

## A SYSTEMATIC REVIEW ON CHARACTERISTIC FEATURES OF ESP FROM TEACHERS' PERSPECTIVE

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### Abstract

It is the goal of this review article to provide answers to the fundamental questions that arise when practising ESP, as well as an organisational framework for the designation and execution of ESP courses, as well as an organisational framework for the practise of ESP. Presently, language teaching techniques all around the globe are being influenced and transformed by the ESP method. This is especially true in terms of the setup and development of the classroom environment, which is particularly significant in the context of adult education. It is discussed in full in this article, which focuses on the creation of the explored method, as well as how it varies from general English in terms of application and implementation. On a frequent basis throughout this text, the importance of the students' expectations is stressed. As part of the core curriculum, a typical ESP course will comprise real-world materials, communicative training, and linguistic resources, all delivered in an ongoing cycle of spiralling growth, according to the key curriculum. In the next section, we provide a quick introduction of the essential concepts, followed by a discussion of how pedagogy fits into the overall framework of the piece. According to current research, this study also explains the issues that teachers and students are dealing with, as well as providing assessments and recommendations for the most successful conduct of the class. A few examples of what is being taught include topology, need analysis, and other concepts associated with ESP pedagogy, to name a few.

**Index Terms:** Challenges, characteristics feature, *descriptions on ESP*, English for Special Purpose, ESP teaching, need analysis, the role of teachers, teachers' perspective, training activities, *and various methods*.

### INTRODUCTION

Language teaching for specific purposes, also known as English for Specific Purpose, is a type of English language education that is aimed at strengthening specific abilities of the learning person in accordance with the criteria expressed by various stakeholders. Language teaching for specific purposes is also known as English for Specific Purpose. Due to the fact that teaching for a specific objective can be provided in any language or any mix of languages, this type of instruction is frequently referred to as "language for specific purposes." Those who stood out were those who had been well-prepared and had gained a greater knowledge of the English language as well as enhanced competence in language usage. (Ibrahim, 2016).

#### 1. ORIGIN AND NEED FOR ESP

When the ESL and EFL were first developed, it was envisioned as a significant instructional approach for the creation and structure of the ESL and EFL, and it remains so to this day. As part of the ESP pedagogy movement, a broad range of academic and professional circumstances have lately been brought into the limelight for consideration. Aside from that, ESP learners include people of all ages who are under the age of

majority, as well as people from a wide range of linguistic, cultural, intellectual, and professional backgrounds, among other things (Dashtestani & Stojkovic, 2016).

## **2. ESP CHARACTERISTICS**

To be effective at learning, ESP takes use of both variable and absolute characteristics.

### **2.1. Absolute characteristics**

1. It has been designed to meet the unique requirements of the learners.
2. It makes efficient use of the actions and techniques of the service disciplines to achieve success.
3. Based on the activities, it is concentrated on the discourse, language, abilities, and kinds that are used (Poghosyan, 2019).

### **2.2. Variable characteristics**

The ESP is specifically intended for or associated with specific disciplines.

1. When compared to General English, it makes use of specialized teaching situations and a variety of distinct teaching techniques.
2. It is designed particularly for adult learners, and it may be used in both professional working environments and university-level job settings. It can also be used for secondary school students who require assistance. Most ESP courses presume a basic understanding of the language system and may be used by those who are just starting (Krainyk, 2018).
3. These qualities are frequently employed in the resolution of disputes in ESP.

## **3. CLASSIFICATION OF ESP**

EAP (English language for Academic Purpose) and EOP (English language for Occupational Purpose) are two well-known branches of the ESP method that teach English as a second language. In these areas, an extensive and in-depth review of the literature makes it feasible to alter methods in English language education around the world. For the characterization of ESP, epistemology is quite crucial to consider. As a rule, ESP practitioners take on a variety of responsibilities, including course and materials development, assessment, and collaborative work. However, EOP teachers must also be involved in marketing and commercial growth, which must be followed by specific evaluation based on return on investment and cost-benefit analysis (Amengual-Pizarro, 2018).

## **4. ATTRIBUTES OF ESP**

When it comes to fundamental ESP features, the teaching materials and course

curriculum have a significant impact since they are customised to the communicative requirements of the learners. However, because of the students' intense attention to subject-specific language during the training process, concerns were raised about the narrowing of messages that generate a speculative sense of security in them as a result of the students' intense attention to subject-specific language during the training process. There were no recommendations given in the method regarding decontextualizing schooling or utilizing language resources that were not being employed at the time. While the research's findings indicated that the ESP and the ESP used cognitive values that were comparable when learning and teaching the language, the study also revealed that their approaches, emphasis, resources, and processes were vastly different from one another. The comprehensive analysis of existing characteristics, as well as a few aspects of contemporary activities, constitutes the primary contribution of the work (McGrath & Kaufhold, 2016).

