The Impact of Various Approaches to The Process of Learning and Teaching EAP. How To Make Portfolio In EAP

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Abstract: This article discovers the impact of diverse approaches to teaching and learning English for Academic Purposes (EAP). It focuses on the combination of corpus-based approaches, systematic functional linguistic approaches and needs analysis.

Keywords: Approach, English, EAP, COCA, corpora, CALL, language, vocabulary, needs analysis, method, essay, learners.

Introduction: Corpus based approaches.

As many target learners have limited vocabulary of some particular subjects in English and there are often gaps when they give speech about one specific topic, the role of using corpora is important. Corpus of Contemporary American English (COCA) types of corpora is used instead of dictionary. As Charles, M. and Pecorari, D. (2015) informed that corpora plays very important role in EAP and both a direct and an indirect role are widespread in language learning. Indirect role of corpora is the foundation of dictionaries and reference grammars (p. 46). I recommend utilizing COCA to learners, because they struggle lack range of especially academic vocabulary that they are required to know and use. By searching words in COCA is appropriate solution for this problem as there are given a number of relevant phrases, texts, concepts of grammatical themes.

On the other hand, learners often have difficulties and mistakes in writing essays that they forget or could not use academic words appropriately. COCA is the very one that can be widely used in writing to choose and differentiate academic words from common used ones. Learners can easily identify them by the help of corpus.

Systematic functional linguistic approach.

At the same time of using corpora I try to use systematic functional linguistic approach as well. This approach is one of the genre-based approaches. It consists of teaching-learning cycle, genre families and social functions. When I use teaching-learning cycle, firstly I identify the genre in learners' work, for example in writing essays. Then we analyze the genre together with the students. And again the students write a new example for this topic. For this time they know their mistake and try not to repeat them in a new sample. It is easy to improve one's knowledge of the content and context of the genre, and it is aimed to increase a critical approach in the direction of it (Charles, M. & Pecorari, D. 2015, pp. 51-52).

Needs analysis.

In needs analysis which is very productive and demanded part of EAP, instructor identifies weak points, strong points and needs of students. As Deutch, Y. (2003) referred that needs analysis could be resulted successfully when the needs of academic language are accurately identified. As for my IELTS course learners, I used triangular method that students, needs and methods are relevant to each other. Firstly, I intend to take a questionnaire and testing method in order to define correct usage of grammatical constructions in writing essays and letters. In that method I distribute some grammar tests that is made up step by step from easy to difficult. Secondly, I address to interview with

each member of the course. I prepare some topics to speak like profession, your favorite book, your favorite singer, about your weekend, unforgettable day in your life and others that could clarify speaking level of the students, fluency of their speech and the range of academic words in their spoken discourse. Thirdly, I offer to each participant of the group to take a text from a corpus. Students have to read and retell the text briefly what they understand.

As a result of these three methods I clarify weakness, strength and needs of the learners. For example, some students demonstrate lack knowledge of writing, but they perform good result from speaking. Some of them can easily understand what the text about is and retell it fluently, in contrast, it is difficult to skim, to comprehend the text because of lack of academic vocabulary. All the problems and difficulties that related to the academic knowledge of learners come out. As the performance of the learners I conduct the classes choosing appropriate materials and soures.

Learning objectives.

After doing needs analysis, learning objectives follow. As Charles, M and Pecorari, D. (2015) stated that learning outcomes are required to be reflected as a certain field that learners are expected what thy will be able to do at the end of the course (p. 66). As for my target learners, they could differentiate five types of essays and easily write samples for them using academic vocabulary individually. They obtain wide range of academic words and can utilize during their speech that meet the standards of EAP. On the other hand, it will not take long time to read and comprehend academic texts, articles and will provide appropriate answers to given tasks.

Curriculum and syllabus: timing and delivering.

I design my classes plan according to needs of the learners. I put the themes progressively from easy to difficult that at the end there should not be gaps between the learners' outcomes and what they are able to do.

As from the needs of the learners I plan that the course will continue three months length. For the reason of I work at commercial center, I set my classes time according to free time of my learners. The students have to come to classes three times in a week, on Monday, Wednesday and Friday. The classes are held from 10 am to 11:30 am. Half an hour duration class is enough. Out of the class they are recommended to be busy with assessment and tasks. Also they can connect with me by the help of online platform Zoom to do activities and taking group discussions. It is planned not to be held at the same time of other groups that I teach. At the end of each week, on Friday we will have

deadline.

Teaching and learning activities.

Teachers and students follow teaching and learning activities (TLAs) in order to gain their desire in learning objectives (Charles, M. & Pecorari, D, 2015, p. 68). At the beginning of the course the learners are given samples of essays, simple texts to read and analyze, easy topics for speaking and listening. Step by step they become more difficult, learners' abilities also increase progressively. Assignments are required to do out of the class. Essays are also written out of the class.

I do not use lectures at all. Students have to read all tasks and texts at home, when something is misunderstandable then I may give short and quick explanation in order to save time for other activities too. We have discussion on particular topics, sometimes in small groups sometimes individually. I offer to take debates too dividing the students into two groups. I organize students to take interview from their partners, it is more productive way to improve speaking skill.

Assessment.

As I referred in the timing and delivery section, at the end of each week students have deadline. They are assessed to identify what they learn, how much they could learn and so on. Once in each week of the last month there are will be mock tests. It is like a Diagnostic test, that clarifies English proficiency of learners. In this assessment learners are required to demonstrate ability on four skills. In speaking they are given three topics and some time to get ready, then they should speak about those topics as possible as they can. In listening they are presented audio materials that student should fill in the gaps listening these items. In reading and writing students should do without interrupting of teacher.

Evaluation.

Actually, courses are evaluated when they are going to finish. It is usually done anonymously. I ask my students to write advantages and disadvantages of my methods, activities all that I use during the last three months course to teach them. In addition, in our center a teacher who is free from class for an hour or so is required to observe another co-worker's lesson. Observation is useful for both teachers. We can exchange experience teaching in an academic field. The teacher who observes my lesson shows my shortcomings and give advice how to rid of it or in contrast she/he represents my wins and gives motivation by promoting my lesson. By this observation I come correct conclusion and try to solve my shortcomings, to avoid faults or as I am encouraged

I try to find new methods and approaches to my academic work.

Teaching materials.

Using different kind of materials make EAP sphere clear and comprehensible and leads learners to achieve their goal in a close way. During my three months length course I use authentic, published and CALL materials. I distribute samples of essays, video and audio materials, research articles and others. Out of class students have to read published materials individually. Although it takes much time anyway I do it. Because it is more efficient and I can use them for another group of learners in future as well. As major language learning centers are well resourced with technology, teachers can often use CALL materials. Especially by the help of corpora, they can do various activities.

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