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TEACHING SPEAKING IN ESP: CHARACTERISTICS, IMPLICATIONS AND ROLE OF ESP TEACHER

English for Specific Purposes (ESP) has always been an important area for many scholars. Teaching ESP has become increasingly crucial in Higher Education nowadays as it can be applied to various English language courses for Occupational Purposes. The aim of teaching ESP is to meet the learners' needs so that they can perform particular tasks. The article sets out to explore teaching English in ESP lessons. A central issue is teaching speaking, namely characteristics of teaching speaking in ESP, implications for the materials and classroom practices and the role of ESP teacher in teaching speaking. In the article there have been distinguished the main characteristics of teaching speaking in ESP lessons which form a system of principles necessary for effective ESP teaching. Moreover, the author considered implications for materials and classroom practices which are crucial in planning ESP lessons. Finally, role of ESP teacher can vary according to learners' needs. That is why teaching specific speaking skills requires a profound knowledge of specific disciplines as a teacher is not always a "minor knower" of that particular discipline.

Keywords: English for Specific Purposes (ESP); General English (GE); characteristics; implications; communicative competence; outcomes; aims; autonomy; collaborator; researcher; evaluator.

Tabl. 3. Ref. 17.

Любов Крайник, викладач англійської мови кафедри іноземних мов інституту гуманітарних та соціальних наук, Національного університету "Львівська політехніка"

НАВЧАННЯ ГОВОРІННЯ З АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ: ХАРАКТЕРНІ ОСОБЛИВОСТІ, НАСЛІДКИ ТА РОЛЬ ВИКЛАДАЧА

Англійська мова за професійним спрямуванням завжди була важливим об'єктом дослідження для науковців. Викладання цієї дисципліни стало надзвичайно вагомим у вищій освіті в наш час, оскільки цей підхід можна застосувати до багатьох різноманітних дисциплін професійного спрямування, що ведуться англійською мовою. Мета викладання цієї професійно-орієнтованої дисципліни – задовольнити потреби студентів, щоб вони вміли виконувати певні завдання. У статті досліджується методика викладання англійської мови за професійним спрямуванням. Центральною темою дослідження у статті є навчання говоріння у професійно-спрямованій дисципліні, ефективність використання матеріалів і практики на заняттях, що розвивають навички професійного говоріння та роль викладача у навчанні професійного спілкування.

Ключові слова: англійська мова для конкретних цілей (ESP); загальна англійська (GE); характеристики; наслідки; комунікативна компетентність; результати; цілі; самостійність; колабораціонізм; дослідник; оцінювач.

Introduction. Teaching English for Specific Purposes (ESP) has become increasingly crucial in Higher Education nowadays as it can be applied to various English language courses for Occupational Purposes. The aim of teaching ESP is to meet the learners' needs so that they can perform particular tasks [10].

To start with, let us define the term "English for Specific Purposes" (ESP). ESP "involves training learners in the particular skills and language they need in order to function in a particular set of professional situations in English. Learners are grouped according to their needs, not just their language level, and the trainer tries to tailor each course to the learner's

particular needs [16]". ESP focuses on subject-specific language and skills for university students, for example, English for Media Studies, English for Chemistry, English for Economists, English for Tourism, etc.

ESP is a part of ELT (English Language Teaching) which is "the general name for everything that teachers of English as a Foreign Language (EFL) and English as a Second Language (ESL) teach [16]". Thus, identifying learners' needs is an important step of planning an ESP lesson. Both language needs and aims are to be very specific. In other words, a language is considered to be a tool for achieving the particular skills and language which learners need in

order to cope with a number of professional tasks in English.

As communication is a part of anyone’s job, no doubt that learners need to improve their speaking skills to successfully perform various professionally-oriented tasks. Thus, teaching speaking seems to be an essential part of an ESP course. The main focus of the article is on three aspects of ESP, namely which characteristics determine teaching speaking in ESP, the study of implications for the materials used in classroom and, finally, which roles ESP teacher can play.

