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### **Towards content-based esp/eap instruction**

In revealing the nature of the language acquisition cognitive process and mismatch between the presentation of language content and the dominant mode of teaching, we concomitantly expose inadequate and inappropriate approaches to language acquisition. Moreover, the English language model is usually presented in artificial situations, role games (imagine...) with minimal exposure to authentic English language use. A thinking recipient will never take for granted any type of presented information, he/she sees the content of the presented language, relationships between linguistic phenomena with academic terminology of future profession. We fully agree with western experts that ‘throughout the process, it is important that adult learners are actively involved needs assessment in choosing the direction and *content* of their learning’ [Alexander, 1993; Holt, 1995; Isserlis, 1992; Wrigley & Guth, 1992].

The personality of a teacher can initiate creativity and inventiveness, making language a tool and a target of acquisition process. The teacher should have a comprehensive linguistic background, with knowledge of current developments and findings in general linguistics and in comparative and typological language research in order to present a wide array of linguistic facts, generalizing them in an the entire holistic picture and highlighting the origin of diversities. Moreover, he/she is to be aware of the current content of special/vocational/professional disciplines terminology. Competence in ideography, in clustering relative nominations of the same concepts of target language, but at the same time showing their diversity and irreplaceability, enables a teacher of language to ease the process of students’ comprehension.

Thus, content-based instruction of ESP/EAP bridges the gap between the current process of language acquisition and future implementation of target language. Moreover, it fosters transdisciplinary research skills development and involvement in target discipline content.