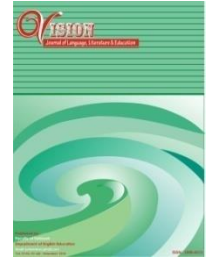




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THE HISTORICAL OF GROWTH ENGLISH FOR SPECIFIC PURPOSE

Ernita Daulay
Department of English Education, UINSU

Keywords	Abstract
<i>Keywords: English for specific purposes, The Characteristics of ESP, The Purpose of ESP.</i>	This study aims to understand English for Specific Purposes (ESP): a very significant branch of ELT that includes various linguistic efforts to define it, trace its historical growth, discuss its characteristics, and try to find out its scope and purpose. Although many conflicting views have been reported in defining ESP but there seems to be an eventual agreement that it is limited to teaching English to students who have specific goals and objectives: these goals may be professional, academic or scientific. Thus it is not a special discipline that is major in ESP but the specific goals of certain students. The same thing has been reinforced by discussions related to the absolute characteristics and variables. The historical growth of ESP has also been traced and it has been reported that although considered a modern approach, ESP textbooks exist even in the sixteenth century. It was found that the purpose of the ESP course was to enable students to function adequately in the target situation. Thus the ESP program must be directed towards the goal, directed by students and directed by the situation.

Faculty of Tarbiyah and Teacher Training, 1st Floor
Jalan Willem Iskandar Psr V Medan, 20731
Telp. 061- 6622925 – Fax. 061 – 6615685

INTRODUCTION

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while

those with more extensive experience will find its approach both stimulating and innovative. Natural languages are vehicles for communication in which syntactically structured and acoustically realized objects transmit meaningful messages from one speaker to another. To understand the ability of natural languages to serve as instruments for the communication of thoughts and ideas we must understand what it is that permits those who speak them consistently connect the right sounds with the right meaning. English becomes the most important language to be mastered. The foreign language especially English is as an international language which is very important in global relationship). In another words it can be said that English will affect someone relationship universally that mastering English will improve someone ability to master the advancement of science and technology globally, as a result it is the most important foreign language to master by learners in Indonesia. ESP, like any form of language teaching, is primarily concerned with learning. ESP has paid scant attention to the question of how people learn, focusing, instead on the question of what people learn. It has, in other words, been language centered approach. It has provided some very important insights into the nature of specific language needs. ESP must be founded in the first instance on sound principles of learning. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world or wishes; instead, it is integrated into a subject matter area important to the learners.

An ESP program, might, for example, emphasize the development of reading skills in students who are repairing for graduate work in business administration, or it might promote the development of spoken skills in students' who are studying English in order to become tourist guides. As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computers science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject-matter, thus helping them learn English faster.

The term "Specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevant of what the students are learning and enables them to use the English they know to learn even more English. Since their interest in their field will motivate them to interact with speakers and

text. ESP assesses need and integrates motivation, subject matter and content for the teaching of relevant skills. In the following pages, this book shall explain what this shift in focus entails for the ESP practitioner. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required .

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. English For Specific Purpose is English that is used in a particular field of work or profession. Whereas ESP is basically taught to adults or people who already have expertise in certain fields. In ESP English is the second language used in the work with the aim of making it easier to communicate with each other in one area. ESP is one of the evolution in the linguistic world where we are important to study and know it. Like knowing its characteristics, goals and benefits, and understanding. Therefore, ESP should be seen as an approach, concept and method that is different from general English (General English). ESP is an English teaching approach that has a different approach, perception, design, material, evaluation and purpose. ESP material refers to the needs of students (students' needs) and users of the graduates themselves. We need to know ESP as a lesson on campus in order to know the linkup space and be able to apply it in everyday life. With the ESP program, we will be helped by knowing briefly and quickly the English that we have to master, where English is carrying out its function as a communication tool to facilitate conveying intentions.

THE HISTORICAL GROWTH OF ENGLISH FOR SPECIFIC PURPOSE (ESP)

There does not seem complete agreement about the historical growth of ESP, though several research studies have been undertaken by different researchers in this regard. Most of the studies have concluded that 1960's was the dawn of this ELT approach but several studies mentioned the traces of ESP much before the above-mentioned period (Romo, 2006). Hutchinson and Waters (1987) traced back an ESP book in the sixteenth century. This book was written for tourists and it was published in 1576. "German for Science Students" was another example of ancient ESP material (Tickoo, 1976 cf. Romo, 2006). This early phase of ESP lasted roughly till the start of 1960 and whatever ESP material was produced during this period, it mainly consisted of authentic material related to different fields of specialization (Hutchinson and Waters, 1987).

