

# 学术英语课程建设： 教学理念、 原则 及课程设置

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# Overview

- Part I Teaching EAP abroad : conceptions, pedagogies, and practices
- Part II Teaching EAP in China: curriculum design

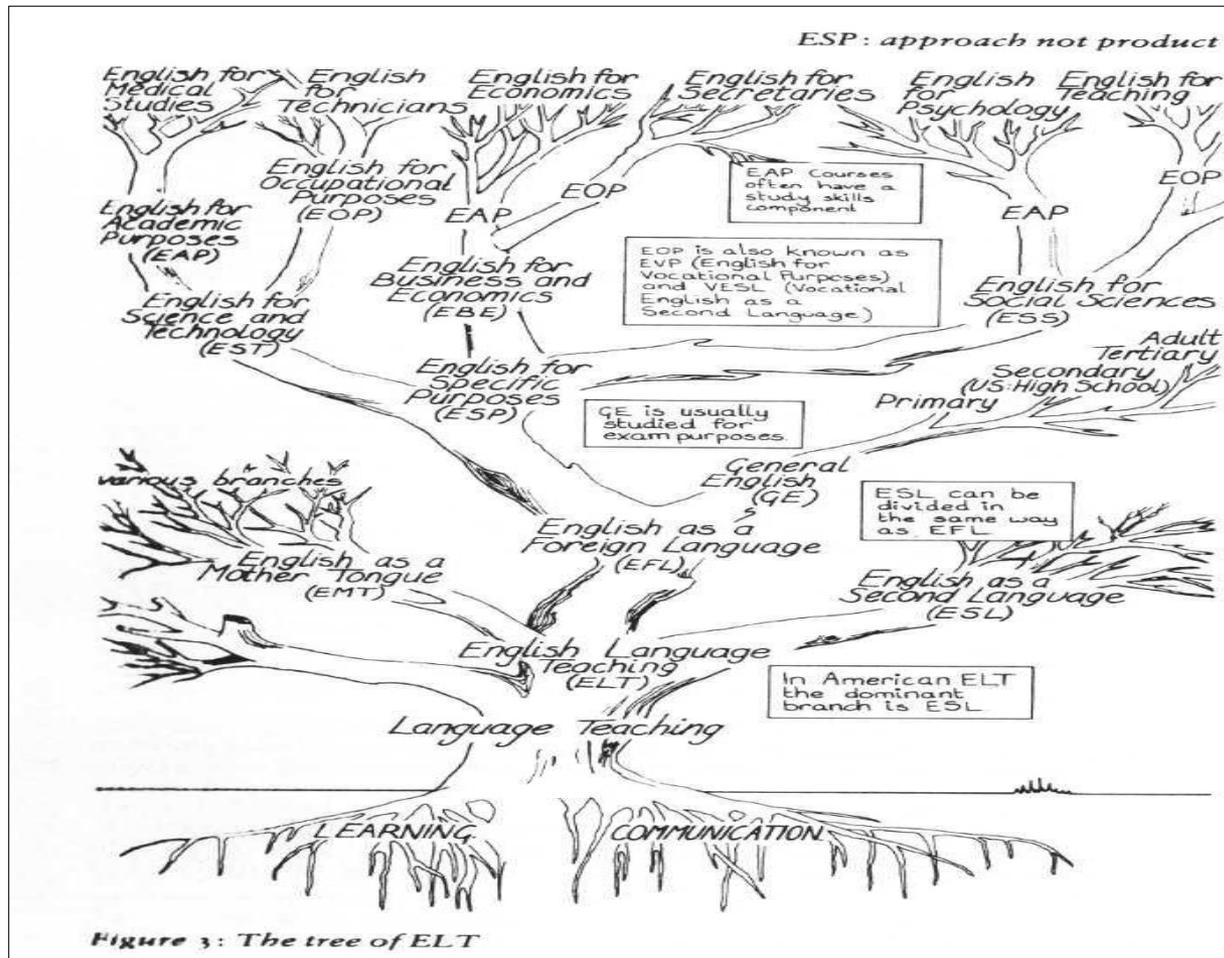


# Part I Teaching EAP abroad: conceptions, pedagogies, and practices

- 1. Classifying EAP in English language teaching
- 2. EAP and TEAP: definitions
- 3. The what and how of EAP



