

Review research paper

APPLICATION AND COMBINATION OF DIFFERENT FOREIGN LANGUAGE TEACHING METHODS IN ESP CLASSROOM

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Abstract. *English for Specific Purposes (ESP) being separate branch of the English Language requires specific approach during the process of teaching. Application of right methodology of teaching is very important for successful ESP teaching, therefore correct selection and combination of different foreign language teaching methods are crucial to ensure that the required results are achieved in the ESP classroom. When working in the ESP classroom ESP teachers base their teaching approach on the principle: “English for Specialty” rather than on the principle: “Specialty in English” the approach characteristic of Content and Language Integrated Learning (CLIL). In our paper we are going to discuss the ways of efficient combination of Grammar-Translation method and Audio-Lingual method using ESP textbooks and materials and also development of listening and speaking skills of ESP learners through different subject videos selected on the basis of linguistic abilities and knowledge of specific terminology by ESP learners. Some of these videos are available on YouTube and other internet platforms. Elements of CLIL approach that imply complete immersion into language and subject matter can be applied in ESP classroom. Their combination with the above-mentioned foreign language teaching methods is possible, especially in those groups of ESP learners whose level of General English is B2 and higher. The parallel can be made between CLIL in ESP teaching environment and Direct method of foreign language teaching in General English teaching environment. In this way we compare partial application of CLIL approach in the ESP classroom to the Direct method of foreign language teaching when it refers to teaching of General English. The main aim of our paper is to consider combination of the following foreign language teaching methods and the methodology of CLIL as the most suitable and efficient way of teaching English for Specific Purposes in the classroom:*

- 1) *Grammar-Translation method;*
- 2) *Audio-Lingual method;*
- 3) *Direct method with elements of CLIL approach when applied in the ESP classroom.*

Key words: *English for Specific Purposes (ESP), Foreign Language Teaching Methods, Content and Language Integrated Learning (CLIL)*

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1. INTRODUCTION

The aim of the present work is to consider the most efficient ways of teaching the courses of English language designed for different specialties known as English for Specific Purposes or ESP. The combination of different methods, such as, Grammar-Translation, Audio-Lingual and Direct method is offered in the present article to reach the above-mentioned objective. Alongside classic ESP approach, we offer integration of Audio-Lingual language teaching method into ESP classroom. In order to reach the goal stated in the present paper and offer optimum methodology for ESP classroom, it would be expedient to add classes comprising CLIL approach to general ESP classroom.

In the present article we will try to compare classic ESP approach to CLIL approach within ESP classroom. The main point of this comparison is the fact that we are not going to offer replacement of either of these methods with one another, but rather we will be focused on using methodology of CLIL as a complement to general ESP methodology to make studies process in ESP classroom more efficient. In our article we underline the fact that adding elements of CLIL to ESP classroom would help integrating elements of Direct method of foreign language teaching to such specific sphere as ESP environment. Another advantage of applying CLIL method in ESP classroom would be the fact that this method would enable students to acquire those language skills that can be rendered mainly through methodology of CLIL.

2. MAIN BODY OF THE ARTICLE

2.1. Towards Essence of ESP

Since the present article is devoted to English for Specific Purposes and consideration of application of different foreign language teaching methods in ESP classroom, we think it to be expedient to discuss the essence of ESP before we start discussing our proposal of application and combination of different foreign language teaching methods to teach courses of English for Specific Purposes in the most efficient way.

In our article “Towards Various Aspects of Teaching Language for Specific Purposes at Higher Education Institutions” (Tenieshvili 2018) we have already addressed this issue in the following way: “It is very important to understand the essence of ESP, which was referred to as “approach and not a product” by Hutchinson&Waters (Hurchinaon&Waters 1987). Kaosar says that “approach to process of study and teaching ESP course should be based on the statement “ESP – is English for the profession but not the Profession in English”. Such approach is very important as very often ESP learners and higher education institutions’ stakeholders believe that students should be taught specific phenomena related to their future profession in ESP course. In reality it is just course of English for the profession as it was fairly observed by Kaosar (Kaosar 2014). ESP is not just a language course as General English courses usually are, it is more training in English for certain profession. Usually, ESP is recognized as course of English with specific aim to teach English for certain profession. Therefore, specific language is always considered from the viewpoints of general language criteria. Specific language is just general English containing terminology of the specific field. ESP can also be considered as a cross point of technical field and linguistics. In spite of its specific nature, ESP is still a language course; therefore, it is definitely part of linguistics.

