

Suggesting a General ESP Model for Adult Learners

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ABSTRACT

The study suggests a general model that could guarantee the cooperation between teachers and their students to overcome the difficulties encountered in ESP learning. It tries to join together different perspectives in the research of adult education, specifically in the teaching of English for Specific Purposes. It also provides some sort of trust and interest to set a pedagogical relationship between the teacher, who is willing to find relevant techniques, and his students. Moreover, it gives a brief account of the types as well as the characteristics of the ESP learners. Not only that, it goes farther in order to show the effectiveness of ESP adult learners' needs (needs analysis) along with learning styles which should be considered and emphasized by the ESP instructor. Due to adults' experience and age, as learners of ESP, the study has shown that they are invited to participate in the learning/teaching process.

1. INTRODUCTION

Frequent questions are always asked about English for Specific Purposes (ESP) of which instructors may take different positions in answering them (Peterson 1989). These questions are:

1. Why should we teach English for Specific Purposes instead of General English?
2. Do ESP courses require a change in language teaching methodology?
3. Why is the communicative approach associated so closely with special purpose English?
4. What are the appropriate ESP communicative techniques for teaching language skills?