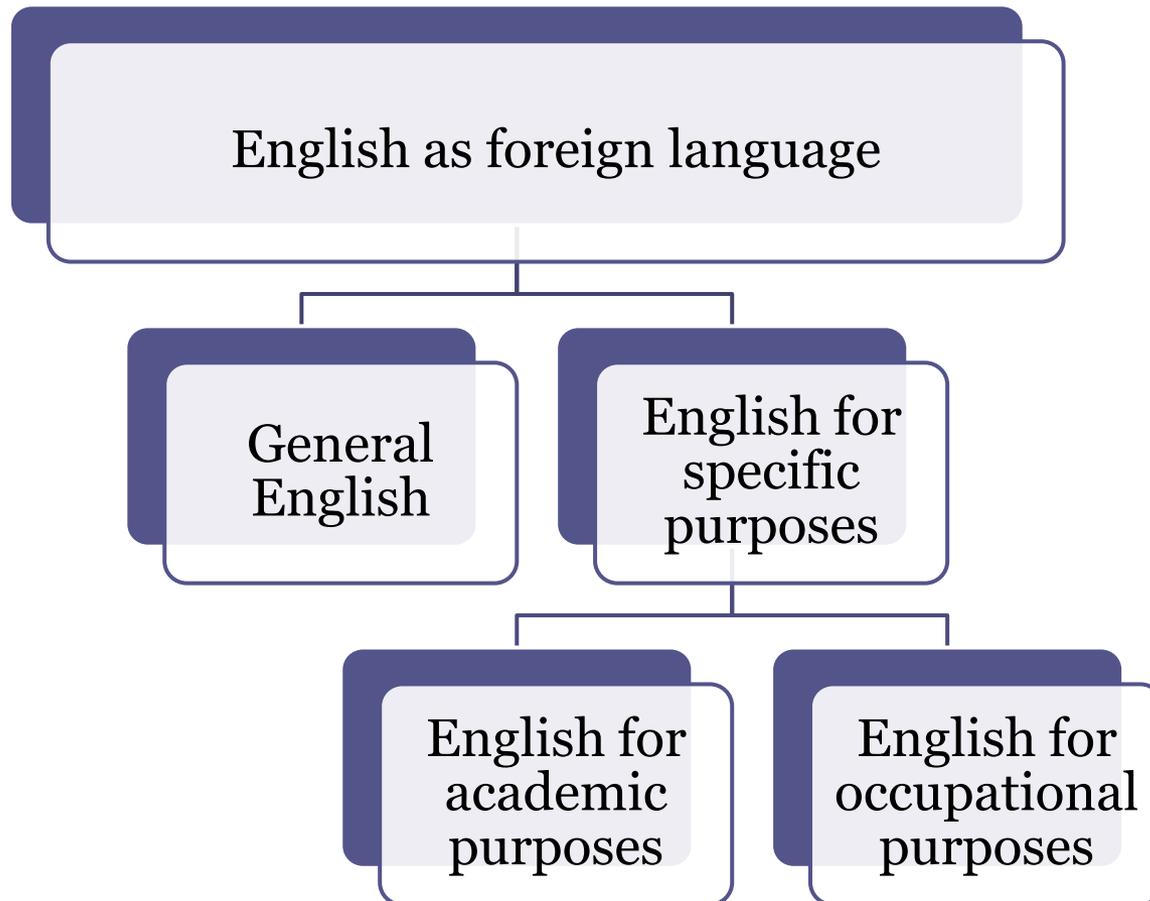
# 1. Classifying EAP in English language teaching



Hutchinson  
and Waters  
(2002, P. 17)

# 1. Classifying EAP in English language teaching

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# 1. Classifying EAP in English language teaching

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- EAP is a branch of ESP.
- EAP is an indispensable component in English Language Teaching.
- EAP is an approach to language learning.
- EAP is all primarily concerned with communication and learning.

## 2. EAP and TEAP: definitions

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- ‘English for Academic Purposes’ seems to have been coined by **Tim Johns** in 1974 and made its first published appearance in a collection of papers edited by Cowie and Heaton in 1977.

(Jordan, 2002)

## 2. EAP and TEAP: definitions

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- English for Academic Purposes refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts.

(Hyland, Hamp-Lyons, 2002)

## 2. EAP and TEAP: definitions

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- TEAP: the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language

(Flowerdew and Peacock, 2001: 8).

