

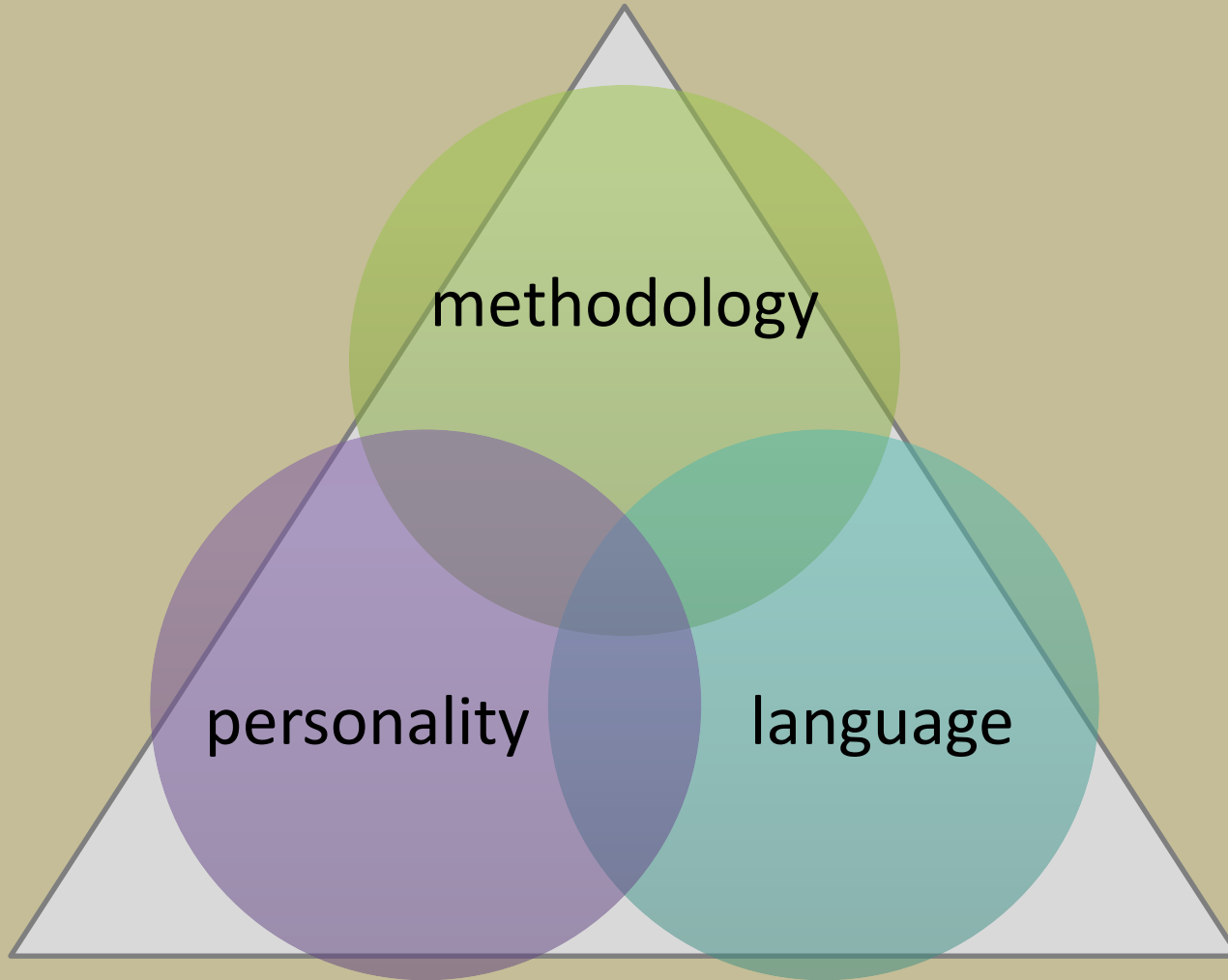
Should we know what we're talking about?

**Susie Cowley-Haselden
The University of Leicester**

Catalysts

- ① IATEFL 2002 in York
- ② My own transition
from EFL to EAP

The Shape of the Teacher



(Gabrielatos, 2002)

