From its early beginnings in the 1960s, ESP has undergone many phases of development.

**Phase 1 : Register analysis**

This stage took place mainly in the 1960s and early 1970s; it was concerned with identifying grammatical structures and vocabulary seen as of central importance in scientific and technical writing. The approach was premised on the idea that although scientific and technical writing has the same grammar as general English, particular grammatical structures and vocabulary items are used more frequently. For example, Electrical Engineering constituted a specific register different from that of Biology or of General English, the aim of the analysis was to identify the grammatical and lexical features of these registers. For some authors, it was the significantly frequent occurrence of certain grammatical and lexical features that characterizes scientific writing. Teaching materials then took these linguistic features as their syllabus. The main motive behind register analyses was to make the ESP course more relevant to learners’ needs by producing a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet.

**Scientific statements in the form of a substitution table were presented for practice as shown in the following table:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| This machine  | Differs Is differentCan be distinguished  | From  | The other one  | In By  | Its shape Several respects The fact that it is more powerful That it is more powerful Its shape  |

|  |  |  |  |
| --- | --- | --- | --- |
| It is useful to  | Differentiate Distinguish Make a distinction  | Between  | A blower and a liquid pump  |

|  |  |  |
| --- | --- | --- |
| This engine,  | Unlike As distinct from As opposed to  | The earlier one, has six cylinders  |

The register analysis has been criticized for being only descriptive, not explanatory (it did not explain when one form is preferred to another), the approach was very much sentence- based and form- focused. It revealed that there were very little that was distinctive in the sentence grammar of scientific English; it did not reveal any forms that were not found in general English.

**Application of the stage in teaching:**

In language teaching instruction, a focus on grammatical structures is often seen in courses based on structural syllabuses in which particular grammatical structures are targeted and presented to the learners. For example; in the course book “elementary technical English”, the present passive is highlighted and presented with a number of examples concerned with engine mechanisms, for example: **the piston is pushed down by the fuel air. The fuel air are compressed by the cylinder**