Teaching English for Academic Purposes (EAP) focuses on ‘teaching English specifically to facilitate learners’ study or research through the medium of English’

(Hamp-Lyons, 2011, p. 89).

## **2. EAP and TEAP: definitions**

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- EGAP: English for general academic purposes
- ESAP: English for specific academic purposes

## 2. EAP and TEAP: definitions

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EGAP focuses on the skills, language forms and study activities thought to be common to all disciplines

e.g.

- Listening to lectures.
- Participating in supervisions, seminars and tutorials.
- Reading textbooks, articles and other material.
- Writing essays, examination answers, dissertations and reports.

Dudley-Evans and St John (1998: 41)

## 2. EAP and TEAP: definitions

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### ESAP

- concerns the teaching of skills and language which are related to the demands of a particular discipline or department.

(Hyland, 2006)

### **3. The what and how of EAP**

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- The Early Years (1950s-1960s)
- Three Decades of Growth and Developing Tradition (1970s, 1980s, 1990s)
- The current situation (since 2000)

### **3. The what and how of EAP**

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#### *The early years (1950s-1960s)*

- Britain began to receive increasing numbers of international students funded by the British Council.
- Language support that was provided to international students tended to be on an ad hoc, part-time basis.

### **3. The what and how of EAP**

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#### *The early years (1950s-1960s)*

- Induction courses, such as short courses (e.g. four weeks at the beginning of the students' studies) were developed.
- Birmingham University, Leeds University, Manchester University, Newcastle University

### **3. The what and how of EAP**

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*Three Decades of Growth and Developing Tradition  
(1970s, 1980s, 1990s)*

- Supporting International Students
- English as the Language of Knowledge Exchange

# English as the Language of Knowledge Exchange

- EAP has received the most attention from researchers.
- More than half the articles in *English for Specific Purposes* focusing on EAP, and the other journal entirely devoted to it, the *Journal of English for Academic Purposes* .



### **3. The what and how of EAP**

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*The current situation (since 2000)*

Pedagogical approaches to EAP:

- Watson Todd (2003): six main approaches to EAP
- Ann Evers (2007): four prevailing pedagogical approaches to teaching EAP

# Six sets of global practices

- Todd (2003) believes that instructors need to consider the ‘**process**’ of reaching the goal as well as the **content** that needs to be addressed as part of a course syllabus.



- 1. focus on inductive learning;
- 2. using process syllabuses;
- 3. promoting learner autonomy;
- 4. using authentic materials and tasks;
- 5. integrating technology in teaching;
- 6. using team teaching

They are not mutually exclusive.



## Ann Evers (2007): four prevailing pedagogical approaches to teaching EAP

1. skills-based approach
2. Strategy-based approach
3. Genre-based Approach
4. Content-based Approach



# What to teach

- Language skills: *reading*, writing, speaking and listening, translating
- Knowledge of language
- Culture and intercultural awareness

## situations

writing short answers  
in examinations  
writing essays,  
reports,  
dissertations,  
theses,  
journal articles

## skills

process of writing - planning, organising, presenting, re-writing, and proof-reading;  
research and using sources, writing different text types as well as different genres, and using an appropriate style with a degree of accuracy;  
summarising, citation and referencing in order to avoid plagiarism;  
surveying the text, skimming for gist or general impression, scanning to locate specifically required information as well as intensive study of specific sections of the text;  
understanding important points, distinguishing the main ideas from supporting detail, recognising unsupported claims and claims supported by evidence and following an argument;

situations	skills
lectures	listen for general understanding, listen for specific points to remember, read handouts and PowerPoint presentations, and take notes.
seminars	listen and take notes, ask for more information, agree and disagree, and discuss, ask for clarification,
practical sessions	listen to instructions, ask for information and clarification, read handouts and follow instructions, and write notes and reports
tutorials, group projects, private study and examinations	

## situations

## skills

Making presentations

involves producing and using notes, planning and presenting.

Discussion

interrupting politely, asking questions, agreeing and disagreeing.

## Knowledge of language (EAP's linguistic features)

- knowledge of different text types (oral and written)
- features of different genres
- academic vocabulary
- linking words
- signposting expressions
- appropriate style

# EAP: linguistic features

## Academic vocabulary

- variously known as sub-technical vocabulary , semi-technical vocabulary, specialized non-technical lexis, frame words, and academic vocabulary.
- The Academic Word List (Coxhead, 1998): a list of 570 words which is divided into ten sub-lists.



