CHAPTER - 6

Conclusion
CONCLUSION

The whole work is an attempt at analyzing and ascertaining the general principles and techniques of teaching English for Specific Purposes, with focus on the importance of vocabulary in language teaching and a detailed study of professional vocabulary used specially in Electronic and Print Media.

The major part of the work is based on two different aspects, ESP and teaching vocabulary. English for Specific Purpose is an approach to teach English language to a target group and enable them to make effective use of the language in a particular context or situation. ESP investigates what language tools a language learner actually needs to perform in a target situation. It is not the language learned for general or for daily communication. However it is much more than that. Language is learned to perform effectively in a professional or academic settings.

While studying ESP it is important to know the cause that leads to its origin. ESP emerged due to extensive development in scientific, technical and economic activities internationally during the 1960s. Number of converging trends lead to ESP movement. Firstly, the end of Second World War brought with it a massive expansion in various fields on an international scale and the oil crisis of early 1970s resulted in Western money and knowledge flow into the oil rich countries. All together it put forward a demand to learn a common language or language of knowledge, i.e. English. Scholars the world over were engaged in studying the native language to be presented to meet the new demands. Second important factor which caused the emergence of ESP is a revolution in Linguistics which opposed the conventional linguistics that describes the rules of language usage and rather focuses on how language
can be used in real communication. And the final cause is the focus on the learner which states that it is not only the techniques that are important but the motivation of the learner is equally important while learning a language. The search for relevance and reality in ELT lead to the emergence of ESP.

ESP is different from the conventional teaching and learning of English language. ESP teaches language in context, it is more focused and learner oriented. In ESP teaching the language teacher is very selective and the whole curriculum is designed and based on the needs and purpose of the learner. The development of ESP has gone through various phases ranging from lexical and grammatical features of academic or professional register to discourse analysis and target situation analysis. ESP is viewed as a rhetorical approach, a discourse approach, a communication approach and sometimes as target situation analysis.

The prime concern of ESP is to prepare the learner to face target situation and perform successfully in occupational or educational field. ESP is one of the significant approaches in language teaching. It is important because it stands in contrast of EGP and its distinct course curriculum is exclusively designed to meet the needs of special learners. It teaches the specific language which the learner will be producing in target situation after the completion of the course. ESP course curriculum contains specific language instruction and special language programmes and special context of knowledge in a target situation. The fastest and widespread growth in vocational learning and training makes education more practical and career oriented. So the students shifted focus on learning more beyond EGP. Since the foundation of ESP is based on two key elements ‘purpose’ and ‘job or profession’, it plays a very important
role in meeting the global demands of the learners to acquire a language which is useful for them in academic and vocational field.

Because of its nature of making practical application and use of language, ESP dominates the other aspects of language teaching. Presently the ESP area prone to be in great demand for a global community of people speaking different languages, where efficient command of English can help in contribution towards professional as well as personal development of each individual learner. ESP domain extends a very wide scope. Under the ESP umbrella we have EAP, EBP, EMP, EOP, EPP, EST, EVP, EBE, VESL and many more. Along with EOP and EAP, ESP is also useful for teaching language in ESL situation, to build up academic communicative skills and other language learning abilities. ESP is also beneficial for teachers of elementary and secondary schools because of its learner centred approach.

