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# CONSIDERING THE ISSUES OF LANGUAGE FOR SPECIFIC PURPOSES AT IRANIAN UNIVERSITY: ITS GENESIS/PROBLEMS AND SUGGESTIONS

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## ABSTRACT

In the last decades, a language for specific purposes (hereafter LSP) has experienced an extraordinary growth in its role as an applied linguistic discipline. This crucial development has been felt in different fields such as economy, industry, commerce, and basically in communications. LSP plays an important role at the realm of education since students need to use their language for furthering their academic studies. Since Persian is the medium of instruction at education system in Iran, LSP learners face many problems in reading English texts. Due to a wide gap between LSP and general English knowledge (EGP) of Iranian ESP learners, the learners fail to achieve the expected terminal behavior. LSP is geared to EGP at various points during training. Thus the better teachers are trained technically and pedagogically turn out the better achievement for learners. In order to fill this gap, the present paper aims at probing the current perspectives and challenges on LSP in Iran. In so doing, after reviewing promises/types and features of LSP, the authors suggest some practical guidelines to improve LSP in terms of both teaching and testing. By and large, this paper reviews empirical evidence in favor and again LSP as well as its practical implementation on EFL/ESL context.

***Key Words****: Language for Specific Purposes, English for General Purpose, English for Specific Language, Needs Analysis, Iranian ESP Learners*

## INTRODUCTION

Language for specific purposes (LSP) has gained a crucial place among the academic education in the 21st century. LSP has extended through various rates in various countries according to people's needs in each language. Hence, teaching language for specific purposes requires a special approach to train specialized teachers to teach language through content. Rajabi, Kiani, and Maftoon's (2012) research prove this notion. They find that students can be more successful with trained ESP instructors rather than untrained ESP instructors. LSP practitioners should be trained with the necessary knowledge to investigate learner's specific realm of study. Therefore, LSP teachers or as Dudley-Evans and St. John (1998) call "practitioner", may help students by knowing their subject matter. They can also develop their essential skills by using authentic information in their profession. But most of the students in LSP classes feel their needs are not fulfilled. Because teachers have different roles in these classes: as catalyst, manager, consultant, subordinate, friend, guide, and model of learning, or in one word, an LSP teacher is suppleness: the suppleness to move from being a general language teacher to being a special teacher (Alibakhshi *et al.,* 2011).

In LSP, the whole language teaching should be fitted to the special needs analysis of identified bands of learners. So it is more related to adult's learning. Thus, the instruction in this case is situational and is based on topics related to some specific fields like science, computer, architecture, business, engineering and finance (Hayati, 2008; Hanford, 2011; Khani-Arani *et al.,* 2012). In other words, LSP aims to instruct specific content. It contrasts with language for General Purposes (LGP) which is based on teaching general language proficiency. In LSP, according to Hayati (2008), the arrangement of instruction is positional and it is based on fields and areas of learner's interest. He believes that a paradigm shift from technological factors to more meaningful ones occurs in language teaching during 1970s. In this regard,

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all language skills should be given equal importance. In other words, all four skills are integrated in the curriculum. So language pedagogy is used for recall communication in authentic atmosphere. Using some techniques in this way enhance the learner-centered approach in classroom; therefore, some positive attitude can be created among learners: motivation, self-direction and autonomous to improve student's language learning.

Using electronic-learning (e-learning) can be useful because students are influenced by ease of access and online flexible learning materials (Slaout, 2002; Toledo, 2006; Vilkanciene, 2011; Kavaliauskiene, 2012). Technology serves as a tool in language learning but its degree can be varied. It depends on some factors: teaching paradigm, subject field, and personal needs analysis or student's demands. Hence, technology can play a crucial role in LSP classroom. It affects discourse, perception, conventions and usage, so this electronic environment and authentic tasks help students become autonomous and information literate in community.

The lack of attention to some LSP issues in Iran is particularly problematic. Knowing specialized vocabulary, increasing learner's and teacher's knowledge about the specific purposes, being able to use the language in that study area, and being able to plan course design according to systematic needs analysis, time, textbook, are some problematic topics in Iran (Boniadi *et al.,* 2013). Low proficiency, boring classes, overcrowded classes, unmotivated students, inactivity of students, limited vocabulary are main problems of LSP classes. The focal factor is that the learners do not have opportunities to use the specific language in their daily lives.

