

THE IMPORTANCE
Of ESP
IN BANGLADESH

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By

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PREFACE

I undertook the research in order to fulfill the requirements for the degree of MA in ELT while doing a number of courses on ELT and Applied Linguistics it crossed my mind that an interesting study could be done on THE IMPORTANCE OF ESP IN BANGLADSEH. I discussed the topic with my guide and she encouraged me with the ideas on how to proceed on this work. The outcome is the humble dissertation.

ACKNOWLEDGEMENT

I like to extend my gratitude firstly to my Chair and my Supervisor for their constant support and counsel. It would not be possible for me to complete my dissertation paper without her help and guidance.

I am thankful to Chair of BBA Department, LAW Department, FTDM Department, and also the respected people of Dhaka Bank and Shekh Mujib Medical university since they permitted me to continue my survey and interview in their respected departments and office.

I also like to thanks to those collogues who allowed me to do my survey and interview in their classes.

Lastly, I am also grateful to those students and participants who helped me in my research through the surveys and interviews.

TABLE OF CONTENTS

DEDICATION	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	

CHAPTERS

I. INTRODUCTION	1
1.1 Problem Statement	1
1.2 Purpose Statement	2
1.3 Research Questions	2
1.4 Significance	3
1.5 Delimitation	3
1.6 Limitations	3
1.7 Operational Definitions	4
1.7.1 General English	4
1.7.2 ESP	4

1.7.3 Register	4
1.7.4 Jargon	5
1.7.5 Need Analysis	5
1.7.3 Questionnaires/ Survey	5
1.7.4 Interview	6
II. LITERATURE REVIEW :	7
2.1 ESP Teachers	7
2.2 Mackay & Palmer	9
2.3 Hutchinson & Waters	9
2.4 Stevens	12
2.5 Antony	13
2.6 Jquine Bray Muller	14
2.7 Laimute Kithaukiene	17
2.8 John Munby	18
III. METHODOLOGY :	20
3.1 Research Design	20
3.2 Theoretical Framework	20
3.3 Sampling	20
3.3.1 BBA Department	21
3.3.2 LAW Department	22

3.3.3 FTDM Department	23
3.3.4 Bankers	23
3.3.5 Doctors	24
3.4 Setting	24
3.5 Research Instrument	24
3.6 Data Collection Procedure	25
3.7 Data Analysis Procedure	26
IV. FINDINGS & ANALYSIS :	27
4.1 BBA Department	27
4.2 LAW Department	28
4.3 FTDM Department	28
4.4 Bankers	29
4.5 Doctors	30
V. DISCUSSION & SUGGESTION	32
5.1 Discussion	32
5.1.1 Learners & Their Needs	32
5.1.2 Macky & Palmer	32
5.1.3 ESP Teaching	32
5.1.4 Hutchinson & Waters	33

5.1.5 Needs Analysis	33
5.1.6 Stevens	34
5.1.7 Register & Jargon	34
5.1.8 General English & Business English (a branch of ESP)	34
5.1.9 Laimute Kithaukiene	35
5.2 Suggestions	35
VI. CONCLUSION	38
REFERENCES	40
APPENDIX	
Appendix-I	
Appendix-II	

CHAPTER – I

INTRODUCTION

This chapter indicates the statements of the problem, the research questions, the purpose of the study, delimitations, limitations and the definition of key terms.

1.1 Problem Statement :

Keeping up in mind the concept of various uses of English language, the purpose of the current paper the researcher has initially aimed to examine how the use of English Language does vary at different occupations or levels. It also meant to identify whether there is necessity to have distinct pedagogical variation for various occupations or levels and if there is any distinct pedagogical variation how does it help or can help at different levels or occupations. Generally, in Bangladesh the learners learning purposes are not judged accurately. It highly affects learners, learning purposes or needs for the language. As a result, the learners can not perform accurately or contextually according to their purposes or needs for learning. Since the learning needs of doctors is distinctly different from lawyer. Similarly the learning needs of BBA students are different from the learning needs of FTDM (Film, TV & Media) students.

1.2 Purpose Statement :

Learner's learning need has immense significance in the teaching and learning process. It is necessary to judge individual learner's learning needs. The present research will help our policy makers to develop curriculum and learner's motivation for learning. Through this curriculum the teachers will be able to motivate and encourage the learners in their learning process.

1.3 Research Questions :

- ❖ Is ESP different from General English?

- ❖ Is it necessary to judge learner's learning needs while teaching and selecting curriculum?

