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### **Some Specific Features of Teaching English for Specific Purposes**

*English for Specific Purposes as a methodological approach to teaching English for professionals considered to be very important and no easy to teach. It requires some efforts from teachers of English for Specific Purposes and authors of the course book. They have to take into account students' needs and peculiarities of their future careers.*

English for Specific Purposes (ESP) is not a language itself it is the methodological approach to teaching English for professionals in variety of fields, concentrating on subject with special content like special expressions, vocabulary, standard and formal structures that will be used most of all in a specific field by students in their future or current job related situation. The most common ESP is Business English; there are also e.g. English for law, English for Computer Users, English for IT personal, English for Mechanics, Electronics, etc.

Concerning the fact that teaching ESP requires a special approach, teachers should have specific methodological background and not only. They have to be ready for self education.

First of all, teachers of ESP need to have a special knowledge of their students' professional field. They must somehow find out what language skills students will need in their jobs. To know this information it is necessary to look through job requirements and demands, learn work standards, and ask students about their profession in order to teach them necessary language skills which could be relevant to students' work situations and would be helpful and useful for them in future.

For example, if he is a tour guide he will make a tour around his home town and will tell foreign tourists about history of the city, so he doesn't need to possess any writing skills as he will never write a report for work in English. However, he needs to speak English fluently and have accurate pronunciation. Also he needs to have special vocabulary to be a competitive guide. Thus, a teacher should concentrate his teaching process on speaking skills development based on special vocabulary during classes. It is necessary to give students language skills they will need in future right now to do their job well.

Teachers that already have some experience in teaching English can exploit their background in ESP teaching. They should get to know the ways in which their teaching skills can be adapted for the teaching of ESP. Moreover, they will need to look for content specialists for help in designing appropriate lessons in the subject matter field they are teaching.

ESP teachers must play many role games, organize courses, set learning objectives, establish a positive learning environment in the classroom, and evaluate student's progress.

Moreover, much attention they must pay to the course book they use. It is necessary to adapt an ESP course book and it is a challenge task. First, teachers should modify the content making it easier or more difficult, modify the tasks, and create new ones or more authentic and so on.

There are lots of course books nowadays for different purposes. O choose the best one, teachers need to study it properly, analyze and assess how adequate the material and tasks are. Usually ESP materials are designed as teaching materials but the content and language skills development should be concentrated on profession field. There is another problem whether the material given in the book can be used in the same way by student on his work related situation.

Phillips M. and Shettlesworth C. see there is one possible solution to the problem of providing special materials in materials in different disciplines in a manner which is both practical and which avoids most of the theoretical criticisms leveled at specially prepared materials in the exploitation of authentic documents from the student's field of study. The absence of conventional selection and grading naturally entails a fresh look at the ways in which materials and the organization of the classroom are structured. Nevertheless, there are two fairly obvious ways in which a degree of control over the content of authentic materials can be exercised. Firstly they can be graded in terms of *accessibility*. One would want to take into account the absolute length of the passage, the density of new information and the presence of supportive graphic features. In addition it is not difficult to establish a cline of accessibility depending upon the sophistication of the information content, although caution needs to be exercised in accepting the relative simplicity of the popularized account, for example, which is frequently achieved at the expense of introducing an unrepresentative register of discourse [1, 28].

As a matter of fact, ESP connects subject content and English language teaching. Such a connection is highly motivating because students can apply what they learn during their English classes to their professional field, whether it be IT specialists, businessmen, lawyers, mechanics or engineers. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

Students study languages when they are able to realize the necessity of their efforts to language learning in a context that they understand and find engaging. In this point of view, ESP is a bright means for such opportunities. Students will obtain English as they study it based on the material which they consider interesting and relevant and which they can use in their professional situations or further studies. The more learners make efforts in studying language, more listen or read, the more they have to concentrate on the language input, the less they are motivated to attend their classes.

The ESP students do not have to focus on language as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be taught in authentic content to make the learners able use language skills within their job related situations.

In all ESP teaching situations, teachers must start by considering the needs of the learners and what they have to do in the target situation. Pedagogically, needs are always considered as the students' requests in order to use language skills

efficiently in professional situations. The language needs of the student have become almost synonymous with ESP. Hence, ESP has its foundation on the learner's purposes and the set of their requirements. The students' specific needs are taken into account when an ESP course is designed because it determines the reasons and procedures that should be used to achieve satisfactory results. Knowledge of the students' needs would help the teachers provide students with the specific language structures which they could need to succeed in their future careers. ESP specialists (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993), agree on the fact that the term needs is the learners' requirements aiming at communicating effectively in the target situation. "An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation"[2].

And again we come back to the same problem. To provide the language teaching in accordance with the students' needs the teachers need to have a course book for ESP. Do ESP textbooks really exist? One of the main problem ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time [2].

The production of such materials and suitable activities is not a simple task because the ESP teacher is neither a materials designer nor a subject specialist; besides, few teachers have had any training in the skills and techniques of materials writing.

### **Conclusion**

In order to produce adequate materials teachers should follow some principles[2]:

- a) good materials give a stimulus to learning;
- b) adequate materials provide a comprehensible and rational unit structure which will conduct both the teacher and the learner through a range of activities in such a way as to maximize the chances of learning.
- c) materials should represent a vision of the nature of language and learning, and reflect the teacher considerations and feelings about the learning process.
- d) materials should reveal the nature of learning tasks and should "create a balance outlook which both reflects the complexity of the task, yet makes it appear manageable.

### **References**

1. <https://www.teachingenglish.org.uk/>
2. <https://www.researchgate.net/.../226497899>