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## **ESP: Strategy for Language Development**

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## Abstract

The Ethnicity of the English language makes it a conglomerate of diverse cultures, groups, and languages, giving it an accommodative nature. It became hegemonic for historical and economic reasons, creating the need to study and teach it arduously. The multi-disciplinary approach in Science & Technology, Economics, Education, Business, trade, etc., has channeled the avenues for English teaching in English as a Second language, Business English, Technical English, English for Specific Purposes, and English as a Foreign language. However, proficiency in the English language remains marginal due to the language learning styles, curriculum, and emerging trends in the academic disciplines of the English language. The commercial opportunities, language learning framework, students' cultural background, and assessments need equal magnitudes and collaboration for holistic language learning and development.

The present paper is a model designed for processing holistic language learning styles in differentiated ESP for Yoga trainers; in the light of the Language learning framework of the Sanatan literature of India.

**Keywords:** English language, ESP, Curriculum design, Multi-disciplinary Approach

## Introduction

The trending collaboration of multi-disciplinary sciences with the English language is one of the reasons for the growing demands for English language teaching and learning. As a result, the trajectories for English have been growing continuously. There has been a paradigm shift from just English language learning to technical English, English for Mariners, English for Engineers, English for teachers, English for Yoga and lifestyle, etc., giving it a purpose to learn. Hence, the curriculum must constantly modify to orchestrate the language learning style. This broadens the scope for English for specific purposes (ESP) and opens the channels for innovative need-based curriculum design. The digitized millennium era is equipped with ICT tools, online libraries, Interactive Artificial platforms for practice, and enhanced connectivity to explore virtual locations for efficient language learning. The digital interface has been a double-edged sword for many culturally diverse aspirants of the English language. As a boon, the interface has assisted the industry needs of language crescendos, cultural diversities, and work ethics for effective professional development. It has been a bane for the loss of mother tongue, goal-oriented and fast-paced competent lifestyle, disconnect



with one's culture, excess of information availability, etc. This imbalance is one of the many reasons for the existing loopholes in the English language's required communicative competence and curriculum.

As a growing superpower, India has been and will be the future panorama for all economies and educational sectors. The emerging trajectories of the English language at every level will be a niche factor for the academic programs and professional courses, creating avenues for innovative teaching practices through holistic language learning. ESP as a strategy to develop language proficiency by amalgamating it with Indigenous Knowledge practices- traditions can achieve effective and sustainable Language Learning Style.

The present paper is a model designed for processing holistic language learning styles in differentiated ESP for Yoga trainers; in the light of the Language learning framework of the Sanatan literature of India.

The novel field of cultural linguistics and its application might probably facilitate reconnecting with the roots of the Indigenous knowledge traditions of India.

## Cultural Linguistics

The customary belief system, traditional practices, and social norms of a particular group or community form the culture and further the individual's identity. These are largely associated with the history, demography, societal transformations, language origins and progressions defining the set of rules to stay in a community. This qualifies the modern expressions of cultural intelligence, meta-cultural competence etc. These are the emerging trends in the field of Cultural linguistics- a term first used by Ronald Langacker in cognitive linguistics and very recently used by Farzad Sharifian in 2011 in his book *Advances in Cultural Linguistics: The State of Art*. Cultural Linguistics explores the relationship between language and cultural conceptualizations. It explores the features of human languages that translate culturally constructed conceptualizations of human experiences. (Sharifian, 2017). The Oxford dictionary defines Cultural Intelligence as a component of "An individual's sensitivity to and ability to work positively with cultural differences. In today's globalized business environment, this is an increasingly valued (and studied) attribute (Oxford Reference). The six defining attributes of cultural competence are cultural awareness, knowledge, sensitivity, skill, proficiency, and dynamicity. (National Library of Medicine)

The philosophy of Sanatan language teaching and learning practices of Indic origin and the above-discussed components of Cultural linguistics can be integrated into the task-based ESP approach to English language



learning. This integration can also be a source for comprehending the metaphysical aspects, English language learning, Language Acquisition, and decoding the ideology in the massive body of literature and texts many thousand years old. For the development of the required cultural intelligence in Ultra-modern societies and workplaces for effective communication, this attribute can gain positive results. An attempt to train the multilingual and multicultural mind as an instrument of knowledge for a growth mindset could be one of the goals for Language learning through this method. As a part of the integrated approach, the underpinning of Sanatan Education as a Knowledge System of India must be explored scientifically.

## **Knowledge Systems of India**

Indian knowledge systems have a cumulative and continuous pedagogical approach to language teaching. It has always been a knowledge-centric country with language at its fulcrum. The four ancillary sciences to study Vedas were phonetics, grammar, etymology, and prosody or meter. Education, particularly early education, was built around two disciplines, language, and mathematics, as the primary goal of Indian education was to produce virtuous (discriminating) minds, and for that, the first requirement is to develop and sharpen cognitive processes. So education was centered around language and mathematics, and language teaching was centered around grammar because grammar develops cognitive and analytical abilities. Indian thinkers considered education as a whole and located it in the moral and virtuous growth of individuals and society. (Dr. Kapoor, 2012)

