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Introduction

This chapter outlines developments in the increasingly influential field of English for academic purposes (EAP), a subfield of English for specific purposes (ESP; see Starfield, this volume). It begins with a definition and brief history of EAP, followed by a review of the key stages in EAP course planning and implementation, including discussion of teaching approaches and curriculum choices. It continues with an examination of debates in this field (such as differing views on the importance of disciplinary knowledge for teachers of English for specific academic purposes) and recent challenges to EAP’s self-image as a socially and politically neutral enterprise. The chapter concludes by identifying a number of future directions, including continuation of the trend towards discipline-specific and ethnographic explorations of academic discourse communities.

The term EAP refers to the teaching of varieties of English to assist students of all ages to manage the linguistic, conceptual and social demands of academic study, as well as to support the dissemination and exchange of research and scholarship (Flowerdew, 2015). While this definition emphasises the specific, practical nature of EAP, any comprehensive description needs to also include research, both to build theory and to inform practice. EAP can involve students at primary, secondary or tertiary levels of education, although research interest to date has largely focused on the tertiary sector. It can refer to instruction taking place in English as a foreign language (EFL) teaching contexts where English is an academic subject or the medium of instruction, as well as courses offered in English-speaking countries. Students taking EAP courses in English-speaking countries can be short-stay international students, new migrants, refugees or students from English-speaking backgrounds who have been admitted to tertiary courses as ‘second chance’ learners under equity initiatives. In EFL contexts, students in EAP classes might be required to reach a certain level of proficiency to enter or exit tertiary study, or they might want to study at undergraduate or postgraduate level in an English-speaking country. Researchers and practitioners from non-English-speaking backgrounds who are obliged to publish or teach in English might also have an interest in EAP instruction, scholarship and research. The interests of EAP are therefore wide-ranging and predominantly real-world.

EAP has its origins in the 1960s. It was initially motivated by interest in possibilities for more applied, student-oriented, English language instruction in academic contexts, as well as by the growing importance of English globally (Strevens, 1977). Short courses in English for science and technology students were first developed for delivery in developing countries or for
international tertiary students in English-speaking countries (Jordan, 1997). Distinct stages in the history of EAP have been identified (Flowerdew and Peacock, 2001), each one marked by expansion in the size, range, complexity and importance of the field. During its early years, the main area of interest was register analysis in order to identify word- and sentence-level characteristics of scientific English. Courses then began to include ways of selecting and organising information to create coherent texts (Halliday et al., 1964). By the mid-1970s, EAP scholars and teachers were also paying attention to study skills, which included note taking from readings and lectures, as well as referencing and learning skills (Candlin et al., 1978). Study skills soon came to be viewed as an essential component of EAP, particularly in courses for students coming to English-medium universities from home contexts with different educational practices. From the early 1980s, interest in needs analysis became a further stage in the development of EAP. Although less sophisticated or student-centred than the instruments and methods in use today, information from taxonomies (e.g. Munby, 1978) and questionnaire-based surveys of university staff and students (e.g. Ostler, 1980) about when, where, why and how students will need to use English in their academic studies provided teachers with context-based information about the level and types of proficiency required, and the relative importance of each of the four skills.

EAP today

Although EAP originated as one of two branches (with English for occupational purposes) of English for specific purposes, it has now outgrown its parent in size, range and importance to such an extent that its status as ‘offspring’ has been called into question (Hamp-Lyons, 2005). Such is the current dominance of English (often American English) as the primary language of instruction and research globally that the academic success of students, as well as the careers of their lecturers, is increasingly tied to competence in academic English (Hyland and Hamp-Lyons, 2002). In Hyland’s words, English is now regarded by many as “less a language than a basic academic skill for many users around the world” (2013a: 54). In this section, issues and information relevant to the work of EAP teachers are reviewed.

