

History and the present state of English for specific purposes in Croatia

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ESP implies, not special language, but special aim defined by learners' needs. The aim defines language which has specific features. The term ESP appeared in the sixties and the first ESP conferences were held at that time. The first ESP Conference in Croatia was held in 1978. It was preceded by long and fruitful ESP teaching and practice (dating from 1882). Numerous doctoral and Master of Arts theses show that ESP in Croatia has not been based on intuition and teaching practice only but also on lexical, syntactic and discourse features analyses and research.

The author of the paper is one of a group of linguists who believe that the beginning of ESP was eclectic and pre-linguistic. Its appearance was not influenced by any particular theories of language or even language teaching.

That is, of course, not to say that the development of ESP was not helped or given an advantage by the developments in linguistics and applied linguistics.

ESP implies, not special language, but special aim. Of course, the aim defines the scope of the language – which is a statistically quantifiable »register« defined in terms of formal linguistic properties, lexical items, collocations and sentence structures (Mackey 1978: 4–5).

So we speak about the specific use and distribution of grammatical characteristics, specific style features as well as about the specific way of conveying communicative functions.

If we ask what ESP is in a certain field, the answer may be reached through needs analysis. This means to identify the needs of a specific group of learners (the needs of »requirers« and »users« and their relevant characteristics, the level of knowledge of a language, etc.), to statistically analyse the language corpus (of spoken or written language) – and objectively asses the linguistic properties of the »register« (language system code) which should be used as a basis to asses the communicative features of language use. Foreign language (ESP) objectives can then be determined, proper teaching materials provided, and so on.

We must not forget that ESP (or LSP) has other areas of interest, not only teaching, as for instance:

- lexicology and terminology,
- functional speech analysis (discourse analysis or text linguistic analysis which embrace functional stylistics),
- scientific and technical translation, and
- the theoretical basis of LSP.

In 1968 the first conference on ESP was held, and in 1976 Ronald Mackey wrote, »For the last ten years or so, the term 'languages for special purpose' has begun to appear more and more frequently.«

The term developed in the sixties. Some ESP authors consider that special purpose teaching was initiated by Harold Palmer and Michael West. Strevens offers 1576 as the date when the first phrase book for foreign tourists was published.

Although the first specialised conference on ESP in Croatia was held ten years later (in 1978), the history and tradition of ESP studies date back to the 19th century, when Maritime English had the pioneering role. Professor Filipović states that the Royal Nautical School was the first school to include teaching of English in its curriculum in 1882 and the first teacher of English was Alexander Lochmer.

So, official teaching of English in Croatia started with ESP. The first published ESP documents on English teaching in Croatia were the *Curricula of the Royal Nautical School* in Bakar. In *The Third Curriculum of the Royal Nautical School* for the school year 1884/85 he wrote an article 'Some Observations on English People'. In the introduction to the *Curriculum of the Royal Nautical School* for the 1886/87 school year Alexander Lochmer wrote a 25 page long section »On pronunciation of English«.

In the Royal Nautical School English was taught 4 hours a week in the first grade, and 3 hours a week in the second and third grades. In the third grade curriculum, it was explicitly stated that the aims were:

- »a short repetition of whole grammar,
- repetition of reading samples,
- business style with special reference to the nautical profession
- Book: T. C. Cann.«

The books and journals ordered that year for the School were in German, English, French and Italian.

Studies of English at the University started in 1898/99 and the English Department was founded in 1935.

The most prolific years of the twentieth century for ESP teaching were the fifties and seventies.

Studies of English for Specific Purposes were introduced at some faculties (especially technical ones) soon after the Second World War. Remarkable results were achieved and numerous textbooks and dictionaries written.

In 1977 *Opće programske osnove visokog obrazovanja* (»Essentials of the tertiary level curriculum«) came into force and it was an important date for the development of ESP in Croatia since foreign languages became an obligatory subject at all tertiary level educational institutions.

A year earlier (1976) the Croatian Applied Linguistics Society was founded. At its annual conference in May (1977) the formation of an LSP section was agreed and the section was formed in November 1977.

