

**University of Kragujevac
Faculty of Education in Jagodina**

Master Course in English for Academic Purposes

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**Vera Savic, MA
Lecturer in English**

Lecture notes 1-8 (22 Oct 2011 & 5 Nov 2011)

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EAP - English for academic purposes

The ELT Chart :EMT, EFL, ESL

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? GE or EAP?

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)

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)

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

Register and style: formal

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, according to 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.

Needs Analysis (cont.)

- Need to find relevant information from various sources in English (books, Internet articles, newspapers, brochures, experts, colleagues)
- Need to understand professional texts
- 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
-
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EAP Needs: Writing & Reading

Survey results on <http://tricider.com/brainstorming/ANIA>

1. Writing essays 21
2. Writing reports (of experiments, action research, ...) 14
3. Writing literature review 3
4. Practical writing (e.g. letters, cv's,) 21

5. Writing research proposals or projects 8
6. Writing summaries 16
7. Writing professional journal articles 4
8. Reading textbooks 13
9. Reading professional journal articles 20
10. Reading newspaper articles and online news 12
11. Reading notes and handouts 1
12. Reading texts forming part of exam questions 10

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)
- C) self-direction (learning to learn: learning strategies)

Course description

- Duration: 12 weeks, 60 hours, 5 ECTS
- The course is both skill-based and content-based and will provide framework for reading, writing and discussing contemporary issues based on selections of texts related to the field of educational sciences.

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

- Savić, 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 lecturers 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:
 - <http://www.facebook.com/learning.world>)
 - <http://www.euronews.net/2011/10/21/class-size-matters/>
 - <http://www.euronews.net/2011/03/28/alternative-teaching-methods>
 - <http://www.euronews.net/2011/03/31/who-is-scared-of-summerhill>
 - <http://www.euronews.net/2011/06/03/screen-school-hi-tech-learning>
 - <http://www.euronews.net/2011/07/25/korea-s-digital-schoolbook-drive>
 - http://www.youtube.com/watch?v=iHapv0Tv7vM&feature=player_embedded
 - <http://www.youtube.com/watch?v=7bIQ4-3XSxU&feature=related>
 - <http://www.youtube.com/watch?v=EyHqoGJbgpo&feature=share>

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 - postgraduates / graduates
- 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, Shri 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: The three circles of English in English Next (2006)

<http://www.britishcouncil.org/learning-research-english-next.pdf>

- 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

The place of English

5000 languages in the world

70 languages in Europe

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 today

1. English as a native language (mother tongue)

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

Varieties of English

- British
- American
- Australian
- Canadian
- South African
- Nigerian
- Sri Lankan
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- Afro-American English
- Hispanic
- Chinese
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Differences in:

- pronunciation
- vocabulary
- grammar
- spelling

English in 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.

English in Europe. Opportunity or threat?

TASK: Write an essay of about 250 words on the following topic:

English in Europe: Opportunity or Threat?

Sayings on Education

“So what is a teacher for? Short answer: to help learning to happen. Methodology is what a teacher uses to try and reach that challenging goal.” **Jim Scrivener**

“The art of teaching is the art of assisting discovery.” **Mark van Doren**

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