



**UTPL**  
*La Universidad Católica de Loja*

Vicerrectorado de Modalidad Abierta y a Distancia

## Itinerario II: Methodology for Teaching English for Academic Purposes

Didactic guide



### Itinerario II: Methodology for Teaching English for Academic Purposes

#### Didactic guide

Carrera	PAO Nivel
Pedagogía de Los Idiomas Nacionales y Extranjeros	VI

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## Itinerario II: Methodology for Teaching English for Academic Purposes

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ISBN digital -978-9942-39-177-3

Año de edición: mayo, 2021

Edición: primera edición reestructurada en marzo 2025 (con un cambio del 25%)

Loja-Ecuador



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# Índice

<b>1. Information data .....</b>	<b>8</b>
1.1 Subject presentation .....	8
1.2 General competences of UTPL .....	8
1.3 Professional profile competencies .....	8
1.4 Issues addressed in the course .....	9
<b>2. Learning Methodology .....</b>	<b>10</b>
<b>3. Didactic guidelines by learning outcomes .....</b>	<b>11</b>
<b>First bimester .....</b>	<b>11</b>
<b>Learning outcome 1:</b>	<b>11</b>
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>11</b>
<b>Week 1 .....</b>	<b>11</b>
Unit 1. Overview of English for Academic Purposes.....	11
1.1 Definition of EAP .....	11
1.2 Purpose and importance of EAP .....	14
1.3 Educational context of EAP and EAP design .....	15
1.4 Influences on EAP .....	17
1.5 Issues in EAP teaching and learning.....	18
Recommended learning activity .....	20
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>21</b>
<b>Week 2 .....</b>	<b>21</b>
Unit 1. Overview of English for Academic Purposes.....	21
1.6 The role of academic language and its characteristics.....	21
1.7 Academic Literacies and EAP .....	23
1.8 Academic EFL and EAP .....	25
Recommended learning activities .....	26
Self-assessment 1.....	27
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>30</b>
<b>Week 3 .....</b>	<b>30</b>

Unit 2. Methodological approaches for teaching EAP .....	30
2.1 Methodological approaches for EAP context .....	30
2.2 EAP Teacher development .....	33
Recommended learning activity .....	37
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>37</b>
<b>Week 4 .....</b>	<b>37</b>
Unit 2. Methodological approaches for teaching EAP .....	37
2.3 Language acquisition theories and teaching methodologies .....	38
2.4 Language teaching approaches and methodologies in EAP .....	39
Recommended learning activities.....	42
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>43</b>
<b>Week 5 .....</b>	<b>43</b>
Unit 2. Methodological approaches for teaching EAP .....	43
2.5 EAP management .....	43
2.6 An EAP classroom .....	45
Recommended learning activity .....	47
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>48</b>
<b>Week 6 .....</b>	<b>48</b>
Unit 2. Methodological approaches for teaching EAP .....	48
2.7 Planning units .....	48
2.8 Planning lessons .....	51
2.9 Structuring lesson plans based on the ESA Model .....	53
Recommended learning activities.....	55
Self-assessment 2.....	56
<b>Learning Outcome 2: .....</b>	<b>59</b>
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>59</b>
<b>Week 7 .....</b>	<b>59</b>
Unit 3. Materials and resources for teaching EAP .....	59
3.1 EAP materials .....	59

3.2 Technological sources .....	60
Recommended learning activities .....	64
Self-assessment 3 .....	64
Learning outcome 1 and 2: .....	67
Contenidos, recursos y actividades de aprendizaje recomendadas .....	67
Week 8 .....	67
Final midterm activities .....	67
Second bimester .....	68
Learning outcome 3: .....	68
Contenidos, recursos y actividades de aprendizaje recomendadas .....	68
Week 9 .....	68
Unit 4. Strategies for teaching the four skills in EAP courses .....	69
4.1 Areas in EAP .....	69
4.2 Teaching reading .....	69
Recommended learning activity .....	74
Contenidos, recursos y actividades de aprendizaje recomendadas .....	75
Week 10 .....	75
Unit 4. Strategies for teaching the four skills in EAP courses .....	75
4.3 Teaching writing .....	75
Recommended learning activities .....	78
Contenidos, recursos y actividades de aprendizaje recomendadas .....	79
Week 11 .....	79
Unit 4. Strategies for teaching the four skills in EAP courses .....	79
4.4 Teaching listening .....	79
Recommended learning activities .....	82
Contenidos, recursos y actividades de aprendizaje recomendadas .....	83
Week 12 .....	83
Unit 4. Strategies for teaching the four skills in EAP courses .....	83
4.5 Teaching speaking .....	83

Recommended Learning Activities .....	86
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>87</b>
<b>Week 13 .....</b>	<b>87</b>
Unit 4. Strategies for teaching the four skills in EAP courses .....	87
4.6 Teaching vocabulary .....	87
Recommended learning activities.....	91
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>92</b>
<b>Week 14 .....</b>	<b>92</b>
Unit 4. Strategies for teaching the four skills in EAP courses .....	92
4.7 Teaching grammar .....	92
Recommended learning activities.....	94
Self-assessment 4.....	95
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>97</b>
<b>Week 15 .....</b>	<b>97</b>
Unit 5. Assessment and testing in EAP .....	97
5.1 Functions and types of assessment.....	98
5.2 Assessment tools .....	99
5.3 Profiles of international test of academic English.....	100
Recommended Learning Activities .....	101
Self-assessment 5.....	102
<b>Contenidos, recursos y actividades de aprendizaje recomendadas.....</b>	<b>104</b>
<b>Week 16 .....</b>	<b>104</b>
Final midterm activities .....	104
<b>4. Self-assessments .....</b>	<b>105</b>
<b>5. Bibliographic references.....</b>	<b>111</b>
<b>6. Annexes .....</b>	<b>117</b>



## 1. Information data

### 1.1 Subject presentation



### 1.2 General competences of UTPL

Communication in English.

Oral and written communication.

### 1.3 Professional profile competencies

To apply pedagogical models, employ innovative methodologies, and integrate knowledge for teaching English as a foreign language in an interdisciplinary, practical, and systematic manner. This involves the integration of psychopedagogical, didactic, and curricular knowledge with a strong ethical and professional sense.

To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its context.

## **1.4 Issues addressed in the course**

Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.

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





## 2. Learning Methodology

Dear student,

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 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, and academic lesson plan.



### 3. Didactic guidelines by 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.

##### Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



##### Week 1

##### Unit 1. Overview of English for Academic Purposes

###### 1.1 Definition of EAP

EAP deals with researching and teaching the English needed by those who use the language to perform academic tasks. Further, **English for Academic Purposes (EAP)** refers to the specialized branch of English language teaching that focuses on developing the academic language skills necessary for

students to succeed in higher education. EAP is designed to address the linguistic, cognitive, and cultural demands of academic study in English-medium institutions (Hyland, 2016).

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 areas as confirmed by Chazal (2014).

- Depending on the variety of English taught in the location where the course will be held, 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 educations also that national language is The last option is the area where all subject courses are taught in the national language, but English may be important for supplementary reasons.

It is also important to mention the historical point of view with regard to the development of EAP, thus, let's pay attention to some important years.

- **1950s–1970s: Emergence of ESP (English for Specific Purposes)**

EAP originated as a branch of **English for Specific Purposes (ESP)** during the post-World War II period, when English became the global lingua franca in business, science, and technology. Hutchinson (1987) describes ESP as a response to the practical language needs of professionals and students in specific disciplines. Within ESP, EAP emerged to address the unique linguistic demands of academic study, focusing on students transitioning to English-medium instruction.

- **1980s–1990s: Expansion of EAP**

The expansion of higher education globally and the internationalization of universities led to a growing need for EAP. Influential works like Swales' (1990) "**Genre Analysis**" emphasized the importance of teaching academic genres (e.g., essays, reports, and research articles). EAP programs began incorporating needs analysis and genre-specific instruction, tailoring courses to students' academic fields.

- **2000s–Present: Integration of EAP into EMI and Digital Contexts**

The rise of **English-medium instruction (EMI)** in non-English speaking countries has further fueled the demand for EAP. Digital tools and online resources have transformed EAP teaching, incorporating multimedia, e-learning platforms, and digital literacy skills (e.g., citation management, online collaboration). Further, a focus on **inclusivity** and support for diverse student populations, particularly international students, has shaped modern EAP practices (Macaro et al., 2018).

## 1.2 Purpose and importance of EAP

**English for Academic Purposes (EAP)** has evolved in response to the increasing global demand for English-medium education and the need for non-native English speakers to succeed in academic settings. 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).

The teaching and learning involve 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).

Further, the skills learned in EAP have long-term benefits beyond academia, equipping students for professional environments. It develops the communications skills (effective written and spoken communication is essential for careers in research, business, healthcare, and other sectors). It promotes global competitiveness (proficiency in academic English enhances

employability and opens opportunities in international job markets) and it fosters the ability to present ideas clearly and persuasively, which is critical for professional success. Finally, the importance of EAP lies in its ability to empower students with the linguistic, cognitive, and cultural tools needed to succeed in academic and professional settings. By addressing the unique demands of academic communication, EAP fosters critical thinking, research skills, and cross-cultural competence, ensuring students can thrive in English-medium academic environments and beyond (Hamp-Lyons, 2011).

### 1.3 Educational context of EAP and EAP design

Once we got familiarized with the purpose and importance, we also have to know the following. English for Academic Purposes (EAP) plays a crucial role in preparing university students to engage effectively with academic discourse in English. As students progress to more advanced levels of their education, understanding the educational context of EAP and the principles of EAP course design becomes essential. In this title you will explore the theoretical and practical aspects of designing EAP instruction that meets the linguistic and cognitive demands of higher education. According to Wingate (2022) **EAP is taught in Higher Education Institutions** (universities and colleges that deliver programs in English-medium instruction (EMI). Pre-sessional and in-sessional EAP courses are offered to prepare and support students in academic programs. Now, we need to get explained what the pre- and in-sessional courses mean. The pre-sessional courses are dictated before students begin their academic programs to equip them with foundational academic English skills. On contrary, the in-sessional courses provide ongoing support during students' academic studies, addressing immediate needs like writing essays or preparing presentations. Further, the EAP is also taught in **Language Centers** (institutions offering stand-alone EAP courses for students aiming to improve their academic English before enrolling in degree programs; and lastly, EAP is also taught in **Secondary Education** (in some countries, EAP is introduced at the high school level to prepare students for tertiary education in English). As

EAP learners are diverse, their contexts influence the design and delivery of EAP programs. Below you can observe the different types of learners in EAP context.

**Table 1**  
*Types of learners in EAP context*

<b>Non-Native English Speakers (NNES):</b>	<b>Discipline-Specific Needs:</b>	<b>Varied Proficiency Levels:</b>
A significant number of EAP students are international students studying in English-speaking countries or EMI programs.	Students from varied disciplines (e.g., engineering, medicine, social sciences) have unique linguistic and rhetorical demands.	Learners may range from intermediate to advanced levels of English proficiency, requiring differentiated instruction.
These learners often require intensive support to bridge the gap between their general English proficiency and academic requirements.	EAP courses often incorporate specialized vocabulary, genre analysis, and discourse practices relevant to each field.	

Note. Ulehlova, E., 2025.

To finish this topic, it is crucial to mention, that understanding the learner's academic, institutional, and cultural context allows EAP programs to provide relevant and effective instruction. Additionally, context-aware EAP courses respect and address the cultural diversity of students, ensuring inclusivity and fairness. Last but not least, by integrating global academic practices and digital tools, EAP prepares students to participate in international academic and professional settings.

## 1.4 Influences on EAP

The influences on EAP are diverse and interconnected, reflecting the dynamic nature of academic, cultural, institutional, and global contexts. Understanding these influences enables EAP educators to design programs that are relevant, responsive, and effective in preparing students for the linguistic and cognitive demands of academia (Dudley-Evans & St John, 1998).

EAP is rooted in the study of language use in academic contexts, focusing on specific linguistic features that are prevalent in academia: Academic vocabulary, Grammar and Syntax, Discourse and Pragmatics.

The design and implementation of EAP programs are shaped by educational frameworks and practices such as EMI; the global adoption of EMI in higher education has driven the demand for EAP courses to support non-native English speakers in academic settings. EAP courses often align with institutional goals, academic disciplines, and assessment requirements. With regards to learning theories, constructivist approaches encourage active, student-centered learning in EAP, while behaviorist strategies support drills for language accuracy. EAP operates in multicultural academic environments, requiring sensitivity to diverse cultural norms and expectations. EAP is directly shaped by the policies, expectations, and practices of academic institutions, which refers not only to teaching students about plagiarism, referencing styles, and ethical use of sources is a core component of EAP. Additionally, the globalization of education has significantly impacted EAP, English's dominance as the global academic language has reinforced the importance of EAP (Seidlhofer, 2005). Further, EAP is shaped by the specific demands of different academic disciplines (Swales, 1990).

Finally, technology has transformed the way EAP is taught and learned, particularly platforms like Moodle, Blackboard, and Zoom facilitate the delivery of EAP courses; or tools such as Turnitin, Grammarly, and referencing managers are integrated into EAP instruction. The part of technology will be further studied in week 7.

## 1.5 Issues in EAP teaching and learning

Dear student, now let's move to the issues in EAP teaching and learning, which is one of the important parts of EAP context.

### 1.5.1 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 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. 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 (Hyland & Hamp-Lyons, 2002).

## 1.5.2 Global-Local issues in EAP teaching and learning context

After being explained the general-specific issues, there is another type of issues that is described below. The interplay of global and local issues is a central concern in the field of English for Academic Purposes (EAP). This topic explores how global trends in academia, education, and language use intersect with local needs, contexts, and cultural values. Understanding this dynamic is essential for designing effective and context-sensitive EAP programs, thus, check please the information provided in the following table.

**Table 2**  
*Issues in EAP teaching context*

Type of issue	Description
Global Issues in EAP	<ul style="list-style-type: none"><li>Refers to universal or internationally recognized practices, norms, and trends in academia, particularly in English-medium education.</li><li>Includes global academic standards, publication norms, English as a Lingua Franca (ELF), and the increasing internationalization of higher education.</li></ul>
Local Issues in EAP	<ul style="list-style-type: none"><li>Refers to specific linguistic, cultural, institutional, and social factors unique to a particular region, country, or educational setting.</li><li>Includes local language policies, cultural attitudes toward education, and specific academic needs of students.</li></ul>

Note. Ulehlova, E., 2025.

There is a tension between Global and Local in EAP. While global norms promote consistency, they may not always align with local educational traditions or student needs. For example: Teaching the IMRaD (Introduction, Methods, Results, and Discussion) structure globally may overlook local academic writing practices. With regards to linguistic hegemony, the

dominance of English risks marginalizing local languages and knowledge systems. EAP must balance empowering students globally while respecting local linguistic identities.

To address these tensions, EAP practitioners aim to create a balance between global standards and local realities such as developing EAP courses that incorporate global academic conventions while addressing specific local needs and challenges; leveraging students' L1 as a resource rather than a barrier in learning English for academic purposes; or designing assessments that align with global academic criteria but consider local students' learning contexts.



### Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

Now, dear student, to show your full understanding of the theory mentioned above, I invite you to research two different EAP courses (one EGAP-based and one ESAP-based) offered at universities. Based on that information you will have to answer the following questions:

- Identify their main objectives, target students, and key components.
- Summarize the differences and similarities in a comparison table.

*Note: Please complete the activity in a notebook or a Word document.*

Well done, you have convinced me you have fully comprehended this topic. So, we can continue with the following topic.



## Week 2

### Unit 1. Overview of English for Academic Purposes

Dear student, in this part of unit 1, you will find information about the role of Academic Language and Language learning, academic literacies and academic EFL and EAP. 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.

#### 1.6 The role of academic language and its characteristics

First, let me explain to you what academic language is. Academic language is the language used in educational settings, research, and scholarly communication. It plays a central role in achieving academic goals, facilitating critical thinking, and engaging with specialized content across disciplines. Academic language is more **formal** than everyday conversational language. It avoids colloquialisms, contractions, slang, and overly personal expressions (Knapp, 2011).

Now, we will move towards the topic of characteristic of academic language. For each characteristic of academic language there are provided examples, so that you can understand better how to use the academic language in academic setting. Let's start with the example of formality, and then continue with examples of objectivity, clarity, terminology, and logical structure.

- **Informal:** "This paper talks about how climate change is a big deal."
- **Formal:** "This study examines the significant impact of climate change on global ecosystems."

Academic language prioritizes **objectivity** by focusing on facts, evidence, and reasoned arguments rather than personal opinions or emotions.

- **Subjective:** "I think this solution might work because it seems reasonable."

- **Objective:** "This solution appears effective based on empirical evidence and prior research findings."

Academic language strives for **clarity** and precision, ensuring that the intended meaning is accurately conveyed without ambiguity.

- **Unclear:** "Many people don't like this idea because it's bad."
- **Clear:** "This proposal has been criticized due to its lack of cost-effectiveness and environmental sustainability."

Academic language incorporates subject-specific **terminology** and jargon that aligns with the conventions of the discipline.

- **In Biology:** "The study highlights the symbiotic relationship between mycorrhizal fungi and plant roots."
- **In Business:** "This report evaluates the ROI of marketing strategies in e-commerce."

Academic writing follows a **logical structure** that includes clear introductions, body paragraphs, and conclusions. Further, it emphasizes the ability to critically engage with ideas, assess arguments, and synthesize information.

- **Descriptive:** "The author explains the importance of renewable energy."
- **Analytical:** "While the author emphasizes the benefits of renewable energy, the argument overlooks the economic challenges associated with transitioning from fossil fuels."

Another characteristic of academic language is that statements are supported by evidence, including data, citations, and references to established theories or studies. Academic language avoids unnecessary repetition or verbosity, delivering ideas succinctly while maintaining depth.

- **Wordy:** "It is important to note that the data shows an increase in temperature over the last five years, which means the climate is getting warmer."
- **Concise:** "The data indicates a five-year trend of rising temperatures, signaling climate warming."

Finally, it must be mentioned that discourse markers and transition words help organize ideas and enhance the flow of academic writing. All these features specified above ensure effective communication in academic contexts and prepare learners for active participation in global academia. By understanding and practicing these characteristics, students enhance their ability to navigate the demands of academic and professional environments and it empowers them to participate in scholarly communication, think critically, and engage with specialized content (Seidlhofer, 2005).

## 1.7 Academic Literacies and EAP

Academic literacies and EAP intersect in their focus on equipping students with the skills needed to navigate academic discourse and succeed in academic environments.

The academic literacies approach views literacy not just as the ability to read and write but as a set of socially and culturally embedded practices. Lea and Street (1998) define academic literacies as a framework that emphasizes the varied, situated, and context-dependent nature of academic writing and other literacy practices. It considers how students engage with institutional expectations, disciplinary conventions, and power relations. The main features of academic literacies involve understanding and participating in the academic community, requiring adaptability and awareness of context-specific conventions and identifying students' identity within academia. English for Academic Purposes (EAP) focuses on teaching the language, skills, and strategies students need to succeed in academic settings. According to Hyland (2016), EAP is a branch of English language teaching concerned with teaching, learning, and assessment practices that support students in achieving their academic goals in English-medium educational institutions.

