

INTERNATIONALLY RECOGNIZED THEORETICAL AND PRACTICAL ASPECTS OF ESP

The aim of the article is to examine internationally recognized theoretical and practical aspects of ESP such as the role of the teacher in ESP courses, internationally accepted methods and approaches, learning plan based on those approaches. Furthermore, the paper demonstrates the productivity of the applied approaches in twenty-one-hour course “English for Marketing specialists”.

Key words: marketing, ESP (English for Specific Purposes), teaching methods, teaching approaches, marketing specialists

1.1 What is ESP?

Rahman defines ESP as focused language learning and in comparison with General English the purposes of studying ESP, and General English differ. According to Rahman students who take ESP courses are mainly adults who already have basic knowledge of English and their aim is to learn English for situational purposes /Rahman, 2015/. Hutchinson and Waters define ESP as a particular approach to language teaching in which the decisions of the selected method and content are made based on the reason of learning /Hutchinson, Waters, 1987/.

Hutchinson and Waters discussed several factors that influenced the emergence of ESP. The first one was the identification of the difference between spoken and written English. As a result, the idea that in different situations language is used differently acted as a reference for designing language courses for specific groups. Hutchinson and Waters stated that emergence of ESP had little to do with linguistic aspects, but the stress was put on psychological differences of the students such as how they obtain skills, how they perceive diverse learning strategies /Hutchinson, Waters, 1987/.

Robinson points out two definitions of ESP: ESP is being goal-directed, and ESP is developing from needs analysis. ESP courses take into consideration the needs of the target audience to cover material that is important for the learners to perform in the professional field /Robinson, 1991/. In comparison with general English the course focus of ESP is to teach language in context rather than narrow students' focus explicitly on grammar and general language elements. In the first part of developing ESP courses, the teacher should do needs analysis to identify the pressing needs of the audience, as the teacher should be specifically prepared to match the course to students' academic purposes /Chantrupanth, 1993; Rahman, 2015/. Rahman pinpoints that researcher or teacher should do this before formulation of the course syllabus. This will help to draw distinction what is

essential to be included in the course and what is peripheral to be excluded from the course. The participants should be people who are workers or ex-workers of that particular area. Surveys, observations, interviews will help to diagnose flow of the course. The next stage is situation analysis. Rahman discusses the importance of collecting information from the audience /Rahman, 2015/. In ESP courses a lot of consideration is given to necessities that are requirements of the audience and what they need to know to perform productively in real life situations. “Lacks” are need types that ESP practitioners should observe to figure out the weaknesses of the audience to design a course accordingly. Finally, “wants” are the desired material to be covered during the course /Holme, Chaluusaeng, 2006/.

Johns & Dudley-Evans point out that these terms are pivotal, since without consideration of these factors courses will not match academic and professional needs of the students and students will not obtain the knowledge they need. Definition of ESP is directly linked to needs analysis according to many researchers. That is to say, without needs analysis and without analyzing necessities, needs and wants of the audience, ESP courses will fail to be successful and productive /Johns, Dudley-Evans, 1991/.

1.2 The role of teacher in ESP courses

Ghafournia & Sabet discuss the role of a teacher as a pivotal part of high-quality ESP courses. The teacher should be a researcher to adjust the course to individual needs of the students. The teacher should consider not only the importance of language learning but also psychological differences of the target audience such as their own learning styles, interests. Learners’ needs change day-by-day and teacher’s role is to meet on-going needs of the audience /Ghafournia, Sabet, 2014/.

The essential aspect for ESP course that the teacher should consider is the adulthood-oriented approach /Ghafournia, Sabet, 2014/. This means that teacher should not ignore factors such as learners’ self-confidence, autonomy, motivation, independent learning, because in case of adults these factors can act as facilitators to create interest and increase motivation level among them. ESP teachers should treat adult students as problem-solving individuals who are responsible for their own decisions. If the teacher values the role and brain of the learner, this will lead to increase in motivation level among adult students. Therefore, ESP course takers’ performance and fulfillment are heavily dependent on motivation they get from the course /Ghafournia, Sabet, 2014; Hashim, Othman, 2006/. Before planning ESP curriculum several factors are essential to attach the importance to. According to Hashim & Othman, students should have a room for self-evaluation to identify whether the expectations and reality obtained from the course overlap or not. In the initial stage of the course teacher signs a learning contract with the students by negotiating course content and building sound understanding about how much

students know and how much they should achieve at the end of the course /Hashim, Othman, 2006/.

