CHAPTER - II

Dimensions of English for Specific Purposes

2.1 Introduction:

The endeavours to make language courses more relevant to the needs of the learners resulted in the emergence of English for Specific Purposes movement. The ESP approach to language teaching came about keeping in view the following aspects.

- To fulfill the felt need related to preparing ever-increasing number of non-English background students to successfully execute their higher studies at American and British universities.
- The need to develop materials for those who possess certain basic level of proficiency in General English, but are required to employ English for professional purposes e.g. Engineers, Scientists, Doctors etc. of non-English background.
- Preparing the learners for business purposes and for employment-oriented communication.

The students of General English do not generally have any specific utility or application of the learning obtained through the course outside the classroom or immediately after the course, whereas the ESP students pursue a particular course for a specific requirement. There has been a marked change in the line of thinking that for learners who require specific purpose-oriented learning, lessons in advanced English are not sufficient but training in the kinds of English learners would be forced to
apply or encounter in their specific occupations and situations shall be offered to them. This phenomenon gave rise to ascertaining the features or the required components of such situations.

The 1960s witnessed the compilation of a number of books employing the principles of selection and gradation to the English of science, engineering, business, medicine etc. There were assumptions regarding the specialist varieties of English, like English for Science and Technology, English for Business Purposes etc. The features of ‘Englishes’ could be determined by administering frequency counts of vocabulary besides discourse analysis.

“The generally accepted view around 1970 was essentially a linguistic one: there were different varieties of English, the distinctive features of which could be described and taught through the use of appropriately selected texts, and carefully devised practice exercises.”¹. This approach can be found in Ewer and Latorre’s Course in Basic Scientific English². A frequency count of three million words of scientific English covering ten areas of science and technology formed the basis for Ewer and Latorre’s work.


“This basic language is made up of sentence patterns, structural (functional) words and non-structural vocabulary which are common to all scientific disciplines and form the essential framework upon which the special vocabulary of each discipline is superimposed”. Writing Scientific English by Swales is one of the influential works of the ilk.

During the 1970s, the ESP approach in language teaching utilized conceptual framework from Register Analysis and Discourse Analysis to determine the linguistic features of different disciplines like Engineering, Medicine, or Pure sciences. A register is a variety of language employed based on the use. “Types of linguistic situations differ from one another, broadly speaking, in three respects: first, as regards to what is actually taking place; secondly, as regards what part the language is playing; and thirdly, as regards who is taking part. These three variables, taken together, determine the range within which meanings are selected and forms which are used for their expression. In other words, they determine the register”.

1 Ibid ix
2.2 Insights from Register analysis and Discourse analysis:

Register analysis makes an enquiry into the language of the fields like journalism, medicine or law for distinctive patterns of occurrence of vocabulary, verb forms and such other linguistic items. For instance “Chiu analysed the language used in administrative correspondence and boardroom discussions in Canada and found that certain verbs, such as attach, enclose, appreciate, refer, forward, request, advice and thank had a much higher frequency or occurrence in her corpus”. ¹

Martin (cited in Jordan) ² described the academic register and classified it into three categories.

a) **The Research Process:** The vocabulary is fundamentally verbs and nouns and is “presented in a context which discusses the five steps of research: formulating, investigating, analyzing, drawing conclusions and reporting results”.

b) **The Vocabulary of Analysis:** The corpus includes High-frequency words and verbs with scientific bearing which are employed to “present information in an organized sequence” like result from, base on, derive etc. Verbs of analysis are classified into a host of semantic sets.

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c) **The Vocabulary of Evaluation**: The items include Adjectives and Adverbs that are used in Reviews, Critical analyses and reports e.g. exhaustive, intensive, controversial, rational, Inductive-deductive, Objective-subjective, Implicit-Explicit, methodical-unmethodical and Significant-Insignificant. Such words have a bearing on the process of evaluating a phenomenon with a given perspective subjected generally to objective ways of evaluating the issue or presentation.

