

**Mr. Satyawan Suresh Mane**

Research Scholar

Asst. Prof. in Communication Skills,  
Gharda Institute of Technology, Lavel,  
Maharashtra, India

Email: ssmane@git-india.edu.in

**Dr. Hanumant K. Awatade**

Asst. Prof. in English Language and Literature,  
Department of English,  
Shankarrao Mohite Mahavidyalaya, Akluj, Solapur,  
Maharashtra, India

Email: hkawatade@gmail.com

**Characteristics of English for Science and Technology**

**ABSTRACT**

English for Science and technology i.e. EST is a sub category of the larger and vast field of English for Specific Purposes. It itself belongs to ESP approach that started soon after the II world war. The world was mainly dominated by technology and commerce as the source of survival. The aim of educational institutions was to develop such an education system that will benefit people who wanted to learn English for specific purposes of science and commerce. The area of English for Science and Technology i.e. EST

*“is known to have been developed especially rapidly. English for Science and Technology has always set and continues to set the trend in theoretical discussion, in ways analysing language and the variety of actual teaching materials”* (Swales, 1985).

Then many of the academicians and theorists commenced producing the EST courses. These courses would prioritize such the aspects of English language that might meet their needs. Though the sub-category of the larger and vast filed of ESP, English for Science and Technology carries its own characteristics. The present research paper aimed to state the characteristics of English for Science and Technology.

**Keywords:** ESP, EST,

English for Specific Purposes is known as the ESP. It makes the use of an underlying methodology for language learning purpose. It is clearly observed that the language learning activities and methodology used in the EST classroom are completely varied from General English classroom. Learners in EST classroom are doctors, scientists or technologist. They require English to cope up with the global market requirement so that they focus on English for Science and Technology as the aspect of English for Specific Purposes.

English language speakers in science and technological fields in EST easily form their own linguistic community. The methodology used in EST has therefore consolidated the notion of a linguistic community within scientific disciplines. It emphasizes vocabulary as well as the kinds of tasks normally required in these fields. The need analysis of communication of the learners is the gist of course designs.

The language used in EST is more specialized to a particular field. It expects to help the user better describe, interpret and explain the various steps in the scientific process. While vocabulary in the form of technical and scientific terms may be an important element for this purpose, language structures are also critical and essential. It is stated that EST and ESP are not new categories of learning that eliminate General English as a branch of learning but rather a new section to compliment learning of English. Additionally EST should not be separated from language teaching and learning approach in general but should make great use of theories activities to learn language for learning specific aspect. Swales rightly said that ESP and its branches still undergo constant change and development.

## **CHARACTERISTICS OF ENGLISH FOR SCIENCE AND TECHNOLOGY**

Being classified as the division of ESP, EST writing varies from other ESP writing like EOP. It is used as a communicative medium to transfer the information rather than emotions or expression in science and technology area. The writing is formal in style and conveys only the information that it contains to the readers. English for science and Technology demonstrates the following characteristics.

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### **USE OF PUNCTUATION**

Texts prescribed for EST curriculum are generally quite long. The complexity of the sentence structure can be observed that impede the understanding the texts of English for Science and Technology. In order to create better understanding, the authors follow punctuations frequently in EST texts.

### **COMPLEX PARAGRAPHING ALONG WITH THE LONG AND HEAVY WORDS**

The authors aim to describe the scientific facts, explain the scientific conceptions. So they never consider reader's expectations. They intend to communicate the exact information to the readers so that their texts get complexity of sentences due to the use of long and heavy words in a paragraph. The readers observe complex paragraph while going through the same. They interact with the complex words especially in mathematics.

### **USE OF TECHNICAL TERMS**

Texts introduced in the Scientific and technical texts are based on the science and technical subject or topics, it is obviously that the readers reading the English for Science and Technology find frequent use of technical terms in such kind of texts. Due to the use of technical terms, readers find the texts difficult to understand as compared to General English.

## **DEPENDENT PHRASES AND CLAUSES**

It is the common feature of EST texts. Authors make the use of preposition like ‘of’ or ‘in’ in the sentences to relate the objects in the texts so it is seen that one phrase or clause functions as the dependent on another phrase.

## **FREQUENT USE OF LONG AND COMPLEX SENTENCES**

The sentence length in EST texts is found to be larger than General English texts. The paragraph, though deal with the unique idea, observes complex patterns of sentences. Generally the sentences are long and complex. Readers don’t find easily texts comfortable to grasp.

## **COMPLEX NOUN PHRASES WITH NOUN MODIFIERS**

Noun phrases in English for Science and Technology, as compared to General English, are complex in structure. It is clearly seen that maximum nouns are used as the modifiers in a single noun phrase. The texts in science and technology contain more abstract concepts like definitions of objects, principles and conclusion. Noun phrase carry such information in a compact and dense form.

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