# Whose 'English' in English for Academic Purposes

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# Outline
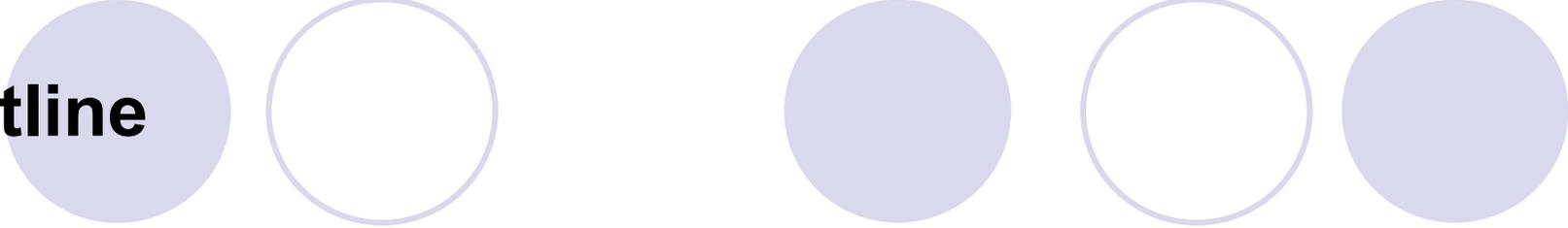
- International Students studying in English.

- English or Englishes

- EAP on Foundation Programmes

- Genre and EAP

- Issues

- An Aclits approach

- The end of EAP?

- Discussion

# 'International' Students studying in English!

**Changing Students**

**In the UK**

- Since 1990's – Widening participation and internationalisation

- Increase in the number of pre-university programmes to cater for this growth

- Approx 310000 non UK students studying on undergraduate and postgraduate courses at university in the UK.

- 11% of FT 1st Degree students

- 48% of FT research postgraduate

- 65% of FT taught postgraduate
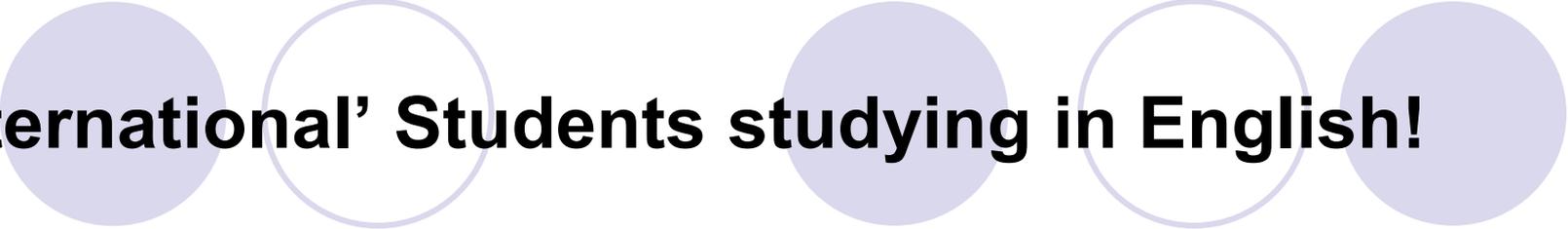
# 'International' Students studying in English!

**Non UK**

- Sizable numbers in the USA and Australia

- Growth of English-medium educational provision is increasing, as well as 'foreign campuses and joint ventures'

