J030

Aug. 31/9:30-10:55/Bld2 R302

ESP in the 21st Century: ESP Theory and Application Today

J. Noguchi (Mukogawa Women's U.)
V. Bhatia (City U. of Hong Kong)
L. Anthony (Waseda U.)

In this symposium, three panelists will discuss “ESP in the 21st Century” from diverse viewpoints.

Vijay Bhatia “ESP and Professional Practices: Insights from Theory and Practice” Drawing on my recent research in critical genre analysis and interdiscursivity, I would like to highlight some of the major issues emerging from my recent work, especially those with implications for the integration of ESP and Professional Practice, on the one hand, and the academy and the world of work, on the other. ©Vijay K Bhatia, Department of English, City University of Hong Kong ennhatia@cityu.edu.hk

Laurence Anthony “Challenges in Large-scale ESP Program Design Needs, Materials, and Teaching Practices” In ESP, we try to identify core language needs of target learners and adopt teaching materials and practices to meet them. In reality, however, identifying needs, developing materials, and implementing effective teaching practices pose serious challenges. I will address these issues in the context of developing a large-scale ESP program for science and engineering students and will also introduce the concept of 'general ESP' for learners from a wide range of disciplines. (Anthony, L. (2009). “ESP at the Center of Program Design,” in Towards ESP Bilingualism (in Japanese). Osaka University Press.)

Judy Noguchi “ESP as a Portal to Systemic Literacy: The Keys to Life-long Learning” ESP education at the tertiary level should prepare learners for life-long learning experiences with “systemic literacy,” or an awareness of the intricate systems underlying professional communication, with the realistic goal of becoming functionally communicative in areas relevant to their careers or interests. What ESP education can do is enable students to become self-motivated, autonomous life-long language learners.

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Aug. 31/9:30-10:55/Bld2 R304

Developing Professional Competences of English Language Teachers
– From Pre-service Training to Lifelong Learning –

Y. Kiyota (Meisei U.)
M. Ito (Tokai U.)
C. Asaoka (Dokkyo U.)
This symposium aims to discuss issues on the development of professional competences of English language teachers from pre-service training to lifelong learning.

Firstly, we discuss the 21st century reforms in English language education. We focus on the rationale behind the recent reforms with particular attention to the policy developments. This is followed by a discussion on reforms in pre-service and in-service teacher education in four aspects.

Secondly, we discuss the current trends in pre-service EFL teacher education policies, the instructional trends in English teaching methodology courses, and the influences of recent changes in ITE on teaching practicum in the Japanese context.

Thirdly, we explore the criteria for English teacher employment in secondary education, the competences desirable for employment, contents of in-service teacher trainings and assessment by the local boards of education.

Next, we focus on the potential components of knowledge, skills and competences required of EFL teachers in terms of English language ability, pedagogical and didactic competences, and aptitudes or dispositions, based upon the surveys conducted by the JACET SIG on English Education and Teacher Education Research Group during these past ten years.

Following the points mentioned above, we examine some effective mechanisms for enhancing quality standards of teachers found mainly in the UK, the USA, Canada, and New Zealand (NZ), making reference to the five 'Policy Implications' suggested in the OECD report (2005) and major findings obtained from research visits to the countries above. In addition, the European Portfolio for Student Teachers of Languages (EPOSTL) is referred to as a potential springboard for a paradigm shift of English language teacher education in Japan.

Lastly, we describe the present status of professional competences of English language teachers in Japan, and then discuss how to improve them by focusing on a new paradigm necessary for effecting the improvement.

A. Takagi (Aoyama Gakuin U.)
S. Sakai (Chiba U. of Commerce)
A. Scott (Massey U.)

N. Okada (Osaka U.)
A. Umesaki (Kwansei Gakuin U.)
K. Minamide (Osaka Women's U.; Prof. Emeritus)

English Studies and English Education, Volume 8 of JACET's Series of Studies on English Education, searches for ways to apply results of English studies to English education. The volume's coeditors show how results of their linguistic studies will contribute to English education in university.

Nobuo Okada, “Pedagogical English Grammar—Some Suggestions for its Improvement”

First, I discuss the aims of English grammar teaching. Next, I show that the traditional pedagogical grammar has problems both in its content and the way it is taught. Thirdly, I suggest the way important grammatical facts and elegant grammatical explanations offered by recent