

Current Development of ESP Teaching Policies in Mongolia

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Abstract

In recent years, English for Specific Purposes (ESP) has been teaching in many countries of Asia including Mongolia. In this paper, we will first explain the recent ESP teaching policy, ESP development, existing problems in China, Taiwan, Japan and Mongolia. These include the curriculum and materials development in ESP. In Mongolia some steps towards running ESP training at tertiary level commenced, where government policies designed to internationalize all levels of education. ESP training will continue to improve student's competencies across the four language skills plus competency in translation in order to meet the needs of their future workplace and society. In this paper we tried to study ESP developments in Asian countries, to make comparison with them and to improve ESP teaching policy in Mongolia.

Keywords: Specific Professional Needs, Business English, College and Universities, Survey

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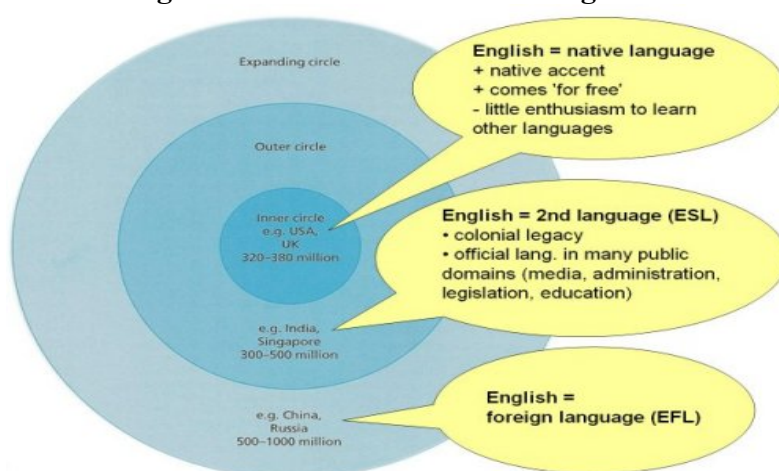
I. Introduction

Since the 1960s, ESP has developed into one of the most influential approaches to English teaching in Asia. Recently, ESP has been realizing greater interest due to the effects of globalization within industry and academia, particularly in Asia. In industrial environment university graduates increasingly need strong English skills to succeed in their jobs. Similarly, in the universities students need improved English skills to not only study their specialized discipline, but also to collaborate within international research teams and find jobs after the university. In this paper, I will describe the recent situation of ESP teaching in Asia and in some public universities of Mongolia.

II. Teaching ESP in Asian Countries

The most common classification of Englishes, especially in the language teaching world, has been to distinguish between English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). Kachru (1992) however, put forward another classification outlining the roles of English in the world as three concentric circles: the inner circle, Outer circle and expanding circle. The Inner Circle refers to countries where English is used as a mother-tongue language for example, USA, UK, and Ireland. The outer Circle refers to countries where English is used as a second language for example, Singapore and India. The expanding circle refers to countries where English is used as a foreign language or an additional language, for example Thailand and China.

Figure 1: The classification of Englishes



When we study language policy and ESP teaching policy, we have chosen Asian countries which included in expanding circle. For example, China, Taiwan, Japan, Spain and Mongolia. The main aim of this research is to study ESP teaching policy in Asian countries, take example of ESP teaching and curriculum developing method, make comparison with Mongolia's ESP teaching policy.

China- With the development of China's economy and the enhancement of the country's internationalization, ESP has developed to some extent. To meet the needs of the market-oriented economy, various English training courses are offered, for example, foreign trade English, tourism English, English secretary, international finance and so on. About two decades ago, universities and colleges began to offer English courses concerning students' specific professional needs.

However, there is not yet a sound ESP system which is suited to the specific situation of China's higher education. In College English Syllabus, it has been stated that the ESP course should be a compulsory course; in the first two years of the undergraduate study, students are offered the course of Basic English; ESP should be set from the fifth to seventh semesters with no less than 100 hours altogether and two periods each week is required. If time or resources permit, it is better to offer EAP reading, ESP translation or ESP writing courses on the eighth semester. According to the survey conducted by the Foreign Language Department, Henan University, 58% of institutions of higher learning questioned failed to set up the ESP course as regular course due to lack of finance, equipment and teacher resources. So we can see that ESP develops very unevenly in China (Theory and Practice in Language Studies, Vol.1, No.4, pp.379-383, April).

