



## TRENDS IN TEACHING AND CHALLENGES ON AN EXAMPLE OF SPECIFIC ENGLISH LANGUAGE (FOR GASTRONOMY INDUSTRY)

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### Abstract

Learning Specific English is rather boring and daunting for students. They do it because their aim is to function adequately at future work but not all of them can develop necessary skills. Teaching English language is a great profession nowadays, but it seems to miss the Leeds generated from countries' fast development in science, economy as well as technology (internet communications tools) and of course from increasing contact with the whole world. That is why the significance of English CANNOT BE OVEREMPHASISED.

The purpose of this paper is to provide a portrait of Specific English learning and teaching, to present major trends, to show ways teachers can include these ideas to their own teaching practice.

**Key Words:** New trends in English teaching, technology, E-learning, Specific English for Gastronomy Industry

### INTRODUCTION

A lot of actions, targeting changes of the traditional educational system, have been observed recently. The educational process should be so organized, to make possible to the student the obtainment of necessary information and also abilities by the active activity. Therefore, there are introduced new, nontraditional, progressive strategies to schools' systems which are up to the mark the present days. It is necessary, not only the change of the content of the instruction, but also methods of technologies and forms of the work, the relation between the teacher and schoolboys. Every teacher wants to have active, eagerly engaged students to the pursuance of their aims and tasks during classes. If the student is properly motivated he can actively and creatively join to all actions.

The effective learning demands the acquaintance of many methods of teaching. They are more meaningful, if the student is to acquaint a huge part of new material, and at the same time wants to gain the time on learning other, school-subjects.

The preparation of the young man to the life in the today's society, who is flooded by stream of the information and the consumption, is a difficult task. It demands the active attitude from the teacher and the schoolboy. The most essential in the process of teaching is the effective communication among the schoolboy and the teacher.

The educational reform extorts the change of methods of the teacher's work, that is from giving information, on activating -- directed on the activity of students. In this new situation, an active site is the schoolchild, while the teacher is the organizer of the whole didactic process. The teacher is responsible for the organization of the didactic situation. In order to achieve the intentional aim, he must construct tasks, create conditions to their execution, support and inspire schoolboys.

Motivating of schoolboys makes crucial part of the teacher's work. However, the student also takes his own responsibility for motivation and achievements. The , aim, for which he learns foreign languages, his age, and also the relation to the given language are very significant here. The results of the learning process, however, are relative to taught material, properly chosen methods and technologies of the work, and also its organization.



## HOW IS ESP DIFFERENT FROM ESL

English for Specific Purposes (ESP) very significantly from English as a Second Language (ESL). The most important difference is in the learners and their purpose for learning English. ESP concentrate especially on vocabulary, language in context rather than on teaching grammar. If English for Gastronomy Industry is discussed, there should be taken into account the following issues: vocabulary connected with the customer's service, names of grocery products, shops, methods of heat-treatment of these goods, ways of preparing and serving food, original names of meals ( in this: traditional meals characteristic for given cuisine-Walsh, Scottish etc.- culture and holidays), names of professions connected with gastronomy, activities in the kitchen and any locals where food is served, orders, names of kitchen utensils and cutlery, seasonings, as well as grammatical structures which are helpful to cope with customers' complains or problems in the kitchen during cooking etc.

English here is not taught as the subject separated students' real world, it is integrated into the subject matter area of the learners on the contrary, it is integrated with their interests. In fact, while in English as a Second Language all four language skills (listening, writing, reading, speaking) are stressed equally, in ESP, it needs analyses that determine which language skills are most needed by the students and syllabus is designed in such a way that it can develop, for example: spoken skills for students who preparing for real communication with foreigner-customers are the most significant. ESP therefore combines subject matter and English Language Learning. In such situation, that combination is highly motivating because students are able to apply what they learn and prepare during English classes to their main field of study. When students use the vocabulary and structures in a meaningful context, they reinforce what is taught and this increases their motivation. The students' abilities in their subject-matter fields improve their ability to absorb the English language and learn it faster, since their interest in the field motivates them to interact with the speakers and texts.

Because students learn in the classroom what is relevant to them, they are able to use it in their work. That is why, it is significant for the teacher to establish a positive learning environment in the classroom. It is because the students learn language easier when they have opportunities to use the language in an interaction with other participants. In order to do so, in the interaction with students, the teacher must listen to them carefully, answer their questions and give understanding and misunderstanding back at them (reply as many times as possible and needed). It is connected with the students' attention which they pay especially to the meaning of the language they hear or read. Here the contact with the real language ( cassettes, conversation with native speaker, observation of real situations) is very crucial.

