At present English cannot be seen as a static and refined model but as a lively force leading itself to worldwide needs and purposes. English has now become a common Lingua Franca all over the world. Increasing international and cross cultural interaction among people made English the common code for social, professional and mutual communication. The traditional method of teaching English has outlived its worth. The wide range of uses to which English is put today entails recognition of functional varieties of English responsive to the social and professional needs of the users. Scholars the world over are engaged in studying the nature of the language to be presented to meet the new demands. The search for relevance and reality in ELT has lead to the emergence of a new field of enquiry namely English for Specific Purposes (ESP). It began in 1960’s and soon flourished widely all over the world. ESP is a broad and diversified branch of English Language Teaching (ELT). The prime concern of ESP is to impart content knowledge and enable the learners to perform effectively in a target situation. Earlier it was particularly associated with the notion of Special Language or register and later it included communicative view of Language Teaching as an approach to ESP. It is basically designed to cater the needs of the
learners. ESP also investigates which language tool a learner needs to perform in a target situation.

This piece of work focuses on historical overview of ESP, methods of teaching ESP and status of vocabulary. The major part of this work is based on these three different aspects. It highlights Professional English Vocabulary used in Electronic and Print Media and presents various strategies of teaching vocabulary. The entire work is assembled in five different chapters.

The First Chapter gives a general introduction on background of the study. ESP is an approach to teach English Language to a target group and enable them to make effective use of the language in a particular context or situation. Since the time it originated, till the present time, it remained a very vital and innovative area in English Language Teaching. This chapter highlights the rationale and the main objectives of the study. The prime concern of the study is to focus on the nature of ESP courses and the principles that underlie the teaching of it and how it can be achieved through the courses specially designed for specific group of learners. It is also intended to make the learners aware of special Media Jargons and how they are used in their particular professional settings.
The Second Chapter is on Literature review. It discusses the various points like origins of ESP, definition of ESP and Developments of ESP. ESP movement emerged out of number of converging trends. After the Second World War there was a massive expansion on various fields, this international change and oil crisis of early 1970s put forward a demand to learn a common language, i.e English. Second major cause behind the emergence of ESP is a revolution in Linguistics which strongly opposed the use of rules rather than focusing on how to communicate. Final reason is the focus on learner which states that along with the techniques of language a learner’s motivation is equally important. All these three factors give rise to this new trend in Language Teaching. The development of ESP has undergone through different stages varying from lexical and grammatical features of academic or professional register to discourse analysis and target situation analysis. It also compares how ESP is different from English for General Purposes (EGP). EGP teaches language in isolation whereas ESP teaches language in context which relates to student’s work place situation. It further presents the classifications of ESP through various diagrams. Scope of ESP is also discussed in this chapter. ESP has a very wide scope and is applicable in all types of classroom teaching. The present status of ESP has also been
highlighted and finally it points out the importance of vocabulary in ESP. Vocabulary is always a key issue in ESP.

**Chapter Three** is based on Course Design, Approaches and Methods of Teaching ESP. Course Design is one of the essential elements on the part of ESP course developer. There are different factors related to an ESP course design. The major focus being the language descriptions and language theories, which provide the theoretical basis for methodology and the actual needs analysis of learners at the said level, to be carried out from the learner’s perspective. This chapter throws light on descriptions of language, theories of Language Teaching and issues related to ESP syllabus design. Language descriptions that relate to various ESP course design are structural linguistics, functional and notional syllabus, register analysis and discourse analysis. In ESP Needs Assessment determines which language skills are most needed by the learner and the whole curriculum is focused on that particular skill. It is a very important stage of ESP course design. The chapter further discusses methods of teaching ESP. There is no set methodology for teaching ESP which is applicable in all situations. A particular situation individual need of learners belonging to a particular area give rise to certain methodology of teaching. Here basically an ESP teacher designs the course and adapt a methodology to teach his group of learners. This chapter also throws light on the four
strategies which involves in methodology of teaching ESP. Some exercises of Teaching Vocabulary in ESP have also been given as an example in this chapter. These exercises are coined on the basis of four different strategies asserted by Barturkmen.

Chapter Four presents status of vocabulary in Language Teaching and highlights its importance in different Language Teaching Methodologies. Vocabulary always remained a neglected aspect of language teaching but vocabulary is no less important than grammar. To communicate effectively an individual requires both the rules of grammar and proper word knowledge. It further defines and describes word and vocabulary. It also gives an overview of developments in the teaching of vocabulary in English as a Second language (ESL) and English as a Foreign Language (EFL). The point why vocabulary is a key issue in ESP has also been discussed in this chapter. Vocabulary is always marginalized by grammar however in ESP it holds a very significant position. Professional vocabulary contains technical words and Jargons. These appear to be very difficult for students to deal with. Students while working in a specific situation face problems with professional vocabulary both in written and spoken form. Hence ESP course must focus on enhancing the learner’s professional vocabulary repertoire.
The Fifth Chapter is on techniques of teaching Professional Vocabulary used in Electronic and Print Media. It discusses professional vocabulary and the specificity of professional vocabulary. It also describes how professional vocabulary and communication are related. Terminology or professional vocabulary is the most important characteristic of specialist communication because it is the point where it differentiates special language and general language.

Professional vocabulary comprises of subject specialist vocabulary or technical vocabulary and jargons. Importance of professional vocabulary has also been discussed in this chapter. Wide range of words and jargons used in different forms of media has been also enlisted in this chapter. Lists of borderline words have also been presented in this chapter. These vocabulary lists serve as a very important source for Media students. It presents various strategies of teaching vocabulary accompanied with examples and activities. Finally some activities of teaching special media jargons are also presented. These activities are strongly opposed to rote learning. They are based on vocabulary games and do not create any pressure on the learners. These activities are very motivating and make vocabulary learning easy and interesting.
These chapters are followed by a conclusion. It gives a brief overview of the research work. It describes how ESP and Communicative Language Teaching (CLT) are related. It also focuses on how CLT influences ESP teaching methods. ESP is based on the language appropriate to the activities of a particular discipline and one of its prime aims is to develop communicative competence. It is that aspect of ESP which matches it with CLT. This chapter also suggests how different strategies are fruitful in teaching vocabulary to the students. Vocabulary teaching and learning is ephemeral. It cannot be acquired through rote learning and neither can be learned in isolation. Hence teaching vocabulary through context clues is one of the effective methods. Teaching of vocabulary through context clue helps to bridge the gap between a student’s real life exposure to vocabulary and the learning environments and demands of the classroom. This work also shows how this strategy can be well exploited in teaching professional vocabulary to the students of Electronic and Print Media. It helps the learners acquire maximum vocabulary knowledge within a limited period of time. Vocabulary learned through this strategy is more concrete and allows the learners to use their word knowledge both receptively and productively. The activities of teaching vocabulary presented in this chapter are highly productive and can be used not only for ESP learners but also for ESL and EFL students.