Ghafournia & Sabet state that ESP course teacher should act not only as a teacher who covers material, but also he/she should be the counselor. Key features of counselor are devotion, energy, motivation, confidence. The next essential step is to build a bridge between English teacher and content teacher. Two teachers should negotiate about content to create a reasonable syllabus that will be of high quality. Cooperation of two specialists can act as a reference in terms of meeting needs of the target audience. Otherwise, English teacher alone will fail to accomplish good results. For example, if teacher aims to teach students writing skills in a particular area without having a background knowledge he/she will fail to meet academic needs of students. That is to say, each profession has its own style of writing and teacher who does not have basic knowledge about the discourse of that particular occupation will fail to teach appropriately how to develop writing skills for specific purposes /Ghafournia, Sabet, 2014/. Research reveals the importance of team-teaching including English teacher and content teacher and stresses the beneficial effect of this cooperation. The English teacher may give feedback to the content teacher who is not familiar with language teaching situations. Similarly, a content teacher may guide a language teacher supporting with content /Jordan, 1997; Jackson, 2004/. Boswood & Marriott stated that some experienced ESP teachers fail to teach courses and even teacher training courses do not help to overcome difficulties related to content. This means that teachers should not heavily rely on theoretical analysis, but to broaden their horizon by taking into consideration classroom experiences such as students' own learning styles and their needs. Furthermore, the teacher should involve himself/herself in action-based research and feedback himself/herself of what he/she should change in the teaching and create room for self-renewal. This means that if something goes wrong during the course the teacher should be flexible to change the teaching plan and adjust the course to students' needs /Boswood, Marriott, 1994/.

1.3 Methods and approaches to be used in ESP courses

Interestingly, one of the most essential methods of teaching ESP the teacher should take into account is teaching it creatively. Integration of both creative techniques and authentic materials can act as a reference in terms of motivating students and making the learning process productive. However, it is tough to adjust the materials and ideas to students' proficiency level and in both cases collecting and adapting materials can be time-consuming /Petkovska, 2015/. Authentic materials can be letters, leaflets, agreements, application forms, business cards. Torregrosa & Penamaria state that these daily objects are beneficial for students to figure out things better and to think creatively, but the main drawback is that authentic materials can become obsolete in a short period of time and the teacher should spend time to find new materials /Torregrosa, Penamaria, 2011/.

Benefits of creative teaching are twofold. On the one hand, students can benefit by obtaining creativity and thinking out of the box. Moreover, creative teaching helps the students to participate actively. It boosts students' motivation level. It helps them to digest the covered material easily. On the other hand, teachers can use the whole potential of their students and create a sound and friendly atmosphere by integrating creativity into their teaching methods. The task to think creatively is really tough for the teacher, since not every teacher is able to build creative tasks based on the lesson. Furthermore, it requires a lot of preparation and profound planning of what should be done in the classroom to meet the objectives of the lesson. Creative lesson can cause difficulties for the students who have low proficiency level in English and are not able to express their ideas creatively in a target language /Jefrey, Craft, 2004/.

The faculty of technical sciences in Bitola conducted a research study including first year engineering students. The class took an ESP course and consisted of 20 students /Petkovska, 2015/. The age range was 18-19. There were 11 male and 9 female students. Another essential point was that they were not from the same background in terms of nationality. Researchers used creative teaching approach by integrating four creative tasks in the teaching methods. The topic of the lesson was traffic engineering. The proficiency level of the students was B1. The first creative technique was assumption boosting. The students had to decide reasons of the accident. Students should use their creative thinking to assume and to proof the reality of the idea. The next step was a prediction of what could be wrong to cause an accident. Afterwards, the teacher created a narrative based on the assumptions and finally role play. The teacher divided the class into two groups and gave roles to the students. One part of the students acted as policeman, the other part of the students acted as a driver who was drunk according to the students' predictions. This means that the students created their own story and acted it out /Petkovska, 2015; Jefrey, Craft, 2004/.

