

## Teaching ESP Courses for Glocal Purposes

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### **Abstract**

The present paper entitled, *ESP Courses for Glocal Purpose* attempts to emphasize the need of teaching ESP courses at tertiary level in Indian institutions and the pivotal role that ESP courses play in the era of globalisation. The paper also endeavors to assess its relevance to each nation on the era of globalization.

**Key words:** ESP courses, tertiary level, academic excellence, professional development glocalisation, globalization.

### **Introduction**

The term glocal refers to both local and global. The need of ESP courses at local level also envisaged as students hail from different locals in India who study English as a subject in their tertiary level courses. At this level, instead of repeating general English courses, it would be better to introduce ESP courses to provide them needed specific language skills to become successful in both local and global settings both in their academics and professional career.

In India, the need of teaching ESP courses is very high as the students of various linguistic backgrounds should gain competencies to work both within and outside the

country for successful completion of their academics as well as to acquire jobs. After getting jobs also students need to communicate effectively in their respective domains for retaining their jobs and for professional growth.

Teaching ESP courses needs a serious consideration and a close attention as the research so far done on ESP courses proved that these courses are highly useful. The main objective of teaching ESP courses is to provide the learners with communicative, linguistic competence in particular field.

It is high time to consider the glocal (global and local) needs of Indian students and provide them needed specific language skills. If such needs are identified seriously and necessary steps are taken, there is also scope for courses like ‘English for PG students,’ ‘English for Employment,’ ‘English for Yoga Instructors,’ ‘English for Teachers of Science and Mathematics in Semi-English schools’ through the UGC-sponsored Career Oriented Courses in English. Thus, ESP can play a vital role in vocationalization of English studies in India.

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## **Background**

India has a long tradition of education and training stretching back over 5000 years to the Indus Valley civilization. According to the report, “India’s Quality Assurance Systems for Tertiary Education” Prepared in the year 2008 by Perya Short (Education Counselor South Asia), Ministry of Education 10,000 books were written in India about science subjects alone between the 12 and 18th Centuries. There was much translation of Indian ideas and innovation into Persian and Arabic scholarly writings as well as across to

China and vice versa. With long experience in education many attempts have been made to develop sound education system in India.

The chief objective of teaching English in India is to provide English language proficiency to the students at various levels right from Class 1 to the Under-Graduation level in order to carry on higher education; and, the purpose of this education is to enter the job market which is very competitive due to excess of population. English, in this context, becomes an important language to acquire as it lays the foundation for success in both education and employment. To fulfill that aspiration of the students, they should be given proper training and practice in the language skills by incorporating specific vocabulary and specific texts of respective areas to develop the language skills.

A glance at the English teaching/learning situation in India forces one to conclude that there is a pressing need to provide comprehensive and graded materials and methodologies of English Language Teaching. India has got huge population and the Central and the State governments have the responsibility of providing meaningful education to its subjects for gaining employment. Both the governments are responsible as the field of education is under their control: the State government controls up to the high school and from the tertiary level, it is the responsibility of the Central government. As English has become imperative to gain employment both on national and international levels, the needed specific English language skills should be provided to the students.

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### **Review of Literature**

English for Specific Purposes (ESP) is one of the significant features in the field of English Language Teaching; and, it is an important branch of the EFL/ESL (English as a Foreign/Second Language) arena. In the backdrop of the expansion of various fields and branches of knowledge, it assumes the status of a significant branch in English Language

Teaching (ELT). The term "specific" in ESP refers to the specified purpose of learning a particular course of English.

The term ESP has been defined by many researchers and linguists like Macintosh, Strevens, Hutchinson and Waters. Hutchinson and Waters state that, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."( Hutchinson and Waters,19.)

An important point is obtained from the experts' definitions on ESP; it is an approach of English language teaching in which learner's needs and specific purposes are considered.

In order to make a distinction between EGP (English for General Purposes) and ESP, it can be stated that EGP concentrates on giving a larger proficiency in the language and comprises of a content with different and varied topics whereas ESP is focused on the jargon of a specific field and is, often limited to the content of the field and required structures and expressions.

ESP courses are designed to meet the specified needs of a particular group of prospective professionals. The course material of English for specific purposes is designed by taking specific jargon and terminology concerned of the specific fields which concentrate on the use of English in those respective contexts.

ESP courses are aimed at enhancing learners' communication skills in English by providing specific jargon related to their specific area of work. As these courses are meant for adult learners, it would be appropriate to offer them at tertiary level. ESP courses address learners' immediate as well as future needs as these courses are designed by analyzing the learners' specific needs. Based on the learners' present and future language needs, goals and objectives of the course are determined

### **ESP Courses and Globalization**

English for Specific Purpose (ESP) courses hold importance on global scenario as globalization brings all the worldwide happenings on to a single platform resulting in increased social relations across the globe. Giddens state that, "the intensification

of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.”  
.(Giddens, A,64)

In the globalized world, social relations have increased and people across the world have come together for different purposes, crossing their national boundaries. It is a truth observed over centuries that these social relations impact the language use and usage. Block and Cameron consider the role of language in maintaining social relations as, “any invocation of ‘worldwide social relations’ unfettered by ‘the constraints of geography’ must immediately raise questions about language. Language is the primary medium of human social interaction, and interaction is the means through which social relations are constructed and maintained.”.( Block, D. and Cameron, D.1)

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The need of a common language (English) is envisaged in order to have contacts among the nations across the globe for different purposes as every nation has its own first language and other local languages. Hence, English as a foreign language is adopted by many nations for global communication. Since English attained global status, it is undoubtedly the main medium used for wider communication and plays a significant role in establishing and in maintaining social relationships and in connecting global networks of finance, trade, industry and higher education and in exchanging the ideas in different fields like, science, technology, aviation, business, environment, global warming, research and so on. To meet these communication needs, proficiency in English is very essential and it is duly considered by many countries which are making the needed changes in their English language education. David Graddol states that, “almost everywhere, educational systems are in a state of rapid change. Globalisation has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain.”(David Graddol,70)

Globalization also impacts the developments in various fields of international importance. To access the developments in various fields, many nations are trying to enhance the skills, techniques and capabilities of professionals of diverse work places. That is to make them competent enough to be on par with the global competency levels to become successful both national and international levels. Hence, learning English gives a competitive advantage.

General English teaching still continued at present in some of the countries is not adequate. No doubt, English teaching in certain countries focuses more on providing English language skills; but, the jargon and the language use are confined to respective regions. Hence, even in these countries, all the required competencies in English to meet the global standards in diverse fields of specialisation are not imparted. In this context, there is a need to develop ESP programs, at tertiary level, which hold global appeal to focus on developing communicative competence of the learners in specific academic and professional fields, worldwide.

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### **Relevance of ESP for Every Nation**

In recent years, the concept of globalization has enhanced the significance of English language learning and teaching. Becoming sensitive to this advancement, many nations around the globe are inclined to show interest towards English language teaching/learning and are committed to offer courses to promote the use of English to make their students competent to face the wider world. Globalization has also given scope for the materialization of new professions and the innovation within the established professions which created a dynamic need for new types of expertise.

Each nation around the globe needs English proficiency to share knowledge of a specific domain; the major medium of discourse is a language for specific purposes. Since

students' fraternity occupies a major part in ESP teaching/learning process, it is imperative that the education sectors over the world to consider this need. For English teachers, it is a huge challenge to provide students the academic/specific skills they need in English. Students of the tertiary level desperately need these skills for their further studies or for expertise in their professions. The concept of E S P teaching is required to highlight the need and importance of specialised English along with functional English.

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