CHAPTER - 2

Literature Review
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LITERATURE REVIEW

2.1 INTRODUCTION

Literature Review is a very important part of research and is also of great benefit. The advantage of conducting literature research is to have knowledge of the work being done on a particular topic giving rise to new evolving ideas for research study. Literature review will provide a theoretical framework of proposed research topic and throw light on different aspects of ESP.

2.2 ORIGINS OF ESP

ESP was not a comprehensive or programmed movement but rather a phenomenon that grew out of a number of converging trends. There are three main reasons jointly responsible for the emergence of ESP. They are listed as:

2.2.1 The demand of a Brave New World:

Hutchinson and Waters (1987) noted that two key historical periods blew life into ESP. First, the end of the Second World War brought with it:

...age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post war, the role (of international language) fell to English (Hutchinson & Waters, 1987, p.6).

Second, the oil crisis of early 1970’s resulted in western money and knowledge flowing into the oil rich countries. The language of this
knowledge was none other than English. These developments put forward a demand on the language teaching professional to provide people with required goods. English teaching became:

Subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

2.2.2 A Revolution in Linguistics:

The second striking cause behind the origin of ESP is the revolution in linguistics. The aim of traditional linguistics was to describe the rules of English language usage, i.e. grammar. But in the new studies there is a shift and the main focus is on inventing new ideas through which language can be used in real communication (Widdowson, 1978). Hutchinson and Waters (1987) highlighted another remarkable finding that spoken and written English vary and also differ in numerous ways from context to context. His idea was taken a step forward that is if language in different context varies there is need to set up a proper medium to deliver language which is required to fulfill the demands of the learner facing a specific situation. Hence in the early 1970s there were several attempts to describe English for science and Technology (EST). Hutchinson and Waters identify Ewer and Lattore, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

2.2.3 Focus of the Learner:

The final reason Hutchinson and Waters (1987) mentioned for the emergence of ESP is educational psychology. It points out that it is not only the techniques of language instructions which are important, but learner’s needs and motivation are also significant. While learning, learners engage their own strategy, use various talents and artistry, enter
with different schemata and become motivated by different target situations. Here learners become the centre of importance, whose demands and requirement need to be taken care of by the language teachers.

While the needs and problems of learners were beginning to be recognized, developments were taking place in other fields which tend to be influential in filling the gap left by ELT, EFL and ESL courses.

i. First remarkable development was the shift towards the emphasis on learners as a main factor in course design. The idea elaborates that in ESP programmes learner and his needs is the only factor in determining the course content.

ii. Second development that widely influenced ESP curriculum was the view that language is not just a set of grammatical structures, but also a set of functions. (Kennedy and Bolitho, 1984)

This view is actually behavioral and it means we use language to exchange our views, to get things done, to express one self, to master things etc.

2.3 DEFINITION OF ESP

As time moved on, ESP has also undergone various developments and its definition came up in different moulds and forms in literature.

Since its inception various language experts and linguists defined it according to their own findings and outlook on language teaching for specific purposes.

Hutchinson and Waters (1987) said ESP like any other form of language teaching is mainly concerned with learning. It focuses on the question of
what people learn rather than the question of how they learn. It can be
briefed that ESP is language centred in approach. Hutchinson and Waters
(1987) further mentioned that:

ESP must be seen as an ‘approach’ not a ‘product’. ESP is
not a particular kind or methodology, nor does it consist of a
particular type of teaching material (Hutchinson and Waters,
1987, p.19).

Hutchinson and Waters (1987) also remarked:

ESP is an approach to language teaching in which all
decisions as to content and method are based on learner’s
reason for learning (Hutchinson and Waters, 1987, p.19)

ESP teaching involves a particular purpose for learning. This purpose is
related to the specific situation in which the learner will use his
Knowledge of language when the course ends.

Strevens’ (1988) definition of ESP makes a distinction between four
absolute characteristics and two variable characteristics.