Needs and context analysis

Awareness of the needs of students and the purposes for which students are learning English is a fundamental difference between EAP and English language courses with more general content, or content and language integrated courses (CLIL; see Morton, this volume), where the curriculum of a particular subject (e.g. geography or biology) is strongly influential. Needs analysis provides opportunities to investigate students’ current, required and desired levels of proficiency, learning styles and intended post-study uses of the target language (Dudley-Evans and St John, 1998; Long, 2005a). Early approaches (e.g. Munby, 1978) were based almost exclusively on analysis of end-use and institutional needs (e.g. the texts that students will need to be able to interpret and produce and the degree of proficiency required) but were strongly critiqued for neglecting students’ learning preferences and expectations (Hutchinson and Waters, 1987) and their rights with regard to matters such as discoursal identity and culturally inherited ways of writing (Benesch, 1999). Needs analysis is now more broadly defined and encompasses investigation of both learner (e.g. goals, backgrounds, language proficiencies, reasons for taking EAP courses, teaching and learning preferences) and disciplinary needs (Hyland, 2006). However, the identification and analysis of needs is not a simple, straightforward process. Scholars (e.g. West, 1994; Long, 2005b) have pointed out that information from students, especially if they are pre-experience, can be of uncertain quality and reliability, and they recommend that data be collected from multiple
sources using a range of procedures. These may include interviews and questionnaires with students, language experts and subject experts (e.g. Deutch, 2003), lesson observations (e.g. Bosher and Smalkoski, 2002), student diaries, language audits and analysis of end-use genres and their discourse features (e.g. Swales, 1990; Hyland, 2000, 2008, 2009a; Thompson, 2003; Nesi and Gardner, 2012). (For further discussion of needs analysis in ESP, see Starfield, this volume.)

Another important consideration for EAP teachers is the institutional and socio-cultural context in which a course takes place. Examples of important contextual influences would be the availability of resources and materials, syllabus requirements, the relationship of the EAP course to other programme offerings, duration and frequency of classes, whether the course earns academic credit and a range of factors from the students’ cultures of learning such as preferences with regard to a focus on text analysis or on production tasks, how assignment tasks are interpreted, cultural practices with regard to writing using sources and feedback expectations (Ballard and Clanchy, 1991). The qualifications, experience, motivation, degree of autonomy and working conditions of the EAP teacher (Crookes and Arakaki, 1999) might also play an influential role.

Choice of instructional approach

The progressive expansion and enrichment of EAP with regard to consideration of needs, context considerations and the analysis and production of a range of academic text types has already been outlined. A similar pattern is evident over the past fifty years with regard to instructional approaches, with each new development responding to and incorporating elements of its predecessors (Lea and Street, 2000). While study skills-type courses continue to be offered and textbooks are still published (e.g. Wallace, 2004), strong doubts have been expressed (e.g. Lea and Street, 2000; Wingate, 2006) about the restrictiveness of its view that the primary aim of EAP is to offer remedial instruction in technical, non-discipline-specific skills.

The introduction of genre-based instruction has therefore been a major development in EAP and one that indicates “an important new sphere of activity which is much broader than skills teaching: it locates EAP at the heart of university teaching and learning and of students’ orientation to, and success in, their fields of study” (Hyland, 2006: 20). Genre approaches have their origins in register analysis. A primary goal is to socialise students into new academic discourses through instruction in how particular text characteristics and stages are used to construct knowledge (Swales, 1990; Johns, 2008) and also, through practice tasks of various kinds, to develop students’ ability to construct texts independently. Genre-based instruction is now widely used to teach core text types such as academic essays, problem-solution and cause-effect texts and research reports (e.g. Swales and Feak, 2000, 2012). Genre approaches have incorporated influences from New Rhetoric (e.g. the use of analytic tasks such as case studies and simulations) and from systemic functional linguistics (e.g. the use of explicit, scaffolded instruction progressing through cycles of modelling, collaborative and independent text construction). It is also now generally acknowledged that genres are neither neutral nor unchanging and also that instruction in how to create an authorial identity and manage the writer-reader relationship is both necessary and important (Hyland, 2000).

