

## ENGLISH FOR SPECIFIC PURPOSE: THE ROLE OF A TEACHER

**T. Murali Krishna**

*Research Scholar*

*Department of English*

*Acharya Nagarjuna University, Guntur*

*Email: raju.bollavarapu@gmail.com*

**Prof. Suresh Kumar**

*Acharya Nagarjuna University*

*Guntur, A.P.*

### **Abstract**

*English for specific purposes plays a significant role in facilitating people to learn English for a specific purpose. It is actually designed to meet the specific needs of the specific profile within a defined time frame. This involves a trained orientation to specific spoken and written English. English is required to carry out a specific academic and workplace tasks. In such courses and syllabi, the task and the role of teacher are very important. It is due to the fact that they act as course designers and material providers, collaborators, researchers, evaluators, and practitioners.*

### **Keywords**

*Specific purpose, defined framework, material provider, Collaborator, researcher, etc.*

Reference to this paper should be made as follows:

**Received: 16.02.2022**

**Approved: 16.03.2022**

**T. Murali Krishna,  
Prof. Suresh Kumar**

*ENGLISH FOR SPECIFIC  
PURPOSE: THE ROLE OF A  
TEACHER*

*Article No.17  
RJPSS Oct.-Mar. 2022,  
Vol. XLVII No. 1,  
pp. 151-154*

**Online available at:**

<https://anubooks.com/rjps-2022-vol-xlvii-no-1/>

<https://doi.org/10.31995/rjps.2022.v47i01.017>

Learning English for a specific purpose is actually designed to meet the specific needs of the specific profile within a time frame. This involves orientation to specific spoken and written English required to carry out specific academic and workplace tasks.

Development of ESP: ESP derives from the need to use language as a tool in facilitating success in a professional life. The impact of the second world war resulted in a huge and extraordinary expansion in science, technology and economy. The oil crises caused the flow of western money and knowledge into oil-rich countries and in both the cases, the impact was seen on the changes in language.

In 1987, Hutchinson and Waters, began to focus on the ways in which is used in real language communication. Instead concentrating on features of the language, they point out that due to the discovery that particular skills and language vary in different situations, we may find that adjusting the language to meet the needs of learners in specific context is very important. So, ESP came into existence. ESP concepts of teaching English. According to the specific need of the learner related in content to particular discipline, occupation and activities.

Centered on appropriate language to those of activities.

ESP may not be restricted to language skills to be learned. It is taught according to a pre-determined methodology. ESP is always

- \* Designed to meet specific needs of the learner
- \* Uses the methodology and activities of the discipline it serves.
- \* Centered around the language, skills, discourse and genre appropriate for the activities.

ESP may be related to specific disciplines, using a different methodology than that used for general English. It is designed for adult learners. For intermediate and advanced level students. It is suitable for those having some basic knowledge of language system.

#### **ESP may be Categorized as**

- \* English for Academic or occupational purposes
- \* English as a restricted language
- \* English for social studies

#### **ESP Courses are Designed to have the following three Features**

- \* Authentic material

- \* Purpose related orientation
- \* Self-direction

ESP played a major role in globalization. English is a multi-purpose language of communication. It acts as a lingua-franca with other people of the globe. ESP in business English and finance English is of major interest to the students.

### **Key Factors in Course Designing of**

There are three abilities necessary for successful communication in a professional target setting. The ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of such academic skills, conducting research and responding to memoranda, and understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively regardless of occupational context. Examples of this responding to an informal-mail message. The task of the ESP developer is to ensure that all the above three abilities are integrated into and integrated into the curriculum, yet it is very difficult to strike a balance of these abilities with a group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs and ensure that all students receive a balanced diet of language.

### **Role of an ESP Teacher**

An ESP Teacher's work involves much more than teaching. It is the reason why an ESP teacher is also termed a practitioner. The ESP teacher role can be graded as follows: Teacher Course designer and material provider, Collaborator, Researcher, and Evaluator.

ESP Practitioner as a Teacher: The teaching methodology changes when the teaching becomes specific

In the case of specific courses, the students themselves are frequently the primary learner knowers of the carrier content of the material. The teacher's main role is to generate real, authentic communication in the classroom on the ground of students knowledge.

### **ESP Practitioner as Course Designer and Material Provider**

Due to the lack of material for ESP courses, the more specialized the course the greater the rarity of teaching materials- one of the ESP teacher roles

is planning the course and providing materials for it. The provision does not mean choosing materials and making a suitable number of copies for the class; the teacher's task also includes adapting material when published materials are unsuitable, or writing his/her own materials.

### **ESP Practitioner as a Researcher**

An ESP teacher should also be a researcher to fulfill the students needs. Firstly, the teacher should decide on what he is going to achieve. Then research is necessary to design a course, to write teaching materials and to find out the ESP's students particular interests.

### **ESP Practitioner as a Collaborator**

- \* Lack of ESP tradition and guidelines
- \* Lack of specialist knowledge
- \* Lack of material

### **Conclusion**

ESP caters to various needs of different people in the globalized world. Its use may be varied for English as a restricted language or academic or occupational purposes. It also deals with the future needs of the people who work in foreign institutions, attend conferences or pursue postgraduate studies in a foreign land. The role of an ESP practitioner is more complex and more responsible than general English teaching. An ESP practitioner, apart from teaching also provides materials, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the students. The teacher's role is also to organize the class, to be aware of class objectives, to have a good understanding of the course content as well as be flexible and willing to co-operate with learners and have at least some interests in teaching the discipline, so that the teacher can make his teaching interesting for the learners.

### **References**

1. Dudley- Evan, T. and St. Johns, M. J. (1997). "Developing an English for Specific Purposes: A Multi-Disciplinary Approach, Cambridge, Cambridge University Press.
2. Basturkmen, H. Ideas And Options in English for Specific Purposes, Lawrence Erlbaum Associates.