



English for Specific Purposes in English Language Teaching: Design, Development, and Environment-Related Challenges: An Overview

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Abstract

English for specific purposes in English language teaching refers to the target learners'/students' specialized English language demands. It focuses on and is directed toward English education and learning and is concerned with teaching a precise style of English to learners with particular objectives. The design and development of ESP are based on an analysis of objectives, requirements, and English-related tasks. Instructor roles include course organization, creating learning objectives, encouraging a good learning atmosphere, and assessing students' progress. At the same time, the learners have a unique motivation in learning, subject matter expertise, and well-designed learning methodologies. When teaching ESP, some challenges/issues are specific to the instructor, such as poor-quality lectures and texts, insufficient teacher preparation, ineffective teaching strategies, and a lack of a theoretical foundation. Student-related challenges include their demographics, the rigours of acquiring ESP, their English competence, the distinctions between their language and others, and their English proficiency, their lack of vocabulary, their reliance on dictionaries, and their lack of knowledge of how to use them effectively when using ESP terms. The environment-related challenges include a shortage of instructional resources, courses with excessive students, and a heavy emphasis on examinations. This article examines students' and instructors' roles and related environmental challenges faced in teaching English for Specific Purposes, as well as the basic overview and instructional strategy of ESP in ELT (English Language Teaching). It also discusses the encounters that arise when teaching ESP due to these and other factors.

Keywords: English for Specific Purposes, English Language Teaching, Teacher's Role, Students Challenges, English Programs

Introduction

The phrase "English for Specific Purposes" (also known as "ESP") uses the word "specific" to refer to the reason why one is studying the English language (Hans & Hans, 2015). The ESP method enables students and learners to use English with which they are already familiar while enhancing the relevance of what they are studying and learning in English. The ESP curriculum includes an assessment of the requirements of the students

or learners and the integration of motivation, subject matter, and material to teach directly applicable skills. Nearly every sector, including business, medicine, and various scientific and technical specializations, has its own "term" used throughout the curriculum. The definitions of these phrases might become much more involved and involved. Since English is spoken worldwide, acquiring English for Specific Purposes (ESP) is becoming more crucial. The ability to transmit a set of professional abilities and to carry out specific job-related duties is the learner's most significant goal while pursuing English language study. Therefore, English for Specific Objectives, also known as ESP, is constructed based on an analysis of the purposes, requirements, and activities that require fluency in English.

Teaching and learning English as a second or foreign language with the end goal of using English in a particular sector is known as "English for specific purposes" (ESP) (Fitria, 2019). English for Specific Purposes (ESP), as defined by Hans & Hans (2015), emphasizes teaching language in context more than linguistics and grammar. It includes accounting, computer sciences, tourism, business management, etc. English is not taught as a topic apart from the students' actual world but rather incorporated into a subject area essential to the learners. In ESP, a requirement analysis identifies which language skills students/learners need most, and the curriculum is constructed accordingly. The explanation claims that ESP is the main objective and is founded on the teaching and learning of English in order to meet the specific academic needs of individual students. Finance, Business, Management, Economics, Information Technology, Government, and Tourism Students and Professionals' ability to use their English language skills in their chosen industries is a powerful motivator, and this is where English for Specific Purposes (ESP) comes in. They retain more information and become more motivated to study English when they use the terminology and ideas acquired in a relevant situation. Subject-matter skills increase pupils' English skills. Students/learners require subject-matter expertise to grasp classroom English. In ESP lessons, students learn how to explain subject matter adequately in English. Teachers may use students' topic expertise to speed up their English learning. This article discusses the instructor's and student's involvement in ESP (English for Specific Purposes) instruction within ELT (English Language Teaching), as well as other subjects connected to the instructor, student, environment, and ESP instruction (ESP).

The Features of English for Specific Purposes

The primary goal of English for Specific Purposes (ESP) courses are to help students communicate effectively in various professional and academic contexts unique to a specific field of study, line of work, or kind of activity (Javid, 2013). Over the last three decades, ESP has developed into a profitable area. (Ramirez, 2015). Because it takes a learner-centred approach, its primary objective has always been to meet the particular

requirements target learners have to complete their professional or occupational requirements. Hutchinson and Waters' (1987) defined ESP as a method for learning a language centred on the learners' requirements. It proposes that in ESP, the students, the required language, and the learning circumstances are all grounded in the privileges of need. This demonstrates that there is no need for a unique language, textbook, or method to develop ESP. According to Do and Cai (2010), English as Second Language programs use survey data and need analyses to define the precise tasks students/learners need to complete and the ultimate objective they want to accomplish via learning English.

