



EAP: The Struggle for Identity

Discussion of a paper by Michael Tooke (2010)

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EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost



INVESTICE
DO ROZVOJE
VZDĚLÁVÁNÍ

The Author: Michael Tooke

- Qualified in Social & Political Sciences, and TEFL
- Taught in Saudi Arabia & Italy
- A staunch follower of Rudolf Steiner
- Currently lectures at Udine University, Italy
- Teacher & Listening Skills Coordinator on Business Management English (BME) Preessional at University of Birmingham during summer

The Purpose of Education...& EAP

- Education operates at two levels – developing skills, and developing the individual
- Developing the individual = a concern for the whole person...is this now often neglected?
- EAP introduces entrants to the conventions of university study
- ...therefore, EAP mediates between the academy and the outside world...but does it develop the individual?

EAP: Individual v University

Reflection Task

1. What is the aim of EAP instruction?
2. List some of the ways in which the needs of the individual may differ from that of the host university.
3. Do universities across the globe focus on the development of the same skills within EAP?

National Differences in EAP...?

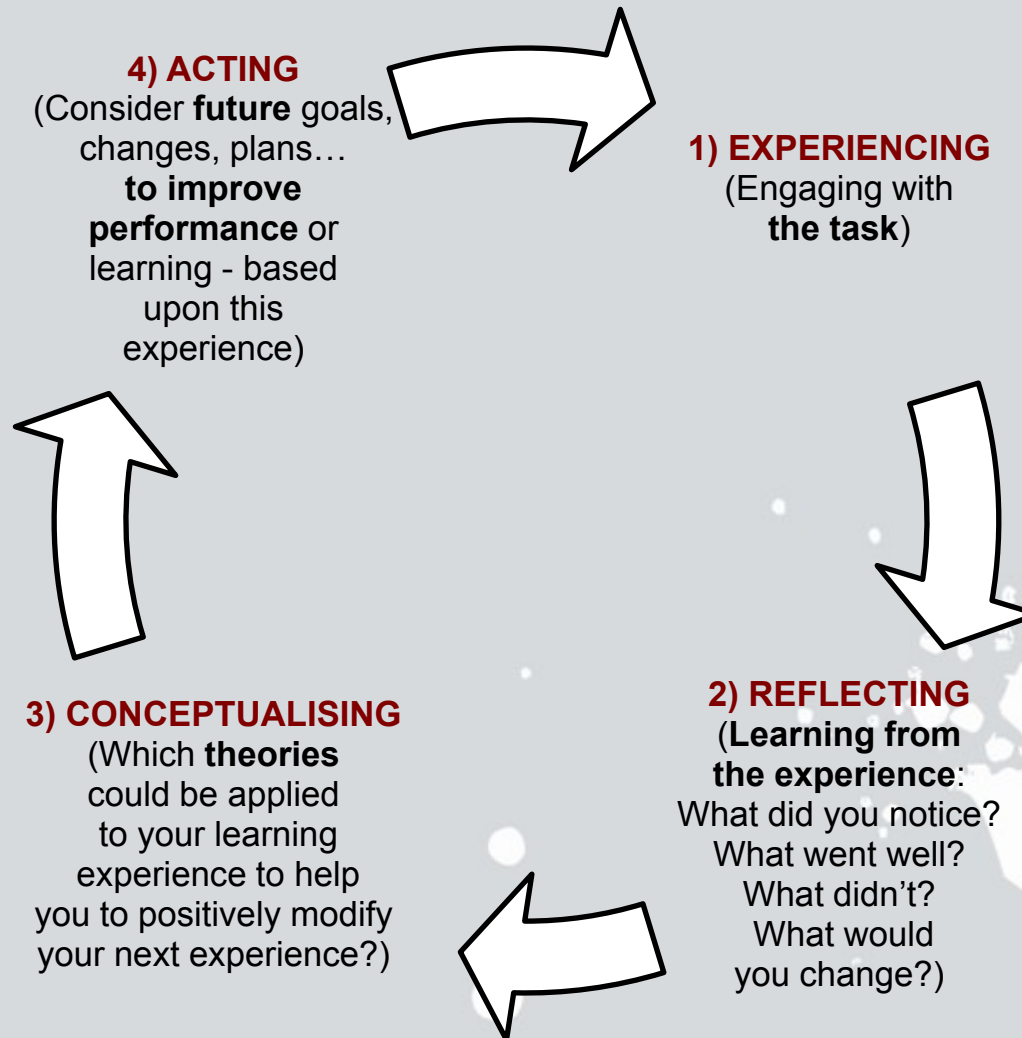
- German = intellectual style – emphasis on theoretical application and content
- Central European & Russian = more inclusive and demanding approaches with a focus on intellectual growth, and avoiding digressions
- UK = content – is as important as form, perhaps...
- Key objective of EAP...? To please the market...?
- Pragmatism – the acceptance of academic life without critique...**examples?**

Swales – on Liberation from Pragmatism

“I would like to suggest that the approach [of liberation from pragmatic concerns] is a kind of liberation theology, especially if it frees my students from the overarching dominance of Anglophone native speakerism, from consuming attention to the ritualistic surfaces of their texts, from an authoritative and received world view of academic and technical text as ‘objective’, and from a dependence on imitation, on formulas, and on cut-and-paste anthologies of other writers’ fragments’. Discuss.

Kolb's Learning Cycle (1984)

[adapted from: <http://www.businessballs.com/kolblearningstyles.htm>]



Technology in EAP: A Tendency for Technique?

- PowerPoint, TurningPoint, Panopto...speed & efficiency...and a compromise of quality?
 - PowerPoint: one aim – appealing visuals...
 - TurningPoint: personal response systems (clickers) – paradoxically minimises human interaction...
 - Panopto: reduces the importance of listening skills in live Guest Lectures...

Targets v Individual Growth

- Measuring success within EAP/ESP – how?
- Selecting key goals for courses (e.g.: pre-sessional or in-sessional; 20-week v 6-week) – how?
- Pre-university students are in a stage of transition between developing self and understanding institutional aims
- The quest for critique – is it real or superficial?

Reading List from Tooke's Paper...

- Benesch, Sarah. "Rights analysis: studying power relations in an academic setting," *English for Specific Purposes*, 18, (1999): 313-27
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- Thiele, Leslie Paul. "Postmodernity and the Routinization of Novelty: Heidegger on Boredom and Technology," *Polity*, 29 (4) (1997): 489-517
- Yakhontova, Tatyana. "'Selling' or 'telling'?" The issue of cultural variation in research genres," In Flowerdew (ed.), *Academic discourse*. (London: Longman, 2002)



Thank you for your attention.

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Slideshow: Hasan Shikoh 2012

Music: The Story Instrumental (Youtube 2009)