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TEACHING ENGLISH LANGUAGE FOR ESP STUDENTS

Abstract: In the recent years, English is being more demanding than ever before for all spheres of life, from arts to engineering. However, it is not easy to learn English for Specific Purposes, especially English for Petroleum Engineering where learners encounter with difficulties in learning advanced, unknown, hard to pronounce vocabulary (words). Besides, they do not only learn the terminology of that sphere but also they have to be instructed of how to communicate in this field which requires the students for efforts and time to study and acquire the knowledge.

Key words: ESP, petroleum engineering, vocabulary, technical terminology.

Language: English

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Introduction

In present day classes are usually instructed with new technology and modern methods in teaching English for Engineering students, and requiring teachers and practitioners to design the classes with new approaches. Furthermore, we use more methods, activities in order to improve and equip the students with sufficient knowledge concerning their field of expert. Besides, in learning specialty learners are in great need of acquisition of specific terminology of that area of expertise. However, it does go at once, it needs and requires a long-learning process and much efforts should have been made. Additionally, speaking in this area of learning is very complex process, learners have to need improving their grammar and phonetic rules as well. A great deal of linguists has made a contribution to teaching English for Specific Purposes. Learners who master specific terminology in their fields are much better able to understand lectures, textbooks and papers in their specialism and can communicate effectively in their profession. As the main component of specialized communication, technical terminology plays a crucial role wherever and whenever domain-specific information and knowledge is generated, used, recorded and processed, passed on, implemented, translated and

interpreted” (Infoterm, 2005). Lewis (2006) said that terminology acquisition is currently receiving attention in foreign language pedagogy and research of how learners acquire specific vocabulary effectively and efficiently, and how it can be best taught are being continuous issues in applied linguistics.

Some ideas for Teaching English for Specific Purposes

A linguist Visnja Spiljak stated and described the issues concerning ESP teaching;

Teaching business English via teaching general English

The factor of efficiency in learning business English

Business English as an umbrella term
Content of business English

Core practices and core vocabulary in business English

Cultural differences and language register
International business English

Strategies for learning about business
Balances in teaching business English

Assessment-what are we making?
What’s more, Joulia Sidirova stated other

arguments about teaching English for Specific

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Purposes, claimed that the basic problem in the process of text selection and adaptation is that, not being a specialist in the specific area, the ESP teacher cannot decide by himself/herself how to adapt the text so that the most important information in terms of subject matter will remain. Cooperation with the subject specialist is the only solution to this problem. Additionally, Maja Bratanic revealed other essential features in teaching English for specific purposes such as English for Aviation course. He stated that the language and terminology used to depict:

An airport or airfield, relevant equipment and the associated personnel as an airport or airfield

Aircraft types, parts and characteristics

Aircraft operations and communication/control facilities

The division of Airspace and the agencies responsible for Airspace

Navigation and navigation aids

The Language of Air and Sound emergencies

An introduction to meteorology/climatology

A revision/update of ICAO standard Aviation words and phrases

Materials using for ESP classes

Some language teachers use different materials or sources of books for specific aims, particularly materials using for ESP courses are different from general English courses;

According to Hutchinson and Waters (1993)' statement, the choice of good materials should involve both opportunities for analysis and synthesis. Furthermore, Jadranka Ancic and Susan Shaw-Manenica revealed that the role of the teacher is that of facilitator, walking around the class listening to discussions, guiding students, keeping them focusing, and giving them input whenever necessary and she described following ideas; promote language analysis whilst introducing ESP vocabulary/terminology, devise a methodology for teaching this to large (and often mixed-ability) classes, having the ultimate aim of developing all 4 skills and to especially encourage speaking, and to try to satisfy students requests for ESP with reference to the ever-increasing expose to "authentic" English, ie, through the medias, satellite TV, Internet, foreign press and native speakers.

Consequently, focus on specific grammatical analysis inherent in ESP (collocations, multiword verbs, idiomatic language, professional terminology). Moreover, increase students' confidence and knowledge, by using a communicative and functional approach to the task, thus increasing the amount of learning. Ana Bakasun indicated that reading takes at least one quarter of our time in class, if not more, ESP course books usually contain a large selection of reading materials and, in most cases, it is up to us to relate the text to the overall purpose of our course and to choose suitable activities. Sinclair (1991) claimed that Authentic texts are too often utilized: we intend to use them for comprehension practice and passive and predictable exercises-often for their own sake-involving fining, checking meaning in dictionary. Moreover, James and Garret (1991:31) stated five domains of language awareness work: affective, social, power, cognitive and performance. The effective domain forms attitudes and awakens and develops attention, sensitivity, curiosity, interest, and aesthetic response; the social domain requires interaction with somebody or some discourse; power is given to the individual, with some control over language and language; the cognitive domain improves-and gives practice in -intellectual functioning and performance is reflected in the improvement of proficiency. Mike Scholey stated that we should involve our learners more in text learning and its interpretation: in personalization (feelings and attitudes); in extension work (skills development); in investigating its generic features (format, organization, style, register, jargon). On the other hand, teaching English for Specific purposes is life-demanding course which involves thousands of learners and workers for extending their idea in acquisition of terms in each system.

Conclusion

In learning English and subject matter relating to ESP courses where learners such as engineers in different areas of expertise have to read authentic texts in order to acquire terminology of need. Besides, they also should improve their all linguistic skills, particularly, speaking for communicative purposes.

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