

THE ROLE OF CULTURE AND ESP IN PROFESSIONAL DEVELOPMENT OF SPECIALISTS

Anna Tenieshvili

Independent Researcher, Georgia

ORCID iD: Anna Tenieshvili

<https://orcid.org/0000-0002-2495-9975>

Abstract. *As it is known culture is divided into the following sub-fields: national culture, professional culture and organizational culture. National culture conditions collective mental programming or “software of the mind” (Hofstede, 2001), i.e. the way of thinking of people of one and the same nation and, consequently, professionals belonging to this nation. Organizational culture specifies norms of behavior of professionals of one certain field from organizational point of view. Professional culture conditions ways of behavior of specialists in professional situations. English for Specific Purposes in combination with professional culture are very important means for creating common model of professional of certain field, thus ensuring the basis for unification of professionals from all over the world, in this way making significant contribution to globalization. Professional culture in combination with English for Specific Purposes can become effective means for developing communicative skills in professionals.*

On the examples of absolutely different fields of human activity such as Medical and Maritime fields, we can see that due to professional culture medical specialists from all over the world have very much in common. Knowledge of Latin for Medicine, that can be considered to be the earliest example of Language for Specific Purposes, became important supplemental basis for this unification. In 1980s the English language was officially recognized as working language of maritime field. This fact as well as common professional culture significantly contributed to globalization of maritime field. Consequently, professional culture and English for Specific Purposes make significant contribution to development of model of professionals eligible for employment on the international level. Therefore, in the present article we offer consideration of syllabi for different ESP courses that would contain “culture” elements. Successful development of such syllabi that could be compiled on the global level would make significant contribution to globalization of different fields of human activity and could simplify the process of preparation of specialists in ESP both at higher educational institutions and international specialized companies on the international level. Practical implementation of this approach would be especially important for countries like Georgia that do not have significant experience in preparation of specialists who would be eligible for international employment.

Key words: *English for Specific Purposes, culture, cultural awareness, cultural competence, globalization*

Submitted September 17th, 2024, accepted for publication November 14th, 2024

Corresponding author: Anna Tenieshvili, Independent Researcher

E-mail: anna_tenieshvili@yahoo.com

1. INTRODUCTION

The main aim of present article is to offer ways of development of common model of specialists of different professional fields who would be eligible to be employed and work on the international level.

Development of such professionals/specialists implies not only professional skills but also communicative/soft skills. Therefore, I think that one of the ways to achieve the above-mentioned goal is to supplement the curriculums of higher educational institutions with combination of correspondent ESP course and cultural elements. For this purpose, the proper ESP syllabus should be developed that would comprise cultural elements. The English language specialists who will work on development of such course should pay particular attention on thorough distinction between General English with national culture elements from English for Specific Purposes with professional culture elements as in most fields, professional culture and English for Specific Purposes would make significant contribution to development of model of professionals eligible for employment on the international level. Successful development of such model of the “cosmopolitan” specialists would make significant contribution to the process of globalization.

The present article covers such phenomena as language and culture, global model of international employee, interconnection existing between foreign language and its culture that becomes guiding factor for the language learner and ESP learners, some suggestions regarding design of ESP syllabus that would comprise elements of culture, intercultural awareness and intercultural competence.

2. METHODOLOGY USED

The present article and research offered in it are based on combination of qualitative research method and application of some review elements in it. The phenomenon of ESP is considered in combination with such phenomenon as culture is. The main scientific value of the article is suggestion of the idea of development of “cosmopolitan” models of specialists who would be eligible on the international labour market and possible ways for implementation of this goal. The review of the relevant opinions of different scholars of the field is offered in the paper for the purposes of confirmation of certain opinions and illustration of the essence of newly offered ideas.

3. LANGUAGE AND CULTURE, ESP AND CULTURE

3.1. Theoretical basis of the article

The present article represents piece of opinion regarding role of ESP and culture in professional development of specialists of different fields. It is an attempt to consider role of culture and ESP for professional development of specialists of different fields. I have mainly based my work on theoretical works of the following scholars: Ivona Baranovskaja, Pavel Skorupa, Moya Brennan, Margaret Van Naersseen, Maria Bunedia Cambonero, Anqi Dou, Rashid Ali Farrah Diebaa, T. N. Fedulenkova, V.Fielden Laura, Mercedes Rico, Alcy Frelick, Imomov, Monica Kavalir, Smaine Khalki, Ineta Luka, Thi Thuy Linh Nguyen, Kathem Mohammed Qattous, Tatjana Sinkus, Inese Ozola, Yulia P.Ten, Wiwczarowski, B.Troy.

Development and implementation of the approach offered in the present work would be especially important for countries like Georgia that do not have significant experience in preparation of specialists who would be eligible for international employment. The process of integration of elements of culture and ESP into curricula at higher education institutions in countries like Georgia is just in the process of preparation and development. Therefore, in the present article I am going to consider ESP course in combination with cultural elements as a basis for development of universal models of specialists for different professional fields. The development of the model of the specialist who would be eligible for employment on the international level requires specific approach during the process of education. Proper teaching of ESP course with integration of culture elements into it would contribute to finding the solution to this question. It would be reasonable to develop certain approach in the students to raise cultural awareness and be adapted to people of different nations and cultures more easily rather than being focused only on teaching culture to the students, that would be very difficult as students might work with representatives of numerous cultures and all cultures cannot be taught simultaneously within one course. Thus, the elements of intercultural awareness and intercultural competence should be rendered to ESP learners in order to develop communicative skills in ESP learners who will work on the international level.

