

ENGLISH FOR ACADEMIC PURPOSES

REFLECTIONS, DESCRIPTION & PEDAGOGY

SIMONE SARMENTO, ROZANE REBECHI,
MARINE LAÍSA MATTE (ORG.)

e for learning English.</s></s>This may include EAP (on, Canada so that a student can complete our EAP (/ students.</s></s>I'm TESOL certified to teach EAP (ents is:</s></s>This series from award-winning EAP (, not apply; however, six credits of college-level EAP (or at Emory University's Candler School of Theology (y that ... Continue reading →</s></s>OXFORD EAP (rted my second year of teaching at BU with the EAP (hing English on the BU campus in the EAP program (is article provides a guide to the award-winning EAP (Edward de Chazal explains the challenges that EAP (ses, and adjunct professor for E.</s></s>A.</s></s>P (interests include second language acquisition, EAP (l is required.</s></s>Students take prerequisite EAP (onventions.</s></s>Despite the efforts of many EAP (emational students at colleges and universities EAP (survey.</s></s>Theoretical Background</s></s>EAP (

), which prepares students at tertiary level for further a) Program (Level 10 with 80%) and then enter the univ) which means that I must be knowledgeable in all acc) author Aylin Graves provides a set of lesson plans to) coursework taken at Florida SouthWestern State Col program).</s></s>He is also academic director of UGA) B1+ INTERMEDIATE - components</s></s>This diss) program.</s></s>I teach level 2 writing every morning)</s></s>Classes consist of International students for) series from author, Aylin Graves.</s></s>Approaches) learners face, and what teaching staff and lecturers r) courses.</s></s>She has spent many hours in the cla) , translation, interpreting, education quality assessme) courses in reading, listening, writing, and research br) researchers and practitioners to provide support for r)) ELT (Enhanced Language Training) ESP (English for) researchers, such as Christison and Krahnke, 1986;

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Exploring the complexities of EAP: a collection of voices

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In this introduction, we aim to discuss aspects related to English for Academic Purposes (EAP), to highlight the significance of this collection to the broader field of EAP, and to provide a brief overview of the book and its contributions.

EAP refers to the study and use of English in academic settings, with a focus on the development of the language skills necessary to succeed in higher education (Hyland, 2009). This includes the improvement of competencies in academic reading, writing, listening, and speaking, as well as the ability to understand and produce discipline-specific vocabulary and discourse. The field has become increasingly important in recent years, as the demand for English language proficiency continues to grow in academic contexts around the world. As a result, there has been a surge of research and teaching practices focused on language skills and competencies required for academic success, from writing research papers to participating in academic discussions (Biber, 2006).

With the field of EAP being an active area of research, new studies are being published regularly. These studies usually rely on a myriad of methods, since different methodological procedures can be employed to answer research questions related to the use of academic language. Among them, Corpus Linguistics (CL) comes as a highly productive research methodology for investigating the demands of academic communication, including the usage of language. One of the greatest contributions of CL to the field of EAP is that it enables access to large amounts of authentic language data, which can be used to identify and analyze the lexical, grammatical, and discourse features of academic language (Nesi, 2016). As a result, EAP

researchers and instructors can identify the most frequent and relevant language patterns creating targeted language learning materials and activities for students. Thus, students can develop their own academic writing and speaking skills by studying and practicing how to use language patterns and structures that are typical of academic discourse.

Finally, CL can facilitate the identification of patterns among different academic disciplines, enabling instructors to tailor their EAP teaching to the students' specific needs in different fields. For example, the language used in medical research papers is likely to differ from that used in humanities papers, and CL creates opportunities to identify these patterns, allowing instructors to provide targeted support to students based on their individual needs. As we will show below, seven out of the eight chapters in this book use CL to varying degrees, exemplifying the productivity of corpus-based research for the field of EAP.

