Liliya Morska
liliya.morska@gmail.com
Ternopil Volodymyr Hnatyuk National Pedagogical University, Ukraine

ESP (English For Specific Purposes) – implications for teaching

1. Introduction

LSP (language for specific purposes) – an approach to learning a foreign language for professional purposes. To explain the nature of LSP better (in this case ESP – teaching English), it is easier to note that it should not be confused with the English for professional purposes (or as it is called in the methodology of foreign authors – English for specific purposes).

On the one hand, ESP is not just a supply of the desired terminology in English for students of natural, technical and economic fields of study. On the other hand, ESP is not teaching a certain "type" of English. Consequently, ESP is not to be described by any divisions or subtypes. Of course, there are registers with its typical features, but ESP involves mastering the English language as a whole, not just its "specialized parts." Thirdly, English for specific purposes is not different from other forms of foreign language learning in terms of methodology. In fact, ESP does not have its own technique as such or methodology that would be different from that normally used in general English language learning. The difference between training ESP and General English lies in semantic filling, in topics, tokens and grammatical constructions that are of particular importance, but this does not imply ignoring of the general communicative competence. And the most clearly distinguishable difference between ESP and General English is, in fact, the awareness of the need to learn English language for a specific purpose but not just as a simple need: understanding of needs and motivation which they produce are central landmarks of this approach.

The goal of the article is to analyze the main peculiarities of ESP and outline the most significant issues to be taken into account while designing ESP courses.

2. Literature review

The question of why there is such a big necessity to design new courses in ESP might be raised. The recent studies of the learner needs in Ukraine conducted within the last five years (2011–2016) at three educational institutions of Western Ukraine (Ternopil Volodymyr Hnatiuk National Pedagogical University, Lviv Ivan Franko National University and Drogobych Ivan Franko State Pedagogical University) suggest that non-philology oriented students (in total 1300 students) have become increasingly interested in taking ESP courses (87% of the respondents expressed their 5 out of 5 points interest grade in taking a specialized course of English for Specific (Occupational) Purposes if they were offered to choose between General English and ESP courses – in comparison to 42% of respondents); 456 students were questioned in 2001–2008 at Ternopil Volodymyr Hnatiuk National Pedagogical University.

Moreover, two private language schools in Ternopil reported a 50% increase in the number of students willing to take an ESP course, according to their current or future occupational area. Thus, we may conclude that ESP has become an evident need for the students willing to increase the level of their foreign language communicative competence.

Mackay and Mountford (1978) define ESP as follows: "ESP is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt". Robinson (1991) defines ESP by putting the learner in the center of focus: "An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of student needs and should be tailor-made".

According to Hutchinson (1987, p. 65), singling out three approaches, there are three most common model courses in teaching ESP: language-oriented, abilities and skills-oriented, as well as the learning process-oriented. Though Guerid and Mami (2016) claim that none of these „can be fully rejected and declared inefficient", seeing them rather complementary. In a language-centred model, the students' learning needs are neglected. The researchers mentioned above also believe that such courses are of static and

inflexible procedure „which contradicts the nature of needs analysis, which is an ongoing process". Skills-centred approach suffers from inability to give learners the possibility to achieve what they can within the given constraints. Learning-centred approach fails to gather theoretical views of both language and learning.

There might be singled out other approaches applied in the procedure of ESP course design. Marenzi, Kantz (2013) suggest a multiliteracies approach, which is based on the knowledge processes of multiliteracies. At the same time, Kalantzis and Cope (2006) state that teachers can unpack the range of possible pedagogical moves in order to decide and adopt them most appropriate ones for a learner.

The most popular course models focused on learning the language. The purpose of these courses precisely adjust the semantic content of the course to the target requirements. The structure of such courses provides the isolation required for the study of linguistic material (based on the already mentioned target needs), programming, selection of materials and the development of control tasks to evaluate already acquired knowledge.

Despite the obvious advantages of such a simulation, there exist a number of shortcomings that should also be taken into account. Although language-oriented courses are created for a target situation of learners, the students themselves are not taken into account at all stages. Their needs are the basis of the program of the course, and it is a big advantage and disadvantage at the same time, students are taught only a limited amount of language material that significantly reduces overall language competence. The danger of such modeling courses lies in the fact that they are less flexible than other ones, inaccurate or unreliable analysis of the target situation could lead to the conclusion of not quite an appropriate program.

Another hurdle for supporters of the "language-oriented model" is a misconception that focuses on target language knowledge and skills to provide a systematic and holistic learning. So, language is a system, but focusing only on this it, unfortunately, does not provide a systematic knowledge.

Taking as a starting point all the necessary linguistic competence, a simulation does not take into consideration other factors that may affect the effectiveness of the course, but it is also a significant disadvantage. Thus, the key to the efficiency of learning materials is how interesting they are for the students, but the required analysis of linguistic material does not guarantee that the task to study will aid attention, which, in fact, is interest-stimulated.