The fundamental investigation of Register analysis pertains to the linguistic behaviour of the word and the sentence, and it seeks to identify the registers that establish different uses of language, such as business communication, academic textbooks and technical presentations. Discourse analysis was introduced in the 1970s for identifying the linguistic structure of lengthy constructions or presentations. Explorations into the units of organization within the texts such as narratives, sets of instructions, technical or administrative or commercial reports, business correspondence or speech events and patterns of rhetorical organization such as definition, identification, comparison etc form the basis for this approach. Jordan presented the scope of discourse analysis by stating that it “... examines the communicative contexts that affect language use, for example, in social transactions, the relationship between the discourse and the speakers and listeners. It looks at how, for example, the choice of verb tenses or other
grammatical features affect the structure of the discourse. The analysis also looks at the relationship between utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices that are employed”.

2.3 ESP- a pragmatic movement to the core:

Coming back to the Concept of ESP specific, one can understand that English for specific purposes (ESP) has been enjoying the status of being a separate branch of English Language Teaching. ESP has developed its own style of functioning because of which it is generally considered a dynamic movement that could exercise considerable influence over the generic varieties of Teaching English to the speakers of other languages (TESOL) and applied linguistics. “ESP has always seen itself as a ‘materials-driven’ and as a ‘classroom-based’ activity concerned with practical outcomes. Most writing about ESP is concerned with aspects of teaching, materials production and text analysis rather than with the development of a theory of ESP”.

In light of this, it can be understood that "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”.

1 Ibid 229.


2.4. The élan vital of ESP:

The most prominent of the features of ESP is that the whole teaching-learning process and materials are based on a needs analysis. The primary aspects when an ESP course is commenced are invariably—the needs of the learners, the skills that learners are required to master and expected proficiency levels of the learners in order to conduct their operations at a respectable rate of success. In addition to the above, the aspect related to genres that the learners need to master either to comprehend or to come up with a rational presentation in a given academic or professional situation has a significant role to play. It is observed that needs analysis is not a unique feature of ESP and that much of the general TESOL particularly when administering the communicative approach is based on needs analysis.

However, in ESP one has the opportunity to be more accurate in understanding the learners’ needs. Robinson, in her first overview of ESP stated that courses of limited duration e.g. an intensive course of a fixed length and adult learners, are characteristics of ESP. The researcher understands that the characteristics of ESP are variable phenomena since such ideas may not be realizable in toto in an Indian classroom or in any average, non-descript third world classroom with all its limitations. But, in her second survey she admitted that many courses of longer duration were being run and even though the majority of ESP learners happen to be adults, such courses can be run at school level even for primary classes in English-medium schools in a second language learning situation. This
reiterates the concept that the features of ESP are variable with a focus on learners’ needs.¹

The ESP teacher may make sincere attempts to acquire certain understanding of the specific subject which results in a classroom situation very much different from that of general English. On the other hand, in situations like pre-study or pre-work courses where learners are yet to commence their academic or professional activity, the subject knowledge of the learners would be minimal or nil, and thereby the teaching methodology will almost be akin to that of general English. A thorough examination of the course of ESP makes one understand that such courses draw from the domain specific situations involving the specific technical vocabulary even going to the extent of utilizing the subject-specific methodology. For example, a course for Engineers uses situations relevant to the discipline.

Technical analyses and observations will also be used since they are considered the key elements in a technical operation. Likewise, a course in business communication incorporates case studies because the knowledge in taking up a case study contributes to the success of a business analyst. But, it should be noted that ESP is concerned with teaching the use of a particular language and the ways of structuring the discourse in the language. In the process, it employs topics and the relevant methodology to teach the discourse and skills.

As has already been discussed, one of the basic assumptions of curriculum development is that a sound educational programme should be based on an analysis of learners’ needs. Procedures used to elicit and attain information about the needs of the learners are designated as needs analysis. Needs analysis as an indispensable phase in planning educational programs came up in the 1960s contributed by the systems approach to curriculum development and based on the philosophy of educational accountability (Stufflebeam, McCormick, Brinkerhoff, and Nelson 1985)\(^1\).

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It is a very common aspect to understand that funding is given only to those courses which can fulfill certain felt needs and hence Needs Analysis has been developed into a regular feature going into industrial proportions.

