RESEARCH PROPOSAL

**ENGLISH FOR ACADEMIC PURPOSES: EAP**

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**Abstract**

This study looks at English for academic purposes (EAP) by approaching to the issue from the point of the field: research and education by explaining the issue with detailed subtitles. This study taking both education and research parts as a base field in hand demonstrates the importance of EAP. While all the educational institutions have different teaching techniques, Writing Across the Curriculum (WAC) teachers, writing tutors, and teachers of EAP have a shared goal: to help students learn how to write in an effective manner. This study explains EAP programme by departmentalizing it not only into education giving subtitles such as courses and their reflections to students, the examination systems (IELTS and TOEFL), and academic vocabularies used in English language, but also into research giving subtitles such as references (APA and MLA), scientific English, and databases from different sources. Providing reference, using the databases from various material, and using English language in a scientific way have been pointed out as the key of English for academic purposes in the research part, while courses taken and their reflections to students, examination systems such as IELTS and TOEFL, and academic vocabularies have been pointed out as key of EAP in the education part. It is aimed to determine the usage of English language as an academic medium in these two fields.

**Introduction**

English for Academic Purposes (EAP) is a series of courses helping students develop their Academic English skills for their future life. It consists of many courses such as writing, reading, listening, speaking, and grammar. Chanock (2004) says that while they have different ways of teaching, WAC teachers, writing tutors, and teachers of EAP share a common goal that is to help students learn how to write effectually. Hyland (2006) states that English for Academic Purposes is the language teaching profession’s response to these development, with the expansion of students studying in English leading to parallel increases in the number of EAP course and teachers and teachers. Ruiz-Garrido et al. (2010) say that if systematic attention to actual needs goes to be its hallmark, EAP programme will notably advance further in its study of specialised English expression and its development of impressive methodologies to teach it. The purpose of this study is to find out the usage of English language in the fields research and education. The question that will be discussed is how English for Academic purposes affects both educational and research area.

**Literature Review**

Chanock, K. (2004). A Shared Focus for WAC, Writing Tutors and EAP: Identifying the “Academic Purposes” in Writing Across the Curriculum. *The WAC Journal,* *15*, 19-32.

Chanock dwells on EAP by summarizing what WAC, Writing Across the Curriculum, is working on, and their aim to create a way of thinking that is ‘’academic purpose’’.

It is useful, as it contains an approach to EAP from a different institution.

Leopold, L. (2010). Teaching Writing Within the Disciplines: A Viable Approach for English for Academic Purposes (EAP) Instructors. *The CATESOL Journal,* *22*(1), 167-188.

Leopold dwells on Academic Purpose (EAP) Instructors by summing up briefly what kind of an approach do EAP instructors show within the disciplines.

It is useful, as it contains the approach of EAP instructors from their perspectives.

Ruiz-Garrido, M., Palmer-Silveira, J., & Fortanet-Gómez, I. (Eds.). (2010). *English for Professional and Academic Purposes*. Amsterdam: New York.

Ruiz-Garrido, Palmer-Silveira, and Fortanet-Gómez dwells on English by separating into sections such as discourse analysis of EAP, discourse analysis of professional English, and EPAP pedagogy.

It is useful, as it contains discourse analysis of English in different ways.

**Methods**

WAC teachers and students rely on ethnographic investigation of specific situations to understand the purpose of writing, and WAC teachers need to help students develop a routine for discovering it.

Leopold engaged in teacher research, considered students’ learning outcomes and learning transfer to their content class, calculated the mean score and standard deviation for all questions, compared students’ responses on the school’s standard course, analyzed students’ performance on writing assignments, compared students’ overall grades and performance on a graded draft of their policy, and analyzed these results for statistical significance using a Mann-Whitney U test.

**Research Questions**

How do students come to understand that they must approach this assignment in this way?

What is the impact of an adjunct model of disciplinary writing instruction on students’ learning transfer to their content class?

**Results**

As the mean scores indicate, students’ self-reported learning outcomes and transfer to courses in the policy school were very high. Moreover, on open-ended questions, students wrote mostly positive comments. Furthermore, scores from the university’s formal student evaluation instrument during the two semesters when the Content Writing course was linked with the policy course improved drastically as compared to the previous two semesters when the Content Writing course was taught independently of the policy course by the same EAP professor.

**References**

Chanock, K. (2004). A Shared Focus for WAC, Writing Tutors and EAP: Identifying the “Academic Purposes” in Writing Across the Curriculum. *The WAC Journal,* *15*, 19-32.

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