

Faculty of Education in Jagodina, University of Kragujevac

English for Academic Purposes for Master Students of Education

2013/2014

Vera Savic, MA
Lecturer in English

vera.savic@pefja.kg.ac.rs

Contents (1- 4, 21 Sept. 2013):

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 - 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? 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)

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?

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)

English - a global academic language that supports international mobility of young researchers

(Graddol, 2006)

EAP course

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

(Gillett, 2004)

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) (**READING**)
- Need to understand professional texts dealing with methodology, education and research in teaching primary school subjects (**READING, LISTENING**)
- Need to extract the gist of a text by summarising its ideas, to take notes and write short essays in English (**READING, LISTENING, WRITING**)
- Need to discuss professional issues and express own point of view (**READING, LISTENING, WRITING, COMMUNICATION SKILLS**)
- Need to develop abilities/skills to continue to improve (**LIFELONG LEARNING SKILLS**)

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

Course Objectives

To develop students'

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

The Cambridge ESOL learning ladder

Cambridge ESOL (English as a second language) Tests

Level A1/A2 by the end of primary school - **elementary**

Level A2/B1 by the end of high school - **intermediate**

Level B1/B2 by the end of university studies – **First Certificate; advanced**

KET - Key English Test (A2)

PET - Preliminary English Test (B1)

FCE – First Certificate in English (B2)

CAE – Certificate of Advanced English (C1)

CPE – Certificate of Proficiency in English (C2)

IELTS – International English Language Testing System

http://www.examenglish.com/cambridge_esol.php

<http://www.cambridgeesol.org/about/index.html>

Level of proficiency?

Free English level tests

http://www.englishtag.com/tests/level_test.asp

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

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

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

Savic, Vera (2008). *English for Academic Purposes for Students of Education* (selection of authentic material; available in the Faculty Library)

1. Harmer, pp. 1-6
2. Corney, Read, pp. 33-35
3. Westwood, pp. v-vi
4. Bold, pp. 1-4
5. Hughs, pp. 34-36
6. Stevenson, pp. 95-98
7. UNESCO, pp. 8-10, 25-26.

Zemach, Dorothy & Rumisek, Lisa (2007). *Academic Writing*. MacMillan

Authentic material from professional books, journals and the Internet (provided by the lecturer and students themselves)

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>

Additional reference books:

Murphy, Raymond (2004): *English Grammar in Use (intermediate)*. Cambridge: Cambridge University Press. (grammar book for self-study)

Longman Dictionary of Contemporary English (2003). Pearson Education Limited, Harlow.

ESSE речник (2005) Институт за стране језике, Београд.

Oxford English-Serbian Student's Dictionary (2006). OUP, Oxford

Education in 21st century

Ken Robinson:

Teachers are gardeners – GREAT TEACHING (3 min)

http://www.youtube.com/watch?v=aT_121H3kLY&feature=share

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

References:

Council of Europe (2002). *Common European Framework of Reference for Languages: Learning teaching, assessment*. Cambridge: Cambridge University Press.

Gillett, Andy (2004). The ABC of ELT ... „EAP“. *IATEFL Issues*, 178, 11.

Gillett, Andy & Wray, Liz (2006). EAP and Success. In *Assessing the Effectiveness of EAP Programmes*. BALEAP. Retrieved on 10 January 2011 from <http://www.uefap.com/articles/aeapp.pdf>

Graddol, David (2006): *English Next*. Plymouth: British Council.

Hamp-Lyons, Liz (2006). English for academic purposes. In *Teaching English to Speakers of Other Countries*, Catrer, Ronald and David Nunan (eds). Cambridge: Cambridge University Press.

Harmer, Jeremy (2003). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

Hutchison, Tom & Waters, Alan (2004). *English for Specific Purposes*. Cambridge: Cambridge University Press.

Richards, Jack & Rodgers, Theodore (2006): *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Savić, Vera (2011). Towards a Learner-centred Syllabus of English for Specific Purposes. In *Uzdanica*, VIII, 1, 2011, 95-107.

Savić, Vera (2010). Developing Student and Teacher Autonomy in Content-Based Instruction of English for Specific Purposes. In *Autonomija učenika i nastavnika u nastavi jezika i književnosti* (conference proceedings). Nikšić: Faculty of Philosophy, 354-366.