Course design is one of the essential elements on the part of ESP course developer. There are many factors affecting an ESP course design. The major focus being the language description and language theories which provide the theoretical basis for methodology and the actual needs analysis of learners at the said level, to be carried out from the learner’s perspective. Language descriptions that relate to various ESP course design are structural linguistics, functional and notional syllabus, register analysis and discourse analysis. Structural syllabus provides the language learners with systematic descriptions of the generative core of the language and with this variety of structures the learner is able to produce different innumerable sentences. Ewer and Lattore made use of structural syllabus while designing ESP curriculum. Register analysis is no less significant. With its concept that language varies according to the context of use and idea to differentiate formal from informal, it gained a wide
appeal in ESP. Ewer and Lattore (1966) and Swales (1971) did a remarkable work on register analysis based on the language of science. Functional or notional syllabus with its concept based on language in use, influence ESP course design. Discourse (Rhetorical) analysis is no less significant. The discourse analysis helps the ESP learners through making them more efficient readers, by keeping them aware of the underlying structure of the text and the way in which language has been organized. Theories of language teaching are the other significant aspect of language teaching. ESP practitioners apply behaviorist theory for learning by developing the pattern practice exercises. The cognitive theory of learning had a vital effect on ESP teaching where language is taught through problem solving exercises. The affective factor (learners as an emotional being) is an important aspect in ESP learning because motivation of the students affects their learning the most. Needs analysis is another vital aspect of course design as it attempts to analyze the needs of the learners. Needs analysis determines the types of communication the learner would need to master if they put to perform in a given professional and academic settings. It further focuses on the specific characteristics of a language when it is used for specific purposes. In ESP needs assessment determines which language skills are most needed by the learners and the whole curriculum is focused on that particular skill. Hence needs analysis is a very significant stage of ESP course design. Various figures representing syllabus design and the language theories discussed are the aspects which an ESP course designer must refer to while developing an ESP curriculum.

There is no fixed methodology of ESP that can be applicable in all situations, but rather each situation and particular needs of learners belonging to a particular domain impose a certain methodology of
teaching. Hence there is no set distinctive methodology to teach ESP. The course teacher develops his own methodologies and curriculum design based on the specific needs of the learners. ESP teacher needs to develop professional competence and must be aware of the student’s specialism to monitor the whole curriculum.

ESP teaching methodology is very much influenced by Communicative Language Teaching movement. It is virtually accepted that ESP and CLT are very closely related and ESP is typically a learner centred course. ESP is centred on the language appropriate to the activities of a given discipline and one of its basic aim is to develop communicative competence. Whereas CLT is the most innovative approach to language teaching which, is based on the principle that student should be more engaged in a class as compared to the teachers. This principle very clearly indicates that the course specification of CLT is basically learner centred. So CLT plays a vital role in ESP classroom.

It is assumed that language is learned more when students make use of language communicatively. This statement is very appropriate for an ESP learner, because ESP learners know their purpose of learning a language. Their prime purpose is the ability to communicate effectively in a target situation and they are required to know how language is used in real communication. In order to accomplish communication there must be a need, a purpose and a context of it. These are the things which results to communication in real life. Communicative Approach gives the students ample room to learn in realistic situations. The course is so flexible that the students can very well cope with when they are put into a real and unpredictable communication situation later. Students can acquire effective communication through exposure in a target situation. Thus tasks and activities should create real opportunities for the students to use
English in a full range of real situation and social settings. These criteria appropriately suits ESP teacher’s goal because communicative competence makes the learners able to use language appropriate to a given social context. An effective way to learn specific language as a means of communication is to get the students involved in communicative situations. Hence the exercises and activities used in the language classroom must be linked to real context similar to those that learner may face in future. Such exercises must take into account the needs of the students and some skills must be developed to meet them. An ESP learner’s need cannot be fulfilled by a course which defines a set of rules of communication. Whereas some non verbal cues of teaching like charts, tables and graphs encourages the teaching of communicative skills and functions of the language to enable the learner to use the rule to define, describe and so forth. An ESP learner must feel that the language learning materials cater to his needs and he must equally enjoy his course.

Another principle of Communicative Language Teaching approach that suits ESP course is that the target language is not just an object of study rather it is also the means of communication during the course. The learners are not required to learn a language while using it. Using language in a classroom allows students to practice and improve their previous language skills and they are free to express their own ideas and opinions. As the target learners are group who need language for a particular profession hence it is important that they might be introduced to authentic language. The reason behind the fact is the native speakers make use of authentic language in daily or real life situation. Learning authentic language is also an aspect of Communicative Language Teaching which is very true to ESP classroom also.
In some ESP classes the learners usually don’t receive what are actually expected to attain and this finally leads to a language gap. This gap is felt due to the way language is taught in classroom. When ESP is taught in the classroom the language teacher must be aware of the actual communicative purposes of the students and has to consider the ways in which these purposes can be achieved. Hence CLT is one of the appropriate method which helps to fill these gaps.