Brieger, as cited by McDonough, distinguishes four types of knowledge underpinning most ESP courses:

- General language knowledge
- Specialist language knowledge
- General communication skills
- Professional communication skills [Master, p.472]" (Tenieshvili 2018).

As it was stated by N. Stojkovic and M. Alhasani in their article "Searching for the Golden Average between ESP and CLIL" one most contemporary definition of ESP is offered by the working group called by the Director General for Education Culture of European Commission in spring 2010. The main aim of this working group was focusing on language competence for occupational purposes having implications for all educational and adult tertiary level in particular. They define Language for Specific Purposes as "a teaching method designed to meet specific (mainly professional) needs of the learners. For that reason, according to this source, ESP always integrates the language learning and subject learning approaches. Great emphasis is put on the practical outputs of language learning". ESP learning is not the language learning itself but it is the purpose. Moreover, the purpose is not the linguistic skills, but the function and the notion. To quote the authors, "Every one of the specialized needs required, before it can be met by appropriate teaching materials, detailed studies of restricted languages and special registers carried out on the basis of large samples of the language used by the particular persons concerned" (M. Alhasani, N. Stojkovic 2017).

ESP as a branch of teaching English as a foreign language was formed in the second half of the XX century. The formation of ESP was conditioned by economic growth of certain English-speaking countries. According to opinion of Hutchinson and Waters expressed in their book "English for Specific Purposes: A Learning-Centered Approach: "This development was accelerated by the Oil Crises of the early 1970s, which resulted in a massive flow of funds and Western expertise into the oil-rich countries. English suddenly became big business and commercial pressures began to exert influence. Time and money constraints created a need for cost-effective courses with clearly defined goals" (Hutchinson&Waters 1987). As mentioned earlier due to relevance of ESP to the needs of modern world conditioned by scientific and technical progress of the second half of XX century, ESP has been formed as a separate part of EFL although initially it represented specific language and terminology characteristic of certain specific field.

Since ESP course has clearly defined goals, we have to identify objectives of ESP course first at least on general level. They are: to teach English for specialties to the students, to teach terminology, to ensure ability of ESP learners to speak and communicate, and even think in English within the scope of their specialties, to ensure students' ability to read materials, textbooks, books, specific publications such as manuals, instructions and relevant internet resources related to their specialties, and also to ensure opportunity of effective development of life-long learning (LLL) skills in the students within the scope of their future specialty.

As it has already been mentioned, in order to reach the above-mentioned objectives of ESP courses, we offer to combine application of Grammar-Translation, Audio-Lingual and CLIL methods as a means of teaching and effective way for achieving all above-mentioned goals. Then the following question would arise: How can these objectives be reached and what role each method is supposed to play in ESP teaching process. I would

advise to consider the role and contribution of the teaching methodologies from the viewpoint of four basic foreign language acquisition skills (Reading, Listening, Speaking and Writing):

- Grammar-Translation method being a quite traditional method of foreign language teaching teaches vocabulary, terminology, and has an impact on development of such basic language skills as Reading and Writing;
- Audio-Lingual method develops listening skills. These skills could become basis that would enable the teacher to practice the speaking skills with students too;
- CLIL method ensures immersion and stimulates for development of universal way of thinking especially within one particular field so that the students are able to communicate and establish effective professional communication with colleagues on the international level in the future. In addition to it, CLIL method to a certain degree would contribute to development of all four language acquisition skills: Reading, Listening, Speaking and Writing. Application of CLIL method would help to develop LLL skills in ESP learners.

2.2. Combination of Foreign Language Teaching Methods Used in ESP Classroom

2.2.1. Grammar-Translation, Audio-Lingual Methods

The main aim of our present work is to offer combination of three foreign language teaching methods in ESP classroom. We decided to consider such combination as there are a lot of speculations on account of ESP methodology, the majority of which results in the opinion that there is no specific ESP methodology and that ESP can be viewed just as combination of General English language and specific terminology of the relevant field. In this respect, the importance of good knowledge of General English for successful acquisition of any ESP course should be taken into consideration. Although the matter of existence of ESP methodology per se is an issue of argument, the interesting point about methodology of ESP (if such exists) is that ESP professionals are able to acquire new branch of ESP much easier than language professionals without any expertise in the field of ESP. Maybe one of the reasons for this is the fact that language professionals specialized in certain fields of language for specific purposes are very well aware that any ESP branch is combination of General English and relevant terminology of the field. Consequently, the acquisition of terminology of some particular fields, to some extent, guarantees that language professional specialized in one particular ESP field will be able to switch to another ESP field much easier than language professional with previous experience only in General English.

