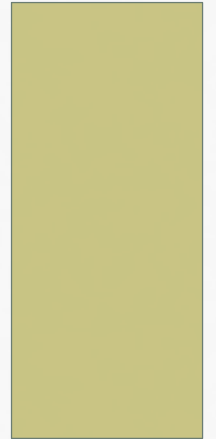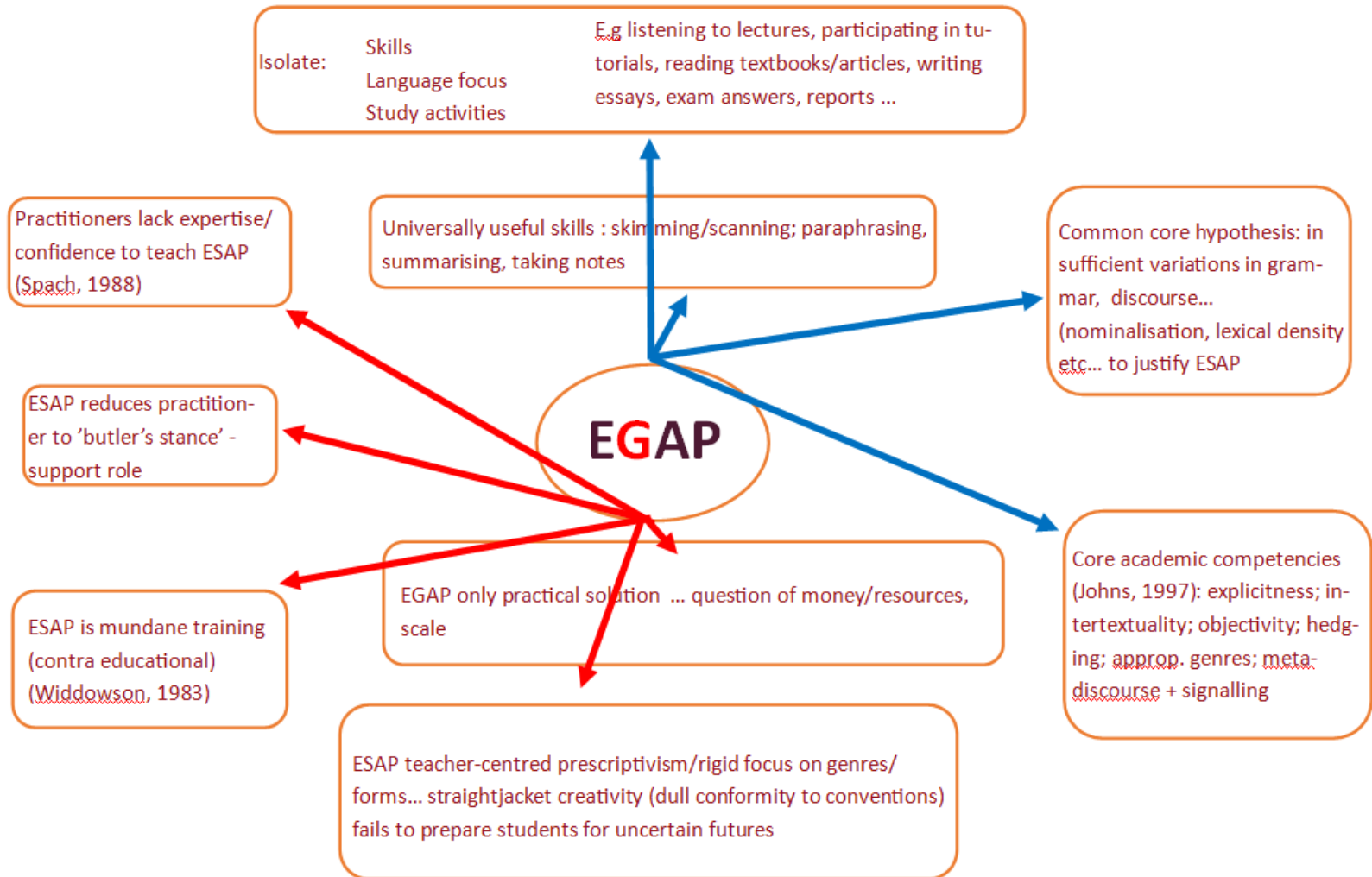# ESAP VS EGAP

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OUTLINE

- Rationale of EGAP and ESAP

- Current observations and questions

- EGAP and ESAP in practice

- Impact on practitioner identity

EGAP

Isolate:
- Skills
- Language focus
- Study activities

E.g listening to lectures, participating in tutorials, reading textbooks/articles, writing essays, exam answers, reports ...

Practitioners lack expertise/ confidence to teach ESAP (Spach, 1988)

Universally useful skills : skimming/scanning; paraphrasing, summarising, taking notes

Common core hypothesis: in sufficient variations in grammar, discourse... (nominalisation, lexical density etc... to justify ESAP

ESAP reduces practitioner to 'butler's stance' - support role

EGAP

ESAP is mundane training (contra educational) (Widdowson, 1983)

EGAP only practical solution ... question of money/resources, scale

Core academic competencies (Johns, 1997): explicitness; intertextuality; objectivity; hedging; approp. genres; meta-discourse + signalling

ESAP teacher-centred prescriptivism/rigid focus on genres/ forms... straightjacket creativity (dull conformity to conventions) fails to prepare students for uncertain futures

ESAP

Subject lecturers lack expertise/desire to teach literacies skills, conventions etc are self-evident, focus on product not process

Students do not progress from general to specific—disciplinary discourse not related to proficiency—EGAP promotes the myth that EAP is an extension of general English

EGAP 'remedial safe-house staffed by demor-alized and inexperienced staff where EAP is relegated to a minor support role'.
ESAP more challenging, more demanding, specialised work. Professionalism and respect

'Perverse' not to employ plethora of knowledge we have about specific disciplines

ESAP

Apparently generic tasks vary considerably across disci-plines (lab reports, seminars ...

