




WHAT IS ESP?

INGLÉS PARA FINES ESPECÍFICOS I
Pilar Aguado Jiménez
Curso 2012-2013

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