## **5. DEVELOPMENT OF ESP**

Several variables have been identified as contributing to the development of ESP. The ineffectiveness of standard language instruction is the primary explanation behind this. Students' needs and aspirations are not taken into consideration in traditional practice. Because the communication requirements grow more precise, it becomes possible to establish which language resources are available in the industry and academics for specialized communication. Furthermore, it is obvious that the English language changes from one type of situation to another and that each requires a different level of attention. The advancement of educational psychology has resulted in a greater emphasis on the learner's centrality in the classroom. The ESP classes meet the needs of persons regardless of their level of language proficiency or their chronological age. Eventually, this course grew into a spiraling protocol of standardized procedures in the evaluation of learners' requirements, the production of teaching materials, and their selection, which was followed by the implementation of reflection and a teaching plan across the curriculum. Every regulated method is extremely important since ESP is designed to be learned as a custom-made language rather than a general language (Bielousova, 2017).

The evolution of ESP was based on the traditional job description, and it involved a wide range of services and abilities that were believed to be within the scope of language educators at the time. Students studying ESP examine the language to perform a specific function in an academic or workplace environment, as opposed to studying the open-ended or objective questions. The fact that students may play several roles, therefore allowing them to become ESP practitioners, is a significant component in the program's success and the development of their communicative skills.

## **6. PROGRAMMED CHARACTERISTICS OF ESP**

According to ESP's core rule, it launched the syllabic aim primarily in response to the

requirements of stakeholders and learners. The ESP training has been focused on removing any ambiguity, which assists the learners in developing the language skill necessary for academic and professional communication. The guiding guidelines and the curricular approach, which eventually centered on semi-genuine or authentic communication, were the inspiration for the course improvement. Furthermore, ESP is a unique sort of approach that utilizes a certain form of teaching equipment to achieve its goals. It may be carefully evaluated to show that it is a technique of language acquisition that is based on the requirements of the learners. There are several characteristics of ESP that stand out, including the qualities of need-based learning and attributes that are connected to the learner's professional or academic career. It is important to highlight that a computer could not represent the ESP model without displaying all the features of imperfect sense in its whole form. However, the method may be of the ESP kind, with a varying degree of success depending on how close the ESP approach is. It is possible to use this sort of approach to partially evaluate the practices and principles of ESP in the following program design stages, such as materials development, need analysis, and assessment methods. The fundamental categorization designated a hybridized method (generic English and ESP) that is not commonly used in the teaching of the language, particularly in academic contexts where the language is taught. Variable and absolute properties of the ESP technique might be used to demonstrate that it is a cognitive response to specific language improvement requirements. In addition to improving learners' communication abilities using occupational or discipline-specific methods that are focused on communication applications and target resources, other essential characteristics include: Following the delimitations and local requirements, the variable features are susceptible to adjustment. The ESP features include strands that are both elastic and firm in nature. Several advancements have occurred in the field of extrasensory perception. In general, ESP is regarded as the central approach but now passing through a centered phase that focuses more on the process of learning than the application. The enhancement caused a predominant shift in practicing ESP and not the realistic assumption in the exemplification of people learning. Hence, the growing techniques in ESP methodology promise to overcome the existing challenges (Amengual-Pizarro, 2018).

## 7. TYPOLOGY OF ESP

To meet the needs of the learners, the ESP products or programs have been designed following the actual situation in which the communication is taking place. Even though the classification of ESP programs varies, Table 1 highlights the classification that is most used (Amengual-Pizarro, 2018). This type of categorization has been established primarily around occupational and educational domains that overlap to some extent because of the discourse characteristics of the categories. The present categorization system is quite adaptable, allowing it to accommodate new advances and trends in ESP practices as they emerge.

*Table 1: Classification of ESP*

<b>EOP (English for Occupational Purpose)</b>	<b>EAP (English for Academic Purpose)</b>
Technical services	Education
Hospitality industry	Earth sciences
Office management	Social sciences
Entertainment sector	Medical studies
Business and industry	Music and musicology
Road transport and aviation	Science and technology

## **8. PEDAGOGY**

To show pedagogical principles, one might state that they are the concepts or norms that are required for the execution of pedagogy. Very good teaching is typically characterized using effective pedagogical concepts, which helps to increase the overall quality of education. The fundamental concept of pedagogy was derived from previously established concepts.

