

Master Course in English for Academic Purposes

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Lecture notes 5-8 (5 Oct. 2013)

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- Academic titles
- English in higher education
- Academic reading & writing
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Task 1: summarise the text *Place of English*, Harmer (2003)

Task 2: take notes and summarise the text *Teaching Methods*, Westwood (2008)

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

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

W3 Tech Survey (May 31, 2013), source: <http://w3techs.com> (J.K. Shin, 2014)

English	55.7%
Russian	6.3%
German	5.3%
Japanese	5.2%
Spanish	4.5%
Chinese	4.0%
French	3.9%
Portuguese	2.2%
Polish	1.7%
Italian	1.6%
Turkish	1.3%
Dutch/Flemish	.2%
Arabic	1.0%
Others	<i>Under 1%</i>

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 - differences in: pronunciation, vocabulary, grammar, spelling

- British
- American
- Australian
- Canadian
- South African
- Nigerian
-
- Black English
- Hispanic
- Chinese

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

“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

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 – this 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 of the text *Teaching methods* by Peter Westwood

- Teaching method
 - principles
 - factors
- Historical overview
 - teacher directed instruction (mastery, lecture, grading)
 - project approach (group work)
 - activity-based methods (television)
 - educational research (how we learn, learning, learner characteristics; gap between research and effective methodology)

TASK: Summarise the text in about 50 words.

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