“The need for convincing precision in educational needs assessment was also reinforced during this period by the “behavioural objectives” movement in educational planning, particularly in North America, which insisted on specifying in measurable form all goals of importance within an educational system. The emphasis or precision and accountability clearly influenced the appearance of needs assessment as a form of educational technology and its diversification into a collection of educational research methodologies.” ¹

It is understood that the Needs analysis made a full stretch entry into the arena of language teaching through the ESP movement. From the 1960s, the demand for specialized language programs increased day by day and applied linguists commenced administering needs analysis procedures in language teaching in an unprecedented manner.

2.5. An Analysis of EOP, EAP etc.

ESP is often divided into various categories. A broad classification presents two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP contributes to English needed in an educational context, usually at a university or similar academic institution, and may operate at school level also. EOP is a more intricate phenomenon: it works in the domain of professional purposes, e.g. those for practicing doctors, engineers or business people. One of the very prominent sub areas of EOP is business English, the teaching of which ranges from teaching general business-oriented vocabulary to the teaching of specific skills required in business, e.g. negotiation and such other aspects of interpersonal communication, including conferencing.

In the light of the modern Technology-Management nexus, this area acquires significance. The policies and programmes of almost all the nations have been structured in such a manner that the world has become a Techno-economic one and the prominence of management has not only been recognized but also been considered mandatory for the fructification of any technical endeavour starting from Research and Development, Piloting, Processing, Intermediary processes, Production or Manufacturing or Fabrication, as the case may be, and to the extent of Logistics and Quality management.

Another prominent distinction is shown between more general ESP and more specific ESP. Drawing from the ideas of George Blue¹, Dudley-Evans and St John put forward a distinction between English for general academic
purposes (EGAP) for pre-study groups, or groups which are heterogeneous as far as a discipline is concerned, and English for specific academic purposes (ESAP) in order to cater to the specific needs of a group from the same discipline. “EGAP refers to the teaching of the skills and language that are common to all disciplines; ESAP refers to the teaching of the features that distinguish one discipline from others” 2. On the same lines, a sub-classification can be effected between the teaching of general business-oriented language and skills (English for general business purposes-EGBP) and the teaching of specific skills required for business purposes like negotiation or compilation of business communications or fast-track e-mails or fax messages (English for specific business purposes-ESBP).


Tony Dudley-Evans states that the types of ESAP or ESBP are represented by profession, because of which the terms such as Medical English, English for Engineers or English for Administration came into being. Though the terms are of direct utility, they may lead to certain amount of confusion also since English for engineers may be for the students of B.Tech who posses elements of EAP or for practicing engineers in a corporate environment who are required to compile technical and semi-technical reports in English and to conduct such other technical operations on a regular basis. ESAP is often designated as content-based instruction (CBI) in the USA, which is considered distinct from ESP.¹

Content-based instruction (CBI) is "the integration of a particular content [e.g., Math, Science, Social studies] with second language aims. It refers to the concurrent teaching of academic subject matter and second language skills"². There are opposing views regarding the similarities between ESP and CBI. The researcher endeavours to present certain insights on the issue in the chapter-Dynamics of Curriculum Planning (Chapter-III).

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Another popularly used abbreviation is EST (English for Science and Technology), which had its widespread use when most EAP teaching was planned and processed for students of engineering and science. EVP (English for vocational purposes) is a well known tool came into being in the USA for teaching English for specific trades or vocations. There is a sub classification for EVP i.e. vocational English (related to language and skills required in a job) and pre-vocational English (regarding skills needed for applying for jobs and skills required for facing an interview).

2.6. Target Situation Analysis and Beyond:

The emphasis on the Needs analysis as the chief characteristic of ESP has acquired universal attention and unanimous approval. The initial needs analysis offers information regarding the target situation, the skills needed by the learners. This stage is what Chambers calls ‘target situation analysis’.

While the basic needs analysis acts as the first step for ESP, the next stage takes up the in-depth analysis, and there has been a growing emphasis on studying the factors beyond the basic needs analysis. Identifying the need for analyzing the factors beyond basic items of language learning pertaining to objectively identified needs of the learners, the academic investigations started attempting at understanding the factors beyond the fundamental, physically manifest, objective needs.

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Target situation analysis investigates the proficiency of the students and skills required to be learnt. For example, the investigations related to needs of the learners with regard to understanding lectures which happens to be an objective need falls under Target Situation Analysis. On the contrary, the study of subjectively projected needs or elements like confidence or lack of confidence of learners and their perceptions about vocabulary is designated as Learning Situation Analysis. The study that presents the weaknesses of learners or lacks is known as Present Situation Analysis. Holliday and Cooke say that the analysis of the learning situation within an academic institution or company i.e. addressing the local situations is a very significant one which is called Means Analysis¹.