Most of the linguists declared that the real beginning of ESP set in about in the sixties of twentieth century (Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987; Anthony, 1997; Gatehouse, 2001; Mackay and Mountford, 1978). Dudley-Evans and St. John (1998: 19) mentioned that "it was undoubtedly in the mid- to late 1960's, however, that various influences came together to generate the need and enthusiasm for developing ESP as a discipline" There were certain factors that contributed to the rise and rapid growth of ESP. The arrival of Huguenot and Protestant refugees in 16th century in England started the era of "business English in ELT" from the 19th century (Dudley-Evans and St. John, 1998 cf. Howett, 1984). Hutchinson and Waters (1987) enumerated three main reasons for this rapid growth. They were the "demands of a Brave New World", a "revolution in linguistics" and "focus on the learner". Hymes (1972) identified the rapid expansion in scientific, technical and economic activities in English speaking countries and the linguistic trends as the main contributing factors in this regard. Dudley-Evans and St. John (1998, p. 19) also reported that growth of science, technology and business played an important role in the development of ESP and "an enormous number" of students came to the UK, USA and Australia and this factor initiated "a new era of teaching English for different scientific and business disciplines" and English was given the status of the "international language of science, technology and business". Hutchinson and Waters (1987) specified two important historical factors that were largely instrumental in the rapid expansion of the scope and range of ESP. According to Hutchinson and Waters (1987, p. 6), the end of the Second World War (SWW) initiated an "age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role fell to English". In the post SWW era, the USA became the hub of scientific, technical and economic activities and, consequently, English was assigned the role of an international language to facilitate all these activities.

According to them, the Oil Crises of 1970's was the second factor in this regard. Oil-rich countries opened their doors to the Western knowledge and wealth and naturally a new era of ELT commenced in the gulf region. As it was mainly scientific and technical knowledge that was needed to be transferred, ESP emerged as the most appropriate discipline to accept the challenge. This new ELT approach had to address the specific needs of the learners and "whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers" (ibid., p. 7). Dudley-Evans and St. John (1998) pointed out that late 1970's and early 1980's was the period that consolidated ESP. "The Revolution in Linguistics" was another major factor that paved way for the emergence and rapid growth of ESP during the 1960's and early 1970's: the second stage in the growth of ESP (Hutchinson and Waters, 1987). This period witnessed a transformation of traditional linguistics of merely describing the features of language into the study of Register Analysis (RA) which focused on the ways language was used in real communication. Hutchinson and Waters (1987)

highlighted the difference between written and spoken language as an example of RA. Mainly scientific and technical English was focused more in this second phase of ESP. RA was carried out on the assumption that certain grammatical and lexical forms were more frequently used in scientific and technical language as compared to General English (Hutchinson and Waters, 1987; Dudley-Evans and St. John, 1998). Hutchinson and Waters (1987) elaborated the process of RA in identifying these specified forms and developing teaching materials based on these forms. The main objective of those ESP books was to acquaint the learners with the language forms that were relevant to their various fields of specializations. Those register analysis-based ESP textbooks relieved the learners of the unnecessary burden of irrelevant grammatical and lexical items.

As a result, materials produced under the banner of RA focused on a restricted range of grammar and vocabulary instead of language use and communication (Dudley-Evans and St. John, 1998). This stage was the initial phase of NA where the general needs of specific subjects were considered for the development of ESP course contents (Gatehouse, 2001 cf. Perren, 1974). But there were certain voices of disagreement and some linguists advocated that instead of merely following RA, the emphasis should have been on learner's communicative competence in various linguistic situations (Widdowson, 1979). The ESP material produced during that period mainly concentrated on specific grammatical and lexical items instead of real communication (Dudley-Evans and St. John, 1998). Widdowson, (1979) declared that realization of this deficiency laid the foundation of rectifying efforts that led to Discourse Analysis (DA) and Hutchinson and Waters (1987) called it the third stage of ESP growth which was marked by the shift from RA to the study of "discourse and rhetorical analysis". This phase addressed the learners' difficulties that were caused by the unfamiliarity with the use of English. It was stated that "consequently, their needs could only be met by a course that developed the knowledge of how sentences were combined in discourse to make meanings" (Mo, 2005 cf. Allan and Widdowson, 1974: 3). Hutchinson and Waters (1987, p. 20) suggested that the main aim of discourse and rhetorical analysis was to identify organizational patterns in texts that formed the basis of ESP syllabus that included "rhetorical functions for communicative purposes". Mackey and Mountford (1978) recognized defining, identifying, comparing, classifying etc. as important rhetorical functions. "The assumption of this stage was that underlying all language use there were common reasoning and interpreting processes, which, regardless of the surface form, enabled us to extract meaning from discourse" (Mo, 2005 cf. Hutchinson and Waters, 1987, p. 4). Mo (2005) reported that this stage did not confine itself to the teaching of language but rather addressed to the thought processes as well. Teaching of language skills was focused by the ESP teachers in this phase of ESP teaching (Dudley-Evans and St. John, 1998). The fourth stage of ESP growth heralded with further precision of its focus on the "target situation". Hutchinson and Waters (1987) defined the "target situation" as the one in which learners would use the specific language they were