Materials and Methods. English for Specific Purposes (ESP) has always been an important area for many scholars, namely Dudley Evans and St John, Robinson Pauline, Strevens Peter, Harmer Jeremy, Hutchinson Tom and Waters Alan, etc.

The study of teaching speaking in ESP requires, first of all, the investigation of some distinguishing features, namely the characteristics of ESP. To start with, let us consider the term “characteristic”. By this term we mean “the essential part or feature” that makes speaking skills ESP oriented.

In order to study the main characteristics of teaching speaking, firstly, we need to consider characteristics of ESP, suggested by different scholars. According to Strevens Peter (1988), there is a distinction between four absolute and two variable characteristics of ESP as it is shown in Table 1. The absolute characteristics determine the main principles of an ESP course whereas variable ones are not always that crucial.

Another scholar, Robinson Pauline, (1991) suggested the definition of ESP based on two key criteria: 1) ESP is “normally goal-oriented”, and 2)

ESP courses develop from a needs analysis. Robinson singles out three important characteristics of ESP as shown in Table 2. In her opinion, these three features define the term of ESP.

Dudley-Evans and St John (1998) modified the ideas of Strevens Peter concerning the definition of ESP. They distinguished three absolute and five variable characteristics which are presented in Table 3. Three stable or absolute characteristics form the core of the definition of ESP while the variable ones can sometimes be taken into consideration which, actually, depends on learners’ needs.

The methods used in the article include research, descriptive, scientific ones and the critical analysis. Materials used in the study are research books, articles and online resources.

The aim of the article is to explore teaching English in ESP lessons. A central issue is teaching speaking, namely characteristics of teaching speaking in ESP, implications for the materials and classroom practices and the role of ESP teacher in teaching speaking. Teaching speaking in ESP as well as teaching listening, reading and writing is an important part of an ESP course. That is why learners need these skills to perform a number of communicative tasks in their professional situations.

Characteristics of teaching speaking in ESP. The characteristics suggested by P. Strevens, P. Robinson and Dudley-Evans and St. John define the important criteria of ESP course by which teaching speaking is predetermined as well. Having studied the given absolute and variable characteristics, we can apply them to explore characteristics of speaking in ESP. Thus, we can distinguish the following characteristics of teaching speaking:

Table 1.

Definition of ESP suggested by Strevens P [11]

Characteristics of ESP		
	Absolute characteristics	Variable characteristics
Definition 1: Strevens P. (1988)	<ul style="list-style-type: none"> - language is designed to meet specified needs of the learner; - related in content to particular disciplines, occupations and activities; - centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc.; - designed in contrast with General English. 	<ul style="list-style-type: none"> - may be restricted to specific learning skills to be learned; - may not be taught according to any pre-ordained methodology.

Table 2.

Definition of ESP suggested by Robinson P [8]

Characteristics of ESP	
Definition 2: Robinson P. (1991)	<ul style="list-style-type: none"> - ESP courses are generally constrained by a limited time period; - objectives have to be achieved; - taught to adults in homogenous classes of a specific field.

Table 3.

Definition of ESP suggested by Dudley-Evans and St John [1]

Characteristics of ESP		
	Absolute characteristics	Variable characteristics
Definition 3: Dudley-Evans and St John (1998)	<ul style="list-style-type: none"> - ESP is designed to meet specific needs of the learner; - ESP makes use of the underlying methodology and activities of the disciplines it serves; - ESP is centred on the language, skills, discourse and genres appropriate to these activities. 	<ul style="list-style-type: none"> - ESP may be related or designed for specific disciplines; - ESP may use, in specific teaching situations, a different methodology from that of general English; - ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; - ESP is generally designed for intermediate or advanced learners; - most ESAP courses assume basic knowledge of the language system, but it can be used with beginners.

- Speaking tasks are to engage learners' professional interests so that students can perform a number of tasks in their vocational subject areas. As speaking is an important skill in any professional environment, it is one of the most important learners' needs [2].