Not only the skills that ESP courses shall impart but also the environments in which these courses are offered shall be properly studied in order to make the courses successful, since it is not enough for an individual to identify the needs of the learners but to properly expose the learners to language instruction for successfully fulfilling the needs which can be made possible only through domain-specific, context-relevant and hetero-balancing strategies, but not merely to run the courses with a matter of fact kind of pedagogic processing.

For Instance, when many of the students are accustomed to mimicry-memorisation as their style of learning, the problem-solving approach may be difficult for them and some students may feel alienated since the new approach seems contrary to their learning styles developed hitherto and different from their classroom expectations. This is not to discourage problem-solving approach, but to reiterate the point that the teaching-learning process would yield better results if factors that stand detrimental to the use of pragmatic approaches get eliminated, at least neutralized.

2.7. The need for an analysis of the texts:

The seminal course of action in ESP course design and materials development is a rational and an objective response to the needs analysis. The sequel to this stage is the one in which the teacher considers the texts whether written or spoken that contribute to the needs of the learners and develops teaching material that will enable learners to use the texts effectively. In the process, the teacher should be able to perform all the roles identified by Dudley Evans and St. John i.e. “Teacher, Course designer and Materials provider, Collaborator, Researcher and Evaluator”\(^1\) since the analysis of the text involves the integration of almost all the roles demanding insights that range from tacit recognitions to explorations into the cognitive behaviour of the learners.

For example, early work by Lackstrom et al (1973)\(^1\), Allen and Widdowson (1974)\(^2\), Trimble (1985)\(^3\) and Widdowson (1978)\(^4\) showed strategies to analyse scientific discourses and technical presentations which culminated in an active endeavour of materials production. Genre research extended the frontiers of these analyses conforming more directly to the expectations of the target discourse communities.

The initial endeavours in ESP genre analysis focused on ‘moves’, i.e. the way a writer constructs a text or part of a text (such as the prelude to a technical text or analytical section) utilising a series of stratagems. Masuku advocated that moves and genres happen to be elements of discourse and that the fundamental distinction between them is that moves coagulate to form genres. He says, ‘we enter the domain of grammar’ just below the stage of move\(^5\).


\(^{5}\) N.A. Masaku, “Lexicogrammatical approach to analysis of rhetorical goals in professional academic writing in the social sciences”, Diss., University of Birmingham, 1996, 117
A move may be considered ‘a meaningful unit represented in linguistic (lexicogrammatical) forms and related to the communicative purpose of the social activity in which members of the discourse community are engaged’ ¹. Skelton stated, “Move structure analysis tentatively assigns a function to a stretch of written or spoken text, identifies that function with one, or a set of, exponents which signal its presence, and seeks to establish whether or not the pattern identified is a general one, by reference to ostensibly similar texts. If the pattern can be generalized, its status is confirmed” ².

Swales presents that a writer ‘creates a research space’ in the introduction of an article with a view to establishing the originality of and necessity for the presented research (1990:141)³. This model was developed in his work calling it the ‘creating a research space’ (CARS) model.


² J Skelton, “Analysis of the structure of the original research Papers: Aid to writing original papers for publication”. British Journal of Medical Practice, (October, 1994): 456

Berkenkotter & Huckin¹ and Swales² turned away from moves to consider in a greater detail the contribution of discourse communities. The concept of discourse community emanated from the concepts of speech community and interpretative community. A speech community is the one which is constituted by actual individuals who identify that their use of language is different from others, whereas an interpretative community is the one which refers to a open conglomeration of people who share their strategies of reading texts particularly literary ones because of which social derivation of interpretation gets highlighted in this community³.

Since language is not used by individuals to address the entire world but to interact with one or a group of individuals in the general or day-to-day functioning based on the need. Such groups of individuals organized themselves into communities and such communities analyzing written communication came up as discourse community.