- Trans-national Education

# So
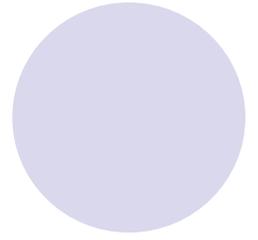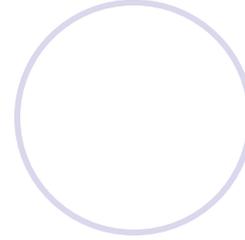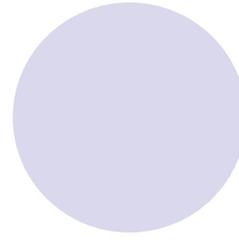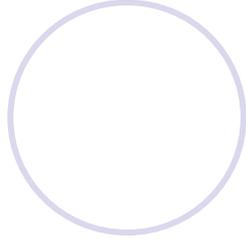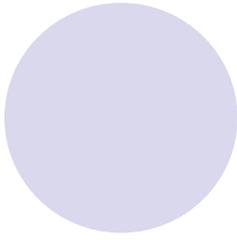
- what is the (language) standard that should be aimed for in Foundation programmes (in the UK and beyond)?

-  Would an adoption of a 'non English as a first language' standard dilute the quality of education?

- Does the teaching of English as an Academic Lingua Franca mean the teaching of  native speaker English

# English or Englishes?
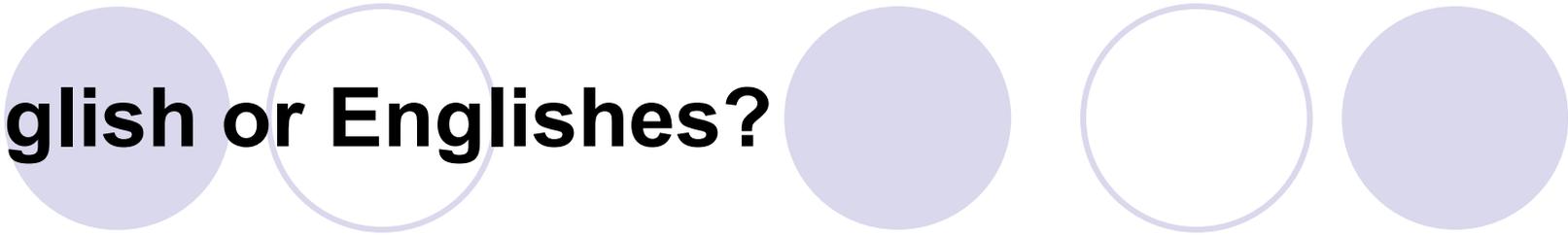
Some points to consider.

- Which 'native' English? Traditional or New

- World Englishes (kachru's expanding circle)

- The role of ELF

- Issues of ownership?

# What about EAP on Foundation Programmes

Some definitions!

- "English for Academic purposes is generally defined as "teaching English with the aim of facilitating learners' study or research in that language" (Flowerdew and Peacock, 2001).

- "EAP refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts". (Hyland and Hamp-Lyons 2002:2).
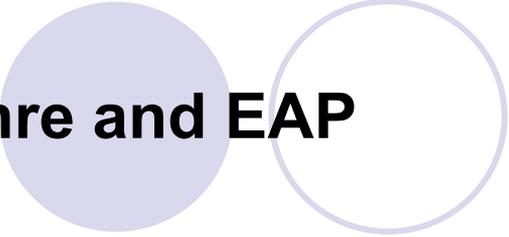
# Genre and EAP
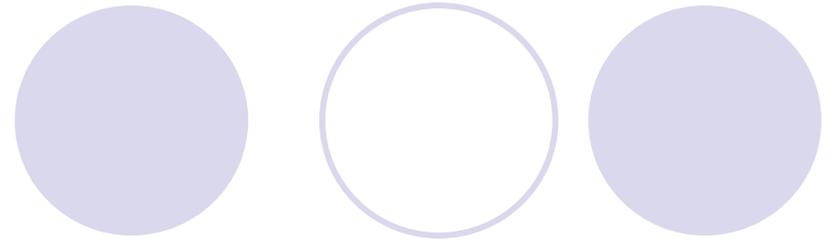
- Heavily influenced by Swales/Hyland.

- Can respond to students 'needs'

- Well established

- An expanding movement – BALEAP, EAPJ

# But

- Focus is often on the 'English'.

