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ABOUT THE NECESSITY OF INTRODUCTION OF THE TERM “ENRICHMENT OF THE CULTURAL FOUNDATION” INTO THE CONCEPT OF TEXTBOOKS OF A NEW TYPE OF RUSSIAN PHILOLOGY

The article analyzes the term «cultural competence» and argues that to reduce cultural competence to studying of the national-oriented lexical means to narrow to extremes the essence of this type of competence. The author proves the appropriateness and necessity of introducing the term «enrichment of the cultural foundation» into the scientific circulation, in particular in the concept of creation of a new type of the Russian language textbooks, examines the genesis and the semantic content of the term, outlines the main directions of implementing the task of enriching the cultural foundation of students in textbooks of the course «Russian philology» edited by G. G. Granik.

Keywords: *language and culture, cultural competence, enrichment of the cultural fund, the Russian language teaching, textbooks of a new type.*

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TEACHING EAP VIA ‘LANGUAGE ACROSS CURRICULUM’ CONCEPT

The article focuses on the issue of English for academic purposes through the prism of ‘language across curriculum’ concept. The following notions are analysed: English for academic purposes, its components and distinctive features from general English.

Key words: *English for academic purposes, ‘language across curriculum’, skills, linguistic cognitive and sociocultural dimensions.*

This paper explores the issue of English for academic purposes. Literally, it is possible to divide the work into two parts. In the first part, we are going to dwell on a broader topic. More specifically, we are going to touch upon the nature of English for academic purposes (EAP) and its differences from everyday, or conversational English. What is more, we are going to look at this difference from every day life and science registers that constitute commonsense, or folk, and un-commonsense, or scientific, language. The second part of the paper will narrow down wider speculation highlighted in the first part by placing the explored issues in more specific academic contexts. In view of that, we are going to explain the concept of ‘language across curriculum’, its main aspects and a new approach to teaching EAP. What is more, we are going to study if academic language differs from subject to subject besides its lexical component.

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Taking into account a variety of subjects involved in EAP courses, we find it important to decide whether a generally academic or content-based course is more effective.

English for Academic Purposes (EAP) is designed primarily for international students (ESL students) to help them cope with a variety of linguistic and cultural problems and difficulties during the learning process that is conducted in English. Thus, the objective of an EAP course is “for the students to learn the language and related skills to enable them to do this” [1]. In other words, EAP courses aim at teaching students both general academic language and subject specific language and specific skills in listening, reading, writing and speaking that form the teaching content of EAP courses.

If we look at the place of EAP in the hierarchy of the English language, we will see that EAP is a branch of ESP (English for specific purposes), taking into account the language and the study needs of learners that predetermines the teaching content. Besides, Gillet and Wray suggest that EAP is considered as ESP based on the typical ESP features defined by Robinson [1, cited Robinson’s 1991, pp. 2-5]. In order to prove that, let us look in detail on ESP features and see if they can pertain to EAP.

In terms of ESP, students learn the language in order to be able to use it in their professional or academic situations and contexts. Another feature is that ESP courses are based on learners’ needs analysis in order to provide them with what exactly they need. That is why needs analysis is normally the first stage in ESP courses. ESP courses are characterized by certain time limits. ESP learners are mainly adults, in many cases they are students that do an academic course in sciences [1].

Now let us look at how the above-mentioned features of ESP correlate with those of EAP. Students take up an EAP course before taking up academic courses and go on higher education in various fields. So, they learn the language to succeed in their academic careers and future studies. EAP courses pay close attention to students’ needs and aims and specify what skills learners need to develop for their future studies. EAP courses are generally conducted within fixed time terms as preparation academic courses or as short-term courses that are conducted alongside with the main academic course. EAP students tend to be over 18 who plan to study in an English medium university. If we look at the function of the teacher who teaches an EAP course, we can see that his/her task is to develop learners’ skills of understanding lectures and taking notes, writing essays and reports, reading academic texts, and taking exams [2]. Thus, the goal is to enable learners to succeed in their academic studies rather than get students’ grammar correct. We can conclude that it is possible to see the correlation between basic features and thus to prove that EAP can be regarded as a branch of ESP.

