



Technische
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Mediation in the Context of English for Academic Purposes (EAP)

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What is “English for Academic Purposes (EAP)”?

*“EAP is usually defined as teaching English with the **aim of assisting learners’ to study and research in that language**”*

(Hyland, 2006)



*“EAP is the English that is taught to second-/third-language **students preparing to enter undergraduate and postgraduate courses at universities and other institutions of higher education.**”*

(McCarter & Jakes, 2009)

What should EAP be in the context of German higher education?



Mediation

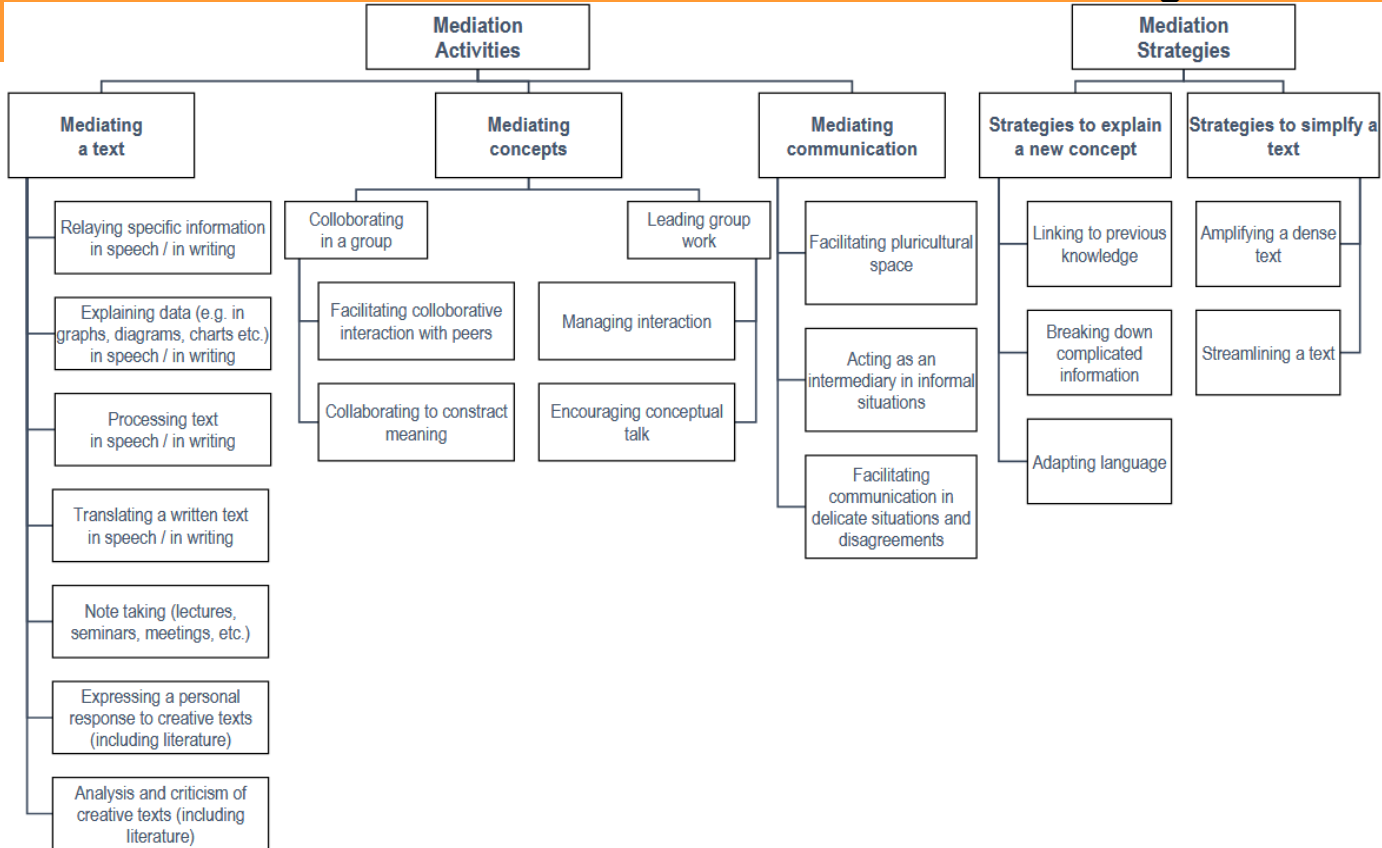
CEFR definition of Mediation

*“In mediation, the user/learner acts as **a social agent who creates bridges and helps to construct or convey meaning**, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation).*

*The focus is on the role of language in **processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form**. The context can be social, pedagogic, cultural, linguistic or professional.”*

(CEFR, 2018, p. 103)

CEFR table of Mediation Activities and Mediation Strategies



What does this presentation offer?

