

# EFL and EAP – Diverging or Converging?

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# BALEAP

- ▶ The global forum for EAP professionals
- ▶ Our organisation represents lecturers and teachers on pre-sessional and in-sessional EAP courses and on foundation programmes that include English language.
  - ▶ Membership is open to any institution that delivers EAP or any individual who teaches EAP
- ▶ We also promote research and professional development in EAP.

# EFL and/or EAP

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- ▶ EFL and EAP are often held up as being two very different approaches to the teaching and learning of languages.
- ▶ In this talk, I will identify areas where EFL and EAP appear to diverge and areas where there is scope for convergence.
  - ▶ grammar teaching,
  - ▶ approaches to skills
  - ▶ teacher education
- ▶ Discussion to explore implications for managers and directors of studies in terms of resourcing their programmes

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# Grammar

# The GE Grammar Syllabus

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- ▶ simple noun phrase
  - ▶ verb (in all its forms)
  - ▶ clause co-ordination
  - ▶ clause subordination
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- ▶ [English Grammar In Use with Answers and CD ROM:A Self-study Reference and Practice Book for Intermediate Students of English:Amazon.co.uk: Raymond Murphy: Books](#)

# The EAP Grammar Syllabus

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- ▶ complex noun phrase (pre- and post-modifying)
- ▶ clause co-ordination (especially with *or* and *and*)
- ▶ clause subordination (especially with concessives)
- ▶ clause embedding
- ▶ adverbial phrases
- ▶ stance marking

# EAP vs. GE

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**75% - 85%** of EAP is in ...

... **present, including passives**

**10% - 15%** of EAP is in ...

... **past, including passives**

**5% - 10%** of EAP is in ...

... **modals**

(Source: Longman Grammar of Written and Spoken English in Phillips, 2009)

# EAP vs. GE

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90% of EAP is in **simple aspect**

7% of EAP is in **perfect aspect**

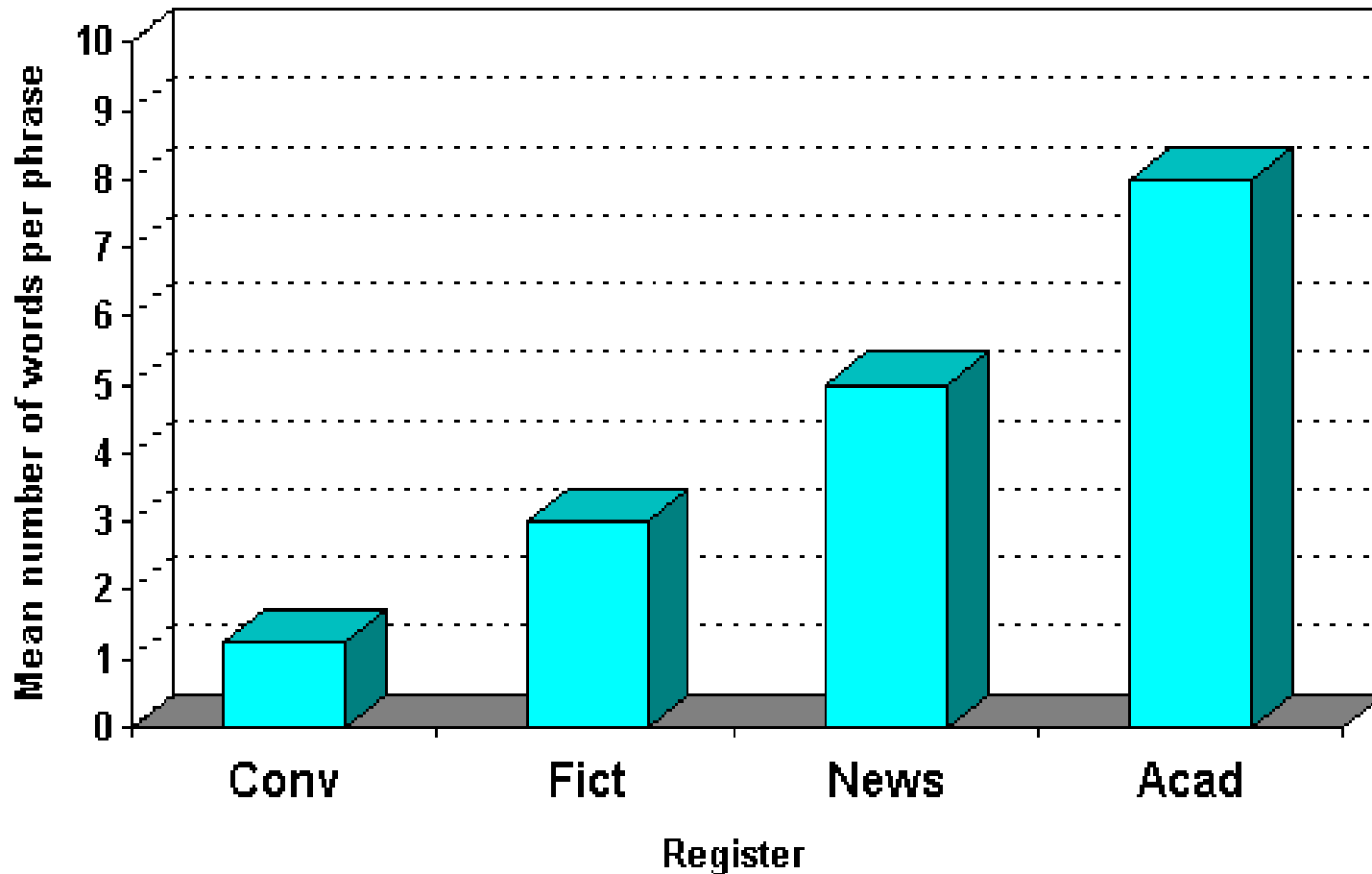
3% of EAP is in **progressive aspect**

0.5% of EAP is in **perfect progressive aspect**

(Source: Longman Grammar of Written and Spoken English in Phillips, 2009)

