



A New Competency-based Framework for English for Specific Engineering Purposes (ESEP) Practitioners

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Bio-Profile:

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Abstract

The English for Specific Engineering Purposes (ESEP) competencies of ESL practitioners teaching English for Specific Academic Purposes (ESAP) at Malaysian engineering and technical (MTUN) universities is vital in ensuring quality learning and teaching of language and communication skills at those institutions. This study aims to develop a competency framework for ESEP practitioners at MTUN universities. The development of the framework was conducted in two phases using the exploratory sequential mixed methods. The first phase comprises qualitative data gathered from document analyses, related literature and semi-structured interviews. This study is framed by the principles of Malaysian Teacher Standards (MTS), i.e. the Professional Values, Knowledge and Understanding, and Skills of Learning and Teaching. The principles are represented by Walker's Professional ELT Service Standards, Venkatraman and Prema's Competencies for Teachers of English in Engineering Colleges and BALEAP Framework. The second phase comprises quantitative data gathered from three Delphi rounds with 14 ESEP experts and a survey of 101 MTUN ESEP practitioners. Findings from the qualitative inquiry revealed evidence of the three principles in identifying the practitioners' required competency which implicates two types of professional