However, genre-based pedagogies have been not been without critics. Advocates of the academic literacies approach (e.g. Lillis and Scott, 2007) claim that genre-based instruction can be overly prescriptive and that it pays scant attention to important issues such as bias, lack of transparency and power imbalances in the academy. They maintain that the basically assimilationist nature of genre pedagogies might well reduce the likelihood of students gaining the kind of knowledge and awareness that they will need in order to be able to challenge and possibly transform dominant disciplinary norms and practices.
**Curriculum choices**

EAP is an active field of research and scholarship, and teachers incorporate advances in knowledge into their teaching, also keeping in mind the needs of their student groups and contextual constraints. This section outlines current practices and recent scholarly developments as they relate to the teaching of listening, speaking, reading and writing in EAP courses.

In his review of recent research, Lynch (2011) notes that although listening is of vital importance to students as a main source of disciplinary information, it is a skill often neglected in EAP research and instruction. Although it is difficult to generalise across a broad range of interactive (e.g. seminars and discussions) and non-interactive (e.g. lectures) listening events, research suggests that if a spoken text employs clear discourse signalling cues (Jung, 2003), uses visual support displayed using PowerPoint slides (MacDonald et al., 2000) and provides opportunities for interaction and clarification, comprehension of spoken academic content will be assisted. Listening skill instruction in EAP draws on these findings to provide practice in managing multiple sources of input (e.g. PowerPoint, audio- or video-recorded texts, written texts displayed using a document camera), and in utilising top-down approaches such as predicting the content of lectures and seminars from prior knowledge and identifying the organisational structure of a spoken text (Salehzadeh, 2006), as well as intensive listening for main points of information. For less advanced students, teachers may need to make compromises between authenticity and accessibility when selecting texts. The importance of lexical knowledge gained from exposure to academic vocabulary in spoken as well as written texts has been noted (Vandergrift, 2006), and information now available from corpora of academic English has made possible investigations of the language features of spoken academic texts across disciplines (e.g. Hyland, 2000; Swales and Feak, 2012) that can be utilised for instructional purposes in EAP.

Speaking and oral interaction skills also tend to be less emphasised than written literacies in EAP instruction. However, Ferris and Tagg (1996) identified a number of areas of academic study where proficiency in speaking is highly desirable, including participating in tutorials and lectures, giving oral presentations and verbalising data in workshops or laboratories. Current EAP instruction aims to raise awareness of particular communicative functions such as asking for clarification, expressing an opinion, agreeing and disagreeing, and the language needed to negotiate meaning through spoken interactions (Basturkmen, 2002), as well as providing sufficient practice opportunities to build confidence and fluency. It has been pointed out that students need to attend to both language and delivery when giving oral presentations and describing data, with special attention to numerical information and graphic representations for the latter category (Jordan, 1997). They also need to become familiar with culture-specific non-verbal aspects of communication such as gestures and eye contact (Robinson et al., 2001).

The importance for successful academic study of being able to extract meaning from a variety of written texts is beyond question. It is now generally recognised that in order to become proficient readers, students need to be able to integrate an ability to use top-down (e.g. prior knowledge and contextual information) and bottom-up (e.g. word by word processing) processes, together with a range of strategies that includes predicting, skimming, scanning, differentiating between fact and opinion, making inferences and understanding how the text is organised (Jordan, 1997). Since vocabulary knowledge is strongly associated with reading comprehension ability, systematic learning of items from general and academic word lists based on frequency (e.g. Coxhead, 2000) has long been a component of EAP courses. However, in recent years, the availability of large corpora such as BAWE and MICASE has made possible explorations of variation in frequency and use across disciplines (Hyland, 2000) and registers (Biber, 2006), and, as a result, the importance of discipline-specific vocabulary is now increasingly emphasised (Hyland and...
Other current developments include the use of concordancing programmes that can analyse frequently occurring lexical patterns in academic corpora (Hyland, 2008) which students can learn as appropriate collocations. In addition to instruction in appropriate reading strategies and the use of particular vocabulary items, the value of reading frequently and extensively, using top-down strategies and relinquishing word-by-word processing to the fullest extent possible is now widely acknowledged (e.g. Nuttall, 2005).

