AG:1A – Content & Language Integrated Learning
Do EAP Textbooks meet the Pedagogical Challenges of Providing Teaching Materials for Diverse EAP Classrooms?

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“...EAP books do not target my students...”

“Not all subjects were relevant and the note taking exercises were something they seemed familiar and comfortable with.”

“...the (textbook) materials quickly become dated and are generally not geared towards a particular field...”
Part 1
1. Developing Teaching materials for diverse EAP contexts - pedagogical challenges
2. Findings of preliminary surveys of teachers and learners

Part 2
Developing supplementary teaching materials for EAP & ESP Classrooms

- Conclusion & Outlook
- References
Part 1 – 1. Teaching materials for diverse EAP contexts: pedagogical challenges

a. Understanding EAP – Focus on Content vs Language
b. Materials
   i. using textbook or tailor-made materials?
   ii. adapting the textbook
   iii. writing supplementary materials
   iv. getting support (internal & external) – time, training, cost
c. Assessment methods
d. Learners – perception of EAP, motivation levels
e. Course constraints – duration, no. of participants, cost
Part 1

2. Findings of preliminary on-line surveys of teachers and learners

a. Teachers
b. Learners
c. Preliminary conclusions
Where are your foreign learners from?

- Eastern Europe, e.g. Kazakhstan, Bulgaria (17)
- Western Europe, e.g. France, The Netherlands (11)
- Southern, Northern Europe, e.g. Greece, Sweden (10)
- South Asia, e.g. India, Pakistan, Afghanistan (5)
- South-east Asia, e.g. Indonesia, Vietnam (7)
- The Far East, e.g. China, South Korea, Japan (13)
- The African continent, e.g. Cameroon (8)
- The Middle East, e.g. Iran, Saudi Arabia (11)
- South America, e.g. Brazil (7)
- Other (1)
Disciplines

- Natural sciences, e.g. Physics, Chemistry, Biology (15)
- Humanities, e.g. Sociology, History, Linguistics (17)
- Engineering (5)
- Computer Science, Information technology (9)
- Economics, Business studies (10)
- Political Science (9)
- Medicine, Nursing science (2)
- Other (4)
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Learners:
Country of Origin

- Germany
- Russia
- Brazil
- Turkey
- Kazakhstan

Native language L1

- German
- Russian
- Turkish
- Portuguese

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Which of the following areas are most important for you in your EAP course?

- Reading academic texts (2)
- Listening to academic lectures/presentations (1)
- Speaking skills - giving academic presentations, participating in discussions (4)
- Writing academic essays, articles, laboratory reports, etc. (1)
- Improving my grammar (2)
- Improving my vocabulary (1)
- Improving my English in general (14)
Learners: What skills would you like the textbook to cover?

- Reading skills to understand academic texts (3)
- Listening skills to understand lectures (2)
- Speaking skills - academic discussions (6)
- Writing skills - academic essays, articles (14)
Learners: What themes/topics would you like the textbook to cover?

- General academic topics like globalisation - state the topics, please (10)
- Topics specific to my field of study - state the topics, please (8)
- It does not matter (11)
Most useful section of textbook for teachers

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Learners: How much grammar would you like your textbook to cover?

- None (1)
- There should be some grammar in every unit (9)
- There should be a separate supplementary section of grammar for additional practice (9)
- There should be a refresher grammar section with plenty of exercises (15)
- There should be a link to free on-line interactive grammar exercises (8)
Learners: How much vocabulary would you like your textbook to cover?

- None (2)
- There should be at least some vocabulary tasks related to the reading passage in every unit (8)
- There should be a supplementary section of vocabulary for additional practice (8)
- There should be a section on the Academic Word List (AWL) with plenty of exercises (10)
- There should be a link to free on-line interactive vocabulary exercises (9)
- There should be a bilingual vocabulary list (English-German) (9)
- Other (0)
Learners: What additional resources would you like your textbook to have?

- An audio CD/online access to the audio recordings for the listening tasks (17)
- A DVD/online access to the video recordings for the lecture skills tasks (4)
- Answer keys for all exercises (19)
- Other (0)
Teachers: In your opinion, what additional area would have helped improve the textbook?

