

English for Specific Purposes Methodology

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INTRODUCTION

English for Specific Purposes (ESP) is a subgroup of English as a second language, which refers to a learner-centered approach to teaching English. ESP concentrates on developing communicative competence within a specific discipline, for example, business, accounting, academics, teaching, or IT. It is critical to differentiate ESP from general language courses that focus on the development of an overall English competency in English. Instead, ESP is designed to address the specific needs of learners, teach relevant topics to specific disciplines, utilize discipline-specific materials and instructions, foster cultural awareness, develop intercultural intelligence, and propose intermediate or higher levels of English language training (Paltridge, 2013).

Earlier, the teaching of ESP was primarily motivated by the requirement to interact across languages in professional areas like technology or commerce (Paltridge, 2013). Today, ESP managed to expand its framework by including such subsets as English for academic purposes (EAP), English for vocational purposes (EVP), English for occupational purposes (EOP), English for business purposes (EBP), English for legal purposes (ELP), English for medical purposes (EMP), and English for sociocultural purposes (ESCP) (Belcher, 2009). The emergence of a variety of different branches of ESP is evidence of the constant development of ESP as a subset of English as a foreign or second language.

The main purpose of the ESP course is to focus on the specific needs of learners. When educators develop ESP courses, they have to take into account language, skills, and genre-appropriate content when applied to specific learning activities for students. Often, yet not always, ESP courses are developed for adult learners.

ESP is taught to homogeneous group learners who seek the development of their specific skills in terms of vocabulary and stylistics, although not regarding language proficiency. The primary goals of ESP teachers are to determine specific learners' needs, recognize the genres that students must produce and participate in, as well as assess if learners could successfully take part in these activities and demonstrate developed ESP skills.

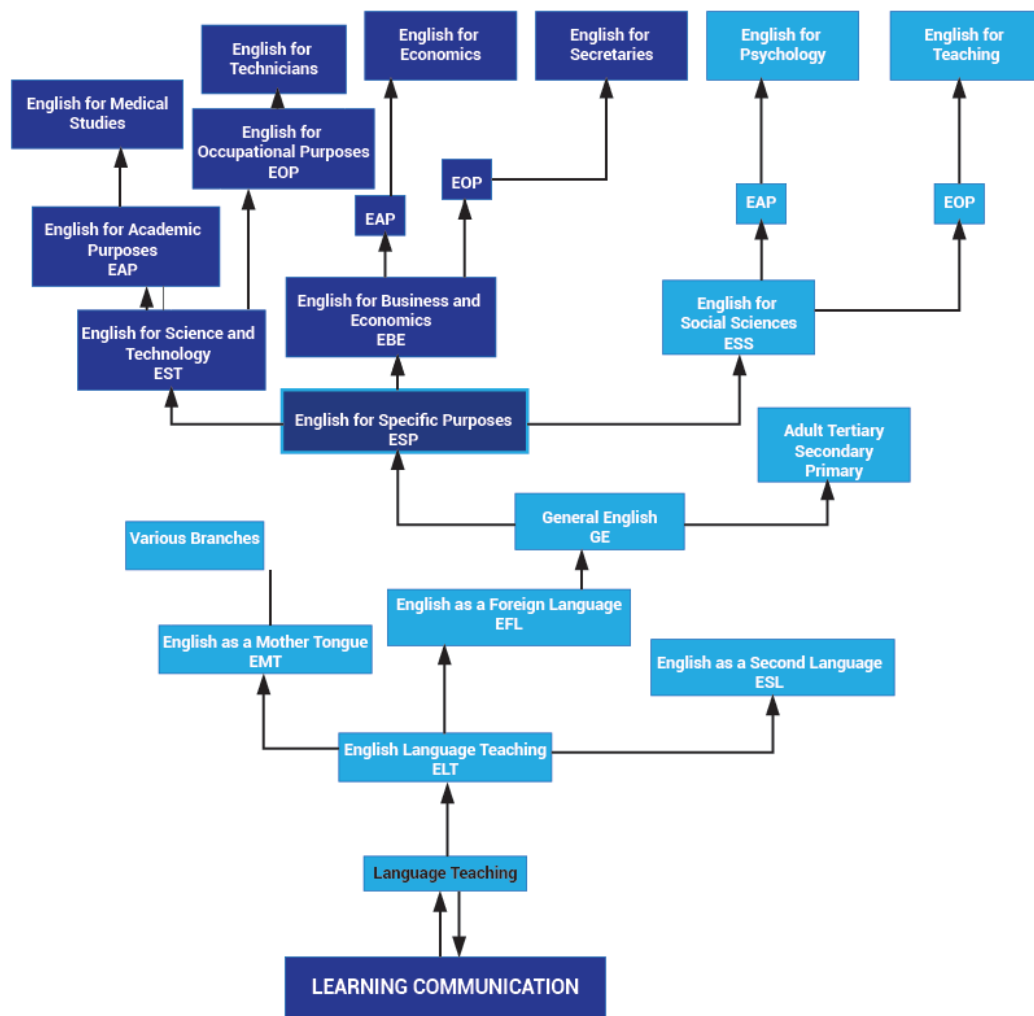
Overall, ESP is an overarching area that includes a set of teaching methods, techniques, approaches, and frameworks. ESP constitutes a large pool of knowledge, information, and resources that have to be synthesized into a structured set of theoretical and practical materials. ESP covers teaching and learning methods of English as a second or foreign language, which would be specific to each genre or discipline where it is implemented. While ESP has a certain resemblance to the framework of teaching English Language Learners (ELLs) in terms of overall literacy and proficiency, it also has a set of specific characteristics that differ dramatically from the general education courses.

This book aims at analyzing English for Specific Purposes (ESP) in the historical, theoretical, and practical domains in order to synthesize available information on this subject into an understanding and succinct material.

One of the objectives of this document is to provide recommendations for further development of ESP as a subset of English teaching based on the analysis of existing theory, literature, and evidence. This study also has the objective of exploring the development and evolution of ESP throughout history and determining the current place occupied by ESP.

This document is divided into four primary sections covering ESP as a framework for English teaching and learning, four pillars of ESP approach, teaching methods in ESP, and conclusion. Each of these chapters is divided into respective subsections defining the most important and significant aspects. The document includes a brief overview of the history of ESP, theories used in this domain, and practical application of ESP in the classroom. The document is structured in a way of providing information on the subject in a gradual progression and showing how ESP evolved over time.

Figure 1 ELT diagram



Adapted from Hutchinson & Waters, 1987

CHAPTER 1:
ESP in English Language
Teaching and Learning

1.1 Brief History of ESP

English for Specific Purposes (ESP) is the most well-established teaching framework in English Language Teaching (ELT). ESP has nearly 50 years of research and practice as the main basis, which made it the most important language teaching approach in academic and workplace settings. At the same time, it is customary to identify the 1960s as the foundation years of ESP, an in-depth analysis of ESP's history conducted by Ramírez (2015) points to the end of World War II as the years of origin of this framework.

ESP's emergence in those years is explained by the need to communicate among countries at the international level in terms of business, commerce, and security, which made English the new "lingua franca" of the world (Ramírez, 2015). Cross-cultural communication was particularly important at the end of World War II and in the post-war period, as many countries were economically devastated, and the world needed a quick restoration of production, economy, and development that could be attained with the help of international trade.

However, more intensive development of ESP was observed during the 1960s, when the changes in the world's markets, intensification of international trade, and technological progress required the knowledge of English. According to Johns (2013), ESP was developed as a reaction to the progress in the international economy, which stimulated technological advancement, the rise of

the oil-rich countries, increased mobility of people, and rising number of international students in English-speaking countries.

As Ramirez (2015) admitted, the international community understood that learning English was paramount for the modern world, doing business, and overall development. During that time, English had become not only the medium of international communication but also as the means of knowledge transmission in academic and scholarly circles.

When educators realized that ESP must have a different methodology of teaching and learning, it was initially proposed to teach semi- or sub-technical vocabulary to learners in addition to general language learning (Johns, 2013). While this approach in teaching specific English was viable by focusing on functional lexis, this approach was focused mostly on the form rather than explained how to combine the specific vocabulary and how to use these words in the context (Johns, 2013).

However, at the beginning of the 1980s, educators realized that such an approach to ESP was counterproductive. The new approach to ESP was initiated by the Washington School work and the study of Tarone et al. (1981), who refrained from generalizing about the features of the specific language across genre, but they concentrated on features of scientific prose and specific syntactic voice used in different disciplines. For example, Tarone et al. (1981) tested a hypothesis theorizing that functions of specific

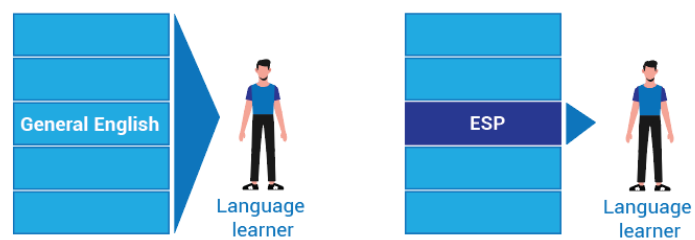
grammatical features affect rhetorical decisions within a narrow area of astrophysics.

This study aimed at investigating if the language of narrow-range discipline had specific features in terms of sentence-building, rhetorical decisions, and grammar in general. In this manner, the study showed that ESP must have a discipline-specific methodology that would consider its linguistic specificities.

This was the time when ESP emerged as a more narrowly defined framework of English teaching and learning. Since the early 1990s, ESP began to develop in the way scholars know it today. Experts and theorists aimed at expanding the movement's horizons by distinguishing ESP from the community of general English learning. ESP focused on the communicative significance of discourse instead of lexical and grammatical characteristics of English (Maleki, 2008). The emergence of the journal *English for Specific Purposes* intensified the development of ESP as a separate field and increased the variety of topics in which ESP was analyzed (Salmani-Nodoushan, 2020). The emergence of studies outside of the English-speaking countries in the field of ESP showed that it had gained international acceptance as a separate discipline. It had become critical for educators teaching ESP to possess a more detailed and deeper knowledge of the texts' contexts and genre-specific vocabulary.

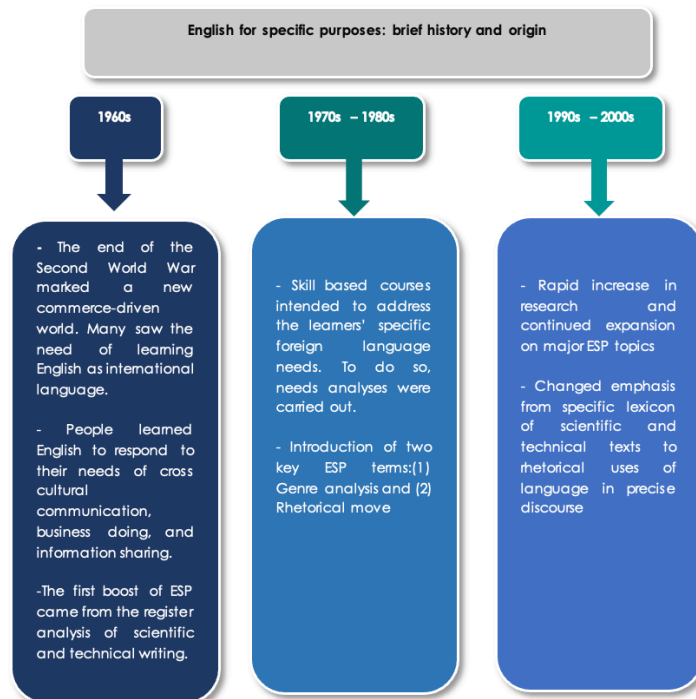
As a result of a changed perspective on the matter, ESP has become a more specific and focused framework of teaching and learning.

Figure 2. GE vs ESP



Adapted from Hutchinson & Waters, 1987

Figure 3. ESP: Brief history and origin



Source: Echavía, 2019.

1.2 Definition of ESP

Today, English for Specific Purposes (ESP) has a more complex definition. Dudley-Evans (1997) provided a comprehensive definition of ESP by requiring to fulfill the following “absolute” characteristics of this domain:

- ESP has to address the specific needs of the learners;
- ESP applies a primary methodology and activities specific to the discipline on which it focuses;
- ESP is a language-centered methodology that includes the teaching and learning of grammar, vocabulary, lexis, register, study skills, discourse, and genre.

ESP also has so-called “variable characteristics” in its definition, according to Dudley-Evans (1997):

- ESP could be created for the needs of specific disciplines;
- ESP could apply the different methodology of English learning compared to general English;
- ESP is usually developed for adult learners (for work-related setting or a tertiary educational institution), yet, learners could represent secondary level;
- ESP is developed for learners at the intermediate starting level and higher;
- The majority of ESP courses share some basic knowledge of the language.

The differentiation of absolute and variable characteristics of ESP is important for determining what constitutes an ESP education and what does not. Dudley-Evans's (1997)

definition of ESP could be implemented by any discipline due to its flexibility and usability. ESP is also viewed as an approach to teaching that has to be learner-centered.

1.3 Theoretical Background of Teaching and Learning of ESP

Meaningful learning is one of the main aspects of ESP education. When students unite their curiosity and experience with new ideas, they are able to stay motivated and interested in the process of learning. As the approach to education has evolved over the years, and the learning does not only mean learning by heart the factual knowledge, the teachers began to elaborate a more effective approach to teaching learners.

The approach of meaningful learning is especially relevant for ESP education since it was revealed that learners tend to learn through ESP courses due to the absence of meaningful strategies in this field. Such practices as memorization, rituals, and cues contributed greatly to the lack of positive results in ESP in students.

Consequently, in order to solve this problem, it is more effective to use meaningful learning that requires the connection between the students' interests, experience, motivation, and the ESP itself. Overall, I believe that the teaching of ESP has to be bound with the practice since all knowledge the students receive in school has to be applicable. Today, experts emphasize the importance of applicability and real-life knowledge and skills for the

students in order to prepare them for college and future careers.

First of all, all the students in the classroom have to be actively engaged in the process of learning.

For instance, Klein (2000) proposed using the self-conceptualization approach where students learn about power operations in the classroom and their identity as potential numerical beings. By using this poststructuralist approach, it is possible to create a multifaceted connection between the power/knowledge, identity, and operations in the classroom (Klein, 2000). The teachers have to work on the aspect of enablement in the classroom in order to guarantee the engagement of all learners by providing them with the power to make decisions. For instance, if the educators provide the students with the power of control at some level during the lesson, it will be possible to help them to understand ESP concepts easier.

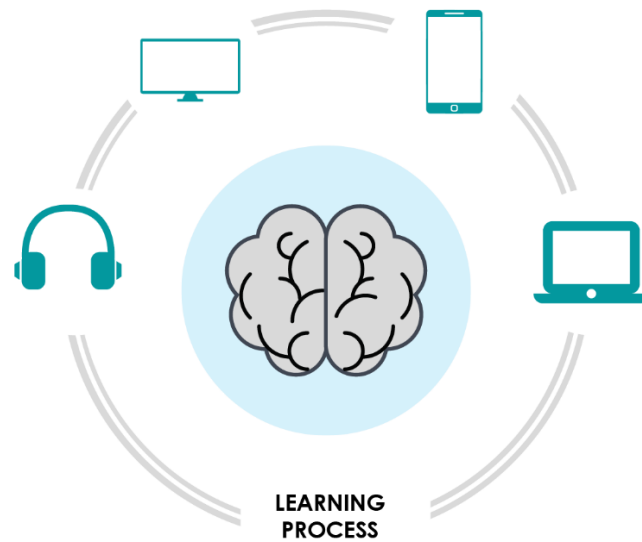
The main barrier to learning and succeeding in ESP among students is the anxiety and the idea that this subject is too complicated. If the teacher establishes rules and demands all learners to follow them directly, it is inevitable for those who require more time and a different approach to learning.

Consequently, learning has to be closely connected to modern life and the environment. For example, by including modern technologies in the process of learning and teaching students to complete practical assignments,

the ESP teaching approach will be more meaningful. Specifically, such tasks as trials that involve mobile technology proved to be very effective, as they teach the students ESP in the environment. As it was confirmed by Cahyono & Ludwig (2018), the involvement of modern mobile technology in the process of learning stimulated the students' interest and motivation to learn exponentially, as the trials used during the experiment contained real-life knowledge. It is counterproductive to teach students how to count, solve complicated assignments, and teach rules without any connection to real-life situations where they will require ESP knowledge.

Future teaching has to be a quintessence of several elements, including meaningfulness, practicality, and relevance of ESP education. ESP education has to be more intentional and directed by developing effective strategies to solve the ESP problems. (Newbury et al., 2015). I consider that the future teaching of ESP has to implement real-life knowledge and increase such tasks as simulations, research-based assignments, and investigations in order to stimulate the development of analytical and critical-thinking skills in learners.

Figure 4. ESP: Learning process



Authors, 2021

Another strategy that has to be included in the learning of ESP is interleaved practice, which requires the teacher to rearrange certain parts of the assignment by including various kinds of problems in an interleaved order (Rohrer, Dedrick, & Stershic, 2014).

This approach provides the students with an opportunity to select a correct strategy for solving the problem through the implementation of a comprehensive assessment of the assignment. This strategy will provide the students with partial control over their learning and the process of solving ESP problems. While factual knowledge and the comprehension of basic ESP strategies are required, the students have to be able to apply them effectively.

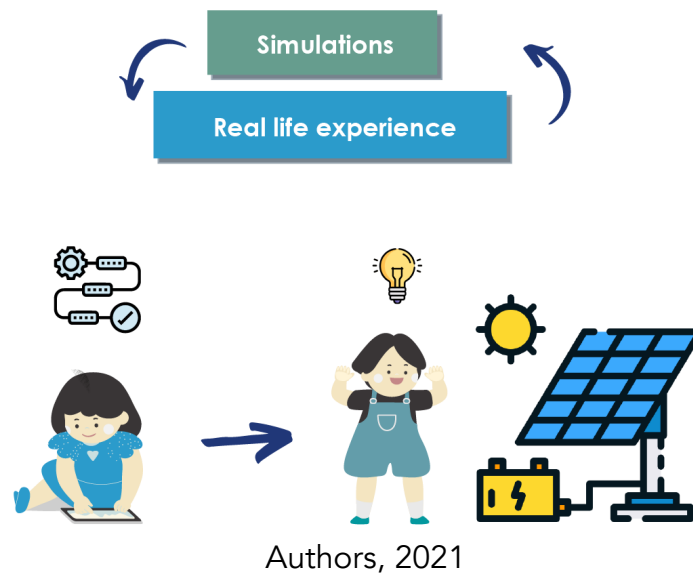
Therefore, the theoretical knowledge provided in the classroom has to be applied in practice.

As it is considered that the assignments have to be practical and connected to real-life conditions, the task that will involve several subjects will be the most beneficial for students. For example, the task for the 6th grade can involve the exploration of such assets as solar panels, their role for the environment, and their capacity as the replacement of the traditional forms of energy.

The students will be provided with auditory and visual materials that will include 3-D simulation pictures and videos of a large station operated with the help of solar panels. The main goal of the students will be to calculate the amount of greenhouse gas they accumulate, the capacity of the station to power the nearby houses.

The students are provided with the correct values showing the potential of solar panels and the potential of other assets that contribute to the emissions. The size of the panels and their quantity in the station will be provided as well. This assignment will have to be completed in stages, and it can be a group-based activity, where the students try to solve the problem by group effort.

Figure 5. ESP: Simulation of a real life experience



This type of assignment will provide meaning for the students, as the topic of environmental sustainability and alternative energy sources are particularly relevant. The assignment is connected to real-life knowledge, and it is taught by following a traditional principle by starting from the simplest assignment, like counting the number of panels on the picture and continuing to more complex tasks.

This will provide control over the learning environment as well by maintaining the atmosphere of collaboration, active engagement, and students' enablement. The teacher will have to monitor the learning and helping the learners during this process throughout the entire assignment.

Experiential Learning Theory (ELT) focuses on learning through energetic action. By applying ELT, learners are

promoted to learn through useful experiences, which would certainly help them in maintaining brand-new understanding as well as recall concepts (Roberts, 2018). ELT was developed by David Kolb in 1984, which he based upon works of well-known scholars, such as John Dewey, Kurt Lewin, and Jean Piaget (Leal-Rodríguez & Albort-Morant, 2019). Kolb conceived six stages of ELT. ELT allows pupils to check out the external globe via energetic experience, establishing a connection, producing knowledge, sharing it, and also, finally, reviewing it (Leal-Rodríguez & Albort-Morant, 2019). According to ELT, a successful learner obtains brand-new understanding by experiencing the cyclic experience that includes these six methods. ELT is a flexible concept, which asserts that learners enter this cycle at any stage as well as proceed establishing understanding. The adhering to chart reveals the version of experiential knowing:

ELT promotes useful types of discovering or hands-on learning, which largely permits trainees to acquire new understanding by doing. A number of examples of the activities utilizing ELT as a basis include taking students on an expedition to discover nature, animals, all-natural phenomena, real-life processes.

Another instance is expanding a yard along with students that would certainly learn more about plants and procedures associated with the procedure of their development. ELT stresses the requirement for the academic procedure to be carefully linked to practice. By

creating an atmosphere where kids might learn through experience, teachers enable them to apply their knowledge in the real-world context. ELT boosts team effort, collaboration abilities, as well as socialization among trainees (Voukelatou, 2019).

During the discovery process, youngsters have entirely various as well as distinct experiences. Especially, each lesson requires that a learner regards, processes, applies, remembers, and keeps brand-new directions and principles. To sustain the efficient perception of directions, teachers need to stay in the moment as well as examine students' understanding of new ideas to proceed with the lesson and also execute challenges for trainees. According to Abdel Meguid & Collins (2017), comprehension of new instructions is enhanced when educators concentrate on the individual student. By discovering each learner's response to mentor strategies, instructors can check and also ensure that a discovering procedure is conducted suitably. In various situations, a loss of an instructional minute could end up being critical for individual pupils preventing them from memorizing and also keeping brand-new knowledge.

The term 'seeing' refers to the general observation that individuals make. However, instructors seeing describes the instructors' monitoring of the students' actions throughout the directions as well as acting presently to enhance the knowing experience. There are two primary processes pertaining to teacher discovery.

The two procedures are called attending to particular occasions in a training setting and also making sense of events in an instructional setup. Among the educators seeing significance is improving the educators' cognitive techniques. Via exercising specialist observing, the educator can boost their vital observation, analysis, decision making, and also ultimately responding to the students' inner and external behaviors.

In John Dewey's (1904) influential paper on "The Connection of Theory to Practicing in Education and learning," he introduced several concepts related to teacher seeing. One of the main points is the difference between the pupil's internal as well as outer attention. Additionally, how much is the educator taking note of the students. Do you tend to focus on students' actions or on their reasoning and understanding?

Drunk of the youngster research activity as well as in the early 20th century, the instructors were motivated to observe the trainees' habits intensively. Later they were required to make choices as well as activities based on their noticing of the trainees' habits. It was introduced the discipline of observing, which gives clear limits between professional noticing as well as day-to-day noticing. He kept in mind that an organized way of professional instructor seeing would contribute to boosting educators' instructional techniques.

Research studies acknowledged that seeing students' knowing experience can be accomplished by making use

of several sorts of expertise, consisting of subject matter, general pedagogic, and also content knowledge (Schoenfeld, 2008). By using numerous locations of knowledge, the instructors are able to stay in the moment as well as ensure that students' learning experience is made the best use of. As an example, the instructor can utilize the knowledge of a detailed subject to evaluate trainees' perceptions as well as retention of new material.

By observing the reactions of kids to new understanding in a particular subject, it is feasible to remain in the moment and also see how trainees learn. Schoenfeld & Kilpatrick (2008) recommended educators react to students' inquiries, which will certainly come to be the main indication of the learning experience. As an example, some trainees did not comprehend the definition of a specific concept.

By asking the teacher, they would show that they ran into a barrier at a certain moment. In this instance, instructors, who remain in the minute, can react quickly to the inquiry as well as direct students to a better understanding of this subject.

ESP is divided into two major branches. The following graph shows the two major branches of ESP, including English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), and examples of their subdivisions:

Figure 6. ESP Branches

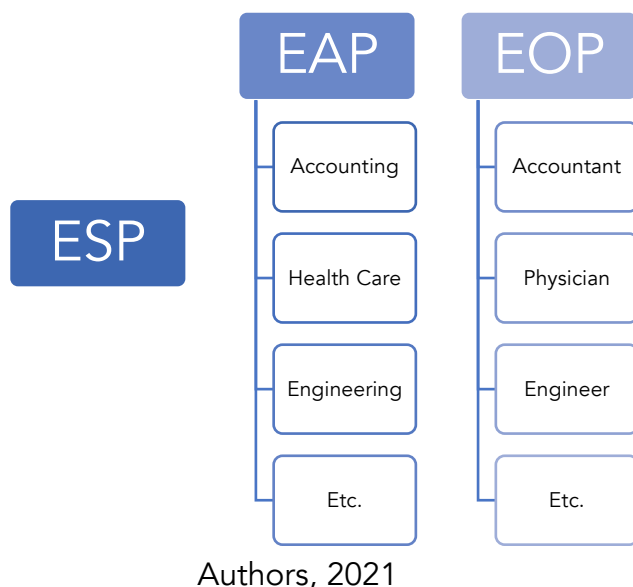


Figure 6 shows a graphic representation of two major branches of ESP, including English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Both EAP and EOP include a list of sub-branches that refer to the specific professional area where they are applied. For example, EAP could be used for education and research in health care that would require certain vocabulary and stylistics. In EOP, health care providers require learning English for their job-related goals. The same approach could be applied to all professional areas, where EAP and EOP could be used.