- Speaking tasks should be based on authentic learning materials. However, that is possible if a course is offered to learners of an intermediate or advanced level. Otherwise, the speaking task would be too challenging and the outcome wouldn't be achieved. An example of an authentic speaking task used in the classroom can be the following: "the learners need to plan a trip around their country for a group of students on an exchange trip" [16].

- Speaking tasks must be purpose-oriented, focused on meaning, relate to real world activities and, finally, the success is judged in terms of outcome. Each task in an ESP lesson as well as a speaking one must have a particular goal and outcomes.

- Speaking tasks should be very specific, dedicated to a particular professional situation. The main focus is not on the language itself but on skills whereas the language is only a tool to achieve the outcome.

- Autonomy of learners is an important part in teaching speaking of ESP. It is essential that a teacher encourages learners to do some work on their own or in teams, for instance, group work or joint project. Such tasks improve speaking competence. Moreover, learners are free to choose the topic they like or are interested in [5].

- Teaching speaking can be a success if it creates a learning environment which is closely related to students' motivation. Harmer Jeremy (1991) defines motivation as "some kind of inner drive that encourages everybody to pursue a course of action" [3]. Thus, the role of motivation in each activity or task is vital.

To sum up, we can state that the characteristics of teaching speaking are closely related to teaching other skills and competences as they can have a common aim and outcomes and meet some particular learners' needs. Generally speaking, the characteristics of teaching speaking mentioned above form a system of principles which determine the scope of ESP teaching for developing speaking skills.

Implications for the materials and classroom practices. Development of speaking skills in professional contexts and situations can have considerable implications for learners, namely speaking successfully in vocational subject areas [7]. In other words, teaching speaking in ESP can help the learners to get the knowledge and skills needed to carry out a number of tasks in the future jobs.

Speaking tasks play a huge role in ESP lessons. They should be very specific and dedicated to some professional situations. Thus, materials designing and classroom practices is also an important issue of ESP teaching. Moreover, the implications for teaching speaking in ESP have always been far-reaching, that is why the materials and classroom practices should be relevant to needs analysis, aims and outcomes of ESP lessons.

Unlike General English, English for Specific Purposes requires a meticulous research, first, and then planning a course. According to Hutchinson Tom and Waters Alan (1987), "course design is often a substantial and important part of the workload." "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation" [4, 21]. As speaking tasks are a part of an ESP course, they should meet the aim and the outcomes and be an inseparable constituent part of an ESP course.

The most frequent ESP speaking tasks which are characterized by far-reaching implications are the following:

- Discussions on professional topics;
- Responding in job-interviews;
- Presentations on vocational subject areas;
- Team work and cooperation;
- Speaking strategies such as being polite, assertive, asking for clarification, using fillers, etc.

These speaking activities represent skills needed for performing various professional tasks and are the basis of communicative competence of any discipline. Thus, learners will need these skills to be successful in their professional environment. Therefore, application is one of the most important far-reaching aims.

Studying ESP course design, we can notice that “ESP put most emphasis on describing the performance needed for communication in the target situation and paid little attention to competence underlying it” [4, 28]. An important movement in Linguistics was the development of the concept of “communicative competence”. A sociolinguist Dell Hymes “proposed that competence consists not just of a set of rules for “when to speak, when not, what to talk about with whom, when, where, in what manner. (Hymes, 1972)”. The study of language in use, therefore, should look not just at syntax, but also at other ingredients of communication, such as: non-verbal communication (gesture, posture, eye contact, etc.), the medium and channel of communication, role relationships between the participants, the topic and purpose of communication” [4, 28 – 29]. Thus, Hutchinson Tom and Waters Alan, “the concept of communication competence has had far-reaching consequences for ESP [4, 29]”.

Materials design is an important task for ESP teacher as it represents a base for a number of speaking activities [12]. Like in General English, in ESP we can divide speaking activities into two main types: 1) those which accomplish an ESP lesson (e.g. warm-up, lead-in) and 2) those which focus on functional language (e.g. discussion, presenting an opinion, reporting, description, etc.) using some particular phrases, usually the phrases are given in the task.

