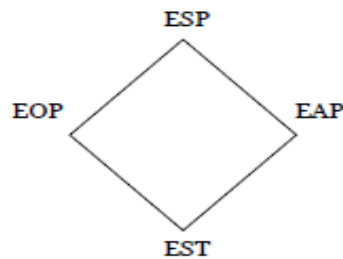


Branches of ESP

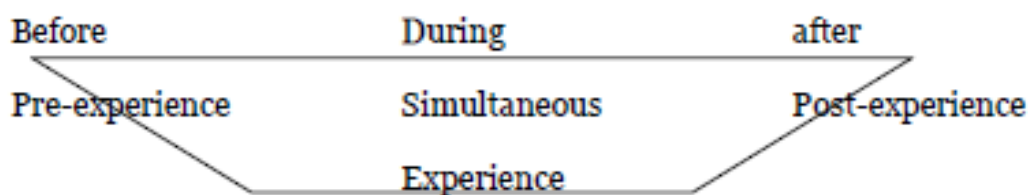
ESP covers two main branches of English language teaching (ELT) mainly EAP and EOP which share the same sub-branch EST. EAP and EOP help to distinguish situation related to ESP, it is interesting to know that one area of activity has been particularly important in the development of ESP which is EST. (Hutchinson & Waters 1987: 10) The diagram below shows how the main branches are related to each other. The position EST occupies has to be taken into consideration since it is the area which has the lion's share of ESP and is present in EOP as well as EAP situations.



A. EOP: “English for Occupational Purposes”

It is taught in a situation in which learners need to use **English as part of their work or profession** (Kennedy & Bolitho 1984). Hence, EOP is **activity-oriented** since it involves various activities as those of technicians maintaining machines and assistant selling in a shop, etc. In the first case, the technician needs English to read documents; whereas in the second, the assistant requires English to talk with customers.

Moreover, EOP includes three types of training as state by Kennedy & Bolitho “There will be differences in such courses depending on whether the learners are learning English **before, during or after** the time they are being trained in their profession or job” (1984: 4) In fact, **courses will differ according to the learner's experience** related to a specific job, occupation or profession; if the English learning precedes experience, it is labeled **pre-experience**; and **simultaneous** if the learner is in a job. In the former the learners has no experience in his work whereas in the latter he is supposed to acquire some experience while learning. However, it is labeled **post-experience**, if the learner is supposed to have a certain degree of experience.



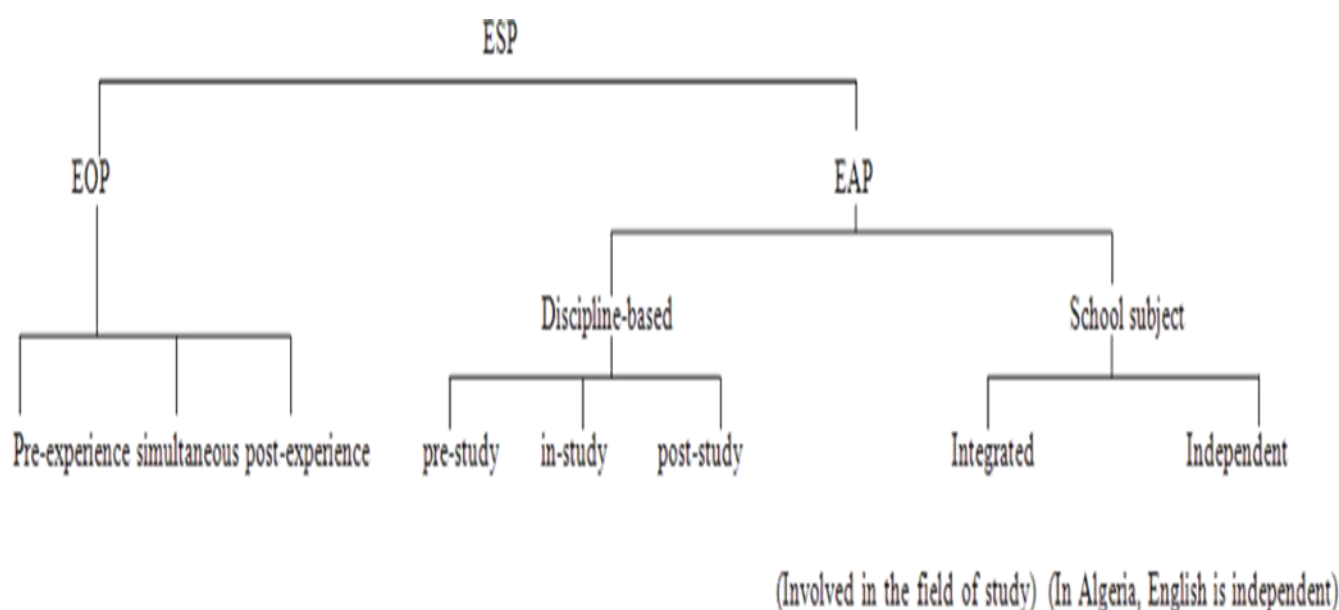
B. EAP: “English for Academic Purposes”

As opposed to EOP, EAP is **study-oriented branch** of ESP (Mac Donough 1984). Kennedy and Bolitho claim that “EAP is taught generally within **educational institutions to students needing English in their studies**, the language taught may be based in particular discipline at higher levels of education when the student is specializing (in-study) or intending to specialize (pre-study) in a particular subject.” (1984: 4).

