

English for Specific Academic Purposes: The Need for ICT and Reconstruction

Dkhissi Yahya¹

¹ COUAIB DOUKKALI UNIVERSITY, EL JADIDA MOROCCO

Received: 14 December 2013 Accepted: 5 January 2014 Published: 15 January 2014

Abstract

In most non-English speaking countries, the language is basically seen as an academic endeavour for some general or specific purposes. Teachers, academicians, syllabus designers, but not learners, are often involved in structuring, designing or promoting the curricula and teaching activities. The rationale of this paper is to integrate other contributing components to the teaching and learning of English for Specific Academic Purposes (ESAP). Authentic material, ICT, learners' communication, task based activities, the teacher's facilitator role, digital teaching, purpose oriented assessment, learner centred methods and project oriented curricula are the current needs of higher education in the Moroccan university. Thus, the objective of this paper is to give some new insights that might contribute in the digital change and the current needs of learning and teaching enterprise. For this purpose, a case study of teaching some linguistic and research methods courses has been conducted in the English department at Chouaib Doukkali University, El Jadida, Morocco, to evaluate to current situation, analyse the data and suggest a reconstructive model based on ICT and learners' integration.

Index terms— ESAP; ICT; linguistics; digital teaching; reconstructive model.

1 INTRODUCTION

Most of the research in the field of English teaching has highlighted the need to embrace a given identity for English for Academic Purposes (EAP) (Flowerdew & Peacock, (2001); (Hyland & Hamp-Lyons, 2002), and Strevens (1988)). EAP is differentiated from other purposes which are specific or general in that it focusses on helping learners to study, conduct research, enhance communicative needs and understand the specific academic disciplines. Although the teaching methodology and the skills to be fostered are not specified in EAP teaching, ??Watson Todd, 2003) claims that EAP promotes the development of learner autonomy and exploits new technology. Other researchers (Krzanowski, 2001; Sharpling, 2002; Bell, 2005; Alexander, 2012) have stressed the need for EAP's institutional awareness and the use of materials informed by corpus-enhanced genre studies and critical pedagogy. These requirements would probably unveil the striking issue of teaching methods and curricula designed for specific purposes of EAP (henceforth ESAP).

According to ??lowerdew & Peacock (2001, p177), 'a... critical step in designing the EAP curriculum is accepting that the methodologies and approaches valid in any other area of ESL are not necessarily the most appropriate for EAP.' Teachers are sensitized first to account for what is done, how it is done and for what academic and specific professional purposes; second, they have to foster learners' skills with regard to their needs, objectives and outcomes.

Accordingly, the main objective of the current paper is to account for the idea that teaching of some linguistic courses, research methods at the Moroccan university requires some special understanding of learners' needs and objectives, a selection of the appropriate tasks and teaching methods, and a practical assessment while monitoring

43 learner's progress to provide effective intervention. It will be demonstrated in this paper that the use of English
44 for specific academic purposes (ESAP) is not only a content based activity where only the delivery of knowledge
45 should be carried out. It is however an experience inside an academic environment that requires careful practical
46 aspects of planning and teaching. Students may not be able acquire everything they need to learn nor can they
47 learn effectively from a random collection of content, exercises and assignments. Teachers and syllabus designers
48 should make a number of key decisions to meet the highstakes EAP learner needs, teaching approaches, tasks,
49 materials and assessment methods that will enable a better academic performance.

50 ESAP is taught for a variety of academic purposes all over the world, each with its own local constraints,
51 available materials and resources, teacher preferences and learner goals. Thus, linguistic, social, professional
52 development and needs awareness might be the starting point from where we can determine the overall course
53 design. These needs will accordingly distinguish an ESAP course from general language teaching (Dudley-Evans
54 and St John, 1998; Hutchison and Waters, 1987). Actually, Needs is a broad term that might embrace learners'
55 goals and backgrounds, their language proficiencies, their learning-teaching preferences, and the contexts where
56 they will need to take part in. According to Dudley-Evans and St John, (1998), it is quite accurate to distinguish
57 between present situation analysis and target situation analysis.

