The Future of Teaching English for Academic Purposes

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Teaching English
for Academic Purposes:

Standards, Provision,
and Practices

Edited by

Tijen Akşit and Hande Işıl Mengü

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FOREWORD

As a result of current global and international forces, teaching English for academic purposes (EAP) is going through its most dynamic period in its rather short history. The internationalization of especially higher education, English further solidifying its role as the *lingua franca* of every single day, and the increasing number of higher education institutions around the globe opting for instruction in the medium of English (EMI) are all among the forces behind this book. This book is an attempt to disentangle the conflicting views and beliefs regarding the standards, provision and practices of EAP.

This book will guide all stakeholders of EAP settings to better understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives. EAP settings scrutinized in this book span pre-tertiary education to doctorate level. Across its chapters, the book closely looks at the EAP world through the lenses of academic practice, learners, curriculum development, programme implementation, and teaching and assessment practices.

Examining EAP as an **academic practice** is the central focus of the **opening section** of the book. The first chapter by Maxine Gillway unveils the reality of localized contextual EAP needs, which emerge from the specific content, organization and language needs of certain contexts, and how EAP professional organizations help to unify all of these for a shared principled practice. The section continues with Tijen Aksit and Necmi Aksit's chapter which brings perspective to the development of an EAP knowledge base to inform research and practice in the field via the analysis and synthesis of EAP focused MA theses and PhD dissertations. In the closing chapter of the section, Edward de Chazal brings to our attention an under-researched area, the teaching of EAP in pre-university settings. The chapter brings to the fore the need for an EAP core curriculum across secondary and tertiary education.

The second section of the book revolves around **EAP learners**. The section opens with Yasemin Kirkgoz discussing the importance of equipping EAP learners with problem solving skills via an EAP course based on the principles of problem-based learning. Ismail Erton brings to the fore the significance of developing learners' communicative, pragmatic and semiotic competence for achievement and success in EAP. The section closes with

Ahmed Badawi Mustapha highlighting the importance of developing learners' autonomy and critical thinking skills as 21st-century EAP needs.

The **third** and **last section** of the book is devoted to **EAP curriculum development and programme implementation** focusing on **instructional and assessment practices**. To open the section, Tijen Aksit and Hande Isil Mengu present the results of a study conducted to identify teacher beliefs regarding the teaching of EAP to learners with low proficiency levels, discussing beliefs that act as barriers to or support successful instruction. Continuing the topic of teaching EAP to low proficiency learners, Tijen Aksit and Pinar Yilmaz compare and contrast two English language teaching textbooks written for low proficiency learners (one written for EGP and one for EAP) to identify their quite distinct difference in terms of the "skills addressed" in these books. Lynn Çetin, Elif Günaydın and John O'Dwyer analyze the design features of the IBDP, based on their practical teaching experience that could be applied to university EAP programmes to bolster EAP outcomes. Peter Davidson defines the concept of academic writing, examines the purposes of academic writing and concludes by presenting a critical examination of the rhetorical functions of academic writing. Elif Hande Özer starts by exploring outlining in process-based writing, and then moves onto explaining how outlining drafts can help students to achieve better outcomes by explaining how this can contribute to the development of students' writing skills. İdil Gülnihal Yazıcı focuses on why it is essential to employ a discipline-specific, customized approach when planning and delivering writing instruction for students in different departments in their preparatory year. Ayşe Tokaç Kan analyzes popular academic reading course books with an evaluative lens and presents practical suggestions for reading curriculum design and classroom tasks. Susan Esnawy explores how listening strategies and activities can be used to empower students to help them develop critical listening skills and note-taking skills to understand lectures. Averil Coxhead reports on research into vocabulary in academic spoken English and explains what the findings of these studies can offer EAP lecturers and students. The key implications of this are ensuring good knowledge of high frequency vocabulary and the Academic Spoken Word List. This section and the book closes with Peter Davidson outlining a series of authentic EAP assessments that integrate reading and writing, and reading and speaking, into an authentic test that successfully determines whether or not EFL students have the necessary academic skills in order to cope with the demands of baccalaureate study at an English-medium university.