Considering language on different levels and adding cultural elements to language studies is natural as language and culture are two inseparable phenomena. The idea of interconnection between language and culture is expressed by Maria Bunedia Cambonero in her article "Considering Cultural Content in Language for Specific Purposes: Business Spanish Curricula": "It is widely accepted that language learning implies cultural comprehension alongside linguistic acquisition" [Cambonero, 2013:62].

As cited by Baranovskaay and Skorupa in the article "Some aspects of culture teaching in foreign language and ESP classes: cultural scripts and small talk": "In 1972, Dell Hymes (discussed in Hyde 1998; Usó-Juan, Martínez-Flor2008), a sociolinguist and an anthropologist, was the first to assert that language and culture were inseparable. He viewed language as a medium to express culture of a particular cultural group. For Hymes it was vital to have the perception of "context" in order to use language appropriately and, thus, correctly" (Hyde 1998) represent different cultures" [Baranovskaay & Skorupa, 2011:120].

In order to prove the interconnection existing between language and culture I would also like to refer to opinions of several scholars. Thus, Qattous mentioned in his PhD thesis "The Cultural Dimension of English for Specific Purposes": "...also culture is taught/learned unconsciously in a foreign language classroom whether you like it or not"[Qattous, 1995:95]. As cited by Ngyuen: "Valdes (1986, p.121) maintained that "it is virtually impossible to teach a language without concerning cultural content." (Factors Affecting the Learning of English for Specific Purposes of the third-year English-major students at University of Phan Thiet p.31). ... also mentions "language is always the carrier of culture and it has unconscious cultural patterns that can be absorbed with the learning of the language" [Ngueyen, 2022:95].

As Frelick and Van Naerssen mention in their paper "Professional Cultural Orientation in ESP": "Since professional fields are as influenced by cultural assumptions as any other area of life, better understanding of these differences and the theories behind them may enable all of us to achieve more meaningful cooperative results in the attempt to bridge the barriers of language and tradition" [Frelick&Van Naerssen, 1982:13].

Language and culture are inseparable parts of individual of one particular nation and society. Qattous also mentioned: “It has been argued that language, thought and culture are interrelated. The definition of culture shows various definitions considering it as a system of social behaviour, or a way of life, emphasized by anthropologists, as knowledge and meanings that are historically transmitted through language, as values and concepts reflected in practices, as socialisation to the individual in the process of becoming a human being from infancy, and as a communication system through which different cultures can understand each others' way of thinking and behaving” [Qattous, 1995:95]. Qattous was also citing Hodge and Kress who were mentioning that “Language is given to the individual by the society in which he or she lives. It is a key instrument in socialization, and the means whereby society forms and permeates the individual's consciousness” (Hodge & Kress, 1993:1). [Qattous, 1995:63]. Frelick and Van Naerssen in their paper “Professional Cultural Orientation in ESP” mention: “Language is like a mirror. It can clearly reflect the cultural connotation of a language. The two depend on each other. To understand a language, we must first understand culture, and learning culture must master language” [Frelick & Van Naerssen 1982:452].

3.2. The phenomenon of “culture”

Since culture is one of the main subjects of this article, it would be expedient to consider the phenomenon of culture itself and its subbranches mentioning that culture is divided into the following sub-fields: national culture, professional culture and organizational culture. Initially, I would like to refer to opinions of various scholars who did some research on such phenomenon as culture is. According to Kavalir who mentions in his article “Culture in ESP Syllabus: Why and How”: “The literature typically distinguishes between Culture with a “big C” and culture with a “little c”. Traditional study of British and American/Canadian life and institutions has placed emphasis on “big C” or “achievement” culture – history, geography, institutions, literature, art and music – at the expense of “little c”, “behaviour” or “behavioural” culture, which includes cultural behaviours, culturally-influenced beliefs and perceptions (cf. Curkovic Kalebic 1998, Stern 1992, Strevens 1977, Tomalin and Stempleski 1993). It is the latter, however, that seems to be of greater importance for ESP courses [Kavalir. 2013:115].

As mentioned by Qattous in his thesis “The Cultural Dimension of English for Specific Purposes: “Culture has been considered as 'socially acquired knowledge' (Round, 1988; Saville-Troike, 1989; Lyons, 1990; Alptekin, 1993; Treuba, 1991) that Widdowson (1990) calls 'schematic knowledge' which he identifies as modes of thought and social behaviour, that are considered customary in every society but not necessarily normal in another society” (p.60). The same author cites Barron who was saying that: “Culture is an information-processing system which has links with education, and ultimately, therefore, with ESP, because it involves the transfer of information in a factual system, the purpose of which is to produce fit members of society” (Barron, 1991:176) [Qattous, 2013:89]. As stated by Farrah who mentions in his article “Language and Culture in English for Business Purposes: Noticing Their Importance Through Television Advertisements”: “Culture can be national, professional, organizational and personal” [Farrah, 2013:31]. In this way Farrah adds personal culture to the generally accepted three sub-fields of culture.

In order to be more precise with explanation of the essence of the sub-fields of such phenomenon as culture is, I would like to offer the following definitions of sub-classes of

culture: National culture is the norms, behaviors, beliefs, customs, and values shared by the population of a sovereign nation (e.g., a Chinese or Canadian national culture). It refers to specific characteristics such as language, religion, ethnic and racial identity, cultural history and traditions. (<https://www.igi-global.com/dictionary/national-culture-and-the-social-relations-of-anywhere-working/19905#:~:text=National%20culture%20is%20the%20norms,identity%20C%20cultural%20history%20and%20traditions.>) Professional culture is a set of knowledge skills that will make each specific type of worker a master of his or her job, working at world class standards [Imomov. 2020:159]. Organizational culture is the set of values, beliefs, attitudes, systems, and rules that outline and influence employee behavior within an organization [<https://www.achievers.com/blog/organizational-culture-definition/#:~:text=What%20is%20organizational%20culture%3F,the%20organization%20and%20its%20brand>]).

