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LANGUAGE CURRICULUM METHODOLOGY IN ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE AND ITS APPLICATION THROUGH EDUCATION

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ABSTRACT

The require for education real world English language based on framework and the role of the people complicated, the trend for learning English is on a heave and there is rapidly increasing of a number of Spoken English institutes in every nook and corner of the country. But the courses designed in these institutes do not cater to the needs of the learner. It is experiential that previous ESP courses emphasised on reading and writing skills, but now identical attention is paid to all four language skills. It is also noted that in recent times general English comfortable like grammar appear to be everyday in ESP courses and at the equivalent time lot of attention is paid to communicative skills like making presentations, taking part in meetings, negotiation, group discussions, professional socializing etc. This paper attempt to summarise the basic fundamentals for scheming ESP courses.

KEYWORDS: Language Curriculum, methodology, English for Specific purposes (ESP)

BACKGROUND CONTEXT

English has been there in India for more than two hundred years. The charters of 1813 promote teaching of English in India. During the British rule English became the language of Government and also education. English medium schools were established. But the position of English in India is no more the same. The English impression in schools gray after the ability of self-government, as several of the politicians vital to criticize English in order to uplift regional languages in the country. The situation has changed again as a corollary of globalization and the organization of cosmopolitan company in the country. Though there are a lot of English medium schools and also the area medium schools offer English as a compulsory subject, the teachers are not well qualified most of the time, so

the standard of English of the student is not able to the spot. Most of the international company in India, specially the ones production with trade process outsourcing select local candidate with rationally good English and then train them in order to pick up their language aptitude. As being without a job is principal in the nation, international company try to create the most of the being reserve that is available for low pay though the candidates are not very proficient, and the companies engage them and then train them to meet their requirements. Accordingly the aspirants are grateful to enrol in an ESP course before or after their recruitment.

2. INTRODUCTION

There is an emaciated line between the path satisfied of ESP and English for General purposes. When the expertise level of the beginner is rather low

the special path comfortable typically consists of all-purpose English which aim to arrange the apprentice to countenance continued existence situation. Based on ease of use of time, comfortable from EGP is also used in order to improve fluency and create variety in class (Tomlinson, 2009). Appropriate content for ESP does not consist of information about language, but it functions as a carrier of language by making language use meaningful and improving language acquisition and task performance (DudleyEvans & St.John, 1998, Johns, 1997, Carson, Taylor & Fredella, 1997 as cited in Belcher, 2006).

3. DESIGNING ESP COURSES

A vocabulary course has to be intended in such a way that it cover talking items, skills and strategy as optional by expert (Nation and Macalister, 2010). The cognitive as well as the linguistic ability of the student and also the teachers are well thought-out as a part of requirements measurement and the needs well-known are to be prearranged according to the priority (Brown, 1995). While prioritising the needs can be categorised into necessities, lacks and wants of the learners and they can be acknowledged by testing, perplexed, interview, recalling previous performance, consulting employers, teachers and others involved like team leaders, and also by investigating the situation where the learners will need to use the language (Nation & Macalister, 2010). Most of these principles are taken into consideration while conduct needs psychoanalysis prior to developing an ESP course.

3.1 Environment analysis and needs analysis:-

Before scheming a speech course, one needs to know which related skills the learner needs and based on that the instructional goals should be set, so that the curriculum most excellent suits the learner needs. It is noted that the need of companies for foreign languages has varied aspects like phonological/orthographical, lexical, grammatical, realistic and artistic (Vandermeeren as cited in Long, 2005). All the above confirmed aspect should be reserved in mind whereas conducting the desires analysis. Environment analysis is as important as needs analysis and is said to construct in no uncertainty that the corridor will in truth be suitable, practical and realistic (Nation & Macalister, 2010). The needs psychoanalysis and the environment analysis for a meticulous path can be approved out by interview the key person. The Key human being/manager is asked question about the type of occupation the learner are departing to execute, their main duty, the type of populace they are departing to interrelate with. in order on the subject of the

classroom environment the number of learners is also collected. The learner are also interviewed in arrange to review their talking ability level, to find out what they can do, need to do in order to perform their job and what they want to do, so that the gap can bridged by means of the course. The instructors will be a part of the meeting section, consequently that they obtain a depiction of the level of English language expertise of the candidates. This helps the instructors to cater to the language needs of the learners in a better way. And it also saves the time of the learners as well as the instructors, as it helps the instructors to know the ability of learners before actually starting the course. Especially in the case of a short duration course lasting only for two weeks and ten working days, it prevents the instructor from assassination time in assessing the learners after resuming the course. The following desires are to be notorious after conduct the needs analysis

a)Situational needs:-

Patron examine executive come up to on the cross a variety of situation. The situational needs middle on communicate homework to make a facade, conduct a sequence of discussions, by the receiver, emailing in English, participate extra aggressively in meeting. The situational requirements consequently intend at education the learners to gather the beyond stated desires.