After that, several ESP conferences were held, some of which organised by the LSP section.

- The first ESP conference, 1979
- Translation in LSP, 1981
- Lexicography and ESP, 1982
- Tens years of LSP at the University: Results and Problems in 1988.
- Research in FLT, 1988.

ESP theory and practice problems have been dealt with at every annual conference of the Applied Linguistics Society.

In the eighties ESP research predominated, numerous ESP master and doctoral theses were written. Many textbooks and manuals were published, some of them research based.

Numerous theses were based on lexical analysis, as can be seen from the list given below. It also shows some other aspects that were researched (e.g. verbal structure, translation, etc.).

ESP doctoral theses (degrees awarded by the University of Zagreb):

Bujas, Željko (1965). *Pitanje linearnog paralelizma i mikrokonteksta u prijevodu engleskog stručnog teksta na hrvatski (s osobitim obzirom na strojno prevodenje)*. / Linear Parallelism and Micro-Context in Translation from English into Croatian (with Special Reference to Machine Translation / Zagreb: Filozofski fakultet.

Urbany, Marijan (1979). *Leksička i sintaktička svojstva i stilske osobitosti engleskog poslovnog jezika*. / Lexical and Syntactic Properties and Stylistic Features of Business English. / Zagreb: Filozofski fakultet.

Gačić, Milica (1982). *Frekvencijsko leksička analiza engleskog kao jezika struke krivičnih disciplina*. / Frequency and Lexical Analysis of English in Criminal Justice Studies. / Zagreb: Filozofski fakultet.

Velčić, Mirna (1984). *Međurečenični konektori u vezanome tekstu stručne komunikacije*. / Intersentence Connectors in Coherent Professional Communication Text. / Zagreb: Filozofski fakultet.

Pričard Boris (1985). *Englesko-hrvatski jezični kontakti u pomorstvu*. / Contacts between Maritime English and Maritime Croatian. / Zagreb: Filozofski fakultet.

Mihaljević, Milica (1991). *Lingvistička analiza računalnog nazivlja*. / Linguistic Analysis of Computer Terminology. / Zagreb: Filozofski fakultet.

Fox, Renata (1994). *Strukturalna, semantička i stilska obilježja ergolekta managementa u engleskom jeziku*. / Structural, Semantic and Style Features of Management Ergolect in English. / Zagreb: Filozofski fakultet.

Master of Arts degree theses (the degrees awarded by the University of Zagreb):

Vilke, Mirjana (1970). *Engleske posuđenice u hrvatskoj tehničkoj terminologiji*. / English Loans in Croatian Technical Terminology. / Zagreb: Filozofski fakultet.

Đodan Sonja (1982). *Struktura minimalnog stručnog vokabulara (engleskog jezika opće ekonomske znanosti)* / Structure of Minimal ESP Vocabulary (of English in Economy). / Zagreb: Filozofski fakultet.

Babić, Istočnica (1984). *Struktura minimalnog stručnog vokabulara građevinske struke za potrebe nastave na građevinskim fakultetima*. / Structure of the Minimal ESP Vocabulary for Teaching at the Faculties of Civil Engineering. / Zagreb: Filozofski fakultet.

Mihaljević, Jelena (1985). *Usporedba općeg i stručnog engleskog jezika (iz područja mljekarstva) na sintaktičkoj razini i mogućnosti primjene rezultata u nastavi.* / Syntactic Level Comparison of General and ESP English (in Dairy Industry) and its Application in Teaching. / Zagreb: Filozofski Fakultet.

Mitrović, Silvija (1985). *Leksička analiza jezika struke ekonomskih disciplina s posebnim obzirom na frekvenciju i distribuciju imenica.* / Lexical analysis of LSP of Economy with Special Reference to Frequency and Distribution of Nouns. / Dubrovnik: Interuniverzitetski centar.

