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## Role of ESP (English For Specific Purposes) In Contextual Interpersonal Communication

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*Ritu Sharma*

Assistant Professor, Department of Applied Sciences & Humanities, JEMTEC, Greater Noida


*Email ID- serviceheb@gmail.com, ritusharma.gn@jagannath.org*

### ABSTRACT:

Officially English has the status of associate official language as in 8th schedule of the constitution of India. Factually it is considered as the most important language of India. Hindi is the official language which is the most commonly spoken language and probably the most read and written language in India.

It would not take much time to realize that in spite of a large amount of teaching materials and latest developed learning/teaching methodologies as well as aids the Indian learners are still encountering problems while expressing themselves in English. However, we find that some of our Indian undergraduates are equipped with adequate English diction for the technical part of their academic and professional purposes but they encounter problems in CONTEXTUAL INTERPERSONAL COMMUNICATION due to lack of knowledge in functional diction and moreover these students are also not able to communicate to their management with appropriate interactive, interpersonal skills in English. It suggests that conventional courses do not meet the needs of such students. So, this paper examines the implications of this suggestion, with special reference to the development of communication skills courses and ESP for students at the various Institutes in India. English for Specific Purposes (ESP), not to be confused with specialized English, is a sphere of teaching English language including Business English, Technical English, Scientific English, and English for medical professionals, English for hospitality, English for tourism, English for Art Purposes, etc. To illustrate, Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications. It can be also measured as an avatar of language for specific purposes.

**Keywords:** *Contextual, ESP, Globalization, Maslow's law, language barriers, pedagogy, technicalities of language*

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## **AN INTRODUCTION TO ESP**

English occupies an extraordinary and complex position in the modern world. Its precise status varies in different places and is subject to constant change. Crystal (1995) in 'World English' considers different international varieties of English and asks whether English is under threat or it does pose a threat to the other languages. Tom Mc Arthur (1992) in 'English in the world and Europe' places the English language in a global context: English is European in origin but it is also owned by a vast number of speakers in other continents. These speakers can be grouped according to one tripartite model into ENL, ESL & EFL uses (the uses of English as native, second and foreign languages). As John A.P. states that English is not only taught as a compulsory second language but it is used very extensively as a medium of instruction in higher education, for transacting a wide range of state and private businesses and as the common language of India (1980:212).

It is believed that knowledge of English is a sort of power which increases the learners' abilities/opportunities by giving them access to better jobs or levels of political power (Mercer & Swan, 1996:271). It has the largest number of non-native users/speakers all over the world (Rao, 1992:13). In this situation the teaching and learning of English, in fact the complete pedagogical paradigm is also changing. There is a need to have a new functional methodology which is learneroriented.

Meslow's hierarchy of needs defines that learners' specific needs are required to be identified. It serves the use of underlying methodology and activities of the discipline. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, diction, register, study skills, discourse and genre. In the world of globalization and privatization, we can't apply one formula of teaching in all the streams and fields of study and professions, hence, we need a language which fulfills the purpose of interpersonal communication. In most of the organizations English is taught in same matter and manner to all the learners of different domain and fields. English is normally a second or third language in India and in most of other countries so ESP (English for Specific Purposes) is designed in such a way that has a learner-centered approach to teachingEnglish.

## **CHARACTERISTICS**

ESP is designed to fulfil specific disciplines. It is useful in specific teaching situations, a different methodology comparatively to General English. ESP has a platform for adult learners, either at a tertiary level institution or in a professional work situation. For learners at secondary school level, ESP always provides the functional approach of learning. In view of learning ESP always focuses on the need based learning for intermediate or advanced students too.

In the world of competition, it is mandatory to have a keen knowledge of the subject. In the same direction ESP has its roots in various universities of the world. TESOL, IATEL and some other professional associations of teachers of English have ESP sections. English for specific purposes is a larger concept which can be considered as a rapidly developing Business English. In common English

as a Foreign Language or Second Language (EFL) and English for Academic Purposes (EAP) are taking consideration of ESP in designing curriculum and other assets.

### **GENERAL ENGLISH AND ESP**

‘Is ESP different to General English?’ this question arises. According to the above mentioned definition, we have to understand that ESP is really broad. Hutchinson et al. (1987:53) mention, "in theory nothing, in practice a great deal". It has included in their book as a last statement which was quite true. In the same regard General English teachers acknowledge the specific purpose for studying English and would rarely conduct a course of needs analysis to find out what was necessary to actually achieve it.

Mostly an awareness among teachers has been observed for their students’ needs analysis and for other materials. General English courses are the modules provided in primarily classes for pupils whereas ESP gives a direction to the learners to reach to a set objective and prepares them for the same. They think for their learners’ goals primarily at all the stages of materials production. English teachers have to identify the goal of their learner and accordingly have to design a road map. General English teachers are using ESP as an approach to ensure the needs of the learner. Hence the purpose of learners are required to teach, rather than giving them a blanket teaching. ESP teachers have a responsibility to prepare a learner by drilling him/her in the respective field. ESP has an expertise practice in conduction of interviews with specialists in the respective field, the analysis of the language in the required profession and needs analysis based study.