India has a massive body of literature and texts preserved in the form of Oral tradition for times immemorial. The creation and sources of these texts are unidentified as they have existed for thousands of years, meaning Anadi Anat kaal. There has been a galaxy of thinkers, scientists, mathematicians, grammarians, linguists, and doctors in the very human form of Maharishi Ved Vyas, Panini, Pingala, Patanjali, Yaska, Jaimini, Varahmihir, Kattyaan, Ashwaghosha, Charaka, Kautilya, Shushruta and many more. These names and the texts created by them, to name a few Ashtadhyani, Vakypadiya, Mahabhashya, Kautilyashastra etc are still relevant and have innumerable magnitudes to explore even today. Indian Knowledge or the Sanatan knowledge is Ideologue and biographic. The ideas have been transferred from one generation to the other through the Swadhya method in the Oral form with no discrepancies but have commentaries followed as a way of updating and adding new scales. These texts stood the test of time



because the foundation of the general Indian educational practices was founded on the following assumptions:

- (1) the central role of memory
- (2) centrality of the teacher as the agent
- (3) the text (oral or written) as the instrument
- (4) the training of the mind as the instrument of knowledge that was designed to shape thinking (virtuous) minds. (Dr. Kapoor 2012)

### **ESP as a Strategy for Language Development**

Experiential learning is a progressive form of language acquisition. Language acquisition, by default, is progressive and tuned with the human brain- which looks for meaningful interpretations always. Experiential knowledge transforms into critical analysis that ultimately leads to the utterance of Speech. We express the world around us through language. Learning a language for new interpretations by eminent scholars and ever-changing periods from political, geographical, and historical reasons can help give clear and precise viewpoints, as clarity is an essential aspect of communication. The end goal of language learning is to be able to communicate effectively in the target language. In the pretext of upcoming multi-disciplinary academic domains in the field of English language in India, ESP as a strategy to gain communicative competence in the English language would provide positive effects.

The hegemonic English language, and the availability of World literature due to their translations in the past can offer a wide range of subjects to study. As a result, the subject range for teaching and learning English can be resourceful and amplified. This will raise the language proficiency from marginal to competent in many areas, justifying the ESP approach's purpose.

To support this view, the researcher designed a framework with task-based English instruction for a specific purpose for the students of Master's Program for Yoga. The students were working professionals from diverse working backgrounds in the age group of 25 and above. English was their second language of instruction during the coursework.



English instruction had to combine language competence, application from employability enhancement concerning contemporary subjects, and yogic philosophy. The four skills of listening, speaking, reading, and writing was planned with a task-based approach. The following table is the outline of the curriculum design.

Sr no.	Topics	Contemporary topics	Skills	English Language Objectives	Tasks Assigned
1.	Yoga as a Knowledge tradition	Yoga as a Science	L, S, R, W	Vocabulary Enrichment	Glossary of Philosophic terms
2	The Oral Tradition	Speech Anatomy	Listening Skills	Parts of Speech	Mind Maps, Concept charts, Flow charts
3.	Concept of Vak, Bhasha, and Vani	Discourse Analysis	Speaking Skills	The phonology of English, Intonation, Stress patterns.	Short discussions and extempore
4.	Aphorisms, sutras, and shlokas	Concept of meter, Literary Criticism	Reading and Speaking Skills	Phrases and Basic sentence constructions	Idea expansion through speech
5.	Yogic Postures	Kinesiology and Biomechanics	Observation and speaking	Simple instructions- Present tense Sentence types	Roleplay, Mapping the kinesiology in the postures
6.	Aahar	Dietary patterns and lifestyle	Writing, speaking	Degree of comparison	Presentations
7.	Meditation	Mental Health- Psychology	L, S, R & W	Basic Tenses	Group discussion
8.	Concept of Self	Body Language- Nonverbal communication	Listening & reading	Tenses	Interviews
9.	Goal for Life	Career prospects in Yoga	L, S, R, W	Analytical skills through adjectives for self	Essays, Scripted presentations
10.	Yoga-disciplines	Technology in exercises	L, S, R, W	Effective Writing Styles	Research paper writing, emails



The charted curriculum was taught in the groups through the use of audio-visual aids, use of language games, activities, and assignments. The language competence was assessed with the Cambridge IGCSE marking scheme for English as a Second Language.

Following were the observations about the language competence of students.

1. Students were more communicative in groups
2. The vocabulary acquired that would largely remain passive had turned active due to the speaking opportunities provided through interactive tasks.
3. Textual English communication transformed into contextual communication from an Employability enhancement factor.
4. Research approaches developed toward cultural beliefs and norms through cultural diversity led to effective discussions.
5. Awareness about cultural domains has expanded their perceptions about the indigenous knowledge traditions of India.
6. The notion of cultural intelligence and meta-cultural competence was a motivating factor to extend the scope of their respective domain knowledge regarding personal and professional development.

### **Limitations of the study**

The study undertaken by the researcher had certain limitations. They are mentioned below.

1. Designing such a curriculum is time-consuming as the resources are plenty and need to be studied, tried and tested.
2. A large network of resource panels and expertise from different fields is required to justify the ESP approach
3. Technical issues like licenses or access to certain online libraries were a challenge.
4. Storing vast data and then converting it at the physical application level requires a team of technical expertise and funding.



## Conclusions

ESP, as one of the strategies to develop language competence, can provide further scope to the study of pedagogical implications for the knowledge traditions of India under Cultural and historical linguistics. The study can be extended to other domains like Pharmacy, Aviation, Maritime, Neurolinguistics, etc. It has diverse knowledge systems as a part of historical sections in each subject, providing scientific temperament and logical reasoning.

The methodologies may vary, but the pursuit of knowledge through language acquisition can cultivate an intellectually strong mindset for the growth of the community, society, and nation





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