PACTISS-ICT': A New Global Teaching Model Of English For Specific Purposes (ESP)

Dr. TSHITENGE TSHITENGE MUYAYA Bosco

PhD, Professor at ISP-GOMBE/Kinshasa-DRC

Résumé – Le modèle d'enseignement appelé 'PACTISS-ICT' est l'acronyme de «Paired, active and communicative teaching integrating six skills». C'est un nouveau Modèle d'Enseignement de cours d'anglais pour des buts spécifiques; il est conçu pour aller directement au but d'un apprentissage d'une langue étrangère ou seconde. Ce modèle est une innovation à cette période de la mondialisation où la nouvelle technologie de l'information et de la communication est obligatoire pour tout chercheur. Sur ce, la TIC doit d'ores et déjà accompagner l'enseigner et l'apprentissage de langue anglaise chez les apprenants pas seulement de la R.D.Congo mais de la planète toute entière où l'anglais est étudié comme deuxième langue et/ou langue étrangère.

Le modèle d'enseignement PACTISS-ICT comprend deux domaines de recherche de l'étudiant à savoir (a) la discipline de l'étudiant et (b) l'anglais relatif à ce domaine, c'est-à-dire l'anglais adapté au domaine de recherche de l'étudiant. Néanmoins, au lieu d'y aller comme le proposait l'ancien programme de cours d'anglais au secondaire, PACTISS-ICT Model, directement et globalement développe toutes habiletés dans une seule leçon au même moment pendant que l'apprenti est exposé à la langue anglaise où l'enseignant activement et techniquement facilite en intégrant les six habiletés linguistiques à l'aide des outils informatiques.

Ce modèle parait active et simple pour tous les apprenants qui, d'une manière formelle ou informelle apprennent sans moindre effort car ils possèdent d'ores et déjà l'un de ces outils, entre autre des téléphones simples ou androïdes, des cartes mémoires, radiocassette, télévision, vidéos qui se semblent d'une grande importance pour l'enseignement de la langue anglaise tels que voulus par les experts.

Mots clés – PACTISS-ICT, ELT, ESP, Model.

Abstract – The teaching model called 'PACTISS-ICT' is an acronym of "Paired, active and communicative teaching integrating six skills". It is the new model of teaching English for specific purposes (ESP); it is designed to go directly to the objectives of language learning in general, and in particular, a learning of foreign or second language. This teaching model is an innovation in this period of globalization where new information and communication technology is obligatory for all researchers. For this reason, ICT must already support the teaching and learning of English for learners, not only from the DRC but from the entire planet where English is developed as a second language and/or foreign language.

The PACTISS-ICT teaching model includes two areas of student research, namely (a) the student's discipline and (b) English relating to that area, i.e. English adapted to the student's area of research. However, instead of going there as the old high school English course program proposed it; PACTISS-ICT Model, directly and globally develops all skills in a single lesson at the same time while the learner is exposed to the English language where the teacher actively and technically facilitates teaching thanks to integrated six language skills all of this thanks to computer tools.

This model seems active and simple for all learners who, in a formal or informal teaching, will learn without the slightest effort because they already have one of these tools, among these tools mention should be made of simple telephone or android phones, memory cards, radio cassette, television, video sets which appear to be of great importance for the teaching of the English language as intended by the experts.

Keywords – PACTISS-ICT, ELT, ESP, Model.

I. INTRODUCTION

1.1. RATIONALE

Schwab (1976) cited by Suzanne and Penelope (2006:11) argued for a "community of learners" that Several models for teaching and learning presume that teaching is shared work between students and teachers, so teachers still have responsibility for making sure that students learn. For this reason, specialists in language teaching and learning have tried to theorize and make different models as the case of the present PACTISS-ICT Model of TESP. It is a new and innovative teaching model suggested by the author of the present article for the first time in his doctoral dissertation.