1.4 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) focuses on researching and teaching English for learners who require

it to accomplish academic tasks. EAP emerged from the wider area of ESP and developed dramatically over the course of the past two decades. EAP's rapid growth has been predetermined by globalization and increases the use of English in academic circles. In most cases, EAP is implemented in reference to the university context and non-native speakers of English (NNSE).

However, this area is much broader, and EAP covers, for instance, the needs of native-speakers of English (NSE) who learn in secondary and tertiary educational institutions for reading textbooks and writing academic essays, as well as learners who develop and give conference presentations and prepare academic research.

As a result, EAP has gained a status of a separate research field, which was a reaction to the demands of a growing community of users who required a more advanced academic discourse that could propose pedagogically valid materials and methods.

The popularity of English as the international language for academic purposes could be explained by various reasons. As was noticed earlier, some scholars consider the popularity of English with the development of international relations, business, and trade. In comparison, others showed an association between the economic development of English-speaking countries and the progress of different academic disciplines, as was speculated by Flowerdew & Peacock (2001) in their book. According to Flowerdew & Peacock (2001), investment in

research and development, academic disciplines, and scientific inquiries made English the international language for academic purposes.

The book also emphasized that English speakers occupy only the fourth place among most-spoken languages, where the first three are occupied by Mandarin, Hindi, and Spanish accordingly (Flowerdew & Peacock, 2001). In addition, the popularity of English as the international language for specific purposes is explained by the close association between the branches of ESP, namely EAP and English for Occupational Purposes (EOP).

Since the distance between EAP and EOP is not clear cut, their connection in the international arena stimulated the development of both of these ESP branches. For example, a Business Course in English would require the students to learn both the academic language for the purposes of learning and research as well as the business vocabulary to be prepared to enter the professional business field.

In other words, EAP and EOP are somewhat connected in terms of their approach to learners and their needs. However, EAP has a goal of narrow-specific focus of English learning by teaching students specific academic vocabulary, stylistics, terms, and their application in research and comprehensive reading of scientific texts.

EAP is applied in the context of academic discourse. A large proportion of content in academic discourse is created through the medium of English. Thus, it is

preferable for academics and researchers to know English to be able to process content in this language. Since English plays an essential role in academic discourse, the majority of academics have to ensure that their works are available to international colleagues.

For instance, even if a researcher is from a non-English-speaking country, it would be recommended to either write the paper in English or to translate it. This fact points to the controversy of the hegemony of English in the international academic community by providing preference to those living in English-speaking countries. However, this allows to the process of academic papers easier for international researchers, students, and the public; it is more likely that EAP will remain a popular trend in the future.

Academics from non-English-speaking countries could use a translation as an alternative to the requirement of writing in English. It is more likely that the pool of academic papers written in different languages will expand in the next several years, while human translation might not be able to keep pace with the growing number of such papers. It was acknowledged that it is more likely that the papers are written in a non-English language (L1) would be processed by an improved machine translation, which would allow preserving the specificity of terminology and initial meanings of the papers.

At the same time, even if papers written in other languages could exist without a translation to English, it is highly unlikely that they would be accessible for the wider

audiences, and the journals publishing them would maintain the same status as the modern English-language ones.

This trend could be noticed by international researchers and students. Even if they are trained in their specialty in their native language (L1), they would still need a course in EAP to access academic articles in English, as a substantial proportion of research is written in English. Post-graduates are usually required to undergo a course in EAP despite their area of specialty.

This tendency is especially evident for such courses as Masters in Business Administration (MBA), which usually demands knowledge of EAP, as they are required to be familiar with the academic genres in English (e.g., report writing). EAP is usually taught for all students who enter the tertiary educational institutions as ELLs (English Language Learners) (e.g., international students, immigrants, post-graduates). Overall, the teaching of EAP could vary according to the needs of individual students.

EAP relates directly to scientific English. It was recognized by scholars that the rhetoric of a scientific language depends on the language itself. For example, according to, the German scientific language has a non-linear structure compared to English.

Also, German humanitarian scientific texts were more similar to English rhetoric structure than, for example, engineering and technology papers written in German.

This example points to the specificity of the English scientific language not only in terms of terminology but also in regard to rhetoric. Scientific English has a specific type of rhetorical structure, which is a subject of constant change. Scientific English in EAP became a model for academic papers written in other languages.

Specifically, many English language scientific articles are written in a way to bring about the construction of scientific facts, which requires using credible sources to provide evidence, ensuring that the paper is devoid of bias, utilizing scientific methods of research. Informal language, opinions, assumptions, and speculations are not acceptable in English language scientific articles.

The application of a thorough and transparent research methodology is a must in the English scientific community. Not all countries adhere to the same rhetorical structure, which made EAP in scientific research an essential platform. As a result, it is critical that the scientific research available for the international community be written by following a similar rhetoric structure in order to make it more accessible and understandable.

In the context of scientific discourse, EAP courses serve as the medium of understanding research, conducting it, and processing academic information. EAP includes certain standard terminology, vocabulary, rhetoric, and stylistics to ensure that scientific English can be learned by native and non-native speakers. EAP sets the tone for researchers who

write their scientific papers in English or translating them into English.

Learners are able to read, comprehend, and use evidence from academic journals as a result of learning English in EAP courses. EAP could be beneficial for ELLs in colleges and universities as well as their native-speaker peers. Many do not take into account that EAP is not only a pool of specific terminology but also a tool for understanding scientific English.

EAP has to be understood in the academic discourse through the context of corpora. Overall, a corpus can be defined as the set of texts combined based on certain criteria. In EAP, language corpora are used to, for example, produce reference materials. Today, EAP corpora are available for learners, for example, British Academic Written Corpus (BAWE), the Michigan Corpus of Upper-level Student Papers (MICUSP), both of which include high-graded works of students and scholars.

Corpora have direct and indirect roles in learning English, including EAP. Specifically, the direct role of corpora is an educational tool by using corpora for language learning. An indirect role is to propose the data and research knowledge on which educational materials were based.

Corpora analysis has contributed dramatically to the development of EAP, especially in terms of indirect use, which generates corpus data on written discourse. Yet, taking into account the very wide range of disciplines and

genres to be addressed, many areas in relation to corpora to EAP remain under-researched. Corpus analysis is important for learning EAP, and it serves as a platform for growth for this area. Corpus analysis could be important for learning EAP for students who have just entered post-graduate education as well as those who have just started studying in college. It is also critical to popularize corpus approaches by developing training and creating usable corpus tools. Overall, if corpus approaches are to be applied in the discourse of EAP more broadly, educators have to know about their benefits, which requires in-depth research to determine their efficacy.

EAP could also be viewed in the social context. Specifically, by employing a critical ethnographic perspective, it is possible to use EAP in the sociocultural context. This approach emphasizes the complex nature of academic practices and the limited sense of equality that underlines them. EAP courses could be transformative for learners, as students generate new and alternative practices when they enter academia. This is a transformative approach that deviates from the normative trends existing in EAP, which determines academic practices to induct students into them. EAP cannot be approached only from a pragmatic point of view, as this framework could not only force learners to adhere to certain rules and principles but also stimulate their reflexivity and analysis. EAP could be the tool for learners who are going to write a doctoral dissertation, as well as provide more options for their learning and development as professionals.

EAP could be seen in the social context as a means for stimulating international academic research and communication between scholars across the globe. Some modern experts see the very existence of EAP as the indicator of oppression and unprecedented hegemony of English in international academic society.

For instance, using English as the international language for the academic community is the outcome of imperialism and colonialism that made English (the traditional language of the West) the international vessel of communication for scholars. Some even insist that the existence of EAP brings a specific Westernized discourse into the academic world without taking into account the contexts of non-Western countries. Scholars insist that the existence of EAP marginalizes the discourses, contributions, and experiences of non-English-speaking countries.

Despite criticism, however, it is more likely that English would remain the lingua franca of the academic community, as changing the rules and establishing a new system could be expensive, unpractical, and counterproductive. Particularly, publications of papers in L1 across the world could make many papers written outside of the English-speaking community to be inaccessible, unknown, and marginalized. Even if, for example, even if Mandarin- and Hindi-speaking communities are large, the inaccessibility of studies published on these languages could prevent many fields of

science from developing. International communication among academics from different countries could be paralyzed, and such events as international forums or exhibitions might disappear.

The criticism of EAP and its discourse is understandable, yet, a radical change to this system could make the works written on the periphery marginalized even further, as no one would know about them. As was noticed earlier, English-speaking countries (e.g., the U.S., the UK, Canada) invest more money in research and development (R&D), science, and academic studies, which retains EAP as the central discourse for scientific English.

English for Academic Purposes (EAP) focuses on looking into and teaching English for students that need it to complete academic jobs. EAP emerged from the bigger area of ESP and also established dramatically throughout the past 20 years. EAP's quick development has actually been predetermined by globalization as well as boosts making use of English in scholastic circles. In many cases, EAP is applied in reference to the college context and also non-native audio speakers of English (NNSE).

However, this area is much more comprehensive, as well as EAP covers, as an example, the demands of native-speakers of English (NSE) who discover in second as well as tertiary schools for reviewing books as well as writing academic essays, along with learners who establish as well as offer conference presentations and prepare the scholastic study. Consequently, EAP has actually obtained

a condition of a different study area, which was a reaction to the needs of a growing neighborhood of users that required a more advanced academic discussion that can propose pedagogically legitimate materials as well as approaches.

The popularity of English as the international language for scholastic functions could be discussed for different reasons. As was seen previously, some scholars take into consideration the popularity of English with the advancement of global connections, organization, and also trade. In contrast, others revealed an organization in between the economic development of English-speaking countries as well as the progress of different scholastic self-controls, as was speculated by Flowerdew & Peacock (2001) in their publication.

According to Flowerdew & Peacock (2001), financial investment in r & d, scholastic self-controls, and also scientific questions made English the global language for academic purposes.

Guide also highlighted that English speakers occupy just the fourth location amongst most-spoken languages, where the first three are inhabited by Chinese, Hindi, as well as Spanish accordingly (Flowerdew & Peacock, 2001). Additionally, the appeal of English as the global language for details purposes is discussed by the close association between the branches of ESP, particularly EAP and English for Occupational Functions (EOP).

Since the range between EAP and EOP is unclear cut, their connection in the worldwide arena boosted the development of both of these ESP branches. For instance, an Organization Training Course in English would require the trainees to discover both the academic language for the purposes of knowing and also research as well as the business vocabulary to be prepared to enter the professional business field. Simply put, EAP as well as EOP are somewhat attached in regards to their approach to learners and also their demands. Nonetheless, EAP has an objective of narrow-specific emphasis on English discovering by showing trainees specific scholastic vocabulary, stylistics, terms, as well as their application in research study and also comprehensive reading of clinical texts.

EAP is used in the context of the scholastic discussion. A large percentage of content in scholastic discussion is developed in English.

Therefore, it is preferable for academics and also researchers to understand English to be able to refine web content in this language. Given that English plays an important duty in academic discussion, most academics have to ensure that their jobs are readily available to international colleagues. For example, even if a researcher is from a non-English-speaking nation, it would certainly be advised to either write the paper in English or to convert it. This fact indicates the debate of the hegemony of English

in the worldwide academic community by giving a choice to those residing in English-speaking nations.

However, this allows the procedure of scholastic documents easier for worldwide researchers, trainees, and also the public; it is more likely that EAP will remain a popular trend in the future.

Academics from non-English-speaking countries might use a translation as an option to the requirement of writing in English. It is more likely that the pool of academic papers written in different languages would expand in the next number of years, while human translation could not be able to equal the expanding variety of such documents. It was recognized that it is more likely that the papers are written in a non-English language (L1) would be refined by an improved equipment translation, which would enable maintaining the uniqueness of terms and preliminary significances of the papers.

At the same time, even if papers written in various other languages could exist without a translation to English, it is very unlikely that they would come for the larger target markets, and also the journals publishing them would keep the same status as the modern-day English-language ones.

This pattern could be noticed by international researchers and pupils. Even if they are learned their specialty in their indigenous language (L1), they would certainly still need a training course in EAP to access academic short articles in English, as a significant proportion of research study is

written in English. Post-graduates are generally called to undergo a program in EAP regardless of their area of specialization. This propensity is especially noticeable for such courses as Masters in Business Management (MBA), which generally demands to understand of EAP, as they are needed to be knowledgeable about the scholastic styles in English (e.g., record writing). EAP is usually shown for all students who get in the tertiary educational institutions as ELLs (English Language Students) (e.g., international trainees, immigrants, post-graduates). Overall, the mentor of EAP can vary according to the needs of individual students.

EAP associates directly to scientific English. It was recognized by scholars that the rhetoric of a scientific language relies on the language itself. For instance, the German clinical language has a non-linear structure compared to English. Also, German humanitarian scientific texts were extra similar to English unsupported claims structure than, for example, engineering as well as modern technology papers written in German. This example indicates the specificity of the English scientific language not only in terms of terminology but additionally in relation to unsupported claims.

Scientific English has a detailed sort of rhetorical structure, which is a topic of continuous change. Scientific English in EAP became a model for scholastic documents written in various other languages.

Especially, many English language scientific posts are written in a way to bring about the building of clinical realities, which needs making use of legitimate resources to provide evidence, making sure that the paper is devoid of bias, making use of scientific methods of study. Casual language, opinions, assumptions, as well as conjectures are not acceptable in English language scientific write-ups. The application of a complete and also clear study technique is a should in the English clinical neighborhood. Not all nations comply with the very same ornate framework that made EAP in clinical research a vital platform. As a result, it is important that the clinical study offered for the worldwide area be written by complying with a similar unsupported claims structure in order to make it much more available and reasonable.

In the context of the clinical discussion, EAP courses function as the medium of comprehending research study, performing it, and also handling academic information. EAP includes particular standard terms, vocabulary, unsupported claims, and also stylistics to guarantee that clinical English can be learned by indigenous and non-native audio speakers. EAP establishes the tone for researchers that write their scientific papers in English or translating them right into English.

Learners are able to review, comprehend, and utilize evidence from academic journals as a result of learning English in EAP training courses. EAP could be helpful for ELLs in institutions of higher learning as well as their native-

speaker peers. Several do not take into consideration that EAP is not only a pool of certain terms but also a device for understanding scientific English.

EAP needs to be comprehended in the scholastic discourse with the context of corpora. Generally, a corpus can be specified as the set of texts incorporated based upon specific standards. In EAP, language corpora are made use of to, for instance, generate referral products. Today, EAP corpora are readily available for learners, for instance, British Academic Written Corpus (BAWE), the Michigan Corpus of Upper -level Student Papers (MICUSP), both of that include high-graded works of students as well as scholars. Corpora have straight and also indirect roles in discovering English, including EAP. Specifically, the straight duty of corpora is an academic tool by using corpora for language learning. An indirect duty is to recommend the information and research study expertise on which instructional materials were based.

Corpora analysis has contributed drastically to the development of EAP, specifically in regards to indirect usage, which generates corpus data on created discourse. Yet, thinking about the really wide variety of self-controls and also categories to be resolved, many areas in connection with corpora to EAP stay under-researched. Corpus analysis is important for discovering EAP, and it functions as a platform for development for this area.

Corpus evaluation could be essential for discovering EAP for trainees that have actually simply gone into post-

graduate education and learning as well as those that have just begun examining in college. It is also vital to promote corpus strategies by developing training and also producing useful corpus devices.

On the whole, if corpus methods are to be applied in the discussion of EAP a lot more generally, instructors have to understand their advantages, which needs extensive research to identify their effectiveness.

EAP might likewise be seen in the social context. Particularly, by using a crucial ethnographic viewpoint, it is feasible to make use of EAP in the sociocultural context. This technique stresses the complex nature of scholastic techniques as well as the minimal feeling of equal rights that underscores them. As confesses, EAP programs could be transformative for students, as pupils produce brand-new and alternate techniques when they enter an academic community.

This is a transformative strategy that deviates from the normative fads existing in EAP, which determines scholastic techniques to induct trainees into them. EAP cannot be approached just from a pragmatic point of view, as this structure can not only force learners to follow specific rules and also concepts yet additionally boost their reflexivity and also analysis. EAP could be the device for students that are going to create a doctoral argumentation, along with supply more choices for their understanding and also development as professionals.

EAP could be seen in the social context as a way for revitalizing international academic study and interaction between scholars across the globe. As confesses, some modern-day specialists see the real presence of EAP as a sign of injustice and also unmatched hegemony of English in international academic society.

For instance, utilizing English as the global language for academia is the outcome of imperialism and also colonialism that made English (the typical language of the West) the worldwide vessel of communication for scholars. Some even firmly insist that the existence of EAP brings a specific Westernized discussion right into the scholastic world without taking into account the contexts of non-Western countries. Scholars urge that the existence of EAP marginalizes the discourses, contributions, and experiences of non-English-speaking countries.

Regardless of criticism, nevertheless, it is more likely that English would certainly remain the lingua franca of the academia, as altering the guidelines as well as developing a brand-new system could be expensive, unpractical, as well as counterproductive. Particularly, magazines of documents in L1 throughout the globe could make lots of papers written outside of the English-speaking area to be unattainable, unknown, as well as marginalized.

Even if, as an example, even if Mandarin Chinese- and Hindi-speaking areas are big, the inaccessibility of studies released on these languages might protect against many areas of scientific research from developing. International

communication amongst academics from different countries could be incapacitated, and such events as international online forums or exhibits could vanish.

The objection of EAP and also its discourse is easy to understand, yet, a radical change to this system can make the works written on the perimeter also marginalized better, as nobody would certainly know about them. As was discovered earlier, English-speaking countries invest even more money in science, as well as academic researches, which maintains EAP as the central discourse for clinical English.

1.5 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a second major branch of ESP that covers cases when learners study English for work-related objectives. EOP is visually represented in Figure 1. EOP is based on the specific communicative needs of learners occurring at work within a specific professional context. EOP discourse covers a wide variety of different professional sub-branches.

The courses in EOP could cover profession-wide needs, for example, English for nurses or English for Accountants. However, when the needs of learners become more complex, become more specific, the courses could differentiate between a variety of purposes. For example, a common and widespread course of Business English could include such divisions as Negotiation Skills in

English, English for Communication with the Clients, English for Business Reports, etc.

The primary goal of EOP is to ensure that learners can understand and apply English language skills in their particular job or profession. In most cases, EOP courses are organized as on-the-job training.

For example, in manufacturing, many employers organize intensive EOP courses to assist the sales employees in improving their presentation skills. In aviation, pilots and members of the crew receive specific EOP courses to be able to communicate with the passengers, solve aviation-related issues, and interact with their international colleagues.

In some instances, EOP is part of the vocational training when future employees, for example, would have to communicate with the international consumers (e.g., large multinational sales reps, support centers). Overall, EOP could be divided into English for Professional Purposes (EPP) and English for Vocational Purposes (EVP), yet, these sub-branches do not have vivid, specific differentiators.

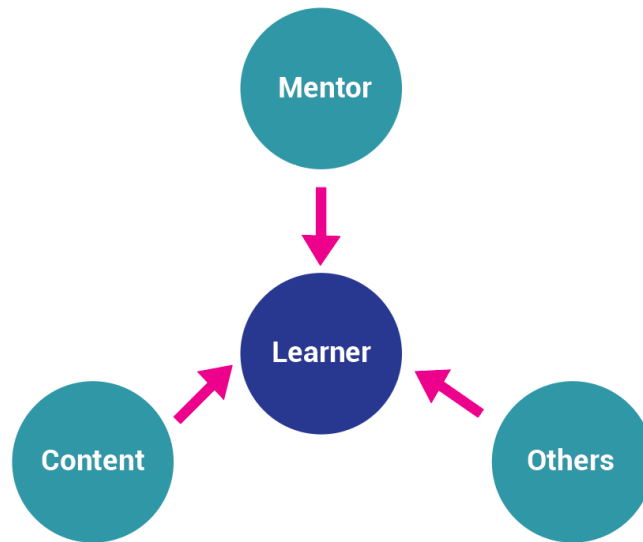
EOP has a set of essential principles that have to be followed when organizing courses, which includes the following:

- Application of authentic materials to learn EOP, which have to be based on a specific field or occupation of learners;

- The research base of EOP has to be based on the analysis of corpus in regard to the use of educational texts for the learners' field of occupation;
- Language register has to be considered concerning vocabulary and grammar that relates to the professional field of learners;
- Learning needs of students are determined based on the needs analysis and field of learners' occupation; and
- Learning methodology has to comply with the materials and curriculum by considering that the EOP is a learner-centered course.

Some of the aforementioned principles relate to the entire ESP discourse, as this branch of English learning is learner-centered and it focuses on the learners' needs. Despite the fact that EOP has to follow all of these principles, the educational program would vary based on the specific occupational field of learners. For instance, a course of EOP for business would have a different curriculum, educational tools, and learning techniques compared to EOP for accounting.

Figure 7. Learner-centered



Learners could be both ELLs and native speakers. The primary goal for organizing a course of EOP for native speakers is learning specific terminology, stylistics, and rhetorical structure of English within a specific area or profession. In some instances, EOP is organized as a separate course in vocational training or tertiary educational institutions. For example, colleges could introduce a course in business English as a part of a curriculum. EOP could be an off-the-job training course if candidates aim at improving their professional skills.

In some cases, EOP is organized at the country level if it is interested in the improvement of international relations or mainlining professional skills in the workforce. For instance, as Qing (2014) admitted, workplace programs for English

for Occupational Purposes (EOP) training are encouraged at the level of government in China, which stimulates human capital development in the country. EOP is a necessary investment for the country that aims at attracting foreign direct investment (e.g., China) or an employer that has the ambition to expand to the international market. Even if large companies expand to non-English-speaking countries, they tend to maintain and encourage sustaining a good level of English proficiency among their employees.

So as in the case of EAP, the existence and significance of EOP show that English has become and remains the most common language for interaction in the international arena. While EAP remains the means for communication among academics, scientists, and students, EOP has become a powerful tool for business interactions and transactions in both English and non-English speaking countries.

The popularity of EOP is another evidence emphasizing the hegemony of English languages and discourse in the global community. An international study of EOP by Kim (2008) reported on multiple cases of the significance of English in a professional sphere. For example, Kim (2008) discovered that a physician of Indian descent operating at the U.S. hospital must be highly trained not only in medical skills but also he has to be capable of delivering a diagnosis to an American (English speaking) patient in an effective and compassionate manner.

Another example described how a Korean employee from a marketing department working in a multinational cosmetic company had to learn EOP to explain to her French supervisor an efficient way of approaching Korean consumers; since they both learned English, this was the means of their interaction (Kim, 2008). Each of these examples shows a different implementation of EOP. Even if the parties are both non-native speakers of English, many of them choose to learn EOP for business-related communication.

As was mentioned earlier, such hegemony of English is criticized by many. However, for a multinational corporation that could operate in several countries at the same time, it would be impractical and time-consuming to learn the language of each country where the company enters as a result of the expansion. Examples provided by Kim (2008) showed that, for example, it is impractical for key personnel operating in several countries at once to learn several languages.

It could also be impractical for a hypothetical Korean employee to learn French to communicate with the supervisor, as this skill would require at least a year to learn, and it might be non-transferable for this employee's future jobs.

Yet, by learning English through the EOP course, the same Korean employee could improve her credibility as a marketing professional and seek employment in other multinationals. Criticism of the popularity of EOP does not

take into account that the modern system of business, trade, and international relationships could share ideas, exchange information, and maintain the entire system with the help of English as the main tool of communication.

Consequently, it is impossible to make a radical change in this area by substituting English as the means of business and professional communication with some other language. An attempt was made to create some type of a universal language (e.g., Esperanto), which failed at once due to its superficiality and lack of nuance.

Since English has already become an inevitable part of business and professional communication across the globe, alterations to this system would be unnecessary, time-consuming, and costly. EOP is a communicational tool for professionals from different avenues of business. EOP courses are developed based on the needs analysis, which will be described in detail in the following chapter.

Courses of EOP have to follow a specific framework to be considered effective for the needs of learners. According to Rautenbach & Mann (2018), the EOP curriculum has to take into account specific consideration issues of register, genre, and vocabulary or lexicon. Register usually refers to the formal or informal type of text, genre relates to the patterns of structure that distinguish one type of text from another, and vocabulary element means that the course has to include specialized lexical knowledge that the most important to learners' communicative competencies (Rautenbach & Mann, 2018).

The courses in EOP could be very difficult and include specific vocabulary that has to be learned by educators. It is more common and preferable that EOP courses are taught by educators with knowledge or experience in a specific professional area for which this course is developed. For example, if EOP is organized for nurses, the educator must have knowledge of this field, being employed as a nurse, or have practical experience in the area of health care. The same approach could be applied to other professional areas that use EOP.