# EAP vs. GE

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(Source: Longman Grammar of Written and Spoken English in Biber et al, 1999)

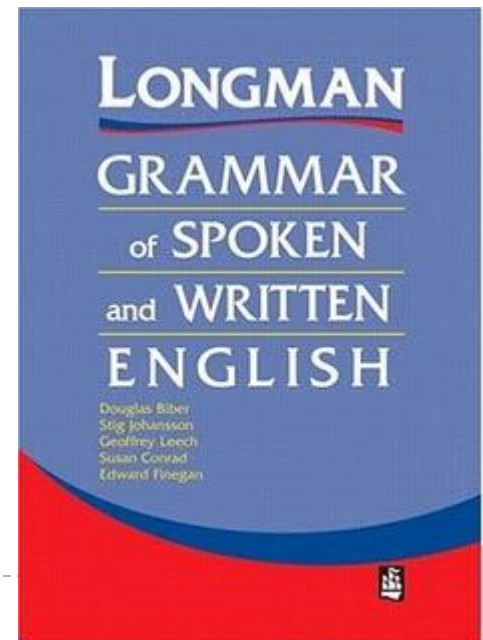
# An EAP Grammar Book?

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- ▶ Currently does not exist, so...
- ▶ Teachers have to make their own materials
  
- ▶ Next 5 slides demonstrate a sample teacher-made activity from Jan Frodesen (UC Santa Barbara)

Original PPT available at:

<http://writing.berkeley.edu/users/mwald/>



# Embedding Activity 1: Additional relevant corpus findings

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## ▶ Past perfect verbs

- ▶ In fiction past perfect verbs are most common in adverbial clauses:

When everyone had drunk two or three hours, Nwakibie sent for his wives.

- ▶ However, in academic registers, the past perfect is most often used in relative clauses encoding background information:

The 245-year old was a remnant of the old-growth lodge-pole pine that had originally covered the area of all three stands.

Examples from Biber et al. 1999

# Embedding Activity 1: Task 1

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## ▶ Noticing exercise

For each of the following sentences:

- ▶ Put brackets around the relative clause
  - ▶ Underline the past perfect verbs
  - ▶ Circle the noun that the clause modifies
- 
1. From 1974 to 1975 we studied three populations of male ground squirrels that had emigrated from their birthplaces near Yosemite National Park.
  2. Dispersal behavior that had been observed previously indicated that the sister squirrels acted differently.

# Embedding Activity 1: Task 1

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## ▶ Noticing exercise

For each of the following sentences:

- ▶ Put brackets around the relative clause
- ▶ Underline the past perfect verbs
- ▶ Circle the noun that the clause modifies

1. From 1974 to 1975 we studied three populations of male ground squirrels [that had emigrated from their birthplaces near Yosemite National Park].
2. Dispersal behavior [that had been observed previously] indicated that the sister squirrels acted differently.

# Embedding Activity 1: Task 2

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- ▶ **Guided practice exercise:** Combine the information in Columns A and B by writing a sentence that uses an identifying relative clause with a past perfect verb.

- ▶ **COLUMN A**

1. Tensions developed before the first primary contest.
2. The research group finally rejected the hypothesis.

- ▶ **COLUMN B**

1. The tensions increased with each subsequent election.
2. Earlier, the hypothesis appeared to account for the skewed results.

# Activity 1: Task 2 continued

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## ▶ Examples of combined sentences:

1. The tensions that had developed before the first primary contest increased with each subsequent election.
2. The research group finally rejected the hypothesis that earlier had appeared to account for the skewed results.

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# Reading

# Reading - Purpose

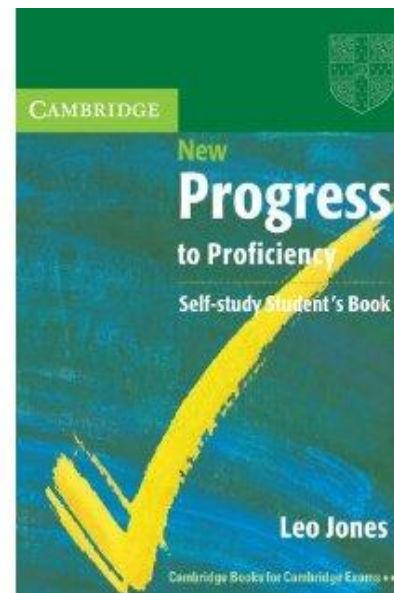
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- ▶ Reading to search for information
- ▶ Reading for quick understanding
- ▶ Reading to learn
- ▶ Reading to integrate information
- ▶ Reading to evaluate, critique, and use information
- ▶ Reading for general comprehension (for interest or entertainment)

(Grabe, 2009: 7-10)

# Reading at the highest level of GE

- ▶ Even in a CPE preparation book, students are not required to pull together the various ideas from reading and listening texts.
- ▶ [progress to proficiency 2.pdf](#)



Write your answers to these questions:

- 1 What are the other two species of chimpanzee?
- 2 How is the human use of tools different from the way other animals use them?
- 3 Which other creatures can be found in every continent?
- 4 Which other creatures kill members of the same species?
- 5 Which other creatures do harm to their environment?
- 6 Summarise the reasons why a zoologist from outer space would classify humans as a third species of chimpanzee (50–70 words).