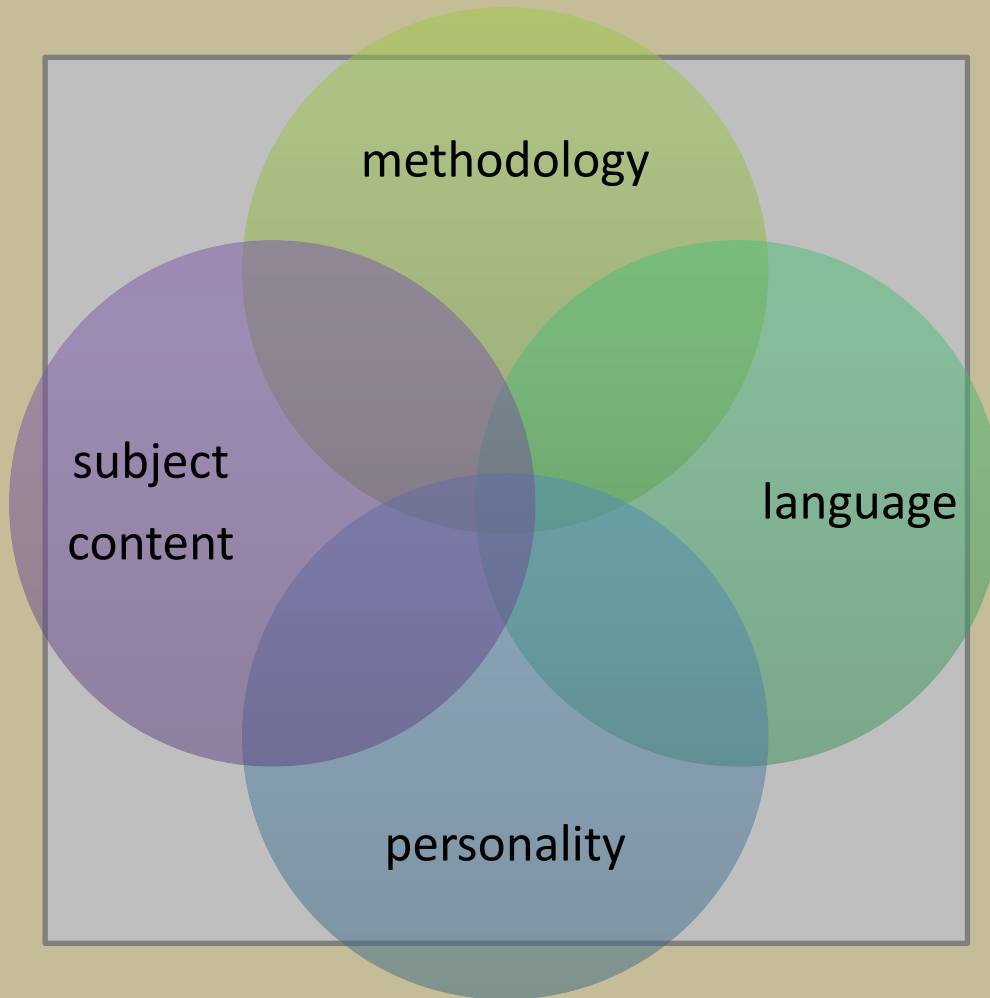
EAP / ESP

or

E(S)AP

English for occasionally
Specific Academic
Purposes

The Shape of the E(S)AP Teacher



“ESP teachers are all too often
reluctant dwellers in a strange
and unchartered land.”

(Hutchinson & Waters, 1987:158)

“The learners ... can deal with **complexities of terminology and ambiguities of subject content** that may be beyond the trainer’s knowledge of the specialist subject.”