- ❖ Is there any necessity of pedagogical variation for ESP learners in Bangladesh?

- ❖ Whether judging learner's learning needs and teaching according to it can help professionals and future job candidates.

1.4 Significance :

Through the researcher, the policy makers, teachers, course designers will realize why it is necessary to consider learner's learning need to have pedagogical variation between General English and ESP.

1.5 Delimitation :

- ❖ Researcher will get only six months. So there is time-constrain.
- ❖ As it is a very new issue for Bangladesh so there is lack of materials.

1.6 Limitations :

- ❖ The researcher intended to do survey and interview on 60 students, but ended up with 40 students.
- ❖ Due to time limitation, she had to end up her interview with 3 teachers. Indeed, she wanted to take interview of 10 teachers.
- ❖ The researcher wanted to proceed to her paper with some other departments of tertiary level and with also certain other professionals. Due to time-constrain she had to finish her paper with BBA, Law, and FTDM departments of Green University of Bangladesh.

- ❖ She had to end up her interview and survey on 20 professionals though she wanted to work on 40 professionals.

1.7 Operational Definitions :

1.7.1 General English :

General English covers the teaching of the fundamentals of grammar, of expression as well as of phonetics and provides a stronger or weaker basis for possible language studies.(Kithauskiene, L: General English and English For Specific Purposes)

1.7.2 ESP (English For Specific Purposes) :

ESP includes much more than the teaching of English through special materials and content. The teaching and learning ESP combines linguistics skills together with the acquisition of special information. The selection of materials and curriculum are predetermined by the needs and contexts of the students. . (Kithauskiene, L: General English and English For Specific Purposes)

1.7.3 Register :

The term Register is frequently used in ESP to indicate to “varieties according to use”. It means the same person can use a variety of linguistic items to express more or less the same meaning on various contexts or situations. So, these types of varieties use of the

language according to different occasions are called register.(Hudson,A,R:1996)

1.7.4 Jargon :

The term Jargon refers to the language specially the vocabulary peculiar or unusual to a specific profession, group, or trade. For example, medical or law jargon.

1.7.5 Needs Analysis :

Need Analysis refers to a family of curriculum procedure to gather information about the learner's needs for learning which is actually used in syllabus design.(Nunan,D:1988)

1.7.6 Questionnaire/Survey :

Questionnaire/Survey refers to the process of asking question to have information regarding learning needs of the learners or the students. In ESP the importance of survey is paramount. Through survey students learning needs matches as mismatches are brought into consideration.(Reid,J: Understanding Learning Style in the Second Language Classroom).

1.7.7 Interview :

It refers to examining learners' learning needs. In interview, the interviewer or the researcher is to meet each teacher or each professional or each student as per schedule. Interview is a successful way of judging a student's needs in the clearest possible duration.

.(Reid, J: Understanding Learning Style in the Second Language Classroom)

CHAPTER-II

LITERATURE REVIEW

Regarding the present topic, the researcher has found a number of research works and theories. Among them, Hutchinson & Waters, Stevens, ESP Teachers, Antony, Mackay & Palmer, L.Kithauskiene and lastly Jquine Bray Muller works are the most prominent and significance ones. Let us analyze them one by one.

2.1 In the article entitled *Teaching English for Specific Purposes* the ESP teachers argue that the most vital difference in case of ESP and General English lies in the learners and their needs for learning English. ESP learners are usually adults who already have some knowledge with English and are learning the language in order to communicate a set of professional skills and perform specific job related functions.

So, an ESP program is based on an assessment of purposes and needs and the functions for which English is required. ESP focuses more on language in context than on teaching grammar and language structures separately. It includes subjects varying from accounting or computer science to tourism and business management. The focusing point of ESP is that English is not taught as a subject distinct from the learner's real world or needs, instead, it is integrated with the subject matter area important to the learners.

Furthermore, ESP combines subject matter as well as English language teaching. Such a combination is highly motivating because learners are able to apply what they learn in their English classes to their main area of study, whether it is accounting, business management, economics, law, engineering, doctors, computer science or tourism. Being able to use the register and jargon which they learn in a meaningful context reinforces what is taught, increases their motivation. By this way, they will be able to improve their ability in acquiring English. The subject-matter knowledge provides them the context which they need to understand in the classroom of English. Moreover, in the ESP classroom learners are shown how the subject-matter helping them in learning English faster.

