



## ESP TEACHERS' IN-SERVICE TRAINING NEEDS AT THE OMANI ARMED FORCES

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### ABSTRACT

This study investigated the ESP teachers' in-service training needs at the Omani Armed Forces. This is a quantitative study. There are 4 independent variables which are teachers' nature of duty (uniformed teachers vs civilian teachers), Qualification (BA, MA, CELTA and others), position (teachers vs supervisors) and years of experience. The dependent variables in the study are the teachers and supervisors responses. The sample consisted of 101 teachers and 28 supervisors from the Military Educational Institutes in the Armed Forces. Both teachers and supervisors answered a five Likert scale questionnaire and 7 teachers participated in an interview. The study aimed at answering the following questions: What are the in-service training needs of Omani ESP teachers from the perspective of teachers and supervisors? Are there any significant differences among teachers in the types of ESP in-service training needs due to: the nature of duty (uniformed vs civilian), qualifications, position (teachers vs supervisors) and years of experience? Major findings reveal ESP vocabulary, content-specific knowledge, developing oral skills teaching methods/techniques, testing and evaluation and need analysis are areas placed at the critical need level, the area in which ESP teachers needs more development. With reference to the variable nature of duty (uniformed vs civilian), it was found that there was a significance difference between means of uniformed teachers and civilian teachers in favor of civilian teachers with a mean greater than uniformed. There are no significant differences in terms of the training required for MA, BA, CELTA or other qualification holders. Regardless of their positions supervisors and teachers assumed very similar level of training needs. With regard to years of experience it was found that there was no significant difference.

**KEYWORDS :** English for Specific Purposes (ESP), In-service education and training, Needs, Oman, Armed Forces.

### 1. INTRODUCTION

Recently developments in a nations' political, cultural, social, athletic, business, touristic, and economic ties as well as recent increase in English for Specific Purposes ESP conference presentations, professional and academic gatherings, invited lectures, and on-line workshops have lead us to conclude that ESP has not only gained a significant place among academic circles but it has shaped a "new industry" in the 21<sup>st</sup> century. However, ESP has developed at different speeds in different countries due to the different needs and specifications that arise in each language-learning setting. Thus, it may not be considered a monolithic universal phenomenon (Hutchinson & Waters, 1987). Teaching English for Specific Purposes (TESP) has been considered a separate undertaking from English language teaching. Dudley-Evans and St John (1998) coined the term "practitioner" for ESP teachers; since, they believe, many pivotal roles such as course designers, materials developers, researchers, evaluators, and classroom teachers should be taken on by an ESP instructor. Therefore, English for Specific Purposes (ESP) teaching requires a special approach to the training of the teachers who are supposed to teach English through content. First of all, English as Foreign Language (EFL) teachers should be provided with the necessary knowledge and tools to deal with students' special field of study. They are not specialists in the field, but in teaching English, their subject matter is English for the profession but not the profession in English. They are expected to help students who know their subject matter better than their teachers; develop the essential skills in understanding, using, and/or presenting authentic information in their profession (Bojovic, 2006). This is a quite challenging task to perform with any knowledge of content through which they will teach English, as it facilitates learners' acquisition of formal schema of academic texts.

### 2. Theoretical Framework

In-service training is essential especially at technical colleges. The Educational Institutes at the Omani Armed

Forces has always put this into consideration. Harris et al. (1992) argue that during the first two years of teaching, teachers face a decline in their 'hopefulness and enthusiasm' and they become less convinced about their impact on students (as cited in Guskey and Huberman, 1995: 114). Hence, professional development provided by specialized institutions is essential for educational development (Guskey and Huberman, 1995). The contribution of teacher development in Oman has enhanced competence since 1998 (Wyatt, 2013) and teacher training programs offered by educational institutions have helped to improve teachers' skills and practices (Richards, 2008). In-service training, such as workshops is one type of teacher training as it has been pointed out by (Richard and Farrell, 2005). Such type of in-service training is also known as *staff development* and has often been understood as "program of systematized activities promoted or directed by the school system... [and] that helps to the professional or occupational growth and competence of staff members during the time of their service to the school system (Welfare 1965 as cited in Henderson, 1978: 11).

Richard and Farrell (2005) have agreed that in-service programs are essential for long-term teacher development and success of the teaching-program they work at. They also stated that these types of programs help to improve teachers' motivation (ibid) and give an appropriate social environment for learning (Vygotsky, 1978) since it facilitates interaction between the different members of a learning group (Wright and Bolitho, 2007). Freeman and Johnson in a similar view have argued that in-service programs meet teachers' needs and 'include experienced teachers as mentors to beginners during field experiences' (1998: 403).