The students are particularly well disposed to focus on learning, in the subject-matter of ESP. English must be presented not as the subject to be learned in isolation from reacting or mechanical skills or habits to be developed. It must be presented in authentic contexts to make the learners acquainted with the particular ways in which language is used in functions that they will need to perform in their fields of specialty or job-related situations.

Identifying requirements of learners of English for Students of Schools of Gastronomy Industry, the focus must be done on the type of English that is taught in order to meet students' expectations and to help them achieve their purposes. A group of participants (my own students) in the questionnaire need special and characteristic kind of vocabulary, structures and names, determined by topics and language used. The use of English in this area involves especially communicating with foreigners (customers, chefs, co-workers), language of negotiation, dealing with difficult situations, when they meet customers and their problems (complains, questions about meal's ingredients etc.) including restaurants, bar and pub work and other locals with gastronomy character, gaining abilities of explaining, suggesting and giving orders, explaining traditional meals as well as writing letters, e-mails, filling in authentic forms, invoices, confirmations and other documents. Answering the phone which is the most often used kind of communication is very crucial, too. Conversation that takes part on the telephone significantly differs from face-to-face interaction because some expressions and words are employed especially for phone conversation to communicate successfully, that is why, the learner has to develop skills in exchanging information, explanation, taking orders, he must know how to ask

the speaker for repetition, slowing down, clarification and the speaker cannot use any supporting materials such as figures, graphs, pictures. It must be remembered that language used in formal conversation will be different from that used in informal dialogues. That is why teaching such students must be focused on communicative skills and teaching English in general, which is more significant than teaching grammatical structures. The structure of such a course ought to stimulate real-life situations as closely as possible.

The main aim of the classroom activities during the ESP teaching is to develop students' communicative competence as it has been mentioned earlier. It does not mean only the ability to produce appropriate sounds and words in English to form sentences, but the knowledge of how to produce coherent speeches and texts, but ability to interact with others.

From the very beginning all four skills must be developed. Speaking, listening, writing and reading are to be taught with the vocabulary typical for students of gastronomy industry schools and their needs.

Diversity of language areas and function that the process of teaching and learning should contain are:

- Vocabulary connected with gastronomy industry
- Giving information (e.g. explaining ingredients of dishes)
- Presenting dishes, services which are recommended to customers
- Formal conversation with Staff in the kitchen, the restaurant or bar
- Writing invoices, orders, food and kitchen facilities, notes, letters, names of dishes
- Names of traditional and regional dishes and drinks which often harking back to history and culture

Speaking task ought to include interacting with people as well as giving speech individually. The first skill involves giving informal and formal presentations, instructing, demonstrating on the job, giving descriptions and explanations. The second ability covers showing visitors and customers around, giving directions, participating in discussions, interviewing and telephoning (taking orders). The focus during the classes is put on pair and group work, which is equivalent of real-life situations. The best activities include role playing, simulations, dramatization and discussions. The students should be familiarized with specific Jargon used in professional conversation as well as the language needed for less formal communication with customers or colleagues. Thus, the learner should be conscious of appropriate language, behavior and cultural situations in which he will operate.

Reading tasks ought to be concentrated on the ability to read and understand authentic texts, such as: invoices, original recipes,. The student should know all reading sub-skills.

Listening tasks ought to involve understanding instructions and orders of supervisors, explanations, descriptions as well as discussions between customers in the restaurant or the kitchen. That gives students an opportunity to become familiar with the language used in those situations.

Writing tasks ought to involve the following: writing shopping list, writing recipes, short notes, invoices, menu and wine lists, e-mails confirming orders etc.

We can speak about the gastronomy in the manner of which it demands, when the dialogue takes place between professionals e.g., the cook with the cook or the waiter, banking up professional vocabulary, specifying notions. The gastronomy, however, has its own second face, daily face. In both, there appear specific for the professional language expressions and vocabulary.

