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Essential language skills in EAP

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Introduce yourself, please

Tell us about yourself:

Who are you?

What do you do?

Why did you come here?

What else should we know about you?

HELLO
my name is

What can you expect?

We are going to talk about:

- English for Academic Purposes - what's your context?

- identifying your needs

- identifying your strong and less strong points

- study skills and language skills in academic settings

English for Academic Purposes

What is English for Academic Purposes?

'EAP is concerned with those communication skills in English which are required for study purposes in formal education systems' (ETIC 1975 in R. R. Jordan 1997).

English for Academic Purposes

"[EAP] means grounding instruction in an understanding of the cognitive, social, and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts."

(Hyland & Hamp-Lyons, 2002)

Practical implications

- EAP takes place in a variety of different contexts (fully English-speaking countries, countries with ESL and EFL) => different knowledge of English, different needs
- taught by different teachers (NS, NNs)
- for students (pre-sessional or in-sessional) or for academic staff
- full-time, part-time, distance-learning, online
- for general academic purposes (EGAP) or specific academic purposes (ESAP)

What's your context?

Task 1

In pairs - talk to your partner. Consider the information on the previous slide. What is the situation at your workplace?

Step 1 - Exchange information. Listen carefully to your partner, take notes if necessary.

Step 2 - Share the information you learnt from your partner with the class.

Language skills

LANGUAGE SKILLS

speech-
based

RECEPTIVE	PRODUCTIVE
Listening	Speaking
Reading	Writing

text-
based

Adapted from Jordan (1997)

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Study skills

STUDY SKILLS

RECEPTIVE

Listening
listening for gist vs specific ideas
fact vs opinion
idea vs example etc.
Note-taking

Reading
intensive/skimming/scanning
reading for gist vs specific ideas
relationship between ideas
fact vs opinion
idea vs example etc.
Note-taking

PRODUCTIVE

Speaking
- production - presenting a contribution at a conference (introduce, conclude, define, exemplify, compare, summarize, paraphrase etc.)
- interaction - participate in discussions (ask, agree, disagree, interrupt, apologise, etc.)

Writing
(other than note-taking)
- general (introduce, conclude, summarize, paraphrase, etc.)
- specific academic concepts/functions (describe, define, exemplify, classify, hypothesise, express caution, etc.)

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Task 2

In pairs - Discuss the questions on the handout. Are your answers/opinions similar or very different?

What are your needs? ctnd.

Task 3

In groups - play the card game.

Take a card from the pile. Say if you need to **use this language function** (written or spoken) in your job.

If possible, give a specific example.

Example: Giving instructions - Yes, I tell my colleagues how to fill in reports.

References

Hyland, K. & Hamp-Lyons, L. 2002. EAP: issues and directions. *Journal of English for Academic Purposes*, 1(1), 1-12.

Jordan, R. R. 1997. English for Academic Purposes. A guide and resource book for teachers. Cambridge: Cambridge University Press.

Ward Goodbody, M. 1993. Letting the students choose: a placement procedure for a pre-sessional course. In G. M. Blue (Ed.) *Language, learning and success: Studying Through English. Developments in ELT.* Hemel Hempstead: Phoenix ELT.

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Exit ticket?

Thank you for your attention!