1. Brief History of ESP

By the end of the Second World War in 1945, some states of the world started competing in industries for peaceful purposes instead of armaments. A revolution in various aspects of science and technology arose and the new world became more highly industrialized and mechanized. In the 1950's, different states of the world started interacting and conducting trade import and export; hence, it was imperative to have an international language to develop the new revolution in industry and technology. Accordingly, some researchers believe that the English language admirably suited the requirement, but it was necessary to simplify and condense the function of English according to specific contextual needs.

As a result, English has gained the status of an international language because of its use as a language of automation, new technology and science. Moreover, English can be employed in various contacts and dealings between the different states of the world. But, it is noticed that the speakers of English as Foreign Language are not as fluent as the native speakers of English. They do not communicate adequately in different scientific and social settings, as it is not their mother tongue, due to some communicative constraints. Therefore, it was unnecessary and time consuming to teach English to the whole world in general disciplines, particularly for the speakers of English as FL or SL. Then, the need to narrow down the scope of the English language according to the demands of the specific purposes started emerging.

On the other hand, the mid of 1960's witnessed a great revolution in science and technology; therefore, it has become necessary to develop a special language to fulfill the demands of that shift. Thus, the emergence of English for science and technology (EST) represented the foundation of ESP. As a matter of fact, Trimble (1985) claims "*most of the work at this time (the 1960's) was in the area of English for science and technology and for a time ESP and EST were regarded as almost synonymous*". In addition, Williams (1984:2) argues that "*ESP began to evolve*

in the 1960's in response to awareness that certain types of learners had specialized needs that were not being sufficiently and efficiently met by wide-spectrum of EFL courses".

In the next few years, particularly, in the beginning of 1970's, ESP started growing rapidly according to the demands of the world. As Mackay (1975) puts it: "*For the last ten years or so, the term language for special purposes has begun to appear more and more frequently in language teaching literature*".

2. Origins of ESP

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 (Hutchinson and Waters, 1987).

Hutchinson and waters (1987:6) comprises two key factors that breathed life into ESP. First, the end of the Second World War brought with "*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 "of international language fell to English*".

Second, the oil crisis of the early 1970's resulted in western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now becomes subject to the wishes, needs and demands of people other than language teachers (Hutchinson and Waters, 1987: 7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary.

In other words, given the particular context in which English is used, the variant of English will change.

This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960's and early 1970's there were many attempts to describe English for Science and Technology (EST).

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do with psychology. Rather than simply focus on the method of language deliver, more attention was given to the ways in which learners acquire language and the differences in the ways in which language is acquired. Learners were seen to employ different learning schemata, and be motivated by different needs and interests. Therefore focus on the learner's needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking .To this day, the catch word ESL circles is learner - centered or learning –centered.