As per Hofstede cited by Qattous in his thesis “The Cultural Dimension of English for Specific Purposes”: “Culture’ in general was defined as ‘the collective programming of the mind which distinguishes the members of one group or category of people from another. Consequently, ‘organizational culture’ can be defined as the collective programming of the mind which distinguishes the members of one organization from another” (Hofstede, 1991:180) [Qattous, 1995:65]. On basis of the above-given information, professional culture can be described as ‘the collective programming of mind which distinguishes professionals of one field from the professionals of another field, and, national culture is ‘the collective programming of mind which distinguishes the representatives of one nation from representatives of another nation.

In the article “Language Socialization in Professional Cultures: Language for Specific Purposes” Brennan and Van Naerssen mentioned: “Only in very recent years has some attention been consciously paid to the culture of the professional discipline, and in a few instances, to the home culture of the learner” [Brennan&Van Naerssen, 1993:18]. Later on they stated that “As the focus of LSP (Language for Specific Purposes) research is beginning to coincide much more strongly with a cultural focus, we would like to suggest that we can borrow several concepts from ethnographers and language socialization researchers” [Brennan&Van Naerssen, 1993:19].

Qattous also considered the phenomenon of organizational culture mentioning that: “Language programs can carry organizational culture which can be taught to employees to adapt to the new organization’s values and concepts that require appropriate behaviour or practice at work for the sake of achievement and harmony in a multinational multicultural work community [Qattous, 1995:95]. Qattous continues his contemplation of the essence of organizational culture: “The purpose of culture teaching is adapting the learners to a new cultural situation in the foreign language community with the aim of acculturating learners, facilitating communication with the native speakers for a better understanding of other cultures or for survival in the foreign community. Teaching organizational culture, whether business or vocational culture, aims at social survival in the job community. Moreover, it is to understand other cultures as points of view and not as inferior and superior, or wrong and right” [Qattous, 1995:96]. In his thesis “Cultural Dimension of English for Specific Purposes” Qattous also states that “organizational culture, the difference is very narrow in definition. Its definition has the major characteristics of the general definitions of ‘social culture’, such as being values, meanings, knowledge, behaviour, and historically transmitted and shared by all members of the organizational community. The difference may be in terms of job community instead of a non-job-related social community. Organizational culture is defined as “... the historically transmitted beliefs, behaviour, symbols and values of an organization” (Garratt, 1994:105) [Qattous, 1995:64].

Based on the above-given information I can say that the phenomenon of culture is divided into several sub-fields: national culture, professional culture and organizational culture. National culture conditions collective mental programming or “software of the mind” (Hofstede, 2001), i.e. the way of thinking of people of one and the same nation and, consequently, professionals belonging to this nation. Organizational culture specifies norms of behavior of professionals of one certain field from organizational point of view. Professional culture conditions ways of behavior of specialists in professional situations. English for Specific Purposes in combination with professional culture are very important means for creating common model of professional of certain field, thus ensuring the basis for unification of professionals from all over the world, in this way making significant contribution to globalization. Professional culture in combination with English for Specific Purposes can become effective means for developing communicative skills in professionals that would contribute to development of model of professionals who would be eligible for employment on the international level.

Since English for Specific Purposes has recently become means of widening the boundaries and connecting the professionals from different countries, such phenomenon as culture and breaking cultural boundaries became important subject of research and studies. As for ESP and development of the model of specialists/professionals who would be eligible for employment on the international level, such issues as knowledge of General English (GE), ESP (language + terminology), professional knowledge of the field and professional culture to which organizational culture can be added if people work in one organization can become the basis for the unification of specialists of one particular field throughout the world.

3.3. Global model of international employee

The importance of cultural components in ESP program is precisely described by Qattous in his thesis “The Cultural Dimension of English for Specific Purposes”: “The ESP program should present the trainees with activities that make them live the cultural experience in focus by being involved in a communicative situation that encourages them to feel and behave according to the regulations, rules of behaviour, principles of work and value system in the organization” [Qattous, 1995:317].

For achieving the goal of development of one common model of ESP professional, higher educational institutions should develop the strategy of reaching this goal. For this purpose, it is necessary to develop corresponding course integrating elements of culture in it. This course should comprise those elements of General English that are related to national culture, whereas the ESP course itself should be based on professional culture, the elements of organizational culture should be added as a supplementary material. In addition to the work on language materials and materials related to the phenomenon of culture, it would be necessary to take into consideration such phenomena as cultural/intercultural/cross-cultural awareness and cultural/intercultural competence. Although even several years ago cultural aspect was offered as subject of studies, nowadays it would be more expedient to focus on development of cultural and intercultural awareness and development of global model of international employee.

The above-mentioned approach could be supported by the opinion of Dou.: “The integration of cultural education into ESP education is supported and inspired by various theories, with the core being the theory of intercultural communication. This theory

delves into the close connection between language and culture asserting that language is not only a tool for exchanging information but also a key means of understanding and expressing culture” [Dou, 2024:171].

In ESP education, learning language extends beyond vocabulary and grammar to include an understanding and application of the meanings and uses of language elements within specific cultural contents.