Tijen Akşit and Hande Işıl Mengü (Editors)

ACADEMIC PRACTICE

CHAPTER ONE

THE CHOICE OF FUTURES FOR EAP

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Abstract

Just as there is no one future form in English, there is no one common future for English for Academic Purposes (EAP). Everything depends on the choices made in a given context. In this chapter, I argue that just as different texts emerge from choices of content, organization and language based on knowledge of audience and purpose, so should different local variations of EAP emerge according to choices made in particular contexts. The one unifying factor might be a shared commitment to principled practice, but even those principles will come under pressure from both internal and external factors. It is the role of professional organizations such as the Global Forum for EAP Professionals (BALEAP) to bring people from different contexts together to share their choices, principles and practices. It is in these shared spaces that new understandings emerge.

Keywords: choice, principles, genre, BALEAP, feedback, beliefs

1. Complex Choices

In my early days as a teacher of English as a Foreign Language (EFL), I was grateful to Raymond Murphy for laying out the "rules" for the use of future forms in English – a complex choice that I had never even considered as a native speaker of the language. As a native speaker, I never got it "wrong" despite not always following the "rules". Later in my career in the context of EAP, my main message to teachers and students was that language is not about rules but about choices – and anyone could get it wrong since nobody was born speaking academic language (Bourdieu et al.). The choices of content, organization and language that might be appropriate for one particular purpose with a specific audience, might no longer be the right choices given different audiences and different purposes. We all have

different understandings of the world according to our diverse experiences, so why should our understanding of EAP be any different? If we take some common acronyms as an example: we would all probably recognize ESP as English for Specific Purposes rather than Extra-Sensory Perception given our common interest. While members of BALEAP would have little problem identifying a PIM as a Professional Issues Meeting, only those who were at the Bilkent University School of English Language (BUSEL) in the 90s would be familiar with ECA, ISC, and COPE.[1] For my old colleagues at BUSEL a CAT was a Cumulative Achievement Test, whereas my current colleagues at Bristol see CATs as Classroom Assessment Techniques – reflecting a shift in purpose from assessment *of* learning to assessment *for* learning. It is this diversity of understandings that will present both a challenge and an opportunity for BALEAP's aspiration to go global.

This chapter will consider choices that have been made by (or imposed upon) EAP practitioners in the UK regarding what they provide, where they are located and what they are called. The choice of futures facing the Centre for English Language and Foundation Studies at the University of Bristol will be used as an example. The choices faced by BALEAP in its aspiration to go global will then be examined. The potential unifying concept of principled practice will be unpacked with examples from research carried out at the University of Bristol.

2. UK Trends

An examination of the choice of language used in the names of those parts of UK universities that deliver EAP provision reflects changes in both organization and content over recent years. Although the words English, Language, and Centre still loom large in a word cloud representing BALEAP institutional membership in 2017, "services" is much larger than "school" – perhaps indicative of a trend to move EAP provision out of academic units. Some units have lost the E altogether, many replacing it with an A for academic – perhaps to appeal to the "home" students who feel they do not need English classes. Others have dropped "language" and prioritized "skills". For example, the University of Bath offers EAP from an Academic Skills Centre – which moved out of a faculty and became a central service.

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[1] ECA is End of Course Achievement; ISC is Independent Study Component; COPE is Certificate of Proficiency in English.

2.1 One Specific UK Context

At the University of Bristol, the Language Centre became the Centre for English Language and Foundation Studies (CELFS) in 2011, when the provision of other languages moved into the School of Modern Languages and the pre-undergraduate International Foundation Programme (IFP) began to grow. Still within the Faculty of Arts, a change of name would be appropriate once again to better reflect its current principles and practices. A key principle underlying all practice in CELFS is that of development. We make it clear that our Centre is not in the business of "fixing" perceived deficiencies in the language of international students, but rather of providing opportunities for students from all backgrounds to develop their academic voice. We are adding multiple layers to their linguistic knowledge and skills, not filling gaps. For example, our syllabi introduce students to new ways of using language (unpacking complex noun phrases in their reading; being concise and precise in their writing; using cohesive devices to develop a line of argument), as well as to legitimate ways of using sources in their texts to develop their academic voice. Our purpose is to raise awareness of the conventions of academia to allow them to develop their full potential in academia and beyond, since as Ken Hyland points out "Choice is made possible by constraint, by awareness of what options are conventionally available and what different choices mean to readers" (Hyland, "Sympathy for the Devil? A Defence of EAP" 394).

