Getting Discipline-Specific in the EGAP Classroom
Jennifer MacDonald, Dalhousie University, Canada

Slides with clickable links available here-->jennifermacdonald.ca
@JenMac_ESL

EGAP vs. ESAP: Why bother?

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

"[We] empower learners by initiating them into the ways of making meanings that are valued in their target courses and disciplines[...]" (Hyland, 2006, p. 31).

"Both pre-sessional institutions and universities **have the responsibility to develop and maintain student motivation [by]** establish[ing] 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:

8+ practical ideas for the EGAP teacher on how to tackle aspects of ESAP in the classroom

IS NOT:

➔ continuing the specificity debate; discussing how to set up an ES(A)P course

How to get discipline-specific in an EGAP context?

Commonly heard:

"I have 15 students with 15 different majors!"

"I'm not a subject specialist!"

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

➔ Important first step: raising students' awareness and sensitivity to the fact that disciplines have different practices.

Vocabulary

Resources (Free and easy to access and use):

➔ **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 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

➔ "You're the teacher!"

➔ Oral presentation/written paragraph

➔ A2+

➔ Can vary in complexity (length, inclusion of visuals, etc.)

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 about

Vocabulary: What to do with it?

Another variant:

➔ Choose a few key words and explore them in the MICASE (Michigan Corpus of Academic *Spoken* English)

Search

Enter the exact word or phrase you wish to find in the box. The wildcard character * may be used at the end (but not the beginning) of a search word or phrase to represent zero or more characters (e.g. typing in walk* will give you walk, walks, walked, and walking). If you wish to search the entire corpus, use the default settings on the speaker and transcript attributes. If you wish to do a more specific search, choose the speaker and transcript level criteria using the menus on the right. When you click the button, utterances by speakers that fit the speaker-level criteria within transcripts that fit the transcript-level criteria will be found.

Find: equilibrium

Submit Search

Speaker Attributes

Gender:

All
Female
Male

Age:

All
Unknown
17-23

Academic Position/Role:

All
Junior Faculty
Junior Graduate Student

Native speaker status:

All
Non-native speaker
Near-native speaker

First language:

Transcript Attributes

Speech Event Type:

All
Advising Session
Colloquium

Academic Division:

All
Biological and Health Sciences
Humanities and Arts

Academic Discipline:

All
Afroamerican and African Stud
American Culture

Participant Level:

All
Junior Faculty
Junior Graduate Students

Interactivity Rating:

Transcript ID: (click to view)	Left context	Match	
LEL195SU120	ages. we do the simplification for linear equilibrium. we then did the simplest case, for, nonlinear	**equilibrium**	. then we went t flow rates are c
MTG270SG049	e solution is um, is seven, and the consumer has a value of nine. so it_ i me- if we were to have an	**equilibrium**	, it should be thi that we can't ha
LEL280JG051	s, three conditions here for equilibrium. PAUSE duration :06 alright, let me, talk about the	**equilibrium**	. PAUSE WHIL
LEL280JG051	well, first, we hafta realize that, there's there's no change in the domestic interest rate, for	**equilibrium**	we've gotta hav from the picture
LEL200MU110	relatively easily PAUSE WHILE WRITING ON BOARD i'll set up another	**equilibrium**	PAUSE WHILE
LEL280JG051	nna hold. so th- because the, financial investments, are perfect substitutes at home and abroad, for	**equilibrium**	, we're gonna n the theta are ex
OFC195SU116	well there was another one too we had to graph, okay this is the Y equals X line this is the	**equilibrium**	line, correct

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 ; MICASE ; MICUSP (Michigan Corpus og Upper-year Student Papers)

➔ Create applications for students to reuse this vocabulary in speaking and writing

flax
interactive language learning

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

Vocabulary

Learner training important: turn your students into **gleaners**!

➔ After a reading, ask your students to look at the text and identify:
  ◆ new-to-them vocabulary that may be low frequency/uncommon
  ◆ academic vocabulary (AWL or other)
  ◆ vocabulary related to the article topic/discipline

➔ Do this often and for a variety of texts, so when you get something related to their discipline, it's second nature.

Perspective

(3) Response to a textbook reading/lecture from the perspective of student's 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

Epistemologies

"...the theory of knowledge, especially with regard to its methods, validity, and scope. Epistemology is the investigation of what distinguishes justified belief from opinion." [Google dictionary]

(4) Comparing Epistemologies

➔ Gather a variety of methods sections, introductions, abstracts from journal articles

➔ Compare, talk about: types of methods and data; aim and scope, etc.

➔ Compare two articles from different disciplines for density of citations and how they're used.

Genre

A simplified definition of genre:
- Different genres for different academic contexts
- Exemplars of a genre show similarity of purpose, audience, structure, style and content (Swales, 1990)

Train students in the basics of **genre awareness**, the "rhetorical flexibility necessary for adapting…to ever evolving contexts" (Johns, 2008).