A significant number of studies noted the necessity of professional development in general and of in-service training in particular for teachers, institutions they work at and students. Other scholars like Guskey (2002) pointed out that teacher professional development is important and that professional development programs should be considered as

the most promising source of positive change of 'ability, skill, power, [and] strength' (Jackson, 1992: 63). In addition, Guskey (2002) recommended a model of teachers' change. He claimed that professional development can lead to a change in teachers' practices, and affect students' outcomes. It will later lead to a change in teachers' beliefs. This model shed light to the necessity of professional development. Professional development is also believed to resist boredom, and to increase competence and professional satisfaction (Huberman, 1995). Thoonen *et al* (2011:503) similarly stated that 'professional learning activities within the school context have an effective role on the professional development of both the teacher and the school. Thus, it is likely to make a substantial contribution to improving teaching practices. In this concern, Almanthari (2010) conducted a study on Omani college teachers in an Omani college about their continuous professional development (CPD). He realized that about 70% of teachers have been enriched by the training activities they took part in. The study also indicated that workshops were very helpful and that 73% of teachers said that they needed more INSET training programs. Based on these data, it can be concluded that most teachers in Oman find professional development programs effective and that they give much importance to such training activities, which can make them attend more INSET activities.

Richards (2008) claimed that teacher education is affected by external factors such as context, cognition and teachers' identity. In addition, Cheung (2013) figured out that after conducting a survey in Singapore, the success of a professional development workshop is attributed to two reasons: the former is teachers' motivation, and eagerness to attend these workshops. This was also suggested by (Guskey 1986) who claimed that some training programs fail because they do not take into account teachers' needs to engage in professional development. The latter is the support provided by school principles to give a space for planned and continuous professional development without which professional development will not take place. These factors in relation to INSET are the main focus and aim of the present study.

Other factors, such as a good salary can motivate teachers to teach (Al-Habsi, 2009). However, investment in the education of the teacher seems, to the best of my knowledge, the most efficient method to improve the quality of education and 'update their professional knowledge' (Richards and Farrell, 2005: 2). In-service teacher training (INSET) courses, in particular, have the potential to improve teaching practices (Malderez and Wedell, 2007), and motivate teachers to teach. Nevertheless, some teachers in Oman still seem to ignore the crucial importance of in-service training programs, which explains why they have little or no impact on their classroom practices even after attending INSET courses (Al-Balushi 2009). Griva and Tsakiridou (2009) pointed out that, although ESP practitioners and vocational teachers are well-educated, with considerable teaching experience and an ELT background, they have not obtained a systematic training to meet the expanded needs of ESP practitioners due to the absence of a planned INSET program which emphasis on applicable ESP skills. Another study by Mohamed, S. (2014) has clearly viewed that the teaching of ESP (English for specific purposes) is facing some difficulties. The difficulties are found by most teachers throughout the course and are related either to the subject which is unknown to teachers or to "some problematic classroom situations or negative attitudes"(de Arechaga, 2001: 1). In other cases, the problem may be related to the text since teachers often argue that "the success or failure of a lesson, a class, a learner is not only related to the methodologically perfect teacher, to reach the high standards of a professional educator, it seems just as important as to develop personally as well as professionally"

(Constantinides, 2001: 6). They also figured out that ESP teachers should possess certain skills to succeed in their teaching ESP courses and meet the changing needs of these courses.

### 3. Context of the Study

The impact of teacher training on optimizing teaching and learning opportunities in the ESP classroom need hardly be argued as the distinct characteristics and the nature of English for Specific Purposes require awareness on the part of the ESP teachers as to the diversified roles and the modern instructional needs should be. For this reason, the study attempts to provide insights into the training needs of ESP teachers operating in the context of Military Educational Institutes within the armed forces of Oman.

The main responsibility of Military Educational Institutes (MEIs) in Oman is to provide all employees of the armed forces in the country with a suitable level of education that helps them improve the quality of their teaching including the teaching of English for academic purposes. Education in the military institutes is different from other public and private institutes in so far as it entails intervention of military duties and education. However, by providing INSET programs, administrators are striving to minimize the impacts of such an interruption of teaching practices and thus keep teachers motivated to develop their teaching methods and maintain a level of excellence in their classroom.

