THE ESSENCE OF ENGLISH FOR SPECIFIC PURPOSES (ESP) AND THE ROLE OF NEW TECHNOLOGIES IN ESP TEACHING

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English for Specific Purposes **(ESP)** programs are specifically designed for learners who desire to enhance their English proficiency in a specific professional field of study, which is typically taught at universities. These programs are designed to provide students with the English they need for specific academic subjects, such as Economics, Psychology, Management, etc.

The 21st century brought a new flow of challenges. A growing number of cross-national projects, the need to raise intercultural awareness, the overwhelming number of inter-state activities, and the desire to become a global citizen are some of the consequences. The full development of skills that guarantee high-level communication between future specialists and their foreign colleagues in various academic and professional settings is a crucial factor in the efficiency and achievement of specialists' work. All the above-mentioned factors had a significant impact on educational policies and classroom activities. Educators started looking for new techniques for teaching English. New technologies in the ESP classroom encourage students to be active and work together, create an authentic, supportive, and productive learning environment that helps to improve learning achievements, make the learning process more successful, and allow students to acquire relevant knowledge.

Keywords: English for Specific Purposes (ESP), ESP course, teaching ESP, English as a Second Language (ESL), new technologies.

Introduction

It is generally accepted that in the contemporary international context, which is marked by a growing number of political, economic, scientific, and other interactions among diverse nations, the study of foreign languages acquires significant importance. If specialists want to communicate successfully with their colleagues from other countries, they must be able to use at least one of the world languages (especially English, which has now become one of the most important means of international communication). Linguistic difficulties are inevitable when there is interaction between people from different racial, regional, social or occupational backgrounds-something that is increasingly common in modern society as people become more mobile and come into contact with diverse forms of linguistic behavior [Mkhitaryan, Mikayelyan, 12].

The term '**English for specific purposes**' refers to the study or teaching of English for a specific profession, such as law, management, medicine, business, etc. Pauline C. Robinson describes ESP as a type of English Language Teaching (ELT) and defines it as a goal-oriented language learning [Robinson, 198]. According to Robinson's definition of ESP is based on two criteria: 1) ESP is

normally 'goal-directed', and 2) The development of ESP courses stems from a thorough needs analysis that aims to define the specific tasks that students must accomplish through the medium of English. There are several distinct characteristics that explain why ESP courses are typically constrained by a limited time frame in which their objectives must be accomplished, and they are taught to adults in uniform classes that share the same work or specialist studies.

This paper **aims** to describe the essence of ESP and the role of new technologies in teaching ESP. It gives a solid introduction to the above-mentioned topic, investigating the role of new technologies for teaching ESP in class, which aids learners in enhancing their learning abilities.

The utilization of technology has consistently been a crucial component of the educational and learning environment. It is a fundamental aspect of the profession of teachers, which they can utilize to facilitate the learning process of learners. The word "integration" is used when we talk about technology in teaching and learning. It is time to rethink the idea of integrating technology into the curriculum and aim to embed it into teaching to support the learning process. That is to say, technology has become an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to the teaching and learning process [Eady & Lockyer, 89].

The **objective** of the study is to describe the main influence of new technologies in the teaching process.

The relevance of the research is based on new challenges and urgent needs brought about the 21st century. The impact of new technologies is a crucial factor in the efficiency and achievement of results to facilitate the process of language teaching.

The following **methods** have been applied in our research: descriptive method, comparative method, and cognitive approach. The methods are chosen according to the degree of efficiency as the analysis will be more revealing and easy to perceive if illustrated in specific examples.

Students enroll in ESP not only due to their interest in the English language but also due to the requirement to complete a task in the English language. Their proficiency in English is essential for their specialized field of study. The students who have studied English for Specific Purposes at their universities would be able to adjust to their work environments and get jobs in their fields without much trouble. The fact that learners are aware of the specific reasons they are learning a language is a great advantage on both sides of the process. The group of ESP learners is going to achieve the same goal in the study branch, so learners' motivation, in the form of the same goal, allows the teacher to meet their learners' needs and expectations more easily [Hutchinson and Waters, 6].

