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Innovative LSP Framework.

Transforming Language Education Through Context-Driven Design and Adaptive Teacher Training

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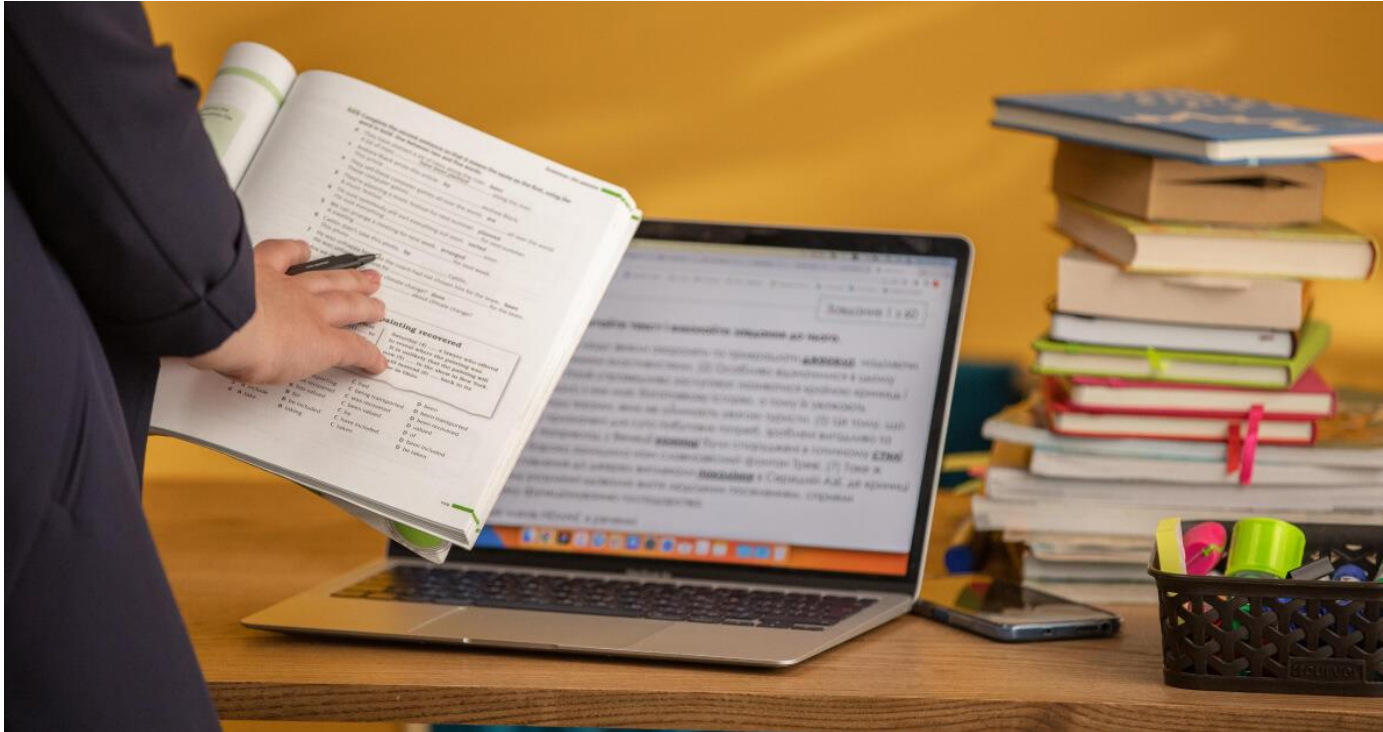
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The Challenge: Why Traditional LSP Falls Short

Current Reality:

Learners possess theoretical knowledge but struggle with practical professional communication



Traditional Approach

General language + specialized vocabulary overlay
reality

The Gap

Disconnect between classroom and workplace

The Solution:
A Revolutionary Context-Driven Framework

Core Innovation

Authentic workplace communication as curriculum foundation, not supplement



4 Innovative Teacher Competencies
Responsive

∞ Adaptive & Context-

Competency 1: Adaptive Teaching Flexibility

- A fundamental departure from traditional lesson planning models enabling teachers to modify instructional approaches dynamically in response to emergent professional communication needs while maintaining pedagogical coherence. Unlike traditional flexibility involving minor plan adjustments, this requires reconceptualizing instruction as responsive facilitation rather than content delivery.

