foreign country, engaging in commercial activities, pursuing further studies, assisting schoolboys, meeting occupational requirements, or providing education to others.

When preparing to teach in a foreign language, instructors should reflect on which skills are most relevant for the learners: reading, writing, speaking, and listening. The mode of interaction, whether formal or informal, is also important. Besides, the kinds of people that learners may interact with after finishing the course should also be considered.

Consequently, teaching materials should be planned to provide students' learning and development, making the process motivating and interesting. Additionally, it is essential to consider learners' existing knowledge, their educational backgrounds, their expectations of university life, and their academic and professional ambitions. That is, each educational setting is exclusive, even if some similarities exist with other English for Specific Purposes (ESP) programmes. The course content should concentrate on the means of communication rather than just the learning outcomes.

Furthermore, language materials should be offered in a context relevant to students, focusing on communication. Language learning should be seen as a continuous process rather than a finalised product. Learning language solely for its own sake reduces it to a mere product, whereas using it for communication emphasises the process of exchanging meaning between speakers. Therefore, language teachers should prioritise specialised language rather than focusing on grammatical rules and structures. Some linguists, like Robinson (1991), had a view against dividing language into distinct objects for mechanical teaching, favouring in its place a holistic approach that presents language in chunks.

Language can primarily be seen as an instrument for communication, not merely a sequence of activities including linguistic basics. Instead, the goal of ESP courses should be directed toward equipping learners with the knowledge needed for future use. If learners develop the necessary skills, they will be capable of navigating unanticipated tasks. In the classroom, EFL learners should be allowed to use language based on their skills rather than being limited to a range based on mechanical evaluations of language coverage and frequency.

In light of this discussion, it could be said that focusing on language functions practice can be more productive and creative for students rather than merely teaching linguistic knowledge. Learners should engage in authentic communicative activities rather than completing grammar exercises. With the growth of the communicative approach, using authentic language has become more predominant, permitting learners to practise the language meaningfully.

In general, the amount of content covered in a course depends on several factors, including the length of the course, administrative requirements, the pace at which students learn, the complexity of the materials, the overall volume of content, and the demand for the teaching methods. It is important to recognise that learning, especially language learning, is a gradual



process that requires time and patience. Courses should be structured thoughtfully to facilitate learning. New content should build on prior knowledge rather than discouraging students, and revisions should be incorporated without causing student boredom. Revision has a vital role to play in language learning; any newly learned language is often forgotten without it (Rahman, M., 2015). Consistent revision can help solidify information in their long-term memory, making it essential for transferring knowledge from short-term to long-term retention. Therefore, this process should be as effective as possible. Ostovar S. A., & Gholami, M. (2018) confirmed that "cyclical Learning" is more active than "linear Learning". That is, in linear learning, materials are introduced consecutively with inadequate repetition, while cyclical learning revises formerly taught content sporadically.

To sum up, effectively integrating the disparity between EGP and ESP, it is crucial to conceptualise the curricula as interrelated phases rather than discrete courses. Strategic reforms are necessary to equip students to adeptly navigate the challenges posed by academic and professional English, thereby ensuring that both educational programs fulfil their preparatory and specialised aims.

## **10. Personal Reflection**

Developing, managing, and evaluating an English for General and Specific Purposes curriculum has been intellectually engaging and practically challenging. As a researcher and a language instructor interested in language teaching and learning, the present study strengthened my belief that discipline-specific applications and core language skills must be balanced. I have outlined the key conclusions, arguments, and shifting perspectives that emerged throughout this project below:

### **10.1. Integration Divergent Objectives**

One of the most problematic issues was balancing English for General Academic Purposes (EGAP) intrinsically wide aims (generic academic writing, critical thinking) with English for Specific Academic Purposes (ESAP) narrowly targeted outputs (technical vocabulary, genre-specific standards). Primarily, I undervalued the institutional and pedagogical opposition to incorporating these ideas. For example, colleagues in core disciplines questioned EGAP's relevance to their areas, whereas humanities specialists cautioned that ESAP risked restraining language acquisition to practical goals. This conflict underlined the need for interdepartmental collaboration in nurturing shared curricular ownership. Over time, I shaped a view that portraying EGAP as a support structure for ESAP, rather than a competing objective, helped stakeholders recognise their dependency.

