CHALLENGES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

Kornelia Kostova
Университет: „ Проф. д-р Асен Златаров"
Катедра" Чуждоезиково обучение"
e-mail: btu.deokornelia@abv.bg

Abstract:

Can the ideas and teaching methods from the classes of general English be transferred to English classes for Specific Purposes? How to cope with the challenges and the barriers set to ESP teaching? Scientists, educators, educational authorities are investigating these problems, though they have not decided yet. The modern teacher, who has adopted the role of a consultant, facilitator, advisor, and tutor, should negotiate with the students the context and terminology of the course. The teacher is expected to cooperate with the subject teaching professionals to appreciate the learners' skills. As salient education is based on wisdom and collaboration, it is not authoritative anymore, and the teacher can rely on the learners' professional knowledge and skills, taking advantage of it. Many pre-service (in-service) teachers might find themselves obliged by economic pressure to take up ESP teaching. Thus the new educational professional environment may prove to be difficult and uncomfortable for them. Given a chance to be a course designer and material writer, the teacher has the power to influence the syllabus, to use his /her strong points, creativity, to hide weaknesses, thus being able to accommodate to his/her own capacities. The current paper describes a survey conducted with 12 ESP teachers from various vocational schools, centers, and Universities in Bulgaria, teaching ESP for communication. They identified the problems they face. This paper aims to discuss the problems stated by the teachers, looking for possible solutions.

Key words: challenges, English for specific purposes, terminology, creativity, salient education, cooperation, collaboration, negotiation, English for Specific Purposes practitioner

Introduction

The goal of learning English for specific purposes, which has emerged to satisfy people's economic and commercial reasons since 1945, has been well-defined since the last century, due to the development of the Global World society, technologies, economy, medicine, and education. Proficiency in English as a foreign language is no more only a sign of well-rounded education, a necessity for a carefree vacation abroad. It is the key to international currencies, Information communication Technologies, commerce, and much more. It is a compulsory way of communication with partners, colleagues, contestants all over the world. The language the manual instructions are written in, the language spoken by robots, the foreign language the command of which brings the learner pleasure, successful participation in meetings, workshops, conferences and prestige. The current article addresses both pre-and in-service teachers and learners educational experience, hoping to improve the educational quality of ESP. ESP in Bulgaria, as worldwide, is taught in many universities, vocational schools, or centres and as a part of Life Long Learning in various specific fields. Though the current article emphasizes teaching ESP in the Bulgarian context, it emphasized the positive, progressive development ESP has undergone recently, both nationally and internationally... Many professional associations of teachers of English TESOL, IATEFL, BG BETA/http:www.beta-iatelf.org), the English language institute at AUBG. have ESP sections, a teacher can become a member of and share good practices. Much attention is devoted to ESP course design and syllabus. ("Asian ESP Journal - April 2007". Archived from the original on 2009-04-02. Retrieved 2009-03-18. ITESLJ) ESP teaching has much in common with General English as a Foreign language and English for Academic Purposes (EAP), the frantically evolving Business English; even overlapping in certain cases. ESP is different from standard English teaching because the one doing the teaching has to be proficient in standard English. Still, he/she must be skilled, experienced, and knowledgeable in the respective field-medicine, tourism, engineering, etc. Some ESP scholars recommend a "two-layer" ESP course: the first covering all generic knowledge in the specific field of study, and then a second layer that would focus on the

specifics of the specialization of the individual"(Tenieshvili, Anna April 1, 2019). "Towards Various Aspects of Teaching Language for Specific Purposes at Higher Education Institutions". Journal of Foreign Language Education and Technology: 111-126. Retrieved 20 November 2019.)

English for specific purposes was developed to meet the specific needs of individual learners oriented to various professional fields. It is designed for specific disciplines related to definite occupations. It uses the methodology and activities of Teaching English as a Foreign Language (TEFL) and is subordinated to definite educational aims relevant for the future occupation trained. "It is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre."(Anthony 2005) ESP is designed for secondary school learners in vocational schools, University students and adult learners in a professional work situation. "It is generally used with intermediate or advanced students' (Steinhausen, 1993). ESP aims to satisfy society's need, building up a bridge between secondary or higher education and the employers' demands, which after many trials and errors, proved to be eventually productive. Achieving the educational purposes involves motivating pupils, teaching them within a relevant professional and cultural environment and remodelling General English assessment and evaluation to meet the particular purpose of ESP.

