

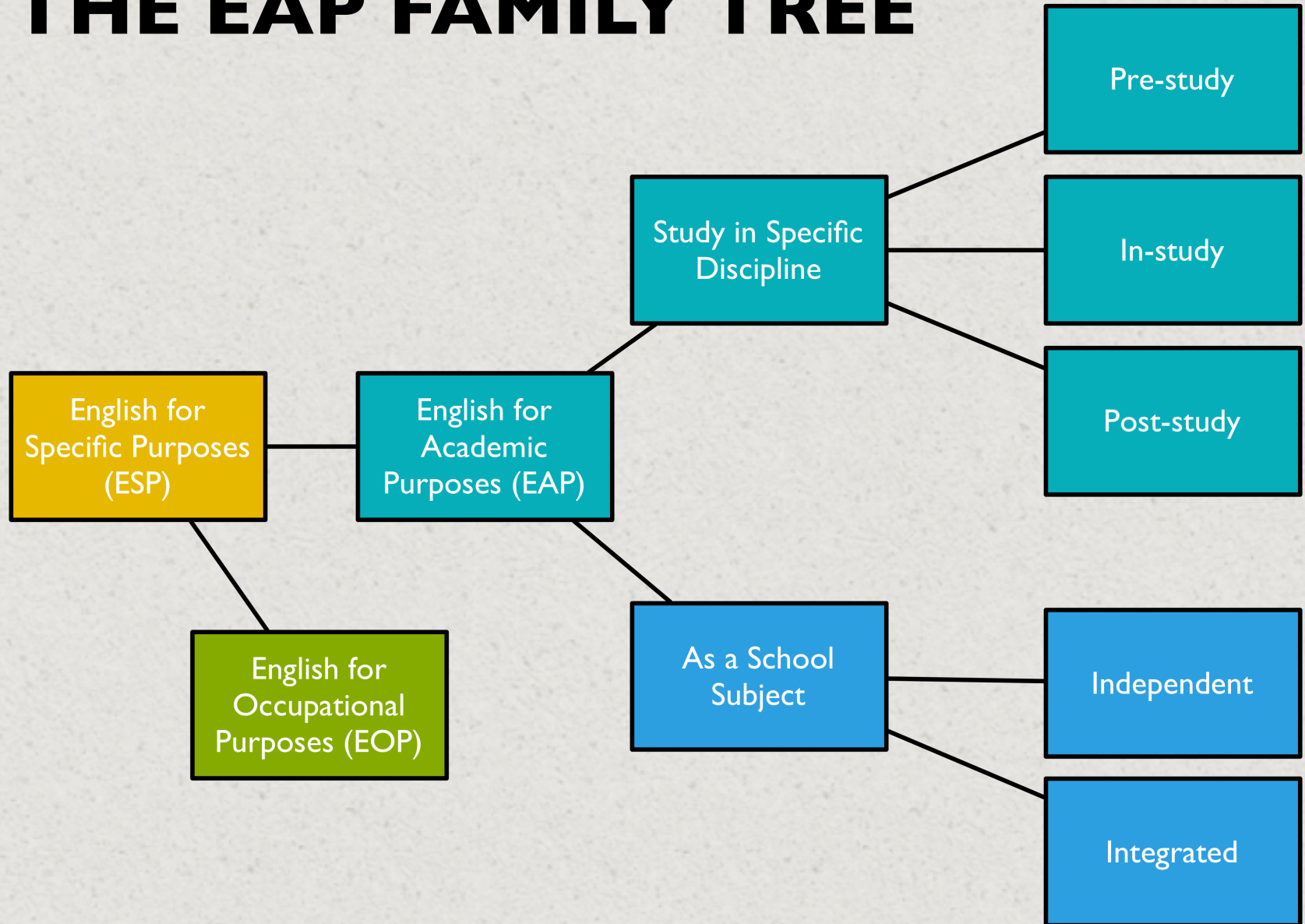
# Internationalization through Context-Driven English for Academic Purposes (EAP)

*Adapted from a Webinar for Languages without Borders, Brazil*



VANDERBILT  
UNIVERSITY

# THE EAP FAMILY TREE



# WHAT IS EAP?

“...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs.”