“Concern with the discourse community’s work is also characteristic of the teaching of business English, the current growth area in ESP. Needs analysis in business English must establish exactly how the discourse community uses language and text, and effect of culture (business or corporate culture and national culture) on the way that discourse is structured”. Charles could successfully present the way business relationship manifests and how the nature of such relationship yields a seminal effect on the structure of a business negotiation. Prominent differences between British and Finnish styles of negotiation have deftly been presented. There are some international parallels for the analysis stated above, e.g. Japanese-American negotiations. The message of these analysis reiterate the concept that materials that get produced and class room activities should have go offer an opportunity to the learner to develop the ability to work in trans-national technical environment for which role plays and such other activities that make the learner interactive in a cross cultural environment.


Likewise, Garcez’s investigations of Brazilian-American negotiation present a ‘Micro-ethnographical study’. In EOP, particularly in business English, a sizeable number of materials have been produced or put forward. St John took up a study of the materials, presenting a concise description of the chief resources. Research in genre analysis has been encouraging generation or production of textbooks applying its observations to the teaching of academic writing.

2.8 The Full Bloom:

By the 1980s, in many parts of the world a need based mechanism emerged in language pedagogy, especially in ESP. It has long seemed inconsistent that the increasing number of people studying English especially youth and professionals studying science and technology should be forced to learn their English through the study of age-old systems driven by literature and grammar presented through structural approach to a large extent since that has been, till recently, the only form of pedagogic processing. The students of science and technology may usually have three disadvantages because of the system

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(1) **Time-oriented disadvantages:** Since the material a learner studies does not have any direct relevance to the domain, the time spent would not be considered productive.

(2) **Background Knowledge-oriented disadvantages:** Since the material is not related to the primary field of study, the background knowledge of the items taught would not be there and hence, there would be knowledge gaps.

(3) **Attitude-oriented disadvantages:** There may be apathy and antipathy of teachers teaching general English and students whose basic aim is to develop technical communication.

ESP has its presence felt, particularly in the universities and in the teaching of adults outside the government run mechanism. There are courses for teacher training of ESP and professional literature about ESP has been compiled with sustained alacrity. ESP course components may be, but not necessarily confined to the language skills to be learned and taught employing any pre-ordained methodology. Even though, ESP has not confined itself to any particular methodology, communicative methodology is considered the most appropriate one for its pedagogic execution. Based on its absolute and variable features, one can understand that certain claims underlie the philosophy of ESP.
1. Optimum utilization of time since the teaching-learning process is based on Needs analysis.
2. Learners consider that the teaching is of direct relevance to their needs.
3. ESP is a very successful approach in imparting learning.
4. ESP is more cost-effective than General English

It is the serious concern of the teachers and researchers to study to what extent the claim have been successful in third world countries. The following picture illustrates the stages of ESP process.

![ESP Process Diagram]

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Akin to any other strategy or approach, the circumstances and the environment in which it is taught influence the success or failure of ESP. It can wield success when teachers are offered intensive training, when teaching materials developed for the purpose are available to the teachers and when it is understood that a considerable amount of time shall be devoted and a noteworthy initial investment of money is required for achieving cost-effectiveness.

ESP is a development well within the socio-academic developments of language teaching and shall be perceived in relation to three influential trends in language teaching.

(i) **Learner-centred approach to imparting learning.**

(ii) **Growing influence of English as an International language.**

(iii) **Dynamic changes in the principles of syllabus design.**

(i) **Learner-Centred Approach:**

There is a remarkable change in the perspective as far as imparting learning is concerned. All over the world, there has been shift towards learner centred teaching mechanism with teacher being a facilitator. The focus has gone to such an extent that a teacher-centred outlook has not been encouraged rather denounced whether a learner-centred approach is fully operational or not. The preference for a learner-centred system has resulted in the concept of needs-analysis and the related aspects.
(ii) **English being the Lingua franca:**

The phenomenal growth in the extent and scope of English language contributed itself in a great way to widening the ESP base. Current estimates of the number of users of English at some level of competence or the other for various purposes go beyond 750 million, and more importantly nearly half of them are native speakers of English. There has been an appreciable increase in the number of users within in a short span.

