CHAPTER VII

CONCLUSION
Throughout this piece of work I have been seeking to investigate the issues that are raised by the idea of ESP. This idea provokes questions of fundamental and theoretical kind about the definitions, aims, applications, course design/methodology and the teaching of vocabulary for special purposes. To turn back to these major issues in an inferential summing up we need to highlight the tussle going on between General Purpose English (G.P.E.) and English for Specific Purposes (E.S.P.)

In ESP we are dealing with students for whom the learning of English is auxiliary to some other primary professional or academic purpose. It is clearly a means for achieving something else and is not an end in itself; and that something else has been independently formulated as a set of aims, and any course of instruction designed with these in mind will have established its own appropriate objectives accordingly. This being so, ESP (or ought logically to be) integrally linked with areas of activity (academic, vocational, professional) which have already been defined and which represent the learner's aspirations. The learning of ESP is in consequence an essentially dependent activity, a parasitic process and it follows that the pedagogy of ESP must be
dependent too. It has no purpose of its own; it exists only to service those that have been specified elsewhere.

It is this inherently dependent nature of ESP that distinguishes it from general purpose English (GPE). GPE has somehow to create the conditions for its own existence as a school subject; it has to make provision for learners who have no particular aim in view beyond the end of the course. This means that its objectives have to be independently formulated and the necessary purposeful activity is in consequence more difficult to achieve. Whereas in ESP, which has no separate subject status, it is a matter of exploiting the opportunity afforded by already existing purposes, in general purpose English it is a matter of creating purposes out of nothing by pedagogic invention.

The evolution of ESP has resulted out of the seething pressures of social, economic and professional needs, less generalised in nature and more related to learner's needs and purposes in education, vocation, business and society. ESP courses are suitable both for the native and foreign learner. In ESP teaching one has to be selective as s/he will have to choose the relevant
language activities considering the need and purpose of the learner.

The growth of ESP has been so rapid that many critics have started suspecting its credibility. In its march ahead ESP has come to be identified with several distinct approaches and methodologies. Theoretically it has been seen to emerge out of the concept of language variety known as 'register'. It is felt that registral framework is not very useful for ESP course design. With the help of sociolinguistic research and developments in related fields, ESP has broken the shackles of registral approach and has now embraced notional, functional and communicative ideas. Practitioners of notional/functional ideas claimed that structure should not be taught, something rather less tangible, usually 'functions' should be taught. We have argued that Grammar is a means through which linguistic creativity is achieved and an in adequate knowledge of the Grammatical system would lead to serious limitation on the capacity for communication.

The basic aim of ESP is to enable the learner to create and construct utterances both spoken and written which have desired professional, academic or educational
value or purpose. This brings us to a crucial point in language teaching where one has to decide what information is to be conveyed or what communicative act is to be performed, by selecting a syntactically, lexically and phonologically appropriate form and uttering it spontaneously and fluently. This leads us to syllabus design and methodology. The important point is that the course content should be such as to engage the students' interest, otherwise the students will not be motivated and will not authenticate the language presented as meaningful use by the application of procedures for making sense. The working of these procedures is the basic business of methodology, whose central concern is to stimulate problem solving activities of the kind which are congruent with the students' specialist preoccupations and for which language is needed as a contingency. Thus methodology should be placed at the very heart of the operation with course design directed at servicing its requirements and not the reverse. The exercises and various figures showing syllabus design process and material design process entails that course designers and planners should keep abreast with such trends. In no way these exercises and design processes and methodology stand as any claim or are in any sense definitive, but
the designers and planners should take into account the needs of the students and the nature of the abilities which must be developed to meet them and last but not the least related to theoretical considerations within the context. It has been pointed out that language teachers armed with teaching aids like Television English backed by Video and Computer technology could make teaching highly effective.

Vocabulary has always been an important aspect in the language teaching curricula but it has suffered because of the status of grammar. It has been argued that lexis is as important as grammar in the process of communicating meaningfully. When it comes to ESP, vocabulary is the nucleus of teaching English for Special subject areas and topics, leading to varied purposes. It goes without saying that each subject has its own vocabulary, both general and special. Specialist vocabularies are made up of technical terms which live within the subject. Generally it is the technical or special vocabulary which poses a serious threat to learners and teachers. The real aim behind the teaching of language is to develop the ability of the learners to perform the communicative task, be it in speech or writing.
A sound study of vocabulary helps the teacher to break open the shells of complexity and triggers the communicative skills to work like a well-oiled machine.

A productive model of teaching and learning vocabulary has been proposed in this study. The model maintains a perfect link between theory and classroom needs. It provides ways and means by which word formation and word analysis leads to the development of vocabulary. There has been a serious lacunae attached to the learning of vocabulary as it is most of the time memorized and then forgotten. The model negates the role of rote learning and offers opportunity for pleasurable practice. The other thing that the model keeps in mind is the motivation which is all the time kept on the run. This enables the learners to appreciate and discover successfully the subject he chose himself. Simplification is always a characteristic of good teaching and it also enhances the learners acquisition power. Self-directed learning is another alternative. Vocabulary cannot be taught in vacuum because it is not possible to understand words outside some other kind of contexts. Teaching of lexis from the text books in which the use of word is
contextualised would be highly effective. The invasion of technology in all the discipline has been so tremendous that it has crept into the domain of English Language Teaching. Audio-Visual aids and realia with the help of Television and Video could be highly fruitful in showing the meaning.

In this piece of work, we have made an attempt to analyse and present specialist vocabulary of Catering, Hotel Management and Tourism, which is accepted terminology of the discipline. It has been felt that the core business vocabulary does not provide my sort of serious obstacle in the special area. It is the terminology which stands as a stumbling block for the learners. A close study of technical term and its listing has been taken up from different aspects of its use and presented in the form that it may give ample room for the learner to enlarge his/her vocabulary as per requirement. The lists are not exhaustive but included to serve as illustration.

The teaching of the specialized vocabulary could be planned on the strategy of the productive model as proposed in this work to bring about a dramatic result.