As the skill which produces a permanent, visible output and the one that is central to assessment in most academic disciplines, writing is for many students the most important of the four skills. Although no particular approach or technique has as yet been validated through empirical research as best practice (Hinkel, 2011), recently published guides for teachers (e.g. Hyland, 2002, 2005; Paltridge et al., 2009), recommend a curriculum that will develop awareness and understanding of the rhetorical and linguistic components of genres (e.g. essay, research report); of variability within genres; of individual thinking processes as they relate to the text construction; of the need to meet reader expectations, manage the information flow and develop an appropriate academic ‘voice’; and of the shaping influence of social and contextual variables. In genre-based instruction, students are introduced to the main features of text exemplars before undertaking guided and independent practice to learn how to compose texts (Wette, 2014). Researchers advise that this process will be assisted if learners have knowledge of a metalanguage with which to discuss and analyse texts and if the teacher provides explicit, constructive feedback that is appropriate for the particular learner group (Bitchener, 2012). Developing students’ ability to question and evaluate the subject content they encounter is now widely acknowledged to be an essential element of EAP instruction. It is best developed in relation to disciplinary content rather than as a generic skill (Swales and Feak, 2012) and after students have become familiar with and proficient in conventional academic practices. The aim of genre-based pedagogies is therefore to provide instruction that will ultimately build independent skill and the ability to challenge and transform conventional literacy practices if need be.

Key areas of dispute and debate

Narrow- and wide-angled course designs

A number of areas of debate are evident in EAP. One topic that has led to considerable discussion concerns decisions as to whether EAP courses can meaningfully be wide-angled and cater for students from a mix of disciplinary areas by focusing on English for general academic purposes (EGAP) or whether courses should whenever possible be narrow-angled and cater for students from a particular discipline or disciplinary area (English for specific academic purposes – i.e. ESAP), such as English for business studies or English for social studies. The debate is partly concerned with the needs of students. Students beginning university study need to be able to cope with university-wide demands of reading, listening, writing and interacting and using a general academic register, but they also need to be able to cope with the demands of studying in individual disciplines and the disciplinary-specific uses of language this involves (Hyland, 2013b). In reality, decisions about the focus of EAP programmes and courses are often made on a number of bases, including practical concerns such as the availability of teaching staff and universities’ willingness to support and fund the development of programmes or courses for particular disciplines. However, at the centre of the discussion is a theoretical concern: to what extent is a generic version of EAP a meaningful construct? The idea of generic EAP may be problematic, as a considerable body of research has now documented the distinctive nature of language use in research writing in different disciplines (Hyland, 2000; Bruce, 2009).
A further body of research has investigated the kinds of writing students are expected to produce. This indicates that different disciplines can require different genres or text types (Nesi and Gardner, 2012). Research also suggests that although different disciplines or subjects within a discipline (Samraj, 2004, 2008) may use similar labels for genres of student writing (for example, the label ‘essay’), there can be considerable differences in the practices of those genres, such as differences in the linguistic features commonly used or the ways they are organised (Gardner and Holmes, 2009) and the expectations and values held for the genres in different academic discourse communities (Hyland, 2009a). For example, one linguistic feature, personal pronouns, was found to be far more prevalent in student-written critiques and essays in certain arts and humanities disciplines, including philosophy and English, compared to student writing in these genres in engineering and biological sciences (Nesi and Gardner, 2012). Given such differences, questions can be raised about the nature of descriptions given in generic EAP (EGAP) instruction. There are some practices that are used across disciplines, such as the use of citations to support claims or the widespread use of the introduction-method-results-discussion structure in research reports. However, it can be argued that there is no generic English for academic purposes variety, but rather a set of disciplinary varieties of English (Bloor and Bloor, 1986). It is probably true to say that, at present, generic EAP courses are prevalent in many contexts, although the EAP teaching community has become increasingly aware of the debate that has arisen in the literature on this topic.

As mentioned above, there may be practical reasons why institutions may not be able to run ESAP programmes and courses. ESAP can appear more costly as courses for each of the different disciplines may need to be developed, and EAP teachers may feel unable to develop or teach courses for disciplines with which they are not familiar. In addition, in some situations, such as in pre-sessional EAP programmes which are taken before the students’ main academic courses begin (Gillet and Wray, 2006) or EAP courses catering for students in their first year of university study, students’ target disciplines may be unclear or changing.