I. The absolute characteristics are that ESP consists of English
Language Teaching which is:

i. Designed to meet specific needs of learner.

ii. Related in content (that is in its themes and topics, particular
disciplines, occupation and activities;

iii. Centred on language for activities in syntax, lexis, discourse,
semantics and so on, and analysis of the discourse.

iv. In contrast with general English.

II. The variable characteristics are that ESP:
i. May be restricted only to learning skills to be learned. (eg. reading only)

ii. May not be taught according to any pre-ordained methodology. (Strevens, 1988, pp. 1-2)

Robinson (1991) is of the view that while defining ESP the needs and demands of learners are the important factor. Robinson’s definition of ESP is based on two defining strategies which is common to ESP. These strategies are that, ESP is generally goal directed and ESP courses are based on need analysis, which tries to point out what actually the learner will do after learning the language. He also stressed the fact that ESP course is generally time constraint and is taught to adult learners of same group in terms of target situation.

Dudley-Evans and St. John (1998) modified Strevens’ definition of ESP and formed their own. The revised definition offered by Dudley-Evans and St. John at a conference held in Japan in the year 1997, is as follows:

Absolute characteristics:

i. ESP is defined to meet specific needs of learner.

ii. ESP makes use of the underlying methodology and activities of the discipline it serves.

iii. ESP is centred on language (grammar, lexis, register), skills, discourse and genres appropriate to these activities’ variable characteristics

iv. ESP may be related to or designed for specific disciplines;

v. ESP may be used in specific teaching situations, a different methodology from that of General English.
vi. ESP is likely to be designed for adult learners, either at a tertiary institution or in a professional work situation. It could however be for learners at secondary school level;

vii. ESP is generally designed for intermediate or advanced students;

viii. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners, (Dudley-Evans and St. John, 1998, pp. 4-5).

Keith Harding (2007) in his book English for Specific Purposes explained:

ESP teaches the language for getting things done (Keith Harding, 2007, p.8).

ESP teaches the language a learner requires to reach particular goals.

Singh (2008) defined the form of ESP teaching as,

ESP does include all English classes which attempt to prepare the learner to use the particular portion of English language necessary to carry out a specific task (Singh, 2008, p.82).

From the above definitions it can be concluded that ESP is basically a learner centred approach. It stretches over a limited time period, and aims to teach English with specific content which enables the learners to communicate in a target situation.

2.4 DEVELOPMENT IN ESP

ESP is a goal directed and learner centred movement. Though it is essentially affected by the developments in applied linguistics and ELT,
but as a new, happening movement within ELT, it also considerably affects ELT. The actual blooming of ESP movement began in 1950s and 1960s with the change in world economy. It was approximately in the mid of 1960s that various movements merged together demanding the establishment of ESP as a discipline. ESP was given its initial impetus by work in the area of register analysis which looked at grammar of scientific and technical writing and highlighted various areas of priority for teaching and materials production.

ESP is not independent or separate from other English Language Teaching. It is part of the new shift within the ELT horizon towards more communicative basics for teaching and learning.

From its early beginning ESP has undergone various stages of development. The four major trends in ESP are register analysis, rhetorical and discourse analysis, analysis of study skills, analysis of learning needs.

2.4.1 Register Analysis:

This trend occurred mainly in the 1960s and was associated in particular with work of Peter Strevens (Halliday, McIntosh and Strevens, 1964), Jack Ewer (Ewer & Lattore, 1969) and John Swales (1971).

Register Analysis mainly focused on grammar and vocabulary of Scientific and Technical English, to which Swales referred as an approach which is based on ‘lexicostatistics’. It is assumed that grammar of General English and Technical English are almost same, it is only that certain lexical and structural items are used more persistently. It also highlighted the significance of semi-technical or sub-technical vocabulary, which occurs more regularly in technical writing than in General English. (Dudley-Evans & St. John, 1998).
The two most significant works on Register Analysis are A. J. Herbert’s *The structure of Technical English* published in 1965 and Ewer and Lattore’s *A Course in Basic Scientific English* published in 1969.

