

Master Course in English for Academic Purposes

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Lecture notes 1-8 (29 Sept. 2012 & 13 Oct. 2012)

Contents (29 Sept. 2012):

1. Introduction into EAP
2. EAP definition
3. Introduction into EAP Course for master students of education
4. Needs analysis
5. EAP syllabus
6. English in higher education

The EFL Chart

1. General English
2. English for Specific Purposes

English for Science and Technology (medical study science, technology, engineering, chemistry, biology)

English for Academic Purposes (medical study, engineering, technology)

English for Business and Economics (business, economics, accounting, marketing, finance)

English for Social Sciences (humanities – fine arts, education, psychology, philosophy, sociology, history, pedagogy)

English for Academic Purposes (psychology, sociology, philosophy, pedagogy)

Which genre? EAP or GE?

Doris Pritchard is a successful business woman, managing her own travel company. The company arranges trips to more interesting places than most. This year she has taken groups of tourists to the Amazon Rain Forest and to The Antarctic. What is really amazing about Doris Pritchard is that she is in her seventies and until five years ago she knew nothing at all about the travel business. In fact she had never even been abroad.

(75/5)

Emotional intelligence means to be able to acknowledge and handle emotions in yourself and in others. The term was popularized by the success of Daniel Goleman's book *Emotional Intelligence: Why it can matter more than IQ*, which appeared in 1995. Goleman defined emotional intelligence or 'EQ' as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'.

(72/3)

EAP – linguistic features

Special grammatical features:

- the present simple tense (*means*)
- the passive voice (*was popularized*)
- the non-finites (*to acknowledge, recognizing, motivating*)
- modal verbs (*can, to be able to*)
- nominal compounds (*emotional intelligence, intelligence quotient*)

Special lexical features - specialist vocabulary (longer words and phrases: *emotional intelligence, to acknowledge, capacity ...*)

Register and style: formal

Which register: formal or informal?

Hi! I am a part-time learning support assistant in secondary school where I work every morning. My role in supporting learning is to motivate the group of children and encourage them to join in with every aspect of the lesson. During whole-class activities, I encourage my group to watch and listen. I use the whiteboard to copy the teacher's writing. This means they can focus on the words more easily. I make sure each child understands the task.

(78/6)

Reflection on practice is at the core of professional development. Education professionals attend courses and they accept different responsibilities in their constantly changing roles, but these developmental activities do not necessarily demonstrate the type of reflection in which they engage. Geoffr, who supports children with challenging behaviour, has obviously engaged in some reflection and recognised that he has some difficulty in managing behaviour when the teacher is not present. His reflection might be very superficial, or it might be in great depth.

(82/4)

EAP - English for Academic Purposes

- a branch of ESP

Training students, usually in a higher education setting, to use language appropriately for study or research in English.

- student writing (dissertations, exams, conference papers, journal articles)

Focus:

Students (study needs of students)
Reading & writing
Grammar & vocabulary
Formal, academic genres

Why EAP?

- English - a global academic language that supports international mobility of young researchers (Graddol 2006)
- EAP „seeks to serve the language needs of learners who need language in order to carry out specific roles (...) and who need to acquire content and real-world skills through the medium of a second language rather than master the language for its own sake“ (Richards & Rodgers 2006)

EAP course (Gillett 2004):

- is goal directed
- is based on needs analyses
- has limited duration
- EAP learners are adults
- focuses on linguistic tasks
- a very high level of proficiency is not necessarily required

Needs Analysis

1. Why do my students need academic English?
2. What do my students need to learn?
3. What aspects of language will be needed?
4. What level of proficiency must be achieved?
5. What topic areas will need to be covered?
6. How will that be achieved?

Why do you need to learn English?

Make a list of your reasons.

- Need to find relevant information from various sources in English (books, Internet articles, newspapers, brochures, experts, colleagues)
- Need to understand professional texts dealing with methodology, education and research in teaching primary school subjects
- Need to extract the gist of a text by summarising its ideas
- Need to discuss professional issues and express own point of view
- Need to take notes and write short essays in English
- Need to develop abilities/skills to continue to improve

<http://tricider.com/brainstorming/ANIA>

Course Objectives

To develop students'

- ability to find relevant information from various sources in English (books, Internet articles, newspapers, brochures, experts, colleagues)
- ability to understand professional texts
- ability to extract the gist of a text by summarising its ideas
- ability to discuss professional issues and express own point of view
- ability to take notes and write short essays in English
- ability to write formal letters and cv's
- ability to write reports of experiments
- abilities/skills to continue to improve
- to activate and develop existing English language knowledge and skills
- to develop further a range of academic reading and writing sub-skills
- to acquire language learning skills and strategies for future language development
- to develop general academic skills