- Answer keys for all the tasks are included in the student’s book (7)
- A DVD containing all the lectures is included with the student’s book (4)
- An audio CD of the listening tasks is included with the student’s book (3)
- A CD-ROM containing supplementary tasks is included with the student’s book (4)
- A grammar supplement is included in the student’s book (8)
- Free access is made available to online grammar and vocabulary exercises (11)
- Other (2)
Teachers: Did the textbook fulfil your need for and expectations of materials for your EAP course(s)?
Learners: Would you prefer to use a textbook in an English course? How much would you be prepared to pay for a textbook?
Part 1 - Summary of preliminary findings

- EAP contexts in German universities are diverse.
- Learners’ perceptions of EAP do not always coincide with those of teachers’.
- EAP textbooks prepared for English-medium university settings do not completely meet the requirements of German university EAP settings.
- EAP teachers and learners seem to be positive about using textbooks.
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Part 2:
Developing supplementary teaching materials for EAP & ESP Classrooms
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Using text-based (genre-based) methodology for teaching productive skills

Genre is a text type used for a communicative purpose
Examples of genres (text types)

Written genres

Oral genres: a lecture,

A discussion

The aim is to provide opportunities to practise producing these texts (genres)
Text-based methodology helps to make students aware of how content is organised before they produce their own texts.
Stages of designing and teaching activities for productive skills

1) Identifying students’ needs
2) Selecting texts for modelling
3) Analysing texts together with students
4) Practising
5) Producing texts by students
6) Evaluating

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Students in the survey identified academic discussion as the most important speaking skill.

The central idea of text-based methodology is showing a model.

10-minute extracts of video recordings of TV discussions available on YouTube are suitable for modelling.
The role of a teacher is to provide ‘scaffolding’ or necessary support similar to that of an expert supporting an apprentice (Vygotsky, 1934/1978; Bruner, 1990)
1. Vocabulary for the texts – Vokabeln
2. Reading articles on the topic (Artikel lesen)
3. Mini-presentations in small groups (mini-Präsentationen)

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>a species of plant or animal that is in danger of becoming extinct.</td>
</tr>
<tr>
<td>2)</td>
<td>the continuous modification and adaptation of organisms to their environments through selection, hybridization, and the like.</td>
</tr>
<tr>
<td>3)</td>
<td>no longer existing, as an animal species.</td>
</tr>
<tr>
<td>4)</td>
<td>the warming trend on the surface and in the lower atmosphere of a planet, held by scientists to occur when solar radiation is trapped, as by emissions from the planet.</td>
</tr>
<tr>
<td>5)</td>
<td>the natural environment of a plant or animal.</td>
</tr>
<tr>
<td>6)</td>
<td>a substance used to kill insects.</td>
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</tbody>
</table>

Example for introducing vocab

Use the words from the list to match the definitions in your part of the table:

Extinct, habitat, greenhouse effect, endangered species, ozone, atmosphere, poacher, insecticide, pollution, biosphere, smog, evolution, conservation.

Then read out your definitions to Student B so that he/she finds the matching word.
2) Analysis of models (modelling and deconstruction)

1) Watching BBC discussions, reading transcripts;
2) Identifying intonation patterns;
3) Analysing kinesic features. (Gestures)
While watching an extract answer the following questions:

- Identify the structure of the discussion
- Which speakers sound particularly convincing? Why?
- Which rhetorical tactics do they use to sound more convincing?
- How are arguments structured?
- What is the role of gestures? Do they help to look more convincing?
- How do the speakers take turns? Are they invited to speak by the host?
- What is the role of the host?
3) Practice

1) Transcribe short (1-minute) extracts and mark the intonation. Read out for your partner to listen.

2) Grammar

3) Short dialogues (formulate arguments)

4) Practise using rhetorical devices
Grammar exercises for rhetorical purposes

1. Use the verbs in correct tenses:

   1. Over the past fifty years, the human race .................. (draw down) down heavily on the Earth’s natural resources.
   2. Many habitats of leaving creatures .......................... (damage).
   3. Humans now .......................... (use) 50 per cent of all available fresh water.
   4. About 90 per cent of the ocean’s large fish .......................... (wipe out) in recent years.
   5. Twenty-five per cent of mammals .......................... (threaten) with extinction.