Consequently, "English for Specific Purposes" refers to a certain kind of English course. The textbooks and other materials cater to the student's needs and goals.

English for Specific Purposes' Advantages

The use of English for Specific Purposes has several advantages, and the first is the speed of schooling. ESP expedites the acquisition of required linguistic abilities. This is because it adheres to the pattern of native speakers learning languages for particular reasons, in which speakers pick up a language in artificial circumstances as they need it. ESP not only focuses on these patterns but also enhances them by offering the chance to learn in a quick, intense setting. Efficiency in learning comes in second. On an ESP, students use their educational material to the fullest extent possible to acquire particular, pre-identified language objects and abilities. The needs analysis is crucial since it allows trainers to ascertain the precise wants of instructors. Third, practical learning. After completing an ESP course, instructors may utilize language accurately in job-related activities indicated by need analysis. After the training, English is instantly job-ready. Teachers get job-related English training. Such preparations boost academic success since no time is spent learning the language.

Customized English Courses

Instructors' decisions in developing a course are based on the students'/learners' practical, job-related, or professionally-oriented demands. The three main components of an ESP course should be: (1) We must have access to natural resources in ESP. Then, it must have a goal-related orientation, necessitating a credible reality in which practitioners may participate in communication activities that mimic real-world settings. (2) Learners should have an active role in defining ESP and should be encouraged to take charge of their learning. The ESP instructors should then be prepared to ask questions and acquire relevant data in the field to generate a crucial database for future advancements as they cover all ESP-related topics that could be crucial in the course development process. The following statements need to be explained throughout this study:

1. The requirement for students and other learners to continue their education.

2. The approach will include many topics and personnel, including a teacher, a student, and a subject-matter expert.
3. The learning objective will be met. It has to deal with the theoretical foundation that will be utilized to support the approach used.
4. Subjects that the student should learn. It has to do with the linguistic features that, given the situation, would be more fitting.

English Language Instruction for Teachers

When placed in the classroom, instructors search for more training to advance in their teaching careers, assuming that being a great speaker always qualifies one as a good teacher. According to Richards and Farrell (2005), training programs are collections of tasks created for ESP and conventional English teachers. Preservice training, often known as teacher training, prepares those who want to teach English for the initial time for their professional responsibilities. At the same time, professional development for teachers refers to programs designed for people who already have teaching expertise. This kind of training is known as "in-service training" (Larsen-Freeman 2001). In-service training, as defined by Underhill (1986), is the process of upgrading the instructors' existing levels of knowledge. So that they might be "better" as professional teachers, it shapes practising instructors' activities (Koyalan, 2011; cited in Underhill 1986). It is not always possible to enrol in such formally structured training sessions. The majority of instructors of ESP, for example, look for ways to improve themselves on their own, such as by taking classes or seminars, reading books, and talking (Hutchinson & Waters 1987). According to Vassilakis (2011), the primary objective of teachers is to be trained to take on specific pedagogical tasks. These tasks include understanding the requirements of the learners by assessing language and language abilities, offering pertinent information, and designing courses to meet those needs.

The English Teacher's Role for Specific Purposes (ESP)

In Sierocka's (2008) definition, the role of an ESP teacher is broader than that of a "teacher." According to Dudley-Evans and St. John (1998), a teacher should perform five roles: course designer, provider of course materials, researcher, collaborator, and evaluator. Widdowson (1990) focused on the term "role," which may be construed in various ways but generally referred to a performance aspect in a specific social activity. Wright (1987) noted that everyone performs many social roles daily. When it comes to language instruction, the position between the student and the teacher or learner is determined by their respective responsibilities, and all these responsibilities are susceptible to alter at any given time based on the activities taking place in the classroom. A teacher, for instance,

may concurrently serves as an educator and an evaluator (Nunan & Lamb, 1996).

As an Instructor

It is appropriate for the ESP instructor to instruct students in English. The distinction, however, resides in the goals intended to be achieved via instruction (Harmer, 2007). Being a teacher in ESP does not only include imparting linguistic knowledge but also assessing students' requirements. Since the teacher is not the expert in the subject's professional content, he or she is accountable for understanding the prerequisites for pupils to grasp the material. As a result, it can deliver the appropriate resources into the classroom that are needed by the group of students (Bojovic, 2006).