Characteristics

English for specific purposes as a foreign language refers to teaching English as a subject/discipline to Secondary school students in vocational schools, university students or people in employment. The ESP course aims to enable learners to communicate adequately on a functional level in the target situation. Related terms are EAP (English for Academic Purposes), EOP(English for Occupational Purposes), EST (English for Science and Technology), EBE(English for Business and Economy), EVP(English for Vocational Purposes), ESS(English for Social Sciences), ERP(English for Recreational Purposes), further subdivided for example into Business English, Technical, Engineering English, Medical English, Building and Architecture, Geodesy, Pedagogy, Tourism, English for Pilots, English for Civil Aviation Cadets, English for Traffic Controllers, English for Waiters, English for Banking and Finance, Hospitality and Tourism, Art, Human Resources, Law, Legal language, Marketing and Sales, etc. In their " Tree of ESP", Hutchinson and Waters (1987) identify 3 branches a. EST (English for Science and Technology) b. EBE (English for Business and Economics); c. ESS (English for Social Studies), which are further subdivided into two branches and more: EAP English for Academic Purposes (subdivided further into parts like English for Technical Purposes and English for Medical Purposes) and EOP - English for Occupational Purposes. Carter D. (1983) notes that concerning the third type, identified by him- English with specific topics, is the only case where the emphasis shifts from purpose to the topic. This type of English is uniquely concerned with anticipated future needs, for example, scientific, requiring English for postgraduate reading studies, attending conferences, working in foreign institutions.

"ESP is an approach to language teaching, in which all decisions as to content and method are based on the learners' reasons for learning" (Tom Hutchinson and Allen Waters:1990). Teaching is confined to the learners' goals and purposes, which might be professional, academic, scientific, vocational. The specific educational goals of the specific learners are directed to teaching particular vocabulary and linguistic skills they need for practising a definite job. The requirements to the ESP teacher and the course taught are aim-directed, learner-directed and situation-directed (Carter,D. 1983). Though ESP is related to the limited focus on specific lexis, its impact is wide-ranging, as, in addition to that, it involves general English vocabulary, grammar, and much more. Course designers identify the learners' needs and use authentic material directed to a set of definite topics. Students approach the English study

through a field already known to them, job-related; thus, they use ESP classroom right away for practical communication both in their work or studies. The ESP approach enhances the relevance of what students are learning and enables them to interact with speakers and texts.

There are four key issues in curriculum de4sign: A. acquiring abilities for successful communication in occupational settings; B. content language acquisition vs general language acquisition; C. heterogeneous vs homogeneous learner groups; D. material development, related to previously identified students' needs, to meet the specific purposes of the learner, related in content to particular disciplines, occupations, studies or activities. ESP uses underlying methodology and activities of the discipline it serves; it should be appropriate to those activities in syntax, lexis, discourse. ESP uses a different methodology from General English and works on the tertiary level. David Carter (1983) identifies three ESP branches: a. English as a Restricted language; B. English for Academic Purposes; C. English with Specific Topics. Dudley Evans and St. John (1998) have moved the absolute characteristic that " ESP is in contrast with General English" and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. The language used by the air traffic controllers is an example of restricted language usage. Mackey and Mountford. "(1978) clearly illustrate the difference between restricted language and language with this statement: " The language of the international air traffic controllers could be regarded as "special" in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic need of a dining room waiter or air hostess". " However such restricted repertoires are not languages, just as a tourist phrasebook is not grammar. Knowing a " restricted language" would not allow the speaker to communicate effectively in a novel situation, or a context outside the vocational environment" (Mackey and Mountford . 1978, 4-5)

Using virtual reality to teach ESP with Distance or blended learning can have certain advantages, as modern ICT aid foreign language acquisition. " As every learner is unique in the way of processing information, teachers apply individualization of the learning process by an e-delivery of the English course. Thus, learners are given equal educational access and conditions, ways to realize opportunities better, encourage teamwork and collaboration and use all possible factors for raising the students' motivation. All of them are a prerequisite for achieving progress in English as a Foreign Language acquisition" (Kostova, K: 2021,pp. 153). The latter condition is applicable to guarantee success in ESP acquisition, and they are expected to raise the quality of education.