A survey carried out among CELFS staff revealed considerable consensus in the inclusion of D for the principle of "development" in any new name. Other choices reflect internal and external changes of provision. With the advent of a new non-credit-bearing provision, a conscious decision was made to move away from the term EAP, which was deemed to be associated with international students, and instead the term Academic Language and Literacy (ALL) was chosen. "ALL for all" became our strapline. The next step is to lose the E in the name and replace it with A for academic. The L remains useful as it highlights our expertise as linguists and language teachers and differentiates us from Study Skills provision based in the libraries. In our ALL materials we adopt a framework of Message, Moves, Mechanics (MMM) – it is this final step of examining the mechanics of the linguistic choices involved in the expected moves that differentiates our provision from that of learning developers in the library. Whether or not the F disappears will depend on current negotiations with private pathway providers, such as Kaplan and Navitas – another trend in the UK.

We tell our students that the expression of their academic voice begins with the choice of what to include in their text. In the same way, the choice of what we include in our name and in our syllabus should reflect our beliefs

since as Hyland (*English for Academic Purposes: An Advanced Resource Book* 282) points out, "A syllabus publicly declares what the teacher regards as important to the students and so reflects a philosophy of teaching, including beliefs about language and learning". An examination of CELFS syllabi would hopefully reveal a belief in English for Multiple Disciplinary Academic Purposes (EMDAP). EMDAP is seen as extra layers of the English Language that anyone in an academic context can develop through noticing the choices of content, organization and language made by specific discourse communities in order to achieve particular purposes with different audiences. It is our role to facilitate that noticing. It goes further than the EGAP vs ESAP debate in that we stress that even within disciplines there are many different genres that necessitate different choices to meet the varied needs of their audience. A group of nonscientists might write an outreach article for a general scientific audience that would necessitate the inclusion of more explanation of terms than an article for specialists in the same narrow field. In a genre-based class, students might be guided to identify the audience and purpose of two texts based on their titles (see Figure 1-1) and then predict the different content, organization and language before matching extracts to the relevant title to check their predictions.

News & Views

Nature **464**, 38-39 (4 March 2010) | doi:10.1038/464038a; Published online 3 March 2010

Microscopy: When mica and water meet

Joost W. M. Frenken[1] & Tjerk H. Oosterkamp[1]

Atomic-Scale Distribution of Water Molecules at the Mica-Water Interface Visualized by Three-Dimensional Scanning Force Microscopy

Takeshi Fukuma, Yasumasa Ueda, Shunsuke Yoshioka, and Hitoshi Asakawa
Phys. Rev. Lett. **104**, 016101 – Published 6 January 2010

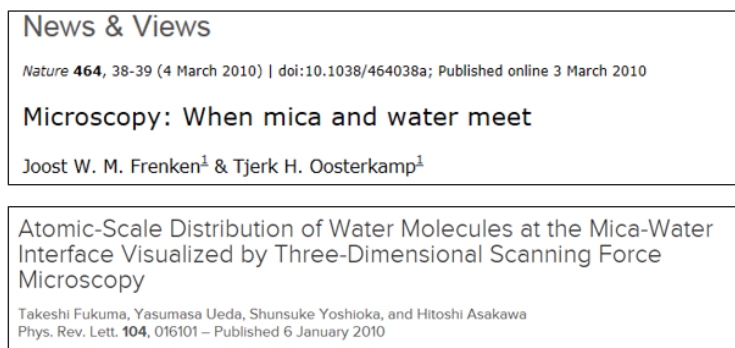Figure 1-1: The same research presented in two genres within one discipline: a classroom activity

3. Going Global With BALEAP

Given the multiplicity of tasks facing different EAP students, and therefore their teachers, in different contexts, the question arises as to the validity of BALEAP's aspiration to go global. Is any definition of EAP transferable across contexts? Should BALEAP attempt to standardize EAP provision by

imposing an accreditation scheme that might be best suited to the UK context – whatever that is? Surely, different students will have different purposes and their teachers will have different values that will impact their understanding of EAP. As White pointed out with regard to ELT curricula, "It is important to be aware that different models of curriculum represent the expression of different value systems and, consequently, of quite divergent views on education" (White 24).

