

THE DIFFERENCES BETWEEN ESP AND EGP CLASSES FOR JOURNALISM FACULTIES

Mukarram Otamurodova

Master student of Uzbekistan journalism and mass communications university

Abstract: The main aim of this research is to investigate the differences between ESP and EGP classes for journalism faculties. Advantages and disadvantages of both types are learned and this article shares our conclusions.

Besides, the needs of journalisms faculties' students are analyzed, a questionnaire is designed, piloted and administered to 50 future journalists at Uzbekistan journalism and mass communications university. The results suggest that students refer to learn ESP which is appreciated as an effective way of learning professional terminology in English and improving reading, writing and translation skills which are used to a large extent in every day work by them.

Key words: ESP, EGP, journalism, professional terminology, needs, reading, writing, translation skill.

The English Language is continuing to become the language of technology, science, and mass media in short the language of development. Today media space is widening but the languages of journalism is narrowing and English is regarded as a lingua franca of this field.

This kind of changes are influencing on the journalism education and universities all over the world, which prepare specialist for the media, try to emphasize English classes in order to improve their future journalists' opportunities.

As Muhammad Islam stated that English Language Teaching can broadly be divided into ESP (English for specific purposes) and EGP (English for general purposes). ESP is assumed more focused, practical and object-oriented as compared to EGP. It is interested in investigating the needs of the learners, preparing teaching materials, and devising appropriate teaching methodologies. Owing to these special roles, an ESP teacher is termed as 'practitioner' (ibid) and holds a different position than an EGP teacher. The differences of context and purposes of instruction assign distinctive roles to ESP and EGP teachers. The ESP teachers perform a variety of roles like that of collaborator, researcher, course designer and material developer along with conventional role as a teacher. That's why an ESP teacher has to be well-trained in professional skills and flexible in approach in order to cope with the specific needs of his/her students. In an ESP context, the target situation demands a teacher to tailor his/her instruction to specific rather than general purposes.

English for general purposes is more spacious than English for specific purpose which acts within a specific area and contains less vocabulary and certain terminology. Journalism ESP aims to improve all competences of future journalists in their professional area, which are characterized by Ida Borovac as follows:

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

If we analyze these characteristics in Journalism ESP it shows several advantages. The part of English used by journalists and students of journalism faculties contains certain terminology, narrow grammar and lexis, which can be taught in ESP classes effectively. Some skills as reading and writing are more used and these also can be developed by the products of mass media as English newspapers, magazines or TV programs which are authentic materials in ESP classes.

For a job as a journalist, most of the candidates need to possess the knowledge of the English language stated in their Curriculum Vitae. The journalists use English language in their job for collecting information for the articles, TV programs, posts or messages that includes mostly using the Internet resources, telephone calls and e-mails. They have to check any information or news at least from three resources it doesn't matter it is status even political, social or financial. Most non-native speakers of English need to search information from English sources, which requires a good reading and translation skills from the journalist.

According to Ida Borovac ESP (English for Specific Purposes) is becoming increasingly important because learners with occupational needs for English language proficiency are getting dissatisfied with courses in General English. ESP is widely accepted a better way to prepare them to use English in their professional environment, and the analysis of the needs is very helpful for designing curriculums for ESP courses.

During this study, we prepared a list of questionnaire, which consists of the following questions:

1. How many years are you learning English?
2. What is your language level?
3. Is it important to know English in your future professional career?
4. What skills are more used during your study and work?
5. Do you like your ESP classes?
6. What do you think, is it effective to learn ESP or EGP?

The questionnaire attempts to find the answer of the two main questions:

1. Which kind of classes is intensive for learning English?
2. Which one of them can be appropriate to the needs of journalism faculties' students?

Fifty volunteers among the university students were participated in the Questionnaire and try to be honest to do it. Answers for the first questions shows that 98 percent of the participants have been learning English from their school time at least 10 years.

It means they have long General English background which helps to digest ESP faster and make prestigious Curriculum Vitae.

Most of the students cannot know their language level according to the answers of the second question. It seems like a small problem but it makes some difficulties to choose literatures for independent reading.

100 percent of the students strongly want to learn English for their future career. The results of the third question show that they feel the urgency of English language and it assists the teacher to design intensive and innovative ESP classes.

Reading and writing skills are regarded as most important skills by the half of the volunteers. Another half marked all skills as important. We can sum up from these answers that they can understand their needs and know how to emphasize the significant skills.

According to the answers of the fifth and sixth questions, it can be obvious that students enjoy ESP classes and learning English in the sphere of their future profession is more effective than English for General purposes.

The study has shown that the future journalists consider The English Language very important in their future work. They desire to learn it in ESP classes, which help them to study the theoretical part of the profession according to world's scientific researches and practical part by means of English media. Both ESP and EGP classes aim to give fruitful results in their fields. However, ESP implies special training in the required skills like needs analysis and material designing to enable them to meet the specific needs.

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