The subject matter of the gastronomy, the kitchen and the cookery seems to be very meaning nowadays, what is expressed by numerous television and radio programmes connected with cooking, the quantity of cookery books on our market, treating our national kitchens, both as so fashionable „today“ recipes on foreign dishes, especially western, dishes of the vegetarian cuisine and Fast food. Examples can be multiplied. This subject matter, seems to surround us from every side, we see and meet it at every turn. This fact in the more and more greater degree, extorts on the society the extension of the lingual repertoire for foreign-language names ( sandwich, the kebab, the hamburger, hot wings, etc.) more and more often used by the younger generation.

## METHODS OF TEACHING ESP AND NEW TRENDS IN TEACHING ESP

Before considering teaching for specific purpose, it is significant to identify students who will be taught. Teenagers involved in this study combine their future with work in restaurants, kitchens, as waiters. But first of all they want to graduate from school and pass Matura Exam. In this kind of study, students are to work hard, to learn for those two purposes. They should be actively involved in the training process and acquisition of marketable skills and, what is so important nowadays, they ought to be involved in self-evaluating training and effort. The most important here is, therefore, to arouse students' constant interest in the learning process. Since the teacher-student good relationships are a crucial source of support, companionship and cooperation in learning is an effective method for knowing learners' varied language styles and for involving them actively in the language process.

So far, teachers are able to arouse students motivation by creating and maintaining success expectations, teach learning and techniques that enhance learners' performance. The student is activated by teaching materials, which introduce him to the contemporary world, to the world in which he lives. Activating virtues possess also topics, referring to students' interests which arouse their curiosity and release spontaneous aspirations for gaining knowledge. That is why, to develop students' motivation, they need to be interested in the subject they are studying as well as in activities they are presented. Their interest is enhanced not only by the content selection but also by suitable and varied work methods. Thus, more and more teachers use activating methods during teaching, which have become so popular recently. However every teacher should remember about psychological bases concerning students' preferences and perception, concentration and decentralization of activation and sound-proofing. He must remember that the average ability for remembering of his schoolboys depends on used method of teaching.

There are the following activating methods-the most often used by teachers nowadays- which are ways of teaching and learning and require cooperation of both, the teacher and the learner:

- brainstorm,
- recall and share,
- inscenization and drama,
- reading during 5 steps,
- notions' map, project ,
- metaplan,
- discussion,
- decision making tree,
- group work,
- didactic games

They are understood as hints, manners of an action which help students to: communicate, discuss and argue about different subjects, develop own ideas and knowledge, easily absorb new knowledge.

It is clear that English has become a necessity nowadays. We use it and need in various fields of our life. It is the popular means of communication between people of various parts of the world.

Today's language classroom is significant different from that of the 20<sup>th</sup> century. The latest research give the means to identify current trends in the subject which are forming the 21<sup>st</sup> century language classroom, these are: individualized learner-centered approach, saying that learning language is easy, language labs, clear demonstration of learning, proving the value of language learning through stories and speeches, using technology for language, using L1 (mother tongue) during teaching, authoritative teacher attitudes, communicative approach and of course activating methods which are still in use and give great effects especially when used together. Shortly speaking, nowadays-in the 21<sup>st</sup> century- the focus in language education is no longer on grammar and memorization but on using language and cultural knowledge as means to communicate with others around the world.

The use of L1 during ESP classes is the main issue that has dominated the acquisition of ESP. Generally, it is said that ESP should be taught only through English. But there have appeared trends and a method which support the use of L1 during teaching (especially specific gastronomy vocabulary). It helps teachers, if translation tasks can make contribution to improve students' skills to better understanding and students' results. It is a New Current Method which requires teachers to balance L1 and ESP during the process of teaching, for instance: explaining grammar and structures ( especially passive voice very often used in gastronomy language), introducing new vocabulary and concepts. It helps students to learn and acquaint more effectively, more quickly (they can save time) and makes them feel more comfortable and secure during the process of learning in the classroom full of schoolmates.. More to the point, comparing ESP and L1 can be interesting and enriching experience, because when similarities and differences of both languages are known by students, learning ESP is enhanced.

Changes in the didactics of foreign languages contribute to the takeover of the new part by the teacher of based on the Individualisation of the teaching process -- the freedom of individual (unit) learning. In this process, remembering is more effective if material invokes the emotion and schoolboys can identify themselves with presented problems (the method Webquest, the method of the project, CLIL- Content and Language Integrated Learning). Teaching of language is like facing needs of the schoolboy as the individual unit, having different fancies, interests as well as habits, e.g.: somebody likes to fill gaps in tasks of the grammar, somebody else likes to read, other likes to listen or to watch television a lot, films in the foreign language. What is more, every of these persons is passionately fond of other domain of life: sport, art or gastronomy etc..

