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PECULIARITIES IN CONTENT-BASED APPROACH TO TEACHING ESP

OSOBLIWOŚCI PRZEDMIOTOWO-ORIENTOWANEGO PODEJŚCIA W NAUCZANIU JĘZYKA ANGIELSKIEGO SPECJALISTYCZNEGO

ОСОБЕННОСТИ ПРЕДМЕТНО-ОРИЕНТИРОВАННОГО ПОДХОДА В ОБУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ

Abstract

The article gives a brief analysis of peculiarities in content-based approach to teaching English for Specific purposes (ESP). The goal of every ESP course is to prepare students for professional communication in the target language on all issues that may require such target language communication in the course of their professional activities and career. The major ideas and basic concepts that influenced ESP have been examined. Special attention is given to a specific approach to language teaching, - a content-based approach (CBA).

The authors characterize fundamental categories of foreign language teaching, components of ESP learning content, the stages and basic conditions in the selection of learning content for a content-based ESP course, advantages and disadvantages of sources for selecting speech materials.

To see the expectations and demands of students the authors have conducted needs analysis to choose the best methods and approaches in teaching process. In our research

L. Petliovana, S. Sukhovetska

students were asked to specify each of the points from their learning needs. According to the questionnaire, students would prefer reading and studying articles about structure, experience and working strategy of international corporations to enrich their vocabulary in Business English.

Keywords: English for specific purposes (ESP); content-based approach (CBA); content-based instruction; teaching ESP at non-linguistic higher educational institutions; needs analysis (NA).

Streszczenie

Artykuł zawiera krótką analizę osobliwości przedmiotowo-orientowanego podejścia w nauczaniu języka angielskiego specjalistycznego (ESP). Celem każdego kursu ESP jest przygotowanie studentów do profesjonalnej komunikacji w języku obcym, m.i. komunikacji werbalnej podczas działalności i kariery zawodowej. Omówiono główne idee i podstawowe koncepcje, które wpłynęły na rozwój ESP. Szczególną uwagę zwraca się na zorientowane przedmiotowo podejście w nauczaniu języka obcego (CBA).

Autorzy opisują podstawowe kategorie metod nauczania języków obcych, komponenty edukacyjnego kontentu ESP, etapy i główne warunki wyboru edukacyjnego kontentu do kursu ESP, a także zalety i wady źródeł dla wyboru językowej bazy materiałowej.

Aby wybrać metody i podejścia w nauczaniu języka obcego, autorzy przeanalizowali potrzeby studentów (NA) i wykonali analizę ich oczekiwań od kursu. W naszym badaniu studenci zostali poproszeni o skupienie się bardziej szczegółowo na każdym elemencie ich potrzeb edukacyjnych. Według badania, studenci wolą czytać artykuły i badania struktury, doświadczenia i strategii korporacji międzynarodowych w celu wzbogacenia swojego słownictwa w biznesowym angielskim.

Słowa kluczowe: język angielski dla orientacji zawodowej (ESP); przedmiotowo zorientowane nauczanie języków obcych (CBA); Nauczanie ESP w nie językowych instytucjach szkolnictwa wyższego; Analiza potrzeb studentów (NA).

Аннотация

В статье приводится краткий анализ особенностей предметно-ориентированного подхода в обучении английского языка профессиональной направленности (ESP). Целью каждого курса ESP является подготовка студентов к профессиональному общению на иностранном языке по вопросам, которые могут требовать целевого речевого общения в процессе профессиональной деятельности и карьеры. Рассмотрены основные идеи и основные концепции, оказавшие влияние на развитие ESP. Особое внимание уделяется предметно-ориентированному подходу обучения иностранному языку (CBA).

Авторы характеризуют базовые категории методики преподавания иностранного языка, компоненты учебного контента ESP, этапы и основные условия выбора учебного контента для курса ESP, а также преимущества и недостатки источников для выбора языкового материала.

Для определения методов и подходов в процессе обучения иностранному языку, авторы провели анализ потребностей студентов (NA) и очертили их ожидания от курса. В нашем исследовании студентам предлагалось остановиться более конкретно на каждом пункте своих учебных потребностей. Согласно опросу, для обогащения своего словарного запаса в деловом английском языке студенты предпочитают чтение и изучение статей о структуре, опыте и рабочей стратегии международных корпораций.