b) Lexical needs:-

There is a need to expand the learners' precise expressions involving to their area of production. There are more than a few word list obtainable online too, which are itemized and exact to a variety of production process and business related skills the learners are involved with.

c) Skill based needs:-

The route desires to center on increasing input statement skills namely language, listen, reading, writing and pronunciation to accomplish superior genuineness in their use of English language. "desires appraisal is seen in ESP as the establishment on which all further decision are, or be supposed to be made" (Belcher, 2006). requirements analysis is an important belief in preparation an ESP course instead of increasing a course based on language analysis the ESP approach starts with the learners' needs. In ESP learners' desires are based on what the apprentice will do with the talking at the end of the course, the language function involved and situations in which the learner is going to work. Needs examination in verbal communication teaching is useful in a amount of diverse ways. It is second-hand to discover out the words skills the learner require in arrange to execute a precise role, to

recognize the opening among what the learners are intelligent to do and what they should be intelligent to do and also to assemble in sequence concerning the difficulty experienced by learners. It is easier to determine the language needs of learners if the language course is meant for specific purposes. "Needs analysis includes the study of perceived and present needs as well as potential and unrecognized needs" (Richards, 2009 pg 53). Needs are conceptualized by differentiating objective needs and personal needs. point needs are said to be "consequent from the honest in sequence about the learner, their exercise of speech in real life communiqué situation as well as their existing talking ability and speech difficulties". personal needs are "the cognitive and emotional needs of the apprentice in the knowledge circumstances, derivable from in sequence about emotional and cognitive factor such as behavior, self-confidence, position, learners' necessities and chance with watch to the knowledge of English and their personality cognitive approach and knowledge strategies" (Brindley, 1989 as cited in Graves, 1996). requirements psychoanalysis can be conduct in three stages based on one's context. 1) the planning stage 2) the teaching stage 3) the re-planning stage. The selection, ordering, appearance, and appraisal of the textile in a talking path are to be based on a suspicious thought of the learner and their needs, the education circumstances, and the time and resources obtainable. Especially if it is an in service course where the amount of time available for the course is very limited, needs analysis and environment analysis play a vital role in the success of the course.

3.2. Course goals and objectives:-

The purpose of an ESP course is to assemble the precise talking desires of the learner and to construct self-confidence in dealing through different situation in inland as well as abroad import. The purpose of an ESP path is to expand the essential business skills such as presenting, reporting, negotiating conduct meeting and socializing in English. A complete lot of information is generate by needs psychoanalysis and that is utilize for the formulation of goal and objectives of the speech program (Brown, 1995). Course goals and objectives should be realistic, achievable and measurable. It is argued that language courses should be designed in such a way that the attainment goals match with the language learning needs of specific groups of learners (Branden, 2006). It is optional that the goals of English for Academic purposes (EAP) and English for occupational purposes (EOP) are not easily separable. For instance Business English is considered EOP and there is something called

English for academic business purposes EABP which is considered as EAP (Belcher, 2006). English for international business (EIB) has an essential function as a lingua franca in multilingual settings; it can there challenges both linguistically and culturally. It is suggested that there are four types of goals for speech learners namely expertise goals, cognitive goals, affective goals, and transfer goals. Proficiency goals consist of universal capability, mastery of the four language skills i.e. speaking, listening, reading, and writing and the mastery of specific language behaviours. Cognitive goals comprise of mastery of linguistic and cultural knowledge. Affective goals deal with achieving positive attitude and feelings about the target language and also gaining confidence as a user of the language. Transfer goals are about learning how to learn in order to meet future learning challenges (Stern, 1992 as cited in Graves, 1996). It is pointed out that objectives are a particular way of formulating or stating content and activities. So how the objectives are stated depends on how one conceptualizes the content of the course (Nunan, 1988 as cited in Graves, 1996). It is noted that there are five kinds of objectives which are interrelated. 1) coverage objectives 2) activity objectives 3) involvement objectives 4) mastery objectives 5) critical thinking objectives (Saphier & Gower, 1987 as cited in Graves, 1996). It might seem hard to attain all these goals and objectives adequately inside a short distance consequently the learner can be confident to vocation mostly on their own, consequently that they persist to get hold of all the skills even after implementation the track.