### **ENGLISH FOR SPECIFIC PURPOSES**

ENGLISH FOR SPECIFIC PURPOSES is an approach to English Teaching as a Second or Foreign Language, which aim is to empower a group of people with specific needs, no matter if for academic, professional or personal issues.

The entire course is a synonym of perfection which focuses on the teaching content and method varies according to each field of interest.

Two major types of ESP have been recognized:

- English for Academic Purposes
- English for Occupational Purpose

### **ENGLISH FOR ACADEMIC PURPOSES (EAP):**

Most specific purpose is common within the university students is the reading of specialist literature in English. Consequently, there is a consensus reduce the teaching of grammar based to the minimum necessary for understanding academic texts. A general course content to cover common problems (such as reading strategies) is emphasized, rather than specific courses according to the student’s field

(e.g. English for Engineers).

### **ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)**

As a tool to communicate in occupational ground, English is used in most of the part of world. According to Hutchinson and Waters (1987, "there is not a clear-cut distinction between EAP and EOP". A learner can have to perform the duties of his life simultaneously. A language learner can learn a language for immediate use in study environment which can be performed later as a job doer or in occupation. Similarly categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. It is important to point out: "... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined target situation, as might be the linguistic needs of a dining-room waiter or air-hostess.

However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. However, the language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement: Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment. (1978,p.4)

### **IMPLICATIONS OF ESP**

ESP is highly required language in different ways.

- It is one of specialized varieties of English.
- It helps simultaneously in analyzing discourse.
- It assesses the needs of learners.
- Second Language Acquisition in specialized contexts.
- It helps in curriculum development and evaluation
- It enhances the teaching as an enhancing technique
- Various approaches to language learning and language teaching

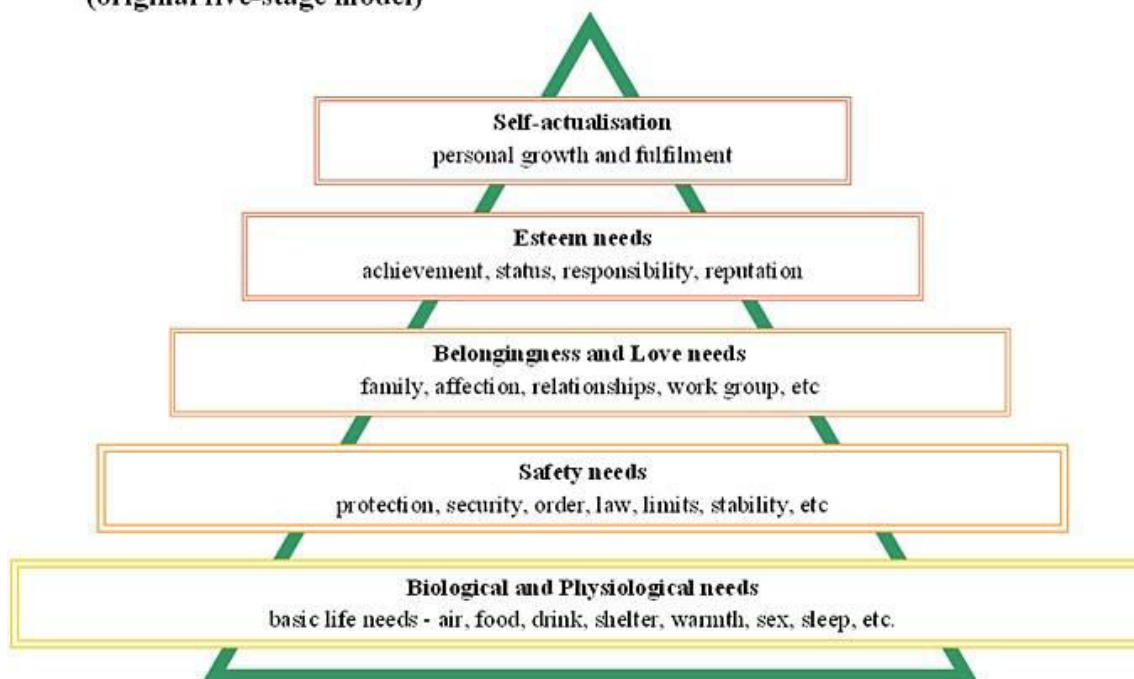
### **MOTIVATIONAL PSYCHOLOGICAL APPROACH IN ESP**

In 1940-50s USA, a model on Hierarchy of Needs was developed by Abraham Maslow and the validity of the theory of Hierarchy of Needs remains valid today as of knowing human motivation, management training, and personal development. Indeed, Maslow has provided a different ideology in the Hierarchy of Needs which concerns the responsibility of employers to provide a workplace environment whereas it emphasizes on the encouragement of employees/learners and enables them to fulfill their own unique potential (self-actualization) are today more relevant than ever. In (1954)

Motivation and Personality (published edition), (second edition 1970) the Hierarchy of Needs doctrine was introduced, was extended ideas in other work by Maslow. It is notably his later book 'Toward a Psychology of Being', a significant and relevant commentary, which has been revised in recent times by Richard Lowry in his own right.