Ключевые слова: английский язык профессиональной направленности (ESP); предметно-ориентированный подход обучения иностранному языку (CBA); обучение ESP в неязыковых высших учебных заведениях; анализ потребностей студентов (NA).

Statement of the problem in general outlook and its connection with important scientific and practical tasks. Today's foreign Language teaching methods are based on the belief that students should be as autonomous (or even independent) as possible in the process of acquiring the target language and the communication skills in that language. The role of teachers in that case is radically changed: from providers of knowledge and skills they turn into facilitators, i.e., people who help students to organize their learning in the best, most productive and efficient, as well as the most effort-saving manner.

The tendency of introducing autonomous language acquisition into the foreign language classroom has been especially pronounced in teaching and learning English as a foreign language (EFL). The reasons for this are twofold. First, English in secondary and tertiary education in very many countries of the world has changed its position from being one of the academic subjects into the position of a basic skill to be acquired - something without which an educated person simply cannot exist (like literacy). Due to this fact and also to the fact that in almost every class of almost every school where English is being taught and learned there is usually a great diversity of learners in what concerns their proficiencies, backgrounds, anticipations and ambitions, a much more personalized approach to teaching English is required. Consequently, greater and increasing learner autonomy is required. The second reason is the number of people learning English all over the world. Nobody has as yet tried to calculate the exact numbers of learners of English as a foreign language in all the non-English speaking countries of the globe, but hardly anyone will doubt that such learners number dozens, or maybe even hundreds of millions.

Unfortunately, the potential of available ESP teaching methods capable of meeting the demands of labor market as well as students' and teachers' needs is rather limited. This insufficiency should be compensated with content-based approach developed in accordance with the trajectory of teaching students, through providing the conditions for professional communication and co-operation between the participants of educational process by means of intensifying it with the use of ESP as constituents of the education technology.

Analysis of latest research where the solution of the problem was initiated.

Teaching English for Specific Purposes attracts increasing attention. This tendency is conditioned by global economic integration which calls for the need to use foreign languages especially English as an international one on the labor market. As far as knowledge of English has become "the primary means of communication at workplace both within and across boundaries" (Purpura J., Graziano-King J., 2003), students are interested to study not only general English in the course of ESL but they would rather acquire ESP to get linguistic competencies for the development of their professional career. ESP students, as a rule, are adults who have strong intrinsic motivation which is very important in the process of learning.

According to Hutchinson and Waters, there are three reasons explaining the emergence of ESP: two historical periods, a revolution in linguistics, and focus on the learner (Hutchinson T., Waters A., 1987, p.6), claim that those two historical milestones were: the end of the Second World War, which was the age of scientific, technical and economic activity growth all over the world, and "the role of international language fell to English"; and Oil Market in 1970s which attracted

Western money and technologies. English language again became the language of needed technologies and knowledge.

Revolution in linguistics was mentioned above as the second reason which greatly influenced on the ESP emergency. Hutchinson and Waters wrote about the focus made on the ways spoken and written English vary depending on the context. Progressive researchers in linguistics started to study and discuss the ways to use language in real communication. Among those scientists Hutchinson and Waters indicate Ewer and Latorre, Swales and others.

And the third reason to speed up ESP emergency was the tendency to develop the ways for learners to acquire different language learning strategies using different skills. Motivation was recognized as powerful means to achieve different learners' needs and interests.

Scientists agree that any research implies carrying out needs analysis to make the process successful, as far as it discovers learning goals and objectives. Brown points out that learners' NA is crucial (Brown J.D., 2016). Richards suggests that "what is identified as a need is dependent on judgment, and reflects the interests and values of those making such a judgment." (Richards J.C., 2001). Hutchinson and Waters discuss two types of needs analysis: a) target needs (what the learner needs to do in the target situation) and b) learning needs (what the learner needs to do in order to learn (Hutchinson T., Waters A., 1987).

Thus, researches have done a lot of work aiming to promote the efficiency of ESP teaching. In this regard, the primary goal of the language education is not just the formation of the foreign language communication skills, but the environment, where the foreign language is the means to gain the additional professional knowledge as well as the means to solve professional tasks.

