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TYPES OF ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

> ... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).
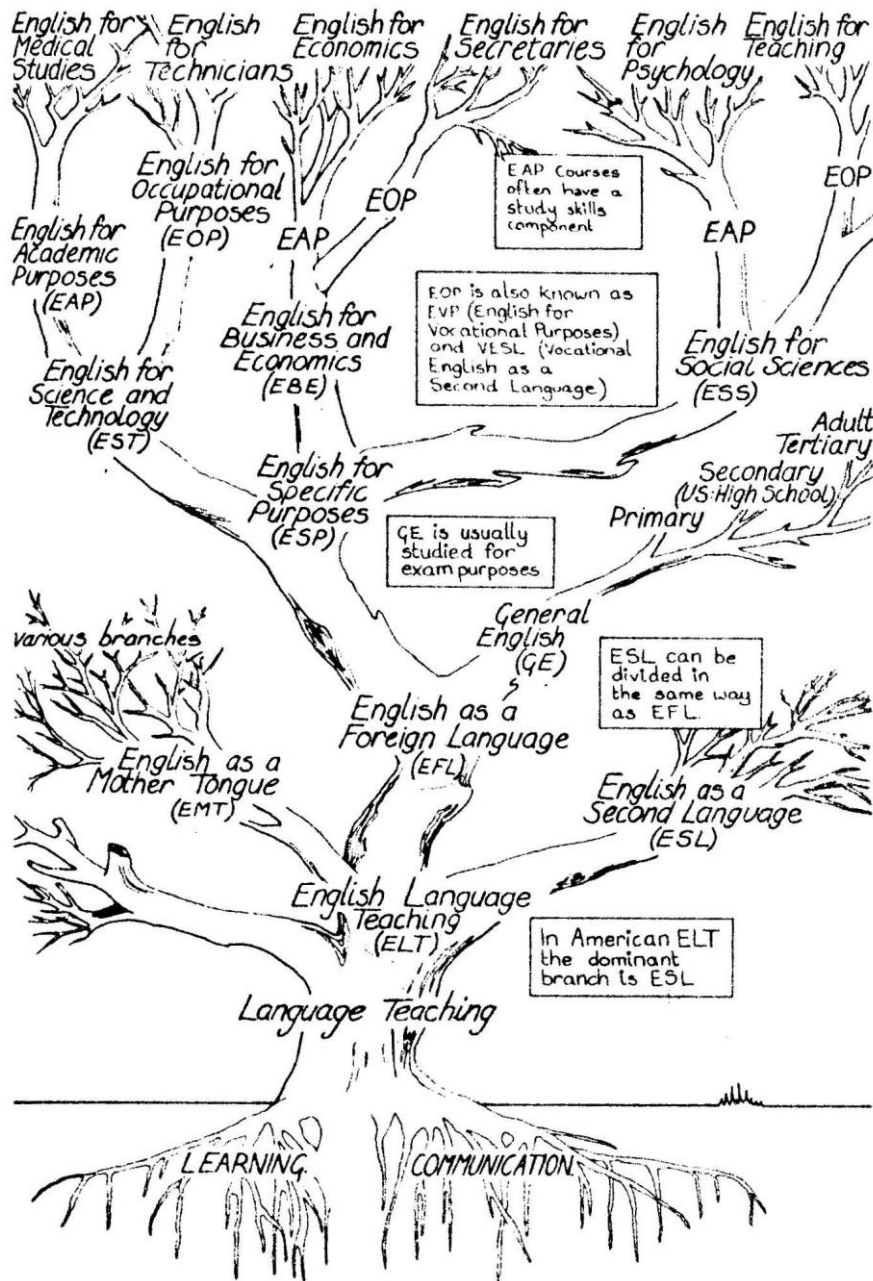
The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP

for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: "· people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

ESP: approach not product

English for Medical Studies

English for Technicians

English for Economics

English for Secretaries

English for Psychology

English for Teaching

English for Occupational Purposes (EOP)

EOP

EAP

EAP

EOP

English for Academic Purposes (EAP)

EAP Courses often have a study skills component

EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language)

English for Business and Economics (EBE)

English for Social Sciences (ESS)

English for Science and Technology (EST)

English for Specific Purposes (ESP)

GE is usually studied for exam purposes

Adult
Tertiary
Secondary (US High School)
Primary

General English (GE)

various branches

English as a Foreign Language (EFL)

ESL can be divided in the same way as EFL.

English as a Mother Tongue (EMT)

English as a Second Language (ESL)

English Language Teaching (ELT)

In American ELT the dominant branch is ESL

Language Teaching

LEARNING

COMMUNICATION

The tree of ELT: Hutchison, T. & Waters, A. (1987). *English for Specific Purposes: a learner-centred approach* :p17

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