



北京师范大学 联合国际学院
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BEIJING NORMAL UNIVERSITY · HONG KONG BAPTIST UNIVERSITY
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'TWO CULTURES?' ENGLISH FOR SPECIFIC PURPOSES, INTERCULTURAL COMMUNICATIVE COMPETENCE AND THE 'NEW PROFESSIONALISM'

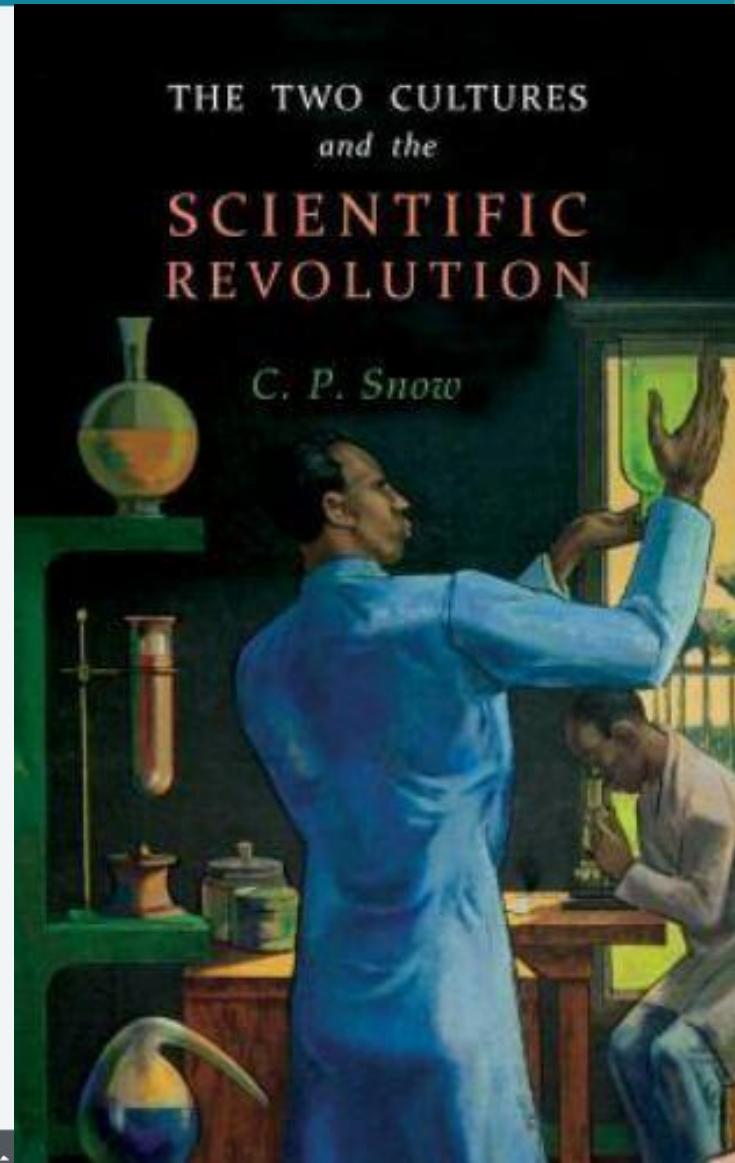
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The aims of this talk

- To review the basic principles of teaching English for Specific Purposes (ESP)
- To review intercultural communicative competence (ICC) in language education
- To consider the nature of ‘the new professionalism’
- To consider how teaching for ICC complements traditional ESP aims and objectives
- To give a simple, practical example of teaching ICC in the domain of aviation