3.4. Intercultural awareness, intercultural competence

In order to illustrate the importance of such phenomena as cultural/intercultural/cross-cultural awareness and cultural/intercultural competence, it would be expedient to mention definitions of the above-mentioned phenomena given in www.wikipedia.org: Cultural sensitivity, also referred to as cross-cultural sensitivity or cultural awareness, is the knowledge, awareness, and acceptance of other cultures and others' cultural identities. It is related to cultural competence (the skills needed for effective communication with people of other cultures, which includes cross-cultural competence), and is sometimes regarded as the precursor to the achievement of cultural competence, but is a more commonly used term. https://en.wikipedia.org/wiki/Cultural_sensitivity As for such phenomenon as cultural competence, according to www.wikipedia.org:

Cultural competence, also known as intercultural competence, is a range of cognitive, affective, behavioural, and linguistic skills that lead to effective and appropriate communication with people of other cultures. [https://en.wikipedia.org/wiki/Cultural_competence#:~: text=Cultural%20competence%2C%20also%20known%20as,with%20people%20of%20other%20cultures](https://en.wikipedia.org/wiki/Cultural_competence#:~:text=Cultural%20competence%2C%20also%20known%20as,with%20people%20of%20other%20cultures)

When it comes to the importance of role of culture in ESP courses we should highlight that it is development of intercultural awareness and intercultural competence that should be paid particular attention on. Since such skill as intercultural awareness is the very skill that would enable future specialists to cooperate effectively on the international labour market in multicultural professional environment.

The purpose of cultural/intercultural/cross-cultural awareness is explained by Khalki in the article “The Relationship of Language and Culture in ESP”: “To use cultural awareness as a fostering factor for developing communicative competence in the target language (The Relationship of Language and Culture in ESP)” [Khalki, 2017:275]. As Luka cites in her article “Facilitating the Development of Tourism Students’ Intercultural Language Competence in an ESP Course”: “The study regarding English language competence and intercultural competence are similar to those of the study conducted in Lithuania (Pukelis & Pileickiene 2009) which show that students have developed an ability to work with people from other cultural environments, they possess knowledge of intercultural differences, professional knowledge of other countries and have highly developed foreign language competence. These abilities coincide with the generic competences of the Tuning project – knowledge of a second language, appreciation of diversity and multiculturalism, ability to work in an international context, understanding of cultures and customs of other countries” [Luka, 2012: 145]. As cited by Sinkus and Ozola in their article “Integrating Intercultural Dimension in ESP Course for Undergraduate IT Students”: “According to Leung [2, p.519], intercultural competence is the “ability to function effectively across cultures, to think and act appropriately, and to

communicate and work with people from different cultural backgrounds either at home or abroad” [Sinkus&Ozola, 2023:810].

Speaking about cultural/intercultural/cross-cultural awareness and cultural/intercultural competence one cannot help mentioning system of symbols that exists in any language. As stated by Ten in the article “Symbol as Universal Non-verbal Means of Intercultural Communication in the Time of Globalization”: “Intercultural communication is “the act of understanding and being understood by, an audience of another culture” [Ten, 2014:41]. The author also mentions that here are three main elements of intercultural communication: 1) a person who communicates; 2) the symbols by which it is communicated; 3) a person who interprets the symbols [Ten, 2014:40].

Even such linguistic means as phraseological units can be considered as bearers of culture. As stated by Fedulenkova in her article “Cross-Cultural awareness of Phraseology in ESP Learning”: “Phraseological units present the mirror of the native speakers’ culture. They accumulate much cultural and sociolinguistic information to turn into inexhaustible sources of domain-specific knowledge and a reliable path to intercultural understanding. By means of their components they enable the ESP learner to enter the cultural space of the native speaker, which helps him/ her to perceive the cultural code and the tints of the phraseological meaning [Fedulenkova, 2016:230].

Therefore, cultural/intercultural/cross-cultural awareness and cultural/intercultural competence become very important for developing adequate skills in the learners and preparing them for work in multicultural environment. Intercultural Awareness can be developed on basis of professional culture in professional settings and ESP could become additional basis for it. Initially cultural awareness is developed during learning of General English the learners of General English always get close to English culture. Therefore, those who speak good English are always closer to English national culture and have more in common with native speakers of English and other learners of English than those who do not. As Khalki stated in his article “The Relationship of Language and Culture in ESP: Such relationship between language and culture raises attention to learning culture through language teaching [Khalki, 2017:277]. According to Khalki “If language is considered as social practice, then culture should become the core of language teaching to the point that cultural awareness should be seen as enabling language proficiency [Khalki, 2017:278]. He also mentions that CA is necessary “To understand the forms of organizations, concepts, customary beliefs and patterns of behaviour of members of the target culture community” [Khalki, 2017:279]. Later on, he continues stating that cultural/intercultural/cross-cultural awareness and cultural/intercultural competence are also necessary in order:

- To acquire enough knowledge and understanding of the target culture with the purpose of developing a tolerant attitude towards its community.
- To develop an awareness of the differences and similarities existing between cultures and their implications.
- To be able to behave linguistically and non-linguistically in such a way that one’s intended meanings are understood by members of the target language and culture community.
- To use cultural awareness as a fostering factor for developing communicative competence in the target language” [Khalki, 2017:275].

During last few decades the English language has become “lingua franca” in different fields of human activity throughout the world contributing to the development of cosmopolitan model of humans. Similarly, the development of intercultural awareness and

intercultural competence would get us closer to development of sample/pattern of intercultural awareness model that would contribute to facilitation of intercultural communication including certain professional fields of human activity that require ESP courses to be included in their curriculum. Any learner of foreign language gets closer to the culture this language belongs to, since any language is part of culture. Development of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence would contribute to development of universal model of professional that would erase the existing differences and peculiarities distinguishing them.

