

GE Vs. ESP
variable characteristics

Approaches to E.S.P

	General English	E.S.P
Subject Matter	• Lge itself (Culture, Literature) is the subject & the purpose of the course	• Eng is just a means/tool to acquire a certain competence
Purpose	Linguistic Competence (adj - pronoun verb....) (rules.....)	Communicative Competence (Speaking very well, how to debate... deal with people / express opinions)
Approach	Teacher-centered ↳ The informer / Facilitator / evaluator (teacher talks more)	Learner-centered (learner talks more)
Awareness of Needs	Ø	Needs Analysis

Stevens, Kennedy & Bolitho think that
↳ GE & ESP overlap with each other since you need to master the essential elements of lge teaching if you want to teach E.S.P

Historical Development of E.S.P

- Before the 15th c
↳ Learning a foreign lge was merely for prestige / well-rounded education
- During & After the 15th c
↳ People started learning lge for ^{trade} communication ^{travel}
↳ French (The Renaissance)
↳ Italian

Reasons for the emergence of ESP

Historical Reasons

- Technological Advancements
- Need for Fresh Trade points
- Demand for an International lge
↳ Demand for an International Lge (English)
↳ it was chosen for geographical reasons
- English as an International lge created a new generation of learners who knew why they are learning it
↳ businessmen
↳ mechanics
↳ students

③ Psychological Reasons:

Emphasizing the central importance of the learners
↳ their attitudes towards learning

"The focus is on the learner"

④ Linguistic Reasons:

- The need for a linguistic Revolution increased as people needed to communicate using English more than they needed to learn the rules / Grammar so there was
↳ Shift from lge usage (rules) to lge Use (messages)
Fluency

2. People realized that lge tends to alter itself depending on its context (needs field)
↳ "Tell me what you need English for and I will tell you the English you need"

III) Definitions of E.S.P.:

E . S . P .
English for Special Purposes
↳ to designate the lge
Nowadays
English for Specific Purposes
↳ to designate the needs of the learner

MacKay & Mountford:

- ① Usefull
↳ Teaching English for Utilitarian purposes
↳ to utilize it

- ② Occupation (jobs) that needs dealing with foreigners
- ↳ Vocational training: something you do for free
e.g. volunteers who travel all around the world
Loc.g: *مطافئ*
- ↳ Academic (studies)
↳ you need English for your studies
↳ bio
↳ law
↳ med

↳ "Students study English bcz they need it not bcz they are interested in it"

Robinson: the most complete one out of

- ↳ Teaching E.S.P. Should be Purposeful
↳ It should be followed by a positive performance (outcome)

- ② (EAP / EOP)
↳ Occupational / Vocational / Academic
She added some elements:

- ③ ↳ Needs Analysis:
- ④ ↳ Selection of skills, subjects, contexts, functions
↳ some focus on writing skills
↳ others on talking
↳ creating real life situations / simulation
↳ requesting / apologizing

- ⑤ ↳ Timing differs according to age
↳ adults take less time to learn than children

Hutchinson & Waters: ESP learning is not random, it is based on

- ↳ Approach to 1ge Teaching / Learning

- ↳ Ideas, Opinions, theories
- ↳ Theoretical basis of E.S.P.

- ↳ Needs Analysis

Coffey:

- ↳ Positive outcome (it need utilitarian purposes)
- ↳ Needs analysis
- ↳ No need for a special (extra) 1ge
↳ It is just a selection of skills, subject from the same 1ge

- * They all focused on needs analysis bcz it is what distinguished ESP from GE
↳ It is all about the learner & his needs