Having defined what EAP is and its main features as a branch of ESP, let us move on to the academic situations in which students may need English as a medium of instruction. Furthermore, we will touch upon the skills that should be developed during EAP courses.

In terms of academic studies, students are expected to comprehend and speak English during lectures, seminars and tutorials, group projects, practical sessions, private study and examinations [1]. That is why students’ skills should cover listening, reading, writing and speaking. For example, during lectures students should be able to listen to the lecture (listening), take notes (writing), read hand-outs (reading), and ask for clarification (speaking).

Writing skills in EAP mainly include writing articles, essays, projects, and theses. More specifically, the skills include planning, organizing, re-writing, proof-reading, using appropriate styles, and writing texts of different genres [1].

Academic studies presuppose that students will read vast texts on academic and scientific topics; thus, they should be able to develop the skills of skimming – reading for the gist, scanning – reading for specific information, and reading in detail – reading certain parts of the text.

As we have already mentioned, academic listening involves following lectures, peers' reports at seminars, or discussion; meaningful listening skills comprise listening for the main information and separating it from details, following the structure of a lecture or a report, identifying excessive information, deducing the meaning of unknown key words from the context and ignoring unknown less important words [1; 3].

Developed speaking skills enable students to make reports, presentations and participate in group work. They include the skills of planning the speech, making and using notes and presenting. As for the group work, important speaking skills include expressing an opinion, interrupting, asking for clarification, agreeing and disagreeing.

As we could see, during EAP courses students have an opportunity to develop all the main skills for their successful academic studies. However, Gillet and Wray raise the question of whether EAP and study skills mean the same. General study skills include time management, strategies for remembering, developing study habits, organizing books, etc. While some scientists consider them to mean the same, Gillet and Wray make a distinction between general study skills that are not connected with languages and language study skills, with the latter being a part of EAP courses. Though general study skills are important to a student's success in studies, they are not the main objectives of EAP courses.

Knowing the nature of the skills that should be developed as the teaching content, let us look at the form of EAP courses that are offered to students. EAP courses may be of two types – pre-sessional and in-sessional courses. Pre-sessional courses are taken before the main academic course at universities and may vary in length from two weeks a year. The main objective of such a course is to prepare students for doing an academic course at an English medium university and also to help them adapt to a new cultural and academic environment. In general, this type of course is to bring students to the level that is necessary to start a course at university [1]. In-sessional EAP courses are conducted alongside with the main academic course at university and can be integrated in a student's course or be of a more general nature. However, the former tend to be a more frequent case nowadays [1].

As we have already said earlier, one of the elements of the EAP teaching content is teaching the general academic language. At this point, it is essential to study and highlight the differences, if any, between academic and everyday, or conversational, English.

Uribe (2008) states that there differences between academic and conversational English in the second language classroom [4]. The major differences lie in the domain of application of both types of languages. Academic English is used by the educated and is needed to succeed financially in society, whereas conversational English is defined as a common and familiar language that is used in everyday, ordinary situations [4]. However, this is not the only domain of differences. Academic English contains a number of dimensions that should be taken into account in order to teach EAP successfully. These dimensions are linguistic, cognitive, and sociocultural or psychological.

The linguistic dimension is the one that is obvious and lies on the surface. It includes the following linguistic components: phonological, lexical, grammatical, sociolinguistics, and discourse [4]. For example, in terms of conversational English, the lexical component presupposes "knowledge of the forms and meanings of words occurring in everyday situations; *knowledge of*

the ways words are formed with prefixes, roots, suffixes, the parts of the speech of words, and the grammatical constraints governing words,” e.g.: find out, look for. On the other hand, its counterpart in EAP includes “knowledge of the forms and meanings of words that are used across academic disciplines (*assert, hypothesis*) as well as in everyday settings; Knowledge of the ways academic words are formed with prefixes, roots, and suffixes, the parts of speech of academic words, and the grammatical constraints governing academic words, e.g.: investigate, research” [4]. If we take, for instance, the discourse component, we will see that in terms of conversational English, students learn basic discourse devices, while in EAP discourse devices are used in specific academic genres, such as transitions and other organizational signals [4, cited Scarcella, 2003].

