



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Itinerario II: Methodology For Teaching English For Academic Purposes

Guía didáctica

Content

First
Bimester

Answer Key

Appendix

Content

First
Bimester

Answer Key

Appendix



Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

Itinerario II: Methodology For Teaching English For Academic Purposes

Guía didáctica

Autora:

Ulehlova Eva



E D U C _ 3 1 8 7

Asesoría virtual
www.utpl.edu.ec

Content

First
Bimester

Answer Key

Appendix

Itinerario II: Methodology For Teaching English For Academic Purposes

Guía didáctica

Ulehlova Eva

Universidad Técnica Particular de Loja



4.0, CC BY-NY-SA

Diagramación y diseño digital:

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojainfo@ediloja.com.ec

Loja-Ecuador

ISBN digital -



La versión digital ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite: copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <https://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

abril, 2021

Content

First
Bimester

Answer Key

Appendix

Content

1. Informative data	7
1.1. Course presentation	7
1.2. UTPL generic competencies.....	7
1.3. Program specific competencies.....	7
1.4. Issues addressed in the course.....	8
2. Learning methodology	8
3. Academic guidelines for learning outcomes	10
 First bimester	 10
Learning outcome 1:.....	10
Contents, resources and suggested learning activities	10
 Week 1	 10
 Unit 1. Overview of English for academic purposes	 11
1.1. Definition of EAP.....	11
1.2. Purpose of EAP.....	12
Recommended Learning Activity.....	14
1.3. Influences on EAP	15
1.4. Issues in EAP teaching and learning	15
Recommended Learning Activity	17
 Week 2	 18
1.5. The role of academic language and language learning ...	18
Recommended Learning Activity.....	20
1.6. Defining the teaching and learning context	20
1.7. Characteristics of core teaching and learning context	21
Recommended Learning Activity	21
Self-assessment 1	23

Week 3	26	Content
Unit 2. Methodological approaches for teaching EAP	26	First Bimester
2.1. EAP students and teachers.....	26	
2.2. Principles of quality teaching for English learners.....	27	
2.3. Language acquisition theories and teaching methodologies.....	27	
Week 4	29	
2.4. Language teaching approaches and methodologies in EAP	29	
Recommended Learning Activity.....	30	
Recommended Learning Activity	31	
Recommended Learning Activity.....	32	
Recommended Learning Activity	33	
Week 5	33	
2.5. Classroom management and discipline	34	
2.6. An EAP classroom.....	36	
Recommended Learning Activity	37	
Week 6	37	
2.7. Planning lessons	38	
2.8. Elements for successful language learning.....	39	
Recommended Learning Activity	40	
Self-assessment 2	41	
Learning outcome 2:.....	44	
Contents, resources and suggested learning activities	44	
Week 7	44	
Unit 3. Materials and resources for teaching EAP.....	44	

3.1. EAP materials	44
Recommended Learning Activity	46
3.2. Technological sources	47
Recommended Learning Activity	48
Self-assessment 3	49
Final midterm activities	53
Week 8	53
4. Answer key	54
5. Appendix	57

Content

First
Bimester

Answer Key

Appendix

Content

First
Bimester

Answer Key

Appendix



1. Informative data

1.1. Course presentation



1.2. UTPL generic competencies

- Communication in English.
- Oral and written communication.

1.3. Program specific competencies

Applies the linguistic knowledge of the English language at a level that allows effective communication to perform professionally in teaching English to children and young people according to international standards.

1.4. Issues addressed in the course

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge on the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and comprehensiveness of personalized learning experiences.



2. Learning methodology

The methodology developed during this course is based on the UTPL distance student-centered approach. Different methodologies such as self-learning or problem-based learning and strategies such as presentations, discussions, individual work, reflections among others considering students' individual needs when it comes to acquiring new knowledge at their own pace will be used.

Furthermore, constant support will be given to every student by their tutor in order to facilitate the learning process as well as to reach the learning outcomes and competences of the development of the professional profile of the program and educational environment. The whole learning will be monitored and guided by the tutor and will be divided into three parts: Teaching (referring to interaction between students and a tutor clarifying all doubts students may have), Application and experimental (implies a full practice of what was learnt in each chapter), and Autonomous (this requires that students

Content

First
Bimester

Answer Key

Appendix

demonstrate acquired skills while accomplishing with assessments proposed). The academic tools that will be employed during this course are the virtual platform (EVA), virtual guide, students' textbook and academic lesson plan. With regard to the main text book, not all chapters will be covered and students will be informed in advance what contents will be part of each unit.

In case of having any doubts regarding this subject, students can contact their tutor by making calls, weekly tutorial chat, e-mail, and all the communication means established by the university.

Content

First
Bimester

Answer Key

Appendix



3. Academic guidelines for learning outcomes



First bimester

Learning outcome 1: Applies theoretical, methodological and practical approaches to teach English with academic purposes.

To attain this learning outcome, there will be content to be read and there will be proposed activities to work on focused on deepening the knowledge of the whole first term, when studying contents in every unit you will be allowed to understand the definition of EAP, you will be able to identify methodological approaches used in EAP context and finally you will learn about EAP class management.

Contents, resources and suggested learning activities



Week 1



Unit 1. Overview of English for academic purposes

Dear student, welcome to unit 1, which provides a general background of English for Academic Purposes; it will be covered its definition and importance, the emergence for this subject, we will also identify differences and similarities between EAP and general ELT. Furthermore, there will be also discussed influences on EAP so that you can create your own point of view about all this new knowledge and field of study. I wish you good luck! We can start!

1.1. Definition of EAP

EAP deals with researching and teaching the English needed by those who use the language to perform academic tasks. If we want to know a bit of the history to find out when the term 'English for Academic Purposes' appeared for the first time, the 1960s can be taken as the modest roots. Later 'English for Academic Study' was used by the British Council (ETIC 1975) as the title of its collection of papers, mostly on English for Science and Technology and of course with passing the time we can talk about more titles, but it would be a long list of too much information.

To understand the context of EAP and its development we would have to go back half a century, to see that EAP was influenced by linguistics, educational research and theories from different parts of the world (including UK, European countries, Middle East, North and South America and also Asia) until coming to current diversity and complexity. The contextualization of this field includes many sectors as confirmed by Chazal (2014).

- Depending on the type of English that is taught in the place where the course will take place, such as general teaching English as a foreign language (EFL) mostly taught in an English –speaking country, such as the UK or the USA,
- Teaching English as a second language (ESL), where English is the official language of education and widely spoken in British colonies in Africa or South East Asia,
- English for specific purposes (ESP), English for science and technology (EST), English for occupations purposes (EOP) and finally English for academic purposes (EAP) areas in which certain subjects such as medicine, engineering or science are officially taught in English,
- In other subjects and other levels of education also that national language is used. The last option is the area where all subject courses are taught in the national language, but English may be important for supplementary reasons.

1.2. Purpose of EAP

The emergence has been due to the rise in number of students who seek to study at universities and English institutions worldwide and whose first language is not English. Thus, for a low level of academic English and limited background in English culture and practices, the teaching of English for academic purposes has aroused, so that students can use language appropriately for study. EAP programs are designed to fulfill the proficiency requirements so that students can enter into English higher education. EAP is also considered as a necessary part of promoting access for non-English-speaking students to the same educational opportunities as students from English-speaking backgrounds (Chazal,2014).

Content

First
Bimester

Answer Key

Appendix

The teaching and learning involves a wide range of purposes such as business and management, medical science, engineering, computing, mathematics, natural sciences, social sciences, professional disciplines, architecture, arts, humanities, education or even military purposes that involve teaching and learning, so that students can operate effectively in that kind of disciplines.

In terms of skills EAP consists of the four skills and particularly in an integrated way. What is more EAP counts also with critical thinking skills, it is also concerned about the development of students' autonomy, independence and covers skills and competences in academic literacy as many students are thriving for a qualification in their field (bachelor's degree or master's degree) and thus, there is a demand for academic skills and language. As it can be understood, EAP is pretty broad in its scope, and aims to develop key academic skills, language as a major area of focus and competences as well as learn about specific subjects including content and its discourse and academic practices (Chazal, 2014).

There are many misunderstandings and misconceptions about EAP. To know more about this topic, I invite you to read the *Myths and Realities in EAP* in your textbook and to measure your understanding I will ask you to summarize the main points.

Myth 1

Myth 2

Myth 3

Myth 4

Myth 5

Myth 6

Myth 7

Note: Answer the activities in a notebook or Word document.

The number of disciplines is very large as mentioned above, the teachers must teach specific items and concepts, and even having

a lifetime teaching experience, EAP teachers cannot obviously know all the academic subjects in depth. What is very challenging for EAP teachers is to make learning not just relevant but engaging and motivating.

To conclude the information on this current topic it is more than clear that students who decide to study at a university whether in non-English-speaking country or at a university in an English-speaking country, will be required to reach a high level of academic English, both written and spoken, so that they will be able to access the research literature, to write papers for international journals, to comprehend lectures given by experts abroad or to participate in international conferences. Thus, the acquisition lies in academic vocabulary and development of a formal and correct use of written and spoken English (Ur, 2012).



Recommended Learning Activity

Dear student, to know a little bit more about this topic I invite you to watch the following REA: https://www.youtube.com/watch?v=Gy_seckj1Eg (CCL).

After reviewing this information, I invite you to write the main purpose of English for academic purposes.

Note: Answer the activities in a notebook or Word document.

I am sure you have done a good job, as all information was clearly explained in the theory and it was also supported by the information provided in the video. Well done, so we can continue with other topic.

1.3. Influences on EAP

As it is stated by Chazal (2014), the emergence of EAP starts in 1960s, it has gone through many influences, we can mention some major ones: general English language teaching, register analysis, study skills, genre analysis, systematic functional linguistics, American second language composition, critical EAP, academic literacies, writing in disciplines and other influences.

Now, dear student I invite you to read about this topic in the Word, so that you can broaden your knowledge.

Anexo 1. Influences on EAP.

[Study Resources](#)

An excellent job, I am absolutely sure, that you can concrete areas of main influence and support them with many reasonable answers.

1.4. Issues in EAP teaching and learning

Before we go on to explain the topic into details I would like to ask you something.

What issues come to your mind that can be relevant in EAP and that can influence methodologies and learning materials? Why is important to understand these issues?

The answer is pretty easy, they can help EAP teachers to place their practice in an informed and principled way. I am sure you have thought exactly the same.

Content

First
Bimester

Answer Key

Appendix

1.4.1. General- specific issues in EAP teaching and learning context

General-specific debate refers to two approaches of EAP practice: EGAP (English for general academic purposes) and ESAP (English for specific academic purposes), these approaches can inform and empower the EAP teacher in their practice. EGAP deals with the language and practices that are common to all EAP students and EGAP class can compromise students from business, law, psychology, or economics. What affects the general versus specific contexts is the extent to which academic skills and language apply across disciplines or just in specific disciplines, whereas ESAP is concerned with the specific students 'needs of their particular disciplines. In reality, though, most EGAP courses are made up of common ESAP language and practices.

In terms of education and training the EASP approach is equally concerned with education, there is just one big difference that ESAP focuses on the identifiable tasks that students carry out. With regard to practicality there is a difficulty within this approach when it comes to courses for specific groups of students because of the lack of homogeneity among them and because of the large number of specific disciplines and various range of age and students' educational level.

To sum up, there are points in favor for EGAP approach that works more effectively in many contexts, in pre-sessional programmes, which purpose is to help students to reach the level that is necessary to start a course at a university. On the other hand, ESAP approach better suits to in-sessional programmes, which aim is to enhance student's competences in academic culture, language, and skills and here students 'more specific needs can be addressed. Students must be aware of different academic conventions and adapt accordingly.



Recommended Learning Activity

Dear student, analyze the table which indicates a comparison of ESAP and EGAP approaches in practice provided in your text book in order to have a better idea of different aspects related to disciplines and wider academic context and write down main ideas.

ESAP approach	EGAP approach

Note: Answer the activities in a notebook or Word document.

A great job, I am sure after reading all necessary information you were able to fill in the table without any concerns.

1.4.2. Global- local issues in EAP teaching and learning context

EAP in a global context covers the following: its outlook, scope, applicability, materials, teachers, student and language, of course each of the mentioned can vary according to the location and management of the teaching and learning context. The EAP teacher can work with wide varieties of English in their curriculum and classroom, including both written and spoken texts. The aim of EAP programmes is not to teach students how to write for prestigious journals, but according to the students 'graduate level to read such journals and cite them while writing. This is an example how far we can go globally when planning and delivering EAP courses. Hence, including material such as course books, teaching methodologies and culture is very important considering students 'needs. Then if a student wants to study or work globally and wants to be engaged with global issues, this programme should be global without restrictions of local materials, topics and pedagogy.



Week 2

Dear students, in this part of unit 1, you will find information about the role of Academic Language and Language learning, defining the teaching and learning context and its main characteristics. It is important that you refresh your knowledge about what was already studied in the previous week, so that obtaining a new knowledge can be built and can have a smooth flow.

1.5. The role of academic language and language learning

Dear student, as you know every English language teacher is supposed to provide challenging, well supported and effective language instruction and focus on language is a very hard task to do and this skill requires a lot of thinking, reflection and development. The focus on language within a subject matter classroom will be considered in this part.

"Why do student who are otherwise fluent in English often struggle with subject matter language?"

The reasons for a failure can be due to the lack of academic abilities, motivation or perhaps a lack of home support and also a gap between conversational English and requirements of academic language. It is claimed by linguists (Chomsky, 1986 or Pinker, 1994 cited in Walqui & Lier, 2010) that children by age of five have mastered the syntax of their native language and they can come up with complex, grammatically correct utterances. Thus, English language learners may be able to have a conversation with ease, and can also sound

fluent and native-like, however, when it comes to using academic language in reading or writing, they may face enormous problems.

Academic language raises challenge for teachers and also for many students (not only English language learners), as they must focus on the language itself to formulate a question, find a word for an object, to describe something, to use correctly academic terminology including unfamiliar terms. Thus, even learners who are pretty proficient in everyday language can struggle with unfamiliar universe of academic language. As teachers, we must find ways how to help students to become the users of academic language as it is common across different disciplines, so that students can understand how meaning may shift for a single word as its context shifts. Many researchers argue, that language analysis should be central to language teaching, as the main focus of academic language is found in written (text books, essays, dissertations) and spoken discourse (lectures and presentations). Thus, degree of formality should be taken into account, although level of formal language can vary across texts and genres. EAP teacher must position language in its widest sense on the first place in the teaching and learning environment and has to select, prioritize and present the language to be learnt. On the other hand, EAP students must find ways how to deal with this unfamiliar language, specifically vocabulary and grammar structures (Chazal, 2014).

The same author claims that to understand and use the academic language is fundamental and challenging, because it consists of grammar, vocabulary and phonology; it also involves meaning and discourse, style and formality, and taking into account academic texts, language is the means of expressing concepts and structures. For that reason, it is essential for EAP teachers and students to understand how grammar, vocabulary and phonology are combined in the text to create meanings. The significant amount of complexity of a text requires slow and careful reading, thus, EAP students must

Content

First
Bimester

Answer Key

Appendix

learn how to read a large numbers of academic texts quickly so that they can fulfil the purpose of reading.

Now dear student, I invite you to read some important characteristics of the language and examples in academic context. This information is provided in your text book and also I highly recommend you to read the Word document in which you find provided example of how to use and analyze the academic language.

Anexo 2. Use of academic language – analysis.

Study Resources

Great, dear student, it is certain now, that you understand the significant challenges for EAP student. You can also share some personal experience on the same.



Recommended Learning Activity

After reviewing information related to the example of academic language provided above, I invite you to summarize the most relevant points and characteristics regarding how does this example refer to the academic context?

Note: Answer the activities in a notebook or Word document.

1.6. Defining the teaching and learning context

Dear student, after having some idea about the development of the academic language it is time to discuss also the teaching and learning context. As it has been already mentioned in the previous

Content

First
Bimester

Answer Key

Appendix

sections EAP purpose is to meet the needs of students who plan to study an academic discipline through the medium of English, also EAP is needed for academic personnel in universities bearing in mind teachers, lecturers, professors, or researchers who work with English as second or foreign language. Thus, the EAP teaching and learning context must be taught and learned as effectively as possible within specific target and time to meet students 'needs based on skills, language and critical thinking (Chazal, 2014).

EAP programmes are focused on three variables: students, level and time. To be more specific, the time is the key parameter. The EAP courses have a fixed length, (one or more academic years) and allow students to progress from one level or course to the next, it means that students planning to study in any discipline might have any level of English at or above the course minimum requirement.

1.7. Characteristics of core teaching and learning context

There are different teaching and learning contexts: the university as an institution, the students 'departments, the EAP environment, being a university language center or private language school or another type of school. Whatever type a student chooses to study, he must work towards required assignments or assessments and participate in the course, which is of course very challenging.



Recommended Learning Activity

Dear student, I would like to ask you if you can you think of *Any aspects that influence teaching and learning context?* Write some key words and make sure you are able to provide reasonable arguments to them.

Content

First
Bimester

Answer Key

Appendix

Note: Answer the activities in a notebook or Word document.

Great, congratulations. As the answers can vary, you can review them with your tutor.

The EAP teacher is the key factor in helping students, the EAP teacher should play an important role to contribute significantly to students 'prospects such as language, skills, or university culture and expectations.

Thus, dear student, this topic will be dedicated to explore some characteristics of the EAP context, and student and teacher role. We can call them as "three shocks: culture, language and academic", that have been identified by Ryan (2012, cited in Chazal, 2014). Very likely a student who studies abroad, meaning in an unfamiliar country will have to face a culture shock. The language shock will appear at the moment of showing a student's English level while expressing himself using unknown words, and the academic shock will occur within the wide academic environment, particularly in academic writing referring to plagiarism, a lot of reading, or just with adapting to the physical and virtual university environment. As for a student who has just left a high school, all these new changes will become a pretty big challenge.

Think of some challenges students must face once they enter the university?

