



Bridging the Gap between Design and Reality: Challenges in Sudanese ESP Curricula from Students' Perspectives

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Abstract :

This study investigates the challenges of the ESP syllabus in Sudan from the students' perspective, focusing on curriculum effectiveness, learning methods, and practical application. Data were collected through student questionnaires, examining students' motivations, learning strategies, use of resources, attitudes toward the syllabus, and skill development. The findings revealed that: Students take the ESP syllabus mainly to prepare for professional and real-world communication; also, they are motivated to improve their communication and speaking skills. Structured courses and conversation-based activities are their primary learning strategies. Moreover, books, along with digital tools and formal courses, are the main resources used to support learning. . The study recommended that: The ESP syllabus should emphasize career-oriented and real-life tasks. More interactive speaking and communication activities should be included. In addition, teachers should adopt learner-centered strategies combining structured instruction with hands-on practice.

Keywords: *ESP syllabus, curriculum challenges, Sudanese students, communication skills, oral presentations, learning strategies.*