7.1 A characteristic of the language teaching profession is its enormous diversity and variability. ELT appears to be in the midst of a revolution caused by some recent and not-so-recent developments in the field. These developments have mainly been triggered by the changing social needs and new achievements in the related fields of intellectual enquiry contributing to linguistic work. The present study seeks to explore the major and rapidly growing branch of ELT usually referred to as ESP. We have examined major issues that are recurrent and critical to any discussion of the foundations of ESP. To return to the issues in an inferential summing up we need first to return to the question of what constitutes language teaching in general and ESP in particular. The general aim of language teaching is to create among the learners a capacity to communicate in a second or foreign language. Our particular proposals succeed in capturing the essence of the process of communication by exploiting it in the form of appropriate materials, methods and language teaching organization. The higher the level of abstraction the more diverse the practical inferences that can be drawn from it. Viewed in this light, language teaching contains three major interacting components: linguistic, pedagogical and organizational.

7.2 The linguistic component is intimately allied with the pedagogical component. The two together
supply the attitudes, the facts, the theories, the techniques and the methods by which professional, activities are by and large guided. The term 'linguistic' here means both 'of language' and 'of linguistics'. In other words, the teacher, who delivers the goods and offers himself as a suitable model to be emulated and copied by the learners in their own efforts, includes the specialists behind the scene and beyond the classroom, those who support the teacher from a distance by writing textbooks, preparing courses and scripts and providing a knowledge of and a guide to performance in the language concerned. This component also presupposes a comprehensive description of the appropriate variety of language and its function in society. Besides a command of the language under instruction the language teacher draws upon his study of the pedagogical theory and of the psychology and sociology of education. The third, i.e., the organizational component of language teaching binds together the first two by supplying a framework of organization in consistence with the policy and needs and purposes of a society as a whole. It is essentially the area of methodics where linguistics and educational method meet in the preparation of syllabuses, courses and materials and in the formation of effective techniques of presentation to be employed at each point. Systematic instruction results from a proper matching of these three components and all
the three can be supported, though in different ways, by an intelligent application of modern linguistic insights and techniques.

7.3 A reorientation of language teaching to the ever-increasing demands made upon the language corresponds to the practical and purpose-specific learning situations. Linked with the changing social needs is the emergence of purpose-oriented forms of language which depend largely on a specialist subject matter. ESP has been seen to emerge out of urgent social and economic needs less generalised in nature and more related to learners' needs and purposes in education, vocation and society. It is indisputable that ESP has emerged to cater to specific purposes but we have argued that it is well within the tradition of ELT with a renewed emphasis on purpose and as a consequence on corresponding methodology too. ESP courses are suitable both for the native and foreign learner. A normal human being provided with sufficient exposure to a language will acquire a grammatical system and a substantial lexicon. The range of exposure will usually be such as to produce a certain variability within its grammar and lexicon. The dimensions of the variability of language have now been well charted for us by the sociolinguists and stylisticians. All speakers display features of variability but no one speaker knows all the variants that occur. The variants we know depend
on which we have encountered in our experience of the language. It is, therefore, the nature of experience that determines the nature of competence. In planning ESP teaching we can not avoid recognising that some language activities have greater relevance and therefore; higher priority for the learner. It must be our task to choose the content appropriate to the purpose so that the product is a competence that is relevant to the learner.

7.4 In a process of speedy growth ESP has come to be identified with several distinct approaches and methodologies. Theoretically it has been seen to emerge out of the concept of language variety known as 'register'. We have argued that amidst a host of conflicting issues registral framework is not very useful for ESP course design. Aided by sociolinguistic research and developments in the allied fields ESP has moved away from the barriers of registral approach and embraced notional, functional and communicative ideas. The teaching of structure was condemned and many of the practitioners of notional/functional ideas claimed that structures should not be taught, something rather less tangible, usually 'functions' should be taught. We have argued that acquisition of a grammatical system of a language remains a most important element in language teaching. Grammar is a means through which linguistic creativity
is ultimately achieved and an inadequate knowledge of the grammatical system would lead to a serious limitation on the capacity for communication. There is a need to emphasize the relationship between grammatical and communicative elements, a reconciliation of form and use in the classroom. Communication is a highly complex phenomenon and for the development of a communicative potential formal aspects are needed by any learner of a language. Whatever the complexity of the communication some linguistic elements will be more important than others. The totality of communication through language embraces primarily a formal/functional correlation.

7.5 A communicative methodology can at best be seen as providing a functional and situational appropriacy to the use of the system. Thus materials which provide for a mutually reinforcing relationship between form and function offer the best stimulus to the emergence of implicit communicative competence. Similarly a syllabus based upon structural sequencing punctuated and elaborated by functions serves our purpose better. The basic objective of ESP is to produce in the learners the ability to create and to construct utterances (spoken and written) which have desired social, professional or educational value or purpose. This means deciding what information is to be conveyed or what communicative act is to be performed, by selecting a syntactically, lexically and phonologically appropriate form and uttering it spontaneously and fluently. The ability to perform is thus a matter
of accurate selection from the repertoire of language possessed by the individual at that stage (lexical, syntactic rules). It demands a practice in deploying the resources in meeting the demands of varied and complex communicative tasks. With regard to specialist areas special procedures of selection and presentation have to be evolved.

