

## Preparing Students for the Future of Pakistan in the Context of English Language Learning

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***ABSTRACT:*** English is taught as mandatory subject in all educational institutes. The objective of the study is that content and language integrated learning (CLIL) incorporated with ESP courses can lead students towards better learning as well as improved spoken English. The study is based on the fact that English language courses are showing clear relevance of the language and the future needs. It would definitely foster the process of learning with increased motivation. It is clearly not a waste of time and money if students are taught language functions and skills relevant to the need of future professions. Within a qualitative paradigm, the study is identified with Action Research (AR). The data collected by the respondents were studied and analyzed through SPSS; it was found through the results that language learning would be fun and more convenient if it meets the desired need of a future professional career.

***KEYWORDS:*** English language, content and language integrated learning (CLIL), English for Specific Purposes (ESP), Integrated Learning, motivation

***INTRODUCTION:*** English is antipodal to the language widely used in Pakistan as first language. This language is being taught in every educational institute as a mandatory course. English has gained popularity as medium sharing ideas socially,

economically. (Dong, 2016), This language has gained popularity as an international channel of communication in the economy. A significant point to encourage the language is to give English language enactment and upgrade its open ability by the use of compelling showing strategies for a better learning atmosphere. The demand for the English language has increased day by day it is a need of citizens in this modern world to be skilful to be flourishing their academic and qualified careers (Muhammad, 2011). If we want a successful career, we have to know English as it is an international language. It helps us a lot in academic career as well as in professional life. There is a requirement for the English language in various areas of human life .The acronym CLIL stands for Content and Language Integrated Learning and ESP means English for Specific Purposes are methods which can help teachers to prepare students for the future. CLIL and ESP are complementary to each other. CLIL and ESP are the inter-weaving language and content in a dual-focused approach.

At higher level studies ESP and CLIL help students to better communicate in terms of subject based terminologies, interpretation of ideas and sharing their response successfully Meeting points of subject with English provide more space to the integrated learning approaches. The twenty-first century is the era of science and technology. In this robotic age students are constrained by time factors. The (ESP) is learning English focusing the major professional field and aspects of language pertaining to a particular endeavor of human activity. In ESP learners are learning English because they are preparing themselves for the demands of their future career. They are not concerned with the learning as such but they need English for academic purpose or job purposes.ESP is goal-oriented. In ESP learner try to achieve higher order language skills to excel in job life. (Medriano, 2020)

CLIL (Content and Language Integrated Learning) and ESP (English for Specific Purposes) are methods which can help teachers to prepare students for the future. CLIL and ESP are complementary to each other. In ESP they are compelled to learn language

in order to strengthen their professional career. ESP is goal-oriented.

The objective of the study is that (CLIL) incorporated with ESP courses can improve students' academic learning as well as better language command. So they are in good command of expressing their views.

The study is based on the fact that English language courses are showing clear relevance of the language and the future needs. It would definitely raise the learners' satisfaction and thereby make learning better and faster. It is clearly not a waste of time and money if students are taught language functions and skills relevant to the need of future professions. Within a qualitative paradigm, the study is identified with Action Research (AR).

The data collected by the respondents were studied and analyzed through SPSS; it was found through the results that language learning would be fun and more convenient if it meets the desired need of a future professional career.

As the researcher is an ESP facilitator in the English department, the researcher includes the activities keeping in view the demands and necessity of the learners' so the students are found to be as interested candidates for English language learning for specific purposes.

### **RESEARCH QUESTIONS;**

**Q1;** Can (CLIL) incorporated with English for specific purposes courses lead student's towards content learning as well as their language skills?

**Q2;** Can a student's interest to learn English in the context of subject of interest would be helpful in future job perspectives?

**LITERATURE REVIEW:** Applying techniques and strategies in the process of teaching and learning makes the challenges of process easier to be handle. .The wide range of challenges during the process of achieving academic excellence affect learner's autonomy as well as culmination of teacher's professional excellence. This paper

narrows down the broad scope of challenges at tertiary stage to focus on teachers as the facilitator and motivation to learn is triggered by CLIL.

Teaching and learning and English for Specific Purposes are nexus. Achieving academic excellence is a complement to the teacher's professional excellence. Managing an interactive classroom leads to generate better results. Teacher's cognitive attainment accelerates learning outcomes among their students which in turn affects the quality of the future teacher recruitment pool.

The present study examined the importance action reaction in professional development of a teacher and motivation to learning language and content in dual focused approach of CLIL and ESP. Although considerable research has been done to ESP in higher education, there is a research gap in understanding the impact of action research through CLIL and ESP while teaching English at tertiary standard. The study narrows the gap by exploring ESP in the pharmacy department at university level. Many research champion the fact that learning is related to the planning and material of classroom engagement activities. They have been found to be influential in building motivation to learn English (Mahmood, 2020)

Ruiz Garrido and Fortaret Gomez (2009, p179), explained that ESP is a concept that has historically been applied to courses that seek to teach the English language necessary for specific circumstances, usually in academic or occupational settings. The contexts have an effect on the discipline's teaching methods. The aim of this research is to figure out how CLIL and ESP will work together. The three most critical aspects are language, pedagogy, and material. (Robinson).

Furthermore, (Sethuraman, 2017) conducted a study on engineering students regarding their lacking in speaking skills and needs of developing speaking proficiency for their career. This study focused on the hurdles which they faced when they spoke English. The result of this study revealed that by using oral communicative task or task-based teaching approach the speaking proficiency of the students can be improved.

According to Hedge (2000) language teaching is a complex phenomenon, requiring a professional approach which involves decision making at a variety of levels the teacher in educational institution is not merely an agent to transfer knowledge, but the responsibility is to build links between the objectives of curriculum, the course planning, decision making, the designing of activities, the development of materials and management of learning processes.

