

Towards Postmethod ESP and EAP Teaching

Dietmar Tatzl

Talk at the 14th Innovation in Language Learning (ILL)
International Conference, Florence, Italy
11–12 November 2021

Overview

- Introduction
- 1. The lexical approach
- 2. Content and language integration
- 3. Task-based language teaching
- 4. Multimodality
- 5. Authenticity
- 6. Needs analysis
- 7. Learner autonomy
- Conclusions
- References



Figure 1: University building, 27 June 2011

Introduction of the university

- Largest university of applied sciences in Austria
- Teaching university with research
- Focus on career fields
- 3 sites with main campus in Graz
- 5 000 students
- 17 000 graduates
- 750 employees
- 69 degree programmes
 - 28 at bachelor's level
 - 41 at master's level
- Variety of areas
 - Health sciences
 - Journalism, media, and design
 - Architecture and social work
 - Business and management
 - Engineering



Figure 2: Graz campus map, 27 June 2011

Introduction of the Institute of Aviation



Figure 3: Aft-fuselage section of a Dornier 728, aviation laboratory, 27 June 2011

- BSc in Engineering (3 years)
 - 39 places/year, full-time
 - Aeronautical engineering
 - Instruction in German
- MSc in Engineering (2 years)
 - 25 places/year, full-time
 - Aeronautical engineering
 - Instruction in English (EMI)
- MSc in Air Traffic Management (2 years)
 - 16 places/biennial, in-service
 - Instruction in German & English
 - Costs € 3 900,-/term (4 x)
- Aviation laboratory

Foundations of teaching tertiary ESP and EAP

Instructors' flexibility, creativity, and open-mindedness

Intersections of ELT and content disciplines

Students' future professions and career fields

Participants' individual and institutional needs

A postmethod teaching concept

Holliday's (1994) appropriate methodology

Kumaravadivelu's (2001) postmethod pedagogy

Complexity theory (Larsen-Freeman & Cameron, 2008)

Complexity-informed pedagogy (Mercer, 2013)

A postmethod teaching concept

- Communicative
- Dynamic
- Adaptive
- Inclusive
- Open
- Versatile
- Continuously expanded, refined, renewed



Figure 4: Image from www.pixabay.com

1. The lexical approach

Collocations and chunks of language

- Lewis (1993/2008)
- Lindstromberg & Boers (2008)

