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English for Specific Purposes: A Supplementary to Richards and Rodgers'Approaches and Methods in Language Teaching (Third Edition)

Özel Amaçlı İngilizce: Richards ve Rodgers'ın Dil Öğretiminde Yaklaşım ve Yöntemler (Üçüncü Baskı) Kitabına Ek

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Abstract

This study examines English for Specific Purposes (ESP) through the highly popular format used in Jack C. Richards and T.S. Rodgers'*Approaches and Methods in Language Teaching* (*Third Edition*), which is the major reference book in methodology courses of the ELT departments throughout the world. The format involves the examination of each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques (procedures). The study also involves suggestions on how the principles of Competency-Based Language Teaching and modular programming can be used for the syllabus design and implementation phases of ESP instruction.

Keywords: English for Specific Purposes, Competency-Based Language Teaching, Modular Programming, approaches and methods.

Öz

Bu çalışmada, dünyadaki ELT bölümlerinin metodoloji derslerinin temel referans kitabı olan Jack C. Richards ve T.S. Rodgers tarafından yazılmış *Dil Öğretiminde Yaklaşım ve Yöntemler* (Üçüncü baskı) adlı kitabında yabancı dil öğretimi yaklaşım ve yöntemlerinin sunumunda kullanılan ve hayli de popüler olan format kullanılarak Özel Amaçlı İngilizce Eğitimi (ESP), dil kuramı, öğretim kuramı, hedefler, ders programı, öğretim etkinlikleri, öğrenci ve öğretmen rolleri, ders materyalleri ve sınıf içi uygulamalar açısından incelenmektedir. Çalışmada özellikle program geliştirme ve uygulama konusunda Yeterlik Temelli Dil Öğretimi ve modüler programlama tekniklerinin kullanımı konusunda önerilerde bulunulmaktadır.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Yeterlik Temelli Dil Öğretimi, Modüler Programlama, yaklaşım ve yöntemler.

1. Introduction

The third edition of Jack C. Richards and T.S. Rodgers' *Approaches and Methods in Language Teaching* (2014) provides the most extensive survey done so far of the major approaches and methods in language teaching. The book attempts to clarify the assumptions behind these approaches and methods, and their similarities and differences. It is used as the main course-book both in undergraduate and graduate courses in the ELT departments of numerous universities throughout the world. It also serves as a reference book for thousands of ELT specialists and instructors because it provides valuable reference for them to explore their own beliefs and practices in language teaching. What makes the book so popular is not only its comprehensive analysis of approaches and methods, but also the format it

uses to introduce them. It involves the examination of each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques (procedures).

Many professors in the ELT departments of universities who prepare their students for their future careers as English language teachers benefit from this book due to its comprehensive, clear and to-the-point structure. However, as it may not be seen as an approach or method, or as it may be difficult to fit it into the format used in the book, or as the writers might not have felt the necessity to deal with it in detail, English for Specific Purposes (ESP) is mentioned only for half a page.However, it is known that ESP has become a distinctive field of study and has occupied the great majority of the language instruction programs at universities and substantial number of the graduates of the ELT departments continue their careers as teachers of academic or occupational English.

This article seeks to provide a supplementary to Richards and Rodgers'*Approaches and Methods in Language Teaching (Third Edition),* using the same format for the teaching of ESP as the writers use to present major approaches and methods. It comprises a survey of literature and aims to connect it to today's popular approaches and assumptions, providing some suggestions similar to what the writers do in their book.

2. English for Specific Purposes

English for Specific Purposes has become one of the major distinct activities in the field of English language teaching since the early 1960s. This is because of the developments and growing demands during and after the Second World War, the rapid expansion in scientific, technical and economic activities on a global scale, the economic dominance of the United States in the post-war world, the flow of Western money and knowledge into the oil-rich countries during the Oil Crisis of the early 1970s, the enormous increase in the number of students studying in English speaking countries, and the inevitable rise of globalization.