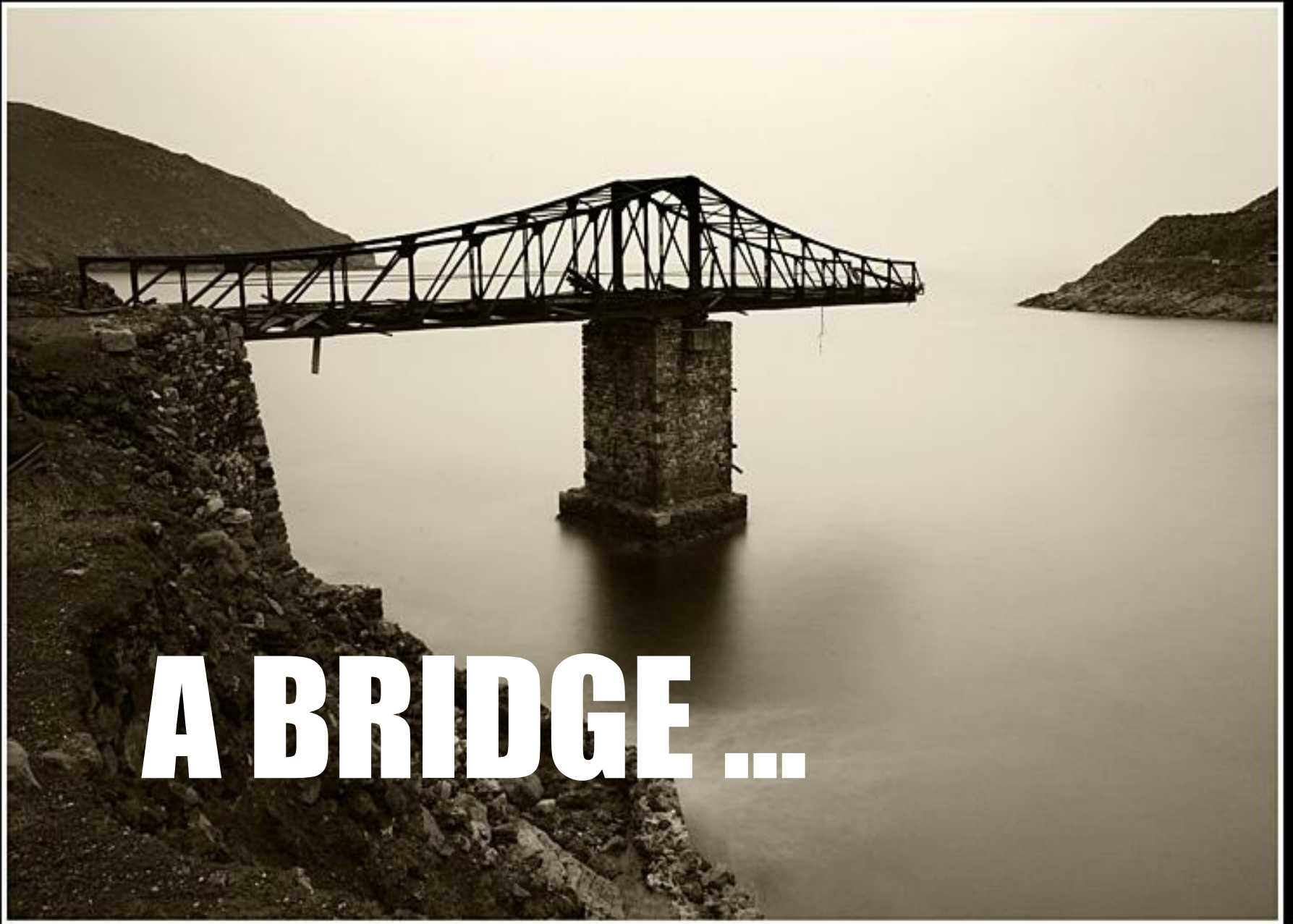
(Bell, 1996:1)

“This strategy however, involves a high degree of risk for the trainers, **particularly in terms of their credibility with the learners.**”

(Ibid)

“The ESP lecturer needs to remember that the **students’ primary concern is success in their chosen specialty areas**, and that the ESP lecturer is **an intermediary** to facilitate learning.”

(Brennan & van Naerssen 1989:204)



A BRIDGE ...



**But how to get
learners safely
across the gulf?**

“ESP teachers do not need to learn specialist knowledge. They require three things only:

- i) a **positive attitude** towards the ESP content.
- ii) a knowledge of the **fundamental principles of the subject area**
- iii) An awareness of how much they probably **already know”**

“In other words, the ESP teacher should **not become a teacher of the subject matter**, but rather an **interested student** of the subject matter.”

(Hutchinson & Waters, 1987: 163)

- Given the increasing financial dependence on International students in HE there really is a great opportunity to develop **innovative inter-disciplinary projects**

Recent JEAP article by James Donohue

UoL's Stella Smyth – Museum Studies Role Play

- This is, for me, the most exciting direction E(S)AP can go in, where we really can be **well built bridges to span the gulf**

IDEAS ...

A Knowledge Café



Bibliography:

- Bell, T. 1996. Do EAP Teachers Require Knowledge of Their Students' Specialist Academic Subjects? *The Internet TESL Journal*.
<http://iteslj.org/Articles/Bell-EAPRequireKnowledge.html> accessed on 6/6/12
- Brennan, M. and van Naerssen, M. 1989. Language and content in ESP. *ELT Journal*. 43 (3), 196-205.
- Donohue, J. 2011. Using systematic functional linguistics in academic writing development: An example from film studies. *Journal of English for Academic Purposes*. 11 (1), 4-16.
- Gabrielatos, C. 2002. 'The Shape of the Language Teacher' in Pulverness, A (ed.) *IATEFL 2002: York Conference Selections* pp. 75-78. Whitstable, Kent: IATEFL. PDF:<http://www.gabrielatos.com/Triangle.pdf>
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes; A learning-centred approach*. Cambridge: Cambridge University Press
- Hyland, K. 2002. Specificity revisited: how far should we go now? *English for Specific Purposes*. 21 (4), 385-395.