Thus, the model course of ESP, language-oriented learning, is beneficial in terms of saving time, but not the effort, and its biggest advantage – the study only clearly defined the number of linguistic materials – is at the same time a big disadvantage, because usually provokes ignoring other factors that influence the effectiveness of the course.

The model of ESP course focused on skills and abilities, mainly applied in Latin America, in time when there was a need to develop the students' ability to read English scientific texts that were not available in translation in their own language. This model is based on theoretical and practical principles (Hutchinson & Walters, 1987, p. 69). According to the theoretical principle, any verbal behavior is determined by abilities, skills and strategies of their developing. According to the pragmatic principle, teachers should make an effort so that students have mastered these skills and abilities for a minimum of time and resources. A clear disadvantage of this model is that it considers the students as potential users of the language, but not those who study it. In other words, not all psychological aspects of training are taken into account in this approach.

Thus, the model of ESP, language-oriented, considers above all not only the target situation that determines the fullness and structure of the course. The model of ESP is focused on the development of skills and abilities, mainly taking into account the strengths of the students, their changing needs and teaches them to operate the information obtained during the reading of specialized texts. And, eventually, the model focused on training ensures success through its reliance on the mental processes involved in the study of language.

As it can be seen, the theme, the knowledge and skills you need to achieve, depend on the target audience, target situation and a number of other factors, but the number of theories of learning applied or used in ESP courses is limited and covers behaviorism, mentalism and cognitive psychology. As it was already mentioned, the approach of ESP has come a long way of development, which began with the study of linguistic phenomena that are often used in any sphere of human activity, to study of the factors that influence the success of learning a foreign language.

It goes without saying that mental processes play the critical role as the language is a mental activity as well. It is not a secret that the process of learning a language depends on how the brain operates linguistic information. According to Hutchinson (1987, p. 39), the key to successful mastering of a foreign language does not lie in analyzing the nature of the language but in understanding the structure and processes of mental brain operations.

According to the theory of behaviorism, studying is based on the principle of "stimulus – response" and is quite a mechanistic, trained process. In our point of view, during the current development of educational methods behaviorism as a theory of learning can resist only while dealing with reproductive problems, as the goal of behaviorists was primarily in formation and automatisation of skills. While learning a foreign language behaviorists advised to follow the process of learning the mother tongue, namely to start with listening and speaking, and then introduce reading and writing. Translations are not recommended during the presentation of language material. All mistakes must be corrected immediately. The basis of learning, according to behaviorists, is frequent repetition, in other words: "Repetitio est mater studiorum". And though many methodologists argue that behaviorism is an old practice, we cannot deny its usefulness in some types of work that require arbitrary memory training, particularly in the study of new vocabulary, especially terminology.

Mental practice of language acquisition, compared to behaviorism, has several advantages: it provides meaningful language acquisition as opposed to sometimes unconscious repetition, made by behaviorists the cornerstone of their theory. Mentalists proceeded from the fact that the human mind works according to the laws of logic, that is according to certain rules. Correspondingly, the explanations of grammar rules make the language learning easier (behaviorism did not provide this fact). So, thinking does not only respond to stimuli – it summarizes and displays the rule.

The cognitive approach focuses on active thinking operations of learners, in particular problematic tasks that are used in ESP. After all, the learning of any second language is the process of developing, but only on condition that students apply their existing knowledge in order to understand and assimilate new information (Hutchinson, 1987, p. 128). Their active participation in the learning process is not measured by the number of performed exercises and texts that are read, but by the level of involving some cognitive processes of the brain in learning a foreign language.

Except the thinking of Horny, learning English (including special purposes) must train figurative (visual and auditory), motor, verbal and logical, voluntary and involuntary memory, and imagination (Bim, 1991, p. 79–80). Panova, Andryiko and Tezikova (2010, p. 30–31) in turn, emphasize creating the exercises that develop long-term memory, perception, increased motivation to learn English and evoke positive emotions. The motivation and positive

emotions significantly intensify the learning process, so the teacher „should create… an atmosphere in which learning activities will be interesting" for the students, „they will get through the process of learning a foreign language as the joy of knowledge, overcoming the difficulties of mastering the new medium of communication" as a teacher „should have a high mental culture to know the age and individual psychological characteristics of students" and „affect their motives and interests" (Panova, Andryiko & Tezikova, 2010, p. 32).

3. ESP Course modeling

It is impossible not to take into account the affective factor of studies. ESP differs from other approaches to learning English because it does not consider students as "programmable machines" and takes into consideration their feelings, tastes, experiences, desires, plans, motivations, attitudes, since all these largely determine the efficiency rate (Hutchinson & Walters, 1987, p. 46). In this regard, within the ESP Hutchinson identifies target and training needs (1987, p. 55). Target needs include:

– the needs arising by the requirements of the target situation that define what students should know and be able to do in order to effectively fulfill future obligations, employing in English;
– elimination of gaps in knowledge;
– taking into account the wishes of the students.