In its march on to acquiring global status, certain prominent changes have taken place in the position of English in the area of education. In particular, the role of the language in the national policies on education have become increasingly less British in culture and especially less fettered to British literature and more an academic tool utilising which the citizen can open the horizons of modern knowledge, in particular the physical and natural sciences, technology, the media, trade and commerce. As a result of the shift towards techno-economic aims, a shift also from literature to language has come to the fore in the teaching of English which gave rise to many changes in methods, materials and teacher training. ESP is able to attain certain measure of success today because of the status that English language is enjoying.
(iii). **Dynamic changes in syllabus design:**

Changes in the design of academic courses and the principles underlying the syllabus design with suitable methodology have their contribution to make. The principles of syllabus design were linguistic and structural in approach and the syllabus was a set of structures of English. Subsequently there was a development in the American tradition in the form of structuralist linguistics the extension of which had a mark in teaching foreign languages, particularly in the Michigan materials for EFL. The said teaching materials were not sets of structures in English but were the outcome of the application of descriptive linguistics to English. Both the kinds were 'linguistic' syllabi, but in the British perception of 'linguistic' is a conglomeration of language items and with regard to the American system, it can be understood that the term 'linguistic' meant 'derived from theoretical linguistics'. As has been presented, when linguistic syllabi had come into vogue almost universally, there was an emphasis on vocabulary with a focus on frequency.

The situational principles had their entry at this point. Syllabi started incorporating the use of situations, initially in order to act as an aid to learning the vocabulary through the development of theme-based sets of vocabulary items, after which as a contribution to authenticity. Situations were understood to be of immense contribution in developing different methodologies, by rousing interest in and creating variety in the teaching. The concept of notions and functions has been a noteworthy addition to the existing principles of syllabus design, and these principles demonstrated an association, though not always, with a communicative methodology. ESP has
evolved itself in such a conceptual environment. For designing an ESP course, any of the principles i.e. linguistic, situational, notional and functional can be made use of, and the planners and practitioners can administer any of the methods from the spectrum of teaching methods, including communicative language teaching.

2.9. **English for Science Technology:**

When learners use the language for attending to scientific and technological operations, it can be called EST. The significance of the area i.e. the way in which it is different from others, and possible challenges for the teacher and for the learner can be understood through three elements.

1. The linguistic phenomena for developing scientific texts
2. Technical Vocabulary
3. The rhetoric and discourse

It is to be understood that Scientific English uses the same tenses, clause structures like any other form of presentation but it has its own syntactic behaviour. For example long nominal groups, use of the passive as a very frequent tool, very common use of subordinate clauses, precision in the use of items like if, although, unless, whenever, etc. The teachers can easily understand the strategy when once they are exposed to it. Teaching vocabulary is a common feature of EST, though it may be somewhat difficult to the teachers without training and exposure to technical vocabulary. The following examples illustrate the phenomena related to scientific rhetoric and discourse.
1 Quantifying the data: Kilometres per hour, output per work station; produce per acre; Input-output ratio etc.

2 The awareness related to the use of precise statement and the concept in which precision matters less.

* e.g. Put the machine to the maximum use in all the three shifts and ensure that the input-output ratio is 1:1.25 in favour of output. (Precision italicized)

3 The hierarchy and appropriacy of scientific vocabulary in its theoretical and practical levels.

  * e.g. Even though the following words mean nearly the same they should not be applied in the same manner. Combine, coagulate, associate, coalesce, conjoin, conjugate, connect, couple, fuse, join, link, unify, ally, chain, compound and hook.

  The features of 'scientific English' are sometimes difficult for non-technical individuals to grasp till such people take up learning and teaching of EST. Even though ESP and EST courses cover a very wide range of topics and strategies they turn out to be study skills courses at the beginning stages. The courses involve language items like essay writing, report-writing, note-taking, executive summary, epitomisation, referencing, preparing an index etc. Taking up such activities with scientific English makes one acquire an insight into ESP. Recognising the concept, the researcher introduced such items in the model exercises in this thesis (Chapter VI).
2.10. Challenges for ESP

The process of introducing ESP courses replacing the traditional general English courses throws certain challenges to all the concerned.

(i) challenges for learners & teachers

(ii) challenges of methodology and materials

(iii) challenges in assessment and testing

The following observation presents a micro-cosmic view of the challenges leading on to the panorama of successful processing of ESP courses.