Communicative Approach is neither grammar based nor it is teacher centered rather it is learner centered and task oriented and it provides students with communicative competence and that’s the reason why it is very suitable for ESP classes. A learner’s need cannot be satisfied through a course that only provides rules. Whereas it can be attained only through a course which introduces practicality and enables the students to learn the language through use. Practicality is very important in an ESP classroom. Because in ESP classroom the end result of a course is very significant. And Communicative Language emphasizes on language use as compared to the rules which equips the learners with the skills to perform effectively in a target situation after the completion of the course.

To make an ESP classroom more communicative interaction between students and group work is very important. Practicing wide range of activities in the class room and bringing reality in the classroom is also no less important in ESP. Hence applying Communicating Language Teaching methodology in ESP classroom helps attaining the goal more accurately and easily.

Vocabulary is the knowledge of words and word meanings. It is one of the important aspects of language acquisition and language teaching. To know a language is not just to master the structure of the language rather
It is to speak efficiently in different situations. Though it has always been marginalized by the teaching of grammar, lexis is no less important than structure. Where structure is the code to speak correctly, lexis is the means to carry out the communication further. Vocabulary helps the learner to express, to convey and to present oneself in different environment and situation. Teaching approaches such as Direct Method and Audio Lingual Method gave greater priority to the teaching of grammatical structures. Direct Method puts more emphasis in spoken words and consider it to be the primary form of language. Vocabulary is given more importance than grammar and only general vocabulary are being taught in the class. More emphasis is given on teaching speaking and sentences are being taught in place of isolated words. In Audio Lingual Method very limited vocabulary are being taught. Only vocabulary in context are being learned and taught. In almost every language teaching methodologies there is no established method to teach vocabulary independently or vocabulary as a main issue. Whereas the Natural Approach gives some emphasis on vocabulary. Natural Approach considered vocabulary as a bearer of meaning, which is very important in language acquisition process and it gives preference to meaningful input rather than grammatically correct production. Lexical syllabus brought up by the signs of Corpus Linguistics highlighted the role of vocabulary in language learning and language teaching.

In ESP, vocabulary holds a vital position and it is an inseparable part of ESP course. Vocabulary learning is a never ending process and it can be acquired over a period of time. More a learner is exposed to words more he learns it. And through this process learning becomes stronger. It is very important to design a proper and effective strategy to teach
vocabulary. It is also necessary to decide which words are important, which vocabulary to teach and which strategies to be applied for teaching.

In ESP courses the main focus is on learning professional vocabulary of a target area. And special professional vocabulary comprises of technical terms, registers and jargons. This special vocabulary does not fall under the domain of frequent English words, they are typically subject specific. ESP vocabulary involves various sub-skills like guessing the meaning from context, word formation, understanding and making use of appropriate registers and jargons. ESP course must extend a significant place for vocabulary teaching because ESP courses without imparting knowledge of special vocabulary to its students is simply doing injustice to the special group of learners. ESP students always find it difficult to cope with professional vocabulary or they fall short of special registers while they communicate in a specific situation. The central focus of teaching language is to develop a learner’s language competence and proficiency in both the written and spoken form. Teaching of vocabulary also falls under this domain.

Since vocabulary is a key issue in ESP, a course teacher must have knowledge of proper techniques to teach subject specific vocabulary. Away from rote learning or bi-lingual word list, there are several strategies to teach or learn vocabulary. For-example semantic mapping, deducing the meaning from context, affixation, learn words through flash cards, word puzzles, reading comprehensions, predicting family words, learn word through riddles etc. There are different advantages of using these strategies in vocabulary teaching. Semantic mapping provides visuals which represents the relationships between words. This also encourage the learners to connect new vocabulary to prior knowledge. It is an effective strategy of vocabulary learning which makes the learner
compare and contrast the words of same category. When practiced in classroom it makes the active participation of students. Learning vocabulary through context is one of the most commonly used strategies nowadays. It is a meaningful way of vocabulary acquisition, it gives the learners numerous opportunities to use the words in their reading and writing and also helps them to understand how words are used in real life. Learning words through the process of affixation helps the learner learn definition of key vocabulary concepts by focusing on the parts of words such as roots prefixes and suffixes. Learning words through flash cards is one of the easiest strategies in vocabulary learning. Use of pictures enhances the learning process and it also makes the learners encounter the words and its meanings when they see the picture. Word puzzle is another very interesting strategy of vocabulary teaching. It provides enough room for learners to guess the word after reading the clues and it also helps the students relate the new words with their background knowledge. Reading comprehension is also an widely used vocabulary teaching strategy which allows the learners to gain information from the text which helps to confirm the meaning of a word or group of words. This strategy gives the learners more opportunities to get exposed to real communicative situation in a target language. Learning words through predicting family words provides learners with illustrative examples or images which makes them to connects the word with other words and make it easier to remember the meaning. The key factor important to all strategies is, the more a learner is exposed to a word the stronger his understanding of word and word meaning becomes. All these strategies provide multiple opportunities to use a new word in written and spoken form.