EAP also encompasses English as a Medium of Instruction (EMI), a relatively new branch of EAP, in which the English language is used as the primary means for delivering academic content and facilitating communication in a multilingual academic environment (Macaro, 2017). EMI in higher education settings refers to the use of English as the primary language of instruction for academic courses or programs in universities and other higher education institutions where the students' first language is not English. The use of EMI in higher education can offer learners several benefits, such as the opportunity to study in an international environment, exposure to English-language academic literature and research, and the development of language skills that can enhance future academic and professional opportunities. However, EMI also poses challenges, such as ensuring that students have sufficient language proficiency to understand the subject matter and instruction and that instructors are able to deliver high-quality instruction in English (Marengo, 2022). Research on EMI seeks to better illuminate the benefits and challenges of using English as a teaching language and to identify effective strategies and best practices for promoting both language and subject learning in EMI settings.

This book, entitled "English for Academic Purposes: Reflections, description & pedagogy", brings together nine chapters (the first being this

introduction) written by a diverse group of scholars and practitioners from different universities that share a common interest in exploring the complexities of academic language and communication. The contributors offer unique perspectives on the possibilities, challenges, and opportunities of researching, teaching, and learning EAP.

This book is a valuable resource for the field of English for Academic Purposes (EAP) for several reasons. First, it provides a diverse range of perspectives on the challenges and opportunities of teaching and learning EAP. As EAP is a broad and complex field, encompassing various academic contexts and language skills, this collaborative effort offers unique insights that can enrich understanding within the field and inspire new approaches to support students in their academic language development.

Second, this book demonstrates the complexity of the field of EAP by presenting a range of different research initiatives. It highlights the numerous factors that can impact language learning and use in academic settings, which can inform the design of effective language teaching and learning materials.

Lastly, this book encourages collaboration and dialogue by bringing together a diverse group of scholars and practitioners. This collaborative approach is intended to foster a sense of community and shared purpose within the field of EAP, leading to the development of new ideas and approaches to teaching and learning. In summary, this book is an important contribution to the field of EAP as it provides a platform for advancing research and practice. We now provide a brief overview of the next chapters.

In the second chapter of this book, Deise Prina Dutra and Tony Berber Sardinha provide a comprehensive overview of English for Specific Purposes (ESP), a field that has experienced considerable growth and development over the past decades. Within ESP, EAP has emerged as a key area of focus, with studies from a CL perspective providing insights into the characteristics of academic speech and writing. This chapter explores the contribution of general, specialized, and learner corpora to EAP research and practice, with a particular focus on how corpus-based approaches have influenced the study of vocabulary and grammar in academic texts. The authors review the major literature on corpus-based research in EAP

and highlight the ways in which multi-dimensional analysis can provide a deeper understanding of the underlying patterns of lexico-grammatical characteristics in academic writing. By examining these patterns, the authors shed light on some of the differences across academic registers that have previously been overlooked in the field.

In recent years, the integration of corpus-based language learning and teaching has gained attention in the field of English for Academic Purposes (EAP). Despite the potential benefits of using corpus data in EAP pedagogy, the application of corpus-based approaches in Brazilian EAP classrooms is still limited. This issue is addressed in the third chapter of this book, authored by Ana Eliza Pereira Bocorny, Ana Luiza Freitas, and Rozane Rebechi. The chapter provides a practical guide for EAP teachers on how to integrate corpus data into materials designed for EAP writing courses. The authors review corpus and genre-based approaches to language learning and teaching, besides describing a framework and principles for the design of EAP materials that combine these pedagogies. The chapter concludes by highlighting the feasibility of the application of genre-based corpus linguistics for both novice and experienced teachers, who can use the step-by-step guide to integrate corpus and genre-based approaches for academic writing in their classrooms. This chapter will be of interest to anyone seeking to enhance their understanding of the potential of corpus-based pedagogy in EAP, particularly novice EAP teachers.