Training needs are determined by the difficulties that arise in the students mastering the English language. These are, in fact, all the hypothetical "stumbling blocks" in achieving an adequate level of linguistic competence. The task of the teacher is to anticipate the possible difficulties and plan how to overcome them effectively. A plan, in turn, provides drawing up the curriculum, which has its specificity and variety in ESP.

4. Needs Analysis

It should be noted that the role of programs in different ESP models varies. For example, in the language oriented model, the program plays a crucial role: all course materials are selected in accordance with it at the beginning of the course. Therefore, the program determines the entire course of study.

The program model, focused on the development of knowledge and skills of reading, is the selection of interesting and relevant texts; thinking through

a hierarchy of skills necessary for processing information; creating tasks and techniques for developing such skills and accumulated evaluation system. In this case, the program is not the cornerstone of the entire course.

The program in the model, which is oriented on studying itself, is focused on how the requisite material is mastered, while the programs of the aforementioned models concentrate on which material is going to be studied. The program of this model is not a still statement about linguistic competence that has to be acquired; instead, it is flexible and oriented on producing interesting and effective exercises and tasks. Metaphorically, it can be identified as the general teaching tendency; however, this can by no means lessen the effectiveness of the course; instead it does on the contrary.

The variety and amount of programs made for ESP courses induce regular questions about their expediency. In our view, the planning of each aspect of the course should not be underestimated. Firstly, the programs help to structure the course logically. Secondly, the control of knowledge cannot be exerted without standards that are surely included in the programs. Thirdly, the programs select priority knowledge, abilities and skills, help to sort out the most relevant material. Moreover, the programs serve as a peculiar moral support for students and teachers. It is a necessary reliance that divides the language learning process into steps and, thus, reducing the level of anxiety, which is obviously present under the condition that English has to be mastered in a limited time. Nevertheless, the program is something that will be taught, but not necessarily something that will be learned. The programs do not take into consideration individual peculiarities; instead they establish standards of "ideal outgoing knowledge", and, respectively, an ideal student. However, their value and meaning in the studying process and ESP in particular is absolute.

From the point of methodology, it is necessary to analyze learning theories, which serve as the base for textbooks; types of tasks and exercises that predominate in them (non-communicative, conditional communicative, communicative; reproductive, productive, problem-solving; dramatization, game, imitation etc.). While choosing textbooks, it is necessary to pay attention to technical and traditional teaching aids, which are expected to be used (projectors, audio- and video records, posters, other artworks).

Since ESP courses are always flexible and adjusted to the students' needs, teaching aids should meet specific criteria of flexibility. Therefore, it is necessary to assess objectively whether it will be permissible to study the chapters

of the available books in a different order, in combination with other text-books or without audio and video records, if the latter turn out to be inaccessible. Finally, the price of teaching aids and the time of delivery play not the least role in the studying process organization (Harper, 1986, p. 148–149, 158–161).

The process of selection of textbooks for ESP courses almost always contains the problem of choice between the textbook due to which it is convenient to study topics and the one which contains well made-up exercises on developing linguistic skills, but the elucidation of topics is not detailed enough.

In this case, the students' needs should prevail. It is also important to take into account what is easier to compensate or do on one's own in this course – methodology, auxiliary exercises or main texts and materials?

Having analyzed all of the above, it seems that the most optimal way out of the situation is to create your own textbook for the needed course, though the evaluation of the available materials is a guarantee that the teacher will not waste their time on creating already existing materials. Moreover, the acquaintance with the available material can serve as the source of valuable ideas and techniques concerning course conducting and textbooks elaborating. In either case, this is an integral part of most ESP course teachers' work.

Hutchinson and Walters (1987, p. 107–108) singled out the following principles of elaboration of textbooks and materials for ESP:
- distinct structure and coherence of chapters;
- a great variety of problem-solving and interesting tasks for learning interest stimulation;
- application of the complex learning approach;
- illustration of the absolutely correct use of English;
- presentable, clearly structured design.

Kzhanovski concentrated on other criteria in his requirement classification for ESP material development. In his view, they have to embrace linguistic competence and the skills of its use perfectly, and not to concentrate on development of one of the skills; to be based on academic and professional materials; to meet the requirements of the program accurately; to be able to transform easily and to be relevant; to stimulate interaction between students; to be professionally printed and edited; to meet the criteria of authenticity; to help teachers to elaborate individual style of presenting material; to present linguistic units in context and exciting and memorable texts (cf. Harper, 1986, p. 151). In our view, the most optimal model of textbook

content arrangement consists of the following basic elements: input, language focus, focus on communication topic.