Well, done, you have answered correctly, presenting assignments that must be acknowledged, using citations and references, avoiding plagiarism and guarantee academic honesty.

Well, dear student, after finishing with theory of unit 1 there is time to test progress of your knowledge on this topic through a self-assessment. Thus, I invite you to answer the questions of the assessment provided on the following page.



Self-assessment 1

Dear student, please take this self-assessment quiz in order to check your comprehension of the contents studied in Unit 1. Good luck!

1. The main purpose for emerging of English for academic purposes is:

- a. To accept NSE and NNSE at any university abroad where English is taught as a main subject.
- b. To entail training students, usually in a higher education setting, to use language appropriately for study.
- c. To help students pass entry exams to the universities where they aim to study.

2. In almost any EAP context, the main focus is on:

- a. Students' autonomy and independence.
- b. Specific teaching subjects content.
- c. Language, academic skills and competences.

3. EAP students are required to:

- a. Respond critically to assignments, synthesize, analyze and evaluate knowledge, show communicative skills in academic field and develop competences that reflect academic practices.
- b. Progress along the time, use and understand various levels of course books in which language is edited accordingly, use idiomatic expressions and show academic vocabulary progress.
- c. Show development of the four skills, grammar and vocabulary within a limited time, converse on different themes and take part in discussions, write formal letters.

Content

First
Bimester

Answer Key

Appendix

- 4. What does have the greatest influence on EAP:**
 - a. Use of corpora and genre analysis.
 - b. American second language composition.
 - c. General English teaching, study skills, academic literacies approach.
- 5. EAP programmes are focused on three variables: students, level and time in which one of them plays the key role:**
 - a. Students.
 - b. Level.
 - c. Time.
- 6. Regarding criteria of responsibility for acquiring disciplinary knowledge considering the ESAP approach:**
 - a. Both EAP teacher and the EAP student are responsible for searching and building knowledge of academic practices.
 - b. The EAP teacher is in charge to acquire detailed familiarity with the discipline through process such as need analysis.
 - c. The EAP student responsibility is to get acquainted with academic context practices.
- 7. () EAP teaching and learning context must be taught and learned as effectively as possible within specific target and time to meet students 'needs based on skills, language and critical thinking.**
- 8. () Language analysis should be central to language teaching, as the main focus of academic language is found in written and spoken discourse.**

Content

First
Bimester

Answer Key

Appendix

9. () **With regard to General-specific EAP teaching and learning context EGAP approach works more effectively in in-sessional programmes, whereas ESAP approach better suits to pre-sessional programmes.**
10. () **English language learners may be able to have a conversation with ease, and can also sound fluent and native-like, thus, when it comes to using academic language in reading or writing, they don't face any problems as they master the English language.**

Dear students, you have done a great job! After completing this self-assessment, you can check your responses at the back of the guide to compare them and correct them if necessary. Keep working hard!

Answer Key

I encourage you do all the tasks in regards to this unit and fully participate in the interactive activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended activities will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.



Week 3



Unit 2. Methodological approaches for teaching EAP

Dear student, welcome to the third week of the course. In this section, you will learn about the role of EAP students and teachers and about five principles of Quality Teaching for English learners.

2.1. EAP students and teachers

Both students and teachers are in charge of creating a supportive and effective teaching and learning environment. Briefly, the EAP teachers must develop the ability to respond to and meet students 'needs, they should be the guidance for students, and possess skills in applying an adequate methodology, critical thinking and a discourse analysis, so that they can develop an effective EAP practitioner. They should also offer a deep knowledge of a wide educational context; additionally, a sound approach and affection for communications are also a must. EAP teachers also can influence the EAP programme in terms of entry examination. Students on the other hand should develop initiating and interactive approach looking constantly for resources and feedback, as their responsibility is to learn more about specific academic context they are enrolled in (Chazal, 2014)

Content

First
Bimester

Answer Key

Appendix

With reference to current students, their needs and wants must be considered. Let's discuss the following points that should not be overlooked. Firstly, any examinations such as IELTS, PTE, TOEFL with the required target scores in order to be accepted in the field of further study, the expectations of the EAP programme with their teachings styles, learning materials and assessments, specific skills and language are the basic needs and wants of students enrolled in EAP courses. Secondly, the profile of students is also influenced by their age, gender, knowledge of languages, current level of English, educational background and qualifications, professional, academic or personal experience, different learning styles, or other relevant information. Thus, students' examination targets are highly considered for covering a broader range of academic skills in EAP programmes.

2.2. Principles of quality teaching for English learners

[Principles of quality teaching for English learners](#)

2.3. Language acquisition theories and teaching methodologies

As it is stated by Krashen (1982, as cited in Ur 2012) the other language can be learned the way as we learn the first language, it means through lots of exposure to the language in authentic communicative situations. This is so called **intuitive acquisition**. The other theory is **habit-formation**, which refers to mimic and memorizing and drilling the patterns of the language so long until production of correct words comes automatically. We can also learn through **cognitive process**, that is to say that language involves to understand some rules and once we master these rules, we are able to apply them in different context. The last theory to be mentioned is **skill-learning**, it

Content

First
Bimester

Answer Key

Appendix

is described as if rules and words are explained to us, we understand and practice them and use them fluently and skillfully. All of these theories can be true, however, none of them can cover the complexity of the foreign language learning process. The combination of these provide the theoretical basis for different methodologies that are going to be explained below.

EAP teachers need to consider the following aspects in their teaching and learning.

Figure 1.
Aspects in teaching process

- 
- 1**
 - Culture, affect and intelligence
 - Teaching and learning styles
 - 2**
 - Independence and collaboration
 - Motivation
 - 3**
 - Expectations
 - Methodology
 - Feedback

As it was already stated before teaching English for academic purposes demands teachers to use methods that emphasize the development of the writing skills particularly, however, also communicative competence needs to take place as well as reading comprehension skills should be developed.

How would you define an approach? And how would you explain a methodology?

Content

First
Bimester

Answer Key

Appendix

A good job. And now read the definitions of both.

An approach is defined as a principled model of language teaching/learning, that is based on theories of language and language acquisition. A methodology is collection of teaching procedures that are used in a specific area of study and apply a particular approach. Todd (2003) has identified six main approaches to EAP: inductive learning, process syllabuses, learner autonomy, authenticity, technology and team teaching. There is a lot of importance paid to focus on needs and analysis of needs, therefore an EAP lecturer needs to consider different learning preferences and approaches and this requires knowledge of educational policies and practices. Let's discuss though the most commonly used approaches that turned out to be effective for teaching EAP, some of them based on learner-centered method and others on collaborative learning.



Week 4

Dear student, in this week we will dedicate more time to discovering some adequate approaches and methodologies that can be used in teaching EAP, so that students can become effective learners.

2.4. Language teaching approaches and methodologies in EAP

For language teaching there is a variety of approaches and methodologies to be applied. During the past years, grammar-translation method, audio-lingualism and "PPP" have been used and still have their place in the teaching process. Also communicative approach has been widely used and continue being popular

Content

First
Bimester

Answer Key

Appendix

nowadays. However, not all the methods have been effective for teaching English for academic purposes, so let's pay attention to those, that have proved to be effective in this concern. EAP students are expected to be educated adults, thus the learning language can be divided into four parts: meaning-focused input, meaning-focused output, language-focused learning and fluency development. Therefore, EAP teaching is task based, using the academic task commonly found in higher education.

Dear student, I invite you to read the information provided in PPT, where some methods will be explained. When revising them you will understand characteristics and differences between them and will be able to decide which one you should chose in your own teaching. There is just a brief information provided about 4 methods here, the resto of information is included in the PPT.

Anexo 3. Teaching methods.

Study Resources

Direct method has been used in EAP context as it emphasizes oral communication thank to the fact that everything is taught through the target language. This method helps develop speaking skills, particularly through giving instructions, thus fluency is also developed and grammar translation is avoided (Ur, 2012).



Recommended Learning Activity

Dear student, to reinforce the knowledge of direct method, watch the following link and reflect how this method can be used in teaching EAP: <https://www.youtube.com/watch?v=jpYNRjLeTMg&feature=youtu.be>

Very good observation, you have summarized and provided very good reasons why and how this method can be used in teaching EAP.

Another strategy that is recommendable to be used in teaching English for academic purposes is the **Communicative Language Approach** as it focuses on language as a medium of communication. Communication ability consists of understanding fully the vocabulary, grammar, comprehension, and all four English domains such as reading, listening, speaking and writing. This method is mostly learner-centered and the conveying of meanings is highly appreciated, thus learners perform communicative tasks such as problem-solving, filling in information on a map from instructions, they learn language by understanding and negotiating meanings (Irmawati, 2012). Similarly, the use of CLT is also supported by Talley & Hui-Ling (2014), who stated that the main goal of this approach is to achieve communicative competence which emphasizes how speakers may interpret intended meaning in a particular utterance, apart from its literal meaning.



Recommended Learning Activity

To foster a knowledge of applying the communicative language method, watch the REA: <https://www.youtube.com/watch?v=LGgfzoYBDwE> (CCL) and while watching and obtaining new information, think at the same time how this approach can be applied for Teaching English for Academic Purposes.

Well done, you have provided good reasons for selecting communicative language method for teaching EAP context.

Further, very popular approach for teaching English for Academic Purposes is via **Flipped Classroom (FC)** strategy, which makes a

Content

First
Bimester

Answer Key

Appendix

meaningful difference and enhances learning outcomes. Certainly the modern technology such as the World Wide Web and E-learning Moodle, smartphones and tablets have enabled this approach and made and easy access and convenience to digital content. Very commonly used is blended learning which is the combination of digital and traditional modes, in other words a mixture of face-to-face and virtual and learning, which is used to facilitate a 'flipped classroom' approach, which expects a teacher to present a new information and students are asked to study through reading and listening outside the classroom.



Recommended Learning Activity

While reading the REA: PDF article based on Flipped classroom used in EAP context write down the process of activities and tasks being proposed for EAP teaching using a mind map organizer.

Anexo 4. Flipped approach

Study Resources

I am sure you have done an excellent job, dear student. You can discuss your task with your tutor.

Another very effective approach to be used is the **Task-based Language Teaching** (TBLT), as this one allows students to use language and skills in situations that will occur in their academic lives (Alexander, Argent & Spencer, 2008, cited in Douglas & Kim, 2014). The benefits that this method offers are that students are engaged in the authentic use of the target language through tasks.

Content

First
Bimester

Answer Key

Appendix



Recommended Learning Activity

Read the following REA and pay attention how this Task-based approach can be implemented in English for Academic purposes. Write some relevant ideas.

Anexo 5. Task-based teaching method.

Study Resources

Well done, dear student, I am sure you can see all advantages when applying this approach.

To foster the knowledge on this topic I also invite you to watch the video about methodologies and material used in EAP: <https://www.youtube.com/watch?v=FtM4LIC40e4>

The information in the video is useful for considering what methodologies and material is adequate to be used in EAP context.

I am sure dear student, that now you can decide according to parameters which method and material would be appropriate to be employed in the teaching process.



Week 5

Dear student, the last topic that belongs to the same category is to talk about classroom management and its discipline and discuss how

Content

First
Bimester

Answer Key

Appendix

an EAP classroom should be developed. Let's start step by step. I am sure you might find this section somehow helpful for your academic and professional life.

2.5. Classroom management and discipline

Every teacher's role is to manage classroom effectively and this brings out dealing with many variables such as organization of the classroom time, how the classroom space is organized and the way how students work, dealing with difficult situations and we could name many more, however, it is better to start discussing one by one. In EAP field teachers must consider students' needs as it was mentioned before, thus the role of a teacher and his personality and style appeal in the classroom. As Harmer (2007) states, **proximity** that refers to how close teachers should be to students, is the first factor to be handled as teachers should take this into account when assessing their students. Secondly, **appropriacy** that refers to what kind of behavior is appropriate towards students we teach and the relationship we wish to create with them. Thirdly, successful teachers **move** around the classroom to some extent, so that they can retain their students' interest or work with small or pair groups, depending on our personal style and the way we feel comfortable for managing the class. Therefore, the teacher's physical approach and personality play an important role while teaching. Finally, every teacher has to be aware of what students do and if possible how they feel, this can be achieved while observing and listening to their students.

Furthermore, one of the crucial teacher skill is to interact with students and this requires teachers to empathize with students they are approaching by establishing a good rapport with them. Also giving good instructions is essential factor how to held a successful class. The rules for giving instructions must be kept as simple as possible and must be logical and also teachers must check if students

Content

First
Bimester

Answer Key

Appendix

understood well what they were asked to do. This can be achieved by asking someone to explain the activity that was previously clarified by the teacher.

Now dear student, I invite you to review the information about some classroom strategies to be used when managing the class.

Anexo 6. Classroom strategies.

Study Resources

Well done, dear student, I am sure you can conclude that it depends on a teacher which of the options mentioned previously will be effective in his class; successful teachers are pretty flexible and use different class grouping for different activities, considering the learning objective to be achieved.

To be able to create a positive classroom environment, the interdisciplinary approach considering a group dynamic, motivational psychology, educational studies and second language research should be applied. The key concepts involve group cohesiveness and interpersonal relations, group norms and student roles, teacher's leadership style and his role as a facilitator, and finally teachers 'motivational teaching practice (Dörnyei, 2007).

With a successful classroom management is very closely connected the classroom discipline. A good definition is provided by Ur (2012) 'Classroom discipline exists when teacher and students accept and consistently observe as set of rules relating to classroom behavior in order to facilitate smooth and efficient teaching and learning'.

In order to be able to held a well-disciplined class within teaching English for academic purposes it must be guaranteed that teacher and student cooperate smoothly and that all instructions are clear, the topics and tasks are motivating, that the variety of applied

techniques are adequate, students' needs are considered, teacher is the facilitator of the whole learning process, teacher and student aim to achieve the same objective, the students' ability and cultural background is considered, and lastly, that the development of critical thinking and independence is promoted (Chazal, 2014).

2.6. An EAP classroom

We often hear 'Pay attention in class', we can ask ourselves, does it mean that students must pay attention to whatever the teacher is saying and doing and what is happening in class, or does encompass something different and should we perhaps consider if this statement refers to paying attention to what the students might need? (Harmer, 2007).

With respect to the management of the classroom, in the EAP context the whole class should be involved, there are requested more interaction activities in class and be co-operative with your team, this requests speak to students, to be more engaged with each other, instead of having the teacher the center of the whole class activity that constantly controls and directs the flow of the classroom talk. In an EAP classroom there should constantly appear challenges of applying critical theories and approaches and engagement with language, texts and discourses (Chazal, 2014).

Most of the class time is usually dedicated to "drill and kill" lessons and "chalk and talk" pedagogy, and there is so much within the classroom that is simply ignored: thoughts, fantasies, imaginations, feelings, desires, ideas and perhaps daydreams. The aim of critical EAP pedagogy is to transform the everyday routine into a space of creative and dialogic interactions so that the imaginings can be acknowledged and articulated as much as possible. The main goal of EAP has always been to teach students how certain academic discourses and genres are proposed in universities. Thus, by

Content

First
Bimester

Answer Key

Appendix

engaging English language learning more deeply with EAP curriculum materials, academic literacy skills can be developed (Chun, 2015).



Recommended Learning Activity

Dear student, I invite you to read the REA: PDF article, that includes Classroom training, Teacher and Library support that can help you understand better what to consider when creating a good classroom environment. Summarize the main points in the table provided below.

Classroom training.

Classroom training	
Tutor support	
Library support	

Note: Answer the activities in a notebook or Word document.

Great job, dear student. I am very happy about your answers. We can also discuss it together in case you have any doubts.



Week 6

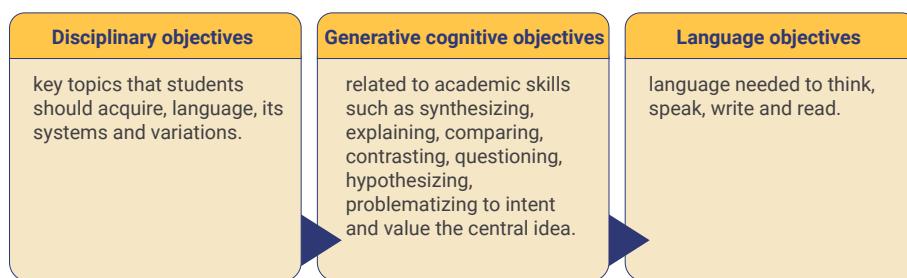
2.7. Planning lessons

The successful learning can be achieved through powerful and supportive lessons, thus, every teacher must consider the content when planning the lesson. All learners expect their teachers to do

their job, to teach, to choose instructional approaches and materials considering cognitive and linguistic student's needs, to create a welcoming environments and to be prepared every day, to offer support, challenge and to build in learners their autonomy; to prepare the learners to be academic thinkers, writer with good communicating and clear ideas, intellectual readers and critical individuals who make important choices (Walqui & Lier, 2010).

To set the objectives of the class is the prior thing to do, and the objectives can be divided into three groups as suggested by Walqui and Lier (2010).

Figure 2.
Class objectives



Lessons are developed with micro objectives and help students to attain units' skills. The aim of a lesson is to engage students with academic activities such as critical review of texts, applications of ideas, explanations, making inferences and conclusions, comparing and contrasting ideas, evaluating processes through written or oral discourse. Through the objectives the target of the class is set up within the plan. The next step is then to consider the time to include the resources to be able to carry out the lesson and to engage students to be productive in activities, thus the selection of appropriate tasks plays an important role.