Chapter 4, authored by Paula Tavares Pinto, Luciano Franco da Silva, Talita Serpa, and Diva Cardoso de Camargo, explores the potential of using do-it-yourself corpora to support academic writing and translation in the areas of humanities, science, and math. The authors demonstrate how to quickly compile two specialized corpora in SHAPE (Social Sciences Humanities, Arts for People and Economy) and STEM (Science, Technology, Engineering, and Mathematics) areas with the tool AntCorGen and explore them with Sketch Engine to help researchers write their own research papers. By examining the corpora, readers can identify frequently used adjectives, verbs, and lexical bundles, as well as recurrent academic structures for each research paper section, such as the Introduction, Methodology, Discussion, and Conclusions. The chapter offers practical guidance

for researchers who wish to use corpora to enhance their academic writing skills.

In Chapter 5, Sandra Zappa-Hollman, Alfredo Afonso Ferreira, Greta Perris, Simone Sarmento, Marine Laísa Matte, and Laura Baumvol report on their experiences designing and piloting a local learner corpus for use by instructors, students, and researchers at a Canadian university that offers first-year undergraduate programs for speakers of English as an additional language. This project was motivated by the need for data-driven instruction and research, and the authors present the stages of conducting the project, highlighting the importance of collaborative teamwork, and sharing the results of initial data analysis for pedagogical and research applications.

Chapter 6 focuses on how genre mediates variation in language, indicating that different communicative purposes are expressed through the use of different linguistic features. Marine Laísa Matte, Deise Amaral, and Larissa Goulart analyze the variation of linguistic features associated with academic writing in two genres of university assignments: Case Studies and Critiques from the BAWE (British Academic Written English) corpus. Mann-Whitney U tests indicate that there is variation in the use of features between the two genres, with a higher frequency of features in Critiques. The study reveals that, although the two genres share the same features, their usage is mostly diverse as they serve different communicative objectives. This finding suggests that different genres have specific language requirements, which can influence the way in which authors express their ideas and communicate with their readers.

In the seventh chapter, Marine Laísa Matte and Simone Sarmento explore the role of collocations in EAP. Collocations are words that frequently occur together due to their attraction, and their appropriate use is indispensable for ensuring fluency and accuracy in written communication. In this study, the authors analyze how Brazilian students produce collocations in academic texts written in English. The analysis is based on a list of 125 nodes and their corresponding collocates in a comparison between the Brazilian Academic Written English (BrAWE) corpus and the BAWE corpus. The findings indicate that, overall, the nodes are underused

in BrAWE. The study shows a balance of syntactic structures being used in both corpora. Also, this research also reveals that Brazilian students use a limited variety of collocations when compared to students in BAWE.

In recent years, Web-based Learning Tools (WBLTs) that use CL research have become a popular way of teaching learners how to use collocations. In chapter 8, Larissa Goulart, Maria Kostromitina, and Jennifer Klein evaluate the effectiveness of five WBLTs - FLAX, SKELL, Linggle, Just the Word, and Netspeak - aimed at helping learners of English produce accurate collocations. The evaluation is divided into three parts: research conducted in the development of the WBLT, the WBLTs design and accessibility, and WBLT pedagogical applications. The results of the study show that most of these tools rely on frequency-based collocations and contribute to different types of class activities. The authors finish the chapter by proposing task ideas for using these tools in the English language classroom.

In the last chapter of this collection, Laura Baumvol, Lucas Marengo, and Simone Sarmento explore the concept of EMI. EMI is an approach to teaching and learning in which English is the language of instruction, with the purpose of imparting a diverse range of contents through the medium of the English language, rather than teaching the language itself. This phenomenon is rapidly gaining ground on a global scale and is closely linked to the internationalization and globalization of higher education institutions. This study focuses on EMI practices in Brazil, using data collected through a large-scale questionnaire sent to higher education teachers across all regions and states of the country. The authors investigate whether EMI occurs in the eight different fields of knowledge as classified by Brazilian funding agencies and examine teachers' perceptions of the benefits, or lack thereof, of classes taught in English. The findings of the study indicate that EMI is more widely accepted in the "harder" sciences, such as biological sciences, health sciences, agricultural sciences, and STEM. On the other hand, the fields of the "softer" sciences, including human sciences and linguistics, literature, and arts, appear to be more cautious in adopting EMI in their practices.

We hope all these voices can reverberate, so that new avenues of research and teaching arise and foster dialogue around EAP!

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