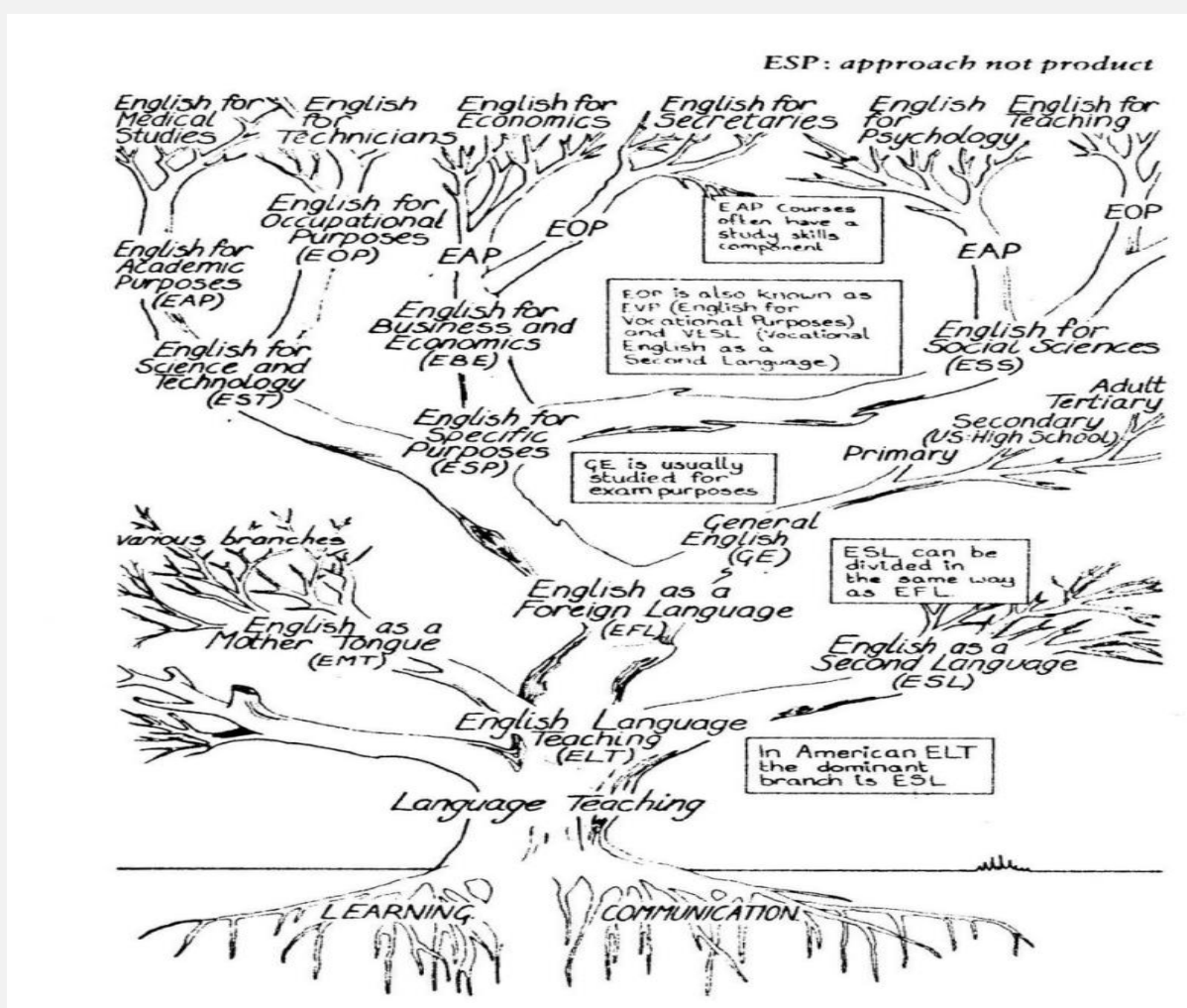


University of Mohamed Lamine Debaghine -Setif 2-
Faculty of Letters and Languages
Department of English Language and Literature
Level: 3rd year
Lecturer: Dr. Soumia BOUDINAR
Semester 1 : Introduction to English for Specific Purposes