58 The Present situation analysis concerns 'starting where the students are' and refers to information about
59 learners' current proficiencies and ambitions: what they can do and what they want at the beginning of the
60 course; their skills and perceptions; their familiarity with the specialist subject; and what they know of its demands
61 and genres. However, Target situation analysis concerns the learners' future roles and the linguistic skills and
62 knowledge they need to perform competently in their disciplines. This relates to communication needs rather than
63 learning needs and involves mainly objective and product-oriented data: identifying the contexts of language use,
64 observing the language events in these contexts, and collecting and analysing target genres. However, this might
65 be a challenging move as EAP materials and curriculum do not lend themselves to a communicative approach to
66 teaching but to lecture and information transfer.

67 2 II.

68 3 The Teaching-Learning Situation

69 The Moroccan educational system has been introduced to a new reform that was drafted in 1999 and finalized
70 in 2000. The reform has focussed on practical issues besides the institutional and pedagogic ones. The need
71 to make the teaching as linked to the current needs of the Moroccan market and job requirements. However,
72 after a decade, the Moroccan higher educational system did not fulfil most of the requirements in the national
73 charter. Thus, the current paper targets, through a study of linguistic courses in the English department, a
74 better teaching for a better academic performance. The main belief is that teaching of some linguistic courses
75 at the Moroccan university requires some special understanding of learners' needs and objectives, a selection of
76 the appropriate tasks and teaching methods, and a practical assessment while monitoring learner's progress to
77 provide effective intervention.

78 Learners belonging to the English department, El Jadida, Morocco use a wide range of strategies in language
79 learning with regard to their awareness of some valuable categories of learning strategies. The most relevant
80 strategies are fairly self-management and self-evaluation strategies in that they are self-regulatory strategies in
81 which the BA students that participated in the questionnaire have claimed to be aware of while evaluating their
82 own learning strategies. Most of the students have claimed the importance of the linguistic courses they are
83 supposed to rate. These courses include phonetics and phonology, Language teaching, applied linguistics, and
84 Research methods.

85 4 III.

86 5 Esap in Higher Education

87 Within the higher education community, a huge amount of teaching for specific academic purposes takes place.
88 However, whether this specific academic teaching is effective or not is the most legal question. According to Centra
89 (1993), effective teaching is simply "that which produces beneficial and purposeful student learning through the
90 use of appropriate procedures" (p. 42), other scholars like ??raskamp and Ory, (1994, p. 40) assume that
91 effective teaching is the "creation of situations in which appropriate learning occurs; shaping those situations is
92 what successful teachers have learned to do effectively".

93 Actually, Moroccan university students are in effect able to discern practical content, quality, relevance,
94 usefulness, and teacher interference and integration through what is taught and how it is taught. Students
95 are certainly qualified to rate the learningteaching enterprise and can report the extent to which the experience
96 is beneficial, productive, and objectiveoriented. Sociocultural attitudes and practices also need to be considered
97 to avoid forcing unwelcome methods or course content that would result in learners' surrender to the ideologies
98 involved in the syllabus as well as the pedagogical and cultural frustrations with the curriculum and the text
99 book. (See the Sri Lanka case study in Canagarajah (1999: 5), the South African case in Chick (1996), and the
100 Egyptian case in Halliday (1994).