The values of those who drew up the BALEAP Accreditation Scheme are clear in their Teaching and Learning criterion 5.4.5, which states that "Lesson delivery will employ a communicative, genre-informed, task-based approach" with the coda that this should be "appropriate for EAP in the given context" (BALEAP, *BALEAP Accreditation Scheme (BAS) Handbook: Quality Enhancement for English for Academic Purposes Courses and Programmes* 18). Similarly, the Core Competency C1 on Teaching in the BALEAP TEAP competencies requires the practitioner to adapt Communicative Language Teaching to an EAP context (BALEAP, *Teaching English for Academic Purposes: Continuing Professional Development Accreditations Scheme Handbook* 19). This adaptation necessarily involves the realization that in the EAP classroom the purpose of the communication is just as much about the development of creative and critical thinking, evaluation skills, and autonomy as it is about language practice. The teacher role shifts from "sage on the stage" to "meddler in the middle" (McWilliam).

This same shift in approach will facilitate BALEAP's move to the global stage. Instead of imposing one definition and one approach to EAP, BALEAP needs to create the space for practitioners in different contexts to justify the choices they make in line with explicit principles that guide their practice.

3.1 Principled Practice

BALEAP requires that the course design is based on explicit principles. Hyland and Shaw suggest four main principles of EAP: authenticity, groundedness, interdisciplinarity and relevance (Hyland and Shaw 3). Rather than adopt principles, or even adapt them, it may be better to generate them in order to achieve the shared understanding necessary to see the principles put into practice. After conducting polls on CELFS' beliefs over four years, a list of six principles was drawn up that guides our practice in the Centre at the University of Bristol: development, reflexivity, autonomy, collaboration, transparency and transferability. Policy documents, inductions and course handbooks introduce these principles to new students and staff. More importantly, it is hoped that these principles would be evident not only in teaching but also in other areas of our practice.

3.2 Principles Under Pressure

One area that has received considerable attention within CELFS, and more generally in UK Higher Education, over recent years, is feedback. After receiving complaints from students about the inconsistency in quantity and quality of feedback on writing, attempts have been made to standardize the amount, focus and formulation of feedback. The last two have proved much more difficult to achieve in practice since they involve teachers' core beliefs about the nature of EAP and the student teacher relationship. Some results (see Table 1-1) from a case study of two teachers who joined the Centre for the summer pre-sessional course in 2014 highlight this point made by Wenger "One can design systems of accountability and practices for Communities of Practice to live by, but one cannot design the practices that will emerge in response to such institutional systems" (Wenger 229). These teachers attended the same staff development sessions, but they came from different backgrounds – both outside the UK – and brought with them different values. Teacher 1 had a coaching background and Teacher 2 a more typical general English teaching background. This is reflected in their approach to feedback (see Table 1-1), with Teacher 1 engaging more as a reader and teacher 2 more as a language teacher. It would be interesting to see if there has been any shift in their values or practice after returning now for four summers to teach at CELFS.

Table 1-1: Written feedback comments from two teachers to their own students on one assignment categorized according to focus

Focus	Teacher 1 (n=16) 343 comments	Teacher 2 (n=15) 268 comments
Language	156 (46%)	215 (80%)
Content	83 (24%)	5 (2%)
Organization	49 (14%)	10 (4%)
Conventions	55 (16%)	38 (14%)

In addition to surfacing individual values, which may put pressure on institutional principles from within, it is also healthy to engage in an examination of the external threats in any context. One strategic tool for this is a PESTLE analysis – examining the political, economic, social, technological, legal and environmental pressures on an institution.

4. Conclusion

The role of BALEAP, then, as a global forum for EAP professionals is not to impose one standard but to bring together practitioners from multiple contexts for the exchange of principles, choices and practices. This shared space will raise awareness of differences and help us all to challenge assumptions and strongly held beliefs. It is as a result of this process that new understandings will emerge and more informed choices about the future of EAP in any context may be made.

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CHAPTER TWO

KNOWLEDGE GENERATION IN EAP: ANALYZING AND SYNTHESIZING MA THESES AND PHD DISSERTATIONS

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Abstract

This chapter describes the stages in a longitudinal study with the purpose of developing a knowledge base to inform research and practice in the area of EAP by analyzing and synthesizing EAP focused MA theses and PhD dissertations. Content analysis, narrative and interpretive synthesis were employed. The chapter also reports the initial findings of the study. The most commonly covered theme in these studies is "writing" followed by "learners" and "English for Specific Academic Purposes".

