

## **ESP AND ELT: PROBLEMS OR CHALLENGES.**

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*We cannot direct winds but we can adjust sails.*

*Proverb*

There has been the «thorny» issue of the relationship between ELT practitioners and the Applied Linguistics community: the relationship between pure knowledge of linguistic theory and the real «dirty business of applied» practical knowledge of future EL teachers [1]. The fact is there is the urgency in teaching English not only for «pure» philologists but for non-philological specialists. Unfortunately, practically-oriented ESP teacher training has been considered a «poor» relative of the pure knowledge. But the realities are quite evident: there is a need in training ESP teachers who are ready to construct modular courses for learners of any level and any field of science, thus making teaching more passionate, interesting and diversified.

It is in accordance with challenging methodology variety of the 21<sup>st</sup> century which comprises: teacher/learner collaboration; method synergistics; curriculum developmentalism; content-based approach; multi-intelligencja; strategopedia etc. [2].

There must be structured a system of enhancing ELT academie education: for example, introducing more active methods in traditional EL teaching and ESP pedagogical practice. At least, three ideas can be proposed.

1. Intensifying the introduction of project work which involves multi-skill activities focusing on a theme of interest rather than specified language tasks: students work together to achieve a common purpose, a concrete outcome (e.g. local environmental issues for understanding urgent ecological problems; sociolinguistic research: the vocabulary used in teenagers' speech within the community). What is projects have in common is their emphasis on students' involvement, collaboration, responsibility, irrespective of their types (information and research projects, survey projects, production projects, organizational projects), thus teaching students small group communication and efficient framing of the language means to solve a practical problem which is specific for special purpose communication [3].

2. Introducing a student-centered approach to materials development for students to become active participants, thus highlighting the importance of recognizing the link between language and local culture. Localizing materials enables students to keep in touch with real-life and culturally familiar language contexts. The ELT standardized materials published in English-speaking states are now trying to focus on cultural diversity but they are not aimed to the cross-cultural demonstrating specific features of every locality in the global issues involve specialists of a variety of national groups which contribute problems in communication. EL philological students attention should be attracted to differences in hospitality, decision-making, distance, time. Their involvement into becoming skillful material developers is very crucial not only for their future ELT but also for their ESP career.

3. Introducing cognitive modelling techniques for presenting a wide scope of vocabulary which means to teach students to present thematic vocabulary in the form of cognitive structures (frames, flowcharts, mind maps, semantic mapping etc.). The advantages can be summarized: a) the models are applicable at every skill level (we mean ESP learners) and they meet different needs; b) it enables to show interrelations and interdependences within the special field of knowledge; c) it enhances learners memorization.

To sum, it is necessary to pay attention to applied linguistic side of ELT training highlighting a wide scope of practical tasks ELT graduates will face in their professional life.

### ***References***

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