Discussion in ESP is a widely spread task which is used in a variety of disciplines, for example “English for Economists”, “English for Tourism”, “English for Engineers”, etc. Such tasks develop both communicative and other competences, the topics for discussion contain a lot of professional situations. Thus, discussion on professional topics has a significant implication for learners’ specific needs.

Teaching students how to respond effectively in

a job-interview is another crucial issue of teaching speaking. Development of all the necessary speaking skills is a complex process which involves many other so-called micro-skills, such as being confident in speaking, being polite or assertive, getting the interviewer’s attention, speaking fluently on professional topics, showing your interests in a particular subject area, etc. As we can express all our professionalism, knowledge, personality and experience through speaking, the task of responding in interviews is of great importance for university students.

Another widely-spread task used in ESP lessons is making presentations on professional topics. The activity is highly beneficial for learners as it involves many learning steps. First of all, such tasks provide students with some autonomy which means students can choose the topic they are interested in and present it in the way they perceive it. Secondly, presentation can be prepared by a group of students as well as individually. Thirdly, such tasks develop learner’s monologue and dialogue speaking skills. Moreover, at the end of the presentation some interesting points can be further discussed or clarified. Fourthly, by making presentations students learn how to structure their speech correctly. Furthermore, they learn how to apply the professional language in a particular subject area. Finally, such tasks can increase the interest and prompt learners to do further research on presented topics [9].

Team work and cooperation is one of utterly significant skills which learners definitely need in their professional situations [6]. Working successfully in teams or with other business partners seems to be a must for learners as most job responsibilities include teamwork and cooperation to some extent. ESP teachers use tasks for working in teams a lot because learners improve many other skills, such as sharing information and experience, problem-solving, debating, negotiating, setting priorities, coming to a single conclusion, etc.

A lot of attention in ESP lessons is paid to such speaking skills as polite requests, being assertive, “breaking the ice”, asking for information, making suggestions, giving and asking for opinion, agreeing or disagreeing, giving advice or asking for help, complaining or dealing with complaints. Thus, a number of speaking tasks are especially designed to improve those skills which seem to have obvious implications for learners’ professional needs.

All things considered, we can state that designing any materials and classroom practices for speaking, an ESP teacher must take into consideration learners’ professional needs and include these tasks into the course. Furthermore, communicative competence

must be taught inseparably with other competences as it is, actually, an accomplishing part of an ESP course design.

The role of ESP teacher in teaching speaking.

Many scholars have studied the issue of the role of ESP teacher. It is obvious to admit that ESP teacher's role is one of many parts [13]. Hutchinson Tom and Waters Alan (1998) distinguished the terms "General English" (GE) and "English for Specific Purposes" (ESP). They used the idea of Swales John Malcolm (1985) about "ESP practitioner", not "ESP teacher" as "in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, material writing or adaptation and evaluation" [4, 157]. Another distinction between GE and ESP is that "the great majority of ESP teachers have not been trained" [4, 157]. That means "they need, therefore, to orientate themselves to a new environment for which they have generally been ill-prepared" [4, 157].

According to Dudley-Evans and St Johns (1998), the term "ESP practitioner" is more complete and rather detailed than "ESP teacher". They distinguish 5 main roles of ESP practitioner [1]:

- Teacher;
- Course designer and material provider;
- Collaborator;
- Researcher;
- Evaluator.

The first role as "teacher" is quite similar to the one of the "General English" teacher. In this role, an ESP teacher is not the "primary knower." The learners may possess more specific knowledge about their subject area than a teacher [14]. Another role of "course designer and material provider" implies in planning, adaptation and providing materials for learners to make an ESP lesson more effective and suitable. The role as "collaborator" means that an ESP teacher cooperates with students as partners to provide knowledge on a specific discipline. The role of "researcher" presupposes performing different tasks such as needs analysis, syllabus designing and materials selection. This role is of great importance as each ESP course is specially designed for a particular group of learners, namely their specific needs. As "evaluator", ESP teacher's function is to assess learners' knowledge and skills. Evaluation shows the outcomes of a learning process, and, in particular, acquired skills and competences.

