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About ESP Teaching

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ABSTRACT

This article describes information about ESP teaching, its various features, appearances, benefits, effectiveness.

KEYWORDS

ESP, ESP teaching, foreign language, absolute characteristics, vocabulary, profession, Environmental English, Standard English.

INTRODUCTION

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, concerning the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc. Despite the seemingly limited focus, a course

of ESP can have a wide-ranging impact, as is the case with Environmental English.

English for academic purposes, taught to students before or during their degrees, is one sort of ESP, as is Business English. Aviation English is taught to pilots, air traffic controllers and civil aviation cadets to enable clear radio communications.

MAIN PART

Absolute characteristics:

1. ESP is defined to meet the psychological needs of the learners and how they will respond to temptations (Maslow's hierarchy of needs).
2. ESP makes use of the underlying methodology and activities of the discipline it serves.
3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics:

1. Restricted as to the language skills to be learned (e.g. reading only);
2. Not taught according to any pre-ordained methodology (pp. 1–2)
3. ESP may be related to or designed for specific disciplines;(Dabong, 2019)
4. ESP may use, in specific teaching situations, a different methodology from that of general English;
5. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level;
6. ESP is generally designed for intermediate or advanced students;
7. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (pp. 4–5);
8. ESP is taught in many universities of the world. Many professional associations of teachers of English

(TESOL, IATEFL) have ESP sections. Much attention is devoted to ESP course design.[4, 5] ESP teaching has much in common with English as a Foreign or Second Language and English for Academic Purposes (EAP). Quickly developing Business English can be considered as part of a larger concept of English for Specific Purposes.

ESP is different from standard English teaching in the fact that the one doing the teaching not only has to be proficient in standard English, but they also must be knowledgeable in a technical field. When doctors of foreign countries learn English, they need to learn the names of their tools, naming conventions, and methodologies of their profession before one can ethically perform surgery. ESP courses for medicine would be relevant for any medical profession, just as how learning electrical engineering would be beneficial to a foreign engineer. Some ESP scholars recommend a "two-layer" ESP course: the first covering all generic knowledge in the specific field of study, and then a second layer that would focus on the specifics of the specialization of the individual.

The first role of an ESP teacher is following an adulthood-oriented approach toward ESP programs concerned with acting as a simultaneous teacher and counsellor. The second prominent role of an ESP teacher is cooperating and collaborating with content teachers to design and teach the materials effectively.

The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn

even more English since their interest in their field will motivate them to interact with speakers and texts.

ESP courses like technical writing, communication of business, and academic presentation skills aim to teach learners on a particular genre or to use English in a particular discipline or a particular talkative context.

It is acknowledged that unlike teaching English for general purposes, teaching ESP is demanding as it includes a range of tasks: identifying learner needs, developing courses and materials, as well as classroom teaching.

Syllabuses or syllabi is an outline and summary of topics to be covered in an education or training course. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus is often either set out by an exam board or prepared by the professor who supervises or controls the course quality.

RESULTS

Absolute characteristics:

- a) ESP is designed to meet specific needs of the learner;
- b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and
- c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

The growth of ESP was about by a combination of three important factors. The expansion of demands for English to suit particular needs and developments in the fields of linguistics and educational

psychology. All three factors seemed to point towards the need for increased specialization in language learning.

English in a certain professional field of study normally taught at university. Different from pre-academic and university ESL programs, which teach basic academic skills for all fields of study, ESP Programs teach the English needed in specific academic subjects, such as Economics or Psychology.

ESP is the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. ESP is an abbreviation for “English for specific purposes” or “English for special purposes”.

ESP may be defined as a cognitive ability that does not seem to involve any known sensory mediation or rational control. In more familiar terms this means that a person may, in certain circumstances, gain information without using either his senses or his ability to reason.

ESP teachers do not need to learn specialist subject knowledge. They require three things only:

1. A positive attitude towards the ESP content;
2. A knowledge of the fundamental principles of the subject area;

Key issues in ESP curriculum design are suggested:

- a) Abilities required for successful communication in occupational settings;
- b) Content language acquisition versus general language acquisition;

- c) Heterogeneous versus homogenous learner group; and
- d) Materials development

In the context of ESP, course design is a process of data collection in preparing effective tasks, activities, and creating the collecting data to prepare effective tasks, activities, and to create the most suitable setting for ESP learners to achieve their goals.

Algerian ESP teachers, among others, should be aware that the syllabus is a valuable document; since it clarifies the different stages the teacher has to go through in order to reach the objectives of the course and allow the learners to be aware of the various stages of the learning process

English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) which in turn is divided into two main branches of English for Academic Purposes (EAP) such as Medicine, Engineering, Theology, etc. and English for Occupational Purposes (EOP) such as English for secretaries, technicians, etc.

Thus, they are unable to deal with the demands of their own disciplines. The characteristics of ESP courses stated by Carter (1983) are in the following piece of writing. He illustrates that there are three features common to ESP courses: Authentic material, Purpose-related orientation and Self-direction.

Stages of ESP development: 1st stage focused on language at the sentence level, 2nd phase-shifted attention the level above the sentence (putting into play discourse or rhetorical analyses). Thus, the main focus of register analysis is on how sentences were combined in discourse to produce meaning.

According to Hutchinson & Waters (1987), there are three main reasons for the emergence of ESP: the demands of a brave new world, a revolution in linguistics and the focus on the learner. Thus, the present paper concentrates on the challenges and changes ESP has undergone throughout its history.

ESP is different from the form of ELT because ESP must be seen as an approach, not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. ESP is an approach to language learning, which is based on the learners' needs.

DISCUSSION

This lack of conclusiveness related to the effect of specific background knowledge on ESP test performance has been attributed to four problems:

- (1) Background knowledge is difficult to assess;
- (2) There is a lack of criteria to identify qualities of specific language material, which makes it difficult to compare.

ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas the General English approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community. How to write ESP: Adopting an appropriate methodology:

1. Introduction Needs analysis Using a framework from the L1 Authentic (or real-world) tasks;

2. Take a minute to think about the context you wish to write for and answer the questions;
3. The patient consultation;
4. Find the correct definition (a–j) for each of Mintzberg's ten managerial roles.
5. Key:

The planning of English for Special Purposes (ESP) testing involves five steps: identify the objective(s), create a scenario, provide information, develop the task, and create the evaluation tool. The construction of the ESP assessment tool is crucial to indicate the learning outcome success.

CONCLUSION

The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English since their interest in their field will motivate them to interact with speakers and texts.

ESP courses like technical writing, communication of business, and academic presentation skills aim to teach learners on a particular genre or to use English in a particular discipline or a particular talkative context.

It is acknowledged that unlike teaching English for general purposes, teaching ESP is demanding as it includes a range of tasks: identifying learner needs, developing courses and materials, as well as classroom teaching.

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