# EAP: linguistic features

- These 570 words are grouped into ten sublists that reflect word frequency and range
- e.g.
- analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance



# EAP: linguistic features

For example:

Nominalization:

- Passive voice
- Long and complicated sentences

# EAP: linguistic features

## Signpost language

- Defining

e.g. Be defined, be called, refer to

- Classification

e.g. sort, classify, categorize, the first, the second

- Comparison and contrast
- E.g. by contrast, similarly, unlike, rather than
  
- Cause and effect
- As a result, lead to,

- Hedging
- . seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest
- It could be the case that .  
It might be suggested that

## Culture and intercultural awareness

- Knowledge of the academic culture (higher education)
- Be aware of differences between their own academic cultures and the culture where they are studying  
e.g. organization and use of sources; use of names  
between lecturers and students; when to ask questions  
and how to deal with lateness and privacy

## Researching EAP

- EAP and “Discourse Communities” (话语或语篇共同体)
- EAP and Disciplinary Variation (学科差异)
- Genre Analysis in EAP (体裁分析或语体分析)
- EAP Assessment
- Contrastive Rhetoric (对比修辞)
- “Academic Literacy” (学术素养) and/in EAP



- <http://www.baleap.org.uk>
- Baleap: British association of lecturers in English for academic purpose

**The Global Forum for EAP Professionals**

## **Part II Teaching EAP in China: curriculum design**

# 《大学英语教学指南 》

## 兼有工具性和人文性

- 工具性---- “主要目的是在高中英语教学的基础上进一步提高学生英语听说读写译的能力；也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。”

# 教学目标和教学要求

“大学英语在注重发展学生通用语言能力的同时，应进一步增强其学术英语或职业英语交流能力和跨文化交际能力，以使学生在日常生活、专业学习和职业岗位等不同领域或语境中能够用英语有效地进行交流。”

