**Author:** Cédric Sarré

**Institution:** Sorbonne Université

**Title:** Technology-Mediated ESP Learning And Teaching (TESPLAT): from language learning theory to ICT integration principles

**Abstract:**

If the way Information and Communication Technology (ICT) has been integrated in language teaching and learning has evolved considerably since the 1980s (Leffa 2009), moving from Higgins’s 1988 conception of Computer-Assisted Language Learning (CALL) as a metaphor for the *magister* to Bax’s 2003 concept of technology “normalization”, the slow adoption of ICT by teachers of Languages for Specific Purposes (LSP) (CATAPULT 2019), and of English for Specific Purposes (ESP) in particular (Kumar & Rani 2016) is worth noting. If this can probably be attributed to the lack of specific training received by LSP teachers (Howard 1997, Master 1997, Basturkmen 2014, Braud et al. 2015, Brudermann et al. 2016), it is certainly not due to the fact that LSP/ESP can’t benefit from ICT affordances as several authors have noted to what extent LSP teaching can make the most of ICT integration (Delcloque 1997, Mamakou & Grigoriadou 2009, Belcher 2017, Li 2017, Muñoz-Luna & Taillefer 2018).

It is therefore worth examining how ESP can precisely benefit from ICT affordances, the combination of ESP and ICT leading to **T**echnology-mediated **ESP L**earning **A**nd **T**eaching (TESPLAT), an emerging field of learning/teaching and research. The benefits identified can indeed serve as the basis to determine a set of principles for successful ICT integration in ESP teaching, which is one of the objectives of this presentation. To this end, the characteristics of ESP will first be discussed with special emphasis on the traditional – but outdated – dichotomy between ESP and what has been termed “general English”. Language learning theories will then be examined in relation to ESP objectives, before discussing the “special relationship” between ESP and ICT and outlining some key principles to successful ICT integration in ESP learning and teaching, the goal being to match ICT affordances to pedagogical considerations in an attempt to design pedagogy-driven ESP courses rather than technology-driven ones.