# Master Course in English for Academic Purposes

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TAKE NOTES!

**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: e*motional 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

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) **(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 **(SREAKING, COMMUNICATION SKILLS)**
- Need to develop abilities/skills to continue to improve  **(LIFELONG LEARNING SKILLS)**

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

## 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
- Language Proficiency Tests Online
www.transparent.com
- Free resources:
http://www.transparent.com/language-resources/tests.html
- Grammar practice:
http://www.ego4u.com/en/cram-up/grammar

## 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)

### 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

### 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 course 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

**EAP course materials**
1. 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, D., Rumisek, L. (2007). *Academic Writing: from paragraph to essay.* Oxford: MacMillan.
- Davis, J., Liss, R. (2007). *Effective Academic Wtiting 3.* New York: Oxford University Press, pp. 115-176.
- Authentic material from professional books, journals and the Internet (provided by the lecturer and students themselves)

 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

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11. 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.