In Teaching English for the Specific Purposes (TESP), the PACTISS-ICT Model stands for Paired Active and Communicative Teaching Integrating Six Skills. Indeed, the PACTISS-ICT Model is made of seven prefixes which are **P**aired **A**ctive and **C**ommunicative **T**eaching **I**ntegrating **S**ix **S**kills. The ICT are indispensable tools for ELT, they are considered in PACTISS as the mandatory teaching aids at this period of globalisation. It is said above that the PACTISS can also be called TACTISS when the first "T" stands for "twinned" (Tshitenge, 2009:348).

1.2. RESEARCH QUESTIONS

The important research questions will be:

-How can PACTISS-ICT model be positively contributing to the advance of ELT?

-Is PACTISS-ICT Model of ESP interacting with other teaching models?

-In what PACTISS-ICT Model of ESP be the easiest model that the others?

II. ESP MODELS: REVIEW OF THE LITERATURE

Generally speaking and depending on different theorists, psycholinguists and language specialists and pedagogues, there are so many Teaching and Learning models in the second language as the case of second language acquisition (SLA). The most categorized models in this article are the Innatist model, the cognitive model, the Constructivist model, the pedagogical model and the Socio-cultural and behaviourist model, even if, according to schools of thought in SLA, they limit at the three first models (Brown, 2000: 12). It is noticed that these five models contain more other sub-models as it can be mentioned through this article. But for the purpose of this research, there will be the fourth model which is the pedagogical model where different sub-models will be categorized.

It must be mentioned that, some models or sub-models of language teaching learning can be found within more than one model depending on its functionality.

2.1. PACTISS-ICT: A NEW GLOBAL TEACHING MODEL OF ESP

2.1.1. DEFINITION

Known as 'Paired Active and Communicative Teaching Integrating Six Skills' the PACTISS–ICT Model is symbiotic model that takes into account all the best active models to Teach English for Specific Purposes (TESP). It is a combination of so many models and methodologies together with some active ELT methods as discussed by different specialists.

The PACTISS-ICT model takes into account these methods by adding movies based on English Language Teaching (ELT) lessons accompanied with the possibility and facility of writing what is listened to thanks to soft screen and keyboard of ICT set. This model encourages the use of two disciplines (pair) i.e. students subject matter taught in English or English language taught by using students subject matters actively. The key element is interaction that takes into account speaking, listening, reading, writing, translating and interpreting English language skills thanks to information and communication technologies (CALL, Video set Projections, Android or simple telephone, Dictaphone, Earphone, etc.) for the sake of active listening-speaking and reading-writing purposes together with reading-translating and speaking-interpreting.

Today, it can be assumed that 90% of students and teachers have the ICT tools at their disposal. Then, ICT sets should contribute to ESP significantly. As learners and teachers often download music and different videos, these can be replaced by ESP teaching CBI with virtual texts, dialogues, lessons, native sounds. This model can work even if participants are at distant in E-learning.

2.1.2. ORIGINE

This teaching and applied linguistic Model named PACTISS–ICT is one of two new concepts "PACTISS-ICT and ALLAS" publically in use for the first time by a Congolese researcher named Tshitenge Muyaya Bosco; it was on March 8th, 2019 when he defended his doctoral dissertation entitled "Investigating EMP Content-Based Instruction and Curriculum Design in Medical schools: A Case Study". This doctoral dissertation was produced at University of Kinshasa in Democratic Republic of Congo (DRC).

According to Tshitenge (2019:14-17, 66, 320-323), ESP teachers, experts and English language developers must immediately develop all six language skills in learners at once and for all. Among them, mention should be made of (1) receptive skills (listening and reading), (2) productive skills (reading, writing, translating and interpreting), (3) oral skills (listening, speaking and interpreting), (4) written skills (writing, reading and translating), (5) simplex skills (speaking, writing, listening and reading) and (6) complex skills (interpreting and translating).

Anyway, taking into account the above numerical, it can be figured out only the six compulsory skills and abilities to be developed in language learners, that is to say, listening, speaking, reading, writing, interpreting and translating. In formal setting, they are obligatory needed at once while teaching and developing a language in formal setting.