The cognitive dimension, being important for academic English, incorporates knowledge, higher order thinking (critical literacy), cognitive, and metalinguistic strategies, while in terms of conversational English, for example, the knowledge component is reduced to the level of facts, and the higher order thinking component is limited by the basic level [4]. An important thing to mention is that the development of academic English is not sequential and so, it does not follow a predetermined pattern. It can “occur at the same time as conversational English or it can develop on its own” [4].

The sociocultural or psychological dimension entails “social and cultural norms, beliefs, values, attitudes, motivations, interests, behaviors, practices, and habits” [4] that mainly concern a researcher’s work. They tend to grow, shape, and change in a larger social context where academic English happens [4].

Speaking about the differences between academic and conversational language, we find it essential to explore the issue from the perspective of language models. The register of every day life constitute a commonsense, or folk, model of language, while the register of science constitutes an un-commonsense, or scientific, model of language [5]. These two models can correlate with conversational and academic English correspondently.

The differences between these models are visible in the following aspects: daily experience (scientific focus on some domain of experience is more clearly bounded that in the commonsense model); semantic space (is overall with unidentified regions in commonsense models and is organized in expert registers within institutionalized disciplines in un-commonsense models); the way of deploying resources of verbal, relational clauses and projection (a systematic way in commonsense models and a systematic, but more open to conscious design in un-commonsense models) [5].

Having studied the differences between academic and conversational English in 3 dimensions and though the prism of commonsense and un-commonsense models, we are going to concentrate on EAP in more specific contexts – that is the concept of ‘language across the curriculum’ and the peculiarities of the academic language of disciplines, e.g., science.

The concept of language across curriculum was originally used in English as a mother tongue context [6]. This concept can be studied by considering three aspects: developmental, motivational, and teaching.

From the developmental perspective, language across the curriculum, based on the communicative approach to teaching languages, presupposes the shift in emphasis to the key issues and puts emphasis on a process rather than a product, a message rather than a medium, a learner’s potential rather than a teacher’s input, and suggests the information gap that should be completed by performing special tasks, or learning though tasks to reinforce development.

The motivational aspect includes the necessity of learning a language on the part of a student. The question of motivation and problems can be found in the context of learning a foreign language in the academic context that is the case of EAP. Unlike in the case of learning a mother tongue, the motivational drive may be missing while learning a foreign language. So, it is important to show a student that his/her learning a new language is meaningful.

The teaching aspect of the 'language across the curriculum' concept suggests a new approach to teaching a language in general and EAP in particular. While traditional or 'normal' teaching puts emphasis on language, project teaching – on both language and content, the language across the curriculum approach presupposes that "learning involves language not as a passive medium for instruction, but as the principal means of forming and new concepts" [6]. In other words, learning can be successful if placed in a meaningful context. So, the emphasis is shifted from language as the subject of learning to the content, context of learning and the process [7].

Previously we have extensively dwelt on the nature of the language that is taught in EAP courses, its differences from conversational English in terms of various dimensions. Yet, the question is: Are there any particular features of the academic language in teaching science or, for instance, history, or is it only about the lexical component that differs from subject to subject? Is it necessary to teach courses that are based on subject courses or will it be sufficient enough to provide general preparation for students? So, we find it essential to examine which course is regarded as a more effective one – a subject content based course or a general academic one?

Bell states that traditional EAP courses did not require specialized academic knowledge of learners' major subjects, claiming that training focused on skills development rather than the academic subject. However, in the 1980s, subject content based courses emerged, thus raising the issue of developing professional EAP courses. Bell argues that the works of Krashen and especially those of Kasper significantly proved the effectiveness of content-based courses, reporting improved language and content performance among students exposed to such courses [8].