# Purposes for Reading in EAP

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- ▶ Reading to learn
- ▶ Reading to integrate information
- ▶ Reading to evaluate, critique, and use information

# Purposes for Reading in EAP

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- ▶ Reading to learn
  - ▶ Places greater processing demands on the reader [than skimming or scanning], because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed
- ▶ Reading to integrate information
- ▶ Reading to evaluate, critique, and use information

# Purposes for Reading in EAP

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- ▶ Reading to learn
- ▶ Reading to integrate information
  - ▶ Requires that the reader synthesize (and learn) information from multiple texts or bring together information from a long text, such as a long and complex chapter in a textbook
- ▶ Reading to evaluate, critique, and use information

# Purposes for Reading in EAP

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- ▶ Reading to learn
- ▶ Reading to integrate information
- ▶ Reading to evaluate, critique, and use information
  - ▶ Requires making decisions about which aspects of a text are most important, most persuasive, least persuasive, or most controversial. [Readers also] need to decide how to relate the text information to other information intertextually and to their prior knowledge and beliefs.

# Reading materials for EAP

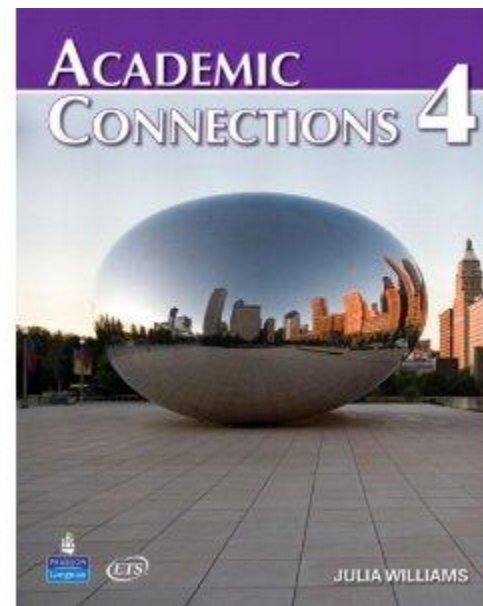
- ▶ Topics are linked to build knowledge rather than loosely themed.

## Integrated Writing Task

You have read texts and listened to a lecture about how urban planners can help create safe environments for residents. Use your knowledge of the unit content, topic vocabulary, effective thesis statements, and parallel structure to write a short expository essay in response to this question: **What visions have urban planners proposed to design safe cities?**

Your essay will have an introduction, a body (with two or three paragraphs), and a concluding paragraph. Each paragraph will have a main point and supporting details. You will use vocabulary specific to urban planning, and parallel structure when necessary.

**Step 2:** Think about the essay question. Then review the readings and the lecture. How many urban planners have you learned about? What were their visions? What details could you use to explain those visions? Fill in the chart on the next page to help you organize your ideas.



# Reading materials for EAP

- ▶ Activities focus on text structure and finding links between ideas.
- ▶ Teacher and students share content knowledge so comprehension can be assessed via the essay.

**Step 2:** Think about the essay question. Then review the readings and the lecture. How many urban planners have you learned about? What were their visions? What details could you use to explain those visions? Fill in the chart on the next page to help you organize your ideas.

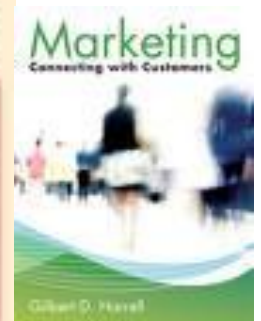
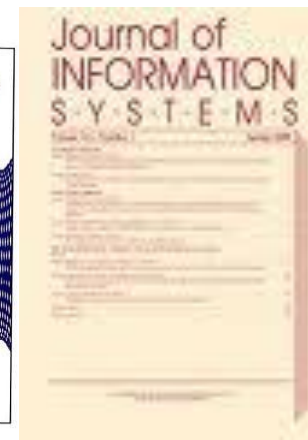
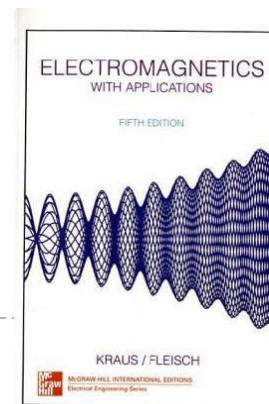
**Step 3:** Decide which urban planners and visions you would like to discuss in your essay. You don't need to use all six. Remember, you should have at least one urban planner from the reading and one from the lecture to demonstrate that you can integrate information from multiple sources.

Urban Planner	Vision	Details
Jane Jacobs	"eyes on the streets"	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Oscar Newman		"Hardware solutions" such as <ul style="list-style-type: none"> <li>• traffic barriers</li> <li>• fences</li> <li>• buzzer gates</li> <li>• police patrols</li> </ul>
Ebenezer Howard	The Garden City	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Le Corbusier		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Daniel Burnham		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
No specific planner	Urban design that reduces neighborhood crime	<ul style="list-style-type: none"> <li>• Target hardening</li> <li>•</li> <li>•</li> </ul>

# Need for Teacher-made Materials

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- ▶ Discipline-specific
- ▶ Deeper-processing of texts
- ▶ Texts as sources of language, organisation and information for other tasks
  
- ▶ Re-read and re-use texts



# Need for Teacher-made Materials

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## Critical Reading 1 – What is News?

From *An Introduction to Journalism* by Fleming, Hemmingway, Moore and Welford. London: Sage. 2006.