English language teachers working at MEIs are either civilian or uniformed. While uniformed teachers have military duties besides teaching, civilian teachers have no military duties but deal with the same type of students. These types of teachers include novice instructors and experienced teachers who had worked at private and public schools in Oman before they started their teaching career at MEIs.

### 4. Purpose

This study has two aims. First, it investigates the Military Educational Institutes' ESP teachers' in-service training needs as perceived by teachers and supervisors. The second aim of this paper is to examine in-service training needs in terms of specific variables such nature of duty, qualification, position and years of experience.

### 5. Questions

The study attempted to answer the following questions:

- 1- What are the in-service training needs of Omani ESP teachers from the perspective of
  - a. teachers
  - b. supervisors?
- 2- Are there any significant differences between teachers and supervisors perception of ESP training needs?
- 3- Are there any significant differences among teachers in the types of ESP in-service training needs due to: the nature of duty (uniformed vs civilian), qualifications and years of experience?

### 6. Method

#### 6.1 Sample

Population of this study consists of the teachers and the supervisors working in the Omani Armed Forces eight military educational institutes within its Directory of Education. A total number of 129 teachers and supervisors are working in a rotation system (staff are moved from one school to another every two years) in these institutes. Not all teachers at these institutes teach ESP courses but since they rotate every two years from one institute to another, all of them have the opportunity for teaching ESP courses. A sample participants included the whole population of the study 101 teachers and 28 supervisors working at the military education institutes

(MEIs). All participants in the survey answered the questionnaire and seven teachers participated in the interview.

**6.2 Research Design**

This study is descriptive in nature in which the main instrument is a questionnaire that seeks collecting numerical data. The questionnaire required from participants to decide how much training they need in some teaching skills. The frequencies are arithmetical data that are analyzed mathematically in order to find out descriptive statistics of frequencies such as means and standard deviations. Analyzing quantitative studies also involves administering some statistical tests such as T-tests and One-Way ANOVA.

**6.3 Research Tools**

In order to come up with new data on the needs of training for ESP teachers in the Military Educational Institutes, this study used a questionnaire as a method of collecting data to help in the investigation of the teachers' in-service training needs. A five-Likert scale questionnaire was used to investigate teachers' needs from the perspective of teachers and supervisors. The questionnaire was based on an ESP teaching model which was adapted from other studies in the field. Also, interviews with seven ESP teachers were conducted to explore more ideas and discover further findings on ESP teachers' special needs. They were asked one further question about the other in-service training they need to qualify to teach ESP.

**7. Results**

**Table 1. Means and St. Deviations Given by Teachers for the Dimensions: Content Knowledge and ESP Teacher's Qualities**

NO.	Items	Means Teachers	SD Teachers
5.	ESP vocabulary	4.52	.642
3.	Content- specific knowledge	4.24	.777
2.	Developing oral skills	4.21	.668
6.	Teaching methods/techniques	4.17	.861
12.	Testing and evaluation	4.08	.833
13.	Study skills	4.00	.860
7.	Material selection and development	3.91	.850
1.	ESP theory	3.89	.871
11.	ESP lesson planning	3.89	.969
9.	Needs analysis	3.88	.875
4.	Discourse analysis	3.82	.942
10.	Deriving syllabus items from need analysis	3.82	.876
8.	Course design	3.69	1.007
	<b>Total D1</b>	<b>4.00</b>	<b>.502</b>
14.	A solid background in English language skills.	4.36	.657
15.	Enough content-specific knowledge.	4.14	.775
18.	Knowledge/Skills about how to teach ESP vocabulary and check learners' understanding of ESP vocabulary.	4.14	.617
29.	Knowledge/Skills about how to carry out effective classroom teacher-student interaction.	4.08	.688
30.	Knowledge/Skills about how to solve students' learning problems in ESP classrooms.	4.06	.772
27.	Knowledge/Skills about ESP course evaluation and assessment.	4.01	.728