While both academic literacies and EAP aim to support students' academic success, they differ in their theoretical underpinnings and approaches. You can see the differences in the table below.

**Table 3***Differences of academic literacies and EAP*

Aspect	Academic Literacies	EAP
<b>Focus</b>	Social and cultural practices of academic contexts.	Language, skills, and strategies for academic success.
<b>Approach</b>	Holistic and critical, addressing power dynamics and identity.	Skills-based and pragmatic, emphasizing specific tasks (e.g., essay writing, presentations).
<b>Orientation</b>	Sociocultural and interdisciplinary.	Linguistic and pedagogical, often discipline-specific.
<b>Purpose</b>	Helping students understand and navigate academic conventions critically.	Equipping students with tools to perform academic tasks effectively.

Note. Ulehlova, E., 2025.

After analyzing the information from the table it can be observed that despite their differences, academic literacies and EAP can complement each other. EAP provides explicit instruction in academic genres, vocabulary, and grammar and focuses on developing practical skills, such as writing essays, reading journal articles, and delivering presentations. Likewise academic literacies encourage students to critically analyze academic conventions and acknowledges the diversity of students' linguistic and cultural backgrounds (Björkman, 2013).

Thus, by integrating both approaches, teachers can address immediate academic needs while fostering a deeper understanding of academic practices. See the particular example below.

- **EAP Approach:** Teach the structure of an academic essay (introduction, body, conclusion) and the use of cohesive devices
- **Academic Literacies Approach:** Discuss how essay conventions vary across disciplines, explore students' experiences with academic writing, and challenge assumptions about what makes "good" academic writing.



## 1.8 Academic EFL and EAP

Academic English as a Foreign Language (EFL) and English for Academic Purposes (EAP) are interconnected areas in English language teaching, each with its specific goals, audiences, and methodologies. Both aim to equip learners with the necessary language and skills to function effectively in academic contexts. However, their focus, scope, and instructional approaches can differ. Now we will get explained the main differences.

**EFL in Academic Contexts (Academic EFL)** refers to the teaching of English to learners whose first language is not English, typically in countries where English is not the dominant language. Academic EFL focuses specifically on teaching English for academic study and is often tailored to students preparing for higher education or research in English-speaking environments. While, EAP is a branch of English for Specific Purposes (ESP) that focuses on teaching English specifically for academic study. EAP is typically used in higher education and research settings, with an emphasis on the skills and language necessary for academic tasks such as reading, writing, presenting, and participating in academic discussions (Carkin, 2005). To summarize the information, you can have an overview that is provided in the table below.

**Table 4**

Key differences between academic EFL and EAP

Aspect	Academic EFL	EAP
<b>Audience</b>	General learners, often in secondary or pre-university stages.	University students or researchers in academic environments.
<b>Focus</b>	General academic skills, with a broader focus on English.	Highly specific academic skills and genres (e.g., essays, reports).
<b>Context</b>	Often taught in non-English-speaking countries.	Commonly taught in English-medium universities or institutions.
<b>Content</b>	Mix of academic and general English skills.	Discipline-specific content and academic tasks.
<b>Skills Emphasized</b>	Reading and writing with some speaking and listening.	Critical reading, academic writing, presentations, and research skills.

Note. Ulehlova, E., 2025.



## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Dear student, I would like to ask you to read the academic paragraph and with the knowledge obtained from this unit, answer the questions. This activity will help you recognize **academic vocabulary, formal tone, and argumentation** in academic writing.

- **Academic paragraph**

The increasing globalization of higher education necessitates a comprehensive understanding of English for Academic Purposes (EAP) as a fundamental component of university curricula. While English functions as a lingua franca in academic discourse, there remains a persistent tension between global academic norms and local linguistic traditions. This dichotomy is particularly evident in

writing conventions, where the widely adopted IMRaD (Introduction, Methods, Results, and Discussion) structure may not align with the rhetorical preferences of all educational contexts. Consequently, EAP practitioners must develop pedagogical approaches that both adhere to international academic standards and accommodate the unique linguistic and cultural needs of students. Failure to strike this balance may hinder students' ability to fully integrate into global academic communities while preserving their linguistic identity.

### Comprehension Questions:

- Identify five academic words or phrases from the paragraph.
- What is the main argument presented in the paragraph?
- What example does the paragraph provide to illustrate the tension between global and local academic norms?
- Why is it important to balance international academic standards with local linguistic needs?

*Note: please complete the activity in a notebook or a Word document.*

Great, congratulations. You can review the answers with your tutor.

2. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.



### Self-assessment 1

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

1. When did the term 'English for Academic Purposes' first emerge?
  - a. In the 1960s, when it appeared as a modest concept in English language teaching.
  - b. In the 1980s, when Swales introduced "Genre Analysis" in academic writing.

c. In the 2000s, when English-medium instruction (EMI) became widespread.

2. What is a key characteristic of EAP courses?

- a. They focus on developing academic language skills needed for higher education.
- b. They emphasize informal conversation over academic writing.
- c. They only prepare students for standardized English proficiency tests.

3. What is the main difference between pre-sessional and in-sessional EAP courses?

- a. Pre-sessional courses support students during their academic studies, while in-sessional courses prepare students before starting a degree.
- b. Pre-sessional courses focus on foundational academic English before students begin their programs, while in-sessional courses provide ongoing support during academic studies.
- c. Pre-sessional courses focus on general academic English, while in-sessional courses focus only on academic writing.

4. How does globalization influence EAP teaching and learning?

- a. It promotes English as the dominant academic language and influences curriculum design.
- b. It encourages the use of multiple languages instead of English in academic settings.
- c. It limits the use of digital tools and resources in EAP instruction.

5. Which of the following sentences demonstrates the correct use of academic language?

- a. "I think this argument makes sense because it's a good idea."
- b. "This research suggests that renewable energy is beneficial due to its long-term sustainability and reduced carbon footprint."

c. "A lot of people say renewable energy is cool and better for the planet."



6. What is a key feature of academic language?

- a. It includes slang and informal expressions to make ideas more relatable.
- b. It focuses on objectivity, clarity, and the use of precise terminology.
- c. It relies primarily on personal opinions and emotions



7. What is a key distinction between the Academic Literacies approach and EAP?

- a. Academic Literacies focuses on practical writing skills, while EAP explores social and cultural aspects of academic writing.
- b. EAP emphasizes specific language skills and academic tasks, while Academic Literacies takes a broader, sociocultural perspective.
- c. Both Academic Literacies and EAP focus solely on grammar and vocabulary



8. How do Academic Literacies and EAP complement each other?

- a. Academic Literacies helps students critically analyze academic conventions, while EAP provides explicit instruction in academic language and skills.
- b. EAP and Academic Literacies are completely separate approaches with no overlapping goals.
- c. Academic Literacies focuses only on writing, while EAP teaches speaking and listening skills.



9. What is a primary distinction between Academic EFL and EAP?

- a. Academic EFL is only for beginners, while EAP is for advanced learners.
- b. Academic EFL covers a mix of academic and general English, while EAP focuses on highly specific academic skills and genres.



c. EAP is taught only in English-speaking countries, while Academic EFL is taught globally.

10. In what type of institution is EAP most commonly taught?

- a. Secondary schools offering general English courses.
- b. Language centers for business professionals.
- c. English-medium universities or institutions.

[Ir al solucionario](#)



## Contenidos, recursos y actividades de aprendizaje recomendadas



### 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 methodological approaches and development of teachers.

### 2.1 Methodological approaches for EAP context

To start with, here are proposed the following three approaches within the academic context. Let's discuss one by one with its characteristics, advantages and usage.

#### **English for academic purposes (EAP)**

This approach focuses directly on the academic skills needed for success in higher education, it also provides explicit instruction in English genres and conventions. It also presents challenges such as limited integration with specific academic disciplines unless EAP courses are discipline-specific; or may feel less relevant to students focused on mastering their subject area. This approach best suits for students who need to develop English for academic study or research and it is particularly useful in pre-session courses, foundation programs, or English-medium universities (Hyland, 2018).

Its focus is on teaching English, specifically for academic use with the purpose to prepare students to use English effectively in academic settings, such as universities or research environments. Within this context skills such as academic writing, critical reading, presentation skills, note-taking, and academic vocabulary are developed. The audience are typically higher education students who need English to complete their studies or research in English-medium institutions with the proposed activities such as writing research papers, analyzing academic texts, or practicing seminar discussions.

### **English-Medium instruction (EMI)**

This approach immerses students in the target language while learning content and prepares students for global academic and professional opportunities. Its challenge is language barriers can hinder understanding of complex subject matter. The other challenge is that teachers may lack sufficient training in English language instruction. It is suitable for content-driven courses in higher education where English is the primary medium of instruction. Further, it is ideal for institutions aiming at internationalizing their programs (Maiworm, 2002). Again, the main focus is on teaching academic content in English, regardless of students' English proficiency with the aim at delivering subject-specific knowledge (e.g., science, engineering, or business) in English to facilitate access to global resources and international opportunities. The main characteristics of this instruction is that students (often university students in non-English-speaking countries where English is used as the medium of instruction) are expected to learn the subject matter

and develop English skills simultaneously. The courses suitable for this instruction are engineering classes or economics lectures taught entirely in English.

### **Content and Language Integrated Learning (CLIL)**

This approach promotes bilingualism and deeper engagement with content and language and it also supports active and meaningful language learning through content. It also presents some challenges as the two previous approaches mentioned above. One challenge can be balancing language and content objectives can be difficult. The other one refers to requirement of well-trained teachers proficient in both subject and language pedagogy. It is effective for integrating language learning with school-level subjects or vocational education and it is also good for promoting bilingualism in non-English-speaking contexts (Fortanet-Gómez, 2013). The main focus is teaching subject content and language skills simultaneously with the purpose of integrating language learning with content knowledge, typically in school-level or vocational education contexts with equal emphasis on subject matter and language acquisition. This approach also encourages bilingualism and multicultural understanding for primarily school students, but is also used in vocational and some university programs with some proposed activities like learning about historical events or scientific principles while also practicing specific English vocabulary and structures.

Dear student, to understand the main differences, there is an overview summarized in a table.

**Table 5**

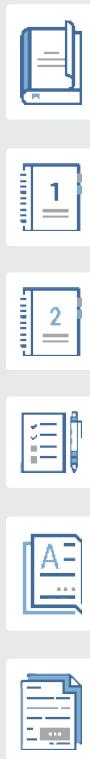
Key differences among EAP, EMI and CLIL

Aspect	EAP	EMI	CLIL
<b>Primary Goal</b>	Develop academic English skills.	Teach subject-specific content in English.	Integrate language learning with subject content.
<b>Language Focus</b>	Central to the teaching approach.	Secondary to content delivery.	Equally important as subject content.
<b>Audience</b>	Higher education students.	University students.	School, vocational, or university students.
<b>Content Emphasis</b>	Academic skills and language.	Subject-specific knowledge.	Balance of language and subject content.
<b>Teaching Approach</b>	Language-focused activities.	Subject-focused instruction.	Dual focus on content and language tasks.
<b>Teacher Role</b>	Language specialist.	Subject expert.	Dual-role (language and content).

Note. Ulehlova, E., 2025.

## 2.2 EAP Teacher development

English for Academic Purposes (EAP) teacher development is a crucial aspect of ensuring that instructors are well-equipped to teach academic English effectively. EAP practitioners need specialized skills beyond general English teaching, including expertise in academic discourse, genre analysis, and subject-specific language instruction. This development is supported by professional organizations such as **BALEAP (The Global Forum for EAP Professionals)** and structured education programs. **BALEAP** is an international organization that supports the professional



development of English for Academic Purposes (EAP) practitioners. It provides a platform for educators, researchers, and institutions involved in EAP to share best practices, engage in research, and improve the teaching and learning of academic English (Aksit & Aksit, 2022).

### ***Who Are EAP Practitioners and what is their role?***

EAP practitioners are educators who specialize in teaching English for Academic Purposes. They work in universities, colleges, and language institutes, supporting students in developing the language and academic skills necessary for success in higher education. They also must accomplish with plenty of responsibilities. Let's mention some of them (Alexander, 2010).

- Teaching academic reading, writing, listening, and speaking skills.
- Helping students develop critical thinking and research skills.
- Preparing students for exams like IELTS, TOEFL, or university-specific proficiency tests.
- Supporting students with subject-specific academic language.
- Designing and delivering discipline-specific EAP courses.
- Using technology and digital tools to enhance academic English learning.

Further, EAP teachers require specific competencies that go beyond general ESL/EFL teaching, these include:

- **Academic Literacy Awareness:** Understanding academic genres, conventions, and disciplinary differences.
- **Corpus and Genre Analysis:** Teaching students how academic language is structured across disciplines.
- **Student-Centered Pedagogy:** Encouraging autonomous learning and research skills.
- **Assessment Literacy:** Designing formative and summative assessments appropriate for academic contexts.
- **Intercultural Competence:** Supporting international students in adapting to academic expectations.

With both EAP practitioners and EAP teachers is closely connected the **BALEAP (The British Association of Lecturers in English for Academic Purposes)** that is the leading professional body for EAP practitioners worldwide. It plays a crucial role in setting standards for EAP teaching, providing professional development opportunities, and fostering research in the field. Through accreditation, competency frameworks, conferences, and publications, BALEAP ensures that EAP professionals have access to the necessary resources and guidance to excel in their roles. One of BALEAP's key contributions to EAP teacher development is its **accreditation system**, which evaluates and certifies EAP programs to maintain high-quality teaching and learning. Institutions that receive BALEAP accreditation demonstrate adherence to best practices in EAP curriculum design, assessment, and pedagogy. This ensures that students receive effective academic English instruction that meets university expectations (Berent & Clymer, 2007)

BALEAP has also developed an **EAP Competency Framework**, which outlines the essential knowledge and skills that EAP practitioners should possess. This framework serves as a guide for teacher development, focusing on areas such as language and discourse competence, teaching and learning strategies, course design, and assessment literacy. By following these standards, EAP educators can enhance their teaching methodologies and better support students in academic settings. Additionally, BALEAP organizes **conferences, workshops, and webinars** to facilitate the exchange of knowledge and best practices among EAP professionals. These events provide opportunities for teachers to stay updated on the latest research, innovative teaching methods, and emerging trends in academic English instruction. The organization also supports **research and publications**, offering valuable resources such as journals and reports that contribute to the advancement of EAP pedagogy (Alexander, 2010).

To sum up, BALEAP plays a fundamental role in shaping the field of EAP by ensuring high teaching standards, promoting professional development, and fostering a global network of EAP practitioners. Its initiatives help educators refine their skills, stay informed about new developments, and provide effective academic English instruction to students preparing for higher education.

Now, after being familiarized with the information above, also Education and Qualifications for EAP Teachers is crucial to be dealt with in this context (Fitzpatrick et al., 2022). Have a look at the three factors that play an important role within this area.

### ***Educational background***

- A degree in TESOL, Applied Linguistics, or Education is preferred.
- A master's degree (MA) in EAP, Applied Linguistics, or a related field enhances job prospects.

### ***EAP specific training***

- CertTESOL or CELTA (General English Teaching Certification).
- DELTA, Trinity DipTESOL, or a PGCert in EAP (Advanced EAP teaching qualification).

### ***BALEAP Training Courses* (For professional development).**

- Practical teaching experience
- Experience in university language centers or pre-sessional courses.
- Working with international students in academic contexts.

Continuing with **Professional Development (CPD)**, it is very important at ensuring that EAP practitioners refine their skills and adapt to the changing needs of students in higher education. One of the most effective ways for EAP teachers to engage in CPD is by participating in **conferences and workshops** organized by professional bodies such as BALEAP, TESOL, and IATEFL. These events provide opportunities for networking, knowledge exchange, and exposure to the latest research in academic English instruction. In addition to conferences, EAP teachers can enhance their expertise by enrolling in **professional training courses** that focus on specific aspects of academic English teaching. Online courses, postgraduate diplomas, and short-term workshops provide valuable insights into advanced topics such as assessment literacy, academic writing instruction, and digital tools for EAP. (Alexander, 2012).

Finally, EAP practitioners can expand their knowledge through **online communities, webinars, and professional networks**. Platforms such as the British Council, BALEAP forums, and LinkedIn groups provide spaces for discussions on best practices, challenges, and emerging trends in academic English teaching. Engaging with a professional community allows teachers to learn from peers, share experiences, and stay informed about the latest developments in EAP education.



### Recommended learning activity

Let's continue the learning process through your participation in the following activity:

Dear student, I invite you to read about BALEAP ([The global forum for EAP professionals](#)), so you can deepen your knowledge on the same and find out more about the professional development of teachers in EAP. Then summarize the main points by writing a paragraph.

*Note: Please complete the activity in a notebook or a Word document.*

Well done, now once you become an expert in professional teacher development, we can continue with another topic.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 4

#### Unit 2. Methodological approaches for teaching EAP

Dear student, 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.

## 2.3 Language acquisition theories and teaching methodologies

Language acquisition is the process through which humans develop the ability to understand, produce, and use language to communicate. It is a fundamental aspect of cognitive and social development, allowing individuals to interact with the world around them. Language acquisition can occur naturally, as in first language (L1) acquisition, or through formal instruction, as in second language (L2) acquisition.

First language acquisition occurs in early childhood, typically without formal instruction, as children are exposed to and gradually internalize the linguistic structures of their native language. This process is guided by cognitive and social factors, with theories such as Noam Chomsky's Universal Grammar suggesting that humans have an innate ability to acquire language. Second language acquisition, on the other hand, takes place later in life and is influenced by various factors such as age, motivation, exposure, and instructional methods. Scholars like Stephen Krashen propose that L2 learning involves both subconscious acquisition (through meaningful exposure) and conscious learning (through formal instruction). To understand language acquisition is essential for future educators, particularly those teaching English for Academic Purposes (EAP). It provides insights into how students acquire linguistic skills, how instructional approaches impact learning, and how different contexts shape language development. By exploring key theories and factors influencing language acquisition, educators can design more effective teaching strategies to support students in academic settings (Krashen, 2003).

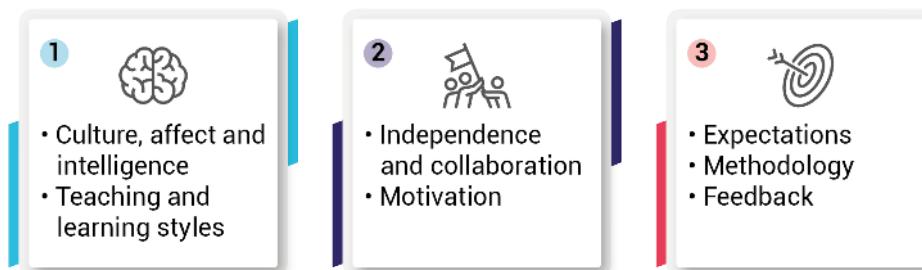
As it is stated by Krashen (1982, as cited in Ur, 2012) the other language can be learnt the way as we learn the first language, it means through lots of exposure to the language in authentic communicative situations. This is so called **intuitive acquisition**. The other theory is **habit-formation**, 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 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 provides the theoretical basis for different methodologies.