EOP is visually stood for in Figure 1. EOP is based on the certain communicative requirements of learners taking place at work within a details specialist context. EOP discourse covers a wide array of various professional sub-branches. The courses in EOP can cover profession-wide demands, for example, English for registered nurses or English for Accountants. Nonetheless, when the needs of learners come to be extra intricate, end up being extra certain, the training courses could separate in between a range of functions. For instance, a usual, as well as the prevalent program of Service English, might consist of such divisions as Negotiation Skills in English, English for Interaction with the Customers, English for Business Reports, etc.

The primary goal of EOP is to guarantee that students can comprehend and also apply English language abilities in their particular task or occupation. For the most part, EOP training courses are organized as on-the-job training.

For example, in production, numerous employers organize intensive EOP courses to aid the sales workers in boosting their presentation abilities. In aeronautics, pilots and also members of the team get certain EOP programs to be able to communicate with the travelers, address aviation-related problems, and also connect with their global coworkers.

A few of the previously mentioned concepts associate with the entire ESP discussion, as this branch of English finding out, is learner-centered as well as concentrates on the students' requirements.

Although that EOP has to adhere to every one of these principles, the educational program would vary based on the details work-related area of learners. As an example, a training course of EOP for the organization would have various educational programs, academic tools, as well as discovering techniques contrasted to EOP for accountancy.

Learners could be both ELLs and also indigenous speakers. The key goal for organizing a course of EOP for native speakers is finding out specific terms, stylistics, as well as ornate framework of English within a particular location or career. In some circumstances, EOP is arranged as a different training course in occupation training or tertiary educational institutions. As an example, universities could introduce a training course in company English as a part of a curriculum. EOP could be an off-the-job training course if candidates aim at improving their specialist abilities.

Sometimes, EOP is organized at the nation degree if it is interested in the renovation of international relationships or mainlining expert abilities in the labor force. For instance, as Qing (2014) admitted, work environment programs for English for Occupational Functions (EOP) training are urged at the level of government in China, which boosts human funding advancement in the nation.

EOP is an essential financial investment for the nation that focuses on bringing in foreign direct investment (e.g., China) or a company that has the ambition to expand to the international market. Even if large companies broaden to non-English-speaking nations, they tend to keep and also urge maintaining a great degree of English proficiency amongst their employees.

So as when it comes to EAP, the existence and value of EOP show that English has come to be and remains one of the most typical languages for communication in the international field. While EAP remains the way for interaction amongst academics, scientists, and trainees, EOP has become a powerful tool for business communications and transactions in both English and also non-English speaking countries.

The appeal of EOP is additional proof highlighting the hegemony of English languages as well as discussion in the global community. A worldwide research study of EOP by Kim (2008) reported on multiple situations of the value of English in an expert ball. As an example, Kim (2008) found that a doctor of Indian descent operating at the U.S.

medical facility have to be very educated not only in clinical abilities yet likewise he needs to be capable of delivering a medical diagnosis to an American (English talking) individual in a reliable as well as caring fashion. One more instance described exactly how an Asian staff member from a marketing department operating in an international cosmetic company needed to discover EOP to explain to her French manager an effective means of approaching Asian customers; since they both learned English, this was the means of their interaction (Kim, 2008).

Each of these instances shows a various execution of EOP. Even if the parties are both non-native audio speakers of English, a lot of them select to find out EOP for business-related communication.

As was discussed earlier, such hegemony of English is criticized by numerous. Nevertheless, for a multinational firm that might operate in several countries at the same time, it would certainly be unwise and also taxing to find out the language of each country where the company gets in as a result of the growth. Examples given by Kim (2008) showed that, for instance, it is impractical for vital personnel operating in numerous countries simultaneously to find out numerous languages.

It can likewise be unwise for a theoretical Asian worker to discover French to communicate with the manager, as this ability would need a minimum of a year to discover, and also it could be non-transferable for this staff member's future jobs. Yet, by learning English with the EOP course,

the same Korean employee could boost her trustworthiness as a marketing specialist and look for work in other multinationals.

The objection of the appeal of EOP does not think about that the modern system of business, trade, and also international partnerships can share suggestions, exchange details, and also keep the whole system with the help of English as the primary tool of communication.

Subsequently, it is impossible to make a radical change around by substituting English as the method of service and also professional communication with some other language. An effort was made to develop some sort of a universal language (e.g., Esperanto), which fell short at the same time because of its superficiality as well as lack of nuance.

Considering that English has currently ended up being an inescapable part of the organization as well as expert interaction across the globe, alterations to this system would be unneeded, lengthy, and costly. EOP is a communicational tool for experts from different methods of the company. EOP training courses are developed based upon the requirements evaluation, which will certainly be explained carefully in complying with the chapter.

Programs of EOP need to comply with a specific structure to be thought about efficiently for the requirements of learners. According to Rautenbach & Mann (2018), the EOP

curriculum has to take into account specific factors to consider concerns of register, genre, and vocabulary or vocabulary. Register usually refers to the official or informal kind of message, category associates with the patterns of structure that differentiate one type of text from one more, and vocabulary aspect suggests that the program has to consist of specialized lexical knowledge that one of the most crucial to learners' communicative proficiencies (Rautenbach & Mann, 2018).

The training courses in EOP could be really tough as well as include particular vocabulary that needs to be learned by teachers. It is extra typical and more effective than EOP training courses are educated by educators with expertise or experience in a detailed professional area for which this program is developed. For instance, if EOP is arranged for nurses, the teacher must understand this area, being employed as a nurse, or have practical experience in the location of health care. The same approach could be applied to other expert areas that utilize EOP.

1.6 Summary

ESP is a well-developed field of English language learning and teaching for specific learners. Its emergence is the result of globalization, development of international trade, technological advancement, and hegemony of the Western civilization. The popularity of English reached the level when this language has become the primary means of communication among professionals, academics, scholars, entrepreneurs, organizations, and countries.

Today, knowledge of English is almost mandatory for those planning to work in large multinationals, governmental organizations, academics, researchers, students, and professionals who work with international partners.

As the analysis showed, ESP has two major branches, EAP and EOP. EAP serves the needs of academics, students, scientists, and researchers by establishing the rules and facilitating interaction among them. EOP is the branch of ESP that focuses on educating those operating in different professional fields and businesses in general. Both of these branches are specific to the needs of their learners and the field where they work. Both of these branches were developed as a reaction to the need for a universal language that would allow communicating, sharing information, and exchanging knowledge. ESP is the subject of change and constant development, which would allow it to progress and adhere to the changing nature of business, science, and trade.

CHAPTER 2:

The four pillars of ESP

Figure 8. The four pillars of ESP



Authors, 2021

2.1 Needs Analysis

This term needs analysis first emerged in India in the 1920's when Michael West brought together two concepts of needs involved in learning; one referring to what it is that learners are required to do with a foreign language and the other to what they are required to do with a foreign language and the other to what they are required to do with a foreign language (Rhodes & Shiel, 2007).

The learners are required to do with the foreign language and the other how they might master that language over a

period of time. master that language during the training period.

In their evolution authors such as: James, 1974; Jordan, 1977; Chambers 1980, 1981; Cunningsworth, 1983; Bridley, 1989; Diddell, 1991 focused primarily on occupational analysis. towards occupational analysis. It became important again with the emergence of English for Specific Purposes, which became the key instrument in the design of the programs design of programs given its close linkage to the concept of need.

John Mumby in his "Communicative Syllabus Design" (1978), meant that needs analysis is now crucial in curriculum design.

Analysis is now crucial in the direction of the future specialist's learning, given the need to efficiently specialist, given the need to efficiently fulfill its social function.

By this time, English language teaching recognized that function and context were central to its design.

The aforementioned author details, in his proposal, a list of micro-functions in the

communicative needs processor; "their limitation lies in how to prioritize them and the

prioritize them and the consideration of the affective factors present in them" (Johns & Dudley-Evans, 1991).

Likewise, needs analysis is the foundation of English for Specific Purposes (ESP). The concept of needs analysis emerged as the means of evaluating the communicative needs of the learners and methods for attaining certain teaching goals. Today, the objective of needs analysis is way more complex, as it focuses on gathering information about the learners and determining the target situation and environment of implementing ESP. Modern needs analysis has eight components that have been synthesized into the five overarching areas (Otilia, 2015):

1. Target case analysis and objective needs analysis (e.g., activities in which students will use English, areas where their English has to be implemented);
2. Linguistic analysis, discourse analysis, genre analysis, and all types of analysis referring to the situations in which specific type of English will be implemented;
3. Subjective needs analysis, which requires determining specific needs of individuals learners, their experience of using English or absence of one, academic needs, students' interests (e.g., objectives for learning ESP course, expectations from the course, personal needs to learn English);
4. Current situation analysis, which is applied to determine the present skills and language use of an individual learner.

5. Means analysis, which is implemented to determine the conditions or circumstances where an ESP course would be organized (Otilia, 2015).

ESP courses implement needs analysis to address several objectives, including the ability to choose correct learning materials, organize curriculum applicable for a specific group of students, determine the current level of English proficiency of students, and detect the level of difficulty of the course. The results of the needs analysis assist educators in determining their prospective professional needs, learners' needs regarding language skills, and their gaps in this area. ESP develops specific skills in students, and this course allows learning a special type of English, which requires a more precise and correct analysis of students' needs.

After analyzing the students' needs, educators could choose materials, instructions, and curriculum for the course. As a result, needs analysis in ESP is a cornerstone that allows educators to develop learning content, choose teaching materials and methods that can lead to increasing the learners' motivation and success. Needs analysis is essential in ESP, as it creates a foundation for the course. For instance, when planning a course of English for Marketing, educators have to assess the individual needs of learners, their motivation for undergoing this course, their level of English proficiency, and the end goal of organizing this course.

By determining these needs, teachers would be able to tailor the course to the specific needs of each student. ESP aims at proposing teaching specific English, which means that the objectives to enroll and complete this course have to be specific as well. Needs analysis allows educators to comply with this rule and develop a course that adheres to the needs of each learner. ESP has a learner-centered framework, which means that the course has to address the students' expectations for it. ESP courses are usually organized as on-the-job event or as the corporate course that has the goal to improve the skills of employees or candidates. This is one of the reasons why needs analysis is paramount for ESP. In most cases, the outcomes of a specific course could be measured and used as evidence for the efficacy of candidates, employees, or those who seek to improve their professional skills. Overall, needs analysis in ESP is an inseparable part of the preparation for the development of a course.

2.2 Learning Objectives

Earning objectives of students undergoing ESP course could be divided into the five overarching areas (Otilia, 2015):

1. Proficiency objectives focus on the main four language skills, including speaking, reading, listening, and writing.

2. Knowledge objectives refer to the students' need of learning about the culture represented by language and acquire linguistic information.
3. Linguistic knowledge objectives require students to learn about the systematic aspects of language and social patterns that language embodies (e.g., values and norms in society, cultural basis of those speaking English, traditions existing in the society).
4. Specific linguistic objectives focus on the students' goal of acquiring knowledge of a specific English (e.g., vocabulary for business, medicine, sales).
5. Generalized objectives refer to the need for students to transfer their specific knowledge of English to broader contexts and situations (Otilia, 2015).

Overall, the learning objectives of students undergoing an ESP course depend dramatically on their learning needs. Thus, needs analysis and learning objectives are closely interconnected. An overarching learning objective of ESP courses is to equip learners with a specific English proficiency depending on the case when language has to be used. By applying needs analysis, the educators could determine the learning objectives of the course and students. Any objective of designing a language teaching program in ESP has to be based on the learners' needs for obtaining skills and capabilities of specific English.

Design of ESP courses and programs

The aim of ESP courses is to equip students with a specific level of English for a situation where the language is to be used. There is agreement that any decision in the design of language teaching programs in the ESP context should be based on the learning needs of the English learner. Therefore, the content of the ESP curriculum must be carefully justified in terms of relevance and motivational potential for the students.

Different types of curriculum are also known, each of which has four main components: Objectives, Method or Methodology, Materials, and Evaluation. Determine what language is taught and how to teach, the elements are usually listed and called curriculum, whose standard view according to Ur (1996):

1. From a complete list of content elements (for example, words, structures, topics) and process elements (tasks,) consists of methods).
2. The simplest and most important things are ordered first.
3. It has explicit goals, generally expressed in the introduction;) is a public document.
4. You can provide a schedule.
5. You can specify a preferred methodology or approach.

6. Can recommend materials. In addition to the four components, a curriculum designer may contain other relevant information, such as course policy, weekly schedule, course identity and assignment, and course description.

To create a syllabus, you must first select what will be taught and in what sequence.

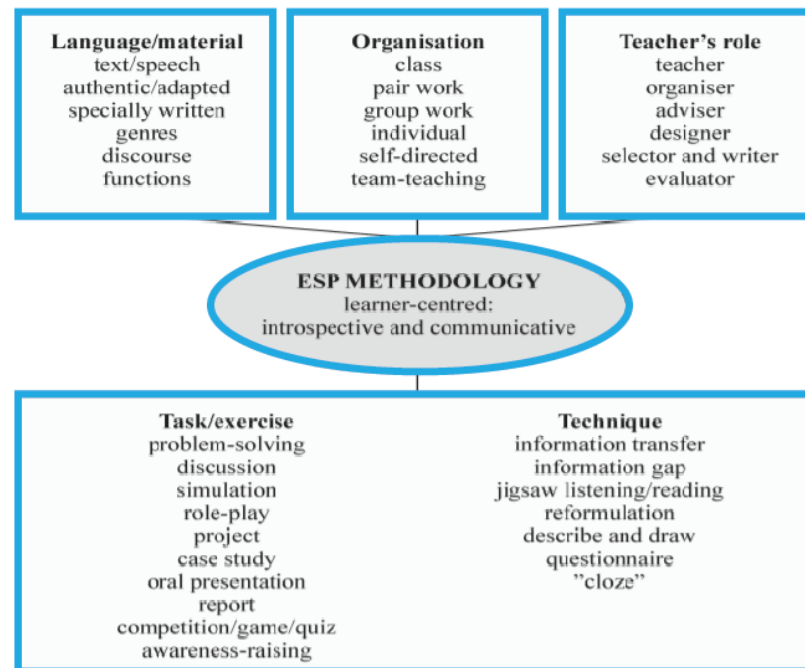
The arrangement of selected information into an orderly and practical sequence for teaching purposes is referred to as syllabus design.

According to Munby (1987), syllabus design entails identifying the information that must be taught and structuring it into a teaching syllabus with appropriate learning units. It comprises characteristics such as (a) moving from known to unknown subject, (b) suitable teaching unit size, (c) appropriate diversity of activity, (d) teachability, and (e) giving pupils a feeling of purpose. (Munby, 1981)

The choice of syllabus is the most important decision in language instruction throughout the syllabus design process, and it should be done as carefully as possible with as much information as feasible. Teachers' and syllabuses are used to accomplish this.

2.3 Materials and Methods

Figure 9. ESP Methodology



Source: Donesch-Jezo, E. (2012)

ESP is a specific discourse that aims at providing an opportunity for students to learn English for a specific purpose. To attain this goal, it is critical that educators use certain teaching methods. While ESP educators could still use teaching approaches applied in general education classrooms, it is also critical that they implement methods that take into account the specificities of ESP discourse and the curriculum of a specific course. For instance, English for Occupational Purposes (EOP) might have a wide variety of courses (e.g., English for business, for nurses, for retail).

Often, EOP teaching might require a specific strategy or an adjusted one to teach learners. As a result, the educators implement a number of strategies in the context of ESP that could be used during the EOP or EAP courses. These approaches could be used in general education courses teaching English as well as the ESP ones. Teaching approaches to ESP have to have complied with the demands made by each of the unique courses.

As an expression of the way in which the process is developed, the procedure sets out the order, the succession, the internal organization of the internal organization of the communication process between the subjects involved: teacher and students.

The subjects involved: teacher and learners. In the field of foreign languages, the procedure has become a rather controversial element around which a whole paradigm has been formed, even a whole paradigm was formed, since for a long time it was thought that the effectiveness of the teaching-teaching that the effectiveness of the teaching-learning process depended exclusively on the procedure.

The effectiveness of the teaching-learning process depended exclusively on the procedure and, therefore, the main task of foreign language didactics should be to discover the "ideal method" by means of which all the drawbacks that are encountered in the teaching-learning process could be the problems encountered by teachers in their classrooms could be solved. This concern the ideal procedure was undoubtedly based on a static and

unilateral criterion of education that did not take unilateral approach to education that did not take into account the especial conditions of each environment, the needs, interests and ages of the students.

The needs, interests and ages of the students, as well as the preparation of the teachers. It is now accepted that there has never been, nor will there ever be, a specific that there has never been, nor will there ever be, a specific procedure to solve all the problems that teachers and students encounter in the teaching-learning process.

In its contemporary didactic meaning, the procedure presupposes two different aspects: that of education and that of learning. The teaching-educational process is clearly dynamized, from the contradiction that emanates from the social character of the educational procedure and the personal character of the learning procedure. Hence, the affective climate, the levels of communication that are established between the protagonists and the effectiveness of the process, depend to a great extent on the level at which the maestro is able to the level at which the professor is able to change the social need into a personal foundation for the learner from the personal foundation for the student from the teaching procedure-learning procedure interaction.

The procedure used by the maestro may well lead students to work in a rote-reproductive way or to actively participate in the research and to participate in the research and production of information, to cooperate with others in the

achievement of habitual goals or to focus on the achievement of a personal goal, to be affectively involved in the process, or to experience it as something artificial, alien to their own history (Cabrera Albert, 2004).

2.4 Evaluation

Evaluation is the process of establishing the effectiveness of ESP courses. The process of evaluation is critical to ESP courses, as it allows to determine if it is effective. General courses teaching English usually focus on learners' proficiency level after completing them only to determine if the students acquired the necessary basis of English language skills. ESP course is usually organized for learners to attain a certain level of communication or writing skills in a specific professional area.

Thus, evaluation is used not only as the assessment of students' proficiency but also as feedback on the course's efficacy. For example, if employees of a health care company enrolled their employees (who are ELLs), they expect them to learn a specific type of English with the ability to apply their skills at work. A failure to train these employees would mean that the course is ineffective and it cannot comply with the needs of the student. Learners' proficiency in ESP is evidence that this course is effective or ineffective.

Since ESP is a unique type, of course, assessment could be implemented before and after the course. To perform the needs analysis of learners, educators could use a

placement test. This test would determine students' current level of English proficiency, the skills of each learner, and their interests.

Achievement or performance tests could be used after students complete the ESP course. These tests help to determine if the course was effective and if learners acquired the necessary knowledge in a specific type of English. Performance tests would serve as feedback to a specific course of ESP. The reputation of organizers of ESP courses depends on the performance of their students.

The evaluation in the scope of the ESP is designed as systematic controls and tests option in our didactic system of the IFE the evaluation of formative character, in which the self-evaluation and co-evaluation of the student is promoted.

The evaluation of the learning process by the student, to be able to review the cognitive development achieved by the students in their training by means of student learning and the general teaching-educational process in a way that promotes the student's self-evaluation and co-evaluation.

This evaluation modality makes possible the collection of significant data on the transformation that takes place in the students' reasoning. It establishes a tutorial interaction between the student and the instructor.

The following are among the procedures and methods of formative assessment that have the potential to have a desirable effect on IFE learning, based on Garriga's

assessments seminars-workshops to which we referred earlier and the portfolio.

The seminar-workshop seen from this renovating vision of evaluation is not a Socratic conversation directed by the teacher to consolidate a topic previously read and studied by the student has the possibility to skills developed, either through personal or collective work by means of previously written oral presentations.

Written presentations. This procedure enhances the knowledge and culture of the students, and is supported by functions of evaluation such as feedback, help, motivation. The seminar-workshop is attended by all students, who receive consultations through the tutorials in order to tutorials to carry out the project and overcome any possible difficulties. English language that may arise in their oral and written presentation (grammatical structures, grammatical pronunciation, adequacy of complex sentences) (Cabrera Albert, 2004).

2.5 Skills for ESP

With regard to our field of study, it is possible to emphasize the existence of a lack of conceptual and methodological rectitude that can bring together the various fields of knowledge involved in ESP in English language teaching. Several studies have shown and proved that in recent years the problem is approached from a perspective that confirms the existence of new ways of approaching English language teaching in a technical and scientific way, these

new ways of learning pose a series of alternatives to questions that until recently, had always been taken for granted.

The reason for this trend is that many professionals introduced to ESP in a practical way were moving in an environment outside their own individual main training, therefore, in their eagerness to learn they had to force their way into ESP, experimenting in isolation, with limited resources which came mainly from the context and methodological foundations of "General English", whose postulates were intended to satisfy the demands and purposes of a programme designed to meet the basic needs of a speciality in which English stood as a priority source of information. As Hutchinson and Waters say: "ESP should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson y Waters, as cited in Domínguez García, 2006)

ESP was born at the end of the 1960s, and since then it has undergone a great evolution which could be summarised in stages. In this context, it is important to point out the first ESP textbook called "The Structure of Technical English (1965)", by A.J. Herbert; this text lays the first foundations of what will happen with academic research and all the future changes of an "official orthodoxy" implanted many years before in the traditional teaching of the English language. Like most of the new teaching paradigms, this new pedagogical proposal had great

theoretical opponents such as Dick Allwright, Christopher Candlin, Martin Phillips, Clarence Shettlesworth and others (Domínguez García, 2006)).

Several studies, including Barber's, argue that the importance of English should not only focus on its role as a second or auxiliary language but also on the actual fact that most of the technical and scientific literature, especially at university level, is published especially in Great Britain and the USA, which explains the above-mentioned. This scientific dependence on the English language undoubtedly creates a linguistic concern that existed at a preliminary stage of the speciality even in the stages of university education, therefore at this important stage of professional training the student should familiarise himself with the stylistic peculiarities of the English language precisely in favour of becoming more familiar with the research of his own field of study.

Over the years, in a period which could well be considered as a second stage of ESP, studies focused on discourse analysis, understood as the structured creation of meaning. This led to the identification of the different models of organisation or rhetorical functions of texts, as well as to the specification of the linguistic forms that determine them. Henry Widdowson (in Great Britain) and the representatives of the Washington School: John Lackstrom, Larry Selinker, Louis Trimble, Mary Trimble, Karl Drobnic and Elaine Tarone, among others, stand out. Lackstrom, Selinker and Louis Trimble, in "Grammar and

Technical English" (English Teaching Forum, X, 5, 1972, as cited in Domínguez, 2006), question the grammar of the sentence (its decontextualization) in favor of the structure of the context in which it functions.

Over the years, an increasing number of university courses have opted for the teaching of foreign languages for specific purposes, English in particular being the most common. In this way, English for Specific Purposes (ESP) reinforces its objective of teaching a particular language with a professional or technical focus and limiting itself to a general linguistic variety. All this is done with a view to the future usefulness of the foreign language in the learners' workplace or their respective fields of study. It is for this reason that it is very common in higher education to find courses designed to learn a foreign language by developing specific content, linguistic structures and vocabulary in a particular area of knowledge, such as economics, tourism, computing, etc.

The usual procedure of ESP teaching is to ensure that, in a shorter period of time than it would take them in a traditional English course, students are able to master almost all the linguistic content linked to their speciality. In Spain, for example, the norm in academic teacher training is not really linked to what ESP aims to achieve; unfortunately, English classes for future primary school teachers in practically all Spanish universities consist of the teaching of general English (Garrote & Galetti, 2015).

If, on the other hand, the trend of incorporating ESP from other disciplines such as those mentioned above were to continue, the university field would undoubtedly benefit doubly: on the one hand, as many studies indicate, their degree of motivation would increase, since the usefulness of learning English in real and habitual situations would be more visible; and on the other hand, they would be able to graduate with a higher quality education, with better preparation, even in the context of bilingual schools (Spanish-English), which in fact is currently the most widespread educational system in Spain (Garrote & Galetti, 2015).

It has been suggested by a number of authors in the field that, in general, learners can learn a language more effectively when language learning strategies are used as they have the potential to be an extremely powerful learning tool. Since there is still some controversy about the actual definition of 'strategy' as it relates to ESP and traditional English language teaching, it is necessary to establish, for this research, a definition of 'language learning strategy' itself. Gonzalez (2016) citing Oxford (1990) defined these strategies as the set of specific actions initiated by the learner to make their own learning easier, faster, self-directed, more effective and more transferable to new situations.

It is in this context that we have defined language learning strategies as all specific actions employed by learners with the aim of achieving their new language learning goals. In

addition, it should be noted that the choice of the most appropriate strategies for the language learning process is a determining factor in the level of success in the process of acquiring L2 skills (González Ardeo, 2016).

With regard to ESP teaching, mention should be made of the three theories that have historically defined the learning process and educational practices: behaviorism, cognitivism and constructivism.

Firstly, behaviorist theory focuses on the process of teaching a foreign language at the level of knowledge and skills only through observable behaviors. In this context, the theory mentions that the role of the learner should be largely passive as programs are designed under an essentially linear structure in which repetition activities, memorization and various structural mechanical practices are the basis of teaching; all this complemented by a series of audio-visual methods and grammatical translations (Alviárez et al., 2010).