The English Teacher Adopts a New Role

The role of the ESP teacher differs in certain ways from the role of the General English teacher. Some of the differences are related to the materials and methodology applied to the specific contents, age group and motivation, the course design and evaluation. As Swales (1985) refers to the teacher, using the term "ESP practitioner,"he/she in addition to the normal functions of a classroom teacher, is likely to" 1.deal with needs analysis, syllabus design, materials writing, adaptation and evaluation 2. The great majority of ESP teachers have not been trained as such." (Tom Hutchinson and Allan Waters:1987 p. 157-"ESP- a learner-centred approach"), So the general EFL teacher is due to re-adjust himself/ herself to a new working environment and will be successful only if he/ she is flexible, adaptable and creative. As a relatively new branch of teaching English as a Foreign language, ESP lacks tradition, guidance, problem solutions, and hence stability in exchanging fruitful teaching experience and resources but is gaining momentum by establishing ESP branches in EFL teacher organizations. Useful decisions can be: sharing good practices with ESP practitioners nationally and internationally; searching for new e-textbooks and resources on the Internet; membership in professional ESP teachers organizations, offering support and development; participating in conferences,

educational magazines with publications; attending and provision of pre-teacher/ in-teacher training on ESP-workshops, seminars, conferences, presentations, open lessons/public lectures, other events.

ESP teachers often do not deal with adult learners, and andragogy scholars state that learning a foreign language at 25+ isn't as smooth as childhood and adolescence. The nature of the learner is specific, as he/she is motivated to learn English to succeed in professional performance or academic studies. Therefore, the instruction aims to concentrate on language in context, and the very goal is to acquire communicative competence for vocational, academic, occupational, and scientific purposes. The teacher encounters various problems- both conscious and unconscious, such as pronunciation, intonation difficulties, problem zones in grammar, discourse, writing, use of English, acquisition of terminology, etc. A challenge to an ESP teacher is the need to make efforts in mastering language and subject matter that are beyond the boundaries of his/her previous experience, as teaching English literature proves to be quite different from teaching a text in, e.g., medicine, the content of which sounds Greek to the teacher. To prevent inexperienced teachers from utter inadequacy at their ability to cope, the teacher should have gained certain elementary knowledge on the specialized lexicology of the field he/she intends to teach to comprehend the subject matter on a basic level. The materials need not be very highly specialized. The bulk of the specialized vocabulary is not large. The teachers need the will and the wish to achieve it; it requires spending the time on it and desires to work hard and qualify better. An important factor is a learner-teacher relationship. After negotiating a fruitful attitude, the teacher can rely on the learners' opinion in certain cases as they are the ones who have a better command of the subject. Starting teaching ESP can become an enjoyable pedagogical experience. It can offer the teacher to learn new things in a specific subject field he/she would have never encountered otherwise. Naturally, the new role of the teacher is no more authoritarian, but one of a facilitator, advisor, consultant, tutor, evaluator, researcher, "practitioner", collaborator and negotiator.

How to Use Texts in ESP Teaching

As the teacher's competence is "an essential ingredient in the teaching-learning process, he/she should be able to influence such matters as choice of texts. The designer selects authentic texts following the specific aim it is intended to play in the learning process. It practically fits the learning goals, and it aims to improve reading, listening, writing, or speaking skills or translation knacks. Though the matter of "authenticity" is an issue that "continues to be debated among ESP practitioners."(Hutchinson, T. and Waters, A. p.162).). The text is applied as a stimulus for acquiring communicative skills. The information the text conveys is intended to reach the students by applying various strategies. This information is carefully selected by the teacher or course designer both in terms of quantity and contents. It is usually directed to the mastering of the 4 language skills in ESP teaching, so the text is so constructed as to generate the best, "the most suitable for the environment educational activity. In certain cases, a target situation text might be rather confusing, because there are all sorts of other things in the text too" (Allen and Widdowson, 1974), that is why the teacher can simplify, adapt or reconstruct the text to the needs of the target group and facilitate it to be more illustrative of particular sentence patterns. The layout is also important as far as reading comprehension is concerned. The selection of the text is subordinated to the learning process and its demands. The teacher should be able to cope with high or less specialized texts effectively. Otherwise, he/she should not use them. The usage of specialized lexis/ terms in many fields is international. The difference incomprehension of a scientific text "lies in the subject knowledge, not the language knowledge"(Hutchinson, T. and Waters, A. p.161), which makes the difference between a specialist text and the general English text. "It is not the usage of technical terms per se which distinguishes language for special purposes from the general language, but the factual

