

A STUDY ON TEACHING ENGLISH FOR SPECIFIC PURPOSES

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ABSTRACT:

In an age of globalization, English communication was becoming as critical as its associated skills for scientists and engineers whose mother tongue is not English. The text summarizes the findings of four years' research in improving English in the area ' photogrammetry, interferometry and GNSS technology for particular use guides, as well as primary instructional techniques and pedagogical practices in classroom and off-class events. A detail of the creation and comprehensive update of a manual for technical language preparation for apprentices is the subject of the present review. The study findings represent the importance for Scientists and Ingenieurs of an ESP course: performing a necessity review to look for applicable and trustworthy authentic resources, identifying suitable teaching strategies , tools, and teaching approaches in the instructional process in order to establish language skills that are required for successful and competitive participants.

KEY WORDS: *Requires study, methods of instruction, content collection, production of textbooks, didactic techniques for particular purposes..*

INTRODUCTION

English is so ubiquitous as the lingua franca of foreign relations in any area of human interaction that it can already be treated as an Asian (Bolton, 2008) term. Because it's not about how many people know English, it is important to use it (Kitao, 1996). It 's important.

Because of the constantly rapid technical advances, the majority of standard language learning frameworks have been incredibly insufficient to solve the complexities of the academy's new demands and activities in the field of careers.

Recent research clearly promotes an ESP model which focuses on acquiring professional expertise and integrates disciplinary know-how and professional experience into the complex and diverse handling of numerous social circumstances where the majority of specialised communications occur.

The planet tends to share up-to - date technology and experimental theories. In this regard the language abilities required to be involved and competing participants in the competitive environment are important for engineers and scientists, particularly graduates from professional universities.

Because the language skills expected of the engineers or scientists should be connected to the topic of their technical sector, there is no longer a need to wonder if their English skills can be enhanced, the issue is how the teachers can develop these skills (Talberg 2006). Thus, since scientists and engineers need to provide language skills specific to their sector, a language learning method must be built on the appropriate and traditional practises of their career in a foreign sense. Therefore, a language learning curriculum must not only develop language abilities, it must also increase its maximum understanding and allow students to better interact with fellow students from other nations.

We also traditionally specialised in the education of students in such areas as geodesy, photogrammetry, Remote Sensing, Cartography, Satellite / Air Survey, Geomatic Survey, Geo-monitoring, Katasters, Biodiversity and Environmental Protection. The latter demonstrated considerable interest in substantial progress of their language ability through our study on the special needs of graduate and postgraduate students in the area of linguistic skills relevant to their professional activities.

This is why we have begun our quest for advanced language learning methods, with ESP guides being created, which will help students strengthen and master their language skills in a very short course.

Ono and Morimura (2007) state that essential learners gain inside an ESP course:

An English proficiency that will allow them to connect with English-speaking professionals around the world.

- ✓ A world-wide cosmopolitan vision
- ✓ Experience to interact with other nations beyond their own countries on an fair basis.
- ✓ Imaginative ability and self-motivation to seek alternatives to practical challenges
- ✓ An understanding of the world's various civilizations.

Against this basis many ESP courses were agreed on the general concept of defining a collection of core language needs of target learners, implementing instructional materials and activities to support students fulfil their needs.

The emphasis of this study is on implementing a robust technology that will enable all third-party language training to be beneficial for their company in creating and updating ESP handbooks, methodology assistance, and classroom teaching methods.

The whole course curriculum for the study guides is intended for the students (mainly university and academics, professors) who are acquainted with the basic knowledge of English and are willing to operate with GE (CEFR: Levels A2-B1), for an autonomous and out-of-class work period of 72 hours.

Since 2012, the above settings have been introduced and proved time and economically effective in the educational phase of our University. Three evaluation methods were used for this researching, including questionnaires as well as target community interviews, study surveys and statistical literature review.

DEVELOPMENT OF AN ESP MANUAL

No textbook for technical language teaching is ideal for the continuous and fast advancement of science and technology. It is nevertheless seen as the most important and efficient resource for meeting learner requires objectives (Ono & Morimura, 2007). In the textbook for technical languaging instruction, aims and priorities of the core curriculum are to be represented. In this way, the manual does not specify its own objectives in the learner's sector, but must include the most suitable lexis, language activities and foreign language learning technology, which will allow international collaboration to interact entirely.