Cognitive theory, on the other hand, postulates that foreign language learning primarily involves the development of cognitive skills and the formation of grammatical rules, hence its name. Unlike behavioral theory, the role of learners in the learning process is that of active agents. Richards & Rodgers (1986) argue that learning should be based on the communicative needs of the learners, with particular emphasis on process, teaching and learning strategies, and product. This theory argues that language is constructed from functions, notions and

rule formation. Methods such as the well-known cognitive code grammar and the communicative approach are included as complements in this theory. It is important to note that as in the other components of ESP teaching, grammatical pedagogical information must be relevant to the learner's need, and for this reason, we must insist that a clear distinction between linguistic and pedagogical grammars must be ensured; since linguistic grammar is concerned with specifying the formal properties of a language and on the other hand, pedagogical grammar tries to help the learner acquire a more practical command of a language (Imaz Corres, 1995). This theory also postulates the existence of cognitive schemas which are responsible for the learning process but which do not clearly explain how the process of knowledge acquisition takes place. This methodological flaw led to the creation of the third of the theories mentioned above, constructivism.

The constructivist theory points out that the acquisition of knowledge occurs methodically through the learner's prior experiences, which are transformed through interaction with peers and the teacher himself/herself. There are several common aspects and principles valid for both cognitivist and constructivist theory, mainly concerning the role of the (active) learner, the acquisition of knowledge based on mental structures, the largely functional nature of language and the importance of group work. The most important authors of constructivism are Piaget (1971), Vygotski (1978), Bruner (1987) and Ausubel (1978).

All of them consider learning as a complex process of constructing concepts based on students' prior knowledge (Alviárez et al., 2010). The importance of the role of the ESP teacher lies in the fact that students should be trained to be self-sufficient, taking into account that their rhythms are individual and therefore, through self-learning they should be able to meet their needs, so that students are responsible for their own development, moving the focus and all responsibility away from the teachers alone (Koifman et al., 1996).

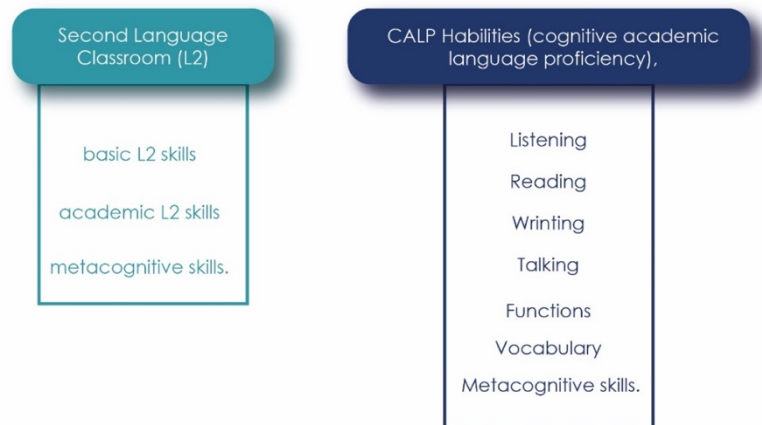
The teaching of ESP in universities all over the world, as well as its inclusion in multidisciplinary curricula and even the creation of technical departments in which specialized research is encouraged, has now become common practice, all in an effort to meet the great linguistic demands of future professionals, essentially in technical, scientific and technological areas. The conditions imposed by this type of teaching are very peculiar and have been discussed at length by a large number of its main theoreticians. Carbajosa (2003) like many other authors mentions that the practice of ESP constitutes a teaching centered on the person who wishes to learn the language, the fact that the majority of learners are adults ensures that they have an assured motivation and a prior elementary knowledge of the language in question; it is for these reasons that emphasis is placed only on those aspects of English unobjectionably relevant to professional discourse in the particular field of study of each learner; the learning objectives are mainly communicative and immediate. On

the other hand, it should not be forgotten that the materials should be very diverse, taken from the specialized area (Carbajosa Palmero, 2003).

On this issue, Hernández Barro (2021) argues that in any teaching process, and particularly in higher education, where the levels of knowledge are more demanding, it is not enough to design excellent training programmes, but it is also extremely necessary to guarantee adequate support materials for teaching. This apparent shortcoming, in his view, can be resolved through scientific and pedagogical research related to the problems detected in these processes.

To learn a subject in a Second Language (L2) classroom, learners are said to need three types of language and learning skills: basic L2 skills, academic L2 skills and metacognitive skills. This group of basic and academic skills encompasses being able to listen, speak, read and write on a wide range of general topics, making appropriate use of language at different levels: sound, spelling, grammar, vocabulary, function and discourse.

Figure 10. Skills needed from learners



Source: (González Ardeo, 2013)

As can be seen, learners of L2 subjects have to do things with the language that traditional foreign language learners do not have to do. In other words, they need what Cummins (1979) calls CALP (Cognitive Academic Language Proficiency), which is a formal, decontextualized variety of the language used in school (Cummins, 1979, as cited in González Ardeo, 2013). These CALP skills are the following:

1. Listening: on the one hand, they will have to deal with well-organized teacher presentations and on the other hand, they will have to listen to their classmates and catch the choppy argument usually encountered in these situations.
2. Reading: they will have to read handouts, subject textbooks, etc., whether these texts are supported by diagrams, graphs, etc., or dense paragraphs in formal language with long and complex sentences.

3. Writing: they will have to plan and write texts constructing formal sentences with precision, using specific vocabulary.
4. Speaking: they will have to speak in groups, make and support points, make presentations.
5. Functions: these are thinking skills such as defining, classifying, hypothesizing, comparing, being able to express cause and effect, etc.
6. Vocabulary: they will have to learn low frequency and high precision words specific to the subject, academic vocabulary.
7. Metacognitive skills: they have to look up words, remember key phrases useful in academic discourse, listen carefully to organizational cues in the teacher's discourse, pre-read texts, etc.

To summarize, it can be mentioned that for a large part of the ESP approach, points 4, 5, 6 and 7 correspond to what is commonly known as speaking.

It should be made clear that although cognition and metacognition are related, they differ in certain fundamental ways: broadly speaking, cognitive skills are those needed to perform a task, while metacognitive skills are those needed to understand how that task has been performed. Successful adult learners employ a wide range of metacognitive skills. For this reason, metacognitive skills take on greater prominence as they enable learners to develop as independent, self-managing and evaluative

subjects of their own thinking and learning (González Ardeo, 2016).

2.5.1 Reading, Writing, Speaking and Listening

In the global world in which we live, the use of foreign languages in the process of training specialists in the various fields of knowledge has been established as an indispensable condition for the preparation of the professional of the contemporary era. In this sense, several studies over the last few years have attempted to renew the traditional methodological conception of English for Specific Purposes (ESP), since the objectives proposed by these courses were not being met effectively and therefore did not allow students to develop adequately in a social context (Valdivia & Poblete Ríos, 2015).

An extremely important fact is that unlike in the past when the study of English for Specific Purposes (ESP) was mostly taken up by established professionals, this is no longer the case today as it is included in several curricula of different educational programs worldwide.

Alviárez, Guerreiro & Sánchez (2005) cited in Chacón (2010) point to the inherent need for all university students to master at least basic language skills in order to be able to extract specific information needed during their academic and professional careers.

Generally speaking, it is important to bear in mind that the advantages of an English for Specific Purposes (ESP) course are far superior in many areas and outweigh the possible

disadvantages. As a starting point, the course fully satisfies the particular fundamental needs of language learning, focusing on one or two essential language skills. In this way, the 'synthesized' content of the courses is more considerably more attractive to participants, as they are oriented to the area of work or study, leaving aside topics outside the learner's area of interest (Chacón, 2010).

In the early years of ESP history some authors promulgated the development of ESP through a conception of General English; one of its representatives of the time, Herbert (1965), considered ESP as a structural program of General English (Herbet, 1965, as cited in Hidalgo, 1997). According to this author, various linguistic and scientific notions could always be found in different structural forms in the texts prepared for general English teaching; although it was possible to deduce the need to strengthen reading, writing, listening and speaking skills, since only reading skills were found in almost all the exercises in the books of the time (Hidalgo, 1997).

Delving a little deeper into the main characteristics of English for Specific Purposes (ESP), Poblete and Valdivia (2015) point out in their study that the skills necessary, with respect to learning English, to be competitive and successful in working life can be summarized as follows:

- Reading more complex texts related to their respective profession.
- Promote listening comprehension of talks or lectures given entirely in English.

- Standardizing the writing of letters, e-mails, reports, reports, etc.
- Telephone calls with native English speakers.
- Promote participation in conversations of a social nature.
- If possible, participate in business meetings with foreigners.
- Try to make work presentations in English.

García Mayo (1996) points out some important considerations about a methodology of project work, whose impact on ESP studies has been proven to be positive.

- There is a positive impact for carefully planned project work as it motivates students as they were the ones who chose the material to be covered and related to their respective areas of study.
- Certain types of pre-writing activities that involve the learner relating personally are also motivating.
- The project work mentioned above encourages student responsibility for the different stages of project work: the planning, development and presentation of their work. In a university environment, this is a very positive point.
- In addition to containing the four language competences, the project work methodology promotes cross-curricular work with other subjects and experiences outside the course.

- The role of the teacher or instructor in this case is fundamental, as it requires a lot of planning and extra work to ensure that the objectives are achieved in the time foreseen.

Some authors dealing with ESP point to authenticity as a relevant feature in ESP methodology, consequently, within the learning methodology authentic materials constitute a traditionally prominent aspect in ESP literature. As already mentioned by other authors, the learner-centered approach is essential for ESP teaching, and the existing literature does not fully meet the identified needs of the learner (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011).

In this context, even today, many scholars of ESP learning are still questioning how the FLSP methodology should be correctly characterized and structured and, in the second instance, how it should be taught. (Vega Fernández, 1993). What needs to be clear is that the primary function of language is to communicate something to someone and therefore this should be the basis for the structure of learning. For practical purposes, it should be borne in mind that defining the relevant types for each ESP audience is crucial, depending on the degree of responsibility the trainer can expect from his or her learners.

In England, some ESP teachers of economics students, for example, will have to be supported by the language teacher, and the teachers responsible for economics

courses should meet to discuss the content of the language course. In the first years of university, students will have to write several research papers for the different subjects they take in parallel at university, making it undoubtedly one of the most important genres of their respective curriculum (Costa, 1996).

To sum up, we see that even in this pedagogical methodology it is still important to address the four fundamental axes of English language learning: Reading, Writing, Speaking and Listening. In this context, it is important to know some of the main characteristics of each of these four components and their conception from the perspective of English for Specific Purposes (ESP) courses.

2.5.2 Reading

Reading in itself is a very complex cognitive activity, which despite being standardized for early learning, is indispensable for the individual to function fully in his or her environment. Globally, in order to be part of any literate society, a person must learn "how to read". In this sense, it is important to implement a new programming of foreign language learning tasks that requires knowledge of the context of the field and didactic strategies supported by an appropriate theoretical framework (Heymo & Danna, 2019).

The results obtained from some research show that, in recent times, ICTs considerably affect reading processes and didactic practices in ESP English classes. It is therefore

necessary that teacher-student interactions in ICT-mediated ESP classrooms are supported by student-teacher interaction and feedback in digital texts and paper format. ICT in this context should not be totally discarded, but complemented. Heymo & Danna, (2019) emphasize that learners should be trained as predatory readers, who are able to go out in search of new knowledge.

The latter perspective in particular constitutes one of the academic challenges of the 21st century and not only in language learning. It is clear that the globalization and immediacy of communications that now exist demand that future professionals must be able to learn how to learn and to constantly reflect on their own learning (Heymo & Danna, 2019).

Other authors point out that an important aspect to be taken into account during the development of reading in the ESP approach must be complemented with a communicative approach, which indicates that it is the teaching material that is the main resource for teachers; therefore, before starting any project, it is unavoidable and fundamental to make an adequate collection of materials: specialized books, articles, web pages, among others. For several reasons, the selection of different ESP materials constitutes a considerable challenge, especially due to the following considerations:

- ESP learning contexts are too large and too different in content, it would be impossible to bring them together in a single model syllabus.

- Except for Business English, there are not many published materials and they are not updated very often.
- As ESP teaching focuses on real-life scenarios, it needs to be nourished by authentic materials which, in turn, need to be replaced by new ones at the same pace as science advances. The use of the Internet has considerably improved this condition (Carbajosa Palmero, 2003).

Ruiz de Guerrero and Arias (2011) citing Jones (1990) mention that the only real solution to the problem of pedagogical inputs is that there should be a general resource bank of materials, which should be available to all ESP teachers. Even so, it is clear that there is also the possibility for teachers to develop and design their own materials, as their experience as teachers can be a great contribution and, by its nature, will be constantly growing (Ruiz de Guerrero & Arias Rodríguez, 2011).

It is sometimes difficult to determine the correct use of authentic materials, adapted or created for ESP learners. The material used should interest learners without being too dense in content or structure for their language and subject levels. Moreover, whatever the learners' fields of study, they will find that the techniques and functions covered in the texts are the same as those they encounter in their special subject. This inevitably gives a sense of authenticity to their EBP or EST English courses and thus

helps to circumvent the problem or difficulty that these tend to be predetermined (Lee Tsang & Barriuso, 1991).

Hernández Barro (2021) proposes an alternative to enrich the support materials for ESP students: glossaries. These constitute a really useful tool for those professionals who need to prepare themselves in a language with a view to increasing and updating their knowledge in their area of work and, furthermore, to be able to develop future collaborations in other countries. They will also be of great use in the day-to-day development of the academic activities of specialists.

Research also suggests that real/common or so-called authentic texts should be used as these are widely rich in content. Jin et al. (2005) cited by Ruiz de Guerrero and Arias (2011) suggest that teachers can and should help students to access authentic reading materials on the internet, newspapers and magazines. These materials provide students with, among other relevant information, an overview of what is happening in other nations, what other people are doing, and how other cultures are developing as it relates to their language. This technique helps the learners to improve their prior knowledge evidently and constantly (Ruiz de Guerrero & Arias Rodríguez, 2011).

These authentic materials should be taken from the real world and not created primarily for pedagogical reasons. These materials are particularly important for communicative purposes as they reproduce an immersive

environment and provide a realistic context for tasks that relate to the learner's needs. In this sense, authentic materials can be very beneficial for problem solving. Students and teachers can use authentic materials as a means of linking the formal, and to some extent artificial, classroom environment with the real world. This also encourages top-down processing. In ESP teaching, the concept of context must play a central role in teaching and in the classroom environment. It is important to mention that authentic materials, despite their obvious advantages, can lose much of their validity if they are used in a context other than the one for which they were originally designed. (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011).

Vega Fernández (1993) mentions in the different stages of ESP learning it is important to take into account the linguistic context and the way language is presented, secondly and in a complementary way it is necessary to pay attention to the learners' already established knowledge, expectations and experiences and their interaction. From a psychological point of view, it is explained that understanding undergoes processes of "movement of thought" when a person intersects his or her particular conception of the world with the world in which he or she finds himself or herself; this mutual and hermeneutic interaction has revealed some important facts:

- a. Texts, metaphorically speaking, are active participants as the reader/listener/student,
- b. Language comprehension processes are not passive.

- c. The text is not an inanimate object as it makes demands on the reader, opens the way of ideas and presents an immense number of interpretative alternatives,
- d. It is the reader/listener/student who is limited in understanding a text by his or her prior knowledge, experiences, environment and expectations.

According to Dudley-Evans and St. John (1998), reading within ESP learning is mainly focused on the interests and needs of learners in favor of enabling them especially in understanding and handling technical texts related to their field of study or work; therefore, the content to be worked on in class will depend entirely on these needs and interests (Dudley-Evans and St. John, 1998, as cited in Hernández Urrego, 2019).

At an advanced level (university/professional), in order to use real and efficient materials in the ESP classroom, it is necessary for learners to have a fairly solid background.

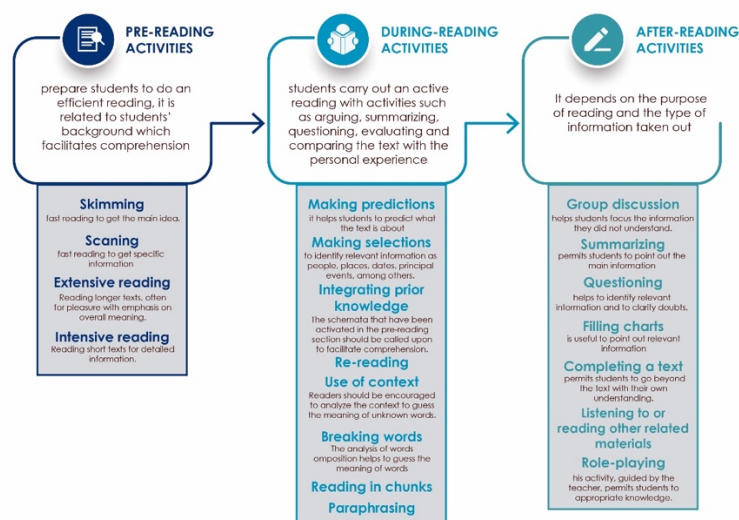
Guided by this basic business, scientific or technical knowledge of the learners, it is possible to select texts from a wide range of thematic difficulty and which can be of real use for the learners. However, one of the drawbacks still present is that learners, despite being able to understand business, scientific or technical principles, still have difficulties in the use of English, particularly some rhetorical-grammatical features which native learners understand without much difficulty (Lee Tsang & Barriuso, 1991).

An undeniable fact of human knowledge is that the greatest amount of information a person receives throughout his or her life is through reading, even today, this information is really useful to improve our vocabulary and the different forms used in our field of work or study, this principle applies inescapably to the learning of English.

In the framework of the above mentioned, some authors also emphasize how the reading process should be in order to be adequate in the ESP approach. Following the main parameters of the communicative approach, the reading process requires pre-reading, during-reading and post-reading activities, which are common in most disciplines.

These activities are better detailed in the following graph:

Figure 11. Reading process



Source: (Ruiz de Guerrero & Arias Rodríguez, 2011)

Pre-reading activities are the easiest to understand as they are aimed at preparing the reader to be able to read efficiently, giving them a series of facilities that will enable them to understand what they are reading more easily. These preparation skills can be divided into skimming, scanning, extensive reading and intensive reading.

The during-reading activities are the most time-consuming and, in the view of several authors, the ones that involve the greatest individual engagement of the readers; these skills lead to more active reading and therefore a stronger engagement of the learner with reading. The skills needed for this stage of reading are: making predictions, making selections, integrating prior knowledge, re-reading, use of context, breaking words, reading in chunks and paraphrasing.

Finally, it could be said that the after-reading activities are totally dependent on the two previous ones and on the purpose of the reading, as these totally define the approach with which these activities will be developed. Among the main skills are group discussion, summarizing, questioning, filling in charts, completing a text, listening to or reading other related materials and role-playing.

Authors such as Neufeld (2005) cited by Hernández Urrego (2019) understand reading as a process of constant meaning-making or problem-solving resulting from the inherent interaction between the text and the reader. This creation of meaning or interpretation occurs when the reader processes the information extracted from the text

and integrates/contrast it with their prior knowledge of the subject and their world in general. This process is not only active but also intentional. This whole process of comprehending, encoding, retrieving and remembering information done by the reader, is recognized as essential strategies for adequate reading development (Pang, 2008 and Castillo, 2014, as cited in Hernández Urrego, 2019).

By way of conclusion, it can be said that reading is an activity which should have a clear purpose, whether the person wants to obtain information, verify or reinforce their own knowledge, criticize ideas or writing style of other authors or simply read for enjoyment. Whatever this 'main' purpose is, if approached in the right way, reading in this context will considerably improve knowledge of the target language (Ruiz de Guerrero & Arias Rodríguez, 2011).

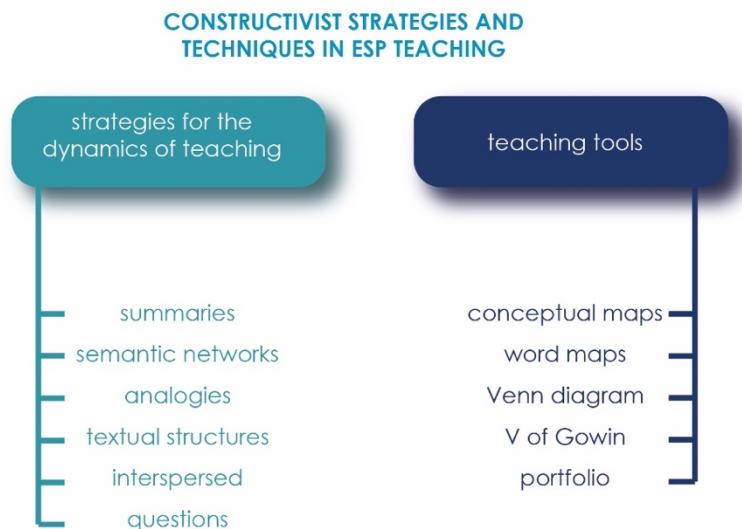
In ESP learning, the aforementioned constructivism theory supports the reading comprehension of the reading process through knowledge acquisition and development techniques and proposes some strategies to improve the comprehension of scientific and technical texts. It is mentioned that in order for learners to interpret textual information written in English, teachers/instructors can and should provide constructivist strategies as steps to facilitate and expedite the construction of meaning, knowledge, exchange of ideas and learning experiences.

Diaz-Barriga & Hernandez (2002) proposed some strategies that sought to slightly change the dynamics of teaching, among the most relevant of which are

summaries, semantic networks, analogies, textual structures and interleaved questions.

In addition to constructivist strategies, Silva (2005) highlights five didactic tools: concept maps, word maps, Venn diagrams, Gowin's V and the portfolio. According to Alviaréz et al (2005), the aforementioned strategies and techniques in the second language, in addition to the development of reading skills, have a strong effect on the activities that are developed in the classroom, since having this highly dynamic character allows for the creation of concepts, ideas and significant knowledge that can subsequently be used in any other situation.

Figure 12. Constructivist strategies and techniques in ESP teaching



Source: (Diaz-Barriga & Hernandez, 2002); (Silva, 2005)

Some of the self-learning activities carried out by ESP students and non-students are directly related to their relationship with foreign language radio and TV. Vega Fernández (1993) points out that a full understanding of radio and television news is ideal and very useful for such a study, mainly for four reasons:

1. The different processes involved in this activity are well defined, widely known and repeated on a daily basis.
2. As a rule, people have a genuine interest in trying to inform themselves and understand the news.
3. News texts generally follow fixed rules in their construction of narrative sub-genres that can be clearly discerned.
4. Many of the most frequent and relevant news events have well-developed comprehension schemes that become very useful support materials.

Studies on this particular topic have shown that one factor that determines students' levels of understanding of the news is directly related to the typology of the topic being reported (Vega Fernández, 1993), the most frequent reasons for this are listed below:

- Students tend to remember and understand better topics related to familiar everyday situations such as traffic accidents, sports, health issues, among others.
- The level of comprehension dropped significantly when topics far removed from everyday life such as

public/private education, local/foreign industries, cultural/artistic movements, etc. were presented.

- The level of comprehension was almost nil when dealing with legal proceedings, astronomical discoveries or economic crises.

It is clear in this context that the closer the teaching is to the reality of the learner's life, the higher the level of understanding of the language will be.

2.5.3 Speaking and listening

When speaking and listening it is necessary to recapitulate the principle of teaching English by means of an audio-lingual approach as it contains methodological and conceptual elements of second language learning which are still in use today. An important starting point in this methodology for ESP is to conceptualize learning English as learning the mother tongue, which in theory has a number of advantages. Another principle that was modified from this methodology is that of stimulus and response, as unlike before when it tried to create an entirely mechanical process between the teacher, the learner and the subject (Chacón, 2010). From the ESP learning approach, learning English is a necessity for work, economics or even survival.

The communicative approach is based on the idea that language learning takes place by having to communicate real meaning. When learners engage in real communication, their natural language acquisition

strategies, and this will enable them to learn to use the language (Ruiz de Guerrero & Arias Rodríguez, 2011).

As far as speaking is concerned, the pronunciation section is considered by many students to be the most difficult part of teaching English as a foreign language. However, researchers and teachers stress the important role that pronunciation plays when trying to communicate in the second language. In contrast, pronunciation learning and practice in traditional or non-traditional classrooms is very rare and often even omitted. One of the main reasons for the omission of pronunciation in English teaching methodology is that many professionals claim not to have received adequate training in this aspect in order to be able to teach pronunciation themselves.

As a result, many teachers and instructors rely solely on the pronunciation section of textbooks and the instructions provided to carry out the exercises contained therein. Observing that many of these exercises are not really effective in increasing students' pronunciation skills, teachers often omit these chapters and use that time to teach the other skills, where improvement is often more evident and therefore more rewarding for teachers and students (Quesada Vázquez & Romero, 2019). It is to be assumed and expected that conversation in its different forms is a kind of source where all genres originate. However, it is important to bear in mind that, while for an unplanned discourse the scope of application and extension is unlimited, which could well be considered as

a kind of limbo; for a discourse with a certain degree of planning there are a limited number of options that can be carried out as specific genres (Costa, 1996).