Content

First
Bimester

Answer Key

Appendix

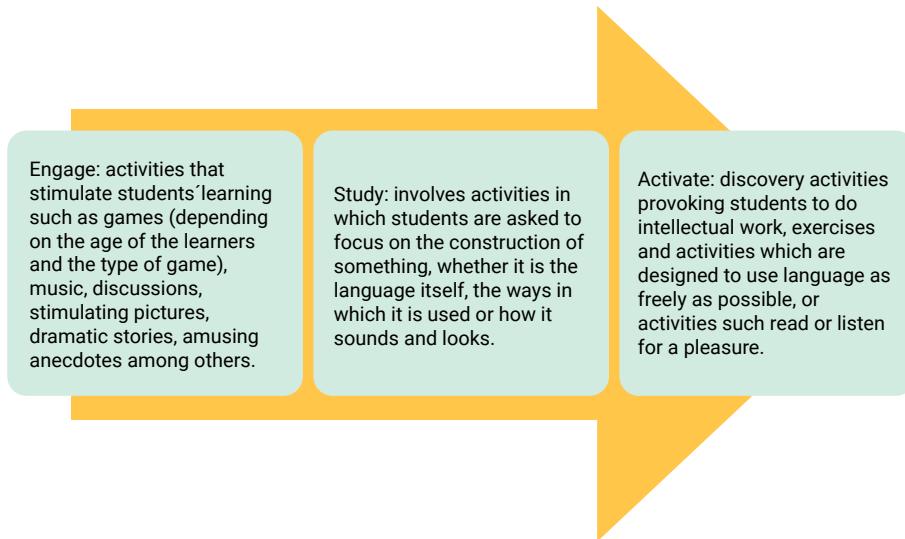
As Harmer (2007) confirms, good teachers need to be flexible so that they can deal with unforeseen events, and there must be able to adapt to changing circumstances. A good lesson needs to contain a coherence and variety, so that students can see a logic or connections between activities proposed for the lesson. In an effective lesson engagement, study and activation must be balanced.

To make sure that the class was held effectively, a peer observation can be taken into account, in which it is expected that the colleagues provides teachers with constructive advice and make suggestions how to improve the smooth flow of the class. At the end, good teachers also need to assess well, to see their students' progressing through homework assignments or speaking activities among others.

2.8. Elements for successful language learning

There are three elements ESA (Engage, Study, Activate) that deserve to be mentioned when planning a lesson as they are considered as an important part of teaching sequence (Harmer, 2007)

Figure 3.
Three elements ESA



According to Walqui and Lier (2010), a well-scaffold lesson consists of three moments: firstly, preparing students for the learning embodied in the lesson text; secondly, scaffolding students' interaction with the text, and thirdly, extending their understanding of the ideas in the text.

Preparing learners as a first moment, refers to getting students ready to understand the lesson. The main purpose is to establish an interest in and focus for the lesson; then, to activate students' relevant prior knowledge connected to the theme and relationships identified by the lesson's objective and finally, to introduce a few of the most essential new words, in context.

With regard to the second moment of **interacting with text**, the same authors state that teachers should plan activities to encourage students to work through a text and to pay attention to its constituent and also should reflect on if ideas proposed are substantive or generative for students' academic development and how these ideas are supported by relationships with each other, and consequently,

Content

First
Bimester

Answer Key

Appendix

what are teachers' expectations to scaffold students' development and construction of understanding. To increase students' interaction activities that promote interpretation, predictions or hypothesis can be promoted.

In the last moment teachers invite students to be engaged in **Extending understanding tasks**, which requires them to connect ideas and apply their new learning to other situations.

Now I invite you to review the Word document named Three moments where you can read more about each moment and its strategies to be applied. I am sure this will help you understand better how these elements can be applied in teaching-learning process.

Anexo 7. Three moments.

Study Resources



Recommended Learning Activity

Dear student, after having studied the topic about successful planning and effective learning, I invite you to create a lesson plan on a topic according to your own choice in EAP context with all necessary criteria to be included considering the ESA sequence.

An excellent job, I can see you have understood clearly all aspects to be considered when creating a good lesson. You can share any other doubts with your tutor.

Dear student, as we have accomplished with all the necessary information included in the unit 2, now it is time to measure your knowledge on this topic, thus I invite you to take the self-assessment quiz.



Self-assessment 2

Dear students, please take this self-assessment quiz in order to check your comprehension of the contents studied in Unit 2. Good luck!

1. The main elements of teaching sequence are considered:

- a. Set up macro objectives, create a lesson plan, activate students in learning process.
- b. Engage, study, activate.
- c. Prepare learners, interact with text, expand understanding.

2. The following characteristics: "The teacher's role is to help students understand central ideas in the subject area, the deep connections between and across facts related to the main ideas, the conceptual structure of the discipline, the processes valued in the field and the ways how to express them", best fits to the description of the principle of:

- a. Engage students in quality interactions.
- b. Sustain academic rigor.
- c. Develop a quality curriculum.

3. Using direct method in an EAP context allows to develop:

- a. Speaking skills and grammar.
- b. Reading and writing.
- c. Listening and speaking.

4. Learner-centred method very useful in teaching EAP is the part of:

- a. Task-based language teaching.
- b. Grammar-translation method.

- c. Communicative approach.
5. **Which of the teaching methods are addressed mostly to lower level students?**
- Direct and grammar translation method.
 - PPP and audio-lingualism method.
 - Task- based method.
6. **To be able to create a positive classroom environment in EAP context, which of the following best supports the idea:**
- That the students' ability and cultural background is considered, the development of critical thinking and independence is promoted.
 - That group cohesiveness and interpersonal relations, group norms and student roles, teacher's leadership styles, teachers' motivational teaching practice are considered.
 - That teacher and students achieve the same objectives.
7. () **The aspects students consider important when observing a teacher in the classroom are proximity, appropriacy, movement.**
8. () **The main goal of EAP has always been to teach students how certain academic discourses and genres are proposed in universities.**
9. () **The best approach to sustain a language focus involves to focus on language issues in meaningful context and activities considering social purpose of the genre, audience, structure, to expand students' access to the academic language when providing miscellaneous examples and to approach specific languages issues focusing on complexity. This can**

Content

First
Bimester

Answer Key

Appendix

be done when students are involved in challenging tasks and projects, thus they have opportunity to handle effectively the language.

10. () **In terms of students 'different linguistic or academic strengths, a professional and experienced EAP teacher considers that the less capable of not being able to accomplish with the proposed task will have lower academic performance and expects the stronger ones perform better and grow intellectually faster.**

Great job! Remember that you can check your answers at the back of the guide. Also, remember that you can contact me if you have any difficulties in understanding any of the contents. Keep working hard!

[Answer Key](#)

Content

First
Bimester

Answer Key

Appendix

Learning outcome 2: Adopt and adjust didactic resources to teach English in academic contexts.

Contents, resources and suggested learning activities



Week 7



Unit 3. Materials and resources for teaching EAP

In this unit we will discuss the importance of material and resource that are applied within the academic context.

3.1. EAP materials

Talking about EAP materials it is important to mention that they are distinct from more general English language teaching materials as their aim is to meet students 'needs planning to study in English and their learning objectives. The other difference from general English is that EAP materials use authentic texts and their task-based nature, other characteristics is the choice by the material writer, to which

Content

First
Bimester

Answer Key

Appendix

extent skills such as reading or writing are treated separately or integrated. Lastly, as it has been already mentioned in the previous unit, students are supposed to work independently of a language teacher.

A special attention within EAP courses should be paid to the use of authentic texts as a main material, because authentic texts are not adapted, they include difficult language (grammar and vocabulary), are not simplified, small parts of the text are not cut out (although the text itself can be an extract from a longer text); and the order of the text is not changed. Thus, by focusing on authenticity of text, task, context and purpose, students can be engaged with multiple challenges and using authentic material is intrinsically motivating for students. Swales (1990, as cited in Chazal, 2012) states, that major aim of students is to get integrated into the discourse community of the discipline they have chosen to study, together with tendency towards interdisciplinarity, which means that students get engaged with two or more distinct target disciplines such as business and law, which requires that adequate and motivating texts must be found and integrated into learning materials. To summarize this part, students and teachers need to employ texts and tasks that involve a degree of meaningful communication. Textbooks offer scope for extensive use in EAP context based on level A2, B1 and B2 and can provide useful and motivating opportunities for developing tasks to achieve the learning objectives.

Now I invite you dear student, to read more about advantages and disadvantages of using the course book. I am sure this information will help you to decide what aspects should be considered when selecting a course book as main teaching material.

Anexo 8. Course book material.

Study Resources

Content

First
Bimester

Answer Key

Appendix

With regards to adapting the teaching material, teachers should be aware of their strengths and weaknesses in order to make the most of the former. If there is any gap in the material, a quick 'surf' on the Internet can help to supplement the missing information. Very often some supplementing is necessary in order to adapt to the students' needs, offer extra texts, exercises or visual materials.

According to Harmer (2007) reference books such as paper or electronic dictionaries such as *Cambridge Advanced Learner's Dictionary*, Roget's Thesaurus of English Words and Phrases, among others, are very useful for students as well as for teachers. Other textbooks that focus on some particular aspects of language or teacher handbooks that can enrich your teaching or at least make it more enjoyable.

Other very useful academic material can be provided through preparing worksheets with extra reading or tasks that develop student's critical thinking and autonomy. Teachers also can look for worksheets or tests available on the Internet, however, they may adapt them according to the level, knowledge or objectives of the discipline. These days there has increased a large number of teaching and learning material where technology plays its role. Thus, it is important to mention some of the digital supplementary materials, that can also be a part of making the teaching-learning process more motivating and dynamic.



Recommended Learning Activity

I also invite you to watch the following REA about using authentic material in the classrooms: <https://www.youtube.com/watch?v=hYDaA5RxcL4> (CCL)

After watching the video, what types of materials do you think are more suitable to use in an EAP context? Why?

Note: Answer the activities in a notebook or Word document.

An excellent reflection made on the two activities proposed, thus, it means you might act as a professional when selecting appropriate and adequate sources for your class.

3.2. Technological sources

Digital technology is in a continuous development and change. There are tools that appear as new and those that suddenly disappear because they are no longer free. Without doubt, technology has changed the way the course materials are presented, and study has become more accessible and fluid. Nevertheless, the basic skills and the language for studying in English remains the same, thus, students still need to read and interpret academic texts, they must be able to express themselves in an appropriate spoken and written language. Let's discuss some technological source that can be effectively applied while teaching English for academic purposes (Chazal, 2014).

Dear student, I invite you to review the PPT in which you find the mostly used technology that help promote learning process. Thus, you can later decide which of the options you consider as the most relevant ones.

Anexo 9. Technological resources.

Study Resources

Further, I invite you to read about **Library and digital resources, M-learning, Wikipedia, Wikis and Blogs, PowerPoint or Prezi, MOOCs** are widely used in academic settings. All necessary information is provided in your text book. Apart from all sources that were

mentioned there can also be used some specific ones for teaching EAP skills. I invite you to read more about this topic, you will find the necessary information in your text book.

I am sure that after revising that topic you are able to specify which alternatives are suitable for each of the academic skills.

Apart from all sources that were mentioned there can also be used some specific ones for teaching EAP skills. I invite you to read more about this topic, you will find the necessary information in your text book as these will help you to consider and select the appropriate material.



Recommended Learning Activity

After you have read the information of this last theme, it is important that you are able to choose one technological tool and explore how it can be applied to teach an EAP topic in EAP context. Try to be creative and original.

I will be happy to give you any feedback on what you will create.

Dear student, as we have reached the end on unit 3, it is time to assess your understanding. I hope you took advantage from all the information explained and the sources suggested to be studied apart. Now, please take the self-assessment 3 quiz proposed below. After you finish with this task, you can check your answers comparing them with the answer key with the corresponding feedback that is provided at the end of this guide. Keep working hard and Good luck!



Self-assessment 3

Dear students, please take this self-assessment quiz in order to check your comprehension of the contents studied in Unit 3. Good luck!

1. The main characteristics or definition of Moocs is the following one:

- a. Means online courses offered and being common in higher education providing students with resources however, only students who want to do it for their own interest take advantages of them.
- b. Through this source students can make comment on texts or answer some tasks, and its purpose is to develop deep discussions as a part or academic skills and context.
- c. Is a tool that enables anyone to edit or comment on uploaded text.

2. The main characteristics or definition of Interactive whiteboard IWB and data projectors are mainly characterized as:

- a. Through this source students can make comment on texts or answer some tasks, and its purpose is to develop deep discussions as a part or academic skills and context.
- b. Using this technology texts and pictures can be hidden and displayed, an audio or video can be played directly from a textbook, or inserting own files or all material can be saved or displayed later, or filed on a class website.
- c. Means online courses offered and being common in higher education providing students with resources however, only students who want to do it for their own interest take advantages of them.

Content

First
Bimester

Answer Key

Appendix

3. The main characteristics or definition of Blogs is the following:

- a. Through this source students can make comment on texts or answer some tasks, and its purpose is to develop deep discussions as a part of academic skills and context.
- b. Is a tool that enables anyone to edit or comment on uploaded text.
- c. Using this technology texts and pictures can be hidden and displayed, an audio or video can be played directly from a textbook, or inserting own files or all material can be saved or displayed later, or filed on a class website.

4. The main characteristics or definition of Wikis is the following:

- a. Means online courses offered and being common in higher education providing students with resources however, only students who want to do it for their own interest take advantages of them.
- b. Using this technology texts and pictures can be hidden and displayed, an audio or video can be played directly from a textbook, or inserting own files or all material can be saved or displayed later, or filed on a class website.
- c. Is a tool that enables anyone to edit or comment on uploaded text.

5. One of the leading technology to be used in EAP context is considered:

- a. M-learning.
- b. E-books.
- c. Wikis.

Content

First
Bimester

Answer Key

Appendix

6. Word clouds, Edmodo, Wikis, GoogleDoc or Ehterpad are recommended for teaching:
 - a. EAP reading skills.
 - b. EAP writing skills.
 - c. EAP speaking skills.
7. () By focusing on authenticity of text, task, context and purpose within the EAP context, students can be engaged with multiple challenges and using authentic material is intrinsically motivating for students.
8. () The use of a course-book has been taken as granted in any EAP courses. However, using the course-book also can have its drawbacks such as inadequacy of the contents, topics and students' learning needs.
9. () In EAP context technologies are considered to be highly productive resources that make teaching, learning, and communication more effective. However, teachers do not have the skills to be able to maximize the use of electronic resources.

Content

First
Bimester

Answer Key

Appendix

10. () **Having the availability of an interactive whiteboard or providing students with a tablet, will definitely bring better teaching and learning because they proved to be effective.**

Dear students, I would like to say congratulations for having finished the three units assigned for the first term! As you might assume, the next step to be accomplished is to take the first term test, thus, I invite you to go through all contents again to make sure you understand all of them. Remember, that in case, you need any further help, you can contact your tutor any time.

Answer Key

Content

First
Bimester

Answer Key

Appendix



Final midterm activities



Week 8

Dear students, I believe the whole term must have been tough for you, but I imagine you have worked hard on each content and activities studied within these three units. Thus, I am sure you will obtain very good results in all your assignments and in this evaluation. However, what is more important is the knowledge you gained during this time that can have a positive impact on your future professional career. Do not forget that this week you have to take the first term evaluation; therefore, make sure to review all contents again and work on each suggested activity and self-assessment questionnaires available in this guide. I also recommend you to review extra sources related to the topics studied throughout this term with the aim master your knowledge and have more opportunities to practice.



4. Answer key

Self-assessment 1		
Question	Answer	Feedback
1	b	To use language appropriately for study is the main request of students studying in EAP context.
2	c	The main focus in EAP context is to develop language, academic skills and competences, the rest of answers is also correct, however, as secondary.
3	a	Only a is correct answer as the rest of answers doesn't support completely the aim of EAP students.
4	c	The greatest influences is answer C, the rest are also correct, however, secondary.
5	c	Only the time variable is the key factor.
6	b	Taking into consideration the criteria of responsibility for acquiring disciplinary knowledge in ESAP approach, only the EAP teacher is the one of being in charge of it this.
7	T	What is expressed in the statement is completely a true fact.
8	T	It is correct about academic language that the main focus is on written and spoken discourse.
9	F	The statement is false as the correct statement is given in an opposite way, EGAP for pre-session and ESAP for in-session programmes.
10	F	When it comes to using academic language it is a challenge for students, even for native speakers.

Self
Assessment

Content

First
Bimester

Answer Key

Appendix

Self-assessment 2

Question	Answer	Feedback
1	b	Only B answer provides the correct information referring to main teaching sequence, the rest are the criteria to be considered when planning lessons.
2	b	B is the only correct description or characteristic of the sustain academic rigor. The other options require other characteristics.
3	a	Using direct method enables students to develop speaking skills and grammar.
4	c	Learner-centered method is used only in Communicative approach taking into account the two other options provided.
5	b	Only PPP and audio-lingualism methods are considered to be used in teaching low level students.
6	b	The B answers characteristics are those ones to be considered when providing a positive classroom environment.
7	T	The statement provided is correct.
8	T	All statement is correct about EAP main goal.
9	T	All the statement provided is completely true.
10	F	The teacher must consider all students, regardless linguistics or academic strengths

Self
Assessment



Content

First
Bimester

Answer Key

Appendix

Self-assessment 3		
Question	Answer	Feedback
1	a	The only correct definition of MOOCs.
2	b	The only characteristics for interactive IWB and data projectors.
3	a	The correct description for Wikis.
4	c	The correct information about Blogs.
5	a	The leading technology for EAP is considered m-learning.
6	b	Those technological tools are recommended for developing academic writing skills.
7	T	A true statement of using authentic texts in EAP context.
8	T	A correct information about using course-books in EAP context
9	F	Teachers in EAP context must consider other factors such as software, training, etc.
10	F	It is not true as its usage might not result effective.

Self
Assessment





5. Appendix

Anexo 1. Influences on EAP

We can say general English teaching has the greatest influence on EAP, as many teachers have started with general ELT and have brought their methodologies and teaching and language skills, particularly communicative language teaching and task-based learning. Also study skills such as conducting interviews in research, planning, writing drafts, revising essay or reports, time management, logical thinking form the basis of many EAP syllabuses from the 1970s. Apart from that it is essential to mention that various influence from genre analysis have influenced EAP materials, for instance problem-solution text structure used in academic writing as it plays a central role in approaches to the teaching of academic writing.