**Role of disciplinary content knowledge**

Related to the above debate is the question of the role of disciplinary content knowledge in EAP teaching. In teaching English for a specific disciplinary area (ESAP), the question arises of how much knowledge of disciplinary forms of communication, language use and practices of genres is needed by the ESAP teacher. A number of perspectives have been evident in the literature (Ferguson, 1997; Basturkmen, 2014), and views range from those suggesting the need for relatively little subject knowledge to those suggesting the need for considerable expertise, and even that, in some situations, subject experts rather than language experts should teach communication skills. The extent of the disciplinary knowledge the ESAP teacher needs can be considered in relation to the level of disciplinary knowledge of the students. In during-experience or post-experience ESAP settings (that is, in settings in which the students are already studying or have previously studied their disciplinary areas), the teacher may need only some knowledge, since the students have knowledge that can be drawn on during teaching. However, in settings where the students are pre-experience (they have not yet studied their disciplinary area), the teacher might need more disciplinary content knowledge, since he or she might introduce concepts (for example, by introducing subject terminology) and would not be able to draw on the students’ own knowledge. It is thus important to consider how the ESAP teacher can collaborate with subject experts to gain information, when needed, on subject content or on disciplinary uses of language. The question of the level of disciplinary knowledge needed by the ESAP teacher can thus be seen as one that is dependent on the context.
**Pragmatic and critical aims**

A further debate concerns the aims of EAP teaching. As EAP aims to help students meet the linguistic needs of studying in the academic community and to become aware of what is expected of student performance in this community, it may be construed as an essentially socially and politically neutral enterprise. However, in recent years, questions have been raised about whether EAP, through such instrumental endeavours, functions as a means of upholding the status quo and inadvertently as a force for accommodation in helping students fit into the norms and practices set by established members of the academic institution. But should EAP teaching only function in this way, or should it also aim to take on a critical function and at least in part show learners ways in which they might at times challenge existing norms and expectations? In teaching a paired ESL-psychology programme in a US college setting, Benesch (1999) reports how she observed interaction in the psychology lectures. She found that the ESL students resisted the power of the psychology lecturer with questions, complaints (for example, about the speed of the lecturers) and silence. Following this, some ESL class time was spent in discussion of ways the students might overcome some of the difficulties they faced as ESL learners on their psychology paper and how they might initiate change in a more constructive way. As a result, students in the ESL class wrote to the psychology professor to suggest ways to modify the situation. A series of articles on this topic, which became known as the pragmatic/critical debate, appeared in the journal *English for Specific Purposes*, in which Allison (1996) argued for the importance of EAP’s pragmatic or instrumental role in helping students cope linguistically with the academic communicative practices and expectations they face. Although a pragmatic approach can be defined in various ways, in EAP it has been used to refer to teaching that is “sensitive to contexts of discourse and of action” (Allison, 1996: 87) and takes into account the needs of the learners in the local academic situation. Its objectives generally include helping learners develop their academic communicative competence (Swales, 1990) and initiating learners into the discourses, communicative practices and forms of expression that are valued in their disciplines. These are seen as key objectives since students and academic alike tend to be evaluated by their “control of the discourses of their disciplines”, mastery of which determines “educational life opportunities” (Hyland, 2006: 31).

Discussion in recent years has turned towards the means by which EAP teachers and course developers can include activities with a critical dimension into their instruction (such as class discussions questioning or suggesting changes to current practices) and how a focus on critical EAP can be incorporated into EAP teacher education (Morgan, 2009). The debate has been significant in leading writers and teachers to question the fundamental role of EAP teaching and to consider some of the socio-political implications of this branch of language teaching. Critical EAP (CEAP) widens the lens of academic purposes to take the socio-political context of teaching and learning into account, while continuing to serve the “on-the-ground requirements of academic genres and classroom interactions” (Benesch, 2009: 81).