Thus, ESP teacher can play many parts to meet learners' needs. Considering teaching speaking, ESP teacher can perform all these roles. In particular, ESP teacher takes a role of "collaborator", "researcher" and "evaluator". Teaching specific speaking skills requires a profound knowledge of specific disciplines

and that is why a teacher seems to be a "minor knower". Furthermore, designing speaking tasks is inseparably related to the topic itself and other materials used in classroom practices to develop communicative competence.

ESP teacher can be "collaborator" to provide a profound discussion on specific topics. His task now is to manage or control and adapt the specific activities to the target disciplines [15]. Students appear to be "primary knowers" of their specific subject area. The role of "researcher" is really important as ESP teacher designs speaking tasks which must fulfill the learners' needs and the lesson's aims. As a teacher is not a field specialist, he must design activities based on authentic materials. The final role as "evaluator" implies in assessing learners' knowledge and skills and summing up the outcomes. For ESP courses evaluation of speaking as well as other skills is a must as assessment or tests are conducted to show the students' progress and teaching effectiveness in ESP.

Results. Teaching speaking in English for Specific Purposes (ESP) has proved to be a part of a complex teaching approach. As it meets learners' specific needs, it appears to be job-oriented giving students the opportunity to practice particular speaking skills in order to perform various tasks in the future professional situations.

Having studied the characteristics of teaching speaking, we can assume that specific speaking skills as well as other skills depend on a needs analysis of an ESP course, its aims and outcomes and each ESP lesson is specially tailored to meet these specific needs. The dominant feature about teaching speaking is a focus on authentic learning materials. Autonomy of learners is another characteristic of teaching speaking of ESP as specific speaking skills can be evaluated and we can estimate the outcomes.

Designing the materials and classroom practices has really crucial implications for learners as it eventually can lead to a success or a failure. Materials and classroom practices for speaking must be appropriate to the given specific needs, aims and outcomes of an ESP course.

The role of ESP teacher can vary from teacher, course designer, collaborator, researcher to evaluator. However, teaching speaking in an ESP lesson a teacher usually plays a part of collaborator as he manages a discussion or keeps a conversation going. At times, a teacher appears to be a researcher as most speaking tasks are to be based on authentic learning materials to reflect a real world situation. Another important role is as evaluator because any tasks or activities must be assessed in order to evaluate the learners' progress and outcomes.

Further development prospects. Teaching speaking in ESP has a number of prospects for further studies as nowadays it is the issue of applied value for many scholars and English teachers. University students need the English language to use it in their professional environment. Thus, ESP is a suitable approach to various specific disciplines.

Among aspects of teaching speaking in ESP worth studying, we can suppose the following issues: 1) innovative methods for developing speaking skills in ESP lessons; 2) research and designing speaking activities and tasks for ESP lessons; 3) planning and setting priorities of aims, objectives and outcomes of ESP lessons; 4) role-playing as a method of teaching speaking in ESP; 5) interactive tools and resources for teaching speaking in ESP. Each of these issues covers a different perspective of teaching speaking in ESP and is characterized by significant topicality.

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“Я зробив усе, що міг; хай хто може, зробить краще”.

*Овідій
древньоримський поет*

“Недостатньо тільки отримати знання; їх треба застосувати. Недостатньо тільки бажати; треба діяти”.

*Йоганн Вольфганг фон Гете
німецький поет*

“Мислення – найдобресніше заняття людини, найбільше блаженство і радість у житті”.

*Арістотель
давньогрецький вчений-енциклопедист, філософ*

“Удосконалюватися – значить мінятися, бути досконалим – означає змінюватися часто”.

*Вінстон Черчілль
державний діяч Великої Британії, письменник*