However, General English and ESP are distinct from each other not only in terms of the learner, but also in terms of instruction. Indeed, on one hand, General English covers equally all four language skills, that are, listening, reading, speaking, and writing, on the other hand in ESP it is a needs analysis that decides which language skills are most needed by the learners, and the curriculum is designed accordingly. For instance, an ESP program may emphasize the development of reading skills in learners who are preparing for graduate work in business administration; or it may promote the development of spoken skills in learners who are studying English in order to become tourist guides or it may promote writing skills for those who belong to Film, TV, & Media department.

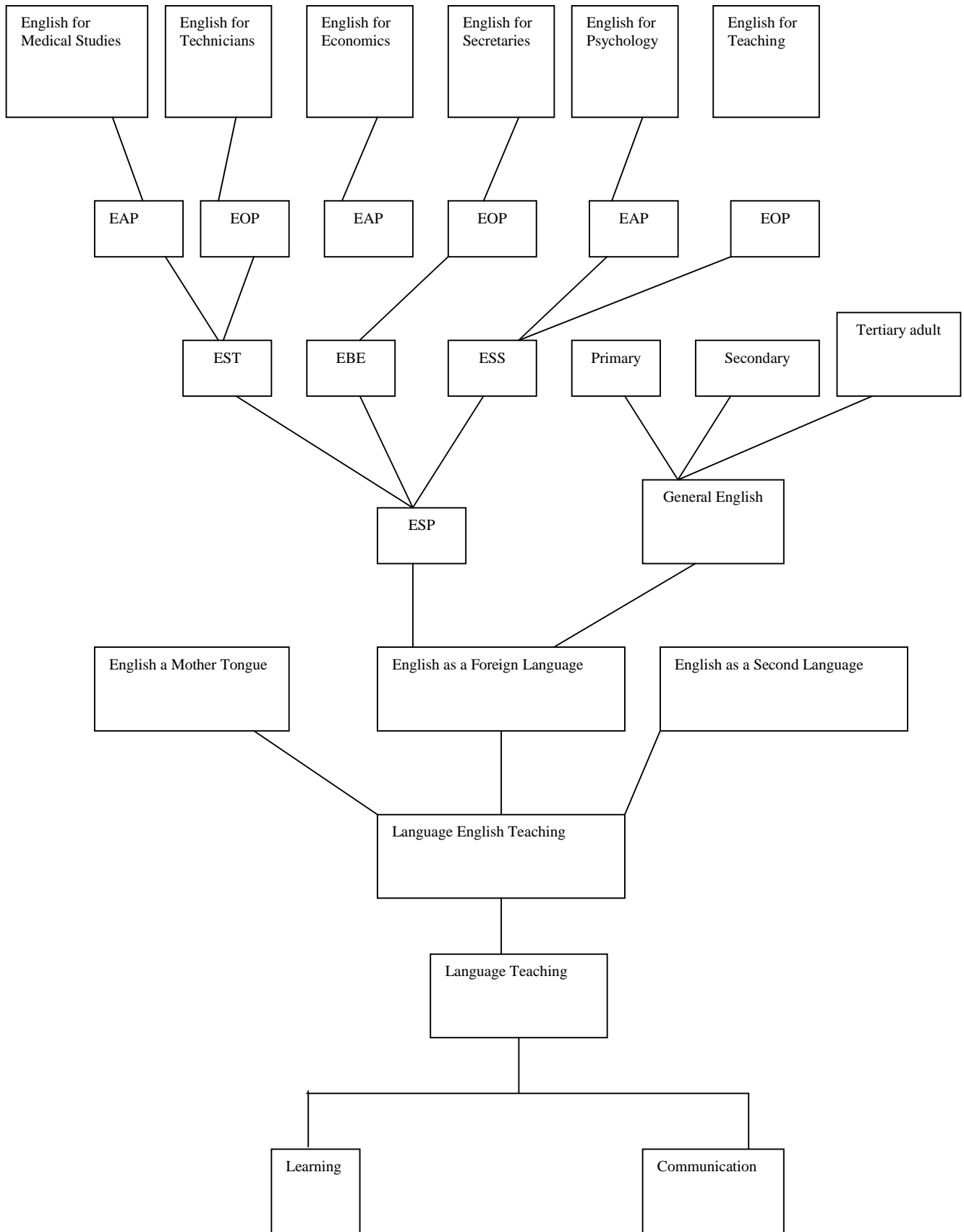
2.2 In the article entitled *Correlational Analysis of Students' Performance on English for Specific Purposes (ESP) and General English(GE)* Mackay and Parmer (1981) suggest that, “a preliminary analysis of learners' needs and expectations will be a prerequisite to program development in any language-teaching situation, whether for “general” or for “specific” purpose.”