**The dominant role of English in academic publishing**

The review of debates in EAP has thus far considered EAP from the viewpoint of the teachers and teaching. However, an emerging sub-field of EAP is English for research publication purposes, or ERPP (Charles, 2013), also termed English for professional academic purposes (EPAP) (Hyland, 2009b). One issue of concern for researchers around the world relates to the dominant role of English in academic publishing. English has become the “language of international scholarship and an important medium of research communication for non-native English
speaking academics around the world” (Hyland, 2009b: 83). English can be seen as ‘the’ language of academic publication (Mur Dueñas, 2012: 141), and getting published in high impact journals as the key to institutional rewards. More than 95 per cent of all publications in the Science Citation Index are in English (Hyland, 2009b). Thus, EAP practitioners are increasingly called on to help novice researchers and postgraduate students develop their English for research publication skills, that is, to help them develop the writing skills and knowledge of academic writing conventions that may help them publish research articles in journals. The dominance of English in research publication, which privileges those with English as a first language or those who have had the opportunity to study through the medium of English, can be seen as a form of inequality, and it has led to the emergence of a thrust of research interest into the processes by which non-native English speakers come to acquire the ability to write for publication and enter the international research arena (see, for example, Buckingham, 2014).

Future directions

A major focus of interest in EAP to date has been the investigation of language use and forms of communication involved in academic genres. Conventionally, this interest has led to text or discourse analysis studies which have sought to describe the forms and features of study genres, such as academic lectures (Eslami and Eslami–Rasekh, 2007), and research genres, such as research article introductions (Loi, 2010); many such studies now are drawing on corpus analytical techniques (see, for example, Aktas and Cortes, 2008; Loi, 2010). However, there is growing recognition of the value of research that combines text or discourse analysis type research with ethnographic approaches, such as the use of interviews with disciplinary lecturers, to explicate the values and expectations of the academic community for academic writing in general or in a specific academic discipline (Dressen-Hammouda, 2013). A recent example of this can be seen in the work of Nesi and Gardner (2012), which sought to identify the types of assessed writing required of undergraduates in UK universities and provide corpus and genre-based analyses and description of these genres. In addition to text analysis, the methods included interviews with lecturers and students to provide contextual information and record their understandings of the values and norms of the genres of writing. This research trend is expected to continue. This focus on ethnographic approaches is also impacting on EAP teaching. There have been suggestions for EAP instruction to try to help learners develop the skills to investigate expectations for writing in the context of their disciplines/content classes, since “as literacy instructors we cannot predict what will be valued in students’ disciplinary classrooms” (Johns, 2009: 51). Thus, genre-based teaching is widening to include not only a focus on the textual forms of academic genres (i.e. genre acquisition) but also a focus on the development of learners’ genre knowledge, that is, the contextual knowledge needed for successful use of genres (Paltridge, 2009). It is expected that the aim of developing learners’ genre knowledge (their understanding of contextual factors in successful genre use) will become more generally recognised as an aim of EAP writing instruction and that EAP practitioners will work on devising activities and materials to support learners in developing the ability to investigate genres and the values and expectations held for them in their disciplines.

The growth in EAP teaching worldwide described here has led to the need for EAP-oriented teacher education programmes. A limited number of EAP teacher education programmes appear to be available in certain contexts, although some TESOL programmes offer a module or unit on EAP (Basturkmen, 2014). Teaching EAP often requires teachers to have additional skills and knowledge. In only some cases can EAP teachers rely on published course books, which may appear to have limited relevance to their learners’ specific needs, and they often develop in-house
materials to match the precise needs of their learners. In addition, especially if developing a new ESAP course, teachers may need to know how to conduct some form of investigation of disciplinary communication (Basturkmen, 2010). EAP teachers thus often require skills in language and discourse analysis and, as described above, an understanding of ethnographic approaches to enquiry. A future direction for the field of EAP must surely be consideration of the needs of EAP teachers and delineating topics for EAP teacher education programmes. In some contexts, writing pedagogy could be an important topic for such programmes. For example, in the North American context, delivery of initial EAP tends to be through freshman or second-year composition courses (Johns, 2009). However, the situation may vary elsewhere.

