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**TÍTULO:** Formación en inglés con fines específicos: esencia, metodología y motivación.

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**RESUMEN:** La relevancia del documento se debe a la necesidad cada vez mayor de especialistas, que hablen un idioma para fines específicos, a la luz de la globalización, la informatización, y la informatización de la economía mundial. El objetivo principal del estudio es identificar y describir los principales métodos y técnicas para enseñar inglés con fines específicos, lo que permite aumentar la eficiencia del dominio del inglés en universidades no lingüísticas. La novedad radica en el hecho de que sobre la base de un análisis comparativo de la metodología del inglés para enfoques con fines especiales y del inglés general, se confirma la necesidad de cambiar el énfasis de la capacitación en idiomas extranjeros hacia el aprendizaje integrado y la especialidad orientados al dominio.

**PALABRAS CLAVES:** Inglés con fines específicos, método, idioma extranjero, inglés general.

**TITLE:** English for Specific Purposes training: essence, methodology and motivation.

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**ABSTRACT:** The relevance of the paper is due to the ever-increasing need for specialists, speaking a language for specific purposes, in the light of world economy globalization, computerization and informatization. The main objective of the study is to identify and describe the main methods and techniques for teaching English for Specific purposes, allowing increasing the efficiency of mastering English in non-linguistic universities. The novelty lies in the fact that, on the basis of a comparative analysis of the methodology of English for special purposes approaches and General English, the necessity of shifting the emphasis of foreign language training towards domain-oriented integrated learning and specialty is substantiated.

**KEY WORDS:** English for Specific purposes, method, foreign language, General English.

**INTRODUCTION.**

Foreign language is becoming an essential component of a specialist's future professional activity, and the role of ESP is significantly increasing. The state educational standard of higher professional education requires consideration of professional specificity in learning a foreign language, its focus on the implementation of the tasks of graduates' future professional activity.

The ESP approach to foreign language training in technical universities is especially relevant. It involves the development of students' ability to speak foreign languages in specific professional situations, taking into account the peculiarities of professional thinking (Zelenskaya, 2017).

The term “English for Specific purposes” (ESP) appeared in the 60s of the 20th century in English-speaking countries both as a scientific direction and a type of English language training that meets the students’ needs.

Swales mentions C.L. Barber’s article (Barber, 1988) about the nature of scientific English, it was published in early 1962. Since the late 60s and early 70s, there has been a tendency of extensive research into various areas of English, in particular J. Ewer and G. Latorre considered the features of English writing scientific style in technical field (Ewer & Latorre, 1969), as well as research in the field of EST (English for Science and Technology) were conducted by such scientists as Swales (Swales, 1971), Selinker (Selinker, Tarone, & Hanzeli, 1981.), Trimble (Trimble, 1985) and others. This direction ESP of English language learning is one of the fastest in developing at present. Like most disciplines related to integration processes in various spheres of human activity, ESP turned out to be a phenomenon, the relevance of which is determined by a number of rapidly developing trends. In our opinion, the following should be emphasized:

- 1) Due to global recognition of English as international, it has become necessary to know English in accordance with specific professional needs. As Tom Hutchinson and Alan Waters note, “English has become a generally accepted international language of technology and economics.” (Hutchinson, Water, 1987).
- 2) The rapid development of applied linguistics. According to John Allen and Henry Widdowson, there is a tendency to shift linguists ‘attention from studying and determining the formal features of a language to finding ways and revealing the possibilities of using a language in real communication (Allen, Widdowson, 1974). That, in turn, necessitates the development of new methodological and didactic approaches to the organization of English learning for a certain group of students, taking into account the specifics of their professional activities.

Thus, as Tom Hutchinson and Alan Waters note: “These factors make it necessary to target specialization in learning a language” (Hutchinson & Water, 1987) Today many researchers and practitioners interpret this specialization in different ways, defining the concept of ESP and the degree of its target specialization.

