

Citation information. *in esse: English Studies in Albania*. Volume 2, Issue 2, Page 185-197.
ISSN 2078 – 7413.

Teaching LSP—A tri-lingual approach

Dieter WESSELS, *Ruhr-Universität Bochum, Germany*

dieter.wessels@rub.de

Abstract

Languages for special purposes (LSP), still frowned upon by many philologists as being non-academic, has become a firmly established element in a fair number of higher education courses. It is often seen as bridge between the traditional approach to philology and the seemingly modern concept of language teaching for non-philological job openings. As yet most courses tend to use the well-trodden paths of language tuition via translation, grammar and communication courses. In this paper I will describe the feasibility of a tri-lingual approach to classroom communication, be it by appropriately qualified teachers or by forms of team teaching.

Key words: *languages for special purposes, tri-lingualism in the classroom, team-teaching, teacher qualification*