Ewer and Lattore’s syllabus revealed that sentence grammar of Scientific English is very rarely different from that of General English. Only some particular forms are given preference, such as present simple tense, the passive voice and nominal compounds. The main motive behind Register Analysis was to make ESP courses more learner centric, fulfill their demands in target situations and to give priority to the forms they will encounter most in their technical field.

2.4.2 Rhetorical or Discourse analysis:

In the second stage of development, ESP shifted its focus from sentence level to level beyond the sentence. This new development is in the filed of discourse and rhetorical analysis. Barber and other lexico-statisticians researched the language of specific registers and they came up with the view as to why English of Science and Technology only favoured a few grammatical items, why it did not consider the fact as to how sentences are combined to form paragraphs, the whole texts or discourses. The initial work in this sphere was done by Lackstrom Selinker and Trimble’s (1973). Their work is best summarized by Trimble’s later book *English for Science and Technology: A Discourse approach* (1985).

Trimble in his book defines rhetoric as:

The process a writer uses to produce a desired piece of text and an EST text is concerned only with the presentation of facts, hypotheses and similar types of information (Cited in Dudley-Evans and St. John, 1998, p.22).
He further suggested that the writer is required to organize a text at four rhetorical levels:

i. Level A – the objectives of the total discourse.

ii. Level B – the general rhetorical functions that develop the level A objectives.

iii. Level C – the specific rhetorical functions that develop the general ones.

iv. Level D – the rhetorical techniques that provide relationship between the level C functions. (Dudley-Evans and St. John, 1998, p.22).

This work brings in the idea of relating language form to language use, which became the main strategy of selecting materials for teaching ESP. Widdowson along with Allen through their writings turned this approach into a significant movement in ESP in the 70’s.

Swales pointed out the fact that Barber’s article is of great significance for those in ESP in the mid-sixties. Those who started to work in ESP in the early 70’s are influenced by Widdowson’s view of preference of language use over form and an approach which is centred on the communicative aspects of language.

2.4.3 Analysis of study skills:

Both in the Register Analysis and Discourse Analysis the study of language was at the surface level. The third stage of ESP was an effort to look deep into the surface level of language and to consider the cognitive activities that underlie language use. The fascination towards the study skills developed out of the functional and notional materials and it remains persistent with the idea of communicative language teaching.
The growth of needs analysis that run side by side with the skills approach gained primacy among the four skills for a given situation (Dudley-Evans and St. John, 1998). There is no major personality related to this movement, but the work of Francoise Grellet (1981) cannot be ignored. Christine Urquhart (1984) had also contributed to the work of reading skills. Maximum work in this sphere of skills and strategies are found in schemes such as the National ESP project in Brazil. Another work in reading skills course is skills for learning developed by the University of Malaya ESP project (UMESPP).

The central feature of this skill based approach was that teaching language in itself can’t prepare the learner to perform in a specific target situation. Along with language, the thought process of the learner which underpins language is equally significant. The thought process can be generally related to all academic or professional activities or specifically related to a particular discipline or profession (Dudley-Evans and St. John, 1998).

2.4.4 Analysis of learning need:

The earlier trends in ESP failed on the ground that they are all rooted on the description of language use. But the main concern of ESP language learning is not language use. It cannot be concluded that describing and examining what people do with language will make them learn and prepare for work in a target situation.

Hutchinson and Waters (1987) stated that:

i. ESP is not a matter of teaching specialized varieties of English…

ii. ESP is not just a matter of science. Words and grammar for Media staff and so on…
ESP is not different from any other form of language teaching in that it should be based on the first instance of principles of effective and efficient learning... (Hutchinson and Waters, 1987, p.18).

Hutchinson and Waters (1987) argued that ESP concentrated on the end product and very little on the learning strategies which prepare students for the end target. This view gave rise to another approach concerning the processes of language learning termed as the Learning-Centred Approach.

Another feature of Learning–Centred Approach is that learners may also grow their own skills from their study or workplace and their skills can be brought into the ESP classroom:

The learning centred approach also takes into account the fact that different students learn in different ways. The emphasis on pair or group work and problem solving allows for these differences (Dudley-Evans & St. John, 1998, p.27).