The current study is intended to provide some crucial data in relation to the major problematic areas in the Iranian LSP instructional system at universities. Implementing and evaluating English courses for university students- ESP as a kind of LSP- reveal the point that ESP instruction may link the space between general language and specific language. So, it can be considered as a "safer shortcut" and a "more economical approach" to reach goals of English language teaching in Iran (Atai and Tahririan, 2003; Hayati, 2010). Language learning is an active process. The lack of university student's proficiency in any language such as English comes back to the low function of Iran's educational system at school. In other words, it may be deeply rooted in Iran's educational system (Moslemi *et al.,* 2011).

As Daoud (2000) states that subject-specific teaching, learning and assessment practices require specific training for LSP/ESP teachers and after that it has an effect on the inducement of LSP students. In other words, LSP involves three important fields of knowledge: language, pedagogy and the student's special realms of interest (Huang, 2001; Zaki, 2007; Hosseini Maasum, 2011). In recent years, the more attention of LSP is on international science, technology, and trade.

### *LSP: Genesis and Promises*
The study of LSP has a long history. Since 1960s, LSP has become a crucial activity within the teaching of language as a foreign or second language (Biria and Tahririan, 1994; Dudlry-Evans and St. John, 2005). Of course Davies (2001) mentions that LSP testing has introduced in the 1970s, because at that time scholars have thought that LSP has been authentic language. Dodigovic (1991) believes that LSP is still on the pre-scientific stage. He defined LSP as language used by specialists in a certain field of knowledge in order to communicate with the other specialist people in that domain of knowledge. He states that LSP is more than language itself, because an expert text is appeared so strange and incomprehensible to a reader. Thus, the knowledge of language is not understood by an outsider. According to Rajabi *et al.,* (2012), LSP/ESP has extended at different speeds in different countries related to different needs and specifications of each language.
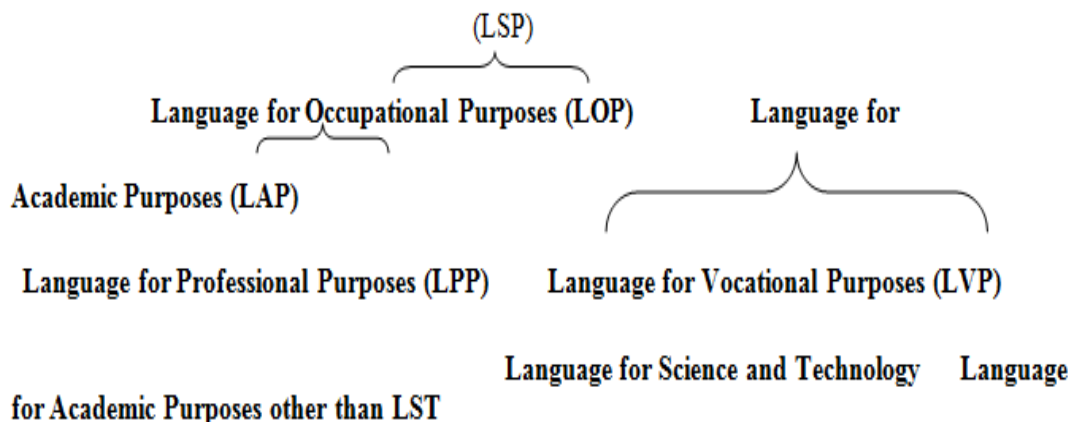
Petrashchuk (2010) defines LSP as a complicated notion which encompasses structural level, functional level and discoursal level. All of them can complement each other in communication. So LSP places in the domain of learner's need to use language in some target language communications and from the point of specificity, any language used purposely in specific situations can be considered as LSP. Moreover, in applied linguistics, LSP is primarily used in two areas: aiming on the needs in education and training; and centering on research on language variation across a particular subject field. But in the conditions of

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theory that has formed the realm of LSP there are some concepts used such as language variety, register, and special languages. Hence, specific language is a phrase that has been used to the jargon applied in occupations such as computer science, advertising, banking, medicine, and law.

