



Exploring Teaching and Learning in English for Academic Purposes

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A Conversation around Teaching & Learning in EAP

- What makes EAP teaching unique?
- Frameworks for EAP Teaching
- Common EAP Pedagogies
- Food for Thought and Discussion



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*Is there a “signature pedagogy” for
EAP? (Shulman, 2005)*



A Show of Hands

EAP and General English Teaching

- Think-Pair-Share

- What are the differences between general English language teaching and EAP?



What is unique about EAP?

- Objectives
- Context
- Academic discourse
- Genres
- Inclusion of academic/study skills
- ?

- Think-Pair-Share

- What challenges did you face when you transitioned from general ELT to EAP? OR

If you've never taught EAP, if you were to transition to EAP teaching, what would be the challenges?

BALEAP Competency Framework for Teachers of EAP (2008)

An EAP teacher will be able to **facilitate students' acquisition of the language, skills and strategies required for studying** in a further or higher education context and to **support students' understanding** of approaches to **interpreting and responding to the requirements of academic tasks** and their related processes.

● BALEAP Competency Framework for Teachers of EAP (2008)

○ **Academic Practice**

- Academic Contexts
- Disciplinary differences
- Academic Discourse
- Personal learning, development and autonomy

EAP Students

- Student Needs
- Student critical thinking
- Student autonomy

Programme Implementation

- Teaching practice
- Assessment practices

Curriculum Development

- Syllabus and programme development
- Text processing and text production



What are some common
pedagogies in EAP?

Integrated Skills

To what extent are all four skills (Reading, Listening, Writing and speaking), language and critical thinking integrated into an EAP curriculum (Chazal, 2014).

Discrete versus Integrated

- One skill is the focus even though other skills are practiced to meet the aim of the focused skill (e.g. Writing class)
- All skills are equally developed. All classes are labelled “integrated” (Chazal, 2014)

Caplan (2016) published conclusions from a study of over 80 US universities (Anderson et al. 2015), which reported when completing assignments students say that they :

- Discuss ideas for writing assignments before writing
- Write summaries of their reading
- Analyse research or observations
- Give feedback to peers’ writing

- Pragmatic EAP

- Goal is to prepare students for the literacy demands of post-secondary study:
“demystify the academy”
- Skills-based, instrumental approach
- Makes students aware of the **dominant conventions in Anglo-American academic writing** and language
- Teaches how to successfully appropriate these same conventions

● Critical EAP

- Teaching environment “can be [an agency] for **social change**, both in and outside the academy” (Benesch, 1996, p. 736),
- Leads students to **question the Anglo-American academic and language practices** (and other practices that maybe disadvantage them), rather than just adapting to them
- We should all **question beliefs** about what makes “good” writing/language use. Lecturers’ expectations of student texts are inconsistent and probably unrealistic (Harwood and Hadley, 2004)

● Critical Pragmatic EAP

- Balancing two objectives:
- To **help students perform well** in their academic courses
- To **encourage students to question** and shape the education they are being offered
- “Attempts to synthesize the preoccupation with difference inherent in critical pedagogy and the preoccupation with access inherent in pragmatic pedagogy.” (Harwood and Hadley, 2004, p. 366)

- Intellectual/Rhetorical (approaches to academic writing)

- **Academic writing is general, transferable skill.**
- Writing to learn; writing as intellectual development
- Emphasis on composition process, development of critical thinking, rhetorical conventions, etc.
- Example: “Avoid personal pronouns “I” and “we” in academic writing.”

- Social/Genre Pedagogy

- Academic Socialization
- **Initiation into a discourse community**
- Academic writing is **situated within the discipline.**
- Emphasis on the language conventions, formats, genres of a discipline
- Example: “In some disciplines, personal pronouns are widely used and accepted (economics, education), but not in others.”

● Academic Literacies

- **Literacy as social practice: something you ‘do’**
- Writing is less about text and structure and more about meaning making within the disciplines
- “Literacies” in the plural because there is not just one type of academic writing, **but we all have multiple repertoires** that we adapt depending on the discipline, course and even instructor
- Example: Personal pronouns are more widely used in some disciplines because of what counts as meaning and knowledge in those disciplines; in education and psychology, for example, subjective experience is valued as knowledge, while in other more positivist disciplines it isn’t.”

English for General and Specific Academic Purposes (EGAP/ESAP)

EGAP

- Covers common academic practices and language for general academic study.
- Applies an integrated skills approach including critical thinking, study skills and academic literacies.

ESAP

- Traditional ESP defined as “a teaching practice for a clearly utilitarian purpose” (MacKay & Mountford, 1978) - geared towards specific environments and applying a functional approach (e.g. business and technology).
- Because of the demand for specializations in fields of study (e.g. MA or MBA) a phenomenon of academicization has resulted in growth regarding ESP/EAP programmes (e.g. English for Business Study vs English for Business) (Chazal, 2014).

● Content and Language Integrated Learning (CLIL)

○ *“Dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (Coyle et al., 2010)*

“an umbrella term that embraces any type of programme where a second language is used to teach non-linguistic content matter where the entire curriculum is given in these languages for their speakers.” (Garcia, 2009).

~ A holistic view ~

The 4Cs Framework - Integrating content learning and language learning taking into account four contextualized “building blocks”, (Coyle et al. , 2010).

1. Content (subject matter)
2. Communication (language learning and using)
3. Cognition (learning and thinking processes)
4. Culture (developing intercultural understanding and global citizenship).

CLIL recognizes the relationship between these elements.

● CLIL in Higher Education

○ Integrating Content and language in Higher Education (ICHE) a term coined at a conference on CLIL in Higher Education in the Netherlands in 2003.

“Students cannot develop academic knowledge and skills without access to the language in which that knowledge is embedded, discussed, constructed, or evaluated. Nor can they acquire academic language and skills in a context devoid of (academic) content” (Crandall, et al. 1994 :256).

Collaboration of subject specialists and language teachers.

“(…) collaboration can take place both through the integration of language in content courses and through the integration of content in ESP/EAP courses to make them more relevant to disciplines’ communicative needs.” (Bares et al., 2014)

- Food for Thought and Discussion

- Which aspect of teaching EAP is most crucial for EAP in general? In your specific context?
- Does your teaching approach resemble any of the pedagogies presented? Or is it more of a “principled eclecticism” (Mellow, 2002)?
- Some say “true EAP” is about academic context and discourse, not language, and therefore shouldn’t use CEFR or CLB. Do you agree?
- **Is there a signature pedagogy for EAP? What unites all or most EAP teaching contexts?**

Thank you!

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Slides on [teslins.com](https://www.teslins.com)

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