ENGLISH FOR SPECIFIC PURPOSES: BRIEF HISTORY

Abstract. The paper describes the development of English for Specific Purposes, its linguistic features and role in modern linguistics. The beginning of the 21st century has been marked by speedy and great changes in various professional areas. These changes have seriously modified professional communication, particularly in terminology and vocabulary for special purposes. These changes created new challenges for professionals, including teachers of special-purpose language and communication instructors and called for a number of focused research based on historical estimation of the special purpose vocabulary in the second half of the twentieth century and until modern times. The article goes back to establishment of the term ESP within the framework of cognitive linguistics. With English becoming the lingua franca of international communication in all spheres, there arose a need for developing methods of teaching the English language that would meet modern demands. So ESP went through five approaches which are described in the article: register analysis, rhetorical or discourse analysis, target situation analysis, analysis of study skills and strategies and learning-centered approach. And it is still of great interest to researchers.

Keywords: ESP, history of ESP, ESP definitions, ESP development, register analysis, rhetorical or discourse analysis, needs analysis, genre analysis, learning-centered approach, CLIL.

Problem statement. English for Specific Purposes (ESP) is a term which covers a range of diverse teaching contexts. They are broadly defined as English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and English for Professional Purposes (EPP). Since in each area of ESP teaching, it is customary to distinguish between general and specific purposes, its main branches are further subdivided. Accordingly, in EAP, it is possible to differentiate between English for General Academic Purposes (EGAP), e.g. English for academic reading, and English for Specific Academic Purposes (ESAP), e.g. English for medical studies (Basturkmen, 2010).

English for Specific Purposes (ESP) has become a fruitful field over the last three decades. As a learner-centered approach, its main purpose has been that of fulfilling the specific needs of target learners to satisfy either their professional or vocational demands.

So, the research aim and objectives of the article is to trace the main stages in the history of ESP and outline prospects of its implementation in Ukraine.

Presenting the main research material. Over the past 40 years ESP has grown up fast and become one of the important approaches in the English language teaching. In the 1960s ESP teachers believed their main job was to teach the technical vocabulary of a given field or profession. If they were teaching music students, their task was to teach the learners the music vocabulary. Later, practitioners of ESP began to recognize the importance of sub-technical vocabulary, that is, the words and phrases that surround the
technical words.

In 1970s Hutchinson and Waters first introduced the idea of learning English through content of a subject (e.g. Economics or management). By the 1980s in many parts of the world, a needs-based philosophy appeared in language teaching. Many students learnt ESP not because they were willing to know English but rather to do a task in English. Later some specific disciplines emerged: English for Law, English for Hotel Industry, English for Tourist Management, English for Marketing, and English for Banking.

Stephen Krashen in 1981 came up with “natural language acquisition idea” which then supported the ESP approach (Krashen, 1981). He said that the best way of learning a language is to use it for meaningful aims. In response to the meaningful aims in learning English, various applications of ESP have appeared: EAP (English for Academic Purpose), CLIL (Content and Language Integrated Learning), CBI (Content-based Instruction) and TBL (Task-based Learning).

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. Many experts considered CLIL a great way in learning English which provide the learners with meaningful input and authentic tasks.

CBI is designed to provide second-language learners instruction in the use of subject matter as a vehicle for second or foreign language teaching/learning (content) and language.

The next application of ESP is TBL also known as Task-based language learning (TBLL) or task-based language teaching (TBLT). It focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. The task is focused on outcomes rather than on accuracy of the language. This makes TBLL extremely popular for developing target language fluency and student confidence.

According to Hutchinson and Waters ESP started in the 1960s and it has gone through five phases since (Hutchinson T., Waters A., 2010). Let’s give a short summary of them:

1. **Rhetorical and discourse analysis**

   In this stage, the second phase of development shifted attention to the level above the sentence, as ESP became closely involved with the emerging field of discourse or
rhetorical analysis. It focuses on understanding how sentences were combined in discourse to produce meaning. The concern of research, therefore, was to identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would then form the syllabus of the ESP course.

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The typical teaching materials based on the discourse approach taught students to recognize textual patterns and discourse markers.

2. Target situation analysis

On the third phase of ESP development its aim was to take the existing knowledge and set it on a more scientific basis by establishing procedures for relating language analysis more closely to learner's reasons for learning.

The ESP course design process should proceed by first identifying the target situation and then carrying out analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course.

This stage process is usually known as needs analysis but according to Chambers term of target situation analysis, it is more accurate description of the process concerned (Chambers, 1980).

The target situation analysis is also known as the learner-centered approach. In this phase ESP was based on the reasons why student learnt English. The purpose of an ESP course focused on target situation analysis is:

- to enable learners to function adequately in a target situation, that is the situation in which the learners will use the language they are learning
- to identify the target situation
- to carry out a rigorous analysis of its linguistic features

3. Analysis of study skills and strategies

The fourth stage of ESP has seen an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use.

The principal idea behind the skills-centered approach is underlying all language use. There are common reasoning and interpreting processes which enable learners to extract meaning from discourse.

The focus should be on the underlying interpretive strategies which enable learners to cope with the surface forms:
- guessing the meaning of words form context;
- using visual layout to determine the type of text;
- exploiting cognates (i.e., words which are similar in the mother tongue and the target language).