- Two-step approach

1. Tasks in an EAP
2. Development of mediation skills

- Course description

C1 English for Academic Purposes course
("English for Study and Research")

4 Semesters

14 weeks, one secession a week for 90 minutes

"traditional" 4 skills course (listening, speaking,...)

diverse group of participants

Overall Mediation for a C1 course

Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.

1. TED talk presentation into academic text



Semi-formal Presentation → Academic Text

1. from spoken (transcript) → written
2. active → passive

Focus: Academic Register

Handout “Components of Academic Style” (Bailey, 2013)

1. TED talk presentation into academic text



1. TED talk presentation into academic text

RELAYING SPECIFIC INFORMATION IN WRITING

C2 *No descriptors available; see B2*

C1 *No descriptors available; see B2*

B2 Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.

Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.

Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.

Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).

Can relay in writing the significant point(s) contained in formal correspondence (in Language A).

TRANSLATING A WRITTEN TEXT IN WRITING

C2 Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.

C1 Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.

1. TED talk presentation into academic text

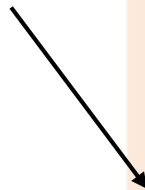
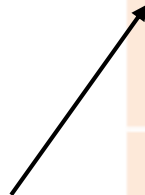
ADAPTING LANGUAGE

Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.

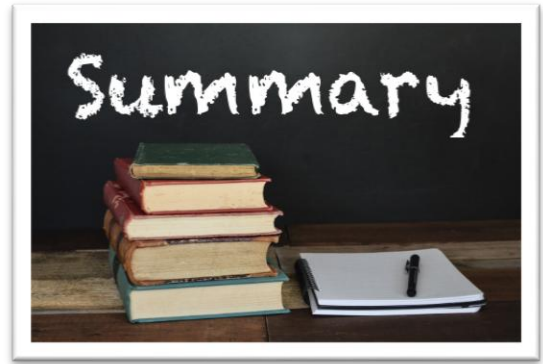
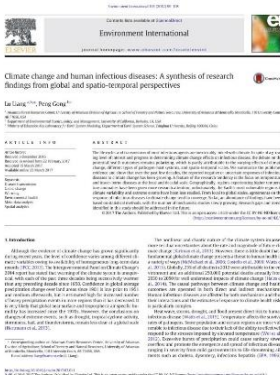
Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation.

Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.

Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge.

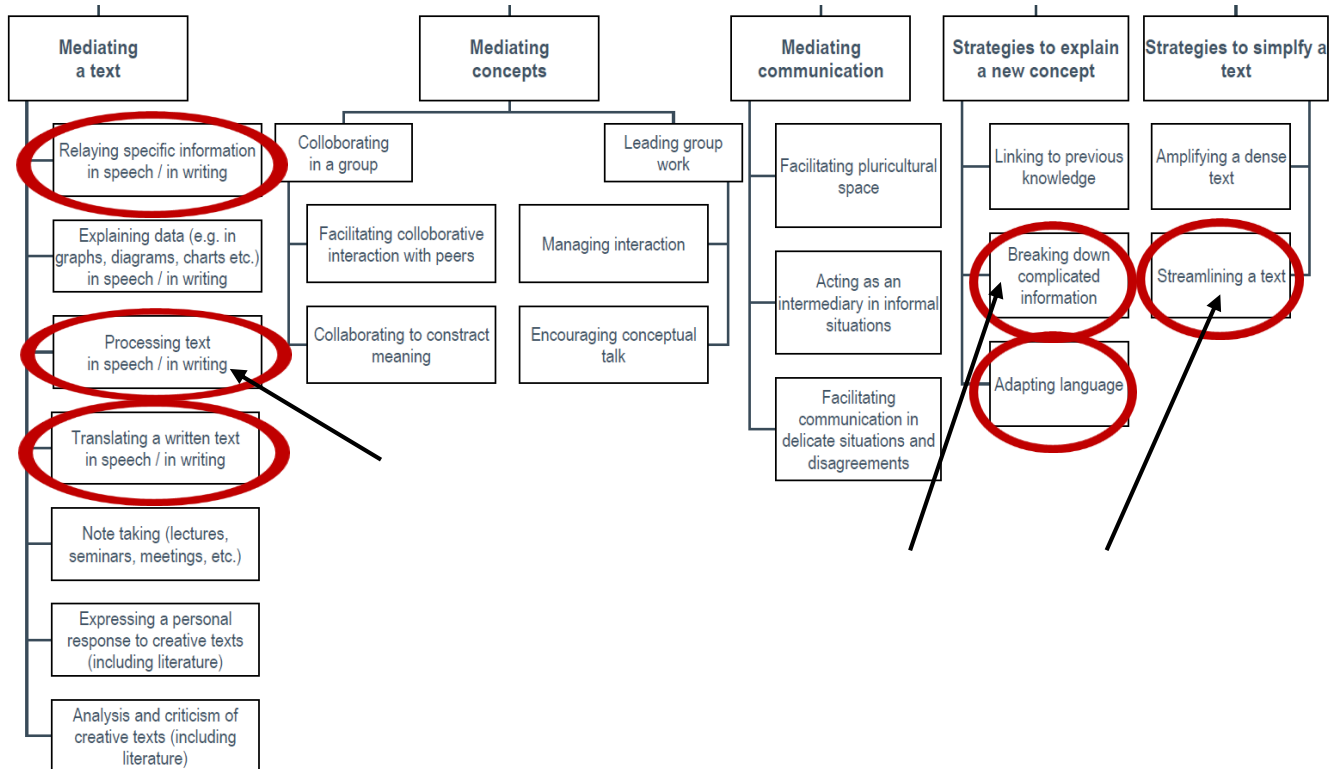


2. Academic journal articles to summaries & paraphrases

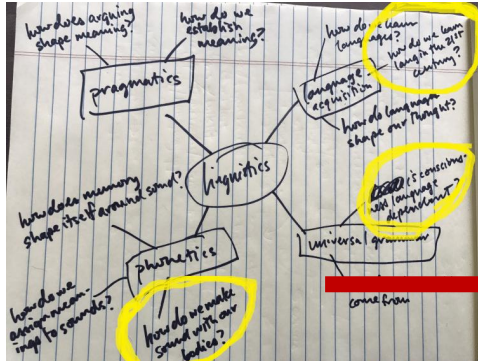


- Students select two academic articles from their field of study which relate to a cross-disciplinary topic
- Students identify main ideas and supporting evidence...
- ...and summarize and paraphrase their findings in writing

2. Academic journal articles to summaries & paraphrases



3. From written, individual summaries to spoken group discussions

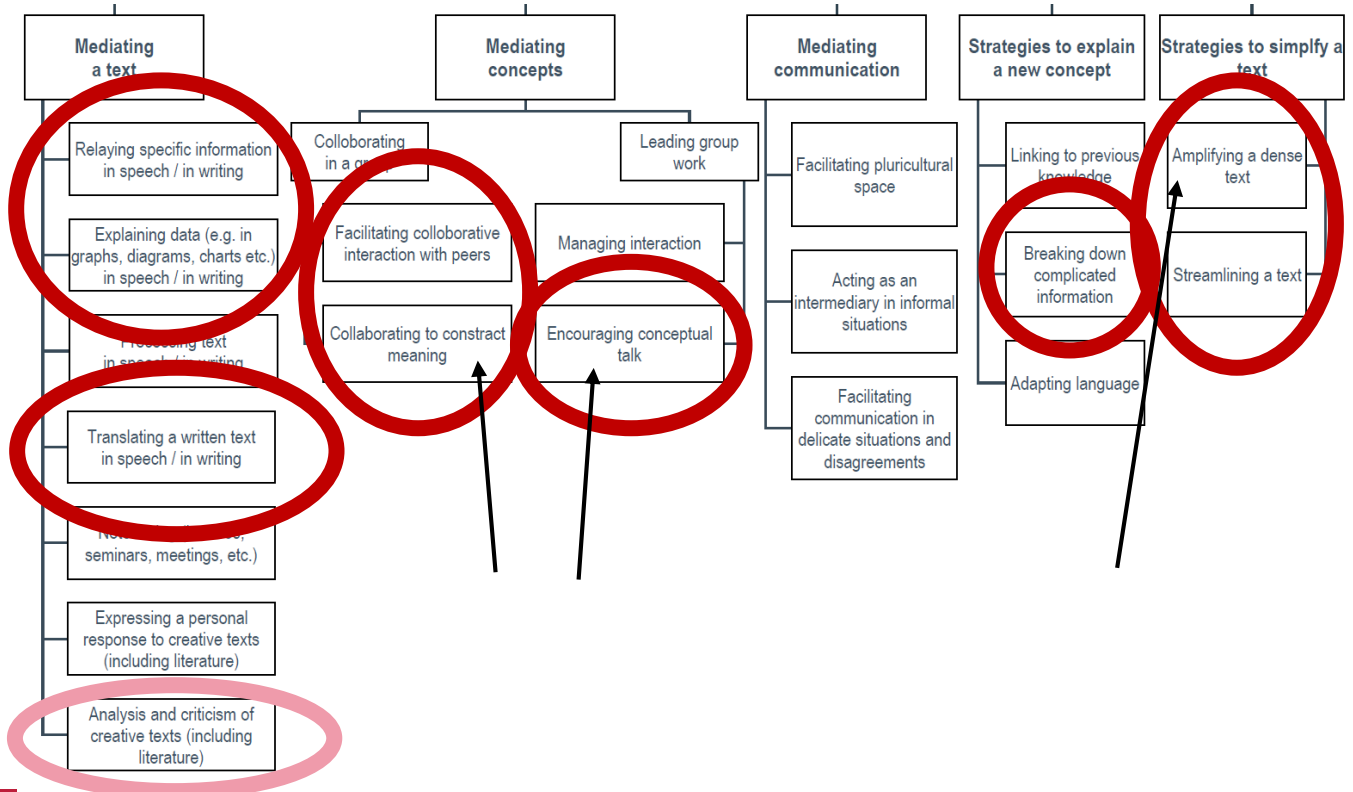


Written summary → spoken summary:

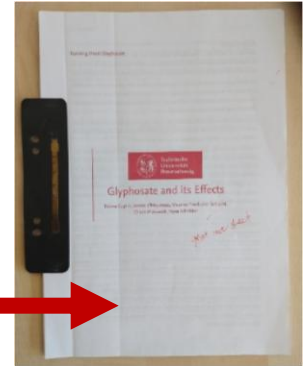
- change of mode: writing → speaking
- change of register: academic → informal
- change of audience/tenor: self → classmates
- change of text type: written summary ie. bullet points

→ spoken summary ie. “in other words...”

3. From written, individual summaries to spoken group discussions



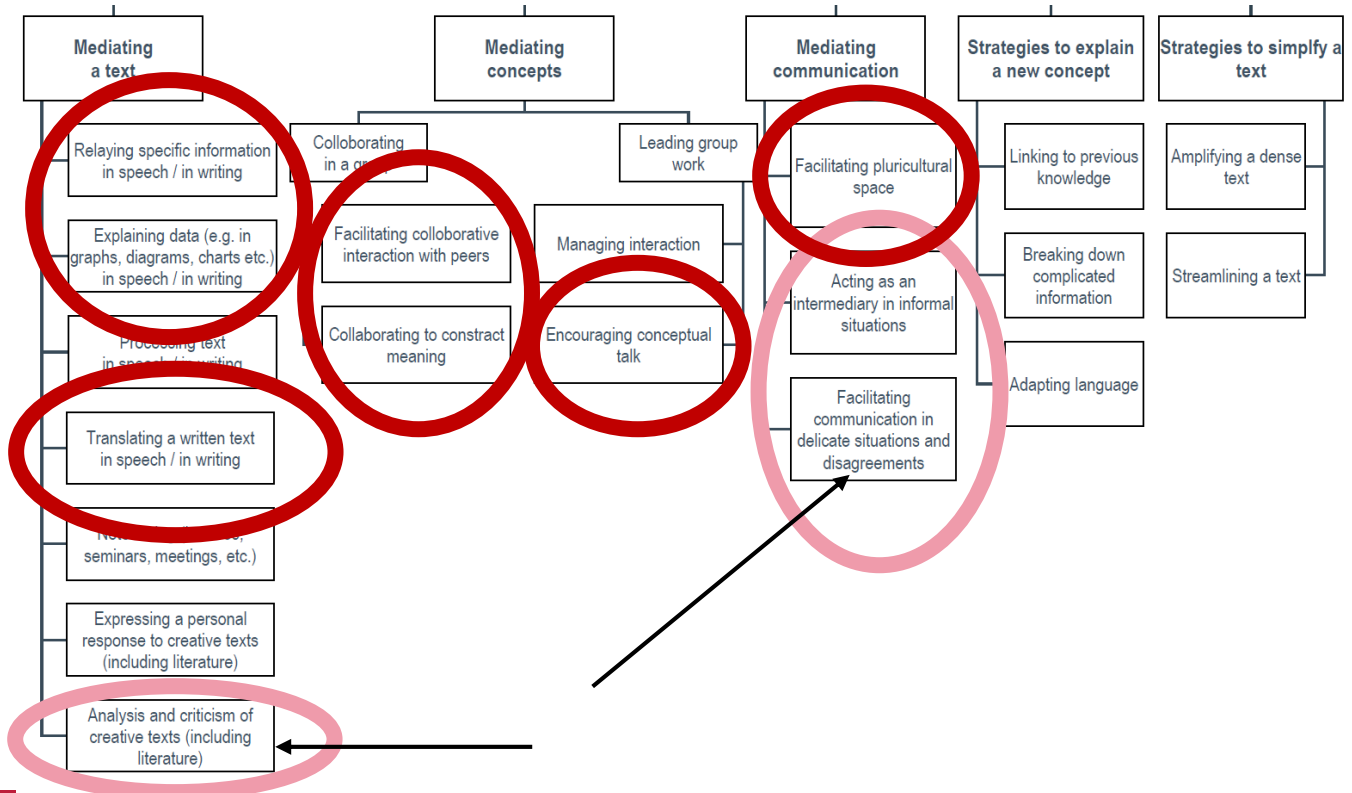
4. From group discussions to group writing



6-10 summaries → 1 literature review:

- change of mode: speaking → writing
- change of author: individual → group
- change of register: informal → academic
- change of audience/tenor: classmates → teacher
- change of text type: summary → literature review

4. From group discussions to group writing



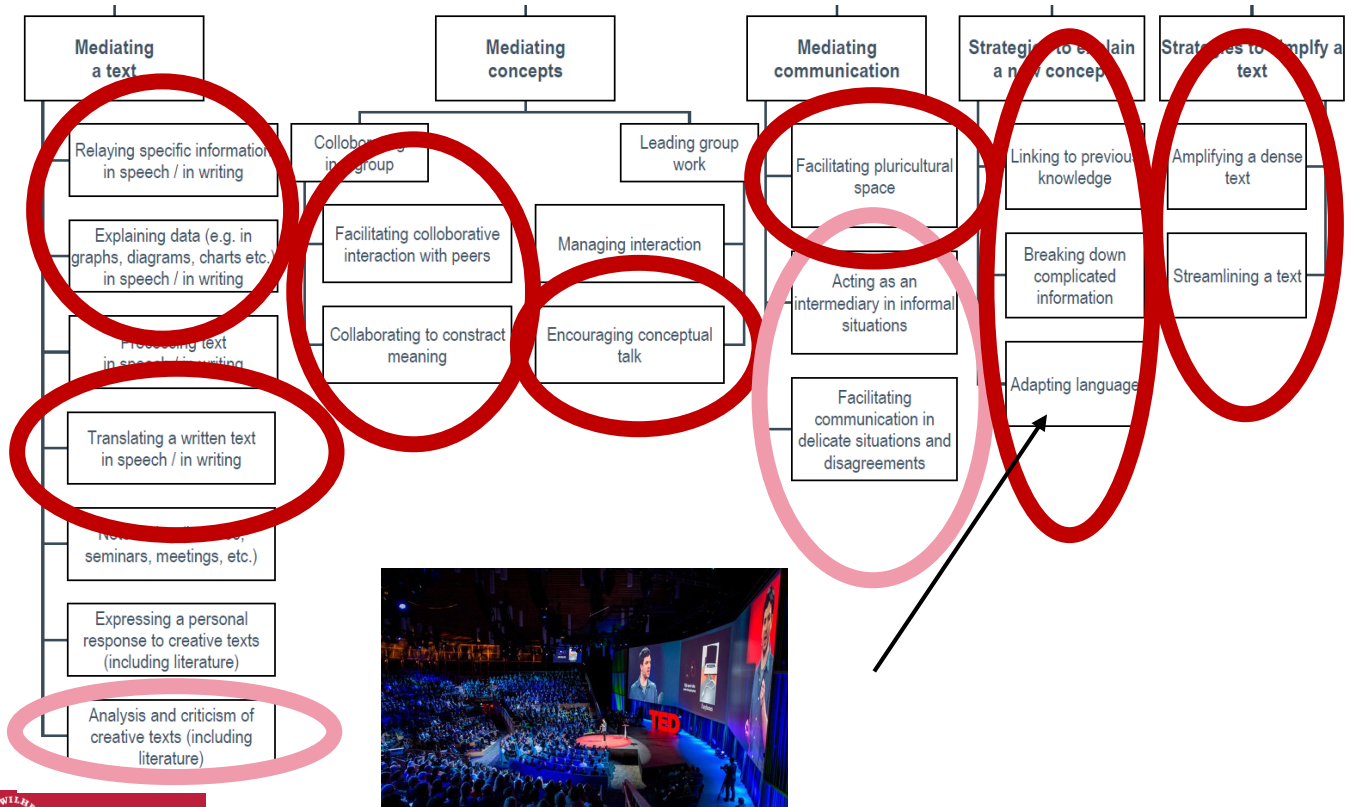
6. From literature review to group presentation



Literature review → group presentation:

- change of mode: writing → speaking/visual
- change of register: academic → presentation style (ie. freeform, instructive, storytelling etc.)
- change of audience/tenor: teacher → classmates as audience
- change of text type: literature review → group presentation

6. From literature review to group presentation





Writing support:

- bring laptops to class
- students can use Etherpad on Moodle, to co-write simultaneously, both in class and at home
- use Moodle and WhatsApp for out-of-class communication

Resources and Support



Text, meta-language and genre analysis:

- show sample literature reviews and group presentations (YouTube)
- look for meta-language ie. explicitness/transition phrases etc.
- raise genre awareness ie. structural & lexical similarities, register constraints etc.



Skills development:

Some exercises to help students think about:

- purpose (Uni of Queensland)
- reporting verbs and 'writers voice' (Uni of Tech. Sydney)
- critical reading & evaluation (University of Melbourne) etc.

References

- Classroom Resources:

- Components of Academic Style, Bailey, S. (2014). Academic Writing: A Handbook for International Students (4th ed.). Abingdon-on-Thames: Routledge.
- Reviewing the Literature: A Short Guide for Research Students - <https://uq.edu.au/student-services/pdf/learning/lit-reviews-for-rx-students-v7.pdf>
- Reporting Verbs - <https://www.uts.edu.au/current-students/support/helps/self-help-resources/grammar/reporting-verbs>
- Critical reading - <http://unimelb.libguides.com/c.php?g=402756&p=2740808>

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- Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Abingdon-on-Thames: Routledge.
- McCarter, S. & Jakes P. (2009). Uncovering EAP: Teaching Academic Writing and Reading. London: Macmillian.
- M. N. Melissourgou and K. T. Frantzi, "Genre Identification Based on SFL Principles: The Representation of Text Types and Genres in English Language Teaching Material", Corpus Pragmatics, December 2017, Volume 1, Issue 4, pp 373–392

Thank you for your attention!



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