



LANGUAGE FOR SPECIFIC AND OCCUPATIONAL PURPOSE

S.GOMATHY

Associate Professor, Saveetha Engineering College, Chennai, Tamilnadu, India.

ABSTRACT

English is ruling nearly 85% of the world's nations as second language. English is learnt as foreign language and as second language. Learning English language is always a difficult task for many students in India as their learning is based on scoring marks in the exam. They memorize and score high. Speaking fluently becomes tough to all including high scorers in English. It is because of the reason that their listening and speaking skills are not enhanced at school. Their reading and writing skills are prioritized whilst listening and speaking are minimal. This paper focuses on learning English for specific or occupational purpose which is the need of the hour for the youth to get placement and prove themselves successful in it.

KEYWORDS: English, Fluency, Listening, Speaking, Placement, Successful, Occupational, Specific.

INTRODUCTION

With more and more scientific inventions and technological advancements, the world has become small with computers connected with internet. A person can share his views, thoughts and communicate his ideas to the global village. The tool needed is good communicative skill in English. Since English has become the lingua Franca, the need for fluency to communicate in English has become essential. Case (2003) states in his review on "Teaching English as an International Language" that it is estimated that by 2025 there will be more speakers of English as a second language than the speakers of English as the first language because of the importance of English language internationally the linguists have been exporting its different fields. English for general purpose has both. Although it has separate forms in practice, in theory both ESP and EGP are one. (Hutchinson & Waters., 1987). English for specific purpose and English for Occupational purpose focus more or less on the same.

General English includes both domain. ESP has various forms of Technical words used for Engineering, Medical, Science, Business etc. Learning these specific words gives EOP or LOP- (Language for Occupational purpose). To get a job, there are many things involved. English for special purpose & English for occupational purpose are delivered in a professional framework. It deals with practical usage of the language to meet their specialized needs – needs of course, needs of job etc. The curriculum and syllabus is designed to meet their needs in English for specific purpose. ESP differs from EGP by the way of objectives and aims. EGP aims at competency while ESP focuses on capacity.

WHAT IS ENGLISH COMPETENCY AND CAPACITY?

English competency is the knowledge of the

language, its grammar, vocabulary and so on. Capacity of English is the fluency rate or the comfort to talk in English freely. English for specific purpose focus on improving one's skill to speak in English without any problem and with easy feel.

OBJECTIVE OF ENGLISH FOR OCCUPATIONAL PURPOSE

EOP aims at preparing the learners to deal with specific situation related communication. It is a kind of simulation exercise like, Task Based Language Teaching. For e.g. Business English can be seen as mediating language between the technicalities of a particular business and the language of the general public (Picket, 1989), which puts it in a position between English for General Purposes (EGP) and specialist English. Therefore, some authors suggest (Dudley-Evans and St John, 1998) the presentation of the whole of English Language Teaching (ELT) should be on a continuum that runs from General English courses to very specific ESP courses. EOP makes one face the interview successfully and get a job. It is the pre- work situations (concerned with finding a job and interview skills). Even after that it deals with the intergroup communication, with shareholders and workers.

RESPONSIBILITIES OF A ESP TEACHER

As ESP teaching is extremely varied, some authors (Dudley-Evans and St John, 1998) use the term "practitioner" rather than "teacher" to emphasize that ESP work involves much more than teaching. ESP practitioner can have several roles.

- The Teacher Trainer is like a catalyst encouraging the learners to use the appropriate language.
- The materials need not be readily available. It can be a mix and match of available resources in the right way.

- The ESP practitioner has to be a researcher carrying out a needs analysis, designing a course, or writing teaching materials and capable of incorporating the findings.
- To be confident that they know what is involved in skills such as written communication.
- Has to function as a collaborator in handling academic context or the tasks that students have to carry out in a work or business situation.
- The ESP trainer has to be an evaluator also.

REQUIREMENTS FOR EOP TRAINING

When trainers are training the individuals on occupational language training, the steps involved are syllabus framing, pre and in service training of the trainees.

EOP WITH NEEDS ANALYSIS

The pre training includes interview skills. In service training aims at improved skills of communication and effective, persuasive communicative skill. The needs analysis in English language teaching looked into the learners' lacks (Hutchinson & Waters, 1987). That is the target proficiency in other words, needs to be matched against the existing proficiency of the learners. In order to uncover the needs of ESP learners, a needs analysis needs to be undertaken by the course designer, usually before the planning of the course takes place as well as during the course. From the beginning of needs analysis in 1970s till up to date there is gradually development in its approaches from simple to complex and from complex to more purposeful and comprehensive or from target-centered to learning-centered. Now, trainers, teachers and sponsors run the language courses more effectively by using different kinds of approaches to needs analysis. Nearly in the early 90's Soft skills 'importance was realized in language teaching. In developing effective communicative skills and enhancing the fluency among the speakers of English, soft skills proved worthy of incorporating. Soft skills incorporated English language teaching is nothing but English for specific purpose or English for occupational purpose. Definition of ESP (Dudley-Evans, 1997) characterizes the following:

ABSOLUTE CHARACTERISTICS

1. ESP is defined to meet specific needs of the learners.
ESP makes use of underlying methodology and activities of the discipline it serves.
2. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

VARIABLE CHARACTERISTICS

1. ESP may be related to or designed for specific disciplines.

2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

English for Occupational purpose focus on the enhancement of English speaking skills with right tone, body language and selective usage of influential words. ESP or EOP uses need based communicative vocabulary which achieves the purpose.

CONCLUSION

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. In ESP the syllabus caters the need of the learners. It is not a readymade one but tailor made with the preferences of the learner. Student motivation is a pre-requisite for successful learning. Different ways and methods are applied in the process of studies to stimulate the students for acquisition of the planned study courses. So ESP/EOP incorporates student centered learning activities with soft skills incorporation. In short it is Task Based Language Learning (TBLT). Using skills as a framework of ESP, ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. It should be remembered - ESP teachers are not *specialists in the field of teaching English*, their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do, develop the essential skills in understanding, using, and/or presenting authentic information in their profession. A professional ESP teacher must be able to switch from one professional field to another without being obliged to spend months on getting started. He/she simply brings the necessary tools, frameworks, and principles of course design to apply them to new material. Thus soft skills incorporated syllabus makes everyone comforted to achieve the goal.

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