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Abstract: In the wake of globalization, the use of English language has been extensively expanded to international level. It has been regarded as the link that bridges the gap between different communities, cultures and regions. In the beginning, the use of English language was confined to only business purposes, but with the passage of time, English has acquired the status of an international language. By means of this language, the whole world has shrunk, and it has become a unity. But, with the passage of time, English has been used for diverse purposes which lead us to the concept of English for Specific Purpose language. To attain this aim, even the Arab countries around the world have prescribed and used English language course in all fields of education. These countries are prescribing ESP courses as early at the University level.

Keywords: ESP, EFL, learning, purpose, language, culture.

Problem Statement

Keeping in view this teaching method, the instructors are constantly using English to meet the specific and exact time and demands and requirements of the students according to their profession. For example, the medical students are intended to get the knowledge of English language for some specific aims, that is, English for specific medical purposes. In the countries like Egypt, Algeria and United Arab Emirates, ESP is spreading its wings far and wide. It has become one of the significant branches of English language that is dominating, particularly in the foundation courses of the universities. The main concern of ESP is to enhance the students' professional skills. Its chief concern is also to facilitate the graduate students in the employment market and not feel that they are incapable of meeting the challenges in their specific field job education.

The Object of the Study

In the present paper an attempt has been made to find a difference between the two approaches-ESP and EFL.

The Subject of Study

The subject of the study is the features of ESP and EFL which differentiate both the approaches from each other. In this, we take into account those aspects which make both the concepts totally diverse from each other.

The Aim the of Study

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The present article sheds light and concentrates on the key features of both ESP and EFL. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners

The presentation of the main material

Seen minutely and incisively, we find that ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

On the other hand, English as a Foreign Language (EFL), is an English language study program for nonnative speakers. Most EFL programs have small classes so that students receive individual attention from their teachers. Students study English and also participate in the cultural and social activities of the school and community where they study. The goal of an EFL program is to improve the students' level of English.

The phenomena related to English language in general, and ESP in particular, was not witnessed in the Arab countries in the past. It was only until then 1980s that the concept of ESP was acknowledged contrary to America and Europe as it was accepted earlier.

There is a difference between English for Specific Purposes and English. for general purposes. The most striking and important difference lies while the ESP students, beings adult or familiar with the English language already.

They want to learn English language for some specific purposes in order to communicate at the professional level which is primarily due to the reason that they want to get ready for some specific job-oriented purposes. So, ESP programs are generally built on the assessment of requirement for which the knowledge of English they are seeking for.

The basic difference between ESP and ESL is that while ESP focuses on the language in content than the structure of language and grammar in the teaching process encompasses the subjects ranging and varying from accounting, computer-science, medical field and professional courses including tourism and business management. The central concern of ESP is that it is not a subject of teaching separated from the students' real world, but on the other hand, it is assimilated into a subject matter which is significant to the learners.

Both the concept ESP and EFL can be differentiated not only on the basis of nature of learners, but also on the goals of the students studied minutely, ESP takes into consideration only the language skills-listening, reading, speaking and writing are equally given utmost priority in ESL which is the need of the hour for the students. On the other hand, as a general rule all the four language skills- listening reading speaking and writings are given at most property in EFL. The syllabus of ESP is formulated and designed as per the needs and requirements of the students.

In ESP, the reading skills are emphasized in those students who are getting ready for graduates and courses in the field like business administration. In other situations, they can be encouraged and motivated to improve the fluency in speaking skills among the students who wish to learn English language for the purpose of becoming tourist guides.

In this way, we find that in ESP there is an amalgamation and synthesis of English subject-matter with the English language teaching. Such a fusion proves very instrumental to motivate the students who are able to apply their learning skills in their English classroom to the main field of the study-be it accent, business management, computer science, tourism and other areas.

The main source of their motivation is that all these students are able to utilize the vocabulary and structure learnt by them in meaningful situations. In other situations they can increase in motivation to improve the fluency in speaking skills among the students who wish to learn English language for the purpose of becoming tourist guides in this way we find that in ESP there is an amalgamation and synthesis of English subject matter with the English language teaching such a fusion can prove very instrumental to motivate the students who are able to apply during their learning in their English classes to the main field of their study and others are there motivation is that all these students are able to utilize the vocabulary and structure

As these students of ESP are already well-versed in their subject matter which enables them to improve their ability to acquire their capability to grasp English language. It is the subject-matter knowledge that provides them with a context they require to get the full knowledge of the classroom. ESP demonstrates how the subject-matter content is expressed by the students in English language. The teachers can encash this situation by making the

full use of students' knowledge of their subject-matter which can help them in understanding English in an efficient way.

In fact, the term specific in ESP throws light on the specific purposes for getting the knowledge of English language. It suggests the students' knowledge approach to learn English language through a medium which they are accustomed of already. It also means that the students across are capable of using what they come across or learn in the ESP classroom on the ESP about their work and studies. In other words, the ESP approach straightens and reinforces the importance of what they have learnt which unable them to use English language fluently because their interest in their field will motivate them to interact with speakers and texts.

The EFL learners find less exposure and practice with English than ESP learners, so it results in more difficulties in developing their listening and speaking skills. On the other hand, ESP learners are exposed more in practice with English than EFL learners, and they may have more difficulty in developing their reading and writing skills. EFL learners usually learn English for instrumental reasons, such as academic, professional, or personal purposes, but ESL learners usually learn English for some specific and integrative reasons- social, cultural and identity purposes.

It has been seen that EFL learners often have more diverse linguistic and cultural backgrounds than ESP learners and they may have different levels of proficiency and motivation. ESP learners often have more similar linguistic and cultural backgrounds than EFL learners, and that is why, they acquire more uniform levels of proficiency and motivation.

We come across more control and autonomy over the curriculum, materials, and methods in case of EFL teachers in comparison to ESP teachers due to which they may acquire more flexibility and creativity in their teaching. But, in case of ESP teachers, generally there is less control and autonomy over the curriculum, materials, and methods as it is the case with EFL teachers. Because of these reasons, they may have more constraints and regulations in their teaching.

In EFL teaching, the environment is usually more formal and structured in case of EFL teaching, but we find more standardized tests and assessments in case of ESP teaching environments. As far as the environments of ESP learners is concerned, we perceive more informal and dynamic in comparison to EFL teaching environments as they are supposed to work more authentic and contextualized tasks and activities.

CONCLUSION

Besides some disparities between EFL and ESP, we can also find some similarities and resemblance between them these two approaches. In both the approaches, the central focus

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is on learning of a foreign language as the final goal. In both the aspects similar challenges and opportunities can be perceived. The learners, in both ESP and EFL concentrate on developing linguistic, communicative, and intercultural competencies in English. In this way, a balance is required in both their native and target languages and cultures the cases. The teachers, in both the cases, are supposed to play the role of the facilitators as they motivate and encourage the learners in getting knowledge and fluency of English as an additional language. They employ similar strategies and planning in their teaching practices.

Conclusion

Both the ESP and EFL teachers require high level of proficiency, skills and pedagogy in English language. Both need to understand the requirements, aims and objectives of their learners and contexts. During the process of learning English language, they offer new methods and techniques by focusing on constant endeavour on the part of the learners.

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