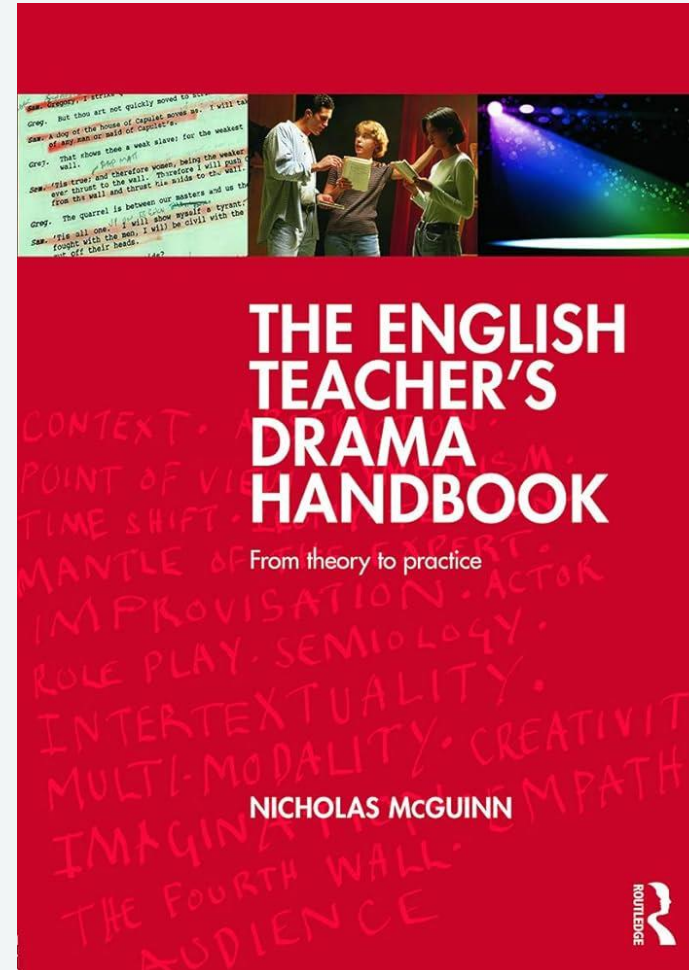
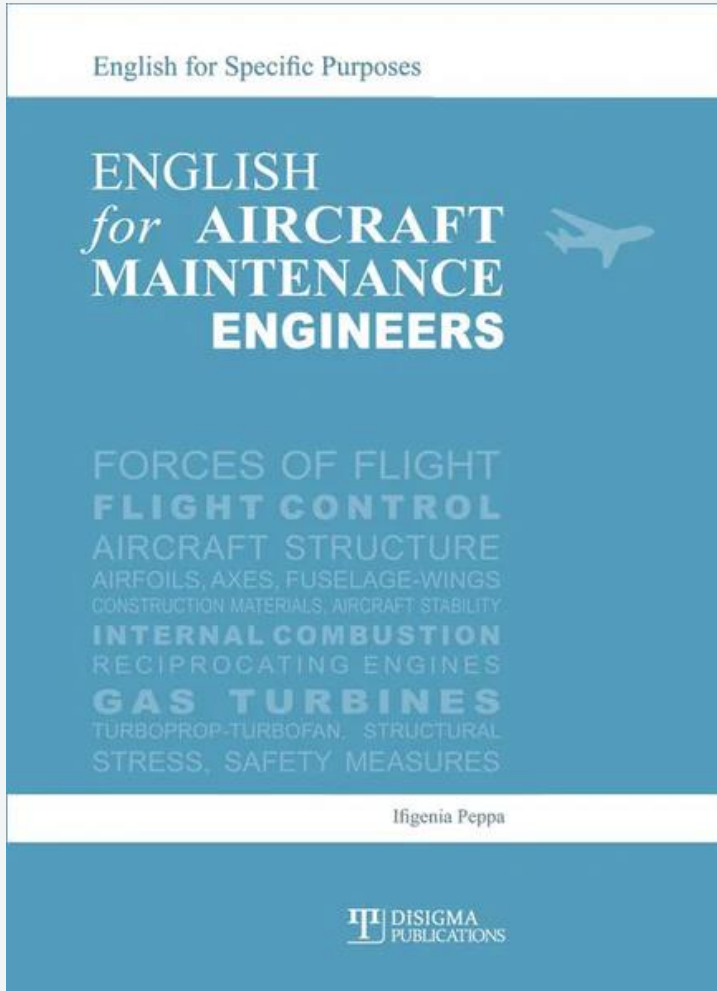


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Two Cultures?



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Mainstream ESP course design



“[...] students’ needs can be understood as

- the language knowledge that the learner requires for professional development,
- the language and content knowledge that needs to be added or reincorporated to the learner’s knowledge
- and the learner’s desires of language or content.”

- J.G. Laborda (2011) p.103



- Study typical situations that students need to know about (e.g. ‘landing an aeroplane’)
- Identify genres of the discourse community, typical registers and linguistic realisations (e.g. ‘instrument check’)
- Use needs analysis and genre analysis to devise materials.
- Teach using an audio-lingual, communicative and/or task-based pedagogical approach.



ESP assumptions...