Keywords: English for academic purposes (EAP), content analysis, narrative synthesis, interpretive synthesis, knowledge generation, EAP research

1. Introduction

English is a universal language spoken by both its native and non-native speakers. While there are approximately 275 million native speakers of English, there are more than 1,5 billion people on earth who can speak English (Genc and Bada, 2010). It is spoken as the main language of today's communication and is considered to be the *lingua franca* of the contemporary world. Christiansen (2015) asserts that English has grown immensely since the middle of the 19th century and become a "world language" due to the "economic and cultural strength of the Anglo-Saxon world". Today, from technology to business, from aviation to commerce,

from tourism to academia, English is preferred as the major means of communication.

Globalization is known to lead the birth of the internalization of education which inevitably resulted in the need for English medium instruction (EMI) especially in tertiary education (Doiz et al., 2011; Kahvecioglu, 2019; Tran and Nguyen, 2018). Additionally, 80 per cent of all academic publications are believed to be written in English (van Weijen, 2012). This, by some, is named as "Englishization" in non-English dominant contexts (Lanvers and Hultgren, 2018). This important place of English in academia has necessitated people to learn English to study a discipline, and write and publish academic work in the targeted foreign language.

Jordan (2010) reports that Tim Johns coined the term EAP back in 1974. Flowerdew & Peacock (2001) define teaching English for academic purposes (EAP) as teaching the English language to those people who need it to study or conduct research in this language. According to Jordan (2010), "EAP is concerned with those communication skills in English which are required for the study purposes in formal education systems (p. 1)" and can be employed in a variety of settings including both where the native language is English, like the US or the UK, or where English is a second or a foreign language.

Despite its ever-growing importance in tertiary education, teaching English for academic purposes is one of the academic fields which is under-researched and most of the research studies carried out in the area has limited direct implications for its pedagogy (Flowerdew & Peacock, 2001; Pehlivan, 2016). There is a gap in the literature to explore the type of studies carried out in the field of EAP and to inform its pedagogy.

The purpose of this chapter is to answer the main question,
"How do the studies focusing on EAP inform research and practice?"

In order to answer this question, the following sub-questions will also be answered:

o   What language skills do the studies focusing on EAP aim at?
o   What research designs are used in generating knowledge in EAP?
o   What data collection and analysis tools are used in generating knowledge in EAP?
o   How do the findings, conclusions and implications inform research and practice?

2. Methodology

This is a longitudinal study, and the main purpose of this research is to develop a knowledge base to inform research and practice in the area of EAP. More specifically,

- to identify the purposes of studies focusing on the four language skills within the context of EAP;
- to ascertain research designs, and data collection and analysis tools used for generating knowledge in EAP; and
- to explore findings, conclusions and implications for informing research and practice in EAP.

To these ends, the researchers will use qualitative research synthesis techniques to analyze and interpret theses and dissertations focusing on the area of English for Academic Purposes.

The study is composed of four stages:

The 1st stage intends to develop a database for analysis. To this end, the researchers will first identify theses and dissertations in the area of English for Academic Purposes to prepare a database. The researchers will then classify the theses and dissertations identified in terms of the four language skills: reading, writing, listening and speaking.

In the 2nd stage, once each language skill specific database is finalized, the researchers will use content analysis to sift and sort the studies in each database in terms of purposes, research designs, data collection and analysis tools and participants.

The 3rd stage will use narrative synthesis to analyze the purposes of the theses and dissertations with a view to identifying main, and recurrent, themes. Narrative synthesis is descriptive in nature, and provides a platform for further interpretation.

The 4th stage will use interpretive synthesis to analyze the results, conclusions and implications of the theses and dissertations. Interpretive synthesis allows room for going beyond what an individual study offers: a new interpretation, a new perspective, or a new understanding.

There are a number of approaches developed to conduct interpretive synthesis. This study will use Noblit and Hare's (1988) meta-ethnography as a starting point to analyze and interpret the studies, but will resort to critical interpretive synthesis (Dixon-Woods et al., 2006).

Meta-ethnography "provides an alternative to traditional aggregative methods of synthesis" (Britten et al., 2002).