Aims of paper. Methods

The article aims at analyzing and

generalizing the definition of content-based teaching, abstracting the possibilities of the use of ESP in educational process at institutes of higher education, sharing the authors' own experience in creating new approaches in the field of teaching ESP according to content-based instruction.

One of the first and most thorough analyses of content-based instruction was made in the work by Brinton, Snow, & Wesche as far back as 1989. Summing up everything that was said about it in their book, the following definition of content-based instruction (specifically adapted to ESP by us) can be suggested:

Content-based instruction is the integration of content from the subjects of students' majors with the goals of target language teaching. It ensures parallel acquisition of knowledge from certain non-linguistic disciplines together with acquisition of the target language and the skills of communicating in it. In such instruction, the ESP curriculum is most closely linked or even based on the curricula of one or several of students' majoring disciplines so that learning the target language content follows the requirements of learning some professional content from the majoring disciplines through the medium of the target language. The development of students' target language communication skills proceeds mostly subconsciously through their teaming in the target language the content matter from the majoring subjects. In this way, content-based instruction eliminates the gap between language learning and learning professional subjects ensuring students' learning the latter through the medium of the former (Brinton D.M. et al. 1989).

So, it is the most efficient way to improve the student's proficiency level. This approach puts its emphasis on content, topics and themes that develop the different curricular areas and tries to take into account the interests and needs of the learners. It aims to provide meaningful learning by connecting the new information with the student's previous learning

experiences.

Content-based instruction has become widespread and enjoys great popularity in teaching English in the countries of Europe and North America. Evidence of this can be seen in the fact that entire collections of works have been published summarizing teachers' experiences in using content-based instruction in their pedagogical practice (Brinton D.M. et al. 1989). It should be noted that in recent years content-based instruction has been known in Europe under the name of *CLIL (Content and Language Integrated Learning)* and there it has certain peculiarities that make it a version of one and the same approach. Content-based instruction refers to the content of the teaching, to the selection of that content, and to the phases in ESP teaching connected with transitions from the simpler to more sophisticated forms of instruction where the content matter of professional disciplines/activities, and not the language, is in the focus of attention.

As far as we investigate effective methods (and content-based approach is one of them) of teaching English for Specific Purposes courses, let us consider the origins of ESP and its definition. Different descriptions provided in the literature relate to the broad distinction of ESP versus EGP (English for General Purposes). Richards & Schmidt define Languages for Specific Purposes as languages "used for particular and restricted types of communication (e.g. for medical reports, scientific writing, air-traffic control) and which contain lexical, grammatical, and other linguistic features which are different from ordinary language" (Richards J.C., Schmidt R.W., 2010, p.295). Richards & Schmidt also note that "the content and aims of the [ESP] course are fixed by the specific needs of a particular group of learners" (Richards J.C., Schmidt R.W., 2010, p.181). Thus, ESP can be defined in relation to "a large number of separate activities defined according to a subject or a profession or job" that lead learners to study English in the context, profession or job (Richards J.C. 2001,

p.105). This problem has led specialists of ESP to address English as much smaller subdivisions, such as English for Engineering, English for Aviation, English for Business, apart from the traditional subdivisions of English for Academic Purposes or English for Occupational Purposes.

At the same time as the use of English was growing up for specific needs, it also influenced the study of language itself. In the past, the purpose of Linguistics was only for the usage of the language which is well known as grammar. However, as the time goes by the early studies began to find out that the usage of language grammatically is actually different from the real life usage; one of the example is the way we speak and write the language.

It can be explained that in the real life there are some differences of the usage of language in some parts of life e.g engineering, hospital, and more. Then it developed that if the use of language varies from one situation to another, it should be possible to decide the features of specific situations and make these features as basis for learning the language. Since then, especially in the late 60's and 70's, the research was developed into the varieties of language. In conclusion, by analyzing linguistic characteristics of the specialist area of language study, particular group of learners could be identified. This is as the principle of ESP that "Tell me what you need English for and I will tell you the English that you need".