2.3 In the article entitled *Correlational Analysis of Students' Performance on English for Specific Purposes (ESP) and General English(GE)* to point out the difference between ESP and General English, Hutchinson and Waters (1987) believe that there is a great deal of variation in practice but not in theory. As to the distinction between these two terms, they say that, ‘what distinguished ESP from General English is not the existence of a need as such but rather the awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and on the positive side, what potential can be exploited.’

They also believe that ‘the fact that language is used for specific purposes does not imply that it is a special form of the language, different in kind from other forms. There are some features, which can be identified as ‘typical’ of a particular more likely to meet in the target situation. But

these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.'

So, Hutchinson and Waters (Lixin Li: Theoretical Base and Problems in Business English Teaching in China) have divided ESP into 3 branches. They are : English for Sciences and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). Each of these branches falls into two categories: English for Academic Purpose (EAP) and English for Occupational Purposes (EOP)/English for Vocational purpose (EVP). An example of EAP for the EBE branch is “English for Economics”, whereas an example of EOP for the EBE branch is “English for Secretaries”. A chart is given to understand the concept more clearly.



2.4 In the article entitled *Key Issues in English for Specific Purposes (ESP) Curriculum Development* Stevens (1988) definition makes the differences between four absolute and two variable characteristics” which are as follows :

“1.Absolute characteristics :

ESP consists of English language teaching which is:

- ❖ designed to meet specified needs of the learner;
- ❖ related in content (i.e. in its themes and topics) to particular disciplines occupations and activities.
- ❖ Centered on the language appropriate to those activities in syntax lexis, discourse, semantics etc, and analysis of this discourse.
- ❖ In contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily:

- ❖ restricted as to the language skills to be learned (e.g. reading only)
- ❖ Not taught according to any pre-ordained methodology (pp.1-2).”

2.5 In the article entitled *Key Issues in English for Specific Purposes (ESP) Curriculum Development* according to Anthony (1997) there has been considerable recent debates about what is ESP (meant) despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan conference on ESP Dudley-Evans offered a modified definition which he and St. John postulate revised later on. It is given below :

“I. Absolute characteristics :

- ❖ ESP is defined to meet specific needs of the learner;
- ❖ ESP makes use of the underlying methodology and activities of the discipline it serves;
- ❖ ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics :

- ❖ ESP may be related to or designed for specific disciplines;
- ❖ ESP may use, in specific teaching situations, a different methodology from that of general English;
- ❖ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ❖ ESP is generally designed for intermediate or advanced students;
- ❖ Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp 4-5).
- ❖ Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc. and analysis of this discourse;
- ❖ In contrast with General English.”

2.6 In the article entitled *The Difference between Business English and General English ELT students* Jquine Bray Muller (2010) has

shown the pedagogical variation between General English and Business English (as a part of ESP) which are as follows :

“Business English

General English

Secondary through world of mouth recommendations from employees.

Recommendations from friends and colleagues.

They are used to working towards a particular outcome, a result. They are goal-orientated.

General English students work for progress.

They work to a specific timescale.

They are less likely to set themselves a specific target within a specific timescale.

They expect efficiency, quality and professionalism.

Generally prefers to attend local English language schools or community education offers.

Can be private students as well and go to the teacher's home. (usually the Departmental heads, Managing Directors, or the owners of businesses.)

Homogenous difficulties will occur with internal political conflicts such as mixed hierarchy students or departments.

Attendance can be sporadic and disharmonious (telephone calls, meetings, business trips) so you need a firm and controlling hand.

Business students are generally more relaxed and easy going. They already know each other. Generally groups are not larger than 6 people.

Exceptions could be partners and married couples and small private groups of colleagues or friends (private students).

Homogenous difficulties (levels or English knowledge) are a permanent problem in community courses.

Attendance is good. Only holidays or sickness keep the students from the lesson.

Takes longer for students to thaw out amongst all these strangers.

Community learning groups can reach up to 25 people.

Easily motivated if the target language is of immediate use to their jobs.

Can be difficult to find topics and materials to keep all students actively interested.

They have high competitive traits which are created for lively team-work competitions.

Homework is often left undone-or done in the last few minutes.

Most love to have some lesson time spent on conversational discussions such as books, films, politics, etc.

Homework with a “business flair” such as writing e-mails gets done.

Expect tailored materials.

Mostly English course books and photocopies.