Creative teaching did not end in the classroom. The teacher assigned homework to students by asking one group to write a report on accident and the other group to act as insurance agents to assess the damage and to find a solution. To figure out students' perceptions towards implementation of creative technique, the teacher divided surveys. The students' reactions were positive since they thought that creative way of teaching ESP could provide a strong backing regarding effective goal realizations /Petkovska, 2015/.

Torregrosa & Penamaria discussed the importance of authentic approach of ESP courses by presenting that such materials stress the importance of learner-centered approach and work on communication development which is the core in ESP and helps students to perform well in their professional setting. The teacher can immerse the students in role-plays, project-based tasks, task-based learning, problem-solving tasks which are authentic and can provide ESP students with the great opportunity to practise the skills they need /Torregrosa, Penamaria, 2011/.

Another key point is that applying pictorial context in ESP can drive remarkable results in terms of making the context or the topic of the lesson easier. The study has shown that with the help of illustrations ESP students understand presented material better than without visuals /Erfani, 2012/.

In ESP courses the vocabulary is of 4 types: structural, general, sub-technical, technical. According to Bahous students do not have major problems with technical vocabulary as it is internationally recognized and does not hinder communication. Research shows different amount of vocabulary ESP courses should include. The range is from less than one hundred to more than one thousand words /Bahous, 2001/. The research studies indicate that not only it is important to learn the words and recognize them in the text, but it is also essential to put the learned words into practice and use them in speech and in written context /Tangpijaikul, 2014; Williams, 1985/.

Interestingly, there are different approaches to decide which vocabulary the teacher should include in ESP courses. The core is to identify key words. This means if specific words tend to appear in the texts more frequently in comparison with other words, this signals the importance of those words in ESP context /Williams, 1985/. Another way to identify essential vocabulary that the teacher should teach during ESP courses is to find technical dictionaries. Atay & Ozbulgan argue the possibility of including all useful words from the dictionary, because language is developing day by day and new terms and words appear in professional field /Atay, Ozbulgan, 2007/.

Learners should not only learn the language, but also obtain skills such as how to negotiate with people from different cultures, how to speak in turn, how to respect others' ideas. In order to build a sound understanding of these techniques students should develop analytical thinking and problem solving skills. This is feasible to achieve by clearly differentiating between formality and informality. Another key point is that it is viable to build understanding about the context by analyzing the structure. Understanding logos, ethos and pathos of the written text it is possible to figure out the meaning and to communicate accordingly. Nobody is an island and especially in professional world the success of communication is heavily dependent on cultural understanding /Browne, Meuti, 1999/.

There are two aspects that decide the success of a productive partnership. The first one is technical knowledge that influences decision making and relationship knowledge that provides a strong backing for effective negotiation. These types are essential to business. The role of the teacher is to teach students how to write in a way to find a common ground with people from different cultures. The teacher should control tone and style of writing. To be good negotiators students have to be reflective thinkers. Muir points out that teacher can achieve this by assigning ESP students reflective tasks that can increase their analytical thinking. Examples of analytical thinking are as follows: concentrating on a

question, analyzing arguments, identifying assumptions /Muir, 1996/. Realization of the reflected ideas is the result of critical thinking. These three aspects follow each other and are essential to ESP courses. To develop these three skills, the teacher can give real world problems to students to tackle those problems in their professional field. These skills can be developed through group works, as students become motivated sharing experiences and learning from each other /Bahous, 2001/.