Vocabulary learning is transitory and ephemeral for which, rote learning method is not very successful. Vocabulary learned through context is far
better because it can be learned by using multiple intelligence. Learning vocabulary in context is more meaningful than just learning with wordlists because students have a better understanding of a word when they see and hear how the word is used in daily life or how its meaning is related to professional words of their own target situation. It is also very useful in teaching ESP vocabulary because it offers the students a real life situation. It also confronts the learners with problems and situations they will be facing while using these words in their target situation. It makes learning easy and also makes the class more interesting. It further helps in bridging the gap between student's real life exposure to vocabulary and the learning environments of the class. The learning that takes place through this mode is very concrete.

Vocabulary in ESP holds a dominant place with the growing need of the learners. ESP researchers are throwing light on vocabulary through every dimension. The first three chapters of my work reviewed ESP, ESP as a domain, course design and various methods to teach ESP. Existence of ESP is from 1960s and it is the age old approach which is serving various group of learners who speak the language course to perform in a particular environment or situation after the completion of the course. Because of its learner centeredness it is very purposeful for specific group of learners.

Various developments in ESP and its multiple scope suggests that how significant is ESP in developing language course for special target groups. Since English became a global language and commonest code for international communication ESP is perceived as a language for attaining a desired vocation or profession. Hence the course instructor or teacher teaching ESP needs to be aware of the student's specialism. After reviewing ESP literature it can be inferred that ESP learner has a further
purpose after the completion of their language class and for this they need
to master certain language skills related to their special area and which is
very much practical as compared to General English course. Therefore
while designing ESP course the teacher needs to keep certain things in
mind. The various issue of language descriptions, language theories and
syllabus design must be referred and required to be taken care of. There is
no set methodology to teach ESP, the ESP teacher needs to develop his
own methods and strategies to teach ESP keeping in mind the student’s
specialism but again at this juncture they cannot ignore various issues like
language varieties, topic of syllabus and needs analysis. As discussed in
Chapter 3, altogether these issues affect ESP course design a lot.
Vocabulary though ignored in ESL by the pressure of teaching grammar,
in ESP it holds a central position. Specialist vocabulary is full of
technical words and jargons which are difficult for the learners to
encounter it. While going to face a target situation the specialist learner
must enrich their vocabulary with a special focus on the word meaning
and have knowledge on how it operates in a different context. ESP
learner needs to have a knowledge of how words are used in specialist
discourse. ESP students attain a good communicative skills by analyzing
how different word elements work and it recurs to form special jargons
and registers. Thus one of the major finding of this work is that
vocabulary is no less important than grammar in English language
teaching and it is a key issue in ESP. Chapter 4 focuses on the status of
vocabulary in detail. Before attaining special course the students needs to
be proficient in General English because every language has a common
core vocabulary or general vocabulary. Various materials in special areas
of study or profession are drawn from the general or core vocabulary of
English.
With the fastest growing and changing developments in the professional field, English has become a dominant language and equally persist in media as well. English became one of the common mode to get back to the audience and common mass. So ESP laid a wide emphasis on teaching language to media students. Media jargons and registers are not very easy to handle. Vocabulary is a crucial issue in media studies. This work highlights professional vocabulary of Electronic and Print Media in context of ESP. Word list of Media jargons have been presented for learner’s convenience and a refined and modified strategy of teaching vocabulary has been suggested. These strategies of teaching vocabulary are in sharp contrast to rote learning, they are very effective in ESP class room and enable the learners to enrich their vocabulary knowledge both receptively and productively.