Types of ESP

Teaching English for Specific Purposes became the focus of multilingual educational strategies. The latter refers to the instruction and acquisition of English as a second or foreign language, which, in contrast to other instructional strategies, situates the course contents and objectives in line with the learners' particular requirements. English for Specific Purposes *(ESP)* is a branch of English as a Second Language (ESL)/English as a Foreign Language (EFL), which are the main branches of English language teaching. It can be said that ELT is an umbrella term that encompasses both ESL and EFL. According to Robinson, English for General Purposes (EGP) and

English for Specific Purposes (ESP) are further subdivided into sub-branches. In discussing the notion of ESP, Widdowson asserts that "if the needs of a group of learners can be precisely defined, this specification can be utilized to determine the context of a language program that will meet these needs" [Widdowson, 109].

Roughly speaking, there are two basic types of ESP: English for Occupational Purposes (EOP) and English for Educational Purposes (EEP). The former can be subdivided into English for businessmen, English for nurses, English for secretaries, English for airline staff, etc. Otherwise stated, EOP is matched to the learner's job or profession. As far as the latter concerned, it can be further subdivided into English for Academic Purposes (EAP) and English for Science and Technology (EST) [Mkhitaryan, Mikayelyan, 9].

The difference between English for Specific Purposes (ESP) and English as a Second Language (ESL), also known as General English

According to Hutchinson, the difference between the **ESP** and **"General English" approach** is quite simply, "in theory nothing, in practice a great deal" [Hutchinson and Waters, 9]. In 1987, the last statement was quite true, of course. The teachers of **"General English"** courses, while acknowledging that students' motivations for studying English were specific, would rarely conduct a needs assessment to discover what was actually required to achieve their objective.

Presently, educators possess a greater awareness of the significance of conducting needs analysis, and the advancements in published textbooks have significantly enhanced their ability to select materials that closely align with the objectives of the student. This might be a sign of how much English teaching has been influenced by the ESP method. Nevertheless, the distinction between 'General English' courses and 'ESP' courses has deteriorated into something rather ambiguous. Many English teachers use an ESP approach, based on a learner needs analysis and their own specialist knowledge of using English for real communication. Therefore, it can be said that ESP stems from the need to use language as a tool for facilitating success in professional life. It is an obvious fact that the first and the most important task of any teacher of a foreign language is to determine the purpose of teaching the language and to ascertain the circumstances in which the learner will use the language. Nevertheless, even today there are millions of learners (and first of all students of universities and colleges) who learn languages for general purposes, or to be more exact, they learn it for no obvious reason. As a rule, they find the general language methodology dull and uninteresting and continue to attend classes not because they hope to improve their command for English but because they need to get a good grade at the end of the term. **English for Specific Purposes** is a break with the long tradition of foreign language as part of general education. The main objective of the **ESP** methodology is to develop language proficiency for effective communication in different spheres of human activity. It follows that **ESP** is a learner-entered methodology that considers the study of language in terms of speech. The vital importance of **ESP** methodology becomes apparent if we take into account the present-day international situation which proves that communication is now more important than ever. Quickly – developing international cooperation in science and technology, commerce and culture requires more and more people who can speak English on their professional subject [Mkhitaryan, Mikayelyan, 8].

The most significant difference lies in the individuals who are acquiring English and their motivations for learning the language. **ESP** students are typically adults who possess some familiarity

with English and are acquiring the language to communicate a set of professional competencies and execute specific job-related tasks. An English proficiency program is therefore founded on an assessment of the objectives, requirements, and functions for which English is required.