When considering ESP in terms of teaching methodology used in ESP classroom, the following question arises: “Is ESP only a combination of General English and terminology of specific field, or maybe there exists certain ESP methodology, or a combination of foreign language teaching methods offered in the present article can be considered to be ESP methodology?”. English for Specific Purposes (ESP) being a separate branch of the English Language requires specific approach during teaching process. Application of right methodology of teaching is very important for successful ESP teaching, therefore correct selection and combination of different foreign language teaching methods are crucial to ensure that the required results are achieved in the ESP classroom.

Thus, in the present work we decided to focus on discussion of the ways of efficient combination of Grammar-Translation method and Audio-Lingual method using ESP

textbooks and materials and also development of listening and speaking skills of ESP learners through different subject videos selected on basis of linguistic abilities and knowledge of specific terminology by ESP learners. Some of these videos are available on YouTube and other internet platforms.

In order to consider such phenomenon as ESP that is aimed at reaching balance in teaching ESP course so that students are able to apply their knowledge both in professional and academic situations, it would be expedient to determine more specific aims and goals of any ESP course.

In our opinion, the major goals of any ESP course should be stated as follows:

1. To teach reading of specific texts within the field of future specialty;
2. To teach listening and understanding of complicated professional discourse in written and verbal form;
3. To teach students how to express professional ideas and communicate to colleagues from other countries;
4. To teach communication of ideas in written form on academic level;
5. To prepare students for academic work in relevant professional field in the future;
6. To give foundation for further development of Life-Long Learning (LLL) skills.

Thus, the main aim of our report is to consider a combination of the following foreign language teaching methods and the methodology of Content and Language Integrated Learning (CLIL) as the most suitable and efficient way of teaching English for Specific Purposes in the classroom: Grammar-Translation method; Audio-Lingual method; Direct method with elements of CLIL approach when applied in the ESP classroom. In our opinion, application of different foreign language methods in ESP classroom would contribute to increasing motivation and interest of the students to ESP course because of their interest towards their future specialties.

Here it is relevant to underline the essence of ESP and remember that when working in ESP classroom ESP teachers should base their teaching approach on the principle “English for Specialty”, rather than on the principle “Specialty in English” the approach that is characteristic of Content and Language Integrated Learning (CLIL).

It is a well-known fact that successful teaching of ESP course is dependent on certain preconditions like: needs analysis, syllabus design, materials design. Only after language professionals responsible for teaching ESP course in cooperation with specialists of the relevant field carry out analysis and determine the goals of ESP course on the basis of needs analysis, they will be able to design appropriate ESP syllabus, select relevant ESP materials and even design such materials themselves if such necessity arises. One of the most important things is also admission and selection of candidates for ESP course that should be conducted on basis of knowledge of General English. It is very important to select ESP learners who possess at least B1 level of English to be able to acquire ESP course on the proper level.

According to Biswanandan Dash: “The higher education system should understand which aspects of employability skills are most needed by graduates”. In our opinion, it is necessary to establish close cooperation with specialists of the field employed in the relevant field on professional level. Some of them may be graduates of the same higher educational institution. It is very important to figure out current demands of the field and close cooperation with professionals involved in the relevant field as cooperation between language specialists and academic specialists of the field when designing ESP syllabus to ensure that this ESP syllabus is really efficient both from linguistic and professional points of view (Biswanandan 2015).

As it has already been mentioned above, one of the visions of ESP is that any ESP course is based on good command of General English to which specific terminology of certain ESP field should be added. Consequently, teaching and learning of vocabulary/terminology represent significant part of ESP acquisition. One of the major aims of any ESP course is teaching and learning terminology of the specific field. Any learning style (visual, aural, kinesthetic, tactile) that is the most suitable for a particular learner should be used to contribute to efficient memorization of terminology and vocabulary items by ESP learners. A. Al Mahmud and A. Kaosar give the following advice: "Bring in new/difficult words step by step. Make the students use good English dictionary and encourage free reading" (A. Al Mahmud & A. Kaosar 2019).