26

knowledge necessary for understanding these words"(Hüllen: 1981). An appropriate text shows the real application of the language in a certain ESP field. It can raise the students' motivations highly if they are authentic and well selected, as they find it more relevant and applicable to real-life situations. The extent of difficulty should be well-measured as both too difficult and easy texts make learners soon lose interest and lose liking of the discipline. The contents offered should also be interesting; it should apply ICT methods and teaching strategies properly and relevantly well-measured to suit both the traditional and the virtual classroom. ESP teaches Subject-specific topics through interactive methodology, which aims to raise the learners' interest and self-confidence and offer them fun. Thus they are not likely to complain, but they would be given a pleasant, valuable, enjoyable learning experience.

In relation to text and textuality, language needs vary little with the subject as specific terms are no more than 10 % of the lexis. The ESP teacher can efficiently cope with the learning situation if he/she follows some well-established practical tips. There are certain factors for a specialized subject approach, which the teacher should not discount: 1. The subject-specific materials and resources should be relevant and useful; 2.They should be familiar to the students as comprehending the resources is necessary for the students to tackle them in various target situations; 3. The extent of difficulty should be well-measured, specialized jargon should not be used excessively, 4. Before establishing the groups, analyse the reasons why the learners demand subject-specific texts; 5. Select topics that give access to several different specialist areas. The students will be allowed to apply ideas, words, phrases-language of a core text to their own specific field; 6. Organize students to discover and do their own language analysis and know that they are not highly specific. By providing valuable language work and setting personal tasks- task-based learning or research-based learning, the students will feel the research/task like part of the discipline taught and thus gain personal achievement and self-confidence.

How to Become an ESP Practitioner. Overcoming Barriers

A problem modern EFL teaching faces is that certain ESP practitioners find it hard to comprehend ESP subject matter. Some scholars say it is because English teachers receive little or no education in Sciences. In the Bulgarian context, it is not fully applicable as Secondary education requires fundamental, basic knowledge in many fields, save for specifically specialized knowledge in Building, Geodesy, Technology, etc., as such knowledge is a priority of Vocational Secondary Education. The root of the barrier might be the fact that teachers may not desire to learn about the subject matter as they might be obliged by economic pressure to take up ESP teaching, thus finding the new educational professional environment not so comfortable. What matters most is the individual General English (GE) teacher's desire to develop as an ESP teacher. Therefore, the ESP teacher should be given a chance to be a course designer and material writer, to h the power to influence the syllabus, his /her strong points, creativity, to handle weaknesses, thus accommodating his /her strengths/her own capacities.

Firstly, to become an ESP practitioner, both the pre-and in-service GE teachers should have both excellent hard and soft skills - master/bachelor/degree, a diploma, certifying University graduation; the ability to talk effectively in front of an audience, politeness, tenderness, pleasant outer appearance, which involves observing a dress code, adopting benevolent facial expression, maintaining eye contact, smiling, respecting learners and colleagues. The diploma is not an end in itself as a hard skill. Real proficiency in General English is required, sound knowledge of the Foreign language, theoretical and practical skills. Secondly, the ESP practitioner should be interested in the field of the ESP he/she had chosen and have the desire to gain overall knowledge and skills in the subject; the will and stubbornness to achieve it. What more does he/she need? Practice, experience and last but not least, the knack to negotiate with colleagues, learners, employers, thus overcoming the barriers set.

