

THE KEY DIFFERENECE BETWEEN ENGLISH FOR GENERAL PURPOSES (EGP) AND ENGLISH FOR SPECIFIC PURPOSES (ESP)

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Annotation: *This article centers on teaching English for Specific Purposes (ESP), which might be a relatively unfamiliar field within English Language Teaching (ELT) for some. To provide context for our exploration of ESP, the book begins by outlining the main characteristics of English for General Purposes (EGP) and explaining how ESP is distinct from it.*

Key words: *English for Specific Purposes (ESP), English Language Teaching (ELT), English for General Purposes (EGP), language teaching, contextualization, specialized language.*

Аннотация: *В этой статье основное внимание уделяется преподаванию английского языка для специальных целей (ESP), что может быть относительно незнакомой областью в преподавании английского языка (ELT) для некоторых. Чтобы обеспечить контекст для нашего исследования ESP, книга начинается с описания основных характеристик английского языка для общих целей (EGP) и объяснения того, чем ESP отличается от него.*

Ключевые слова: *английский для специальных целей (ESP), преподавание английского языка (ELT), английский для общих целей (EGP), преподавание языка, контекстуализация, специализированный язык.*

Annotatsiya: *Ushbu maqolada ba'zilar uchun ingliz tilini o'qitishda (ELT) nisbatan notanish soha bo'lishi mumkin bo'lgan maxsus maqsadlar uchun ingliz tilini (ESP) o'rgatishga qaratilgan. ESPni o'rganishimiz uchun kontekstni ta'minlash uchun kitob Umumiy maqsadlar uchun ingliz tilining (EGP) asosiy xususiyatlarini ko'rsatish va ESP undan qanday farq qilishini tushuntirishdan boshlanadi.*

Kalit so'zlar: *Maxsus maqsadlar uchun ingliz tili (ESP), ingliz tilini o'rgatish (ELT), umumiy maqsadlar uchun ingliz tili (EGP), til o'qitish, kontekstuallashtirish, ixtisoslashtirilgan til.*

English for General Purposes (EGP)

English for General Purposes (EGP) refers to learning English without focusing on any specific context or purpose. The primary goal of EGP is to develop students' overall

proficiency and general communicative abilities. Before students even enter an EGP classroom, many decisions have already been made by various entities such as governments (who might set curricular guidelines), language schools (which decide what content will be assessed), textbook authors (who choose language topics), and teachers (who determine what to teach). However, learners themselves are rarely consulted, meaning they are not often asked about their reasons for learning English or what specific areas they wish to focus on. In certain situations, such as with young children, it might be unreasonable to ask how they plan to use English in the future. This rationale, however, may not apply as strongly to adult learners. EGP programs are often pre-planned, even before students register. These courses generally emphasize everyday communication, focusing on social and interactive contexts (such as informal conversations or booking a hotel over the phone). The main focus is often on speaking and listening skills (Hamp-Lyons, 2001).

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) focuses on addressing learners' distinct reasons for studying English, rather than merely enhancing general English proficiency. In ESP, students are regarded as key stakeholders who have clear goals for learning the language. As teachers, our role is to identify these goals and assist students in achieving them. The ideal objective of ESP is to equip students with the language skills they need to meet their specific requirements, such as reading technical manuals, writing academic dissertations, listening to lectures, or delivering presentations. For example, teaching writing to bus drivers in an ESP course would be less relevant. Instead, their priority would likely be listening and speaking skills, as they need to communicate with passengers (e.g., collecting fares), colleagues (e.g., negotiating shifts), and authorities (e.g., asking for directions during road closures). ESP curricula must be designed in direct response to the learners' unique contexts and cannot be pre-set without consideration of these specific needs. The materials used in ESP courses will vary significantly, even when focusing on the same skill. For instance, writing courses in ESP would differ based on the profession: accountants might focus on financial reports, journalists on news articles, and lexicographers on creating dictionary entries. Ultimately, the materials chosen for ESP should be closely aligned with the tasks students perform in their professional or daily lives.

Materials in EGP and ESP Courses

A key distinction between materials used in English for General Purposes (EGP) and English for Specific Purposes (ESP) courses is that EGP materials are typically part of a multi-volume textbook series, while ESP materials are often consolidated into a single textbook. This difference is largely due to the typical course duration: EGP courses tend

to be longer, whereas ESP courses are usually shorter. The shorter duration of ESP courses often stems from the practical demands of the students' professions—for instance, they may need to quickly acquire English skills to perform their job duties, and the course may be funded by an employer who seeks to minimize costs.

Key Differences Between Teacher and Student Roles in EGP and ESP:

- **Focus:** In EGP, the teacher's goal is to improve overall language proficiency, while in ESP, the focus is on specific, practical language use related to students' professional or academic needs.
- **Materials:** EGP teachers use standardized, pre-designed materials, whereas ESP teachers often create or adapt materials based on their students' goals.
- **Student Involvement:** In EGP, students are passive learners following a general curriculum, while in ESP, students are active participants whose needs and goals shape the learning process.
- **Outcome:** EGP students seek general communicative competence, while ESP students aim for language skills tailored to specific tasks in their professional or academic life.

These differences highlight the need for flexibility and adaptability in ESP, both from the teachers who must design relevant materials and courses, and from the students who are focused on immediate, practical language applications.

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