2.2. RELEVANCE OF PACTISS–ICT MODEL OF TEACHING ESP

The PACTISS–ICT Model is assumed to be a very important way to develop English as target language since it encourages learners to be aware of and use Received Pronunciation (R.P.) via listening native speaker accent. It allows learners to be faithful to teacher's pronunciation since this pronunciation is often approximates Received Pronunciation. For this reason, Katsuva (1994:125,126) cited by Tshitenge, (2019) recommends that, "R.P accent should be taken as the model of pronunciation for foreign learners and teachers. Indeed, the foreign teachers' accent approximates R.P to some extent. Then a lot of pronunciation material based on R.P. should be given on a regular basis as well as in-service training to avoid divergence in pronunciation".

Therefore, the PACTISS-ICT model will be relevant when words, sentences, and expressions contained in ELT texts are uttered in conformity with R.P. to facilitate listening-writing (dictation) and reading-speaking as well as listening-translating, reading-interpreting, listening-interpreting and reading-translating. The PACTISS-ICT model can be implanted thanks to soft movies together with audible sounds, soft text materials with the possibility of writing and rewriting by using the keyboard and soft screen.

The PACTISS–ICT Model is conceived to develop easily the six language skills based on students' subject matters as detailed below. It is to be remembered that the four basic skills which are the simplest skills and the other two, i.e., translating and interpreting which are complex that should be developed in secondary schools and at once at tertiary level where only adults are the main concerned:

a) Listening: thanks to audio–visual lessons, students are going to be exposed to the nativelike or R.P. accent. The students can listen to the lessons not only in the classroom, but whenever they like; they can listen and utter the sentences as they like (Busaki, 2016 quoted in Tshitenge, 2019).

b) Reading: Thanks to PDF format, the ESP texts with or without coloured images can be in use for reading purposes. As learners can read SMS and play videos through their telephones, virtual lessons can be made available for them. Thus, learners can read these texts containing English Language Based on their subject matters. Thanks to the virtual dictionaries at their disposal, teaching vocabulary will be one of the easiest lessons to be taught.

c) Speaking: PACTISS–ICT model is a very important way of reinforcing students in the repetition of sentence items already recorded. After repeating the item several times, the utterance will/can become automatically fixed in the students' mind until they can use it in a real situation.

d) Writing: PACTISS-ICT model will help students jotting down, in their telephone thanks to key board and screen, what they listened from the audio materials kept and played thanks to the ICT sets. They will be listening and writing until they internalize the words' orthography.

e) Interpreting: as said by Bloom quoted in Buhendwa (2017) quoted in Tshitenge (2019), interpreting is a complex output skill that focuses on listening and speaking. Here students will be using for instance the earphones to listen to audio lessons or items. They will be trying those items until they will be sure to be able to say in their own terms what the items mean.

f) Translating: it is also a complex out-put skill that will be applied in the PACTISS-ICT model; as students will be in a TEFL situation, i.e., they are multilingual, they will be reading the ESP materials, after that they will be trying to translate them in one of their local language(s) and vice-versa.

The six language skills that must be focused on in the PACTISS-ICT model are represented in the following figure:

Medium / Skill		Speech speaking	Written word writing skill	types
Input	Receptive	Listening and understanding	Reading and understanding	Simplex
Out put	Productive	Speaking	Writing	
		Interpreting	Translating	Complex

Sárosdy et al. (2006:51)

Figure 1: Six skills involved in PACTISS-ICT Model

2.3. HOW CAN PACTISS-ICT FUNCTION IN CLASSROOM?

(1) OBJECTIVE OF THE PACTISS-ICT TEACHING MODEL

It must be mentioned here that, the present Model of TESP aimed to develop the communicative competence in learners thanks to its simplified way of presenting material in accordance with Brown (op.cit.p:247, 249).

(2) Collection of the teaching aids

Among them, mention should be made of:

-Language authentic textbooks,

-Language adapted textbooks,

-Content majoring the learners' field of research,

-ICT sets made of video projector, loudspeakers, telephone, telephone screen and keyboard, Mp3, Cassette, internet, TV, Wireless Application Protocol (WAP) as supported by LEVY (1997) and Opp-Brckman and Klinghammer (2006:83-92).