To satisfy these needs, the teacher should organize occupations so, that except tasks done together, connected with the subject matter placed in syllabi, should create the possibility to describe also himself, his own fancies events from the life. Then, the class will become a place of the authentic communication and he will encourage individual persons to the activity which most suits them, so he will show different methods of learning and the schoolboy has then a possibility to choose most suitable for himself.

What is more the contemporary education has the task to create, that is to create an autonomous person, the man who will be independent, consciously will drive both his own life and the learning process, to attain appointed his aims, will be able to self-improving also after the completion of the learning at school, at university.

The communicative approach serving as a means of intercourse with some elements of other methods – task-based -learning, where students are to solve and produce characteristic tasks for true living standards is the next example of new trends.

The reason for which students learn foreign languages, is their need to communicate. That's why teachers should put the emphasize on the skill of the communication. The suitable encouragement and motivating of the schoolboy induces him to the extra work also outside the class-room, not also at home and during shopping, dinner in the restaurant or fast food bar or preparing the food in the kitchen. It is a good way to easier acquaint new vocabulary. and structures.

It would appear that in English for Gastronomy Industry there is a narrow (limited) range of knowledge, vocabulary and structures to acquaint by students, but that is why it is much more complicated for Teachers to enhance them to learn and practice. In such situation it is much more challengeable for teachers to be creative and encourage to learning these students to learn, especially traditional names of dishes, products and kitchen equipment. As far as I know from my students, they have not had enough motivation to learn and have become lazy with time learning the almost the same things again and again. New technologies give both students and teachers a great possibility to make the process of education easiest and more pleasure. Internet is an enormous and bottomless "well" of new, exciting ideas.

Thanks to the development of the technology, the contemporary world has changed considerably and has offered to schoolboys -- students the wide access to various sources which give them the possibility of the



independent learning, and what is more effective initiation of methods both making independent and developing the autonomy of schoolboys.

New technologies influence strongly also on the process of learning and teaching of foreign languages. More and more general access to computer technicians, to internet has created new possibilities both for learning as and teachers preparing themselves to their lectures and classes. That means the rich base of materials, exercises, canned music which are also easily accessible, and the possibility of the exchange of views with other teachers readers on different forums. Because nowadays quite a lot schools is already equipped into computers and has the internet access, the teacher should encourage his own schoolboys to the use of interesting Internet sites, to make pleasant and to facilitate them to foreign, gastronomy language acquisition. The specificity of the learning of foreign languages lets on this, so that the learning can be also an entertainment. The internet gives also the possibility to listen to foreign-language dialogues in the restaurants, kitchens, bars and other gastronomy locals, news on radios, watching the television, the access to books and very popular lately e-learning courses. There are also the technologies that facilitate students learning, for example Skype, Moodles, or virtual live classes and blogs.

All geographical boundaries are being transcended by technology as schoolboys learn to reach out the world and knowledge around them. Students learn faster and easier thanks to new technologies than before Learning ESP through the web and using new trends make students eager to learn language.

## CONCLUSION

Teaching English Language (ESP) is still a field in which new venues and perspectives are unfolding. A huge extent and innovations have been driven so far because of new knowledge about learners and proliferations of integrated instructional models. The focus is no longer on grammar, learning from rote but using language as a mean to connect with others around the world. What is more the purpose of learning English has changed and evolved from cultural to purpose of international communication. This field is more learner-centered, more collaborative and driven by technology. New technologies supply English language in authenticity and literacy. What is more, because of technology students learn faster and easier. Learning English through the web make students much more eager to learn the language. Powerful internet provide various, new opportunities both for teachers and students.

One is sure, there is no one effective and excellent method of teaching foreign language because the appropriate method in one school will not have to be suitable in another. However, most teachers, lecturers and professionals adhere to communicative methodology today.

All the students believe that English is learnt for their utilitarian value :getting better job, going abroad for study, travelling etc., and that they need to continue learning the foreign language. Therefore the teacher, as they say, is to provide more opportunities for increasing practice by: the use of authentic materials, particularly for listening and speaking( dialogues in a restaurant, with clients etc.) and giving the chance to have training period abroad. There is a case for a reconceptualized field that is more learner- centered, collaborative and more technological driven., The trends are moving us forward in such a way as to empower our students to communicate with others across the globe in real time.

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