EAP is taught globally and in many countries where English is used as a medium of instruction in tertiary education, although it is not the native language. Reports of EAP teacher education in particular contexts would be of potential interest to teacher educators elsewhere. EAP teachers’ knowledge of general academic literacies may serve them well in certain situations, such as teaching first- or second-year tertiary students who have not as yet entered their major field of study (Belcher, 2009: 11). However, in teaching EAP at higher levels, and especially in teaching ESAP, teachers may need to collaborate with disciplinary specialists. Some reports of collaboration can be seen in Dudley-Evans (2001) and Basturkmen (2010). Further reports of the ways EAP teachers collaborate with content lecturers/disciplinary experts, especially in situations where the teachers could not rely on their understanding of general academic literacies, are needed.

Most EAP literature to date has largely concerned linguistic description (description of study and research genres and forms of communication) and teaching EAP (reports of teaching initiatives in developing and implementing EAP courses and materials). Although EAP learning has played a less central role in the literature, this is an emerging topic of research interest, and more studies of EAP learning are now being published. Recent studies, for example, have focused on the development of academic writing (Parkinson and Musgrave, 2014), the impact of EAP instruction on learning academic literacies (Storch and Tapper, 2009; Wette, 2010) and genre learning in an EAP instructional setting (Cheng, 2011). Future researchers might consider the learning of genres or academic literacies in non-instructed settings. This would be an important topic of interest, given that university students continue to meet new genres and forms of communication in the later years of university study, often when EAP classes or teaching support is no longer on offer. More information is needed on ways students approach learning in situ while studying in their disciplines.

Finally, the use of corpus analysis to investigate linguistic features of study and research genres is likely to continue in future years. Meanwhile, EAP practitioners will continue to consider how students can draw on corpus techniques in investigating language use in their disciplines and the kind of teaching materials that can be developed for the EAP classroom to introduce students to such techniques. (See also Frankenberg-Garcia, this volume.)

Summary

This chapter has outlined historical and current approaches to teaching EAP, identified issues and debates in the field and suggested directions that EAP is likely to move towards in coming years. Although EAP emerged as a sub-specialism of ESP and continues to this day to have common features with ESP (such as the important role of needs analysis in curriculum design), EAP has emerged as a field of teaching and research in its own right. As has been shown, EAP has grown significantly in size and importance in recent years. Concomitant with the increasing number of teachers and learners of EAP worldwide, there has been considerable development of
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instructional activities to support students and novice researchers and discussion of the aims and approaches of this branch of ELT.

Discussion questions

- What do you see as the main purpose of an EAP course? Is it to provide instruction in study skills, to show the way texts are written and used in students’ disciplinary areas or to raise awareness of issues such as neutrality and equity in EAP? To what extent do you see the purpose as being a combination of all three?
- What information would you collect from learners at the beginning of an EAP course? What information would you also need to obtain from teachers or lecturers in students’ disciplinary areas? Which source do you consider to be of most importance?
- What are your views on teaching a general or a specific variety of academic English writing? How do you deal with this issue in your teaching?
- Does teaching EAP require particular areas of knowledge or a particular set of skills? If so, what topics do you see as appropriate for an EAP teacher education programme?

Related topics

Corpora in ELT; English for specific purposes; Language curriculum design; Teaching language skills.

Further reading

Alexander, O., Argent, S. and Spencer, J. (2008) *EAP essentials: A teacher’s guide to principles and practice*. Reading: Garnet. (This book supports teachers working with pre-university level students, outlining text analysis, context considerations, curriculum matters and teaching of the four skills.)

Bruce, I. (2011) *Theory and concepts of English for academic purposes*. Basingstoke: Palgrave Macmillan. (This volume outlines both practical and theoretical issues in the design and teaching of EAP courses.)

De Chazal, E. (2014) *English for academic purposes*. Oxford: Oxford University Press. (This introduces key terms and provides a comprehensive overview of typical and best practice in EAP teaching.)

Hyland, K. (2006) *English for academic purposes: An advanced resource book*. Abingdon: Routledge. (Focussing on approaches and debates in EAP, the volume includes extracts from previously published works to illustrate different perspectives.)


References


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