*LSP: Main Categorizations*

LSP is an umbrella term that varies in accordance with the student's needs and can be applied to different kinds of language learning and teaching. Tuseday (2011) illustrates a categorization of LSP according to Robinson's model of ESP (Figure1).



**Figure 1: Language for Specific Purposes**

This plan entails two types: Language for Occupational Purposes (LOP) and Language for Academic Purposes (LAP). LOP is for individuals who need language to perform on a special job. It is divided into two branches: Language for Professional Purposes (LPP) and Language for Vocational Purposes (LVP). But in LAP, the learners are equipped with the common study skills that are needed in academic instructions. LAP, in turn, branches off into Language for Science and Technology (LST) and Language for Academic Purposes other than LST (Murphy, 1996; Hirvela, 1997; Hyland, 2006). The oldest form of LSP, English for Science and Technology (EST), has focal attention in the late 1900s and the early 1970s. That is why English was dominated the other languages in the learning of LSP from that time (Tuseday, 2011).

*LSP: The Same or Different From EGP?*

Hutchinson and Waters (1987) argued LSP and EGP are different in practice a great deal. While General English teachers are informed that the learners have a special purpose fop learning English, they seldom understand what the students need. Nowadays, teachers are acquainted with the focal role of needs analysis and surely materials designers consider the whole goals of students at all levels of textbooks production (Johns and Dudley-Evans, 1991; Ghalandari and Talebinejad, 2012). This maybe shows the effect that LSP approach has had on language teaching in general. Thus, the border between General English courses and ESP courses has become very vague. Many General English teachers apply their syllabi according to the student needs analysis and their specialist knowledge of using English for real life but ESP practitioners apply an approach greatest from what said above. ESP teachers should conduct conversations with specialists in that specific realm or conduct learner's needs analysis but they have become drudge of the available materials. So they cannot able to assessment their suitability according to their personal knowledge.

One of the most differences between LSP and General language testing lies in two aspects: situational and interactional authenticity (Figure 2) of task and the interaction between language knowledge and specific purpose content (background) knowledge (Anikó, 1997; Bazerman, 1998; Swales, 2000).
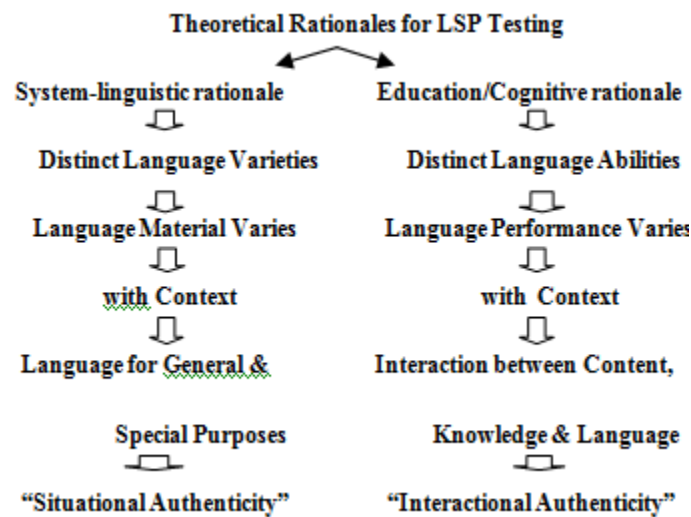
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**Figure 2: Theoretical Rationales for LSP Testing**

There is a tendency to favor general tests over LSP tests because of economical factors. It bears the expensive cost of the production of various tests rather than one test that fits all. Because of theoretical and practical factors, both testers and administrators prefer to use more general tests in order to create adequately various results. Thus, the more specific tests are the greater alternation in performance. Hence, we require to expanding an LSP test to know whether a student can use a language well enough to work in a special environment. So using special tests comes back to the purpose of the tests. Students meet symbols and sounds of English in addition to the lexical, grammatical, and rhetorical elements that create spoken and written discourse. In addition, EGP focuses on applications of English in general situations. Complementary information about suitable gestures, cultural customs, and cultural taboos can also be included in EGP curricula.

