

# **IDEAS INTO PRACTICE: A DISCUSSION ABOUT THE APPROACHES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) BASED ON THE AUTHORS' EXPERIENCES AND RESEARCH INTERESTS**

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*Dr Paul Kebble and Dr Margaret Kling will present and discuss a paper, based on their experiences and interests for teaching English for specific purposes (ESP) and teaching English to speakers of other languages (TESOL) for students with English as a Second Language (ESL). With insights from their own approaches supported by contemporary data from other researchers and practitioners in the field, the authors hope their paper will promote reflection and stimulate an interchange of ideas.*

**Bio:** Dr Paul Kebble has been teaching and teacher training for over thirty years and in seven different countries: Australia, Barbados, Brunei, Malaysia, Portugal, United Arab Emirates and the U.K. Paul's main teaching subject areas have been English for academic purposes, mathematics, and ESL support for mathematics, predominantly at a tertiary level. Paul has been involved in teacher training and development since 2000 after accepting a position as professional development coordinator with the British Council in Malaysia. Since 2006, Paul has held academic positions in Australia and Malaysia, specifically in literacy, TESOL and tertiary learning and teaching, and as such has developed post-graduate academic courses in English for Specific Purposes, among others. Paul promotes reflective practices within professional development and is a staunch advocate of action research as a paradigm for positive change. Professional experiences, and much contemporary literature (Carr, W. and Kemmis, S., 1986; Elliot, J., 1991; Burnaford, G., Fischer, J. & Hobson, D. (Eds.), 2001; Parsons, R. & Brown, K., 2002; Macintyre, C., 2002) suggests enhancement and development of pedagogic methodologies are best achieved when linked to systematic in-class research and informed reflection.

**Bio:** Dr Margaret Kling has a teaching career of over thirty years within higher education and vocational education environments. Margaret's principal teaching areas have been in business literacy, business communication, small business operations, management, and adult learning. Margaret has worked with international students since 2004 and, from 2012, as Coordinator of Business Management with the University of Tasmania. In this role Margaret has developed several ESP post-graduate business units utilising discourse analysis and integrating highly context-specific vocabulary and literacy practice to enhance learning outcomes for students with ESL (Basturkmen, H., 2010; Yule, G., 2010; Paltridge, B and Starfield, S., (Eds.), 2013). Margaret has a keen research interests in classroom-based research, the processes of teaching ESP and the relationships between ESL teaching methodologies and learning outcomes.