# 课程设置

原来的《大学英语课程教学要求》

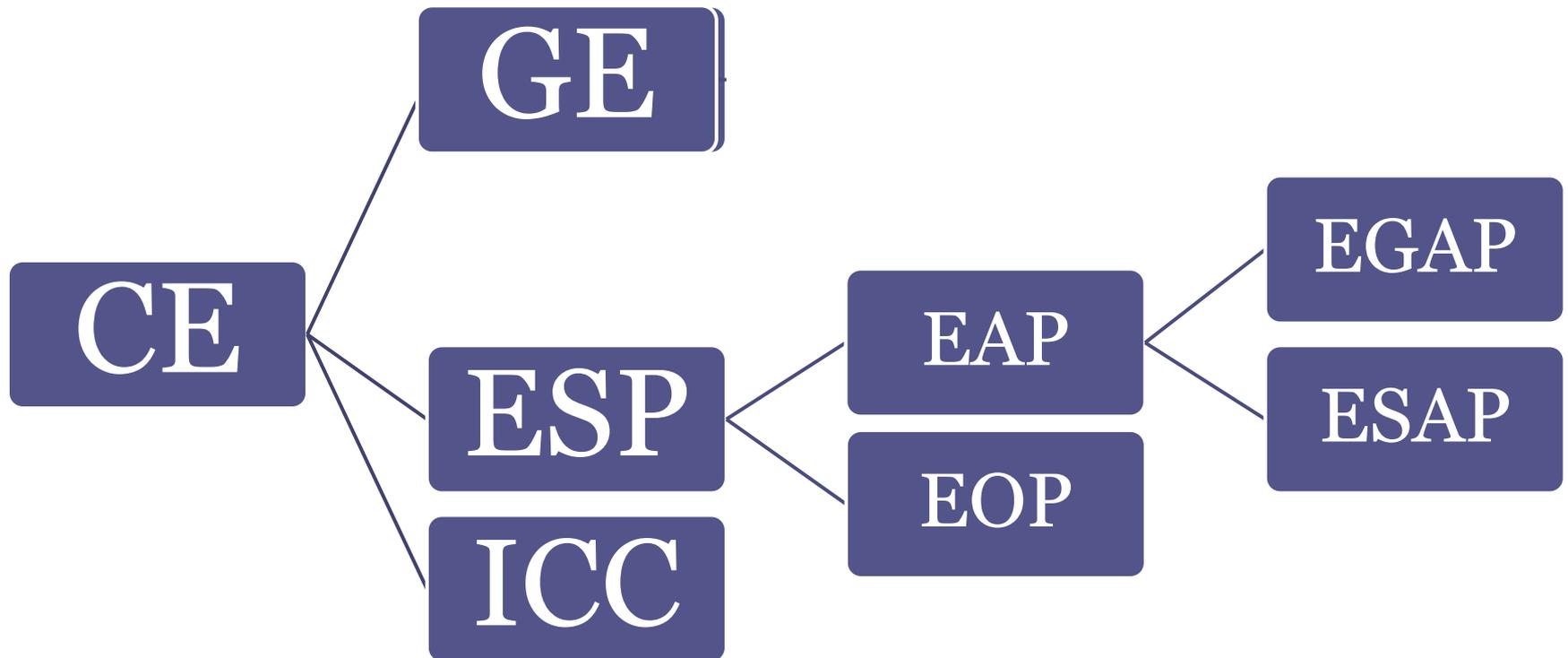
综合英语类  
语言技能类  
语言应用类  
语言文化类  
专业英语类

新的《大学英语教学指南》

通用英语  
专门用途英语  
跨文化交际

# 1. EAP and GE in College English curriculum

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专门用途  
英语

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graph TD; A[专门用途英语] --> B[学术英语]; A --> C[职业英语]; B --> D[通用学术英语]; B --> E[专门学术英语];
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学术英语

职业英语

通用学术  
英语

专门学术  
英语

- “各高校应以需求分析为基础，根据学校人才培养规格和学生需要开设体现学校特色的专门用途英语，供学生选择。也可在通用英语体系内，纳入通用学术英语和职业英语等内容。”
- 专门用途英语课程分基础、提高、发展三个级别。