learning. "Learning-centered"(Hutchinson and Waters, 1987) and "learner-centered"(West, 1984) were the key terms during this phase of ESP growth and a lot of emphasis was given to NA. The main objective of ESP course contents was thus to make the learners achieve linguistic competence by enabling them to acquire the ability to use language accurately and efficiently in different situations. It was stated that linguistic competence included grammatical, cultural, pragmatic, strategic and communicative sub-competencies.

This emphasis on linguistic competence broadened the horizon of ELT and various other dynamics of learning situations and learners' situations were considered to make the learners acquire the required linguistic competence. "It involves considering the process of learning and motivation, working out what is needed to enable students to reach the target, and taking into account the fact that students learn in different ways"(Mo, 2005 cf. Dudley-Evans and St. John, 1998, p. 4). This discussion offered useful insights into the reasons that why learner and his specific social and psychological situations were also given due importance to achieve the target learning outcomes. Similarly, it was recognized that not only different specializations (medicine, humanities, physics, geology, business etc.) but also different sub-fields of a main specialization needed different communicative functions in terms of syntax, morphology, semantics, phonology, vocabulary and discourse (Douglas, 2002). The linguistic needs of a lab assistant in a hospital would be different from the needs of a nurse, a receptionist, a ward boy and an X-ray technician. These precise linguistic needs were the key factors in determining the type of curriculum necessary for ESP courses. According to Hutchinson and Waters (1987), fifth stage of ESP growth was marked with the mental processes which implied the use of language and ESP curricula focused on developing the skills and strategies learners needed to acquire a second language instead of depending upon the surface form of the language. The focus shifted to the underlying strategies that would help the learner extract meaning from the external forms. Hutchinson and Waters (1987) quoted the ability to guess meaning of a word from the context as an example of applying underlying strategies to the external form of the lexical items. They suggested that all ESP curricula should involve the learners from the beginning to determine their learning needs and LS so that they might be able to effectively apply underlying strategies to achieve their learning objectives. Discussing the question whether ESP courses were more successful than General English courses in preparing students for working or studying in English, "war stories and romances"(Dudley-Evans and St. John, 1998 cf. Bowyers, 1980) presented various reports about the success of different ESP courses during 1970's and 1980's. Dudley-Evans and St. John (1998, p. 25) mentioned Foley (1979) who also discussed "the ESP Program at the University of Patroleum and Minerals in Saudi Arabia"and provided "concrete evidence for the validity of the ESP approach". It has been stated that early stages of ESP were strongly linked with "Register Analysis, Discourse and Rhetorical analysis, Skills-Based Approaches and the Learning-Centered

Approach”(Dudley-Evans and St. John, 1998, p. 30) but after achieving maturity, no dominating movement has existed in ESP and many different approaches and a willingness to mix different types of material and methodologies have been accepted in the realm of this flexible approach: ESP. They have mentioned that ESP has been transformed.

THE CHARACTERISTICS OF ENGLISH FOR SPECIFIC PURPOSE (ESP)

ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. Strangely, however, this does not seem to be the case. In October this year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. At the Japan Conference on ESP also, clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

At the conference, guests were honored to have as the main speaker, Tony Dudley-Evans, co-editor of the ESP Journal mentioned above. Very aware of the current confusion amongst the ESP community in Japan, Dudley-Evans set out in his one hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics (see below). ESP seems quite flexible discipline and different people have defined it differently. We can count as many definitions as the number of linguists who have defined it. All these definitions appear to cover various characteristics of this approach (Sifakis, 2003 cf. Rogers, 1989; Rogers, 1996). Anthony (1997, p. 1) mentioned the “clear differences in how people interpreted the meaning of ESP” at “The Japan Conference on ESP” held on November 8th, 1997 at Aizu University in Aizuwakamatsu. He pointed out that the participants were divided into two groups. One group held the view that ESP was teaching of English for any purpose that could be specified whereas the other group of participants ascribed to it as “the teaching of English used in academic studies or the teaching of English for vocational or professional purposes”(ibid., p. 1). This particular example of differing views regarding its definition offers clear insights about the general truth in relation to this controversy. Hutchinson and Waters (1987) have defined ESP as an “approach” rather than a “product” – meaning that ESP does not necessarily involve any particular kind of language, teaching material or methodology. The fundamental function of ESP is: “Why does this learner need to learn a foreign language”(Milavic, 2006 cf. Hutchinson and Waters, 1987)? The rationale of learning English, thus, became the crux of ESP.