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

**Figure 1**

*Aspects in teaching and learning*



Note. Ulehlova, E., 2025.

## 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 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.

The teaching of **English for Academic Purposes (EAP)** involves specialized methodologies that go beyond general English instruction, focusing on preparing students for the linguistic and academic demands of higher education. Various methodological approaches have been developed to support learners in acquiring the necessary reading, writing, listening,

speaking, and critical thinking skills required in academic contexts. The most common approaches in EAP include, apart from the others that are the contents of another subject:

- Content-based instruction (CBI)
- Communicative Language approach
- Flipped classroom and Task-based learning (TBL)

Now dear student, let's discuss one by one and its characteristics.

**Content-Based Instruction (CBI)** integrates language learning with subject-specific content, meaning that students learn English through engaging with real academic topics. This approach is closely related to English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL), where students study subjects like business, science, or engineering in English while simultaneously improving their language skills. CBI is effective because it provides authentic learning experiences that mirror the actual academic environments students will encounter. It also promotes deeper engagement with the language since students are learning English in meaningful contexts (Lyster, 2017). To apply this approach as an example activity can be: A biology-focused EAP course where students read and discuss research papers on climate change while learning academic vocabulary and argumentation structures.

Another strategy that is recommendable to be used in teaching English for academic purposes is the **Communicative Language Approach (CLA)** 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 and 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.

An additional widely recognized approach for teaching English for Academic Purposes is the **Flipped Classroom (FC) strategy**, which makes a meaningful difference and enhances learning outcomes. Certainly the modern technology such as the WorldWide Web and E-learning Moodle, smartphones and tablets have enabled this approach and made an easy access 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 learning, which is used to facilitate a 'flipped classroom' approach, and expects a teacher to present a new information and students are asked to study through reading and listening outside the classroom (Soliman, 2016).

Further, **The Task-Based Learning (TBL) approach** emphasizes the completion of real-world academic tasks that require students to use English for specific academic purposes. Instead of focusing on isolated grammar or vocabulary exercises, students engage in communicative, problem-solving, or research-based tasks that reflect the types of assignments they will encounter in university settings (Alexander et al., 2008, cited in Douglas & Kim, 2014). TBL is particularly useful for developing students' autonomous learning skills, as it encourages them to apply academic English in collaborative projects, debates, and research presentations. Tasks are usually structured in three stages: pre-task (introduction and preparation), task performance (execution), and post-task (reflection and feedback). To show the effectiveness of this approach an example activity can be the following: Students work in groups to analyze and present the key arguments of a research paper, simulating an academic seminar discussion.



## Recommended learning activities

Let's continue the learning process through your participation in the following activities:

1. To foster a knowledge of applying the communicative language method, watch the video titled [Communicative Language Teaching: A practical module for teachers](#). While watching and obtaining new information, think at the same time: *How this approach can be applied for Teaching English for Academic Purposes?* Specify by writing a short paragraph.

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

2. While reading about the [Flipped classroom](#), create a mind map to outline the proposed process of activities and tasks of learner-centered model.

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

3. Read about the Informative web article titled: [An intro to the Task-Based Language Teaching methodology](#). Pay attention to how the task-based approach can be implemented in English for Academic Purposes (EAP) and take notes on key ideas.

*Note: please complete the activities in a notebook or a Word document.*

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

4. I also invite you to watch the video titled [Methodologies and materials in English for Academic Purposes](#), where you can find out more about methodologies and material used in EAP. The information in the video is useful for considering what methodologies and material is adequate to be used in EAP context. I am sure that now after picking up all new

information, you are able to decide which method and material would be appropriate to be employed in the teaching process.



## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 5



## Unit 2. Methodological approaches for teaching EAP



Dear student, the last topic that belongs to the same unit is classroom EAP management and here we will discuss how 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 EAP management



Effective management of English for Academic Purposes (EAP) programs is essential to ensuring that students receive high-quality instruction tailored to their academic needs. It involves various administrative, pedagogical, and organizational responsibilities. Effective EAP management ensures that academic English courses align with institutional goals, meet students' academic needs, and maintain high teaching standards. It includes managing courses, curriculum design, assessment strategies, teaching staff, student engagement, and institutional expectations. Below are the two key areas of EAP management: managing courses and managing people. Hence, pay attention to what will be discussed.



#### 2.5.1 Managing EAP courses



Managing EAP courses involves several key aspects, including:

- Curriculum and course design
- Assessment and evaluation
- Accreditation and quality assurance
- Resource and budget management.

A well-structured EAP curriculum must align with university expectations, incorporating essential academic skills such as reading, writing, speaking, listening, research, and critical thinking, while also integrating discipline-specific language support and digital learning tools. Assessment and evaluation play a crucial role in ensuring student progress through formative and summative assessments, including essays, presentations, and research projects, with clear grading criteria and constructive feedback mechanisms. Additionally, accreditation and quality assurance help maintain high educational standards by adhering to international frameworks such as BALEAP accreditation implementing continuous improvement practices, and monitoring student success rates. Resource and budget management are also vital, requiring effective allocation of funds for teaching materials, professional development, and technology, as well as organizing classroom space, schedules, and online learning platforms to optimize the teaching and learning experience (Hiller et al., 2012).

### **2.5.2 Managing people in EAP programs**

Effective management of people in EAP programs involves overseeing **teaching staff, supporting students, fostering communication and collaboration with stakeholders, and engaging in professional networking and institutional development**. Managing EAP teaching staff includes recruiting and hiring qualified practitioners, providing continuous professional development opportunities, encouraging collaborative lesson planning, and implementing performance evaluation and feedback mechanisms to enhance teaching quality. Supporting students is equally important, requiring the development of academic support services such as writing centers and tutoring programs, addressing challenges related to academic adaptation, and promoting autonomous learning through self-study resources and academic tools (Hiller et al., 2012). Additionally, strong communication and collaboration with stakeholders, including university departments, academic advisors, and international student offices, ensure that EAP courses align with faculty expectations and meet students' academic needs. Finally, professional networking and institutional development involve participating in conferences,

engaging with professional organizations such as **BALEAP** and **TESOL**, conducting research on EAP methodologies, and forming partnerships with external organizations and publishers to enhance curriculum resources and research collaboration (Sizer, 2019).

## 2.6 An EAP classroom

After having presented the topic of management, we can continue with how an EAP classroom should be established. The English for Academic Purposes (EAP) classroom is a specialized learning environment designed to prepare students for the linguistic and academic demands of higher education. EAP classrooms focus on developing **academic literacy skills**, fostering **critical thinking**, and equipping students with the necessary **language strategies** to succeed in university settings. The structure of an EAP classroom varies depending on the institution, student needs, and course objectives, but it typically incorporates **interactive learning activities, discipline-specific materials, and an emphasis on academic communication**. Further, which is crucial, EAP classrooms emphasize **learner autonomy**, encouraging students to take responsibility for their academic progress (Chun, 2015). Activities are designed to develop independent research skills, critical reading strategies, and self-editing techniques in writing. Group discussions, peer feedback, and project-based learning are commonly used to enhance collaborative learning.

The EAP classroom prioritizes **academic reading, writing, listening, and speaking**. Students engage with **authentic academic texts**, listen to university lectures, participate in debates, and write research-based essays. The integration of these skills ensures that students can effectively navigate university coursework. Additionally, the EAP classroom focuses on **academic vocabulary**, complex sentence structures, and discourse strategies needed for formal writing and speaking. Students are usually trained in argumentation, analysis, and synthesis—skills essential for university-level study. Activities such as evaluating sources, constructing arguments, and engaging in academic discussions help students develop a critical approach to learning.

With regards to technology, many EAP classrooms incorporate **digital tools** such as online learning platforms and AI-driven writing assistants. The topic of technology will be further discussed in week 7. Additionally, students may engage in listening exercises using university lectures, interactive grammar applications, and online research tasks. Regarding EAP teachers, they play a **multifaceted role**, acting as **facilitators, mentors, and language specialists**. They also have to carry out many responsibilities; below are mentioned some of them.

**Figure 2**

*EAP teachers' responsibilities*

- Supporting students in developing independent learning strategies for their university studies.**
- Encouraging academic integrity by teaching citation techniques and plagiarism awareness.**
- Designing and adapting materials to meet students' academic needs.**
- Bridging language gaps by addressing challenges related to grammar, vocabulary, and discourse structure.**
- Providing structured feedback on writing and speaking tasks.**

Note. Ulehlova, E., 2025.

Lastly, considering assessment in an EAP classroom it is typically **performance-based** and aligned with university standards. Written assignments (essays, research papers, case studies), oral presentations and discussions, listening comprehension tests based on academic lectures, reading comprehension exercises analyzing academic texts, or final projects integrating multiple skills (e.g., research + presentation). The topic of assessment will be deeply discussed in the second term in week 15.

Finally, when it comes to EAP teachers, 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. Furthermore, one of the crucial teacher skills 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 hold 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 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 (Dörnyei & Muir, 2019).

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



### Recommended learning activity

Let's continue the learning process through your participation in the following activity:

Dear student, I invite you to view the video title: [EAP Classroom Practice: Through the looking glass by Andy Barker.](#)

Teacher and library support can help you understand better what to consider when creating a good classroom environment. Summarize the main points in the table provided below.

## Factors of good classroom environment

Classroom training	
Tutor support	
Library support	

Nota. Ulehlova, E., 2025.

*Note: copy the table into Word or a notebook to fill it in.*

Great job, dear student. I am very happy about your answers. In case of further questions or doubts, I am glad to discuss this topic together in our tutorial.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 6

#### Unit 2. Methodological approaches for teaching EAP

Dear student, in this week we will discuss planning units, planning lessons, and structuring lesson plans, that are very important part of EAP context. So, pay attention to the information provided below.

##### 2.7 Planning units

Planning units in English for Academic Purposes (EAP) is a crucial step in ensuring that students develop the necessary academic language skills to succeed in their studies. Unit planning involves structuring lessons, activities, and assessments to support the acquisition of academic literacy, focusing on language use in academic contexts (Hyland, 2018).

When planning units for an EAP course, instructors should consider the following principles:

- **Needs Analysis:** Identify the specific linguistic and academic skills students need to develop
- **Learning Outcomes:** Clearly define what students should achieve by the end of the unit
- **Integration of Language Skills:** Include listening, speaking, reading, and writing in academic contexts
- **Task-Based and Genre-Based Approaches:** Design activities around authentic academic tasks
- **Scaffolding and Progression:** Structure lessons from guided support to independent practice

Now, dear student have a look at an example of a well-designed EAP unit.



**Table 6***Example of a well-designed EAP unit*

<b>Category</b>	<b>Key Skills and Concepts</b>
<b>Introduction to the Topic</b>	Overview of the unit's focus (e.g., academic writing, critical reading). Contextualization of the skills within academic disciplines.
<b>Language and Skills Development</b>	Vocabulary and grammar relevant to academic discourse. Reading strategies for academic texts. Writing conventions (e.g., paraphrasing, referencing). Listening and note-taking strategies. Speaking and presentation skills.
<b>Academic Tasks and Activities</b>	Summarizing, synthesizing, and critiquing academic sources. Discussion and debate on academic topics. Essay writing and report structuring. Data analysis and interpretation.
<b>Assessment and Feedback</b>	Formative assessment (peer review, self-assessment, quizzes). Summative assessment (essays, presentations, exams). Feedback strategies (instructor comments, rubrics).

*Note.* Ulehlova, E., 2025.

As it was mentioned in previous unit, when planning the EAP units the EAP teacher must apply the effective approaches which are Genre-Based approach that focuses on academic text types (research articles, report), Task-Based Learning, that develops language through academic tasks and Content-Based Approach which integrates language learning with subject-specific content (Bruce et al., 2021).

Here is an example how an EAP unit plan focused on Academic writing can be designed.

**Table 7**

Example of EAP unit focused on academic writing

Week	Theme	Skills	Activities	Assessment
1	Understanding Academic Writing	Identifying formal structures	Analyzing model essays	Diagnostic writing task
2	Thesis Statements & Arguments	Developing coherent arguments	Writing introductions	Peer review
3	Paraphrasing & Summarizing	Avoiding plagiarism	Summarization exercises	Quizes
4	Referencing & Citation	Using APA/MLA styles	Citation practice	Essay draft submission
5	Finalizing an Essay	Editing and proofreading	Workshop and feedback	Final essay submission

Note. Ulehlova, E., 2025.

Planning EAP units requires a structured approach that aligns language development with academic needs. By incorporating skills-based instruction, authentic tasks, and continuous assessment, EAP practitioners can effectively prepare students for academic success (Swales & Feak, 2004).

## 2.8 Planning lessons

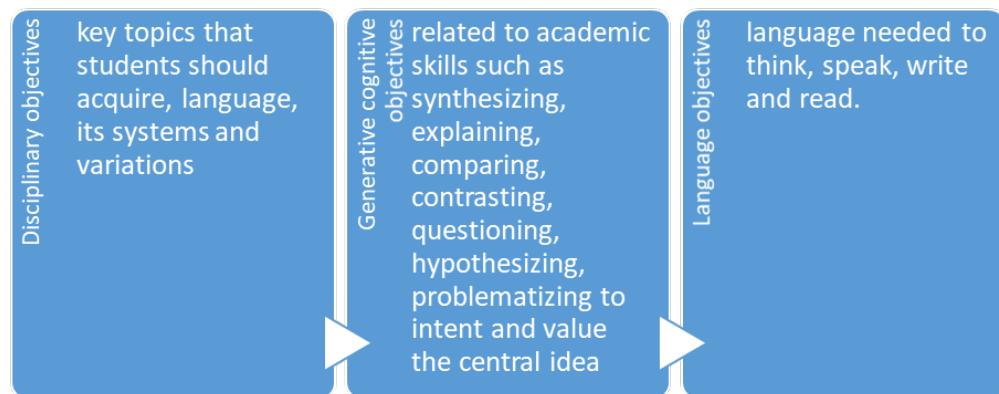
The successful learning can be achieved through powerful and supportive lessons; thus, every teacher must consider the content when planning the lesson. All learners expect their teachers to do their job, to teach, to choose instructional approaches and materials considering cognitive and linguistic student's needs, to create 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 3**

*Types of objectives*



Note. Ulehlova, E., 2025.

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.

**Effective lesson planning** in an **(EAP) classroom** requires careful consideration of **students' academic needs, course objectives, and institutional requirements**. EAP lessons focus on developing **academic literacy, discipline-**

**specific communication, and critical thinking skills.** A well-structured lesson should incorporate **language development, academic discourse, and task-based learning activities** that prepare students for university-level study. When planning, we must consider the following factors.

**Table 8**  
*Factors considered for planning a lesson*

Aspect	Description
<b>Learning Objectives and Outcomes</b>	Each EAP lesson should have clear, measurable objectives that align with the course syllabus and students' academic goals.
<b>Student Needs and Proficiency Levels</b>	EAP classrooms often consist of students with varying levels of proficiency and diverse academic backgrounds.
<b>Authenticity and Academic Relevance</b>	Materials should be authentic and contextualized within academic settings. Using real academic texts, journal articles, and university lectures.
<b>Integration of Language Skills</b>	An effective EAP lesson should integrate reading, writing, listening, and speaking skills in meaningful ways.

Note. Ulehlova, E., 2025.

As Harmer (2008) confirms, good teachers need to be flexible so that they can deal with unforeseen events, and they must be able to adapt to changing circumstances. A good lesson needs to contain a coherence and variety of activities, 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. This will be discussed in the following headline.

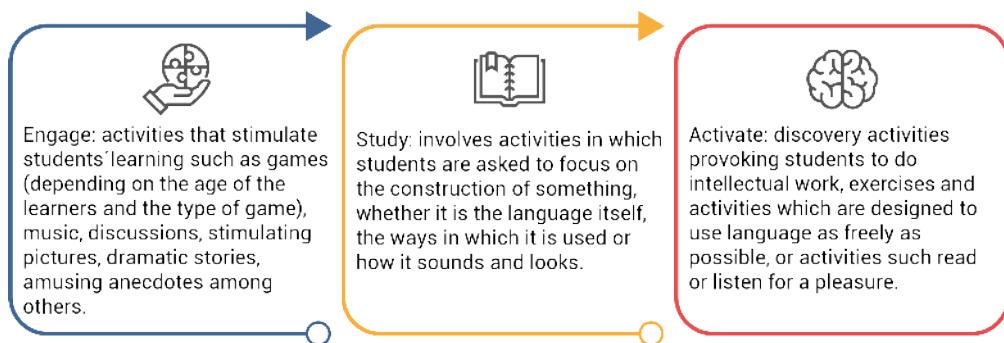
## 2.9 Structuring lesson plans based on the ESA Model

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, 2008). The ESA Model is a flexible approach to structuring lesson plans in English language teaching (ELT), including English for Academic Purposes (EAP). This model ensures student engagement, focused learning, and practical application, making it a valuable framework for

designing EAP lessons. This model also allows for different lesson structures, including **Straight Arrow** (Engage → Study → Activate) which best suits for introducing new topics systematically; **Boomerang** (Engage → Activate → Study → Activate) this encourages experiential learning, letting students attempt a task first; and **Patchwork sequences** (Multiple ESA cycles in flexible order) that is deal for higher-level learners, mixing activities for deeper learning. Let's explain each element in the following figure.

**Figure 4**

*Elements of ESA for a lesson plan*



Note. Ulehlova, E., 2025.

Within the first step Engage the teacher introduces the topic in an engaging way, making it relevant to academic contexts with the purpose to create interest and prepare students for learning. With regards to methods: presenting an academic scenario or question, using a short video or reading related to an academic issue or discussing a thought-provoking question (e.g., "Why is academic writing different from general writing?") achieved the motivation and interest. Here can be mentioned an example: If the lesson is on **paraphrasing and summarizing**, the teacher may start with a **real-world example** of plagiarism in academia and discuss its consequences.

Then the students analyze and practice specific academic English **structures, vocabulary, or skills** needed for academic communication with the purpose to help them understand academic conventions. Methods to be applied within this context can be: analyzing model texts (e.g., an academic abstract, a literature

review section), practicing academic vocabulary (e.g., hedging, signposting language) or grammar focus (e.g., passive voice in research writing). As an example, can be mentioned: If focusing on **summarizing skills**, the teacher may provide an academic article excerpt, guide students through the process of identifying **main ideas** vs. details, or model a summary before having students' practice.