3.3. Course content:-

Based on the 17th century Moravian enlightening reformer Comenius standard that acquaintance is attain in successive steps, simplicity, Sequencing or alignment, incidence, efficacy and teach ability are used as the criteria for gradation in structural syllabus design (Johnson as cited in Knapp & Seidlhofer, 2009). This course is also calculated based on the higher than criteria. The course content is fairly flexible but it mainly comprise of the following mechanism.

a) Language based content:-

The language based course satisfied consists of i) language items like grammatical structure, mounting precise expressions and expressions, sanitization pronunciation etc. ii) Language skills like educating writing, speaking, reading comprehension and listening comprehension and fluency. iii) Discourse skills like cohesion, coherence, register and text types.

b) Non-language based content:-

The non-language based content consists of impart declaration skills, operational as a division of the congregation, improving confidence, problem solving, participating in meetings, telephone etiquette, ability to bargain, computer training, business pragmatics, intercultural communication and business discourse. Genres such as e-mail, advertisements, business letters, writing meeting notes and reports require ability in writing, but many students think that writing is not as a result significant and they do not perceive how it relates to their degree or future career. Therefore, it is often difficult to motivate students in a writing class. (Campbell, 2002 as cited in Bacha & Bahous, 2008). It is said that "Business writing will continue to be valued by recruiters and hiring professionals, who believe a person's ability to write well can help him or her move up the corporate ladder". (Schott Karr, 2001 as cited in Bacha & Bahous, 2008, P. 76). Many studies suggest how ESP instructors can help students acquire the necessary writing skills and genres. Through collaborative writing, technical writing focusing on language, organisation and content (Barbour, 1990, Jameson, 2006 as cited in Bacha & Bahous 2008). Students can be motivated by giving them efficient feedback and grading. Samples of 'good' and 'bad' writing can be shown. Genrebased instruction and vocabulary prepares the learners for job market. It is argued that technology facilitates ESP learners to take part in communicative activities unexpectedly. It gives the learners a chance to work on their own in their own pace and place. The cognitive skills of the learners are improved as they learn to work individually with the help of technology. There are a lot of ESP courses available online and the learners can make use of those courses. They get a chance to listen to the native English speakers which helps the learners to enhance their listening comprehension as well as fluency. A study on immigrant textile workers in Chicago showed that computer training acted as a motivator for language acquisition (Belcher, 2006). Therefore technology classes can also be included in the time table.

3.4. Teaching Methodology:-

A combination of communicative approach and structural approach would be suitable to teach an ESP course. To impart communication skills like telephoning, composing emails, other correspondence like letter writing, drafting simple contracts, report writing proposals, agreements, composing project outlines, note taking for meetings etc. structural approach can be used. To impart presentation skills like group work, oral presentations, planning and structuring a presentation, positioning the message,

matching context to audience, involving the audience, presenting facts, figures, trends, taking questions, time management etc. and negotiation skills like problem solving functional approach can be used. The task based class room activities can be based on the audio lingual method and the communicative language teaching method. The audio-lingual method helps the learners listen and comprehend language used by native English speakers in meetings. Practice in usage of specific terminology can be given both orally and in the written form by engaging the learners in group work, pair work and also individual work. Learners can be given tasks to read reports, articles and magazines in order to improve their reading comprehension. Techniques like simulation, role play, imitation, repetition and oral presentation can be used.

3.5. Role of the instructors:-

The instructors of ESP courses need to be highly experienced and qualified teachers with a flair for creativity. They need to have a dynamic and well-rounded personality. They should be aware of the back ground knowledge and be in a position to motivate the learners and monitor the progress of learners. The learning strategies that can be used are reading for comprehension, revising and remembering vocabulary, working in pairs and groups and taking turns, sharing for speaking activities. The learners can also be encouraged to give constructive feedback to each other. The ESP trainers need to be experts in motivating and inspiring professional learners to achieve their goals as well as in the assessment of language learning capability. It is a challenge on the part of both the learners and the instructors, more challenging for the instructors than for the learners. The instructors need to be lively, enthusiastic and streamlined in order to make the most of the course. It is observed that now-a-days ESP accepts many different approaches like other areas of English language teaching. A mix of different types of materials and methodologies are used. The greater the amount of specialisation of an ESP course, the greater is the demand for specialism and creativity of the teacher. At times the learners will be more aware of the topic area than the teacher. It is claimed that "there is no such thing as an ESP methodology, ESP is often seen as a material driven rather than methods-driven enterprise" (Hutchinson & Waters 1987 as cited in Belcher, 2006 p. 137). Methodological competence and awareness along with language competence or the teacher factors to be considered (Cunningsworth, 1995, as cited in Mc Grath, 2006). "In order to improve individual performance, whether it is teaching or learning, we need a sense of ownership, and power, driven by an

exploratory attitude and working within a curricular framework that is flexible and dynamic enough to allow for individual explorations” (Cotterall & Crabbe, 1999 as cited in Cotterall 2000). It is evident that no short term programme can meet all the language needs of the learner. So a course which aims at developing learner autonomy can meet this problem by teaching them strategies to enhance their self-learning, language acquiring strategies. There are a number of high quality ESP books available in the market catering to the specific, topical needs of the learners, the teacher can match and suggest specific books which can meet the specific needs and learning profiles of the individual learners and learner groups. There are books and web materials meant for different proficiency levels of the students like lower intermediate level, intermediate level, and upper intermediate level learners, they serve as course books, resource books and also self-study material.

