



2021

**Impact Factor
5.634**

**THE AMERICAN
JOURNAL OF
APPLIED SCIENCES**

Crossref doi

10.37547/tajas

VOLUME-03

THE AMERICAN JOURNAL OF
APPLIED SCIENCES

(TAJAS)
SJIF-5.634
DOI-10.37547/tajas

Volume 3 Issue 06, 2021

ISSN 2689-0992

The USA Journals, USA
www.usajournalshub.com/index.php/tajas



Journal Website:
<http://usajournalshub.com/index.php/tajas>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

About ESP Teaching

Sadriddinova Dildora Mahammadjonovna

Teacher, Faculty Of World Languages, Namangan State University, Namangan, Uzbekistan

To'lanboyeva Dildora To'lqinjon Qizi

Teacher, Faculty Of World Languages, Namangan State University, Namangan, Uzbekistan

Sultanova Dilnoza Soxibjonovna

Teacher, Faculty Of World Languages, Namangan State University, Namangan, Uzbekistan

Nosirova Odina Dilshodbek Qizi

Teacher, Faculty Of World Languages, Namangan State University, Namangan, Uzbekistan

ABSTRACT

This article describes information about ESP teaching, its various features, appearances, benefits, effectiveness.

KEYWORDS

ESP, ESP teaching, foreign language, absolute characteristics, vocabulary, profession, Environmental English, Standard English.

INTRODUCTION

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, concerning the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc. Despite the seemingly limited focus, a course

of ESP can have a wide-ranging impact, as is the case with Environmental English.

English for academic purposes, taught to students before or during their degrees, is one sort of ESP, as is Business English. Aviation English is taught to pilots, air traffic controllers and civil aviation cadets to enable clear radio communications.

MAIN PART

Absolute characteristics:

1. ESP is defined to meet the psychological needs of the learners and how they will respond to temptations (Maslow's hierarchy of needs).
2. ESP makes use of the underlying methodology and activities of the discipline it serves.
3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics:

1. Restricted as to the language skills to be learned (e.g. reading only);
2. Not taught according to any pre-ordained methodology (pp. 1-2)
3. ESP may be related to or designed for specific disciplines;(Dabong, 2019)
4. ESP may use, in specific teaching situations, a different methodology from that of general English;
5. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level;
6. ESP is generally designed for intermediate or advanced students;
7. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (pp. 4-5);
8. ESP is taught in many universities of the world. Many professional associations of teachers of English (TESOL, IATEFL)

have ESP sections. Much attention is devoted to ESP course design.[4, 5] ESP teaching has much in common with English as a Foreign or Second Language and English for Academic Purposes (EAP). Quickly developing Business English can be considered as part of a larger concept of English for Specific Purposes.

ESP is different from standard English teaching in the fact that the one doing the teaching not only has to be proficient in standard English, but they also must be knowledgeable in a technical field. When doctors of foreign countries learn English, they need to learn the names of their tools, naming conventions, and methodologies of their profession before one can ethically perform surgery. ESP courses for medicine would be relevant for any medical profession, just as how learning electrical engineering would be beneficial to a foreign engineer. Some ESP scholars recommend a "two-layer" ESP course: the first covering all generic knowledge in the specific field of study, and then a second layer that would focus on the specifics of the specialization of the individual.

The first role of an ESP teacher is following an adulthood-oriented approach toward ESP programs concerned with acting as a simultaneous teacher and counsellor. The second prominent role of an ESP teacher is cooperating and collaborating with content teachers to design and teach the materials effectively.

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 courses like technical writing, communication of business, and academic presentation skills aim to teach learners on a particular genre or to use English in a particular discipline or a particular talkative context.

It is acknowledged that unlike teaching English for general purposes, teaching ESP is demanding as it includes a range of tasks: identifying learner needs, developing courses and materials, as well as classroom teaching.

Syllabuses or syllabi is an outline and summary of topics to be covered in an education or training course. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus is often either set out by an exam board or prepared by the professor who supervises or controls the course quality.

RESULTS

Absolute characteristics:

- a) ESP is designed to meet specific needs of the learner;
- b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and
- c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

The growth of ESP was about by a combination of three important factors. The expansion of demands for English to suit particular needs and developments in the fields of linguistics and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning.

English in a certain professional field of study normally taught at university. Different from pre-academic and university ESL programs, which teach basic academic skills for all fields of study, ESP Programs teach the English needed in specific academic subjects, such as Economics or Psychology.