  EAP should not be about learning English, rather it should aid learners in equipping them with the communicative skills to participate in particular academic and cultural contexts.

- Native speaker norms are the standards that success is measured by. *Have students* attained a NS level of fluency and/accuracy?

- Success is measured by grades with grammar/vocabulary mistakes given prominance.

- No recognition that English has become internationalised across (academic) discourse, especially to serve 'specific academic and other institutional purposes' (Seidlhofer 2004:223).
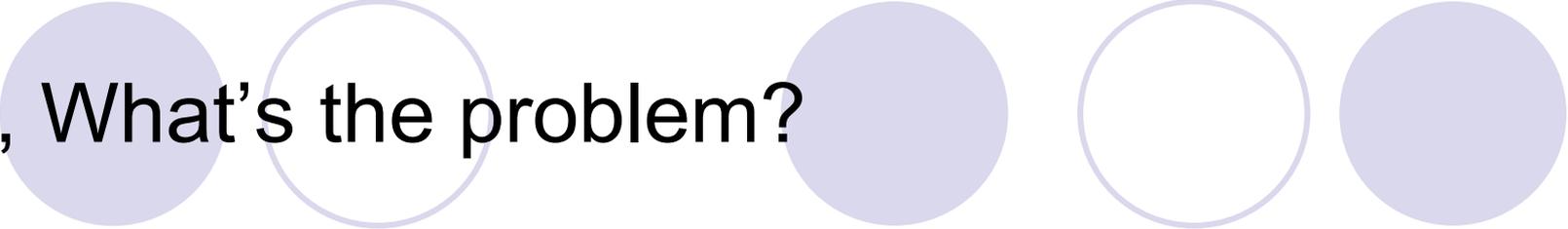
# So, What's the problem?

Within a pre-university programme, which is primarily aimed at preparing students for study in UK based UG/PG programmes, how does an EAP teacher recognise the different forms of Englishes that the learner is bringing to the educational table, and meet the demands of the learner's future discipline and institution
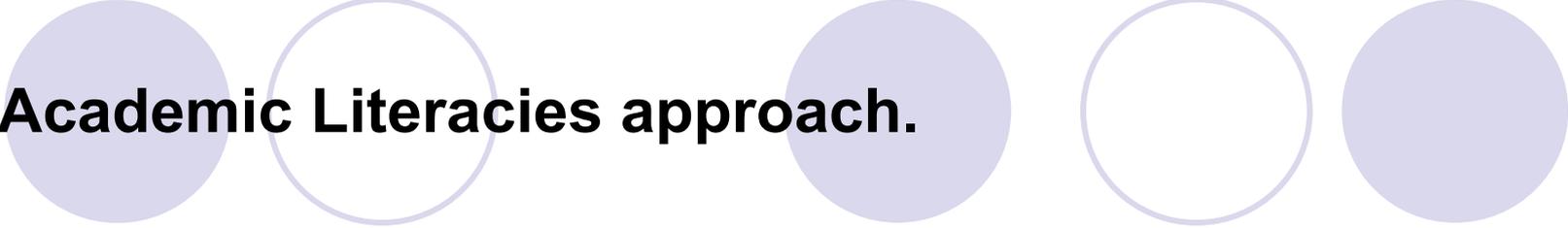
# An Academic Literacies approach.