- 可以专门开设学术英语课程，也可以在原有的通用英语课程中融入更多的学术英语成分。

- 复旦大学大学英语课程体系

- **复旦大学本科生赴海外交流**

2012年，学校公派交流学生2300人，在校本科生赴海外交流的比例超过30%；

到2020年，基本实现所有本科生在读期间均有在海外大学学习交流的经历。

毕业后出国深造

**EAP课程作为过渡性课程**

- 制定学术英语能力培养方案
- 设计学术英语课程

- 学术英语听力能力
- 学术英语口语能力
- 学术英语写作能力
- 学术英语阅读能力
- 学术英语翻译能力

# 大学外语教学体系

## 大学外语课程体系

## 大学外语环境平台

综合英语课程

通用学术英语课程

专用学术英语课程

语言文化类课程

第二外语课程

公共平台

个性化平台

大学英语（预备级）

大学英语 I

大学英语 II

大学英语 III

大学英语 IV

写作系列课程

口语系列课程

口笔译系列课程

视听系列课程

阅读系列课程

学术英语（理工）

学术英语（医学）

学术英语（管理）

学术英语（社科）

学术英语（人文）

英美文化概论

美国本土文学

文化阅读

英国文学欣赏指南

影视与英美文化讨论

法语系列课程

日语系列课程

德语系列课程

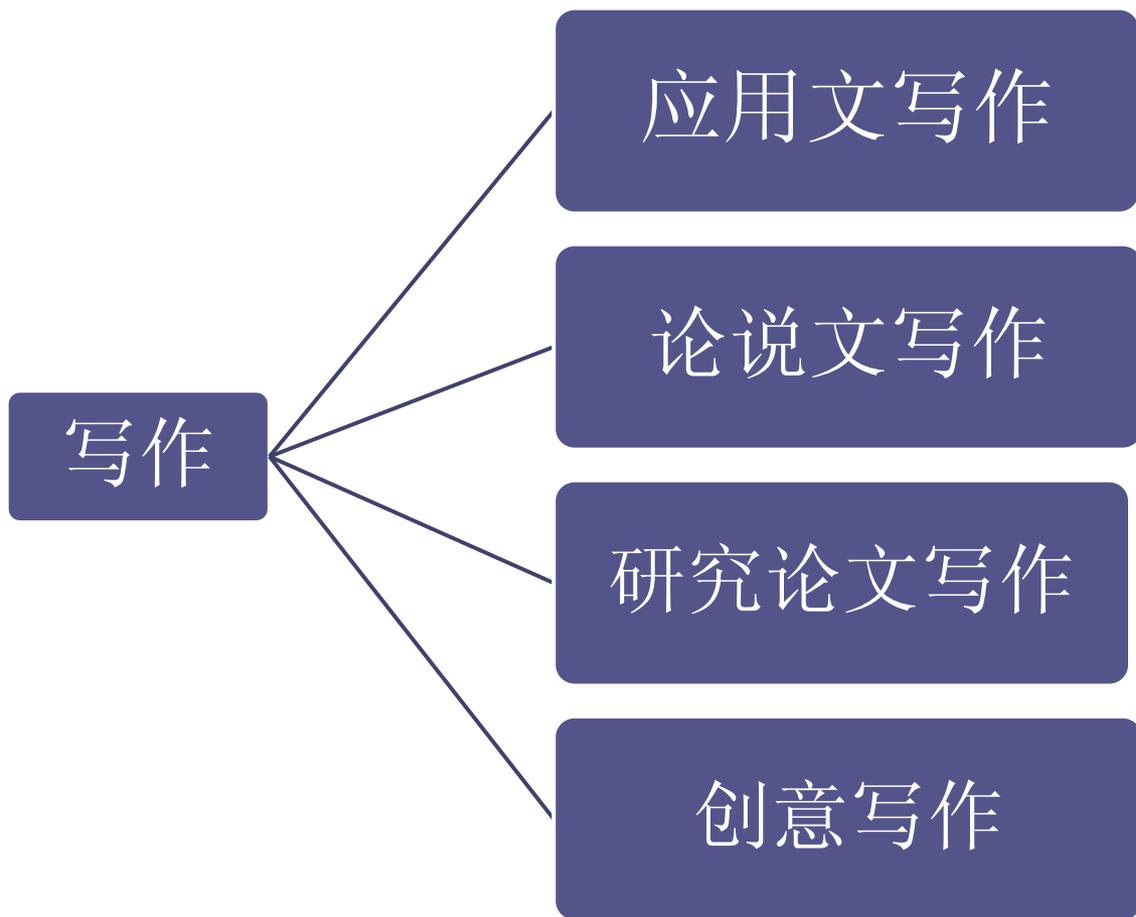
西班牙语系列课程

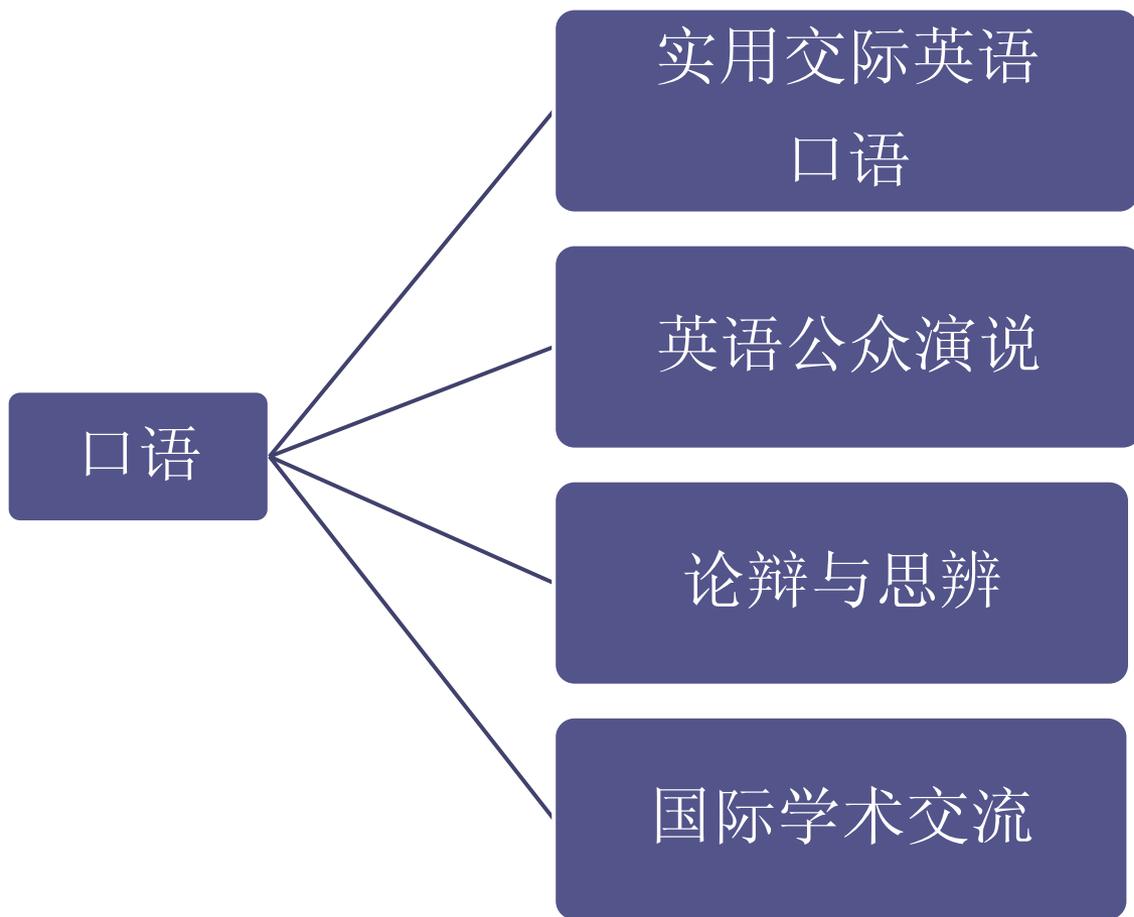
葡萄牙语系列课程

复旦大学英语水平测试

大学外语第二课堂活动







# 专用学术英语

大学科分类，以内容而非技能分类

- 学术英语（人文）
- 学术英语（社科）
- 学术英语（理工）
- 学术英语（管理）
- 学术英语（医学）

