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English for Specific Purpose Introduction and Role of Teacher in Teaching ESP

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Introduction

Learning English for specific purpose is actually designed to meet specific needs of the specific profile within a time frame. This involves orientation to specific spoken and written English required to carry out specific academic and workplace tasks.

Development of ESP

ESP derives from the need to use language as a tool in facilitating success in professional life. The impact of second world war resulted in a huge and extraordinary expansion in science, technology and economy. The Oil crises caused the flow of western money and knowledge into oil-rich countries and in both the cases, the impact was seen on the changes in the language.

In 1987, Hutchinson and Waters, began to focus on the ways in which language is used in real communication instead of concentrating on features of the language. They point out that due to the discovery that particular skills and language vary in different situations, we may find that adjusting the language to meet the needs of learners in specific context is very important. So, ESP came into existence.

ESP consists of teaching English

- According to the specific need of the learner
- Related in content to particular discipline, occupation and activities.
- Centered on appropriate language to those of activities.

ESP may not be

- Restricted to language skills to be learned.
- Not taught according to a pre-determined methodology.

ESP is always

- Designed to meet specific needs of the learner
- Use the methodology and activities of the discipline it serves.
- Centered round the language, skills, discourse and genre appropriate for the activities.

ESP may be

- Related to specific disciplines.
- Using different methodology than that used for general English.
- Designed for adult learners. For intermediate and advanced level students.
- Suitable for those having some basic knowledge of language system

ESP may be categorized as

- English for Academic or occupational purpose
- English as a restricted language
- For social studies

ESP courses are designed to have following three features:

- Authentic material

- Purpose related orientation
- Self direction

ESP played a major role in Globalization. English is a multipurpose language of communication. It acts as a lingua-franca with other people of the globe. ESP in business English and Finance English is of major interest to the students.

Key Factors in course Designing of ESP

There are **three abilities** necessary for successful communication in a professional target setting.

- The ability to use the particular jargon characteristic of that specific occupational context.
- The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. The largely understood a new culture.
- The third is the ability to use the language of everyday informal talk to communicate effectively regardless of occupational context. Examples of this responding to an informal e-mail message.

The task of ESP developer is to ensure that all the above three abilities are integrated into and integrated in the curriculum, yet it is very difficult to strike a balance of these abilities with that of a group of learners. In reality, a large part of this responsibility is that of instructors; it is the position to ensure that all three of these abilities with that of a group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs who are in the best position to ensure that all students receive a balance diet of language.

Role of An ESP teacher

An ESP Teacher's work involves much more than teaching. It is the reason why a ESP teacher is also termed as a *practitioner*. The ESP teacher Role can be graded as

- Teacher
- Course designer and material provider
- Collaborator
- Researcher
- Evaluator
- ESP Practitioner as a Teacher

The teaching methodology changes when the teaching becomes specific. In case of specific courses, the students themselves are frequently the primary learned knowers of the carrier content of the material. The teacher's main role is to generate real, authentic communication in the classroom on the ground of students' knowledge.

ESP Practitioner as course designer and material provider

Due to the lack of material for ESP courses the more specialized the course the greater the rarity of teaching materials- one of the ESP teacher role is planning the course and providing materials for it. Provision does not mean choosing materials and making a suitable number of copies for the class, the teacher task also includes adapting material when published materials are unsuitable, or writing his/her own materials.

ESP Practitioner as a researcher

An ESP teacher should also be a researcher to fulfill the students needs. Firstly, the teacher should decide an objective as to what he is going to achieve. Then research is necessary to design a course, to write teaching materials and to find out the ESP students' particular interests.

ESP Practitioner as a collaborator

An ESP Teacher should cooperate the designing of course, so that the course is related to information about the subject syllabus, or task the students have to carry out in their professional environment.

ESP Practitioner as an evaluator

Acting as an evaluator in ESP teaching plays a very significant role. An ESP teacher is involved in student evaluation. The evaluation consist of student testing. Test are conducted to evaluate the student progress and teaching effectiveness. However in the ESP classes, an additional kind of testing should to evaluate course and teaching material should take place. As ESP courses are often tailor-made, their evaluation is crucial. These courses are unique as it is possible to create one ESP course that would satisfy all ESP students. Therefore evaluation of such a course is must.

Problems faced in ESP Courses

- Various hindrances and challenges faced by an ESP teacher can be :
- Lack of ESP tradition and guidelines
- Lack of Specialist knowledge
- Lack of material

Conclusion:

ESP i.e English for specific purpose caters to various needs of different people in the globalised world. Its use may be varied for english as a restricted language or Academic or occupational purpose. It also deals with future needs of the people who work in foreign institutions, attend conferences or pursue postgraduate studies in foreign land.

The role of an ESP practitioner is more complex and more responsible than general english teaching. An Esp practitioner, apart from teaching also provide materials, design a syllabus, collaborates with subject specialists, conducts research and evaluates the source and the students. The teacher role is also to organize the class , to be aware of class objectives, to have good understanding of the source content as well as flexible and willing to cooperate with learners and have at least some interest in discipline teaching, so that the teacher can make his teaching interesting for the learners.

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