Hutchinson and Waters (1987) add two more reasons that had a tremendous impact on the emergence of ESP. One of them was a revolution in linguistics. The linguists started to focus on how the language is used in real communication instead of describing the features of language and discovered how spoken and written English vary, and how particular situations necessitate the use of different varieties of English. This, quite naturally, opened the way to tune language instruction to meet the needs of learners. To Hutchinson and Waters, the final reason that has influenced the emergence of ESP has more to do with psychology than linguistics. The shift of focus from methods of language learning to different learning strategies, different skills, different learning schemata, and different motivational needs and interests of learners have led the ELT specialists to design specific courses to better meet individual needs.

Today, ESP refers to the teaching and learning of English as a second or foreign language where the essence of instruction is based on the use of English in a distinct domain. Therefore, it is a focused-English learning and teaching situation in which teaching techniques and learning environment are different from teaching general English. The teaching of ESP, in its early days, was stimulated to a great extent by the need to communicate across languages in areas such as commerce and technology. Today its expanding scope involves other areas as well such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Sociocultural Purposes (ESCP) (Belcher 2009).

Because ESP, as a distinctive field of ELT, is still in its fledgling stage and the focus of the great majority of linguists and language teaching experts are still on the development of general English issues, we still lack a clear-cut categorization and classification of ESP in general. At this point, as it is generally and traditionally categorized and as it is put into practice at the majority of universities in many countries, it seems better to divide it into two classified branches at least for the university level instruction, i.e., English for Academic Purposes (EAP), which is related to academic study needs, and English for Occupational English (EOP), which involves work related needs and training.

Though there are some features which can be identified as 'typical' of a particular context of use, it should be clarified, as Hutchinson and Waters (1987) emphasize, that ESP is not merely a matter of teaching 'specialized varieties of English', and the fact that language is used for a specific purpose does not imply that it is a special form of language different from other forms. In other words, ESP is not different in terms of kind from any other form of language teaching, because it should be based in the first instance on principles of effective and efficient learning. Therefore, the fact that the content of learning may vary does not mean that the processes of learning should be any different for the ESP learner than those of the general English learners. However, as Dudley-Evans (2001) asserts, the key defining feature of ESP is its teaching and materials development on the basis of the results of needs analysis, and

this fact causes the use of a distinctive methodology to be a variable characteristic of ESP. Thus, it is obvious that certain distinctions arise, which should be considered before, during and after the ESP instruction.

3. Approach

3.1. Theory of Language

Though ESP is not motivated by any language theory, it starts from a functional theory and focuses on language as a means of communication, and the goal of ESP instruction is to develop communicative competence. We may attach it to the family of the communicative approach and its by-products such as Content-Based Instruction, Content and Language Integrated Learning, Lexical Approach, Whole Language, Competency-Based Language Teaching, Task-Based Language Teaching, and so on. Hence, it borrows many characteristics of their views of language and principles such as:
1. Language is something that is used for meaningful purposes and to carry out authentic functions.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. People learn a second language more successfully when they use the language as a means of understanding, rather than as an end in itself.
5. Language is a means of achieving personal and social needs, and real-world goals.
6. Lexical units are central in language used and language learning.
7. Spoken interaction is the central focus of language and the keystone of language acquisition.
8. Language use involves integration of skills.
9. Language use reflects the contexts in which it occurs.
   (Richards and Rodgers, 2014)

3.2. Theory of Learning

Today's ESP instruction shares the general assumptions about the nature of learning underlying Communicative Approach. However, it is the needs analysis that determines the characteristics of the teaching and learning situations and the differences in the specific language to be taught. As Richards and Rodgers (2014) point out, such differences might include:
- differences in vocabulary choice
- differences in grammar
- differences in the kinds of texts commonly occurring
- differences in functions
- differences in the need for particular skills (p.95)

Dudley-Evans and St John (1998) offer a definition of ESP instruction in which they divide its characteristics into two, i.e., absolute and variable characteristics. They actually revised what Strevens proposed in 1988. This revised definition is as follows:

 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, and 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 (pp. 4-5).

