

The borrowed knowledge of LSP teachers in French higher education

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INTRODUCTION

- .In the context of internationalisation of study paths, with the creation of the European Universities in 2018 :**
- .the academic world has become transnational (mobility for students and staff), job-oriented and focused on expertise in specialised fields ;**
- .Foreign languages (esp. English) skills are strategic (EMI, ESP), yet LSP teachers are no experts in the specialised domain.**

PRESENTATION OUTLINE

.1. LSP teachers' literacy skills

.=> 1.1 The concept of “borrowed knowledge”

.=> 1.2 The “transactional praxeology” of LSP teachers

.2. The preliminary survey

.=> 2.1 The sample

.=> 2.2 Forming one's borrowed knowledge

.=> 2.3 Didactic strategies

.=> 2.4 Academic status and legitimacy

.3. Conclusion

.4. Bibliography

ESP TEACHERS' LITERACY SKILLS

.The « borrowed knowledge » of ESP/LSP teachers

.« *benevolent* » v. « *malevolent* » *alterity*

.The « transactional praxeology » of ESP/LSP teachers

.leaving one's comfort zone => selecting sources and material
=> integrating them to the LSP course via didactic approach and
interculturalism

THE PRELIMINARY SURVEY

- **Discussion group, 6 teachers at Toulouse Capitole University (2021)**
- **The sample :**
- **4 women, 2 men ; all experienced teachers (5 to 10 years), Spanish and English for specific purposes (law, economics, management)**
- **A three- hour recorded discussion**

THE SURVEY (2) : ANALYSIS

- **Forming one's borrowed knowledge : sources of information, course material ; necessitates 3 years of experience to « be on top of it » ; « learner-teacher » relationship fuels ESP/LSP teachers' learning process**
- **Didactic strategies : depend on learners' language skills and degrees of specialisation, inclusion of language exercises, resort to native manuals. B2 level a turning point => project-based learning facilitated, integration of other methodologies**

THE SURVEY (3) : ANALYSIS

- **Academic status and legitimacy**
- **=> Obstacles to interdisciplinarity in LSP courses : lack of collaboration, disciplinary « silos »**
- **=> A position at odds with disciplinary excellence and scholarly expertise (general practitioners v academic experts)**
- **=> research interests v. teaching missions**

CONCLUSION

No pessimism, but awareness of being « less equal than others »

However, reasons to hope lie with European Universities and transnational cooperation :

=> necessity to focus on interdisciplinarity (a general move)

=> Interculturalism is required to improve mobility

Both are skills mastered by LSP teachers



Select bibliography

Useful articles

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