*Steps in Developing a Typical Test*
Typically, Mousavi (2012) believes that LSP tests have been developed for academic, occupational or professional purposes. LSP development is involved through the following stages:
❖ Describing the situation, the characteristics of the language, and of the tasks they perform.
❖ Making some decisions about the scope and content of our test.
❖ Developing a detailed test specification, a test specification is provided by its content validity and constructs validity.
❖ Producing the test

*Features of LSP: The Basic Characteristics*
Identifying between LSP and LGP, Gatehouse (2001) distinguishes four absolute and seven variable characteristics of ESP which we consider as the central characteristics of LSP:
*I. Absolute characteristics of LSP:*
(1) Planned to meet the learner's special needs.
(2) Correlates in contents and topics to particular systems, occupations and activities.
(3) Focuses on the language (grammar, lexis, and register), skills, discourse and genres suitable to these activities.
(4) Applying the underlying methodology and activities of the discipline it serves
*II. Variable Characteristics of LSP:*
(1) Limited to the language skills to be learned (e.g. reading only).
(2) Not taught according to any pre-ordained methodology.
(3) May be related to or planned for specific disciplines.

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(4) May use, in specific teaching positions, a different methodology from that of general language.

(5) Likely to be planned for adult students, either at a tertiary level institution or in a professional work position. It could, however, be for learners at secondary school level.

(6) Generally planned for intermediate or advanced learners.

(7) Most courses consider some basic knowledge of the language system, but it can be used with beginners.

### English for Specific Purpose

LSP can be applied as a tool for specific purposes, and has often been used to English (English for Specific Purposes or ESP). ESP is illustrated as programs "to professional fields of study."  He considered ESP at the university level as an example of content-based instruction (Kasper, 1995; Allison, 1996; Bloor, 1998; Benesch, 2001; Sifakis, 2003; Belcher, 2004; Brown, 2007).

Gatehouse (2001) identified three key reasons to the appearance of all ESP: the needs of a Brave New World (the end of World War II and the Oil Crisis in the 70s), a Revolution in Linguistics, and Focus on the Learner. According to Hutchinson and Waters (1987), the contexts vary in the spoken and written English in particular purposes. Hence, language instructions should be met the needs of the learners. Methods of language learning are placed by various learning strategies, skills, and as a whole different motivating needs and interests that are used by different learners. The outcomes show the development of "learner-centered" or "learning-centered" on ESP. Five focal phases are mentioned for the development of ESP:

**A) *Register Analysis*:** The aim is to distinguish the grammatical and lexical features of these registers. The focal motive of register analysis was the pedagogic issue to make ESP more relevant to the learner's needs.

**B) *Rhetorical or Discourse Analysis*:** The focus was on the level above the level of sentence.  According to Widdowson (1978), the learners face the problems of inability to use language to communicate with others.  In other words, they should be able to use rather than to usage language.

**C) *Target Situation Analysis (Need Analysis):*** Brumfit (1984) defined the term "need analysis" as a process of determining and organizing the needs of learners in a specific language.

**D) *Skills and Strategies*:** The focus is on using the skills and strategies to analyze the produced meaning from written and spoken discourse.

**E) *A Learning-Centered Approach*:** The focus is on the language learning.

The focal goal of ESP is to prepare non-native learners to use English as the medium. To Celce-Murcia (2001), ESP encompasses two types of instructions: (1) English for Occupational Purposes (EOP) is to train individuals to perform on the special job. EOP, in turn, entails two branches: English for Professional(EPP) and Vocational Purposes(EVP); (2) English for Academic Purposes contains a separate sub-category entitled English for Science and Technology (EST), English for Business and Economics (EBE), English for Medical Purposes (EMP), and English for the Law (ELP), (figure 3).
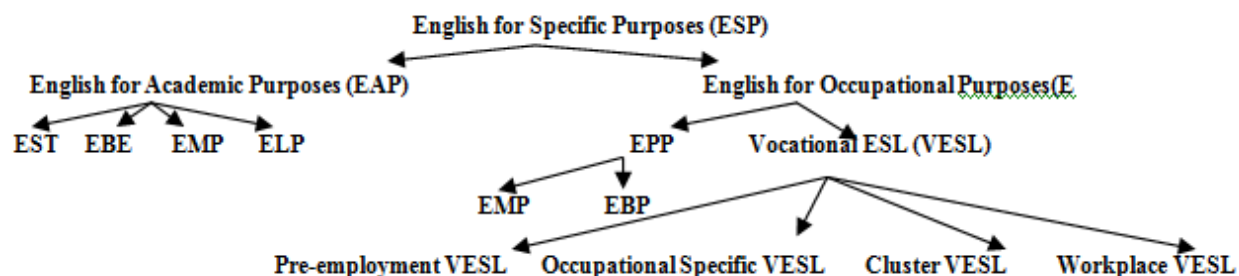