介于EGAP和ESAP之间

提高级、发展级的EAP课程

# Materials development in EAP



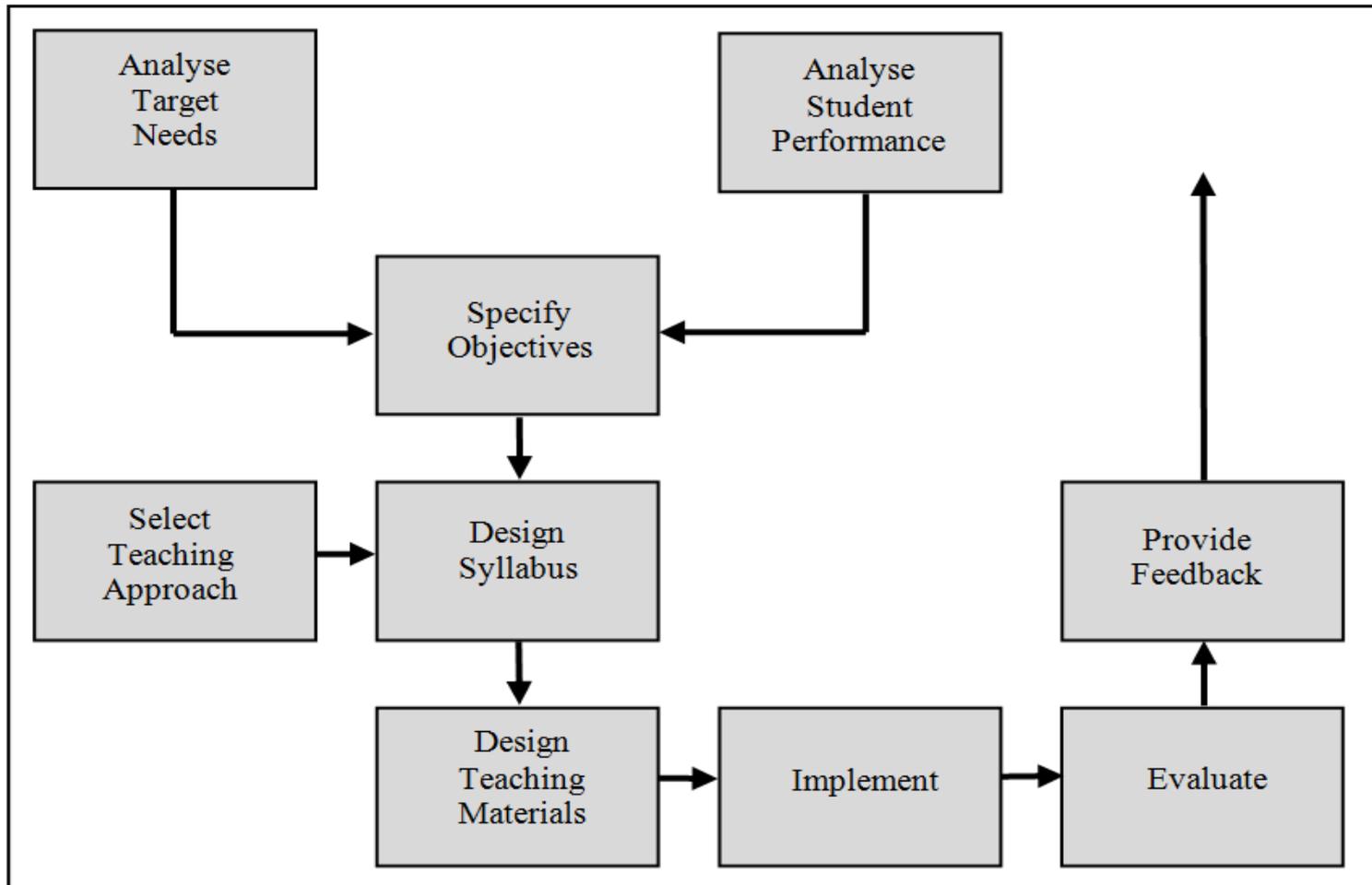
Week	Teaching Schedule
1	Unit 0 Course Introduction
2	Unit 1 The art of Literature 期末论文: 选题
3	Unit 2 Literary Theory and Criticism
4	Unit 2 Literary Theory and Criticism 期末论文: 导语
5	Unit 3 Reading and Writing about Novels
6	Unit 4 Appreciation of Poetry 书评初稿提交
7	Unit 4 Appreciation of Poetry 期末论文: 文献回顾
8	Unit 5 Studying History: Why and How? 期末论文: 研究方法
9	Unit 6 Historical Consciousness
10	Unit 6 Historical Consciousness 期末论文: 结果与讨论
11	Unit 7 Truth and Objectivity in Historical Research
12	Unit 8 Understanding Philosophy 期末论文: 结论
13	Unit 9 Modern Chinese philosophy
14	Unit 10 Chinese philosophy 期末论文: 结语
15	Unit 10 Chinese philosophy 课程论文提交
16	Final, Research paper due.