Finally, students use the academic language and skills learned in **authentic academic tasks** to **practice and reinforce** learning in a meaningful way. Useful methods to be employed are **writing tasks** (e.g., summarizing an abstract, paraphrasing a research excerpt), **speaking tasks** (e.g., presenting research findings) or **problem-solving activities** (e.g., peer-reviewing academic writing). To be more specific, here is provided an example: After studying **paraphrasing techniques**, students **rewrite** a paragraph using their own words and receive peer feedback.

To conclude, the ESA model in EAP lessons offers benefits such as: engages students in academic topics, provides structured skill-building, encourages active use of academic English, allows flexibility for different EAP proficiency levels; and this way it helps students develop academic English proficiency in a meaningful and effective way.



## Recommended learning activities

Let's continue the learning process through your participation in the following activity:

1. 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.

*Note: please complete the activity in a notebook or a Word document.*

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.

2. 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, so, I invite you to develop the self-assessment presented below.



### Self-assessment 2

1. What is the main distinction between EAP and EMI?

- a. EAP focuses on teaching English for academic use, while EMI delivers subject content in English regardless of students' language proficiency.
- b. EAP is for university students, while EMI is only for vocational training.
- c. EAP and EMI are the same because they both teach English in academic contexts.

2. Which of the following best describes a key characteristic of the CLIL approach?

- a. It teaches subject content while integrating language learning, emphasizing both equally.
- b. It focuses only on improving English grammar and vocabulary for academic success.
- c. It prepares students for international research and academic writing through specialized English courses.

3. Which of the following is NOT a key competency required for an EAP teacher?

- a. Academic literacy awareness, including knowledge of academic genres and conventions.

- b. Corpus and genre analysis to help students understand academic language structures.
  - c. Exclusive focus on teaching conversational English for social interactions.
4. What is the primary role of BALEAP in EAP teacher development?
- a. Setting standards, providing accreditation, and offering professional development opportunities.
  - b. Creating English proficiency tests like IELTS and TOEFL for university students.
  - c. Designing university curriculums for non-English speaking students.
5. What is a key characteristic of an EAP classroom?
- a. Focusing only on general English communication without academic skills.
  - b. Using discipline-specific materials and fostering critical thinking.
  - c. Prioritizing memorization over interactive learning activities.
6. What is the primary goal of Content-Based Instruction (CBI) in EAP?
- a. To teach grammar and vocabulary in isolation.
  - b. To integrate language learning with subject-specific content.
  - c. To focus solely on listening and speaking skills.
7. Why is managing EAP teaching staff crucial for program success?
- a. It ensures teachers have access to professional development and receive performance evaluations.
  - b. It reduces the need for communication between teachers and students.
  - c. It prioritizes hiring teachers based only on their English proficiency, rather than their academic expertise.



8. What should an effective EAP lesson plan include?

- a. Only grammar exercises to improve students' language proficiency.
- b. Authentic academic materials, integrated language skills, and student-centered tasks.
- c. A rigid structure that does not allow changes based on classroom dynamics.



9. What do CBI, CLA, FC, and TBL have in common when used in EAP?

- a. They all emphasize authentic and meaningful language use in academic settings.
- b. They only focus on reading and writing skills.
- c. They require students to memorize grammar rules before applying them.



10. What distinguishes Task-Based Learning (TBL) in EAP instruction?

- a. It focuses on completing academic tasks that reflect real university assignments.
- b. It teaches English through isolated vocabulary exercises.
- c. It prioritizes teacher-led lectures over student participation.

[Ir al solucionario](#)

Great job! Keep in mind that you can contact me if you have any difficulties in understanding any of the contents. Keep working hard!

## Learning Outcome 2:

Adopts and adjusts didactic resources to teach English in academic contexts

The learning outcome emphasizes the importance of selecting, adapting, and effectively integrating a range of didactic resources to support the language learning needs of students preparing for academic study and research in English. To attain this learning outcome, learners will explore various types of didactic resources commonly used in EAP instruction, such as academic journals, online databases, multimedia materials, and authentic academic texts. They will learn to critically evaluate these resources based on their relevance, authenticity, level of difficulty, and alignment with course objectives.

### Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



### Week 7

## Unit 3. Materials and resources for teaching EAP

Dear student, this week the EAP material and technological sources when teaching EAP will be discussed. So, let's start with this interesting information.

### 3.1 EAP materials

Using a combination of **authentic materials**, **technology**, and **interactive resources** in the EAP classroom allows teachers to create an engaging and dynamic learning environment. These tools help develop **academic literacy**, improve **language skills**, and prepare students for the academic challenges they will face in higher education (Gilmore, 2007). By integrating both

traditional materials and technology, EAP instructors can enhance the student experience and better prepare learners for success in their academic and professional endeavors.

Many EAP teachers use in their teaching textbooks and coursebooks designed specifically for EAP can provide a structured framework for learning. 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 (Garton & Graves, 2014). In EAP context using authentic academic texts is key to preparing students for real-world academic communication. The most important are the following ones:

- Research articles from academic journals (Google Scholar, or university libraries or other well-known journals).
- University-level textbooks from various disciplines such as engineering, business, or literature.
- Reports, case studies, and conference papers related to academic disciplines.
- Lecture transcripts or recorded lectures from university courses.

Also, using multimedia helps develop listening skills and exposes students to real academic contexts. Among these ones we can count on university lectures: such as lecture recordings from websites like MIT OpenCourseWare, TED Talks, or academic YouTube channels, listening to experts discussing research topics in various fields. Finally, also Podcasts can be mentioned. There are many educational podcasts that focus on academic English and specific disciplines (e.g., "The Academic English Podcast").

### 3.2 Technological sources

As you live the digital era, you know that technology plays a vital role in enhancing **English for Academic Purposes (EAP)** instruction by fostering collaboration, critical thinking, and real-time engagement. Two highly effective

tools for EAP teaching are **Google Docs/Google Drive** and **Padlet**, which support academic writing, peer feedback, and interactive learning. **Google Docs**, integrated within **Google Drive**, is a powerful collaborative writing tool that allows real-time document sharing, editing, and peer review. It is particularly useful for academic writing and research-based assignments in EAP (Rashid et al., 2019).

Dear student, check how these tools can be used in EAP class.

**Table 9**  
*Use of tools in EAP class*

Tools	Description
Real-Time Collaborative Writing	<p><b>Assign students a group research paper, essay, or report.</b></p> <p><b>Each student contributes to a shared document, ensuring active participation.</b></p> <p><b>Instructors can monitor progress, give inline feedback, and highlight areas for improvement.</b></p> <p><i>Example:</i> Students co-write a literature review, integrating paraphrasing and summarizing skills.</p>
Peer Review and Feedback	<p><b>Students use the "Suggesting Mode" to provide feedback on each other's work.</b></p> <p><b>Teachers can guide students to focus on academic language, coherence, and accuracy.</b></p> <p><b>Comments allow for discussions on grammar, structure, and clarity.</b></p> <p><i>Example:</i> Students review a partner's introduction and suggest ways to improve academic tone.</p>
Vocabulary and Grammar Development	<p><b>Create a shared class document with academic word lists (e.g., AWL - Academic Word List).</b></p> <p><b>Students collaboratively define, use in sentences, and analyze these words.</b></p> <p><i>Example:</i> A Google Doc titled "Useful Academic Phrases for Argumentative Essays" can be developed by the whole class.</p>
Research and Citation Practice	<p><b>Use Google Docs to teach citation and referencing by embedding research articles and academic sources.</b></p> <p><b>Students can practice inserting in-text citations and creating a reference list.</b></p>

Tools	Description
	<i>Example:</i> A shared document titled "APA vs. MLA Citation Styles" where students add correctly formatted citations.

Note. This table was generated with the help of AI.

Digital dictionaries such as **Oxford Learner's Dictionaries** that offer definitions and example sentences for academic vocabulary or **COCA (Corpus of Contemporary American English)**, a resource for exploring how words and phrases are used in real academic contexts, are another valuable resource in EAP context, because these help students with vocabulary development and provide authentic examples of academic language usage.

In **English for Academic Purposes (EAP)**, writing and academic integrity are essential components of students' success. Grammar and writing assistance tools such as **Grammarly** and **Turnitin** help students refine their academic writing skills, enhance grammatical accuracy, and develop ethical research practices. Using **Grammarly** and **Turnitin** in **EAP classrooms** helps students refine **grammar, academic tone, and citation skills** while reinforcing **academic integrity**. Grammarly improves **writing mechanics**, while Turnitin ensures **originality and ethical writing practices**. Integrating these tools effectively enhances students' confidence in academic writing and prepares them for real-world academic challenges (Lazic et al., 2020).

Dear student, I invite you to explore the following didactic module, which includes examples of how to use Grammarly and Turnitin

### [How to use Grammarly and Turnitin](#)

Within EAP class academic presentations are essential. For this reason, **PowerPoint or Google Slides** can be used for creating slideshows to support oral presentations; or **Prezi**, another dynamic tool that encourages creative and engaging presentations. Nowadays became very popular **Canva**, a user-friendly design tool to create visually appealing presentations. To facilitate listening and reading, **Cambridge English Write & Improve**, a tool that provides feedback

on writing tasks, or **EBSCOhost**, which provides access to a range of academic articles and journals across disciplines. For fostering listening skills there are recommended websites like **Elllo** or **BBC Learning English** provide interactive listening exercises based on academic topics (Lawrence et al., 2020).

Gamification is another popular strategy that is used in every context. Thus, interactive learning tools such as **Quizlet**, **Kahoot**, **Quizizz** became an essential part of teaching-learning progress, as they allow students to study vocabulary in more interactive way; allow teachers to create quizzes and surveys, making it more fun and interactive for students (Daineko, 2023). Talking about virtual platform we cannot forget to mention **Zoom**, that is widely used for synchronous online learning, offering features like **breakout rooms**, **screen sharing**, and **real-time collaboration** or **Microsoft Teams**, that facilitates virtual collaboration, chat, and file sharing, making it easier for students to engage in group activities and discussions.

Finally, MOOCs (Massive Open Online Courses) are valuable resources for learning and practicing academic English in a broader context. Some well-known platforms include **Coursera**, that offers courses from universities that require students to engage in academic reading and writing. FutureLearn, that offers courses in academic English and various other subjects that use academic language or **TedX**, that provides courses related to academic writing, reading, and listening skills, are also of a big help within EAP studies.

In English for Academic Purposes (EAP), students need to develop strong research, critical reading, and citation skills. Two essential tools for this are **Google Scholar**, a specialized search engine for academic literature, and **Mendeley**, a reference management tool that helps students organize and cite sources effectively (Brezina, 2012). These tools can be used for finding academic sources, developing critical reading skills, citation and referencing practice, literature review preparation, collaborative research and peer learning.



## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Now, I invite you to watch the following video titled [Coursebooks and Materials - Authentic and Created Materials](#) about using authentic material in the After watching the video, what types of materials do you think are more suitable to use in an EAP context? Why? Write a short reflection paragraph.



*Note: please complete the activity in a notebook or a Word document.*

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

2. 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. I invite you to develop the self-assessment presented below. 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. Why is it important to use authentic academic texts in an EAP classroom?
  - a. They expose students to real academic language and prepare them for university-level reading.
  - b. They are easier to understand than general English textbooks.
  - c. They replace the need for structured EAP coursebooks.

2. Which of the following is an example of an effective multimedia resource for developing listening skills in EAP?

- a. A general conversation podcast about daily life.
- b. A TED Talk on a research topic.
- c. A fictional audiobook.



3. Is this statement TRUE or FALSE? Coursebooks designed for EAP are ineffective because they do not offer authentic learning experiences.



4. What is the main purpose of Learning Management Systems (LMS) like Moodle and Blackboard in EAP courses?



- a. To replace traditional classroom teaching entirely.
- b. To organize and distribute learning materials, assignments, and facilitate online discussions.
- c. To serve as a platform for casual student interactions only.



5. Which of the following technological tools is best suited for real-time collaborative writing and editing in EAP?



- a. Google Docs
- b. Kahoot
- c. Zoom



6. Which of the following platforms provides access to academic journals and articles across various disciplines?

- a. BBC Learning English
- b. EBSCOhost
- c. Quizizz

7. Is this statement TRUE or FALSE? Google Scholar is a useful tool for finding academic research articles, theses, and conference papers.

8. Is this statement TRUE or FALSE? Prezi and Canva are only useful for creating social media graphics and are not relevant for EAP presentations.



9. What is the main benefit of using gamification tools like Kahoot or Quizlet in an EAP classroom?



- a. They provide interactive and engaging ways to study academic vocabulary and concepts.
- b. They replace the need for traditional textbooks.
- c. They are primarily for entertainment and have little educational value.



10. How do Grammarly and Turnitin support EAP students?



- a. By providing instant access to academic research papers.
- b. By improving writing quality and ensuring academic integrity.
- c. By replacing the need for human feedback in writing assignments.

[Ir al solucionario](#)



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 study through all contents again to make sure you understand all of them and this way you will be better prepared for the evaluation. Remember, the more you study the better you master the knowledge.

In case you need any further help, you can contact your tutor any time.

## **Learning outcome 1 and 2:**

- Applies theoretical, methodological and practical approaches to teach English with academic purposes.
- Adopts and adjusts didactic resources to teach English in academic contexts

### **Contenidos, recursos y actividades de aprendizaje recomendadas**



#### **Week 8**

#### **Final midterm activities**

Dear student, 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 to master your knowledge and have more opportunities to practice.



## Second bimester



### Learning outcome 3:

Applies theoretical, methodological and practical approaches when teaching English for specific purposes.

The learning outcome emphasizes the practical application of pedagogical approaches and assessment practices to support EAP learners in achieving success in their academic pursuits. To attain it, learners will explore a range of pedagogical approaches for developing the four essential language skills (reading, writing, listening, and speaking) in academic contexts, and they will delve into various assessment methods, including formative and summative assessments, diagnostic assessments, and performance-based assessments, to measure students' language proficiency and academic readiness.

### Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



### Week 9

Dear student, congratulations on successfully completing the first term of this course! Your dedication and hard work have laid a strong foundation in understanding the principles of English for Academic Purposes (EAP). As you move into the second term, new challenges and opportunities await—deepening your skills, refining your academic writing, and strengthening your critical thinking abilities. Stay motivated, stay curious, and remember that every step forward brings you closer to mastering the academic language skills essential for your future success. Keep up the great work, and let's continue this journey together!

## **Unit 4. Strategies for teaching the four skills in EAP courses**

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In this week we will cover the topic of importance of reading in EAP context and we will discuss some useful strategies that can be used to enhance reading skills, so that later you as a professional can incorporate the most adequate one in your own teaching. Before we continue with the strategies for each EAP skill, it is necessary to mention the areas that EAP involves.

### **4.1 Areas in EAP**

English for Academic Purposes encompasses multiple areas that focus on equipping students with the necessary **linguistic, cognitive, and communicative skills** to function effectively in academic settings. The main areas include **language skills, academic discourse, subject-specific language, study skills, and critical thinking** (Hyland, 2016).

Within the language skills it includes the development of the four macro skills. Academic discourse varies across disciplines, requiring students to understand **different writing and speaking conventions**. Additionally, EAP students also need to master **general academic vocabulary** (e.g., Coxhead's Academic Word List) and **discipline-specific vocabulary**. EAP further focuses on developing **study and research skills** to help students become independent learners. Lastly, EAP teaches students to **evaluate, analyze, and synthesize information critically**. Thus, it is necessary that a well-rounded EAP course integrates these areas to prepare students for university-level studies (Hamp-Lyons, 2011).

Now, let's move to teaching strategies that will be divided into each week according to each English domain. This week we start with reading skills.

### **4.2 Teaching reading**

In **English for Academic Purposes (EAP)**, reading is a fundamental skill that helps students engage with academic texts, develop critical thinking, and build discipline-specific knowledge. Effective teaching strategies should focus on



**comprehension, analysis, and synthesis** of academic texts while promoting **active reading and critical engagement**. Reading in academic context involves many activities and cognitive processes. Taking into consideration the EAP students, teachers' aim is to develop reading skills such as intensive reading, so that students are able to work out the main ideas in a text, but also skills like being able to use library database to search for texts that can be relevant to the proposed assignments and to synthesize information. The teachers' role in this case is to develop in students critical thinking, which includes evaluating sources, identifying assumptions in text and also defining the writer's stance. Further, teachers are in charge of helping students develop language presented through texts in both spoken and written, hence the texts should be authentic as students need to be exposed to language in a meaningful context (Chazal, 2014).

The same author mentions that students face many challenges when reading academic text, thus teachers must understand what their students have to do in academic reading and must find appropriate material. Perhaps the main problem for students is the unknown vocabulary and apart from that, they are also required to interpret graphs and describe and comment them, which demand linguistic skills. Teachers also should advise their students how to deal with the loads of readings and help them with some techniques how to improve their reading speed as students are required to read a range of genres, such as textbooks, references, abstracts, journal articles, case studies, essays, theses or dissertations among others.

When selecting reading texts teachers must consider factors such as authenticity, texts which have not been adapted; language level so that students can achieve their target; cognitive level that refers to the ability to understand and process information during a given period of time.

EAP teachers can develop their own approach to teach reading by selecting, adapting, and by supplementing the student-centered tasks so that they can fit to their specific teaching contexts. Finally, EAP teachers are supposed to provide activities in which students identify the type of citation, source, meaning of the citation and understand the writer's argument among others.

This kind of noticing activities should be implemented into the EAP classroom and materials so that teachers can approach the teaching and learning of reading in a wider academic context. Lastly, teachers should support their learners in reading so that it will become an enjoyable activity; and should motivate their students to read a lot (Chazal, 2014). When discussing the topic about reading, first we must start with the principles.

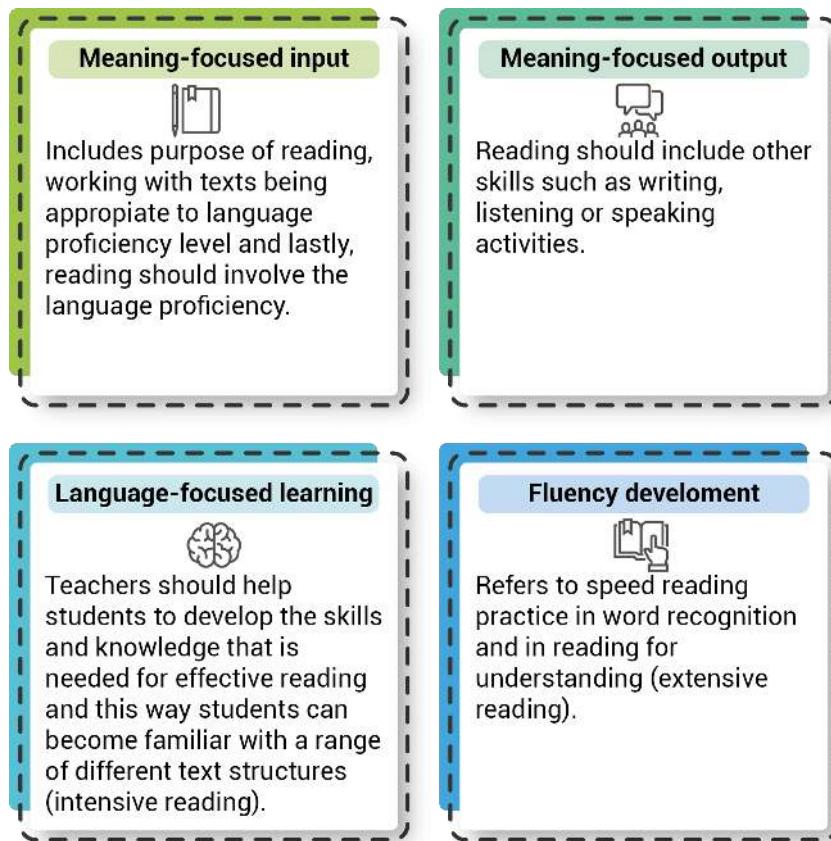
#### **4.2.1 Principles to teaching reading**

According to Nation (2009) it is important to mention the **principles for teaching reading**, because when mastering academic reading strategies, students improve their ability to process information effectively and succeed in higher education settings.