Use of the internet, computer and modern presentation technology is expected.

May use e-mail communication.”

2.7 . In her article *General English and English For Specific Purposes (ESP)* Laimute Kithauskiene (88-92) says that the initial goal in teaching ESP is to provide the learner with the practical use of English revising the

learned knowledge previously. ESP focuses not only on the recognition of specific register and jargon, but also on the choice of terms and meanings of words in various types of texts.

Grammatical competence is the influence of linguistic studies where as Specific competence contains interdisciplinary field together along with the understanding of the specific context in which the language is being used. The learner uses a particular language which includes the general language along with the additional aspects, for example, he or she uses a professional language including its register and jargon in relation to his or her subject area .

2.8 In the book named *Communicative Syllabus Design* John Munby (Hutchinson & Waters:1987) says that the needs analysis of the learners depend on the two aspects, that is, target needs and learning needs. Here, on one hand, the term Target Needs indicates “what the learners need to do in the target situation”. This target needs is umbrella term which consists of three issues, such as, Necessities (it is the kind of need which is determined by the demands of the target situation, that means, what the student has to know so that he or she can perform effectively in the target situation); Lacks (it indicates what the learner knows already to decide where they Lacks as far as their necessities are concerned. In other words, the gap between

necessities and existing proficiency of the learners are called lacks); Wants (it means what the learner feel or think that they need). On the other hand, the term Learning Needs refers to ” what the learner needs to do in order to learn”.

CHAPTER – III

METHODOLOGY

This chapter provides a basis of methodology of the research and discusses issues related to the research design, theoretical framework, sampling, setting, research instrument, method of data collection and data analysis procedure.

3.1 Research Design :

The researcher has tried to set up her research design chronologically, systematically, and precisely. For this research, she has used different questionnaires for survey and interview. (See Appendix- I &II). She focused on “Tertiary Level” and professionals for the research.

3.2 Theoretical Framework :

Though there is no specific theories for this research, the researcher has used certain questionnaires for sampling.

3.3 Sampling :

In this English For Specific Purposes research, the researcher has applied both survey and interview patterns . For a successful learning

method, the tertiary level, that is, “ University Honors Level” and professionals were selected.

The place of survey and interview were “Green University of Bangladesh” located at Mohakhali, Dhaka Bank located at Motijhil, and Bangubandhu Shekh Mujib Medical college located at Shahbag in Dhaka.

All the learners participating in the surveys and in the interviews belonged to undergraduate classes of different departments and all the professionals belonged to the respected private and government organizations.

3.3.1 BBA Department :

In survey, there were 10 students and in interview there were 2 teachers and 10 students.

The survey was carried out on three courses: G.EDU-102 and MIS-101. In G.EDU-102, there were 5 students, in G.Edu-101 there were 3 students and MIS-101 the total participants were 2 students.

In G.EDU-101 the course instructor was Associate Professor Islam Md Hasanat. In G.EDU-102, the teacher was Ms. Bushra Khan and

in MIS-101 instructor was Farzana Sharmin Chowdhary. Time duration for the survey was 1 hours and 30 minutes. G.EDU- 101 was started at 9 A.M and ended up 10.30 A.M, G.EDU-102 was started at 3.20 P.M and ended up 4.50 P.M and MIS-101 was started at 10.35 A.M and ended up 12.05 P.M.

But, interview was taken with the course instructors and students of G.EDU-101 and MIS- 101. Her survey was a continuous process because some students entered the classroom later.

3.3.2 LAW Department :

Here, in the survey of ENG-101 there were 6 students. Indeed, there were 10 students of law department in total. In ENG-101, the instructor was Mr. Haider Ali and in ENG-102 instructor was Ms. Bushra Khan. The time duration for the case were 30 minutes. ENG-101 began at 11.35 P.M and ended up 12.05 P.M. On the other hand, ENG- 102 was started at 12.15 P.M and ended up 12.45 P.M. Hence, her survey was on going process as a few students came later in the classroom.

Indeed, interview was taken with the instructor of ENG-101 and also with the students of Eng-102 .

3.3.3 FTDM Department :

In FTDM Department, there were 10 students. The research was carried out on Eng-101 and ENG-102. Here, the course instructor was Mr. Abjal Sharif for Eng-101 and for English- 102 the course instructor was Ms. Bushra Khan. The time limitation for 20 minutes in case of Eng-101 and in Eng-102 it was continued for 40 minutes. So, English-101 has been done from 1.30 P.M to 1.50 P.M and English-102 was done from 1.45 P.M to 2.25 P.M.