ESP is the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. ESP is an abbreviation for “English for specific purposes” or “English for special purposes”.

ESP may be defined as a cognitive ability that does not seem to involve any known sensory mediation or rational control. In more familiar terms this means that a person may, in certain circumstances, gain information without using either his senses or his ability to reason.

ESP teachers do not need to learn specialist subject knowledge. They require three things only:

1. A positive attitude towards the ESP content;
2. A knowledge of the fundamental principles of the subject area;

Key issues in ESP curriculum design are suggested:

- a) Abilities required for successful communication in occupational settings;
- b) Content language acquisition versus general language acquisition;
- c) Heterogeneous versus homogenous learner group; and
- d) Materials development

Articles In This Issue

1. Tekalign Bedada, (2021). Improvement Of Engine Driven Sorghum Thresher By Incorporating Grain Cleaning System. *The American Journal of Applied Sciences*, 3(06), 1-7.
2. Narbek Sapaeovich Palvanov, Mukhiddin Sultanovich Mekhmanov, (2021). Electrometric Determination Of Binary Mixtures In Food. *The American Journal of Applied Sciences*, 3(06), 8-13.
3. Abdulla Nurmatovich Khayitov, Alisher Yuldoshevich Atakhanov, Islom Saidovich Atakhanov, Bakhodir Sharifbaevich Radjapov, Sarvar Ibragimovich Rakhimov, (2021). Increasing Agricultural Productivity Of Potatoes By Influencing Crop Elements. *The American Journal of Applied Sciences*, 3(06), 14-23.
4. Tilakov Ismoiljon Usmonovich, (2021). Prospects For The Application Of Digital Technologies In The Oil And Gas Industry. *The American Journal of Applied Sciences*, 3(06), 24-27.
5. Hojiyev Dilmurodjon Bahodirovich, Muhammadjonov Akbarshoh Akramjon Og'Li Og'Li, Muzaffarova Dilshoda Botirjon Qizi, Ibrohimjonov Islombek Ilhomjon O'G'Li, Ahmadjonova Musharrafxon Dilmurod Qizi, (2021). About One Theorem Of 2x2 Jordan Blocks Matrix. *The American Journal of Applied Sciences*, 3(06), 28-33.
6. J.M. Khakkulov, Z.Sh. Temirov, Sh.E. Khalilov, (2021). Electrochemical Reduction Of Macroiones As A Surface-Active Nanocoating And Nanocomposites. *The American Journal of Applied Sciences*, 3(06), 34-43.
7. Abdusamad Abdumalikovich Hamidov, (2021). Dynamics Of Soil-Geographical Research In The Fergana Valley (1918-1945). *The American Journal of Applied Sciences*, 3(06), 44-50.
8. Kudeshova G.T., Kuchkarova L.S., (2021). Activity Of Enteral Lactase And Lactobacilli In Maternal And Hereditary Toxic Anemia. *The American Journal of Applied Sciences*, 3(06), 51-57.
9. Sadbarkhon Abdukarimovna Mavlanova, Gavkharoy Ismailovna Tadjibaeva, (2021). Independent Fodder And Tropholaxic Characte Ristics Of Different Ages. *The American Journal of Applied Sciences*, 3(06), 58-64.
10. Musurmonova Shahlo- Ilhomovna, (2021). On The Basis Of An Integrated Approach, Give Environmental Education To Primary School Students. *The American Journal of Applied Sciences*, 3(06), 65-69.
11. Karimova Kamola Bahdirovna, (2021). Research Of Prospective And Developed Influence Of Food Additives On Product Quality. *The American Journal of Applied Sciences*, 3(06), 70-76.

12. Ashurova Zebiniso Raximovna, Juraeva Nodira Yunusovna, (2021). Some Estimates For The Carleman Function. *The American Journal of Applied Sciences*, 3(06), 77-81.
13. Sadriddinova Dildora Mahammadjonovna, To'lanboyeva Dildora To'lqinjon Qizi, Sultanova Dilnoza Soxibjonovna, Nosirova Odina Dilshodbek Qizi, (2021). About ESP Teaching. *The American Journal of Applied Sciences*, 3(06), 82-86.
14. Rahmonova Dildora Abdulhamid Qizi, Yuldasheva Ma'mura Boqijonovna, Karimova Sadoqat Abdulhamidovna, Nuriddinova Nodira Adhamovna, (2021). Ways To Develop The Language Competence For Future Teachers. *The American Journal of Applied Sciences*, 3(06), 87-90.