

TEACHING ESP IN ECONOMICS AND ACCOUNTING FACULTIES IN A UNIVERSITY CONTEXT

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Abstract. *English for Specific Purposes (ESP) is a branch of English language teaching that focuses on developing learners' language skills in relation to their academic, professional, or occupational needs. Unlike General English, ESP is goal-oriented and designed to equip students with the linguistic competence required in specific fields such as engineering, medicine, law, economics, and accounting. In the context of globalization, English has become the dominant language of international business, finance, and academic communication. As a result, students in economics and accounting faculties are increasingly required to use English effectively in their studies and future careers.*

Key words: *ESP, English for Specific Purposes, economics education, accounting education, needs analysis, business English, academic English, professional communication, financial terminology, authentic materials, task-based learning, content-based instruction.*

In economics and accounting education, English is not only a medium of instruction but also a tool for accessing professional knowledge. Students are expected to read financial reports, analyze economic data, write academic papers, and communicate in international business environments. Therefore, teaching ESP in these faculties plays a crucial role in preparing students for real-world professional demands.

Needs Analysis in ESP for Economics and Accounting Students. Needs analysis is considered the foundation of ESP course

design. It involves identifying what learners need to learn in order to function effectively in their academic and professional environments. In economics and accounting faculties, students' target needs include understanding financial terminology, interpreting economic texts, writing reports, and communicating in formal business settings.

Students often require specialized vocabulary such as *assets*, *liabilities*, *equity*, *inflation*, *revenue*, *taxation*, and *audit*. They must also develop the ability to understand complex sentence structures commonly found in academic and professional texts.

Language Features of Economics and Accounting English.

The language used in economics and accounting has specific characteristics that distinguish it from general English. First, it is highly technical and vocabulary-rich. Many terms have precise meanings that are unique to the field. For example, the term *capital* has a specific financial meaning that differs from its general usage.

Second, texts in this field are typically formal, objective, and information-driven. Passive voice structures are commonly used in financial reporting, such as "The report was prepared by the auditor." Additionally, nominalization is frequently used, for example, "inflation increased" instead of "prices went up."

Third, economics and accounting discourse often involves interpreting numerical data. Students must be able to understand tables, graphs, and statistical information, as well as describe trends such as increases, decreases, and fluctuations.

Effective ESP teaching requires methodologies that are learner-centered and context-specific. One widely used approach is task-based learning, where students complete realistic tasks such as analyzing

company financial statements, preparing budgets, or writing business reports.

Another important approach is content-based instruction (CBI), which integrates subject matter content with language learning. In this method, students learn English through economics and accounting topics, making learning more relevant and meaningful.

The use of authentic materials is also essential in ESP teaching. These include real-world documents such as annual reports, business news articles, financial statements, and case studies from companies. Authentic materials help students become familiar with the language used in professional settings.

Additionally, simulation and role-play activities can be highly effective. For example, students can simulate business meetings, audit processes, or investment discussions. These activities improve both language fluency and professional communication skills.

Conclusion. Teaching ESP in economics and accounting faculties is essential for preparing students for the demands of the global professional environment. It bridges the gap between general English learning and the specific linguistic needs of academic and business contexts. The effectiveness of ESP instruction depends on thorough needs analysis, appropriate teaching methodologies, authentic materials, and well-designed assessment strategies.

Despite challenges such as varying proficiency levels and limited resources, ESP can significantly enhance students' academic success and career readiness when properly implemented. Therefore, universities should continue to develop and improve ESP programs to ensure that graduates are equipped with the necessary English communication skills required in the fields of economics and accounting.

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