As a Creator of Courses and a Supplier of Resources

The academics Hutchinson and Waters (1987) provide some advice on "materials supplying." Creating materials and courses with learners' needs is not always appropriate. However, it is also essential to consider the requirements of instructors and sponsors since, for instance, if a teacher is dissatisfied with the materials provided, this would affect the students by reducing their enthusiasm (Tomlinson, 2016). The purpose of the ESP course is to encourage students to utilize English in various contexts, including academic and business environments. As a result, ESP classes and materials focus on learning about the needs of the pupils (Basturkmen, 2006). Before building any courses, course designers should consider the answers to a few fundamental questions. In addition, the instructors can adjust the exercises to better meet the students' requirements. If these two options are not viable, the exercises may be abandoned.

The Role of the Researcher in the ESP Field

It is becoming more evident that the use of ESP is an essential component of English language instruction all over the world. It studies languages and their underlying concepts (Hyland, 2009). Consequently, the pedagogical approach of ESP is limited to the results of linguistic research conducted within the subject of study under consideration (Basturkmen, 2006). Sierocka (2008) argued that in order for ESP teachers to be successful "in what they seek to do," they need to conduct a study on their aims. This is necessary in order for them to be successful in "what they intend to accomplish" (Sierocka, 2008, p. 35). The next step is for the teachers to research before establishing courses or disseminating materials, and educators must identify the texts, language, and skills needed for a particular area of study (Dudley-Evans & St John, 1998). For instance, English as a Second Language (ESP) teachers often monitor classes, talk with administrative staff, and research students' educational approaches to be successful (John & Price-Machado 2001).

Working Together

Tasks regarded as crucial steps in any educational work, such as collaborating with colleagues, are examples of these activities (Nunan & Lamb, 1996). Since one of the ESP teacher's tasks is collaborating with the subject matter expert, this function does not qualify for an exemption. Dudley-Evans and St. John (1998) explained that the purpose of this collaboration is to gain knowledge about the topic's abilities, tasks, and syllabus, as well as to understand how the subject interacts with the language and provide appropriate material and programs for students.

As an Assessor

Assessment is another example of how much our everyday lives are conducted without conscious thought. Evaluation is essential in language education because it gives students feedback on their progress and gauges overall course accomplishment. Dudley-Evans and St. John (1998) argue that the instructors should be the ones to evaluate since they are familiar with the learners' particular strengths and areas for improvement. Additionally, it is anticipated that he or she will comprehend the issues that arise in the classroom and be aware of the kind of assessment pertinent to the students in his or her charge. Several forms of assessment often entail the participation of the classroom instructor. According to Bojovic (2006), two distinct evaluation formats may be used in the context of ESP. First, there is a student evaluation in which the teacher assesses the student's level of achievement and whether or not they possess the language and skills necessary for success in their chosen academic subject or profession. Second, there will be an analysis of the curriculum and the instructional materials to determine the degree to which they satisfy the requirements of the students.

Students' and Learners' Roles in English for Specific Purposes (ESP)

ESP is a potent tool for such possibilities in this situation. The students will study English. While interacting with staff, they find it intriguing and necessary that they may utilize it in their future academics or professional activities. Most ESP students and learners know the contexts in which they will use English. Students and learners may place the terminology and structures in the ESP classroom in a real-world context thanks to their subject-area knowledge. Their vocabularies are continually growing, they are getting more knowledgeable in their subjects, and they are adapting their language and conduct to fresh challenges or obligations. These inherent skills may help ESP kids master English more quickly. When a student's purpose is to use English in a specific field, the practice of teaching and studying English as a second or foreign language is known as "English for Specific Purposes" (ESP) (Paltridge & Starfield, 2014, p. 2). The ESP class's pupils and

learners have a strong desire to study, a solid understanding of the subject matter, and effective adult learning techniques. Students are responsible for improving their English language abilities to match their knowledge and proficiency in their original tongue. Additionally, individuals get the chance to grasp using a language in a known and understood situation.

Teachers of English for Specific Purposes Face Problems

When it comes to teaching English for Specific Purposes (ESP), several challenges are associated with the instructors, such as the following:

The Quality of Both the Lectures and the Textbooks

Most of the materials used in ESP classes are intended to build abilities in hearing, speaking, reading, writing, and translation; nevertheless, some instructors think that providing their pupils with sufficient vocabulary is sufficient. Some of the textbooks made by instructors do not generate much interest among the students because they concentrate on reading skills and vocabulary activities most of the time. Lam (2011) claimed that students and other trainees often forget the terms they have learned following an examination.