According to John Munby’s definition, “ESP is a course for which the curriculum and materials are determined depending on a preliminary analysis of the student’s communicative needs” (Munby, 1978). Jo McDonough considers that ESP is a focus on the learning process, which certainly has its own accents and priorities. He emphasizes that ESP is a way of a foreign language teaching (McDonough, 1984). Although Pauline Robinson claims that ESP includes EAP (English for Academic Purposes) and EEP (English for Economic Purposes), it is intended to be studied as a separate specialized discipline or academic subject (Robinson, 1991; Andrienko, 2017; Dubskikh, 2019).

## **DEVELOPMENT.**

We identified three types of ESP:

1. English as a language of limited (narrow) application.
2. English for academic and professional purposes.
3. English for certain purposes.

The language, that is used by air traffic controllers or waiters, are examples of English for limited (narrow) application. The second type of ESP is English for academic and professional purposes. In the book "ELT Tree" (Kolesnikova, Maron & Tonkonogaya, 2003), ESP is divided into three branches:

- a) English for science and technology.
- b) English for business and Economics.

c) English for social research. Each of these subject areas is divided into two branches: English for academic purposes and English for professional purposes.

The third and last type of ESP is English for certain purposes. This is where the focus shifts from goal to topic. This type of ESP is clearly related to the expected needs of the English language: for example, for graduate students, for participation in conferences or work in foreign institutions.

Following Hutchinson and Waters, we hold the broadest definition of ESP: “ESP is an approach to teaching a foreign language in which all aspects of learning, such as content and methods, are based on the motives of students to learn a foreign language” (Hutchinson & Waters, 1987). Thus, ESP should be considered as an “approach” to learning of FL, and not the result of learning.

ESP (as opposed to General English) is dedicated to the field of the English language teaching, including business English, technical, scientific, English for medical professionals, English for waiters, English for tourism, English for art, and so on.

In turn, Tom Hutchinson and Alan Waters concluded in their study that the difference between GE and ESP approaches "there is no in theory, but in practice it is huge" (Hutchinson & Waters 1987). ESP is a part of ELT in theory. But in practice, ESP focuses on the study of professional vocabulary and the communicative situations it is used in, while GE is also studying grammatical phenomena. Thus, General English is necessary here from such aspects as grammatical functions, acquisition of skills, terminology. Specific functions of the content of the discipline are an important part of the course ESP. At the same time, the content of the General English language should be integrated into the course because Specific language cannot function without the content of the General English language.

Students' goal of learning ESP is different from the learning goal of GE, as it implies the acquisition of language skills and skills for communication needs at a conversational everyday level.

We consider “English for Specific purposes” (English for Special/ Specific purposes - ESP) as a means of engineering education excellence, because ESP is one of the constituent parts of future specialists’ professional competence. The reason for this is the globalization of trade and the economy and the continuing boom in international relations in various fields.

The development of high technologies, close scientific and technical relations require new approaches to the set of competencies. They include communicative and sociocultural competencies within the native and at least one or two foreign languages, among others.

The level of ESP formation is possession of the following activities:

- a. Listening: be able to understand professional conversation topics, news programs.
- b. Speaking: be able to communicate effectively with native speakers during the interview, as well as to conduct a conversation with clients on professional issues.
- c. Reading: be able to understand various professional texts such as documents and newspaper articles.
- d. Writing: be able to write official and electronic notes, resumes, to be able to convince the client.

The goals and objectives of the course can be determined according to students’ needs of the language in the future. It is a process that involves specific grammatical functions, understanding terminology, and the ability to communicate in the workplace.

Selection of appropriate methodology or methodologies is an essential integral condition to achieve the goals and objectives of ESP study.

Classic methods of teaching:

- “Interactive learning, within which the approach and strategy of interaction and organization of collaborative activities are produced, significantly increases motivation and provides a high level of the topic acquirement” (Zarutskaya, Kisel & Savinova, 2018).