101 According to the current research, an evaluative stance to knowledge, teaching methods, and available sources
102 should be examined and therefore enhanced. Many university students favour to conserve and reproduce
103 existing knowledge through strategies such as memorization. In Bereiter and Scardamalia's (1987) terms this
104 is 'knowledge telling' which represents immature writing, where the learner tries merely to say what he or she
105 can remember based on the assignment. Effective learning at the beginner and intermediate level might be the
106 natural outcome of effective teaching with respect to the learners' needs and the teacher's creativity in terms
107 of contexts, procedures and materials. However, the current situation involves some intermediate and advanced
108 learners of English as a foreign language. In this ESAP classroom, the teacher might be influenced by the fact
109 that students use previous specialized knowledge and learning processes from other disciplines to this specific
110 linguistic class. The teacher may build on these to develop learners' language and discourse understandings
111 might use a variety of methods, some of which are summarized in Figure 1: (Feez, 1998 The relationship within
112 teaching-learning process should highlight according to Feez a reduced involvement of teachers, a motivated
113 independent learner and an autonomous learning. For this reason among others, this paper assumes that an
114 insightful study of linguistic teaching experience in Moroccan Higher Education is quite legitimate in order to
115 appreciate the demands of academic study, and is fairly a prerequisite when applying for teaching, tourism,
116 translation or related jobs to the linguistic courses under study. The Russian psychologist Lev Vygotsky
117 (1978) claims that students' discourse competence in EAP classes requires giving considerable recognition to
118 the importance of collaboration, or peer interaction, and scaffolding, or teacher-supported learning. Learners will
119 be assisted through two notions of learning: First, Shared consciousness where learners working together rather
120 than individually learn more effectively; second, borrowed consciousness or scaffolding where learners working
121 with other knowledgeable learners develop greater understanding of classroom activities, and would therefore
122 move from a current academic performance to a potential academic performance level.

123 6 IV.

124 The Research a) Methodology 80 students from the English department, Chouaib Doukkali University, El Jadida,
125 Morocco, were asked to complete the questionnaire to rate the teaching method used in different linguistic courses
126 namely: applied linguistics, phonology, and language teaching, besides research methods course. 26% rated the
127 lecture method as the best teaching method because it is not time consuming and more informative.

128 This method is economical, it can be used for a large number of students, the material can be covered in
129 a structured manner and the teacher has a great control of time and reference materials. 59% opted for the
130 communicative approach where group discussion is prevailing because it offers authentic communicative settings
131 devoid from any rote learning, while only 15% rated the data-driven method as a practical one to understand
132 phonetics, phonology and morpho-syntax. On the other side, the corresponding teachers rated the eclectic method
133 as the most practical one given its appropriateness to different teaching situations that enhance the quality of the
134 enterprise where the learners' strategies are taken into consideration. Another suggested method by students is
135 related to Project Based Learning which is a teaching method in which students acquire knowledge and skills by
136 working for an extended period of time to investigate and respond to a complex question, problem, or challenge.
137 This method is a form of presentation where a group of students work together to brainstorm, raise interest and
138 enhance critical thinking to come up with practical suggestions for the linguistic item under study. Consider
139 the following feedback of learners' strategies in learning linguistic courses: This chart shows that 33% rely on
140 memorization and the information delivered by their teachers; whereas 50% learn independently and look for
141 self-assurance. However, this category of students claimed that consciousness rising might be novel to them
142 given it fosters creativity and reflection on what they read so that they can construct their own examples of the
143 linguistic genres. This state of affairs is assumed, according to these students, to be related to the materials
144 used in class namely lecturing, handouts and explanations when needed at the expense of stimulus materials that
145 involve a full range of media. Less authentic materials would probably distract learners from any involvement in
146 the progress of the academic endeavour involved in the teaching of somewhat scientific linguistic subjects.

147 7 b) Classroom materials and ICT

148 The classroom materials and their implementation for a better academic achievement are usually a striking issue
149 at the Moroccan university. The teaching staff is supposed to abide by the academic texts and the delivery
150 of the content as a form of lectures, presentations or as explanatory hand-outs. As digital natives, these BA
151 students were asked to rate the materials used in class and the relationship they have with their performance
152 and assessment. Students' digital awareness was explicit in their rating of the classroom materials as inefficient:
153 reading texts on applied linguistics, sociolinguistics, language teaching or morphology were assumed by 62% of
154 the students to have very limited impact on their performance.