### **10.2 Learner-Centred Flexibility**

The case study confirmed that different students' demands might be, even within the same field of study. Without better EGAP foundations, some students felt overwhelmed, while others flourished when ESAP lessons were primarily offered. I learnt to support adaptable curriculum design, incorporating modular paths and diagnostic assessments. Incorporating student feedback loops, for instance, exhibited that first-year students prioritised EGAP's transferable abilities (like reasoning), whereas pre-professional programme participants valued ESAP's immediacy (like writing lab reports).

### **10.3 The Role of Context in Language Learning**

Before conducting this study, I held a somewhat idealised view of ESAP as a direct bridge to academic study readiness. However, observing students struggle to apply discipline-specific language in unfamiliar scenarios (e.g., internships) showed gaps in transferring skills across contexts. This encouraged me to integrate more simulated real-world tasks (e.g., interdisciplinary case studies, role-plays) into the curriculum, blending EGAP's critical analysis with ESAP's technical knowledge. Such experiences reformed my understanding of "specific purposes" as dynamic, requiring learners to navigate ambiguity rather than simply master fixed conventions.

### **10.4 Institutional and Resource Constraints**

Time restrictions and unequal teacher preparation represent practical challenges that frequently hamper the programme's consistency. For example, teachers with dual competence in language pedagogy and subject-specific domains were required for ESAP courses, which is uncommon in many universities. This showed organisational deficiencies in the distribution of resources and professional development. To maintain such projects in the future, I recommend interdisciplinary collaborations and training that offer incentives.

### **10.5 Developing Perspectives on Language Teaching**

This study reinforced my confidence that language programmes must avoid misleading dichotomies between "general" and "specific" goals. Students who analysed scientific journal articles (ESAP) while enhancing rhetorical techniques (EGAP) experienced the most influential learning. However, I have deepened my understanding of over-integration, which can decrease disciplinary depth. Striking this balance is a recurrent debate that requires educators' attention.

## **11. Conclusion**

This case study has been a pivotal experience, challenging my beliefs on curriculum design and reinforcing the transformative capacity of comprehensive language training. While challenges persist, particularly in scalability and stakeholder buy-in, the findings highlight the necessity of viewing EGAP and ESAP as complementary, rather than competing, paradigms. As I work to master this strategy, I am reminded that excellent language education involves preparing students to comfortably navigate both breadth and specialisation.

## **12. Limitations and Suggestions for Further Studies**

While this case study provides some insights into the alignment of English for General and Specific Academic Purposes (EGAP/ESAP) curricula, various limitations are likely to be considered. First, the findings, derived from a single-institution case study, are thus context-bound to the peculiar academic and cultural environment of Jazan University, which, again, limits generalisability to any other context without similar disciplinary structures or institutional priorities. Second, the project faced institutional resistance ranging from EGAP and ESAP being perceived as competing priorities rather than complementary frameworks. Although attempts were made to reframe that interdependence to alleviate some tensions, the discipline-based silo and lack of faculty buy-in underscored the importance of developing interdepartmental collaboration beyond the confines of this study. Third, the diversity of learner needs within the same academic field complicates the design of a universally adaptable curriculum. Although modular pathways and a diagnostic tool were instituted, the fixed cohort on which the study depended may not have taken into consideration longitudinal variations in either student preparedness or the demands of the discipline as they evolved. Fourth, although simulated tasks were introduced to help in the transition of skills, the study did not establish a measurement of students' long-term application of language competencies in actual professional settings, such as practice. Finally, lack of resources, notably a dearth of instructors with the dual expertise in language pedagogy and discipline-specific knowledge, highlighted systematic impediments to sustainable ESAP implementation. Such limitations indicate that future studies should explore interdisciplinary training models for teachers, longitudinal assessment of skill retention, and stimulation of institutional cultures valuing curricular integration without putting disciplinary depth at stake.

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