- “Group work, including work in small groups, is considered the most typical form of learning and allows the learners to distribute roles in accordance with the individual capabilities that help to develop polylogic communication of learners” (Zarutskaya, Kisel & Savinova, 2018).
- Game activities providing language learning activities intended for stimulating learners’ strategic and cognitive processes proposed as practical “vehicles” for learning English. As long as the main teacher’s task is to give ample opportunity for students to fully comprehend the material and actively participate in class, the game activities may be proposed to learners, so that they can practice in a meaningful communicative activity – most related to work - and do not experience extreme stress or anxiety; (Zarutskaya, Kisel, & Savinova, 2018).
- A problem-based method which includes activity-based methods is aimed at solving problems related to the professional activity of adult learners (Kisel, Dubskikh, Lomakina & oth, 2019).

Innovative methods of teaching:

- Wiki Creation.
- Web-Quests Development.
- Integration of video and blogs in extra-curricular activities.

Wiki comes from the Hawaiian “wiki-wiki” “as soon as possible”, so the word was assumed to be English equivalent to “What I Know Is ....”. It is a web site. Users can modify the structure and content of it with site tools. Text formatting and inserting objects are done using a simplified mark-up language. The possibility of collective development, storage, structuring of a text, a hypertext, files and multimedia files makes the Wiki attractive for working with students in the classroom (Nalimova, 2017; Korneeva, 2017; Bahol'skaya, 2017, Butova, Dubskikh, Kisel, Chiginseva, 2019).

A web-quest is a website student’s work with to fulfil a particular learning task. There are two types of web-quests: for short-term work – to deepen and integrate knowledge (for one or three classes); for long-term work – to deepen and transform students' knowledge (for a semester or an academic

year) (A feature of educational web-quests is that some or all of the information for independent or group student's work is located on various websites. Web-based quest technology helps students develop the following competencies:

- Search for necessary information, formatting the results of work in the form of computer presentations, websites, flash videos, databases, etc.
- Self-learning and self-organization.
- Teamwork (planning, distribution of functions, mutual control).
- The ability to find several ways to solve a problem situation, to determine the most rational option, to justify your choice.
- Public speaking skills, because you must publicly defend the project, answer questions or take part in the discussion.

Depending on the level of groups and the goals, the Chair chooses the "pace" of teaching, both General English and ESP. Goals of different groups are different. Having understood their goals, advanced groups begin to participate in project-making activities, take part in presentations, conferences, competitions, where public speaking is obligatory. They perform many tasks and tests, both in written and e-form (web-tests and Mentor tests, developed by the teachers themselves on the basis of tasks of universities-native speakers) (Borisova, 2017; Kisel, 2019).

Certification and estimation of performed work are two important issues that should be included in the course development process. Certification is the process of measuring what students know and what they can do, while estimation shows the productivity of ESP application. The following questionnaires (needs analysis questionnaires), tests for determining the level of language proficiency (placement tests), achievement tests, identifying personality type and learning strategies tests, course evaluation questionnaires, course evaluation questionnaires, as well as methods of formulating behavior objectives can be used for it (Dubskikh, & Zerkina, 2018).



It's important to stress the practicability of pragmatic approach implementation to English teaching. In order to stay scientifically informed about the latest researches in the professional area the learner has to read fluently, to be able to the text production in the professional area, translate the scientific works (Bondarev & Bakulev, 2017). The pragmatic approach involves the selection of scientific and educational texts and topics for studying as a part of professional subject. The four skills in language learning – reading, writing, listening and speaking do not occur in isolation in communicative texts or activities.

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It is important to note that not all students can be motivated to study ESP, because many of them believe that this is a variant of English with elements of professional vocabulary. This misunderstanding may lead to the fact that writing, listening or speaking will not be acquired at the necessary level because these activities could be accepted by students as simple tasks (Sabirova L. V. 2017). Students may find that words or expressions they have previously studied carry the same meanings in a professional context.

The main motivation for the work is the analysis of the student's needs. ESP is defined according to the specific needs of the students (Maslow hierarchy of needs). The hierarchy is based on the methodology of the disciplines it serves. It also focuses on the language corresponding to each activity in terms of grammar, vocabulary, register, learning skills, discourse and genre (Kisel & Zerkina, 2018).