155 The students comments were that poor performance is related to length and specific terminology, the texts
156 designed do not fit the real life and market needs, and the teacher talking time is extremely high while students'
157 involvement is very low. However 20% of students think that reading texts, reviewing and reflecting on them would
158 help academic performance and might reduce the teacher's talking time (TTT) and empower their reflective
159 thinking.. The use of PowerPoint presentations, Video reach to explanations, offline and online blogs were rated

160 highly in that 85% wish for an implementation of digital teaching; while only 33% admitted that they do actually
161 use this e-learning; while only 5% asked to maintain the face-to-face lecturing and reading textsbased teaching.

162 So, the current challenge is to accommodate the digital natives or (Millenniums) by provisioning for ICT
163 integrated teaching and learning mode other than the conventional lecturing methods. The available sources can
164 be summarised as the following: The reading activity seems accordingly not to be a burden for students as it
165 is the case for content based courses like applied linguistics, semantic and pragmatics and sociolinguistics. The
166 reason might be attributed first to the small size of the selected texts. Second, students attending the course
167 of phonetics do benefit from the help of this e-learning platform where they can check their performance while
168 going through the quiz 1 and/or quiz 2. Lecture notes are an explicit explanation of the texts and the course as
169 a whole. The poor number is the visits for problem sheet which reflects the inner need to learn explicitly and
170 practically as the number of visits for quiz 1 shows.

171 Contrariwise, some 76% of students taking the applied linguistics course (ALC) were asked to rate the course
172 of applied linguistics in terms of three simple questions:

173 ? What do you like about the applied linguistics course? ? What you don't like about the applied linguistics
174 course? ? Any suggestions for the design and delivery of the applied linguistics course? ALC is a content based
175 course where the teacher is not just a facilitator but the manager who decides about everything in class: the
176 syllabus, the teaching method to be used, and the type of assessment. Lecturing and few power point presentations
177 are the only means used in class. 85% rated the ALC as an important course that facilitates the understanding
178 the social and cultural factors involved in language acquisition or learning. However, 78% acknowledged the
179 act of reading the texts assigned but most of them acknowledged some difficulty with the length of the texts
180 assigned for reading and the complexity of the multitude definitions of major notions involved in the chapters.
181 20% admitted that they don't read the totality of the chapters but just skim and scan because they are not
182 assessed for their reading but for their written performance either as a formative or summative evaluation. 44%
183 suggested using ICT in teaching this course, giving presentations and reducing the number of readings, while
184 60% appreciated their teacher's energy and enthusiasm.

185 Notice that RMC offers through the use of Moodle more space and time for students to reflect on the materials
186 and content assigned. The number of visits for readings in RMC rate 3times the number of readings for ALC.
187 This result is foregrounding issue for our reconstructive model in this paper.

188 To enhance this model, another investigation in language teaching course (LTC) was undertaken as a semi-
189 structured interview with two groups involving 38 and 41 students respectively. 72 % rated the presentation-
190 delivery a very challenging and motivating method; while they have shown some readiness, contrary to ALC,
191 to read the texts chosen because they represent their future interests. In this course, students are supposed to
192 learn about the diverse teaching methods, learning strategies, teaching language skills and different proficiency
193 levels as the major units of the course. Classroom management and curriculum development are also involved in
194 the course as interactive items where the Given that I was in charge of this course, I tried to sensitize students
195 of the objective of the course as a first move to empower their ability to teach English and also to create
196 a pseudo-teaching context for EAP. Delivering a presentation using ICT was a usual practice in this course.
197 PowerPoint, videos, tape recorded speeches, charts, and diagrams were an integral part of the course. 88% used
198 the PowerPoint presentation and the accompanying devices to manage the classroom as a teacher and not only
199 as a student delivering a presentation.

200 The students taking this course have been asked to adopt a learning strategy I referred to as ACT and REACT
201 strategy. ACT is an endeavour whereby every student experiences 3 minutes teaching in class where he or she
202 chooses a given grammatical or functional item in English and tries to adopt a teaching method to deliver it
203 as a course. Others have to REACT to the student's choice, the method, consistency, speech tone, classroom
204 management and language use. Some 60 % have acknowledged that they have never witnessed the use of videos
205 in class at the faculty; while 55 % appreciated the opportunity rarely given to experience the teaching act. These
206 reactions have encouraged a very interactive course that involved the practice of language teaching as an act and
207 react strategy rather than acquiring knowledge in a specific academic context.