But, interview was taken with the course instructor of ENG-101 including the students of Eng-102.

3.3.4 Bankers :

Here, the survey was taken on professional bankers and the number of professional bankers were 10 and the interview was taken with only one professionals. The survey was taken during lunch break.

3.3.5 Doctors :

Here, the survey was taken on professional doctors and the professionals were 10 in number and the interview was taken with only one professional.

3.4 Setting :

The place of survey and interview were “ Green University of Bangladesh” located at Mohakhali, Dhaka Bank located at Motijhil, and Bangubandhu Shekh Mujib Medical University located at Shahbag in Dhaka. Survey and interview included three departments and two distinct groups of professionals. They are :

- ❖ BBA Department
- ❖ LAW Department
- ❖ FTDM Department
- ❖ BANKERS
- ❖ DOCTORS.

3.5 Research Instruments :

- ❖ Questionnaires.
- ❖ Voice-recorder

- ❖ Scripts and
- ❖ Pen/Pencil.

3.6 Data Collection Procedure :

First of all, the researcher had to take authority's permission. After getting that, she went to the selected places, explained the questionnaires to the students, professionals and collected data from the classroom, different departments and professionals.

In case of interview, the researcher first took the permission of selected interviewee. After getting permission researcher asked question-1, explained it to the interviewee and on the basis of interviewee's answer, she put the comment. In this way, the researcher has asked all ten to eleven questions, explained and got results one after another from each interviewee of various departments and professionals separately.

However, for successful research, she has selected close-ended and open-ended questions for both survey and interview because it was time-convenient and easy for students as well as researcher.

3.7 Data Analysis Procedure :

The researcher has used same data analysis procedure for both survey and interview . So, after getting the answers or comments from the participants the researcher would find out the overall percentage of each question.

CHAPTER-IV

FINDINGS & ANALYSIS

Findings and Analysis are important parts of any research. Hence, in this chapter the researcher has discussed them. Finally, the findings are explained in terms of the research questions.

4.1 BBA Department :

From the survey and interview it is found that regarding the point whether General English and ESP are different from each other or not and whether they contain distinct register and jargon, the majority of the students (near about 90%) agree upon the issue that ESP and General English are separated from each other not only in terms of the learning need but also in terms of instruction. and they are having separate register and jargon. They also say that knowing their subject related register and jargon can help them..

On the other hand, regarding the point whether there should be distinct pedagogical variation in case of ESP & General English as well as whether it is necessary to judge learners' learning need and target situation and lastly whether these variation along with learners' learning need & target situation can help them in future job related areas or not, some of them find it is important and

some of them find it is highly important as far as their education and future job are concerned.

4.2 LAW Department :

In the survey and interview firstly it is seen that in regard to whether ESP and General English are distinct from each other or not and whether they consist of separate register & jargon or not, most of the learners (near about 92%) accept the fact that ESP and the General English are separate and they have distinct register and jargon.

Secondly, in regard to whether there is any necessity for separate pedagogical variation and understanding the learners' learning need & target need in case of them and finally, whether these variation including judging the learners' learning need & target need can help them in their education and future career or not, most of them find this is highly important.

4.3 FTDM Department :

Through the survey and interview of the FTDM Department the researcher has got that in response to distinction between ESP and General English and their register and jargon, almost all of them

agree that ESP and General English are different from each other and they have separate register and jargon.

Furthermore, in response to whether there is any necessity of different pedagogical variation and understanding the learners' learning need & target need in case of them and in conclusion, whether these variation including judging the learners' learning need & target need can help them in their education and future job or not, almost all of them find this is highly important.

4.4 Bankers :

The professional like bankers have diverse view than the students. Hence, in response towards the point whether ESP and General English are different from each other or not, some of the participants say that they do not differ from each other and some of them say that they differ from each other. In addition to it, towards the point of register and jargon, it is the opinion of majority of the participants that ESP does not have distinct register and jargon. But, learning their subject related register and jargon can help them in their career.

But, as far as learning needs or target situation is concerned the participants say that it is important in case of effective learning.

Lastly, regarding the issue whether they faced any problem because of lack of knowledge in their subject related English, majority of them reply positively and rest of them reply negatively. Indeed, in response to probable solution majority of them suggest that ESP should be taught from the very beginning of the tertiary level and there should be a practical base for ESP.

4.5 Doctors :

Unlike bankers and students, the doctors have a bit discrete outlook. In case of doctor it is the opinion of the participants to the point whether General English and ESP vary from each other or not and whether they contain distinct register and jargon, the majority of the professional doctors (near about 95%) agree upon the issue that ESP and General English are divergent from each other and they have divergent register and jargon.

Then, in terms of pedagogical variation between ESP and General English, they said that it is important for education. But, they also say that while selecting materials and syllabus a ESP instructor must keep in mind the future doctors' learning needs and target situation.

However, as far as their job and performance in it are concerned in Bangladesh they usually do not face any problem because of lack of knowledge in their subject related English. But, when they go for higher studies or for job in abroad they face a huge problem because of their lack of knowledge in the subject related English In turn, as a probable solution they suggest that firstly for choosing materials and teaching methodology an ESP instructor must have to correlate it with the doctors. Finally, the authority, curriculum designer, and course instructor have to create enthusiasm among the future doctors to do such ESP course.

CHAPTER-V

DISCUSSION & SUGGESTION

The current chapter analyzes the findings and relates them with the previous theories. Nevertheless, on the basis of this analysis and relations with the theories, the research implies necessary suggestions and recommendations.

5.1 Discussion :

5.1.1 According to ESP teachers the most vital differences lies in the learners and their needs for learning. In response to different background students and professionals we get the reflection of it

5.1.2 According to Mackay and Parmer “a preliminary analysis of learners’ needs and expectations will be a prerequisite to program development in any language-teaching situation”. If we go through the survey and interview we will come with the conclusion that majority of the learners and job holders agree to the concept of Mackay and Parmer .

5.1.3 Then, ESP Teachers also say that the focusing point of the ESP is that English is not taught as a subject distinct from the learner’s

real world or needs rather it is integrated with the subject matter area important to the learners. In this respect the professional like bankers also comment that teaching English should have the practical base in accordance with the learners' learning needs.

5.1.4 According to Hutchinson & Waters 'What distinguished ESP from General English is not the existence of a need as such but rather the awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and on the positive side, what potential can be exploited.' In this regard we can draw the point that the professional doctors also suggest that firstly for choosing materials and teaching methodology a ESP instructor must have to correlate it with the doctors. Finally, the authority, curriculum designer, and course instructor have to create enthusiasm among the future doctors and have to make them understand about effectiveness of such ESP course. After that this awareness among authority, teachers, and learners will help the learners in their target situation.

5.1.5 The ESP teachers say that General English covers equally all four language skills, that is, listening, reading, speaking, and writing, on the other hand in ESP it is a needs analysis that decides which language skills

are most needed by the learners, and the curriculum is designed accordingly. In turn, it is the opinion of majority of the participants in BBA Department.

5.1.6 Stevens in his definition of absolute characteristics says that ESP is in contrast with General English. For instance the survey and interview of both the LAW & FTDM department proves that ESP and General English are contrast with each other

5.1.7 Antony emphasizes in his absolute characteristics definition that ESP is centered on the language's register & jargon appropriate to the learners' specific genre . This perception can be prove by the judgment of majority of the participants. They agree that ESP has separate register and jargon and it considers the specific register and jargon of the learner according to his or her genre.

5.1.8 Jquine Bray Muller has shown the pedagogical variation between General English and ESP. The judgment of almost all of the participants specially the verdict of BBA students and bankers confirm that there is pedagogical variation between General English and ESP.

5.1.9 Laimute Kithauskiene says that ESP focuses not only on the recognition of specific register and jargon, but also on the choice of terms and meanings of words in various types of texts. On the basis of this notion most of the participants concur that ESP is important because through this way it can help them in their career life.

5.2 Suggestions :

However, after going through intensely upto this point, the researcher has come up with the following Suggestions for the ESP teachers :

- ⌘ Learners' learning need should be judged.

- ⌘ There should be practical base while choosing materials and methodology.

- ⌘ Must have to be concerned about the educational and contextual background of the learners.

- ⌘ Should motivate and encourage learners for ESP courses so that they can perform accurately in their career life.

- ⌘ The teacher has to be conscious about the students' learning with a special focus on their target needs.

- ⌘ The instructor needs to find out the deficiencies of the learners considering their target and learning needs. To identify the shortcomings or weakness of the learners, the instructor can set questionnaires keeping in mind their learning and target needs before choosing their materials and curriculum. This process should be done time to time to verify their weakness.

- ⌘ The teacher has to take challenges to integrate the subject matter and English language teaching together for the implementation of them in classes.

- ⌘ There must be co-relation between the ESP teacher and the subject related teacher.

- ⌘ Students have to be more active and competent in the complex situation of foreign language learning.

- ⌘ Students must to be more autonomous and actively involved in their learning.

- ⌘ The target needs of the learners must be judged.

- ⌘ Before selecting materials and curriculum the need analysis process should be done.(Here, the teacher can follow the procedure of need analysis mentioned by David Nunan in the book of English for Specific Purposes.)

- ⌘ While teaching a teacher must consider specific register and jargon related to the subject area of the learners and professionals. For instance, medical jargon such as anterior/ posterior/ superior/ inferior (surface); proximal (close); distal (distance) and so on.

- ⌘ The curriculum and course designers should choose separate pedagogy for ESP and General English.

CHAPTER-VI

CONCLUSION

This chapter involves a gist of the whole research upto this point and proceeds with the conclusion. The conclusion is formed in terms of general findings and probable solution. Last but not the least, the chapter ends through the importance of analyzing and considering the ESP in terms of learners' target needs, learning needs and diverse pedagogy as well as needs analysis.

Conclusion :

Generally, in Bangladeshi context, the implementation of ESP in general education and in tertiary or professional level is not upto the mark from the standpoint of the participants (both the students and professionals). Here, judgment of learning and target needs are a bit far away from reality. Consequently , the needs analysis procedure is not being done and so there is no separate pedagogy being used. In the learning process, students are not allow to exercise “ what they think they need to learn”.

Indeed, ESP and learning needs of the learners enormous magnitude in the context of teaching and learning process. But, learning needs diverge from group to group, or occupation to occupation, or country

to country, or person to person. A proper consideration of learning needs and pedagogy for ESP can motivate and influences both the teacher and learner to teach and to learn more effectively and efficiently.

To conclude, considering and analyzing each and every aspects as well as issues of present research work, it is just to emphasize that, every single group of students and professionals have distinct learning needs. But, it is indispensable to stress and bring up that an appropriate pedagogy taking into account the learners' learning and target needs in an unambiguous context provides a basis and platform which can help to put into practice appropriate learning strategies as well as teaching methodologies for ESP in Bangladesh.

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APPENDIX-I

QUESTIONNAIRES for STUDENT

Please read and respond to the following statements :

Yes=Y; No=N

*NOT IMPORTANT = D; ESSENTIAL = C; IMPORTANT = B; HIGHLY
IMPORTANT = A*

- (1) Do you have separate register (vocabulary or terms) which is different than general English?
- (2) Do you think the introduction of your specific Jargon (your subject related sentence / expression / word) in general learning of English during graduation / post graduation could help in your later career?
- (3) What do you think about the importance of English for specific purpose in Bangladesh / specially at the sector of education?
- (4) What is the probable solution for English For Specific Purposes in Bangladesh according to you?
- (5) How can the knowledge of your sector's Jargon help in your career if it would be taught in general education at tertiary level?
- (6) Do you think General English is distinct from your subject related English?
- (7) Do you think National curriculum should introduce English for specific purpose in general education?
- (8) How far it is important according to you to include English for specific purpose in your graduation / post graduation curriculum?
- (9) Is it necessary to understand / judge the learner's learning needs for English?
- (10) Is it necessary to consider the target situation of the learner while teaching them English?

APPENDIX-II

QUESTIONNAIES for PROFESSIONAL

Please read and respond to the following statements :

Yes=Y; No=N

*NOT IMPORTANT = D; ESSENTIAL = C; IMPORTANT = B; HIGHLY
IMPORTANT =A*

- (1) Do you have separate register (vocabulary or terms) which is different than general English?
- (2) Do you think the introduction of your specific Jargon (your subject related sentence / expression / word) in general learning of English during graduation / post graduation could help in your later career?
- (3) What do you think about the importance of English for specific purpose in Bangladesh / specially at the sector of education?
- (4) Did you face any problem in your career life because of lack of knowledge in your subject related English?
- (5) What is the probable solution for English For Specific Purposes in Bangladesh according to you?
- (6) How can the knowledge of your sector's Jargon help in your career if it would be taught in general education at tertiary level?
- (7) Do you think General English is distinct from your subject related English?
- (8) Do you think National curriculum should introduce English for specific purposes in general education?
- (9) How far it is important according to you to include English for specific purpose in your graduation / post graduation curriculum?

(10) Is it necessary to understand / judge the learner's learning needs for English?

(11) Is it necessary to consider the target situation of the learner while teaching them English?