### **8.1 Fundamental Principles of Pedagogy**

The basic principles of ESP depend on the need analysis – NA- for the design and program running of the language process. The three basic queries which directed the NA operation comprise the projected utilization of the context language in the targeted proficiency level. Hence, NA offers the fundamental platform for the ESP course. The process is significant for the investigation of the contextualized and realistic process (Poedjiastutie, 2017). The goal of the learner skills, which are founded on discourse communities and communication functions, is to close these gaps.

#### **Activity-based Learning and Learner-centered Classroom**

The learners must be positioned in the center of the educational activity for it to be effective. Before entering the classroom, it is necessary to establish the significance and requirements. Schooling methods such as chalk and talk were also used in tribal schools in West Bengal. Because teachers typically adhere to the current teaching approach, pupils are only seldom participating in classroom activities and are kept quiet for most of the activity period during which they are present.

As a result, instructors must participate in a variety of classroom activities throughout the course of the syllabus disclosure. These exercises allow students to make use of their unique instructional materials while still in the classroom. Then, gradually, the

children begin to recognize the connection between the classroom language and the home language, which will allow them to receive an affluent explanation. (2017) (Chang, 2017) (Chang, 2017)

The differences between lacks, necessities, and want to have been described in table 2.

*Table 2: Description of Three Types of Principles of Pedagogy*

<b>Fundamental principles of pedagogy</b>	<b>Subjective principles</b>	<b>Objective principles</b>
Lacks	In the performance of Medicine studies	Performance of English language in veterinary and agricultural studies.
Wants	The undertaking of medical studies	To obtain a successful result in veterinary or agricultural studies
Necessities	Unwillingly cope up with the alternative best situation.	English required for achievement in veterinary or agricultural studies.

## 9. Student-Teacher Collaboration

The traditional classroom is frequently noted to be teacher-centered, in which the voices of the students, particularly those from minority groups, are marginalized or neglected. Chalk and board methods are used extensively in West Bengal schools, which is not ideal for students. Inside the classroom, the pupils are observed to be somewhat listening to the topic, which indicates that they are understanding it (Kalsoom & Khanam, 2017). Students and teachers must work together to achieve success in the classroom, and ESP-based classrooms can help with this. When there is a cooperation between the students and the instructor, a variety of viewpoints regarding the abilities and experiences in the classroom are shared, which improves the effectiveness of learning in the classroom.

## 10. CHALLENGES IN ESP TEACHING

### 10.1. Challenges Faced by Teachers

1. Teachers witnessed difficulty in the communicative teaching process and found that the management had not offered the teachers a better opportunity for the professional developmental courses.
2. To avoid any misconceptions and intrinsic difficulties with the attitude of the pupils, teachers must work together with the institution's goal and instructional materials in mind.

3. Several key orientation programs offered by the company are not available to teachers, which creates a difficult situation for them.
4. Teachers are more concerned with teaching conventional English than they are with teaching ESP-based language.
5. Teachers encounter difficulties in comprehending students' motives, needs, educational experiences, priorities, and degree of proficiency in the language while attempting to grasp these factors.
6. A few teachers are perplexed as to whether the focus of the instruction should be on grammar, the correctness of the learner-centered approach, or something else (Hoa, 2016).

## **10.2. Challenges Faced by Students**

1. Students' inability to prepare for ESP because of their poor level of competence
2. Regarding the ESP program, they appeared to be prepared for the next level of teaching.
3. The management of the ESP appears to be having an impact on the students' perceptions of top-down recruiting levels (Alsharif & Shukri, 2018).
4. Some pupils have not yet mastered Basic English, which prevents them from acquiring higher grammatical contexts using ESP since they do not have a firm grasp of the language.

## **11. ROLE OF TEACHERS**

Since instructors are critical in the effect of pedagogy inside the classroom, the pedagogical transaction appears to be incomplete in the absence of teachers (Pyle & Danniels, 2017). The educational spaces are occupied by their attitudes and ideas regarding the teaching and learning process, respectively. They immerse themselves in the creation of communication space in a variety of methods that help to improve the language abilities of the students who participate in them (Van den Branden, 2016).

Because of the collaboration between them and among the instructors, the teachers may be able to establish an atmosphere for ESP learning in the pupils, therefore transforming them into meaningful forms of expression. Teachers may also involve students in a variety of activities to help them satisfy the culture and standards on their own, such as narrative writing, group discussion, and cohesive collaboration, among other things.