At present, business English in China is highly recognized in the society as one of the most popular disciplines. Statistics shows that the number of universities that have opened Business English major courses exceeds 800, and the schooling levels, majors and degrees are more diversified. For example, in Guangdong University of Foreign Studies, there are already five undergraduate programs and four postgraduate programs. Include the status of disciplinary development, course design, teaching approach, teaching staff development, and student evaluation system, which are seen as follows:

In China today, Business English evolving from ESP has developed into a formalized discipline the concept of register analyses in recent years, which forms a brand-new innovative way to the development of ESP different from other countries (See Table1). (Theory and Practice in Language Studies, Vol.1, No.4, pp.379-383, April)

III. Teaching ESP in Mongolia

Research was conducted from 2012-2015 and 5 public universities, 909 bachelor students, 104 master students and over 50 ESP teachers included in our survey. From the public universities we will focus on *MNUE (Mongolian National University of Education)*, where we teach.

Table 1: Research on ESP curriculum at MNUE

Subjects	Number of curriculum	Level of language	Year
School of Humanity: (history, Philosophy, Culture, Tourism)	4	Intermediate	2012-2013
Information technology, Maths	2	Intermediate	2013
Art and design	1	Intermediate	2013
Literature	1	Intermediate	2015
Journalism	1	Intermediate	2015
Physics	1	Intermediate	2014
Physical culture	1	Intermediate	2012
EAP	2	Upper intermediate	2014
Total	13		

Table 2: Difficulties for the English teachers of MNUE

Low degree of General English knowledge	72%
Lack of ESP standard and curriculum from the government	60%
High amount of students in a class	52%
High percent of teaching hour	24%
To improve ESP books, textbooks and materials	20%

Table 3: Why ESP teaching is necessary for students

To gain necessary information and put into practice	24%
To gain education to meet worldwide standard	16%
To get a job	6%
To work in international organization	1%
To improve knowledge	1%

ESP teacher's degree of education and employment years

Most of English teachers 75.8% at MNUE still studying at doctoral courses. Reason of this is lack of experienced supervisor and they have much of teaching hours than conducting any survey. 17.2% of the teacher's have master degree and 2% of them are doctor Ph.D. or vise professor. 65.5% of ESP teachers employed over 16 years, which means experienced teachers; 24.2% of them employed 11-15 years, 10.3% employed 6-10 years.

Table 4: Research on books and handbooks of ESP at MNUE

Name of the books	Level of language			Number of handbooks
	Pre-intermediate	Intermediate	Upper-intermediate	
English for Social sciences and Humanities	2	2		4
English for Maths and IT	1	2		3
English for art and design	-	1		1
Foreign language	1	2		4
English for literature	-	1		1
English for natural sciences	-	1		1
English for physical sciences	-	1		2
EAP	-	2	2	2
Total	1	5	12	18

Table 5: Research on improvement of ESP training

No	Index	1	2	3	4	5
1	Curriculum content should meet social necessity	1	0	0	1	18
2	To process ESP	1	1	2	15	2
3	To improve ESP books and handbooks	4	10	5	1	1
4	To make ESP as a compulsory subject	9	4	7	1	21
5	To renovate ESP teaching method and to improve information communicative technology	8	4	4	2	3

In Mongolian job market, there is an increasing demand for talents who not only possess all the necessary expertise, but also a good command of English. Therefore, the need for training

compound talents has become increasingly prominent. For MNUE students, program named “Teacher with English abilities” has been implemented by the 70% of government scholarship to promote future teacher and develop the nation. This program at MNUE usually studying procedure as follows: the freshmen or sophomore, who has intermediate degree of English are entitled to applying for admission to above mentioned program with duration of two years. Students take advantage of winter holidays to pursue the above program. There are four compulsory courses in each semester within two years, with practical courses completed in the winter and summer vacations.

Mongolian National University of Defense- For the books and textbooks ALC (American Language course) or military English books have been used for over 20 years not only for University of Defense students, but also for all military units and branches. These books are delivered to all collaborative countries from DLI (Language Institute of Defense) within IMET (International Military Education and Training) program of USA. These books have 5 levels each consists of 5 sections and Military English is taught 3 credit hours for a semester.