A focus on specific subject registers is unnecessary in this approach, because the underlying processes are not specific to any subject register. This approach generally concentrates on reading and listening strategies, the characteristic exercises get the learners to reflect on and analyze how meaning is produced in and retrieved from written or spoken discourse.

4. Analysis of learning needs (a learning-centered approach)

This is the next stage of ESP development: the learning-centered approach. It involves considering the process of learning and student motivation, working out what is needed to enable students to reach the target, exploiting classroom skills which students develop from their specific academic study and taking into account the fact that different students learn in different ways.

All of the stages described so far are the stages of the development of ESP from its
early beginnings in the 1960s until today. ESP has existed as a separate branch of language teaching for around 40 years. At the beginning, it focused upon the specific lexicon of technical and scientific texts, but it soon changed its emphasis towards the rhetorical uses of language in precise discourses. Next, the four skills, which were neglected by all previous methods, were assessed and addressed through the introduction of needs analysis studies.

Finally, Hutchinson and Waters (1987) polished the concept of ESP and established the importance of teaching students the skills and language that they need to achieve their desired language performance.

**Conclusions and further research prospects.** Over the past 40 years ESP has grown up fast and become one of the important approaches in the English language teaching all over the world.

Nowadays in Ukraine higher education is being changed in line with European integration processes. The national policy of foreign language teaching and learning has undergone considerable positive changes; however, the learning and teaching of ESP has been given insufficient attention. The absence of a national ESP curriculum in Ukraine results in a lack of consistency in ESP syllabuses for university students in terms of structure and content. The reason for the gap between the target situation (employment market) needs and the existing proficiency of the learners is the absence of generally accepted criteria in content, methodology, course organization, assessment, and learning outcomes with reference to international standards.

According to British Council recommendations there are several aims for the development of ESP in Ukraine:

- a national ESP curriculum should be based on the principles of internationalism, plurilingualism, democracy and equality, innovation, flexibility, variability, integration, relevance, life-long learning and autonomy;
- ESP teaching/learning should be aimed at the target situation (employment market) and the study needs (learners’ language requirements while studying at Higher Educational Institutions);
- a national ESP curriculum should be innovative in content (e.g. the cyclical modular format, consistency with students’ specialisms), in methodology (e.g. focus on the integration of skills, a learning-centered approach), and in learning outcomes (e.g. self-assessment, introduction of a language portfolio);
- INSET and staff development opportunities should be made available to ESP teachers in Higher Educational Institutions to enable them to understand/manage the demands of the new curriculum;
- the feasibility of Curriculum renewal should be considered positively with a view to prompt approval at national and institutional levels.

The development and introduction of a national ESP curriculum would lead to a significant change in ESP learning and teaching in Ukraine, making it consistent with international standards.

**REFERENCES**


АНГЛІЙСЬКА ДЛЯ ПРОФЕСІЙНИХ ЦІЛЕЙ: КОРОТКА ІСТОРІЯ

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Анотація. У статті описані етапи розвитку англійської мови для професійних цілей, її мовні характеристики та роль у сучасній лінгвістиці. Друга половина XX – початок XXI століття ознаменувалася швидкими й глобальними змінами у різних професійних сферах. Ці зміни серйозно вплинули на професійну комунікацію, зокрема, й на термінологію і лексику спеціального призначення. Ці зміни обумовили проведення цілеспрямованого дослідження, спрямованого на історичну оцінку словника спеціального призначення. Коли англійська мова стала лінгвістичною міжнародної комунікації в галузі технологій та торгівлі, виникла потреба у розробці методів навчання англійської мови, які б відповідали сучасним вимогам.

Одночасно з'явилися нові напрями у вивченні мови. У статті розглядається п'ять етапів розвитку ESP в історичному аспекті. Особливостями ESP визначено: спеціальне змістовне наповнення (спеціалізовані термінології, типові ситуації спілкування та жанрове специфіка фахової мови), контекстне вивчення мови, зокрема граматичних явищ, фокусування уваги на практичному використанні мови, нерівномірний розподіл уваги до чотирьох видів мовленнєвої діяльності, зумовленість навчально-методичних прийомів специалізацією студента, ступінь особистісних якостей студентів (висока мотивація та цілеспрямованість вивчання мови).

На сучасному етапі реформування вищої освіти в Україні навчання англійської для професійних цілей потребує нового підходу до відбору змісту матеріалу. Він повинен орієнтуватися на останні досягнення в певній сфері діяльності та відображати наукові досягнення в тих галузях, які є дотичними до професійних інтересів студентів та сприяють їх професійному зростанню. Актуальним і доцільним є створення окремого курсу чи факультету з методики викладання ESP для магістрів педагогічних вузів на факультеті іноземної філології. Додаткового вивчення потребують зв’язки між загальною англійською і ESP у контексті підготовки майбутніх фахівців та аналіз зарубіжних стандартизованої практики викладання дисциплін.

Ключові слова: англійська для професійних цілей, мова для професійних цілей, аналіз тексту, аналіз цільової ситуації, функціональний стиль, метод логічного аналізу.