2.5 COMPARISON BETWEEN ESP AND ENGLISH FOR GENERAL PURPOSES (EGP)

ESP is that branch of language teaching which studies and teaches subsets of English to assist learners in successfully carrying out specific tasks for Specific Purposes. ESP is an exciting movement in English Language education and is developing fast day by day. Number of curriculum and projects are being developed to teach ESP to different group of learners in different countries.

While designing an ESP curriculum we first need to know the difference between ESP and English for General Purpose (EGP). General Purpose English is “the common core English” used by all native and non-native speakers (Orr, p.2). EGP and ESP are basically taught in ESL or EFL
classrooms whereas ESP is taught to special target groups. ESP has shaped itself out of EGP and there is a lot of difference between the two. To curb the differences Hutchinson and Waters (1987) maintain that

In theory nothing, in practice a great deal (Hutchinson and Waters, 1987, p. 53).

ESP approach always influences General English Language teaching. The point of demarcation between the two is very difficult to define. It can be said that ESP is more focused, compared to that of EGP. Dudley-Evans and St. John (1998) definition of ESP:

ESP may use, in specific teaching situations, a different methodology from that of General English” and “ESP is in contrast with General English (Dudley-Evans and St. John, 1998, pp. 4-5)

This definition stresses the fact that ESP and EGP are not the same.

ESP course design is always dominated by the needs of learners. It teaches specific language which the learner will be producing in a target situation after the completion of the course. ESP curriculum contains specific language instructions, special language programmes and special content of knowledge in a target situation. ESP never considers language in isolation. It deals with language in context which relates to student’s workplace situation.

Despite all these differences EGP and ESP cannot be totally separated. Widdowson (1983) argued, it cannot be claimed that ESP is more specific as compared to other general English courses. The only difference is that in ESP actual purpose is to train the students to achieve “restricted competence”. ESP is based on certain “objectives” which are more
specific and shorter whereas EGP is based on “aims” which are broader and abstract (pp.6-7).

ESP often and always depends on EGP for its course design. EGP focuses more on teaching of grammar and simple basic vocabulary whereas ESP tends to teach grammar, pronunciation and special words of specialized field. What is there in ESP can be a part of EGP but General English cannot be a part of ESP.

2.6 CLASSIFICATION OF ESP

The main function of ESP is to enquire the needs of learners, the cause behind learning a particular course they are involved in and the target situation they are going to meet after completion of the course. Thus material taught to them totally depends on their interests and their requirements. This variation in teaching different themes, topics and target groups puts a pressure on ESP to be categorized into various subdivisions.

Though there is a switch in developments of ESP both in theory and practice, still all of them have a common feature, focused on the linguistic aspect of ESP. ESP is a branch of EFL or ESL which is a major field of English language teaching and it is related to whole of ELT, which can be best represented through Figure 1 on page no.20.

The figure shows the basic divisions in ELT. The top-most rows indicate how the various levels of ESP courses occur. The next division below this level indicates the two main branches of ESP, divided on the basis of where learners require it, in academic study (EAP) or in work situations (EAP/EVP/VESSL). This is not a very transparent demarcation. People study language in order that they may use it in work situation later or people can study and work at the same time.
Classification Tree of ESP

English for Medical students

English for Technicians

English for Economics

English for Secretaries

English for Psychology

English for Teaching

English for Occupational Purpose (EOP)

English for Academic Purpose (EAP)

English for Business Economics (EBE)

English for Science Purposes (ESP)

English as a Foreign Language (EFL)

English Language Teaching (ELT)

EAP course often have a study skills component

EOP is also known as EVP (English for vocational purpose) and VESL (vocational English as a Second Language)

GE is usually studied for exam Purposes

EAP

FOP

General English (GE)

English as a Second Language

ESL can be divided in the same way as EFL

Figure 1: Hutchinson and Waters (1987)
There were numerous attempts to classify ESP in various categories, and the result was always a confusing demarcation of various subcategories and abbreviations. Classically, ESP is categorized into two major branches. They are English for Academic purposes (EAP) and English for Occupational Purposes (EOP).