### Section 1

1. What does *around the clock* mean?
2. What does *proliferation* mean? What other types of things might *proliferate*?
3. What is a *cultural commentator*? Can you think of any well-known cultural commentators in your country or internationally?
4. Can you think of any example news stories which discuss *human oddities*?
5. What is the purpose of paragraph 1?
6. What is the purpose of paragraph 2?
7. What does *disseminate* mean?
8. What is the purpose of paragraph 3?

## Section 2 – Selecting the News

9. Why does the first paragraph include the quote from Stuart Hall?
10. What does *outlet* mean in the phrase *news outlet*? In what other contexts can we use the word *outlet*?
11. What does the phrase *have a nose for news* mean? What other things might a person *have a nose for*?
12. Why does the news tend to be the same no matter which publication or station one chooses to read, watch or listen to?
13. The number of news outlets is very high, so why don't we get blanket coverage of events around the world?
14. Beyond news values what other methods do journalists use "to order the world and make it manageable"? Are these stable or changeable?
15. How would you describe this reading? Who do you think the audience for this book is meant to be?

# Learning and Applying Information from a Text

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## News Values Exercise

1. Work with a partner. Review a specific section of your newspaper, e.g. front page, world news, home news.
2. Think like an editor. Use Galtung and Ruge's news values from the chapter "What is News?" to work out why each of the stories in your section of the newspaper was selected for inclusion.
3. Prepare a short presentation in which you and your partner show which news stories represent news values from the list and explain why you believe they fit into that category.

# Re-reading and re-using texts – Round 1

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## Van Ginnekin Map Exercise (Teacher's Notes)

1. Before class read through the introductory chapter to Van Ginneken's book *Understanding Global News*.
2. Go back to pages 2-5 and re-read the section about the map activity that he gives to his students.
3. Carry out this activity with your own group of students.
4. Be sure to bring the following materials to class –
  - 3 blank sheets of paper per student
  - A stopwatch or timer – you can use a mobile phone.
  - Extra pens/pencils
  - A map of the world
5. First, give the students 3 minutes to draw a map of the UK.
6. Next, give the students 3 minutes to draw a map of the world
7. Finally, if you have students from a mixture of countries, assign each student a classmate's country and give them three minutes to draw it. (You can always add your own country too, if you are not from the UK. I normally *attempt* to draw a map of a student's country.)
8. Now, spend 5-10 minutes comparing and discussing the maps have you and your students have drawn. Consider why there are differences and similarities between student maps.
9. With any class time remaining, have students read up to the top of page 5 of Ginneken's chapter. You can continue the discussion generated from looking at the students' maps.
10. Assign the rest of the reading and the worksheet for homework.

# Re-reading and re-using texts – Round 2

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## Critical Reading 2 – Understanding Global News – Jaap van Ginneken

Read pages 1-17 stop at the end of the Burda section. Write out your answers in full. I will collect your answer sheets to check your understanding. Do not copy sentences directly from the text, use your own words.

1. Who is the author writing to in this chapter? Who is his audience?
2. What does *counter-intuitive* mean? (p. 1)
3. On page 4, van Ginneken uses the terms *centrality* and *peripheral* and *articulation* to describe the students' maps. How might these terms also relate to news reporting?
4. Why is the word '*mediated*' inside quotation marks? What does this word mean?
5. What is a *white lie*? (p. 5)
6. What is *ethnocentrism*? (p. 6)
7. Give some examples of how maps display *ethnocentrism*.
8. In what other common ways does modern society accept *ethnocentrism*?
9. Why is the word '*objective*' inside quotation marks? What does this word mean?
10. How does the news story on page 7, fit into Galtung and Ruge's news values?
11. What is *legimating* and *delegimating* language? Give an example. (p. 8)
12. What is the difference between the verbs *to denote* and *to connote*? (p. 8)
13. What does van Ginneken mean by the term *floating categories*? (p. 8)... What problem do they create?
14. How is Chinese ethnocentrism different from Western European or North American ethnocentrism? (p. 9)
15. What term is now more commonly used than the term "Third World"? (This answer is not in the reading.)

# Re-reading and re-using texts – Round 3

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## Understanding Global News – Sentence Study Strategy Practice

### Introduction

These are some long sentences from the chapter you have just read. In this activity you will have an opportunity to try out the strategies presented in the Sentence Study worksheet you have just completed. The page and line number of each sentence as it appears in the chapter is given at the end of each sentence.

- Read each sentence. Do you understand it? What can you do to make it easier to understand?
- Write a brief sentence paraphrasing the meaning of the sentence. Also write down the strategy you used to reach that understanding.

### Sample sentences

1. No matter what one does, one remains tied to one's own perspective on the world, in many ways which are counter-intuitive, because everyday experience of the ordinary world seems so self-evident and unproblematic. (p. 1, line 7 from the bottom)
2. There is a tendency to place one's own country in a central position, at least, in a more central position than it would be in others' maps, and to group the rest of the world around it. (p. 4, line 24)
3. This is not to say that this yardstick has not been voluntarily 'adopted' since by many others, that it is not convenient to share such a perspective with others, nor even to say that it matters very much – most of the time. (p. 7, line 4)
4. In Eurocentric language, the geographic denotation of 'the East' often became overlaid with connotations such as overpopulated, apathetic, despotic conservative, old, dark, sinister; whereas the geographic denotation of 'the West' often became overlaid with connotations such as wide open spaces, dynamic, democratic, progressive, new, enlightened, open-minded. (p. 9, line 8)
5. In recent years, the term 'Fourth World' has been proposed to denote the emergence of a global ethnic underclass, either of semi-legal or illegal immigrants in the big urban centres of the First World, or of indigenous peoples in the rural periphery of the Third World, or both. (p. 9, line 7 from the bottom)

# Re-reading and re-using texts – Round 4

*Student Version*

## **Analysis and Summary of a Book Chapter from *Understanding Global News***

Read the chapter. After you have completed reading, review the chapter up to the section titled “The approach of the book.” Identify the main claims put forward by the author. Identify each claim, the support used to justify that claim and any analysis or comment made by the author about the supporting evidence. When noting down the claims, support, analysis and comment, **DO NOT** copy the authors words or sentences directly from the text. Paraphrase or summarize the information and write it below. The first set has been done completely for you.