Studies have shown that idiomatic expressions are a fundamental part of learning a new language and are the most immediate way of testing a learner's competence. By acquiring these figurative idioms and expressions, the learner's performance in the language is visibly more vibrant. In practice this learning is really useful when decorating the language or looking for new ways of expressing oneself (Konopatskaya et al., 2017). However, it should be very clear that the ability to properly understand and use this idiomatic language is still considered to this day the biggest barrier to fluency in the target language. It is for this reason that the teaching of this large set of idiomatic expressions in an ESP classroom plays a fundamental role in the overall teaching of the language. It is estimated that there are currently more than 10,000 idiomatic expressions in English, used for more than 2,000 years (Brenner, 2011, as cited in Konopatskaya et al, 2017).

When we approach the various aspects of spoken language from an ESP perspective, anything to do with typologies seems to be of particular interest. This is essentially because the frames and plans of different types of conversation are not as formalized and structured as those of writing; planned and unplanned discourses could be broadly differentiated. It is important to bear in mind that in informal conversation, where most language is

played with, existing typologies are often useless (Costa, 1996). Swales (1990) attempts to resolve this paradigm by assigning this type of conversation a pre-generic status (Swales, 1990 as cited in Costa, 1996). As with the other components of new language learning, there is a wealth of research on vocabulary learning. According to Cooper (1998) the following approaches can be offered for consolidating new idioms (Cooper, 1998, as cited in Konopatskaya et al, 2017):

Figure 13. Approaches for consolidating new idioms



Source: (Cooper, 1998, as cited in Konopatskaya et al, 2017):

The approaches mentioned by Cooper are: choosing idioms, discussing idioms, defining idioms, dividing idioms into categories, drawing idioms, dramatizing idioms, retelling exercise, add-on story, discuss idioms from newspaper comic strips, idioms in cartoons, idioms from TV shows, paragraph completion, interview classmates, idiom-of-the-day mobile, idiom board game and Idiom jazz chants. Each of these is explained in more detail in the graph above.

The above is only one example of the variety, creativity and availability of materials that can be used in the development stage of an ESP course. It is a highly meticulous task, the sole aim of which is to make our teaching increasingly relevant and useful to the specific needs of the learners. Generally speaking, studies show that learners react positively to this combination of materials and welcome the opportunity to contribute to their own learning. In order to achieve adequate relevance in ESP classes, future efforts should aim at closer contact with teachers and their role in curriculum formulation (Carbajosa Palmero, 2003).

2.5.4 Writing

Although your learners are likely to be placed a high priority on learning grammar, you should reassure them that grammar is not the most essential component of language acquisition. This is easily illustrated by a person who understands a lot of grammatical rules but can't comprehend or express themselves in spoken English.

Students whose language classes have always concentrated solely on grammar may press you to spend a significant amount of time in class teaching various aspects of English grammar and structure.

Such an explanation is essentially English linguistics education, and there is debate in the field of EFL teaching about the true usefulness of such instruction for language learners. Students may believe they are learning English when, in reality, they are learning about English and making little progress in understanding and using the language in the situations in which they are required.

Even if pupils do not comprehend the finer elements of grammar, they can understand and communicate in English. The capacity to operate in English is not correlated with grammatical or phonetic correctness.

However, some grammatical training is required. Learning grammatical principles, particularly in written work, can assist students in recognizing and correcting their faults. Make sure you have a strong knowledge of the structures you wish to teach while preparing to teach grammar so that your presentation is clear. It's also crucial that your pupils can apply the grammar they've learned. Teaching grammar in combination with writing, the skill in which it is best practiced, is one method to guarantee that students can make good use of what they learn.

In considering the whole set of formal properties of the language in use, it is important for ESP teachers to decide

what attitude to take to the teaching of grammar. In order to define this attitude correctly, the teacher must analyze and reflect on the factors to be taken into account when designing a model of grammar, whether for advanced or remedial language teaching. Pedagogical grammar for advanced learners must undoubtedly provide the learner with fresh and highly stimulating material.

For example, to a group of university level students, it makes no sense to present an accelerated version of the high school syllabus, as students will quickly become bored and resentful about learning. However, it must be stressed that the duty of the advanced learner is not simply to experience more linguistic material, but to develop a complex set of organizational skills beyond those he/she needed to cope with the elementary syllabus, and to learn to put them to the service of a variety of communicative purposes that an ESP syllabus demands (Imaz Corres, 1995).

It is important to mention that, in its early years, ESP teaching and learning processes, traditional or non-traditional, have been considered as a special kind of English in which grammar, reading and translation practice of texts have always been presented to ESP learners. Following this line of action, today, ESP teachers, especially at university level, still present students with texts to develop grammar, translation and reading exercises (Hidalgo, 1997).

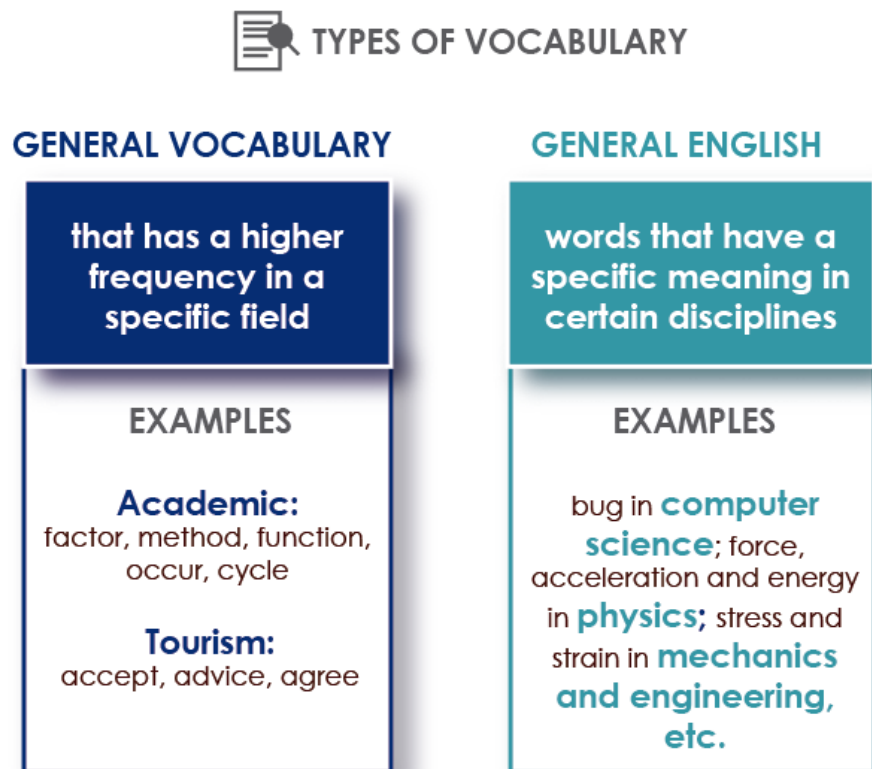
The main goal of foreign language study is very much to gain greater mental discipline and intellectual development. The study of grammar-translation is only one way to achieve this goal through the study of grammatical rules (Richards & Rodgers, 1986). If we think of learners at advanced levels, we take it for granted that they have received a good deal of instruction in grammar and are likely to possess considerable latent competence in English, ESP teaching, in many cases, starts from this fact. Due to this fact, one of the main aims of advanced language teaching is primarily devoted to activating this competence and extending it, leading the learner to relate his or her previous linguistic knowledge to significant new language realizations in passages of relevance to his or her professional interests or field of study (Imaz Corres, 1995).

Vocabulary teaching, especially in ESPs, as well as pronunciation is one of the most difficult points for learners, therefore, it has become a challenge for English teachers as well. However, it should not be forgotten that vocabulary is an inseparable part of any teaching program and therefore, it should be structured in a planned way. As mentioned earlier, depending on the needs and aspirations of the learners, it is essential to decide carefully which vocabulary will be selected for teaching and to define activities, materials, etc. (Xhaferi, 2010).

In this context, and in the framework of ESP teaching we can differentiate two types of vocabularies which are used

for specific purposes, which are mentioned in the following graph.

Figure 14. Types of Vocabulary



Source: Xhaferi, 2010, adapted from Dudley-Evans and St John. (1998, p. 83).

ESP is considered to be a methodology that combines the teaching of the student's subject of interest with the teaching of the English language. This approach provides greater motivation for learners, as it allows them to apply practically everything they learn in their English classes to their main field of study or work. Being able to make use of this new vocabulary and grammatical structures learned in

a meaningful context becomes a very important reinforcement of what is being taught. However, it should not be forgotten that ESP focuses more on language in a given context than on what is considered to be a fully formed class of grammar and linguistic structures. Another interesting fact which presents some difficulty in teaching is the fact that ESP words are perceived to be more complex than those used in general English and therefore learners have to spend more time learning them. At the end of the day, this will represent a competitive advantage for those who manage to learn them (Xhaferi, 2010).

Regarding motivation, it is important to mention that nowadays ESP textbooks are the richest in authenticity and are especially prevalent in what is known as business English. These materials strongly support learners' motivation as they expose them to real language and culture as well as to the diverse genres of the professional community in their field of study. A disadvantage to be taken into account is that, unlike simulated authentic materials, they need to be constantly updated and revised. Using authentic materials can be risky as long as the methodology is not carefully chosen and applied. This is because using real newspapers, magazines, company documents and other sources on a daily basis is not an easy task, especially with people who are new to language learning. Fortunately, it is an established fact that ESP learners are not usually beginners in the foreign language, so authentic materials provide a very good setting for

introducing approximate input in a comprehensible way (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011).

It is clear that it is the teacher, in his or her role as tutor, who must help the learner to become familiar with all the words of ESP, and this familiarity will develop best when the learner is aware of the use he or she can and should make of them. The meaning of each word of a language is not something fortuitous, but rather has the characteristic of being a variable and externally modifiable entity; recent studies of "Discourse Analysis", such as that of Wittgenstein, have explored and advanced the subject considerably. In this sense, it can be stated that every word has its own meaning within a limited area of application (this aspect is essential for ESP teachers). Every word existing and used in language is above all an inheritance from the past and therefore, whatever the limitation is, it is directly determined by the reality which is far beyond the specific purposes to which the word belongs in a certain context (Vega Fernández, 1993).

The lexicon is a substantial part of a language and therefore EPS teachers are in charge of following the necessary processes to make learning new vocabulary as easy as possible for learners. It is also clear that words should not be taught as isolated items, but in a real and appropriate context so that they can be of real use in conversation. Similarly, it has been suggested that the lexical approach is appropriate in the teaching of ESP vocabulary, since ESP vocabulary, being frequently used

words, is much more complex and therefore requires more attention and time to be studied (Xhaferi, 2010).

CHAPTER 3:
Teaching Methods in ESP

ESP is a specific discourse that aims at providing an opportunity for students to learn English for a specific purpose. To attain this goal, it is critical that educators use certain teaching methods. While ESP educators could still use teaching approaches applied in general education classrooms, it is also critical that they implement methods that take into account the specificities of ESP discourse and the curriculum of a specific course. For instance, English for Occupational Purposes (EOP) might have a wide variety of courses (e.g., English for business, for nurses, for retail).

Often, EOP teaching might require a specific strategy or an adjusted one to teach learners. As a result, the educators implement a number of strategies in the context of ESP that could be used during the EOP or EAP courses. These approaches could be used in general education courses teaching English as well as the ESP ones. Teaching approaches to ESP have to have complied with the demands made by each of the unique courses.

3.1 Content-Based Instruction

Content-Based Instruction (CBI) could be defined as the approach to the teaching of the second language (L2) where this process revolves around the content acquired by learners rather than around the syllabus focusing on linguistic patterns of language. CBI is effective in ESP discourse, as this approach allows students to see the practical importance of their learning and language in general rather than focusing on the mechanics of language. CBI is also important for learners of ESP courses,

as this approach helps to learn specific vocabulary, rhetoric, and meanings existing in the context of their occupation or academic area.

For instance, Ngan (2011) emphasized that CBI helps educators in ESP to customize their courses to specific students. For instance, if learners read experimental data reports in English, ESP educator has to take into account this fact and design the curricular activities in compliance with this specificity by helping learners to decode this data easier (Ngan, 2011). Since CBI uses content as the main tool in improving students' knowledge in English, it is more effective for learners' ability to develop necessary competencies in English within their context.

3.2 Task-Based Approach

When the course is designed as learning of English for Specific Purposes (ESP), the learning approach has to be adjusted as well. ESP is a learner-centered approach that concentrates on creating communicative competence in a student in a specific field, for example, IT, engineering, business, or healthcare. Very often, students are also taught specific English cultural terminology referred to a particular field. As ESP has a set of well-defined learning goals, not all learning approaches will suit its purpose.

As the Business English course is qualified as ESP, educators have to consider the options and make sure that students are provided with the best learning technique that will guarantee an appropriate communication environment

and activities in terms of grammar, vocabulary, study skills, and discourse. Moreover, when the Business English course has to be provided for the learners from a different cultural background, teaching technique has to suit specific cultural characteristics of the students. While there are a lot of requirements to the teaching approach applied in a Business English course, such an approach as Task-based language teaching (TBLT) can comply with these demands.

TBLT is an alternative teaching approach that allows educators to prepare tasks for the students in order to ensure a meaningful communication environment. TBLT can suit the purposes of the Business English course since this approach focuses on the development of communication skills, practice of language skills in relevant real-life situations, and use of appropriate vocabulary, grammar, and discourse. TBLT is a flexible framework that allows teachers to adjust activities according to the specific learning purpose that will suit any ESP, including the Business English course. The main purpose of the current research is to determine the level of applicability of TBLT in the Business English course designed for Students. In order to attain this goal, the study analyses TBLT as a learning approach, discovers its pros and cons, detects its applicability for the Business English course, and explores the options for its use for the Students.

3.2.1 Introduction to Task-Based Teaching Approach

The main purpose of TBLT is the completion of meaningful tasks during the learning process. This approach requires

an authentic utilization of language in order to guarantee meaningful communication. This approach was first formulated by an Indian Scholar N. S. Prabhu, who proposed a variety of different tasks where students had to learn the language through the completion of these communicative tasks (Zhao, 2015). Later, this approach was proved to be effective in second language acquisition courses, as it provided an effective language environment based on real-life communication situations.

One of the main advantages of TBLT is its adaptability to any language learning purposes, as the teacher has the possibility to design the tasks that will suit the initial purposes of learning. For example, if educators design a task for the English Business course, they can choose appropriate vocabulary, including a situation that can be encountered in business, and propose the circumstances that will be relevant today. In this manner, students will learn new vocabulary in Business English, they will practice its use in the simulated environment, and they will retain new information better since the task was developed by considering the modern environment.

TBLT is one of the Communicative Language Teaching (CLT) approaches. CLT considered that the purpose of second language acquisition has to be based on communication rather than on mindless memorization of some rules (Huang, 2010). As a result, CLT replaced a previous teaching approach that saw language as a structure or certain principles. CLT proposed a practical

approach to language learning and its use. Therefore, TBLT became a meaning-focused approach where students are able to learn under communicative circumstances (Thompson & Millington, 2012).

In other words, students have to focus on the meaning of their utterances rather than the rules of a target language that construct them. This teaching approach proposes a more applicable technique for the students, as they will be able to use the same vocabulary and discourse in real-life communication situations (Hashemi, Azizinezhad, & Darvishi, 2012). For example, in the Business English course, the teachers can develop a task that simulates realistic negotiations between partner companies, communication between clients and a sales representative, or the interaction between a subordinate and an executive. Each of these communication tasks will simulate a real-life situation that can occur in business, provide necessary vocabulary, and allow the students to practice their language skills.

3.2.2 Theoretical Background of TBLT

In addition to the flexibility of TBLT, this approach is particularly practical. Specifically, TBLT relies on the Acquisition Theory proposed by Stephen Krashen, who implied that language acquisition requires proper interaction in the target language, which can be attained only by natural communication between the learners (Guo, 2018). This theory emphasized the importance of the meaning of the message produced by the speaker instead

of the form of this message (Guo, 2018). At the same time, both Acquisition Theory and TBLT do not deny the importance of learning grammar or vocabulary, yet, the main focus remains on the development of meaningful communication utterances instead of learning the set of rules. For instance, according to the research conducted by Sun (2015), the application of Krashen's theory in Business English course maximizes the acceptance of language output, develops a productive learning environment, and accumulates the enthusiasm of the students. TBLT can be considered a controversial approach to language learning, especially when it concerns second language acquisition for learners who have a basic level of English proficiency or do not speak this language at all. In this case, TBLT can be used only as an additional learning approach. This approach will be more suitable for the ESP course, especially when it is provided for adult students.

TBLT proposes a powerful learning environment that provides the students with appropriate and practical learning conditions. As a result, the students, who have to learn specific vocabulary, discourse, and utterances, will be surrounded by the conditions that will encourage them to practice this knowledge.

The basis of TBLT is the development of a productive and rich environment for the students, where they receive process-oriented feedback, use experimental learning, and guarantee safety (Robertson, 2014). During the course, the teachers provide meaningful tasks that focus on the

specific discourse of the course and consider the interests of the students. Throughout the entire course based on TBLT, students are able to complete communicative tasks with the support of teachers, their peers, and invited professionals. For example, courses that rely on TBLT tend to invite native language speakers or professionals from specific fields that can allow students to practice their communication skills better.

This framework allows students to practice their communication skills in the simulated target language environment, which is particularly helpful when students do not have an opportunity to interact with native English learners constantly. For example, if a Business English course is designed for students who live in China, they rarely have an opportunity to interact with the target language speakers. Thus, the application of TBLT will be particularly helpful for them in terms of practicing English speaking skills. However, it is impossible to simply put the students into communication situations without preparing them for the tasks. As Cole, Laurent, & Stocco (2013) agree, learners have to be prepared for the rapid instructed task learning, as the human brain can operate faster only when it undergoes preliminary training in a specific task. Students are not able to start completing communicative tasks if they are not familiar with the discourse, appropriate vocabulary, and relevant utterances.

3.2.3 Processes of Language Acquisition within the TBLT Framework

Consequently, TBLT has a well-defined structure that defines the steps that students have to go through during the lesson. These processes include pre-task, task, planning, report, analysis, and practice. Pre-task is the first step in the TBLT learning process. At this point, educators provide a brief introduction to the topic of the lesson and provide detailed instructions of what students have to accomplish in a specific task. It is also possible to recall previous knowledge provided during the previous lesson. The pre-task stage might include technology-based instructions, where the teacher uses videos, audible material, or multimedia to describe the task. At this step, students prepare for the task, familiarize themselves with the instructions, and plan the actions with their peers (if it is a group-based assignment) (Calvert & Sheen, 2015). The next stage requires the students to complete a task, which is usually designed for pairs or small groups. TBLT approach requires the teacher to encourage and monitor students' actions.

The following stage requires planning. During this stage, learners develop a short oral or written report that describes their reflection on how they or their peers completed the task. This is a student-led step, yet, the teacher is available for all learners if they require advice. After, the students read their reports to the class, with the teacher monitoring their actions. At this stage, it is possible

to introduce peer-based evaluation when other students react to the reports. The students have to analyze their progress, where they learn interesting features in the texts of the reports (Calvert & Sheen, 2015). Finally, the analysis stage is teacher-led, as educators provide an in-depth evaluation of students' progress by highlighting the areas that require additional practice. At this stage, students may involve in practicing the aspects mentioned by the teacher.

The process of learning within the TBLT framework requires thoroughly organized activities that will help students to retain the new information better. Teachers, however, have to plan for the lessons in advance to provide all necessary materials and comply with the time restrictions of the lesson. The process of TBLT (Figure 2) benefits students by teaching them to notice their errors and the mistakes of their peers, which can be helpful for self-reflection purposes.

The structure of TBLT steps can be altered depending on teachers' purposes and the goals of the lesson. For example, if an educator wants to prepare a mock-up business acquisition negotiation, the pre-task step has to be provided before the lesson for the students to prepare (Lee, 2016). The report stage can be skipped, and analysis can be combined with practice. TBLT is flexible enough to provide the educators with the options of how to design their lessons. Overall, TBLT proposes a well-structured framework that helps students to learn the target language

in a productive environment surrounded by communicative situations.

3.2.4 Advantages and Disadvantages of TBLT

As it was noticed earlier, TBLT is a controversial approach that has its pros and cons. One of the main aspects of controversy is its alternative approach to language acquisition that is based on communication and practice. The focus is shifted from the structural perception of language, which can create certain challenges for learning. At the same time, TBLT is a practical method of teaching that can help students to learn the language in a more productive environment where they will be surrounded by the target language. The advantages and disadvantages of this teaching approach have to be considered before it is applied in practice. Whether the teachers consider using TBLT for the ELLs (English language learners) with the basic level of proficiency or they will utilize it for the Business English course, the options and limitations of this approach have to be articulated.

Advantages

In a TBLT-based classroom, students are able to practice the language in the natural context, as the teachers design language situations that include relevant vocabulary and use real-life situations to practice it. The students are able to receive more varied exposure to the target language in TBLT compared to other approaches (Ahmadian, del Pilar, Mayo, & de Gruyter, 2017). For example, in a Business

English course, the students would be able to learn an area-specific range of lexical phrases, utterances, words, collocations, and communication patterns. TBLT maximizes the exposure of students to communication situations that allow them to speak English more often (Ahmadian, Del Pilar, & Mayo, 2017). It is a powerful communicative approach where learners can spend time interacting with each other or their teacher. As a result, students could be ready to apply their knowledge in practice right after the end of the course. Finally, TBLT is focused on motivating the students and encouraging their progress through meaningful feedback, support of instructors, and self-reflection.

TBLT stimulates the development of spontaneous communication among ELLs. Since learners are encouraged to use any grammar or language they know, the students overcome the initial psychological barrier of using the foreign language, and they develop self-confidence that helps to develop spontaneity (Ganta, 2015).

At the same time, when students overcome their fear of using a new language, they improve their automaticity by demonstrating more stable performance and efficiency. The students expand their vocabulary, as the teacher can create different tasks by using TBLT and include new words in the assignments. This approach also creates a basis for experiential learning. Specifically, the students gain immediate personal experience, which becomes a starting

point in this approach (Ganta, 2015). As a result, students improve their speaking skills faster and learn vocabulary more effectively, as their knowledge is reinforced by exposure to the language environment and practice.

Finally, one of the additional advantages of TBLT is the encouragement to use the target language. In many cases, students, who come from another country, tend to use their native language to communicate with their family members instead of using the target language. This is a common phenomenon, yet, it creates a barrier for language acquisition among ELLs. This teaching approach proposes the students maximize their exposure to the target language and overcome this barrier. TBLT helps to spend more time speaking English even though the interactions are usually conducted in the so-called simulated environment. Students are able to practice English in situations similar to real-life ones.

Disadvantages

Despite the fact that TBLT provides a lot of advantages for the teachers and learners, this approach generates certain challenges for both of these parties. First of all, the difficulty of the tasks can overvalue their practical importance for some learners. In many cases, students have a different level of English proficiency, and the difficulty of the tasks is usually hard to adjust to every student in the classroom (Butler, 2011). TBLT is a flexible approach allowing teachers to create a variety of tasks, yet, determining their level of difficulty could be problematic

(Walker, 2017). Some tasks could be too difficult for students, and, as a result, they can fail to attain the initial educational goal. Since the entire process of learning within the framework of TBLT is based on task completion, certain elements of these tasks could not be changed.

Another major challenge is the proficiency of a teacher. As Yen (2016) recognized, teachers' proficiency in the foreign language has to be particularly high, which makes it almost impossible to use this approach in non-English-speaking countries. In order for the tasks to be completed effectively, this approach has to be taught by the native-speaking educator with experience with the model of TBLT (East, 2016).

This disadvantage is strongly linked to another flaw of this approach, such as the authenticity of the task. It was mentioned earlier that the tasks have to resemble real-world situations in order to guarantee the exposure to English and practical usefulness of this practice (Powers, 2008). If the teachers lack experience in the real-life situations that they want to simulate, the tasks will be useless (Harmer, 2007). As it is impossible to understand reality through pictures, it would be similarly impossible to accumulate real-life experience through simulations. For example, if the educator has limited experience in the business environment, their ability to simulate this environment will be futile.

However, the major disadvantage is the absence of a clear and measurable outcome, which makes TBLT challenging

to implement in, for example, public schools. The outcomes of the task might differ from the initial goal developed by the teacher as a result of the practice. The outcome of any task depends on such factors as the contribution of each learner, the task itself, and the conditions under which this task is completed (Rodríguez-Bonces & Rodríguez-Bonces, 2010).

As the students might change the practice during the completion of the task, the outcomes could be difficult to predict. This flaw is associated with the linguistic deficiency of the approach in the case when the learner has only a basic level of proficiency. TBLT is a communicative approach, where learners have to be able to speak. If the student has limited knowledge of the target language, they would not be able to complete the task (Erlam, 2015). Consequently, TBLT could be used only for the students who already are able to speak English at least at the pre-intermediate level. Overall, TBLT is a specific approach that would not be helpful for all students.

3.3 Applicability of TBLT in Business English Course

Despite the fact that TBLT has certain flaws and limitations, it still can be applied in the Business English course if educators consider the characteristics of this approach. Business English course is usually organized for adult learners who already have higher than Basic English proficiency. As Guiyu & Yi (2017) admitted, Business English teaching has a goal to develop students' ability to analyze and solve problems, master their comprehension,

and stimulating learners' business practical skills. Business English course is not only about learning vocabulary that relates to the business sphere.