In a discussion you need to make sure you sound convincing. Using rhetorical questions is a way to attract attention to what you are saying. The easiest way to make a question is to use question tags. Make question tags using the sentences above. Say them with the falling intonation to show that you are sure this is right:

e.g. We don’t do enough to protect the environment, do we?
Example of a speaking task:

**Homework:** Prepare arguments in order to take part in discussion 'Technological advances lead to the destruction of nature'. Form a group of 5 or three, one student should be a host and lead the discussion, while one side is against and another one is in favour. You can select roles (e.g. an environmentalist, a member of the Green Party, an engineer; a researcher from the University). Your task is to be able to take an active part in a discussion showing knowledge of the subject and an ability to express your arguments clearly and convincingly.
4) Independent construction of a genre (a text)

Holding discussions (in front of the class)

Video-recording

(with permission of students)
Three types of evaluation:
1) Self- and peer evaluation reports
2) Short structured evaluation form
3) Detailed evaluation form
Students’ self-assessment reports

Self-criticism

“As we were watching the video of our discussion, I discovered that I was lacking vocabulary and therefore cannot speak fluently”

Strategies for improvement

“Practising talking in discussions or in front of people could help me to improve my performance”.
Practical Outcome of the first self-evaluation

1. Making lists of vocabulary – by students
2. Making students aware of compensation strategies (e.g. rephrasing and time-gaining)
3. Setting clear objectives for improvement
**Discussion Assessment Form 1**

Assess both yourself and your partner using the following descriptors. Circle the number to rate the skills (1- poor, 5-excellent).

| 1) Takes an active part in a discussion, making regular contributions, putting point of view clearly |
| Beteiligt sich aktiv an Diskussion, kann seine/ihrer Aussage gezielt erläutern |
| 1 | 2 | 3 | 4 | 5 |

| 2) Produces stretches of speech without long pauses spontaneously |
| Kann spontan reagieren und Strecken der Rede ohne lange Pausen produzieren |
| 1 | 2 | 3 | 4 | 5 |

| 3) Takes turns when appropriate |
| Ergreift das Wort wenn es passend ist |
| 1 | 2 | 3 | 4 | 5 |

| 4) Can manage turns in a discussion: is able to refer to particular points in a discussion, can sequence arguments, etc. |
| Ist in der Lage, sich auf bestimmte Punkte in einer Diskussion zu beziehen, kann Argumente sequenzieren |
| Uses different linguistic tactics to emphasize their argument: rhetorical questions, cleft sentences, accumulation, etc. |
| Verwendet verschiedene Sprach Taktiken, um ihre These zu betonen |
| 1 | 2 | 3 | 4 | 5 |

| 5) Uses different types of connectives to link ideas (e.g. contrastive (e.g. but), conditional (e.g. if), resultive (so, because)) Speaks in complete sentences |
| Verwendet verschiedene Arten von Verbindungen, um Ideen zu verknüpfen. Spricht in vollendeten Sätzen |
| 1 | 2 | 3 | 4 | 5 |

| 6) Uses a wide range of vocabulary |
| Verwendet einen vielfältigen Wortschatz |
| 1 | 2 | 3 | 4 | 5 |
Second self-evaluation: representative quotes

Although I twice didn’t know the right word to say, I think that I was able to speak over a long time in correct English and expressed a clear thought. Furthermore I referred to arguments given by the opposite group before.
“Should discussions be a part of the course?“

“For my own I conclude that these exercises helped me to improve my speaking and discussion skills. Moreover there is an improved confidence while participating in discussions. My vocabulary increased and became more precise.”
Conclusions for Part 2

Genre-based methodology is effective for teaching productive skills
1) Opportunities for ‘learning by doing’
2) Using vocabulary and grammar in context
3) Equipping students with skills of genre analysts necessary for learning other genres.
4) A very good way to increase motivation.
Conclusion & Outlook

- Pedagogical challenges of teaching EAP
- Findings of preliminary surveys on teachers’ & learners’ needs and expectations of textbooks
- Genre-based methodology can be used as an effective tool for generating materials for teaching productive skills in EAP settings
- Future: (resources permitting) Adapt and extend survey to cover teachers and learners in wider EGAP & ESAP contexts
“…It would be a good idea to create a bank of materials for every university available in different language centres of German Universities on a special website. Having sample materials for different communicative events is a key aspect for EAP and ESP teachers. ..”
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References

1. http://www.baleap.org.uk/