208 The major contention of students in English Department is that content based courses represent a heavy
209 reading texts load that requires smart pacing of activities and reading. Students deal with applied linguistics,
210 semantics and sociolinguistic courses as content and lecture based courses where the teacher is not a facilitator
211 as in phonetics/phonology, research methods or language teaching course.

212 This state of affairs undoubtedly requires special care and a reconstructive teaching method that might
213 reconsider the learning role as an integral part of teaching (see the model below).

214 With respect to the BA students' feedback, we assume that teachers and syllabi designers, more than linguists,
215 should take the following suggestions into account:

216 ? Collecting information needed to develop efficient ICT strategies by leveraging the available technologies
217 to create interactive and innovative class atmosphere and provide key solutions to higher education problems of
218 inappropriate methods to digital natives learning needs. ? The implementation of academic linguistic skills as
219 well as linguistic e-books. ? The use of unified textbooks where most linguistic courses textbook are compiled
220 in. ? The use of academic textbooks made for the classroom context rather than research text-books.

221 ? An integration of ICTs into the educational system not only in terms of technology but also curriculum and
222 pedagogy, with a certain institutional and teacher readiness, and continuous follow-up and financing.

223 8 ? The implementation of Moodle as an open-source

224 Learning Platform.

225 9 c) Assessment

226 Generally, students preparing for the BA degree in Moroccan universities are assessed in terms of written formative
227 and summative exams. Students were asked to rate the exams in linguistic subjects. 42% of students find the
228 way they are examined in linguistic subjects a challenging one, 37% find it theoretical, and 21% find it helpful.
229 Students are examined in linguistics in a challenging way where exams design is unpredictable and might take
230 into account different data analyses, reading materials, and lecture or presentations details.

231 Linguistic assessment tasks require a piece of writing with its broader objective meant to test students on
232 tutorial component and homework based on sources produced by teachers; and without homework students
233 would feel the exam content unfamiliar and not practical. A less stressful and free context however would
234 require the implementation of e-portfolios which reflect the practice of academic linguistic tasks that can be
235 done individually or in-group. These linguistic e-portfolios may involve phonological data analysis in Phonology
236 course, written lesson plans in LTC, or organizing bibliographies in RMC.

237 However if we follow the belief that students do remember only 20% of what they hear and learn while they
238 need the other 80% to fulfil all academic requirements, it will be straightforward to call for group work where
239 integration of online and offline sources might offer more practice and reflection on the classroom materials.
240 However, given the technical nature of the linguistic subjects, learners should be primarily advised to withdraw
241 if not ready to make some commitments before and during evaluation time.

242 They should be told about the amount and hours of reading, time communication, how to evaluate and handle
243 the assignment without relying on textbooks as a unique input but a reflected-upon output.

244 A constructive alignment idea is that concerning curriculum development, academicians should ask teachers
245 to teach and examine students differently and not the same way for many years. This way, students will be
246 examined in an efficient method that would involve an integration of the required skills and their development
247 with respect to the academic objectives of the assessment.

248 The illuminating idea about the course can be purposefully exploited in the assessment by asking phenomena,
249 or even asking course related questions that were implicitly explained by the teacher.

250 V.

251 10 The Reconstructive Model

252 For an efficient teaching of ESAP in Moroccan higher education to take place, contingency plans and credible
253 assessment should ensure that the teaching/learning development is the output of the exploitation of the available
254 ICT sources, the students' motivation and the teacher's readiness for change. Accordingly, some new prospects
255 should be taken into account among which: graded presentations, online/offline quizzes, eportfolios, and learners'
256 participation in lesson planning and delivery; besides the motivation to solve phonological, syntactic, language
257 teaching problems in terms of group work and reflective thinking in handling problems.