The learners have to be able to operate within the English-speaking business environment. This task will require the knowledge of business culture and Western culture, the rules and traditions of doing business in this region, and be able to interact with the native speakers on the related topics (Douglas & Kim, 2014). Since TBLT is usually implemented for the students who have a certain level of English proficiency and they require extensive exposure to the English-speaking environment, it is possible to use this approach by considering its benefits and avoiding the limitations (Stark, 2007). Consequently, the use of TBLT can benefit students and educators.

Business English course can benefit from the TBLT approach with the possibility to avoid its constraints. Specifically, this approach proposes the teachers design the tasks considering the course's content. TBLT provides an opportunity to create business-specific tasks for the students. For example, the teachers can ask the students to prepare a marketing campaign for an existing product by using a large-group approach where all learners participate in the assignment (Han, 2014). Another way to create a business-related task is to ask the students to participate in a simulated forum where they will present their products. The teachers can use any business context

to develop a real-life situation. This is the main advantage of TBLT for the Business English course.

Application of this approach can be easy for the teachers in the course if they familiarize themselves with the main stages and framework of TBLT (Figure 1 and 2). As it was noticed earlier, educators can skip or unify certain steps if the task characteristics require them to do so. Also, as Herraiz-Martínez (2018) recommends, it is possible to use TBLT in conjunction with other educational approaches to improve, for example, grammar in the students. Specifically, if the learners in the Business English course are struggling with grammar or have very low proficiency of speaking skills, TBLT can be applied as an additional framework that improves the communication abilities of the learners (Ellis, 2003).

Other approaches can include traditional educational methods of teaching English. Also, Anderson (2002) recommends using integration and implementation tasks within the TBLT framework in order to give the learner a chance to apply new knowledge and utilize new concepts. This approach allows applying a variety of different tasks in the Business English course and helps students to practice business English vocabulary in situations that could occur in real life.

Moreover, it is highly recommended to use different tasks during the Business English course in order to prepare students for any situations in their future career. For example, the study by Chan (2013) used such tasks as a

social event, reducing costs, outsourcing (in the same culture and intercultural). As the results of this study revealed, the involvement of students maximized, their motivation increased, and they were interested in the activities even though two tasks were rated as difficult (Chan, 2013).

Another application of TBLT is also possible if the teachers consider the characteristics of the classroom. For example, Fanaee (2014) used this approach to teach the students collocations, which proved to be effective with the student's engagement and interest increased during the process of learning as well. The course can use TBLT in a variety of ways and apply it to teach students how to communicate effectively in the business environment.

The application of the TBLT in Business English course can be realized in teaching specific subjects. For instance, Li (2013) recognized that TBLT is a helpful approach when teaching students business translation. As the research revealed, this approach changes the focus from teaching to learning, actively involves students in the translation process, creates opportunities for reflective practices, and stimulates translation competence among learners (Li, 2013). Another implementation of this approach in a Business English course can relate to the learning of target culture, as this approach can include any content in the tasks (Ahmadian, 2016).

Overall, it was admitted that TBLT could be viewed from the socio-cultural perspective since the approach

stimulates active communication among all learners and allows to involve the students and teachers from different cultural backgrounds (Seyyedi & Ismail, 2012). As a result, students can practice their language skills in a diverse environment with peers from different cultures. Usually, a Business English course contains students from different countries, and the use of TBLT can help the teachers to unify the group and benefit each learner individually.

3.4 TBLT-Based Business English Course for Students

At the same time, this learning approach can be used for students from one culture, which can be even easier for educators. Specifically, according to Oxford (2006), TBLT can be easily used in the Asian context, as this culture is oriented towards the community, interaction, and development of a good relationship with the business partners. As TBLT stimulates communication skills and is based on learning how to interact with people by using a group-based approach, this method of teaching would be easy to apply in the Asian context (Oxford, 2006).

The Business English course can be designed for the students from Asian countries as well, yet still, several studies agree that the educators have to be either native speakers or have a very high proficiency in English. Superficially, according to Shaoqian & Baoshu (2011), TBLT is a valid teaching approach in China, although the study admitted that the local educators lack the practical knowledge in applying it, which usually decreases the efficacy of this method. It was mentioned earlier that the

application of TBLT requires teachers with high competence in the English language and, preferably, with the practical experience of implementing this method of teaching in the classroom.

Moreover, the study conducted by Hu (2013) recognized that the teachers perceive TBLT differently, as their attitude towards this approach ranged from negative denial, passive acceptance to enthusiastic implementation. Such an attitude towards TBLT can show that the implementation of this method for the Students can be made after the teachers receive necessary training or practice it in several settings. Lack of knowledge about this approach and the limited possibility to practice it can lead to a negative attitude towards this method of teaching.

As the research by Zhu-Xiu (2016) recognized, ELLs rated TBLT higher than other approaches by implying that they were able to improve their performance in language skills faster. The positive results show that TBLT is helpful for students who want to improve their speaking skills and communication abilities in the English-speaking context. As it was noticed earlier, the main difficulty of the application of TBLT is the proficiency of the teachers who use it in the classroom. If the course of Business English has a teacher, who speaks English as a native language, the students will benefit from it. At the same time, it is important to note that one of the drawbacks of this teaching approach is a possible mismatch between the perspective of a teacher and the perception of the task by

the students. Therefore, the teachers have to be familiar with the cultural background and the level of proficiency of each learner to attain good results.

The efficacy of TBLT for Students can vary depending on the character of the implementation of this approach. Specifically, a study conducted in Denmark among learners recognized that the use of TBLT benefited students in terms of improving participation, developing more opportunities for speaking, decreasing learners' anxiety drastically, and increasing their enjoyment (Bao & Du, 2015). At the same time, teachers using TBLT are faced with such problems as the lack of pronunciation practice, inability to balance the learners' different levels of proficiency properly, and absence of proper instructions (Bao & Du, 2015).

TBLT can be supplemented with other approaches to benefit the students and eliminate or decrease the limitations of this approach. Particularly, Zheng & Borg (2014) recommended supplementing the use of TBLT with the traditional teaching of grammar among the Students, as the researchers encountered a problem with limited knowledge of English grammar among this cultural group of students. It is clear that TBLT is not a universal method that can replace traditional methods of teaching due to its structure.

Business English course for Students can have additional lessons in grammar for those who have problems in this matter. Yet still, as Zheng & Borg (2014) proposed, TBLT-

based lessons can be supplemented with the tasks that pursue the teaching of grammar or sentence structure. A failure of teachers to notice the problem and use TBLT as the universal approach in the Business English course can lead to strong speaking skills among learners, yet, other competencies can remain undeveloped.

Liu & Xiong (2016) recognized that teachers who use TBLT in foreign language context admitted that this method lacks universality and it can be used in teaching communication skills, new vocabulary, complex utterances; yet, the classroom must have a small number of students, the teachers have to receive effective training, and the TBLT approach has to be used as an additional method of teaching. These results serve as support of an idea developed earlier. Specifically, TBLT has to be implemented in the foreign language context as the additional teaching approach, or it has to be supplemented with other methods of teaching.

ELLs usually hold the same traditions and tend to follow them when they enter another country. As it was noticed earlier, Students could suffer from limited exposure to the English-speaking environment. In many cases, they tend to speak their native language at home and be able to communicate in English only in the classroom.

This specificity limits their capability to learn English properly and attain their academic goals faster. If the Business English course uses TBLT that maximizes the exposure of students to the English-speaking contexts,

Students will benefit more from this course. As Bao & Du (2015) and Zhu-Xiu (2016) recognized, students, enjoy the social aspect of TBLT, as it allows them to interact with their peers and achieve results faster. The culture encourages interaction within their group, and the use of a Business English course that allows them to increase their communication with others will be positively perceived by this student group.

Students are quite ambitious in terms of their learning, which can be targeted by TBLT as well. Specifically, TBLT requires the completion of the tasks in the classroom by providing clear and concise requirements to the assignments, helping the students to interact more during the classroom, and even compete with each other. The teachers can use TBLT as the method of creating the competing environment among the groups, which will improve the benefits from the application of this method of teaching. The students will be more motivated to learn and achieve good results if their teachers create tasks that consider the cultural background of the learners and make sure that they are familiar with the structure of TBLT lessons.

TBLT is a Communicative Language Teaching (CLT) approach that enables the students to interact with each other in a language-rich environment. This approach requires the development of tasks according to a specific structure that guarantees students' understanding of the tasks and the academic goal. TBLT is an effective teaching

approach with many benefits that include exposure of students to the target language environment, improvement of automaticity, development of practical skills, improvement of information retention, and an increase of motivation.

However, this approach has certain drawbacks, such as the complexity of the tasks, the inability to implement it for the students with the Basic English level of proficiency, the absence of measurable outcomes, and the availability of highly professional teachers. In addition, TBLT is focused on the development of communication skills, and it can lack the possibilities for the improvement of other language competencies. At the same time, the teachers have to use this method with caution and after thorough training. The educators can supplement TBLT with other teaching approaches to maximize the benefits of the Business English course and address the limitation of TBLT.

CHAPTER 4:
Conclusion and
perspectives

English for Specific Purposes (ESP) is a subgroup of English as a 2nd language, which describes a learner-centered method to mentor English. ESP focuses on developing communicative competence within a specific discipline, for example, service, audit, academics, mentor, or IT.

It is crucial to separate ESP from general language training courses that concentrate on the development of overall English proficiency in English. Rather, ESP is designed to attend to particular demands of students, instruct relevant subjects to certain self-control, use discipline-specific products and also directions, foster social awareness, develop intercultural intelligence, as well as recommend intermediate or higher degrees of English language training (Paltridge, 2013).

Previously, the teaching of ESP was mainly encouraged by the requirement to communicate across languages in specialist areas like technology or commerce (Paltridge, 2013). Today, ESP took care of to expand its structure by consisting of such subsets as English for scholastic functions (EAP), English for occupation functions (EVP), English for job-related functions (EOP), English for company purposes (EBP), English for legal objectives (ELP), English for clinical functions (EMP), as well as English for sociocultural objectives (ESCP) (Belcher, 2009). The introduction of a selection of different branches of ESP is the proof of consistent advancement of ESP as a subset of English as an international or 2nd language.

The primary function of the ESP program is to focus on the detailed demands of learners. When instructors develop ESP programs, they need to take into account language, skills, and also genre-appropriate content when applied to specific learning activities for students. Commonly, yet not constantly, ESP courses are established for adult learners. ESP is taught to a uniform team of learners who seek the development of their certain abilities in regards to vocabulary as well as stylistics, although not concerning to language proficiency. The key goals of ESP instructors are to establish particular students' demands, acknowledge the styles that students should produce as well as join, along with examining if students could effectively take part in these activities as well as show developed ESP skills.

In general, ESP is an overarching area that consists of a set of mentor techniques, techniques, methods, as well as frameworks. ESP makes up a huge swimming pool of understanding, information, and also resources that have to be manufactured into a structured collection of academic as well as useful materials. ESP covers teaching as well as discovering methods of English as a second or foreign language, which would specify to every genre or self-control where it is executed. While ESP has a particular similarity to the framework of mentor English Language Students (ELLS) in regards to general proficiency and proficiency, it additionally has a set of specific characteristics that differ drastically from the general education training courses.

English for Certain Purposes (ESP) is the most reputable mentor structure in English Language Mentor (ELT). ESP has nearly 50 years of research as well as technique as the major basis, which made it the most crucial language mentor technique in academics and also the office setups.

While it is traditional to determine the 1960s as the structure years of ESP, an in-depth analysis of ESP's background performed by Ramírez (2015) indicates the end of World War II as the years of origin of this structure. ESP's appearance in those years is discussed by the requirement to interact among countries at the international level in regards to service, business, and also safety and security, which made English the new "lingua franca" of the world (Ramírez, 2015). Cross-cultural communication was especially important at the end of World War II as well as in post-war duration, as numerous countries were financially ravaged; and also the globe needed a fast restoration of production, economic situation, as well as the development that could be acquired with the help of global trade.

However, more intensive development of ESP was observed during the 1960s, when the adjustments in the world's markets, an increase of international profession, and also technological progress called for the expertise of English. According to Johns (2013), ESP was developed as a response to the development in the global economy, which boosted the technical development, an increase of the oil-rich countries, boosted mobility of people, as well

as rising variety of international students in English-speaking nations. As Ramírez (2015) confessed, the international neighborhood recognized that learning English was critical for the modern-day world, operating, and overall growth. Throughout that time, English had come to be not just the medium of worldwide communication however also as the method of knowledge transmission in scholastic and also scholarly circles.

When educators realized that ESP has to have a different methodology of training as well as understanding, it was initially suggested to instruct semi- or sub-technical vocabulary to learners along with general language learning (Johns, 2013). While this method in teaching specific English was feasible by concentrating on functional lexis, this method was concentrated primarily on the form rather than discussed how to integrate the details vocabulary and how to use these words in the context (Johns, 2013).

However, at first of the 1980s, educators understood that such an approach to ESP was detrimental. The brand-new method to ESP was launched by the Washington College job and also the research of Tarone et al. (1981) that avoided generalizing regarding the attributes of particular language throughout the category, yet they focused on features of scientific prose as well as certain syntactic voice utilized in different disciplines. As an example, Tarone et al. (1981) examined a hypothesis thinking that functions of certain grammatical features impact ornate choices within

a narrow area of astrophysics. This study targeted at checking out if the language of narrow-range discipline had detailed attributes in terms of sentence-building, rhetorical decisions, as well as grammar as a whole. In this fashion, the study showed that ESP needs to have a discipline-specific method that would certainly consider its linguistic uniqueness.

This was the moment when ESP emerged as a much more narrowly defined framework of English training and also understanding. Considering that the very early 1990s, ESP began to create in the way scholars know it today. Professionals as well as philosophers aimed at broadening the movement's perspectives by differentiating ESP from the community of general English understanding. ESP concentrated on the communicative relevance of discussion as opposed to lexical as well as grammatical attributes of English (Maleki, 2008).

The emergence of the journal *English for Details Purposes* intensified the advancement of ESP as a separate area and also boosted the variety of subjects in which ESP was assessed (Salmani-Nodoushan, 2020). The appearance of research studies beyond the English-speaking nations in the field of ESP showed that it has actually gained worldwide approval as a separate discipline. It had become essential for educators instructing ESP to have a more in-depth as well as a much deeper understanding of the messages' contexts and genre-specific vocabulary. As a result of a changed perspective on the matter, ESP has

actually ended up being a more detailed and concentrated framework of teaching and discovering.

Significant knowing is one of the primary aspects of ESP education and learning. When pupils join their curiosity as well as experience with new ideas, they have the ability to remain determined and also interested in the process of understanding. As the technique to education has evolved throughout the years as well as knowledge does not just suggest learning by heart the accurate expertise, the instructors began to specify a much more efficient method to mentor students.

The method of meaningful understanding is specifically relevant for ESP education and learning since it was disclosed that students have a tendency to experience ESP as a result of the lack of purposeful strategies in this field. Such practices as memorization, rituals, and signs contributed considerably to the lack of positive results in ESP in students. As a result, in order to solve this issue, it is extra efficient to make use of meaningful knowing that calls for the link in between the trainees' rate of interests, experience, motivation, as well as the ESP itself. In general, I think that the mentor of ESP has to be bound with the method considering that all expertise the pupils obtain in school has to be applicable. Today, specialists highlight the relevance of applicability and also real-life understanding and also abilities for the students in order to prepare them for universities and future jobs.

First of all, all the trainees in the classroom have to be actively engaged in the process of knowing. For instance, Klein (2000) proposed making use of the self-conceptualization strategy where pupils discover power procedures in the class and their identity as potential mathematical beings.

By utilizing this poststructuralist strategy, it is possible to create a complex connection between the power/knowledge, identity, and operations in the classroom (Klein, 2000). The educators have to service the facet of enablement in the classroom in order to assure the engagement of all learners by supplying them with the power to make decisions. For example, if the teachers offer the students the power of control to some degree throughout the lesson, it will certainly be possible to help them to comprehend ESP ideas much easier. The primary obstacle to discovering as well as being successful in ESP among students is the anxiety and also the idea that this subject is too complicated. If the teacher establishes regulations and needs all learners to follow them directly, it is inevitable for those that call for more time and also a different approach to knowing.

Consequently, the understanding has to be very closely linked to contemporary life as well as the atmosphere. For instance, by including modern-day technologies right into the process of learning and training pupils to finish sensible assignments, the ESP teaching method will be more purposeful.

Especially, such jobs as tests that involve mobile technology verified to be very efficient, as they educate the student's ESP in the environment. As it was validated by Cahyono & Ludwig (2018), the involvement of modern-day mobile technology in the procedure of learning boosted the pupils' passion and also motivation to find out exponentially, as the trials used throughout the experiment consisted of real-life knowledge. It is detrimental to educate trainees just how to count, solve complex jobs, and also instruct regulations without any connection to the real-life scenarios where they will need ESP expertise.

Future teaching has to be a quintessence of several components, including meaningfulness, usefulness, and importance of ESP education. ESP education needs to be much more deliberate as well as guided by establishing efficient techniques to resolve the ESP problems. (Newbury et al., 2015). I think that the future training of ESP has to implement real-life expertise and enhance such jobs as simulations, research-based tasks, as well as investigations in order to promote the advancement of analytical and critical-thinking abilities in learners.

An additional technique that needs to be included in the learning of ESP is interleaved practice, which requires the teacher to reposition a particular part of the task by including different kinds of issues in an interleaved order (Rohrer, Dedrick, & Stershic, 2014). This method provides the pupils with the possibility to select an appropriate strategy for fixing the issue via the implementation of an

extensive evaluation of the assignment. This strategy will certainly give the trainees partial control over their understanding as well as the process of fixing ESP troubles. While valid knowledge and the understanding of standard ESP techniques are called for, the trainees have to be able to use them properly. Consequently, the academic understanding provided in the class needs to be applied in practice.

As it is considered that the assignments need to be functional as well as connected to real-life problems, the job that will include several topics will certainly be one of the most valuable for trainees. For example, the task for the 6th grade can entail the exploration of such possessions as photovoltaic panels, their function for the atmosphere, and also their capability as the replacement of the standard forms of power. The pupils will certainly be supplied with auditory and aesthetic products that will consist of 3-D simulation photos and also videos of a huge station operated with the help of solar panels. The main objective of the pupils will certainly be to determine the quantity of greenhouse gas they gather, the capability of the terminal to power the nearby homes. The students are supplied with the right worths revealing the capacity of solar panels and the potential of various other assets that add to the exhausts. The dimension of the panels and their amount in the terminal will certainly be provided also. This assignment will need to be finished in phases, as well as it can be a group-based task, where the students attempt to fix the issue by the team effort.

This type of job will supply significance for the students, as the topic of ecological sustainability as well as alternative power resources is particularly relevant. The job is attached to real-life knowledge, and also it is shown by complying with a typical principle by beginning with the easiest assignment, like counting the number of panels on the picture, as well as continuing to a lot more complex tasks. This will provide control over the discovering atmosphere as well by keeping the ambiance of partnership, active involvement, and trainees' enablement. The educator will certainly need to monitor the learning and assisting the learners during this process throughout the whole job.

English for Academic Purposes (EAP) concentrates on researching and also showing English for learners that need it to accomplish scholastic tasks. EAP raised from the broader location of ESP as well as established significantly throughout the past twenty years. EAP's quick development has been predetermined by globalization and also enhance using English in scholastic circles. In most cases, EAP is implemented in reference to the university context and also non-native audio speakers of English (NNSE). Nonetheless, this location is a lot more comprehensive as well as EAP covers, for instance, the requirements of native-speakers of English (NSE) that learn in secondary and also tertiary schools for checking out books and writing scholastic essays, in addition to students who establish as well as offer seminar discussions as well as prepare scholastic research study. Therefore, EAP has actually gained a status of a separate study field, which was

a response to the demands of a growing community of customers who called for a more advanced scholastic discourse that might suggest pedagogically valid products as well as methods.

The popularity of English as the worldwide language for scholastic objectives could be explained by various reasons. As was observed previously, some scholars take into consideration the appeal of English with the growth of global relationships, service, and also profession. At the same time, others showed an association between the economic advancement of English-speaking nations as well as the progress of different scholastic techniques, as was speculated by Flowerdew & Peacock (2001) in their publication. According to Flowerdew & Peacock (2001), investment in r & d, scholastic techniques, and clinical inquiries made English the worldwide language for scholastic objectives. Guide also emphasized that English speakers occupy only the 4th location among most-spoken languages, where the initial three are occupied by Mandarin Chinese, Hindi, as well as Spanish as necessary (Flowerdew & Peacock, 2001). Additionally, the popularity of English as the global language for certain functions is clarified by the close organization between the branches of ESP, particularly EAP and also English for Occupational Functions (EOP).

Because the distance between EAP and EOP is unclear cut, their link in the global arena promoted the advancement of both of these ESP branches. As an example, a Company

Course in English would need the students to learn both the scholastic language for the objectives of discovering and research study in addition to business vocabulary to be prepared to get in the specialist service field. In other words, EAP and also EOP are rather connected in regards to their approach to learners as well as their requirements. Nonetheless, EAP has an objective of narrow-specific emphasis on English learning by instructing trainees on certain scholastic vocabulary, stylistics, terms, as well as their application in the study, as well as extensive reading of clinical messages.

EAP is applied in the context of academic discussion. A large percentage of web content in scholastic discussion is created in English. Hence, it is more effective for academics and also researchers to understand English to be able to refine content in this language. Since English plays a necessary role in the scholastic discussion, the majority of academics need to guarantee that their works are readily available to international coworkers. For example, even if a researcher is from a non-English-speaking nation, it would be suggested to either write the paper in English or to convert it. As it was determined, this truth indicates the debate of the hegemony of English in the global academic community by offering choice to those living in English-speaking countries. Nevertheless, this allows processing scholastic papers easier for the global scientists, students, as well as the general public; it is most likely that EAP will certainly remain a popular pattern in the future.

Academics from non-English-speaking nations could utilize a translation as an option to the requirement of writing in English. As it was admitted, it is most likely that the pool of scholastic documents written in different languages would increase in the next number of years, while the human translation might not have the ability to keep pace with the growing variety of such documents. It was acknowledged that it is most likely that the papers are written in a non-English language (L1) would certainly be processed by an improved machine translation, which would permit maintaining the uniqueness of terms and also initial definitions of the documents. At the same time, even if papers written in various other languages can exist without a translation to English, it is very not likely that they would certainly be accessible for the wider audiences, and the journals publishing them would certainly keep the very same condition as the contemporary English-language ones.

This fad could be discovered by worldwide scientists and also pupils. Even if they are trained in their specialty in their indigenous language (L1), they would certainly still need a program in EAP to gain access to academic posts in English, as a considerable proportion of research is written in English. Post-graduates are usually called to undertake a training course in EAP despite their area of specialty. This propensity is particularly apparent for such courses as Masters in Business Administration (MBA), which generally demands to understand of EAP, as they are needed to be accustomed to the academic styles in English (e.g., record

writing). EAP is generally educated for all students who enter the tertiary universities as ELLs (English Language Students) (e.g., worldwide pupils, immigrants, post-graduates). Overall, the teaching of EAP can differ according to the demands of individual pupils.

EAP associates directly to scientific English. It was recognized by scholars that unsupported claims of a clinical language depend upon the language itself. As an example, the German clinical language has a non-linear framework compared to English. Additionally, German humanitarian scientific messages were extra comparable to English rhetoric framework than, for instance, design and also modern technology papers written in German. This example indicates the uniqueness of the English scientific language not just in terms of terms yet also in relation to the rhetoric. As it was recognized, clinical English has a detailed sort of ornate structure, which is a subject of continuous change. Scientific English in EAP came to be a model for academic documents written in various other languages.

Especially, several English language scientific write-ups are written in a method to produce the construction of clinical truths, which calls for making use of reputable sources to give proof, guaranteeing that the paper is without bias, making use of clinical approaches of research. Informal language, points of view, presumptions, and also speculations are not appropriate in English language clinical articles. The application of a thorough and

transparent research study technique is a need in the English scientific neighborhood. It was suggested that not all countries stick to the exact same rhetorical framework, which made EAP in the clinical study a crucial platform. Because of this, it is crucial that the clinical research study available for the international community be created by adhering to similar unsupported claims structure in order to make it a lot more obtainable and also easy to understand.

In the context of scientific discussion, EAP courses work as the tool of recognizing study, conducting it, as well as refining the academic information. EAP consists of certain basic terms, vocabulary, unsupported claims, as well as stylistics to guarantee that clinical English could be learned by native as well as non-native speakers. EAP establishes the tone for researchers who create their clinical papers in English or converting them to English. Learners have the ability to read, comprehend, and also use proof from academic journals as a result of finding out English in EAP courses. EAP could be advantageous for ELLs in schools as well as their native-speaker peers. Many do not take into consideration that EAP is not only a swimming pool of specific terminology but also a tool for understanding clinical English.

EAP has to be comprehended in the academic discourse through the context of corpora. On the whole, the corpus can be specified as the collection of messages incorporated based on specific criteria. In EAP, language

corpora are made use of to, for instance, generate referral products. Today, EAP corpora are available for learners, as an example, British Academic Composed Corpus (BAWE), the Michigan Corpus of Upper -degree Student Documents (MICUSP), both of which include high-graded works of trainees and also scholars. Corpora have direct and indirect duties in learning English, consisting of EAP. Particularly, the straight function of corpora is an academic tool by utilizing corpora for language discovering. An indirect duty is to propose the information and research study expertise on which academic products were based.