Which method to choose for vocabulary teaching is also central to ESP, as many teachers are accustomed to traditional methods of teaching vocabulary and use only translation methods to teach specific vocabulary. The task-based approach is essential to teach vocabulary in ESP, because students involve themselves in real life situations and learn language by solving different problems assigned by the teacher. There is a study which proves the effectiveness of focusing on form while teaching the occupation related vocabulary. However, there are many studies that found out that the stress should not only be on language /Sarani, Sahebi, 2012; Saeidi, Zaferanieh, Shatery, 2012/. This means that students obtain core vocabulary spontaneously without realizing that learning happens. Moreover, task-based approach integrates a lot of interest into ESP classroom adjusting the process of learning to real life situations /Alsamani, Daif-Allah, 2016/. There are three stages of implementing task-based approach. The first stage is pre-task, the second stage is during task and the last stage is post-task. In the initial part the students activate their linguistic knowledge such as topic related vocabulary they are going to use to accomplish the task. Afterwards, during task the students get into group to solve the task. During discussion they use only target language. Finally, in the post- task the students write or prepare their speech to present the results. This approach has a great motivational power, especially for ESP students. During the study among 60 BA Persian students, the teacher divided the class into two groups for experimenting. The study aims to find out the difference between the traditional way of teaching the vocabulary with the integration of task-based approach and their effectiveness. The students using task-based approach outperformed the students with conventional methods and the level of the learned vocabulary was higher in the case of task-based approach /Sarani, Sahebi, 2012/.

Both task-approach and project-based instruction facilitate the process of language learning and motivate students. Both approaches engage students in teamwork activities and value student-centeredness /Alsamani, Daif-Allah, 2016; Sarani, Sahebi, 2012/.

One of the studies examined the effect of the project-based instruction on English vocabulary learning in computer science class. The subject of the study were third level students at Computer and Information Technology Department of the College of Science. The students practised English for six years. Traditional textbooks and methods used in the classroom did not match the interests of the

students. The students were trying to remember some fixed structures and there was no room for creativity and analytical thinking. Research reveals that in the case of project-based instruction students pass some stages such as they define the theme, identify the outcomes, structure, figure out the language skills, collect information, write the first draft, write the final project, prepare for presentation and present. In ESP courses this is a quite productive process and involves both teacher and learners into the effective process of learning and negotiating. The researchers conducted the research among computer technology group to test whether they boost their vocabulary learning doing projects. The study revealed that majority of students like the idea of using target language in project. Thus project-based instructions provide ESP students to develop problem solving skills and be motivated in team work /Alsamani, Daif-Allah, 2016/.

One of the studies conducted among Japanese students from Computer Hardware department revealed that students have some suggestions of what they like in ESP courses and what they think is not very essential. They like the idea of having a chance to choose what to and what not to do. They believe that the course should be practical and should be applied to real life situations. They are against memorizing words, but they want to learn the words in context. They do not consider tough and time-consuming homework assignments productive. They reject the usefulness of spending too much time on drills. Students do not welcome standard exercises and use of native language by professors /Yoshida, 1998/.

Nabahan values the selection of the appropriate materials to be used in ESP courses. The materials selected by the teacher should match the level and age of the students, their linguistic background and educational culture /Nabahan, 1993/. Structural approach plays a pivotal role in ESP courses. Learners' schematic or background knowledge of the topic is of great importance too. By the end of the course the students should be able to comprehend the specific phrases and express their thoughts using the phrases taught during the course. According to Nabahan another essential aspect to succeed in ESP is the schema. The schema enables the students to talk and write productively in the professional setting. Nabahan considers both vocabulary and linguistic structures as key factors to be used in the subject area. They will make the ESP courses more meaningful /Nabahan, 1993/.

Learning plan designed for the course “English for Marketing Specialists” by the teacher referring to the literature

The learning plan of the course covers twenty-one hours. There are six units included in the course. Each unit lasts three hours. The teacher used direct method, communicative, task-based, participatory approaches in the course. Grammar translation method was not used since the proficiency level of the students was

high. The teacher designed communicative activities considering the practicality of those activities and how they would be helpful for the students in the future.

It is essential to highlight, that most of the activities designed by the teacher were student-centered. The students had a chance to work in groups and to implement pair work activities. Problem solving activities are included in the course as well. As an example of problem solving activity, the students were provided with the situation or a problem and in groups they had to develop a strategy to cope with the problem based on the vocabulary taught by the teacher.

It is of great importance to pinpoint the significance of the participatory approach in the course. The students had their own contribution in designing the course. That is to say, they suggested the teacher to include the topic “Customer relationship management” in the course. The teacher touched upon the latter topic considering the students’ interests and suggestions.