As per Sinkus and Ozola “Nowadays, the English language is viewed as an international language and a means of intercultural professional communication in the globalized world. Developing students’ intercultural communicative competence is considered to be one of the responsibilities of ESP teachers, so integrating intercultural dimension in the professional English course is of paramount importance” [Sinkus&Ozla, 2023:815].

Since language represents significant part of any culture, even if culture is not included in curriculum of language studies, it is incorporated in the hidden curriculum since it is well-known fact that language and culture are interrelated/interconnected and are two inseparable phenomena. The phenomenon of culture, its subfields and the derived notions of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence are considered in the present article as one of the main aims of the present article is to prove the necessity of incorporation of culture into ESP course and recommending methods of implementation of this aim that would facilitate communication between specialists of the field. This aim represents part of the general aim of the present article that is, as stated earlier, to offer ways of development of common model of specialists of different professional fields who would be eligible to be employed and work on the international level.

Since ESP is aimed at facilitating communication and cooperation between professionals from different countries, it would be expedient to determine possible options how to achieve cultural/intercultural/cross-cultural awareness and cultural/intercultural competence:

- 1) by approaching representative of other nation, their concrete individuals and cultures;
- 2) by developing common model of professional in working environment/professional settings. ESP and professional knowledge could become good basis for achieving these goals

The other issue that becomes more and more important is the internationalization of studies process by internationalization of curricula of higher educational institutions. Therefore, Wiwczarowski in his article “Integrating Language Learning and Culture into an ESP International Marketing Course Syllabus” mentions:” internationalization of the curricula is a must for Hungarian higher education in the future to provide its students with all the necessary skills and competencies that the globalized world demands [Wiwczarowski, 2014: 69]. As Baranovskaya and Skorupa mentioned in their article “Some Aspects of Culture Teaching in Foreign Language and ESP classes: Cultural Scripts and Small Talk”: “The development of people’s cultural awareness leads them to better critical thinking about, sensitivity to, and tolerance for both their own culture and the culture of the others” [Baranovskaya&Skorupa, 2011:129]. In his work “Factors Affecting the Learning of English for Specific Purposes of the third-year English-major students at University of Phan Thiet” Nguyen stated that “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning”. in ESP courses, the learners mainly use professional skills. They learn English for their job-related future. In the same view, Hutchinson and Waters (1989) added that what differentiates ESP from GE is the realization of learners’ needs since ESP students know exactly why they need English” [Nguyen, 2022:28].

3.5. Interconnection between foreign language and its culture

The basis for successful acquisition of any ESP course is good knowledge of General English. One should also take into consideration the fact that any General English course comprises elements of national culture of the nation this language belongs to and, consequently, the learner of English who has good command of GE has already been immersed into English culture as the English language as any other language represents significant part of national culture. Thus, General English is bearer of English and American cultures. Any person who knows English well gets closer to its culture, therefore, the people who speak English can find something in common easier than those who don't. The cultural element is contained in any language as both language and culture represent certain nation. The above-mentioned statement can be supported by Qattous who cited Widdowson in his PhD thesis states: "... it is not the business of language teaching to bridge the cultural gap, that a concern for culture can indeed be a distinction from more pressing pedagogic matters, and that the acquiring of cultural knowledge, in so far as this is relevant to language learning as such, is a corollary and not a condition of the language learning process" (Widdowson, 1988:13) [Qattous, 1995:69].

Alongside the interconnection existing between GE and national culture, it would be expedient to mention the fact that GE is part of any ESP branch, consequently, national culture is contained in ESP course, even if it is hidden, but in addition to that there is phenomenon of professional culture that any ESP branch comprises.

The following table (Table 1) could be developed on basis of above-given information.

Language	Culture	Skills
General English	National culture	Language skills, communication skills
English for Specific Purposes	Professional culture	Language skills, communication skills, enhanced knowledge of the specialty in English
Professionalism – English language proficiency in professional setting - Organizational Culture		

As it can be seen from the above-given table, ESP is closely interconnected with professional culture. The importance of GE for mastering of ESP and development of intercultural skills should not be underestimated. GE is bearer of national culture, ESP includes GE and consequently includes national culture, ESP is bearer of professional culture. If ESP represents cultural education dimension, good knowledge of ESP and professional culture would contribute to improvement of organizational culture in specific working environment.

3.6. Some recommendations on design of ESP syllabus comprising "culture" elements

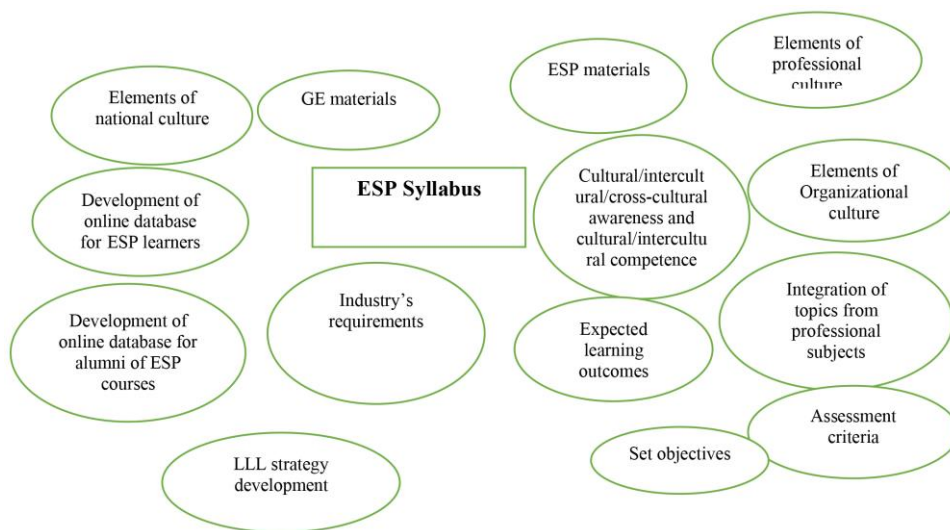
In my opinion the ESP course that would contain cultural issues should contain the following components:

- 1) Topics of GE that contain national cultural elements;
- 2) Establishing interrelation between ESP, professional culture and professional field, e.g. (ME, field of Medicine);

- 3) Ways of application of two above-given items to develop cultural/intercultural/cross-cultural awareness and cultural/intercultural competence;
- 4) Considering national culture, professional culture, organizational culture on practical examples: case studies, role-plays; www.youtube.com videos, etc.
- 5) Development of Lifelong Learning (LLL) strategies to profound professional knowledge of ESP learners;
- 6) Perspectives of development of web-based platforms such as www.moodle.com, www.moodlecloud.com as for ESP courses as well for professionals of certain fields world-wide aimed at unification of specialists of certain field.

In order to illustrate all these components, I decided to make the following concept map of ESP syllabus:

Concept Map of ESP Syllabus



Development of the curriculum for preparation of the relevant specialists, in its turn, would contribute to the process of globalization. Integration of topics of GE with elements of national culture will help ESP learners to get closer to these both phenomena that represent basis for successful acquisition of ESP course and elements of professional culture. As it has already been mentioned, it is very important to take into consideration the fact that such phenomenon as culture is very closely interconnected with General English. Therefore, it is very important for ESP learners to have good basis of General English since it is the best way to get closer to national culture.

Proper rendition of ESP course comprising texts on professional topics that would build up professional knowledge making focus on terminology of the field will contribute to development of professional culture in ESP learners will become good basis for

formation of proper modern “cosmopolitan” specialists. The important basis for unification of the specialists of one certain field from all over the world might be knowledge of specifics of this field. Even the knowledge of terminology can become means of development of common professional culture, and medical field is a good example of that. On the examples of absolutely different fields of human activity such as Medical and Maritime fields are, we can see that due to professional culture medical specialists from all over the world have very much in common. In addition to their professional knowledge of certain field of Medicine, they have knowledge of Latin for Medicine, that can be considered to be the earliest example of Language for Specific Purposes, and that is important supplemental basis for the unification of medical specialists throughout the world.

Although officially cultural element has not been included into Maritime English course, it is still incorporated in hidden curriculum at maritime educational and training institutions. Maritime field can be used as an example of practical application of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence. In 1980s the English language was officially recognized as working language of maritime field. This fact as well as common professional culture and development of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence among seafarers on the international level significantly contributed to globalization of maritime field. The specialists of this type are prepared in such issues as cultural/intercultural/cross-cultural awareness and cultural/intercultural competence as these phenomena will be rendered to them through GE and ESP courses, usually in form of hidden curriculum that ensures rendition of elements of national and professional cultures. Acquisition of language skills and cultural awareness can be offered in such a manner in ESP course so they are absorbed by the learner during educational process and would become valuable asset when the alumni/future specialists start work in a certain field. The adequate explanation of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence can be found in the following explanation given in one of the documents of American Medical Association titled “Delivering Culturally Effective Care to Adolescents”: “The Knowledge and Interpersonal skills that allows providers to understand, appreciate, and work with individuals from cultures other than their own. It involves an awareness and acceptance of cultural differences: self-awareness; knowledge of the patients’ culture; and adaptation of skills” [Delivering Culturally Effective Care to Adolescents, p. 37].

The three sub-fields of culture: national culture, professional culture, organizational culture and even personal culture as per Farrah [Farrah, 2013:31] should be discussed with ESP learners on the theoretical level, and practical examples could be taken from such platforms as www.youtube.com, etc. The acquired knowledge and experience can be practiced in role-plays during educational process. The support to the above-mentioned idea of development of web-based platforms can be found in Dou’s article “Intercultural communication in ESP education” when he mentions: “Some ESP courses use virtual platforms and online collaboration tools to simulate international work environments, further strengthening students’ cross-cultural communication skills. These platforms provide students with opportunities to communicate with people worldwide, helping them practice handling cultural differences and communication barriers in a safe environment. Direct interaction with instructors and peers from different cultural backgrounds is also essential way to cultivate students’ intercultural competence. Through group discussions, collaborative projects and cultural exchange activities, students can learn and experience from diverse cultural perspectives, building confidence in effective communication in diverse environments. These intercultural teaching methods not only broaden students’ cultural perspectives but also lay the foundation for their success in a globalized environment” [Dou, 2024:173].

Development of ESP courses on the proper level meeting the requirements of the system of education and of the industry is very important. Such ESP courses can be used in higher educational institutions and in different organizations and companies. Successful development of such model course on basis of which corresponding syllabi could be compiled on the global level would make significant contribution to globalization of different fields of human activity and could simplify the process of preparation of specialists in ESP both at higher educational institutions and international specialized companies (for example, oil company, etc.) on the international level. If such syllabi are implemented at all higher educational institutions it would contribute to development of globalized model of professionals who would be eligible for employment on the international level.