**Figure 3: Classification of ESP Categories**

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*LSP in SLA: Some Considerations*

To Rychkova (2011), LSP refers to a specific subject area. Hence, LSP is considered as a kind of sublanguage used by a group of people that its members share their knowledge of language usage. They want to distribute useful knowledge for broader society. LSP, therefore, is considered for language learning in sociocultural purposes. In other words, it is related to "citizenship preparation education" (Rychkova, 2011).

Some interrelationship of LSP and interlanguage (IL) studies in Second Language Acquisition (SLA) can be illustrated as developing separate language, but need each other. Ellis (2003) defines IL, according to Selinker, as a linguistic system that it is different from both learner's L1 and target language and it has a unique linguistic system. Selinker and Douglas (1987) illustrate that LSP lacks coherent theory to integrate into its 'pedagogical concerns in a principled way.' They also state one similarity between LSP and IL that both of them look at similar data. In other words, they considered LSP as an important context for IL. Indeed, LSP arises from product-oriented needs/register analyses. LSP can provide theoretical principles generalizable enough for IL and SLA studies. In sum, LSP researchers illustrate the relationships between different types of knowledge and IL development and fossilization.

*Problems with LSP*

LSP and EGP test developers are distinguished by their lack of background knowledge. Bachman (1990) states that a crucial problem for LSP/ESP testing is the difficult distinguish between generalized and particular knowledge. Raters lack expertise in the specialized domain of knowledge being evaluated (it can be potentially a serious threat to validity). Off course, we can mention three problems: a) We situated LSP tests without the larger theoretical framework of communication language testing b) The problem of authenticity: authenticity lies in the interaction between the characteristics of such tests & tasks & the language ability & background knowledge of the test takers. So the authenticity will fond only when properties of the communicative situation established by the test instructions, prompts. & texts are sufficiently well-defined as to engage the test taker's specific purpose language ability in responding to the test tasks. c) The problem of specificity: it is the notion of specificity that distinguishes it from more general language testing. The problem of overspecificity & under generalizability, the solution might be to focus on characteristics that are shared by a number of relevant target language use situations. Students and teachers in Iran face some significant problems in using LSP such as: boring, inactivity and low language proficiency, overcrowded classes, uninterested and unmotivated students, facing problems in communicating in language (for example, English), lack of opportunity to use that language in their daily lives and excessive use of translation activities in classes.

*The Rationale of LSP Testing*

One of the central reasons for the developments and use of specific purpose language tests is that language performance change with both context and test task. Thus the interpretation should be varied from performance to performance. One of the essential conditions in LSP tests is the interaction between the test taker's language and specific purpose content knowledge and the task (Mousavi, 2012). Hence, technical language- that used in any academic, professional or vocational field- is another reason for preferring LSP tests over general ones. It has specific characteristics that people should control it. Some characteristics of language peculiar to any field encompass lexical, semantic, syntactic, and even phonological ones. These characteristics enable people to speak and write more precisely about aspect of the field that outsiders sometimes find impenetrable in that field. The major focus of specific purpose language tests is this precision.

In evaluation of Language for Specific Purpose (LSP), test content and methods are originated from an analysis of the target language use (TLU) position (Douglas, 2000; Douglas, 2001). LSP tests originate their content from an analysis of specific language use situations of importance to the test-takers. LSP assessment criteria have been derived from theoretical understanding of communicative language ability and from a practical analysis of the TLU situation (Douglas, 1999; Douglas, 2001).

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A central policy that LSP test-developers can investigate is "grounded ethnography" (an approach to the study of behavior from different viewpoints of the learners) in context based research (Douglas, 2001). This technique provides a guideline for context-based research. So he makes a distinction between primary data (the interlanguage talk or writing) and secondary data (commentary on the primary data). Thus, LSP test is as a way of achieving a more generalizable set of correctness criteria that can reveal both the characteristics of special purpose language ability in the source language position and the restrictions of measuring the ability.

