Academic Language Proficiency: English for Academic Purposes (EAP)

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Abstract

This paper presents Academic Language Proficiency and how to use general and content-specific vocabulary, specialized or complex grammatical structures-all for the purpose of acquiring new knowledge and skills. English for Academic Purposes (EAP) has emerged out of the broader field of English for Specific Purposes (ESP). EAP teachers often attempt to choose the best way to assist students with Academic English. EAP educators show wholeheartedly their expertise in classroom instruction, their responsiveness to students' needs through educational programs arranging and materials improvement.

Keywords: Academic English, EAP, ESP, Language Skills

Introduction

In the recent times the use of English has been rapidly spreading worldwide for different purposes such as English for medical, legal, business and commerce, science and technology, travel and tourism, general administration and academic purposes. English for specific purposes (ESP) and the subsidiary field of English for academic purposes (EAP) have gotten progressively significant. EAP and ESP can be recognized from universally useful courses by their considerable accentuation on the need to set up and address the issues of students. ESP and EAP courses might be confined to just a couple of the four abilities; they are likewise normally shorter and regularly more propelling for students than broadly useful courses. ESP and EAP are basically practical in their interests; learning and research are robustly related to pragmatics.

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 separated from ESP by the concentration on academic structure, however among the applied linguistics and English language instruction fields more generally the perspective on EAP as a sub-discipline inside ESP. EAP - English for Academic Purposes - alludes to the language and related practices that individuals need so as to embrace study or work in English medium advanced education. The goal of an EAP course, at that point, is to enable these individuals to get familiar with a portion of the

linguistic and social – basically institutional and disciplinary - rehearses associated with considering or working through English. EAP is frequently viewed as a part of ESP (English for Specific Purposes).

Background Study

As indicated by Halliday (2004), Academic language is noteworthy because of the college and career readiness standards that are included throughout the Common Core State Standards. Students feel difficult to achieve and make use of academic language as it seems different from day-to-day spoken language. Students frequently feel struggled to converse at educational institutions where academic language is needed.

According to Swales (1992), English for Specific Purposes (ESP) is "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs". So, it indicates ESP teaching is a needs-oriented approach relating to teaching and learning of English. Some more definitions and characteristics of ESP and EAP have been discussed for clear understanding:

"Perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings" (Anthony, 2018).

"... for those immersed in ESP practice today, engaged with ESP's growing body of research and theory, and ever-diversifying and expanding range of purposes: from the better known English for academic purposes (EAP) and occupational purposes (EOP), the latter including business medicine law, but also field such as shipbuilding and aviation..."(Belcher, 2006).

"Books and articles on the topic of ESP often roughly subdivide those purposes or needs into English for academic purposes (EAP) and English for occupational purposes (EOP)" Brown, 2016).

"ESP has traditionally been divided into two main areas: English for academic purposes (EAP) and English for occupational purpose (EOP)" (Dudley-Evans & St John, 1998).

"Academic language proficiency is knowing and being able to use general and content-specific vocabulary, specialised or complex grammatical structures-all for the purpose of acquiring new

knowledge and skills, interacting about a topic, or imparting information to others", (Bailey, 2007).

"A term that refers to more abstract, complex and challenging language will eventually permit you to participate successfully in main stream classroom instruction. Academic English involves such things as relating an event or a series of events to someone who was not present, being able to make comparisons between alternatives and justify a choice, knowing different forms and inflections of words and their appropriate use, and possessing and using content-specific vocabulary and modes of expression in different academic disciplines such as mathematics and social studies", (Goldenberg (2008, p. 2).

English for Specific Purposes

ESP (English for Specific Purposes) is one of the major areas of EFL teaching now a day. ESP is described as the teaching of English for any purpose which is specified. However, it is precisely described as the teaching of English to use for academic studies or the teaching of English for vocational or professional purposes.

Definition and Characteristics of ESP

According to Dudley – Evans, Coeditor of the ESP Journal in terms of 'absolute' and 'variable' characteristics:

- ESP is defined to meet the learners' specific needs, making the use of underlying methods and activities of the discipline.

- It is centered on the language appropriate to grammar, lexis, study skills, discourse and register.

- ESP may be used in particular teaching situations, a specific methodology from that of General English.

- It is probably to be designed for adult learners, either at a tertiary level or in a   professional work situation.

As indicated by Hutchinson, ESP is an approach to language teaching. Teachers teaching General English concentrate more on the language. They want to provide the learners a course which is to satisfy their urge to know and understand certain language but, in case of ESP, teachers show importance to needs analysis, material writers think very carefully about the goals of the learners. Dudley-Evans and St. John

(1998) express that for quite a bit of its early stages, English for Academic Purposes (EAP) is a part of ESP and afterwards the instruction of English for Academic Purposes (EAP) overwhelm ESP.