Further, American second-language composition takes also an important place when talking about influence on EAP in the sense that this approach aims at making students produce kinds of texts that are required by their departments, however, does not encourage them to be critical. Academic literacies approach is another crucial aspect to be taken into account as it goes beyond the skills of understanding, discussing, organizing and producing texts. This approach also emphasizes that students 'knowledge is constructed through writing practices. Further, student identity has been over the acquisition of a set of skills; it is concerned the nature of university courses and implications for students writing as writing in the

Content

First
Bimester

Answer Key

Appendix

disciplines approach aims to integrate students into their specific discourse communities.

Other influential factor is the use of corpora as corpus-based research has been involved in EAP materials, and finally to be mentioned, general –specific distinction (ESAP) and the global-local distinction (EGAP) and various of practical approaches in developing EAP programmes and materials. Definitely this theory must find its way into the materials that EAP teachers use and also EAP teachers must develop their own approaches and find out what best works from the educational institutions and research that have influenced the field.

To conclude, due to the large and growing number of students interested in academic studying, there has emerged demand of EAP within a wider context of English language teaching, and teachers who need to strive for professionalism and experience can in this way open new opportunities and help students build academic and professional outcome, consequently, EAP teachers can give a form to the field of EAP in which they work, and also can have an enormous impact across any wider context throughout the world.

Guide Content

Content

First
Bimester

Answer Key

Appendix

Anexo 2. Use of academic language analysis

"How can we use the conversational skills of English language learners to help them build the academic skills that they will increasingly need to be successful in school?"

The answer for this question provides Gibbons (2006, cited in Walqui & Lier, 2010) declaring that to learn academic language, learners must talk about the language they are using, and once they become aware of the language choices they make, they build an academic context language they need to master. In this case, a teacher plays an important role when applying carefully designed activities and leading students toward more complex vocabulary and expressions. When a teacher encourages students toward the use of academic language in the way of discussions, reading or writing, or by providing expressions relevant to the academic ask at hand, the amount of academic language increases. Apart from guiding students toward academic use of English, teachers also must prepare students to understand different genres such as scientific reports, political debated, stories or poems. Mastery of academic language is a challenge for English language learners and it definitely requires high levels of support.

Dear student, now is time to analyze some examples that refer to samples of student experiences with different genres. (Walqui & Lier, 2010.)

Content

First
Bimester

Answer Key

Appendix

Table 1.

Sample of student experience with different genres applied in the academic context.

Instructions to students: A letter from the teacher	A student reads to the class from his completed assignment.
<p>Dear class,</p> <p>After the work we did yesterday, I started to think about the linguistics book I am asking you to write. I thought that it might be more interesting for you to write and read if we wrote the book as a series of letters to someone.</p> <p>So, instead of writing this as a text-book, think of these five chapters as a series of letters to tell someone what you are learning about language. You can talk about the problems you are having, about things we are doing you like and do not like. Be yourself...</p>	<p>Student: First of all, I think that language is a way to inform others around you your feelings or just a simple thing that you want to let know people what's the deal. And it can be expressed by saying it, watching a picture, or hearing it, you know what I am saying?</p> <p>I don't know if you have heard about the kangaroo rat that stamps its feet to communicate with other rats. It's really funny case we humans have more characteristics to communicate to each other, but we still have problems to understand other people. Characteristics like sound, grammar, pictures, and body language are some of it, while the rat only uses the foot. (slaps the tabletop in imitation of the kangaroo rat).</p>

As you can see from the example above it is a lesson on linguistics, a teacher writes a letter to students pointing out a project in which students should write 5 letters about language to a person. This kind of assignment deliberately combines the personal elements with academic explanations and descriptions about language, thus providing a way into the academic discipline of linguistics. A student was asked to read a part of a letter he has drafted during the lesson and he demonstrates the use of academic language ("characteristics to communicate") alongside with informal language ("you know what I'm saying"?).

Guide Content

Content

First
Bimester

Answer Key

Appendix

Anexo 3. Teaching methods

The background features a dark blue circular pattern with light gray dashed arcs and small white dots. The UTPL logo is in the top left corner, and a yellow bar at the bottom contains the title "Teaching methods". In the bottom left, it says "Elaborado: Eva Ulehlova". In the bottom right, there's a yellow "soy+ utpl" logo.

Teaching methods

Elaborado:
Eva Ulehlova

soy+ utpl

The background features a light gray circular pattern with light gray dashed arcs and small white dots. The UTPL logo is in the top left corner. A green rounded rectangle in the center contains the title "Grammar-translation method".

Grammar-translation method

Grammar-translation method can be effective in terms of improving grammar rules in native language, as students practice the rules while translating sentences from and into the target language and in this way they can create accurate sentences in English. Perhaps as for students who still don't possess the high level of English this method allows them to develop communicative skills. However, its drawback is that it mainly focuses on the written form of the language and unfortunately does not include much of communicative language, that is so important in EAP context (Ur, 2012).

soy+ utpl

Content

First
Bimester

Answer Key

Appendix



Direct method

Direct method has been used in EAP context as it emphasizes oral communication thanks to the fact that everything is taught through the target language. This method helps develop speaking skills, particularly through giving instructions, thus fluency is also developed and grammar translation is avoided (Ur, 2012)



Audio-lingualism method

According to Harmer (2007) **audio-lingualism method** emphasizes on grammatical patterns with behaviourist theories of learning, concluding that constant repetition of correct response to a stimulus makes response automatic. This method is based on drilling and unfortunately it lost its popularity as students are not exposed to real realistic language; on the other hand, this technique might still be considered useful particularly with low-level students.

Content

First
Bimester

Answer Key

Appendix

PPP (Presentation, Practice and Production) method

In PPP (Presentation, Practice and Production) method the teacher comes up with the context and situations for the language and explains and shows the meaning and form of the new language. This way students practice the new topic learnt. This method is still used around the world, however, again as with the audio-linguism method this one is addressed at lower level students. Other drawback of using this technique is that it is very learning-based and does not count on students' acquisition abilities (Harmer, 2007).

Flipped classroom

As confirmed by Zahrani (2015, cited in Soliman, 2016) this approach promotes students' creativity especially with regard to flexibility and novelty, which is very useful in academic context and also it promotes behaviorist theory based on lectures, tutorial and drill (Hawks, 2014 as cited in Soliman, 2016) and constructivist learning that is focused on students' previous knowledge and in this way they have responsibility for their own learning. Thus, the teacher only plays the role of a guide. (King 1993, cited in Soliman, 2016). In a flipped classroom approach students are the responsible ones for searching for relevant sources such as books or on-line lectures and then the classroom time is only used for face-to-face discussion, clarification of information obtained or other enquiry-based tasks.

Content

First
Bimester

Answer Key

Appendix



UTPL
La Universidad Católica de Loja

Within applying this approach active learning is promoted in which students concentrate during the class on reviews, assess their level of retention and comprehending the course material. The FC strategy has proved to be widely used in universities as it increases students' performance, they are more engaged and are able to improve problem-solving techniques, and last but not least they develop their collaboration abilities.

soy+ utpl



UTPL
La Universidad Católica de Loja

Task-based Learning Teaching

This method develops skills while working toward completing the task even outside the classroom and this makes students feel motivated (Ellis, 2003a, cited in Douglas & Kim 2014). Additionally, TBLT is relevant to students' need and interests (Nunan 2004, cited in Douglas & Kim 2014) and the major benefits are probably the practicality, effectiveness and learner-centeredness. Further, TBLT is beneficial because it develops Communicative Language Teaching. Hence, TBLT is flexible enough to fit in different curricula and teaching context, it can be offered for different degrees as it develops all skills including grammar, pronunciation and vocabulary. Nevertheless, this method also has a drawback as it appears to work well with students who are willing to take risks in their learning, therefore it is not preferred by students who are familiar with more traditional approaches based on grammar and structured curriculum.

soy+ utpl

Content

First
Bimester

Answer Key

Appendix



UTPL
La Universidad Católica de Loja

To be more specific, EAP students might be asked to interview a local business person in a neighborhood to provide content for a presentation. These interviews can also be connected to students' future fields of study or career paths. In order to promote more this approach in EAP context it is also necessary to design EAP materials to incorporate TBLT principles. This support could take the form of designing EAP materials to incorporate TBLT principles for teaching and learning and this could also promote this approach in EAP teacher educational and professional development. (Douglas & Kim, 2014).

soy+ utpl

Guide Content

Content

First
Bimester

Answer Key

Appendix

Anexo 4. Flipped approach



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 232 (2016) 122 – 129

Procedia
Social and Behavioral Sciences

International Conference on Teaching and Learning English as an Additional Language,
GlobELT 2016, 14-17 April 2016, Antalya, Turkey

Teaching English for Academic Purposes via the Flipped Learning Approach

Nagwa A. Soliman^{a,*}

^a*The British University in Egypt
El Sherouk City, Suez Road, Cairo, 11837-P.O.Box 43, Cairo, Egypt*

Abstract

Teaching English for Academic Purposes via the Flipped Classroom has evolved into an undeniable popular pedagogy, driven by the momentum of many teachers across the world who have embraced the idea. These passionate educators are making a meaningful difference in how students learn, and enhancing learning outcomes in the process. This evolution has also been made possible because of the unprecedented capabilities of modern digital technology, the Internet, the World Wide Web and E-learning Moodle. Upon this framework, an ever-expanding array of powerful software has been made available. Moreover, in the current decade, mobile technologies like tablets and smartphones have fundamentally altered the ease and convenience with which students and teachers can access digital content. This paper investigates the efficiency of the application of the Flipped Classroom pedagogy in an English for Academic Purposes class by analyzing the findings of the presented literature review regarding the Flipped Classroom pedagogy, examining the benefits of this strategy, demonstrating the author's qualitative reflections based on personal pedagogical experience which will suggest ways to implement the FC pedagogy in EAP module and finally the paper will examine the challenges that may be faced and ways to overcome them.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of GlobELT 2016

Keywords: Flipped Classroom; creativity; active learning; technology

1. Introduction

Teaching English for academic purposes to undergraduate students in universities where English is the language of instruction is of paramount importance to these students, as not mastering academic English will be a hindrance in

* Corresponding author. Tel.: +01111231406
E-mail address: nagwa.soliman@bue.edu.eg

their ability to study in their vocational areas, so mastering the English language prepares students to meet the demands of their faculties. With today's millennial students who belong to the virtual world, using a pedagogy that is tailored to their interest is essential for its success, as embracing digital learning is what may engage the 21st century students. Trucano (2005) asserted that Information and Communication Technologies empowers both teachers and learners making the classroom student-centered and not teacher-centered. Moreover, the quality of graduates nowadays needs to be enhanced, as they cannot be just vessels to be filled with information from the teacher, but they should be able to analyze information and conduct research. As Evseeva (2015) observed there is a "transition from "education for life" to "lifelong learning" which is understood as continuous and self-motivated search of knowledge for different purposes either professional or personal." Thus, there was a need for a new teaching pedagogy that changes the role of the teacher from a knowledge disseminator to a learner coach and helper.

The Flipped Classroom approach appeared in the year 2000 by Lage, Platt and Teglia and then has been developed and made popular by two high school chemistry teachers Jonathan Bergmann and Aaron Sams (2012) who first used it to overcome the need to give after school help to student athletes to be able to grasp what they missed while they were absent attending competitions. It was started in the Fall Semester (2015) at the British University in Egypt when the Head of the English Department Professor Shadia Fahim suggested piloting this new pedagogy to enhance students' learning. Strayer (2012) stated that students in this Flipped mode are introduced to course content outside the classroom and then engage in content at a deeper level inside the classroom, as "interactive technologies made it possible for educators to qualitatively reconceptualise the teaching and learning dynamic." In other words, this Flipped Classroom approach inverts the traditional lecture mode classroom by having students learn course content outside class while freeing class time for hands on activities, engagement in active learning using higher order thinking tasks (application, analysis and synthesis) and clearing misconceptions via discussing major issues with teacher and peers.

The aim of this paper is to evaluate the effectiveness of the implementation of the Flipped Classroom pedagogy in an English for Academic Purposes class at the British University in Egypt. It will start with a literature review of the previous studies on the Flipped Classroom approach; then, it will illustrate the research methodology used; next, it will discuss the benefits of this pedagogy; afterwards, the paper will demonstrate guidance and recommendation for a Flipped Classroom application based on the author's personal experience; and finally, it will examine the challenges that may be faced and ways to overcome them.

2. Literature Review

Many research studies have been conducted on the efficiency of the Flipped Classroom pedagogy. O'Flaherty and Philips (2015) conducted a scoping review and their results indicated that the Flipped mode of learning leads to students' improved academic performance, increased satisfaction of teachers and students and the development of lifelong learning abilities together with other 21st Century skills. Moreover, Roach (2014) implemented this approach on a partially FC microeconomic course over one semester and recorded students' perception regarding this FC pedagogy and the results showed that they were in favor of this pedagogy and that the instructional design is beneficial across student groups. Similarly, Elliot (2014) analyzed using a survey and reflective statements a FC sophomore – level information technology course and his results indicate that at the beginning of the course the students were just receptive of the concept of the FC; however, by the end of the course there was significant satisfaction with this FC pedagogy. Furthermore, Gilboy et al. (2014) conducted the FC pedagogy on two undergraduate nutrition classes and the majority of the 142 students in the results of an evaluation survey were pleased with this new mode of learning and preferred it to the traditional pedagogy. He asserted the success of this education strategy for both students and instructors. Moreover, Evseeva and Solozhenko (2015) implemented this approach in a language class and the results were that students' motivation developed and their academic performance was enhanced. In addition, Hung (2016) conducted a study on English Language learners using the FC pedagogy and the results indicated improved learning outcomes and increase in student satisfaction and participation in the learning process. Furthermore, Tally (2013) used the FC mode with undergraduate psychology students and the results demonstrated an increase in the students' final grades which shows the positive effect of the FC strategy on their academic performance.

Several other research studies have been conducted to test the efficiency of the FC strategy and their results are promising (Butt 2014; Davies et al., 2013; DeGrazia et al., 2012; Findlay-Thomson & Mombouquette, 2014; Mason et al., 2013; McLaughlin et al., 2013; Tune et al., 2013; Wagner et al., 2013). In this FC mode of learning students were

better prepared for class (DeGrazia et al., 2012; McLaughlin et al., 2013); were more engaged, enthusiastic and motivated (Butt, 2014; Davies et al., 2013; McLaughlin et al., 2013; Wagner et al., 2013), scored higher grades (Mason et al., 2013; Tune et al., 2013); were more eager for cooperative learning (Strayer, 2012); became personalized learners (Bergmann & Sams, 2012; Davies et al., 2013) and proficiently adopted problem-solving skills (Mason et al., 2013).

On the other hand, only a few studies had different results. Fassbinder et al. (2014) conducted an experiment using this FC strategy and the results indicated that the participants were at first motivated and engaged, but eventually this diminished, as students found difficulty in creating patterns of regular study and needed instructors to send them messages to persuade them to complete their flipped pre-classroom tasks. In addition, Al Zahran (2015) implemented the FC approach and his findings indicate that this approach may "promote students' creativity especially with regard to fluency, flexibility and novelty." However, students faced various difficulties because they were not well prepared for this change in the learning strategy. Moreover, Strayer (2012) conducted a study using the Flipped approach in an introductory statistics university course, but students were not content with the structure of presenting course tasks in the FC mode, but this pedagogy enhanced their cooperation, innovation and task orientation. Furthermore, Atteberry (2013) conducted a 3-year study at a Harvey Mudd College and the preliminary data suggested that there was no difference in students' outcomes.

3. Research Methodology

This paper will further investigate the efficiency of the application of the FC pedagogy in an English for Academic Purposes class by the analysis of the findings of the above literature review of the FC pedagogy, examination of the benefits of this strategy, the author's qualitative reflections based on personal pedagogical experience which will suggest ways to implement the FC pedagogy in an EAP module and finally it will examine the challenges that may be faced and ways to overcome them. According to the aim of this study the research objectives are as follows:

- To evaluate the effectiveness of the Flipped Classroom approach in an English for Academic Purposes module.
- To demonstrate recommendations and guidance for implementation of this Flipped Classroom pedagogy based on actual experience.
- To examine the challenges that may face educators in application of the Flipped Classroom approach.

4. Advantages of the Flipped Classroom approach.

There are various advantages of the FC approach. Firstly, it allows students to be exposed to the Constructivist (in-class) and the behaviorist (outside the class) principles of learning (Hawks, 2014). This is because students outside class get the foundational accredited content that is required in the behaviorist learning theory which should include lectures, tutorials and drills which are all teacher controlled (Hawks, 2014). On the other hand, the Constructivist learning principle is based on cascading on the students' previous knowledge and their taking responsibility for their own learning so that a teacher is no longer as King (1993) described a 'sage on the stage', but he/she becomes a 'guide on the side'. Other learning theories that the FC pedagogy builds on as Lowell and Verleger (2013) maintained include student-centered learning, problem-based learning and peer-assisted learning (as cited in Elliot, 2014). Secondly, FC strategy allows students to access content 24/7 allowing them to learn new concepts on their own time. In the traditional class some students would be too shy to stop the teacher if he/she is going too fast, but in the FC mode students can pause and rewind the video until they master content (Bergmann and Sams, 2012). Moreover, if a student registered late, he/she can view the videos and be able to follow up with the rest of the class or in cases when students are sick or are unable to attend class for one reason or the other, they could easily grasp the course content from the videos and material that they have at their fingertips on e-learning. Thirdly, teachers could easily monitor students' progress from the e-learning dashboard which will show the questions that most students were unable to answer correctly which will enable teachers to identify the knowledge gap that needs more clarification, so that they could address these problems and misconceptions in class via hands-on activities and thus students' incorrect notions are alleviated. Fourthly, class time is spent in engaging in content at a deeper level, thus creating "learning connected communities" (Garrison and Kanuka , 2004; So and Brush, 2008). In other words, in class students will be involved in applying the content they learned before class via active learning tasks that include as Davis (2013) stated

"collaborative activities and peer learning, which is reflective of how the systems analysis and design process is conducted in a real world environment"(as cited in Elliot, 2014). That is to say, students in class are involved in critical thinking, discussion, problem-solving, communication and feedback which are all key vital competencies needed in the actual world especially in the workplace. These in-class activities should allow students to use their higher-order thinking skills that were mentioned in Bloom's Taxonomy (1984) which include analysis, synthesis, evaluation and creation. Fifthly, the FC pedagogy gives students ownership of their learning as the onus of learning is placed on the students. This occurs in the FC mode of learning because "marrying the technological tools and asynchronous content delivery used in a [FC] with a student directed approach to deciding what is learned can create an environment in which curiosity thrives" (Bergmann and Sams, 2012). This environment empowers students, as they are responsible for their learning which gives them a driving intrinsic force to learn, as this is not an extrinsic outside enforced power placed by their teachers who are no longer the center of the class, but are just facilitators helping students retain their knowledge, monitoring students' progress, boosting their confidence, maintaining their motivation and giving them feedback (Marsh, 2012). This new teacher role should be clearly explained to instructors before they start using this new strategy. Sixthly, the on-line and in-class discussions and forums that the students participate in, lead to the development of their speaking skills which helps them in mastering the language (Evseeva and Solozhenko, 2015). Last but not least, the FC pedagogy addresses students' differentiation with regards to language competence, learning style, language learning pace, as they will differ in their ability to grasp the content material of the module and also in fulfilling assignments. Therefore, the FC mode will give students the "opportunities to choose the tempo, speed and the volume of the content that they need to study" (Evseeva and Solozhenko, 2015). All the above mentioned advantages motivated universities and schools to adopt this FC mode.