Corpora evaluation has actually added dramatically to the advancement of EAP, especially in regards to indirect usage, which generates corpus information on the written discussion. Yet, considering the extremely large range of self-controls as well as styles to be dealt with, several areas in connection of corpora to EAP remain under-researched. Corpus analysis is important for learning EAP, and also it acts as a platform of development for this area. Corpus evaluation could be essential for learning EAP for trainees that have just gone into post-graduate education and learning as well as those who have just started researching in college. It is also critical to popularize corpus approaches by establishing training and also creating functional corpus devices. On the whole, if corpus techniques are to be used in the discussion of EAP extra broadly, educators have to learn about their advantages, which needs thorough research to establish their efficiency.

EAP could be additionally seen in the social context. Specifically, by employing a critical ethnographic viewpoint, it is possible to use EAP in the sociocultural context. This approach stresses the complicated nature of academic techniques and the limited sense of equality that underlines them. EAP training courses could be transformative for learners, as trainees generate new and different techniques when they get into the academic community. This is a transformative approach that deviates from the normative fads existing in EAP, which determines scholastic techniques to swear in pupils into them. EAP cannot be approached only from a practical perspective, as this framework might not just require learners to adhere to particular policies and also principles however additionally promote their reflexivity as well as evaluation. EAP could be the tool for students that are going to compose a doctoral dissertation, as well as supply even more choices for their learning and development as experts.

EAP could be seen in the social context as a means for revitalizing worldwide academic study and also the interaction between scholars around the world. As it was recognized, some modern specialists see the extreme existence of EAP as the indication of injustice as well as the unprecedented hegemony of English in international academic society. For instance, as it was revealed, utilizing English as the international language for academia is the result of expansionism as well as colonialism that made English (the typical language of the West) the global vessel

of interaction for scholars. Some even urge that presence of EAP brings details of Westernized discourse right into the academic world without taking into consideration the contexts of non-Western countries. Scholars insist that the existence of EAP marginalizes the discourses, payments, and also experiences of non-English-speaking nations.

Despite criticism, however, it is more probable that English would remain the lingua franca of the academic community, as transforming the rules and also developing a new system could be pricey, unpractical, as well as disadvantageous. Especially, magazines of documents in L1 throughout the world could make lots of documents created beyond English-speaking areas to be inaccessible, unidentified, as well as marginalized. Even if, for instance, even if Mandarin- as well as Hindi-speaking areas, are large, inaccessibility of researches published on these languages can avoid lots of fields of science from developing. International interaction among academics from different countries could be paralyzed, as well as such events as global discussion forums or exhibits might go away.

The criticism of EAP and its discussion is easy to understand, yet, a radical change to this system might make the jobs written on the periphery marginalized even further, as no person would learn about them. As was seen earlier, English-speaking countries (e.g., the U.S., the UK, Canada) spend even more cash on research and development (R&D), scientific research, as well as

academic studies, which retains EAP as the main discussion for clinical English.

English for Occupational Purposes (EOP) is a 2nd significant branch of ESP that covers instances when students research study English for occupational goals. EOP is visually stood for in Figure 1. EOP is based on the particular communicative requirements of learners happening at the office within a specific professional context. EOP discourse covers a variety of different specialist sub-branches. The courses in EOP can cover profession-wide needs, for example, English for nurses or English for Accountants. Nevertheless, when the demands of students come to be more intricate, become more detailed, the training courses could separate in between a variety of objectives. For instance, an usual and also wide-spread course of Organization English might consist of such divisions as Settlement Abilities in English, English for Interaction with the Customers, English for Service Information, and so on.

The primary goal of EOP is to ensure that students might understand and use English language skills in their particular task or profession. In most cases, EOP training courses are arranged as on-the-job training. As an example, in manufacturing, numerous companies organize extensive EOP courses to aid the sales staff members in boosting their discussion abilities. In air travel, pilots, as well as members of the crew, receive specific EOP training courses to be able to interact with the guests, resolve

aviation-related concerns, and communicate with their global colleagues.

In some instances, EOP is part of the occupation training when future workers, for instance, would certainly need to interact with the worldwide customers (e.g., largely international, sales representatives, support centers). Overall, EOP could be divided right into English for Specialist Objectives (EPP) as well as English for Vocational Objectives (EVP), yet, these sub-branches do not have vivid details differentiators.

EOP has a set of necessary concepts that have to be complied with when organizing programs, which includes the following:

- Application of genuine materials to learn EOP, which need to be based on a detailed area or profession of learners;
- Study base of EOP has to be based upon the evaluation of corpus in relation to using academic texts for the learners' area of occupation;
- Language register has to be thought about worrying vocabulary as well as grammar that connects to the specialist area of learners;
- Knowing demands of students are determined based on the demands evaluation and also field of students' line of work; and
- Knowing method needs to adhere to the products and also curriculum by taking into consideration that the EOP is a learner-centered training course.

A few of the aforementioned principles relate to the entire ESP discussion, as this branch of English learning is learner-centered and also it focuses on the students' demands. Despite the fact that EOP has to adhere to every one of these principles, the educational program would certainly differ based on the specific work-related area of students. For example, a course of EOP for the company would certainly have a different educational program, instructional devices, and also discovering methods contrasted to EOP for bookkeeping. Learners could be both ELLs and also indigenous speakers. The key goal for organizing a training course of EOP for indigenous audio speakers is discovering certain terms, stylistics, and rhetorical framework of English within a specific area or career. In some instances, EOP is arranged as a different program in occupation training or tertiary educational institutions. As an example, colleges could present a program of business English as a part of a curriculum. EOP could be an off-the-job training course if candidates target boosting their professional skills.

In some cases, EOP is arranged at the country degree if it is interested in the improvement of global relations or mainlining specialist skills in the labor force. For example, as Qing (2014) confessed, office programs for English for Occupational Objectives (EOP) training are motivated at the degree of the federal government in China, which stimulates human capital development in the nation. EOP is an essential financial investment for the nation that targets to bring in foreign straight financial investment

(e.g., China) or a company that has an aspiration to expand to the global market. Even if huge businesses expand to non-English-speaking nations, they tend to maintain and also urge maintaining an excellent degree of English effectiveness amongst their workers.

So as in the case of EAP, the existence and also the importance of EOP shows that English has actually ended up being and stays the most typical language for interaction in the global field. While EAP continues to be the method for interaction among academics, researchers, as well as pupils, EOP has ended up being a powerful tool for service interactions and transactions in both English as well as non-English speaking countries. The appeal of EOP is another proof highlighting the hegemony of English languages and also discourse in the international community.

A global study of EOP by Kim (2008) reported on numerous cases of the significance of English in a specialist round. As an example, Kim (2008) found that a physician with Indian descent operating at the U.S. medical facility should be very educated not just in medical skills but additionally he needs to be capable of delivering a medical diagnosis to an American (English talking) client in an effective and also thoughtful fashion. An additional example explained exactly how a Korean staff member from a marketing division operating in a multinational cosmetic company needed to discover EOP to discuss her French manager of efficient means of coming close to Asian consumers; given

that they both learned English, this was the methods of their interaction (Kim, 2008). Each of these examples reveals a different application of EOP. Even if the celebrations are both non-native speakers of English, many of them choose to discover EOP for business-related communication.

As was pointed out earlier, such hegemony of English is criticized by several. Nevertheless, for a multinational firm that could run in a number of countries at the same time, it would be unwise and time-consuming to learn the language of each country where the business gets in as a result of the expansion. Examples given by Kim (2008) revealed that, for example, it is unwise for crucial workers operating in numerous countries at the same time to learn numerous languages. Maybe likewise, impractical for a theoretical Asian staff member to discover French to connect with the manager, as this skill would certainly require at the very least a year to discover, and also it may be non-transferable for this staff member's future jobs.

Yet, by discovering English with EOP training course, the very same Asian staff member can boost her credibility as an advertising and marketing expert and seek work in other multinationals. The objection to the popularity of EOP does not consider that the modern-day system of organization, profession, as well as a global partnership, could share ideas, exchange info, and preserve the entire system with the help of English as the major tool of interaction.

Subsequently, it is difficult to make a transformation around by substituting English as the means of business and also professional interaction with some other language. An attempt was made to create some type of a universal language (e.g., Esperanto), which failed at the same time due to its superficiality and also the absence of subtlety. Given that English has already come to be an unpreventable part of the organization and professional communication around the world, modifications to this system would certainly be unnecessary, taxing, and expensive. EOP is the communicational device for the professionals from various methods of the company. EOP training courses are established based on the needs analysis, which will be explained in detail in the following chapter.

Programs of EOP have to adhere to a particular structure to be taken into consideration effective for the needs of students. According to Rautenbach & Mann (2018), EOP educational program needs to consider specific factors to consider problems of register, category, as well as vocabulary or vocabulary. Register generally refers to the formal or informal kind of text, genre associates with the patterns of structure that identify one sort of message from an additional, as well as vocabulary element, implies that the course has to consist of specialized lexical knowledge that one of the most vital to students' communicative skills (Rautenbach & Mann, 2018).

The courses in EOP could be very hard and consist of specific vocabulary that needs to be learned by instructors. It is a lot more usual and also more suitable that EOP programs are instructed by teachers with knowledge or experience in a particular specialist area for which this course is developed. As an example, if EOP is organized for registered nurses, the teacher has to understand this field, being employed as a nurse, or have functional experience in the area of healthcare. The very same method could be applied to various other expert locations that utilize EOP.

ESP is a well-developed area of English language discovering and mentor for detailed learners. Its appearance is the result of globalization, advancement of international trade, technical improvement, as well as hegemony of the Western people. The appeal of English got to the level when this language became the primary method of communication amongst the experts, academics, scholars, business owners, organizations, and nations. Today, knowledge of English is almost required for those intending to work in huge multinationals, governmental companies, academics, scientists, students, and also professionals who work with worldwide partners.

As the evaluation revealed, ESP has two major branches, EAP and also EOP. EAP serves the needs of academics, pupils, researchers, as well as researchers by establishing the policies as well as assisting in interaction among them. EOP is the branch of ESP that concentrates on informing

those running in different specialist fields and businesses as a whole. Both of these branches specify the needs of their students as well as the field where they function. Both of these branches were established as a reaction to the requirement of a universal language that would certainly allow communicating, sharing details, and also trading knowledge. ESP is the subject of adjustment as well as constant development, which would permit it to advance and comply with the altering nature of service, scientific research, as well as trade.

The major objective of TBLT is the conclusion of purposeful jobs during the knowing procedure. This strategy calls for an authentic application of language in order to ensure meaningful communication. This strategy was first developed by an Indian Scholar N. S. Prabhu that proposed a range of various jobs where trainees needed to discover the language with the conclusion of these communicative jobs (Zhao, 2015). Later on, this method was confirmed to be effective in 2nd language purchase courses, as it offered an efficient language setting based upon real-life interaction scenarios.

One of the main advantages of TBLT is its versatility to any type of language finding out purposes, as the educator has the possibility to make the tasks that will certainly fit the first functions of understanding. For example, if educators develop a job for the English Business training course, they can select ideal vocabulary, consisting of a scenario that can be encountered in the company, as well as propose

the circumstances that will be relevant today. In this fashion, trainees will find out brand-new vocabulary in Business English, they will certainly practice its use in the substitute setting, and they will preserve brand-new information better because the job was established by thinking about the contemporary setting.

TBLT is just one of the Communicative Language Teaching (CLT) strategies. CLT took into consideration that the purpose of second language purchase needs to be based on communication instead of on mindless memorization of some guidelines (Huang, 2010). Therefore, CLT replaced a previous training method that saw language as a structure or specific concept. CLT recommended a functional method to language understanding as well as its use. Therefore, TBLT came to be a meaning-focused strategy where students are able to learn under communicative scenarios (Thompson & Millington, 2012). In other words, trainees have to concentrate on the definition of their articulations as opposed to the regulations of a target language that build them.

This training method recommends an extra appropriate technique for the pupils, as they will certainly have the ability to make use of the very same vocabulary as well as discussion in real-life interaction scenarios (Hashemi, Azizinezhad, & Darvishi, 2012). As an example, in the Organization English course, the teachers can establish a job that imitates practical negotiations between partner companies, communication between clients and also a

sales representative, or the communication between a secondary and an exec. Each of these interaction tasks will certainly simulate a real-life circumstance that can happen in the company, give necessary vocabulary, and also permit the trainees to exercise their language abilities.

In addition to the flexibility of TBLT, this method is especially practical. Especially, TBLT counts on the Purchase Theory recommended by Stephen Krashen, which indicated that language acquisition requires correct interaction in the target language, which can be achieved just by all-natural interaction in between the students (Guo, 2018). This theory stressed the significance of the message created by the speaker instead of the form of this message (Guo, 2018). At the same time, both Purchase Concept and TBLT do not reject the value of discovering grammar or vocabulary, yet, the main focus remains on the advancement of purposeful communication articulations as opposed to discovering the collection of rules. For instance, according to the study carried out by Sun (2015), application of Krashen's concept in the Service English course makes the best use of the approval of language outcome, develops an effective knowing atmosphere, as well as accumulates the excitement of the trainees.

TBLT can be taken into consideration as a debatable approach to language knowledge, particularly when it worries the 2nd language purchase for learners who have a fundamental degree of English effectiveness or do not speak this language whatsoever. In this case, TBLT can be

made use of only as an additional learning method. This technique will certainly be better for the ESP program, especially when it is offered to grown-up students.

TBLT suggests a powerful learning setting that supplies the pupils with suitable as well as useful discovering conditions. As a result, the trainees that have to find out certain vocabulary, discourse, as well as articulations will be surrounded by the conditions that will encourage them to exercise this understanding. The basis of TBLT is the development of an effective and rich setting for the trainees, where they receive process-oriented feedback, use speculative knowing, and also guarantee safety and security (Robertson, 2014). Throughout the training course, the teachers offer meaningful tasks that focus on the specific discussion of the program and think about the rate of interest of the pupils. Throughout the entire program based upon TBLT, trainees have the ability to complete communicative tasks with the assistance of teachers, their peers, as well as invited specialists. As an example, training courses that rely upon TBLT have a tendency to welcome native language audio speakers or specialists from specific fields that can allow students to exercise their communication skills much better.

This framework allows students to practice their communication skills in the substitute target language atmosphere, which is especially valuable when students do not have a chance to interact with indigenous English learners regularly. For example, if a Business English

program is developed for the pupils who live in China, they seldom have an opportunity to connect with the target language audio speakers. Thus, the application of TBLT will certainly be especially valuable for them in terms of practicing English talking skills. Nonetheless, it is impossible to put simply the trainees into communication circumstances without preparing them for the tasks. As Cole, Laurent, & Stocco (2013) concur, learners need to be planned for the quick instructed task learning, as the human brain can run quickly only when it goes through preliminary training in a specific job. Pupils are unable to start completing communicative tasks if they are not accustomed to the discussion, ideal vocabulary, and appropriate articulations.

Consequently, TBLT has a well-defined structure that specifies the actions that trainees have to go with during the lesson. These procedures consist of pre-task, task, preparation, report, evaluation, and method. Pre-task is the very first step in TBLT discovering process. Now, instructors offer a quick introduction to the topic of the lesson and give comprehensive guidelines of what pupils have to accomplish in a detailed task. It is also feasible to remember previous understanding offered during the previous lesson. The pre-task phase may consist of technology-based instructions, where the educator uses video clips, distinct material, or multimedia to describe the task. At this step, trainees prepare for the task, familiarize themselves with the directions, and prepare the activities with their peers (if it is a group-based task) (Calvert & Shine,

2015). The following stage calls for the trainees to finish a job, which is normally made for sets or small teams. TBLT approach calls for the educator to urge as well as monitor trainees' actions.

The following stage needs planning. During this stage, learners establish a short dental or written report that describes their reflection on exactly how they or their peers finished the job. This is a student-led step, yet, the teacher is available for all students if they require suggestions. After, the pupils read their reports to the course, with the teacher checking their actions. At this phase, it is feasible to present peer-based analysis when various other students respond to the reports. The trainees need to analyze their progress, where they find out intriguing functions in the texts of the reports (Calvert & Sheen, 2015). Finally, the evaluation phase is teacher-led, as teachers offer an in-depth assessment of trainees' progress by highlighting the areas that require additional practice. At this stage, trainees may associate with practicing the facets stated by the educator.

The procedure of finding out within the TBLT structure calls for completely organized activities that will aid trainees to preserve the brand-new details much better. Educators, however, need to plan for the lessons ahead of time to provide all needed materials and adhere to the moment limitations of the lesson. The process of TBLT (Number 2) advantages pupils by educating them to notice their

mistakes and the mistakes of their peers, which can be useful for self-reflection functions.

The framework of TBLT actions can be changed depending upon teachers' objectives as well as the objectives of the lesson. As an example, if an instructor intends to prepare a mock-up organization purchase arrangement, the pre-task action has to be given before the lesson for the trainees to prepare (Lee, 2016). The report stage can be avoided, as well as analysis can be incorporated with technique. TBLT is versatile sufficient to offer the teachers the options of how to design their lessons. Generally, TBLT suggests a well-structured structure that assists students in finding out the target language in a productive atmosphere surrounded by communicative circumstances.

As it was seen earlier, TBLT is a controversial method that has its benefits and drawbacks. One of the primary facets of debate is its different approach to language acquisition that is based upon interaction and practice. The emphasis is moved from the structural understanding of language, which can develop particular obstacles for knowing. At the same time, TBLT is a useful approach of mentor that can help students to learn the language in a much more efficient setting where they will certainly be surrounded by the target language. The benefits and also disadvantages of this mentor technique have to be thought about prior to it is applied in practice. Whether the teachers think about utilizing TBLT for the ELLs (English language students) with the fundamental level of efficiency or they will use it for the

Business English program, the options and limitations of this approach need to be articulated.

In a TBLT-based classroom, trainees have the ability to practice the language in the natural context, as the instructor's style language situations that include relevant vocabulary and also use real-life circumstances to exercise it. The pupils are able to get even more varied exposure to the target language in TBLT compared to other methods (Ahmadian, del Pilar, Mayo, & de Gruyter, 2017). For instance, in a Company English course, the pupils would have the ability to discover an area-specific series of lexical phrases, utterances, words, collocations, and also communication patterns. TBLT makes the best use of the exposure of pupils to communication scenarios that permit them to talk English regularly (Ahmadian, Del Pilar, & Mayo, 2017). It is a powerful communicative method where learners can spend time connecting with each other or their educator. Because of this, trainees could be prepared to apply their expertise in practice right after completion of the course. Finally, TBLT is focused on motivating the trainees as well as encouraging their development with meaningful comments, support of instructors, and also self-reflection.

TBLT boosts the growth of spontaneous interaction among ELLs. Given that students are motivated to use any kind of grammar or language they know, the pupils overcome the preliminary psychological obstacle of using the international language, and they establish self-confidence

that helps to develop spontaneity (Ganta, 2015). At the same time, when students overcome their concern about using a new language, they boost their automaticity by showing more table efficiency and efficiency. The students increase their vocabulary, as the instructor can create different tasks by using TBLT and consist of new words in the assignments. This strategy also develops a basis for experiential understanding. Specifically, the students gain prompt individual experience, which comes to be a beginning factor in this strategy (Ganta, 2015). As a result, trainees improve their speaking abilities quicker and discover vocabulary better, as their understanding is reinforced by direct exposure to the language setting as well as technique.

Finally, one of the extra advantages of TBLT is the support to utilize the target language. In many cases, pupils that originate from one more nation tend to utilize their indigenous language to connect with their members of the family as opposed to utilizing the target language. This is a typical phenomenon, yet, it creates a barrier for language purchase among ELLs. This mentoring approach suggests the trainees optimize their direct exposure to the target language and overcome this obstacle. TBLT helps to spend more time speaking English despite the fact that the interactions are generally carried out in the supposed simulated atmosphere. Pupils have the ability to practice English in the circumstances comparable to real-life ones.

Despite the fact that TBLT provides a lot of benefits for the instructors and students, this strategy produces specific difficulties for both of these events. To start with, the problem of the jobs can miscalculate their functional value for some students. In most cases, students have various levels of English effectiveness, as well as the difficulty of the tasks is normally difficult to get used to every student in the class (Butler, 2011). TBLT is an adaptable technique permitting educators to develop a selection of tasks, yet, identifying their degree of difficulty could be troublesome (Walker, 2017). Some tasks could be as well challenging for pupils, as well as, therefore, they can fall short of acquiring the initial instructional objective. Because the whole procedure of finding out within the framework of TBLT is based upon task conclusion, certain components of these jobs might not be transformed.

Another major obstacle is the efficiency of a teacher. As Yen (2016) acknowledged, instructors' proficiency in the foreign language needs to be specifically high, which makes it nearly impossible to utilize this method in non-English-speaking nations. In order for the jobs to be completed successfully, this strategy needs to be instructed by the native-speaking educator with experience with the version of TBLT (East, 2016).

This drawback is strongly connected to an additional flaw of this technique, such as the credibility of the task. It was pointed out previously that the tasks need to look like real-world scenarios in order to assure the exposure to English

as well as practical efficiency of this method (Powers, 2008). If the educators lack experience in the real-life scenarios that they want to imitate, the jobs will certainly be ineffective (Harmer, 2007). As it is impossible to understand a fact with photos, it would be in a similar way difficult to gather real-life experience via simulations. For instance, if the teacher has restricted experience in the business environment, their ability to mimic this environment will be useless.

However, the significant downside is the absence of a clear and also measurable outcome, which makes TBLT testing execute in, for instance, public colleges. The results of the task may vary from the initial goal created by the educator as a result of the method. The result of any task relies on such variables as the contribution of each learner, the job itself, as well as the conditions under which this task is finished (Rodríguez-Bonces & Rodríguez-Bonces, 2010).

As the trainees could alter the practice during the completion of the job, the outcomes could be challenging to predict. This problem is connected with the etymological shortage of the approach in the event when the learner has only a standard degree of effectiveness. TBLT is a communicative technique where students have to be able to talk. If the trainee has actually restricted knowledge of the target language, they would certainly not be able to complete the job (Erlam, 2015).

Subsequently, TBLT could be utilized just for the students that currently are able to speak English at least at the pre-

intermediate level. Generally, TBLT is a specific technique that would certainly not be handy for all trainees.

Although that TBLT has particular imperfections and also restrictions, it can still be used in business English training courses if educators think about the qualities of this strategy. Service English course is generally organized for grown-up students that already have more than Standard English effectiveness. As Guiyu & Yi (2017) admitted, a Business English mentor has an objective to establish trainees' ability to examine as well as solve troubles, master their comprehension, and also stimulating students' company practical skills. Service English course is not just about finding out vocabulary that relates to business round.

The students have to have the ability to run within the English-speaking company setting. This job will certainly need the knowledge of organizational culture and Western society, the policies and practices of doing business in this region, and also have the ability to communicate with the indigenous speakers on the related subjects (Douglas & Kim, 2014). Considering that TBLT is normally carried out for the students who have a particular degree of English proficiency and they need substantial direct exposure to the English-speaking atmosphere, it is possible to use this technique by considering its benefits and also preventing the restrictions (Stark, 2007). Subsequently, using TBLT can profit students and educators.

Organization English training course can gain from the TBLT method with the opportunity to prevent its restraints. Particularly, this technique recommends the instructors make the jobs thinking about the program's content. TBLT offers a possibility to create business-specific tasks for the pupils. As an example, the instructors can ask the pupils to prepare an advertising advocate for an existing product by utilizing a large-group strategy where all students join the task (Han, 2014). An additional means to develop a business-related task is to ask the pupils to take part in a substitute forum where they will offer their products. The educators can make use of any kind of business context to create a real-life circumstance. This is the primary advantage of TBLT for the English business program.

Application of this method can be very easy for the educators in the program if they familiarize themselves with the main stages as well as the framework of TBLT (Figure 1 and 2). As it was seen earlier, instructors can skip or merge particular actions if the job features require them to do so. Additionally, as Herraiz-Martínez (2018) suggests, it is feasible to use TBLT in conjunction with various other instructional approaches to improve, for example, grammar in the students. Especially if the students in the Business English training course are fighting with grammar or have extremely reduced proficiency of talking skills, TBLT can be applied as an extra structure that enhances the communication abilities of the learners (Ellis, 2003).

Various other strategies can include standard academic methods of teaching English. Likewise, Anderson (2002) recommends using assimilation and application jobs within the TBLT framework in order to provide the student an opportunity to use new understanding as well as use brand-new concepts. This strategy allows using a variety of different tasks in business English courses and aids pupils to practice business English vocabulary in scenarios that could happen in the real world.

Furthermore, it is very advised to utilize different tasks throughout business English training course in order to prepare pupils for any type of situations in their future career. For instance, the study by Chan (2013) made use of such jobs as a social event, reducing expenses, outsourcing (in the exact same culture and also intercultural). As the results of this research study exposed, the participation of trainees taken full advantage of, their motivation enhanced, and also they wanted the activities despite the fact that two tasks were rated as challenging (Chan, 2013).