7.6 Specialist uses of language manifest certain features which are specific to them and are particularly employed to encode the conceptual framework of a specialist area. Language varies in relation to the different purposes to which it is put and this kind of variation is not always a product of formal features alone. Both formal and rhetorical features go into the making of the specialist use of language. A sentence is ordinarily an exemplification of the language system but we do not communicate by composing correct or acceptable sentences, we use sentences to make appropriate utterances. An utterance is characterised by a communicative value in a certain context. Special uses are, therefore, the communicative functions of language in given areas. An examination of the context would reveal how a language system has been utilised to perform communicative acts and how sentences with their formal and rhetorical features have been combined to form communicative units. Once
we are confronted with the problem of teaching English for Special or Specific purposes we are immediately involved with the features of specialist communication. An awareness, of how English is used to express the concepts and procedures which define specified areas as disciplines and how communicative effects are achieved in specialist discourse, is central to ESP.

7.7 The functional/communicative orientation in language teaching can be seen as deriving principally from the distinction originally drawn by Austin, between the locutionary and the illocutionary aspects of speech acts. From this, via, for example, Widdowson's use and usage contrast, we have seen a correlation between the meaning of a sentence and the use to which it is put socially, in other words the act it performs. We know that there exist in language ways of performing these acts. To know a language is, therefore, to know these acts of performing. Similarly in specialist areas we need to identify the acts that are generally performed and teach people how to perform them. When we say that there are ways of performing illocutionary acts we mean that an utterance containing a certain form will be normally interpreted as performing a specific acts. We have to take into consideration all such significant devices, syntactic and lexical structures, formulaic and graphic codes,
idiomatic and proverbial phrases etc., which have become continually associated with given illocutionary forces. We can neither deny the existence of such devices nor the need for a competent ESP learner to have mastered them. Selection and grading of these devices can be pursued with a view to the criteria of relevance as applicable to the specified group or groups of learners. A detailed needs analysis and diagnostic testing serials can be of much help in this direction. We can base a language teaching programme on the resulting analyses and thereby ensure the relevance of what is learned.

7.8 Successful performance of a communicative act largely depends on the meaning expressing system of the language to which, besides syntax, lexicon offers a substantial support. We have argued that lexis is not a mere appendage of grammar it is a sub-system in its own right, contributing to the operation of the total system of linguistic communication. Essential to all facets of ELT vocabulary studies assume special significance in ESP as a frame of reference accompanying professional activity. Special subject matter, crucial to the very identity of ESP, depends largely on a special vocabulary. Items of a lexicon are living units charged with a communicative import in given contexts. Statistical observations based on the frequency of occurrence are often mis-directed. It has been calculated (Richards, 1974) that 80% of any given
text is drawn from the 2000 'most common words' (based on West's list). The remaining 20% is drawn from the remaining countless thousands generally called low frequency words, i.e., least likely to be known, and it is these that play a key role in the uniqueness of one message from another. Lexical items have, therefore, to be treated not as countable entities but as linguistic devices carrying communicative force. What is communicated in any one instance is the product of relationship between the meaning normally carried by a lexical form and the pragmatic features which are perceived to be relevant by the participants.

7.9 Foreign language teaching is such an enormous task that only a very small percentage of those who undertake it reach anything near the native-like ability. In the context of ESP success presumably means something like having developed the ability to perform adequately the communicative tasks—productive or receptive—in speech or writing, for which language is needed. It follows from this that there will be as many different manifestations of success as there are different needs. Most of the ESP learners with varying levels of proficiency, it is seen, are confronted with different obstacles even in the preparatory phase. These obstacles have to be examined and looked after. A consolidation of the knowledge of the system of English as enshrined in its syntactic and lexical
structures would provide greater motivation in the preparatory phase. A great deal of language teaching is to be seen as a means of preparing the learner for subsequent language learning. Acquisition of a specialist lexicon is the next important obstacle in appreciating or expressing some new kind or degree of conceptual complexity. Communication skills are aided at each stage by a proficient lexicon.

7.10 Learning presupposes teaching. Self-study is another alternative. Simplification is both a characteristic of good teaching and of natural acquisition. The advantage of improved motivation carries considerable weight in teaching. This study has proposed a model of generative vocabulary by establishing a link between theory and classroom needs. The model aims at providing particularly useful shortcuts to vocabulary development by the application of the procedures of word-analysis and word-formation. It negates the role of rote learning and offers opportunities for pleasurable practice. Motivation is better maintained in a learner who is able to appreciate or discover successfully in ways and topics he chose himself. Another attraction is that the learner would be able to work in his own way at his own place and thus exercise control over his learning. We have shown that the model is adaptable to the varying
facets of vocabulary, ranging from the general to the specialist.

7.11 ESP demands a special focus on the lexicon of a specialist area as linguistic differences between subject/job specialisms are manifestly centred around it. Specialist vocabularies characterising specialist discourse exist and it is essential for an ESP learner to acquire them systematically. In this study we have attempted to present the specialist vocabulary of Medicine which is the accepted international terminology of the discipline. In consistence with the principle of 'use' as a guide to the understanding of the lexical items we have treated lexical items of the medical discourse as occurring in characteristic networks of meaning and contributing to the overall patterns of communication in the specialist discourse. Medical vocabulary in different aspects of its use has been selected and presented in the form of pedagogic inventories which could be enlarged as per requirement. The lists are in no way exhaustive but included to serve as illustrations. Selection being inevitable is guided by needs and distributed in terms of topics, sub-disciplines and activities. Empirical research in language learning has disclosed that learning proceeds by processes of 'fusion' and 'fission created out on memorized 'prefabrications'. Exploring
this possibility we have proposed that the enormous bulk of the medical lexicon can be handled by generative procedures which are based on the principle that (a) known parts of a lexicon should be systematized and (b) unknown parts should be memorized or taught or learned. Comparing these memorized prefabs with each other and combining them with new forms that the learner comes across motivates learning and maximises the propensity and skill of the learner at inferring from the context. The proposal aims at providing a viable system for the handling of vocabulary. There is both empirical and theoretical support for this proposal.