ENGLISH FOR SPECIFIC PURPOSES: SELF UNDERSTANDING & MEDIA OF COMMUNICATION

Tina De
Associate Professor
Department of Basic Science and Humanities,
Sayantani Biswas
B.Tech,Second Year,
Department of Electrical Engineering,
Suvrojit Kumar Saha
B.Tech Second Year,
Department of Electronics & Communication Engineering,
Institute of Engineering & Management, Kolkata

Abstract:

The present study is an attempt to understand English for Specific Purposes (ESP) by encompassing various linguists' efforts to define it, tracing its historical growth and trying to apply as a medium of communication in your own field. Though lots of contradicting views have been reported in defining this extremely significant branch of ELT, yet, most of the hypothesis are accepted in broadening its horizon and tag it to its specific application. Again, there seems to be certain dichotomies regarding its confinement to basic teaching of English to the beginners. Actually ESP hyperlinks to all kinds of official communication be it professional, academic or scientific. Thus, there is no specific discipline that is primary in ESP but the specific goal of specific learners which is of interest or in demand. The same has been reinforced by the discussion related to its absolute and variable characteristics. Historical growth of ESP has also been traced and it has been reported that though it is considered to be a modern approach yet its textbook exist way back in the sixteenth century. Professional ESP courses train the learners and enable them to function as per the demand of the target situation. Thus an ESP programme should be aim-directed, learner-directed and situation-directed. Ideally an ESP course should have the following three features a) Authentic study material, b) Purpose-related orientation and c) Induced self-direction through proper guidance. Frontline research whether experimental or theoretical has its own demand of acceptance and recognition in the scientific community but does any author gets panic stricken about the media of communication? Even if fractional percentage does exist then there are a lot of professional help and way out to battle out the situation. Science and English are mutually exclusive and is the real life example of synergic bonding.

Keywords*:-* English for Specific Purposes (ESP), Science and English, Professional English, Academic English, English Learning and Teaching (ELT)

Introduction:

The present study is an attempt to understand English for Specific Purposes (ESP) by encompassing various linguists' efforts to define it, tracing its historical growth and trying to apply as a medium of communication in your own field. Though lots of contradicting views have been reported in defining this extremely significant branch of ELT, yet, most of the hypothesis are accepted in broadening its horizon and tag it to its specific application.

Other Contributions of ESP:

There seems to be certain dichotomies regarding its confinement to basic teaching of English to the beginners. Actually ESP hyperlinks to all kinds of official communication be it professional, academic or scientific. Thus, there is no specific discipline that is primary in ESP but the specific goal of specific learners which is of interest or in demand. The same has been reinforced by the discussion related to its absolute and variable characteristics. Historical growth of ESP has also been traced and it has been reported that though it is considered to be a modern approach yet its textbook exist way back in the sixteenth century. Professional ESP courses train the learners and enable them to function as per the demand of the target situation. Thus an ESP programme should be aim-directed, learner-directed and situation-directed. Ideally an ESP course should have the following three features a) Authentic study material, b) Purpose-related orientation and c) Induced self-direction through proper guidance. Frontline research whether experimental or theoretical has its own demand of acceptance and recognition in the scientific community but does any author gets panic stricken about the media of communication? Even if fractional percentage does exist then there are a lot of professional help and way out to battle out the situation. Science and English are mutually exclusive and is the real life example of synergic bonding.

Requirements of ESP in Several fields:

- Enhanced learning & teaching experience :-
  1. Enjoyment experienced on communicating in English.
  2. Awareness about the importance of speaking/communicating in other languages.
  3. Realization of important aspects and richness of the language.
  4. Familiarisation with English rhymes and different accents used all over the world.
  5. Developing skills in Active speaking and listening.

- Growing Self-esteem and Self-confidence :-
  Ability to speak fluent English before others for example, in a conference or any other get-together or parties without even fumbling a bit can undoubtedly help to grow a person's self-confidence and enhance his/her self-esteem. Therefore, speaking English on a regular basis should be made a part of one's daily lifestyle as we know – 'Practice makes a man Perfect'.

- Lack of Motivation : Self-efficacy Vs Losing Self- Esteem : -
  1. People get motivated to do something when they feel that the job is worth- doing and may bring success in his/her life.
  2. Past experiences affect a person's motivation as under:-
  ✓ Better experiences in past, give rise to over-confidence which ultimately leads to anxiety.
  ✓ Bitter experiences lower a person's self-confidence and give a low sense of self-efficacy. Thus, the person loses his beliefs on his own abilities and as a result, he gives up.

Two-way Communication:

Two-way communication is the complete communication process. In this communication, information flows form sender to receiver and response of the receiver goes back to the sender.