Along with absolute features, there are variable features. They include the attitude to specific disciplines or the use in specific learning situations, different methodologies than General English. ESP is intended for adult learners, although it may also be applicable for students at the secondary school level. One of the important features of ESP is its purpose for intermediate or advanced level students, because most ESP courses involve some basic knowledge of the language system.

In order to understand a student's need for ESP, it is necessary to know their goals (writing and speaking) that students should reproduce and understand in specific circumstances or the difficulties that wait for a student at a certain stage of their studies, and what is ultimately required from them.

First of all, we need some professional information about students: their tasks and activities in which the language will be used. This is a targeted analysis of the situation and objective needs. This state of things has been a key point recently.

Another important point is a little information about the student but not personal data. This information includes previous experience of learning a foreign language, cultural background, goals and objectives, their attitude to the English language. In General, we are interested in the subjective needs of students (Semyonova, 2018). After receiving information about the needs and goals of students, we can move on to information about their level of English, their language skills. After learning about a student's goals and existing skills, we can address the student's possible concerns: understand if there are differences between them.

You can now turn to learning needs to find effective ways to study the language. For effective language teaching it is necessary to have understanding of how to use language skills in target situations. This means linguistic analysis, discourse analysis, genre analysis.

The teacher should know what is required from the course. Then one needs information about the environment in which the course will be taught.

Having found out the needs of students, we come to the conclusion that the teacher should teach not only what students want. There are curricula, manuals and standards that cannot be ignored. However, in the process of developing a new course, the analysis will help to bring together what is needed and desired in the formulation of goals and objectives, the selection of training materials and the way in which courses are evaluated.

A clear understanding of goals and objectives is needed for students' assessment. This activity will help teachers in choosing materials and teaching methods.

It is important to note the real and achievable goals and objectives because students' needs may vary at different times. These changes should serve the interests and needs of students. Teachers should identify which aspects of ESP training to include, emphasize and use as the basis of the course to meet the needs and expectations of students.

The teacher is the source that helps students to identify their language problems and find ways to solve them, mark the skills they need to focus on, and take responsibility for deciding what and how to teach. The teacher is a source of information for students on how they are progressing in language studying.

In the educational process that is focused on the student, the practicability of the material choice is based on the convenience of students, their familiarity with the material, the level of language proficiency, interest and relevance (Semyonova, 2018). However, in some situations, teachers may use the same material over and over again. If an article, report, news, or audio material matches what you're learning, one should use some older material.

Teachers should evaluate their courses for improvement. This can be done in two ways: explicitly and implicitly. Implicit testing is carried out during a semester when students give the teacher some ideas of the learning process with their marks, participation, and motivation. An explicit assessment takes place at the end of the course by using questionnaires, interviews, etc. teachers are asked to

express their attitude to the subject, teaching methods, activities and the role of the teacher and so on. The evaluation of the course is a very bold step for the teacher. The teacher should be open to some unpleasant comments of students (Zarutskaya, Kisel & Savinova, 2016).

Development and planning are not the same. From year to year, students differ in their needs and knowledge. This fact inevitably leads to changing each course for a certain group of students. At the same time, the teacher must be flexible to deal with the problems in the classroom. Thus, a flexible teacher is open to the necessary changes in the teaching process, to meet the needs of students. Development of the course is a continuous process.

There is a feature of ESP. ESP transforms learners into users. To achieve this transformation, students must have some freedom to decide when, what and how they will learn. Granting this freedom may require some sacrifice on the part of teachers. There should be systematic attempts from teachers' side to teach students learning strategies. (Zavarykina, 2018)

You can list three skills that are required for successful communication.

The first skill for successful communication in a professional environment is the ability to use professional lexis in a specific professional context.

Secondly, it is the ability to apply academic skills.

Third, it is the ability to use everyday language for efficient communication, regardless of the professional context.

ESP developers' task is to ensure the integration of three types of skills into the curriculum. This is difficult. The process of course development begins with

(1) The analysis of students that is followed with.

(2) The formulation of goals and objectives.

(3) Content.

(4) Selection of curriculum materials.

(5) Planning the course.

(6) Evaluation of the course.

