

# **ENGLISH FOR SPECIFIC** **PURPOSES** **FOR M.A. STUDENTS**

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# OUTLINE

- Why English?
- English for Specific Purposes
- Dudley-Evans on ESP
- Absolute Characteristics
- Variable Characteristics
- Types of ESP
- Characteristics of ESP Courses
- ESP Course Design
- Role of ESP Teacher
- Designing an ESP Course Design



# WHY ENGLISH??

- English has become the internationally accepted language of nearly all fields of knowledge.
- It is recognized and understood by people almost everywhere in world.
- With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world.
- In some cases people with inadequate proficiency in English need to be taught to handle specific jobs.



- To fulfil the needs of these learners specific courses were designed and introduced, ESP is one of them.

## **ENGLISH FOR SPECIFIC PURPOSES**

- **English for Specific Purposes (ESP)** is a learner-centred approach to teaching **English** as an additional language, which focuses on developing communicative competence in a **specific** discipline such as academics, accounting, business, IT, teaching, and engineering.
- **English for specific purposes (ESP)** is a sphere of teaching English language including Business



English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc

- "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

(Hutchinson)



# **DUDLEY-EVANSON ESP**

- Dudley-Evans define ESP in terms of absolute and variable characteristics
- This division in absolute and variable characteristics is helpful in resolving arguments about ESP

## **ABSOLUTE CHARACTERISTICS**

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.



# **VARIABLE CHARACTERISTICS**

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
4. Most ESP courses assume some basic knowledge of the language systems



# **TYPES OF ESP**

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics





# **ENGLISH AS A RESTRICTED LANGUAGE**

- Only used for specific contexts.
- It may not help in communication outside that particular context.
- For example: of a pilot or of a waiter.



# ENGLISH FOR ACADEMIC AND OCCUPATIONAL PURPOSE

EAP

- E.g. For medical or business studies.

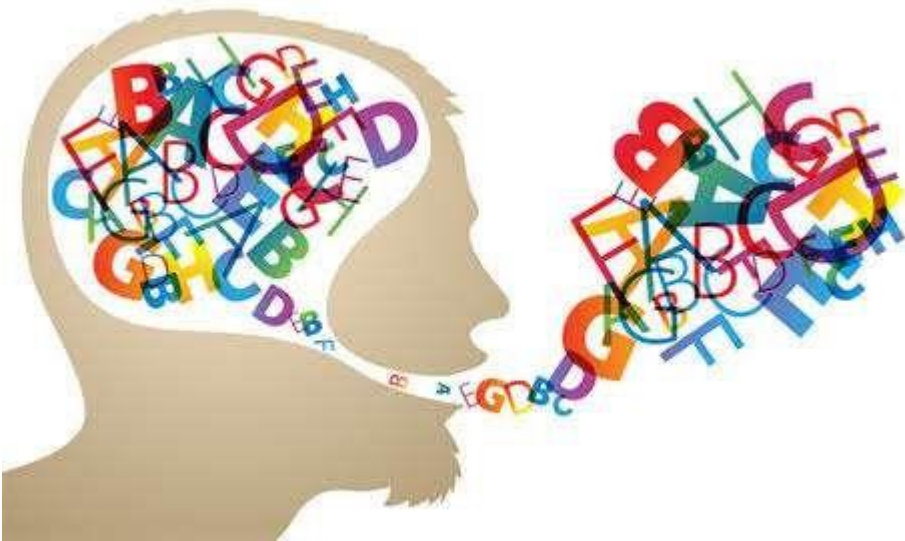
EOP

- Like English for technicians



# **ENGLISH WITH SPECIFIC TOPICS**

- It is uniquely concerned with anticipated future English needs.
- For example; scientist requiring English for post graduate studies or attending conferences.



# CHARACTERISTICS OF ESP COURSES

- Carter (1983) states that there are three features common to ESP courses:

- a) Authentic material**

- material should be authentic.

- b) Purpose-related orientation**

- orientation lessons must be according to needs and wants of students.

- c) Self-direction**

- freedom should be given to learners, to decide what to learn and how to learn



# **ESP COURSE DESIGN**

- Course design refers to the planning and structuring of a course to achieve the needed goals.
- The aim of the ESP courses is to prepare the learners in accordance with specific skills and vocabulary needed in their own field in order to be able to communicate effectively in the target situation.
- To achieve these aims, number of parameters have to be taken into consideration namely:
  - - The Identification of Needs.



- Syllabus Design.
- Materials Production.
- Evaluation and Assessment.

## **ROLE OF ESP TEACHER**

An ESP teacher should:

- Set goals and objectives
- Organize courses
- Prepare materials
- Evaluate students.
- An ESP teacher should not follow a book rigidly



- He/She should organize the material based on grammar, functional and situational point of view.
- The material must fit the students' needs and the goals set by the teacher.

## CONCLUSION

- The English for Specific Purposes has emerged as a significant field in Applied Linguistics. It is mostly concerned with the learners' needs for a specific field of academics or occupation.



**THANK YOU**