- **Academic Literacies**

  Literacies as social practice. Concerned with meaning making, identity, power and authority within specific institutional settings/discourse communities.
  Taught within disciplines as well as generic language/writing awareness courses.
  Aims to facilitate reflexivity/language awareness. Influenced by power relationships, epistemologies of specific disciplines, and students' identities **(Street, 2007).**

  The integration of teaching academic knowledge and teaching writing can be made explicit within the course structure itself. **(English 2002)**

- 'Literacies' not 'Literacy'.
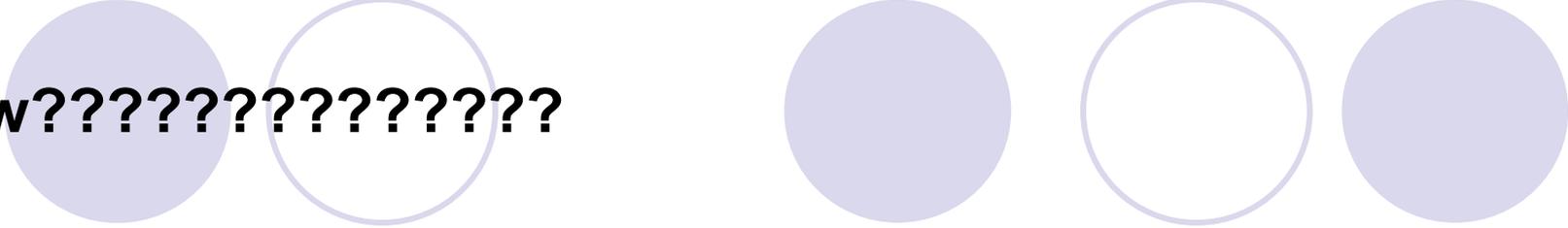
# How??????????????

- Language in generating writing (**writing to learn**)

- Written processes/written outcomes (**learning to write**)

- Unpack and critique assumptions behind pedagogic and assessment practices. Encouraged to develop strategies which recognise/cater for varied of student needs/background/learning approaches/language abilities.

- Links between knowing/being/acting dimensions of curriculum.
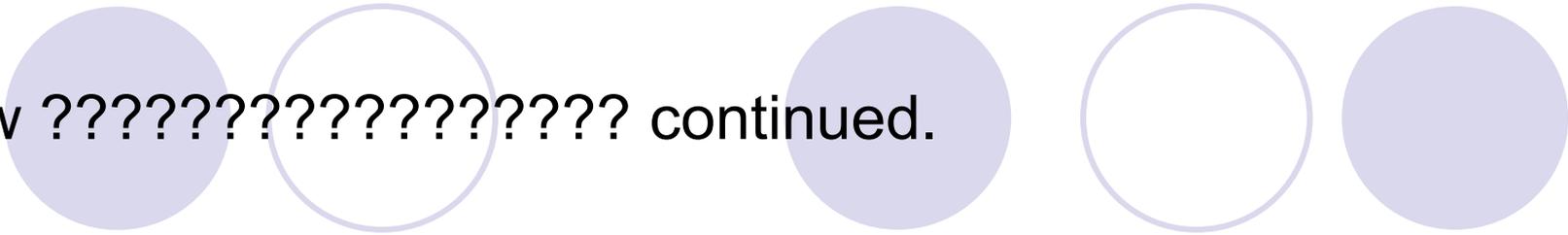
# How ??????????????????? continued.

- Collaborative teaching between discipline staff member and learning instructor. Planning together.

- Pathways that are discipline specific – removal of generality

- Context and content

- Experts and novices

- Encourage reflexivity through contextualising (discipline specific) writing/reading/seminar practices. Identify how meaning is negotiated.

- Portfolio assessment with prompt/detailed feedback rather than essay assessment.

- Renegotiate criteria for assessment.
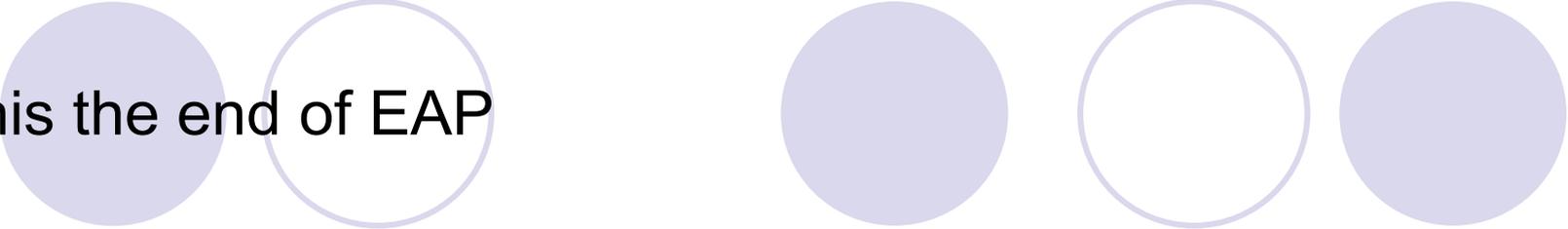
# Is this the end of EAP