Lecture 3: Branches and Types of ESP

3.1. Branches of ESP : In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

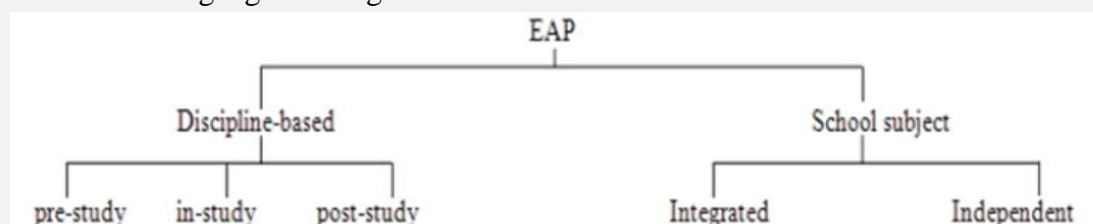


Each of these subject areas is further divided into two TYPES: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

A. English for Academic Purposes (EAP)

EAP refers to any English teaching that relates to academic study needs (Dudley-Evans & St. John, 1998; Robinson, 1991; Hutchinson & Waters, 1987, p. 2). English in EAP course is used as a medium of study and not as a subject matter as supported by Robinson (1980, p. 7) who writes: “English for Academic Purposes or study skills, i.e. how to study through the medium of English regardless of the subject matter or of the studies.” In the same vein Kennedy and Bolitho (1984, p.4) assert that “EAP is taught generally within educational institutions to students needing English in their studies”.

For educational courses, the language training can either **precede**, **follow** or be **simultaneous** with studies and occupation. Pre-experience and **pre-study** are connected with language training when it precedes studies. Simultaneous and **in-study** occur when the language training takes place during the studies. **Post-study** refers to the language training when it follows studies.

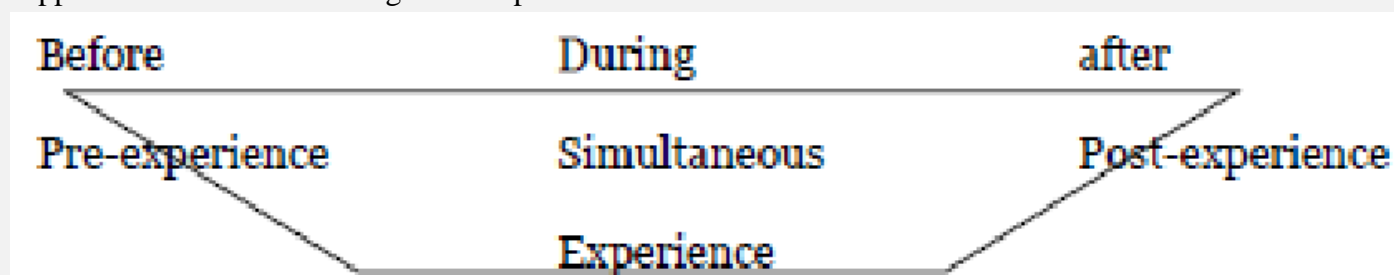


B. English for Occupational Purposes (EOP)

According to Robinson (1991), EOP involves work-related needs and training. EOP includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations (Dudley-Evans & St. John, 1998). In this context, English is required in employment situations. The aim of EOP courses is to meet the everyday needs of working people, i.e., the teaching of EOP attempts to meet the learner's needs to use English as part of his work or profession.

Moreover, EOP includes **three** types of training as stated by Kennedy & Bolitho “There will be differences in such courses depending on whether the learners are learning English **before**, **during** or **after** the time they are being trained in their profession or job” (1984: 4).

In fact, courses will differ according to the **learner's experience** related to a specific job, occupation or profession; if the English learning precedes experience, it is labeled **pre-experience**; and simultaneous if the learner is in a job. In the former the learner has no experience in his work whereas in the latter he is supposed to acquire some **experience** while learning. However, it is labeled **post-experience**, if the learner is supposed to have a certain degree of experience.



Reflection Questions:

1. What makes EAP different from EOP?
2. Name some sub branches ESP

Homework

ESP teaching takes place in a number of differing contexts as shown in the following scenarios: decide which courses are to be designed for occupational or academic purposes, branch, skills to be developed, and type of learners in each case.

- An overseas student in psychology studying in university level, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the student's English course.
- A waiter who is a student in the department of Marketing dealing with foreign clients might need to understand and respond appropriately to requests and orders (Can we have a bottle of the house white?) and ask about requirements (Would you like coffee?).
- Medical students in pediatrics, for example, have to read updated articles, and write essays and short clinical reports.
- Mechanical engineers have different needs in English; such as reading specialized articles, prepare scientific papers and conference presentations and, working in an English speaking-country.

Case	EAP/EOP Course	Branch	Skills to be developed (needs)	Learners
1				
2				
3				
4				