For this cause, the main goal of an ESP course should be two-fold: to improve the learners' overall communication skills and lay the foundations for further preparation and enhancement in language skills in the area in their clinical practice. In that regard, the student sector should be associated with the learning goals, choice of research subject, didactic methods and curriculum. At the same time it's a delicate and difficult matter of substance, methodology and strategies to teach English to specialists (Riemer, 2002), which involves the creation of a particular course in which English is being used as a kind of mediator. Basically, without improvements and certain additional materials, it is difficult to use a specific textbook, especially because the content is obsolete every two to three years. In this sense, the option of appropriate research materials reflecting the existing state of the art from a range of accurate and relevant source materials consisting mostly of credible texts, ideally written by native speakers, was one of the essential objectives of producing a manual for particular language education purposes (Talberg, 2006).

A need review can help to decide what learners would be able to do with the foreign language in a target scenario and how they may better practise the target language during their training time (Kim, 2013). The course could be changed to satisfy unique requirements of the students.

The 5 outlets for ESP requires research were identified in Lange (2005) and Kim (2013): publication and unpublished articles, linguists and scholars, domain experts, learners and triangulated outlets. In Lange (2005), it is evident that the data was received from more than two sources utilising triangulated sources. In the course of our work on our ESP guides we reviewed professors and specialists from target fields for guidance on the needs of future learners in the English language, databases of the related literature as well as websites (Porcaro, 2001, Tasić, 2009; Kim, 2013) in choosing up-to-date resources and state-of-the-art studies for inclusion in the ESP handbook.

As the manual is designed for particular purposes-in order to provide the students with an actual lexicon and to enhance their translating skills from English to the mother language-it is far more necessary to include a sufficient number of true textual and academic works from the mother language to English, oral communication and academic literature. It is also important to note that most learners do not like English

courses while designing a manual: some have already been recognised and accredited specialists, who are typically unable to find a lot of time to prepare and may exit the course if improvement is difficult immediately; some have a poor experience studying a foreign language. That is why at the initial phase of ESP teachers should prioritise "good interactions" rather than "grammatically correct correspondence" (Ono & Morimura, 2007), and be aware that academic journal papers, especially in terms of material, which should be condensed and adapted to their needs, are too difficult to understand.

The chosen texts should be grouped into 3 separate categories to inspire students to learn the ESP: general knowledge, theoretical history and implementations. And the first section of text has to be adapted and condensed to make it not too challenging for an introductory portion of the textbook at the very start of the study.

It is highly advised that before designing the textbook, a requires review (NA) is carried out in order to determine what students need to do in a real-life scenario with the foreign language and how best they will learn the target language during studying (West, 1994). In our NA we have used focal group interviews, questionnaires and scientific literature analyses on ESP to show how relevant the meaning in ESP training is.

Respondents and sources	Conversational English	Goal context	Business English
Published literature	47%	38%	15%
Domain experts	34%	51%	15%
Research associates	22%	69%	9%
Learners	34%	65%	1%
Average	34%	56%	10%

Table 1. The importance of the context in ESP training

According to the results of the NA, a surprisingly large proportion of the respondents decided that the primary emphasis, the writers of the manual could take into consideration, was the background (56 percent) and conversational English (34 percent).

The second most important judgement is the one involving the exact proportion of several constituents required for the production of a good ESP manual and exactly how much general English (GE) and ESP put into the manual mostly depends on several circumstances, e.g. degree of learners' language instruction, NA performance, duration of preparation, etc. Therefore, the first section of texts requires to address all of the essential grammar units and language skills before progressing to the other sections of the ESP manual (Tasić, 2009).

Thus, in accordance with our NA and many self-approbations the optimum final version of the manual consisted of 3 units, the material structure of the units may be presented as following:

1. Unit main sentences
2. The key unit text for reading, encoding, duplication, transcription and grammar boxes (adapted, approx. 2000 words)
3. Unit vocabulary (approximately 250 words)
4. Authentic additional text (aprox. 1000 words adapted) for translation from English to the native language
5. Unit role-play (oral development of abilities focused on aim and GE situations)
6. Authentic additional texts (adapted roughly 350 words each) for translation from Native Language into English
7. Exercises in grammar (word order, affirmative and questions; common and particular matters; usage of preposition; etc.);
8. Complete and constructive lessons in the growth of oral ability
9. Polylog, dependent on unit (ESP) content Eight. Written and video presentations and debate.