Characteristics of the EAP Course

- A) authentic material (modified/unmodified)
- B) purpose-related orientation (reading, notetaking, writing, presentation skills)
- C) self-direction (learning to learn: learning strategies)

Summary

1. Introduction into EAP
2. EAP definition
3. Introduction into EAP Course for master students of education
4. Needs analysis
5. EAP syllabus
6. English in higher education

EAP syllabus

- focusing only on the skills that meet students' immediate purposes

- selecting only those items of grammar structures, vocabulary, linguistic functions, etc. required to meet students' immediate purposes
- including only topics and discourse contexts relevant to meet students' immediate purposes
- addressing only the communicative needs that relate to students' immediate purposes

Language structures and vocabulary typical of English for academic/specific purposes:

- text coherence and cohesion, linking words
- vocabulary building
- features of different genres
- appropriate style
- language tasks for sub-skills development (reading for gist, reading for specific information, reading for clarification)
- note-taking
- summarising (shorter and longer texts)
- essay and report writing
- writing a cv/ formal letter
- planning and organising presentations
- translating

EAP teaching materials

Authentic material as pre-determined language learning material

- selected from
 - professional literature
 - the Internet
- journal articles
- book chapters
- research-related papers on students' major subjects: methodologies of teaching seven primary school subjects (Serbian, mathematics, sciences, civics education, physical education, art and music)
- supplemented with texts of students' personal choices and interests
 - *The Secrets of Generating Art Ideas*
 - *Challenges of Integrating Cooperative Learning in Primary Science Classrooms*
 - *Assessment for Learning in Science*
 - *The Impact of Music Education on a Child's Growth and Development*

EAP course materials

- Sava, Vera (2008). *English for Academic Purposes for Students of Education* (selection of authentic material; available in the Faculty Library)
- Authentic material from professional books, journals and the Internet (provided by the lecturer and students themselves)
- Murphy, Raymond (2004): *English Grammar in Use* (intermediate). Cambridge: Cambridge University Press. (grammar book for self-study)

Audio and video material (from the Internet):

Education in 21st century [Ken Robinson: Changing education paradigms | Video on TED.com](#)

- Creativity expert Sir Ken Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.
- http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html
paradigm - ['pærədəɪm] (n) - a pattern or model; a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline.

Contents (13 Oct. 2012):

1. Academic titles
2. English in higher education
3. Academic reading & writing
4. Writing a summary
5. Guidelines for writing a summary
6. Taking notes

Task 1: summarise the text *Place of English*

Task 2: take notes and summarise the text *How Children Fail*, John Holt

Faculty of Education in Jagodina

University of Kragujevac

Academic study programmes for acquiring higher education at the Faculty of Education in Jagodina;

undergraduate & graduate studies:

- Bachelor's degree – 240 ECTS credits
- **Bachelor of Education – BEd**
- Master's degree – 60 ECTS credits
- **Master of Education – MEd**
- Undergraduate course - undergraduates (full-time, part-time)
- Postgraduate course / graduate course / master course - postgraduates / graduates / master students

- Research work

Academic titles:

- Bachelor of Arts (BA) Bachelor of Science (BSc)
- Master of Arts/Science (MA or MSc)
- Doctor of Philosophy - PhD
- Ranks of the academic staff: lecturer, assistant professor, reader, associate professor, (full) professor.

Present, Past & Future of English

Lingua franca

- 320-380 million of native speakers (UK, USA, Australia, New Zealand, Canada, South Africa)
- 250-350 million speakers of English as a second language (India, Sri Lanka, Ghana, Nigeria)

Native speaker second-language speaker foreign-language user

600-700 million speakers of English as first or second language

1 billion speakers of English as a foreign language (120 countries in the world)

David Graddol, *English Next*, 2006, British Council.

The three circles of English

- The 'inner' circle represents the native speaker
- The 'outer' circle consists of second language speakers
- The 'expanding' circle is the increasing number of people learning English as a foreign language
<http://www.britishcouncil.org/learning-research-english-next.pdf>

The place of English

6-7000 languages in the world

70 (225) languages in Europe (3%)

10 languages having more than

100 million speakers

1. Chinese (1.2 billion)
2. English (350-700 million)
3. Spanish (250 million)
4. Hindi (200 million)
5. Russian (150 million)
6. Arabic (150 million)
7. Bengali (150 million)
8. Portuguese (130 million)
9. Japanese (120 million)
10. German (100 million)
11. French (70 million)
12. Italian (60 million)

