PREFACE

Language teaching is both a theoretical and practical occupation. Until recently the greatest effort in teaching English to speakers of other languages has been concentrated on English as a general educational subject taught within the framework of a school or post-school system. The importance of this kind of English teaching cannot be underestimated but at the same time the profession has to be responsive to a greatly increased range of needs and purposes which a knowledge of English is increasingly required to meet. In recent years numerous factors have contributed to a great upsurge of interest in the teaching of English to an enlarged scale of users the world over. There now exists in addition to conventional English teaching a large and growing demand for English courses to be provided specifically for the needs of a particular subject, profession or occupation. Worldwide consumption of English for manifold interests and needs of human communication and endeavour necessitates a focus on the nature of the language to be presented to meet new demands. More information on the language and the ways in which it is used reveals rich patterns of variety in speech and writing. The present study seeks to categorise the major and rapidly growing branch of English Language Teaching (ELT) popularly known as ESP (English for Specific Purposes), and examine its relevance to purpose-oriented varieties in designated areas of study, profession or vocation. As an
instance of purpose-specific variety we propose to deal with Medical English as characterised by a specialist vocabulary.

ESP clients are generally identified by their subject areas. The importance given to subject matter, a key point of difference between ESP and other forms of language teaching, is crucial both in itself and as a motivating factor for students. It implies that language use manifests variation from subject area to subject area and that variation is discernible with reference to a range of devices, e.g., linguistic forms, language functions, linguistic activities etc. In planning ESP teaching we have to recognise that certain factors have greater relevance and higher priority for the learners. One of the aims of ESP is to enable learners to interpret and produce discourse typical of their specific area. Vocabulary appears to be a major feature distinguishing subject areas as semantic relations between items vary with the conceptual space of the subject area; thus the relation between 'invasion' and 'attack' in a medical text is not the same as in everyday use. Semantics of an utterance are largely supported by lexical forms which leads us to draw accurate inferences as to some one's intentions. Pragmatic features, as relevant to the participants, are perceived on the basis of a shared knowledge of a lexicon which should not only be substantial but considerably precise.
The treatment of vocabulary in ESP materials has so far been guided by the 'registral' or 'structural' orientation and at the most within the Chomskyan premises strictly confined to the 'sentence'. Certainly it is not to be desired that any one theory, any one approach or any one system be universally prescribed. It may be hoped that a sharing of divergent points of view and the accumulation of insights from varying methods and techniques will provide a framework within which pedagogical models can be produced. A study of lexis as part of the total communicative structure of a language of specialism can profitably improve the quantitative, statistical approach. What the ESP learners have to learn is the connection between language and context as evidenced by lexical forms. On this basis we propose that it is possible to isolate the language of subject specialisms as manifested by certain rhetorical features and patterns of discourse which are vitally linked with specialist vocabularies, and that vocabulary is not an appendage subservient to the mechanics of grammar but a level of linguistic analysis, a sub-system contributing to the overall patterns of meaning. The model of Generative Vocabulary as envisaged in this study is an attempt in this direction.

This study addresses itself to some of the major issues in ESP. The work is divided into six chapters followed by an inferential summing up as chapter VII. The first three chapters forming a unit
by themselves are devoted to a review of the main theoretical lines of emphasis in the field of ESP and the remaining three chapters deal with the status of vocabulary and vocabulary teaching for both general and specific purposes. Considered as a key issue, a model of vocabulary teaching has been proposed with special reference to the vocabulary of medical sciences. A prominent feature of this study is an attempt to establish a link between theory and practice, a meaningful compromise between the 'academic' and the 'practical' type of activity by adopting a multi-disciplinary approach to language based problems. References to the specialist discourse as available in standard texts especially medical textbooks, journals, case conferences, case histories and doctor patient discourse etc., are supported by consultations with the subject specialists, and definitions of the lexical items of specialist use adapted and simplified from standard medical dictionaries. No branch of a living subject stands still, more so in an age of increasing specialisation. An attempt is made to recognise and cover briefly the representative areas and developments. Selection is inevitable and howsoever careful or planned it might be, the subject specialist may still find it scanty in bulk and distorted in emphasis. The material has been arranged into chapters and sections with the focal topic indicated but as many topics interrelate they naturally recur in other contexts as well. Strict compartmentalisation in the organisation of material as also in the listing of
lexical items has proved to be impossible and extensive cross reference has been reported to.

Part of this study owes its origin to my association with Kufa College of Medicine, Kufa, Iraq, during 1980-82. As the sole member comprising the department of English and entrusted with the task of giving a special course to the students of M.B.Ch.B. (I Year) with no syllabus and materials of any kind available I planned some lessons in medical terminology in response to the students' high priority concern as revealed by a questionnaire and numerous personal consultations. Provided with the facility of expert consultation with an eminent body of specialists on the faculty, to whom I record my deep obligation, the course was warmly received by the students and appreciated by the specialists. To make a few exceptions to the anonymity of my acknowledgements I record my gratitude to Dr. D.D. Suleiman, F.R.C.S., Dean, Kufa College of Medicine, Dr. Tomas Blazek, Ph.D. (Medicine) from Prince Charles University, Prague, Czechoslovakia, and Dr. Pratibha Gupta, M.D., Deptt. of Physiology, from University College of Medical Sciences, University of Delhi, India.

The final motivation for a systematic study of Medical English within the framework of ESP came from my esteemed teacher Prof. Munir Ahmed, Department of English, A.M. U. Aligarh, on whose wise counsel I continue to draw. I am especially indebted to my
teachers Prof. A.A. Ansari, and Prof. M. Hasan, the former and the present Chairman respectively, of the Department of English, A.M.U. Aligarh, for the generosity with which they extended permission for the pursuit of this study and for the use of the resources in the department. To Prof. R.N. Srivastava, Chairman, Department of Linguistics, University of Delhi, I owe the stimulus of direction in discourse analysis and communicative methodology in the study of language, both in teaching and research. What I owe to Mr. S.M. Rizwan Husain, M.Litt. (Edinburgh), the supervisor of this project, calls for special mention. To him I owe the main directions of my work from the most general issues down to the contribution of examples and practical advice on the setting-out of the material. I record my gratitude for his generously given attention to every aspect of this study, for his patient and stimulating criticism and for his brilliant suggestions. I am also indebted to Mr. S.G. Hashmi, Vice-Principal Incharge, Zakir Husain College (Evening), University of Delhi, whose help and encouragement has been an abiding source of inspiration throughout.

I am conscious of the debt owed to my predecessors and contemporaries in the field of language teaching. I must record my deep obligation to the eminent authors and researchers whose works have been consulted and used both directly and indirectly. Citations from authoritative sources reflect the debt I owe to them and convey a message of special thanks. To all those, my colleagues and students, the staff of the different libraries,
especially The British Council Library, Delhi, and the faculty and students of the medical colleges that I visited, I offer my sincere thanks. I hope I have made proper use of the resources, suggestions and advice where I have not, and for the errors and imperfections that nevertheless remain I am, of course, wholly responsible.

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