LSP TEACHING: BUILDING LANGUAGE COMPETENCE

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Language for Specific Purposes (LSP) has become one of the most popular areas of professional language teaching. The term "specific" in LSP refers to the specific purpose for learning the language and it serves a particular discipline. Thus, it is possible to distinguish, for example, between English for Law, Business English, English for Tourism, Chemistry, Engineering, Medical English, etc. According to some researchers (T. Dudley-Evans, V. Novodranova, L. Manerko), the characteristics of LSP are as follows:

1. LSP meets the specific needs of the learners to communicate about a given subject area.

2. LSP makes use of the underlying methodology and activities of the discipline it serves.

3. LSP is centered on the language appropriate to these activities in terms of grammar, lexis, register, discourse and genre.

The area of specific concern is reflected in the contents of the LSP materials and the level of the specialization. LSP texts should meet the learners` needs and be authentic; they also need to be relevant to students» motivation. Thus, one of the greatest tasks for LSP teachers is the selection of appropriate teaching materials and their development.

General: In the following we will provide some lists outlining considerations and suggestions for the selection of printed-media material to be used for ESP teaching purposes and also some indications as to what activities a teacher may wish to consider for having students deal with such texts in terms of helping them develop their subject-specific language skills. (It is understood that students are expected to have attained the level B2/C1 of the Common European Framework of Reference for Languages when starting specialised language courses.) Some of the following andsimilar criteria might be useful also for the selection of other text types (visual, oral) or any combination thereof. These lists are by no means exhaustive. Our considerations are based on the authors»extensive experience in the development of ESP teaching materials and their use in tertiary education institutions in Belarus, Germany and France.

Criteria for text selection:

(Textandcontent)	*Topic*: topicality, relevance (course objective: topic — students), information content, argumentation
	Focus: expository — informational, argumentative, descriptive, reporting (actions — pointsofview)
	Text type & function: technical, descriptive, prescriptive, communicative, formal, informal
	Visualised information: pictures, drawings, graphs, charts, statistics
(Linguisticfeatures)	*Language focus*: vocabulary (technical, general; phraseology, jargon, idioms, imagery, languageofargumentation (pros&cons, introduction; analysis, conclusion; agreeing, disagreeing, compromising), etc.
	Grammar: syntax, tense structures, direct/indirect speech, use of non-finites, use of adverbials, use of phrasal verbs, comparisons, use of punctuation, etc.
	Stylistic features: rhetorical elements, uncommon syntax, linguistic density

(Intercultural)	Relevance re. information about English-speaking countries (esp. GB/US, **but also** (former) Commonwealth countries); relevance for Belarus (in relations with other countries [post-industrial, industrial, threshold, developing])
(Sources)	Diversity of sources: newspapers, magazines, (professional & scientific) journals, government publications, corporate/institutional/ academic publications, publications from national or international political/non-government/occupational or professional bodies
(Subject)	Diversity of subject-related material relevant for the students» particular course (e. g. economic «macro and micro», legal «legislation and private contract, civil and criminal law», technical «diversity of disciplines from the sciences as well as the production and services sectors and the media»)
(Language)	original source-language material (preferably written by native speakers)

Note: Also use topic-related Russian language text input for English language output.

Suggestions for activities:

(Many of these could be used for group activities)

Pre-text activities leading to the topic and geared towards tapping the students» topic-related experience/information (e. g. In your experience, what ...?, how ...? why ...?// Have you come across ...? Where/When ...? // What do you associate with ...? // How would you deal with / react to ..., if ...?)