Example: Adaptive Teaching in Action

Planned lesson: Practicing formal email writing

What happens: Student mentions: "My client just got angry when I wrote 'as per your request'—why?"

Traditional teacher: "Let's discuss that after we finish today's lesson."

Adaptive LSP teacher: Immediately pivots to explore client communication
Uses student's real scenario as teaching material
Addresses tone, cultural expectations, and relationship management
Returns to email writing with authentic context

Key difference: Seizing the authentic professional moment instead of sticking rigidly to the plan.

- Understanding professional communication's dynamic nature. Professional interactions rarely follow predictable patterns, emerging from situational demands requiring immediate linguistic and strategic responses. Teachers must recognize these emergent demands and modify instruction accordingly without abandoning learner development goals.

Example: Adaptive Response

Planned lesson: Negotiation phrases

Student shares: "My manager asked me to present to the CEO—I froze and just read slides."

Adaptive teacher: Immediately shifts to impromptu speaking skills
Uses student's real situation as lesson material
Addresses actual workplace need while maintaining communication goals

Key insight: Respond to emergent professional demands, not just the lesson plan.

Practical implementation requires mastering specific techniques:

- **Situational pivoting** involves recognizing when authentic professional scenarios emerge from classroom discussion and redirecting instruction to explore them thoroughly.
- **Dynamic material integration** enables spontaneous incorporation of authentic materials when relevant.
- **Responsive scaffolding** involves adjusting support levels dynamically based on learner performance in authentic scenarios.

Competency 2: Enhanced Professional Listening

- This competency extends beyond traditional comprehension to encompass complex interpretive demands of authentic workplace communication. It enables teachers to identify subtle professional communication patterns, cultural overtones, power dynamics and industry-specific conventions characterizing different domains.

Example: Medical Team Meeting

General teacher hears: "We should probably consider adjusting the protocol."

LSP teacher with enhanced listening recognizes: Hedging language ("should probably") = junior staff suggesting to senior colleague

Power dynamics = indirect challenge respecting hierarchy

Healthcare convention = how concerns are raised without direct contradiction

Teaching value: Students learn that professional disagreement requires specific linguistic strategies based on workplace hierarchy.

- Teachers must develop familiarity with discourse patterns, terminology, and interaction styles characterizing target domains, extending beyond vocabulary recognition to understanding professional relationships, hierarchies, and cultural expectations.

Example: Business Email : "Please advise on the Q4 projections."

Beyond vocabulary, LSP teacher recognizes: "Please advise" = junior asking senior (hierarchy)

Email format = formal documentation trail

Direct request = Anglo business culture norm

Key insight: Same words in a meeting would signal different power dynamics.

Practical implementation requires mastering specific techniques:

- **Contextual interpretation** represents a crucial component addressing implicit meanings depending on shared professional knowledge and cultural understanding.
- **Strategic pattern recognition** enables identification of recurring communication strategies characterizing effective professional interaction.
- **Cultural sensitivity awareness** addresses cultural dimensions influencing interaction patterns and interpretation across industries, organizations, and national contexts.

Competency 3: **Strategic Authentic Material Curation**

- This involves systematic identification, evaluation, and selection of professional materials serving specific instructional purposes while maintaining authenticity. This enables teachers to build comprehensive collections addressing diverse professional communication needs while ensuring cultural relevance and pedagogical utility.

Example: Material Curation

Target: Teaching nurses professional handover communication

Teacher systematically collects:

- ✓ Actual shift handover recordings from hospital (authentic)
- ✓ Patient transfer forms with real terminology (relevant)
- ✓ Incident report examples showing cultural norms (appropriate)
- ✗ Textbook dialogues (lacks authenticity)

Result: Collection of genuine materials showing how nurses actually communicate in practice, not how textbooks think they should.