There are seven phases involved in the conception of meta-ethnography (Noblit and Hare, 1988):

- Phase 1: Getting started, which is identifying the main concepts that are worth exploring;
- Phase 2: Deciding what is relevant to the initial interest;
- Phase 3: Reading the studies;
- Phase 4: Determining how the studies are related, which could involve treating the interpretations in the theses and dissertations as second-order constructs (Schütz, 1962);
- Phase 5: Translating the studies into one another, which includes reciprocal, refutational and/or lines-of-argument relationships guiding synthesis;
- Phase 6: Synthesizing translations, which allows room for using third-order interpretations (Schütz, 1962); and
- Phase 7: Expressing the synthesis.

Given the possible number of studies, and diverse data sources, i.e., quantitative and qualitative, the researcher will incorporate another approach to interpretive synthesis called critical interpretive synthesis (Dixon-Woods et al., 2006).

3. Major Findings

The 1st stage of the study has been concluded and it developed a database for analysis. To this end, the researchers identified theses and dissertations in the area of English for Academic Purposes (EAP) to prepare the database. The researchers classified the theses and dissertations identified in terms of the four language skills: reading, writing, listening and speaking. The initial findings of the study reveal that "writing" is the most frequently explored area in the theses and dissertations published. It is followed by "EAP learners" and "English for specific academic purposes, ESAP". The other relatively common areas were identified as student "Assessment" and EAP

"Programs". Figure 2-1 below presents the distribution of the most frequently covered areas.
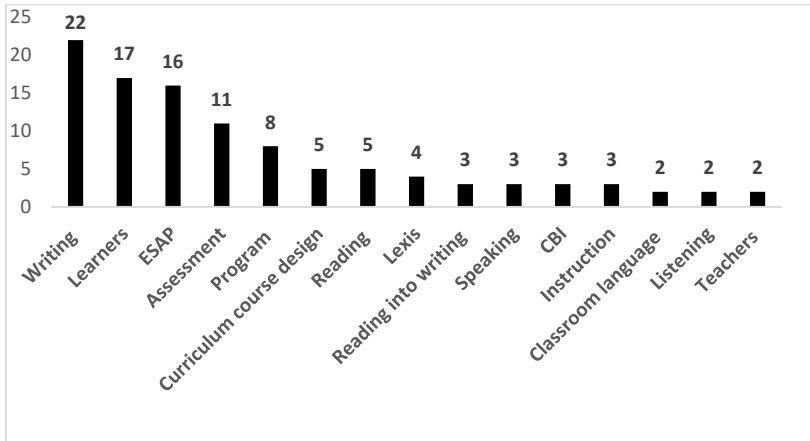

Figure 2-1: Major areas

When the studies on the area of "writing" were further analyzed, it was found that some sub-topics were studied more frequently than others. As Figure 2-2 below depicts, a great majority of the studies on "writing" focused on the concept of the "process of writing" (N=18/81,8%). There were only a few studies on the theme of the "product" of writing and the "learner perception" of EAP writing.
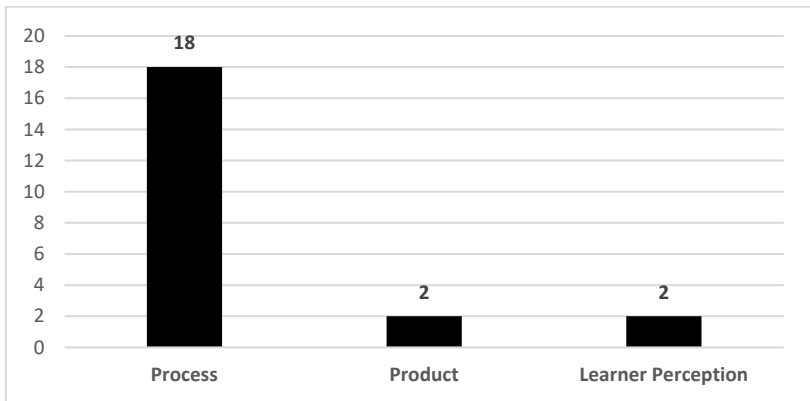