Teachers' Educational Backgrounds and the Methods They Use in the Classroom

The challenges associated with teachers include differences in teachers' qualifications and teaching methods; because they have been prevented from taking ESL-specific training classes, they lack the specialist expertise necessary to teach the language effectively to their students (ESP). Ho (2011) stated that educators also confront challenges regarding the design of the curriculum, the tasks, the assignments, and the instructional strategies. Students are asked to participate actively in group activities, public speaking, keeping notes, and writing in English on the experiential learning or ideas they have received while in the classroom. However, frequently, the teachings do not turn out very well because of a lack of time or other factors. In addition, the professors developed the bulk of tests, which means that the evaluation of students' learning efficiency is incorrect.

Absence of a Theoretical Foundation for Teaching English for Specific Purposes

According to Chen (2011), one of the most challenging aspects of teaching English for Specific Purposes (ESP) is providing a theoretical framework for the classes. The most significant barrier is the lack of a theoretical framework allowing ESP teaching. There is a wide range of opinions regarding whether or not this matter should be considered a required subject within the curriculum or whether it ought to be considered a talent or expertise to

assist the students and learners in becoming more self-assured in their knowledge once they have graduated.

Students' English for Specific Purposes-Related Problems

Whenever it involves teaching English for Specific Purposes (ESP), several challenges are associated with the pupils which are as described as:

Competence in the English Language

Teaching ESP is harmed by the variations in student competency within the same college /institute and academic places. For instance, compared to technical departments, social departments, or other universities, students' competency at foreign language institutions or departments of universities is higher. Additionally, the home environment significantly influences how well pupils can speak English. This makes it challenging for students in departments with little or no connection to English to use standard ESP texts.

Inadequate Use of Vocabulary

Maruyama (1996) reports that he offered a list of 60 technical terms to 112 Japanese undergraduate electrical engineering courses to determine their meanings. However, there were 20 terms that no student knew, a few words that a few students knew, and just one word that all 112 students recognized. Maruyama (1996) has outlined the causes of students' low vocabulary levels: The students were unmotivated to learn the words since they were uncommon or seldom used in their everyday lives. Additionally, Due to their unfamiliarity with the scientific language, most English teachers could not teach these terms to their learners. Maruyama's analysis and the actual circumstances are pretty close. Many students also believe ESP concepts are not often used, particularly in everyday life; therefore, they lack the will to learn and recall them.

Lack of Dictionary Proficiency and Reliance on the Lexicon

Students who lack vocabulary, especially ESP terminology, depend on dictionaries and get bewildered anytime they meet a new word (Maruyama, 1996). Since they cannot deduce the meaning of entirely foreign terminology, they ignore them to grasp the text. Students cannot comprehend the purpose of a concept if they cannot realize the importance of a single word or a small set of words. This reliance, therefore, restricts the learners' adaptability and creativity. The inability to properly use a dictionary is another troubling issue. Many pupils who use dictionaries solely focus on a word's initial definition and do not even consider its various meanings or usages.

A High Level of Skill in the Four Linguistic Domains of Reading, Listening, Speaking, And Writing

According to Rezaei et al. (2012), most learners and pupils have reading abilities that need improvement. Reading English becomes more challenging, and students may sometimes wrongly interpret the meaning of sentences. It is because there are not enough scientific and technological publications written in English taught in educational institutions, which results in pupils being unfamiliar with ESP concepts. However, regarding listening and speaking abilities, the students did not put these two skills through much practice in the classroom. This is because the students spend most of their time reading text materials and learning grammar and vocabulary. The teachers ignore the exercises that include speaking and listening skills. They often provide lectures to pupils in both languages (native language and English). Because of this, the pupils can only recall particular terms and cannot articulate their thoughts and feelings in English for various objectives.

Conclusion

The study of English to achieve particular or specialized objectives is called "English for Specific Purposes" (ESP). The word "needs assessment" in the context of ESP may apply to either "need analysis" or "need assessment," and neither can be regarded as an alternative method of instructing students in English. Instead, it is an approach founded on the belief that language should be taught for communication. ESP emphasizes the use of language in its natural context, reacting to each student's unique requirements. Based on the particular supplies of the students, with a stronger emphasis on language usage in its usual setting. ESP meets ELT students' English language needs. Training learners in a specific area of English to help them achieve objectives. ESP focuses on teaching and studying English and is personalized to each learner's academic and professional objectives. The ESP course is created by assessing the goals, objectives, and activities for which English is necessary. ESP provides a program based on a needs analysis that identifies the most needed language skills. The standard of the courses and textbooks, the expertise of the instructors, the instructional methods used, and the absence of an overarching theoretical foundation for ESP instruction are some of the major problems ESP learners encounter.

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