

Contents

Preface	viii
Acknowledgements	x
Acronyms and definitions	xiii
I Introduction	I
1.1 Aims	I
1.2 Overview	I
1.3 A definition of ESP	2
1.4 Classification of ESP	5
1.5 Carrier content and real content	11
1.6 Roles of the ESP practitioner	13
1.7 ESP as a multi-disciplinary activity	17
1.8 Summary	18
1.9 Recommended reading	18
2 A historical perspective on ESP	19
2.1 Aims	19
2.2 The balance between research and practice	19
2.3 Trends in English for Academic Purposes	20
2.4 Authenticity of text and authenticity of purpose	27
2.5 Trends in English for Occupational Purposes	28
2.6 ESP now	30
2.7 Summary	32
2.8 Recommended reading	32
3 English for Academic Purposes	34
3.1 Aims	34
3.2 Four types of EAP situation	34
3.3 English for General Academic Purposes and English for Specific Academic Purposes	41
3.4 Engaging with the disciplines	42
3.5 Professional disciplines: EAP or EOP?	48
3.6 Summary	52
3.7 Recommended reading	52

Contents

4	English for Business Purposes	53
4.1	Aims	53
4.2	Characteristics of Business English	53
4.3	English for General Business Purposes and English for Specific Business Purposes	55
4.4	The role of needs analysis in Business English	57
4.5	Teachers of Business English	59
4.6	Key issues for Business English	61
4.7	English for Business Purposes versus English for Academic Purposes	72
4.8	Summary	73
4.9	Recommended reading	73
5	Language issues in ESP	74
5.1	Aims	74
5.2	Grammar in ESP	74
5.3	Vocabulary in ESP	80
5.4	Discourse and genre analysis	87
5.5	Summary	94
5.6	Recommended reading	94
6	The skills in EAP and EOP	95
6.1	Aims	95
6.2	Reading skills in ESP	95
6.3	Listening to monologue	101
6.4	Listening and speaking skills in ESP	105
6.5	Speaking monologue	112
6.6	Writing skills in ESP	114
6.7	Summary	120
6.8	Recommended reading	120
7	Needs analysis and evaluation	121
7.1	Aims	121
7.2	Needs analysis	122
7.3	Evaluation	128
7.4	Collecting data for needs analysis and evaluation purposes	131
7.5	Summary	139
7.6	Recommended reading	140
7.7	Extracts	140
8	Course design	145
8.1	Aims	145
8.2	Parameters of course design	145
8.3	Balancing the parameters	154
8.4	Case studies	155

8.5	Developing a course outline	162
8.6	Summary	169
8.7	Recommended reading	169
9	The role of materials	170
9.1	Aims	170
9.2	The purpose of materials	170
9.3	Writers or providers of materials?	172
9.4	Teacher-generated material	176
9.5	Learner-generated material	180
9.6	Materials and technology	184
9.7	Summary	185
9.8	Recommended reading	186
10	Classroom practice and beyond	187
10.1	Aims	187
10.2	Learners' specialist knowledge	188
10.3	Class size	196
10.4	Beyond the classroom	204
10.5	Summary	209
10.6	Recommended reading	209
11	Assessment: Continuous assessment and testing	210
11.1	Aims	210
11.2	Why assess?	210
11.3	Classroom assessment	211
11.4	Classroom tests	213
11.5	Public examinations developed in the UK	214
11.6	Reporting test results: band descriptors	217
11.7	In-house test development	221
11.8	ESP test questions	225
11.9	Summary	228
11.10	Recommended reading	229
	Epilogue	230
	Extracts	233
	Guidance for tasks	263
	References	278
	Index	298