—Swales, 1992: 300

# MOVING FROM GENERAL ENGLISH TO EAP



*General English*

*EAP*

## Characteristics of General English

**Learners:** For those who may be literate in their native language but not in English

**Survival Skills:** Shopping, housing, travel, health care, schooling

**Pre-Academic:** Listening, pronunciation, reading, composition, grammar, study skills common to all disciplines

## Characteristics of EAP

**Learners:** Studying to enter professions, focusing on the language of academic performance in specific discourse communities

**Multidisciplinary:** Academic Writing, Academic Speaking, Pronunciation

**Fields:** Business, Engineering, Information Technology, Law, Medicine



# COMMUNICATIVE NEEDS FOR ACADEMIC LANGUAGE PROFICIENCY

The ability to

- construct meaning from oral and written language
- relate complex ideas and information
- recognize features of different genres
- use various linguistic strategies to communicate

—Dutro, S. & Kinsella, K. 2010; Adapted from TESOL 2016 Lydia Stack Presentation

# EAP IS...

- Learner-centered, second/foreign language training
  - *Task- or problem-based learning*
- Needs-based, involving all stakeholders
  - *Ongoing*
- Characterized by collaboration with academic experts
  - *Visit classes, analyze language*
- Characterized by the use of appropriate, authentic tasks & materials (specificity and relevance)

# TASKS AND LANGUAGE SKILLS

*Below are tasks that are typically addressed in English for Academic Purposes contexts.*

| <i>In class:</i>  | <i>Assignments:</i>                       |
|---|---|
| Understand class lectures   | Read and write discipline-specific genres |
| Take notes  | Write reports                             |
| Ask and answer questions  | Write lab exercises                       |
| Work on group projects  | Work in teams                             |
| Give presentations  |   |
| <i>Exams:</i>   | <i>Research:</i>                          |
| Answer various types of examination questions<br>(oral and written) | Conduct and report on research            |

# PRE-NEEDS ANALYSES

*What do I need to ask?*

## *Demographics*

- Student status
- Major
- School/college



## *Needs analysis*

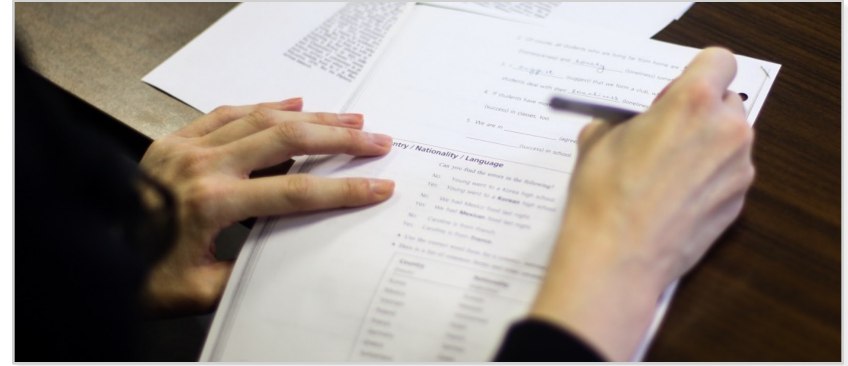
## *Needs*

- What skills do you think you need to focus on?
- What functions do you need to do?
- What tasks must you complete?

## *Language Behaviors*

- How often do you speak/write in English?
- How often do you listen/read English outside of class?
- What do you read/write in English?
- What types of conversations do you have?

# BEST PRACTICES FOR EAP



- Conduct an instructional needs assessment
  - Create an instructional design/curriculum
  - Select and/or develop appropriate teaching materials
  - Teach the course based on needs analysis/curriculum objectives
  - Re-evaluate the course(s)/curriculum based on formative reviews/needs assessments
  - Revise the course(s) as needed
- Programs administrators (language/content), with instructors, make strategic plan
  - Assess the university's needs via needs assessment, class visitations, focus groups with teachers, administrators, and students
  - Identify and arrange program administration and staffing

Adapted from Best Practices by the TESOL Task Force on Standards for Workplace Language Training: *Guidelines for Workplace Language Trainers* (J. Friedenberg, A. Lomperis, W. Martin, K. Westerfield & M. van Naerssen, 2000-2001).