Needs + Specific Language (Genres)
= Skilled practitioners



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But is mainstream ESP enough?



- Mainstream ESP is:
 - Situation-oriented (Aviation, Engineering, Tourism, Medicine, Law, etc)
 - Needs-oriented (how can individuals function in these situations?)
 - Language-oriented (what genres, registers do individuals need to master?)
 - Skills-oriented (what do individuals need to say, read, write and comprehend?)
- Intercultural ESP is:
 - Values oriented (altruism, ethics, politeness)
 - Reflective (what does the individual need to understand?)



Intercultural communicative competence



- **Attitudes**, such as openness to others
- **Knowledge**, e.g. of how social interactions occur
- **Skills of interpreting and relating** the linguistic products of the other to the self
- **Skills of discovery and interaction** – the ability to observe, understand and operationalise cultural knowledge

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- **Critical cultural awareness** and **critical evaluation** of cultural practices
- Understanding of how linguistic encounters co-construct **identity**
- The capacity to draw on the **poetics** of language and culture to celebrate and interrogate cultural identities and practices



ICC and professionalism in aviation



- Use the language classroom as a site not only for the development of language, but **also** for the exploration of attitudes, ethics, values and professional relationships.
- Expand the focus from instrumental language to include **reflective practices**
- Develop competent language users **and** reflective, critical, intercultural speakers.

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Task: situation



- May 14th 2020
- An aircraft (United 2862) has a cracked windshield.
- It is about to land. **The pilot** requests help.
- **Ground controller** responds and asks a question.
- How would you describe the communication problem?
- How would you address it as a teacher?

- Taken from <https://www.youtube.com/watch?v=0NmRD1CqeRg> (VASAviation)



Task: What is the problem here?



- United two eight six two / ILS critical area is protected so autoland is available // request intention and uh after landing fire trucks will follow you //
- Okay uh you were broken on the first part // say again //
- Autoland is available //
- <pause>
- United two eight six two / you don't need autoland? //
- Say again / United two eight six two //
- Okay / you need autoland or not? // autoland //
- Yes / we need full length //
- United two eight six two uh so uh can you make normal landing? //
- Normal landing / we have a captain's windshield broken //
- United two eight six two / we understand your situation // <pause> uuhhh we ask again / you don't need auto <pause> landing? //
- No / just one six right is fine for us //



Task: What is the problem here?



- United two eight six two / ILS critical area is protected so autoland is available // request intention and uh after landing fire trucks will follow you //
- Okay uh you were broken on the first part // say again //
- Autoland is available //
- <pause>
- United two eight six two / you don't need autoland? //
- Say again / United two eight six two //
- Okay / you need autoland or not? // autoland //
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- Normal landing / we have a captain's windshield broken //
- United two eight six two / we understand your situation // <pause> uuhhh we ask again / you don't need auto <pause> landing? //
- No / just one six right is fine for us //

- How do you feel when you do not understand someone?
- What do you do?
- How often can you do it?
- How do you feel when you are not understood by someone?
- What do you do?
- How often can you do it?
- **Attitudes**, such as openness to others
- **Knowledge**, e.g. of how social interactions occur
- **Skills** of interpreting and relating the linguistic products of the other to the self
- **Skills** of discovery and interaction – the ability to observe, understand and operationalise cultural knowledge



Task: Say again



- United two eight six two / ILS critical area is protected so autoland is available // request intention and uh after landing fire trucks will follow you //
- Okay uh you were broken on the first part // say again //
- Autoland is available //
- <pause>
- United two eight six two / you don't need autoland? //
- Say again / United two eight six two //
- Okay ...



Focus on language or focus on interaction?



- Not only a pronunciation/comprehension problem
- A relational problem between professionals, discursively negotiating
 - Status
 - Politeness
 - Relationship
 - Shared goals