Critical thinking, as Razaee (2011) said, is not a new idea or practice; it refers to accurate thinking in the pursuit of appropriate and credible knowledge. It is a quality thought that, when properly established, enable students in more professional style of interacting others; gaining unique information and handling with concepts, values, and behavior , language is essential. ESP's guiding philosophy, the reason for which the learner is learning English is known as the reason for which the learner is learning English, may range from study purposes such as pursuing a postgraduate degree to work purposes such as conducting a business meeting (Hutchinson, T. & Waters, A. (1987). Bonaidi, Ghojazadeh and Rahmatrand (2013) investigated the study. The teacher was using LI to teach the content of the learner. The ESP instructor was limited to teaching specific words and sentences. So this method of conveying did not reflect the student's interest. Students were not participating in class. The study is on the fact that English language subject of the pharmacy department is showing clear relevance of the language and the future needs of the pharmacists. It would definitely improve the learners' satisfaction hence making learning better and faster. Moreover, *Moron, and Bahaudin* (2018) conducted a descriptive study in which it was identified that English speaking proficiency is limited in almost every organization. There are insufficient programs regarding speaking proficiency that are designed for Non-English speakers in workplaces. The basic aim of this paper was to provide the strategies through which Non-English speakers enhanced their speaking proficiency. An organization should focus on ESL methods or they can focus on vocational training programs or they can

adopt immersion methods, or they can consider work-based literary programs.

**RESEARCH DESIGN:** It is a qualitative paradigm. Action Research is carried out. Language instructor is focusing on professional development with the help of action research. Observations in the classroom are checked by checklist. Researcher kept a diary to note down the comments.

**THE ISSUE:** Better English means better future opportunities for the youth in their respective professional field.

**METHODOLOGY:** The analysis is identified with Action Research (AR) within a qualitative model, which is described as Action Research performed by the teacher-researcher. It is used to address the issues and problems in the academic or professional settings with a strategy to understand, describe, and collect data on a particular professional topic (Stringer, 2013). Action research provides practical and detailed frameworks of educational practice to foster career development, communication process, evaluation, professional ethics, application, and geared change in the school environment (Mertler, 2013). Thus, teachers should use action research to address classroom issues because it formalises reflection by including practitioners in a critical and reflective mindset (Nunan, 2000).

Teachers who use action research strive to find answers (Wallace, 2000). This methodology refers to classroom research. It offers rich data derived from interviews questioning, observation and facilitated by the work of researchers as a lecture at practice. The data collected by the respondent were studied and analyzed by researcher. Constructive teachers applying functional classroom techniques have presented improved intended outcome.

This strategy fosters the process of learning and enables learners to compete with the challenges of speaking English. Students are considered as the roller of invisible hands in economy. Teachers are major resource in the classroom. She/he is facilitating content learning as well as language learning.

Frequent dependency on virtual life has made several connections worldwide. This dependency is found in all most all spheres of life including business; economy, political, social, cultural, technological etc. Language understanding has gained much importance in this regard because it is the most entitled trend in the life of people. We are bound to live in close nexus with each other socially so it is essential to communicate by any means. Need analysis plays an important role in identifying learner's needs and course design of English for specific purposes. The purpose of the research is to identify the needs of the students. Action research was used to get better results, data were gathered through observation, reflection and interviews. ESP emphasizes on need analysis but the most important element of ESP is that it is also facilitating subject matter learning. (Robinson) Predominating role of English resulted in the form of origination of ESP courses at university level across the world (Lopez & Puebla, 2014)

**ANALYSIS:** The present Action Research project is designed in two AR cycles covering the durations of the two ESP modules. In the diary the teacher researcher would record the activities, content and material of each lecture and the opinion of the student about the classroom lectures. Did you find the lesson meaningful? What would be your suggestion for change? Teacher's perception, explanation and student's motivation is measured; I like English because.....In my opinion learning English...The ESP course of Pharmacy was built around pharmacist demands and necessities for the future need. The English for pharmacy purpose was contextualized in pharmacy. Within the framework of this language related content was developed; reading comprehension, reading strategies, predicting content from clues. For example reading comprehension text is selected from genetics and anatomy so that it would motivate the students learning, because they are studying genetics and anatomy. The major focus was on the following areas discipline-related needs, collaboration with the content lecturer and to develop proficiency in English and integration of language.

**DISCUSSION:** In ESP text and techniques are chosen on the basis of motive

(Hutchinson et al. 1987). Researcher used the relevant content which is being used in pharmacy classes. Vocabulary in practice by pharmacists is used in different language activities to make them familiar with the terminologies. Students find the text more interesting when taken from their respective field for reading comprehension. Researcher note down the student's response upon using relevant content integrated with language skills. Interview results show high level of significance. Most of the students reported that this strategy is more effective for their professional growth.

**CONCLUSION:** The study explores that it is clearly not a waste of time and money if students are taught language functions and skills relevant to the need of future pharmacists.

The data collected by the respondents were studied; it was found through the results that language learning would be fun and more convenient if it meets the desired need of a future professional career.

The four language skills are within the domain of pharmacy. As the teacher is an ESP facilitator in the pharmacy department, the researcher includes the activities keeping in view the demands and necessity of the learners' so the students are found to be as interested candidates for English language learning for pharmacy purposes.

ESP and CLIL adjust with the needs of students hence make a tailored material based on specific work oriented activities for the students lacking in knowledge of English content. These meeting points, along with the ascending degree of English utilized in the relevant subjects, may consider new integrated technique to ESP regarding improved and fast learning.

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