Table 6: Research on books and handbooks of ESP at MNUE

Levels of the books	Level of Language	Points to be meet
1-6	Elementary	0-25
7-12	Pre-intermediate	25-50
13-18	Intermediate	50-60
19-24	Upper-intermediate	60-70
25-34	Advanced	70-80

From the study we can conclude that for the University of Defense ESP teaching policy to meet an international standard has been implemented.

Mongolian National University of Medical Science- For the MNUMS from 2010 a little bit changed ESP teaching policy and in total 8 credit hours of English is taught for freshmen and sophomore. 4 credit hours are for General English in 5 levels from elementary to advanced level. Other 4 credit hours of ESP or English for medical science is taught for sophomore.

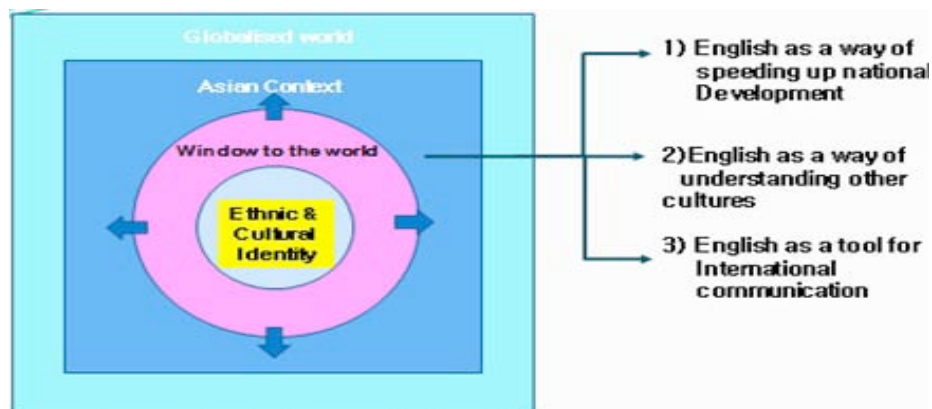
Table 7: Research on ESP curriculum of the Mongolian National University of Medical Science

Subjects	General English	Credit hours	ESP			
	Form of the subject	Hours	Form of the subject	Cr hours	Form of the subject	Cr hours
Traditional medicine	Compulsory	2	Compulsory	2	Self-study	2
Bio medicine	Compulsory	2	Compulsory	2	Self-study	2
Social health	Compulsory	2	Compulsory	2	Self-study	2
Head& face medicine	Compulsory	2	Compulsory	2	Self-study	2
Treatment	Compulsory	2	Compulsory	2	Self-study	2
Nursery	Compulsory	2	Compulsory	2	Self-study	2

From the study we can conclude that at Mongolian National University of Medical Science ESP teaching policy is different from other universities in its form, 2 credit hours are compulsory and 2 credit hours of ESP are in the form self-study.

As a conclusion of this study, the essential role of English language education in Asian context can be summarized as in the figure 2 by Chang B.M.

Figure 2: (Chang, .B-M. 2011).The roles of English language education in Asian context. *Journal of Pan-Pacific Association of Applied Linguistics*, 15 (1), 191-206.)



IV. Conclusions

In conclusion, the ESP course can be considered as the most practical and applicable subject for universities in Asia as the students want to become successful learners in their professional sphere while learning English. In China business English is highly recognized in society and there has been aroused a competition between subject teachers and ESP teachers, in Taiwan different kinds of ESP courses for sophomore, in Japan universities different ESP programs have been implemented. Mongolian ESP teachers work mastering both in linguistic and specialized areas, the ESP standard for Mongolian university academic programs, which theoretical and practical fundament has already been established firmly by the university ESP teachers initiation and efforts, should be formulated and brought into the wide implementation at the tertiary education.

The above mentioned research in charts are some part of my Ph.D. dissertation and in the result of our survey we have concluded that in Mongolia English language policy and ESP policy have been processed well for the documents but it's implementation is not sufficient. Therefore, ESP teachers in Mongolia must make effort to implement English language policy without waiting decision from the government.

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