It is important to note that due to its complicated nature and specific character of the goal set in ESP syllabus and before ESP teacher in general, these special courses require very serious approach both from teachers' and learners' sides. Generally speaking, the following preconditions should be considered to be a good basis for successful acquisition of ESP course:

- a) Good knowledge of General English (B1);
- b) High motivation;
- c) Good knowledge of subject matter/specialty;
- d) Willingness to spend of a lot of hours on independent work.

As previously mentioned in our paper we are going to discuss the ways of efficient combination of Grammar-Translation method and Audio-Lingual method using ESP textbooks and materials and also development of listening and speaking skills of ESP learners through different subject videos selected on basis of linguistic abilities and knowledge of specific terminology by ESP learners. Different listening tasks could be selected on one and the same topic depending on student's level of knowledge of English and subject matter. The following videos devoted to such topic as Static Electricity can be set as a sample of videos devoted to one topic but being different from the viewpoint of level of English used in them. Each of these videos can be offered to students on different level of ESP studies taking into consideration level of knowledge of the foreign language and knowledge of their future specialty by ESP learners.

Video I: <https://www.youtube.com/watch?v=yc2-363MIQs&t=35s>;

Video II: <https://www.youtube.com/watch?v=ZQiJc9FQ8dc>;

Video III: <https://www.youtube.com/watch?v=VhWQ-r1LYXY>

As design of effective ESP syllabus is one of the cornerstones of any ESP course, ESP teacher should take the following steps to make it effective: consult language specialists; consult academics subject specialists; consult subject specialists involved in the field on professional level, select right materials and design materials based on needs analysis taking learners' abilities and interests into consideration.

ESP materials should comprise texts on relevant fields, glossaries of terminology, translation exercises, definitions of terms in English. All these represent components of Grammar-Translation method that is necessary in ESP settings as we have to render specific information to the students by means of relevant texts, we have to teach terminology to the students via these texts, illustrating usage of terminology in the texts and giving equivalents of terms in the native language and also explaining the essence of certain terms by means of their definitions in English language. Being part of Grammar-Translation method translation exercises play vital role in English for Specific Purposes as they train students to express their

ideas in their native language and also in English on the appropriate level within the scope of their future specialty. Since any ESP text requires 100% understanding, in our opinion, translation exercises are a very useful tool for the field of ESP in general. Translation can be singled out as the fifth skill of language learning within ESP context alongside such language skills as: reading, writing, speaking and listening. If ESP learners receive proper training in translation skills they will really be able to master ESP. In our opinion it would be expedient to offer translation exercises on the topic the students have just studied, using more complicated texts, since during written translation students have possibility to refer to dictionaries, consult with the teacher and their peers. Since any ESP course is aimed at enabling ESP learners to work with ESP texts in original, it would be reasonable to offer the same topic to ESP learner in original. Maybe it will not be necessary to require absolute understanding of original texts from the students but even certain percentage of understanding of such texts by ESP learners will tell a lot to the teacher about level of acquisition of this topic by the student and speed of development of ESP skills in the learner. Since texts taught within any ESP course require 100% understanding, translation exercises would teach ESP learners to learn how to reach this understanding with the help of special dictionaries, advice of ESP teacher and field specialists. Translation exercises will teach ESP learners how to express their understanding of ESP texts both in native language and in English. For instance, in the textbook “Practical Course of English for Marine Electrical Engineers” we compiled each topical unit in such a way to include the topic, vocabulary, English definitions of certain terms, translation exercises, listening exercises based on YouTube videos, and we also offered relevant topics in original at the end of each unit to check level of acquisition of certain topic by ESP learners and knowledge of its terminology.

Therefore, in our opinion translation should be viewed as the fifth language skill when discussing ESP and this skill should be placed in line with such language skills as reading, writing, speaking and listening. Adding translation as the fifth skill for ESP course would fully meet the requirements of any ESP course. It is also important to introduce translation exercises gradually moving from less difficult to more difficult texts. It is also very important to integrate authentic original texts of the field into the ESP course as they would contribute to immersion of ESP learners into real working environment. Translation exercises within ESP course would help ESP learners develop skills of independent work contributing to Life-Long Learning (LLL), the practice that would enable them to grow professionally during the whole life.