### **11.1. TRAINING ACTIVITIES PREVAILING FOR TEACHERS IN ESP TEACHING**

The ESP teacher must be a learner, a collaborator, a communicator, a presenter, a multitasker, an evaluator, and a problem solver in addition to being an ESP specialist. Learning management systems, interactive whiteboards, e-portfolios, electronic dictionaries, intelligent tutoring networks, CAPT, virtual worlds, and other similar tools are used in this context, among other things (Black & William, 2018).

Table 3: Table describing the various existing methods and descriptions on ESP.

S. No.	Author	Method and Description	Challenges face by Teachers	Assessment and recommendations
1.	(Zhu, Peng, Zhang, & Yi, 2011)	The ESP-based inter-discipline approach in China. New developments Emerged in the student evaluation system, disciplinary development, teaching approach, course design, and teaching staff development.	In China, Chinese professors followed bilingual teaching defines their teaching mode to be in both Chinese and English at a time. It is required that English should be used on-board and, however, partial English and partial Chinese can be used in teaching.	Disciplinary development-a new cross-discipline that explains the English language and cultural factors interpretation by people. Course Design-teaching and learning motivations variations highlighted. Teaching approach-following Chinese and English language while teaching business courses. Teaching staff development professors and multi-skilled teachers are categorized based on English proficiency and business course knowledge. Student Evaluation system-Students evaluated by College English Test CET and supplementary techniques has been provided.
2.	(Stoica & din Pitești, 2016)	The learner's motivation is increased by the informal assessment incorporation into ESP classes and hence teachers follow unbiased assessment	Poor assessment snapshots by a teacher lead to smaller users in the evaluation of the student's capacity.	In simulated and real examination environments, the student's assessment is based on direct observation related to impersonal skills or technical skills. In some



		towards progress in learners.	The teacher's assessment should be appropriate to the curriculum and relevant skills.	cases, the reliability is very low and no assessment alternative form is available.
3.	(Dewi et al., 2019)	For vocational high school students, the ESP and computer application-based English modules were developed.	The teacher's practicality tests have been assessed related to three concepts such as material concepts, media concepts, and ease of use aspects. The practicality test outcome shows that the ESP e-module resulted in 79.8 percent and the three concepts evaluation results were above 75 percent.	For teachers' and students' ease of use, the validation test results are valid with an 89.5 percent score. The assessment has been based on instructional quality, material quality, quality of purpose and role, and physical quality or display aspects showing above 85 percent outcomes with a very valid score.
4.	(Luo & Garner, 2017)	ESP programs are interdisciplinary techniques. Team teaching and collaborative activities in ESP.	The high demand is seen for ESP teacher training in China and the lack of qualified teachers is benefitted. However, the ESP is often not present in pre-service training. Effective teaching is considered an important obstacle.	After assessing the ESP training for teachers, their skills and linguistic knowledge have been maximized. Essential general grasp of curriculum and subject teachers' collaboration by teachers acquired through the training programs of ESP. Hence, the learners engage in English communication.
5.	(Popescu,	The usage of both	The language	In EGP the motive is

	2010)	ESP and English General-purpose EGP has been properly used by science specialists to collaborate with both specialized and non-specialized curriculum towards professional-based activities.	skills are limited, and it allows read-only mode. The teaching methodology is of no use.	education and difficulty in choosing course content, whereas for ESP the main motive is training, and the English language is specifically used in particular vocational contexts, and the curriculum is highly relevant to the vocational context. Teachers should be aware of needs, whereas material writers should be aware of learners' aims in all phases while generating materials.
6.	(Anthony, 2011)	New knowledge by perceiving, analyzing texts, recording should be more stable and increasingly valued for the long term.	To teach language analysis skills, subject specialists or teachers sometimes struggle if needed. The language variance understanding must be enhanced.	ESP practitioners in the field of non-specialist support learners to attain ESP goals in the long term.
7.	(Rahman, 2015)	ESP history and development review. ESP setting needs analysis and components analysed.	For teachers, the teaching content, methodology, and teaching settings in ESP are not similar to General English.  The learner's specific needs should be identified based	The current development in the areas of need analysis in the ESP context witnesses the emergence of the refined and more flexible theoretical framework of needs analysis.

