

DIACHRONIC DEVELOPMENT OF ESP

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Annotation. The present article intends to highlight the different strategies that students can use in order to enhance their reading skills. Since my students are from the discipline of Chemistry, the focus will be on the reading in the context of Chemistry. Emphasis will be on reading comprehension and on knowledge of lexicon and grammar. This article will draw on data from actual classroom teaching, learning and tests related to them. English for specific purposes (ESP) is a subset of [English as a second or foreign language](#). It usually refers to teaching the [English language](#) to university students or people already in employment, with reference to the particular vocabulary and skills they need.

Аннотация. Настоящая статья предназначена для освещения различных стратегий, которые учащиеся могут использовать для улучшения своих навыков чтения. Поскольку мои студенты изучают химию, основное внимание будет уделяться чтению в контексте химии. Упор будет делаться на понимание прочитанного и на знание лексики и грамматики. Эта статья будет опираться на данные фактического преподавания в аудитории, обучения и тестов, связанных с ними. Английский для специальных целей — это подмножество английского как второго или иностранного языка. Обычно это относится к обучению английскому языку студентов университетов или людей, которые уже работают, со ссылкой на определенный словарный запас и навыки, которые им нужны.

Annotaciya. Ushbu maqola talabalarning o'qish qobiliyatlarini oshirish uchun foydalanishi mumkin bo'lgan turli strategiyalarni ta'kidlashni maqsad qilgan. Mening talabalarim kimyo fakultetidan bo'lganligi sababli, asosiy e'tibor kimyo kontekstida o'qishga qaratiladi. Asosiy e'tibor o'qishni tushunish va leksika va grammatika bo'yicha bilimlarga qaratiladi. Ushbu maqola auditoriydagi o'qitish, o'rganish va ular bilan bog'liq testlardan olingan ma'lumotlarga asoslanadi. Maxsus maqsadlar uchun ingliz tili ikkinchi yoki xorijiy til sifatida o'rganayotgan talabalarga qaratilgan. Bu odatda universitet talabalari yoki ishda bo'lgan odamlarga ingliz tilini o'rgatish, ular uchun zarur bo'lgan maxsus lug'at va ko'nikmalarga ishora qiladi.

Key words: english for Specific Purposes (ESP), aspect, ability, lack, learner, experience, international journals and conferences.

Ключевые слова: английский для специальных целей, аспект, способность, недостаток, учащийся, опыт, международные журналы и конференции.

Kalit so'zlar: maxsus maqsadlar uchun ingliz tili, aspekt, qobiliyat, kamchilik, o'rganuvchi, tajriba, xalqaro jurnallar va konferentsiyalar.

It is generally agreed that English Language Teaching is classified into two main branches: English for General Purposes and ESP. The latter can further be divided into English for Academic Purposes and English for Occupational Purposes. Johns (2012) reviewed the history of ESP using her experience as a previous ESP Journal co-editor and researcher by dividing it into four main periods:

The period from 1962 to 1981 focused on text-based counts and rhetorical devices, using descriptive research, involving statistical grammar counts within written discourses. Later, rhetorical concerns began to be taken into consideration with, for example, supposed devices used in a text.

Then, *the period from 1981 to 1990* witnessed an attempt to widen the scope of ESP and introduce some key concepts, the most important ones being: need assessment; linguistic devices and their rhetorical purposes; use of technology in ESP teaching; genres and rhetorical moves as new concept.

Whereas, *the period from 1990 to 2011* is characterized by a number of other more or less new apprehensions and idea: The idea of intercultural rhetoric; the supremacy of 'genre' in ESP research; the appearance of corpus studies.

From 2020 onwards, what will be the future being to ESP? According to Johns (2012), there are a number of researchers in ESP such as Swales, Bhatia, Bazerman, Belcher, Dudley-Evans, St John, Candlin, Graves and many others agree on the fact that the future of ESP will bring four significant elements:

- Diversity: in topics, methodologies, rhetoric's, etc.
- Context: classroom, business, online media, etc as the scope for research becomes diversified.
- Complexity: realized through methodological triangulation
- Critique: not only of researcher's work but of the research himself, through self-reflection.

The history of ESP goes through four main periods, from the 1960s, when content-based texts dominated, to the 1990s, when authentic ESP concepts emerged. ESP Enterprise is currently gaining popularity around the world in a variety of fields where students are active participants in the teaching and learning process.

Place of ESP at Tertiary Level. ESP has developed as a separate discipline from General English and gained popularity around the world, especially in higher education institutions where students specialize in various fields. While caring for academic fields in the international community, they must learn to conduct research or contribute to conferences in an international language, such as English, which is recognized throughout the world. A common variant of ESP at this stage of the university level became known as EAP (English for Academic Purposes). At university level, English language teachers and learners often face to different issues that might interfere achieving a successful teaching, learning function. One

of the important issues is the teacher, learner interaction within specific contexts of English language which is ESP. In this respect, Hyland (2002: 394) argues that **“effective language teaching in the universities involves taking specificity seriously. It means that we must go as far as we can.”** For teachers this means introducing learners to the relevant genres with the purpose of allowing them to participate in a discourse community organized around specific and significant activities.

This can be approached in pragmatic or critical ways, and there has been an important amount of discussion about the need to avoid uncritical induction of students into disciplinary discourse and identities (Canagarajah, 2002; Harwood & Hadley, 2004; Pennycook, 1997).

Teachers must develop academic English in students; it is the English required for reading, writing, speaking, and listening in content areas (Collier, 1999; Cummins, 2001). They must ensure that students develop the specific academic language they need to participate in the classroom (Chamot & O'Malley, 1994; Echevarria, Vogt, & Short, 2004).

ESP is designed to be a targeted language, thus, students do not learn English for its own sake, but because there is a need to use it in the workplace, and they act with a certain motivation. ESP is currently considered the main field of teaching English as a foreign language. It started coming from the EFL area since the 1960s. Nowadays, teachers of English as a foreign language are more familiar with the role of ESP in various modern areas of specialization.

In fact, the development of ESP is becoming evident in the growing number of universities offering various types of ESP training and in the number of ESP courses offered in the UK and USA. This indicates that ESP is shaped by the special learning needs of language learners. Therefore, the role of the teacher should not be limited to simple teaching, but should extend to the course designer, researcher, evaluator, and active participant and partner in all aspects of the teaching and learning process.

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