ESP teaching takes place in a number of differing contexts as shown in the following scenarios, identify the type of the ESP course in each example, then justify your answer.

**Albert :**

Albert is bilingual and was brought up in a French-speaking home in the UK. After studying French and Business at university, during which he did some part-time English for Speakers of Other Languages (ESOL) teaching, he was offered a job with a computer software company based in Paris. His brief was to track the daily work practices of a number of key employees at the company and offer English language assistance to them when they had difficulties using English in their work. The aim was that these key employees should eventually become independent in using English for their workplace needs.

**Cathy and Louis :**

Cathy and Louis were completing postgraduate degrees in Teaching English to Speakers of Other Languages (TESOL) when they responded to a job advertisementcalling for teachers to work at a military defence training facility in the US. The facility trains military personnel from various countries and aims to improve their technical and English language skills. Cathy and Louis’ students were pilots. Having begun teaching at the facility, Cathy and Louis realized that the students’ interest in English for its own sake was limited but they were deeply enthusiastic about their specialist areas, such as helicopter piloting. Cathy and Louis quickly set about devising content-based teaching of English in which the primary focus of instruction is on texts and activities related to the students’ specialist military areas.

**John :**

 John studied law at a university in Australia. In his final year he began teaching ESOL part-time in order to supplement his income. He found he enjoyed it more than law and on completing his law degree, he taught ESOL full-time for three years before doing a masters degree in TESOL. For his thesis topic he decided to investigate discourse in ‘problem-answer’ essays’ – an academic legal genre common in legal studies. After receiving his degree, John got a job teaching academic reading and writing skills in the English Language Support centre at an Asian university. Sometime later, he was transferred from the centre to the ESP Unit at the same university in order to work in an established small team that designs and teaches English courses for students in the law department. Here John feels able to combine his interest in language teaching with his knowledge of law and legal discourse.

**Estelle :**

 Estelle found that after teaching primary school in New Zealand for a number of years, she needed a change of direction. She wanted to work abroad and teach adults. She studied for a diploma in TESOL during which she took a course in ESP. Following her graduation, Estelle found a job in a two-year vocational college. The first course Estelle was assigned to teach was ‘English for Office Management’. The course had only been running one year and Estelle was told she would need to prepare new instructional material as there was insufficient course content. The students on this course were between 18 and 20 years old and were hoping to gain employment in international companies after their return to their home countries. Alongside English, the students were studying word processing, spreadsheet and office administration.

**Alison :**

Alison began her teaching career teaching French in the secondary school sector in New Zealand. A number of years later due to falling enrolments in European Developing Courses in English for Specific Purposes languages in secondary schools, Alison started teaching English as a Second Language in a Tertiary College. She taught intermediate level learners there for some years and then began to also conduct classes for immigrants focusing on ‘settling-in skills’, such as job applications, dealing with administrative enquiries, and so on. One day her director of studies called her in to tell her that the college was to introduce a course called English for Medical Doctors. The students would be recently arrived immigrant doctors who needed to appear for medical registration examinations and English language tests to enable them to work as general practitioners in the country. Alison was asked to prepare and teach the course.

**Derya :**

 Derya graduated in teaching English as a foreign language in Turkey and almost immediately gained employment in one of the large state universities in which English is used as the medium of instruction. Most students at Derya’s university spend a year in the preparatory school studying an intensive English language programme prior to starting study of subjects in their departments. Derya has taught on the intensive programme for a number of years. Recently, the Engineering faculty at the university expanded its doctoral programme. The faculty however realized that the doctoral students’ lack of English was hampering their studies and it was decided that a special English language programme to help the postgraduate students with reading and writing engineering research reports needed to be set up. Derya, whose brother is completing his doctoral studies in the Engineering faculty, was requested to set up a suitable ESP course for the engineering students on the doctoral programme.