Dudley-Evans and St John address three of the most widely-recognized definitions in the field in their book *Developments in ESP: A Multidisciplinary Approach* (Dudley- Evans T., St John J., 1998, p.2). The first is the one provided by Hutchinson and Waters (1987), who viewed ESP as an approach, not a product, meaning that it "does not involve a particular kind of language, teaching material, or methodology". This might be considered the most general of the definitions. Dudley-Evans (2001) also cited Strevens' definition,

which aims at defining ESP by distinguishing both its absolute and variable characteristics. Among some of the absolute features, he mentioned ESP's relationship with other disciplinary areas and occupations by using their methodologies and activities, its focus on and analysis of the language related to a particular area, and its contrast to General English. Anthony stated that, during Japan's Conference on ESP, Dudley-Evans included another feature within this definition, that "ESP is defined to meet specific needs of the learners" (Anthony L., 1997, p.2). In addition, the two variable characteristics are its restriction in terms of skills to be learned and the lack of a pre-established methodology. Moreover, Dudley-Evans (2001) briefly explained Robinson's view of ESP as a goal-directed approach that has a limited time period and is aimed at adults in homogeneous learning environments. According to Anthony (1997), Dudley-Evans also stated that ESP is usually aimed at professionals or tertiary-level students with some target language basic knowledge but is not limited to these populations exclusively. All these absolute and variable features emphasize the purposeful nature of ESP as an approach that shapes itself according to the learner's needs.

Present university English courses take a lot of learning and teaching resources. As a language learner or a teacher, it is important to understand the various methods and techniques so that you are able to compete effectively in today's job market, to make educated choices, and to enjoy language learning.

"A knowledge of methods is a part of the knowledge base of teaching." (Larsen-Freeman D., 2000). To meet the needs of language learners, it is necessary to apply more effective methods of teaching and learning English for Specific Purposes courses, which practical aim is to prepare students to communicate effectively in their academic and professional environments by developing their general and professionally oriented communicative language

competences. Dudley Evans and St John claimed that the strength of methodology is the way in which language learning and subject learning approaches can be integrated (Dudley-Evans T., St John J., 1998). Dudley states that an ESP teacher should not teach content without sufficient knowledge of the content. If a teacher does not have a subject background, I would suggest that he or she should work with the subject teacher before starting present material on the definite topic.

Diane Larsen-Freeman indicates six common methods: the Audio-Lingual Method, Community Language Learning, the Comprehension Approach, Suggestopedia, the Silent Way, and the Communicative Approach (Larsen-Freeman D., 2000). Later, in 2000, she added content-based approach, task-based, and participatory approaches admitting that "...language can be best learned when it is taught through communication rather than for it" (Larsen-Freeman D., 2000).

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

According to the list in question, the ESP constructivist learning environment must be:

1. **Active** – Learners are engaged in mindful processing of the information and are responsible for the result of such processing. To achieve that in ESP courses, the information has to be meaningful and significant for learners, i.e., professional, and this is ensured by the content-based instruction.

2. **Constructive** – Learners incorporate new ideas into prior knowledge to solve particular issues or problems. In ESP it means the requirement to make learners face professional problems or issues that only content-based instruction can provide.

3. **Collaborative** – Learners mostly work not individually but in communities that have learning and knowledge building as their goals. In such communities the knowledge and skills of every member are

exploited by all the other members of the community, and that community observes and evaluates the contribution of each of the members providing all of them with social support.

4. **Intentional** – Learners have a common intention of achieving the learning goals. In ESP, content-based instruction in unity with experiential learning reinforces that intention by channeling it towards achieving professional goals through target language learning.

5. **Conversational** – Learning is a social, dialogical process by its very nature, so it is from dialogical/conversational learning in knowledge-and-skill building learning communities that learners benefit most. In ESP, the conversational types of learning activities provide the practical implementation with this feature.

6. **Contextualized** – Learning tasks are designed as meaningful real-world or modeled real-world tasks and are problem-based. This feature provides the professional nature of such learning tasks making them appropriate for an ESP course.

7. **Reflexive** – Learners articulate what has been learned by them and reflect on their decisions and the processes through which they have come to those decisions. Content-based instruction ensures the appropriateness of experiential learning activities for an ESP course by filling those activities with professional content (Tarnopolsky O., 2012).

Snow considered content-based instruction as *a method with many faces* (Snow M.A., 1991). Brinton, Snow, & Wesche (1989) distinguished three organizational forms of content-based instruction which were developed and described for teaching EAP (English for Academic Purposes) to international students learning English as a second language at US universities.