One more application of TBLT is additionally possible if the instructors consider the qualities of the class. As an example, Fanaee (2014) utilized this strategy to teach the students junctions, which verified to be effective with the pupil's interaction and passion boosted during the process of discovering too. The program can make use of TBLT in a range of ways and use it to show trainees exactly how to interact successfully in the business setting.

The application of the TBLT in the Business English program can be understood in training specific topics. For instance, Li (2013) recognized that TBLT is a handy strategy when educating trainees on business translation. As the research disclosed, this technique transforms the emphasis from showing to discovering, actively entails trainees in the translation process, develops chances for reflective practices, and also promotes translation proficiency among learners (Li, 2013). Another execution of this approach in a Company English training course can relate to the discovering of the target society, as this approach can include any kind of web content in the tasks (Ahmadian, 2016).

In general, it was confessed that TBLT could be seen from the socio-cultural point of view since the method stimulates energetic interaction amongst all learners and enables to involve the students and teachers from various cultural histories (Seyyedi & Ismail, 2012). As a result, trainees can practice their language abilities in a varied setting with peers from different cultures. Usually, an Organization English training course includes pupils from various countries, and also the use of TBLT can assist the instructors in combining the group and advantaging each learner separately.

At the same time, this learning approach can be utilized for trainees from one society, which can be even less complicated for educators. Specifically, according to Oxford (2006), TBLT can be quickly used in the Oriental

context, as this society is oriented towards the neighborhood, interaction, as well as growth of an excellent connection with the business companions. As TBLT promotes communication abilities and is based on finding out how to engage with individuals by using a group-based approach, this approach of teaching would certainly be simple to use in the Asian context (Oxford, 2006).

The Business English training course can be made for the pupils from Eastern countries too, yet still, several types of research concur that the teachers need to be either indigenous speakers or have a really high proficiency in English. Superficially, according to Shaoqian & Baoshu (2011), TBLT is a valid mentor technique in China, although the research study admitted that the regional instructors lack the sensible knowledge in using it, which generally reduces the effectiveness of this approach. It was pointed out earlier that the application of TBLT needs instructors with high proficiency in the English language and also, preferably, with the sensible experience of executing this approach of mentor in the classroom.

In addition, the study conducted by Hu (2013) recognized that the teachers perceive TBLT differently, as their mindset towards this strategy varied from adverse denial, passive approval to the enthusiastic application. Such a mindset in the direction of TBLT can show that the application of this approach for the Trainees can be made after the teachers obtain needed training or exercise it in a

number of settings. Absence of understanding concerning this approach and the limited opportunity to practice it can cause a lack of confidence in the direction of this approach of a mentor.

As the study by Zhu-Xiu (2016) recognized, ELLs ranked TBLT greater than other approaches by suggesting that they had the ability to improve their efficiency in language skills much faster. The positive results show that TBLT is valuable for pupils who want to enhance their speaking abilities and communication capacities in the English-speaking context. As it was noticed earlier, the main problem of the application of TBLT is the proficiency of the instructors who utilize it in the classroom. If the course of Service English has a teacher, who talks English as an indigenous language, the students will benefit from it. At the same time, it is essential to keep in mind that a person of the drawbacks of this training approach is a possible inequality in between the viewpoint of a teacher and the understanding of the task by the pupils. As a result, the instructors need to be familiar with the social history and the degree of efficiency of each student to obtain great outcomes.

The effectiveness of TBLT for Pupils can differ depending on the personality of the execution of this method. Specifically, research conducted in Denmark among learners recognized that the use of TBLT benefited pupils in terms of improving engagement, creating more possibilities for speaking, lowering students' anxiety

substantially, as well as raising their enjoyment (Bao & Du, 2015). At the same time, teachers utilizing TBLT are confronted with such problems as the absence of enunciation technique, inability to stabilize the learners' various degrees of effectiveness correctly, and absence of proper directions (Bao & Du, 2015).

TBLT can be supplemented with various other approaches to profit the trainees and also get rid of or lower the constraints of this technique. Particularly, Zheng & Borg (2014) recommended supplementing using TBLT with the conventional training of grammar amongst the Trainees, as the scientists experienced a problem with limited understanding of English grammar among this cultural group of trainees. It is clear that TBLT is not a universal method that can replace typical methods of training as a result of its structure.

Business English training course for Trainees can have extra lessons in grammar for those that have troubles in this matter. Yet still, as Zheng & Borg (2014) proposed, TBLT-based lessons can be supplemented with the tasks that seek the training of grammar or sentence structure. A failure of instructors to see the problem and also use TBLT as the global technique in business English training courses can cause strong speaking skills among students, yet, other expertises can remain undeveloped.

Liu & Xiong (2016) recognized that instructors that make use of TBLT in international language context confessed that this method lacks universality and also it can be utilized

in teaching interaction skills, new vocabulary, complex articulations; yet, the class should have a small number of pupils, the educators need to obtain effective training, as well as the TBLT technique has to be utilized as an added approach of teaching. These outcomes serve as support of an idea created earlier. Specifically, TBLT has to be carried out in the foreign language context as the added teaching technique, or it needs to be supplemented with other approaches of a mentor.

ELLs usually hold the same traditions and also often tend to follow them when they go into an additional country. As it was seen previously, Students can deal with minimal direct exposure to the English-speaking atmosphere. In most cases, they have a tendency to talk in their native language at home and have the ability to connect in English just in the classroom. This uniqueness limits their capability to learn English correctly and also achieve their academic objectives much faster. If the Business English program uses TBLT that takes full advantage of the exposure of students to the English-speaking contexts, Pupils will benefit extra from this training course. As Bao & Du (2015), as well as Zhu-Xiu (2016), identified, pupils delight in the social element of TBLT, as it enables them to communicate with their peers as well as accomplish results much faster. Society motivates interaction within their team, and also making use of a Company English training course that enables them to increase their communication with others will be positively perceived by this trainee group.

Trainees are rather enthusiastic in regards to their discovering, which can be targeted by TBLT as well. Especially, TBLT needs the conclusion of the jobs in the class by supplying clear and also succinct needs to the jobs, assisting the pupils in engaging even more throughout the class, as well as even compete with each other. The educators can utilize TBLT as the approach of developing the contending atmosphere among the groups, which will enhance the benefits from the application of this approach of training. The pupils will certainly be extra determined to discover and accomplish good results if their educators develop jobs that consider the cultural background of the learners and also make sure that they are familiar with the framework of TBLT lessons.

TBLT is a Communicative Language Training (CLT) method that enables the trainees to communicate with each other in a language-rich setting. This approach needs the growth of jobs according to a detailed structure that ensures students' understanding of the tasks as well as the academic goal. TBLT is an effective mentor strategy with many advantages that include direct exposure of students to the target language atmosphere, enhancement of automaticity, advancement of sensible abilities, renovation of details retention, as well as an increase of inspiration.

Nevertheless, this approach has certain disadvantages, such as the complexity of the tasks, the inability to implement it for the students with the Fundamental English level of proficiency, the absence of quantifiable end results,

and the availability of very professional educators. In addition, TBLT is concentrated on the development of interaction abilities, and it can do not have the possibilities for the improvement of various other language proficiencies. At the same time, the educators have to use this method with care as well as after detailed training. The instructors can supplement TBLT with other mentor techniques to take full advantage of the advantages of the Business English course and also attend to the limitation of TBLT.

The major objective of the ESP training course is to concentrate on the detailed needs of students. When educators develop ESP programs, they need to think about language, skills, and also genre-appropriate web content when applied to particular learning tasks for pupils. Often, yet not always, ESP training courses are created for adult students. ESP is shown to homogeneous team learners who seek the growth of their details abilities in terms of vocabulary and also stylistics, although not regarding language efficiency. The primary objectives of ESP teachers are to figure out certain students' requirements, identify the styles that students need to create and take part in, in addition, to assess if students might efficiently take part in these activities and demonstrate established ESP skills.

Generally, ESP is an overarching location that includes a collection of mentor methods, strategies, methods, and also structures. ESP makes up a huge pool of knowledge,

info, as well as sources that need to be manufactured right into a structured collection of academic and also sensible products. ESP covers training and also finding out techniques of English as a 2nd or international language, which would certainly be specific to each genre or technique where it is carried out. While ESP has a particular resemblance to the framework of mentor English Language Learners (ELLs) in terms of general literacy and efficiency, it additionally has a set of particular attributes that differ drastically from the general education training courses.

This study targets assessing English for Details Purposes (ESP) in the historic, academic, as well as sensible domains in order to synthesize available info on this subject into an understanding and also succinct material. Among the goals of this paper is to give referrals for more advancement of ESP as a subset of English shows based on the analysis of existing theory, literature, and evidence. This study additionally has the objective of checking out the advancement and evolution of ESP throughout the background as well as identifying the current place inhabited by ESP.

English for Details Functions (ESP) is one of the most well-established mentor frameworks in English Language Mentor (ELT). ESP has nearly 50 years of study and also method as the primary basis, which made it the most crucial language teaching method in scholastic as well as workplace setups. At the same time, it is customary to determine the 1960s as the foundation years of ESP; a

comprehensive evaluation of ESP's history performed by Ramírez (2015) indicates completion of World War II as the years of origin of this structure. ESP's appearance in those years is clarified by the demand to communicate among nations at the worldwide level in terms of organization, business, and safety, which made English the new "lingua franca" of the globe (Ramírez, 2015). Cross-cultural interaction was especially essential at the end of World War II as well as in the post-war duration, as lots of nations were economically ruined, and the world needed a fast restoration of production, economic climate, as well as the development that could be achieved with the help of worldwide trade.

Nevertheless, even more intensive growth of ESP was observed during the 1960s, when the modifications in the world's markets, a surge of worldwide trade, and also technical progress required the expertise of English. According to Johns (2013), ESP was created as a response to the progress in the international economic situation, which boosted technical advancement, the increase of the oil-rich countries, raised wheelchair of people, and a rising variety of worldwide pupils in English-speaking countries. As Ramírez (2015) confessed, the global neighborhood understood that learning English was critical for the modern-day globe, doing business, and general development. During that time, English had actually become not just the medium of international interaction yet also the methods of knowledge transmission in scholastic as well as academic circles.

When instructors recognized that ESP has to have various techniques of training and knowledge, it was originally suggested to teach semi- or sub-technical vocabulary to learners along with general language knowing (Johns, 2013). While this approach in training particular English was viable by concentrating on useful lexis, this technique was concentrated primarily on the type as opposed to explained just how to incorporate the specific vocabulary as well as how to make use of these words in the context (Johns, 2013). However, at the beginning of the 1980s, teachers recognized that such a strategy to ESP was counterproductive.

The new approach to ESP was initiated by the Washington Schoolwork and the study of Tarone et al. (1981), who refrained from generalizing concerning the attributes of the particular language throughout style, but they focused on attributes of clinical prose and certain syntactic voice utilized in different disciplines. For example, Tarone et al. (1981) checked a theory supposing that features of certain grammatic attributes impact rhetorical decisions within a narrow location of astrophysics. This research targeted at examining if the language of narrow-range discipline had specific functions in terms of sentence-building, rhetorical decisions, and also grammar as a whole. In this fashion, the research study revealed that ESP should have a discipline-specific technique that would certainly consider its etymological specificities.

This was the time when ESP became a more directly specified framework of English training and understanding. Considering that the very early 1990s, ESP began to establish in the means, scholars know it today. Experts as well as theorists targeted at increasing the activity's perspectives by distinguishing ESP from the community of general English knowing. ESP focused on the communicative relevance of discussion rather than lexical and grammatic qualities of English (Maleki, 2008). The introduction of the journal *English for Specific Purposes* intensified the development of ESP as a different field and raised the variety of subjects in which ESP was assessed (Salmani-Nodoushan, 2020). The introduction of studies beyond the English-speaking nations in the field of ESP revealed that it had actually gotten international acceptance as separate self-control. It had become crucial for instructors teaching ESP to possess a more detailed and also much deeper understanding of the texts' contexts and genre-specific vocabulary. As a result of a transformed viewpoint on the matter, ESP has ended up being a much more detailed as well as concentrated framework of mentor as well as knowing.

Meaningful learning is among the primary aspects of ESP education. When trainees unify their curiosity as well as experience with new ideas, they have the ability to remain inspired and interested in the process of learning. As the method to education and learning has developed over the years, and also the knowledge does not only suggest learning by heart the valid expertise, the teachers began to

elaborate an extra effective method to training learners. The strategy of purposeful discovering is especially pertinent for ESP education because it was disclosed that learners have a tendency to learn through ESP courses due to the lack of purposeful strategies in this field. Such techniques as memorization, rituals, and also hints added substantially to the lack of positive lead to ESP in students.

Subsequently, in order to solve this issue, it is much more effective to make use of meaningful knowing that needs the link in between the students' passions, experience, motivation, and the ESP itself. In general, I believe that the teaching of ESP needs to be bound with the technique considering that all understanding the pupils obtain in school needs to be applicable. Today, professionals highlight the value of applicability and also real-life knowledge as well as skills for the trainees in order to prepare them for university and also future professions.

To start with, all the trainees in the class have to participate in the process of discovering proactively. For example, Klein (2000) suggested utilizing the self-conceptualization approach where students learn more about power procedures in the classroom as well as their identity as prospective numerical beings. By utilizing this poststructuralist method, it is possible to produce a multifaceted connection between the power/knowledge, identity, as well as procedures in the class (Klein, 2000). The instructors have to deal with the aspect of enablement in the class in order to guarantee the involvement of all

students by giving them the power to choose. For example, if the teachers supply the trainees with the power of control to some degree during the lesson, it will certainly be feasible to help them to comprehend ESP principles much easier. The main barrier to discovering as well as succeeding in ESP amongst trainees is the anxiety as well as the suggestion that this topic is as well complicated. If the educator establishes rules and also demands all students to follow them straight, it is inevitable for those that require even more time and various approaches to understanding.

As a result, discovering has to be closely linked to modern-day life and also the setting. As an example, by consisting of modern innovations in the process of understanding and also teaching pupils to finish practical tasks, the ESP training approach will be much more meaningful. Particularly, such tasks as tests that entail mobile innovation showed to be extremely efficient, as they show the pupils ESP in the environment. As it was confirmed by Cahyono & Ludwig (2018), the participation of modern mobile technology in the process of knowing promoted the students' passion as well as inspiration to discover great, as the tests made use of throughout the experiment contained real-life understanding. It is counterproductive to show pupils how to count, fix difficult projects, as well as teach guidelines with no link to real-life scenarios where they will call for ESP understanding.

The future mentor needs to be a quintessence of numerous aspects, consisting of meaningfulness, functionality, and relevance of ESP education and learning. ESP education and learning need to be much more deliberate as well as routed by establishing efficient strategies to solve the ESP problems. (Newbury et al., 2015). I consider that the future mentor of ESP has to implement real-life understanding and also boost such tasks as simulations, research-based tasks, and investigations in order to promote the growth of logical as well as critical-thinking abilities in learners. An additional strategy that has to be included in the discovering of ESP is interleaved method, which requires the teacher to reposition certain parts of the assignment by consisting of various sorts of troubles in an interleaved order (Rohrer, Dedrick, & Stershic, 2014).

This technique offers the students a chance to select a correct method for addressing the issue through the application of a thorough analysis of the project. This technique will give the students with partial control over there knowing as well as the procedure of resolving ESP issues. While accurate knowledge and also an understanding of standard ESP methods are required, the students have to be able to apply them properly. For that reason, the theoretical understanding given in the class needs to be applied in practice.

As it is considered that the tasks need to be functional and also linked to real-life problems, the task that will involve a number of subjects will be one of the most useful for

trainees. For example, the task for the 6th grade can involve the exploration of such properties as solar panels, their role in the atmosphere, and also their capacity as the substitute of the typical forms of energy. The trainees will certainly be offered acoustic and aesthetic products that will consist of 3-D simulation images and also video clips of a huge terminal run with the help of photovoltaic panels. The major goal of the trainees will certainly be to determine the quantity of greenhouse gas they gather, the ability of the station to power the nearby houses. The trainees are offered the proper values revealing the possibility of solar panels as well as the capacity of other properties that add to the exhausts. The size of the panels and also their amount in the station will be offered as well. This task will have to be completed in stages, and it can be a group-based task, where the pupils try to address the issue by team effort.

This kind of task will offer significance for the students, as the subject of environmental sustainability and also alternate energy sources are specifically relevant. The job is connected to real-life knowledge, and also it is educated by following a typical concept by starting from the most basic task, like counting the number of panels on the picture and remaining to extra intricate jobs. This will certainly provide control over the understanding setting as well by preserving the environment of partnership, energetic engagement, and also students' enablement. The teacher will need to check the knowledge as well as

assisting the students throughout this process throughout the whole assignment.

Experiential Learning Concept (ELT) focuses on learning through energetic activity. By using ELT, students are promoted to learn through helpful experiences, which would certainly help them in maintaining brand-new understanding in addition to recall ideas (Roberts, 2018). ELT was created by David Kolb in 1984, which he based upon works of popular scholars, such as John Dewey, Kurt Lewin, as well as Jean Piaget (Leal-Rodríguez & Albort-Morant, 2019). Kolb conceived 6 phases of ELT.

ELT enables pupils to take a look at the external globe via energetic experience, developing a connection, creating expertise, sharing it, as well as additionally, finally, reviewing it (Leal-Rodríguez & Albort-Morant, 2019). According to ELT, an effective student gets a new understanding by experiencing the cyclic experience that includes these six approaches. ELT is an adaptable concept, which asserts that learners enter this cycle at any kind of phase as well as continue developing understanding. The adhering to chart reveals the version of experiential knowing:

ELT advertises valuable types of finding or hands-on discovering, which largely allows trainees to get a new understanding by doing. A variety of examples of the tasks using ELT as a basis consist of taking students on an exploration to discover nature, pets, natural sensations, real-life procedures. One more instance is broadening a

backyard in addition to students that would definitely learn more about plants as well as treatments associated with the procedure of their advancement. ELT stresses the need for scholastic treatment to be meticulously linked to practice. By creating an atmosphere where youngsters could learn through experience, instructors enable them to use their knowledge in the real-world context. ELT boosts team effort, partnership abilities, along with socialization amongst trainees (Voukelatou, 2019).

During the discovery process, children have completely different along with distinct experiences. Especially, each lesson calls for that a student's concerns; processes apply, remembers, and also maintains new directions and concepts. To maintain the reliable assumption of instructions, educators need to stay in the moment as well as check out pupils' understanding of new ideas to wage the lesson and additionally carry out challenges for trainees.

According to Abdel Meguid & Collins (2017), comprehension of brand-new guidelines is enhanced when teachers concentrate on the private student. By finding each learner's feedback to coach methods, teachers can check as well as also ensure that finding treatment is conducted accordingly. In numerous situations, a loss of a training min can wind up being important for specific students preventing them from memorizing and likewise keeping brand-new understanding.

The term 'seeing' describes the basic monitoring that individuals make. However, instructor seeing explains the teachers' tracking of the pupils' actions throughout the instructions along with acting presently to improve the knowing experience. There are two primary procedures concerning instructor discovery. The two procedures are called attending to certain occasions in a training setting and additionally making sense of occasions in an educational arrangement, among the instructors seeing relevance in improving the teachers' cognitive strategies. Via working out expert observing, the educator can enhance their important monitoring, analysis, decision making, as well as additionally ultimately replying to the pupils' internal as well as outside habits.

In John Dewey's (1904) prominent paper on "The Link of Concept to Practicing in Education and learning as well as learning," he presented numerous principles connected to teacher seeing. Among the bottom lines is the distinction between the student's interior along external interest. Additionally, just how much is the teacher making a note of the pupils. Do they normally remembering the students' activities or their reasoning and likewise understanding?

Drunk of the child research study activity in addition to in the early 20th century, the teachers were motivated to observe the trainees' behaviors intensively. Later they were called to make choices along with tasks based on their noticing of the students' routines. It was presented the discipline of observing, which gives clear limits between

specialist noticing along with day-to-day noticing. He kept in mind that an organized method of specialist teacher seeing would contribute to enhancing teachers' educational strategies.

Study studies acknowledged that seeing students' understanding experience can be completed by making use of numerous types of expertise, consisting of a subject, general pedagogic, and likewise content understanding (Schoenfeld, 2008). By utilizing various locations of knowledge, the trainers are able to remain in the moment, in addition, to make sure that students' knowing experience is made the best use. As an instance, the trainer can make use of the knowledge of a thorough based on review students' perceptions in addition to the retention of brand-new material.

By observing the responses of kids to brand-new understanding in a particular topic, it is practical to stay in the minute as well as additionally see how students learn. Schoenfeld & Kilpatrick (2008) recommended teachers react to pupils' queries, which will certainly happen the main sign of the learning experience. As an instance, some trainees did not comprehend the interpretation of a particular principle. By asking the instructor, they would show that they ran into a barrier at a specific minute. In this instance, teachers that stay in the min can react promptly to the questions along with straight trainees to a far better understanding of this subject.

English for Specific Purposes (ESP) is a subgroup of English as a second language, which refers to a learner-centered strategy to teaching English. ESP concentrates on establishing communicative competence within a details self-control, for example, company, bookkeeping, academics, teaching, or IT. It is vital to distinguish ESP from basic language training courses that focus on the advancement of total English proficiency in English. Rather, ESP is made to address the detailed requirements of students, educate pertinent subjects to detail self-controls, make use of discipline-specific products and directions, foster cultural recognition, establish intercultural knowledge, as well as suggest intermediate or greater degrees of English language training (Paltridge, 2013).

Previously, the training of ESP was primarily encouraged by the need to engage throughout languages in expert locations like innovation or commerce (Paltridge, 2013). Today, ESP took care to expand its framework by including such subsets as English for academic purposes (EAP), English for occupation objectives (EVP), English for occupational objectives (EOP), English for service functions (EBP), English for legal functions (ELP), English for medical purposes (EMP), and also English for sociocultural functions (ESCP) (Belcher, 2009). The development of a range of various branches of ESP is proof of the consistent development of ESP as a part of English as a foreign or second language.

The major function of the ESP program is to focus on the certain requirements of learners. When instructors create ESP training courses, they have to take into account language, skills, and genre-appropriate web content when applied to certain learning activities for pupils. Often, yet not constantly, ESP courses are established for adult learners. ESP is shown to uniform team learners who look for the advancement of their specific skills in regards to vocabulary and also stylistics, although not concerning language efficiency. The primary goals of ESP instructors are to establish details of learners' demands, acknowledge the genres that pupils need to produce as well as participate in, examine if students can effectively take part in these tasks, and also show established ESP skills.

Overall, ESP is an overarching area that consists of a set of teaching methods, techniques, strategies, and frameworks. ESP comprises a big swimming pool of knowledge, information, and sources that have to be manufactured right into an organized set of academic as well as useful materials. ESP covers mentor as well as learning methods of English as a second or foreign language, which would be specific to every genre or technique where it is executed. While ESP has a particular similarity to the structure of training English Language Learners (ELLs) in regards to general literacy and proficiency, it additionally has a set of details qualities that differ significantly from the general education courses.

This study aims at evaluating English for Specific Purposes (ESP) in the historical, theoretical, and useful domains in order to manufacture readily available information on this subject into an understanding and concise material. Among the goals of this paper is to provide suggestions for additional development of ESP as a part of English show based upon the analysis of the existing concept, literature, as well as proof. This study likewise has the goal of checking out the development and also the evolution of ESP throughout history and also establishing the current area inhabited by ESP.

ESP is a strong area of English language understanding and also training for certain students. Its emergence is the outcome of globalization, growth of the international profession, technical development, as well as hegemony of the Western civilization. The appeal of English got to the level when this language has actually come to be the key method of interaction amongst experts, academics, scholars, entrepreneurs, organizations, and countries. Today, the expertise of English is nearly compulsory for those planning to work in huge multinationals, governmental companies, academics, scientists, pupils, and also professionals that work with international companions.

Content-Based Guideline (CBI) could be specified as the approach to the training of the 2nd language (L2) where this process focuses on the material acquired by students instead of around the syllabus focusing on etymological

patterns of language. CBI works in ESP discourse, as this approach permits students to see the sensible significance of their knowledge and language as a whole instead of focusing on the technicians of language. CBI is likewise vital for learners of ESP training courses, as this method helps to discover specific vocabulary, rhetoric, and significances existing in the context of their profession or scholastic location.

For instance, Ngan (2011) stressed that CBI assists educators in ESP to personalize their courses to details students. For instance, if students check out speculative data records in English, ESP teacher needs to take into account this reality and design the curricular activities in conformity with this specificity by helping students to decipher this information simpler (Ngan, 2011). Since CBI utilizes content as the main device in improving students' expertise in English, it is much more effective for learners capability to create needed competencies in English within their context.

As the evaluation revealed, ESP has two significant branches, EAP as well as EOP. EAP serves the requirements of academics, students, scientists, and scientists by establishing the guidelines and also helping with interaction among them. EOP is the branch of ESP that concentrates on educating those running in different specialist fields as well as businesses in general. Both of these branches specify the demands of their students as well as the area where they work. Both of these branches

were created as a reaction to the demand for a universal language that would permit communicating, sharing details, as well as trading understanding. ESP is the topic of adjustment and also consistent advancement, which would certainly permit it to progress and also follow the altering nature of the organization, science, and trade.

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