Figure 2-2: Writing sub-topics

When the second most frequently studied general topic "learners" was investigated, it was found that a variety of sub-topics were covered (Figure 2-3). There was more than one study that explored learner "experiences", their "motivation", "needs" and "strategies".
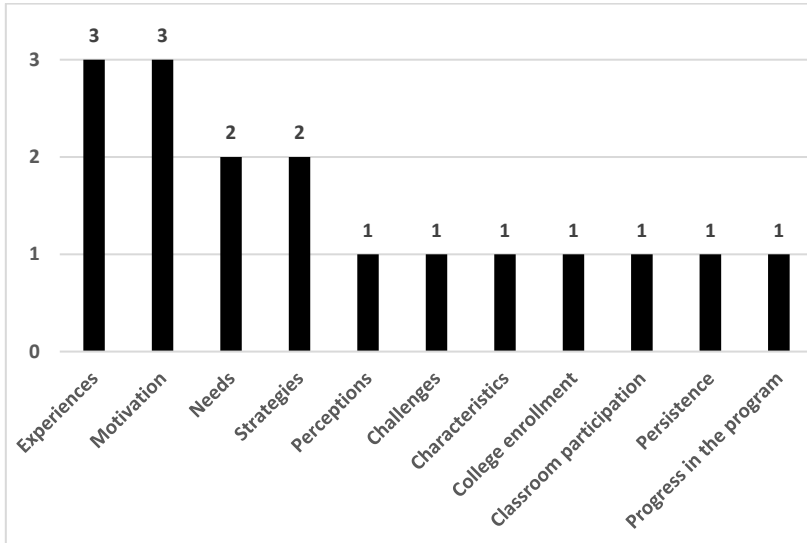

Figure 2-3: Learner sub-topics

The third most commonly studied main area was teaching English for specific academic purposes. As can be seen in Figure 2-4, "Business" was found to be the discipline which was studied the most, followed by "Economics" and "Engineering". There were also some studies which covered the disciplines of "Medicine", "Accounting", "International Relations", "Science", "Psychology", and "Law".
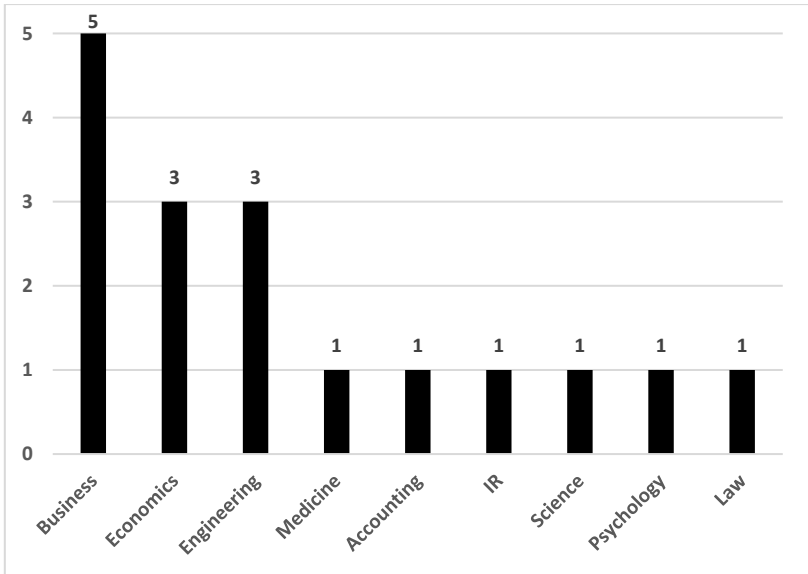
Figure 2-4: ESAP sub-topics

The fourth most frequently explored area in the published MA theses and PhD dissertations was student "Assessment". The question of what was specifically studied about assessment revealed that there were a variety of areas covered from "washback" of the exams to their "content", from exam "validation" to types of tests like "placement tests" or types of tasks like "speaking tasks" (Figure 2-5).
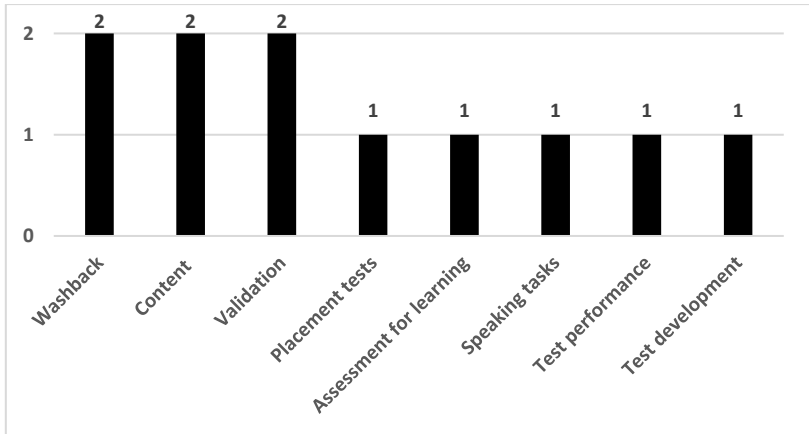
Figure 2-5: Assessment sub-topics