### **1. Claim:**

People cannot escape from viewing the world through the perspective of their own life experiences.

### **1. Support:**

Example: The student map drawings provide evidence of personal/cultural bias.

### **1. Analysis and/or Comment:**

Identification and description of three central characteristics – centrality, volume and articulation – illustrate the perspective of the map drawer. The map drawers were predisposed to place their own country more centrally in the drawing, to accentuate its size and to provide clearer detail about its physical features.

Identification of areas of commonality between map drawers shows a tendency to give more prominence to politically or economically powerful countries and/or to countries with whom their own country has a close relationship.

### **Fill in the missing section.**

### **2. Claim:**

### **2. Support:**

Historical Background: Description of the history of mapmaking, descriptions of modern maps and the identification of various calendar systems.

### **2. Analysis and/or Comment:**

The dominant geophysical and geopolitical descriptions of the world exemplify Western ethnocentrism.

*Student Version*

### **3. Claim:**

The news is also a victim of ethnocentrism.

### **Support:**

### **Analysis and/or Comment:**

This example introduces ideas or a means of questioning that will be used later in the chapter and in the book.

### **4. Claim:**

Notions of place or direction are often arbitrary and the fact that they are arbitrary makes it easier to imbue them with values that are culturally constructed.

### **4. Support:**

Examples: How notions of East and West are not fixed but shift around depending on who or what is being discussed. Examples of the connotations and collocations related to the words East and West in English. Same for North and South. Extension of the same idea to the terms First, Second, and Third World. Extension to specific place names, e.g. names of countries, cities and landmarks.

### **4. Analysis and/or Comment:**

# Re-reading and re-using texts – Round 5

Denote  
Connote  
Objective  
Subjective  
Arbitrariness

## Why do we need to think about defining words in the media and in academic writing?

You are going to take a look at an extract from the book *Understanding Global News* by Japp van Ginneken. Before you do that, take a look at the following vocabulary words.

### Task One: What does each word mean?

denote:

connote:

objective:

subjective

arbitrariness:

What other word forms are possible for each of these words?

Noun	Verb	Adjective	Adverb
	denote		
	connote		
		objective	
		subjective	
		arbitrariness	

### Now read the extract:

Let us imagine a TV news item. It might say something like:

The Middle East conflict has claimed another Western victim. An American citizen was kidnapped outside the Peace Hotel in East Jerusalem on Saturday, December 24. The incident occurred at 9 p.m. (7 p.m. GMT). He was subdued by four masked men and driven away in a van. The victim is James Johnson (33), a black preacher from Trenton, New Jersey. He had come for a tour of the Holy Places with the church choir. Israeli authorities say responsibility has been claimed by the armed March 13 group. They

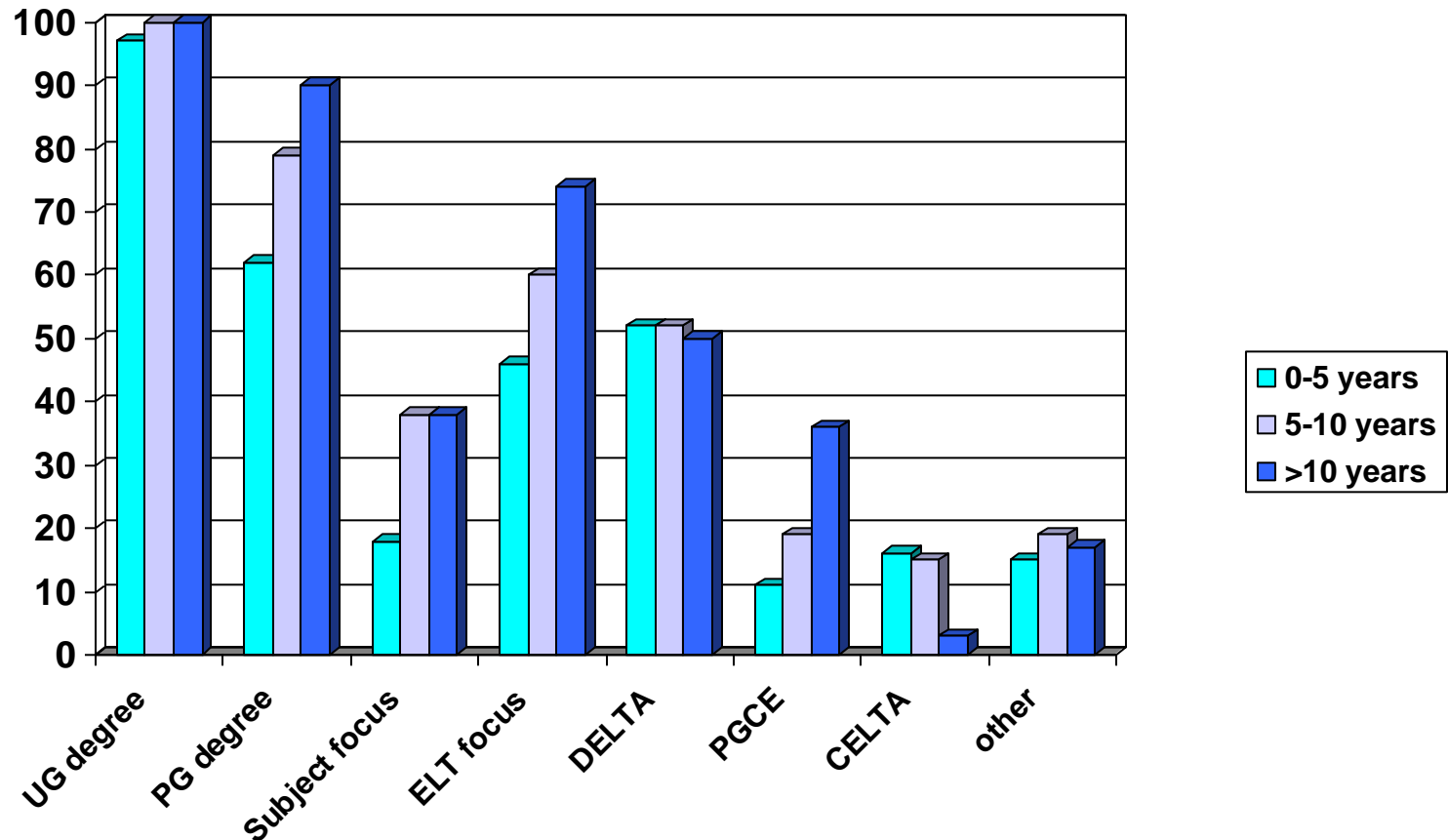
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# Teacher Education\*

