**University of M'sila Master 2/ Linguistics**

**Module: ESP/EAP Teacher: Mrs.ZINE**

**Lecture Four: English for Academic Purposes**

**What is EAP?**

English for academic purposes, known as academic English, is referred to as this type of English oriented to higher education contexts. It aims to train students to use language for study and research purposes. This was clearly stated by Hamp-Lyons (2011, p.89):

English for academic purposes (EAP) has emerged out of the broader ﬁeld of English for speciﬁc purposes (ESP), deﬁned by its focus on teaching English speciﬁcally to facilitate learners’ study or research through the medium of English (Flowerdew & Peacock, 2001, p. 8; Hyland & Hamp-Lyons, 2002, p. 1). EAP is differentiated from ESP by this focus on academic contexts, but among the applied linguistics and English language teaching ﬁelds more widely the view of EAP as a sub-discipline within ESP still holds. Indeed, both these views are valid, as the histories of ESP and EAP do not distinguish between a view of them as parent to child, or as sister ﬁelds.

EAP is a branch within education. It is an eclectic and pragmatic discipline. It includes classroom language, teaching methodology, teacher education, assessment of language, needs analysis, materials development and evaluation, discourse analysis, acquisition studies in EAP contexts, research writing and speaking at all academic levels, the sociopolitics of English in academic uses and language planning—and this list is sure to be incomplete.

**Is EAP ESP?**

Though many scholars claim that EAP is a type of ESP, they may differ as illustrated in the following table:

|  |  |
| --- | --- |
| **EAP** | **ESP** |
| -EAP learners are usually current higher education students. They need to learn English in order to succeed in their academic careers. (academic English is a requirement to succeed in the field).  -the focus of the EAP course is the learning or the study needs of the students, what they need to do in order to learn the language.  -EAP courses usually pay attention to the process of writing, planning, organizing, and presenting.  All language skills are important. | -ESP is goal-directed. The learners are not learning the English language for the sake of it, but because they need it, or will need to use it in their academic or professional lives.  -ESP courses must be based on an analysis of needs, which aims to specify as closely as possible exactly what it is that the learners have to do through the medium of English.  -Teaching the skills is based on needs analysis. All the skills might not be necessary. An ESP course may target teaching reading only. |

For more understanding, in the following are some scholars' opinions about the relation regulating EAP and ESP.

**Belcher (2010, pp. 2-3):**

There are, and no doubt will be, as many types of ESP as there are specific learner needs and target communities that learners wish to thrive in. Perhaps the best known of these (especially among language educators who are themselves most often situated in academia) is EAP, or English for academic purposes, tailored to the needs of learners at various, usually higher, educational levels. Less well known (to many academics) and potentially more diversified, given the breadth and variety of the worlds of work, is EOP, or English for occupational purposes. The fastest growing branches of EOP are those associated with professions that are themselves constantly expanding and generating offshoots, such as EBP, English for business purposes; ELP, English for legal purposes; and EMP, English for medical purposes. There are also numerous other less well known but equally intriguing varieties of EOP, such as English for air traffic controllers, English for tourist guides, English for horse breeders, and English for brewers. The ESP picture is further complicated by numerous hybrid permutations of EOP and EAP, combining elements of both, such as EAMP, English for academic medical purposes (for health science students); EABP, English for academic business purposes (for students majoring in business), and EALP, English for academic legal purposes (for law students).

**Blok, Lockwood & Frendo (2020, p. 7):**

As knowledge of English has become the gateway to education and employment in many contexts, different types of ESP programs have arisen to address adults’ associated learning needs. In academic settings, English for academic purposes (EAP) programs employ different models, including intensive English programs (IEPs), content and language integrated learning (CLIL),and programs that prepare learners for “the spread of English as a medium of instruction (EMI) within communities where English is not the primary language of communication”….  In workplace and professional contexts, ESP programs may focus on English for occupational purposes (EOP, also referred to as workplace language training), where adults are seeking to develop the English language skills they need for their jobs, or English for professional purposes (EPP), where adults are pursuing greater proficiency in the language of their fields of expertise, such as business, law, government, medicine, and other professions.

**Charles & Pecorari (2016, p. 7):**

“EAP is part of a larger area of applied linguistics called English for Specific Purposes (ESP).”

**Hyland (2006, p, 1):**

“English for academic purposes (EAP) has evolved rapidly over the past twenty years or so. From humble beginnings as a relatively fringe branch of English for Specific Purposes (ESP) in the early 1980s, it is today a major force in English language teaching and research around the world.”

**Paltridge & Starfield (2013, p. 2):**

English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology. This has now expanded to include other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for sociocultural purposes (ESOP).”

**Widdowson (1983, p. 9):**

ESP is not only divided off into an enclave within the wider boundaries of English teaching, it is also parceled up into subdivisions within itself. It is common, for example, to distinguish English for occupational purposes (EOP) from English for academic purposes (EAP). Each of these is then subject to further sub-division. Thus within EOP we might have English for airline pilots, for waiters, for secretaries, for telephone receptionists, and so on; and within EAP we might have English for different areas of academic study: physics, engineering, architecture, economics, and so on. And then we can go on to make further refinements, distinguishing, for example, between different types of secretary, or telephone receptionist, between different areas within academic disciplines, and so on.