16.	Knowledge/Skills about the correct use of linguistic features such as the use of action verbs, passivity, etc.	3.99	.866
28.	Knowledge/Skills about how to choose appropriate methods for teaching ESP like peer work, role play, group discussion, etc.	3.99	.854
25.	Knowledge/Skills on how to use authentic materials for ESP teaching.	3.97	.754
17.	Knowledge/Skills about how to teach different rhetorical functions of ESP English like description, definition, classification, etc.	3.87	.730
32.	Knowledge/Skills on grading tests and exams.	3.87	.757
22.	Knowledge/Skills about how to choose relevant content for ESP teaching.	3.78	.756
31.	Knowledge/Skills on how to work collaboratively with content area instructors for ESP teaching.	3.76	.850
26.	Knowledge/Skills on how to incorporate multimedia into ESP classrooms.	3.75	.899
24.	Knowledge/Skills about how to produce materials for language teaching from ESP texts.	3.74	.868
20.	Knowledge/Skills in being able to analyze and cater for students' diverse needs in ESP classrooms.	3.68	.761
19.	Knowledge/Skills in carrying out needs analysis.	3.61	.748
23.	Knowledge/Skills about how to develop ESP syllabi.	3.61	.948
21.	Knowledge/Skills about how to design curricula for ESP courses.	3.51	.879
33.	Knowledge/Skills on how to design and use questionnaires, interviews and surveys.	3.48	1.110
	<b>Total D2</b>	<b>3.87</b>	<b>.474</b>
	Total	3.92	.457

Table 1 shows that ESP vocabulary with a means of (M=4.52) was chosen as the top critical area which ESP teachers have found to require more training. This can be regarded as the language and terminologies used by different specialization such as Engineering, Air Movement and Operation; each of these specializations has its own lexis and technical formats of writing and documenting. What comes in second place as the most demanding need is a solid background in English language skills with a means of (M=4.36) and this area was very essential to them due to their students high level of English. Students majoring in these specializations need training in different types of writing. Also they need more training on how to use technical English in speaking about different devices and scientific operations. This all requires a solid background of technical English which ESP teachers at the Military Educational Institutes do not really have. Then, the area of content-specific knowledge with a means of (M=4.24) came in a third place as to be able to teach something you need to have at least a background in it. As Hutchinson and Waters (1987) state, ESP teachers do not necessarily have to be an expert or a teacher of the subject matter but rather have a positive attitude or possess interest in the subject matter. Developing oral skills has been seen as one of the critical needs (M=4.21) due to the lack of ESP vocabulary and not having enough content knowledge of the targeted ESP course. This together with the kind of abbreviations used in the military system in all areas of

specialization makes it essential for ESP teacher to have special training in oral intelligence and use.

ESP teachers at the Military Educational Institutes agreed that teaching in classes which look more or less like workshops and labs required special methods of teaching and planning techniques due to the complexity of the devices available in these classes. Teachers during the preparation stage for any lesson need to get a demo on how to use the devices and how to handle some technical issues inside these classes. Li (2004) suggested these teachers bear more responsibilities compared to a teacher of language or of content knowledge. This can be seen and proven from table (1) where Knowledge/Skills about how to choose appropriate methods for teaching ESP like peer work, role play, group discussion are located in the high level of need with a mean of (M=3.99).

**Table 2. Means and St. Deviations Given by Supervisors for the Dimensions: Content Knowledge and ESP Teacher's Qualities**

NO.	Items	Means Supervisors	SD Supervisors
5.	ESP vocabulary	4.36	.731
3.	Content- specific knowledge	4.29	.713
7.	Material selection and development	4.04	.744
10.	Deriving syllabus items from need analysis	4.04	.962
6.	Teaching methods/ techniques	4.00	.770
9.	Needs analysis	3.89	.916
12.	Testing and evaluation	3.89	.685
11.	ESP lesson planning	3.82	.863
13.	Study skills	3.75	1.005
4.	Discourse analysis	3.71	.854
2.	Developing oral skills	3.68	.772
1.	ESP theory	3.64	.989
8.	Course design	3.64	.870
	<b>Total D1</b>	<b>3.90</b>	<b>.530</b>
14.	A solid background in English language skills.	4.39	.629
15.	Enough content-specific knowledge.	4.29	.659
25.	Knowledge/Skills on how to use authentic materials for ESP teaching.	4.18	.548
29.	Knowledge/Skills about how to carry out effective classroom teacher-student interaction.	4.11	.737
18.	Knowledge/Skills about how to teach ESP vocabulary and check learners' understanding of ESP vocabulary.	4.07	.539
19.	Knowledge/Skills in carrying out needs analysis.	4.00	.816
24.	Knowledge/Skills about how to produce materials for language teaching from ESP texts.	4.00	.720
16.	Knowledge/Skills about the correct use of linguistic features such as the use of action verbs, passivity, etc.	3.96	.693