258 The model we would like to propose in this paper might help in reconstructing the delivery of the linguistic
259 courses and a better academic performance. The model will exploit the students' linguistic awareness, the online
260 or offline blogs, and the teachers' experience in the lesson planning and delivery. This model can be summarized
261 as follows:

262 11 Content delivery

263 In class Practice Teacher Oriented Assessment Follow-up Learner Oriented Homework This reconstructive model
264 looks forward to integrate two non-negligible factors in the teaching of ESAP in Moroccan higher education:
265 ICT and the learner involvement. So often, students are considered in English departments as foreign learners
266 that target the learning of the language itself and the skills required. However, teachers in English departments
267 have different objectives associated with the nature of the linguistic course they are assigned to teach. On the
268 other hand, students are straightforward in their choice to learn English because it ensures a teaching or a
269 communicatively oriented job; however, academic performance does not entail a professional achievement given
270 the current psychomotor domain that reflects the learners' inefficient communicative competence.

271 ? A correct practice of the reconstructive model will enable the teacher to: ? Foster the learner's responsibility
272 in the delivery of the lesson.

273 Deal with queries appropriately and offer appropriate help to those that have demonstrated some linguistic
274 difficulties in the follow-up or problems statements sections.

275 ? Use time efficiently in order to maximize opportunities for student learning.

276 ? Pace Activities in class or online with respect the attention span needed for each. ? Satisfy learners'
277 academic needs and their future professional objectives. ? Make assessments a learning activity that is done
278 online before it is done in class.

279 VI.

280 12 Conclusion

281 The teaching of ESAP in Moroccan English departments has not reflected the basic academic objectives and
282 the current learners' needs for the last few years. Thus, this paper is a way to consider the digital generation
283 and its needs to use the new technology and their professional needs as means and ends of e-learning/e-teaching
284 dichotomy. Learners' ratings have shown their awareness of the new challenges that require their involvement in
285 every step of the linguistic learning-teaching enterprise.

286 ICT and Moodle are shown to be essential practices in lesson delivery and assessment. Given the different
287 nature of the linguistic courses in question, a general reconstructive model is proposed to integrate the learner
288 and teacher oriented activities with respect to the psychomotor and attention span of learners. In this model,
289 teachers are considered as in-class facilitators and online teacher-counsellors.

290 Most steps of the model are learner oriented to give credit to the creative and critical thinking of the students
291 with regard to their academic expectations and professional development. The linguistic curriculum development
292 should also be implemented and even changed if required.

293 Phonetics, language teaching, applied linguistics and research methods were the concern of this paper, while
294 other courses will be the subject of an action research in our English department to share all types of teaching
experience and promote new integrative models that might satisfy the needs of the digital natives. ¹



Figure 1: Figure 1 :