Integration of Audio-Lingual method in ESP classroom can be reached by adding some listening exercises. The selection of videos on such platform as YouTube or some specific internet-sites relevant for particular ESP field would be of much benefit for ESP learners. Videos should be selected and offered to ESP learners on basis of the topic they have just studied taking into consideration current level of knowledge of the English language by ESP learner. Since one and the same topic can be considered using language of higher register, we suggest to offer not only texts of different levels on one and the same topic but integration of videos of different levels to check development of learners' ESP skills in the course of time.

2.2.2. Application of CLIL in ESP Classroom

In this section we are going to consider Content and Language Integrated Learning (CLIL) as one of the methods of foreign language teaching to be applied in ESP classroom. Content and Language Integrated Learning being a separate method of teaching special

English to the students can be used as a complement to ESP course. CLIL can be successfully integrated in ESP classroom only if learner has good knowledge of General English (B1) as a basis and certain experience of learning ESP.

Elements of CLIL approach that imply complete immersion into language and subject matter can be applied in ESP classroom. The combination with the above-mentioned foreign language teaching methods is possible, especially in those groups of ESP learners whose level of General English is B2 and higher. The parallel can be made between CLIL in ESP teaching environment and Direct method of foreign language teaching in General English teaching environment. In this way we compare partial application of CLIL approach in the ESP classroom to the Direct method of foreign language teaching when it refers to teaching of General English. According to explanation given in Wikipedia: “Direct method of EFL teaching: The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners’ native language and uses only the target language” (N).

It is worth noting that application of CLIL as a form of direct method in ESP classroom would contribute to development of ESP learners’ speaking skills too. Integration of elements of CLIL in ESP classroom can be beneficial as it would contribute to teaching the students to think within their specialty. This would help to be able to communicate and establish cooperation with their colleagues from other countries on the international level. It is possible as CLIL ensures simultaneous immersion into the subject matter and into the foreign language.

In order to prove this aspect of CLIL influence we would like to refer to Fontanet Gomez who mentions that: “In conversation with stakeholders aims like ‘increasing exposure, increasing practice, increasing language competence’ are formulated regularly, some attention is also paid to the intercultural aspect of having another language in the classroom” (Fontanet-Gomez I., 2013). Consequently, according to the results of the carried-out surveys CLIL students have better communicative skills than EFL students. This is the issue of importance to be taken into consideration as ESP can still be considered as EFL with thematic inclination to specific subjects and field.

The advantages of CLIL have been very well described by N. Kenny in the article “Is there a Specific Method for teaching ESP?”

Claims made for the advantages of courses based on content-based syllabus include that:

- They facilitate comprehension,
- Content makes linguistic form more meaningful
- Content serves on the best basis for teaching the skill areas,
- They address learners needs,
- They allow for integration of the four skills,
- They allow for use of authentic materials (Brinton, Snow and Wesche 1989; Mohan 1986) (p.258) (N. Kenny 2016).

Another question that can be considered of interest within the present topic is: How does the methodology of ESP differ from the methodology of General English (GE)?

ESP contains some elements of CLIL since the texts given in ESP textbooks related to subject are the only way to teach terminology to the students and ensure memorization. In our opinion, Grammar-Translation method plays more significant role in ESP than it does in modern General English (GE) teaching methodologies mainly oriented on rapid development of speaking and listening skills, since there has been “the evolution of language teaching in the past 50 years from a structural grammar system to a communicative approach” (Fontanet-

Gomez I., 2013). Audio-Lingual method can be applied on examples of specific audio materials in which terminology is practiced, and also on basis of professional discussions of the topics between teacher and students, and between students themselves, sometimes even in the form of online debates as it was described in the article of S. Garcia-Sanchez (S. Garcia-Sanchez, A. Gimeno-Sanz, 2022).

Taking into consideration the preliminary conditions necessary for successful acquisition of ESP course, we would recommend division of ESP course into two levels: the basic and the advanced. Consequently, the basic level could be taught within Bachelor's degree program, whereas advanced level of ESP course could be offered to the students within MSc program when students have higher level of knowledge of English and also more profound knowledge of future profession (Tenieshvili 2018). These two factors can become basis for development of new approach to design of ESP courses. If we take Cambridge series of ESP textbooks "English for Professional Use" of any field as an example, we can see that general specific terminology and general specific knowledge could be offered in ESP course for the students of Bachelor level, whereas more specific terminology and texts can be offered to students during later years of studies, and consequently can be taught within the advanced level of ESP course offered during higher level of education (Tenieshvili 2018).