The role of new technologies in ESP teaching

English is widely utilized in professional discourse, as it is the official language of numerous international conferences, symposiums, and meetings. The objectives of educating English and the need for an efficient approach to the learning process are examined in the ESP course. It also explores the creation of a model of language education that integrates linguistic, cultural, and social aspects. The full development of skills that guarantee high-level communication between future specialists and their foreign colleagues in various academic and professional settings is a crucial factor in the efficiency and achievement of specialists' work. Furthermore, now that the English language is increasingly regarded as a means of international communication, you need to learn to think in English, not just speak it. The level of proficiency in English for Special Purposes determines success in overcoming both linguistic and cultural barriers in the field of professional communication. Therefore, issues related to the teaching of English for Special Purposes in a modern university are of particular interest to researchers and practitioners of teaching foreign languages. It is important to mention today English is the basis of international communication and an inseparable part of a successful professional career, contributing to effective cooperation in science and various areas of production in the modern world. At the beginning of the last century, scientists came to the conclusion that it was necessary to teach a functional language that includes terminology for describing and using in certain areas. It is widely accepted that new technology provides students and teachers with encouragement, which must be taken into consideration. Since ESP by definition focuses on the specific language needs of learners, the use of technologies is even more important, as they can become a source of authentic materials. It is widely accepted that visual learning is preferable to auditory learning. They like to develop their vocabulary through pictures, improve their speaking skills by describing diagrams and flow charts, and discuss topics demonstrated in films, talks etc. ["Implementing new technologies as instructional models into ESP classes"].

It is also important to emphasize that technology enhances the teaching and learning process and helps ESP students improve and develop their academic and study skills. ESP students have special needs they must acquire a general and specialized vocabulary in order to communicate in the new language. It is imperative that they receive training to enable them to function effectively in a business setting, including but not limited to the proficiency in interpreting presentations, commenting on diagrams and charts, presenting overhead transparencies, presenting software products, research findings, reports, and other related tasks, or for instance, enabling them to operate in a business setting such as a bank. New technologies provide a language environment that improves on traditional classroom teaching, creating a good platform for the exchange between teachers and students. It would be helpful to know which devices can help make a classroom environment more active and interactive for an ESP course.

- The Use of Multimedia in English Language Teaching.
- Computer Network Technology – A Facilitator in English Language Teaching & Learning.
- Blogs and Microblogging.
- Technology Enhanced ELT: Using Podcasts.

- Acoustic Analysis of Speech Sounds as an Effective Technique for Pronunciation Teaching.
- Talks.
- Digital projectors.

Tablets, smartphones, and computers are already an integral part of everyday life for students and teachers alike. Technology is used in the classroom to make learning experiences for students of all ages. The flexibility of an ESP class can be enhanced by considering wireless projection capabilities. There are several devices that can be used to connect wirelessly to a notebook or tablet. Such devices, along with interactive specialized resources related to English have the potential to facilitate in-class learning pertaining to the enhancement of technical communication skills in the areas of speaking, reading, and writing English. ESP students have the opportunity to prepare or display presentations based on graphs related to the results of a survey or research work by using devices. Technology accelerates the acquisition of phonics, increases vocabulary, improves reading-comprehension skills, word combination learning and communicative ability and encourages language development. Video resources can provide concrete examples of situations, atmospheres, and ideas about corporate culture. They help students to decode signs connected to a particular culture. In addition, the paper said that students should use technology to improve their language skills because it helps them be creative and gives them new ways to learn a language that is fun and interesting.

Conclusion

Technology has become an integral part of the learning process both inside and outside of the classroom. Technology allows teachers to modify class routines, enhancing the process of language acquisition. The importance of technology in helping teachers facilitate language acquisition for their learners continues to grow, as it continues to gain importance. This study examines the role of using new technologies in the learning of ESP.

Research has consistently demonstrated that students learn more effectively when they are fully engaged, and that hands-on learning enhanced by novel technologies is the most effective approach to engage them. The teaching and learning process can be enhanced by the effective use of new technology devices, which are ready to form the next-generation classroom. ESP teachers can use them to accelerate the teaching process, and students can be inspired to improve their academic and study abilities. New technologies will expand the boundaries of classrooms and enhance the enjoyment of academic work, owing to their integration as instructional models in ESP classes.

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