(3) Selection of the teaching materials

- English Language Content-based Instruction,

- Content-based Instruction from the domain, field or stream of the learners.

These two content-based instructions include both English language content and the subject matter content put together and developed as a unique but not adjuncted course will respect the spirit of PACTISS-ICT model of ESP.

(4) Procedure & classroom management with PACTISS-ICT model

-Role of the teacher: Participant, Facilitator, Organizer, Communicator, Educator, Evaluator, an educated human being and the Agent of socialization…

 -Role of the learner: Participant, Actor, Player, Listener, Peer-evaluator…

(5) Recourse to the six skills during the lesson

  -During the language text analysis:

Teacher will ask each learner to observe and skim the text under analysis and figure out the new words found difficult buy jotting them on a sheet of paper aside (***reading and writing on the same time*** as supported by Sárosdy et al., 2006:53); teacher will ask them to compare and harmonize those words put in one list in order to avoid redundancy of the same words (***writing***). All of these words can be projected (ICT) or written on the board in horizontal form; now teacher will ask learners to read word by word (***reading***); when they read in non-correct way (phonetically), teacher stop them and read it himself in correct way or plays a cassette or any recorded set (ICT) to sound that word so that all learners catch the pronunciation (***listening***). After being sure of good pronunciation in the learners' mind, teacher will authorize them to check now for the meaning of that/those word(s) in virtual or hard dictionaries (***reading***). The following step will be the fact of allowing learners constructing their own sentences with the word(s) learnt, while doing so; they deal with *[speaking*] in accordance with Opp-Brckman and Klinghammer (2006:7-36).

After combining the four language skills (reading, listening, writing and speaking), the organizer teacher will ask his/her learners to translate their own sentence(s) on the board in local or official language for better understanding (***translating***) vice-versa. In the end, teacher will ask his/her learners to read the same sentence(s) and try to say in other words/terms what they mean (***interpretation***).

Note that, the selection of the text will be done in the strict respect of acceptable length and the major domain of the learners. The same process will be in use for any kind of topic as the case of Grammar and syntax. As an instructor of listening, s/he will try to make his or her listening class interesting and rewarding so that learners do not feel bored or tired about listening.

On the other hand, students will be informed to be more autonomous and know their present level of foreign language learning. They will be faced with English listening anxiety and foreign learning problems objectively and correctly, and find appropriate strategies to lower anxiety and solve problems so as to improve their listening level and further improve their foreign language learning (Wang, 2010: 566).

2.4. PACTISS-ICT MODEL INTERACTING WITH OTHER TEACHING MODELS

2.4.1. INNATIST MODEL

According to Cystal (2008), innatism [in relation to the innateness hypothesis (or nativists hypothesis) argues that the rapid and complex development of children's grammatical competence can be explained only by the hypothesis that they are born with an **innate** knowledge of at least some of the universal structural principles of human language. Chomsky (1965), proposed the theory that all people have an innate, biological ability to acquire a language. He theorized that people possess a Language Acquisition Device (LAD), a sort of neurological wiring that, regardless of the language to be acquired, allows a child to listen to a language, decipher the rules of that language, and begin creating with the language at a very young age. This view (**nativism**) has received considerable support in generative linguistics as case the language acquisition device (LAD), this Krashen's innate model of   is explicitly detailed in the following hypothesis:

a) The Acquisition-learning Hypothesis made of subconscious and intuitive process of constructing the system of language. On the other learning is conscious process.

b) The monitor hypothesis in learning not in acquisition it is a device for watchdogging one's output, for editing and making alterations or corrections as they are conscious perceived

c) The input hypothesis where it is claimed that an important condition for language acquisition o occur is that the acquirer (understand via hearing or reading) input language that contains structure a bit beyond his or her current level of competence. If an acquirer is at stage or level i, the input he or she understands should contain $i+1$.

d) The affective filter hypothesis where Krashen claims that the best acquisition will occur in the environments where anxiety is low and defensiveness absent or, in contexts where the affective filter is vow.

e) The natural order Hypothesis where Krashen claims that learners acquire language rules in a predictable or natural order.

f) Krashen's Monitor Model

Krashen's model views acquisition in a linear perspective which not only establishes a cause and effect relationship between input and acquisition but also states that the grammatical structure is acquired in a predictable order. Nonetheless, like in the other theories discussed so far, his theory does not go beyond the acquisition of grammatical structures.

