AN APPROACH OF ENGLISH TEACHING FOR VEHICLE ENGINEERING STUDENTS

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Abstract

English for Specific Purposes (ESP) is a frequently defined approach to English language instruction that is centered upon the requirements and goals of the learner. The ESP technique is a well-liked option for teaching English in Uzbekistan's secondary and postsecondary educational institutions, particularly for students studying vehicle engineering. This method's application relates to the government's educational policy, which places a strong emphasis on improving students' proficiency in using the language, particularly for academic and professional purposes. It also places a strong emphasis on reading skills, which enable students to comprehend real-world material related to their majors with ease.

This article highlights for the reader a theoretical examination of the fundamental ideas behind English language proficiency (ESP), including its definition and function as a learning approach. It also discusses related topics such as needs analysis, which is ESP's primary feature, syllabus, learning objectives, materials, methodology, and evaluation of ESP-based English language instruction.

Keywords: ESP, ELT, Vehicle engineering, higher education, a learning approach, proficiency, meet specific learner needs, represent an insight, reading skills, speech act, a genre, necessities, lacks.

Introduction

Target needs are the situations in which students with a particular level of English proficiency will need to use the language. English for Particular Purposes (ESP) training is created to prepare students for these situations. Since the early 1960s, English as a Foreign Language (ESP) has been one of the most important areas of language training for English-speaking learners because it incorporates instructional objectives, resources, and processes that are designed with learners' needs and future interests in mind. These days, English language learners who are learning general English are also using ESP, not only those who have reached a basic level of English proficiency or those who are studying the language for particular purposes.

Materials and Methods

There are several definitions for ESP. Some scientists consider ESP to be limited to the instruction of English in any context. Some, on the other hand, are more precise, referring to it as English instruction for academic purposes, English instruction for professional or vocational goals, or instruction for non-native English speakers learning English for certain purposes.

ESP is a method of teaching languages in which all content and methodological choices are based on the learners' motivation to learn, according to Hutchinson and Waters (1987, p. 19). According to

Robinson (1991, p. 1), ESP is a business that combines practice, training, and education. It is founded on three main knowledge realisms: language, pedagogy, and the participants' or students' field of specialization. ESP is a movement that seeks to address the language needs of learners who need to learn English in order to fulfill specific roles (such as students, engineers, or nurses) and who need to do so in order to acquire content and practical skills rather than just mastering the language for its own sake (Richards & Rodger, 2001, p. 107).

A more thorough explanation of ESP was given by Strevens (1998), who classified it as a subset of the broader special purpose language education category. He continued by saying that in order to distinguish between two changeable and four absolute aspects, one must understand the idea of ESP. In terms of teaching English as a second language, the four absolute properties of ESP are as follows: distinct from General English; a) tailored to specific learner needs; b) tied to content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; c) focused on the language appropriate to those activities in terms of syntax, lexis, discourse, semantics, and so forth.

Strevens, 1998, pages 1–2. The work of Dudley-Evans (1998) markedly enhanced Strevens' by eliminating the absolute qualities that state that ESP is "in contrast with 'General English,' and by revising and expanding the number of variable characteristics." Consequently, the following is Dudley-Evans' definition of ESP in terms of absolute and variable characteristics: Qualities that are unchangeable

1.ESP is designed to address certain learner needs;

2.ESP is focused on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

3. ESP uses the underlying methodology and practices of the discipline it serves. And, on the other hand, it may be described as following:

1. ESP may be related to or designed for specific fields. Though most ESP courses require a basic mastery of the linguistic systems, it could be for secondary school students.

2. ESP may employ a different technique than General English in particular teaching scenarios;

3. ESP is likely to be created for adult learners, either at a tertiary level institution or in a professional job situation.

 4. ESP is often developed for intermediate or advanced students (Dudley-Evans, 1998).

It is generally acknowledged that the core tenet of English language proficiency (ESP) is that all program design decisions should be based on the needs of the students in order to ensure their mastery of the language. In regard to this, the term "specific" in ESP has taken on new meaning as the discipline progresses. It was used to describe a collection of specialized terms for a certain field or occupation in the 1960s (Hutchinson & Waters, 1987, p.9; Dudley-Evans & St John, 1998, p.1; Smoak, 2003, p. 23). It has been used to describe the requirements and interests of the students from the 1980s to the present (Stevens, 1988,p.2).

As per the given definitions, English for Specific Purposes (ESP) is defined as teaching students how to utilize the language in academic, professional, or work environments where it is required.