5. Implementation of a Flipped Classroom in English for Academic Purposes Module

Before examining the implementation of the FC pedagogy in an EAP module, it is essential to compare between the traditional classroom and the FC which could be perceived in the following chart:

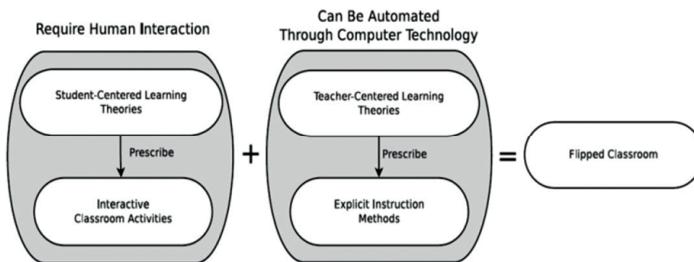


Fig. 1: flipped classroom activities (adopted from Bishop & Verleger, 2013)

As is perceived in the above chart the FC method is a student-centered learning theory that advocates interactive classroom activities which include practical activities based on active learning. Bonwell and Eison (1991) asserted that active learning occurs when students are provided with 'instructional activities' where they are involved "in doing things and thinking about what they are doing." In other words, class time is dedicated for review, assessing students' level of retention and understanding of the course material rather than having the teacher repeat the lecture content in class as in the traditional mode of teaching where the teacher-centred theory is applied. The traditional mode as is illustrated above prescribes explicit instruction methods that take place in class and at home students work on their assignments which usually are difficult for weak students who are unable to follow the teacher in class and therefore

fail to do them at home. The FC mode solves this problem because weak students could watch the videos or read the assigned material more than once and the assignments are attempted in class with the help of the teacher who explains difficult concepts that some of these students may be in need of.

The Flipped Classroom pedagogy could be implemented in an English for Academic Purposes Module as follows:

A. Pre-Class Tasks

- Two videos or screencasts: Each video/screencast is 10-15 minutes long to minimize student boredom and distractions. These videos could be either selected from YouTubeEDU or created via Screenomatic if the available videos are not properly designed to fit the module's intended learning objectives. A short self-practice interactive quiz following each video comprising true or false, multiple choice or fill-in-the-blank questions. These questions are simple, as students are able to answer, if they understand the content of the video. The video and quiz are uploaded on e-learning and students can attempt them many times and get immediate feedback about questions that are incorrectly answered. These quizzes are not graded to erase the fear of penalty, as students do not lose marks if they make mistakes; however, they are considered part of the students' attendance. Teachers can monitor students' answers to identify problems before the class. When some of the students do not watch the videos or attempt the follow-up quizzes, they are sent warning e-mails to persuade them to do so, or else they are barred from submitting their final assessments. Students are asked to take notes while watching the videos and to write questions to bring to class for discussion. This is an important component of the FC pedagogy because in the first semester that this strategy was piloted at the British University in Egypt, some students when asked a question about the pre-class videos mentioned that they forgot the content that they watched because they were not requested to take notes or write short summaries and bring them to class. Raths (2014) advocates the WSQ framework which stands for Watch, Summarize and Question. This framework if embraced by students will enable them to underpin their academic proficiency and achieve their full potential.
- A book chapter or evidence-based journal article: these are varied in their complexity and students are asked to read them to expand upon the content of the recorded videos.
- Academic Word List activities: students are requested to attempt these interactive exercises to expand their academic vocabulary. They are also requested to use the academic words that they learn in their writing assessments.

B. In-Class Tasks

- Question and answer discussion (10-15 minutes): this takes place at the start of each class to verify that students have watched the videos and read the required material. Students must have their questions and notes to participate in the discussion. Students sit in groups and discuss together the questions that they have with them. Teacher monitors and then a whole class discussion is conducted to answer students' difficult problematic questions.
- In-class formative quiz (10-15 minutes): this is usually designed using Socrative as students attempt these quizzes using their mobile phones and teachers get an access point to enable students to access the internet via Wi-Fi. The Socrative quizzes are interactive and are marked automatically, so teachers receive the students' grades in class on the screen. These quizzes are designed to test the students' knowledge retention of the material that they acquired before class. These quizzes are graded because as Toto (2009) asserted that students need the 'carrot and stick approach' to persuade them to consume the course material before class when they know that they will be graded on whether or not they have attempted these pre-class tasks.
- Think-pair-share exercise (15 minutes): this includes a discussion of a problem that students try to solve first individually and then they share the solution with their pair.
- Group-work hands on activity (30 minutes): this is designed to engage students to collaborate together in a group activity to practice and apply the content that they acquired before class. The activity should require higher order thinking skills of synthesis, evaluation and analysis.
- Group presentations (10 minutes): this was piloted to allow students to give a two minute mini-presentation about one of the difficulties that they face when giving a presentation. They have to research the matter and take part in

a Forum discussion prior to their presentation. Teacher monitors and gives feedback to allow students to be better prepared for their Final Presentation.

C. After-Class Tasks

- Research article (summative assessment): This is a problem solution essay in which students analyze the causes and effects of a problem, evaluate previous solutions and persuade the reader with their best solution. This is undertaken in a Web Quest. Hung (2015) argues that structuring the Web Quest in five essential elements namely, Introduction, Process, Task, Evaluation, and Conclusion "is an effective active learning strategy for flip teaching." The students must use the new vocabulary that they developed from the AWL.
- Journal article review: Students use the academic vocabulary that they acquired from the Academic Word List in reviewing and critiquing a journal article focusing on current course content and to demonstrate that they have reached the intended learning objectives of the module.
- Presentation Forums: This is where students discuss solutions to the problems they face while giving presentations.
- Discussion Board: This is where students post questions to their teacher or to their peers to help them if they find difficulty while watching the videos or reading the posted material.
- Recorded video at the end of the semester: Each student records a video of himself teaching the intended learning objectives that he acquired in this module to an imaginary class (Tally, 2013). The teacher watches the video and gives feedback to the student on parts that need to be reviewed or omitted due to misunderstandings or misconceptions. In order for the student to record this video he/she should have understood and interpreted the course material and reached the intended learning objectives to be able to generate narration in his/her video.

The above tasks were divided evenly throughout the 13 week semester to avoid unnecessary overload or busywork for the students who had other projects and quizzes in their faculties. It is important to highlight that the above tasks should be carefully prepared so that they are all aligned together to have a synergistic effect in which the whole is greater than the combined parts and that they all work together to help students achieve the intended learning objectives of the module by the end of the semester.

6. Results and findings

To find students' opinions regarding the FC strategy, an end of semester Forum was conducted and the following questions were asked:

- What did you like about this semester?
- What did you not like at all?
- How did you feel about the online classes?
- Did you like getting the lectures at home?
- What do you think could be done to make the experience more enjoyable?

The majority of the students' responses were positive regarding their satisfaction with the Flipped Learning Classes as seen in the following feedback of some of the students:

- Positive points of this module: first, the online classes are providing me more skills and experience which improve the face to face classes. Second, the technique of teaching as a very active teacher in the class by using diverse teaching methods to make the class motivating for us.
- This English level was the most level I did benefit and learned from. I liked how we learned in class by doing activities. I enjoyed how the Dr made us learn many things in the same time without getting bored in class. Online classes are better because quizzes can be done at any time students are free in. Also to learn lectures and be prepared before class is a good way to learn.
- The flipped classroom is really beneficial as it is a reference for me to check whether I am working on the right track or not.
- The things that I do liked this semester the online classes were effective and easy to be understood.

- What I liked in the course, first, your way of teaching as a very active teacher in the class by using different teaching methods to make the class interesting for us. Second, the online classes are providing me more skills and information which enhance the face to face classes.

7. Challenges that Face the Flipped Classroom

- Some students do not have internet access. In this case teachers should burn the videos or screencasts on DVDs or save them on a flash pen and prepare copies as a plan B for such students to avoid creating a divide between students who have and do not have internet.
- Flipping the classroom can never guarantee that students will watch the pre-class videos or read the pre-class material. However, if attendance or grades are linked with these pre-class tasks, students will definitely attempt them eagerly to get the grades. It is important to point out here that grades should not be spurious and awarded for just submitting an assessment or attempting a quiz, but should be based on the quality of the students' work.
- Some students do not like to go on-line or work in groups because they prefer to work alone. This could be overcome if students understand the rationale behind the decision to use the FC mode of teaching. At the beginning of the semester when this new FC strategy was piloted at the British University in Egypt, an animated video was developed using PawToon to explain to the students this new teaching approach. It was very beneficial as it clearly described the FC strategy, the student role and the teachers' role as well.
- Course tools and materials are sometimes not sufficiently or properly prepared. It is therefore imperative to prepare "effective teaching and learning activities to ensure the students' proficiency and engagement, which in turn, may aid the promotion of creativity (Al-Zahrani, 2015). A suggested tool to do so is to have teachers use the Felder-Solomon Index of Learning Styles questionnaire which will enable them to identify the students' learning styles according to the following four scales: visual/verbal, sensing/intuitive, active/reflective, and sequential/global, which will help them to decide which material to use while preparing for the material for the module.

8. Conclusion

The FC strategy has been widely used in universities to increase students' performance, enhance their engagement, improve their problem-solving techniques, and develop their collaboration abilities and foster student-teacher and student-student interaction. This paper has endeavored to add to the literature of the FC pedagogy in its analysis of the efficiency of the FC mode of teaching in an English for Academic class. Future research is needed to test its effectiveness when used in other modules that do not include languages.

References

- A., K. (1993). From Sage on the Stage to Guide on the Side. *College Teaching*, 30-35.
- Al-Zahrani, A. M. (2015). From Passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. *British Journal of Educational Technology Vol. 46 No. 6*. 1133-1148.
- Atteberry, E. (2013, 10 22). *Flipped Classrooms May not have any Impact on Learning*. Retrieved 2013, from USA Today: <http://www.usatoday.com/story/news/national/flipped-classrooms-effectiveness>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student, in every class, every day*. Oregon: Courtney Burkholder.
- Bloom, B. (1884). *Taxonomy of educational objectives*. Boston: Allyn and Bacon.
- Bonwell, C., & Eison, J. (1991). Active Learning: Creating Excitement in the Classroom. *Washington, DC: School of Education and Human Development*.
- Butt, A. (2014). Student Views on the Use of a Flipped Classroom Approach: Evidence from Australia. *Business Education & Accreditation*, 33-43.
- Davies, R. S., & Ball, N. (2013). Flipping the Classroom and Instructional Technology Integration in a College-Level Information Systems Spreadsheet Course. *Education Tech Research Dev.* 61., 563-580.
- Davis, K., Gillette, L., & Robert, J. (2013). How to Ensure That Students Prepare for Class So That Class Time Can Be Used for Deep Learning. *Lilly International Conference on College Teaching*. Ohio: Oxford.
- DeGrazia, J. F. (2012). Incorporating Screencasts into Chemical Engineering Courses. *ASEE Annual Conference & Exposition*. Atlanta.

Content

First
Bimester

Answer Key

Appendix

Nagwa A. Soliman / Procedia - Social and Behavioral Sciences 232 (2016) 122 – 129

129

- Elliot, Rob. (2014). Do Students Like the Flipped Classroom? *IEEE*.
Evseeva, A., & Solozhenko, A. (2015). Use of Flipped Classroom Technology in Language Learning. *XV International Conference "Linguistic and Cultural Studies: Traditions and Innovations"*, LKTI, Tom, Russia: Procedia- Social and Behavioral Sciences 206 (2015).
Fassbinder, A. G., Cruz, G., F., B. E., & Moreira, D. (2014). Tools for the Flipped Classroom Model: an Experiment in Teacher Education. *IEEE*
Felder, R. M., & Solomon, B.B. (2004). "Index of Learning Styles." <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/LSpace.html>. Accessed: 8 August 2013.
Findlay-Thompson, S., & (2014). Evaluation of a Flipped Classroom in an Undergraduate Business Course. *Business Education & Accreditation*, 6, 1 , 63-71.
Garrison, D., & Kanau, H. (2004). Blended Learning: Uncovering its Transformative Potential in Higher Education. *Internet and Higher Education*, 95-105.
Gilboy, M. B., Heinrichs, S., & Pazzaglia, G. (2015). Enhancing Student Engagement Using the Flipped Classroom. *Journal of Nutrition Education and Behaviour*, Vol. 47, No. 1.
Glen, B. (2012). Inventing the Flipped Classroom. *International Society for Technology in Education, Learning and Leading with Technology*.
Hao, Y., & Lee, K. S. (2016). *Computers in Human Behaviour*, Vol.57 , 250-260.
Hawks, S. J. (2014) Vo, 82, No. 4). The Flipped Classroom: Now or Never? *AANA Journal*.
Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning* , 28:1, 81-96.
Lage, M. J. (2000). Inverting the Classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education* vol.31 , 30-43.
Landrum, S. D. (2015, Winter). Drawing Inspiration from the Flipped Classroom Model: An integrated Approach to Academic Support for the Academically Underprepared Law Student. *Duquesne Law Review*, p. 53 Duq. L. Rev. 245.
Lowell, J., & Verleger, M. (2013). "The Flipped Classroom: A Survey of the Research. *ASEE Annual Conference*. Atlanta.
Marsh, D. (2012). *Blended learning: creating learning opportunities for language learners*. London: Cambridge University Press.
Mason, G., Shuman, T., & Cook, K. (2013). Comparing the Effectiveness of an Inverted Classroom to a Traditional Classroom in an Upper-Division Engineering Course. *IEEE Transactions on Education*, 56, 430-435.
McLaughlin, J., Griffin, L., Esserman, D., Davidson, C., Glatt, D., & Roth, M. e. (2013). Pharmacy Student Engagement, Performance, and Perception in a Flipped Satellite Classroom. *American Journal of Pharmaceutical Education*, 77, 9 , 1-8.
Mok, H. N. (2014). Teaching Tip: The Flipped Classroom. *Journal of Information Systems Education* , Vol. 25(1).
Morgan, H. (2014). Focus on Technology: Flip Your Classroom to Increase Academic Achievement. *Childhood Education* , 90: 3, 239-241.
O'Flaherty, J., & Phillips, C. (2015). The Use of Flipped Classrooms in Higher Education: A Scoping Review. *ELSEVIER*.
O'Flaherty, J., & Phillips, C. (2015). The Use of Flipped Classrooms in Higher Education: A Scoping Review. *Internet and Higher Education* Vol. 25 , 85-95.
Prudhomme-Genereux, A. (2016). Case Study Student-Produced Videos for the Flipped Classroom. *Journal of College Science Teaching* , Vol. 45, No. 3.
Raths, D. (2014). Nine Video Tips for a Better Flipped Classroom. *T.H.E Journal*.
Roach, T. (2014). Student Perceptions Toward Flipped Learning:New Methods to Increase Interaction and Active Learning in Economics. *Elsevier International Review of Economics Education* Vol. 17 , 74-84.
Rob Elliot, M. (2014). Do Students Like the Flipped Classrooms? *IEEE Purdue School of Engineering and Technology*.
Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). To Engage Millennial Students Through Active Learning Strategies. *Strategies JFC* Vol. 105, No.2.
So, H., & Brush, T. (2008). Student perceptions of Collaborative Learning, Social Presence and Satisfaction in a Blended Learning Environment: Relationships and Critical Factors. *Computers & Education*, 318-336.
Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environ Res*, 15: 171-193.
Talley, C. P., & Scherer, S. (2013). The Enhanced Flipped Classroom: Increasing Academic Performance with Student-recorded Lectures and Practice Testing in a "Flipped" STEM Course . *The Journal of Negro Education Vol.82 (3)*, 339-347.
Toto, R., & Nguyen, H. (2009). Flipping the Work Design in an Industrial Engineering Course. *IEEE international Conference on Frontiers in Education Conference*. San Antonio, Texas, USA: IEEE Press.
Tricano, M. (2005). *Knowledge Maps: ICT in Education*. Retrieved from InfoDev/World Bank.
Tucker, B. (2012). The Flipped Classroom. *Education Next*.
Tune, J., Sturek, M., & Basile, D. P. (2013). Flipped Classroom Model Improves Graduate Student Performance in Cardiovascular, respiratory, and renal physiology. *Advances in Physiology Education*, 37, 316-320.
Wagner, D., Laforgue, P., & Cripps, D. (2013). Lecture Material Retention: a First Trial Report on Flipped Classroom Strategies in Electronic Systems Engineering. *Canadian Engineering Education Association (CEEA13)*. Canada.