ESP and General English

Hutchinson states that the contrast between the ESP and General English is nothing in principle, however a great deal in practice. In General English language, educators train the grammar rules, articulation of sentences, phonetics, and so on while Teaching English language for specific purposes is proposed for various professional/work-related related, social and other – requirements of the student. These days, Teachers of English are completely mindful of the significance of student's needs analysis and considering materials composed at all phases of materials creation. Thus, it makes the impact of the ESP approach in instruction of English all in all. Step by step, it prompts in stopping General English programs and starting ESP programs.

EAP Instruction

Generally EAP teachers provide grammar instruction, vocabulary, sentence structures including the four language-skills (LSRW-listening, speaking, reading and writing) as well as pronunciation and phonetics; however, they frequently attempt to tie these to the particular study needs of learners; for instance, a lesson may be composed highlighting writing essays as opposed to business letters. In the same way, the words and language terminology selected for study will be inclined to be on academic texts. Furthermore, EAP professionals frequently find that, either straightforwardly or by implication, they are providing study skills and regularly handling different cultures in education.

EAP teachers often attempt to choose the best way to assist students with academic English. From one viewpoint, students may be taught specific conventions, yet not expected to comprehend why they have to adjust their composition- an even minded methodology. Contrarily, students may be urged to challenge composing conventions and possibly receive them on the off chance that they appear to be legitimized- a basic methodology. In recent times, activities have been made to attempt to bring together these contradicting viewpoints. A basic pragmatic approach to EAP urges students to create composing conventions needed by educational institutions while additionally reassuring them to consider the reasons why these conventions are in existence.

EAP educators show wholeheartedly their expertise in classroom instruction, their responsiveness to students' needs through educational programs arranging and materials improvement, through

individualization of help to students and through setting mindful instructive administration. In any case, EAP is a mixed and logical control: a wide scope of linguistic, applied linguistic and educational matters can be considered from the viewpoint of English for academic purposes, or attracted methodologically to enlighten EAP. These are included with classroom language and instruction methodology, instructor training, appraisal of language, needs analysis, materials improvement and assessment, discourse analysis, procurement of studies in EAP frameworks, research composing and speaking at all academic junctures, the socio-political views of English in academic maters.

Academic English

According to Scarcella (2003), Academic English is "a variety or register of English used in professional books and characterized by the linguistic features associated with academic disciplines" and in the same way, Chamot and O'Malley (1994) define it as "the language that is used by teachers and students for the purpose of acquiring new knowledge and skills . . . imparting new information, describing abstract ideas, and developing students' conceptual understanding"; While recognizing settings of utilization and proposes is significant, an extensive meaning of academic language needs further identification. As indicated by Scarcella (2003), there are three dimensions needed for academic language proficiency: linguistic, cognitive, and socio-cultural/psychological.

Features of Academic English

As indicated by Rao, C.S. (2018), Academic English is a unique set of rules which should be explicit, formal, factual, objective and analytical in nature. Academic writing is complex, formal, objective, explicit, hedged, and responsible. It is organized and planned precisely and accurately. Here are some of the features - Academic English:

- is usually formal in tone and impersonal in style
- avoids contractions or shortened forms of verbs, such as won't, doesn't or it's
- avoids using a linking word such as 'and' or 'but' at the beginning of a sentence
- avoids personal pronouns such as I, me, you, your
- may use the passive form of verbs
- avoids verbs that are composed of multiple words, such as 'give up', 'put up with'
- tends to employ a cautious way of explaining findings, using expressions such as 'may', 'it
- is possible that...', 'could'

- may use specialised vocabulary.

Conclusion

In the modern days, the use of English has been rapidly spreading worldwide for various reasons such as English for medical, legal, business and commerce, science and technology, travel and tourism, general administration and academic purposes. English for Academic Purposes (EAP) has emerged out of the broader field of English for Specific Purposes (ESP). English for Specific Purposes (ESP) is "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs". In General English language, educators teach the grammar rules, articulation of sentences, phonetics, and so on; while Teaching English language for specific purposes is proposed for various professional/work-related related, social and other – requirements of the student. However, EAP is a mixed and logical control: a wide scope of linguistic, applied linguistic and educational matters can be considered from the viewpoint of English for academic purposes, or attracted methodologically to enlighten EAP. Thus, English for Academic Purposes (EAP) should be considered for its significance to impart Academic Language Proficiency among the students.

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