Krashen developed an influential proposal to explain SLA which he first named as monitor model (Krashen, 1978), with emphasis on the contrast between learning and acquisition, then called it the input hypothesis (Krashen, 1985), focusing on the data which feed acquisition, and more recently, comprehension hypothesis (Krashen 2004) emphasizing the mental process as responsible for acquisition. According to Krashen (2004:1), the Comprehension Hypothesis is closely related to other hypotheses such as subconscious acquisition, not conscious learning. The result of providing acquirers with comprehensible input is the emergence of grammatical structure in a predictable order. A strong affective filter (e.g. high anxiety) will prevent input from reaching those parts of the brain that promote language acquisition. Moreover, in such a model, input, *interaction* and *output* are also considered of paramount importance for language acquisition as they trigger both *neural* and *sociocultural connections*. Each component works as a subsystem embedded in the SLA system

According to Noam Chomsky (1965), Nativism theory proposes that the human brain is innately wired to learn language. Chomsky believes that the language that is usually heared is not adequate to explain the construction of all of the rules that children quickly learn. For instance, nativists such as Chomsky point to the evidence that children will say things they have never heard from adults, such as "The cats eat<u>ed</u> the <u>mouses</u>" rather than 'The cats ate the mice.' Therefore they could not just be imitating language they have heard. Note that, Universal grammar is a set of grammatical rules and constraints proposed by Chomsky that is thought to underlie all languages and that is hardwired in the human brain (Cook and Newson, 1996).

2.4.2. COGNITIVE MODEL

According to Crystal (2008) the cognitive model implies, intelligence, memory, attention having a primary role in language learning. This model and theory concerns learning language as a process of "data crunching," in which the actual process of learning words and their meanings relies on the computational ability of the human brain. These theorists argue that infants are processing language even during the first year of life, before they can speak.

The cognitive view of learning, like the behaviourist view, sees knowledge as given and absolute. Many of the information processing models of teaching and learning are based on the cognitive view of learning. Also note that some of the theorists discussed so far can be classified as either behaviourists or Cognitivists. This is so because of the close relationship between certain of the ideas connected to memorization.

Jean Piaget was a psychologist and a pioneer in the study of child intelligence. His early studies in biology, and specifically evolution, influenced his approach to human learning. He believed that the human capacity to think and learn was an adaptive feature that enabled humans to deal effectively with the environment. Contrary to the behaviourists and gestalt psychologists, Piaget studied small children.

Piaget's research in developmental psychology centred on the question of how knowledge develops in the mind. He approached the problems of thinking and learning by focusing on the mental and cognitive processes that make them possible. This focus became the defining element of the Cognitivist theory. According to Piaget, children shape their own conceptions of reality through continuous interaction with their environment. Cognitive development therefore occurs as children adapt to their environment, thus building their sense of reality (Piaget, 1974).

2.4.3. AUTOMATICITY MODEL

The Automaticity model distinguishes between explicit and implicit knowledge of language and the degree to which the individual analyses, monitors, and uses two languages with ease (to use language with automaticity or control). Its classroom application more limited to instruction; however, this model provides a framework for cognitive learning in the L2 (Bailystok, 1982).

2.4.4. CONSTRUCTIVIST MODEL

Wang, P. (2011:273-4) assumes that the constructivism is first used and applied in major in classrooms to help learners with the fundamental basis of learning, by discovery, i.e., to understand or to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed to be capable of production and creativity and not simply repetition. Among the Constructivist model mention should be made of interactionism as shown below.