How?
- Teach concept of genre and get students to think about it before and during writing→ unpacking a university writing assignment

Teaching genre - the footwear metaphor

- **Various genres/types of footwear**: high heels, soccer/football cleats, winter snow boots, sandals.
- **Purpose.** Each has its purpose: to make it wearer look good, to provide traction and allow for speed, to keep feet warm and dry, to keep the feet cool
- **Expectation of a community.** If you don't wear what's expected in that context, it can seem inappropriate.
- **Shared style/structure.** Each genre of footwear shares structural and style characteristics: (a pronounced heel, laces and spikes, rubber and lugged sole, open-toed construction), without each pair being exactly the same.

Resources for Genre

Easily accessible sources of authentic texts of different genres

Peer-reviewed **Articles:**

Directory of Open access journals ; List of engineering publications (Wikipedia)

Student work:

BAWE (British Academic Written English) Corpus via Flax BAWE Collection ; British Council Writing for a Purpose Collection; MICUSP (Michigan Corpus of Upper-Level Student Papers)

MICUSP Simple BETA

Michigan Corpus of Upper-Level Student Papers

SEARCH | CLEAR SEARCH

☐ include notes & references [?]

You are browsing papers in 1 discipline at 4 levels of 7 paper types with 8 textual features.

▶ STUDENT LEVELS [?]

▶ NATIVENESS [?]

▶ TEXTUAL FEATURES [?]

▼ PAPER TYPES [?]

☑ No Restriction

☐ Argumentative Essay
☐ Creative Writing
☐ Critique/Evaluation
☐ Proposal
☐ Report
☐ Research Paper
☐ Response Paper

▼ DISCIPLINES [?]

☐ No Restriction

DISTRIBUTION ACROSS DISCIPLINES

CLICK TO SELECT | CLEAR SELECTION

BIO CEE ECO EDU ENG HIS IOE LIN MEC NRE NUR PHI PHY POL PSY SOC

DISTRIBUTION ACROSS PAPER TYPES

CLICK TO SELECT | CLEAR SELECTION

Critique 10%
Proposal 6%
Research Paper 13%
Response Paper 4%
Argumentative Essay 15%
Creative Writing 1%
Report 51%
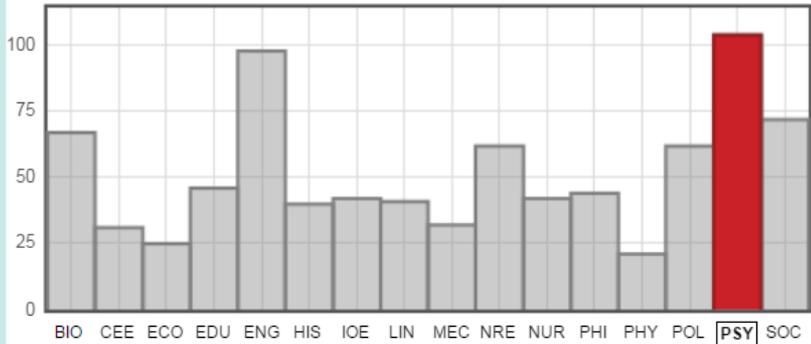
Showing 1 to 20 of 104 papers
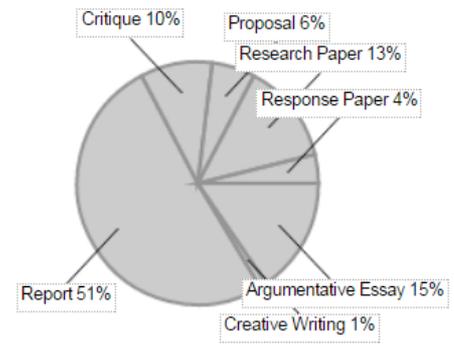
🖨 Print | 💾 Download | 🔗 Link to all results | NEXT>

Paper ID [?]	Title [?]	Discipline [?]	Paper Type ▼ [?]
PSY.G0.11.1	Psychology Underground of Power: Cell Phones	Psychology	Response Paper
PSY.G0.19.1	Thoughts on Positive Psychology	Psychology	Response Paper
PSY.G0.19.2	Throwing Caution to the Wind	Psychology	Response Paper

Genre

(5) 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 of purpose, audience, structure, style or content: 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

➔ This could also be done with abstracts

Genre

(6) 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

Genre

(7+) [Getting "Beyond the 5-Paragraph Essay"](#)

➔ Set of alternative genres and activities (my presentation from IATEFL 2015)
● Explanation
● Definition
● Methodology Recount
● Literature Survey
● Case Study
● Proposal
● Abstract
● Professional biography

Expectations

(8) 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

One final thought...

In an EGAP context, we're not teaching disciplinary practices, but teaching awareness of disciplinary differences and providing students with tools and skills necessary to observe these differences and adapt to them.

References

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Thanks!

Slides available at: jennifermacdonald.ca

Twitter: @JenMac_ESL

Blog: jenmacdonald.wordpress.com