# EAP RESOURCES

## *Organizations*

- TESOL (Teachers of English to Speakers of Other Languages), for example:
  - *ESP-IS (Interest Section) Materials Writers*
  - *Second Language Writing*
  - *Computer-Assisted Language Learning*
- IATEFL (International Association of Teachers of English as a Foreign Language)
  - *ESP SIG (Special Interest Group)*
  - *Business English SIG*
- LWI - Legal Writing Institute (a content-focused group with links to EAP)

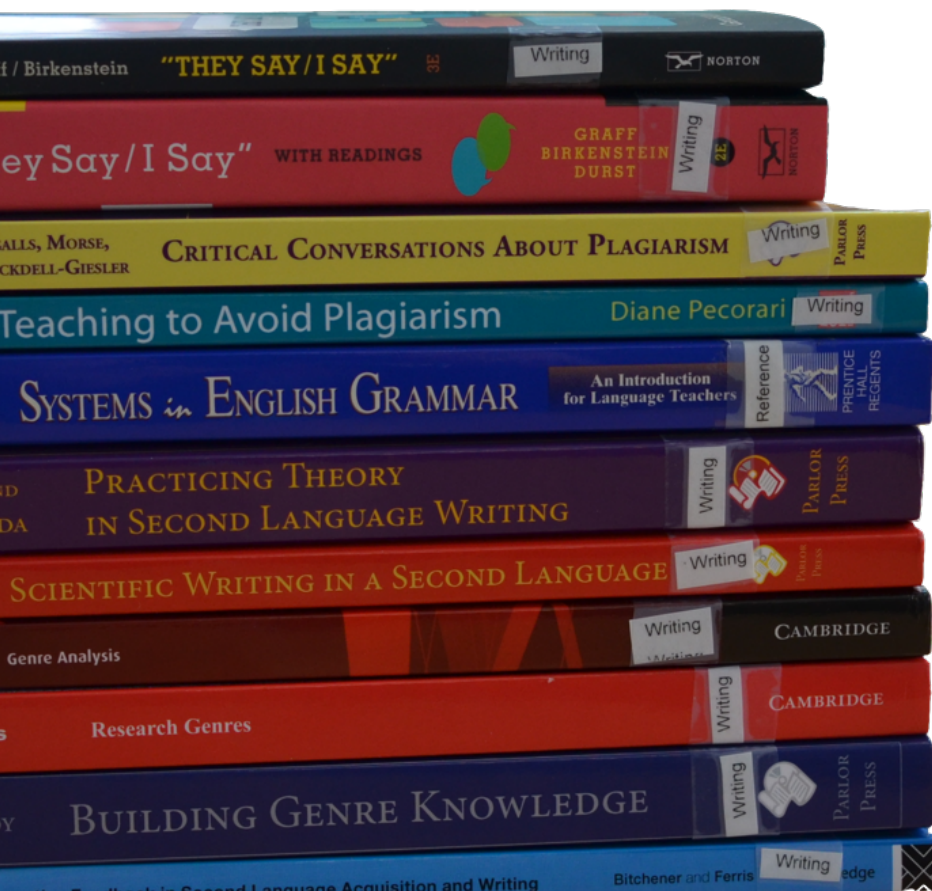
## *Journals*

*English for Specific Purposes: An International Journal.* Elsevier.

*Annual Review of Applied Linguistics: An Official Journal of the American Association of Applied Linguistics.* Cambridge University Press.

*Journal of English for Academic Purposes.* Elsevier.

# EAP RESOURCES: TEXTBOOKS



Belcher, Diane (2009). *English for Specific Purposes in Theory and Practice*. University of Michigan Press.

Belcher, Diane (2011). *New Directions in English for Specific Purposes Research*. University of Michigan Press.

De Chazal (2014). *English for Specific Purposes*. Oxford University Press.

Douglas, Dan. (2000). *Assessing languages for specific purposes*. Cambridge University Press.

Dudley-Evans, Tony & Maggie Jo St. John. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge University Press.

Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.

Jordan, R.R. (2005). *English for Academic Purposes. A guide and resource book for teachers*. Cambridge University Press.

Swales, John M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.