What Dudley-Evans and St John primarily assert is that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

In recent years, however, ESP instruction has been influenced from certain perspectives which involve following kinds of processes which are advocated also by approaches such as Task-Based Language Teaching, Content and Language Integrated Learning and Competency-Based Language Teaching:

- Interaction between the learner and the users of the language,
- Collaborative creation of meaning,
- Creating meaningful and purposeful interaction through language,
- Negotiation of meaning as the learner and his interlocutor arrive at understanding,
- Learning through attending to the feedback learners get when they use the language,
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence,
- Trying out and experimenting with different ways of saying things,
- Learning as social mediation between the learner and another during which socially acquired knowledge becomes internal to the learner.
- Learning facilitated through scaffolding by an expert or fellow learner
- Learning through collaborative dialogue centering on structured cooperative tasks
  (Richards and Rodgers, 2014).

4. Design

4.1. Objectives

ESP courses are developed in accordance with the perceived learners' specific needs, and need analysis is the starting point in determining learner needs as well as the domains and situations of language use and developing the objectives of a course.

4.1.1. Needs Analysis

As implied above, according to Hutchinson and Waters (1987), ESP is an approach to language learning based on learners' needs and centered around the question: "Why does this learner need to learn a foreign language?"

According to Scrivener (2005), "ESP contrasts with the rather mischievous acronym LENOR (Learning English for No Obvious Reason); it implies that we are going to take the client's needs and goals more seriously when planning the course, and rather than teach *general English*, we are going to tailor everything to his or her character and particular requirements." Therefore, an ESP course is developed based on an assessment of purposes and needs and activities for which English is needed.

As Momtazur Rahman (2015) puts it, for example, it is needs analysis that determines which language skills are most needed by learners, and the syllabus is designed accordingly. According to Strevens (1988), needs analysis is a necessary step for English for Specific Purposes, and it is essential for a scientific discourse.

In the field of ESP, the main sources for needs analysis are the learners, people working or studying in the field, ex-students, documents relevant to the field, clients, employers, colleagues, and ESP researchers in the field (Rahman, 2015). And, there is a variety of instruments for carrying it out such as questionnaires, analysis of authentic spoken and written texts, discussions, structured interviews, observations, and assessments (Dudley-Evans, 1998, Hutchinson and Waters, 1987, Robinson, 1991).

Since the emergence of ESP as a field of language teaching, many models of needs assessment have been suggested by ESP scholars. Though there are, quite normally, certain distinctive differences among these needs analysis models in the way they are handled, in the methods that are applied and in the tools that are used, certain fundamental components can be seen to be common. These fundamental components are:

- *TSA* (Target Situation Analysis) which focuses on identifying the learners' language requirements or as Robinson (1991) argues "a needs analysis which focuses on students' needs at the end of a language course",
- *LSA* (Learning Situation Analysis) which refers to subjective, felt and process-oriented needs, i.e., what learners want to learn,
- *PSA* (Present Situation Analysis) which seeks to determine strengths and weaknesses of the students.

As Holliday and Cooke (1982) assert, there should be another component added to these components, i.e., means analysis, which focuses on getting information about the teachers, teaching methods, management, student facilities, etc. to see how a language course may be implemented.

So far, the most recent and the most comprehensive needs analysis model, and the most popular as well, for an investigation of ESP needs seems to be the model developed by Dudley-Evans and St. John (1998). This model, comprising all those components mentioned above, focuses on:

- *learners' professional information* (the tasks and activities students are/will be using),
- *personal information about the students* (learners' general profile, previous learning experiences),
- *learners' language information about the target situations* (what their current skills and language use are),
- *learners' inadequacies* (the gap between 1 and 3),
- *learners' needs from course* (what is wanted from the course),
- *language learning needs* (effective ways of learning skills),
- *communication information in the target language* (discourse analysis, genre analysis),
- *environmental information* (the environment in which the course will be run).

To Rahman (2015), needs analysis frameworks in ESP context should be flexible. While conducting it, it is useful to have the views of different people (learners, sponsors, subject-specialists, English language instructors and ESP practitioners), because these considerations contribute much to the implementation of research, the development of course and syllabus, methodology and training program as well. Teodorescu (2010) properly points out that "needs analysis is not just an initial one-off activity, but it should be an ongoing process that does not end until the course is over" (p.73).

4.2. The Syllabus

As Gatehouse (2001) puts it, there are three abilities necessary for successful communication in a professional target setting:

- the ability to use the particular jargon characteristic of that specific occupational context,
- the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda,
- the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context.