22.	Knowledge/Skills about how to choose relevant content for ESP teaching.	3.96	.637
17.	Knowledge/Skills about how to teach different rhetorical functions of ESP English like description, definition, classification, etc.	3.89	.685
30.	Knowledge/Skills about how to solve students' learning problems in ESP classrooms.	3.89	.875
26.	Knowledge/Skills on how to incorporate multimedia into ESP classrooms.	3.86	.525
27.	Knowledge/Skills about ESP course evaluation and assessment.	3.86	.705
20.	Knowledge/Skills in being able to analyze and cater for students' diverse needs in ESP classrooms.	3.82	.723
21.	Knowledge/Skills about how to design curricula for ESP courses.	3.82	.670
28.	Knowledge/Skills about how to choose appropriate methods for teaching ESP like peer work, role play, group discussion, etc.	3.82	.863
23.	Knowledge/Skills about how to develop ESP syllabi.	3.68	.723
31.	Knowledge/Skills on how to work collaboratively with content area instructors for ESP teaching.	3.50	.793
32.	Knowledge/Skills on grading tests and exams.	3.46	.838
33.	Knowledge/Skills on how to design and use questionnaires, interviews and surveys.	3.21	1.031
	<b>Total D2</b>	<b>3.88</b>	<b>.479</b>
	<b>Total</b>	<b>3.89</b>	<b>.449</b>

Table 2 reveals that a solid background in English language skills with a means of (M=4.39) was classified by supervisors as the top area of training need. This classification was based on their frequent visits and discussion with the ESP teachers in the institutes. Second in place is ESP vocabulary as they see that most of the ESP teachers have a serious problem as they have to deal with technical terms and this area was given a means of (M=4.36) by supervisors. In third position is the area of enough content-specific knowledge with a means of (M=4.29) as it is believed by the supervisors to be very crucial to have at least basic knowledge about the specialization to teach.

Knowledge/Skills on how to incorporate multimedia into ESP classrooms with a means of (M=3.86) was classified as an area of training with a high need as the technology used in some of the Military Educational Institutes is somehow complicated and very content specific. ESP teachers in specialized classes are asked to teach the students terms related to the devices and machines which teachers have not seen before in the ESP classes. For example in engineering school, students have many classes which are actually workshops provided with different aircrafts engines. ESP

teachers use the same classes and are asked by the administration of engineering specialization to teach the students the parts of these machines using a package of multimedia designed by engineering school. Knowledge/Skills about ESP course evaluation and assessment with a means of (M=3.86) was given this means because of the complicated grading system used in these institutes. Knowledge/Skills about how to choose appropriate methods for teaching ESP like peer work, role play, group discussion, etc is an area of training which were perceived by supervisors as an important one because teaching technical English requires more preparation and knowledge about the subject.

Knowledge/Skills on how to design and use questionnaires, interviews and surveys with a means of (M=3.21), Knowledge/Skills on grading tests and exams with a mean of (M=3.46) and Knowledge/Skills on how to collaborate with content area instructors for ESP teaching with a means of (M=3.50) came at the bottom of the in-service training needs from the supervisors' perception. These are still of very high need because from supervisors point of view ESP teachers must be capable of using research skills, having knowledge of the used grading system and working collaboratively with others.

**Table 3 Independent Sample T- test Comparing the Teachers' Needs from the Perception of Teachers and Supervisors**

Position	N	DF	Mean	Std. Deviation	t-value	Sig
Supervisors	28	128	3.89	.449	-.314	.316
Teachers	101		3.92	.457		

Table 3 it is clear that there is no significant difference (sig=.316) between what the teachers considered as needs and what the supervisors assumed that teachers needed more training on. These supervisors used to be teachers in these institutes and they were suffering from the same problem; therefore, it is not surprising at all to see that they have almost the exact same point of view about the necessity of considering these needs to design a new in-service training program. Also, supervisors at the Military educational Institutes go in frequent visits to ESP classes so they observe and discuss with ESP teachers the challenges and difficulties that ESP teachers face in class. These supervisors based on their educational background and their discussion with ESP teachers have recommended special kind of training for ESP teachers but no changes have been made.