- ***NO***

  *EAP and Academic Literacies approaches are on the same spectrum. Can combine the best principles of both.*

  *Eg Deconstruction and reconstruction of introductions and conclusions.*

  *Work of QMUL, and KCL.*
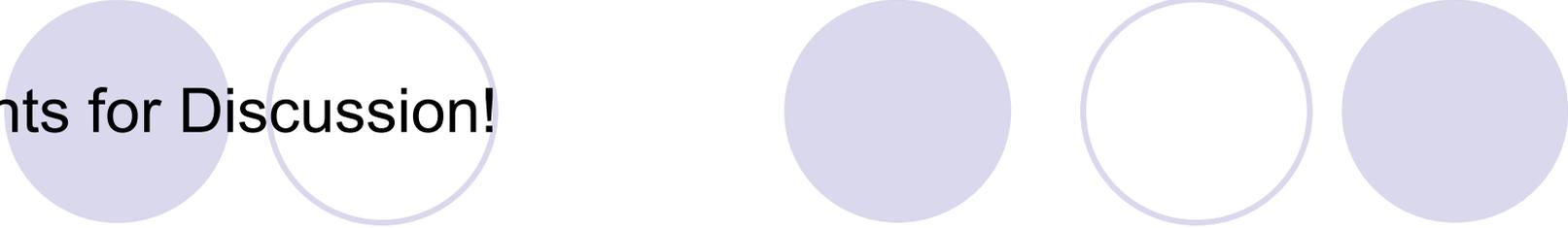
# Points for Discussion!

- Following an academic literacy approach, EAP becomes integrated into each discipline at pre-university level.

- Focus on helping the students to learn how to study in their academic community (literacy), not on how to write to a common (imaginary) native speaker standard.

- Not arguing for a lowering of standards, but a recognition that in todays academic environment, native speaker norms may not be the best model for achieving/maintaining standards, and that a focus on a NS standard grammar may result in a lowering of standards.
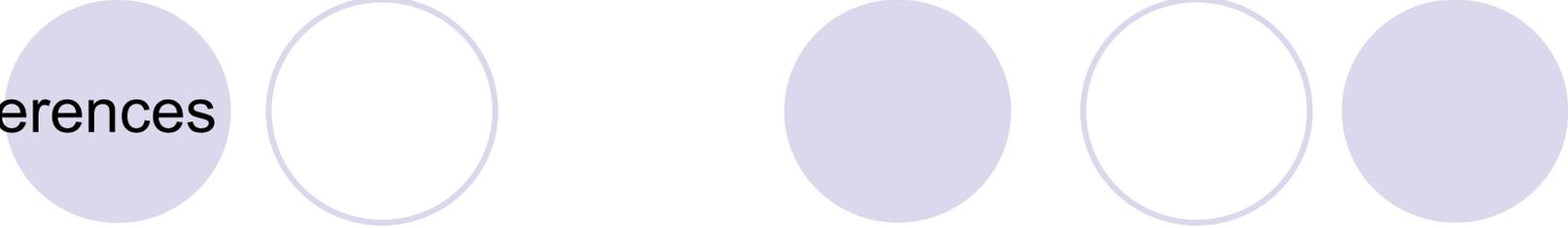
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