And, the task for the ESP developer is to integrate all three of these abilities into the course design. So, his focus is on what learners can do with the language, which involves competencies or learning outcomes required for the syllabus specification.

As implied above, ESP instruction necessitates real-world tasks and activities. Thus, competencies should involve a description of the essential skills, knowledge, attitudes, and behaviors necessary for effective performance of these tasks and activities. This brings us to a backward design, which, as Wiggins and McTighe (2006) argue, starts with a clear description of learning outcomes as the basis for syllabus design and which involves the following three steps:

1. Identify desired results.
2. Determine acceptable evidence for learning.
3. Plan learning experiences and instruction.

These steps involve a shift in course design. As Wiggins and McTighe (2006; 16-17) state:

… The shift, therefore, is away from starting with such questions as "What book will we read?" or "What activities will we do? Or "What will we discuss?" to "What should [the learners] walk out the door able to understand [or do] regardless of what activities or tests we use?" and "What is evidence of such ability? And therefore, "What texts, activities, and methods will best enable such a result?"

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Backward design proposed here is a typical characteristic of Competency-Based Language Teaching (CBLT), which suits ESP instruction rather well. So, an ESP course developer can benefit from borrowing the following key features CBLT programs provided by Auerbach (1986):

1. *A focus on successful functioning insociety* [or in workplace, etc.]
2. *A focus on life skills* [as implied above, focusing merely on professional English is not right]
3. *Task or performance-centered orientation* [learning by doing is an essential component of ESP instruction]
4. *Modularized instruction* [objectives or competencies can be broken down into narrowly focused sub-objectives (frames or sub-modules) so that both teachers and students can get a clear sense of progress]
5. *Outcomes that are made explicit a priori* [needs analysis plays a key role here]
6. *Continuous and ongoingassessment* [pretests and post-tests]
7. *Demonstrated mastery of performance objectives* [assessment based on the ability to demonstrate pre-specified behaviors rather than the traditional paper-and-pencil tests]
8. *Individualized, student-centered instruction* [learners' prior knowledge and background in English should be considered so that they can develop in their own rate] (pp.414-15)

This competency approach, as stated byRichards and Rodgers (2014) may have the following advantages on the part of the learner:

1. The competencies are specific and practical and can be seen to relate to the learner's needs and interests.
2. The learner can judge whether the competencies seem relevant and useful.
3. The competencies that will be taught and tested are specific and public – hence, the learner knows exactly what needs to be learned.
4. Competencies can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.(p.153)

4.3. Types of Learning and Teaching Activities

Since ESP instruction is not based on any method or approach, it is, again, needs analysis that determines the types of learning and teaching activities. ESP practitioner should make a careful selection, considering learners' *necessities, lacks* and *wants*, and the conclusions he/she draws after having completed the *needs analysis*, and should design the activities accordingly. However, no matter what is obtained from needs analysis, Richards and Rodgers(2014) inform that these activities have a growing tendency toreflect the following principles of communicative approach:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence (in some situations accuracy might be essential).
- Provide opportunities for learners to develop both accuracy and fluency.
- Link different skills such as speaking, reading, and listening together, since they usually occur together in the real world.
- Let students induce or discover grammar rules. (p.95)

Accustoming the students to academic and professional settings is very important in ESP instruction. Therefore, pair or group activities give learners great opportunities to practice the real-life language and to develop fluency. The activity types that are commonly used in ESP classrooms are jig-saw activities, task-completion activities, information-gathering activities, opinion-exchange activities, problem-solving tasks, decision making tasks, information-transfer activities, reasoning gap activities, role plays, and so on.

4.4. The Nature of Learners

The first and foremost important difference between ESP and General English lies in the learners and their purposes for learning English. ESP learners are usually adults, and they already have a certain level of English. Their main purpose in learning the language is to communicate a set of professional and, if necessary, academic skills, and to perform particular job or profession-related functions. This fact implies that the ESP learner has a further purpose that goes beyond learning the language. His goal in studying English is generally to achieve something specific beyond the language itself.