Collocations in technical terms

Building exercises and activities around them

Blending language with disciplinary content

2. Content and language integration in higher education

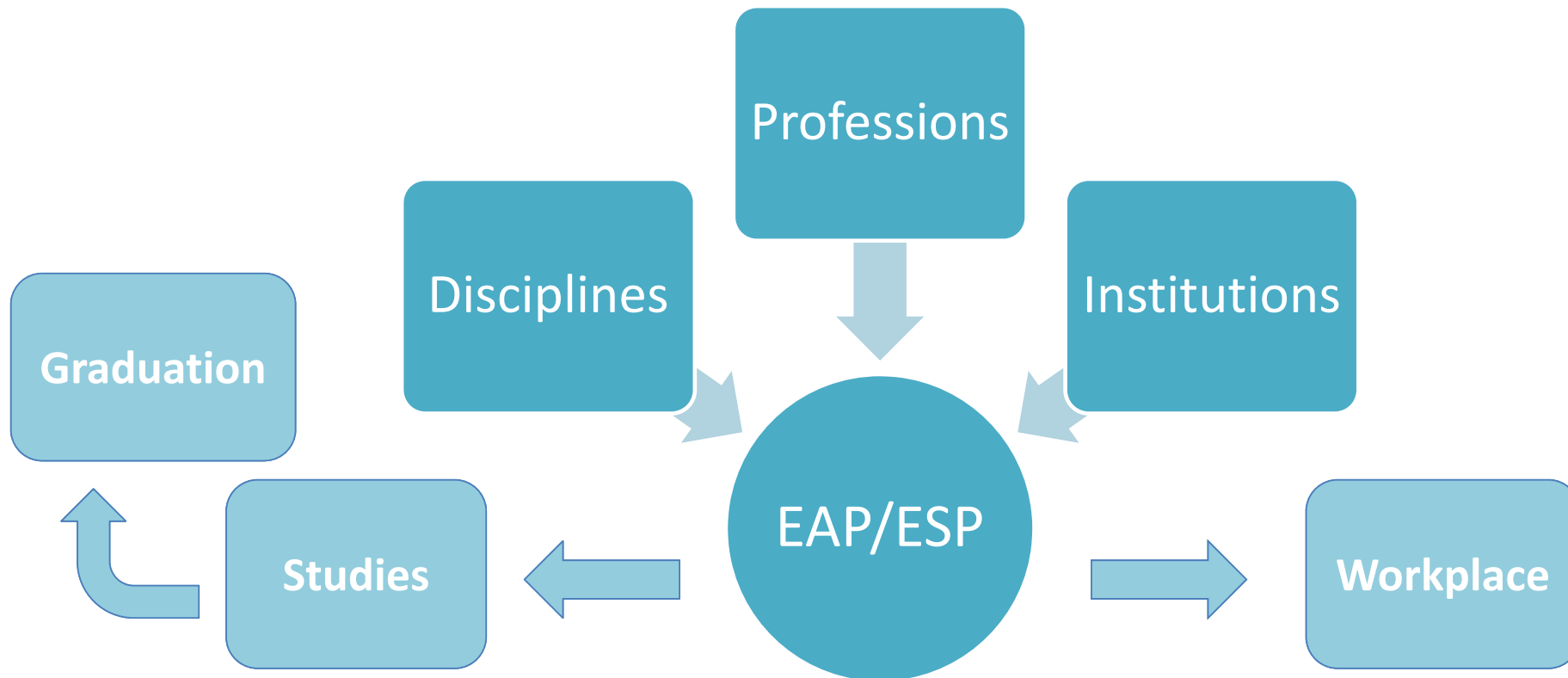


Figure 5: Content sources and language learning target settings in EAP/ESP

3. Task-based language teaching

Authentic tasks for language learning goals (cf. Widdowson, 1983), such as:

Genre-based
writing

Scientific
communication

Technical
communication

Academic
register
building

4. Multimodality

Multimodality at work (cf. Kleifgen, 2013)

Texts part of electronic databases

Technical texts based on laboratory work and EDP

- Measurement data
- Analytical results
- Graphical representations

5. Authenticity

Authentic professional target language

- Ideal in education
- Pedagogically motivated
- No longer authentic

Formal education

- Also *real* profession
- Educational scenarios
- Aviation
- ELT

ESP/EAP

- Goal of authenticity
- Attempt at future work reality
- Unattainable goal
- Semi-authentic pedagogical events

6. Needs analysis

Students' major disciplines studied

Curricular contents

Target professions

Individual study goals

Personal interests

Social affiliations

7. Learner autonomy

Holec (1981) and Little (1991/1999)

Autonomy as goal of education

Enabling learners to perform independently in

- Target situations
- Professions
- Social life

Postmethod ESP/EAP teaching

A “teacher-generated theory of practice” (Kumaravadivelu, 2001, p. 541)

Adaptive concept

Learners’ content disciplines

Future career fields



Figure 5: Graz International Airport, 31 May 2006

Integrative approach

- Educational currents
- Academic cultures
- Sociocultural experiences
- Institutional contexts
- Professional trends
- Global developments



Figure 6: Image from www.pixabay.com

Conclusions

- Teacher autonomy
- Teachers as drivers of education
- Expandable teaching concept
- Further development
- Tertiary settings
- ESP/EAP professionals

dietmar.tatzl@fh-joaanneum.at



Figure 7: Directions at Graz International Airport, 12 March 2009

References

- Holec, H. (1981). *Autonomy and foreign language learning*. Council of Europe Modern Languages Project. Oxford, UK: Pergamon Press. (1st ed. 1979)
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge Language Teaching Library. Cambridge, UK: Cambridge University Press.
- Kleifgen, J. A. (2013). *Communicative practices at work: Multimodality and learning in a high-tech firm. Language, Mobility and Institutions*. Bristol, UK: Multilingual Matters.
- Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35, 537–560.
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford Applied Linguistics. Oxford, UK: Oxford University Press.
- Lewis, M. (1993/2008). *The lexical approach: The state of ELT and a way forward*. Andover, UK: Heinle; Cengage Learning.
- Lindstromberg, S., & Boers, F. (2008). *Teaching chunks of language: From noticing to remembering. The Resourceful Teacher Series*. N.p.: Helbling Languages.
- Little, D. (1991/1999). *Learner autonomy 1: Definitions, issues and problems*. Dublin, Ireland: Authentik.
- Mercer, S. (2013). Towards a complexity-informed pedagogy for language learning. *Revista Brasileira de Linguística Aplicada*, 13(2), 375–398. Retrieved from <http://www.scielo.br/pdf/rbla/v13n2/03.pdf>
- Widdowson, H. G. (1983). *Learning purpose and language use*. Oxford, UK: Oxford University Press.