Guide Content

Anexo 5. Task-based teaching method

Articles

Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context

Scott Roy Douglas & Marcia Kim

English for Academic Purposes (EAP) programs designed to meet postsecondary English language proficiency requirements are a common pathway to higher education for students from non-English-speaking backgrounds. Grounded in a Canadian context, this study seeks to examine the prevalence of Task-Based Language Teaching (TBLT) in EAP, common examples of EAP tasks, and the benefits and drawbacks of this approach for EAP students. EAP professionals (n = 42) were recruited from the membership of TESL Canada, and participants completed a questionnaire on their perceptions of TBLT for EAP. Of those who participated, 69% reported using TBLT in at least half of their lessons, with 86% of the participants indicating that TBLT was suitable for EAP instruction. Further qualitative analysis of the data revealed that presentations, essays, and interviews were the top three tasks employed by EAP teachers; the practicality, effectiveness, and learner-centredness of TBLT were its major benefits; and mismatched student expectations, lack of classroom time, and excessive instructor preparation were TBLT's major drawbacks. Ambiguity regarding what constitutes TBLT was also found in the data. It appears that TBLT is used by participants across Canada and is well accepted as a teaching approach. However, some concerns associated with TBLT in EAP remain to be addressed.

Les programmes d'anglais académique visant à combler les exigences en matière de compétences linguistiques pour l'anglais au postsecondaire représentent souvent une voie vers les études postsecondaires pour les élèves allophones. Située dans un contexte canadien, cette étude porte sur la prévalence de l'enseignement des langues basé sur les tâches (ELBT) dans les cours d'anglais académique, des exemples courants de tâches dans ces cours, et les avantages et les inconvénients de cette approche pour les élèves. À partir des membres de TESL Canada, on a recruté des enseignants d'anglais académique (n = 42) et ceux-ci ont complété un questionnaire portant sur leurs perceptions de l'ELBT dans les cours d'anglais académique. Les résultats indiquent que 69% des participants emploient l'ELBT dans au moins la moitié de leurs leçons et que 86% jugent l'ELBT approprié pour l'enseignement de l'anglais académique. Une analyse quantitative plus poussée

Content

First
Bimester

Answer Key

Appendix

a révélé que les trois tâches les plus fréquemment employées par les enseignants d'anglais académique étaient les présentations, les rédactions et les entrevues. De plus, les participants ont indiqué qu'ils estimaient que les atouts principaux de l'ELBT étaient son aspect pratique, son efficacité et le fait qu'il est centré sur l'apprenant; comme inconvénients majeurs, ils ont noté une inadéquation des attentes de la part des étudiants, l'insuffisance des heures de cours et la formation excessive des enseignants. Les données ont également révélé une ambiguïté par rapport à ce qui constitue l'ELBT. Il paraît que l'ELBT est employé partout au Canada et est bien accueilli comme méthode enseignement; toutefois, il faudrait aborder certaines préoccupations quant à son emploi dans l'enseignement de l'anglais académique.

Over the past 10 years, increasing numbers of new immigrants and international students from non-English-speaking backgrounds have been seeking admission to English-medium postsecondary institutions in Canada. For example, in the period between 2004 and 2012, there was a 60% increase in the number of international students studying in Canadian institutions (Citizenship and Immigration Canada, 2013). Some students from non-English-speaking backgrounds are able to gain entry to the Canadian system of higher education through high-stakes standardized English language proficiency testing. Others enrol in English for Academic Purposes (EAP) programs designed to fulfill the proficiency requirements for entry into English-medium higher education. Finding alternatives to traditional standardized English language proficiency testing, such as EAP, is a necessary part of promoting access for these students to the same educational opportunities as students from English-speaking backgrounds. However, the effectiveness of EAP pathway programs at times appears to be mixed, with a particular inability of students to transfer the skills garnered in EAP courses to their mainstream university studies (see Baik & Greig, 2009; Counsell, 2011). A possible solution is the implementation of content-focused task-based teaching that mirrors authentic tasks EAP students will carry out in their mainstream studies. In this approach, the EAP classroom is seen as a natural fit for task-based language teaching (TBLT) because it allows the students to use language and skills in situations they will face in their academic lives (Alexander, Argent, & Spencer, 2008).

Studies exploring teacher perceptions of the suitability of TBLT have so far been limited mainly to English as a Foreign Language (EFL) contexts. Jeon and Hahn (2006) interviewed Korean secondary school teachers and found that the teachers felt a task-based approach motivated students and was appropriate for group work. McDonough and Chaikitmongkol (2007) interviewed EFL teachers at a university in Thailand who reported that the students became more independent in their learning. The teachers also reported that the students gained academic skills they could use in other

courses (McDonough & Chaikitmongkol, 2007). Although these teachers felt positive about TBLT, they expressed concerns about certain features of a task-based approach. The Korean secondary school teachers, for example, felt that assessing task performance was an issue (Jeon & Hahn, 2006). The teachers in the study felt that assigning the same grade to all students in a group was unfair and that they needed to consider different features of the group work in order to assign a grade (Jeon & Hahn, 2006). In the McDonough and Chaikitmongkol (2007) study, the teachers were concerned about the “amount or type of grammar instruction” (p. 118) in the task-based course, and some of the teachers were concerned about the amount of material they had to cover.

While these studies provide insight into teacher perceptions of TBLT in different contexts (Jeon & Hahn, 2006; McDonough & Chaikitmongkol, 2007), there have been few studies directly concerned with teachers’ perceptions of the effectiveness of TBLT in EAP, particularly in a Canadian context. This article addresses the lack of exploration of TBLT and EAP in the Canadian context by reporting the results of a study that investigated the prevalence of TBLT in Canadian EAP classrooms and how EAP instructors perceived the benefits and drawbacks of this teaching approach. As such, the refined research questions for this research study are as follows:

1. To what extent do EAP instructors report employing TBLT in their EAP classes?
2. From EAP instructors’ perspectives, what are successful examples of TBLT used with EAP learners?
3. For EAP instructors, what are the perceived benefits and drawbacks of employing TBLT in their teaching practice?

Background Literature

What is TBLT?

TBLT is an approach to language teaching that provides opportunities for students to engage in the authentic use of the target language through tasks. As the principal component in TBLT, the task provides the main context and focus for learning, and it encourages language use similar to the way language is used outside of the classroom. Students learn language and develop skills as they work toward completing the task, which motivates them to stretch their available language resources (Ellis, 2003a).

Differing perspectives and purposes of researchers and teacher educators studying tasks and TBLT have resulted in varied definitions of *task* in the literature (Samuda & Bygate, 2008). The following examples illustrate the range of definitions, but are not meant to exhaust the possibilities. Willis (1996) says, “tasks are always activities where the target language is used by the

learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23). According to Willis, a role-play that includes a team of entrepreneurs arguing a case study to solve a problem is an example of a task because it includes a goal. On the other hand, a role-play in which students are given a role to practice a prescribed grammar item would not be considered a task. Willis's definition suggests a natural use of English. Nunan (2004) expands on Willis's definition by claiming that "a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language ... and in which the intention is to convey meaning rather than to manipulate form" (p. 4). Like Willis's definition of a classroom task, Nunan's discussion of TBLT agrees that tasks are meaning-oriented. Another definition of task (Long & Crookes, 1992) focuses on things individuals do in the "real world":

[A task is] a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child ... In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between. (p. 89)

Ellis (2009) narrows Long and Crookes's (1992) wider definition of a task by claiming that a task should meet specific criteria in order to be considered a task. A task has a "primary focus on meaning, a 'gap', which motivates a need to exchange information or give an opinion, and a clearly defined outcome other than the use of language that is reached by the students using their own language resources" (p. 223). The researchers for the current study used Ellis's definition of a task because it emphasizes interaction and negotiating meaning.

Benefits

The benefits of TBLT have been ably described in the literature. Nunan (2004) emphasizes language use for authentic purposes. For Nunan, TBLT is beneficial because students learn language by communicating interactively while engaging in meaningful tasks. Nunan further feels that TBLT is relevant to students' needs and interests, as it stimulates language learning and skills development necessary for completing tasks that students may encounter outside the classroom. Ellis (2003b, 2009) also underlines these benefits by pointing out that students use self-selected language during tasks, which helps them to focus on the meaning of their message to complete it. Specific language items are not imposed on students, which means they are free of language control. Students use the language that they have rather than practice specified language items.

While the element of being free of overt language control can be perceived as a major benefit of using a task-based approach, TBLT is further beneficial because, as a development of Communicative Language Teaching (CLT), it

Content

First
Bimester

Answer Key

Appendix

offers a focus both on form and on communication, so it is more effective than approaches that are narrower and do not offer a balance (Larsen-Freeman & Anderson, 2011). Willis and Willis (2007) describe how the balance in TBLT is evident in the unfolding of a task sequence that involves a focus on language and form contained within the overall emphasis of a focus on meaning. For Willis and Willis, specific vocabulary and grammar can be targeted for study purposes and consciousness-raising. At the beginning of the task sequence, this focus on form involves an examination of language needed for the upcoming task. Language guidance at this stage can be student directed and come from dictionaries, grammar books, or the instructor. However, for Willis and Willis, the most effective position for a focus on form in the task sequence is at the end: the point at which specific language forms are identified to help students make sense of the task experience. Under the instructor's guidance and working in familiar contexts arising from the task, specific vocabulary and grammar, including grammatical explanations, can be isolated for form-focused activities that make sense of the task experience and are useful for future language encounters. Ellis (2003a) further emphasizes that TBLT is flexible enough to fit into different curricula and different teaching contexts. It can also be used to different degrees. Individual tasks can support a course, or tasks can build an entire program. It is an effective approach for teaching all four skills including grammar, pronunciation, and vocabulary (Willis, 1996; Willis & Willis, 2007).

In addition to being adaptable, task-based language teaching is a student-centred approach to teaching (Van den Branden, 2012). Students communicate naturally in situations they may experience outside of the classroom with the language that is closely connected to them. In more traditional approaches, the contexts may seem artificial to the students because they were created for language practice and not for the students' needs. In TBLT, the language explored arises from the students' needs, and the students' attention is drawn to form as the task unfolds (Larsen-Freeman & Anderson, 2011). These needs, and not the teacher or textbook, direct the lesson (Hyland, 2006). Students can feel satisfied that their individual needs are being met and that their opinions or ideas are being heard. TBLT encourages input from students to the teacher about how the learning environment should evolve. Accordingly, it is an active approach to language learning (Larsen-Freeman & Anderson, 2011) that is highly motivating and improves student confidence (Van den Branden, 2012).

Drawbacks

TBLT has also been critiqued in the literature. Seedhouse (1999) has shown in studies that there is "a general tendency in TBLT for students to minimize the volume of language used, and to produce only that which is necessary to accomplish the task" (p. 152). In other words, depending on the task and how it has been set up, verbal interactions can be short and simple. It has

also been postulated that TBLT develops fluency at the expense of accuracy and relies on lexis (Skehan, 1996). Furthermore, Carless (2004) found that students developed strategies to complete tasks quickly, taking shortcuts in their language use and not fully engaging in the learning process. He points out that this problem is related to the design of the tasks which, from the students' perspective, may not require interaction or use of the target language to complete (Carless, 2004).

Another drawback associated with TBLT is that it may be difficult to implement in differing teaching contexts (Ellis, 2009). TBLT appears to be an approach that works well with students who are willing to take risks in their learning (Hyland, 2006), but may not be preferred by students who are familiar with more traditional approaches that involve direct grammar teaching and a structured curriculum (Mann, 2006). In the Canadian context, Ogilvie and Dunn (2010) have pointed out that new teachers entering the profession perceive a "need to adhere to cultural norms and expectations related to teaching" (p. 172). These cultural norms and expectations are not particularly supportive of a task-based language teaching approach. Although preservice teachers might feel positively disposed toward TBLT because of their teacher education experiences, they are not likely to use TBLT during a teaching practicum, perhaps because of a perceived lack of support for student teachers wanting to use TBLT. In addition, for Ogilvie and Dunn, it appears that preservice teachers may be reticent to employ TBLT because it does not contribute to promoting their status as language experts in the eyes of their students. Even when a teaching context is amenable to TBLT, there remains the perception amongst preservice teachers that TBLT involves time-consuming preparations; as a result, Ogilvie and Dunn found that perceived time constraints placed on preservice teacher candidates limited their use of TBLT activities.

Misunderstandings and misconceptions surrounding TBLT have also been reported in the literature (Ellis, 2009). The variety of definitions of task—that is, what is or is not a task, and what activities it does or does not include—creates a feeling of uncertainty in teachers. This may be another reason why teachers are skeptical about TBLT and whether or not their students are actually progressing in their language abilities. Plews and Zhao (2010) point out that these misunderstandings and misconceptions persist in the Canadian context as well, with teachers struggling with TBLT and using what they perceive to be TBLT in ways that may be inconsistent with actual TBLT principles. For example, Plews and Zhao reveal in their study that teachers from native English-speaking backgrounds were apt to transform TBLT into a Present, Practice, and Produce (PPP) mode of instruction. Thus, lessons became driven by a weak form of TBLT fronted by explicit grammar explanations followed by drills and practice resembling traditional teaching practices rather than the task sequence of the strong form of TBLT. In addition, there was a tendency to separate the four skills of reading, writing,

listening, and speaking as the focus of lessons rather than integrate the four skills in a whole language approach more consistent with a TBLT theoretical foundation.

Assessment is another concern in TBLT. Pica (2008) says “the label ‘task’ is applied to measures of L2 proficiency that are essentially communicative activities rather than tasks, which have a goal outside of language” (p. 78). The doing of the task puts the students in an environment where linguistic and communicative demands are put on them, but these may not be part of the task. This is confusing for the teacher who does not know what or how to assess students. Norris, Brown, Hudson, and Yoshioka (1998) argue that “success or failure in the outcome of the task, because they are performances, must usually be rated by qualified judges” (as cited in Nunan, 2004, p. 145). Similar to Pica, Norris et al. (as cited in Nunan, 2004) reinforce that tasks need to be authentic and include a goal. The concern, however, may be that language teachers do not consider themselves experts in the fields their students will be studying post-EAP, and they do not have the confidence to assess discipline-specific tasks outside their range of expertise. Furthermore, the language that students need to perform the task, such as that used in negotiating or describing a process or specific language related to the task, may be unfamiliar to the teacher, thus further contributing to a lack of confidence connected to assessing task performance in academic fields of study other than that connected to teachers’ educational backgrounds.

The Study

Participants

Participants were recruited from the membership of the Teachers of English as a Second Language Canada Federation (TESL Canada). TESL Canada is a national federation of provincial and territorial organizations of English as an Additional Language (EAL) professionals. Member affiliates include organizations in British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, New Brunswick, Prince Edward Island, Nova Scotia, and Yukon. As an umbrella organization, TESL Canada aims to promote high quality additional language teaching and learning in concert with its member organizations (TESL Canada, 2013). The current study focuses on participants who identified themselves as uniquely being EAP instructors. EAP instructors typically teach in programs existing in a variety of institutions in the Canadian context such as private adult ESL schools, colleges, and universities. In general, EAP involves “teaching English with the aim of facilitating learners’ study or research in that language” (Hyland & Hamp-Lyons, 2002, p. 2). Other instructors were not included in the current pool of data. These data covering a wider range of instructor specializations are reported elsewhere (Douglas, 2014).

Data Collection

Data collection was carried out through an online survey of the TESL Canada membership. At the time of the study (Spring/Summer 2013), total membership in TESL Canada was 6,833. After the appropriate ethics board approvals were received and the protocols of TESL Canada and TESL Ontario were met, an e-mail invitation was sent out to the TESL Canada membership to take part in the survey. A total of 217 members answered the call to participate, representing 3.18% of the TESL Canada membership. Out of this larger pool of data, 42 participants indicated that they were working strictly within an EAP context at the time of the survey. It is these 42 participants who are the focus of the current study.

The online survey first presented participants with Ellis's (2009) definition of task in which he summarized it as having a focus on communicating and understanding meaning, requiring an information gap, depending on students' own language resources, and targeting a final goal other than language practice. Participants were asked to keep Ellis's (2009) definition in mind as they worked through the questions in the survey.

There were 11 questions on the survey. Questions 1–7 were closed-ended and Questions 8–11 were open ended. The first four questions of the survey collected demographic data connected to education, teaching contexts, location, and years of experience of the participants. The fifth question was a priming question designed to connect the Ellis (2009) definition of TBLT to concrete examples of tasks: from a list of seven choices, participants were asked to choose which task descriptions were representative of TBLT. The sixth and seventh questions inquired as to the frequency with which participants employed TBLT approaches in their teaching practice along with the extent to which they felt that TBLT activities were appropriate for EAP. The final four open-ended questions elicited participant responses related to examples of successful TBLT, the benefits of TBLT, the drawbacks of TBLT, and other thoughts related to TBLT.

Data Analysis

Qualitative research methods, influenced by a phenomenological tradition, were employed to categorize and code the data into emergent themes based on arising patterns (Creswell, 1998; Gay, Mills, & Airasian, 2012). The goal of the research was to uncover participants' "lived experiences" (Creswell, 1998, p. 51) and perceptions in connection to the phenomenon of TBLT while capturing participant descriptions of TBLT in practice. Although the study was grounded in Ellis's (2009) definition of task, the data were approached inductively without preconceived thematic categories in order to directly uncover meaning in the data from the perspectives of the participants. The themes that arose were particularly grounded in the responses of the participants. For the open-ended questions, participant responses

were analyzed for units of meaning. Units of meaning are ideas that can be gathered together to form groups of thoughts connected to a similar theme (Creswell, 1998). They are the informational building blocks in the data from which the thematic understandings are derived. As a result, some responses from participants were coded for more than one theme, with multiple codes assigned to responses conveying more than one separate idea in a response. Each separate idea, represented by a code, signifies a discrete unit of meaning that stood on its own as a unit of analysis. Coded units of meaning were grouped into thematic categories that became the basis for understanding participant perspectives on TBLT (Gay et al., 2012). In reporting the data, representative quotes were used to illustrate the emergent themes. A composite approach was taken (Plews & Zhao, 2010), mixing the responses of the participants to capture the essence of the phenomenon under investigation: TBLT in the Canadian EAP context. It is important to note that as EAP instructors, researchers, and scholars, we attempted to remain aware of our particular interpretive focus and bias during the data analysis. We maintained this awareness so as to avoid premature judgement of the emerging themes in the data (Gay et al., 2012).

