English for Academic Purposes (EAP)
- What skills do advanced students need? -

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What is “English for Academic Purposes (EAP)”?

“EAP is usually defined as teaching English with the aim of assisting learners’ to study and research in that language”
(Hyland, 2006)

“EAP is the English that is taught to second-/third-language students preparing to enter undergraduate and postgraduate courses at universities and other institutions of higher education.”
(McCarter & Jakes, 2009)
Origins of EAP

- Started in the UK in the 1980s
- Response to the internationalization of higher education
- Increasing numbers of international students with English as their second or third language (often with a previous academic degree)
- A new (increasingly important) revenue stream
- Not as successful as „native“ students, higher drop-out rates
- Need to prepare them to study at a UK university (language and academic standards)

Pre-sessional EAP courses
EAP Materials
What should EAP be in the context of German higher education?
The German University Context - What It Is Not

- Students (as of right now) rarely study in English language degree programs
- Usually, they do not have to present or write in English as part of their studies
- Most students will not study abroad, only around 25% (DAAD & DZHW, 2017) of German students spend any time studying abroad
- Even if they go abroad, the vast majority will not go to a country where English is the native language

Preparing them for the standards of Anglo/American higher education seems less than optimal
What does this presentation offer?

- Present the **EAP skills** that, based on current best practice, as well as our expertise and experience, we identify as particularly conducive to the success of English learners at German universities

- **Two step approach**
  1. Academic skill(s) and methods
  2. Foster the development of these skills within the context of a particular course

- **Course description**
  
  C1 English for Academic Purposes course, 3 Semesters
  14 weeks, one secession a week for 90 minutes
  "traditional" 4 skills course (listening, speaking,...)
  diverse group of participants
Skill Focus: 1. Academic Research

- Where and how to find reliable academic sources
- Online (i.e. Google Scholar, data bases, open access)
- Library

In the course:
- Students are asked to select a „good“ academic article from their field of study
- Short presentation about where and how the article was found
- Discussion and collection of available resources
Skill Focus: 2. Critical evaluation of a text

- Recognizing an academic article
- Norms and standards with regards to structural elements
e.g.: abstracts, author information, citation of sources
- Language features of academic texts

In the course:
- Discussion about structural elements of academic writing
- Critical self-analysis of the selected article
- Language features of academic writing
- Handout “Components of Academic Style” (Bailey, 2013)
Skill Focus: 3. Reading Skills

- Purpose
- Audience
- Authorial Stance

Reception strategies (CEFR, 2018)

In the course:
- Guided exercises (e.g. Bazerman, 1995)
- Analysis of students’ selected academic articles
Skill Focus: 3. Reading Skills
Skill Focus: 4. Identifying register/context of situation

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'register’
- texts with the same meaning

'genre'
- texts with the same structure.
Skill Focus: 4. Identifying register/context of situation


- Language is socially created by selecting from a set of options in meaning-making systems (i.e., language).

- Set of options constrained by:
  - Context of culture (Germany)
  - Context of situation (field, tenor, mode)
Skill Focus: 4. Identifying register/context of situation

Figure 1.1: Text in context

Figure 1.2: Parameters of context of situation

(Butt et al., 2012)
Skill Focus: 4. Identifying register/context of situation

- Context of Situation
  - Field (what)
  - Tenor (who)
  - Mode (how)

In the course:

Students separating content from structural elements and compare the structural elements used in their journal articles, in a given example of a literature review.
Skill Focus: 4. Identifying register/context of situation

W e imagine a generation of hyperspace, so far removed from stars and other approachable masses that we have before us, approximately the conditions required by the fundamental laws of Galilei. It is then possible to choose a Galilean reference body for this part of space (with), the points which point-interest remain at rest and points in motion continue permanently in uniform rectilinear motion. As reference body, imagine a spacious chest resembling a room with an observer inside who is equipped with apparatus. Gravitation naturally does not exist for this observer. He must fasten himself with strings to the chest, otherwise the slightest impact against the floor would send him towards the ceiling of the room.

Here, the chest in the end of the chest is fixed externally, a hook with rope attached, and move a being (what kind of a being is the material to
**Skill Focus: 5. Summarizing & Paraphrasing**

In the course:
Students summarize two ‘good’ example journal articles, bring summaries to class. Students summarize & paraphrase journal articles and share & compare them verbally in groups of 3-5 students.
Skill Focus: 6. Mediation between participants

- Mediation (Lev Vygotsky (1978); CEFR, 2018)
- Zone of Proximal Development (Lev Vygotsky, 1978)
- ‘interthinking’ (Neil Mercer, 2002)
Skill Focus: 6. Mediation between participants

In the course:
Students work together to combine the paraphrased journal articles into a group-written literature review.

Skill Focus: 7. Mediation between text types

In the course:

- Students watch TED talks & English-language presentation competitions (youtube) and compare the meta-language used to that used in their literature reviews. They then co-create a group presentation based on their literature review to present to the class.
Thank you for your attention!

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References