Course development is a continuous process in which the teacher makes necessary changes to meet interests and requirements of students during the course (Ievleva, 2018).

As mentioned above, the level of English of a Russian graduate is often insufficient to meet the requirements of the profession. Opinions that knowledge of General English will help students in their business career are wrong. Educational institutions have been unable, and still are unable, to provide students with the communication skills necessary for effective study or work. Another important obstacle was that there was little or no possibility of using the language properly. In Russia, the teacher is usually poorly equipped with modern materials on ESP. He conducts classes based on the method of grammatically correct translation. All you can list is reading, translating, and checking your homework.

It is not easy, often even impossible to prepare students and teach them ESP, if you use only the method of translating. In addition, we cannot achieve the goal without appropriate materials, possibilities of using ICT. If a student is accustomed only to his teacher's tempo, voice and accents, it becomes almost impossible for him to distinguish what a native speaker is saying. It goes without saying, we need both templates of native speakers' pronunciation non-native speakers' ones if we recognize that the world has become a "global village" where English is considered a language of communication, not a foreign language.

ESP teachers have many responsibilities. They organize courses, set learning goals, create favorable conditions for learning in the classroom and evaluate students' progress. Development and organization of educational materials, supporting of students in their educational process and providing them with the possibility of feedback are our main aims.

The teacher organizes the conditions for learning in the classroom and sets long-term and short-term goals for students.

ESP students definitely know where they will use English. Having decided what direction of engineering training to choose, they consider learning English as an addition to this. The ability of a teacher to communicate creates comfortable atmosphere in the classroom. Students learn a language when they have the opportunity to use the language, to communicate with other participants. That is why the teacher must create comfortable atmosphere in the class that would be supported by the students. Students must be self-confident in order to communicate, and everything depends on the teacher's ability, on the degree of his responsibility for creating students' confidence.

## **CONCLUSIONS.**

Nowadays, ESP is taught in almost all universities of the world. ESP courses have become vital to prepare students for future professional activities. The goal of ESP teaching is to prepare students for their future careers, because after graduation, they may be in a company where English is widely spoken, or they will use it as a means of communication with partners. Now when English is increasingly used not as a foreign language, but as a means of international communication, you need to learn to think in English, not just to speak it.

It is necessary for teachers of English in a non-linguistic university to use the ESP approach to prepare curricula that should be based on an analysis of students' goals and needs, as well as the professional foreign language competence characteristics of the formation, taking into account the specialization of a particular university, faculty, and department. Moreover, applying the latest ESP methodological developments, and using the capabilities of modern information communication technologies, it is necessary to create learning situations by practicing the use of English in real communication situations, as it is impossible to learn the language in isolation from actual use. English must be

presented in an authentic context for students to gain an understanding how the language they will have to use in the core field functions.

The teacher's ability to create an atmosphere for lively communication and constructive disputes is an important element in ESP training. Students acquire sustainable communication skills only when they have the opportunity to use them in communication with others. Unfortunately, very often the teacher may be the only person who speaks English, and the time for audience communication is limited. The teacher must design and use effective methods to develop communication skills in their groups.

We consider ESP course designing and providing relevant materials the most important aspects. The teacher should survey the available material, select units from a number of course books, adapt the materials if necessary, and write a number of additional units and use the Internet and the other WEB sources.

It is also necessary to conduct diagnostic tests to identify bright students who can start studying the ESP from the first year of University, and others can start studying under this program later. General English serves as a bridge for ESP. While all four language skills – listening, reading, speaking and writing are equally important in ESP learning.

A thorough examination of students' initial level, their desires, needs and opportunities can improve the quality of the educational process through:

- Identification and provision of individual learning objectives.
- Increase the motivation for learning due to the personification of the educational process;
- The possibility to obtain maximum results in a short period of time due to the fact that each student works to achieve his own result, regardless of group level and the speed of individual students' educational success.

When students finish the course, they should be able to understand easily professional terminology and write in professional English correctly. For example, they should be able to write inquiries, memos, e-mail messages etc. They should be able to understand the professional terms, cases, lead and support professional communication, and maintain relations with the target community.

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