The teacher incorporated all four skills into the developed activities. Special concentration was on the vocabulary such as collocations, phrases, expressions, terminology. The teacher created diverse activities which reinforced the process of vocabulary learning and the enhancement of the language skills. The students had to use the vocabulary taught in different situations.

As for materials, the teacher selected pictures from “Creative commons”. Other materials such as texts, videos were chosen from the websites which allowed using their resources for educational purposes.

All the activities in the lesson plans are created by the teacher. All the units and topics are logically connected with each other and have top-down processing.

The teacher opened a group on facebook. The teacher posted vocabulary covered during the lesson in the group and shared videos related to different topics in marketing. The students’ attitude towards the facebook page was positive, since supplementary materials assisted them to broaden their horizon and digest the presented information easily.

Mobile phones were used in the course while implementing some activities. The students searched the net to find information about different companies to complete the activities.

Assessment plan and the results indicating the productivity of the aspects used

The teacher used both direct and indirect evidence to assess the students’ achievement.

The project “English for Marketing Specialists” includes assessment plan, which contains two quizzes, discussions, final project, and solutions to the topic-based situations to assess the course effectiveness. The teacher used rubrics to assess the students’ presentations, discussions, open-ended questions in the quizzes, solutions to the topic-based situations.

As direct evidence, the teacher used quizzes. The teacher included two quizzes. The first one was given to students as a mid-term quiz and the second one as a final quiz. The first quiz covered the content and vocabulary of the first three units. The final quiz targeted the last three units. The teacher included open-ended questions and matching activities in the quiz.

As second direct evidence, the teacher included discussions as an assessment tool. Discussions indicated the level of students' participation. The teacher developed a rubric to assess the effectiveness of discussions.

Solutions to the topic-based situations were of great assistance to check the students' understanding about certain topics in a target language. Situation analysis included writing promotional plans, problem-solving activities, case study analysis, and comparison of the local and international experience.

As indirect evidence the teacher used interviews and final reflections to identify the students' perceptions towards the course. This way the teacher aimed to identify the challenges faced by the students and merits of the course. The interviews and final reflections helped the teacher to improve the instruction for the students' benefit. The teacher developed a grading system as well. See the grading system below:

Quizzes-30%
Poster presentation- 15%
Final Project- 30%
Discussions-10%
Solutions to topic-based situations-15%

Results of the piloting

Discussions	Quizzes	Poster Presentation	Final project	Solution to the topic-based situations
Total -10 Average-8,5	Total-30 Average - 26,5	Total-15 Average-13,5	Total-30 Average-28	Total -15 Average-13

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Ա. ՔԵՌՅԱՆ – Միջազգայնորեն ճանաչված տեսական և գործնական ասպեկտները «Անգլերենը հափուկ նպատակների համար» դասընթացում. – Հոդվածի նպատակն է հետազոտել հատուկ նպատակների համար անգլերեն դասընթացի միջազգայնորեն ճանաչված տեսական և գործնական ասպեկտները՝ ինչպես օրինակ ուսուցչի դերը նմանատիպ դասընթացներում, միջազգայնորեն ընդունված մեթոդները և մոտեցումները: Ավելին, հոդվածը ներկայացնում է նշված մեթոդների կիրառման

արդյունավետությունը 21 ժամ տևողությամբ «Անգլերեն մարքեթինգի մասնագետների համար» դասընթացում:

Բանալի բառեր. ESP (Անգլերենը հատուկ նպատակների համար), մարքեթինգ, դասավանդման մոտեցումներ, դասավանդման մեթոդներ, մարքեթինգի մասնագետներ

А. КЕРЯН – Международно-признанные теоретические и практические аспекты ESP. – Цель статьи – изучить международно-признанные теоретические и практические аспекты ESP, такие как роль учителя в курсах ESP, международно-признанные методы и подходы, план обучения, основанный на этих подходах и т.п. Кроме того, в статье демонстрируется продуктивность применяемых подходов в курсе «Английский для специалистов по маркетингу», общей длительностью 21 аудиторный час.

Ключевые слова: ESP (Английский язык для специальных целей), маркетинг, методы обучения, подходы обучения, специалисты по маркетингу