			on professional and academic areas.	
8.	(Salmani-Nodoushan, 2020)	The ESP analytical, theoretical, and procedural developments are analysed.	<p>Reflective teaching should be engaged by teachers and hence better teaching evolves in the classroom and effective learning should be assured.</p> <p>Language teaching, particular curriculum matters, and students should learn both have to ensure.</p>	<p>Methodological perspective- Specialized knowledge is more focused on ESP. Analytical perspective-corpus linguistics, computer, and digital technology, and discourse analysis informed by ESP. Theoretical perspective-specialized subject domains mapped by ESP researchers.</p>
9.	(Ai, Kostogriz, Wen, & Wang, 2020)	The Chinese ESP pedagogy contribution for practice in internationalized business and global discourse contribution on ESP pedagogy.	<p>Other than engaging with students' English learning, the ESP teachers generate some ideas about professional knowledge. Effective education is thus ensured for ESP students.</p>	<p>Assessing the ESP student's self-efficacy and acceptance in their learning settings resulted in moderate efficacy.</p>

## 12. ASSESSMENT AND RECOMMENDATIONS

The course efficacy in terms of learners' skill growth was the guiding premise for ESP pedagogy assessment, according to the ESP. The assessment is viewed as a type of feedback that is provided to learners, practitioners, and investors alike. Learning outcomes are represented in a variety of formats, including learners' analysis, course

reaction, and documents In general, there are three steps to the evaluation process. During the first step of the assessment, which is centered on the psychometric method, the learners' success in specific ESP courses is defined as a measurement of their abilities. The specialized language ability and communicative language ability components of the performance assessment are taken into consideration. The second stage, also known as comprehensive feedback, is a critical element in ESP evaluation. It comprises feedback provided by teachers on students' oral and written assignments, learners' replies, and the degree to which other investors are satisfied with their investments. The third stage was concerned with concerns such as developing needs analysis difficulties, washback impact, goals compatibility with requirements, and other issues. In contrast to standard educational practice, curriculum practice based on holistic analysis is regarded to be an alternative to ESP evaluation. Figure 1 depicts the three primary focusing areas of ESP evaluation, each of which is explained in detail.

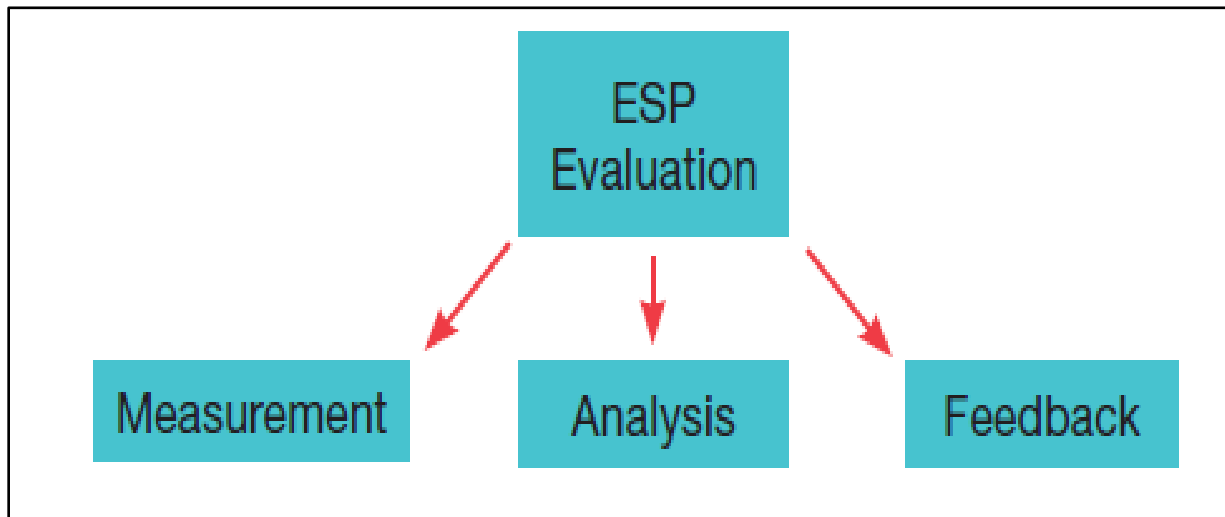


Fig 1: Three significant assessment areas of ESP

As a result, ESP is trapped in a clearly defined space in terms of both practice and theory.

### 13. CONCLUSION

The ESP program is a trending protocol that has emerged as a prominent problem-solving and purpose-driven phenomenon in recent years. The purpose of this study was to give a conceptual examination of several essential components of the ESP method, despite the broad variety of situations in which it may be applied across the world. Because of discontent with broad English education, which proved insufficient for the growth of the language in a specific sector of human communication, the ESP movement was born. The ESP courses are defined in response to student demand and

empirical data in curricular choices. When instructors play their roles in an optimal, encouraged, and successful manner, it leads to increased design and usage of ESP among the pupils they educate.

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