New information for learning can be presented not only with the help of usual texts or dialogues, but also videos, schemes, diagrams or any other form, which meets the course requirements and embraces new topic, new lexical units, adequate language use samples, stimulates cognitive interest and incites to use existent knowledge, abilities and skills in new situations.

Elaboration of linguistic tasks includes exercises on analyzing language structures, in particular their synthetic use after mastering.

Bim (1991, p. 107) believes that, in addition, exercises must be in hierarchical dependence from one another, reflect the process of achieving close and distant targets, be situational and valuable in terms of training, education and mental development. While developing the exercises, their diversity should be taken into consideration, because they may be purely "executive", "reproducing", creative, and aimed at the implementation of self-control.

Working at a new theme of communication involves the development of communicative tasks for practicing them in the classroom. These three stages are interrelated and such they should be in the newly created textbooks for ESP courses.

5. Conclusions

Thus, ESP is not a ready-made method; it is a flexible approach to learning English, based on the needs of the target audience. And, despite all the flexibility and variability of ESP programs, there are specific criteria which should be considered when drafting ESP course. First, you need to know what the students expect from the course, what goals they pursue (they are learning English for passing an exam, for studying or work).

Summarizing all the aforesaid, we see that all of the criteria for planning of the course can be reduced to three, namely:
1) preparation of programs based on topics, knowledge and skills you need to develop;
2) selection of teaching methods based on relevant learning theory;
3) considering the target situation (who will learn English, why, where and when).

References

Бим, И.Л. (1991). Подход к проблемеупражнений с позицииерархиицелей и задач.// Общая методика обученияиностраннымязыкам: Хрестоматия/Сост. Леонтьев А.А., Москва: Рус. яз.

Guerid, F. & Mami, N.A. (2016). Approaches to course design comparison before implementing an ESP course for finance managers of Arcelor Mittal Algeria Company. *English for Specific Purposes World*, *17*(51), http://www.esp-world.info [accessed: 12.03.2017].

Harper, D. (1986). *ESP for the University*. Oxford: Pergamon Press.

Hutchinson, T. & Walters, A. (1987). *English for specific purposes. A learning-centred approach*. Cambridge: Cambridge University Press.

Kalantzis, M. & Cope, B. (2006). *The Learning by Design Guide*. Melbourne: Common Ground.

Mackay, R. & Mountford, A. (1978). *English for specific purposes*. London: Longman.

Marenzi, I. & Kantz, D. (2013). ESP course design – a multiliteracies approach. In: *Reshaping learning: transforming education through the fusion of learning and technology. Proceedings of the 13th IEEE International Conference on Advanced Learning Technologies (ICALT 2013)*. Beijing, China, https://www.researchgate.net/publication/259745755_ESP_Course_Design_-_A_Multiliteracies_Approach [accessed: 12.03.2017].

Панова, Л.С., Андрійко І.Ф., Тезікова С.В. та ін. (2010). Методика навчання іноземних мов у загальноосвітніх навчальних закладах: підручник/– ВЦ «Академія», Kyiv.

Robinson, P. (1991). *ESP Today: a practioner's guide*. UK: Prentice Hall International.

ESP (English For Specific Purposes) – implications for teaching

Summary: The investigation of the essentials of ESP as a trend in teaching foreign languages for professional communication has been suggested. The recent data on needs analysis of the Ukrainian students (the educational institutions mainly located in Western Ukraine) have been presented. The necessity to pay attention to the peculiarities of teaching a foreign language to non-linguistic students at higher educational institutions has been substantiated. The approaches to and models of ESP course design have been compared and most efficient ideas have been suggested. On the basis of the research, the aspects have been defined according to which curricula and learning materials should be constructed, according to the defined models of teaching.

Keywords: language for specific purposes, English for specific purposes, curriculum design, needs analysis, professionally oriented communication, language material selection

ESP (Specjalistyczny Język Angielski) – implikacje dotyczące nauczania

Streszczenie: Niniejszy artykuł sugeruje analizę najważniejszych aspektów dotyczących nauczania specjalistycznego języka angielskiego. Zaprezentowano najnowsze dane na temat analizy potrzeb ukraińskich studentów (uczelni głównie w Zachodniej Ukrainie).Wykazano zasadność zwrócenia uwagi na cechy charakterystyczne nauczania specjalistycznego języka angielskiego na uczelniach wyższych. Dokonano porównania podejść i modeli projektowania kursu ESP i zaproponowano najbardziej racjonalne pomysły. Na podstawie przedstawionych badań określono aspekty, zgodnie z którymi programy nauczania, a także materiały szkoleniowe powinny być konstruowane.

Słowa kluczowe: język specjalistyczny, specjalistyczny język angielski, projekt programu nauczania, analiza potrzeb, profesjonalnie zorientowana komunikacja, dobór materiałów językowych