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Challenges in Teaching English as a Specific Purpose

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Annotation: *Given article deals with the peculiarities of teaching English as a specific and target needs. Language learning does not only involve acquiring grammatical structure but also its function. It is important for economy students to be able to present their ideas, exchange their opinions or follow economical developments all over the world. Most universities in Uzbekistan have been offering ESP courses besides the general English lessons to boost their confidence in this field.*

Key words: *method, technical, specific, needs assessment, job-related.*

INTRODUCTION

Teaching foreign languages is of special importance in enhancing the intellectual potential of the population of Uzbekistan. He stressed the need to further improve the education system and develop teaching methods in accordance with international standards in order to train specialists who meet modern requirements.

For students of non-philological universities, it is important to learn a foreign language, and there is a need to get acquainted with new achievements based on foreign sources in the field of study. Therefore, the formation of reading comprehension skills in foreign languages is one of the priorities of today.

ESP has been discussed in the literature in many ways, labelled as „vocabulary teaching“ or „reading comprehension“. However, it is a different field with its own syllabus design, terminology which changes accordingly and own participants.

ESP first started to be taught in the workplace for staff development. Since the 1980s there has been a vast development in ESP. Learners“ needs changed in parallel with technological development. [4,5]

ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management.

ESP teaching programs have been developed and researched by foreign expert scholars, such as Barnard, R. and Zemoch. D., Brinton, D., M., Brown, J. D., Dudley-Evans, T., St John, J. D. Hutchinson, T., Waters, A., Krahnke, K., Mackay, R., Mountford, A. Prahbu, S., Richard, J., Rodgers, T., Robinson, P. and so on.

The ESP focus means that English is not taught as a subject divorced from the students' real world; instead, it is integrated into a subject matter area important to the learners. EFL and ESP differ not only in the nature of the learner, but also in the scope of the goals of instruction. Whereas in EFL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP a needs assessment determines which language skills are most needed by the students, and the program is focused accordingly. An ESP program might, for example, stress the development of reading skills in students who are preparing for graduate work in engineering; or it might stress the development of conversational skills in students who are studying English in order to become tour guides. [1,7]

ESP integrates subject matter and English language instruction. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their major field of study, whether it be computer science, accounting, business management, economics, or tourism. [6,8]

Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation. The students' abilities in their subject-matter fields, in turn, enhance their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. The ESP class takes subject-matter content and shows students how the same information is expressed in English. The teacher can exploit the students' knowledge of the subject matter in helping them learn English faster.

The “*specific*” in ESP refers to the specific purpose for learning. Students approach the learning of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. 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. [6,9]

Some of you may already have experience teaching English as a Foreign Language (EFL). If so, you can draw on your background in language teaching. This article will help you identify the ways in which your teaching skills can be adapted for the teaching of English for Specific Purposes. In addition, you will need to seek out content-area specialists for assistance in designing appropriate lessons in the subject matter field you are teaching. If you are a subject-area specialist with no experience in teaching EFL, this article will be a valuable resource as it takes you through the process of needs assessment and program design and offers concrete suggestions for classroom activities. You will need to carefully study the EFL techniques suggested here to see how your subject-matter knowledge can be used in the teaching of language skills. [4,23]

The experienced teacher must fill many roles. You may be responsible for organizing courses, for setting learning objectives, for establishing a positive learning environment in the classroom, and for evaluating student progress.

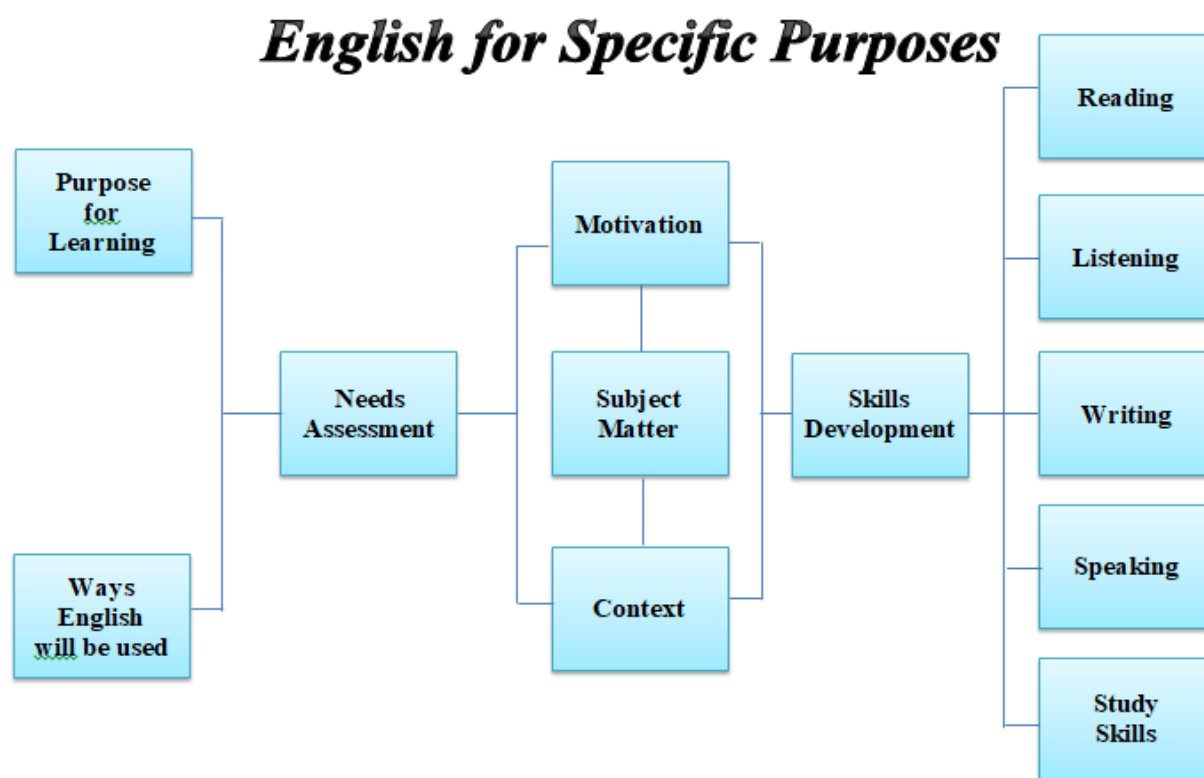
1. Organizing programs: You will set goals for the students and then translate those goals into an instructional program with hourly, daily and weekly activities.