**Table 4 Independent Sample T- test Comparing Uniformed and Civilian Teachers' Needs**

Nature of duty	N	DF	Mean	Std. Deviation	t-value	Sig
Uniformed	20	100	3.7	.257	-1.394	.000
Civilian	81		3.9	.490		

Table 4 depicts that there was a significant difference (sig=.000) between the need for training of uniformed teachers and civilian teachers. This is so since uniformed officers get prior training before their enrolment into their specialization as teachers. Uniformed officers receive military training in which they encounter and get to see how different specializations are handled in their jobs. For example, they are taken to visit different squadrons during the training periods and given briefs and sometimes opportunities to work in some departments. On the other hand, civilian officers get no training and there are some departments which do not allow civilian officers to enter due to the nature of their duty.

**Table 5. Means and St. Deviation for the Effect of Qualifications on Teachers' Needs**

Teachers' qualification	Mean	St. Deviation
BA	3.91	.467
MA	4.06	.350
CELTA	4.28	.367
Others	3.56	.347

Table 5 shows that the means of all qualifications possessed by the teachers are close with means of (M=3.91) for Bachelor degree, (M=4.06) for Master, (M=4.28) for CELTA and M=3.56) for other qualifications. Therefore, to check for statistical significant difference between the means, ANOVA was used.

**Table 6. One-way ANOVA Test on the Effect of Qualifications on Teachers' Needs**

Source	Df	Sum of Squares	Mean Square	F	Sig.
Between groups	3	1.550	.517	2.585	.058
Within groups	97	19.386	.200		
Total	100	20.936			

Table 6 shows that there was no significant difference (sig=.058) in the qualification variable which means that there were no significant difference in terms of the training required for MA, BA, CELTA or other qualifications holders. In relation to this, it seems that all teachers, regardless of their qualifications, still have problems in teaching ESP courses. Even supervisors agreed that ESP teachers within the Military Educational Institutes need a lot of training in all the 33 areas mentioned in table (1).

**Table 7. Means and St. Deviations for the Effect of Years of Experience on Teachers' Needs**

Experience	Teachers	
	Mean	St. Deviation
0-5	3.96	.486
6-10	3.87	.459
>10	3.90	.420

Table (7) depicts that the means of the categories of years of experience are close with the means of (M=3.96) for years from (0-5), the means of (M=3.87) for the years from (6-10) and the means of (M=3.90) for the category of more than 10 years. To check for statistical significant differences between the means, ANOVA was used.

**Table 8. One-way ANOVA Test on the Effect of Years of Experience on Teachers' Needs**

Source	Df	Sum of Squares	Mean Square	F	Sig.
Between groups	2	.163	.082	.386	.681
Within groups	98	20.772	.212		
Total	100	20.936			

A one-way ANOVA revealed that there was no significant difference (sig=.681) between the means. Regardless of their years of experience in teaching at the Military Educational Institutes teachers still required a similar need for training. This can be explained that the teachers at these institutes get only two in-service training courses throughout their career. First, they are sent to do a CELTA course "Certificate in English Language Teaching to Adults". Second, years later they are sent to the same country to do an exchange course to teach Arabic to nonnative speakers for a couple of months. Both of these courses were found inappropriate and they do not help teachers to qualify in teaching ESP courses. Since TESOL and CELTA courses are not design to train ESP teachers but from their essence they are just designed to qualify general English teachers. They are provided with no further in-service training especially if they are civilian officers.

## 8. SUMMARY OF RESULTS AND CONCLUSIONS

This study has two aims. First, it investigated the Military Educational Institutes' ESP teachers' in-service training needs as perceived by teachers and supervisors. The second aim of this study was to examine in-service training needs in terms of specific criteria such as nature of duty (uniformed vs civilian), position (teachers vs supervisors), qualifications and years of experience.

1. Generally, there is an equal need of in-service training from the perception of both teachers and supervisors.
2. ESP vocabulary, content-specific knowledge, developing oral skills, teaching methods/techniques, testing and evaluation and need analysis are areas placed at the critical need level.
3. Knowledge/skills on how to design and use questionnaires, interviews and surveys and Knowledge/ skills about how to design curricula for ESP courses are areas with less training needs.
4. Supervisors and teachers regardless of their positions assumed very similar level of training needs.
5. With reference to the variable nature of duty it is found that there is a significance difference between means of uniformed teachers and civilian teachers in favor of civilian with a mean greater than uniformed. This means that the need for training civilian ESP teachers seems to be than the need for training uniformed ESP teachers.
6. There are no significant differences in terms of the training required for MA, BA, CELTA or other qualification holders. This means regardless of the qualifications these ESP teachers have, they still require similar amount of training.
7. With regard to years of experience, it was found that regardless of the number of years the teachers have spent in these institutes, their needs for ESP in-service training are still high

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