TEMA

38

Scientific and Technological, Commercial and Administrative English

El inglés científico y tecnológico, comercial y administrativo.

§

NOVIEMBRE DE 2026

Material de elaboración propia a partir de las fuentes oficiales que se citan al final del tema. No es un temario oficial ni sustituye a la normativa publicada.

Índice

1. INTRODUCTION

2. ENGLISH FOR SPECIFIC PURPOSES: THE FRAMEWORK

- 2.1. The Concept of ESP
- 2.2. Register and Genre

3. SCIENTIFIC AND TECHNOLOGICAL ENGLISH

- 3.1. Historical Background
- 3.2. Lexical Features
- 3.3. Grammatical Features
- 3.4. Discourse: The Organisation of Scientific Texts
- 3.5. Technological English

4. COMMERCIAL ENGLISH

- 4.1. Nature and Scope
- 4.2. Vocabulary
- 4.3. Written Genres
- 4.4. Spoken Business English

5. ADMINISTRATIVE ENGLISH

- 5.1. Nature and Traditional Features
- 5.2. The Plain English Movement
- 5.3. Administrative Genres

6. A CONTRAST WITH SPANISH AND TYPICAL ERRORS

7. PEDAGOGICAL AND DIDACTIC IMPLICATIONS

8. CONCLUSION

Fuentes

1. INTRODUCTION

The United States Plain Writing Act of 2010 defines plain writing as "writing that is clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience". The definition ends with a phrase that every teacher of English should keep in mind: the subject or field and the intended audience. English is not a single, uniform code. A research article, an instruction manual, a sales letter and a tax form are all written in English, yet each one selects different words, different structures and a different organisation because each serves a different purpose for a different reader. Welcome to Topic 38: Scientific and Technological, Commercial and Administrative English.

To address it, I will divide this topic into six sections. Firstly, I will place these varieties within the framework of English for Specific Purposes. Secondly, I will describe scientific and technological English, in its history, its vocabulary, its grammar and its discourse. Thirdly, I will turn to commercial English and its main genres. Fourthly, I will examine administrative English and the plain English movement. Fifthly, I will compare these varieties with Spanish and note the typical mistakes of our students. Finally, I will reflect on the pedagogical and didactic implications of this content within our current educational framework, before drawing a conclusion.

Before moving on, I would like to mention the sources consulted for the preparation of this topic. These include Hutchinson and Waters' English for Specific Purposes: A Learning-Centred Approach, Dudley-Evans and St John's Developments in English for Specific Purposes, Swales' Genre Analysis: English in Academic and Research Settings, and Gowers' The Complete Plain Words, as well as online sources such as the Royal Society, the International Chamber of Commerce, the GOV.UK style guide and the United States Government Publishing Office. I have also drawn on the LOMLOE (Organic Law 3/2020), Real Decreto 217/2022 and 243/2022, and Decreto 110/2022 and 109/2022 of the Autonomous Community of Extremadura.