\*Thanks to Olwyn Alexander for much of the content of the next set of slides

# Routes into EAP

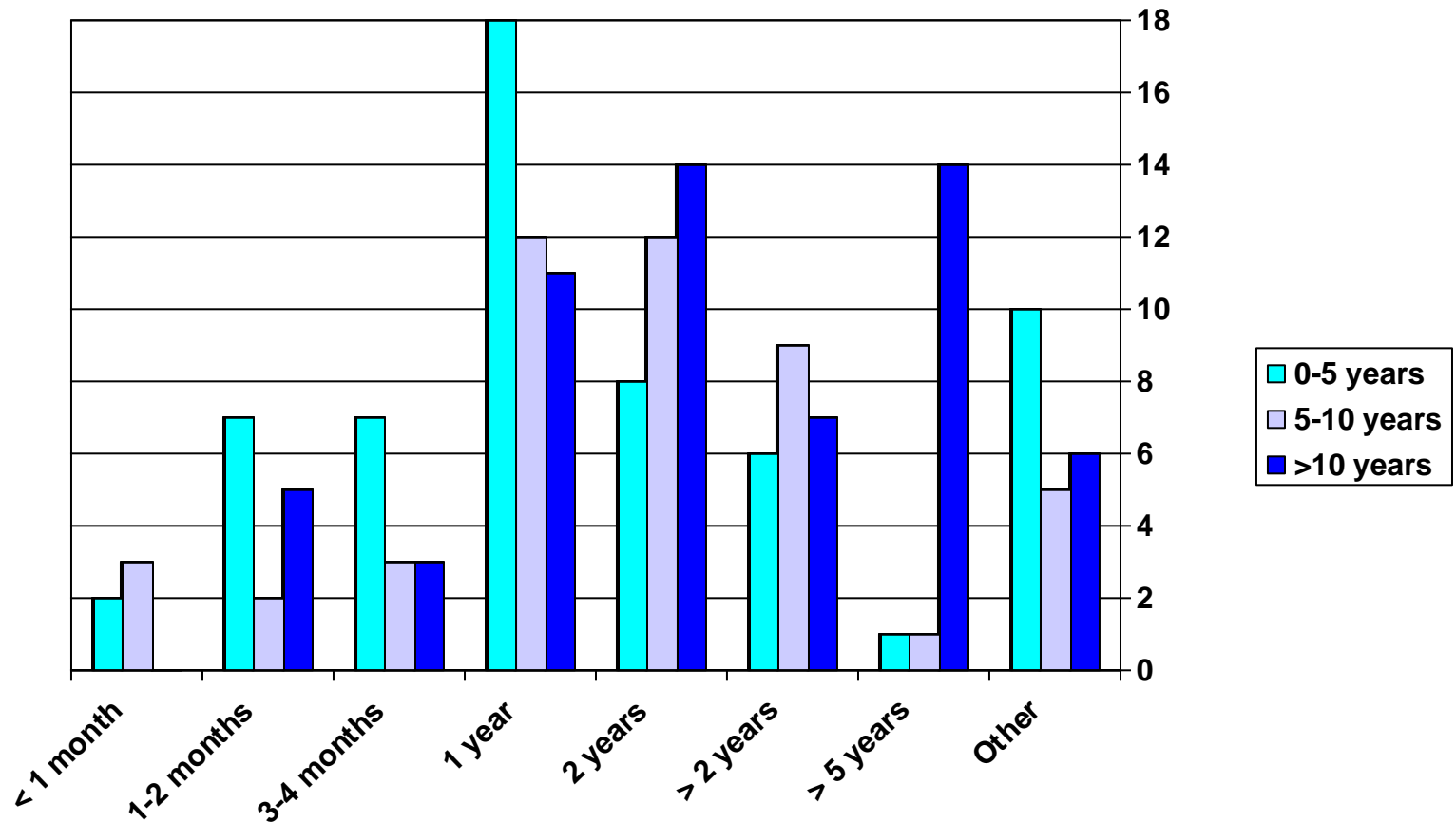
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From a survey conducted by Olwyn Alexander in 2006

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# Time taken to feel confident teaching EAP



