

Call for Book Chapters

TITLE OF THE BOOK

ESP Teaching and Teacher Education: Current Theories and Practices

EDITORS

Dr Salomi Papadima-Sophocleous, Cyprus University of Technology Language Centre Director, Applied Linguistics, ESP, CALL, Language Assessment

Elis Kakoulli Constantinou, PhD Candidate and Special Teaching Staff, Cyprus University of Technology Language Centre, ESP, ESP Teacher Education

Dr Christina Nicole Giannikas, PhD in Applied Linguistics, Special Scientist at Cyprus University of Technology & University of Cyprus, Pre-Service Teacher Trainer for EFL Secondary school Teachers, CALL, TEYL, EAP, ESP

PUBLICATION DETAILS

The book is sponsored by the Cyprus University of Technology Language Centre and will be published through [Research-publishing.net](https://www.research-publishing.net), an open-access online publisher.

RATIONALE

As the demand for more highly skilled and qualified 21st century professionals is increasing and vast amounts of populations are moving, the numbers of English for Specific Purposes (ESP) courses are constantly growing. Learners nowadays need courses to cater for their needs dictated by the demands of the labour market (Jendrych, 2013). In this ever changing context, ESP has started to receive much attention by teachers, learners and researchers in the field; as a result, there has been an increase in the organisation of Conferences and Colloquia and the creation of professional organisations related to ESP. Despite the developments in ESP research and practice however, literature shows that there are areas of ESP that remain pristine and unexplored.

Researchers in the field admit that research on issues pertaining to ESP mainly focus on text or discourse analysis (Hewings, 2002), genre and corpus studies (Johns, 2013) or on the analysis of the learners' needs. Basturkmen (2012, p.60) supports that Language for Specific Purposes (LSP) research in general 'has been overly concerned with planning what should be taught, to the relative neglect of inquiry into implementation of LSP and issues related to teaching'. Issues related to ESP teaching methodology and the use of new technologies, the value of which has been continuously expressed in literature (Hanson-Smith, 1999; Donaldson & Haggstorm, 2006; Blake, 2013; Walker & White, 2013), have not been thoroughly investigated by research yet. As Basturkmen (2014) claims, there have been only a few empirical studies investigating the work of ESP teachers and LSP teachers in general.

Apart from issues related to ESP teaching methodology, another area that has not received much consideration is that of ESP teacher education. Publications focusing on ESP teacher education are very few, and they mostly involve journal articles. Books or edited volumes on ESP teacher education are hard to find, and apart from Howard and Brown's (1997) volume entitled *Teacher Education for LSP*, there has not been any other endeavour to publish a volume dedicated to this issue. In all the publications focusing on ESP teacher education the view which unanimously prevails is the one that expresses the need for more opportunities for ESP teacher education and thus more research in this field (Kennedy, 1983; Johnstone, 1997; Master, 1997; Howard, 1997; Bell, 2002; Bojović, 2006; Zavasnik, 2007; Fortanet-Gomez & Räisänen, 2008; Savas, 2009; Adnan, 2010; Mebitil, 2011; Mahapatra, 2011; Rajabi, Kiany, and Maftoon, 2012; Wright, 2012; Abdulaziz, Kazim Shah & Mahmood, 2012; Bezukladnikov & Kruze, 2012; Chen, 2012; Bracaj, 2014; Madhavi Latha, 2014; Kakoulli Constantinou & Papadima-Sophocleous, 2017).

The limited research in the areas of ESP teaching and ESP teacher education, including the use of new technologies, and the intense need for ESP teacher education that have been detected in the ESP literature are the sources of inspiration for this proposed volume. Another factor that is considered as an impetus behind this publication is the belief that ESP is still a field that is advancing, and this can be proven by the ongoing evolvement of ESP, which 'has been changing and developing all the time, and it is expected to change and develop in the future as well' (Jendrych, 2013, p.43). The various socio-economic and demographic changes occurring worldwide created the demand for more capable professionals who are able to communicate efficiently in their professional environment. In such a context, the need for more efficient ESP teaching practices and more proficient and research-based ESP teacher training is nowadays more powerful than ever.

WHAT THE BOOK WILL COVER

The proposed volume will aim at addressing issues related to ESP teaching practices as well as ESP teacher education as they arise in today's constantly changing and developing world. Aspiring to put together a selection of chapters on issues pertaining to ESP teaching methodology and ESP teacher education, contributions invited to this volume should involve research in ESP teaching or ESP teacher education. Chapters should be based on a solid review of the literature in the relevant area and should provide a detailed description of the research methodology followed and the tools that were utilised to select the research data and conduct the analysis. Finally, chapters should provide a discussion of the results of the research in relation to other studies conducted on the same topic and concluding remarks.

TARGET AUDIENCE

The audience for this edited volume is expected to be a broad one, since the issues on which it focuses may be of interest to many specialists and researchers in the field. More specifically, it is expected that this volume will attract the interest of researchers in the area of ESP and ESP teacher education as well as ESP practitioners who wish to be informed about the latest developments in the field of ESP teaching and the opportunities that they may have for professional development in the field. The volume will also appeal to ESP teacher trainers or even language teacher trainers in general, who would like to learn about the newest ideas and practices in the field of ESP teacher education. Moreover, it is also expected that the volume would also be useful to ESP material developers as well as any other ESP specialist who is interested in being updated about the latest developments in the ESP field.

TOPICS

Proposals for chapters on topics relevant to this volume may include, but are not limited to:

- New developments in ESP teaching methodology/ teaching practices (Onsite, Blended, Online)
- Undergraduate / Postgraduate ESP Teacher Education
- Pre- In- and Post Service ESP Teacher Education
- Research in ESP Teacher Education
- Examples or case studies of ESP Teacher Education Programmes
- Materials design for ESP Teacher Education
- New Technologies in ESP Teacher Education
- Online learning environments for ESP Teacher Education
- ESP Teacher Education in different parts of the world
- The future of ESP teaching practice
- The future of ESP Teacher Education

The topics are not limited to the list.

PROPOSAL SUBMISSION

Researchers are invited to submit on or before **March 16, 2018**, an abstract of maximum 500 words clearly explaining the context, purpose, research methodology followed, findings, research limitations and implications as well as the originality of the research and its contribution to the literature. Abstracts should be sent via email to the chief editor, Dr Salomi Papadima-Sophocleous (salomi.papadima@cut.ac.cy). The email must bear the subject line "ESP TTE: Abstract Submission". If you do not hear from the editors, email them as soon as possible as this probably means that they do not have your abstract.

Extended deadline for abstract submissions: March 30, 2018

Notifications regarding the status of the chapter proposal will be made available to authors by **April 16, 2018**. Upon receiving an acceptance notification, guidelines on the submission of chapters will follow.

KEY DATES

16/03/2018:	Deadline for abstract submission
30/03/2018:	Extended deadline for abstract submissions
16/04/2018:	Acceptance/Rejection notifications
28/09/2018	First draft of chapters due
30/11/2018:	First draft reviews due
30/01/2019:	Final chapter due

For more information please contact:

Salomi Papadima-Sophocleous salomi.papadima@cut.ac.cy

Elis Kakoulli Constantinou elis.constantinou@cut.ac.cy

Christina Nicole Giannikas christina.giannikas@cut.ac.cy