Lastly, the fifth most commonly identified area appearing in the studies explored was the EAP "Programs". When its sub-topics were further analysed, it was again found that there were a variety of topics explored. Among the topics covered were "Program Development", "Program Evaluation", "Critical Dialogic Approach", "Traditional versus Communicative" programs, "Culturation Training" and "Privatization" (Figure 2-6).
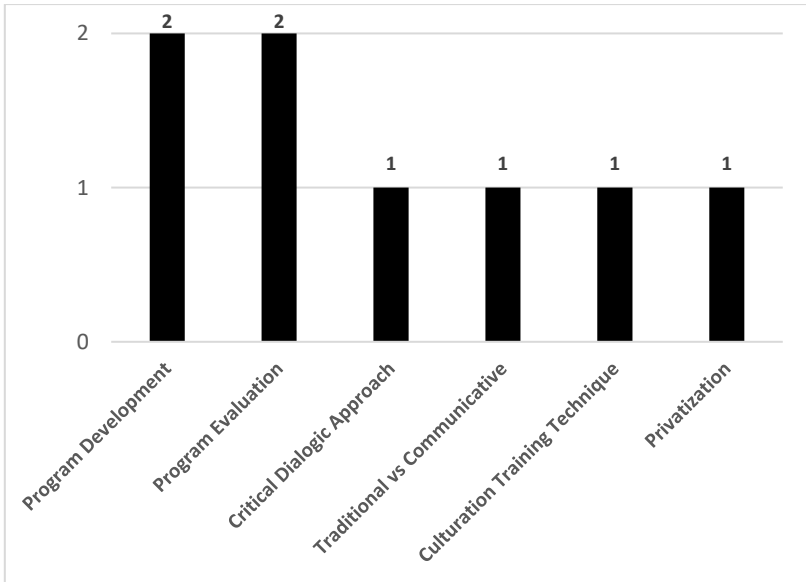
Figure 2-6: Program sub-topics

4. Conclusion

This chapter describes the stages in a longitudinal study with the purpose of developing a knowledge base to inform research and practice in the area of EAP by analyzing and synthesizing EAP focused MA theses and PhD dissertations. It offers an unorthodox approach to the analysis, synthesis and interpretation of research conducted in the area of English for Academic Purposes.

The initial findings reveal that despite the acknowledged importance attributed to all four language skills to survive in any academic setting, the three language skills of reading, listening, and speaking were not identified among the most covered topics in the MA theses and PhD dissertations investigated. It was also interesting to find that hardly any English for specific academic purposes studies were carried out in some widespread/common academic disciplines like tourism, arts and communication.

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CHAPTER THREE

DRILLING DOWN FROM TERTIARY TO SECONDARY EAP

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Abstract

In the half-century since its humble beginnings, EAP has developed alongside English-medium instruction into an emerging global phenomenon. Central to this expansion has been EAP's ability to adapt to new research, pedagogies and markets. This chapter aims firstly to identify the major trends and tensions currently operating in and relating to EAP. Such an understanding of the current context can then inform a view of how and where EAP is likely to develop. The second part of the chapter explores the crucial yet under-researched field of EAP teaching in secondary or high schools, for which there is a compelling logic. These explorations of tertiary and secondary EAP yield a proposed core curriculum of academic language, critical thinking and needs-driven communication, which lie at the heart of EAP in any context.

Keywords: secondary EAP, academic language, critical thinking

1. English for Academic Purposes Today

English for Academic Purposes (EAP) is currently enjoying a period of sustained global growth, alongside the growth of EMI (English-medium instruction). EAP today is characterized by its evolving nature and global reach (de Chazal 15). Its evolution can be exemplified by its shift both up and down the academic hierarchy: academic staff having to teach in English in EMI institutions around the world; and secondary school students learning how to study in English respectively. In a similar vein, Biber et al. emphasize the global nature of academic prose (Biber, Johansson, Leech,