Leković Svjetlana (1986). *Frekvencijska struktura engleskog stručnog vokabulara – prostorno planiranje.* / Frequency Structure of English for Specific Purposes Vocabulary in Urban Planning. / Dubrovnik: Interuniverzitetski centar.

Čarić, Tonka (1988). *Engleski jezik u nastavi u našem pomorskom školstvu.* / English Language Teaching at Maritime Schools. / Dubrovnik: Interuniverzitetski centar.

Čeliković, Vlasta (1988). *Struktura minimalnog vokabulara opće kirurgije.* / Minimal Vocabulary Structure in General Surgery. / Zagreb: Filozofski Fakultet.

Novčić, Željko (1988). *Frekvencijska struktura stručnog engleskog vokabulara stomatologije.* / Frequency Structure of English in Stomatology. / Zagreb: Filozofski fakultet.

Fox, Renata (1989). *Struktura minimalnog stručnog vokabulara strojarske struke za potrebe nastave engleskog jezika na strojarskim fakultetima.* / Minimal Vocabulary Structure in ESP Teaching at Mechanical Engineering Faculties. / Zagreb: Filozofski fakultet.

Ćurković Kalebić, Sonja (1989). *Struktura minimalnog vokabulara stručnog engleskog u oblasti elektronike (za potrebe visokoškolske nastave).* / Minimal Vocabulary Structure in Electronics (for the Purpose of ESP Teaching). / Zagreb: Filozofski fakultet.

Pavić, Zlata (1990). *Komunikativna kompetencija i nastava engleskog jezika u funkciji struke.* / Communicative Competence and ESP Teaching. / Zagreb: Filozofski fakultet.

Šimundža, Ika (1990). *Analiza sintaktičkih struktura u engleskom jeziku struke i primjena u nastavi.* / Syntactic Structure Analysis of ESP for the Purpose of Teaching. / Zagreb: Filozofski fakultet.

Obad, Lidija (1991). *Lingvistički i izvanlingvistički problemi razumijevanja pravnog stručnog teksta u visokom obrazovanju.* / Linguistic and Non-Linguistic Problems of Understanding Legal Texts in Tertiary Level Teaching. / Zagreb: Filozofski fakultet.

Šetina, Silvija (1992). *Struktura minimalnog vokabulara strojarske struke – proizvodno strojarstvo, za potrebe nastave na fakultetima strojarstva.* / Minimal Vocabulary Structure in Production-Engineering for Teaching at Faculties of Mechanical Engineering. / Zagreb:Filozofski fakultet.

ESP teaching and research has a long tradition in Croatia making us proud and giving us a firm basis for teaching and research.

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- LOCHMER, Aleksandar (1899). *Engleska čitanka sa zbirkom engleskih trgovačkih listova za mlade pomorce i za školu s obilnim hrvatskim tumačem.* Senj.
- MACKEY, Ronald and Alan MOUNTFORD (1978). *English for Specific Purposes.* London: Longman.
- Peti program nautičke škole u Bakru* (1887). Rijeka
- PRIČARD, Boris (1993). »Povijesni razvitak hrvatske jezične leksikografije u pomorstvu«. In: *Pomorski zbornik*, vol. 31, 471 – 489.

ENGLISKI KAO JEZIK STRUKE U HRVATSKOJ – POVIJEST I SADAŠNJE STANJE

Termin engleski kao jezik struke ne označava poseban jezik već posebni cilj koji je definiran potrebama onih koji jezik uče. Taj cilj definira jezik koji ima posebne značajke. Izraz engleski kao jezik struke se pojavio šezdesetih godina kad su održana i prva savjetovanja o toj temi. Prvo savjetovanje o engleskom kao jeziku struke u Hrvatskoj održano je 1978. godine. Njemu je prethodila višegodišnja uspješna nastavna praksa (koja je započela još 1882. godine). Brojni doktorski i magistarski radovi svjedoče da se engleski kao jezik struke u Hrvatskoj nije razvijao samo na osnovi intuicije i nastavne prakse već se isto tako zasnivao na analizi i istraživanju leksičkih i sintaktičkih osobina i osobina diskursa.