**Figure 5**

*Principles for teaching reading*

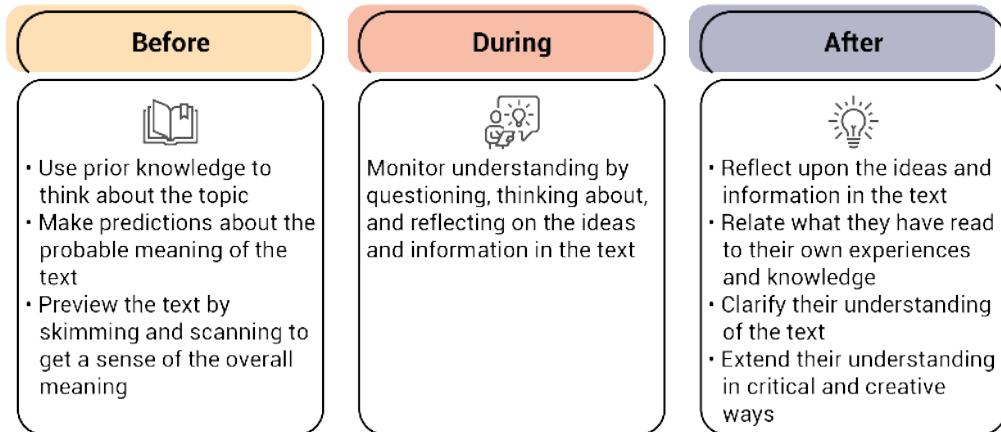


Note. Ulehlova, E., 2025.

The same author also promotes some effective strategies **Before reading**, **during reading** and **after reading** so that the readers understand what they read.

**Figure 6**

*Reading strategies*



Note. Ulehlova, E., 2025.

Teaching reading in an EAP context requires a **strategic approach** that fosters **critical engagement, comprehension, and academic literacy**. By integrating **pre-reading, while-reading, and post-reading strategies**, students can effectively navigate academic texts, evaluate sources, and enhance their reading skills for higher education.

#### **4.2.2 Strategies for teaching reading**

Ur (2012) argues that **direct teaching, thinking aloud, modelling, discussion, and small-group support** are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts. Furthermore, **comprehension questions, yes/no questions, true/false sentences, multiple-choice sentences, sentence-completion, information transfer, short answers** among others are some of the strategies that can be used while teaching reading (Nation, 2009).

Dear student, I highly recommend you to watch the following video titled [Teaching English for Academic Purposes EAP Making the transition \(CCL\)](#) in which you find other effective reading strategies with examples provided.

I am sure, after watching the video you feel more confident to decide which strategies such as **scanning, skimming, in-depth understanding, reading critically, synthesizing information** etc., will be the one or perhaps mixture of some of them, you will choose in your own teaching.

I also recommend you read through the information in [Annex 1. Pre, while and post reading strategies](#), in which you can find more detailed information about what exactly can be applied within EAP context.



### Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

Dear student, I would like to invite you to read further about other effective strategies proposed by Harmer (2008) and Nation (2009). See the information attached in Word called [Annex 2. Reading strategies](#). This information will definitely broaden your knowledge because there is provided description how to use each strategy in the teaching process. After reviewing the information, think which of all proposed strategies would you apply in your teaching in the EAP context and why?

*Note: please complete the activity in a notebook or a Word document.*

A great job, now you can consider which of the provided examples you can employ once you become a professional.



## Week 10

### Unit 4. Strategies for teaching the four skills in EAP courses

During this week we will discover some strategies being applied and proved to be effective in fostering writing skills. As you know, students are struggling with writing, so pay extra attention to the strategies that can help them become better writers. First, we discuss the importance of teaching writing in EAP, please concentrate.

#### 4.3 Teaching writing

Writing in academic context is seen as fundamental as it involves a complex set of skills and competences, in broader sense, academic writing is about communicating ideas. Academic texts show terms of understanding requiring the previous knowledge. Thus, for EAP teachers is a challenge to determine what students will have to write. There are different types of genres such as case study, critique, essay, proposal, research report among others Coffin et al., (2005). Teaching writing in EAP involves developing students' ability to produce clear, structured, and well-supported academic texts. This requires a focus on **genre awareness, academic conventions, coherence, and critical thinking**.

There is a very close relationship between writing and thinking and this is what makes writing an essential and valuable part of any language course. As stated in the previous unit, it is important to have clear the principles of teaching. A teacher should bear in mind the principles in order to be able to encourage students to present an effective writing piece (Raimes, 1983). Academic writing is very challenging; thus, it requires the teacher to set up aims and objectives, provide appropriate material, and offer guidance as needed. When planning writing assignments, the EAP teachers should also

point out on other skills and in this way, students can integrate material from different sources and cite them correctly. Also, it is very important to set up a time which should lead to greater fluency in students' writing (Chazal, 2014).

When studying reading you have learnt, dear student, about principles for teaching reading. In the same manner we will study through **principles for teaching writing** provided by Nation (2009).

**Figure 7**

*Principles for teaching writing*

Meaning focused input	Meaning focused output	Language focused learning	Fluency development
 Is based on learner's experience and knowledge to their writing, their writing is likely to be successful and meaningful if they are prepared.	 Is guaranteed when learners do lots of different kinds of writing considering to write with a message-focused purpose, use writing to increase language knowledge, finally students' interests should be considered when choosing a topic.	 Learners should be aware of the parts of the writing process and be conscious about strategies of the writing process, teachers should provide students with an appropriate feedback.	 It is expected that learners increase their writing speed when practicing through repetitive activities.

Note. Ulehlova, E., 2025.

Apart from knowing the principles for teaching writing it is also important to understand the **writing process** with the possible divisions (Nation, 2009):

- considering the goals of the writer
- having a model of the reader
- gathering ideas
- organizing ideas
- turning ideas into written text
- reviewing

Writing is a very tough activity for some learners as they have to face many challenges such as expressing in a new language, acquiring basic writing fluency and also learning to spell sounds in English; thus, different strategies

must be considered to make students feel confident to produce a piece of writing (Nation, 2009). Now, let's continue with the approaches and let's discuss some of them very shortly.

#### **4.3.1 Approaches to teach writing**

Raimes (1983) proposes approaches to teaching writing. Therefore, I encourage you, dear student, to review the four approaches suggested by the same author in the following presentation "[Approaches to Writing](#)", so that you can understand the main description of each of them and consider how they can be applied in the teaching process, so that your students will be able to produce a good quality writing.

At the same time, I invite you to review [Annex 3. Pre, while and post-writing strategies](#), where you can find more detailed information about how these strategies can be applied when promoting writing skills in EAP context. All that information will help you understand the main characteristics, that you can incorporate later in your own teaching.

To sum up, writing has to be taught systematically and thus it is required to devote a lot of attention to teaching it. It is important to make students aware of differences between formal and informal writing, so that they understand in what context and circumstances each of them may be appropriate. However, as most writing is formal, the main focus should be on formal mode and this way students need to learn necessary skills and obtain knowledge to compose formal texts of different kinds. The aim of academic writing is to prepare students to compose written text for communicative purposes considering aspects of accuracy and teachers' role is to build in students the writing habit, as many of students struggle with writing due to lack of confidence, or because it might be boring for them, or for other reasons. Thus, teachers must engage them from early levels, create enjoyable activities and show students that they can become successful in writing and once they acquire the writing habit, they can involve themselves in the writing process with enthusiasm.



## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Dear student, I invite you to review the following module didactic which contained strategies and writing activities suggested by Harmer (2008) and Graham and Perin (2007), because this information will help expand your knowledge and understand the purpose of each strategy.

Dear student, it is also worth reviewing the Word document with [Annex 4. Writing strategies and activities](#) suggested by Harmer (2008) and Graham and Perin (2007), because this information will help expand your knowledge and understand the purpose of each strategy.

After reviewing the information, I invite you to describe the activity in the following table.

### *Writing strategies*

Activity	Description
Collaborative writing	
Using music and pictures	
Poetry	

Note. Ulehlova, E., 2025.

A great job, dear student. Now it is time to employ any of the strategies in your own teaching process.

2. I invite you to watch the following video titled [Teaching English for Academic Purposes: Tips and Techniques](#), where teaching writing in academic context is explained and then I would like to ask you to

provide 2 examples in which you describe how the writing skill is taught in EAP context.

*Note: please complete the activities in a notebook or a Word document.*

Excellent, you have accomplished with this activity, I hope it was a valuable information for you.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 11

#### Unit 4. Strategies for teaching the four skills in EAP courses

Dear student, this week we will develop teaching strategies for listening. We also concentrate on how to take notes effectively, which is a very challenging task for most of the English learners. Again, first let's discuss the importance of listening skills in EAP context.

#### 4.4 Teaching listening

Listening skills are essential for students to comprehend lectures, follow discussions, take notes effectively, and engage with academic discourse. Teaching strategies should focus on **developing active listening, recognizing academic vocabulary, understanding discourse structures, and improving note-taking skills**. It is also necessary to mention the two broad types of listening: One-way listening that is associated with the transfer of information, which is closely related to listening in academic context and Two-way listening that refers to maintaining social relations, that offers the richness and dynamics we listen to in our daily interactions. Bearing in mind the types of listening we also have to mention the importance of listening process that will help you understand how the listening skill is developed. See the image below.



**Figure 8**

*Listening comprehension processing*

The screenshot shows a web browser displaying a Slideshare presentation. The title of the slide is "Listening Comprehension". It contains two main sections: "The bottom-up processing" and "The top-down processing". The "The bottom-up processing" section defines it as a process of decoding sounds in a linear fashion. The "The top-down processing" section defines it as a reconstruction process where the listener constructs meaning from incoming sounds. Below these definitions is a note stating that both strategies are necessary. To the right of the text area is a video player for a video titled "Ch.1 challenges and opportunities". The video player shows a thumbnail of a man speaking, a progress bar at 2 of 16, and some other video thumbnails below it. The overall interface is that of a Slideshare presentation page.

Note. Taken from *Ch.1 challenges and opportunities* [Slide], by tongsung2, 2014, [Slideshare](#), CC BY 4.0.

#### 4.4.1 Strategies for teaching listening

Now, let's discuss some effective strategies that are part of the EAP teaching-learning. As lectures are the primary listening activity in EAP, learners are responsible for **taking notes**, which is sometimes very challenging, on the other hand very important part of listening development. Students are required to assimilate information and take effective notes. For some learners taking notes involves thoughtful processing and recalling of information, therefore, it requires a lot of attention. There are different ways how to take notes, such as: the topic is placed in a circle and other aspects of the topic are attached around in other circles connected with lines showing the flow of the thoughts. Another way of organizing note-taking is to relate the information obtained from a lecture to patterns or schema that can be applied to a range of topics.

Lastly, using structured approaches such as numbered multi-level lists or tree diagrams or van diagrams can be another useful way of organizing note-taking (Harmer, 2008).

In an academic context student have to develop listening skills through listening to lectures, mentioned already before and through listening in other context such as presentations, seminars, tutorial, group projects among others. Another very useful strategy to help develop listening skills is the three phases so called **Before listening, while listening and after listening**. You find more detailed information in [Annex 5. Pre, while and post listening strategies](#)

An excellent job, I am sure you can use this strategy when developing your own listening class. Teaching listening in an EAP context requires **structured exposure to academic discourse, active engagement with content, and strategies for comprehension and critical thinking**. By incorporating **pre-, while-, and post-listening strategies**, students develop the skills needed to navigate university lectures, discussions, and research presentations effectively.

Nation (2009) proposes other strategy to enhance listening skills. **What is it** strategy allows to produce a big amount of recorded material so that listening skill can be developed and can be explained this way; the teacher describes something and the learners must guess or decide what is being described. Here is an example provided so that you can have some idea how to use this activity in the real classroom environment.

I forgot it when I left home this morning. This made me angry because it is useful. I don't like it very much but I need it. Not every person has one, but I think most people do. Some people like to look at it and now many people play with it. Mine is quite heavy . . . (*Newton & Nation, 2009 p.44*)

Did you guess it correctly? The described thing is a *watch*. Now, when you are familiarized with this activity, try to do something similar in the class and you will see how effective this listening activity is for students, so that their listening skill is fostered.

Another interesting strategy is **Listen and draw** in which learners listen and follow instructions by drawing such as labeling parts of a picture or diagram. Listen-and-draw strategy can also be classified as information transfer techniques where students respond by ordering a set of pictures, completing a map, by drawing a picture or completing a table. Here the learners are involved in making changes in the form of the message, however, the message remains the same.

Dear student, in the attached Word document [Annex 6. Listening strategies](#), you can read more about strategies for teaching listening. Good luck.



## Recommended learning activities

Let's continue the learning process through your participation in the following activities:

1. Review the following [Annex 5. Pre, while and post listening strategies](#) or you can search for more information by your own and fill in this table *Listening phases*

Phase	Description
Before listening	
While listening	
After listening	

Note. Ulehlova, E., 2025.

2. I would like to invite you to watch the following video titled [Listening Skills: Note-Taking Strategy - English for Academic Purposes](#) which provides information about note-taking strategy. After watching the video try to summarize some main points about how to take notes effectively.

I am sure that with these tips you will be able to enhance this skill, congratulations.

3. Watch the following video titled [Great Ideas for Teaching Listening Skills in the ESL Classroom](#) that promotes other strategies how to teach listening. After watching this video, I invite you to design an activity within the EAP context using one of the suggested strategies.

*Note: please complete the activity in a notebook or a Word document.*

Fantastic! You have done a great job. I do not doubt you will be a good teacher, being able to select adequate listening strategies for your future EAP students.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 12

#### Unit 4. Strategies for teaching the four skills in EAP courses

Dear student, as in the previous weeks, this time we will dedicate time to explore some effective strategies to develop speaking skills. Let's explore the importance of speaking skills in academic context.

##### 4.5 Teaching speaking

In academic context, it is essential for teachers and students to possess good speaking skills together with listening skills, so that they can work and communicate effectively, as they need to use them in wide range of situations, and particularly they need to be able to persuade their audience when holding seminars, discussions and presentations (Noviyenty, 2018). Speaking skills are essential for **seminars, presentations, debates, discussions, and oral assessments**. Teaching strategies should focus on **academic discourse, argumentation, fluency, accuracy, and confidence-building**. Thus, the EAP teacher's role is to promote opportunities for students' speaking when offering

appropriate speaking tasks through adequate techniques, providing appropriate resources, learning materials and feedback, that will encourage them to become effective and persuasive communicato (Arbain & Nur, 2017). In EAP context speaking activities involve and are built around other skills.

Now, dear student, I invite you to review [Annex 7. Pre, while and post speaking strategies](#) that can be applied in academic context.

Speaking in an EAP context requires a structured approach that integrates **academic discourse, argumentation, fluency, and confidence-building**. By incorporating **pre-, while-, and post-speaking strategies**, students develop the skills needed for academic discussions, presentations, and debates.

In the previous unit we discussed what challenges student must face when acquiring listening skills, similarly, speaking presents many challenges for students such as language, intelligibility, understanding the message, culture, expectations, and lastly personality, confidence and learning styles. Therefore, it is expected from the EAP teacher to be very sensitive towards these challenges while working on determining which of those are relevant to their students 'needs and facilitating their speaking skills (Chazal, 2014).

#### **4.5.1 Strategies for teaching speaking**

Although main aim in academic context is at formal speaking, there are also fewer formal opportunities such as group projects, negotiating and planning an event, or discussing coursework, thus, useful and funny activities should be included. Teachers can work with techniques involving role-plays, simulations, scenarios, information gap activities or mazes, this way making suggestions or coming to agreement or disagreement can take place. Other options for interactions could be tutorials, office hours or meetings.

Brown (1995) provides some principles for designing speaking strategies as follow:

- Strategies should cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- Strategies should be intrinsically motivating.
- Strategies should encourage the use of authentic language in meaningful contexts.
- Provide appropriate feedback and correction.
- Capitalize on the natural link between speaking and listening.
- Encourage the development of speaking strategies.

Arbain and Nur (2017) provide some strategies being useful in promotion of speaking skills. You can obtain the knowledge on some effective strategies by reviewing the following presentation "[Speaking techniques and strategies](#)".

Let's continue with this interesting topic. To become successful in speaking English is influenced by several factors. One of them is knowledge about strategies in learning and the other one is student's ability to select the correct strategy for individual learning and the other are knowledge about strategies in learning to speak and the students' ability to select the appropriate strategies for themselves. (Nunan, 1996 as cited in Noviyenty, 2018) characterize some good language learner strategies among others as follows:

- Good learners find their own way and organize information about the language
- Good learners are creative and experiment with the language
- Good learners make their own opportunities and find strategies for setting practice in using the language inside and outside the classroom
- Good learners use mnemonics (rhymes, word association, etc) to recall what has been learned
- Good learners make error work
- Good learners use linguistic knowledge, including knowledge of their first language in mastering a second/foreign language

- Good learners learn production techniques (e.g. techniques for keeping a conversation going)
- Good learners learn different styles of speech and writing and learn to vary their language according to the formality of the situation

## Recommended Learning Activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Review [Annex 7. Pre, while and post speaking strategies](#) and then, try to summarize main points about each strategy and provide examples how it can be used in EAP classroom

*Pre-, while- and post-speaking strategies examples*

Strategy	Example of activity
Pre-speaking	
While-speaking	
Post-speaking	

*Note.* Ulehlova, E. 2025.

A good job, dear student, you have proved what you have learnt by filling in the table.

2. It is time that you review on your own the main characteristics of seminars, discussions and presentations, and challenges that a speaker must face when preparing and presenting them. I invite you design a speaking activity for EAP context and describe the stages how to give the presentation.
3. I invite you to watch the video titled [How to teach speaking - Teacher Training](#) and consider which of the suggested activities would you include in your own teaching and why?