One of your primary tasks will be management; selecting and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

2. Setting goals and objectives: You arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for student achievement. Your awareness of students' capabilities is a crucial factor in designing a program with realistic goals that takes into account the students' contribution to the learning situation.

3. Establishing a learning environment: Your communication skills establish the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. As their teacher, you may be the only native speaker of English available to students, and although your time with any one student will be limited, you can model good communication skills in the classroom.

Figure I. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skate.



This means that in your interactions with students you should listen carefully To what they are saying (or trying to say) and reflect your understanding or lack of understanding back at them through your responses.

Language learning is a great risk-taking endeavour for students in which they must make many errors in order to succeed. Language learners are handicapped in the classroom because they are unable to use their native language competence to present themselves as knowledgeable adults. Instead, they have to take on the role of inarticulate learner.

You should create an atmosphere in the language classroom, which supports the students. The non-native speaker of English must be self-confident in order to communicate, and you have the responsibility to help build the learner's confidence.

What does the learner bring to the classroom and what is the task the language learner faces? The learners come to the ESP class with a specific focus for learning, subject matter knowledge, and well-developed adult learning strategies.

They face the task of developing English language skills to reflect their native-language knowledge and skills.

1. Focus for Learning; The ESP student has a particular purpose and focus for learning. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. ESP is a vehicle for such opportunities.

Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Successful learners pay attention to the learning of the language they hear or read and do not focus primarily on the linguistic input or isolated language structures. The ESP student is particularly well disposed to focus on meaning in the subject-matter field.

In ESP, English should be presented not as a subject or body of facts to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. Rather, English should be presented in authentic contexts to acquaint the learners with the particular ways the language is used in functions that they will need to perform in their specialty fields.

2. Subject matter knowledge: Learners in ESP classroom are able to make a real contribution to the language learning process. They are generally aware of the purposes for which they will need to use English. Having already oriented their training toward a specific field, they see their English instruction as complementing this orientation. Knowledge of the speciality area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take advantage of what they already know about the subject matter field to learn English.

3. Adult learning strategies. Learning as an adult has advantages -adults must work harder than children to learn a new language, but the learning strategies they bring to the task enable them to learn faster and more efficiently. The skills they have already developed in reading and writing their native languages will make learning English easier. Although the English of the students you will be working with will most likely be quite limited, the language learning abilities of the adult in the ESP classroom are potentially great. Language learning continues naturally throughout our lives. Educated adults are constantly learning new language behaviour in their native languages; expanding vocabulary, becoming more articulate in their fields, and modifying their linguistic behaviour in new situations or new roles.

ESP students can tap these natural competencies in learning English.

To summarize, ESP combines- purpose, subject matter, motivation, context, relevant skills;

-your role in the ESP classroom is to - organize programs, set goals and objectives, establish a positive learning environment, evaluate students' progress;

-your students bring to ESP-focus for learning, subject matter knowledge, adult learning strategies.

4. Needs Assessment: Three reasons you should conduct a needs assessment prior to development of an ESP course are:

- 1) to become acquainted with the institution and its requirements;
- 2) to identify how learners will use English in their technical fields;
- 3) to assess the students' current level of understanding of spoken English.

The needs assessment phase of ESP program development will give you a better understanding of your students' needs and capabilities as English learners.

Identifying these needs and capabilities involves identifying the functions for which the students will use English and collecting samples of authentic language. In analysing this language your focus should not just be on the grammar of the language, but also on how it is used in the academic or professional contexts that is, what role English plays in that specialty field and what students must learn to be able to use English in their technical work.

Finally, you are a resource person who helps students identify their language-learning problems and find solutions to them. You identify the skills that students need to focus on, and take responsibility for making choices, which determine what and how the students learn. You will serve as a source of information to the students about how they are progressing in their language learning.

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