*LSP Testing: Challenges and Practical Suggestions*

LSP testing has been criticized on theoretical & practical grounds. Some of these criticisms are: using specific test for specific needs, invalidity and unreliability of specific language tests, proficiency in LSP like GPL with technical words, not being theoretical justification for LSP tests, and the logical end of specificity vocabulary.

A crucial stage of any education system is testing and evaluation. There are different eras in language testing. Teachers should critically evaluate their students according to their instructions. Thus, the following suggestions to improve LSP/ESP testing can be given:

a) Supplying information about the student's levels of competency and identifying the correct route of instruction should be the focal aim of LSP/ESP testing.

b) By developing new types of tests, teachers are able to improve the practical courses.

c) Integrate content with different reading and writing skills and ask students discuss the core content.

d) The whole students do not need to the same amount of language, or all four skills of language (reading, writing, listening, speaking). For example, in Iran, students who have insufficient knowledge of English are not permitted to study at Ph. D level.

e) LSP teachers need to develop on go assessment such as dynamic or portfolio to cope with the problems of traditional testing.

f) LSP students may write about the material they are currently studying in an academic course. They can write in a variety of forms (short-essay tasks. Synopsis, critiques, research report, and mini-lectures)

We can conclude that in LSP material development, teaching and teacher's roles are not adequate taken into account. We can state the crucial suggestions in the LSP/ESP teaching methodology in Iran as following:

1. Since the greater number of LSP/ESP learners are adults, it is necessary to apply adult education outline to LSP/ESP syllabus. In other words, the similar theoretical constructs of the adult education such as learner autonomy, motivation, self-confidence, self-directed learning, and etc, should be applied to LSP/ESP programs. So it can be related to "practically all age groups" and all target situations. Moreover, LSP/ESP teachers should act as advisors to their adult students. It means they should help the learner to expand his educational, vocational potentialities in order to reach the best level of personal social advantages.

2. LSP teachers should have knowledge of the specific language needs of their learners. In this way, by discussion between LSP teachers and students, teaching process can be facilitated. In teaching LSP, some important traits and skills are: adaptability, flexibility, resourcefulness, creativity, well extended organizational and managerial/leadership skills, effective interpersonal and cross-cultural communication skills, and advanced problem-solving and decision-making skills. In other words, LSP/ESP practitioners bear the demands for language as the tool of science, technology, business, and tourism, and etc. By using of reading-based decision cases help teachers interact between knowledge and practice, so it can provoke and foster the skills and confidence of students.

3. Teachers like the real leaders of the classrooms should support the ESP program from the first to the last stage. In order to reach this case, it is better to plan a separate field of study to educate and train LSP/ESP teachers. They also should be trained how to apply technology in their LSP/ESP classes.

4. The content of LSP should reflect on the need of students. A teacher should not use L2 as an end but it is suggested to use as a means of instruction.

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5. A teacher should ask students read and take note, listen and write summaries or respond orally to what they read. There must be an attempt to use the language for integrated skill.

6. In order to make the content more comprehensible to the students/the teacher can make a number of modification including use shorter T units clause, use few deviation from standard usage/speak with non reduced pronunciation use, and canonical word order.

### LSP in Iran: Pedagogical Implications

The rapid growth of the language position, especially English in our country, Iran, a shift toward a specific language programs is needed. The need for LSP, and especially for ESP, is obvious in Iran. This demand involves learner's needs in order to develop specific purpose curricula. The crucial point, in this respect, is an additional need for teacher training. In our country, English and Arabic are taught as second or foreign languages for up to seven years in Rahnami and High school at the rate of 3-4 hours a week. These languages are so important at the entrance university exam. The weekly two or four hour classes advocate to both content and language points. As Eslami Rasekh and Simin (2011) note students have no enough exposure to learn specific language involving tasks- the language program is inadequate in preparing the learners to do exercises at the study functions.

Text books are considered as a map or design of what is meant. Thus, they have a crucial role in the language practice in the classroom. The selection process is congruent with the learner's needs and interests as well as being in harmony education al principles. One of the most important problems of LSP teaching in Iran is unavailability of materials. The original books are not accessible on the Iranian book market.

