Getting Discipline-Specific in the EGAP Classroom

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EGAP vs. ESAP: Why bother?

Differences exist between disciplines in specialist **vocabulary**, grammatical structures, **genres**, disciplinary **conventions** and **expectations**. (Jordan, 1997, pp. 249-250)

"Both pre-sessional institutions and universities **have the responsibility to develop and maintain student motivation**. To do this English teachers need to establish a **closer link between language learning activities** and **content learning activities and tasks** that are on university academic courses" (p. 130). (Woodrow, 2013, as cited by Gillet, 2014)

Today's Presentation

IS:

Seven practical ideas for the EGAP teacher on how to tackle aspects of ESAP in your classroom

IS NOT:

➔ debating definition of ESAP, specific disciplinary differences, EGAP v. ESAP
➔ about how to set up an ESAP or ESP course

How to get discipline specific
in an EGAP context?

Common comments:

"I have 15 students with 15 different majors!"

"I'm not a subject specialist!"

"My students are too low-level to do this!"

Vocabulary

Resources (Free and easy to access and use):

➔ If you're connected to a university, you have access to countless resources; if you're not, then there are a lot of open resources online

➔ **Specialist dictionaries and Glossaries**: Palgrave Dictionary of Economics;

  Commerce; Computer Sciences; Psychology; Electrical Engineering; Chemistry; Physics, etc.

➔ **Wikipedia**!

➔ Look at the back of **introductory textbooks** for glossaries

➔ Subject-Specific Frequency-based Word Lists (see article) and word lists from the BAWE (British Academic Written English) Corpus.

Vocabulary: What to Do with it?

(1) Explain a key concept in your field

➔ Oral presentation/written paragraph
➔ A2+
➔ Can vary in complexity

Vocabulary: What to do with it?

Variant: the Three-Minute Thesis

"[…]a research communication competition […] which challenges research higher degree students to present a compelling oration on their thesis and its significance in just three minutes in language appropriate to a non-specialist audience."

➔ For advanced students: prepare two presentations, for a specialist audience, and for a general audience
➔ Best for grad students; undergrads can speak about a study they've read or read about

Vocabulary: What to do with it?

(2) Personal Discipline-Specific Dictionary

➔ A2+
➔ Private (analog or digital) or shared (Phraseum; Wikis; Quizlet, etc.)
➔ Can include terms, collocations, etc **gleaned** from discipline-specific readings and lectures
➔ BAWE Corpus Collections in Flax (Link to resources by Alannah Fitzgerald)
➔ Create applications for students to reuse this vocabulary in speaking and writing

British Academic Written English (Physical Sciences)

your name: [   ]

| About | Search | Browse by Genre | Browse by Discipline | Collocations | Wordlist | LexicalBundles | 🍒 My Cherry Basket |

🌾 Browse Documents by Discipline

Architecture
Chemistry
Computer Science
Cybernetics & Electronic Engineering
Engineering
Mathematics
Meteorology
other
Physics
Planning

- Compare and contrast the various systems of local government revenue collection and determine which one (if any) best protects the local democracy
- Initial stages for Bridge House, Witney - planning permission and building regulations process
- what part does the concept of elasticity play in analysing the potential effectiveness of government attempts to encourage pulic transport at the expense of the private car?
- Report synopsis
- Is it true that the introduction of a formal system of Environmental Impact Assessment has made little significant difference to...
- a discussion on the effect the work of Robert Venturi has had on architectural thinking and society
- Recognising the role of the private car in changing people's lifestyles over the past 40 years, to what extent, if any, is ta reversal of this trend in favour of...
- Professional management experience - Year-out work experience
- Reflective paper - sustainable development strategies

Perspective

(3) Respond to a textbook reading/lecture from the perspective of your discipline

➔ A2+
➔ Example: after a textbook reading on climate change, ask students to comment on the article and the issue from the economic/ nursing/mechanical engineering/law perspective
➔ Spoken/written
➔ Good for even low level learners

Genre

Genre-based approach to text analysis

"In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience." (Swales, 1981)

➔ Training students in the basics of **genre awareness** and analysis

Resources for Genre

Easily accessible sources of authentic texts of different genres

Articles:

Directory of Open access journals

List of engineering publications (Wikipedia)

Student work:

BAWE (British Academic Written English) Corpus via Flax BAWE Collection or the British Council Writing for a Purpose Collection

Institutional Resources: Departments, Libraries, Centres for Learning and teaching

Genre

(4) Have students carry out a genre analysis on a text from their field

➔ B2+
➔ Example: economics abstracts, biology lab reports, marketing case studies
➔ Gather several examples
➔ Analyze any number of aspects: sections, formatting, moves, hedging, common phrases, etc.
➔ Adapt the level of detail to the context

Genre

Variant: Compare and contrast reports from different fields

➔ The "report" is found in many fields, with differences
➔ Allows students from different fields to work together

Genre

(5) Research report/Lab report/IMRAD report

➔ B1+
➔ Genre in application: hard to find context/content for this in the EGAP course
➔ *Methodology Recount* genre family in BAWE (Link to British council site)
➔ Ideas:
- ◆ Write up in report style a study published in a mass media source in article style (Scientific American, Popular Mechanics, etc.)
- ◆ Carry out a survey and write it up in report style

Program Expectations

(6) Course Outline Scavenger Hunt

➔ Select a variety of course outlines from academic courses at your institution
➔ Students must scan documents to answer questions you've come up with

Example

1. *Is it an undergraduate or graduate course?*

2. *How many hours a week do you spend in class/labs for this course?*

3. *On average, how much reading do you have to do per week for this class?*

4. *If you are unhappy with the grade you receive on this course, can you talk to the prof to try to get it raised?*

5. *Will you have to write long answers on the exams for this course?*

6. *What type of writing will you have to do for this course?*

7. *Will materials covered at the beginning of the semester appear on the final exam?*

How to fit ESAP into your EGAP course?

➔   Part of regular curriculum (topic for a final presentation, etc., can be domain-specific)

➔   Find articles, etc. for homework if no WiFi in class

➔   Make ESAP a regular, weekly/daily in-class activity

➔   Reading/listening journal

➔   Group students of similar majors together (undergraduate business and economics, etc.)

➔   Discipline-specific portfolio

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Thanks!

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