In order to see peculiarities of the academic language that is taught for various academic disciplines, we are going to resort to genre analysis based on the examples of economics and law. Gillett (1989) summarizes the finding of the relevant research (Hewings and Henderson (1987); Jordan (1988); Dudley-Evans & Henderson (1990); Howe (1990; 1993); Bhatia (1993)) in this area and emphasizes various types of articles in bank reviews, the structure of introductory paragraphs in economics essays, the ways in which quotations in economics articles are presented, introductions to economics articles. In terms of law, he focuses on "problem question" in law and analysed the features of scripts from criminal law, public law, contract law" that is a highly specialized genre and different from the essay in its structure [9]. So, we can see that the language of EAP differs not only in terms of its lexical component, but also includes genre differences [10].

In conclusion, we can state that EAP can be considered a branch of ESP as it shows the correlation of a number of features with those of ESP, such as the nature and contexts of further language use, the purpose of teaching the language, importance of learners' needs analysis, characteristics of trainees, and time limits of training courses. Having studied relevant references to the subject, we can conclude that the main aim of teaching EAP is to prepare students for their further successful academic studies by developing the main skills in reading, listening, writing and speaking. At the same time, it is important to differentiate academic language skills from general study skills, because the latter do not include language

learning, though they are of great importance for studies. EAP, being the academic language, has its peculiar features in comparison with everyday or conversational English in terms of linguistic, cognitive and sociocultural or psychological dimensions. The differences between the academic language and its conversational counterpart can also be studied with the help of every day life and scientific registers that constitute corresponding models of the languages – a commonsense, or folk, model and an un-commonsense, or scientific model, which also show differences in terms of semantic space, daily experience and the way the language resource is deployed. Finally, we shifted the focus to the domain of teaching EAP and touched upon the 'language across the curriculum' concept that emphasizes development, motivation and a new teaching approach, stressing the content, the meaningful context and the process of learning, thus turning the language of learning from a passive medium into an active one. What is more, we could also see that the academic language itself differs from subject to subject not only in terms of the lexis, but also in various types of genres.

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НАВЧАННЯ АНГЛІЙСЬКІЙ МОВИ ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ ЧЕРЕЗ ПРИЗМУ КОНЦЕПЦІЇ «МОВА КРИЗЬ НАВЧАЛЬНИЙ ПЛАН»

Стаття присвячена розгляду питання навчання англійській мові для академічних цілей через призму концепції «мова кризь навчальний план». У статті уточнюються поняття «англійська для академічних цілей», її складові та її відмінності від загальної англійської.

Ключові слова: англійська для академічних цілей, «мова кризь навчальний план», вміння, лінгвістична, когнітивна та соціокультурна площини.

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ АКАДЕМИЧЕСКИХ ЦЕЛЕЙ СКВОЗЬ ПРИЗМУ КОНЦЕПЦИИ «ЯЗЫК ЧЕРЕЗ УЧЕБНЫЙ ПЛАН»

Статья посвящена рассмотрению вопроса обучения английскому языку для академических целей сквозь призму концепции «язык через учебный план». В статье уточняются понятия «английский язык для академических целей», его составляющие и его отличия от общего английского.

Ключевые слова: английский язык для академических целей, «язык через учебный план», умения, лингвистическая, когнитивная и социокультурная области.

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ВИКОРИСТАННЯ ЕЛЕМЕНТІВ ТРЕНІНГУ ПІД ЧАС ПРАКТИЧНИХ ЗАНЯТЬ З РИТОРИКИ

Взявши до уваги досвід роботи зі студентами гуманітарних та правових напрямів підготовки національного університету «Львівська політехніка», проаналізовано, як використання елементів тренінгу сприяє засвоєнню знань з риторики, виробленню вмінь та стійких навичок публічного мовлення, тим самим забезпечуючи ефективність підготовки фахівців відповідних напрямів.

Ключові слова: риторика, тренінг, українська мова, публічна промова, навички, риторична майстерність, аналіз виступу.

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