The first form is *adjunct language instruction*, the most advanced of all the three forms. Adjunct language instruction is a course of English accompanying total English immersion. It is organized for those

international students at American universities who are taught their majoring subjects in mainstream courses together with American students but need some help to cope with their language problems in those mainstream courses. Adjunct language instruction is designed especially for rendering such help, so it cannot be considered as an independent language course.

The second form is *sheltered content instruction*. It was developed for those international students at American universities whose English was insufficient for attending mainstream courses on academic/professional subjects together with American students. They have separate courses on those subjects organized for them only, and such courses are taught in English that is modified and simplified, i.e., specially adapted to the level of students' command of the language. Sheltered-language instructors support their students through the use of particular instructional techniques and materials. In this way students do not adjourn their academic study. This implies that students are highly motivated because they are learning content relevant to the academic requirements of the programs.

The third form which is of the greatest interest to us is *theme-based language instruction*. It is specially designed for ESP classes only, and not for some kinds of immersion teaching. The course of ESP, when it is built as theme-based instruction, is structured around a set of professional topics (themes) that follow each other in a logical consecutive order which corresponds to the order of studying those themes in an academic course of some majoring discipline or in courses on several such disciplines. In theme-based instruction special attention is paid to the *integration* of reading, speaking, listening, and writing for professional purposes in the teaching/learning process (Brinton D.M., Snow M.A., Wesche M.B., 1989).

According to Richard and Rogers: "All language teaching methods operate

explicitly from a theory of language and beliefs or theories about how language is learned” (Richards J.C., Schmidt R.W., 2010). Robinson (1991) says that “methodology in English language teaching (ELT) and ESP differ little and that it is not possible to say whether general ELT has borrowed ideas for methodology from ESP or whether ESP has borrowed ideas from general ELT.” She identifies two main features of ESP methodology:

- ESP activities can be based on students’ specialism;
- ESP activities can have truly authentic purpose derived from Learners’ target needs.

ESP first started to be taught in the workplace for development of staff efficiency. Since the 1980s there has been done much for development and implementation of ESP. Learners’ needs are continuously changing in parallel with technological progress. That’s why, needs analysis (NA) in ESP is necessary to understand what students expect to acquire at the end of the course.

Scientists agree that any research implies carrying out needs analysis to make the process successful, as far as it discovers learning goals and objectives. Brown points out that learners’ NA is crucial (Brown J.D., 2016). Richards suggests that “what is identified as a need is dependent on judgment, and reflects the interests and values of those making such a judgment” (Richards J.C., 2001, p.54). Hutchinson and Waters discuss two types of needs analysis: a) target needs (what the learner needs to do in the target situation) and b) learning needs (what the learner needs to do in order to learn) (Hutchinson T., Waters A., 1987).

The learning content is one of the most fundamental categories of foreign language teaching. The first is the goal of teaching/learning, this goal being, as mentioned, developing students’ communicative competence in the target language – linguistic, sociolinguistic, and pragmatic (Council of Europe, 2001) – for ensuring their efficient communication in

that language. For the conditions of an ESP course, this communicative competence should be aimed at professional communication only.

The second category is the method of teaching and learning, which we are most interested in. Hardly any proof is needed to assert that it largely depends on the properly selected learning content whether the goal of ESP teaching/learning will really be achieved. It also depends on the selected content how the method of teaching/learning is going to be implemented in the practical teaching/learning process. There can be and are different ideas as to that componential structure but there hardly can be any objections to the statement that the learning content in ESP courses must include everything that the students are expected to retain in their memory after they finish their particular course. From this point of view, the components in question may be considered as consisting of:

1. **Communication and language skills** as the principal component of ESP learning content. It should be noted that from what has been said before it is clear that communication skills that students are expected to develop embrace all the four basic communication activities (speaking, reading, listening, and writing), inasmuch as those communication activities serve professional activities implemented through professional communication

2. **Language materials**, vocabulary, grammar, and pronunciation materials that students are supposed to retain in their memories because it is only when having those materials at their disposal, they can develop relevant vocabulary, grammar, and pronunciation skills. It should be noted that for an ESP course, only the vocabulary to be acquired by students is supposed to be properly and thoroughly selected

3. **Sociolinguistic and pragmatic information** that serves for developing students’ sociolinguistic and pragmatic competences and relevant skills that are proper to the *speech community* (Hymes D.,

1974) whose language is being learned as the target one. In some cases, the sociolinguistic and pragmatic information from some other speech communities may be included in the ESP course when it is known in advance that, after graduation, former students are going to communicate in English with representatives of a number of different cultures.