2.4.5. INTERACTIONISM

Interactionism is a model of language development that proposes that the child's biological readiness to learn language interacts with the child's experiences with language in the environment to bring about the child's language development. Research on mother-infant speech in a variety of cultures has found that mothers make many of the same modifications in their speech to infants, perhaps because these changes produce a good fit between the mother's speech and the infant's perceptual and cognitive capabilities. In addition, adults often repeat what children say but *recast* it into more advanced grammar. For example, a child might say, "More cookie," and the adult might respond, "Oh, do you want more cookies?" In the process, he is modeling a slightly higher level of language proficiency, which the child can then imitate.

2.5. PEDAGOGICAL MODELS

2.5.1. JOHN DEWEY MODEL OF 'LEARNING BY DOING'

John Dewey discussed about 'students-centered teaching model' called "learning by doing"; he proposed a reflexive thinking intelligence. Nowadays the student-centered teaching model reveals implications of Pragmatic students-centered teaching model; and current Comprehensive English teaching model introduces situational teaching in line with Pragmatic instructions (Xianxian Wang, 2010).

Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning; a process that includes feedback on the effectiveness of their learning efforts. "...education must be conceived as a continuing reconstruction of experience: ... the process and goal of education are one and the same thing" (Dewey, 1897: 79 cited in Wang, 2010:719).

2.5.2. 'TEACHER TALK, STUDENTS LISTEN TO' MODEL (TTSL MODEL):

It can be observed that teachers should reform the traditional teaching-model of "teacher talk, students listen to" to allow students to actively participate in the teaching process, maximize to mobilize the students' enthusiasm. They can encourage students to make full use of study case, the English multimedia courseware and related reference materials and supplementary materials on the web site for students to review and free supplementary learning (Xiuqing Yu, 2011: 313).

2.5.3. SCHEMA READING MODEL

It is the basis for the three reading models: top-down model, bottom-up model and interactive model (Nuttall, 1996). "Top-down" reading model describes that the reader uses his experiences or knowledge of the world and brings it to the text. On the other hand, when the reader builds up his interpretation of the text by recognizing the letters, words and sentences, he is applying "bottom-up" reading model. However, these two processes are not exclusive from one another. An interactive model of reading posited by Grabbe (1991:375) cited in Shengli Wang (2010:598) thinks that reading is probably the most important skill for second language learners in academic contexts. He usually refers to interplay of both bottom-up and top-down reading strategies. Bottom-up strategies include decoding graphic features and grammatical characteristics, while top-down strategies include predicting, applying background knowledge and recognizing global text structure. The notion of top-down strategies is usually used in the literature to include both global strategies for processing the text as well as activating conceptual knowledge of the world.

The interactive modal entails the reading processes to be as such that the visual data are transmitted to brain where they are matched with existing knowledge. Then on the basis of this experience, predictions are made about the content of the text, upon which, further sampling of the data are either confirmed or revised. It can be claimed that "many teachers now accept the view that reading is the result of a two way communication between the reader and the text, achieved through simultaneous processing (which involves word recognition, sound/spelling correspondence etc.) and top-down processing (which involves skills like predication, inference etc.)

How do the above notions relate to ESP reading pedagogy? Grabbe's (op.cit) notion of reading as an interactive process implies that the ESP reader most probably has more limited content and formal schemata as well as less knowledge of language used in the text than the author has, thus, while an ESP reading course usually emphasizes building up student's knowledge of rhetorical structures and improving their knowledge of the target language. Grabbe's interactive model of reading dictates that ESP instruction should focus both on decoding language and on global reading strategies.

2.5.4.   THE ZONE OF PROXIMAL DEVELOPMENT (ZPD) MODEL

The ZPD is a model of Vygotsky (1978) where two issues standout in the preceding characterization of the ZPD: that cognitive development results from social and interpersonal activity becoming the foundation for intrapersonal functioning, and that this process involves internalization. It is emphasized here that the ZPD is not only a model of developmental processes but also a conceptual and pedagogical tool that educators can use to better understand aspects of students' emerging capacities that are in early stages of maturation.

According to him, "development based on collaboration and imitation is the source of all the specifically human characteristics of consciousness that develop in the child and as such imitation is the source of instruction's influence on development" (Vygotsky, 1987: 210-11 cited in Lantolf and Thorne, 2006).