i. EOP is taught to those learners who will use their knowledge of language in vocational field or profession. For example EOP students can be journalists or reporters or other technicians who may require English in their workplace to prepare a news story, to shoot footage or to discuss with team mates.

ii. English for Academic Purposes (EAP) is taught in academic institutions to students who require English in their studies. The language covers a specific area of higher education which the learner is studying or intends to study. As a school-subject, ESP flourished both at the primary and secondary levels in technical schools and non-technical sectors simultaneously. ESP is subdivided in situations where it is:

   A separate subject on the curriculum but with related content to other subjects (independent ESP) and those where English is the medium for learning other subjects (integrated ESP) (Kennedy and Bolitho, 1984, p.5).

This division is further represented through Strevens (1977) diagram in Figure 2 on page no 22.
Classification of ESP

Figure 2: Classification drawn by Strevens (1977)
These kinds of classification trees sometimes cause problems because these demarcations often lack both, the significant features of various types of ESP teaching and the degree of class between common core EAP or EBP and General English. For example, the special vocabulary or semi-technical English taught in English for General Academic course can also be taught as factual descriptions in general English. Likewise, the study based on aspects of reading skills such as highlighting the main features, deriving meaning from context, etc which is a part of EAP courses can also be taught to students of intermediate or advanced level in General English course. Similarly Business English is also formed with specific business terms and language, basic General English and specialist English.

Another typical tree diagram for ESP, which divides EAP and EOP according to discipline or professional area is shown in Figure 3 on page no.24. If we want to place English for Electronic and Print Media in this figure then it will come in the last row under the branch of English for Professional Purposes.
Classification by Professional Area

Fig. 3 ESP classification by professional area

(Dudley-Evans and ST. John, 1998, p.6)
An additional perspective can be gained through the presentation of the whole of English language teaching on a continuum that runs from clearly definable General English courses through a very specific ESP courses. Figure 4 illustrates this continuum. On the continuum English for Electronic and Print Media acquires a place on Position 4 where English has been used for Professional Purposes.

**ELT Courses Type**

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>SPECIFIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position 1</td>
<td>Position 5</td>
</tr>
<tr>
<td>English for beginners</td>
<td>1. An 'academic support' course related to a particular academic course.</td>
</tr>
<tr>
<td>Intermediate to advanced EGP courses with a focus on particular skills</td>
<td>2. One-to-one work with business people</td>
</tr>
<tr>
<td>EGAP/EGBP courses based on common core language and skills not related to specific disciplines or positions</td>
<td>Courses for broad disciplinary or professional areas for example Report Writing for Scientists and Engineers, Medical English, Legal English, Negotiation / Meeting skills for business people</td>
</tr>
</tbody>
</table>

*Fig. 4 Continuum of ELT courses type* (Dudley-Evans and ST. John, 1998, p.9).
2.7 SCOPE OF ESP

ESP actually is the practical means of identifying learner’s needs and fulfilling them directly and most efficiently. Nowadays, the ESP area is prone to be in great demand for a global community of people speaking different languages, where efficient command of English can help in contribution towards professional as well as personal development of each individual learner. The domain of ESP has a very wide scope. It is applicable to all kinds of classroom teaching, English for occupational or academic purposes. It is helpful in both the EOP and EAP boundaries, for example marketing, engineering, law, medicine, nursing, hospitality management, media journalism, aviation industry, corporate sector, Call centers, automobile industry etc.

ESP does not limit itself at this juncture. ESP can be used in ESL situations also to develop academic communication skills and provide room to develop personal language and learning abilities. ESP is also advantageous for teachers of elementary and secondary schools because of its learner-centered or communicative approach. ESP can be used in teaching EFL students also. In countries like China, Iran, Russia and Germany, ESP communication is widely accepted to teach learners of various professions. It is equally appealing to develop course curriculum for both ESL and EFL learners.