In planning an LSP course, the cardinal factor is the analysis of learner's special demands to determining of what, why, how, who, where and when to help learner in an LSP course. It means what materials are available, why students are studying the language, how they learn language, who are the learners, where and when the language will be taught.

National language, Farsi, is the medium of instructions at schools and universities in Iran. But university students need to read English language books, articles, journals, and Internet sources related to their fields of study. In other words, in Iran, national language is used in all academic fields at universities. Therefore, LSP learners in their real implementation meet a wide gap between general language ability and specific language ability. Moreover, learning language for a given purpose, with the specific goals of knowing specialized vocabulary is a crucial aspect of language learning. The findings of Atai and Tahririan (2003) emphasize the point that adequate general English is necessary in LSP instruction. Hence, both curriculum planners and practitioners should consider general English and LSP as an interconnected system rather than as two independent stages of English for Language Teaching (ELT). So by integrating EGP and LSP, the learner's proficiency in Iran skills may be improved. Another factor is to strengthening the encouragement of the students to progress their language proficiency and the result is making learning better and faster (Moslemi *et al.,* 2011).

LSP has always suffered from some problems in our country, Iran: lack of planning, lack of course design, teacher training, adequate instruction time, and right evaluation. LSP instructions requires more time. But it is allocated too little time for LSP in curriculum planning. The other factor that we should pay more attention to it, is the design LSP course material. In spite of some notions of being easy and costs nothing, LSP course designing demands some experts in that field such as business, science, etc. In Iranian universities, LSP texts are taught randomly; it means LSP involves a random selection of some technical texts and some comprehension contexts. But it is better for instructors to consult with specialists in a specific field to get the essential needs of the learners. Otherwise, students feel a long distance of the course and they can never communicate in a real LSP situation.

All of these can prove what Dudley-Evans (1998) states as an "attitude to mind" for ESP. So we can extend it to LSP as Hutchinson and Waters (1987) illustrate that LSP is an approach to language teaching and all instructions are centered on language learner's reason for learning. The most LSP practitioners receive little or no special knowledge from university faculty. In other words, some people have the idea

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that everybody with the general language knowledge can teach LSP. But educated and trained practitioners in the field are required. The process of language learning is important in LSP. In general, the principles of ELT methodology should be the base of LSP teaching methodology. All activities in the classroom should be related to the other stages in the course design. It means sometimes it is better to create an activity or to change a text.

The other problem of LSP learners in Iran is the fact that Iranian learners do not have enough exposure to that specific language in the way which helps them to achieve their demands according to their interest. In this regard, the students should be motivated to improve their language proficiency, and to overcome their language problems. Next difficulty is the using translation in the classroom, although it can lead students to comprehend that specific language better. Moreover, some crucial books are translated from some special languages to Persian that is not satisfactory. LSP teaching in Iran might be deeply rooted in educational system. Hence, the primary factor of LSP instruction is the attention to language learning needs of the learners.

The majority of the Iranian students have difficulty with understanding of the long compounded sentence. Even some of them cannot distinguish the correct reference of prepositions and the articles. In other words, the crucial problem is related to the general language rather than technical language because the students have problem with distinguishing the order of the text. It means the learners cannot comprehend the connection of one sentence to the next or previous sentence. In addition they have some misconceptions about the structure and grammar of that language. Learner's low proficiency should be solved at high school in which the most instructions are based on reading comprehension and translation.

The other problem is the fact that the students memorize some technical words, or in general some prefix or suffixes only for examination and afterwards they are unable to retrieve any of that vocabulary. Students should learn how to read, summarize a text. At the end, they should learn how to write an academic article in a specific language. The low educational system of Iran schools is powerless to train students with high competency in a special language such as English or Arabic. Iran educational system is short of the focus on the most part of language learning such as listening skill. The instructors should motivate the students to listen more and more. Some considerations should be taken into account. Language exposure is the main factor. Each student should be exposure that specific language. They should also provide the environment to mostly exposure of the learners. LSP specialists are skilled in their own area. They should increase their knowledge in source and target language according to the needs analysis design course materials in order to achieve the learner's demands. LSP practitioners should use some techniques to increase the atmosphere of a learner-centered classroom by creating motivation and help learners to reach self-autonomy to develop their language proficiency.