Although in the present article we are not focused on comparison of ESP and CLIL, but rather on application of CLIL method in ESP classroom as a complement, it is still relevant to compare them and define which would have priority if just one of them should be chosen. If we base the comparison of significance of ESP and CLIL courses on ideas expressed by ancient Greek scientist and scholars such as Socrates and Plato who were giving priority to language rather than to content, we would see that ESP course has a priority before CLIL course and can even be considered to be the basis for successful mastering of CLIL course. Since successful acquisition of ESP course is based on good knowledge of General English, the better/deeper this knowledge is, the more the learner can benefit from ESP course. Therefore, in our opinion, CLIL elements can be added as a complement to ESP course to increase its efficiency. Here we would like to add that when mentioning application of CLIL as a complement to ESP classroom, we imply integration of one hour of CLIL class per a week to ESP learning process. The main purpose of such integration would be deepening knowledge and understanding of the topic that has been explained to the students during two hours in traditional ESP environment. The application of CLIL class to ESP classroom would contribute to raising ESP learners' proficiency both from linguistic and professional points of view.

Since both ESP and CLIL approaches are oriented on rendering the content, it would be expedient to refer to opinion of N. Stojkovic and M. Alhasani who address this issue in the best possible way in their article "Searching for the Golden Average between ESP and CLIL" referring to the opinions of ancient Greek scholars: "We argue on the supremacy of language and form regulation versus the substantive content and as such supporting our thesis that clarity and appropriative of linguistic expression comes first" reference. This brings up the most ancient scholastic debate over the inherent irreplaceable role of language use and usage for humanity. Ancient Greek thought will be brought back on scheme to demonstrate that language possession is still the most valuable and distinctive innate human feature and necessity; then knowledge content comes second in line of priorities.

Apart from Aristotle, other founding fathers of Greek philosophy such as Socrates and Plato have made crucial contributions to the debate on importance and supremacy of accurate language versus the content knowledge itself. For instance, Socrates believed that „if a man knew anything, he could give an account (logos) of it to others, he could explain what he knew to others“. If we were to interpret, the core of Socrates“ argument is that knowledge (content) cannot speak up for itself unless the individual is equipped with the language input to reveal and demonstrate that knowledge to others. This statement emphasizes again not only the importance but, above all the supremacy of language command and expressive skills to conduct effective communication compared to possession of subject knowledge; if the latter cannot be transmitted properly and successfully to others then, the act of communication has not been conducted at all“ (M. Alhasani, N. Stojkovic 2017).

Although on basis of comparison of language and speech we can see that language has priority, we think that application of elements of CLIL in ESP classroom would be beneficial as it would also contribute to development in the students of the ability to contemplate in English within their specialty. This skill will definitely help them to establish themselves as professionals on the international arena, as both ESP and CLIL are partially designed to reach this objective. We think development of this skill is very important as we completely share the essence of purpose and of value of education expressed by the greatest scientist of XX century Albert Einstein in the following statement: “The value of an education in a liberal arts college is not the learning of many facts but the training of the mind to think something that cannot be learned from textbooks. (N) In this respect, an ESP course with elements of CLIL added to it would be a perfect way to contribute to the development of ESP learners’ ability to think and contemplate in English within scope of their future specialty.

3. CONCLUSION

In the present article we addressed such issue as combination of different foreign language teaching methods (Grammar-Translation, Audio-Lingual, Direct methods) in ESP environment in combination with methodology of CLIL to be used as a complement to ESP course to deepen ESP learners’ language skills and develop ability of students to think and contemplate within the scope of their future specialty. We tried to single out the different impact each of the methods considered has on development of basic foreign language acquisition skills and tried to illustrate importance of translation skills for ESP learners.

Since teaching of any EFL course is aimed at acquisition of main language skills (Reading, Speaking, Listening and Writing), and ESP is considered to be part of EFL, consequently, all foreign language teaching methods: Grammar-Translation, Audio-Lingual and Direct method could be partially applied in ESP classroom to ensure balance and achievement of optimum results. Content and Language Integrated Learning (CLIL) can fulfill the function of Direct method in relation to ESP environment and can also be used as a complement to ESP course for further development of ESP learners’ language skills.

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