A unit in our manuals has two contextual activities in the form of a polylog provided in English which are concurrently translated into the native language, often called context-specific scripts or role play (RP).

When talking about the role of ESP teachers in the students' pairs or classes, we must reinforce the need to engage vividly and deliberately in all processes during class.

In stage 1 ESP teachers may give careful attention to community teaching of pupils as learners operate in groups on the relationship/ replication of texts. Each community may be compatible in terms of student education and English skills, or be heterogeneous to allow students to compensate for each other's learning weaknesses. The primary alternative requires the workflow of stages 3-6 to be structured so as to make it feasible, first, to take the outcomes and shortcomings of previous groups into account and to render their own replication more immaculate for groups with the least ratio of learning deficiencies in conjunction with replication / relation.

In phases 2-6, ESP teachers ought to be very supportive and not very convinced short-term advisors and players who are willing to benefit from each other, bearing in mind the process-based engagement, where students perform in groups.

According to our findings and recent studies (Talberg, 2006; Tasić, 2009; Porcaro, 2013), students can take part in active oral communication in the form of videos, RPs or oral presentations on techniques (in groups or individually). Both of these tasks include research, contemplation and structuring, web design, and presentation layout, and are part of the improving language skills, as well as enhancing the oral skills of learners.

ESP teachers should be vigilant to engage their students continually in school events while they're in the classroom. Each pupil needs to be strongly persuaded that the instructor interacts for him for 90 minutes, but just himself. Both tasks in the school must therefore be restricted in duration. For each task the time needed by ESP instructor to conduct the same activities could be 1.3 or 1.5: depends on a teaching ESP experience (Musikhin 2013). The time necessary for each task is 1.5 or 1.5. With time pressures, students are encouraged to develop their interpersonal abilities and language abilities to prevent being an impediment to others' jobs.

An ESP instructor can carefully plan homework tasks for pupils for the purposes of improving the ingenuity and strengths of independent study (for example , creating lectures, forming an RP Community for one specific topic; providing his own interpretation of the studied subject, etc.).

It should be noted that after each lesson, students are allocated and consequently reviewed and evaluated without fail, if provided.

UPDATING THE MANUAL

The instructional resources of the ESP Manual (e.g. valid documents, RP, lexis and exercises) must continually be revised to accommodate the rapidly evolving demands and evolutions of the learner in his or her subject area. We define a study methodology in our work that allows the learning method to be paired with manualled notifications.

The methodology permits an ESP professor and students to function in the preliminary examination, collection and adaptation of advanced content in existing science and scientific literature. The ESP instructor relies on the adopted resources in teaching them to the new community of learners in a highly productive and contributing way.

The primary purpose of the methodology is for current students to look for, and evaluate, state-of-the-art studies in their area of study. This knowledge also continues on to be integrated into educational practises. The standard tasks typically involving for students are: to discover relevant knowledge, to interpret it, to complete specialistic technical vocabulary and to create new sets of key terms, to plan their own exercises. As a consequence, the instructor has updated materials at the end of the ESP course which involve some minor improvement and adaptation. The current collection of learning resources would then substitute old or irrelevant instructional problems. The annual share of revised materials in our work on ESP courses ranged between 12 and 31 percent.

The working language and main phrases of the programme source files can be readjusted conveniently in any text editor. As all the research materials (tasks, drills and interactive app UIs) have been provided in English, another benefit of the guides that they produce is that they can be readily translated to teach ESP to students from other countries. Here, the only thing you have to do is convert the textbook from english into another language with the vocabulary and main phrases.

CONCLUSION

English plays an exceedingly significant function in the area of education. The ESP manuals are also therefore needed to fulfil the criteria of learners (students and professionals) in their field of study for analysis and communication at an international level in English. It is becoming a requirement to give students the ability to learn suitable and complete English skills. The inclusion of linguistic and communication courses and ESP guides is an integral aspect of continuous education and ultimately leads to the lifelong learning phase.

This paper concerned the following:

1. It explains a fruitful four-year experience in the production of ESP Manuals with the help of specially designed applications, topical video and remote sensing and automated photogrammetry and GNSS technologies.
2. Answer realistic points for the creation and execution of ESP courses
3. Offers the most effective way of instruction and instruction in ESP Language Instruction.
4. Describes the methodology of study to coordinate and redesign the ESP handbooks concurrently for successful learning.

We hope the paper will help inspire and lead other teachers in this exciting and essential area

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