Authentic communication can help students to experience both scientific and technical lessons in their real life. Given Persian equivalents for the target language may be understood, but it meets low communication in the specific language. Teacher's knowledge must be at a higher level than the educational materials. In addition, some LSP information can be gathered from modern technology such as radio, TV, Internet, computer. About the insufficiency the time, 2 or 4 hours per week is wasting the class hours because the teacher cannot spend this limited time to all aspects of language: vocabulary, grammars, pronunciation, comprehension, technical words and contexts. By giving sufficient attention to the quality and quantity of the materials in LSP, these textbooks may help language learning. In LSP teaching, all aspects of language such as teachers, cultures, discourse of the classroom are related to each other. There is a paradigm shift from teacher-fronted classrooms to learner-based instruction. Thus learner's needs analysis is given more attention. After that, by sufficient attention to design of LSP courses, students can be prepared for communication according to their interests and needs. In this regard, LSP teacher has a role of a mediator, as Vygotsky has stated a person who helps students reach what they cannot do by themselves. In LSP, the mediator will start from student's current level and bring them to the second stage of their demands (Sysoyev, 1999).

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## CONCLUSION

The rapid growth of adult students who are eager to learn the specific language for a specific needs cause such as business language or academic language. Most of students believe that they cannot be successful in a language within a restricted course of study because most of the class is teacher-centered and teachers use more translation in the class. The teachers give no explanation about grammatical structures because they think the students have already comprehended these structures completely. So the three crucial considerations should be taken into attention: the teachers, the time and the educational materials. The lack of expert teachers who are master in both methodology and science or that specific field is the most important factor. These teachers should fully know that general language and the technical information of that language. For example, some teachers are fluent in using language but they have little knowledge of that specific field such as business, engineering. Sometimes some of these teachers are specialists in special field but their language is week. Good teachers, both technically and pedagogically trained teachers are needed. LSP in the 21$^{st}$ century, the world has become smaller. So students can work with people with their different languages and with their various cultures. Learners want to work beyond the four walls of the classroom, says Crouse (2013), so they want to use what they learn in their real situation. LSP learners, traditionally, have been adults and college students. But nowadays, LSP is based on learner centered and its emphasis is on helping learners discover and practice the types of language they need to meet their specific professional goals. LSP courses provide real-world opportunities to practice language and culture in a specific field of the context. It means many people want to discover ways to connect related professions with other languages such as English, Arabic, German, Chinese, and etc. Nowadays, students view all subjects in "a global context", says Crouse (2013), so global fluency- the ability to understand the complexities of language, culture, and multiple time zones- is vital issue in LSP. On-line translation tools are insufficient in understanding the meaning of the context, so teachers should go beyond their own knowledge. According to "global village", LSP in the world today focuses on the impact of globalization in specific communities of practice (Monjo, 2012). LSP testing is deriving as a distinguishable subfield of language testing. LSP is language-led and language learning objectives are of basic importance. In LSP, language includes both the content of the context and the means of learning content it is adapted to the learner's competency stage. Hence, the teachers should aim at authentic testing which places on a careful analysis of learner's needs and the requirements of target discourse situations. What makes it possible is the LSP aspect by specifying the fields of language use. They should take into account some issues in order to fulfill the specified purposes: what needs to be done, where the languages are to be used, how the languages are used. To sum, LSP testing is alive and thriving.

LSP teachers do all kinds of the following jobs: course designer, administrator, preparing materials and evaluator. Under circumstances such as shortness and intensity of the course, low budget, low proficient teachers, language teachers cannot learn LSP disciplines because they should develop competence in the subject. In general, teachers should pay attention to all aspects of language (linguistic values, vocabulary, structures and grammatical exercises) as well as communicative aspects of language. Oral communication is the main factor in Iranian universities and schools which is never taken into enough consideration. Communicative skills should use during the classroom. In other words, both teachers and students should be active, not passive. It means the teacher is not merely authority in the classroom. Teachers can create a safe environment by listening to students carefully, smiling, and providing some good responses.

As a result, to improve LSP instruction in Iran, practitioners should merge general English instruction and LSP/ESP instruction as a single coherent and interconnected system. Hence, they may bridge the gap between general language ability and specialized language ability.

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