

專業英語，何以為繼？

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摘 要

專業英語課程在各技職校院行之有年，而各類應用英(外)語科系也應運而生。唯若干現實不利因素的出現經常令教學者引以為苦，其面臨的壓力及焦慮仍然難以消弭。這些不利因素包括：(1)此類課程欠缺清晰的目標導向，常令教師及學習者無所適從；(2)教學對象程度分歧，興趣不一，對於任課教師形同巨大挑戰；(3)學生畢業後缺乏足夠的職場技能，社會大眾因此質疑此類課程的效能與必要性；(4)一般英語教師經常自覺力有未逮，無法勝任此類課程的傳授工作；(5)基於維護學科領域之自主權的考量，專業英語教師及其它學科教師之間缺乏協調、聯繫。本文歸納各技職校院有必要採取具體措施，祛除施行這類課程的不利因素，並紓解教師所面臨的壓力與難題。

關鍵詞：專業英語、實用英語、教師壓力

A Remarkable Type of ESP —English for Stressful Purposes*

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Abstract

The implementation of English for specific purposes (ESP) programs at science/technology colleges or universities tends to create depression rather than excitement for the concerned personnel. Remarkably, for ESP instructors there are several problems that account for the frustration or stress welled up inside them. Obviously, the lack of clear curricular foci or goal orientation often leads to confusion for instructors and learners. Also, instructors are challenged with the duty to teach students with diverse needs and specialisms. Equally stressful is the daunting job to train marketable graduates who are up to the employment requirements. Other than this, there is a sense of self-perceived incompetence in ESP instructors, who regard themselves as unqualified professionals. Finally, there is lack of collaboration between ESP practitioners and subject specialists because of their preference to maintain their own disciplinary autonomy. Several measures have to be observed to sustain job satisfaction for instructors and make ESP practice less stressful.

Key words: English for specific purposes, practical English, teacher stress

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