Results

Demographic Information

The first four questions of the survey provided data describing participant characteristics. Data results showed participants holding a variety of qualifications preparing them for teaching EAP: 60% of respondents reported holding a bachelor's degree, and a further 57% reported holding a master's degree. However, no specification was made as to whether these qualifications were focused on EAP or additional language teaching and learning in general. Participants' educational qualifications are summarized in Table 1.

Table 1
Educational Qualifications ($n = 42$)

Response	Percentage	Count
Doctoral degree	12	5
Master's degree	57	24
Diploma	7	3
Certificate (≥ 120 hours)	38	16
Certificate (< 120 hours)	14	6
Bachelor's degree	60	25
Other, please specify	5	2

Of the 217 respondents to the larger survey, 42 participants uniquely identified as working in an EAP context. These 42 participants are the focus of

this study. Participants from six provinces took part in the survey (along with three participants from overseas). Half of the respondents were from Ontario, with British Columbia and Alberta following with 17% and 12% of respondents respectively. Table 2 summarizes the locations of participants' teaching practice.

Table 2
Locations of Teaching Practice ($n = 42$)

Response	Percentage	Count
Nova Scotia	2	1
Prince Edward Island	5	2
Ontario	50	21
Manitoba	7	3
Alberta	12	5
British Columbia	17	7
Outside Canada	7	3

Finally, the demographic data results revealed that participants had an average of almost 16 years of experience teaching EAP ($n = 42$, $M = 15.6$, $SD = 9.1$, range = 2–35).

Priming, Prevalence, and Suitability

In considering which activities represented TBLT tasks, participants were asked to select all the activities that they felt represented TBLT. Results revealed that participants considered making a presentation as most representative of a TBLT approach, with 81% of participants considering this choice a task. The least representative of a TBLT task was reviewing test-taking strategies; however, this was still considered to be a task by 33% of the respondents. Results for the priming question are summarized in Table 3.

Table 3
Representative of TBLT Tasks ($n = 42$)

Response	Percentage	Count
Reviewing test-taking strategies	33	14
Planning a class potluck party	74	31
Giving directions	76	32
Giving a presentation	81	34
Making a YouTube video	79	33
Writing a timed essay	50	21
Revising an essay after receiving feedback	48	20

The data reveal that TBLT is widely prevalent in participants' teaching practice, with 69% of the participants reporting that they used TBLT activities with their students in more than half of their lessons. Only one participant reported never using TBLT activities. The prevalence of TBLT activities in participant classrooms is summarized in Table 4.

Table 4
Prevalence of TBLT in Participants' Teaching Practice (*n* = 42)

Response	Percentage	Count
Never	2	1
In the occasional lesson (approximately 25%)	26	11
In about half of my lessons (approximately 50%)	24	10
In the majority of my lessons (approximately 75%)	26	11
In all of my lessons (approximately 100%)	19	8
Other, please specify	2	1

Regarding the suitability of TBLT for specifically EAP contexts, 86% of participants felt that TBLT activities are appropriate for teaching EAP. However, that left 14% of respondents feeling either neutral or negative about the suitability of TBLT for EAP instruction. Results are summarized in Table 5.

Table 5
Perceived Suitability of TBLT for EAP Instruction (*n* = 42)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Task-based language teaching activities are appropriate for teaching English for Academic Purposes	3 (7%)	1 (2%)	2 (5%)	18 (43%)	18 (43%)

Examples of Successful TBLT Tasks in EAP

Of the 42 participants who identified themselves as working within an EAP context, 32 provided responses to the question asking for examples of typical TBLT activities they had used in their current teaching context. Data provided by the 32 respondents resulted in 42 examples of TBLT outcomes. The most common examples provided by participants were presentations, essays, and interviews. Response results are summarized in Table 6.

Table 6
Reported Examples of Typical TBLT Activities (*n* = 32)

Code	Number	Percentage
Presentation	15	35.7
Essay	8	19.0
Interview	3	7.1
Timed reading	2	4.8
Video	2	4.8
Outline	2	4.8
Cover letter	1	2.4
Crossword	1	2.4
Debate	1	2.4
Instructions	1	2.4
Paraphrase	1	2.4
Project	1	2.4
Role-play	1	2.4
Riddle	1	2.4
Summary	1	2.4
Questionnaire	1	2.4
Total units of meaning	42	100.0

Making up almost 36% of the coded data, the most common example of a TBLT activity reported by participants mentioned presentations. These responses focused on “developing presentation skills” and “preparing for a presentation,” with some examples connected to students’ academic needs and “the field of their future disciplines.” Representative of the examples, one instructor described a presentation task as follows:

We recently read an article comparing Bilingual Education language programs to ESL immersion programs in the USA. They [students] were then asked to give a group Powerpoint presentation discussing the pros and cons of each in their opinion.

After presentations, essays were the next most described TBLT example in the data, representing 19% of the coded data. The connection to academics was emphasized in the data, with students encouraged to “write with purpose based on their own academic background.” One respondent also emphasized that “in an EAP context, writing an essay is an authentic task.” The same respondent described a complex essay task involving multiple steps:

Students read articles/textbook chapters and listen to lectures in the fields of sociology and psychology, read a novel (*I Heard the Owl Call My Name*), and then for their final research paper, they have to synthesize the information from their readings and other research that they undertake, to write a commentary on some aspect of the novel.

The third most popular TBLT example—interviews—was described in approximately 7% of the data. Interviews seemed to primarily serve an information-gathering role supporting either an essay or a presentation. For example, EAP students might be asked to interview a local business person in a neighbourhood to provide content for a presentation. Interviews might also be connected to students' future fields of study or career paths, with one example asking students to “find someone in the community to conduct an informational interview with regards to a career that you are interested in exploring following your studies in EAP.”

Benefits of TBLT in EAP

For the open-ended question asking participants to share the possible benefits of employing TBLT activities in their current teaching context, 37 responses resulted in 67 coded units of meaning. The most reported benefits of TBLT were its practicality, effectiveness, and learner-centredness. The results are summarized in Table 7.

Table 7
Perceived Benefits of TBLT for EAP ($n = 37$)

Code	Number	Percentage
Practicality	15	22.4
Effectiveness	9	13.4
Learner centred	8	11.9
Authenticity	7	10.4
Goal oriented	6	9.0
Motivation	6	9.0
Collaboration	5	7.5
Integration	5	7.5
Cognitive skills	2	3.0
Confidence	2	3.0
Creativity	2	3.0
Total units of meaning	67	100.0

Practicality, the most reported benefit in the data, accounted for approximately 22% of coded units of meaning in the responses. Practicality was related to how relevant TBLT activities are to the needs of EAP students and how these activities can prepare “the students for similar tasks in their future degree courses.” For example, one participant reported that TBLT

can allow students to complete practical tasks that may be necessary in a university/college setting (i.e., working with community, groups, colleagues, etc., conducting interviews for studies/research).

TBLT is also seen as effective in EAP instruction, as 13% of responses mentioned that as a perceived benefit of TBLT. Participants report that “students

feel a sense of achievement and progress" and a "sense of accomplishment regardless of their level." They felt that TBLT activities "are more effective than other methods of teaching. Students learn and retain more information and are able to [use] skills taught more effectively over the long term."

Rounding out the top three benefits of TBLT as perceived by the study participants is the learner-centredness of this approach, mentioned in 12% of the responses. The participants felt that having a learner-centred classroom is appropriate, and TBLT helps to facilitate that because "activities are more student-centred; therefore, the teacher is a facilitator instead of the main focus. Students need to learn and get information from each other." Furthermore, "more student involvement (task-based activities) allows for more learning commitment and ownership on the students' part."

Drawbacks of TBLT in EAP

In addition to eliciting participants' opinions on the benefits of TBLT as a teaching approach for EAP, participants also had the opportunity to share the perceived drawbacks of using TBLT in EAP. In total, 34 participants reported drawbacks associated with using TBLT in EAP contexts. The 34 responses included 48 drawbacks that were coded in the data. The most prevalent drawbacks reported were a mismatch with student expectations, a lack of classroom time, and excessive instructor preparation. Reported drawbacks are summarized in Table 8.

Table 8
Perceived Drawbacks of TBLT for EAP ($n = 34$)

Code	Number	Percentage
Student expectations	11	22.9
Classroom time	9	18.8
Instructor preparation	7	14.6
Curriculum mismatch	6	12.5
Focus on form	4	8.3
Instructor willingness	4	8.3
None	4	8.3
Evaluation	3	6.3
Total units of meaning	48	100.0

The most commonly perceived drawback from the point of view of the study participants, representing 23% of the data, was connected to student expectations for teaching and learning in an EAP class and how these expectations were not necessarily amenable to TBLT, resulting in resistance to TBLT methodologies. Part of this resistance to TBLT was attributed to cultural reasons, as illustrated in the statement that "cultural background may pose a challenge: some students are not very fond of learner-centred tasks and may be expecting the instructor to do all the teaching." Students are perceived as

being “often unfamiliar with these kinds of projects,” and this can result in “student push-back to be expected if they are used to more traditional teaching methods.” For example, “students who are traditional ‘book learners’ don’t always see the learning that is involved with TBL[T],” and “some students always want the correct answer and [do] not want to learn from fellow classmates.” As a result, “it takes some ‘selling’ to students who would rather be taught grammar in a more traditional mode.”

Challenges related to classroom time and instructor preparation also formed a recurring pattern in the data. While some students may resist TBLT, some instructors shared the opinion that TBLT is overly time-consuming in an EAP context (19% of the drawbacks mentioned). As one participant lamented, “I don’t always have the time I need for these activities.” TBLT is perceived as being “time-intensive, using more class time than some other methods,” and too “time-consuming in a fast-track program.” TBLT was also perceived as being time-consuming and challenging in terms of instructor preparation, with 15% of the data associated with this drawback. It was reported that TBLT “requires more instructor preparation” with “careful planning … and skillful implementation.” As a result, “instructors have to be quite skilled in designing assessments” because TBLT is “difficult to organize.”

Further Thoughts on TBLT in EAP

The last open-ended question in the online survey gave participants the opportunity to share any final thoughts they had about TBLT and teaching in an EAP context. Nearly half (19) of the participants availed themselves of this opportunity, with the four most common final thoughts being connected to TBLT’s effectiveness, time consumption, ambiguous definition, and mismatch with student expectations. Results are summarized in Table 9.

Table 9
Further Thoughts Connected to TBLT and EAP ($n = 19$)

Code	Number	Percentage
Effectiveness	10	32.3
Time-consuming	4	12.9
Definition	3	9.7
Student expectations	3	9.7
Importance	2	6.5
Goal oriented	2	6.5
Authenticity	1	3.2
Complementary	1	3.2
Further examples	1	3.2
Curriculum mismatch	1	3.2
Focus on form	1	3.2
Learner centred	1	3.2
Motivation	1	3.2
Total units of meaning	31	100.0

One theme that was prevalent in the replies of respondents (found in 32% of the data) was TBLT's effectiveness for supporting language acquisition. One participant, when describing an example of a task, stated that "the result of this task over the past years has been very positive for me," with another participant emphasizing that "students feel a great sense of accomplishment." Thinking about TBLT activities, some participants said they "love them and use them all the time," and one respondent confirmed this thought by stating "I am a big fan of task-based learning." There appeared to be a general feeling that TBLT was "well worth the effort" and a "rewarding experience."

Another thought that echoed through the statements about drawbacks connected to TBLT was the time-consuming nature of this type of approach. Nearly one third (31%) of the units of meaning coded for added thoughts contributed to this theme. One participant reported, "I am concerned about the time requirements," and another respondent emphasized "I always wish I had more time!" Yet, despite the concern with the perceived time consumption of employing a TBLT approach, a participant expressed the feeling that "it is worth the time investment by the instructor—especially when accompanied by the smile of understanding and success on the students' faces."

Rounding off the top four themes emerging in the data connected to added thoughts, the definition of TBLT (10%) and student expectations (10%) represented an equal number of units of meaning. There seemed to be some confusion as to what constitutes TBLT, as one participant noted that it was "difficult to determine which activities are tasks," and another worried that he or she may "have defined it [TBLT] so broadly that 'task-based learning' ... may not be that useful a concept." One participant also reported that he or she was now questioning his or her own understanding of TBLT after completing the online survey:

Before doing this, I thought I knew what task-based learning was, but the more I write, the more I realize I'm not 100% sure ...
Hmmmm. I guess it's easier to define in a survival-based LINC or ESL class.

Along with ambiguity surrounding participants' understanding of TBLT, the theme of mismatched student expectations arose again in the data. One participant commented, "You [instructors] have to weather a lot of anxiety and complaining and griping, and you have to be very clear on what they [students] are learning from this, and why you are doing it this way." The feeling also recurred that "some students want fill in the blank or workbook type language activities because they provide right and wrong answers."

Discussion

The main goal of this study was to investigate, from the point of view of EAP practitioners in the Canadian context, the prevalence and perceived suitabil-

ity of TBLT in EAP classrooms, examples of successful TBLT activities, and how EAP instructors perceived the benefits and drawbacks of TBLT.

For the participants in this study, TBLT is prevalent in their practice and generally regarded as appropriate for EAP instruction—69% of the participants reported that they use TBLT activities in their EAP teaching, and 86% reported that TBLT is suitable for teaching EAP. These data point to the acceptance of TBLT by the participants working in EAP contexts. These data also somewhat mitigate concerns in the data that TBLT may not fit with student expectations, may be time-consuming, or may entail excessive preparation—despite these concerns, a majority of the participants were employing TBLT methodologies with their learners. However, some respondents reported using TBLT activities only occasionally, and 14% felt neutral or negative about the suitability of TBLT. One reason may be related to curriculum or programmatic constraints, as voiced by participants who reported that their “current curriculum does not support it” and “a lot of our curriculum doesn’t lend itself well to task-based learning.” Ellis (2009) points out that TBLT may be difficult to implement in particular teaching contexts, perhaps similar to those of the participants. These findings suggest that the participants may not be given the freedom to choose what their courses will include or that their course syllabus is handed to them by administration. Despite perceptions to the contrary, the Canadian context continues to have cultural norms and expectations that may not foster a receptive environment for TBLT (Ogilvie & Dunn, 2010).

The majority of examples of typical TBLT activities reported in the survey are productive in that they practice speaking or writing (e.g., cover letter, debate, role-play). The three most common activities were presentations, essays, and interviews. The comments suggest that participants value student interaction and activity in their classes as well as spoken and textual output. It is important to note that Willis and Willis (2007) point out task-based language classes are not typically limited to using single stand-alone tasks. Rather, they use a sequence of interconnected tasks, employing all four language skills (reading, writing, listening, speaking) over the course of the sequence. This sequence is preceded by introductory priming tasks and followed by focus on form tasks. As a result, this task cycle can allow for attention to be placed on listening and reading, which was not mentioned by the participants when reporting examples of TBLT in EAP. The focus on productive tasks uncovered in the data could have been a result of participants focusing on reporting only one element of a sequence of tasks. It may have also been the result of inconsistencies between TBLT principles and practice in EAP practice similar to the inconsistencies reported by Plews and Zhao (2010) in the general ESL context. However, some of the descriptions of examples were extensive and detailed, involving the integration of the four skills and including several subtasks making up a complete sequence of tasks. An example in the survey is “students look at case studies from

Content

First
Bimester

Answer Key

Appendix

the field of their future disciplines, write up different perspectives, and present." This integration of different language skills such as reading and writing connects to participants reporting the benefits of integration as an aspect of TBLT. Students "interviewing" people in the community or each other in class was another reported TBLT activity. This example of a task is mirrored in a comprehensive list of study skills in the literature (Jordan, 1997) as a study skill for doing research, pointing to a connection with EAP. Interviews allow students to interact with people in the community or on campus, which not only provides learners with authentic experiences, but also develops their conversation skills. As a whole, the examples of TBLT in practice reported by the participants complement the perceived benefits of using this approach.

The most reported benefits of TBLT were its practicality, effectiveness, and learner-centredness. The reported benefits of TBLT presumably reflect values held by the respondents. These benefits in the data are similar to the benefits of other approaches and methods such as communicative language teaching, cooperative learning, and content-based instruction (Brown, 2007). Many of the benefits found in the data are not exclusive features of TBLT, but widely accepted principles of language teaching and learning (Brown, 2007). It is possible that many of the participants would have been exposed to these ideas in their initial teacher education programs or ongoing professional development activities. It may be that participants are applying general positive attributes surrounding good teaching to TBLT. Unsurprisingly, the participants regard the positive benefits of TBLT as key principles, along with others—such as motivation and student confidence—as essential for language learning. Furthermore, the participants mention the benefits of "real-world" and "authentic" tasks, that is, tasks students have to know how to perform during and after their postsecondary studies. Comments in the data suggest that the participants feel that their students are not merely learning English for its own sake, but because they need to use English in their postsecondary lives. The importance of authentic contexts, materials, and student communication to stimulate language and skill development is found throughout the survey as well as in the literature (Ellis, 2003b; Nunan, 2004).