2.8 ESP NOW

Presently there is no dominating movement in ESP like that of Register Analysis, Discourse and Rhetorical Analysis, Skill-based approach and Learning-Centred Approach. ESP has its own prestigious place in ELT and it functions within ELT and Applied Linguistics keeping in view its
own principles and objectives. ESP is also taught by non-native speakers who are capable of using knowledge of their own field and student’s learning strategies and motivation.

Material production and text analysis, both in written and spoken discourse governs ESP courses. Analysis of Spoken and Written texts, especially under the influence of Swales’ Genre Analysis (1990) gained a significant place in ESP. (Dudley-Evans and St. John, 1998)

ESP is also extending boundary beyond Applied Linguistics. Swales in his final editorial as editor of the journal English for Specific Purposes (1994, 13:3) and Mauraren (1993) also suggests that ESP needs to be sensitive to movements in ELT and applied linguistics, such as the world English movements and analysis of different national styles of Rhetoric. (Dudley-Evans & St. John, 1998, p.31)

Major shift in ESP is the development of Business English. Initially ESP work was dominated by English for Science and Technology but now it is ruling the world of business English. Dudley-Evans and St. John (1998) noted that 1990 was the period of longest area of growth in Business English.

ESP is also practiced in countries like Middle East and Latin America; it is also flowering with flowing economies in countries like South East Asia and Pacific Region. Thus ESP is extending its limbs in various countries to diverse group of learners. It also gained a prominent place in EAP situations.

The movement of ESP did not stop here. It extended its limbs in every part and corner of the world. As time passed, ESP matured more as a discipline. Numerous works and researches are being done in different parts of the worlds by different language experts and researchers. Various
journals of ESP are publishing variety of works carried on in ESP. We have journals like ESP, ESPMENA, TESOL, Asian ESP journals, ESP world, TESL Journal, RELC, Oxford ELT journal, Elsevier ESP Journal etc. Cambridge press has got a series of nearly hundreds of Teachers Books, Workbooks and Students’ book, CDs and DVDs in various fields like Medicine, Legal English, Aviation English, English for Media, Business English, English for Marketing and Advertisement, etc.

Since the time English is being practiced as a global language, ESP has left an impact on the language of media also. Certain books have been prepared for viewing all the language aspects of Media. Among them the significant one is the book by Ceramella and Lee (2008), ‘Cambridge English of the Media’. It contains various sections on radio, film, newspaper, etc, each of them clubbed with different activities on skills of professional writing, grammar, functions and vocabulary. Since vocabulary is a key issue in ESP, there is more to work on vocabulary building. Vocabulary is a major aspect and learning technical words is not an easy task. A technical word may fall under the domain of EGP but that does not mean every general word may not be a technical word. ESP learners need to know the demarcation line between ESP and EGP vocabulary. Thus ESP holds a pivotal position in Electronic and Print Media.

2.9 VOCABULARY IN ESP

In the 21\textsuperscript{st} Century English has become the primary language of knowledge, education, profession, politics, power, entertainment and many more. English language is one of the effective modes of communication in every discipline. With the swift development of
technology and corporate sectors, the demand of learning English has also increased. Most of the professionals face multiple problems relating to their language proficiency. They lack knowledge of content and run short of special words, fail to convey their message in a refined form which is always expected of them in a target situation. To avoid such crisis in the workplace most of the corporate sectors need their employees to undergo special vocational training. But the result is not always up to the mark. So in such situations, it is the ESP approach to language teaching that suits best because ESP is the only course that is determined by the special needs of learners, which easily develops language instructions based on special language problems. Vocabulary is a major issue of ESP. The common problems learners face at their workplace is technical vocabulary where they feel the need to have proper vocabulary training to deal with these technical words. What is more confusing to them is which general words are to be used in their target situation with different meanings and in different context. Linguistic features and lexical items vary with the variation in different purpose of language use. So in ESP acquisition of vocabulary is an important factor and an ESP curriculum must deal with vocabulary learning tasks, keeping in view the demands of learners and their target situation.
REFERENCES:


