Abstract

As internationalization and globalization in higher education intensifies, there are ever increasing numbers of students who travel beyond their own country’s borders to study. Thus, English for Academic Purposes (EAP) is a methodology which is at once growing in importance and becoming more widespread. Therefore the purpose of this article is to discuss eight pedagogical principles and approaches to the teaching of English in an academic environment, which can help to enhance both non-native students’ and academics’ learning of EAP. These approaches and principles reflect unique conditions and goals which are emblematic of the teaching EAP (TEAP) such as meeting students’ immediate needs, the use of authentic materials or the issue of intercultural awareness.

Key words

English for Academic Purposes, approaches, principles, non-native students, non-native academics

1 Introduction

Nowadays, thanks to globalization, more and more students go and study abroad. The same is true for non-native academics who participate in foreign research or teaching mobility exchange. Moreover, they need EAP skills in order to get their research presented and published in the world’s prestigious databases, such as the Web of Science. Thus, the author of this article sets out and proposes eight pedagogical principles and approaches which can contribute to the enhancement of non-native speakers’ EAP skills if they are employed with respect to the conditions and goals which are typical or emblematic of TEAP. These are the conditions which are critical for TEAP but arguably less integral to, or less widespread in, other branches of English language teaching (ELT). They are as follows (cf. Frydrychová Klímová 2013):

- EAP students use English to fulfil their discipline-specific needs;
- the use of authentic materials is much more widespread in TEAP than ELT because authentic materials can show students how real-world tasks are understood and approached in their subject disciplines;
- EAP students need to be more autonomous more quickly than other learners of English because EAP courses tend to be short;