*Note: please complete the activities in a notebook or a Word document.*

Well done, you have demonstrated your knowledge on this topic.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 13

#### Unit 4. Strategies for teaching the four skills in EAP courses

In this week we will dedicate the time to exploring strategies that can enhance vocabulary acquisition. Let's start. Teaching academic vocabulary is crucial in the EAP context because, academic vocabulary enables students to express their ideas precisely and formally in essays, reports, and presentations. Mastering these words and phrases improves clarity and coherence in academic writing and speaking. Additionally, Many academic materials contain discipline-specific terminology and complex structures. A strong academic vocabulary helps students better understand lectures, research papers, and textbooks, making learning more effective and engaging.

##### 4.6 Teaching vocabulary

Vocabulary plays a crucial role in **EAP context**, as students need to understand and use **academic and discipline-specific vocabulary** for reading, writing, speaking, and listening in academic settings. Effective vocabulary instruction should focus on **word recognition, meaning, use, and retention**.

Vocabulary is essential to be mastered by the learner in order to understand the language as declared by Susanto (2017). Teaching vocabulary is an important part of being able to communicate effectively in the target language. As declared by Ur (2012), the most relevant things students need to know about a lexical item are its written and spoken form and its most usual meaning. In addition, there are other aspects to be considered such as



grammar, collocations, appropriateness among others. Therefore, let's have a closer look on each of them to understand better which role they play in the teaching-learning process.

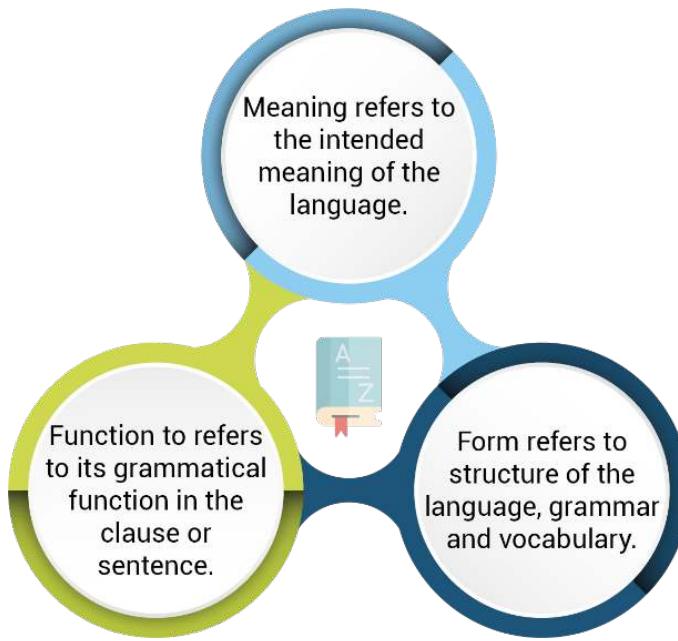
According to the same author, learners must become familiar with what a word sounds like referring to its pronunciation and what it looks like; the way how it is spelled. Additionally, he points out that it is believed that meaning is more important than form. Nevertheless, knowing the meaning does not make sense without knowing the form it is attached to. In fact, students most of the times find a form before they know its meaning.

Further, the meaning of a word must be considered as other aspect. According to Ur (2012) he says that meaning of a word or expression is what it refers to in the real world; it is commonly given in dictionaries as definitions. A word may have various meanings, most of them are metaphorical extensions of the meaning of the original word. Considering the example of the word BEAR with its meanings (*bear* the animal and *bear* meaning tolerate); these are derived from two different words however have developed into the same form (*homonyms*).

With regard to academic vocabulary, it is known as "semi-technical or "sub-technical" vocabulary. Academic texts are made of core of words and regardless of the discipline and subject matter these usually involve about 70%-80% of the words and these words are divided into academic and technical vocabulary. Another important aspect is the academic style (formal and informal). Apart from understanding the distribution of vocabulary also form, function and meaning must be mentioned when interpreting or constructing a text. Very briefly as Chazal (2014) states:

**Figure 9**

*Meaning, function and form*



Note. Ulehlova, E., 2025.

#### **4.6.1 Strategies for teaching vocabulary**

When teaching vocabulary Ur (2012) confirms that careful attention must be paid to grammar, because some words can have some predictable change of form in certain grammatical contexts (the past tense of irregular verbs), or some words can be particularly connected with other words in sentences (the infinitive or gerund form). Moreover, collocations are another important aspect when teaching vocabulary; these help students understand the combination of two or more words that frequently occur together. Thus, it helps to promote vocabulary learning. A significant role in teaching vocabulary plays also the appropriateness, meaning using words in a certain context. The same author suggests to explain students if a word is very commonly used in spoken or written form as well as if it used in formal or informal discourse. We could also

mention some relationships to synonyms, antonyms, hyponyms, etc. or word formation and the role of prefixes and suffixes, however, it would be topic of another study area (Celce-Murcia et al., 1983).

After mentioning the main aspects to be considered when teaching vocabulary, now it is time to develop some techniques and strategies.

Ur (2012) claims that the most important condition to select which vocabulary should be taught is its usefulness for our students' own needs. Considering a long list of new vocabulary within the text, teachers must differentiate between which items are important to teach and review, so that students are not overwhelmed and can only focus on the most appropriate ones and use them; and consider which items need to be explained into more depth, so that students can comprehend the text better. A good strategy to be chosen is to **provide both written and spoken forms** that make the target item easy to memorize.

The teacher must make sure that students understand the correct meaning by **using pictures and realia, gestures and mimics**, of course depending on the level of students. Other useful strategy is to use **mnemonic devices** such as technique called 'keywords' in which students link the target word with an image that involves a similar word in their mother tongue. As it is suggested by (Newton & Nation, 2009) at an intermediate level, expansion of words to be used in different context or **using prefixes and suffixes** to create new words, **guessing from context** and **paying attention to hints and clues** can be applied as an effective strategy to remember new words. Finally, considering students with advanced level, **guessing unknown words** from context and again **using the mnemonic techniques** are the most appropriate to be employed in teaching process.

Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Some researchers demonstrate that teaching vocabulary is considered problematic, because of teachers are not aware of the best practice in the teaching according to Berne and Blachowicz (2008, as cited in Susanto, 2017).

Dear student, now it is your turn to read about the informative article: [A new way of ensuring repeated EAP vocabulary](#). Please pay attention particularly to **teaching techniques and learning vocabulary strategies** as both will deepen your knowledge on which strategies are effective for teaching vocabulary.

I am sure you got familiarized with some strategies suggested by the author and can consider when to **use objects, expressions or gestures, drawing and pictures, drilling, active involvement, or guessing from context**.

Effective vocabulary instruction in EAP must integrate **pre-teaching, active engagement, and reinforcement strategies** to help students develop a strong academic lexicon. By **contextualizing vocabulary, encouraging active use, and utilizing digital tools**, students can enhance their comprehension and production of academic English.



## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Dear student, now I would like to invite to watch the following video: [Teaching the Academic Word List](#) and would ask you to summarize briefly the main points.

Well done, a great job. Now dear student I believe you have deepened your knowledge on this topic and once you will work with the academic text, I am sure you will be able to select academic words from a text, you will understand the meaning and finally, you will be able to analyze words using an academic vocabulary.

2. Next, watch this video titled [Teaching Vocabulary to Young Learners Through Brain-Based Teaching Strategies](#) and after reviewing that information I would like to ask you to choose one of the strategies and adapt it to teaching vocabulary in academic context. Describe the way you would employ it in your teaching process.

Note: please complete the activity in a notebook or a Word document.



## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 14

#### Unit 4. Strategies for teaching the four skills in EAP courses

Dear student, this week we will discuss how to teach grammar. Grammar has been considered by many students as something they do not like. However, it is a crucial factor when learning a foreign language. Teaching grammar in an academic context is crucial because it enhances both clarity and accuracy in communication. Academic writing and speaking require a high level of precision, and strong grammatical competence ensures that students can convey their ideas effectively, avoiding ambiguity or misinterpretation. Proper use of grammar also supports coherence and cohesion in writing, helping students structure their arguments logically and persuasively. Furthermore, grammatical accuracy is essential for credibility in academic work, as errors can undermine the professionalism and reliability of a student's research or analysis. By mastering grammar, students gain the confidence to participate in academic discussions, write well-structured papers, and engage successfully in higher education. Thus, now we will read more about teaching grammar in EAP.



#### 4.7 Teaching grammar

"Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey" (Thornbury, 1999, p.13). Hence, let's focus on some ways how to teach grammar. Grammar instruction in **EAP** should focus on **accuracy, clarity, and appropriacy** in academic writing and speaking. Unlike general ESL grammar instruction, EAP grammar emphasizes **complex sentence structures, cohesion, and the correct use of academic conventions**. According to Krashen (1999, as cited in Ur, 2012) grammar is mostly acquired **implicitly**, through plenty of comprehensible input

of listening and reading. On contrary, other authors argue that students who receive **explicit instruction** in grammar get better results (Talley & Hui-Ling, 2014). Lastly, as mentioned by Ur (2012) learners obtain best acquisition of grammar with the combination of practice, with good **explanation of rules**, significant contribution to good learning is guaranteed. For that reason, let's see some effective strategies that can be used in EAP context.

#### 4.7.1 Strategies for teaching grammar

Ur (2012) suggests some principles for teaching grammar rules in the EFL classroom in order to get better learning outcomes:

- Provide students with examples of the target feature in meaningful contexts before explaining it.
- Both say and write examples of the target form.
- Teach both form and meaning.
- You may or may not use grammatical terminology.
- It is often useful to provide an explicit rule.
- Ask students to work out rules for themselves, based on a set of examples (inductive process), or you can give the rules yourself, and they later work on examples (deductive).

The same author also provides some practical tips for teaching grammar such as: to use pictures or realia to make the explanations easier to remember; instead of asking the common "do you understand?", it is more effective to ask students to show their understanding by providing examples or explaining by their own words. It is also suggested that offering feedback provides good ideas of students' understanding of grammar explanation and to ask students to close their textbook and to retell the grammar rules on their own. Lastly, the other tip is to teach grammar and vocabulary at the beginning of the class when students are fresh and can get engaged with new material (Ur, 2012).

Thornbury (1999) suggests **deductive approach** when the rule is given and applied to examples. This approach is direct and can be very efficient, it considers students' intelligence, expectations and learning styles; on the other

hand, it can be too technical and demotivating. **Inductive approach** in which the rule is discovered by generalizing from examples promotes greater degree of cognitive depth, and makes the rules more meaningful and memorable. This approach also favors pattern-recognition and problem-solving and promotes learner autonomy.

The same author also confirms, that the best way to teach and practice grammar is **through texts such as using scripted dialogues, using dictogloss or using genre analysis**, as in this way grammar is presented in context. Texts allow students to deduce the meaning of unfamiliar grammatical items; moreover, if they are authentic, they show how the item is used in real communication, and last but not least using texts in classroom is a good preparation for independent study. Furthermore, teaching grammar in context help learners to acquire nature of the language which facilitates their understanding of the language. Lastly, grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills.

To conclude, in EAP context it is expected that students possess grammar rules to be able to handle many academic texts and to communicate effectively. In this sense the grammar goes beyond analyzing complex noun phrases for instance. Also, the role of EAP teacher is to propose criteria relevant for EAP context: frequency, utility, efficiency/complexity and generatability (Chazal, 2014).

I invite you to review about the informative article "[Grammaring with a twist" to suit the EAP classroom](#), where contained teaching strategies, that will help you deepen your knowledge.



### Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Dear student, I also recommend you to watch the following video titled [Teaching Grammar to Adults and Teens](#) dedicated to teaching

grammar and I also would like you to summarize: Which strategies did the person use to teach grammar and if you considered them helpful?



*Note: please complete the activity in a notebook or a Word document.*



2. The other activity would be to share your own experience of receiving grammar class when you were attending any English course.
3. As we have reached the end on unit 4, 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, I invite you to develop the self-assessment presented below. Keep working hard and Good luck!



#### Self-assessment 4

Dear students, please take this self-assessment quiz in order to check your comprehension of the contents studied in Unit 4. Good luck!

1. In terms of speaking, its main aim in academic context is at formal speaking, such as group projects, negotiating and planning an event, or discussing coursework among others.
  - a. True
  - b. False
2. Two-way listening that refers to maintaining social relations, is closely related to listening in academic context.
  - a. True
  - b. False
3. Language learning strategies could be any kinds of actions, tactics, plans, thoughts which language learners have maximized to help them to facilitate the comprehension, storage, retrieval, and also the use of information to their vocabulary learning process.
  - a. True

- b. False
4. The purpose of providing feedback is to encourage and motivate students to become better in their oral defenses.
- a. True
- b. False
5. Seminars and discussions facilitate the development of students' skill and language.
- a. True
- b. False
6. This approach emphasizes the purpose of a piece of writing and its audience, which includes other students in the class, who are required not only to write something, but also respond to it, rewrite, summarize or make comments. This best describes:
- a. Communicative approach
- b. Process approach
- c. Free-writing approach
7. "Visual support helps learners understand the meaning and makes the word more memorable." This statement best describes the teaching vocabulary technique by:
- a. using drawing and pictures
- b. spelling, drilling, active involvement
- c. quessing from context
8. This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. This is true about:
- a. Teaching vocabulary using enumeration and contrast
- b. Teaching vocabulary using Objects



- c. Teaching vocabulary by drilling, spelling, and active involvement
9. The following tasks best describes: critically evaluate aspects of the lecture, giving examples of delivery, content, analyze and evaluate lecture material, handouts, slides and identify and evaluate the effectiveness of learning.
- a. Before listening
  - b. While listening
  - c. After listening
10. Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text belongs to the description of strategies of an effective reader:
- a. Before reading
  - b. During reading
  - c. After reading

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## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 15

#### Unit 5. Assessment and testing in EAP

Dear student within this unit, you will find information on concepts of assessment and testing; there will be described some characteristics of an effective evaluation that can help you as future teacher to decide which one should be included in your own teaching; also, information about international English exams and their characteristics will be covered.

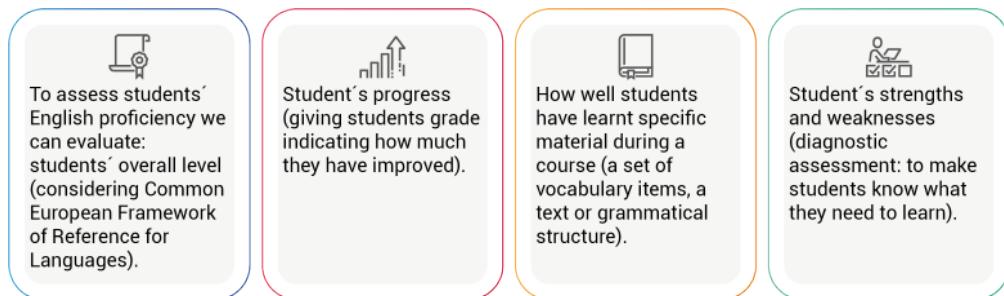
## 5.1 Functions and types of assessment

Assessment in English for Academic Purposes (EAP) plays a vital role in measuring students' language proficiency and academic skills necessary for success in higher education. It evaluates their ability to comprehend and produce academic texts, engage in discussions, and apply critical thinking in an academic setting. Effective assessment in EAP includes both formative methods, which provide ongoing feedback for improvement, and summative methods, which measure overall achievement. A well-structured assessment framework ensures that students develop the necessary language and academic competencies to thrive in university-level studies. The term assessment, that refers to any kind of evaluation such as types of tests, coursework, or observations is necessary for being able to measure students' progress. Thus, assessments are tools for a specific purpose to provide feedback to students or to determine the level of proficiency they have reached and are a major importance in academic contexts. Depending on the purpose, there are **formative** (providing grade as a number in the middle of the period of a learning, clear feedback with error corrections and suggestions for improvement, enhance future learning) and **summative assessments** (providing only a grade as a percentage, no specific feedback, summarizing a period of learning). Assessment in **(EAP)** plays a crucial role in evaluating students' ability to **use English effectively in academic settings**. It ensures that learners develop the necessary **linguistic, cognitive, and communicative skills** required for academic success. The assessments EAP teachers involve may vary from informal classroom-based assessments to international proficiency tests (Ur, 2012).

The purpose of testing students is provided below considering what the same author has pointed out.

**Figure 10**

*Reasons for assessing students*



Note. Ulehlova, E., 2020.

Dear students, I also recommend you to watch the following video titled [Assessment Strategies](#) where assessment strategies are discussed. This video will help you to deepen your knowledge of what assessment strategies can be useful in teaching-learning process, also some tips how to help students to overcome stress when being assessed.

## 5.2 Assessment tools

There are various tools used to assess students' language ability. As stated by (Ur, 2012) **tests** and examinations are one of many possible manners to evaluate student's abilities. Testing is the most common basis for assessment and is usually accepted as a reliable basis for course grades. They have some useful functions such as they are motivating, give a sense of achievement and progress, encourage students to review material among others; however, they also present some drawbacks such as they may not be reliable, valid, sometimes they can be extremely stressful for students.

The same author states that **alternative assessment** is proposed for solving some of the problems associated with testing. Other options of assessment you can see in the following graphics based on the information provided by Ur (2012).

### [Assessment alternatives](#)

When creating tests every teacher must keep in mind the contribution of discrete, direct and indirect items including multiple choice answers, circle correct or the best answer, true/false statements, fill in- and close, gap-fill or transformation items for every skill that should be tested. When designing tests teachers should make a list of what they want to test and decide how much importance to give to each item (Harmer, 2008).

In the EAP context international proficiency tests are the main focus in EAP programmes, hence EAP teachers must be highly involved in assessments and tests and know what criteria they should consider when developing such tests. To sum up, assessments and tests play an important role in EAP programmes because they serve to determine students' academic progression; EAP students must achieve a particular score on an accepted test to accomplish with their academic study in the disciplines. The same way as tests can be of different types and with various purposes, also teachers and students present different attitudes towards these tests (Chazal, 2014).

### 5.3 Profiles of international test of academic English

When covering the topic about international tests we must mention the three important ones in a greater detail. We can start with the importance of general English examinations such as Cambridge English: Advanced (CAE) and Proficiency (CPE) that were used for entry into many academic institutions, which require students to achieve a specific grade from A to C. Although these types of examinations continue to be widely accepted, it does not longer mean that passing them proves that students have right skills, language and academic literacy to study successfully. Thus, alternative of general English tests from the USA obtained their importance such as the Test of English as a Foreign Language (TOEFL) or the Test of English for International Communication (TOEIC). Lastly to be mentioned, the International English Language Testing Service (IELTS) was launched and recently has also arrived to the global EAP the Pearson Test of English (PTE).

## Recommended Learning Activities

It is time to apply your knowledge through the activities that have been proposed below:

1. I invite you to search the characteristics of each of the tests mentioned above, particularly IELTS, TOEFL and PTE, so that you can broaden the knowledge about their formats, scoring and descriptors. Feel free to fill in the table with the necessary information by summarizing the main points.

