


# WHAT IS ESP?

INGLÉS PARA FINES ESPECÍFICOS I  
Pilar Aguado Jiménez  
Curso 2011-2012

## ORIGINS OF ESP

- The demands of a brave new world
- A revolution in linguistics
- Focus on the learner

*Tell me what you need English for and I will tell  
you the english that you need*




## DEVELOPMENT OF ESP

- Register analysis
- Discourse analysis

*We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.*


Widdowson (1974)

- Target situation analysis
  - Skills and strategies
  - A learning-centred approach
- 

## ESP (English for Specific Purposes) as "applied ELT"

ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

According to Dudley-Evans (2001) the absolute characteristics of ESP are:

- ESP is designed to meet the specific needs of the learners.
  - ESP makes use of the underlying methodology and activities of the specialism it serves.
  - It is centred not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.
- 

## RECENT VIEWS ON ESP

Dudley-Evans' (2001) key questions:

- What do students need to do with English?
- Which of the skills do they need to master and how well?
- Which genres do they need to master either for comprehension or production purposes?

Bell's (2002) three Cs:

### **Curiosity**

The teacher should be interested in the subject area and want to learn more.

### **Collaboration**

Teachers should seek out subject specialists, show them their work and ask for their feedback.

### **Confidence**

Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

Harding (2007) suggests that teachers should:

- Think about what is needed and don't just follow an off-the-shelf course or course book.
- Understand the nature of their students' subject area.
- Work out their language needs in relation to their specialism.
- Use contexts, texts, situations from their subject area.
- Use authentic materials.
- Make the tasks as authentic as possible.
- Motivate the students with variety, relevance and fun.
- Take the classroom into the real world and bring the real world into the classroom.

*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.*

*Hutchinson and Waters, 1987*