Methodology of the Research. Analysis of the Results

    The current paper analyzes the results of a questionnaire and semi-structured interviews with 12 ESP teachers / practitioners in Bulgaria - the questionnaire consisted of 40 questions. The methodology used is closely related to the aims of the study as follows:

1. To design research on evaluating ESP practitioners' problem zones and barriers to teaching;
2. To study the teachers' opinion aimed at offering relevant solutions

    To design research on evaluation of the ESP practitioners' problem zones and barriers to teaching, the research based on certain selected criteria on which the questionnaire was invented. The researcher and teachers discussed the criteria in a preliminary session. The ESP teachers discussed the criteria and assessed their teaching environment. They negotiated the final criteria and questions with the researcher before approaching the interview evaluation and analysing the results. The identified difficulties the teachers encounter were discussed, as well as the ways to offering certain solutions.

    Semi-structured interviews were used that enabled the respondents to "illustrate the concerns" (Longhurst,2003) that have impressed them and want to share their points of view on certain problems. Semi-structured, in-depth interviews are utilized extensively as interviewing format, possibly with individuals or sometimes even with a group. Hand-written notes during the interview are relatively unreliable, and the researcher might miss some key points. The interview recording makes it easier for the researcher to focus on the interview content and the verbal prompts, enabling the transcriptionist to generate a "verbatim transcript" of the interview. .(Corbin J, Strauss A. 2008.) The interview addressed the teachers' experience in the ESP course, their expectations for subject qualification and development. The semi-structured interview (SSI) employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions. About one hour is considered a reasonable maximum length for SSIs to minimize fatigue for both interviewer and respondent. SSIs can offer some extraordinary benefits when constructing an SSI. Effectively conducted semi-structured interviews, even though labour-intensive, should be worth the effort to understand the insights and information gained. (Newcomer. K; Hatry H.P., Wholey J.2015).

    The twelve teachers were selected randomly for the interview for a multiple case study. The researcher recorded and transcribed the interviews, then analysis was applied, and the information was arranged and evaluated. The analysis of the results identifies the following problems: lack of digital materials and e-textbooks; lower academic status than subject teachers and lack of respect by the students; isolation from the subject teachers, who are unwilling to help, difficulties in mastering up terminology- all these problems result in lowering the ESP practitioner's confidence, even to establishing an inferiority complex. What is more, ESP teachers find it difficult sometimes to comprehend the subject matter. To overcome such barriers, the ESP teacher should change his/her role and adapt to the environment by becoming a writer, course designer, negotiator, to establish close contact, cooperation, personal and professional communication with the subject matter teachers, employers, owners/sponsors who are responsible for the learners' practical training and experience, to create a working agreement, the basics of which is to be learner-centred and directed towards improving the learners' performance. "The cooperation should have clear guidelines to avoid doubt in the genuine motives and allow joint ventures and take up mutual responsibilities. The subject specialist might get acquainted with the problems the learners of the Foreign language face during their studies, known as "team teaching", based on the interdisciplinary approach' (Coleman: 1983). The survey results also show teachers face unfavourable conditions like lack of projector, Internet, the availability of a blackboard and a piece of chalk, stuffed, overcrowded classrooms, noise coming from the outside. The teacher's campaign to improve the environment is a must, and they should never give up negotiations with the authorities/employers/managers

for improving the conditions. Teachers should be flexible in such an environment and never stop improvising. The teacher should apply the most adaptable creative attitude to the learners. Their expectations from the course, the educational aims, the content, the assessment, and the course's achievements should reach a reasonable compromise that is demanded to satisfy both parties. That makes the ESP practitioners' task much more difficult than the General English teachers.