From a survey conducted by Olwyn Alexander in 2006

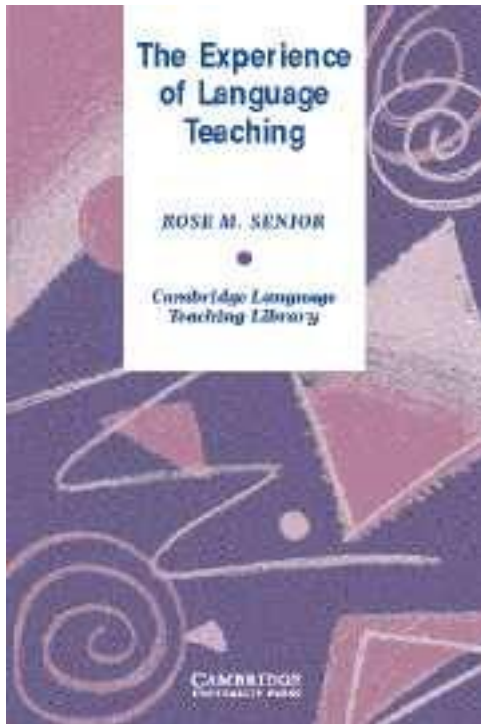
# Surveys of Teachers on Pre-sessional Courses University of Hertfordshire 2001

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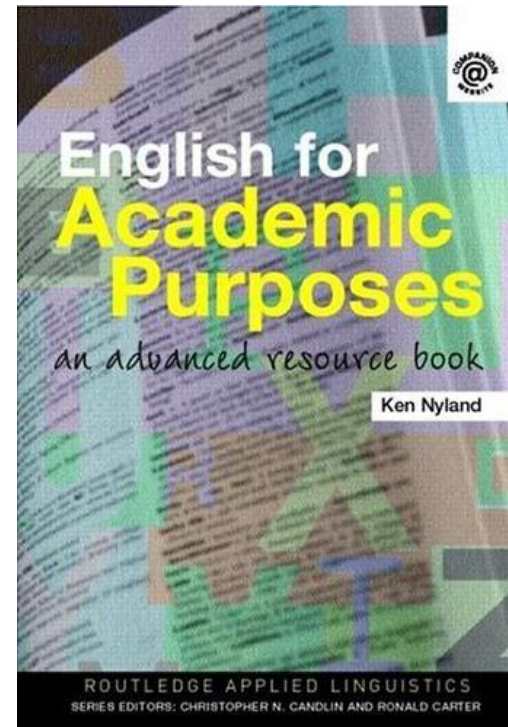
- ▶ Deficiencies in the DELTA syllabus (Roberts)  
‘what comes out of DELTA courses and seems to typify EFL teachers is an activities driven teaching-centred approach’ in which ‘it is the teacher, or more often the coursebook, [that] has made the relevant decisions’
- ▶ How well the DELTA prepares teachers for EAP (Krzanowski)
  - ▶ DELTA course provides no direct preparation for teaching EAP
  - ▶ language and skills focus too narrow and prescriptive
  - ▶ has an academic rigour which later helps
  - ▶ does encourage independent and reflective practice
  - ▶ new EAP teachers often shocked by issues of content, e.g. disparity between challenging level of EAP materials and low level of English of EAP students.
  - ▶ lack of in-house training and support.

# The difference between ELT and EAP

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Focus on delivery



Focus on content

# The Experience of Language Teaching

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## Prioritises delivery over content

- ▶ Using a teacher-generated framework it covers a range of aspects of classroom life: how teachers create environments suitable for language practice, how they get students 'on-side', how they manage tricky students, how they enhance the learning experience, how they develop and maintain a spirit of community. The book demonstrates how paying attention to both the learning and social needs of their class groups enables language teachers to behave in flexible ways that promote learning. (*Cambridge English Language Teaching* online)

# English for Academic Purposes an advanced resource book

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## Prioritises content over delivery

- ▶ The book provides a platform for readers to engage with the main issues of the field through a series of chapters discussing the main terms and ideas, extracts from key readings and numerous research tasks. (p xv)
- ▶ 'Wider understandings are developed... *by studying texts* in a comparative and questioning way which explores the relationship between disciplinary practices, institutional contexts and rhetorical practices.' (p 31).  
(*my italics*)

# Challenges for EFL teachers moving to EAP

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- ▶ ELT prioritises delivery over content
  - ▶ anything counts as content
  - ▶ teachers are able to create lessons from nothing
- ▶ Teachers feel deskilled when move to teaching EAP
  - ▶ content is the priority
  - ▶ student needs relate to target discipline
- ▶ ELT teachers may not have the generic tools
  - ▶ to approach texts in the disciplines
  - ▶ to create materials appropriate for their own context
- ▶ Lack of formal training opportunities
- ▶ Teachers outside universities may not have access to disciplinary resources

# Key EAP teacher competencies

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A competent EAP teacher is someone who

- ▶ Understands the norms and conventions of universities and how they function
- ▶ Is able to explain how academic texts convey meaning through purpose, organisation and rhetorical structure
- ▶ Is able to create materials informed by syllabus and student needs from authentic texts
- ▶ Is able to work with unfamiliar subject areas and engage with the ideas they present
- ▶ Is able to apply ideas from research to own practice
- ▶ Assumes that teacher and students are equals in the learning process
- ▶ Adopts a critical approach to own practice

# Key EAP teacher competencies

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## Competency Framework for Teachers of English for Academic Purposes



## Overall Competency Statement

- ▶ An EAP teacher will be able to facilitate students' acquisition of language, skills and strategies required for studying in a further or higher education context and to support students' understanding of approaches to interpreting and responding to the requirements of academic tasks and their related process.

