

## A FEW PRACTICAL IDEAS ABOUT TEACHING EAP

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Teaching English for academic purposes – EAP - aims to provide students with the integrated language skills: to develop their general and professionally- oriented communicative language competences in English. Keeping in mind professional needs of postgraduates and Master's students in Ukrainian higher educational institutions, we recognise that their learning outcome level may be required for highly verbal specialism, which will ensure their independent English language communicative competence to function effectively in their academic and professional fields. In the process of growing international academic mobility this level for postgraduates and Master's students opens up the opportunity for Ukrainian universities to join the European Higher Education Area. Speaking about teaching techniques we often think about methods – the theoretical principles and classroom practices. Modern educators propose some practical ideas on how to improve student's academic vocabulary, grammar, academic skills in reading and using discourse markers, and academic skills in making presentations.

Most students on English for academic purposes courses conclude that academic or formal vocabulary is possibly the greatest challenge for mastering EAO or ESP – English for specific purposes. Universities teachers can help their students improve their academic vocabulary by:

- allocating a vocabulary slot to each lesson;
- teaching students to analyse dictionary entries with a focus on etymology and levels of formality;
- selecting reading , writing and oral practice materials from appropriate sources and contexts;
- using academic vocabulary games;
- designing a variety of exercises: gap-fill, multiple choice, dictation;
- providing students with models of good practice – this requires the teacher's ability to use a wide range of academic vocabulary and impart this knowledge to students;
- encouraging students to use Latinisms in English.

Conducting EAP courses determines the selection of the main methods in teaching grammar. One way to personalize a grammar lesson, and introduce a little friendly atmosphere in the class, is to select sentences from student's work. Usually, there are a couple of problem areas that appear in the class. For example, undefined subjects – people, everybody – or modal verbs for avoiding direct answer. Just selecting one area can make the point too obvious. These sentences are copied and handed to students. It is useful to get them to work in pairs to find error in each sentence, so initially you must give just one sheet per pair. It is also useful to give then plenary feedback.

As for reading, the university teacher must take into account the fact that academic texts, particularly journal articles, are often long and dense. An important EAP reading skill is being able to tell at a glance how information has been arranged. Students can process information more rapidly if they are able to distinguish a writer's purpose in presenting specific information in a specific sequence. Classic prediction and skim reading tasks can be based around key article sections.

Using discourse markers correctly is one of the essential issues in teaching EAP, as they create fluency or “flow” in text by indicating relationships that exist between the components in it, such as *Nevertheless..., Despite this..., In case you are wondering..., For instance... and Finally...* . Familiarising students with discourse markers means enabling them to recognize markers in normal speech and incorporate them more appropriately into their speech and writing.

Teaching how to make presentations is a useful way of focusing students' attention on the review and application of EAP skills. If handled well, presentations can be an exciting student-focused activity, but they carry the risk of embarrassing students and teachers alike. Students must have sufficient preparation time. Encourage students to use key word notes rather than a complete script. Reading their scripts doesn't work well. Notes make them think and use language live, which generally leads to much better presentations. A few key hints will make the presentation successful: make eye-to-eye contact with people in the audience, speak to the audience not to the ceiling, speak properly, don't rush your words, give your listener time to think, give demonstration of confidence. Ideally, the presentations would be delivered in a conference format, complete in a conference brochure, including abstracts, which students could help to write as part of the presentation planning.

Altogether, the ideas, mentioned above are an interesting and practical way to improve students' EAP skills.