3.6. Assessment:-

Assessment should be valid, reliable, practicable, objective, clear comprehensive graded and also interesting to the learners. Assessment can be conducted in three stages, Diagnostic, Formative and summative. Ongoing assessment should be conducted as and when the students complete the exercises and activities i.e. the learner progress should be assessed continuously on a day to day basis. Feedback must be given immediately in order to help the learners overcome their learning difficulties. Peer assessment can be used as a way to make them feel at ease. The performance of the learners can be checked in every session and remedial measures can be suggested immediately. The aspects of assessment include the listening comprehension of the learners, the reading comprehension, the ability to write emails, reports and letters, their speaking skills, the way they plan, organise and conduct a presentation. The negotiation skills of the learners can be checked by way of simulation. A real life context can be presented to the learner and the way they handle the situation can be checked. Assessment of all these skills can be carried out after the practice session on an everyday basis so that the learners are not stressed out towards the end of the course. The students can also be encouraged to monitor their own progress by way of self-evaluation along with the teacher assessment and the peer appraisal. Thus the problem of biased evaluation can be overcome.

4. OVERALL COURSE EVALUATION

Evaluation is a cyclical process. It is done both before and after the course. Pre-use evaluation is conducted in relation to the material to be selected for

the course. To assess the suitability of the material in-use evaluation is conducted and post-use evaluation is conducted at the end of the course. Students can be involved in post use evaluation. It is useful to check if all the components of the course are in congruency and harmony. The data obtained from course evaluation helps one to decide whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively. It also helps to determine why some learners fail to achieve the goals and objectives set for a course, it is necessary to determine why this is so. As a result of evaluating a course, one can have some idea about what measures might be taken to remedy any shortcomings. Therefore evaluation is considered not simply a process of obtaining information, but also a decision-making process (Nunan, 1988 as cited in Nunan, 1992). Curriculum evaluation focuses on many different aspects like assessing the quality of a language program and estimating how successfully it works. The relevance of syllabus and course content, implementation of classroom processes teachers performance, learners' perceptions and their progress, learner motivation, learning environment, the institution and resources used (Sanders 1992, Weir and Roberts, 1994 as cited in Richards, 2009). A course is evaluated to promote and get better its efficiency it is done for the advantage of instructor, student, and course administrator and as well for rule reason. evaluate a path includes estimate of every and each component of the course like assumption about students' needs or background, goals and objectives, resources and behavior, students' progress, student participation, student roles and the teacher roles, sponsor satisfaction, quality of learning, quality of teaching, quality of course administration. (Graves, 1996). In curriculum design formative evaluation is carried out during the development and implementation of the curriculum in order to modify it as it is developed and summative evaluation is carried out after the implementation of the curriculum to assess its success and to improve it for future implementation (Brown, 1989 as cited in Graves, 1996). A course can be evaluated in a number of different ways. A teacher can evaluate the course by closely observing what the students do in class and how they do. If the students find it difficult to do a task, then the relevance of the objectives and the activity can be questioned. An informal chat with the students also gives a lot of information as responses to a formal questionnaire. Teachers can also give students a chance to give their feedback orally or in written form. Above all these techniques the teacher's own reflection and self-evaluation can be quite helpful (Graves, 1996). It is observed that there

is no one best way of conducting evaluation, a lot is said to depend on the purpose of evaluation, the nature of the programme or project that is being evaluated, the individuals associated with the programme, the participants, their personalities and their interrelationships and also the timescales and available resources (Alderson & Beretta, 2001).

CONCLUSION

Usually a language route is multi-dimensional in environment. It aims at the whole verbal communication and behavior expansion of the learner. The goal and objectives are sensible and realizable. If the cluster of learners' precise words needs, it allows the learner to participate and achieve incredible as a group with organization and collaboration by helping each other achieve the widespread objective that is set. The instructor should encourage the learners to work in groups and at the same time impart strategies to work individually and help them become efficient and self-governing language learner subsequently with the intention of they can maintain to find out still after the conclusion of the itinerary. The skills which are necessary become obvious once they in fact start to perform the job and the self-learning skills are fit to use throughout that time. Generally it is difficult to meet and fulfil all the stated objectives in a short term-course. But with effective designing of the course and efficient deliverance the success of an ESP course can be achieved.

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