As Dudley-Evans and St. John (1998) states, ESP is a learner-centered approach, and specific learners and their specific linguistic and non-linguistic needs are the nucleus of all ESP activities such as needs analysis, material development, teaching procedures, etc. Since, as Hutchinson and Waters (1987) put it, the content and method of the ESP instruction are based on learner's reason for learning, learner characteristics, their learning strategies and their use of different skills play a dominant role in the implementation of the course, much more than it is in a general English course (p.19). ESP courses (both academic and occupational) are designed for the learners who want English for their occupation in post-academic setting or for the ones who want it for academic purposes in pre-occupational setting. Variations in their language level, prior education, academic background and work experience have a certain level of effect in every stage of an ESP course and are supposed to be handled meticulously.

The following roles stated by Richards and Rodgers (2014) for Communicative Language Teaching, Task-Based Language Teaching and Competency-Based Language Teaching are assumed by learners who are supposed to be active participants in an ESP classroom:

- *A negotiator.*[He/she negotiates between the self, the learning process, and the object of learning. He/she needs to develop skills in self-assessment to monitor his learning in relation to the learning targets.]
- *A group participant.* [Many tasks are done in pairs or small groups.]
- *A monitor.*[He/she needs to attend not only to the message in task work, but also to the form in which such messages typically come packed. He/she needs to be able to transfer knowledge and skills to new situations.]
- *A Risk-taker.* [Due to priority to authenticity, many tasks require learners to create and interpret messages for which they lack full linguistic resources and prior experience.]
- *A Strategy developer.* [He/she needs to develop and use strategies to achieve communication.]

4.5. Teacher Roles

When ESP teaching is concerned, the role of a teacher is generally much wider in scope than it is that of a general English teacher. First of all, he/she is called ESP practitioner rather than mere teacher as it seems to be more detailed and complete. As Dudley-Evans and St. John (1998) put it, there are five key roles for the ESP practitioner, i.e., teacher, course designer and materials developer, collaborator, researcher and evaluator.

ESP instruction requires a very dynamic learning centered curriculum and a comprehensive needs analysis both before and during instruction. It is impossible for the curriculum developer or course-book designer to involve all those diverse needs of learners. In an ideal ESP setting, identifying varied learner needs and ensuring all students receive a balanced diet of language are vitally important, and it is mostly the teacher who is burdened with this responsibility.

Because of the nature of ESP instruction, as Basturkmen (2010) puts it, the first challenge teachers may face is finding themselves in a position to deal with a content in an occupation or subject of study that they have little or no prior knowledge. As Tudor (1997) points out, ESP deals with domains of knowledge which even the average educated native speaker could not reasonably be expected to be familiar with. Moreover, neither in Turkey nor in any other country, except for a few, can you find so many teachers who enjoy having had some formal training on the subjects or occupations they teach or on the field of teaching ESP. Therefore, it is quite ordinary that teachers find themselves in an environment where they have far less knowledge and experience in the subject than their learners. On the one hand, this seems to be an opportunity for the teacher to draw on student's knowledge of the content, but on the other hand, it requires skill, talent and experience to be able to do so. What's more, as the current ESP course-books have difficulty in meeting all those diverse and continuously changing needs of learners and demands of their occupations, ESP teachers are expected to know how to design courses in a conceptual area that they have not mastered and develop the ability analyze and describe texts (Basturkmen, 2010). They might try to select the most suitable material among published material. They might need to adapt the material if it is not suitable, or write it, as there are still certain areas for which no course-books can be found. And these are quite strenuous and time consuming jobs to handle. Moreover, they also need to possess the necessary skills to assess the effectiveness of the teaching material used whether it is published or self-produced.

In short, it is a very demanding job to teach English for the profession and encourage the students to use their background knowledge along with the academic skills in dealing with all sorts of authentic information in their profession, while being in a position to design courses according to the students' professional needs. And what is more, teachers have to fulfill these responsibilities within so rigid course structures of the universities where it is very difficult to make the necessary alterations to meet the changing needs and demands of the learners and their professions.

Considering the facts given above, as explained by Bojović (2006), when dealing with a certain task, the teacher should adopt the position of a consultant who has the knowledge of communication practices but also needs to "negotiate" with the students on how best to explore these practices to meet the objective they have. Sometimes the role of the teacher extends to giving individual advice to students, and the relationship between an ESP teacher and a student turns into much more of a partnership.