Another barrier identified is that there are students of different General English level in the same ESP class in some vocational schools/centres. Then the teacher can bring them together for teaching specific topics and use different teaching-learning paths to teach them syntax, General English vocabulary, use of English, using e-virtual classrooms or computer-based teaching. Thus we will satisfy the students' specific needs. We can even deliver subject-specific materials in various fields-Business English; Mechanical Engineering; Electrical Engineering; Tourism; Medicine, etc. online. The teacher must select the kind of discourse/ communicative situation/ aimed at acquiring one or more of the 4 and the type of pedagogical application-lecture, seminar session, dialogue, experiment, manual, instructions, etc.; then the field -engineering; technician; mechanic; nursing, etc. and the language level A1/A2/B1, etc.. Last but not least the teacher is supposed to choose from the different types of vocabulary and select lexicology in a definite, well-measured bulk for the specific target group - structural; general; technical/specific and direct the learners' attention to the proper grammar usage required by the syllabus, on the curriculum. The specialized lexicology "should not exceed 9% of the total range of lexis"- it need not be highly specialised, moreover most of them, e.g." technical terms are internationally used. They can be worked out from the knowledge of the subject matter and the common roots" (Hutchinson and Waters: 1990 p. 166) That way of teaching requires much more time on the part of the teacher, spent on preliminary preparation, downloading the course/s/ on a web-based platform, making up assessment criteria, negotiation specific vocabulary and authentic texts, topics and themes based on learners' needs analysis in advance..

Another problem identified and analysed, based on the survey, is that the Secondary school, Vocational centres, Academic authorities do not always do their best to retain teachers and to offer them an ESP retraining course. Jack Ewer's retraining programme in Chile is a great exception (Swales,1985), and few are examples of such retraining courses/workshop, online seminars which aid the teacher to retain their positions. It can be applied as a good practice in Bulgaria. 'Most authorities consider the teachers to conform to the requirements imposed by the Vocational school or the University, and their general attitude is not to pay for the retraining course the teacher applies for." (Survey). Most specialists in the educational field find it quite unreasonable as the government gives the authorities enough opportunities to raise funds and amounts for qualification based on European Union projects or similar funding sources. The interviewed ESP teachers' point of view is that if they are refused special terminology and subject matter training, it will lead to their alienation from the subject matter they are expected to teach.

The analysis of the survey shows Pre- and In-service ESP Teachers badly need psychological support and self-confidence. They need to be aware that the subject matter areas are not greatly detailed and difficult to understand. The desire to perform well in the vocational/academic field raises their motivation to get interested. Most of them have some knowledge concerning the subject matter gained while being educated in Secondary School. Moreover, they have enough empirical knowledge and skills to develop ESP teaching. They need in addition to that is only to take a qualification subject matter course and team teamwork the subject teacher. The ESP beginner-practitioner also needs a positive attitude to teaching, selection of proper content, overall, fundamental knowledge of the subject area, terms/ specialized lexicology in the field, and awareness of the learners' needs, knowledge – linguistic,

empirical, subject and the level of English studied, and friendly-like, sociable relationship with students and colleagues. The ESP practitioner will not take the responsibilities and duties of the subject teacher. What's more, he/she will be allowed to learn new things in the field and develop dynamically by communicating with the learners. The teacher will acquire basic knowledge of the subject matter, improvise, rely on his/her existing linguistic and empirical knowledge, negotiate good-term relationships. Preparing for the lesson- using the lesson plan, planning the bulk of the material taught, and evaluating in advance would give the ESP practitioner-beginner stress-free performance in class.

Comparing General English and ESP Teaching.

The characteristics of ESP teaching is intended to meet the learners' psychological needs. The methodology and activities used are of the discipline/subject it serves. The ESP is suited to be appropriate to these activities, which aid achieving the set educational goals: the 4 language skills are still taught, grammar, vocabulary, games, terminology discourse and the specificity of the genre. and how they will respond to the factors, motivating their studies. "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 " Strevens' (1988)/(pp.1–2) One language skill can be taught in preference to any other if the target specific situation requires it. For example, tourist guides should be taught Speaking and Listening skills rather than writing skills.

Teaching English for Specific Purposes (ESP) has its own challenges. There are certain differences between teaching English for Specific Purposes and General English, the challenges and barriers to ESP teaching though similar, are more numerous than to General English teaching. It encounters extra difficulties due to the specific features of the subject matter, the professional lexicology, the features of the ESP learner, encompassing age group, the field of study, the reasons to take up studying English. The educational goals do not differ that much, because the ESP teaching goals are oriented to the future professional usage of English as a Foreign language by the target group. Hence, there is a difference in motivation between the two target groups of learners that might be not so noticeable, depending on the learner's current and future usage of ESP.

