**2. The Growth of ESP**

The growth of English for Specific Purposes (ESP) has occurred through a series of stages.

 **The first stage**, ***Register Analysis***, 1960s-1970s it focused on identifying the grammatical and lexical features of specialized language, with ESP teaching materials based on these features.

 **The second stage, *Rhetorical or Discourse Analysis****,*

This stage, which was a reaction against register analysis, (West 1997:36)shifted attention to understanding how sentences were combined in discourse to convey meaning, emphasizing communicative values over linguistic properties.

**The third stage, *Target Situation Analysis (or needs analysis),*** aimed to create a scientific basis for ESP by connecting linguistic analysis with learner's purposes, but it was seen as not adding significantly to the field's knowledge.

**The fourth stage*, Skill and strategies ,***attempted to look below the surface it delved deeper into the thinking processes behind language use, focusing on learning skills and strategies rather than surface linguistic features.

**The fifth stage, known as the Learning-Centered Approach**, emerged as a reaction to the shortcomings of the previous stages. It shifted the focus from "how to use language" to "learners and their learning attitudes." This approach acknowledges the learner's central role in the learning process, emphasizing their learning needs and interests.

Overall, the growth of ESP has involved a progression from analyzing linguistic features to understanding discourse and learning strategies, with a final focus on learner-centered approaches that prioritize the learner's needs and interests.