4. *Speech/communication materials and samples*, such as professional texts for reading, audio and video materials, etc. These materials are included into the learning content not because it is expected that students retain in their memories every single professional text in English that they have read or very single professional conversation in English that they were listening to in their ESP course

5. *Themes (topics) and situations for communication*. This is the last component, but not the least important. First, this is because if an ESP course under discussion is theme-based, it is clear that professional themes (topics) to be studied in the course must be carefully selected for achieving the course goals. Second, no communication (either professional or not) is possible without a topic. Actually, communication starts with a certain topic (theme), which determines the communication content. Though, topics may be changed in the process of communication, each of the single fragments of verbal intercourse is always devoted to some specific topic and cannot take place in its absence. The same concerns situations because no communications, either spoken or written, is possible outside some situation in which that communication is developing (Zimniaya I.A., 1985).

One and the same professional topic will be discussed differently in the situation of a professional meeting and in the situation of having lunch together with a colleague. This means that:

1) in their interaction topics and situations of communication determine the communication content and, therefore, the characteristics of oral and written discourses

(texts) generated and read/listened to in that communication;

2) through the content of communication and the characteristics of oral and written texts, those topics and situations determine the sociolinguistic and pragmatic skills that need to be used by communicators, the skills in question being developed in target language studies on the basis of relevant sociolinguistic and pragmatic information;

3) the themes and situations also determine the language material (like vocabulary) to be used by communicators;

4) finally, they determine the communication and language skills to be activated in this or that fragment of communication.

This demonstrates that it is the topics and situations of communication that to a large extent determine the selection of all the other components of learning content - those that are higher up in the hierarchy.

So, topics and situations of communication may be considered as the foundation-laying, basic component of that content. It is on the selection of just this component that the selection of all the other components depends. As to the question what should be selected first: the themes or the situations; for teaching target language professional communication (ESP), there can be only one answer - themes should go first. This is why communication on professional topics (themes) can sometimes take place in very unlikely or even inappropriate situations - like the situation of a corporate Christmas party.

The list of learning content components given above and the suggested interpretation of each of the components, especially the last one (themes and situations), both show the direction towards rational sequencing and selection of those components. The approach to logical sequencing and practical implementation of that selection was developed by the Ukrainian scholar Skalkin (Skalkin V.L., 1989) and later elaborated in details in the monograph by Tarnopolsky, & Kozhushko (Tarnopolsky O., Kozhushko

S., 2004).

Selecting themes (topics) as the first step, or stage, in the selection of learning content for a content-based ESP course, should be implemented following four basic conditions:

1. The selected themes should not embrace the most fundamental information about the content of just one, however important, students' majoring/professional discipline. They should reflect the fundamental content related to students' future specialty as a whole. Those themes are supposed to allow creating a kind of synopsis of learners' future profession in the target language. It is what content-based instruction is, in fact, designed for. Otherwise, the specific goal of every ESP course at tertiary schools cannot be attained. This goal is to prepare students for professional communication in the target language on all issues that may require such target language communication in the course of their professional activities and career.

2. The above condition presupposes that the themes for an ESP course should be selected from at least a number of students' majoring disciplines, if not from all of them. But all the selected themes need to be systematized and arranged in such a manner as to unite them into one integral and harmonious whole that can allow creating a model of students' future profession in ESP classes, or a synopsis (a short course) of that profession in the target language.

3. The selected themes should be accessible and comprehensible to students. In all countries of the world where ESP courses are taught in the framework of tertiary schools' curricula, such teaching is, as a rule, planned for the first years of students' university studies.

4. The task of selecting the themes for a content-based ESP course cannot be solved by ESP teachers, authors of textbooks, coursebooks, and other ESP teaching materials working totally on their own. These people are not and cannot be genuine specialists in any of the given fields of

professional specialization, like Business Studies, Engineering, Biology, Psychology, Transport, etc., so they cannot select such themes in full accordance with the three requirements above in a fully competent and qualified manner. Collaboration with genuine specialists is required - and, preferably, not with just one or two of them but with at least several dozens, so that the themes are chosen following the opinions of their majority, thus providing the most accurate and precise selection.