- 第一周（2月26日）：课程介绍, 学生英语水平及需求调查
- 第二周（3月5日）：学术文章的语言：词汇特点
- 第三周（3月12日）：学术文章的语言：句法特点
- 第四周（3月19日）：学术文章的主题选择
- 第五周（3月26日）：学术文章的文献搜索
- 第六周（4月2日）：如何听学术讲座：抓听主旨和细节
- 第七周（4月9日）：学术文章的结构：摘要
- 第八周（4月16日）：学术文章的结构：摘要及引言

- 第九周（4月23日）：学术文章的结构：引言
- 第十周（4月30日）：学术文章的结构：正文
- 第十一周（5月7日）：学术文章的结构：结论
- 第十二周（5月14日）：学术文章的规范：防范学术剽窃以及引用文献格式规范
- 第十三周（5月21日）：如何听学术讲座：记笔记
- 第十四周（5月28日）：学术发言：发言框架的制定、内容选择、学术发言中的修辞与策略
- 第十五周（6月4日）：学生学术发言
- 第十六周（6月11日）：学生学术发言

# Course design model

An adaptation of Bell (1981, p. 50)



# Conclusions

- EAP might be necessarily included in College English curriculum.
- Make needs analysis before designing EAP courses (three levels).
- Goal-directed
- Take part in EAP training programs
- Materials development

# References

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## Journals

- Journal of English for Academic Purposes (Journal from Elsevier enables EAP practitioners to keep up to date)
- English for Specific Purposes (Journal from Elsevier with relevant research into the language of specific subjects)
- TESOL Quarterly (Journal of TESOL International Association)

## Web-sites

- [UEfAP](#) - Using English for Academic Purposes
- [Academic Vocabulary](#) - Sandra Haywood at Nottingham
- [Academic Keyword List](#) - Academic vocabulary from Université Catholique de Louvain
- [Academic Word List](#) - Academic vocabulary from Averil Coxhead in New Zealand
- [Compleat Lexical Tutor](#) - A wide range of vocabulary resources.
- [Academic Grammar](#) - Academic grammar from Hong Kong
- [Academic Phrasebank](#) - Useful phrases for academic writing.

# 谢 谢

## 大学英语教学部



復旦大學  
Fudan University