Likewise Robinson defines EAP as “English for Academic Purposes or study skills that is how to study through the medium of English” (Robinson 1984: 07).

For educational courses the language training **can either precede, follow or be simultaneous with studies** and occupation. Pre-experience and **pre-study** are connected with language training when it precedes studies. **Simultaneous and in-study** occur when the language training takes place during the studies. **Post-study** refers to the language training when it follows studies.

In school subject, the distinction between **independent and integrated** lies in fact that English is isolated from the other courses whereas in the latter English is integrated in one or more courses.

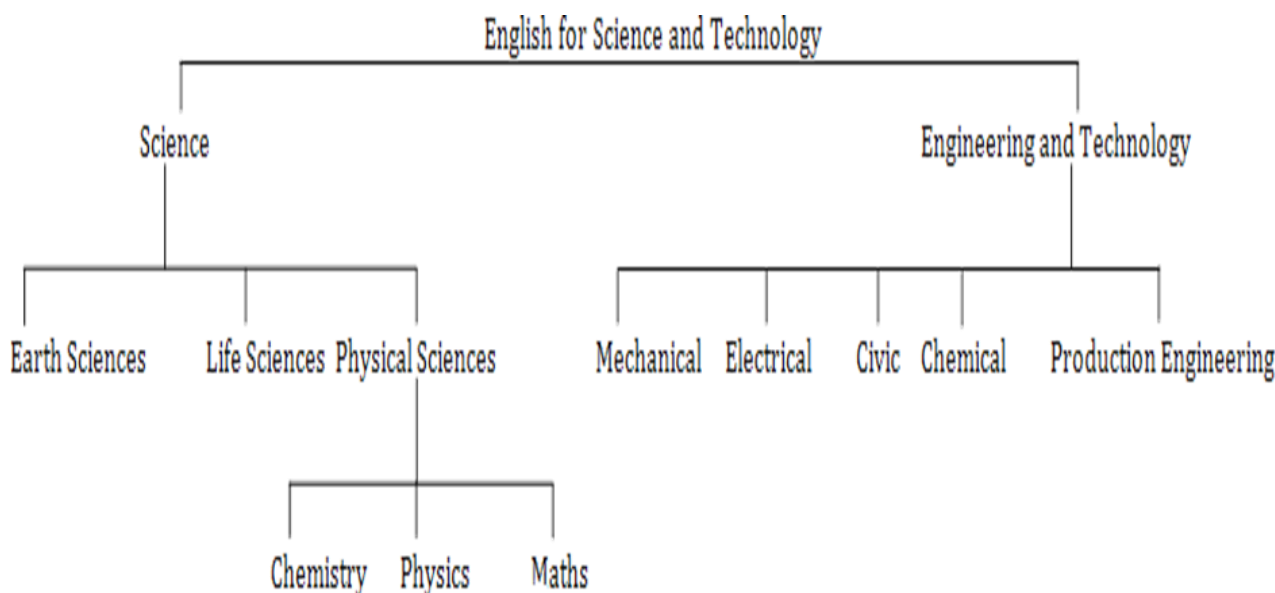


C. EST: “English for Science & Technology”

A growing demand for EST came from scientists and technologists for whom English learning was necessary in their specialties or researches; this is why EST has become an important aspect of ESP programs. (Kennedy and Bolitho 1984: 6). The teacher’s responsibility is to demonstrate to students **how their scientific and technological knowledge already acquired in their own language can also be performed in English or transferred to it.** “Thus a knowledge of EST can derive from what the student knows of science and the functioning of his own language in association with what he has learned of English usage” (Widdowson 1979: 45)

We should recall that EST is a **sub-branch shared by EOP and EAP** leads to the conclusion **that EST can be either curriculum-oriented** if it is applied in formal educational system **or activity-oriented** if it involves a specific activity outside this system. “EST would seem to be both an occupational and educational use of English. Occupational when we are considering the needs of all field workers... educational when we consider school and university students around the world studying physics, chemistry,... through the medium of English” (Robinson, 1980: 8)

As a result, one can highlight the paramount importance of EST in ESP by saying “*At times it seems that **EST is the most prestigious development in ESP***” (Robinson, 1980: 8). Echoing this view, Swales (1985: 10) writes: “*It therefore seems to me that because of the predominant position of EST, the major development of ESP as a whole could best be told through it*”. He further suggested the diagram below in terms of subject matter:



1.3. ESP courses

ESP courses are of vital need for developed countries and mainly for developing ones in order **to establish international contacts and keep abreast of scientific and technological progress all over the world.**