The importance and combination of language and culture might differ in different ESP fields. ESP courses differ from each other depending on the field they are supposed to cover; therefore, cultural elements should be approached in each of them in absolutely different ways. It is clear that ESP course for tourism will be different from the ESP course for such a field as Medicine, or for some Business fields, therefore different approaches should be applied when compiling syllabi for different ESP courses, and, consequently, cultural components should be integrated in different ways into each of such ESP courses. Thus, ESP course for tourism should be mainly based on elements of national culture, whereas ESP course for Medicine should be based on professional topics and knowledge of Latin since most of Medical terms are derived from the roots of words of Latin and Greek origin. Although it is clear that ESP courses differ from each other, such components as professional knowledge, professional topics, specific terminology of certain field would be the core components in all of them. ESP courses can cover very different fields of human activity that would require different approaches during compilation of the syllabi. The field of Medicine and Maritime field have already been discussed in the present article. Thus, the basis for compiling ESP syllabi for the field of Medicine would be such items as Latin medical terminology, English medical terminology, professional knowledge, professional culture. Maritime field implies specific terminology related to such fields as Navigation, Mechanical Engineering, Electrical Engineering, Logistics, professional knowledge of these fields and maritime field in general, cultural/intercultural/cross-cultural awareness and cultural/intercultural competence, globalization of maritime field, national culture, professional culture, organizational culture, world religions. Engineering would mainly comprise terminology, professional knowledge, professional culture. Financial field would cover specific terminology, professional knowledge and professional culture, politeness, rules of conducting business negotiations. Cultural aspect has influence on behavior in terms of politeness, therefore Cambonero stated: "Different cultural understandings of politeness may influence the manner in which language is used, and cultural differences in business or academic communication may lead to varying interpretations of professional terminology [Cambonero, 2013:172]. Cambonero also states: "Cultural content associated with national values is not only relevant for direct interaction, oral or written communication: it is also valuable knowledge for decision-making in different business areas [Cambonero, 2013:7].

The basic principles to be considered in case of field of hospitality would be terminology, national culture, organizational culture, cultural/intercultural/cross-cultural awareness and cultural/intercultural competence, politeness, globalization. In relation to hospitality field we can bring the following words of Fielden and Rico: "As stated in the theoretical framework, the combination of language and culture is central to the process of learning

languages in hospitality studies given the acute need these professionals will have to actively apply their language skills in real-time” {Fielden&Rico, 2017:349}.

Cultural component has crucial importance not only in different fields of human activity but even in case of scientific work. Thus, Qattous mentioned: “Even though scientists around the world can study the same phenomena of nature, the way they approach problems may differ for they are based on ways of thinking that are shaped to a large extent by their cultures through educational systems, philosophies and political systems [Qattous, 2015:1] Science education influences dramatically the development of the cultural perspectives on science [Qattous, 1995:10].

It is very important to interconnect ESP and professional culture; the latter is developed in the specialists of certain field during educational process and becomes more profound in working environment. Common professional culture and good command of ESP and terminology of the field can become good basis for successful cooperation and unification of specialists of certain fields from all over the world. The phenomenon of national culture is usually covered by GE. Knowledge of GE unifies specialists as well as knowledge of certain specialty unifies specialists of a certain field coming from different countries. As it was mentioned earlier, national culture with knowledge of GE represent basis for integration of professional culture with knowledge of ESP in ESP course.

Some training programs could also become basis for unification and internationalization of specialists of certain field. Learning foreign language especially General English already implies immersion into the culture of this language as any language represents huge part of any culture. Any language is not only expression of culture, it is significant part of any culture through which nation and its specifics could be understood. Learning language implies learning its culture. Cultural differences should be taken into consideration when doing some business or just collaborating with professionals from another country. Raising levels of cultural/intercultural/cross-cultural awareness and cultural/intercultural competence is the best way to overcome these obstacles. I think that such platforms as www.moodle.com, www.moodlecloud.com etc. can be used as means of knowledge management that would help developing universal skills and qualities in specialists/ professionals throughout the world. Such network can be organized on level of alumni, on the level of experienced professionals currently employed for different projects, academics of the field, etc. Frelick and Van Naerssen mention in their article “Professional cultural orientation in ESP” mentions: Since professional fields are as influenced by cultural assumptions as any other area of life, better understanding of these differences and the theories behind them may enable all of us to achieve more meaningful cooperative results in the attempt to bridge the barriers of language and tradition” [Frelick&Van Naerssen, 1982:13].

4. CONCLUSION

In the present article I tried to consider language and culture “under one umbrella” focusing on the importance of both of these phenomena for development of modern “cosmopolitan” models of specialists for different fields who could be eligible to be employed and consequently work on the international level. Successful implementation of this goal on the global level would make significant contribution to the process of globalization.

For this purpose, I considered interconnection existing between language and culture as both of them represent the essence of certain nation. Therefore, learners of foreign language

get closer to the culture of the nation this language belongs to. General English has huge importance in this matter as GE is bearer of national culture, whereas ESP course would contribute to development of professional culture. Sometimes, it is implemented in hidden form as is the case in Maritime field.

In the present article I have considered the phenomenon of culture and its sub-fields: national culture, professional culture and organizational culture referring to the opinions of well-known scholars.

I tried to offer the principle of compilation of ESP syllabus that would comprise cultural elements and illustrated it by correspondent Concept map. Such issue as development of ESP syllabi for different fields has also been considered in the present article.

Such phenomena as cultural/intercultural/cross-cultural awareness and cultural/intercultural competence were given particular attention as these phenomena would play significant role in development of “cosmopolitan” professionals.

The present article represents an attempt to make contribution to achievement of main goal stated in it, that is development of model of specialists for different fields who would be eligible for employment on the international labour market and would be able to successfully work on the international level in the future.