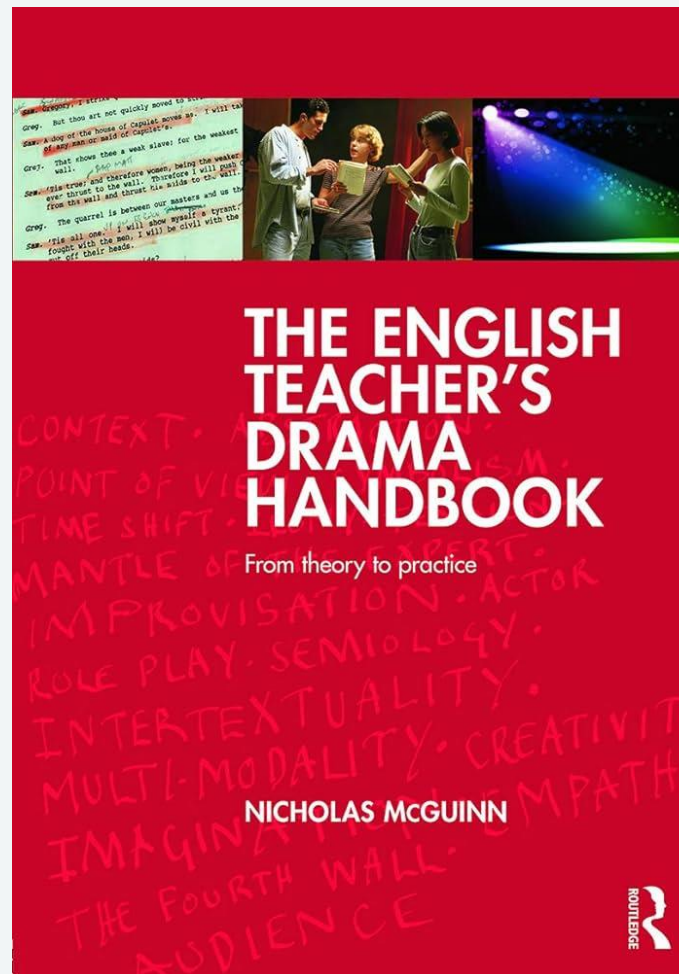
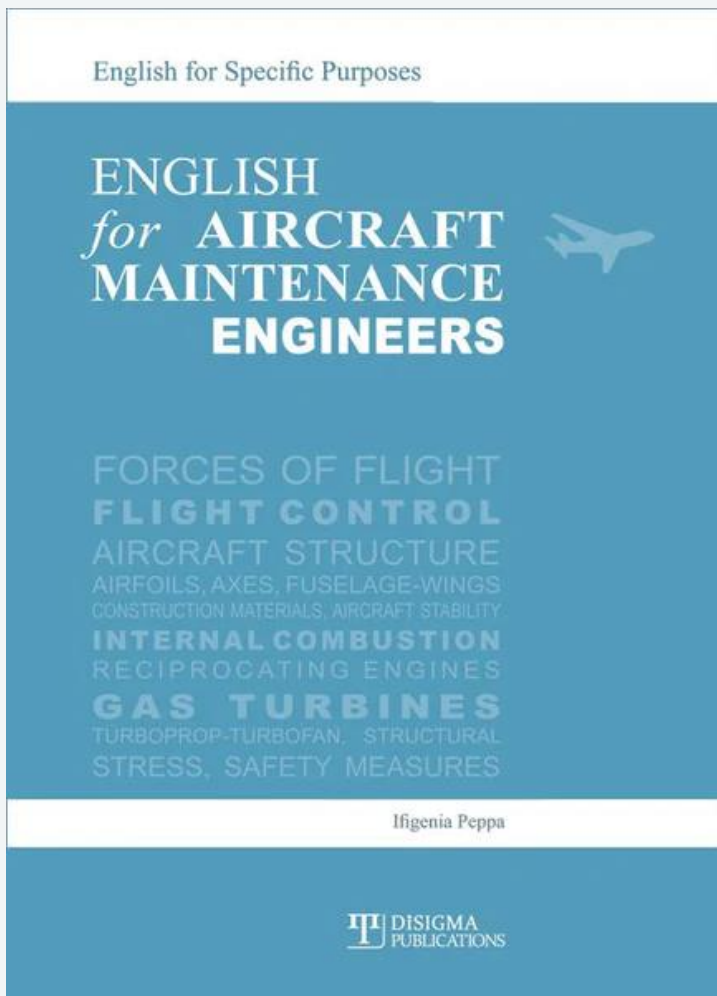
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Use both cultures...

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Take home message

大学道
The Great Learning Way

“We do not learn from experience.”

- H. Stroobants, P. Chambers and B. Clarke

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Take home message



“We do not learn from experience.
Experience has to be **arrested, examined,**
analysed, considered and **negotiated** in order
to shift it to **knowledge.**”

- H. Stroobants, P. Chambers and B. Clarke

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