

## METHODOLOGY OF TEACHING ENGLISH FOR SPECIFIC PURPOSES AND DIFFERENCE BETWEEN GENERAL ENGLISH

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### ABSTRACT

The article discusses the history and methodology of ESP. Sometimes teachers teach ESP students with methodology which is more suitable for General English. As the reason, activities are not used in ESP classroom. We searched history of ESP firstly. The teaching of English for Specific Purposes (ESP) was not born as a coherent type of teaching but as an evolution that responded to the needs of learners of language for science, technology and business especially after the Second World War. Instead of learning for prestige or pleasure, they learned it for work reasons. Nowadays methodologists are improving this field also.

**Keywords:** ESP, foreign language, method, activity, terminology, grammar, improve.

### INTRODUCTION

Day by day the importance of English is becoming higher. Students are learning English from young age. In Uzbekistan English is a foreign language this is why students can have some difficulties when they start learning language. However we can underline several achievements because from recent years English is taught in kindergartens. At universities students learn English or other foreign language for 4 years. ESP (English for specific purposes) students learn language with terminology which belongs to their field. It is admitted that ESP students spend more time learning vocabulary and grammar. They need more time for improving their speech if they do not have English environment. Teacher should understand their needs and work on weak point. Because of it we chose this theme and studied background and methodology of ESP.

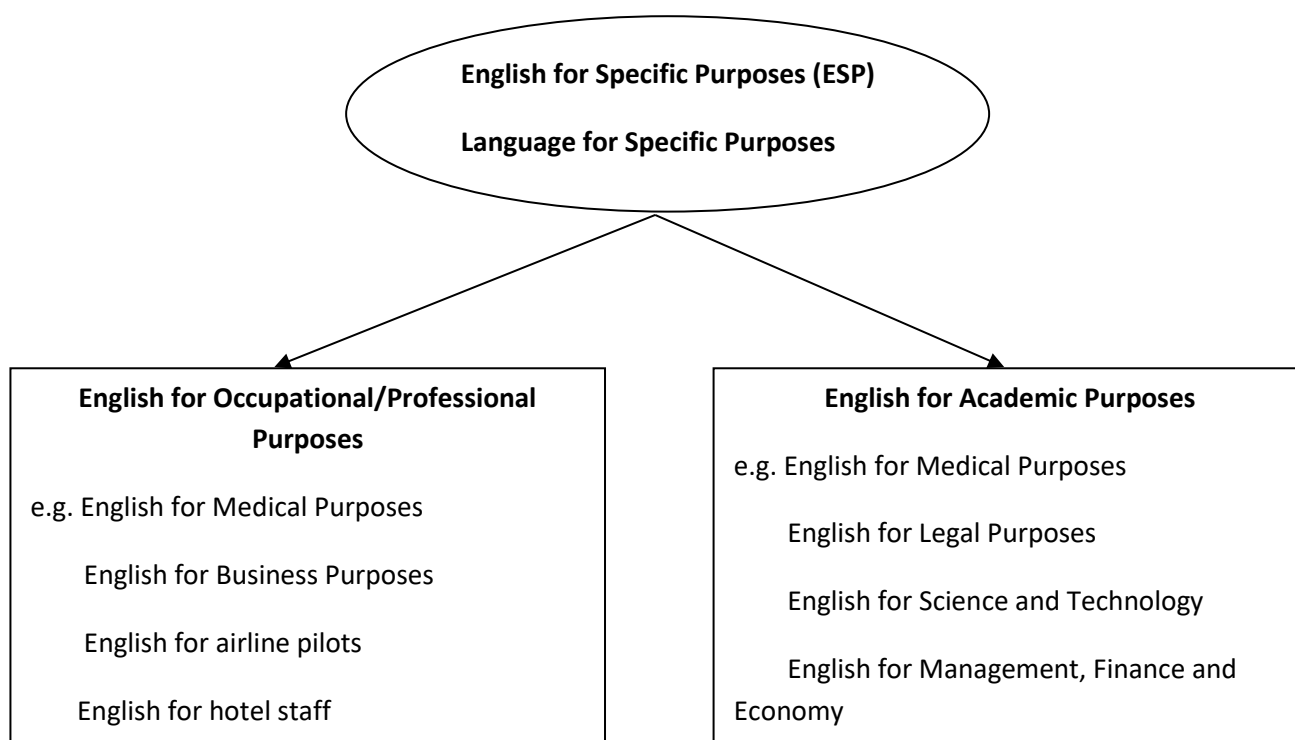
### History and Background

Hutchinson and Waters (1987) have suggested that the teaching of English for Specific Purposes (ESP) was not born as a coherent type of teaching but as an evolution that responded to the needs of learners of language for science, technology and business especially after the Second World War. Instead of learning for prestige or pleasure, they learned it for work reasons. This development came about specifically due to three main factors 1) the demands of work in a changing global world; 2) continuous development in linguistics; 3) and a focus on the learner. However, Howatt and Widdowson later suggest that the first courses in languages for specific

purposes can be dated as far back as the beginning of the last century and they provide examples of French commercial correspondence courses around the first decade of the 20<sup>th</sup> century. In the 1920s West became the first known textbook writer to account for the scientific and business needs of his target audience. His followers, including Salzedo, also wrote a number of basic textbook for business, astronomy and other areas. However, the 1930s and 1940s saw a shift in language learning from adults to children and this meant that it would not be until very late in the 1940s that ESP would take on an important role in language pedagogy again, only becoming a prevailing option in language learning from the 1960s(Laborda and Litzler).