295

¹English for Specific Academic Purposes: The Need for ICT and Reconstruction

- 296 [Research Perspectives on English for Academic Purposes] , *Research Perspectives on English for Academic*
297 *Purposes* Cambridge University Press.
- 298 [Flowerdew and Peacock ()] , J Flowerdew , M Peacock . 2001.
- 299 [Alexander et al. ()] , O Alexander , S Argent , J Spencer . 2008.
- 300 [Eap Essentials] *A teacher's guide to principles and practice*, Eap Essentials . Reading: Garnet Publishing Ltd.
- 301 [Halliday ()] *An introduction to functional grammar*, M A K Halliday . 1994. London Arnold. (2nd edn)
- 302 [Braskamp and Ory (ed.) ()] *Assessing faculty work: Enhancing individual and instructional performance*, L A
303 Braskamp , J C Ory . Jossey-Bass.Centra, J. A. (ed.) 1994. 1993. San Francisco, CA; San Francisco, CA:
304 Jossey-Bass. (Reflective faculty evaluation)
- 305 [Chang ()] T S Chang . *The effect of system administration on faculty attitudes toward student ratings*, (Hualien,
306 Taiwan) 2001. National Hualien Teachers College.
- 307 [Baleap ()] *Competency Framework for Teachers of English for Academic Purposes*, [Baleap . 26.05.12.
308 <http://www.baleap.org.uk/teap/teap-competency-framework.pdf> 2008.
- 309 [Dudley-Evans et al. ()] *Developments in English for Specific Purposes. A multi-disciplinary approach*, T Dudley-
310 Evans , St , M J John . 1998. Cambridge: Cambridge University Press.
- 311 [Hyland and Hamp-Lyons ()] 'EAP: Issues and directions'. K Hyland , L Hamp-Lyons . *Journal of English for*
312 *Academic Purposes* 2002. 1 p. .
- 313 [Jordan ()] *English for Academic Purposes. A guide and resource book for teachers*, R R Jordan . 1997. Cambridge:
314 Cambridge University Press.
- 315 [Hutchinson and Waters ()] *English for Specific Purposes. A learning-centred approach*, T Hutchinson , A Waters
316 . 1987. Cambridge: Cambridge University Press.
- 317 [Strevens ()] 'ESP after 20 years: A reappraisal'. P Strevens . *ESP: State of the Art, M. Tickoo (Ed.) pp1-13.*
318 *Singapore: SEAMEO Regional Language Centre*, 1988.
- 319 [Braskamp (ed.) ()] *Evaluating teaching in higher education: A vision for the future. New directions for teaching*
320 *and learning*, L A Braskamp . K. E. Ryan (ed.) 2000. San Francisco, Ca: Jossey-Bass. 83 p. . (Toward a more
321 holistic approach to assessing faculty as teachers)
- 322 [Alexander ()] 'Exploring teacher beliefs in teaching EAP at low proficiency levels'. O Alexander . *Journal of*
323 *English for Academic Purposes* 2012. 11 p. .
- 324 [Sharpling ()] 'Learning to Teach English for Academic Purposes: Some current training and development issues'.
325 G Sharpling . *ELTED* 2002. 6 p. .
- 326 [Vygotsky (ed.) ()] *Mind in society: the development of higher psychological processes*, L Vygotsky . M. Cole, V.
327 John-Steiner, S. Scribner and E. Souberman (ed.) 1978. Cambridge, MA: Harvard University Press.
- 328 [Krzanowski ()] *S/he holds the Trinity/UCLES Diploma: Are they ready to teach EAP?*, M Krzanowski . [http:](http://www.baleap.org.uk/pims/pimreports/2001/bath/krzanowski.htm)
329 [//www.baleap.org.uk/pims/pimreports/2001/bath/krzanowski.htm](http://www.baleap.org.uk/pims/pimreports/2001/bath/krzanowski.htm) 2001. (Retrieved 26.05.12
330 from)
- 331 [Chick ()] 'Safe-talk: collusion in apartheid education'. K Chick . *Society and the language classroom*, H Coleman
332 (ed.) (Cambridge) 1996. Cambridge University Press.
- 333 [Bell (2005)] *Storming the Ivory Tower. ELT Gazette*, D E Bell . 2005. June Issue. p7.
- 334 [Cohen ()] 'Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity
335 Studies'. P A Cohen . *Review of Educational Research* 1981. 51 p. .
- 336 [Bell ()] 'Symposia for Language Teacher Educators: Educating Legal English Specialists & Teacher Education
337 in Teaching English for Academic Purposes'. D E Bell . *Proceedings of IALS Teacher Education Symposia*, T
338 Lynch, & J Northcott (ed.) (IALS Teacher Education SymposiaEdinburgh) 2007. 2004 and 2006. Edinburgh
339 University (Moving Teachers from the General to the Academic: Challenges and Issues in Teacher Training
340 for EAP)
- 341 [Feez ()] *Text-based syllabus design*, S Feez . 1998. Sydney. Macquarie University and AMES
- 342 [Cuseo (2002)] 'The case for student evaluation of college courses'. J Cuseo . [http://www.Brevard.edu/fyc/](http://www.Brevard.edu/fyc/fya/CuseoLink.htm)
343 [fya/CuseoLink.htm](http://www.Brevard.edu/fyc/fya/CuseoLink.htm) Policy Center on the First Year of College May 27. 2002.