

## Teaching English for Specific Purposes

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The subject of teaching English for Specific Purposes demands particular attention because it is seen as a crucial component of English as a Foreign Language. The field of ESP is established at the boundary between scientific disciplines, at the interface of particular academic learning and linguistic proficiency, from a methodological standpoint as well as in terms of its deliberateness. The goal of the language education process in ESP is to give students the linguistic skills necessary to succeed in the job market and a particular working environment. Strevens (1988) claims that ESP is "designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics" (Strevens, 1988, p. 84). Richards & Schmidt (2010) define Languages for Specific Purposes as languages "used for particular and restricted types of communication (e.g. for medical reports, scientific writing, air-traffic control) and which contain lexical, grammatical, and other linguistic features which are different from ordinary language" (2010: 295). Richards & Schmidt also add that "the content and aims of the ESP course are fixed by the specific needs of a particular group of learners" (2010: 181). ESP needs to be defined in relation to "a large number of separate activities defined according to a subject or a profession or job" (McDonough, 1999: 105). According to Mohan (1986: 15), ESP aims to prepare students "for chosen communicative environments" in which English "is used for a limited range of communicative events". In this sense, "the content and aims... are fixed by the specific needs of a particular group of learners" (Richards & Schmidt, 2010).

There might be some challenges in teaching ESP if it is not researched and analyzed deeply. Since situation-specific, practical language utilization is crucial in the ESP field, it can be noticed that some groups of students have a relatively low level of English. In this circumstance, teachers may confuse about what to teach general English or ESP. Students in terms, may not understand specific texts and conversations as they have difficulties and misunderstandings in general English. It can be argued that there is an immediate need to address the discrepancy between reality (students' English proficiency backgrounds) and syllabus objectives. On the one hand, teachers should give learners the skills they require, particularly in terms of their linguistic requirements. In other words, the lessons taught to students should fall within their level of proficiency. On the other hand, the institution's program stipulates that for students to successfully complete their studies, they must be fluent in both general and specialized English. The syllabus can not be considered inappropriate in this regard either as it is not designed to resemble a syllabus for an elementary level. According to Barnard and Zemach (2003) when this occurs, a part of the course material should be in General English. This kind of course syllabus at a Geology Faculty might combine language topics like a general overview of the verb tenses, the comparative and superlative forms of adjectives, and the conditional structures with such career-specific situations as taking part in archaeological excavations and talking about the structure, evolution, and dynamics of the Earth.

As a last word, it seems to be better if General English is taught integrative with job-specific, authentic materials. As a result, learners boom their English proficiency level as well as acquire

career-related English and be ready to use it in their specific field of study. Since ESP teaching is valuable in the academic world, it can be further studied and made into new concepts.

## REFERENCE

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