The second stage in selecting the learning content for an ESP course is the number of sources for that selection. The largest store of authentic materials in English can be found on professional Internet sites. That concerns not only the materials for reading but also the materials/samples for listening (*YouTube* and other Internet media).

Speech materials found on the Internet most certainly need some 'pedagogical processing' for using them as texts for reading or audio/video materials for listening in the teaching/learning process.

But on the other hand, the Internet has some really incomparable advantages as a source for selecting speech materials and samples. Those advantages are such that they make the Internet the principal source of speech materials' selection for content-based ESP courses. They are as follows:

1. The materials from the Internet are very accessible. Quite frequently, no special permission is required for using them for teaching/learning purposes (if the source and the author are duly quoted) because the copyright regulations in this case are often either absent or not so restricting as with the printed materials. This is especially true when the materials taken from the Internet have already been removed from it.

2. Those materials are more than numerous; they are, for all practical purposes, unlimited in numbers and so varied and diverse that all requirements may easily be met, including the requirement to choose only those profession-oriented materials that are comprehensible to

students in the early years of their university studies.

3. The materials are authentic, i.e., prepared by native speakers of the target language for other native speakers; moreover, they are, as a rule, prepared by specialists in a given professional field. Both these factors are more than important if we want to create a genuine content-based ESP course. But to achieve this adequately, the selection of materials from the Internet should be done in cooperation between an ESP materials writer and a specialist in a given field of knowledge or a field of professional activities.

4. The numerous speech materials/samples found on the Internet can serve as the best source for selecting the language inventory and the sociolinguistic and pragmatic information – just because of the greatest possible volume of those authentic materials.

Of course, there are other sources that can be used for selecting the learning content at the stage of selecting speech materials/samples. For instance, textbooks on professional disciplines written for English-speaking students can provide a lot of authentic professional texts for reading in English. For future businesspeople annual companies' reports are a good source of reading materials too. Professional newsletters, magazines, and even specialized journals should not be neglected either as such a source. Even advertisements and promotional materials can help. But although the listed kinds of materials should never be discarded and, on the contrary, should be made the best use of, relying on them has several disadvantages:

1. Almost all printed materials (maybe, except annual companies' reports) are copyrighted, so that for using them, special permission is needed, which is not always easy to procure.

2. The printed materials in English are by far not as numerous as the materials that can be found on the Internet and those of them that are accessible to ESP teachers and teaching materials writers/compilers may

simply be not sufficient for creating a short synopsis of students' future specialty in their ESP classes. In some countries or universities, such printed materials may not be accessible at all or accessible in such small numbers as to be practically useless for creating a content-based ESP course.

3. Of course, the required printed sources can be ordered and bought by ESP teachers and teaching materials writers/compilers. But buying them in sufficient numbers can often be too expensive not only for those teachers and writers themselves but even for their institutions.

4. Such sources are not as varied and diversified as Internet sources, so quite often it is difficult to find those of them that can fully meet all the requirements - like the requirement to choose only profession-oriented materials that are comprehensible to students in the early years of their university studies.

5. Because of their scarcity indicated above, printed materials may be insufficient for properly selecting the entire language inventory and the sociolinguistic and pragmatic information required for a content-based ESP course.

6. Last but not least, outside the Internet, it is very difficult to find enough audio/video materials/samples in English to provide for the needs of teaching listening in English for professional purposes.