These augmented models and diagrams are shown as the adapted seven and eight-stage Hierarchy of Needs pyramid diagrams and models below.

**Maslow's Hierarchy of Needs  
(original five-stage model)**



Many learned people have different interpretations of Maslow's Hierarchy of Needs in the form of pyramid diagrams. I have an interpretation on the same which are not offered as Maslow's original work. Maslow's Hierarchy of Needs has originally five stages in the above mentioned diagram.

**MAIN FUNCTIONS OF ESP AT DIFFERENT WORKPLACE**

English is the part of every workplace nowadays. It is taking place in all of the sections of vocational, technical, medical, professional and other field of different sections. But it has various purposes in the functional part of communication simultaneously, so we cannot generalize it for all as a language tool. As an English language user, we have to understand that the function of a language like English is to cater all the stream or branches of working after analyzing the needs of the respective area.

Here are specific words and terms used in different official English communication, for e.g. English at Post Office (**Letter, post card , mail, post office box, PO box, stamp, deliver mail,**

address, return address zip code, insurance, printed matter, junk mail, personal mail, postal money order, air mail, sea mail, mailman, postal clerk, picture post card, postage, cancelled stamp, commemorative stamp, post-box, mailbox, stamp machine) ; English At Bank; Functional Diction of Bank (Bank Draft,Bank Statement, Bips , Bond, Borrower, Banker’s Draft, Banker’s Draft, Banker’s Order, Bank Balance, Balance,Bank Rate,Cardholder,Chips,Commission,Credit,Credit,Credit Limit,Credit Rating,Deposit,Depositor, Direct Debit, Discount Rate, Draft, Interest Rate, Lending Rate, Money Market,Mortgage, Overdraft, Overdrawn, Passbook, Vault, Vault); EnglishUsed At Railway Station; Functional Diction of Railways (Acceptance (Of Rolling Stock) , Accommodation Bridge, Active Suspension, Air Bags, Air Brake, Alignment Angle Cock, Automatic Train Control (ATC),Automatic Train Monitoring (ATM),Automatic Train Operation (ATO), Automatic Signalling, Balancing Speed, Banking Locomotive, Battery Locomotive, Blocking Back, Bogie, Breakaway, Buffer, Centring Device, Check Rail, Chopper Control, Coach, Conductor, Dispatching, DMU, Driving Trailer (DT), EMU, Floating Slab Track, Gangway, Grade, Grade Crossing, Guard Irons, Paid Area, Pilot man, Running Rails, Rail Fare, Sand Box, Signal semaphore Signals, Signalman; English at Airport ( **Departure** (*noun*): leave. **Arrival** (*noun*): arrive. **Aisle seat** (*noun*): the seat closest to the area that runs down the centre of the plane in-between the seats. **Duty-free shop** (*noun*): a shop in an airport where you do not have to pay tax... **Take-off** (*noun / phrasal verb*): to leave the ground and start to fly, **departures**: flights that are leaving this airport, **arrivals**: flights that are landing at this airport, **Runway**: (*noun*) the type of road planes use to take off. **E-ticket**: purchased ticket online and printed from your computer, **boarding pass**: the ticket you give at the gates (has your seat number), **belt**: clothing item that holds up pants (sets off metal detector), **metals**: items such as jeweller, coins, belt buckles, knives, keys. **Liquids**: beverages, **Check sheet**: a small piece of paper with answers or hints that you have with you expired: no longer useful (the date has passed), **connection**: the point where your plane lands and you must catch another plane, **domestic**: in the same country as the airport, **international**: in a different country than the airport), **Stop over** (*phrasal verb*): to stay at a place for one night or a few nights on the way to somewhere else, **Land** (*verb*): Arrive - the plane stops flying and touches the ground on therunway

### We commonly find Ten Expressions while Speaking and Writing at Airport

1. What is the purpose of yourtrip?
2. Did you pack this bagyourself?
3. Please do not leave any bagsunattended.
4. Do you have anything todeclare?
5. Flight BA333 is nowboarding.
6. Flight UA666 has beencancelled.
7. Flight SA999 has been delayed.
8. Would passenger Jo Page please come to...

9. please make your way to Gate99.
10. Final call forxyz.

ESP is the functional section of a language which provides a link to understand global attitude. As a professional user of language, the communicator gets the gravity of technicalities to incorporate well in all aspects of contextual communication.

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