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Abstract

The universal truth is that English is the language of world connectivity. Its usability is more valuable than its literary splendor. The practical genius of English as a language for effective communication is evident in the creation of ESP. (English for Specific Purpose). In fact any language is subjective in origin. ESP is the objective version of the English language. It is in relation to the practical study of the modern arrivals of new academic fields of specialization. Engineering and technology are in the category of scientific specialization.

Study of sciences is based exclusively on objective language the communication. In contrast, rhetoric is reserved for literary portrayal of things of beauty as a joy forever. ESP is to notify the professional needs and not to promote aesthetic pleasure as an idealized goal. The present need is confined to creating different modes of teaching of English. Such models of teaching English will be in course design which will be in terms of identifying words and phrases so suitable for learning the related subjects specifically. These subjects will have the specific purpose of describing the core of the subject. This will be codified in the linguistic models like ESP.

Introduction

The major reason for the evolutionary leap of English into the creation of ESP is that there is a radical change in the teaching-learning environment. The new educational view has overtaken the conservative thinking on the process of learning-teaching package. New educational view is in practice to day. Accordingly the learner student is kept as the central figure in the learning teaching setting. There is a comfortable level of autonomy that is being made available to the student learners of English in the colleges. It is for the student to learn the languages (both native and foreign) on his/her own.

Methodology of Teaching ESP

The student as the beginner holds the reigns of control assertively over the concurrent mode of teaching-learning. It facilitates learning by self-direction. It is not through the spoon feeding by the teachers in English. It is not by memorizing words mindlessly either. In this context the teacher is to be satisfied honorably with the modest role of facilitator of unassuming profile. In this context teacher is a provider and not a class room arbitrator as ever before. The teacher has to initiate the student into adoption of activity based method of learning. For example task based syllabus involves personal involvement of the student to deal with the prospect of self discovery. The task based syllabus provides much scope for hypothesis testing which is in terms of making a comparison between the words of the target language of English (L2) and the words of the vernacular of Tamil (L1). This process of hypothesis testing is too fundamental in learning any language native or foreign. The logic of the above learning situation is that the student learner is expected to be necessarily proficient in the knowledge of L1. Such an expectation for learning by comparison is irrelevant while knowledge of English is in the lowest –ebb. This kind of difficulty may be solved if English is offered in the mode of ESP of precise technical words and jargons. ESP is with its chief merit of economization of words. Therefore it is possible for student- learner to learn English by self-effort while trying to know the communicative words in optimum number such an effort is footed in an acquisitional context. Thus the learner learns engagingly the specified in its abridged version as of ESP. Therefore ESP is to refer to

learning English for the specific purpose of using it in practical situations. Such a model of ESP will be effective and economical.

The best advantage in using ESP is that it is a kind of insurance against the commitment of errors. Errors are common. Invariably they occur during the process of using the language skills such as LSRW. Errors are not frowned upon as before. Rather they are considered constructively as forward steps towards the eventual attainment of perfection in the science of using English independently. Errors are the definite indicators of what is yet to be aimed at in a self-styled personal effort. Such an effort is made easy and comfortable when the English in the version of ESP of limited and subject-oriented words is offered for learning. Another advantage of learning ESP through modified curriculum and elastic syllabus is that learning of the subject oriented words is appropriate for students of professional courses like engineering sciences and technology.

The students of English medium in the colleges find it quite empowered to thinking in English on their own. As of today, this is miserably absent. The students do their studies experientially in respect to using their materials or listening to the lectures in English in the class rooms. Such students are to be well equipped in using technical English for communication purposes. Study of engineering science is to be in employment orientation. By laboratory assistance, English is technically taught to them on purpose. The learners are trained in the laboratory practical. Therefore it is quite a reliable way of learning professional English in objectivity. Contextually the long term benefit will be in using English in ESP style in their professional career in the foreseeable future. ESP will be sustaining their effort at getting suitable placement at regional, national or global levels.

Modern thinking on learning and teaching English centers around the objective of shifting the emphasis from the 'usage' of English (idiomatic usage) to the 'Use' of English (applied English) Commenting on the prospects of ESP, the most objective version of applied English, John Munby (1978: 2) refers to Chomsky's demarcation of English into two groups namely English for communicative competence and English for communicative performance. Grammaticality of English is significant in terms of communicative competence. Acceptability of English is accountable for communicative performance.

Conclusion

In summation ESP is to come under the category of acceptability of English. Therefore ESP is ideally suitable for making effective communication in technical English in all sectors including corporate units and administrative outfits. With the result, the merit of usability of English is well-grounded in the compact composition of ESP. Therefore, ESP is found readily in universal practice. It is also subject to the wider prospect of continuous critical perception in search of linguistic finesse and in terms of retaining its well-earned status of being an applied language.

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