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1.1 BACKGROUND TO THE STUDY

In the past few decades English has become a global language and its significance as an international language is increasing day by day. According to the latest data, English is spoken as a native language by approximately 360 million people in different parts of the world. English is now the official or the prime language for 2 billion people so it is around more than 70 countries of the world. The number of people speaking English as a Second Language exceeds the number of native speakers. As many as 750 million people are believed to speak English as a Foreign Language. English has become a Lingua Franca. In every level of study, knowledge of English language is being imparted to language learners. Countries like India, Australia, Canada, etc use English as a Second Language whereas in other countries like China, Russia, Germany, Spain, Saudi Arabia, Egypt and Brazil, English is learnt as a Foreign Language. Nearly 75 countries all over the world offers a special status to English and use it officially. All over the world we have approximately 1500 million English speakers. Now English is no more a language of the elite, rather it has become a language of the common masses, language of science and technology, language of business and economy, language of media and entertainment and altogether the most popular and widely used code of communication. The graph of English language acquisition and the number of learners are increasing everyday. The pressure is caused due to two major factors. First English possesses the status of being the language of education in a number of countries
across the world. It gained a prestigious place and recognition as a medium of instructions for education and knowledge. The other factor is that English has become an essential mode for the purpose of recruitment and qualifying examinations of various professions and professional courses. Hence English is associated with jobs and sources of living, people are more attracted towards learning English. In the present age English cannot be seen as a static and refined model but as a lively force lending itself to worldwide needs and purposes. The traditional method of teaching English has outlived its worth. The wide range of uses to which English is put today entails recognition of functional varieties of English responsive to the social and professional needs of the users. Scholars from world over are engaged in studying the nature of the language presented to meet the new demands. With the developments and growth in various professional sectors and technical disciplines, the demand for learning English language has also increased. This demand gives rise to a novel and more refined approach to language teaching, named as English for Specific Purposes (ESP). Along with the traditional teaching of English, English for Specific Purposes (ESP) also flourished on a large scale. ESP is not totally different from other areas of language teaching. It works as a sub-branch within English Language Teaching (ELT) and it has its own range of emphasis of Munby’s theory of needs analysis. Language teaching shifted its focus from conventional teaching of gaining structural knowledge to knowledge of language use. The activities and language programmes of ESP are also identifiable as that of Applied Linguistics.

This new trend in English Language Teaching (ELT) began in 1960s but it developed very swiftly and has got maximum users all over the world. The prime aim of ESP has always been needs analysis of the learners,
imparting content knowledge and particularly enabling the learners to perform efficiently in their target situations. ESP is specially designed to cater the needs of the learners. All throughout the ESP course the language learners are given practical knowledge of language and they are being trained how to perform in real life situation.

Since 60s, the time when ESP emerged till now, it remained a very exclusive and vital area in English Language Teaching. It differs from other courses in its choice of language, learning strategies, target situations and the selection of topics. Most often, we have adult group of learners seeking ESP courses. Vocabulary is always a key issue in ESP and we have ample amount of work done in the last few years in teaching of ESP vocabulary to learners of various professions. From the very beginning ESP was dominated by the teaching of English for Academic Purposes (EAP). Later it was the emergence of Business English which dominated most of the part of ESP. But with the changing trends in choice of diversified professions the choice and purpose of seeking English language courses also changed. Similarly, there is a remarkable change in language of Media. English Language is the most widely used code of Media all over the World. Since English has become a language of common mass, English in Media is also gaining a wide perspective. The course in journalism, mass communication or any other print media is growing fast with a new outlook towards material production, course design, writing strategies and researches based on English of Electronic and Print Media.
1.2 RATIONALE OF THE STUDY

The prime concern of the study is to focus on the nature of ESP courses and the principles that underlie the teaching of it, how it can be accomplished through the courses modeled for special needs. A detailed study of Media English has been conducted, strategies of vocabulary teaching have been reviewed and some techniques of teaching subject specific vocabulary have been suggested. This work also presents vocabulary teaching in various forms. Use of practical exercises in vocabulary teaching class room is also presented. These exercises allow the learner to learn vocabulary efficiently and use them actively in real life communication. It also guides the language teacher how to enhance the learning opportunities of the students. This work also highlights the best possible ways to motivate students for learning special media words and to teach them with best effect.

1.3 OBJECTIVES OF THE STUDY

i. The proposed study is an attempt at analyzing and ascertaining the general principles and techniques of teaching English for Specific Purposes.

ii. It is intended to highlight the status and developments of vocabulary teaching in English as a Second Language (ESL), English as a Foreign Language (EFL) and ESP.

iii. It investigates why there is a need for this professional vocabulary in Media.
iv. It also intends to make the Learners aware of special terms used in Electronic and Print Media and familiarize them with Media jargons and lexis.

v. Some modified techniques of teaching Media jargons have been suggested.

1.4 STATEMENT OF INTENT

Last 20 years have seen a phenomenal growth in the demand for English in higher education and professional fields respectively. With the fastest change in ELT theory and practice there has been a radical shift in approaches to ESL pedagogy, where language is perceived as 'communication'. This shift has brought in new ideas of teaching English Language. Knowledge of English Language is imparted in various parts of the world in the form of ESL and EFL. Still there has been widespread dissatisfaction expressed by various professional sectors, technical and higher education disciplines, teachers and learners regarding the effectiveness of General English (GE) in certain specific fields. To serve the purposes of the learner there emerged a new approach to language teaching, namely English for Specific Purpose (ESP). But the point to be noted is why ESP is more fruitful compared to general English. Mostly professionals need to seek content Knowledge or subject specific Knowledge. So there is no sense in teaching English through literature text to this target group. So ESP in that case suits best because specific language teaching is aimed at analyzing the professional and social language needs of learners and enables learners to master the subject specific language skills to cope in a target situation. Particular language which learners require to master is very significant. For example, if a student of banking and finance is asked to write a ledger statement, it will
be difficult for him to write until and unless he has been instructed that way. Similarly, if a student of Media is asked to prepare a documentary, he can not do it without the knowledge of specific media English. Does a session of poetry truly help a media professional, or is it a training session on use of media that is of actual taste to them. This reveals the very fact that subject specific knowledge is very important and word is the actual key to communication, without words nothing can be conveyed whether spoken or written. So vocabulary is an important issue in ESP. Though lexis is no less important than structure, still the teaching of vocabulary has always been dominated by the teaching of grammar. Rote learning is the outdated way of vocabulary acquisition. There must be something that could motivate learners and prove to be interesting and effective.

ESP course without a focus on special vocabulary cannot be imagined. So this study is to throw light on historical overview of ESP, investigate the status of vocabulary, highlight the special technical vocabulary of Media and provide an effective module for teaching special Media vocabulary.

A review of Methods of Teaching ESP is discussed in Chapter 3.

Chapter 4 focuses on the status of vocabulary in EFL, ESL and ESP. A historical overview of vocabulary in various language teaching methods has also been presented. The tug of war between lexis and structure is also discussed.

Professional English vocabulary in special areas of Electronic and Print Media have been presented in Chapter 5 and finally some refined models of teaching special media jargons have been suggested.