“In order to make a success of ESP, the teachers have to view ESP as a normal, acceptable challenge; they have to understand as fully as possible the nature of the language teaching and learning process; they have to be able to observe and recognize the learner's progress and to diagnose his problems; they have to be familiar with the widest possible range of alternative teaching techniques; they have to know which response to select at any particular time in order to meet the particular learning requirements of a given student. Above all, they have to possess an informed optimism and to know that success is possible: teachers need to exercise professionalism based on training and experience”.

2.11. The facets of ESP:

The two influential facets of ESP happen to be academic and job-oriented. Sometimes both the things happen. There is a need for further classification between

1. Those who possess subject knowledge in their own language or those who are already employed but can use only their own language.
2. Those who learn English as a component of their study or concurrently with their academic studies or a part of their professional training.

Different kinds of materials are to be prepared for different sets of students.

2.12. Expectations of the Learners:

The learner possesses at least three kinds of expectations: 1 Socio-cultural background leading to academic expectations
2 Personal- Individual expectations and perceptions about the courses.
3 Professional/ occupational expectations- These are overtly expressed in the needs analysis stage.

The teacher should perform in such a manner that all the expectations are properly fulfilled for the learner.
2.13. The Pedagogic Practitioner:

General English teacher who places himself/herself in an ESP situation becomes an ESP teacher. With the growing number of Engineering colleges and since the pay packages for teachers in such colleges happen to be better than those at Arts and Science colleges, many English teachers are showing their preference to join the Engineering colleges in Andhra Pradesh. The experience of teaching the courses which involve concepts, vocabulary and illustrations that are not familiar is often a disturbing experience for some teachers. Even though it happens to be a shock for some, it would be a thrilling experience when the teacher recognizes that his/her teaching is of direct relevance to the learners.

Two areas in particular can cause real difficulties for teachers unaccustomed to ESP. The greatest difficulty for a teacher is the attitudinal problems especially in academic institutions. The toughest of the problems faced by ESP teachers is not caused by students, but by some Technical teachers who claim that the courses in the language are of little or no avail and thereby vitiate the atmosphere. Falling prey to such non-standard lines of thinking of some technical teachers, some learners also get de-motivated. Peculiarly those semi-intellectual technical teachers do not recognize their own sparse methods of using English since insightful teachers do not denounce any area of learning. Thanks to globalization which brought technological revolution in its train, much of such misleading propaganda has come down considerably.
Another problem that teachers face is conceptual missing links or gaps in learner’s knowledge of the specialist area and the teacher is also not proficient in the area. On studying the ESP environments, one can put forward the following solutions to the problems.

1 Insightful familiarity with the ESP instructional materials:
   Even though every teacher of every subject teaching in any environment using any method whatsoever makes an attempt to familiarize himself/herself with the course materials. But in this instance the familiarity shall go up to learning the intention of each text and exercise.

2 Being thorough with the Language of science & Technology:
   The way scientific texts are processed, linguistic systems- the orthography, syntax, semantics, stylistics and pragmatics of the scientific text and all other discourse items are to be known to the teacher.

3 Learn the needs from the stakeholders:
   Conduct of the needs-analyses, designing the need-oriented syllabus, producing relevant materials, professionally administering tests as per the prescribed timeline and learning from the students how best the course is running in fulfilling their needs have to be done with integrity. ESP teacher should have team spirit through enlisting the support of the fellow teachers and subject experts. In order to become an effective ESP teacher one requires focused training, assiduous endeavours, and commitment. As has been
presented earlier, the ESP teacher is not just a teacher but also a researcher, collaborator, curriculum planner, materials producer: all welded into one.

2.14. The Processing- Methodology and Materials:

One of the important challenges is the little availability of suitable ESP materials particularly in third world countries like India. one of the reasons for this phenomenon is that the area of ESP is a modern development compared with General English; but it also represents the on-the-job-insight of the teachers and curriculum planners that the requirements and expectations of ESP learners are dynamic and are changing with the techno-economic changes reflected all over the world, because of which the learners expect newer materials with contemporary or current development-oriented illustrations. At least a re-orientation of the existing materials has to be done for utilization in an ESP environment.