ESP teachers need to be willing to listen to learners, to have considerable flexibility in course design, to be ready to take some risks in their teaching, to be capable of incorporating the research findings in the field, to take interest in the disciplines or professional activities the students are involved in, and, in turn, to have close collaboration with the subject specialists.

4.6. Instructional Materials (Content)

It is seen clearly that an ESP course stems from an assessment of purposes and needs and the activities for which English is needed. As almost all the experts point out, ESP concentrates basically on language rather than on teaching grammar or language structures. However, as Rahman (2015) states, what is crucial in teaching ESP is that English is not taught as a subject separated from real world; instead it is integrated into a subject matter area important to the learners.

The content of ESP, as clarified by Hutchinson and Waters (1987), is different form General English, which is usually taught for exam purposes. ESP is the teaching of English for other purposes such as work or study. These two are usually called professional (also occupational or vocational) purposes and academic purposes. If a student intends to use English in their future profession or wants to continue his academic studies, what he needs is a content appealing to occupational and academic needs.

It is implied above that the main focus of ESP is on when, where and why learners need the language either in study or professional contexts. Thus, Basturkmen (2010) and Tudor (1997) emphasize that it is concerned with a "situated language use", and as implied above, what ESP deals with is not a part of the communicative repertoire of all educated native speakers. Though it seems that ESP brings an immense amount of burden on ESP practitioners, research has revealed the fact that, when properly selected according to the learners' specific needs, the choice of materials makes it possible for the learners to be more interested, more motivated and more communicative compared to the learners of general English. As Teodorescu (2010) states, motivation is a key element in setting up an ESP course, so the teaching should be flexible and adapted to the learners' needs. Thus, when choosing materials, great attention is paid to meet the requirements of the target situation, to include culturally appropriate content, to be authentic, to include authentic tasks, and to include, if possible, audio visual materials and authentic spoken material. Of course, collaboration with subject specialists is necessary in any stage of materials development.

However, because of the workload of English teachers at universities, ready-made ESP course-books, if available, are generally preferred, and it is the task of the teachers to make the necessary modifications and additions through extra materials and activities. And, these extra materials and activities are seen as a sine qua non of ESP instruction, because many of the problems that students face, as Gilmour and Marshall (1993) and Spack (1988) argue, originate not from the specialist language but mostly from the general use of language.

5. Procedure

As Richards and Rodgers (2014) explain, procedure encompasses the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to a particular method or approach (p.35). At this level the teacher is concerned with how the tasks and activities determined through needs analysis are integrated into lessons and used as the basis for teaching and learning. Since ESP instruction does not belong to any method or approach, the ESP practitioner is in a position to implement the most suitable sequence of activities throughout his/her lesson according to the results of needs survey.

However, it might be useful to suggest an old but well-proven model here for the implementation of an ESP course which involves an output-based course based on a modular design. Though it required great alterations in general curricula and programs, it was implemented at the Turkish Military Academy between the years 1992-1995 for teaching English for Military Purposes (Uluşan, 1995), and quite satisfactory results were obtained. The course, which emphasizes mastery learning, is made up of modules, and a module has three main parts. As seen in the following diagram, there is an *entry* or *entrance system* which helps to guide the student at the start (either towards the module or towards a previous or subsequent module), there is the *body* or the *core* of the module which defines or contains the

activities to achieve the objectives, and there is an *output* or *exit* system which helps to guide the student to the next module or towards remedial activities:
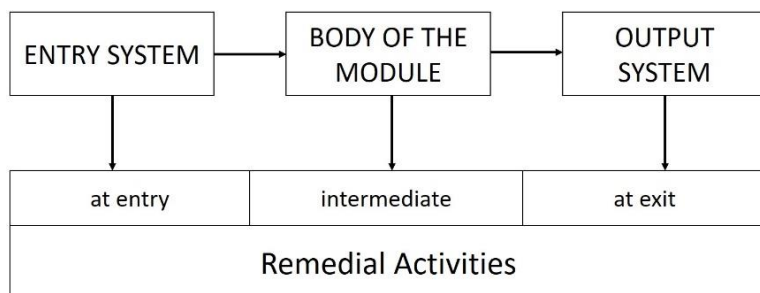

