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PEDAGOGICAL ASPECTS OF TEACHING ENGLISH FOR PROFESSIONAL PURPOSES

ПЕДАГОГІЧНІ АСПЕКТИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ПРОФЕСІЙНИХ ЦІЛЕЙ

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The main aspects of ESP teaching have been observed. This article highlights that in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. It also points out that the most important aspect lies in the learners and their purposes for learning English in order to communicate and have a set of professional skills and to perform particular job-related functions.

Key words: *English for specific purposes (ESP), skills, ESP Curriculum, language proficiency.*

Стаття присвячена актуальній темі викладання англійської мови для професійних цілей. ESP визначає аналіз потреб, яких мовних навичок найбільш потребують студенти, навчальний план розроблюється відповідним чином. Найголовніша аспект полягає в цілях у вивченні англійської мови для того, щоб спілкуватися з наявністю професійних навичок та виконують певні функції, пов'язані з роботою.

Ключові слова: *англійська мова для професійних цілей, навички, навчальний план, мовна компетентність.*

Статья посвящена актуальной теме обучения английскому языку для профессиональных целей. Основные аспекты преподавания ESP были раскрыты. ESP определяет анализ потребностей, как языковых навыков, наиболее востребованных студентами, учебный план разрабатывается соответствующим образом. Самый главный аспект заключается в целях изучения английского языка, направленных на общение с наличием профессиональных навыков и функций, связанных с работой.

Ключевые слова: *английский язык для профессиональных целей, навыки, учебный план, языковая компетентность.*

ESP teaching concentrates more on language in context than on teaching grammar and language structures. It is a new direction in development of theoretical and practical learning English language for professional purposes. The ESP main point is that English is not taught as a subject separated from the students' real world. Instead, it is integrated into a subject matter area important to the learners.

The National Level ESP Curriculum has been developed with the approval of the Ministry of Education and Science of Ukraine:

1) as a response to international developments;
2) in order to meet the language needs of university students across a range of discipline areas;
3) to provide benchmarks for teachers and students in line with the levels;
4) to provide a standardized basis for course and syllabus design by teachers of English at the faculty level in universities throughout Ukraine.

An enlarged Europe has led to radical changes in education. The creation of the European Higher Education Area by 2010 (Bologna, 1999) sets challenging tasks in

terms of greater mobility for students, more effective international communication, better access to information and deeper mutual understanding.

The ESP program gives students an opportunity to develop the competences and strategies needed to function effectively in the study process and in the professional situations they encounter. As a result of new courses, higher levels of student language proficiency will facilitate individual mobility and competitiveness in the job market.

Professional communicative competence – which is the focus of the ESP Core Curriculum – is acquired by students of different specialism for real life academic and job related areas and situations. Needs analyses is important to design syllabuses for their own ESP specialist courses in order to achieve the target B2 level of language proficiency [1]. The ESP Curriculum takes into account language proficiency levels as specified in the CEF (2001).

According to the National secondary school standard (2004), the school leaving proficiency level is:

B1- Thus, the entry level of university applicants is expected to be not lower than that. As the standard was only introduced in January 2004, we assume that there will be a transition period before level B1+ can be expected to be attained by the majority of Ukrainian school leavers.

This language level naturally increases with the growth of professional qualifications of an individual as the growing complexity of professional functions performed demands a higher level of communicative competence. For example, if a Bachelor of Applied Sciences can function in a workplace with a B2 - language proficiency level (Independent User), a Master of Applied Sciences may need C1 level (Proficient User).

Language proficiency levels allow teachers to determine the learning/training gap – i.e. the difference between the beginning and target levels of students on a particular course – expressed in terms of internationally recognized language performance scales.

Identification of the learning/training gap is of vital importance in defining the content and duration of the ESP course. It is a valuable reference point for both teacher and learner, to help determine what is desirable and achievable on a course. An awareness of the students' entry and target levels – and the concomitant number of tuition hours that need to be allotted to an ESP course – then allows the formulation of a training plan to achieve the program objectives and student learning outcomes [3].

ESP program aims to bring about such integration at the level of objectives and teaching methods, and by coordinating syllabuses. The ESP Curriculum is relevant to the professional needs of students and to societal expectations. It is also relevant to the target situations in which ESP students will function as specialists.

The term "professional" in ESP refers to the professional purpose for learning English. Students approach learning of English through a field that is already known and corresponding 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 needs and integrates motivation, subject matter and content for the teaching of relevant skills.

Teacher's skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, you may be the only English speaking person available to students, and although your time with any of them is limited, you can structure effective communication skills in the classroom. In order to do so, in your interactions with students try to listen carefully to what they are saying and give your understanding or misunderstanding back at them through your replies. Good language learners are also great risk-takers, since they must make many errors in order to succeed: however, in ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. That's why a teacher should create an atmosphere in the language classroom which supports the students. Learners must be self-confident in order to communicate, and a teacher, as a mentor, has the responsibility to help build the learner's confidence [4].

A teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. The teacher will serve as a source of information to the students about how they are progressing in their language learning.

The learners come to the ESP class with a specific interest for learning, subject matter knowledge, and well-built adult learning strategies. They are in charge of developing English language skills to reflect their native-language knowledge and skills.

People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies.

The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learners can take advantage of what they have already known about the subject matter to learn English.

The language learning abilities of the adult in the ESP classroom are potentially

immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English.

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