Worldview constructed through discourse—think our way into a disci-pline—language and content cannot be untangled—modes of analysis = modes of language

EGAP only practical solution ... question of money/ resources, scale

13 different genres (diff. social purposes)

Face validity—motivating for students

OBSERVATIONS & QUESTIONS

- EGAP default strawman – from all quarters – ac lits, critical EAP, ELF…('traditional', 'accomodationalist', emaciated EAP, 'study skills', 'generic', …)
- EGAP lacks compelling and positive rationale(s) and enactments
- EGAP circumscribes identity of EAP practitioner
- EGAP part of commodification of HE to the detriment of the profession
- ESAP – orthodoxy in EAP (research) – dissonance with practice

OBSERVATIONS & QUESTIONS

- Students cross boundaries (modularisation – marketization of HE)
- Interdisciplinary studies -fields vs disciplines
- Specificity & student responsibility (students bring/develop knowledge)
- Cross disciplinary rhetorical conscious-raising (cf Swales & Feak, 2012)
- Provide analytical/conceptual tools (cf Bruce (2005) 'cognitive genres') to analyse/compare/manipulate representative samples of discourse to experiment with choice to create meaning

ESAP/EGAP IN PRACTICE AT LEEDS

- Summer pre-sessionals= ESAP
- Year round pre-sessionals= EGAP

Due to:-
- Student numbers
- Institutional constraints
- Different affordances

ESAP AT LEEDS

Summer 6-week Pre-Sessionals- ESAP

- Language for:-
  - Arts and Humanities
  - Business: Economics and Finance
  - Business: Human Resource Management
  - Business: Management and Enterprise
  - Business: Marketing
  - Communication and Society
  - Education
  - Engineering
  - Law and Society
  - Politics and Society
  - Science

BENEFITS

- Have face validity
- Developing identity in their discipline
- Materials are subject specific- developing disciplinary knowledge
- Students are reading/writing in appropriate genres- both cognitive and social (Bruce 2008)
- Appropriate language features can be exploited for the discipline
- Fosters a discipline community
- The course is well-scaffolded, as all students are reading/using the same texts

EGAP AT LEEDS

Year-round pre-sessionals: EGAP

	Level 1	Level 2	Level 3	Level 4	PGR
Theme:	Academic Contexts	International Student Experience	Inter-disciplinary Studies	Working in your discipline	Becoming a researcher
IELTS	4.5	5.0	5.5	6.0	5.5-6.0
Written Assessment	750-1000 word EP report- **Data based**	1500 word academic case study- **Data based**	2000 word thematic paper- **Literature based**	2500 word controversy essay- **Literature based**	2000/2500 word research and knowledge paper- **Literature based**

LEVEL 3 PROGRAMME STRUCTURE

Throughout the programme, students are working in their discipline:-

- Students write an essay on an ambiguous topic- the theme of the term

- E.g What role does risk play in your discipline?
  - This is based on their interpretation of the question/ reading

- Students present their paper at an interdisciplinary conference, where they must attend talks in a range of disciplines

- Students take part in a seminar, discussing their perspectives on the role of risk after attending the conference

BENEFITS

Similar to ESAP:-

- Developing their disciplinary knowledge
  - 'Good preparation for postgraduate studies'
- Students are reading/writing in appropriate genres- both cognitive and social (Bruce 2008)
  - 'This course is good for students who want to improve reading and writing'
- Students can mine texts for the discourse/language features of their discipline

BENEFITS

In addition:-

- Has educational validity- developing interdisciplinary skills
  - E.g Interdisciplinary Centre for Scientific Research in Music
- Developing academic identity
- Expanding their knowledge across the disciplines
- Focus on independent learning
- Students learn about their own disciplines through a comparison with others
  - How to write in their disciplines
  - How knowledge is regarded/built
    - empirical and objective or explicitly interpretive (Kirk 2015)
    - Valuing the knowledge or valuing the knower (Bond 2018)

DRAWBACKS

- Relies on students having subject knowledge
- Often doesn't match with student expectations- too challenging
  - Students do not see the benefits until they are in their Master's programmes
    - 'I think teachers should remember we are pre-sessional students, not Master's students'
    - 'It did not meet my expectations'
  - Long term goals rather than short term goals
    - 'The course developed my academic skills….many students have a misconception about such a programme to only help their general English'

DRAWBACKS

- Discipline community isn't always there
  - An academic community is more than just discipline based
- Cannot focus on discipline specific features and language in class, as a wide range of disciplines
  - Instead, equipping students with the skills to exploit texts for themselves
  - Examining language that applies to all disciplines
  - Have students compare how functions are achieved in their disciplines, to better understand their own

REFERENCES

Bond, B. 2018. Knowledge Across the Disciplines. *ELU0300 AEPS*. 15th January, University of Leeds.

Bruce, I. 2008. *Academic Writing and Genre: A Systematic Analysis*. Continuum: London.

Kirk, S (2015) *Teaching EAP: Enabling Academic Participation* Emerging Forum 5 Moscow