Participants felt that a mismatch with student expectations, lack of classroom time, and excessive instructor preparation were common drawbacks of using TBLT for teaching EAP. In particular, it was suggested in the responses that some of the participants' students have a background in more "traditional classrooms" where the teacher is dominant and the students are passive and do not have control over the content. The implication is that these students would not be amenable to TBLT approaches. These comments are supported by Mann's (2006) assertion that TBLT may not be appreciated by students who have been taught using traditional approaches involving direct grammar instruction and a structured curriculum. How-

ever, despite the report of possible resistance to TBLT-style methodologies, there is a sense in the data that the participants are sensitive to their students' learning styles, try to build a relationship of trust in the classroom, and strive to create a positive atmosphere. This sense of TBLT being worth the effort is seen in an expanded representative quote, previously used to illustrate mismatched student expectations, in which a participant emphasizes success despite the challenges:

Students feel a great sense of accomplishment, but you [instructors] have to weather a lot of anxiety and complaining and griping, and you have to be very clear on what they are learning from this, and why you are doing it this way.

Furthermore, statements such as "convincing students" and obtaining "student buy in" suggest that participants are willing to negotiate class content and make the benefits of TBLT explicit for their students, which is connected to learner-centredness.

Survey results also seem to support the notion that while TBLT is seen by participants as a valid approach in an EAP setting, misconceptions remain as to what actually constitutes TBLT. The comments about the uncertainty of the meaning of "task" and "task-based learning" are consistent with what is written in the literature; that the lack of a single definition of "task" creates confusion (Ellis, 2009). Furthermore, similar to findings by Ogilvie and Dunn (2010) connected to the perceived time constraints surrounding TBLT, challenges related to classroom time and instructor preparation were a recurring pattern in the data. Comments such as "time has to be shared between providing course content and activities," "there is often too much emphasis on the timing of the task," and "task-based learning doesn't always spend enough time building students' knowledge of linguistic structures" support the misconceptions surrounding TBLT and how this approach can support curricular goals. With greater understanding of what constitutes TBLT, it is possible that there would be more acceptance of this approach in a wider variety of curricular contexts.

Conclusion

Although the current study provides an interesting picture of TBLT in practice in EAP contexts across Canada, there are a number of limitations to the current study. First, because participants were recruited through e-mail, the topic of TBLT may have attracted participants with strong feelings connected to this topic. For example, proponents of TBLT may be overrepresented in the data because they wanted to share their knowledge and expertise on the subject. Another point that limits the generalizability of the data is the small sample size compared to the likely number of EAP teachers in Canada and the total size of the TESL Canada membership in general. Furthermore, as

Content

First
Bimester

Answer Key

Appendix

Quebec's provincial organization representing English-language teachers is not a member of TESL Canada, we had no participants from this province. Despite these limitations, informative patterns connected to TBLT and its relationship with EAP do arise in the data. These patterns call for further investigations into TBLT and EAP. For example, results suggest that it would be productive to do a larger, more detailed study to find out how teachers are actually incorporating TBLT into their EAP teaching and what effects this approach is having on the language and skill development of their students. The results of such a study would have an impact on course development and curriculum design. The current study also points to how it would be beneficial to see further research to understand the role of the teacher and the role of tasks in helping EAP students prepare for university. Finally, future research capturing EAP student voices to understand their perceptions of TBLT in Canadian EAP contexts would complement the teacher perspectives reported in the current study.

There is a sense in the data received that the participants perceive TBLT as a suitable approach for teaching EAP because their students learn language and skills in natural contexts and situations. By working toward a goal, students use necessary language, making learning more authentic and relevant. TBLT motivates EAP students to improve their language and skills. However, comments with the opposite view that arose in the data suggest that more support for implementing TBLT approaches in an EAP context are called for. This support could take the form of designing EAP materials, such as textbooks, to incorporate TBLT principles for teaching and learning. More such materials would help to lower the preparation demands placed on instructors looking to make TBLT part of their EAP practice. The increased availability of TBLT-informed EAP materials could also be accompanied by greater attention to what TBLT in the EAP classroom constitutes in order to further promote TBLT in EAP teacher education and professional development opportunities.

Acknowledgements

The authors extend thanks to the editors of the *TESL Canada Journal* and the anonymous reviewers for their helpful suggestions and comments on an earlier draft of this article.

The Authors

Scott Roy Douglas is an assistant professor in the Faculty of Education at the University of British Columbia's Okanagan campus. His current research interests include vocabulary and large-scale English language testing, novice academic writing, and English for Academic Purposes curriculum and materials design.

Marcia Kim is an instructor in the English for Academic Purposes program at the University of Calgary. Her current research interests include ESL methodology, teacher training, and English for Academic Purposes.

References

- Alexander, O., Argent, S., & Spencer, J. (2008). *EAP essentials*. Reading, UK: Garnet.
- Baik, C., & Greig, J. (2009). Improving the academic outcomes of undergraduate ESL students: The case for discipline-based academic skills programs. *Higher Education Research and Development*, 28(4), 401–416.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.
- Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639–662.
- Citizenship and Immigration Canada. (2013, February 26). Canada welcomes record number of international students in 2012. Retrieved from <http://news.gc.ca/web/article-en.do?nid=722709>
- Counsell, J. (2011). How effectively and consistently do international postgraduate students apply the writing strategies they have been taught in a generic skills-based course to their subsequent discipline-based studies? *Journal of Academic Language and Learning*, 5(1), 1–17.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Douglas, S. (2014, May). Teacher perceptions of task-based language teaching and learning across Canada. *Contact: Special Research Symposium Issue*, 40(2), 11–31. Retrieved from <http://www.teslonario.net/publication/research-symposium>
- Ellis, R. (2003a). Designing a task-based syllabus. *RELC Journal*, 34(1), 64–81.
- Ellis, R. (2003b). *Task-based language learning and teaching*. Oxford, UK: Oxford University Press.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Boston, MA: Pearson.
- Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. New York, NY: Routledge.
- Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes*, 1(1), 1–12.
- Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 1–27.
- Jordan, R. R. (1997). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge, UK: Cambridge University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford, UK: Oxford University Press.
- Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26(1), 27–56.
- Mann, G. (2006). A task-based approach to the development of the oral skills of international law students. *Research in Post-Compulsory Education*, 11(2), 217–234.
- McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107–132.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Ogilvie, G., & Dunn, W. (2010). Taking teacher education to task: Exploring the role of teacher education in promoting the utilization of task-based language teaching. *Language Teaching Research*, 14(2), 161–181.
- Pica, T. (2008). Task-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 4, pp. 71–82). New York, NY: Springer Science+Business Media, LLC.
- Plews, J. L., & Zhao, K. (2010). Tinkering with tasks knows no bounds: ESL teachers' adaptations of task-based language teaching. *TESL Canada Journal*, 28(1), 41–59.

Content

First
Bimester

Answer Key

Appendix

- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. New York, NY: Palgrave Macmillan.
- Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 53(3), 149–156.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62.
- TESL Canada. (2013). *Mission and values*. Retrieved from <http://www.tesl.ca/about-us/mission-and-values/>
- Van den Branden, K. (2012). Task-based language education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 132–139). Cambridge, UK: Cambridge University Press.
- Willis, J. (1996). *A framework for task-based learning*. Harlow, UK: Addison Wesley Longman.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford, UK: Oxford University Press.

Content

First
Bimester

Answer Key

Appendix

Anexo 6. Classroom strategies

Classroom strategies

Elaborado:
Eva Ulehlova

soy+ utpl

Whole-class teaching

In order to create a successful learning environment **whole-class teaching** can be dynamic and motivating treating everyone the same way and giving opportunity to every individual to speak or to reflect. However, whole-class teaching is less effective if we want to encourage individual contributions and discussion, because speaking out in front of the whole class is more demanding.

soy+ utpl

Content

First
Bimester

Answer Key

Appendix

Group work and pair work

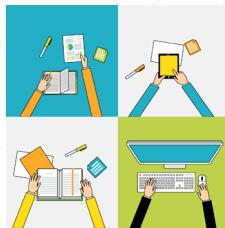
Applying group **work and pair work** in teaching English for academic purposes have many advantages as both foster cooperative activity in which students are involved to work together to complete a task when discussing a topic, searching for information in a website or writing a report. This way students have a chance to participate actively and experiment with the language. Once students are divided into pairs or groups they start working on a problem and build on their independence (Ur, 2012).



soy+ utpl

Solo work

So called '**solo work**' is another alternative that allows students to work at their own speed, gives them time to think and allows them to be individuals, in this way their needs and progress are considered.



soy+ utpl

Content

First
Bimester

Answer Key

Appendix



UTPL
La Universidad Católica de Loja

Class to class interactions

Class to class interactions can be the last alternative to be applied in teaching for academic purposes, as they are good for surveys, discussions, lectures and presentations. Although they can be time-consuming to organize, they can give students a huge sense of satisfaction.



soy+ utpl

Guide Content

Anexo 7. Three moments

1. Preparing learners

In order to focus students' attention on concepts to be developed, the ***Think-pair-share*** task can be applied. In this tasks students are invited to think of a time they have faced a difficult situation. In a pair group they share their ideas and then the teacher chooses a student who says out loud his answer to the rest of the students and then they share their answers also. Another activity that called ***Quick-write/round-robin*** can be used and the purpose of this one is to focus students on concepts that are supposed to be developed in the class in order to activate students' prior knowledge. Students can work in groups; a teacher proposes some questions and students are set up with time to prepare their answers. Then students compare and contrast their ideas and share them with the teacher and the class. Last activity in this concern can be ***Novel ideas only***, which makes learners argue their knowledge or intuitions on a specific topic. This is a group activity, which requires every student to prepare an idea and create a list of ideas all together, that are later shared with the whole class.

2. Interacting with text

Here can be named the activity ***Double-entry journal***, also called a dialectical journal, which is a two-column chart, and the students are expected to do something in the left-hand side and to support their work with evidence in the right-hand side. A teacher provides the format of the activity and students get the chances to interact by asking questions related to a text. Also the activity ***Reading with a focus*** can be used, in which students are given two or three questions before reading to a text and these questions alert the main points of the text and help them comprehend the new information. Lastly, ***Claryifying Bookmark task*** asks students to think about what they need to do if they face some difficulties within a text. It provides students

Content

First
Bimester

Answer Key

Appendix

with language and strategies that give students options about how to proceed this. This task is very useful for students, however, it requires also teachers' collaboration to ensure students get sufficient practice to internalize the strategies.

3. Extending understanding tasks

In this sense, **Collaborative mind mirror** can be mentioned, as "it allows groups of students to synthesize and represent their understanding of a character in literature or history" (Walqui & Lier, 2010 p. 179). In this activity, students imagine their selected character looking in the mirror; but need to think of its inner mind instead of seeing psychical reflection, such as thoughts, needs, wishes or fears a few of them to be mentioned. To express ideas, students create a collaborative poster of their character's psyche. Another activity is **Monologue**, which requires students to write a monologue based on a historic figure or literary character concentrating on inside of the character's mind. Finally, to be mentioned, after students have read a poem, novel, or a short story, they can expand their understanding through **Literary devices** looking for plot elements, similes, metaphors in excerpts from texts.

Guide Content

Content

First
Bimester

Answer Key

Appendix

Anexo 8. Course book material

As stated by Ur (2012) it has been taken as granted that a course book is used as the basis for courses, however, there can be taken a different point of view such as that teachers base their teaching on a syllabus, or their own programmes using personally selected teaching materials or the last opinion is that a course book is selected and is supplemented by other materials. Nowadays, however, more attention is paid to the increase of online or digital course materials. This also brings out some advantages and disadvantages.

The same author mentions, that the positive points of applying a course-book are that it provides a clear framework, hence, there is a sense of structure and progress; a course book can also be used as a syllabus, which can guarantee that a planned selection of language is covered; further, a course book offers texts and tasks appropriate to the level for most of the class, which saves teachers' time to prepare their own ones; the course book also serves as useful guidance and support, especially for teachers who are yet unexperienced; and finally, a course book is very useful in terms of learning a new material, reviewing and monitoring their progress autonomously, on contrary, a student will depend on a teacher. The drawbacks however refer to an inadequacy, as every individual has his own learning needs, which can lead to the point that no single book can be satisfactory. Another negative side of a course book is that the topics included might not be relevant or interesting for all learners, also the contents may happen not to be culturally appropriate which can lead up to discomfort and offence. Lastly, teachers can feel discouraged from using their own initiative. To conclude, each institution or university should make the final decision according its policy, resources available and student's needs.

Guide Content

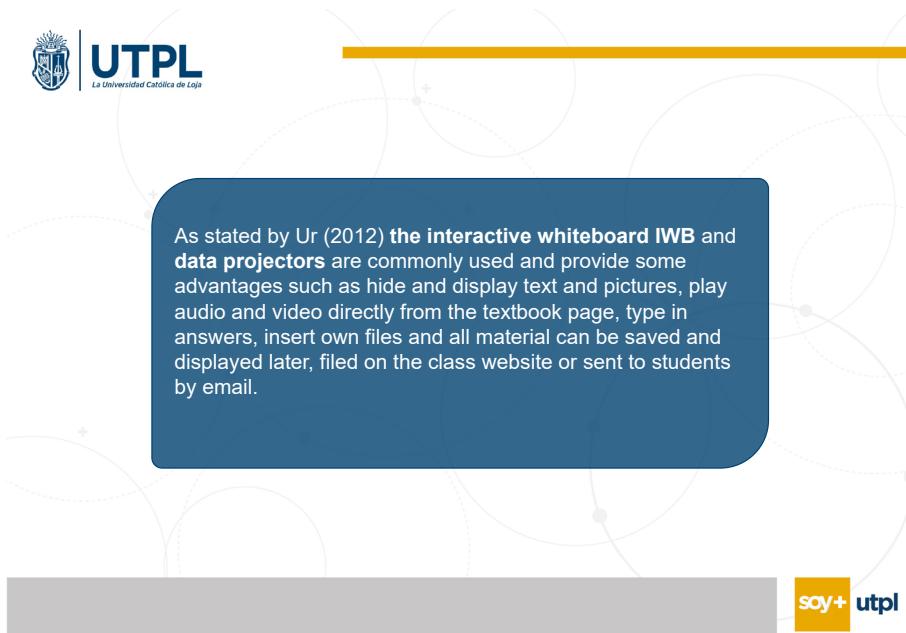
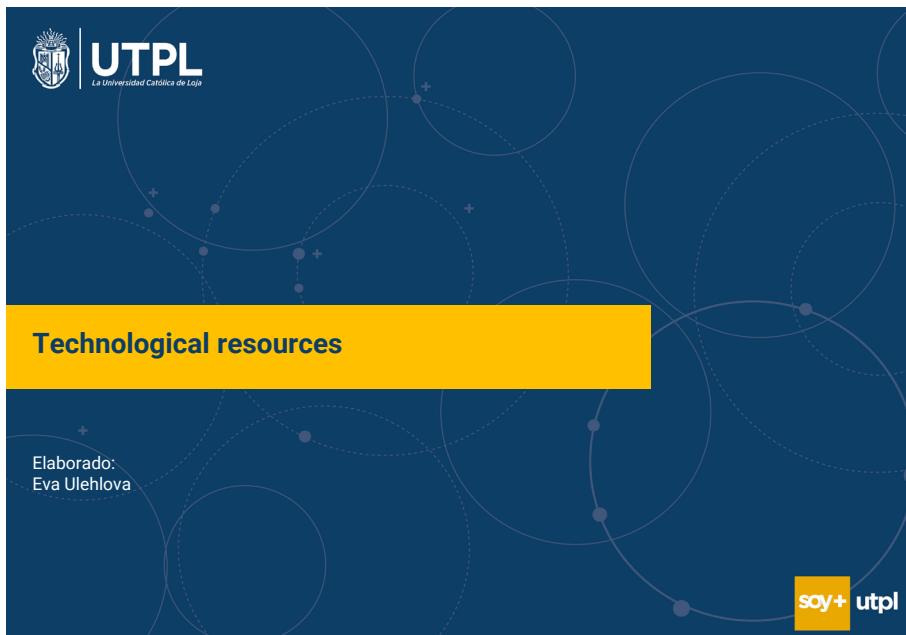
Content

First
Bimester

Answer Key

Appendix

Anexo 9. Technological resources



Content

First
Bimester

Answer Key

Appendix



UTPL
La Universidad Católica de Loja

Certainly, the **internet websites** are sources that no one will reject. The Internet offers teachers immense source of teaching material and provides ideas such as reading texts from authentic sources that is the goal of academic purpose, listening comprehension taken from **YouTube videos** or some audio podcasts, tests, work pages and exercises from various English websites such as British Council. Also self-access exercises and tests for students that they can use by their own are a useful source that support to develop the academic skills.

soy+ utpl



UTPL
La Universidad Católica de Loja

We cannot forget to mention the interactive digital tools such as **Email** that can be used for many purposes in communication between teachers and students, through which assignments can be submitted and corrected, further notifications or changes in schedule etc. can be the part of communication via emails. **Mobile phones** are definitely a source that help students to promote informal communicative writing, and via applications that are available nowadays, an academic vocabulary list can be reviewed.

soy+ utpl

Content

First
Bimester

Answer Key

Appendix

E-books may be used for providing extensive reading material, however, they are not proved to be very effective in terms of using them in the learning process at least inside the classrooms. Nevertheless, they might be very helpful for advanced students to foster their reading skills. Digital books are very useful to university libraries as students can access them easily using library facilities such as via the library website. The use of tools such as iBook Author or Kindle Bookmaker means that tutors can create interactive digital course texts instead of conventional materials.

To sum up, nowadays, digital technologies have become part of communication and language, particularly in higher education. For many students, digital tools are an integral part of their studies as they support the teaching and learning of ‘traditional’ languages and skills, included those ones needed for academic context. There is a huge number of technologies that are available, however not all of them are used. For instance, having the availability of an interactive whiteboard or providing students with a tablet, might not result in better teaching and learning, as there must be considered factors such as effectiveness of the software, technical support, training and methodologies. In EAP context technologies can be used as highly productive resources facilitating more effective teaching, learning, and communication. Thus, teachers must consider how they can prepare students for studying in this technology environment and also how teachers can use technology to foster their methods in teaching of EAP to maximize the use of electronic resources to supplement the traditional format and make their teaching of communication and learning effective. (Chazal,2014)