



University Ziane Achour, Djelfa

3rd Year Students.

Faculty of Letters and Languages

Didactics of Teaching ESP

Department of Foreign Languages

First Term

English Division

All Groups

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Types of content in ESP

An important distinction is made between different types of content, more specifically *Carrier content and Real content*.

Carrier content

As defined in the book of Dudley Evans and St John '*refers to the subject matter of an exercise; it is contrasted with real content, which is the language or skill content of an exercise.*' (p.11)

Real content

Is the linguistic content, progressive tense usage pattern, for example, which is present in the text. Dudley-Evans and St. John (1998) differentiate between real content and carrier content: «*In ESP, any teaching activity, whether its aim is to teach language or skills, is presented in a context.*» (p. 11)

So, an authentic topic is chosen to function as the context, as a vehicle to 'carry' the real content, which may be certain language forms. For example, in a lesson on preparing and administering an injection, to teach the language of steps in a sequence, the task of giving the injection would function as the *carrier content*, while the language of sequence is the *real content*.

The Carrier content thus carries the Real content and while the students learn the Carrier content, the focus of language teachers is on the Real content. The aim of carrier content is to motivate the students to learn the real content (grammar, vocabulary.....) as a result it makes the learning process easier and faster.