According to Dudley-Evans & St John (1998), ESP 1.may be related to or designed for specific disciplines;(Dabong, 2019); 2. may use, in specific teaching situations, a different methodology from that of general English; 3. 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 the secondary school level; 4.is generally designed for intermediate or advanced students; 5. courses mostly assume some basic knowledge of the language system, but it can be used with beginners" (Dudley-Evans & St John (1998,pp.4–5)

Basically, General English teaching allows a more relaxed atmosphere in the face-to-face or digital classroom - usage of music, songs, pictures, literature, games, more free time activities, more freedom in deviation from the plan. The topics of the writing skills tasks are more general and allow a free approach, on the one hand. ESP teaching, on the other hand, requires specialized vocabulary teaching, job-related motivation- and the teacher's ability to raise it, its topicality is restricted to vocational themes, directing the focus to a social event/specific professional field events. The ESP practitioner is to teach, negotiate and present, use specific teaching methods and techniques, take into consideration the learners goal-orientation, command of business skills and stick to definite writing skills tasks that are related to the learners' specific job and presentation. These boundaries are not so straightforward, as there are many points in which English for Specific Purposes and General English overlap. That idea is supported by the survey results and analysis carried out among the latter 12 ESP teachers on identifying problems addressing the differences and the similarities between general, and ESP reveal and the solutions offered.

ESP in Higher Education in Bulgaria

How is English for Specific Purposes taught at University "Professor Asen Zlatarov" Burgas, Bulgaria? During the first four semesters, the bachelor degree students of Engineering at the Technical Faculty and College learn General English. During the third academic year of studies, ESP practitioners include specific material and terminology on Engineering, which continues during the master's degree course. Students who study Tourism study ESP and English practical training is evaluated throughout their academic course. Business English is also a top-rated course, as much as General English is.

The assistant professors carry out needs-analysis, aiming at identifying the interests, the language level, the level of confidence, the empirical knowledge of the target group. The learners can require a resume of language learning, intercultural experiences and a record of certificates and diplomas. The students are given diagnostic tests and streamed into a more advanced or less advanced group. During the first seminar class, everyone has to self-assess himself/herself. They also have to introduce themselves to the group. Their colleagues ask them different questions. Later on, they are given a personal questionnaire. One of the questions is their choice to study Engineering/ Medicine/Tourism/ Pedagogy.

Designing and delivering a course involves a preliminary needs analysis. The teacher should know whether the learners' need to. Give presentations in English, negotiate, entertain customers, participate in conferences and meetings, know how to use manuals and read instruction. The teacher should not stick strictly to the textbook contents but be creative and research the most appropriate topics for the target group to make the course challenging, stimulating, interesting, using the very topics they are familiar with as they will already know a lot of the context. Some other requirements for a successful course delivery are: Avoid frustrating tasks, choose activities that are challenging, rely on your students' expert knowledge in the field and admit you are not an expert in the subject, work on raising your students' confidence and teach them autonomy, control and discipline in learning a foreign language, entrust them decision-taking in your class, prioritise the educational objectives with them, provide a creative environment, brainstorm their ideas, organize knowledge sharing- blogs, journals, forums for mutual shared learning. It is the teacher's role to motivate and aid students to overcome their fear and anxiety, applying an individual approach to everyone: taking into consideration the individual student's learning style and interests, weaknesses and strengths, keeping a portfolio of the learner perform better, to cope with the errors and the problem zones, to overcome the fear of assessment, to teach them how to write concise and coherent texts, for example, or how to compensate for certain mistakes by paraphrasing, to continue the communication, how to learn to read less and talk more, teaches them how to handle the questions asked by the audience, how to speak slowly according to their individual pace and temperament.

The course design and delivery involve providing materials and online resources by the teacher according to the objectives set or the 4 language skills we intend to improve. If one of the objectives is to teach them how to use the foreign language flexibly for business negotiations, social or professional purposes, then we have to choose activities like debates, round table sessions which are supposed to train students how to interact fluently, using ESP. For example, if our goal is to teach the students how to defend their point of view, to use arguments and relative explanations, to come up with ideas/solutions on certain problems, we can design a listening comprehension task-to comprehend well a text for listening and interact with a degree of fluency. Should we provide conversations on the topic, a speech by a celebrity and make them comment on it or anything else- teachers should choose the tasks by the objectives. If we intend to improve writing reports skills, we must focus their attention on building up professional vocabulary and getting them acquainted with the writing guidelines.