REFERENCES

- Baranovskaja Ivona I, Skorupa Pavel “Some aspects of culture teaching in foreign language and ESP classes: cultural scripts and small talk”, *SANTALKA: Filologija, Edukologija* 2011, t. 19, nr. 2. ISSN 1822-430X print/1822-4318 online, pp.119-131, <https://etalpykla.vilniustech.lt/handle/123456789/132072>
- Brennan Moya, Van Naersseen, Margaret “Language socialization in professional cultures: Language for specific purposes”, *Les Cahiers de l'APLIUT*, volume XIII, 2 (decembre, 1993), pp.16-26 https://www.persee.fr/doc/apliu_0248-9430_1993_num_13_2_3301
- Cambonero Maria Bunedia “Considering cultural content in Language for Specific Purposes: Business Spanish curricula» Vol. XXXII N° 1 | 2013 : Les langues de spécialité en Europe, pp.61-74; https://web.archive.org/web/20210126144513id_/https://journals.openedition.org/apliut/2960
- “Delivering Culturally Effective Care to Adolescents” American Medical Association, <https://epdf.tips/healthcare-communication.html>
- Dou, Anqi, “Intercultural Communication in ESP Education”, *Advances in Educational Technology and Psychology* (2024), Vol. 8 Num. 2, <https://clausiuspress.com/article/11644.html>
- Farrah Diebaa Rashid Ali, “Language and Culture in English for Business Purposes: Noticing Their Importance Through Television Advertisements”, *ESP Malaysia*, Vol. 19, Dec. 2013, 27–41, <http://irep.iium.edu.my/67861/>
- Fedulenkova T. N. Cross-cultural awareness of phraseology in ESP learning, Concept and Culture, VI International Scientific Conference, Kemerovo-Yalta, 2016
- Fielden Laura V., Rico Mercedes “Culture and motivation in English for hospitality students: Why integrative motivation may be essential”, *Revista de Lenguas para Fines Específicos* 23.2 (2017), pp. 334-358, [file:///C:/Users/User/Downloads/Dialnet-CultureAndMotivationInEnglishForHospitalityStudent-6677886%20\(1\).pdf](file:///C:/Users/User/Downloads/Dialnet-CultureAndMotivationInEnglishForHospitalityStudent-6677886%20(1).pdf)
- Frelick, Alcy; van Naerssen, Margaret, “Professional Cultural Orientation in ESP”, presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982), <https://eric.ed.gov/?id=ED223069> <https://files.eric.ed.gov/fulltext/ED223069.pdf>
- Imomov, “The Essence of the Concept of “Culture”, “Professional Culture” in Shaping Professional Culture for Students of Professional Colleges”, *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 1, pp.158-160, 2020, <https://www.idpublications.org/wp-content/uploads/2020/01/Full-Paper-THE-ESSENCE-OF-THE-CONCEPT-OF-CULTURE-PROFESSIONAL-CULTURE-IN-SHAPING-PROFESSIONAL.pdf>
- Kavalir, Monica “Culture in ESP Syllabus: Why and How”, *Romanian Journal of English Studies* 10(1) February 2013, https://www.researchgate.net/publication/272264469_Culture_in_Esp_Syllabus_Why_and_How

- Khalki Smaine, "The Relationship of Language and Culture in ESP, Algerian Scientific Journal Platform, 2017, <https://theses-algerie.com/2330088713081255/articles-scientifiques-et-publications/universite-de-bechar/the-relationship-of-language-and-culture-in-esp>
- Luka Ineta "Facilitating the Development of Tourism Students' intercultural language competence in an ESP Course", *E S P Across Cultures* 9 - 2 0 12, <https://edipuglia.it/wp-content/uploads/ESP%202012/Luka.pdf>
- Nguyen Thi Thuy Linh "Factors Affecting the Learning of English for Specific Purposes of the third-year English-majored students at University of Phan Thiet", *American Journal of Sciences and Engineering Research*, Volume 5, Issue 1, 2022, <https://www.iajournals.com/upload/512641.pdf>
- Qattous, Kathem Mohammed "The Cultural Dimension of English for Specific Purposes", thesis, SCHOOL OF EDUCATION UNIVERSITY OF DURHAM, 1995, <https://etheses.dur.ac.uk/5478/>
- Sinkus Tatjana, Ozola Inese "Integrating Intercultural Dimension in ESP Course for Undergraduate IT Students", *Engineering for Rural development*, Jelgava, 24.-26.05.2023, <https://www.iitf.lbtu.lv/conference/proceedings2023/Papers/TF159.pdf>
- Ten Yulia P. "Symbol as Universal Non-verbal Means of Intercultural Communication in the Time of Globalization", *The Journal of Teaching English for Specific and Academic Purposes* Vol. 2, No 1, 2014, pp. 33-43, <https://espeap.junis.ni.ac.rs/index.php/espeap/article/view/86>
- Wiwczaroski, Troy B. "Integrating Language Learning and Culture into an ESP International Marketing Course", *English for Specific Purposes World*, Issue 43, Vol. 15, 2014, http://utr.spb.ru/ESP-World/Articles_43/WIWCZAROSKICAPONE.pdf
- <https://www.igi-global.com/dictionary/national-culture-and-the-social-relations-of-anywhere-working/19905#:~:text=National%20culture%20is%20the%20norms,identity%2C%20cultural%20history%20and%20traditions.>
- [<https://www.achievers.com/blog/organizational-culture-definition/#:~:text=What%20is%20organizational%20culture%3F,the%20organization%20and%20its%20brand>]
- https://en.wikipedia.org/wiki/Cultural_sensitivity
- https://en.wikipedia.org/wiki/Cultural_competence#:~:text=Cultural%20competence%2C%20also%20known%20as,with%20people%20of%20other%20cultures