### What is ESP?

There are two main areas in ESP: English for Academic Purposes (EAP), which prepares students for studying in foreign universities, and English for Occupational/Professional Purposes, which prepares learners for functioning in a particular profession. It covers subjects ranging from engineering, law, medicine or computer science to tourism and business management. The general classification of ESP courses, according to the scientific disciplines or professional areas they cover, is shown in Figure 1.



### Researches

When we started studying we found very useful research which was carried out by Marjorie Rosenberg, is an instructor at the Padagogische Akademie in Austria. Rosenberg considers where English for Specific Purposes/ Business English and General English overlap. To address these questions specifically, the author of the article asked a group of teachers of the English language to brainstorm the differences and the similarities between general and Business English. The diagram below shows a number of the ideas that teachers have come up with.

<b>Business English</b>	<b>General English</b>	<b>What business and general English have in common</b>
Specialized vocabulary	Free-time activity	Grammar and functions
Motivation related to job	More freedom in deviation from plan	General vocabulary
Teach negotiation and presentation	More time for games	Anxiety about capability
Technique	More relaxed atmosphere	Everyday English
Students very goal – oriented	Songs	Small talk
More serious	Literature	Travel vocabulary
Business correspondence	General writing skills	Survival English
	Social events	Current events
		Tour skills

Marjorie Rosenberg stated that after doing this exercise, many teachers were surprised at the large amount of overlap which exists. Marjorie Rosenberg wrote “we often tend to separate Business English and English for Specific Purposes from general English. Although the vast majority of teachers are trained first as general English teachers, they feel that they need to teach these specialized fields in a totally different way. Communicative teaching has become an important part of our classroom in general English courses, but activities which are lively and fun are not always transferred into the more ‘serious’ world of Business English. On the other hand, many ideas which are taken directly from the business world and used successfully to teach business students could be also transferred to the general English classroom, giving our learners a new perspective on the communication skills involved in becoming proficient in a language ”(Netikšienė)

Netikšienė who is teacher in Vilnius Gediminas Technical University gives useful examples of activities which can be used in ESP classroom. He states that “In Vilnius Gediminas Technical University during first lecture every student introduced himself speaking in front of others. They answered different questions. One of the questions was about their choice to study geodesy. Their home task was to specify scientifically, to define the term ‘geodesy’. Students were using different sources and the best definition was that from the internet: “Geodesy is the discipline that that deals with the measurement and representation of the earth its gravity field and geodynamic phenomena in three –dimensional time varying space. Geodesy is primarily concerned with positioning and the gravity field and geometric aspects of their temporal variations ”. Students were not happy to speak facing the audience, and they were right. In her article Marjorie Rosenberg writes, that “speaking in front of others is one of the greatest fears that people have, so training in giving presentation is not only useful or business people who have to do this as part of their jobs, but also for learners who work in a wide variety of profession”. The geodesy students had many opportunities to give presentations: introducing Vilnius Gediminas Technical University, presenting their dream country or speaking about their favourite author. Preparing for the presentation on introduction of the euro, students visited the museum of the Bank of Lithuania, where they watched a film on money in English and enjoyed the excursion. An effective presentation requires skills such as clarity in speech and phrasing, linking and control language, timing interventions, assertiveness, defending a vulnerable positions and handling. During the first month of studies much time was spent in the computer class of the university, revising grammar and questions. That was interesting for the students, and according to Marjorie Rosenberg “our students deserve the best we can give

them and that includes a relaxed, but energetic and lively atmosphere in the classroom, creating a community to which both learners and teachers are eager to belong”( Netikšienė).

### **Difference between English for Specific Purposes and General English**

Hutchinson and Waters (1987) answer this question quite simply, “in theory nothing in practice a great deal”. In 1987 this view was quite true; teachers of General English courses rarely conducted needs analysis to find out what their students' purpose for learning English. Nowadays, teachers are aware of the importance of needs analysis, and perhaps it is this that has greatest influence that the ESP approach has had on the teaching of General English. Through the choice of a suitable textbook or the choice to prepare one's own materials, either choice having been made on the basis of the assessment of their learners' needs, teachers can adjust the syllabus of their courses to their learners' aims.

The most important difference between ESP and General English lies in the learners and their purposes for learning English. ESP learners are usually adults who have already learnt some English language and possess some knowledge of the various content subjects which is ESP teachers may not be familiar with. The ESP learners need the language in order to become equipped with professional communicative skills to be able to perform particular job-related tasks.

ESP focuses on language that is used in a real professional context rather than on teaching grammar structures and vocabulary unrelated to the students' mainstream subjects. Contrary to General English, which is frequently separated from the students' future situations, the content of ESP is integrated into an area of subject matter related to the students' present and future situations.

### **CONCLUSION**

To sum up, we can say that ESP students' need is different if we compare with European countries. Since we do not have native English environment in Central Asia and students should learn grammar more properly and spend more time. As you know, without grammar base it is difficult to produce speech for EFL students. So establishing activities and techniques is essential way to support ESP students. The main factors of teaching ESP are students' need and target situation. If the student can not use the language in real situation it means methodology of teaching is not proper and fruitful. We truly recommend choosing an appropriate syllabus and teaching materials.

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