

Adapting EFL methods for the EAP classroom

Which aspects of EFL teaching can enhance EAP teaching, and which are likely to be less useful in an EAP context?

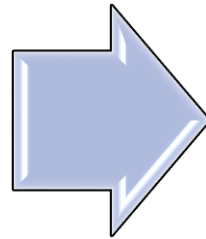
Outline

1. Background
2. Overview of three methodologies / approaches I think could be / probably are used in our classrooms
3. Chance to try the ideas on some possibly familiar material
4. Reflection

Background



Background



Background



So, is everything relevant?

- **Task Based Learning**
- **CLT**
- **The Lexical Approach**
- **Demand High**
- **Total Physical Response**
- **The Silent Way**
- **Suggestopedia**
- **Grammar Translation**

I chose to focus on these three

Task Based
Learning

Demand High

The Lexical
Approach

I chose to focus on these three

Task Based Learning / TBL / TBLT

- What it is:
- First written about by Prabhu:
Bangalore Project 1987

“learners get their desired meaning to interpret the task and carry it out accurately” (Swales 1990)

- Idea of learning by doing → moving away from grammar presentations

- Why I think it is applicable:
- Setting tasks in class fits well to an EGAP situation
- Allows our students to ask us for the information they need / We can see where they need help and adapt syllabus

Task Based Learning in EAP Practice

- Paraphrasing: More useful controlled practice
- Moving from a grammar translation approach to one that is more practical and useful.
- Increased student relevance, therefore more student interest

The Lexical Approach

- What it is:
- Focuses on language as lexical chunks
- Lewis “language consists of grammaticalized lexis, not lexicalised grammar”, but also Willis “Teachers need to encourage learners to look critically at language and to recognise”
- Why I think it is applicable:
- Noticing skills and learner autonomy
- Focus on Corpora, language that is most commonly used, e.g. academic wordlist

The Lexical Approach in EAP Practice

Noticing

- Looking for language in context.
- Encouraging students to look for chunks of language within readings, for example linking devices, typical ways of expressing voice.
- Building learner autonomy

Demand High

- What it is:
- Scrivener and Underhill (2012) ask: “What small tweaks and adjustments can we make to shift the whole focus of our teaching towards getting that engine of learning going?”
- Focus on small changes that we can make to raise the level of challenge and increase the chance of ‘deep learning’
- Why I think it is applicable:
- These little changes can add real value to our TTT
- They give a reason for stronger students to focus more.

Demand High in EAP Practice

Giving Feedback:

- Don't just take the answer, think about synonyms, word families.
- Ask students to reformulate → create greater flexibility within their language.

Task Time

Look at the lesson on the handout.

Try to adapt the lesson thinking about the methods and approaches we have seen.

Reflection

Do you think any of the ideas you worked on in your group might become a feature of your teaching?

Would you consider reading more about any of the methodologies?

References

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Thank you for attending

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