In achieving the organizational goals and facing the personal problems, we need to whenever a group of officials decide to make up a project, they follow a certain protocol to bring success to their endeavour.The protocol involves certain important steps which are mentioned below:-

- ✓ At first, amongst all the group members, a Leader is chosen who will lead the entire mission.
- ✓ A series of meetings are conducted where the important points regarding the project are discussed openly. Everyone is expected to give their own views and share their ideas. The leader may speak to each and every member of the group individually. The members may also discuss among each other before presenting their ideas before the leader of the project. Thus the process of two- way communication is used effectively.
- ✓ After multiple discussion sessions, when the basic work plan has been chalked out, the group comes to discuss their plan with the higher officials of the company for their approval. Here, the leader along with his entire group is one set of people speaking with the top officials, who represent another set of people. Thus, again comes the necessity of two-way communication.
- ✓ Next, the topmost officials give their judgement or their approval to continue or proceed on with the project.
- ✓ Finally, depending on their feedback, the group frames their future work andaccordingly moves on with the project. This process again includes the utility of two-way communication.

Hierarchy of Communication:

Here, the different modes of communication will be discussed in brief. Different modes of communication have different usability/flow depending on the purposes for which they are used and the main intention behind a particular speech.

- Words of Love/Specific Bond: - This gives rise to an intimate relationship flow.
- Empathy/Dialog: - Gives rise to personal relationship flow.
- Dialog/Corporate Discussions: - Gives Rise to Business/Corporate relationshipflow.
- Heated Discussions/Arguments/Abuse: - Does not lead to any specific type offlow.

Importance of Visual Communication:

Usage of Smart-phones and all other digital devices have enriched our lifestyle in a number of ways. Herein, lies the importance of visual communication which has made our life simple and at the same time, helps us to make effective progress in all other concerned fields. Digital reading and writing in the form of E-books and other Electronic Writing Tablets have reduced the pain of carrying big, fat books all around when we travel. Simultaneously, it has also enhanced our English writing proficiency and at the same time, improved our English language speaking fluency. Digital devices have also contributed a lot in making our vocabulary strong.

Skills that improve our Communication Ability:
- *Good Listening Skills-* This skill can be improved by maintaining eye contact, keeping mind open, being attentive and not interrupting the speaker while he/she is delivering speech.
- *Good Speaking Skills-* A speaker needs to be clear and concise, friendly, confident, open-minded, always picking the right medium, empathetic and a good listener to improve his/her speaking skills.

- *Good Reading Skills-* A person should be a good decoder, must have fluency, should make proper use of vocabulary, knowledge and should be attentive to improve the learning skills.
- *Good Writing Skills-* This particular skill can be improved by developing a reading habit on a daily basis thereby improving vocabulary, grammar etc. In the process mastering the English spelling.

Conclusion:

The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance 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 concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a need based analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become a tourist guide. As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster. The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study 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. ESP assesses need and integrates motivation, subject matter and content for the teaching of relevant skills.

Acknowledgement :

References :

Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. TESOL Quarterly, 40, 133–156.

Brown, J. D. (1995). The elements of language curriculum: a systematic approach to program development. In R. Howard & G. Brown (Eds.), Teacher education for LSP (pp. 80–89). Clevedon, England: Multilingual Matters.

Dudley-Evans, T. (2001). Team teaching in EAP: Changes and adaptations in the Birmingham approach. In J. Flowerdew & M. Peacock (Eds.), Research perspectives on English for Academic purposes (pp. 225–238). Cambridge: Cambridge University Press.

Dudley-Evans, T., & St. John, A. M. (1998). Developments in English for Specific Purposes: A Multi-Disciplinary Approach. Cambridge: Cambridge University Press.

Ferguson, G. (1997). Teacher education and LSP: The role of specialised knowledge. In R. Howard & G. Brown (Eds.), Teacher education for LSP (pp. 80–89). Clevedon, England: Multilingual Matters.

Flowerdew, J., & Peacock, M. (2001). The EAP curriculum: Issues, methods, and challenges. In J. Flowerdew & M. Peacock (Eds.), Research perspectives on English for academic purposes (pp. 177–194). Cambridge: CUP.

Huckin, T. (2003). Specificity in LSP. IBERICA, 5, 3–17.

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: a LearningCentered Approach. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1988). ESP at the Crossroads. In J. Swales (Ed.), Episodes in English for Specific Purposes: A Source and Reference Book on the Development of English for Science and Technology (pp. 174–185). New York: Prentice Hall.

Hyland, K. (2003). Genre-based pedagogies: a social response to process. Journal of Second Language Writing, 12(1), 17–29.

Long, M. (2005). Second language needs analysis. Cambridge, UK: Cambridge University Press.

Martin, E. (2000). Designing and Implementing a French-for-Specific-Purposes (FSP) Program: Lessons Learned from ESP. Global Business Languages, 5. Retrieved from http://docs.lib.purdue.edu/gbl/vol5/iss1/3.

Merriam, S. B. (1998) Qualitativeresearch and case study applications in education. San Fransisco: Jossey-Bass.

Richards, J. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.