**Origins of ESP :**

We can identify three main reasons common to the emergence of ESP

**1/ the demands of a brave new world :**

The end of the second world war in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, this expansion cretaed a world unified and dominated by two forces ( technology and commerce) which in their relentless progress soon generated a demand for an international language for various reasons, most notably the economic power of the US in the post world, this role fell to english. The effect of this was to create a whole new mass of people wanting to learn english **not for the pleasure or prestige of knowing the language** but because english was the key to the internationel currencies of tecnology and commerce. As english became the accepted international language of technology and commerce, it cretaed a new generation of learners who knew specifically why they were learning a language. Businessmen and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in english. All these and many others needed english and most importantly they why they needed it.

**2/ A revolution in linguistics :**

At the same time as the demand was growing for english courses tailored to specific needs, influential new ideas began to emerge in the study of language. Traditionally the aim of linguistics had been to describe the rules of english usage, that is grammar. However, the new studies shifted their attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication, one finding of this research was that the language we speak and write varies from one situation to another ( in english language teaching this gave rise to the view that there are important differences between, say, the english of commerce and that of engineering). These ideas married up naturally with the development of english courses for specific groups of learners. The idea was simple ; if language varies from one situation of use to another ,then it should be possible for linguists to determine the features of specific situations and make these features the basis of the learners’ course. It was in the late 1960s and early 1970s that saw the greatest expansion of research into the nature of particular varieties of english. For example ; descriptions of written and scientific and technical english by Ewer and Latorre, Swales, Selinker and others, most of the work at this time was in the area of science and technology.

In short, the view gained ground that the english needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study.

**3/ development in the field of educational psychology :**

New developments in educational psychology also contributed to the rise of ESP, by emphasizing central importance of the learners and their attitudes towards learning. Learners were seen to have different needs and interests which would have an impact on their ***motivation*** to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which relevance to the learners’ needs and interest was paramount. The assumption underlying this approach was that the clear relevance of the english course to their needs would improve the learners’ motivation and thereby make learning better and faster.