*Types of international exams*

Type of Exam	Description
IELTS	
TOEFL	
PTE	

Note. Ulehlova, E., 2025.

I am sure after searching all the necessary information you understand the differences between the different test, their requirements and the way how they are scored and now, you can decide which of them would be the most appropriate to pass and for what reason.

2. Regarding assessment in EAP I encourage you to construct a concept map in which you place the different types of assessment that can be done to evaluate students in an EAP course; use the information studied within this unit and information that you have to find by yourself.

After finishing this task, you can ask your tutor for feedback to make sure you have accomplished well with this topic.

*Note: please complete the activities in a notebook or a Word document.*

3. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below to check your comprehension of the contents studied in Unit 5. Good luck!



### Self-assessment 5

1. One of the reasons for using international tests can be:

- a. Effectiveness
- b. Recognition and status
- c. Authenticity

2. If test measures what it proposes to measure and offers meaningful information about a student's ability, so this test is:

- a. authentic
- b. reliable
- c. valid

3. Aligning its numerical scores with the six-level performance descriptors developed by CEFR is typical for which of the international tests?

- a. TOEFL
- b. IELTS
- c. PTE

4. The purpose of an achievement test is to:

- a. To assess how well students have learnt, based on the whole syllabus for the programme of the study.
- b. To check students' learning that relates to a limited period of study within the programme.
- c. To identify what students know and do not know.



5. To determine students' level so that they can be assigned to appropriate class within the programme is the definition of:

- a. Diagnostic test
- b. Progress test
- c. Placement test



6. To provide detailed student's profile including their progress, participation, achievement and attitude towards learning is a description of:

- a. In-class observation
- b. Teacher's report
- c. Assignment mark



7. If test measures what it proposes to measure and offers meaningful information about a student's ability, so this test is:

- a. authentic
- b. reliable
- c. valid



8. If a test is consistent and yields similar results when administered to different student groups, we say that it has a high degree of:

- a. Practicality
- b. Reliability
- c. authenticity



9. Using tests is the only basis for assessment and is usually accepted as a reliable basis for course grades

- a. True
- b. False



10. Passing different types of examinations means that students have proved to have right skills, language and academic literacy to study successfully.

- a. True
- b. False

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## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 16

#### Final midterm activities

Dear student, I encourage you to respond to all the questions proposed here and only when you have completed the evaluations, you can check the responses.

Now, congratulations, we have come to the last week of the second term. All your effort is highly appreciated, particularly for all your devotion to the study of both units. In case you have any question or concern about any of the activities, you can consult your tutor for help. I expect you have completed all the suggested activities as well as the self-evaluations, so that you can pass the second term exam successfully.



## 4. Self-assessments

### Autoevaluación 1

Pregunta	Respuesta	Retroalimentación
1	A	In the 1960s, the term 'English for Academic Purposes' had its modest roots and later evolved through various stages, as seen in historical developments.
2	A	EAP courses are specifically designed to help students develop academic language skills, such as reading, writing, and critical thinking, to succeed in higher education.
3	B	Pre-sessional courses equip students with academic English skills before they begin their studies, while in-sessional courses help students with tasks like writing essays and preparing presentations during their studies.
4	A	Globalization has reinforced the dominance of English in academia, shaping EAP course design and emphasizing skills like academic writing, publication standards, and cross-cultural communication.
5	B	This sentence uses precise language, avoids informal expressions, and presents information based on research rather than personal opinion.
6	B	Academic language prioritizes objectivity, clarity, and discipline-specific terminology to ensure effective scholarly communication and critical engagement with ideas.
7	B	EAP is primarily skills-based, focusing on language and academic tasks, whereas Academic Literacies considers the sociocultural and institutional context of academic writing and learning.
8	A	EAP provides structured instruction in academic writing, reading, and speaking, while Academic Literacies promotes critical engagement with academic norms and conventions.
9	B	Academic EFL includes general academic English skills, whereas EAP is more specialized, targeting skills like academic writing, critical reading, and research tasks.
10	C	EAP is typically taught in higher education settings where English is the medium of instruction, helping students develop the skills necessary for academic study.

Ir a la autoevaluación



## Autoevaluación 2

Pregunta	Respuesta	Retroalimentación
1	A	EAP is designed to teach students how to use English effectively for academic purposes, while EMI prioritizes subject learning in English without explicitly teaching the language itself.
2	A	CLIL combines language learning with subject content, aiming to develop both simultaneously, making it different from traditional language-focused instruction.
3	C	EAP teachers focus on academic English, including writing, critical reading, and research skills. Teaching conversational English for social purposes is more relevant in General ESL/EFL settings.
4	A	BALEAP is a key organization for EAP practitioners, ensuring high teaching standards, offering training programs, and supporting professional development through accreditation and conferences.
5	B	An EAP classroom focuses on developing academic literacy skills, critical thinking, and discipline-specific materials to help students succeed in university settings.
6	B	CBI helps students learn English by engaging with real academic topics, allowing them to develop both language proficiency and subject-specific knowledge.
7	A	Providing continuous professional development, encouraging collaborative lesson planning, and implementing performance evaluations enhance teaching quality and support student success in EAP programs.
8	B	Effective EAP lessons use real academic materials and integrate reading, writing, speaking, and listening in meaningful ways.
9	A	Each of these approaches promotes meaningful engagement with language, integrating academic content and communication skills to prepare students for success in higher education.
10	A	TBL engages students in communicative, research-based, or problem-solving tasks that prepare them for academic work in university settings.

[Ir a la autoevaluación](#)

### Autoevaluación 3

Pregunta	Respuesta	Retroalimentación
1	A	Authentic academic texts help students engage with real-world academic communication, improving their reading comprehension and academic vocabulary.
2	B	TED Talks and similar academic lectures expose students to complex ideas, academic vocabulary, and university-level discourse.
3	FALSE	EAP coursebooks provide a structured learning framework and include activities that develop students' academic language skills. They can be complemented with authentic materials for a well-rounded approach.
4	B	LMS platforms help teachers and students manage learning materials, submit assignments, and engage in discussions, making the learning process more structured and interactive.
5	A	Google Docs allows multiple users to edit and review documents in real-time, which is useful for collaborative writing and peer feedback in academic contexts.
6	B	EBSCOhost is a widely used database that provides access to scholarly articles, making it a valuable resource for academic research and writing in EAP.
7	TRUE	Google Scholar provides access to a vast collection of scholarly materials, helping students conduct research for academic writing and projects.
8	FALSE	Both Prezi and Canva are excellent tools for designing visually appealing and dynamic academic presentations, making them highly relevant for EAP courses.
9	A	Gamification tools help students engage with vocabulary and concepts in a fun, interactive way, making learning more effective and enjoyable.
10	B	Grammarly helps students refine their writing, while Turnitin checks for plagiarism, ensuring that students submit original and well-structured work.

[Ir a la autoevaluación](#)

## Autoevaluación 4

Pregunta	Respuesta	Retroalimentación
1	false	While speaking in academic contexts often involves formal communication, it also includes informal interactions that build social and collaborative skills.
2	false	Two-way listening for maintaining social relationships may not always directly align with the objectives of academic listening, which focuses on understanding and analyzing content.
3	true	Language learning strategies enhance comprehension and facilitate effective vocabulary acquisition.
4	true	Constructive feedback boosts confidence and helps students refine their oral presentation skills.
5	true	Seminars and discussions are vital tools for building communication and critical thinking abilities.
6	a	This approach emphasizes interaction and real-world communication, encouraging students to write and respond actively while considering their audience.
7	a	Visual aids provide strong memory cues, making vocabulary learning more effective.
8	b	Using objects for teaching vocabulary provides tangible associations, making retention easier.
9	c	Post-listening tasks involve analyzing and reflecting on the material to deepen understanding.
10	b	Effective readers actively engage with texts by questioning and reflecting while reading.

[Ir a la autoevaluación](#)

## Autoevaluación 5

Pregunta	Respuesta	Retroalimentación
1	b	Recognition and status are key reasons for the widespread adoption of international tests, as they offer global acknowledgment of qualifications.
2	c	A valid test measures exactly what it is designed to assess and provides meaningful insights into a student's ability.
3	c	The PTE (Pearson Test of English) aligns its numerical scores with CEFR levels, offering a standardized framework for language proficiency assessment.
4	a	Achievement tests evaluate comprehensive learning from the entire syllabus, providing a holistic measure of progress.
5	c	Placement tests help identify a student's current level and assign them to the appropriate class for optimal learning.
6	b	A teacher's report offers a detailed profile of a student's progress, participation, and achievements, providing personalized insights.
7	c	Valid tests provide relevant and accurate information, ensuring their results reflect the true abilities of students.
8	b	A reliable test consistently yields similar results across different contexts and student groups, ensuring fairness.
9	false	Tests are one method of assessment but should be complemented by other tools to provide a balanced evaluation.
10	false	Successfully passing exams does not always guarantee that students possess the necessary skills and academic literacy for successful study, as broader competencies are also required.

[Ir a la autoevaluación](#)



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## 6. Annexes

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## Annex 1. Pre, while and post reading strategies

### Pre-Reading Strategies

Before reading, students should activate **background knowledge**, predict content, and set **reading purposes**.

#### A. Previewing and Predicting

- Teach students to **skim** titles, headings, abstracts, and keywords to anticipate the content.
- Encourage them to **predict** the main argument or purpose of the text.

*Example:* Before reading an article on **climate change policies**, students examine the title and abstract to predict key ideas.

#### B. Activating Prior Knowledge

- Use brainstorming, discussions, or **KWL charts (Know, Want to know, Learned)** to connect prior knowledge to new content.
- Helps students relate the reading to their **own academic fields**.

*Example:* Before reading a text on **linguistic relativity**, students discuss their experiences with learning multiple languages.

#### C. Teaching Academic Vocabulary

- Introduce key **academic and discipline-specific words** before reading.
- Use word maps, glossaries, or **corpus-based tools** like COCA to analyze word usage.

*Example:* Before reading an economics paper, students define and discuss terms like **inflation, GDP, and fiscal policy**.

#### 1. While-Reading Strategies

These strategies help students **comprehend, analyze, and evaluate** academic texts.

#### **D. Skimming and Scanning**

- **Skimming** for general meaning and **scanning** for specific information are essential for academic reading.
- Helps students **locate arguments, data, and references** efficiently.

*Example:* Students skim an article's introduction and conclusion to identify its **main argument**, then scan body paragraphs for supporting **data and evidence**.

#### **E. Annotating and Note-Taking**

- Encourage students to **underline, highlight, or write margin notes** while reading.
- Use **Cornell notes** or **digital annotation tools** like Mendeley or Hypothesis.

*Example:* While reading a research paper, students highlight **main claims, counterarguments, and key statistics**.

#### **F. Identifying Argument Structure and Rhetorical Functions**

- Teach students to recognize **thesis statements, topic sentences, supporting evidence, and counterarguments**.
- Analyze how authors use **hedging, stance, and citations** in academic writing.

*Example:* Students read a journal article and mark **where the author presents an argument, refutes counterclaims, and uses citations for support**.

#### **G. Inferring Meaning from Context**

- Help students guess unknown words based on **context clues, affixes, and word formation**.
- Use strategies like **word family recognition and collocation analysis**.

*Example:* Students encounter the word "**ubiquitous**" in a reading and infer its meaning based on surrounding words like "**common**" and "**found everywhere**".

## 2. Post-Reading Strategies

After reading, students should **analyze, synthesize, and apply** the information.

### A. Summarizing and Paraphrasing

- Teach students to **write summaries** to check comprehension and practice **paraphrasing** to avoid plagiarism.
- Use **Google Docs for collaborative summaries** or AI-based tools like Grammarly for paraphrasing feedback.

*Example:* Students summarize a journal article in **150 words**, focusing on its **key claims and supporting evidence**.

### B. Critical Reading and Evaluating Sources

- Train students to **critically evaluate** the author's **bias, evidence, and argument strength**.
- Use **CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose)** for source evaluation.

*Example:* Students compare **two articles on AI ethics** and evaluate their arguments based on evidence quality and bias.

### C. Engaging in Discussions and Debates

- Organize **academic discussions or debates** on the reading topic.
- Use **Padlet or Google Drive** for collaborative note-sharing and discussion questions.

*Example:* After reading about **bilingual education**, students debate its benefits and challenges in an EAP classroom.

### D. Synthesizing Information for Writing

- Help students integrate multiple readings into **literature reviews, essays, or research proposals**.
- Use tools like **Mendeley for citation management**.

*Example:* Students compare **three sources on climate change**, summarizing arguments and citing evidence in an **annotated bibliography**.

## Annex 2. Reading strategies

### More reading suggestions



**Jigsaw reading:** students read a short text which sets up a problem and then, in three groups, they read three different texts, all of which are about the same thing (different aspects of behaviour such as anger, or different reports on a problem, or different parts of a story or strange event). When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation. JoAnn Miller's UFO webquest employs jigsaw reading on a large scale, but it is still a highly motivating technique, despite – or perhaps because of – the time it takes. Above all, this kind of jigsaw technique gives students a reason for reading – and then sharing what they have found out.



**Reading puzzles:** apart from jigsaw reading, there are many other kinds of puzzle which involve students in motivating reading tasks. For example, we can give them texts which have been chopped up so that each paragraph is on a different piece of paper. Students have to reassemble the text (see poetry below).

We can give students a series of emails between two people which are out of sequence. The students have to work out the order of the emails. We can mix up two stories and students have to prise them apart.



**Using newspapers:** there is almost no limit to the kinds of activity which can be done with newspapers (or their online equivalents). We can do all kinds of **matching exercises**, such as ones where students have to match articles with their headlines or with relevant pictures. At higher levels, we can have students read three accounts of the same incident and ask them to find the differences between them. We can use newspaper articles as a stimulus for speaking or writing (students can write letters in reply to what they read).

We can ask students to read small ads (advertisements) for holidays, partners, things for sale, etc, in order to make a choice about which holiday, person or thing they would choose. Later, they can use their choices to role-play descriptions, contact the service providers or say what happened when they made their choice.

We can get students to read the letters page from a newspaper and try to imagine what the writers look like, and what kinds of lives they have. They can reply to the letters.



**Following instructions:** students read instructions for a simple operation (using a public phonebox, etc) and have to put the instructions in the correct order. They might also match instructions about, for example, unpacking a printer or inserting a new ink cartridge with the little pictures that normally accompany such instructions in manuals. We can also get students to read instructions in order to follow them.

Recipes are a particular kind of instruction genre, but can be used in much the same way as the examples above – e.g. students read a recipe and match the instructions with pictures. We can then get them to cook the food!



**Play extracts:** students read an extract from a play or film and, after ensuring that they understand it and analysing its construction, they have to work on acting it out. This means thinking about how lines are said, concentrating on stress, intonation, speed, etc.

We can use many different text genres for this kind of activity since reading aloud – a speaking skill – is only successful when students have really studied a text, worked out what it means, and thought about how to make sense of it when it is spoken.



**Predicting from words and pictures:** students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read – or what story the text tells. They then read the text to see if their original predictions were correct. We don't have to give them individual words, of course. We can give them whole phrases and get them to try to make a story using them. For example, the phrases 'knock on the door', 'Go away!', 'They find a man the next morning', 'He is dead', 'James is in the lighthouse' will help students to predict (perhaps wrongly, of course!) some kind of story about a lighthouse keeper, some sort of threat and a dead person. (They then read a ghost story with these phrases in it.)

We can also give students pictures to predict from, or slightly bigger fragments from the text.



**Different responses:** there are many things students can do with a reading text apart from answering comprehension questions with sentences, saying whether something is true or false or finding particular words in the text. For example, when a text is full of facts and figures, we can get students to put the information into graphs, tables or diagrams. We can also ask them to describe the people in the text (where no physical description is given). This will encourage them to visualise what they are reading. We can let students read stories, but leave off the ending for them to guess. Alternatively, they can read stories in stages, stopping every now and then to predict what will happen next.

At higher levels, we can get students to infer the writer's attitude from a text. We can also get the students involved in **genre analysis** – where they look at the construction of a number of different examples of, say, magazine advertisements in order to work out how they are typically constructed.

## **Increasing Silent Expedited Reading Speed**

There are two major kinds of expedited reading—skimming and scanning. The major goal of expedited reading would be to increase skimming speed. In skimming the reader goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. This is sometimes called getting the gist of the text. After such reading the reader is unlikely to have noticed details, but should be able to say in a general way what the text is about. The more background knowledge that a reader brings to skimming, the faster the skimming speed is likely to be. Reading speeds higher than 300–400 words per minute are the result of skimming, not careful reading.

Being able to skim text is a useful skill because skimming can be used to help decide if a text or section of a text deserves careful reading. Skimming activities should involve texts which are at least 2,000 words long and which are on topics that the learners are familiar with. Comprehension should be measured by questions which ask “What was the text about?”. Multiple-choice or true/false questions which focus on the gist of the text could also be used.

Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number. It is probably better to spend time increasing skimming speed than to devise scanning activities. This is because effective scanning depends on good careful reading and skimming skills, and training in scanning is unlikely to result in more fluent access to items. This is worth researching.

Typical scanning tasks include searching a text for a particular quotation, someone's name, a particular date or number, or a particular word; or searching a list for a telephone number, someone's name, or a particular word or phrase.

**Easy extensive reading** is another very effective way of increasing reading speed by asking learners to read graded readers at a level which is much easier than the level they would normally read to gain meaning-focused input. Learners should be encouraged to do large quantities of such reading and to re-read books that they have really enjoyed. It is important to remember that there need to be two types of extensive reading involving graded readers. One type, reading for meaning-focused input, involves learners reading at a level where about one word in 50 is unknown. These words can be guessed from context and add to the readers' vocabulary knowledge. The second type of extensive reading, reading for fluency development, should involve texts where there are virtually no unknown words. Such texts should be read quickly for enjoyment, and large numbers of them should be read.

In **silent repeated reading**, the learners silently re-read texts that they have read before. In order to encourage faster reading, they can note the time each reading took so that they have the goal of reading it faster each time.

**Issue logs** are a very effective way of involving learners. At the beginning of a language course the learners each decide on a topic that they will research each week. Each learner should have a different topic. The

topics can include pollution, global warming, oil, traffic accidents, the stock market, etc. Each week the learners find newspaper reports, magazine articles, academic texts, information from the internet, television reports, and so on, on their topic and write a brief summary. As they are reading lots of material on the same topic, they will soon be in control of the relevant vocabulary and will bring a lot of background knowledge to what they read (Watson, 2004).

Careful silent reading is the most common kind of reading. Learners need to be able to read with good comprehension near the upper speed limits of such reading.

## Annex 3. Pre, While and Post-Writing Strategies

### 1. Pre-Writing Strategies

Before students start writing, they need to understand the **purpose, audience, and structure** of academic texts.