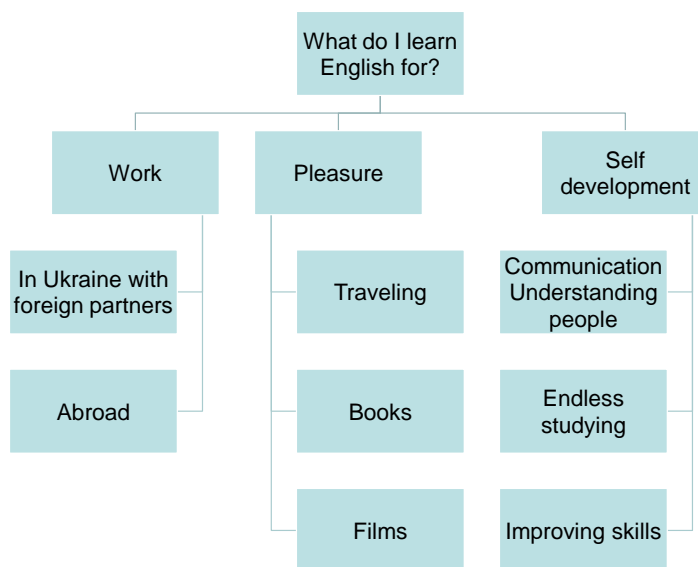
To be able to find out learners' needs, teachers of Zhytomyr State Technological University interviewed students about the main reasons to study English. The questionnaire included two points: Why do I learn English for? (target needs); and What I need more in learning English (learning needs). Needs analysis was carried out and the results were as follows (Figure 1, Figure 2): As Richards says, the different types of learners have different language needs and what they are taught should be limited to what they need (Richards J.C., 2001). These needs are fairly specific. It should be mentioned, that the questionnaire was conducted among students training in different specialties. That is why students

were asked to specify each of the points from their learning needs. For Speaking, for example, interviewees indicated communication practice (especially with native speakers), group projects, debates, group work, role-plays, events discussion etc. Almost all students mentioned the importance of Business English and stressed their difficulties with terminology and “technological words”. According to the questionnaire, students would prefer reading and studying articles about structure, experience and working strategy of international corporations to enrich their vocabulary in Business English.

For ESP learning interviewees made the topic outline required for Successful Communication in Occupational Settings. Depending on their specialties students

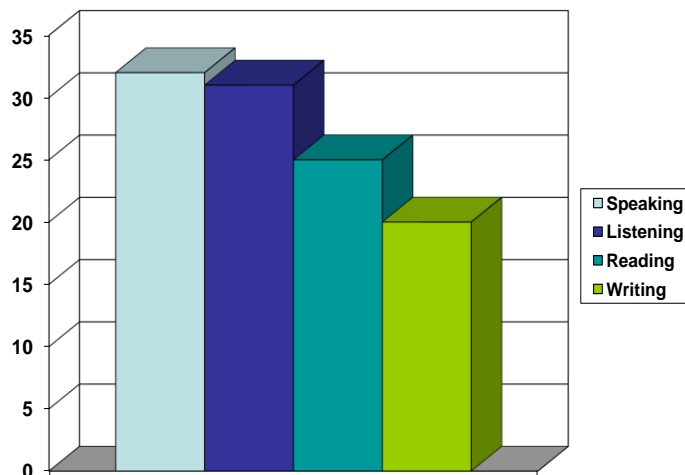
listed such topics as Automobiles, Engineering, Transport, Environment, Tourism, Hotel-restaurants business, Economics, Finance, Programming, Internet, New gadgets etc. Inference should be drawn that significant part of teaching process should be dedicated to learning content.

Mackay et al note that when needs are clear, learning can be defined in terms of the specific purposes which will be transferred in language whether it is reading scientific papers or communicating with technicians in industrial site. Thus, needs analysis is essential not only to find out learner’ needs but also define teaching methods, materials, activities and resources (Mackay R., Mountford A., 1978).



Source: compiled by the authors.

Figure 1. What do I learn English for?



Source: compiled by the authors.

Figure 2. What I need more

Conclusions. This article has discussed the origins of ESP and key notions about ESP. Different research papers on ESP have been analyzed. The authors tried to look into methods for ESP. Though most of the scientists claim that “there is no best method” as Prabhu said in 1990, (Prabhu S., 1990). We singled out the content-based instructions as the most appropriate method for teaching ESP in non-linguistic higher educational establishments and carried out its analysis. The issue for study was determined by challenges faced in professional activity. To see the expectations and demands of students the authors have conducted needs analysis to choose the best methods and

approaches in teaching process.

In the future, we hope, ESP will need to revise the role of information technologies, the effect of ESP on second language acquisition, ESP in new technical, scientific and professional fields such as Engineering, Economics, Environment, Tourism, Automobiles, etc.

Taking into account different studies and own opinions of authors, it should be noted that all forms of content-based instruction have to provide learning both specific content and language skills. In content-based language teaching, the claim in a sense is that students get “two for one” – both content knowledge and increased language proficiency’ (Wesche M., 1993).

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