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)

Browse Documents by Discipline

- 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 public 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 a reversal of this trend in favour of...
- Professional management experience - Year-out work experience
- Reflective paper - Sustainable development strategies
(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
(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
References

Fitzgerald, A. TOETOE: Technology for Open English Toying with Open E-resources (ˈtɔɪtɔɪ). http://www.alannahfitzgerald.org/


Thanks!

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