#### A. Understanding Academic Genres

- Introduce different **academic text types**, such as essays, reports, research papers, and literature reviews.
- Use **model texts** to analyze structure, organization, and language features.

*Example:* Students compare an **argumentative essay and a research report**, identifying structural differences.

#### B. Teaching Thesis Statements and Research Questions

- Help students formulate **clear, focused thesis statements** and research questions.
- Use examples to differentiate between **strong and weak thesis statements**.

*Example:* Students evaluate thesis statements and revise them for **clarity and specificity**.

#### C. Brainstorming and Outlining

- Encourage brainstorming techniques such as **mind mapping, listing, or free writing**.
- Teach students to create **logical outlines** before drafting.

*Example:* Before writing about **climate change policies**, students use a **graphic organizer** to structure their arguments.

#### D. Academic Vocabulary and Register

- Teach formal academic expressions and **avoidance of colloquial language**.

- Use tools like **COCA (Corpus of Contemporary American English)** for analyzing word usage.

*Example:* Students replace informal phrases with **academic equivalents** (e.g., "a lot of" "a significant amount of").

## 2. While-Writing Strategies

These strategies focus on helping students **develop their drafts effectively**.

### A. Paragraph Structure (Topic Sentence, Support, Conclusion)

- Teach **PEEL (Point, Evidence, Explanation, Link)** or **TEEL (Topic, Evidence, Explanation, Link)** structures.
- Provide sentence starters to guide students in developing ideas.

*Example:* Students write a **body paragraph** using **PEEL**, ensuring logical development.

### B. Developing Coherence and Cohesion

- Teach students how to use **transitional words** and **logical connectors** (e.g., however, therefore, in contrast).
- Provide exercises to **reorder sentences and paragraphs** for better cohesion.

*Example:* Students analyze an essay and suggest improvements in **paragraph transitions**.

### C. Integrating Sources and Citation Skills

- Teach paraphrasing, summarizing, and quoting **to avoid plagiarism**.
- Use **Turnitin, Grammarly, or Mendeley** for citation management.

*Example:* Students rewrite a **direct quote** into a **paraphrase** while maintaining the original meaning.

### D. Argumentation and Critical Thinking

- Teach students to **present balanced arguments** and support claims with **credible evidence**.

- Use **debates or discussions** before writing to strengthen arguments.

*Example:* Students read opposing viewpoints on **technology in education** and write a **response paper**.

### 3. Post-Writing Strategies

After writing, students should focus on **editing, revising, and reflecting** on their work.

#### A. Peer Review and Self-Assessment

- Use **peer feedback checklists** for students to evaluate each other's work.
- Teach students **self-editing techniques**, focusing on grammar, structure, and argument clarity.

*Example:* Students exchange essays and provide feedback on **thesis clarity and argument support**.

#### B. Revising for Clarity and Conciseness

- Teach students to eliminate **wordiness and redundancy**.
- Use exercises on **sentence restructuring and precision**.

*Example:* Students revise a paragraph, reducing unnecessary words while maintaining meaning.

#### C. Final Editing and Proofreading

- Use digital tools like **Grammarly or Hemingway Editor** for checking grammar and readability.
- Teach students to **proofread systematically**, focusing on one aspect at a time (e.g., verb tense, punctuation, citations).

*Example:* Students use Grammarly to identify **passive voice and vague phrasing**, then revise accordingly.

#### **D. Reflection and Writing Portfolios**

- Encourage students to **reflect on their writing process** and progress over time.
- Have students compile their work into a **portfolio** for self-assessment.

*Example:* Students write a **reflection on their learning progress** and challenges in academic writing.

## Annex 4. Writing strategies and activities

### The Recommendations

#### Eleven Elements of Effective Adolescent Writing Instruction

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.

1. **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing their compositions
2. **Summarization**, which involves explicitly and systematically teaching students how to summarize texts
3. **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions
4. **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete
5. **Word Processing**, which uses computers and word processors as instructional supports for writing assignments
6. **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences
  
7. **Prewriting**, which engages students in activities designed to help them generate or organize ideas for their composition
8. **Inquiry Activities**, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task
9. **Process Writing Approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

4

Writing Next: Effective strategies to improve writing of adolescents in middle and high schools

10. **Study of Models**, which provides students with opportunities to read, analyze, and emulate models of good writing
11. **Writing for Content Learning**, which uses writing as a tool for learning content material

## More writing suggestions

 **Instant writing:** one way of building the writing habit (see above) is to use instant writing activities as often as possible with both children/teenagers and adults who are reluctant writers. Instant writing activities are those where students are asked to write immediately in response to a teacher request. We can, for example, dictate half sentences for students to complete (e.g. 'My favourite relative is ...' or 'I will never forget the time I ...'). We can ask students to write two sentences about a topic 'right now'. We can give them three words and tell them to put them into a sentence as quickly as possible.

Instant writing is designed both to make students comfortable when writing, and also to give them thinking time before they say the sentences they have written aloud.

 **Using music and pictures:** music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany (this can be done after they have looked at a film script model). We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. We can then dictate the first sentence again and have them write a different story (because the music they hear is very different). They can then read out one of their stories and the class has to guess which music excerpt inspired it.

Pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is. They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

All of these activities are designed to get students writing freely, in an *engaging* way.

 **Newspapers and magazines:** the different kinds of text found in newspapers and magazines offer a range of possibilities for **genre analysis** (see page 113), followed by writing within that genre. For example, we can get students to look at a range of different articles and ask them to analyse how headlines are constructed, and how articles are normally arranged (e.g. the first paragraph often – but not always – offers a summary of the whole article). They then write an article about a real or imaginary news story that interests them. At advanced levels, we can get students to look at the same story dealt with by different kinds of publication and ask them to write specifically for one or the other.

We can do the same kind of genre analysis in newspaper and magazine advertisements. 'Lonely hearts' entries, for example, always conform to a genre frame. Our students can learn a lot from analysing the genre and being able to imitate it. In the same vein, agony column letters (where people write in to ask for help with a problem) offer engaging writing practice.

Finally, we can show students a story and have them respond to it in a variety of different genres, and for different audiences (e.g. the report of a long traffic delay can prompt letters to the newspaper, emails, text messages, letters of apology, etc.).



**Brochures and guides:** we can get students to look at a variety of brochures (e.g. for a town, entertainment venue, health club or leisure complex) to analyse how they are put together. They can then write their own brochure or town guide, using this analysis to help them.

Younger learners may enjoy writing brochures and guides for their areas which give completely wrong information (e.g. 'Sending postcards home: Look for the bins marked "Rubbish" or "Litter" and your postcards will be delivered next day; Travelling by bus: The buses in London are similar to taxis. Tell the drivers where you want to go and they'll drive you home!'). This is potentially just as engaging for children and teenagers as writing serious pieces of work.



**Poetry:** many teachers like getting students to write poems because it allows them to express themselves in a way that other genres, perhaps, do not. But we will have to give students models to help them write (to start with, anyway), since many of them will be unused to this kind of writing.

We can ask them to write acrostic poems (where the letters which start each line, when read downwards, form a word which is the topic of the poem). They can write a poetry alphabet (a line for each letter), or we can give them sentence frames to write with 'I like ... because ...' x 3, and then 'But I hate ...'). We can get them to write lines about someone they like with instructions such as 'Write about this person as if they were a kind of weather'. We can give them models of real poems which they have to imitate.

Poetry writing is especially appropriate for younger learners who are usually not afraid to have a go in the ways suggested above; but it is appropriate for older learners, too, since it allows them to be more creative than is permitted in some other activities.



**Collaborative writing:** students gain a lot from constructing texts together. For example, we can have them build up a letter on the board, where each line is written by a different student (with help from the class, the group and/or the teacher). We

can tell a story which students then have to try to reproduce in groups (a version of this activity goes by the name **dictogloss**, where, when students have tried to recreate what they have heard, they compare their versions with the original as a way of increasing their language awareness).

We can set up a **story circle** in which each student in the group has a piece of paper on which they write the first line of a story (which we dictate to them). They then have to write the next sentence. After that, they pass their papers to the person next to them, and they write the next sentence of the story they now have in front of them. They then pass the paper to the next student and again write the next sentence of the (new) story they have. Finally, when the papers get back to their original owners, those students write the conclusion.

Students can also engage in collaborative writing around a computer screen.



**Writing to each other:** the email interview (see above) is an example of getting students to write to each other. They can also write emails, or any other kind of message (the teacher can act as a postal worker) which has to be answered. They can be involved, under our supervision, in **live chat** sessions on the Internet, or we can organise **pen pal** exchanges with students in other countries (often called mousepals or **keypals** when done via the Internet).



**Writing in other genres:** there are countless different genres that students can write in apart from those mentioned so far. We can have students write personal **narratives** and other stories. We can prepare them for this by looking at the way other writers do it. We can analyse first lines of novels and then have students write their own attention-grabbing lines. We can get students to complete stories that are only half told. For many of these activities, getting the students to think together before they attempt the task – **brainstorming** ideas – will be a major factor in their success.

Students can write discursive essays in which they assemble arguments both **for** and **against** a proposition, work out a coherent order for their arguments, study various models for such an essay and then write their own. The procedures we follow may be similar to the spoken discussion ideas outlined on page 128.

All these ideas depend for their success on students having a chance to share ideas, look at examples of the genre, plan their writing and then draft and edit it.

## Annex 5. Pre, while and post Listening strategies

### 1. Pre-Listening Strategies

Before students engage with listening materials, they need to activate prior knowledge, predict content, and set listening purposes.

#### A. Activating Background Knowledge

- Encourage discussions or brainstorming activities related to the **topic of the lecture or discussion**.
- Use **KWL charts** (Know, Want to know, Learned) to connect students' prior knowledge to new information.

*Example:* Before listening to a lecture on **climate change**, students brainstorm factors contributing to global warming.

#### B. Teaching Academic Vocabulary

- Pre-teach **key terms, technical vocabulary, and discipline-specific expressions**.
- Use **corpus-based tools** like COCA to show word frequency in academic discourse.

*Example:* Before listening to a psychology lecture, students learn key terms like "**cognitive bias**," "**heuristics**," and "**neurological pathways**."

#### C. Predicting Content and Structure

- Teach students to **predict lecture organization** using titles, headings, and speaker introductions.
- Provide **outlines or guiding questions** to help students anticipate key points.

*Example:* Before listening to a TED Talk, students read the speaker's bio and discuss what they expect to learn.

## 2. While-Listening Strategies

Students need to practice **active listening**, focusing on main ideas, recognizing key details, and making inferences.

### A. Identifying Lecture Structure and Signposting

- Teach students to recognize **lecture structures**, such as introduction, main argument, and conclusion.
- Help them identify **signposting language** (e.g., “Now let’s move on to...,” “To summarize...,” “A key point is...”).

*Example:* Students listen to a lecture and highlight phrases that indicate transitions between sections.

### B. Listening for Gist and Specific Information

- Encourage students to listen for **main ideas first** before focusing on details.
- Use **scaffolded listening tasks** where students first summarize a lecture and then extract specific information.

*Example:* Students first summarize a recorded academic discussion, then listen again to note down key statistics.

### C. Improving Note-Taking Skills

- Teach different **note-taking methods**, such as:
- **Cornell Notes** (main ideas, key details, and summary)
- **Mind maps** (visual representation of concepts)
- **Linear Notes** (bullet points or outlines)
- Use **real-life lectures or TED Talks** to practice note-taking.

*Example:* Students listen to a university lecture and practice **Cornell note-taking**.

#### **D. Recognizing Speaker's Attitude and Implicit Meaning**

- Train students to detect **tone, emphasis, and rhetorical questions.**
- Use **audio clips from different disciplines** to analyze how tone affects meaning.

*Example:* Students compare two lecture excerpts—one neutral, one persuasive—and discuss the speaker's stance.

### **3. Post-Listening Strategies**

After listening, students should **process, analyze, and apply** what they have heard.

#### **A. Summarizing and Synthesizing Information**

- Have students **summarize lectures orally or in writing.**
- Encourage them to **connect multiple sources** by comparing different lectures or discussions.

*Example:* Students listen to two TED Talks on **artificial intelligence** and write a summary comparing the speakers' perspectives.

#### **B. Critical Thinking and Discussion**

- Organize **debates or discussions** based on lecture content.
- Encourage students to **question arguments, provide counterarguments, and support their opinions with evidence.**

*Example:* After listening to a discussion on **cultural globalization**, students debate its pros and cons.

#### **C. Using Technology for Listening Practice**

- Utilize **podcasts, academic YouTube channels, and online lecture recordings** for exposure to different accents and academic styles.
- Use **interactive tools** like:
- **TED-Ed** (interactive lessons based on TED Talks)

- **BBC Learning English** (academic listening activities)
- **Google Drive or Padlet** (for collaborative note-sharing and discussions)

*Example:* Students watch a TED Talk and annotate key points in **Google Docs** to share with classmates.

#### D. Self-Assessment and Reflection

- Encourage students to **reflect on their listening strengths and areas for improvement.**
- Use **self-assessment checklists** or peer feedback for listening performance.

*Example:* Students complete a **listening self-evaluation form**, rating their comprehension and note-taking skills.

## Annex 6. Listening strategies

### More listening suggestions



**Jigsaw listening:** in three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc). Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the ‘mystery’, or understanding all the facts). However, it obviously depends on whether students have access to three different tape or CD players, or computer-delivered listening material.



**Message-taking:** students listen to a phone message being given. They have to write down the message on a message pad.

There are many other kinds of message that students can listen to. For example, they may hear a recorded message about what films are on at a cinema, when they’re on, what rating they have and whether there are still tickets. They then have to decide which film to go to. They might hear the message on an answerphone, or a gallery guide (where they have to identify which pictures are being talked about), or messages about how to place an order. In each case, they have to respond in some way.

It is also appropriate for students to listen to announcements in airports and on railway stations which they can match with pictures or respond to by saying what they are going to do next.

...more



**Music and sound effects:** although most audio tracks consist of speech, we can also use music and **sound effects**. Songs are very useful because, if we choose them well, they can be very engaging. Students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey.

We can use instrumental music to get students in the right mood, or as a stimulus for any number of creative tasks (imagining film scenes, responding to mood and atmosphere, saying what the music is describing, etc). The same is true of sound effects, which students can listen to in order to build up a story.



**News and other radio genres:** students listen to a news broadcast and have to say which topics from a list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into chart or graph form.

Other genres which students get benefit from are radio commercials (they have to match commercials with pictures or say why one – on safety – is different from the rest – which are trying to sell things), radio phone-ins (where they can match speakers to topics) and any number of games and quizzes. In all of the above cases, the degree of authenticity will depend on the level of the radio extract and the level of the students.



**Stories:** a major speaking genre is storytelling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version. A variation on this technique is to stop the story at various points and say ‘What do you think happens next?’ before continuing. These techniques are appropriate for children and adults alike.

Some of the best stories for students to listen to are when people are talking more or less informally (like Diana Hayden on pages 140–141). But it is also good to let them hear well-read extracts from books; we can get them to say which book they think the extract comes from, or decide what kind of book it is (horror, romance, thriller, etc).



**Monologues:** various monologue genres can be used for different listening tasks. For example, we can ask students to listen to lectures and take notes. We can get them to listen to ‘vox-pop’ interviews where five different speakers say what they think about a topic and the students have to match the different speakers with different opinions. We can listen to dramatic or comic monologues and ask the students to say how the speaker feels. We can have them listen to speeches (at

## Annex 7. Pre, while and post speaking strategies

### 1. Pre-Speaking Strategies

Before students engage in speaking tasks, they need to understand the **context, purpose, and conventions** of academic speaking.

#### A. Understanding Academic Speaking Genres

- Teach different **academic speaking formats**, such as:
- **Seminars and debates** (argumentation and discussion)
- **Oral presentations** (formal structure, clarity)
- **Group discussions** (collaborative interaction)
- Use **model examples** to analyze successful speaking techniques.

*Example:* Students watch a video of a **university debate** and identify strategies used by speakers.

#### B. Teaching Academic Language and Register

- Focus on **hedging, modality, and formal expressions** used in academic speech.
- Provide sentence starters for **introducing opinions, agreeing, disagreeing, and summarizing**.

*Example:* Students transform **informal speech** into **formal academic discourse**:

- "*I think this is a good idea.*" --> "*It could be argued that this approach is beneficial.*"
- **Building Confidence through Pronunciation and Intonation Practice**
- Teach **intonation, stress, and rhythm** for clear communication.
- Use **shadowing exercises** (students repeat after a speaker to mimic pronunciation and tone).

*Example:* Students listen to an academic talk and **shadow the speaker**, focusing on fluency.

### 2. While-Speaking Strategies

These strategies help students **structure their ideas, communicate effectively, and interact with others**.

## A. Developing Argumentation and Critical Thinking

- Teach students to present arguments with **claims, evidence, counterarguments, and conclusions.**
- Use **debates or problem-solving tasks** to develop critical thinking.

*Example:* Students debate “**Should universities ban AI-generated essays?**”, supporting their opinions with evidence.

## B. Encouraging Interactive Speaking in Academic Settings

- Use **discussion circles, think-pair-share, and Socratic seminars** to encourage interaction.
- Train students to use **turn-taking strategies** (“*I’d like to add to that point...*,” “*I see your point, but...*”).

*Example:* In a **Socratic seminar**, students analyze a research article and discuss its implications.

## C. Using Presentations to Build Fluency and Accuracy

- Teach students **how to structure an academic presentation:**
- **Introduction:** Background, purpose, and structure
- **Main body:** Key arguments, examples, evidence
- **Conclusion:** Summary and implications
- Use **timed speaking exercises** to improve fluency.

*Example:* Students give a **3-minute research pitch** on their thesis topic.

## D. Incorporating Role-Plays and Simulations

- Use **academic role-plays**, such as **conference discussions, interviews, or research defenses.**
- Assign **roles** (e.g., professor, researcher, journalist) to mimic real academic situations.

*Example:* Students role-play a **conference Q&A session**, answering audience questions about their “research.”

## 3. Post-Speaking Strategies

After speaking activities, students should **reflect, receive feedback, and refine their skills.**

#### **A. Self-Assessment and Peer Feedback**

- Use **speaking rubrics** to help students evaluate their performance.
- Encourage students to reflect on **fluency, coherence, pronunciation, and argumentation**.

*Example:* Students watch **a recording of their own presentations** and identify areas for improvement.

#### **B. Using Technology for Speaking Practice**

- Integrate tools like:
- **Flipgrid or Padlet** (students record and share responses)
- **Google Meet/Zoom practice sessions** (virtual academic discussions)
- **AI speech analysis tools** (analyze pronunciation and fluency)

*Example:* Students record a **mini-presentation on Flipgrid** and receive peer feedback.

#### **C. Expanding Speaking Beyond the Classroom**

- Encourage students to participate in **university debates, research presentations, and language exchanges**.
- Assign **listening and speaking homework** (e.g., summarizing TED Talks aloud).

*Example:* Students **attend a university lecture** and present a **verbal summary** in class.