In Algeria, ESP courses are mushrooming within the formal system and outside it. Thus, in the latter case English is taught in several companies such as ASMIDAL, SONATRACK, etc. In the formal educational system and outside the universities, **several private schools and institutes give ESP courses;** thus in Boumerdes a set of conferences is held regularly in ESP with the aim “*to create and develop a tradition of regular conferences as well as the spirit of sharing cooperation between all those involved in English language teaching*” (ELT in Algeria. Kherief preface)

ESP instruction is **also provided in the Algerian universities in science and technology departments.** As far as the university of Annaba is concerned ESP courses exist in numeral peripheral departments namely those of biology, physics, chemistry, computer science, etc., these courses are designed to equip students with the specific register (it refers to a variety of language defined according to its use in social situations such as register of scientific English is different from the register of lit) and vocabulary needed in their field of study.

English for Specific Purposes or ESP has developed gradually to be an important area of interest for all who are concerned with the activities of the discipline it serves, According to Mackay and Mountford (1978: 2), ESP is “**generally used to refer to the teaching of English for a clearly utilitarian purpose.**”

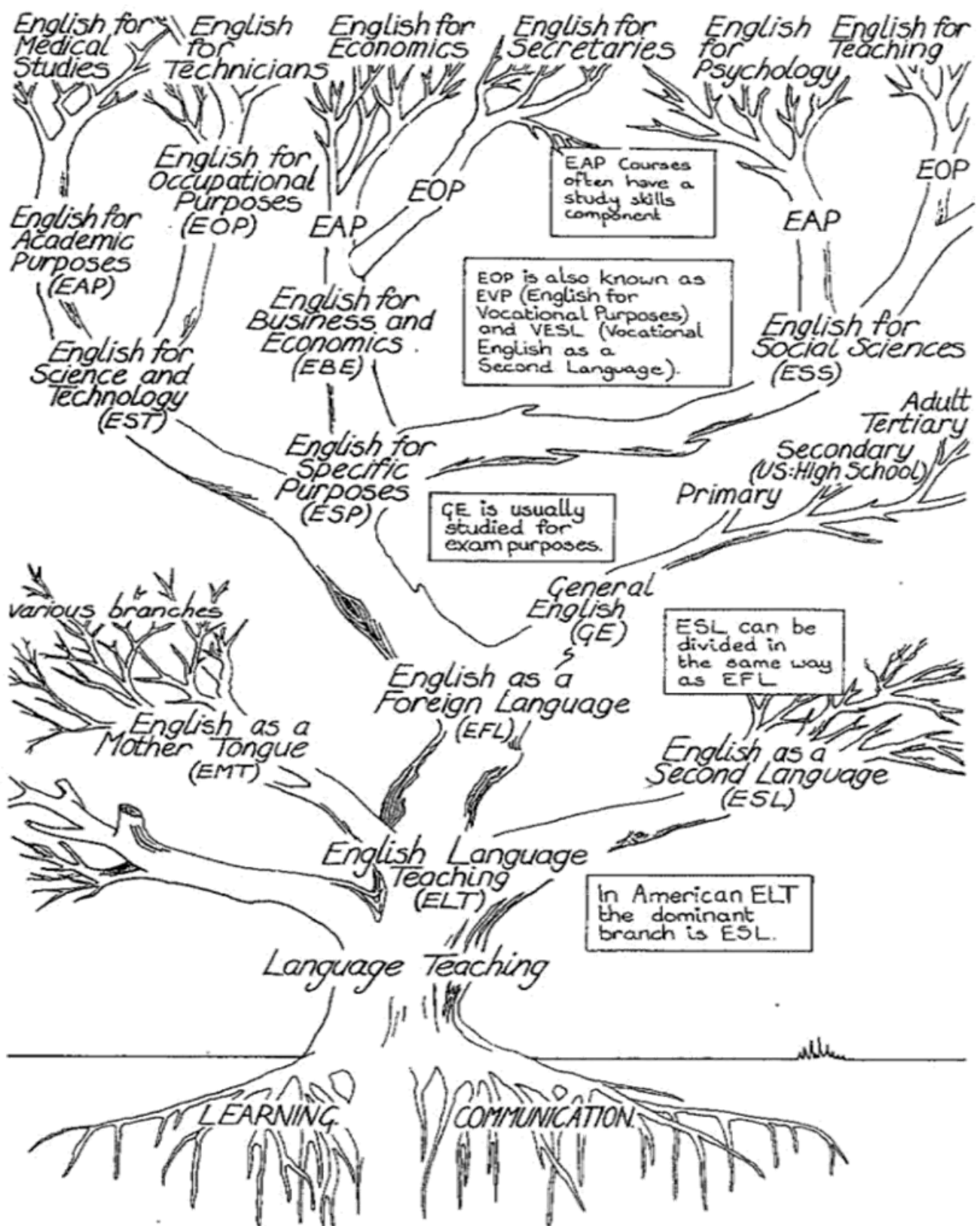


Figure 3: The tree of ELT