

THE DEVELOPMENT OF ESP

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The development of ESP it is now in a fourth phase with a fifth phase of development starting to emerge from it is previous three main phases of development started in the early beginning of 1960s

Development of ESP

1. The Concept of special language : register analysis
2. Beyond the sentence : rhetorical or discourse analysis
3. Target situation analysis
4. Skill and strategies
5. A learning-centered approach

1. the concept of special language: register analysis

This stage operates on the basic principle that the *English of Electrical Engineering* constituted a specific register such *Biology of General English*. The aim of the analysis was to identify the *grammatical and lexical features of the registers*.

2. Beyond the sentence

Whereas in the first stage of its development, ESP has focused on language at the sentence level, the second phase of development shifted language at the sentence level, the second phase of development shifted attention to level above the sentence, as ESP became closely involved with the emerging field of discourse or rhetorical analysis.

3. Target situation analysis

The purpose of an ESP course 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, then the ESP course design process **should proceed** by first identifying the **target situation** and then carrying out a rigorous analysis of the **linguistic features** of that situation. This process is usually known as **need analysis**.

The **target situation analysis** (Chambers 1980, based on Mumby's communicative needs processor, 1978) aims to determine what students need to be able to do in English as a result of the course, and achieves this outcome by means of activities which mirror those of the **target work situation**.

4. Skill and strategies

In this phase, it is consider not only the language itself but also the thinking processes that underlie language use.

5. A learning-centered approach

A learner-centered approach views **learners** as active agents. They bring their own knowledge, past experiences, education, and ideas - and this impacts how they take on board new information and learn. ... This **approach** sees **learners** as respondents to external stimuli.

Conclusion

All of the stages describe so far are the stages of the development of ESP from it is started in the early beginnings on the 1960s until today uses. These stage started by identify and analyzing learner register and focused on sentence level, and on second stage, ESP become closely involved with the emerging field of discourse or rhetorical analysis.

On third stage what to aimed to do was take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners reason for learning. On the fourth stage the focus is in underlying strategies.

Thankyou