Results and Discussions

Dudley's description, Evan, which is composed of three absolute and five changeable features, offers a glimpse into the idea that ESP can be used, but need not be limited to, a certain discipline, age group, or spectrum of abilities. It should be understood as merely a teaching strategy, or as Dudley-Evans puts it, a "attitude of mind." This assumption is similar to that made by Hutchinson and Waters (1987, p. 19), who characterize ESP as an approach to language education where all decisions about technique and content are motivated by the learner's desire to learn. The ESP meaning of "special" supports the idea of ESP as a language teaching methodology. It should be understood as merely a teaching strategy, or as Dudley-Evans puts it, a "attitude of mind." This presumption is comparable to that put forth by Hutchinson and Waters (1987, p. 19), who define ESP as a language teaching approach in which every choice regarding method and content is driven by the learner's motivation for learning.

The definition of "special" in ESP supports the principle that material and methodology are implemented according to the needs of the individual student. To put it another way, a specialized objective is the purpose for which language learners acquire a language, not the character of the language being studied (Mackay & Mountford, 1978). Because of this, ESP has been utilized extensively to help language learners adjust to the peculiarities of their home tongue or gain the skills required to function in a field, profession, or workplace for which they hope to learn English. English language instruction in Indonesian secondary and university institutions has made extensive use of the ESP method, especially when educating non-English speaking pupils. This is in line with the government's education policy, which emphasizes that teaching English at the tertiary school level should aim to improve students' ability to use the language for academic and professional purposes, especially when reading textbooks for class assignments, as well as their ability to communicate effectively in English with others. This is especially true for students who do not study in an English department.

This suggests that reading ability has been given the highest priority in English language training because it is the most effective way for students to learn in their subject of study. It is also related to what Hutchinson and Waters state that the specific purpose most common within the participant universities is the reading of specialist literature in English, and that the emphasis is largely on general course content to cover common problems, such as reading strategies, rather than specific discourses, according to the student subject specialization, and that the reading of specialist literature in English is the most common specific purpose within the participant universities. The authors go on to explain that, as a result, there is a consensus within the teaching and learning process to concentrate on the teaching of reading strategies through authentic materials and the use of the native language in spoken classroom discourse, while focusing on the teaching of grammar on the minimum necessary for understanding academic texts is the focus of the authors (Hutchinson & Waters, 1987). Since reading is the most stressed skill in English instruction, this approach will also include the teaching of other language skills such as speaking, listening, and writing, all of which will be enhanced by the incorporation of language components.

As stated previously, the goal of ESP courses is to prepare students with a certain level of English proficiency for a situation in which the language will be used, or target needs (Sujana, 2005). Therefore,

for non-English department students at Indonesian universities, being able to communicate in English and to use English to learn their subjects effectively are considered to be the most important benefits of having English. While English is often taught as a subject matter in schools, it is also used as a tool for students to learn about their fields of study. In this context, English is not simply a subject matter to be learnt, as it is often taught as one of the mandatory courses in the curriculum. It is a fact that the English language proficiency program (ESP) combines subject matter and English language instruction in a way that students are able to apply what they learn in their English classes right away in their studies, whether they are in economics or education or accounting or business management or the sciences or Islamic studies or tourism. As a result, their knowledge and expertise in their respective subject areas is extremely beneficial to their English language learning efforts.

It is clear from the information presented above that the foundation of ESP is the simple question of what the students learn English for, and that the answer to this question relates to the learners, that is, their needs, the language required, that is, the language skills they must master and how well, and the learning context, which refers to the genres they must master either for comprehension or production purposes, and the learning context is defined as the genre in which they must master either for comprehension or production (Dudley-Evans, 2001, p.225-238).

Needs analysis as a key feature of ESP

In ESP, needs analysis is the most common characteristic, and it is generally regarded as criteria or a key feature of ESP. ESP was previously focused primarily on target or end-of-course requirements, and it is usually to take into account learners' initial needs, which may include learning needs, in order to be effective. ESP needs analysis serves three main purposes as criteria: first, it allows for a more diverse range of input into the content, design, and implementation of an educational program; second, it allows for more efficient use of limited resources; and third, it allows for more efficient use of limited resources. Second, it can be used in the development of goals, objectives, and content. As for the third reason, it can be used to assess the effectiveness of an existing program (Richards, 1996).

A series of techniques for establishing the parameters of a course of study is termed as a need analysis procedure (Nunan, 1988). Needs analysis, in its broadest sense, is a technique for gathering information on the requirements of learners. The term 'needs' in the context of 'needs analysis' can refer to a variety of distinct things.