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**BALEAP**  
British Association of Lecturers  
in English for Academic Purposes



### Overall competency statement

An EAP teacher will be able to facilitate students' acquisition of the language, skills and strategies required for studying in a further or higher education context and to support students' understanding of approaches to interpreting and responding to the requirements of academic tasks and their related processes.

### Summary of competency statements

Academic practice	an EAP teacher will –
Academic contexts	have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.
Disciplinary differences	be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.
Academic discourse	have a high level of systemic language knowledge including knowledge of discourse analysis.
Personal learning, development and autonomy	recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.
EAP students	an EAP teacher will understand –
Student needs	the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.
Student critical thinking	the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills.
Student autonomy	the importance of student autonomy in academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.
Curriculum development	an EAP teacher will understand –
Syllabus and programme development	the main types of language syllabus and will be able to transform a syllabus into a programme that addresses students' needs in the academic context within which the EAP course is located.
Text processing and text production	approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.
Programme Implementation	an EAP teacher will be –
Teaching practices	familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.
Assessment practices	able to assess academic language and skills tasks using formative and summative assessment.

## Competencies relating to academic practice

### 1. Academic Contexts

An EAP teacher will have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.

Knowledge & understanding of –	Ability to –	Possible Indicators –
norms and conventions of universities in relation to <ul style="list-style-type: none"> <li>course structure</li> <li>teaching and learning</li> <li>staff/student communication</li> <li>assessment</li> </ul>	work with materials and tasks from different subject areas and engage with the ideas they present	relate EAP course objectives, content and skills to the contexts and requirements of university courses
modes of knowledge communication and publication including <ul style="list-style-type: none"> <li>print media</li> <li>electronic media</li> <li>oral genres (e.g., lectures, seminars, conference presentations)</li> </ul>	help students find their way into the writing and speaking practices of their disciplines and institutions	require outcome tasks to be presented in print, oral and electronic modes in line with the cultural practices of the university
university policies relating to <ul style="list-style-type: none"> <li>ethical practices</li> <li>respect for intellectual property</li> <li>disciplinary procedures</li> <li>student support</li> </ul>	help students to understand university policies and procedures and the reasons behind them	use appropriate citation and referencing in learning activities and prepared assessed tasks

### 2. Disciplinary Differences

An EAP teacher will be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.

Knowledge & understanding of –	Ability to –	Possible Indicators –
discourse communities and how membership and full participation is achieved	work with subject specialists and take account of their different perspectives with regard to knowledge communication	provide students with frameworks to investigate disciplinary differences and values, particularly in relation to the communication of knowledge
audience within discourse communities	raise students' awareness of discourse features of texts in their disciplines	guide students to investigate the genres and expert practitioners of their specific discourse communities
the importance of evidence-based reasoning in knowledge creation	train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence)	

# EAP Teacher Development through Seminars and Conferences

## ▶ BALEAP Conference

▶ [2011-conference-portsmouth-poster.pdf](#)

## ▶ BALEAP PIMs

## ▶ Regional Events

▶ EAP@Southbank

▶ EAP in the East Midlands

BRITISH ASSOCIATION OF LECTURERS IN ENGLISH FOR ACADEMIC PURPOSES

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British Association of Lecturers  
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- Research activities
- Journal of English for Academic Purposes
- Guide to Courses at BALEAP Accredited Institutions

**COURSE GUIDE**

**BALEAP PIM Report :**  
Engaging and Motivating Students in the EAP Classroom [INTO Newcastle - Feb 2010]



[For more photographs from the PIM visit <http://gallery.me.com/tjobrien#100045>]

- Welcome & Final Round-Up [Welcome] [Final Round-Up]  
Bob Gilmour, INTO Newcastle University
- The nature of student engagement and why it matters so much [Presentation]  
Colin Bryson (and Len Hand and Christine Hardy), Newcastle University
- Turning Point in the EAP Classroom [Presentation]  
Sophia Butt & Paul Foxall, University of Birmingham

# Discussion

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- ▶ What implications do these points have for you as managers or directors of studies for resourcing your programmes?



Thank you for your participation.

# Differences between ELT and EAP

	ELT	EAP
Focus of teaching	Level driven main focus: what a student can do now (and moving on from this)	Goal driven main focus: where a student has to get to
Time available	Relatively flexible; a student may opt in and out of ELT at various points in life	Strictly limited and probably a one-off endeavour
Consequences for the student	Usually there is less pressure for specific achievement: for many students the focus is on personal achievement	Failure has serious consequences: it may mean refused entry to a degree programme or, at the very least, costly further study

# Differences between ELT and EAP

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	ELT	EAP
Language content	Potentially the totality of the English language.	Limited to academic discourse
Skills content	Speaking, listening, reading and writing equally important, or students may determine priority.	Main emphasis on reading and writing
Other skills content	Less emphasis on study skills or only for language learning.  Cognitive skills not overt	Study skills emphasised: learner independence and critical thinking.  Overt cognitive skills focus
Materials	Texts and tasks for self expression, short and quickly covered.  Personal response and creativity valued	Texts and tasks for communicating information, long and dense.  Clarity and objectivity valued.

# Differences between ELT and EAP

	ELT	EAP
Teacher – Student roles	Not equal: Teacher as expert and student as novice	Teacher and student both learning about the academic community; student more expert in subject discipline
Text choice	Traditional emphasis on sentence grammar, with teacher-selected topics driving text choice.	Required emphasis on discourse grammar with needs in the disciplines driving text choice.
Text exploitation	Tendency to move from text to text within a topic to maintain interest; each text has different learning focus.	More time spent on each text to exploit it fully; the same text has a range of learning foci.