2.6. SOCIO-CULTURAL AND BEHAVIORIST MODEL

The Sociocultural model of Teaching and Learning is influenced by social, cultural, and historical factors. Learning takes place within social interactions (Vygotsky, 1978). Teaching occurs through meaningful interactions between experts and novices. On the other hand, the behaviourist model is the one the Teaching and Learning as a response to environmental stimuli and can be manipulated, observed, and described (Watson; 1919, Skinner, 1938). Teaching thus is through practice, repetition, and rewards (Behaviourism).

Demirezen (1988:136) citing (Wilga Rivers, 1968, 73) basically opines that "the behaviourist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward" This is very reminiscent of Pavlov's experience where the babies obtain native language habits via varied babblings which resemble the appropriate words repeated by a person or object near him. Thanks to these babblings and mutterings, babies are rewarded, reward reinforces in the articulations of the same sort into grouping of syllables and words in a similar situation.

2.6.1.   THE ACCULTURATION MODEL

The Schumann (1986)'s acculturation model describes language learning as affected by the social and psychological "distance" between the first and second language and cultures of the learner systems and the way in which the learner views and is viewed by the new target language group. Its classroom application is more useful in teacher preparation as a model that examines the impact of external factors on L2 learning. The acculturation model argues that learners will be successful in SLA if there are fewer social and psychological distances between them and the speakers of the second language.

2.6.2.   CONDITIONS OUTCOME'S MODEL

Lavadenz (2011: 31) assumes that, Van Lier has invented by in 1996, the key concepts take into account both input and output factors in SLA. It identifies the critical condition required for language acquisition. These conditions include receptivity, focused attention, practiced intake, and language retention, which can be accessed in authentic uses for creative use, leading to proficiency. Its classroom application considers that optimal learner output/production is a key feature in proficiency in L2 learning through authentic and meaningful interaction

2.6.3.   THE LANGUAGE ECOLOGY MODEL

The Skutnabb-Kangas (2000)'s Language ecology model as mentioned in Lavadenz (2011: 31) examines language contact and learning according to the nature of the environment/ context in which such languages can coexist, survive, or are lost. This perspective includes an emphasis on language as a human right.

Its classroom application is a useful construct in promoting additive forms of second (English) language learning and toward establishment of equitable educational language policies. These models provide a schema for understanding the complex interplay between language learning and the specific circumstances in which language learning takes place.

The language ecology model can be extended to the examination of schooling structures and classroom practices that promote or hinder monolingual or multilingual outcomes. History, however, points to the language ecological balance's being tipped much more toward the diffusion of English at the expense of the languages of immigrants as a result of schooling (Fishman, 1991; Romaine, 1999; Veltman 1983 cited in Lavadenz (2011).

III.   CONCUSION

The present article entitled "PACTISS-ICT': A New Global Teaching Model of ESP" is a part of doctoral dissertation production; it contributively concerns the teacher's action research in the field of ELT.

Taking into account its narrative, the PACTISS-ICT model positively contributing to the advance of ELT since it impacts the fact of duelling two domains of learners' research, that is to say, this model encourages the use of two disciplines students subject matter taught in English or English language taught by using students subject matters, language with true simulation of language. As a matter of fact, PACTISS-ICT Model of ESP interacts with so many other teaching models thanks to which it is generated, and in the end, PACTISS-ICT Model of ESP is the easiest model that the others since it takes into account the ICT sets at disposal of the learners. The specificity in this model is that, thanks to it, learners develop at once all the six language skills (speaking, listening, reading, writing, translating and interpreting) for communication purposes; they acquire the native speaker accent facilitated by ICT sets.

This teaching model should be applied not only at university levels but also in secondary schools. Instead of separating syllabus in developing separately lessons in listening, conversation, composition, phonetics, reading text and so and so forth, PACTISS ICT models suggests that all of these different sub-themes be put in one since, when people acquire language in informal setting, they do not separate all these sub-themes. While listening to speaker, a second language learner can on the spot respond and develop all these skills once a time and directly they happen to communicate imitating the natives who are in their environment; the same model must be applied in formal setting which is classroom.

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