Essentially, it is the study or employment requirement that the learner is expected to be capable of performing at the conclusion of their course. This is an example of a goal-oriented definition of requirements. In this context, the term "needs" may be more aptly translated as "objectives." Widdowson goes on to say that, in addition to being objective, it also relates to the actions that learners must take in order to genuinely learn the language. This might be interpreted as a process-oriented statement of requirements that are related to transitional behavior (Widdowson, 1990). Additionally, needs might be described as what the user institution of society as a whole considers to be required or desirable to be learned via a program of a language education institution (Mackay & Mountford, 1978).

Target needs and learning needs, according to Hutchinson and Waters (1993), are two distinct types of requirements. Target needs concern what learners must perform in the target scenario, whereas learning needs concern what learners must learn in the target situation. Necessities, Lacks, and Want are three useful concepts to consider when identifying target needs. Necessities are the kind of needs that are dictated by the demands of the target scenario, such as food and shelter. This indicates that the most important thing for learners to understand is how to function well in the goal circumstance. There are gaps between the target competency and the existing proficiency of learners, which are known as deficiencies. Lacks can only be organized when teachers or course designers have determined the demands of the students they are teaching. Concern yourself with the awareness of the requirements that define the ESP circumstance. Awareness is a type of perception that might differ depending on the individual's point of view or point of view. When learners have a comprehensive understanding of the requirements of the target situation, and they already have a specific understanding of their own deficiencies, their perceptions may not always align with the perceptions of other interested parties such as teachers, course designers, or sponsors. As a result, the optimal the desires of all the groups engaged in deploying ESP must be reflected. The information and abilities that learners will require in the target context are referred to as learning needs. If the beginning point in ESP is referred to as "lacks," and the destination is referred to as "necessities and wants," then the path that leads from the starting point to the destination is referred to as "learning requirements."

Conclusions

Based on all of the categories provided above, learners are considered to be the heart of any program. They are no longer the object of any lesson; rather, they are the subject of the instruction. Their requirements will drive the specification of syllabus content, which will include considerations for things such as language abilities, structures, functions, concepts, topics, themes, scenarios, and interlocutors as well as other factors. Because the selection is made based on the needs of the learners, there is a good chance that there will be some changes from learner group to learner group. Different types of learner requirements will be addressed in a variety of ways. In particular, and once again, in the context of the requirements for which the reasons for which they are studying English are predicated. A needs assessment is typically carried out before to, or at the very beginning of, a training course. The first step in doing a requirements analysis is to determine what data will be gathered, when it will be collected, who will collect it, how it will be collected, and for what objectives it will be collected. The information about learner requirements that has been gathered naturally falls into two distinct areas. The first includes primarily biographical information, but the second is more personal in nature, referring to the learner's choices and impressions of their own needs and wants (Nunan, 1988).

Techniques for individuals involved in data collection and course design can be classified as either formal or informal, depending on their purpose and setting. For example, formal procedures such as standardized interviews and competence assessments are used, whereas informal strategies such as classroom observation and a self-relating scale are used by learners to evaluate their own learning activities are used. Questionnaires, comprehensive interviews, observation, and newspaper

advertisements are the four strategies used to investigate demands. In comparison to other methods of acquiring useful information, the questionnaire is quite inexpensive. It is necessary to employ a systematic approach in order to obtain acceptable data from a questionnaire. For example, it is recommended to mail out questionnaires that the learners are already aware are on their way, along with sufficient explanation of what they are for, to ensure that the entire class understands what they are for. Furthermore, the language in which the questionnaires are written should be at a level that learners can comprehend, rather than being as plain as possible as could be the case with a recommendation (Yalden, 1987).

Fitzgerald presents a set of guidelines for the development of questionnaires and interview questions, which include:

1.The historical context. Biographical details, as well as educational level, valuable language learning experience, and current competency in the target language, are all required for consideration.

2. The second type of language style is one in which questions are applied to determine whether learners learn best through talks, mastering existing skills before attempting new ones, studying grammar and having sufficient grasp of important vocabulary before reading a book, and so on.

3. The requirement for a foreign language. It relates to the reasons that learners choose to enroll in a language course, as well as the language abilities that they wish to acquire and the situations in which the language will be used by learners.

In more depth, Yalden (1987) specifies key components that must be present in questionnaires and interviews in order to be valid: (1) the purposes for which learners hope to acquire a target language, (2) the context in which they will want to use the target language, (3) the roles of learners and their interlocutors, (4) the communicative events in which learners will participate, and (5) the language functions involved or what learners will need to know about the target language for learners to be able to do with or through using the target language, (6) the notions involved or what learners will need to know about, (7) the skills involved in putting discourse and rhetorical skills together, (8) the variety or varieties of the target language that will be required, and the levels in either spoken or written language that learners will need to achieve.

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