Figure 1. *(Uluşan, 1995, p.31)*

The body of the module is composed of a set of frames or sub-modules each corresponding to one continuous learning session or class, and each involving specific objectives derived from the general objectives and stated in terms of terminal behavior. The following is the format of a frame of a skills-based modular reading course by SabriKoç (1992), which was adapted to the ESP course.
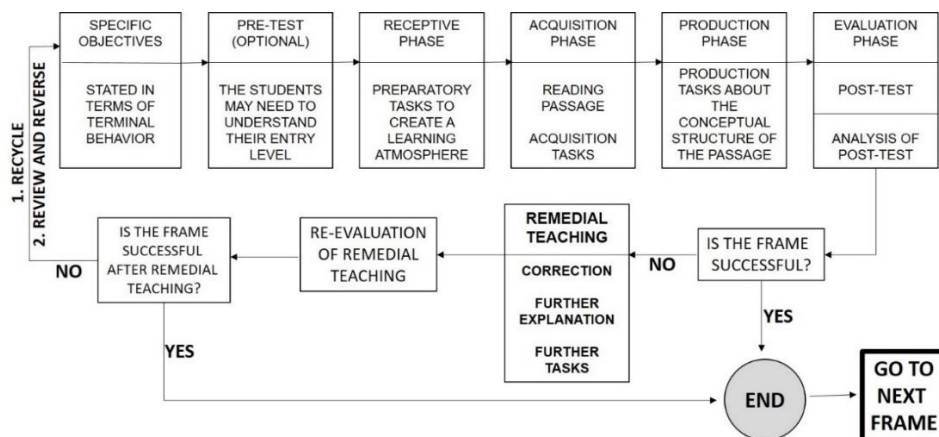

Figure 2. *(Uluşan, 1995, p.28)*

If we analyze the illustration given above, we can see that a frame (sub-module) contains:

- **learning activities** which include review and introduction to the specific objectives of the frame, learning situations and review and summary,
- **teaching activities** which include indications about how to get the learners involved and motivated; description of the ways of implementing learning activities, and especially a precise specification of the material and documents to be used as well as how to use them; details of how to prepare and organize each session; and hints on delicate points, further applications, how to bring about transfers, etc.
- **control**, through testing which makes it possible to discover if the learner has mastered the specific objectives of the frame or not, and which acts as an entry-test for the following frame,
- **remedial exercise** which is related to the results obtained through testing.(Uluşan, 1995, pp.34-35)

Finally, as D'Hainaut (1981) states, it is much wise to unite several activities within the same module; for instance, in one frame the activity will be reading a chapter of a book complete with a questionnaire, while in another it will involve viewing a film, in a third group-solving of a problem or taking in a discussion, lastly in a forth undertaking a series of self-corrective exercises (p.245).

6. Conclusion

Though substantial amount of research has been dedicated to the teaching of English for Specific Purposes since it emerged as an innovative and distinct field of language instruction throughout the world, it is hard to see a consensus on how it should be handled in the language classrooms. This is because ESP is goal-oriented and designed for the specific learners according to their specific academic and professional needs. Besides, it hasn't originated from an approach or method. It is a common expectation of the ESP practitioners that those valuable contributions of numerous researchers to the field need to be organized into a clear-cut definition of classroom practices and to provide the necessary guidance which is easily accessible.

Because of the field's goal-oriented nature, just like it is in Competency-Based Language Instruction, which is very popular these days, an output or competency-based approach to the design of ESP instruction might bring about satisfactory results. Besides, the principles of mastery learning and modular syllabus design might be quite contributory. Some suggestions on this respect have been provided in this study similar to the other studies of other researchers, but it has not been the purpose of this study.

The main purpose of this study is to provide some inspiration for the organization of the findings in the field of English for Specific Purposes into a kind of to-the-point and comprehensive format just as Jack C. Richards and T.S. Rodgers' did in their book, *Approaches and Methods in Language Teaching* (2014). The way they handle the approaches and methods has proven to be very beneficial for teachers of English and students of ELT departments, so why don't we use the same format for the teaching of ESP? It is also the demand of many lecturers and teachers from Richards and Rodgers to include a detailed description of the teaching of ESP in the fourth edition of their book.

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