ESP course can be run utilizing any method and by making use of any kind of materials appropriate to its purpose. There may not be any specific stipulation for the kinds of pedagogic techniques that it has to administer. Moreover if the situation so demands, the teacher may not employ any of the documented or existing methods. The courses need not involve the traditional teaching items like Direct-indirect speech or subjunctive as a matter of rule but can introduce such items through suitable activities based on the expected exit behaviour of the learners.
In spite of the above, if we endeavour to consider the underlying principles of methodological framework of ESP, it can be understood that such models very much stand akin to the processes of language in any other form utilizing any utilitarian approach to language teaching. The following points exemplify the mechanism.

(i) Constructing the required model of language

(ii) Creating conducive environment to learn

(iii) Mechanics of managing the Teaching-learning process.

(iv) Making the courses performance-oriented

(i) **Constructing the required model of language:**

Since ESP learners require language for their direct application in the professional domain, the teaching-learning process utilizing the materials shall be designed specifically for the purpose. Specific purpose-oriented outcomes do not emerge from generic inputs and hence, input should be something that leads on to making the learners acquire specific purpose-oriented skills.

(ii) **Creating conducive environment to learn:**

Since motivation of the learners is the key to the success of any academic programme, sustaining the levels of motivation becomes an influential element all through the course especially in an academic institution. The learner motivation in job-oriented ESP courses differs from that of academic courses for which there are many reasons in addition to professional factors like age, background knowledge, style& level of the materials, philosophy& processing of the course etc.
Teachers should consider it a responsibility to encourage, empathise, persuade and counsel the students to assimilate the concepts and apply the knowledge in real life situations.

(iii) **Mechanics of managing the Teaching-learning process:**

It is the act rather academic management which involves the teacher’s role not only as facilitator but also as the mentor. The teacher’s role in ESP in addition to being mere academic proves to be managerial since he/she has to be aware of the levels of learning and thereby should be able plan, coordinate and execute remarkable or subtle changes (as per the requirement) in methodology and materials. This phenomenon may be common to other forms of teaching English but it is a mandatory process in ESP since the courses are specific purpose courses the knowledge acquired through which is expected to be applied almost immediately in real life situations involving various technical and semi-technical operations.

(iv) **Making the courses performance-oriented:**

There would not be any merit in running a course in ESP with a theoretical perspective through making learners listen on reading, read about speaking, discuss the concepts of writing and learning just the labels like cogency, coherence, unity of thought and expression etc. Hence, the courses should encourage as many activities as possible in a given period of time. The materials should be authentic to a large extent with practical examples. At this juncture, the word Authentic acquires special significance.
The following are some of the features of the authentic materials.

(i) Conceptually suitability i.e., Considered suitable for the purpose and on the other hand not denounced as below the mark by the experts.

(ii) Interaction-oriented i.e., Offering opportunities for the learners to develop interaction which contributes to overall communicative ability.

(iii) Solving problems through practical exercises i.e., Pragmatic.

ESP courses are expected to incorporate integration of skills like Quick preparation of comparative statements while reading a techno-managerial report, preparation of interim statements while listening to strategic analyses etc. Hence, authentic materials are very much needed for these courses.

2.15. Patterns of Evaluation:

“The field of ESP testing has been seen as a separate and distinctive part of a more general movement of English language testing, focusing on measuring specific uses of English language among identified groups of people, such as doctors, nurses, lawyers, civil engineers, tour guides, air traffic controllers, and others”¹

Evaluation in ESP is perceived from the broader perspective since it does conform to a large extent to the procedures of language testing in the general English courses. But, the items of testing in ESP encompass those aspects also that fall under the specific domain-oriented skills but many a time ESP tests are “contrived language use events and even the most cleverly contrived test tasks limit to some degree the generalisability of our interpretations concerning the test takers’ specific purpose language abilities.”¹. Hence, the mechanism of assessment shall be authentic, dependable and shall be a phenomenon that can act as a fillip to learning by making the learner develop an insight into his/her potential and ability to respond to a given situation through the authentic language use. The researcher understands that the mechanism encourages one to elevate one’s primary understanding into fruitful learning outcomes through consolidation, reinforcement and assimilation.

2.16. Conclusion:

Since ESP is one of the most dynamic approaches in the language teaching, considerable amount of research is being undertaken. The researcher humbly submits that this chapter stands as a brief account of some of the lines of thinking contributing to the field.