

TEACHING METHODS FOR LEARNING ESP

Methods of teaching English have developed rapidly. 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*, make educated choices, and to enjoy language learning.

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is superior to the others. Also, it is not always possible to apply the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the Principled Eclecticism Method, deciding on the most suitable techniques from each method and applying methodology according to the learner's specific objectives and learning style.

Each teaching method has a different focus or priority. As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism, especially in ESP teaching. The term "specific" in ESP refers to the specific purpose for learning English. Thus, a teacher should choose the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more.

One of the most common approaches currently used in ESP teaching is Content-based Approach. It integrates the learning of language with the learning of some other content, often academic subject matter. According to the principles of the approach the subject matter content is used for language teaching purposes and teaching is built on students' previous experience. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they can use in their professional work or further studies. Learners are motivated when they perceive the relevance of their language use. Of course, vocabulary is easily acquired with contextual cues and language is learnt effectively when used to deliver interesting information. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to a topical news story.

The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

REFERENCES

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