Robinson (1980) has defined it as the teaching of English to the learners who have specific goals

and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the learners’ needs. Both these definitions do not confine ESP to any specific field, discipline or profession and recognize its broader area of action. A rather comprehensive approach to define ESP has been tried.

The Characteristics of English for Specific Purpose (ESP)

1. Absolute Characteristics

1. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
4. ESP practitioners are also becoming increasingly involved in intercultural communication and the development of intercultural competence.

2. Variable Characteristics

Stevens' (1988): ESP may be, but is not necessarily:

1. Restricted as to the language skills to be learned (e.g. reading only).
2. Taught according to any pre-ordained methodology (pp.1-2).

Anthony (1997):

1. ESP may be related to or designed for specific disciplines.
2. ESP may be used, in specific teaching situations, a different methodology from that of general English.
3. ESP is likely to be designed for adult learners, either at the college level institution or in a professional work situation. It could, however, be for learners at a high school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1997, pp. 4-5).

The Types of English for Specific Purpose (ESP)

Dudley-Evans and St. John, (1998) have divided EAP into two divisions: English for General Academic Purposes (EGAP) and ESAP. EGAP is related to the teaching of language skills that are common in different disciplines but ESAP refers to the teaching of language features that are specific for various disciplines. Research has offered insights into the mutual relationship of EGAP and ESAP. Skills and language functions learnt in EGAP programs may be transferred to specific disciplines in ESAP programs (ibid.). Many researchers have discussed about the types of ESP and most of them have grouped ESP into two main categories: English for Occupational Purposes (EOP) and EAP (Hutchinson and Waters, 1987; Robinson, 1991) whereas Carter (1983) has identified the following three types of ESP:

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

Mackey and Mountford (1978) clearly defined the concept of “restricted language” in their following 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”(Gatehouse, 2001 cf. Mackey and Mountford, 1978, pp. 4-5). The scope and canvas of this first type of ESP is extremely limited which allows the learners learn English language for very restricted purposes and it trains the learners to handle specific situations in extremely limited linguistic settings. This kind of ESP teaching restricts itself to "limited number of phrases and expressions and these learners remain unable to use English in any setting other than the one they have been trained for. EAOP has been recognized as the second kind by Carter (1983) whereas majority of other researchers have confined their classification of ESP to EAP and EOP. Robinson (1991) has also included these two types in his classification of ESP. Kennedy and Bolitho (1985) have added English for Science and Technology (EST) in their list of types of ESP. It seems to transpire that ESP has been separated from EOP and EAP because of the fact that it was basically scientific and technological knowledge that this new approach of ELT was supposed to transfer to non-native speakers of English (Hutchinson and Waters, 1987; Gatehouse, 2001; Dudley-Evans and St John, 1998; Strevens, 1977).

THE PURPOSE OF ENGLISH FOR SPECIFIC PURPOSE (ESP)

English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language which focuses on developing English communication skills in a specific discipline, such as accounting, agrolology, education, engineering, IT technology, and academic learning. The English for Specific Purposes (ESP) Program offers classes that focus on developing the language skills needed for success on the job, at college, or in university programs. English for Specific Purposes is an international peer-reviewed journal that welcomes submissions from across the world. English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. The ESP focus means that English is not taught as a subject divorced from the students' real world; instead, it is integrated into a subject matter area important to the learners. An ESP program, might, for example, stress the development of reading skills in students who are preparing for graduate work in engineering; or it might stress the development of conversational skills in students who are studying English in order to become tour guides. ESP integrates subject matter and English language instruction. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their major field of study, whether it be computer science, accounting, business management, economics, or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation. The students' abilities in their subject-matter fields, in turn, enhance their ability to acquire English. Subject matter knowledge gives them the context they need to understand the English of the classroom. The ESP class takes subject-matter content and shows students how the same information is expressed in English. The teacher can exploit the students' knowledge of the subject matter in helping them learn English faster.