Understanding the text:
— Text reading/understanding strategies (gist, detail, skimming, scanning, text structuring features)
— Questions relating to content (single words, full sentences — what?, how?, why?)
— Completing sentences (giving 1st half or 2nd half, using connectors)
— Filling in key words (also as multiple choice)
— Relating facts and figures (giving figures & asking for facts or vice versa)
— Phrasing questions (based on statements made in the text)
— Correct vs. false activities (also as multiple choice)
— Agreeing/Disagreeing to statements made in the text (giving reasons)
— What does the author say about …? / Who says what? / Why does the author say / think / argue ...?
— Rearranging text-related statements in the right order
— Phrasing (a given number of) key statements reflecting the slant of the text
— Finding headlines for paragraphs
— Finding one or more key words for paragraphs
— Stating content of paragraphs in one sentence
— Structure of the text
— Decoding short forms/abbreviations (find equivalents in the students» language -also useful as text reading strategy)

Language:
— Definitions of words/phrases (also as multiple choice)
— Find words/phrases for given definitions (with or without given word/phrase list)
— Finding synonyms/antonyms with or without given word list (also as multiple choice)
— Replacing Germanic-origin terms by Latin/Greek-origin terms
— Fill-in activities (with or without given word/phrase lists)
— Building word families using items in the text (and other related words and phrases)
— Decoding prefixes/suffixes (esp. Greek and Latin)/ Finding other examples for the use of such pre-/suffixes (not text-related)
— Building more extensive word/phrase clusters on the basis of words or phrases in the text

— Activities to check out and understand jargon (technical, journalese, etc.)

— Imagery, rhetorical means and figures of speech

— Aspects of compounding for noun and adjectival structures (use of hyphens!)

— Prepositional structures

— Use of the article (highly relevant for Russian and Belarus students)

— Sentence-building activities (based on single words, part sentences, use of connectors, use of non-finite forms, phrasal verbs, word order — position of adverbials etc.)

— Syntax (parataxis, hypotaxis)

Note: *Students should be made aware of mother language equivalents and / or disparities.*

Text production/Discussion

— Summarising paragraphs or full text (possibly indicating maximum word number)

— Writing key words/phrases/sentences for a powerpoint presentation

— Listing key statements made in the text (possibly restrict their number) for an oral presentation

— Summarising the text for a news/tv broadcast (strongly limiting the volume allowed)

— Writing activities based on the text and using connectors//adverbials of time and place//comparisons//intentional statements //past-present-future perspective

— Functional writing activities directed to specific target groups (readers) (private, confidential, public, formal, informal, etc.), e.g. Draft a memo for your boss. // Rewrite the text as a newspaper/magazine article. // Tell your friend/colleague why the text makes/does not make interesting reading//what you learnt from the text. etc.

— Expressing and justifying agreement/disagreement with the statements/conclusions made in the text. Substantiate your view

— Discussing the students» own experience relating to the issue at hand

— What would you do/suggest/advise if ...?

— Explain why you would (not) ...

— Adoption of ... policy is likely to ... (why??)

— Failure to adopt policies of change would lead to ... (why??)

Note: *Some of these could/should be used for role play, discussions in class, panel-type discussions, formal/informal presentations.*

Internet research (useful for presentation & discussion in class)

— Students» own research relating to the current situation in ... (country of choice/Belarus)

— Historic background

— Aspects of problem-related government/institutional policies

— Up-to-date facts and figures

Obviously, depending on the text-type and the students» subject specialisation other activities will need to be considered (esp. the interpretation of statistics, charts and graphs etc. of any kind, the status of the text, the technicality of the matter at hand, the textual constraints (e .g. legal texts) etc.).

ФОРМИРОВАНИЕ И РАЗВИТИЕ КОММУНИКАТИВНОЙ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ СПЕЦИАЛИСТА В СФЕРЕ ТАМОЖЕННОГО ДЕЛА

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Качественная подготовка специалистов в области таможенного дела во многом способствует обеспечению политической, экономической, экологической, социальной безопасности страны. Социальный запрос — подготовить профессионала с навыками ведения переговоров, способного консультировать в вопросах тарифной и налоговой политики, эффективно управлять международными торговыми операциями и заключать международные соглашения.