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THE DEVELOPMENT OF ESP

"ESP is not a monolithic universal phenomenon" (Hutchinson and Waters, 1987:9); it has developed at different speeds in different countries.The approaches that we shall describe can be found operating somewhere in the world at the present time.

1. The concept of special language: register analysis

This concept departed from the principle that English of a specific science differs from each other in terms of its grammatical and lexical features of the registers. Register analyses in ESP was tailored for the pedagogic purpose, i.e. making the ESP course more relevant to learners' needs, not intended for the purpose to discuss the nature of registers of English per se. The main purpose of an ESP course was to produce a syllabus which gave a high priority to the language forms students would meet in their field and in turn would give low priority to forms they would not meet.

Register analysis revealed that there was very little that was distinctive in the sentence grammar of scientific English beyond a tendency to favor particular forms such as the present simple tense, the passive voice and nominal compound.

2. Beyond the sentence: rhetorical or discourse analysis

If in the first phase, ESP had focussed on language at the sentence level, in this phase, the development shifted into the level above the sentence :understanding how sentence were combined in discourse to produce meaning. So, ESP became closely

involved with the emerging field of discourse or rhetorical analysis. The basic hypothesis of this stage is expressed by Allen and Widdowson (1974) :

> « *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* ».

Rhetorical patterns of text organisation differed significantly between specialist area of use. The structure placed according to the area of work or study. The typical teaching materials based on the discourse approach taught students to recognise textual patterns and discourse markers mainly by means of text diagramming exercises.

3. Target situation analysis

The aim of this phase is to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners' reasons for learning. There is a purpose of ESP course that support this phase, the purpose is to enable learners to function in situations which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out the right analysis of the linguistic parts of that situation. It will form the syllabus of the ESP course. This process known as "needs analysis". What had been done previously in piecemeal way become something's systematised and learner needs was apparently placed at the centre of the course design process.

4. Skill and strategies

In this phase, it's consider not only the language itself but also the thinking processes that underlie language use. This phase was set up to cope with study situations where the medium of instructions is the mother tongue but students need to read a number of specialist texts which are available only in English. As a result, it concentrated their efforts on reading strategies.

In this phase , we don't need to focus closely on the surface forms of the language. The focus should be placed on the underlying interpretive strategies, which enable the learner to cope with the surface forms of the language, for example guessing the meaning of words from context, so on. This approach generally emphasise on reading or listening strategies. The characteristic exercises get the learners to reflect on and analyse how meaning is produced in and retrieved from written or spoken language.

5. A learning centered approach

Previously, in the origins of ESP, we knew that there were three forces that had role in ESP and became its characteristics , they were needs, new ideas about language and new ideas about learning. We use all the approaches so far based on the descriptions of language use and the concern in each case is with describing what people do with language, but the concern is not actually on the language use only, our concern should with language learning too because a truly valid approach to ESP must be based on an understanding of the processes of language learning. With this statement, it brings us to this fifth stage of ESP development. The importance and the implications of the distinction that we have made between language use and language learning will hopefully become clear for us to understand each of the stages of ESP development.

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