ESP - English for Specific Purposes: This term refers to teaching a specific genre of English for students with specific goals. Examples include English for Academic Purposes (students will enter an English-speaking university), business English (for business people), medical English (for nurses, doctors, other health care professionals). ESP can be (as the name implies) very specific -- a growing market is English language computer support personnel. In sum, ESP is English for vocational purposes, where the word vocation is used loosely to include education and all kinds of employment. The "Specific" in ESP refers to the specific purpose for learning. Students approach the learning of English through a field that is already known and relevant to them. This means that they are able to use what they learn in

the ESP classroom right away in their work and studies. ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Certainly, a great deal about the origins of ESP could be written. According to Hutchinson, T., & Waters (2003:32) said that ESP has been defined differently by different authors. Some regard it as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner.

ESP (English for Specific Purposes) has been referred to as "applied ELT" as the content and aims of any course are determined by the needs of a specific group of learners. ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Further sub-divisions of EOP are sometimes made into business English, professional English (e.g. English for doctors, lawyers) and vocational English (e.g. English for tourism, nursing, aviation, and bricklaying). ESP practitioners are also becoming increasingly involved in intercultural communication and the development of intercultural competence.

Dudley-Evans (2001:51-54) the defining characteristic of ESP is that teaching and materials are based on the results of a needs analysis. *The key questions are:*

1. What do students need to do with English?
2. Which of the skills do they need to master and how well?
3. Which genres do they need to master either for comprehension or production purposes?

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is recommended for graduate students and foreign and second language professionals who wish to learn how to design ESP courses and programs in an area of specialization such as English for business, for Civil Engineering, for Academic Purposes, and for health service purposes. ESP is centered on the language appropriate to the activities of a given discipline. English For Specific Purposes (ESP) or English for specific purposes is a new approach to teaching and using English for specific fields and studies that are suitable for the needs of the field of science and the profession of English users. Fields of science and professions such as English for law, medicine, mechanical engineering, economics, or maritime and so on. Robinson then said "It (here ESP) is generally used for teaching and learning there is no doubt." Thus, teaching English for Specific Purposes (ESP) has different approaches and assumptions from General English (GE) for example. ESP's goal is for students to be able

to master English in the fields they study. For example chemistry students, then they must understand English for chemistry, or if they are engineering students, they must know English for engineering, or if they work in hospitality, then they must master English language hospitality, if they are maritime students, then they must mastering maritime English.

ESP is generally used in teaching foreign languages for certain uses in certain fields of science and professions. This goal is generally understood as a benefit in the role of English as a means of communication both oral and written. Therefore, ESP should be seen as an approach, concept and method that is different from general English (General English). ESP is an English teaching approach that has a different approach, perception, design, material, evaluation and purpose. ESP material refers to the needs of students (students' needs) and users of the graduates themselves. The same thing was also said by Mc Donough about the definition and concept of ESP. He believes "ESP courses are those where the syllabus and materials are determined in terms of the communication needs of the learners."

Donough's opinion indicated that the material and syllabus and objectives of the ESP should be designed and developed based on the needs of students and graduate users because students both when they go to college and when they are going to work teaching materials or teaching materials must match their needs. So the ESP approach is a bottom-up approach (bottom up approach). With the above description, it can be concluded that ESP is not a new product, but an approach to learning English that is different from general English. ESP refers to learning English that is oriented towards special needs of learners in accordance with the field of science and work. ESP material is based and developed based on needs analysis.

CONCLUSION

This study provides an overview of the various definitions of ESP and how they relate to each other. It gives a clear historical account of the development of this field starting with the Second World War and how the need for ESP and ESP teachers emerged. It covers the different stages ESP went through up to the present time discussing the most important characteristics of ESP, types of ESP as well as challenges facing ESP. The study also explores the relationship between ESP and English language teaching and how ESP is used as an approach in language pedagogy today. In short, research over many years in several countries has demonstrated that there is an interrelationship between ESP and English language teaching especially peer teaching. Students do benefit through participating in activities in which they learn from and with their peers and freely acknowledge this in course evaluations. Teachers and students in ESP classes usually share their roles with each other

so that they can fulfill their tasks more effectively; and in doing so, they always take peer teaching into consideration seriously.

ESP is a strong movement which has imposed its influence all over the world, but still there are many things to do for its future development. This perspective of expansion presupposes that there must be a constant improvement for better and more suitable programs and courses, of effective teaching, of serious analysis and of more consistent theoretical work in varied disciplines and, particularly, in human and social sciences.

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