

ESEP FRAMEWORK® **3P**((46i))

ESEP framework is a competency guideline for English for Second Language (ESL) practitioners of English for Specific Engineering Purposes (ESEP) at Malaysian Technical Universities Network (MTUN) universities

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WHAT YOUR BELIEFS MEAN ...

All the statements in 'a' identified as 'barriers' to successful learning and teaching of EAP; conversely, 'b' statements are the right way to approach EAP lessons.

If your beliefs have more than 12 statements of 'b' ...

- **Excellent! Your strong beliefs about EAP approach on learners including the low-level ones, course books and activities indicate that you have a clear knowledge and understanding of it requires to conduct a successful EAP learning and teaching**

If your beliefs are between 7 to 11 statements of 'a'

- **Not bad, however there seems to be some uncertainties in your beliefs about EAP that could suggest your confusion on Communicative Language Teaching (CLT) which is more general in its purposes as compared to EAP. Perhaps the following table could help you to see the dissimilarities between both approaches.**

Dissimilarities	CLT	EAP Teaching
Driven by real needs	For communication between peoples in the new European Economic Community (Johnson, 2009; Savignon, 2007)	For continuing access, through a lingua franca, to the technical expertise and academic knowledge of former colonial powers (Hamp-Lyons, 2011)
The importance of knowing what is appropriate in a context (Johnson, 2009)	More difficult because learners do not have clear purposes for learning (Graves, 2008; Johnson, 2009) The Threshold Level (Johnson, 2009) was introduced to specify a common core of functions for socialising which are presumably needed by all learners.	The target context for language use can be identified and specified precisely. Needs analysis is a "defining feature" (Flowerdew & Peacock, 2001, p. 178), which essentially refines the goals of an EAP course and to ensures its syllabus caters to the target audience.
The effects of developments in SLA research by placing the learners at the centre of learning process (Cook, 2009; Savignon, 2007)	Spoken language is prioritised in comparison to written which is considered secondary and derived form (Cook, 2009; Widdowson, 2009). The emphasis on spoken fluency usually leads to a relaxed classroom in establishing good social relations (Senior, 2006) which can also mean as a "measure of a good lesson for many [educators]...where activities work and learners are happy, with little tangible evidence that learners have learnt anything" (Cook, 2009: 139). Learners are actively involved in negotiating meaning in pairs or groups to solve problems, discuss issues or express their personal views (Senior, 2006).	The focus shifts from language form to language function and the centrality of the learners' responsibility in their interlanguage development. These are to address learner needs which enhance motivation and promote learning. Learners can be supported to function beyond their current competence level by instructional scaffolding, sharing responsibility for tasks with teacher or peers. The more skilled partner models the use of spoken or written language, asks questions to extend existing knowledge and gradually transfers control of the task to the less skilled partner.
Teaching content	Content at low proficiency levels is still largely drawn from the common core of functions for conversation and basic survival detailed in The Threshold Level (Johnson, 2009). When grammar is taught, the use tends to be made of a 'proportional syllabus' (Yalden, 1983 cited in Johnson, 2009: 320), which assumes that low level learners need a basic foundation of core grammatical structures before more complex notions and functions can be introduced.	Course design has followed a "deep end strategy" (Johnson, 1982 cited in Bloor & Bloor, 1986, p.12) in which even at lower levels, learners can interact with authentic texts from their disciplines and later acquire relevant grammatical structures (Bloor & Bloor, 1986). Learners are facilitated to perform in an academic context so the focus is on understanding and producing academic texts, with syllabuses based on the context rhetorical functions and genres (Swales, 2004). This type of syllabus avoids atomistic approaches and encourages learners to acquire procedural knowledge about discourse and reapply this in different contexts (Bruce, 2008).

If your beliefs are 10 or lesser to statements 'of'

- **Oh no, you most certainly need more readings! Your beliefs reveal inadequate knowledge about the EAP or plausibly due to lack of experience in using the approach. Perhaps, you may have several years of experience teaching English language but not using EAP, for that you are novice in EAP. There are expansive needs for the knowledge of EAP but for a start you need to believe because your beliefs have more influence than knowledge in determining your competency organise and define tasks and problems.**
- **Anyway, a change in beliefs is more likely if you can be persuaded to try out new ways of teaching which are workable for your learners' successful learning. For that, take a look at what these gurus have said about EAP:**

"EAP, in particular, the shift of focus from language form to language function and the centrality of the learner, responsible for his or her developing interlanguage."

"Key challenges for EAP practitioners involve working with texts from a variety of academic disciplines to learn how academic discourse is patterned at whole text level and to use this procedural knowledge to anchor their teaching rather than descriptions of language structures."

Indeed, educators with considerable CLT experience sometimes report feeling deskilled when they first move to teaching EAP, effectively reverting to pre-service status in relation to this specialist type of language teaching."

"The teaching of EAP requires more of practitioners' skills, abilities and experiences than in Communicative Language Teaching (CLT)."

"The roles of EAP practitioners differ from the General English educators because EAP practitioners are required to possess some knowledge in specific field terminology ... to at least possess knowledge of technical terms and a general scope of engineering work to be able to teach the learners effectively."

"EAP courses elicits the issue of which types of skills and knowledge as language specialists are necessary for EAP practitioners ... the teaching is described as intimidating as the practitioners are "lack of training, expertise and confidence to teach subject specific convention."

"The dealing with content areas also lead EAP practitioners to face 'subject knowledge dilemma' because the educators are imposed with unpredicted issue related to content knowledge and unfamiliar disciplines apart from the need to engage with the specialist disciplines language."

"Some EAP/ESAP practitioners even faced tension in their effort to prove they were capable of coping with content disciplines."

"The teaching of EAP specifies core competencies at masters' level, where practitioners are expected to demonstrate a systematic understanding of the main theoretical areas of a discipline and critical awareness of current issues and problems."

"We conclude by arguing that discipline specific credit-based EAP offers promising hope for the future of the EAP discipline in higher education, but to achieve this, practitioners need to find a position between critique of and accommodation to discipline specific content."

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