Course delivery requires building up a positive attitude towards learning by encouraging students and raising their motivation, offering relevant contents.

Conclusion:

There are advantages and disadvantages for any ESP teacher/ practitioner, whether a pre-service or in-service one. Most come from a General English background teaching, unrelated to the discipline they are asked to teach, lack personal experiences when evaluating materials and considering a course/educational objectives. They have to carry out a survey and study the learners' opinion and point of views who might not know what English abilities are required by the occupation/job they hope to enter. As a result, the ESP teachers get preoccupied with the published textbooks available, resources available on the net and websites, regardless of how well suited to the target learners' situation the textbook are suited and to their needs. "To meet the specific needs of the learners and adopt the methodology and activities of the target discipline, the ESP practitioners must first work closely with field specialists '(Korotkina, 2005). What should an ESP teacher have as a guide is to follow teaching English, not a specialized subject/discipline? The inconvenience is that the practitioners teach students, who generally know their subject much better than them. Still, ESP requires a salient approach to teaching, based on mutual respect, giving credit to acquired knowledge, skills, and wisdom. Nevertheless, we emphasize the linguistic development of the taught skills, which are essential for the learner to understand, use, and/or present their profession and Foreign language competence as ESP. "The ESP teacher ends up performing five different roles including teacher, collaborator, course designer and materials provider, researcher, and evaluator. The first role as 'teacher' is synonymous with that of the general English teacher. It is in the performing of the other four roles that differences begin to emerge" (Anthony, 2005).
The analysis of the results of the current survey showed that though the learners' motivation and objectives of English for Specific Purposes and General English studies are slightly different, various ideas and teaching methods can be transferred to the classes of English for Specific Purposes from the General English classes vice versa, if it directed to the specific target aims of the ESP course, thus allowing the learners to acquire better skills and progress in Specific English Foreign language acquisition.

References:

"Asian ESP Journal - April 2007". Archived from the original on 2009-04-02. Retrieved 2009-03-18. ITESLJ

Anthony, l (2005) Defining English for Specific Purposes and the Role of the ESP Practitioner http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000 b/80/25 /bb/57.pdf

"Avia.ru". Archived from the original on 2011-09-30. Retrieved 2009-03-18.

Johns, A. M. (1997).*Text, role and context: developing academic literacies.*. Cambridge: CUP.Martin, J. R., & Veel, R. (eds). (1998).*Reading Science: Critical and Functional Perspectives on Discourses of Science.*. London: Routledge

Dudley-Evans, 1997 in Anthony, l (2005) Defining English for Specific Purposes and the Role of the ESP Practitioner.

Esp-world.info/ The World We Are Sending Them Off To. A Case for Teaching Environmental English. The Font 2018 Vol. II

Korotkina, I (2005) ESP: What's That and What's Up' http://archive.1september.ru/eng/2005/03/2.htm

Longhurst Robin,2003 Semi-Structured Interviews and Focus Groups, University of Waikato. January 2003

Coleman M.J**, Meta-Analysis in Social Research,**First Published November 1, 1983 Book Review/https://doi.org/10.1177/074193258300400314

Rosenberg, M. 2004. "Never the twain shall meet", English Teaching Professional 11(35): 36–37.

Steinhausen, P (1993) From General English to ESP ' Bridging the Gap http://www.esp-world.info/Articles_4/Anisimova.htm

Tom Hutchinson,T.-Walters, A. English for specific Purposes A Learning-Centered Approach, Cambridge university Press,1987;ISBN: 0 521 31837

Tenieshvili, Anna April 1, 2019). "Towards Various Aspects of Teaching Language for Specific Purposes at Higher Education Institutions". Journal of Foreign Language Education and Technology: 111-126. Retrieved 20 November 2019.

Костова, К."Педагогическа система за електронно и дистанционно обучение по английски език" 2021 ИК Жажда Сливен ISBN 978-954-795-559-2