Reasons for English being lingua franca

- **Historical** (colonisation of North America, Australia, India, Pakistan, New Zealand, African countries)
- **Economic / political** (globalisation of free trade, travel)
- **Cultural** (pop music, film, information technology, education)

The history of English

Development of English (change at all linguistic levels: grammatical, syntactic, semantic, phonetic, lexical and orthography)

- **Old English** (5th c)
- **Middle English** (11th c)
- **Modern English** (17th c; Samuel Johnson's Dictionary, 1755)
- **Global English** (20th c; world Englishes)

English as

1. a native language (mother tongue)
2. a second language (official language)
3. a foreign language
4. an additional language
5. a global language
6. *lingua franca*
7. a basic skill

Higher Education

- Globalisation of higher education - one of the most important drivers of global English
- Universities – used to be national institutions
- now compete at a global level

English – a basic skill (not only a foreign language in the curriculum) needed to acquire new knowledge and specialist skills in the future: learning how to learn and acquiring learner autonomy and lifelong learning skills.

Varieties of English

- British
- American
- Australian
- Canadian

- South African
- Nigerian
-
- Black English
- Hispanic
- Chinese

Differences in:

- pronunciation
- vocabulary
- grammar
- spelling

- <http://readaloud.me/encode/free>

The Place of English, Jeremy Harmer 2003

English in Europe. Opportunity or threat?

Reading skills for academic study: Writing a Summary

- A **summary** is condensed version of a larger reading
- Writing a summary is the process of
 - **reading a text**
 - **identifying the main ideas**
 - **writing the important ideas in many fewer words** (only important ideas or information from the text; no examples or repetitions)

Guidelines for Writing a Summary

- Find the most important information that tells what the paragraph or group of paragraphs is about.
- Use this information to write a topic sentence.
- Find 2 - 3 main ideas and important details that support your topic sentence and show how they are related.
- Keep the ideas and facts in a logical order that expands on your topic sentence.
- Combine several main ideas into a single sentence.

While reading the original work, **take note** of what or who is the focus and ask the usual questions that reporters use:

- **Who?**
- **What?**
- **When?**
- **Where?**
- **Why?**
- **How?**

Using these questions to examine what you are reading can help you to write the summary.

- **Do not include unimportant or minor details.**
- **Do not repeat information.**
- **Avoid analysis and personal statements** (put your own opinion in a paragraph separate from the summary).
- Write the summary in your own words - do not copy information directly from the text.
- Keep it short - one paragraph is best.
- Edit to ensure the accuracy and correctness of your summary.

Write, revise and edit

1. Start with a sentence naming the writer and article title and stating its main idea
2. **Write** a draft – be concise
3. Conclude with a final statement
4. **Revise** your summary – does it make the same point as the article?
5. If it is too long (no more than one-fourth of the original), cut out words or non-essential information
6. **Edit**. Correct grammar, spelling, and punctuation errors

Body of the Summary

In [name of article], **published in** [year], **in** [source], **the author** [name of the author] **defines/describes/claims/explains/says** [active verb describing the author's purpose in writing the article] **that** [statement of the author's thesis]. [Name of author] **offers** [active verb], **the following arguments:** ---, ---, **and** --- [list of major ideas covered in the article]. [Name of author] **concludes** [active verb] **that**

Reporting: Summary

The Place of English

The Practice of English Language Teaching, by Jeremy Harmer, 2003

In ,
published in the book/journal in.,
the author
defines/describes/ claims/explains/says
that
and offers the following arguments:
---, ---, and --- .
The author concludes that

Reading skills for academic study: Taking notes

How children fail by John Holt

- Most children in school fail.
 - High School - forty per cent
 - College - thirty three per cent.
 - Others in fact if not name - complete because pushed, know anything???
 - But, more importantly, fail to develop full capacity for learning.
- Why? Fail because: afraid, bored, and confused.
 - afraid of failing, disappointing adults
 - bored because they given trivial, dull, things to do
 - confused because most of school makes little or no sense, *flatly* contradicts other things , no relation to what they really know
- How? Search for answers to questions:
 - *Strategy* - ways in which children try to meet, or dodge, the demands made on them
 - *Fear and Failure* - interaction in children of fear and failure, + effect on strategy and learning.
 - *Real Learning* - compares what children appear to know with what really know.
 - *How Schools Fail* - ways: schools foster bad strategies; raise children's fears; produce fragmentary, distorted & short-lived learning; fail to meet real needs

Reporting: Summary

How children fail by John Holt

Reading skills for academic study: Summary

Task 2: Explain in one short sentence why the author believes that MOST children fail.

Task 3: Summarise the text in about 50 words.

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