- The process begins with comprehensive analysis of target professional domains to identify communication patterns, genres, and challenges characterizing effective performance. This provides foundation for selection criteria prioritizing professional relevance over pedagogical convenience.

Example: Domain Analysis First

Teacher preparing Legal English course: Step 1 - Analyze the domain:

- Observes lawyers: emails, client meetings, court briefs, colleague discussions
- Identifies patterns: hedging in advice, precision in contracts, persuasion in court

Step 2 - Select materials based on findings:

- ✓ Real contract clauses (complex but authentic)
- ✗ Simplified legal dialogues (pedagogically easy but unrealistic)

Key principle: What lawyers actually need determines material selection, not what's easiest to teach.

Authenticity evaluation requires assessing professional integrity of potential materials.

Authentic materials possess specific characteristics distinguishing them from pedagogical simulations: complexity, ambiguity, cultural specificity, and contextual embeddedness.

Relevance assessment involves evaluating materials for connection to learners' professional development needs.

Pedagogical potential analysis requires assessing instructional utility without compromising authenticity.

Cultural appropriateness evaluation addresses cultural dimensions affecting learner reception and effectiveness.

Competency 4: **Authentic Material Transformation**

- This represents the most sophisticated competency, requiring teachers to modify professional materials enhancing accessibility while preserving authenticity. This addresses the fundamental challenge of making complex professional communication accessible without compromising characteristics making materials professionally valuable.

Example: Transforming Authentic Materials

Original material: Real hospital discharge summary (complex medical jargon, abbreviations, implicit cultural knowledge)

Teacher transformation: Adds glossary sidebar for technical terms
Provides brief context about patient-doctor relationship norms
Highlights key communication strategies (hedging, responsibility markers)
Does NOT simplify or rewrite the actual document

Result: Students work with genuine professional text but with scaffolding to support comprehension.

Key principle: Make it accessible, not artificial.

- The process begins with comprehensive analysis of material characteristics contributing to professional authenticity: linguistic complexity, cultural specificity, contextual embedding, and strategic sophistication distinguishing professional from general discourse.

Example: Analyzing Authentic Material

Material: Real email from project manager to client about delays

Teacher analyzes what makes it authentic: **Linguistic:** Passive voice ("delays were encountered") - deflects blame
Cultural: Apologetic tone + solution focus (Anglo business norm)
Contextual: References previous agreements, implies ongoing relationship
Strategic: Bad news sandwich - apology, explanation, reassurance

Teaching decision: Keep all these features intact when transforming for students—they're what makes it professionally valuable.

Key principle: Understand WHY it is authentic before deciding HOW to make it accessible.

Scaffolding design involves creating support structures enhancing accessibility without altering core professional features.

Cultural mediation involves helping learners navigate cultural aspects affecting comprehension and interpretation.

Strategic highlighting enables directing attention to professional communication strategies characterizing effective performance.



□ **Teacher Development**

Professional immersion, mentorship partnerships, collaborative communities

□ **Curriculum Design**

Needs analysis, flexible progression, integrated assessment



□ □ **Institutional Support**

Technology integration, professional partnerships, administrative flexibility

Key Insight:

Traditional general-purpose pedagogy training is inadequate—teachers need direct exposure to authentic professional environments

□ **Technological Integration**

AI-enhanced curation, VR professional simulations,
real-time communication access



□ **Interdisciplinary Collaboration**

Partnerships with professional education programs,
research collaboration, industry consultation

□ **Policy & Institutional Change**

Modified teacher certification, flexible curriculum approval,
partnership facilitation policies



From Academic Exercise to Professional Empowerment

✓ **Context-Driven**

Professional demands determine curriculum, not pedagogical convenience

✓ **Authenticity First**

Workplace communication as foundation, not supplement

✓ **Adaptive Teachers**

Four innovative competencies for dynamic instruction

✓ **Integrated Development**

Linguistic, professional, and cultural competence together

This framework transforms language education from theoretical knowledge transmission to practical professional preparation

The Challenge:

Commitment from institutions, organizations, and practitioners to prioritize authentic preparation over convenient solutions

The Promise:

Learners genuinely prepared for sophisticated international professional communication



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