
Teacher-Centred Method in Teaching English for Specific Purposes (ESP): A Pedagogical Perspective

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Abstract: The use of the teacher-centred approach in teaching English for Specific Purposes (ESP) is examined in this article. The teacher-centred approach is still widely used in many circumstances, especially when organized instruction and professional assistance are valued, even if learner-centred approaches are frequently highlighted by contemporary pedagogical trends. The theoretical underpinnings, educational advantages, and drawbacks of the teacher-centred approach to ESP instruction are examined in this research. Through a study of pertinent literature and first-hand classroom observations, it is claimed that teacher-centred instruction is still useful in some situations, particularly those that call for the direct transfer of organized information and domain-specific language.

Keys words: Teacher-centred method, English for Specific Purposes (ESP), language instruction, pedagogy, classroom management, specialized English

Introduction

The term "English for Specific Purposes" (ESP) describes English instruction that is customized to meet the needs of students in certain academic or professional domains, such as law, engineering, commerce, or medical. In contrast to General English, ESP emphasizes specific discourse, terminology, and communication techniques related to a chosen discipline.

In recent decades, English language instruction has been significantly impacted by the move toward communicative and learner-centered approaches. Nonetheless, the teacher-centered approach is still used, especially in situations where students rely on the teacher's knowledge to efficiently and rapidly access difficult material. This essay explores the justification for implementing a teacher-centered approach in ESP classes and evaluates the educational ramifications of doing so.

Theoretical Framework of Teacher-centred Instruction

The teacher-centered approach, sometimes referred to as the transmission model or traditional approach, places a strong emphasis on the teacher's function as the main knowledge provider. It is founded on behaviorist and cognitivist theories and emphasizes performance-based testing, direct instruction, and planned lesson planning.

Through the direct delivery of field-specific content by teachers in an ESP setting, students are introduced to the fundamental language structures, terminology, and communication styles needed in their line of work.

Application in ESP Teaching

3.1 Structured Delivery of Complex Content

ESP learners often require rapid mastery of technical vocabulary and formats (e.g., writing lab reports, understanding safety protocols, or composing business emails). A teacher-centred approach allows instructors to scaffold content in a logical and manageable sequence, minimizing confusion and cognitive overload.

3.2 Ensuring Accuracy and Relevance

In fields like aviation or healthcare, language precision is critical. Teacher-centred instruction enables the educator to correct errors promptly and ensure that learners use language accurately, reducing the risk of miscommunication in real-world situations.

3.3 Classroom Management and Time Efficiency

In large or mixed-ability ESP classrooms, a teacher-centred approach may support better classroom management. It allows the instructor to maintain control over the pace and direction of the lesson, ensuring all essential content is covered within a limited time frame.

Limitations of the Teacher-centred Approach in ESP

Despite its advantages, the teacher-centred method has notable limitations:

- **Limited learner engagement:** Students may become passive recipients of knowledge, reducing opportunities for authentic communication.
- **Inflexibility:** The approach may not account for individual learning needs or prior experiences, which are important in adult learning theory (andragogy).
- **Reduced autonomy:** ESP learners, often professionals or university students, may benefit more from collaborative, task-based learning that reflects real-world communication.

Recommendations for Practice

To maximize effectiveness, the teacher-centred method should be integrated with interactive techniques. For example:

- Begin with teacher-led explanations of new concepts.
- Follow up with controlled practice activities.
- Incorporate simulations or role-plays that mimic professional tasks.
- Encourage learner reflection and feedback at the end of lessons.

This hybrid approach maintains the structure of teacher-centred delivery while allowing for active learner participation.

6. Conclusion

The teacher-centred approach is still a legitimate and occasionally necessary pedagogical choice in ESP circumstances, even if learner-centred approaches predominate in the discourse around language instruction today. Its capacity to provide organized, precise, and pertinent teaching is its strongest suit, particularly when working with time restrictions and technical material. To maximize learning results in ESP classrooms, teachers should choose their teaching strategy based on the needs, context, and subject matter of their students. When appropriate, they should also combine interactive strategies with teacher-centred methods.

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