

## ***CALL-ing EAP Skills***

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### **Introduction**

The article focuses on how CALL (Computer-Assisted Language Learning) enhances the acquisition of EAP (English for Academic Purposes) skills.

Research relating CALL to General English issues (Chun, Plass, 1997; Sullivan 1998; Eskenazi, 1999; Collentine, 2000) has been carried out, but little attention has been paid to the use of computers in EAP. On the other hand, EAP practitioners have principally grounded their research in the fields of academic writing (Kroll, 1990; Belcher, Braine, 1995; Kaplan, Grabe, 1996), academic reading (*TESOL Quarterly*; *System*) and academic assessment (Clapham, Alderson, 1996) without much noteworthy research on EAP related to CALL.

This paper, therefore, attempts to investigate whether CALL tools can empower EAP skills acquisition. In particular, it reports on a case study at the Centro Linguistico di Ateneo (CLA), Universita della Calabria (Unical), where a group of learners experienced implementing CALL in an EAP course. The hypothesis of the case study is that CALL tools can well respond to the EAP principles of needs analysis and learner-centred environments in that they offer invaluable resources for EAP course objectives, materials design and the production of a Computer-Assisted EAP portfolio. Surveys carried out during the pre-course and post-course phases respectively aimed at uncovering learner's beliefs on EAP and at examining possible changes determined by the experience of CALL in EAP.

The paper, initially, touches on the issue of relating CALL to EAP, briefly outlining the principles which are common to both fields of study. It, then, describes the case study, providing a detailed analysis of the core stages of the EAP course. In examining the collected data and in analysing the results, the article draws conclusions on the value of the experimental Computer-Assisted approach to the EAP course.

### **CALL in EAP**

As "electronic information and communication are assuming an ever-expanding role in our everyday lives" (Cangiano, Haichour, Stauffer, 1995: 512), even educational institutions are increasingly affected by the development of Information and Communication Technology. In the

present case, this has prompted the attempt to implement CALL in EAP as a more effective means of enhancing EAP skills.

As a branch of English for Specific Purposes (ESP), EAP "...is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson, Waters, 1987:19). In questioning: "What aspects of the language does some particular group of learners need to know?" (Tarone, Yule, 1989: 31), it can be assumed that the purpose of an EAP course is to empower participants to use real language in the *authentic* context of the *academic* environment according to their effective *needs*. This socio-cognitive view of EAP is shared by Integrative CALL (Warschauer, Healey, 1998), which emphasizes the value of integrating language skills and technology to combine authentic language, learner autonomy with information processing and communication.

"If a general approach to an EAP course is taken, the course usually consists primarily of study skills practice /.../ with an academic register and style in the practice texts and materials" (Hamp-Lyons, 2001:127). It is, therefore, reasonable to claim that academic study skills practice strongly strives for learner autonomy while academic texts and materials rely on authenticity. On the other hand, "the establishment of special content-based courses that are specifically based on combining a focus on language and technology" (Warschauer, 2001:212) are emerging.

In the case of EAP, if "...the academic context has proved able to provide subject matter that is sufficiently specific and relevant to satisfy learners' needs..." (Hamp-Lyons, 2001:127), an EAP course can be considered as a special content-based course where CALL could share the common ground of authenticity and autonomy.

Lee (2002) goes a step further in considering the significant contribution of CALL to ESL/EFL pedagogy in terms of experiential learning, motivation, enhanced student achievement, authentic materials for study, greater interaction, individualization, independence from a single source, global understanding.

Given that EAP is a branch of ESP and that "ESP is *not* different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning" (Hutchinson, Waters, 1987:18), the following case study raises the issue of the instructional effectiveness and efficiency of CALL in the EAP course presently described.

### **The Case Study**

The investigated course is part of the national programme "Progetto Ricerca, Sviluppo Tecnologico di Alta Formazione" funded by the Italian Ministry of Higher Education (MURST) with the purpose of offering foreign language training (English, French, German, Italian) to the Unical community

(undergraduate/postgraduate students, administrative and academic staff)

(<http://cla.unical.it/frame.htm>).

In the case of EFL and following a General English written entry test, three proficiency levels – beginners (A), intermediate (B), advanced (C) - are established. Candidates are, subsequently, required to report in writing on the purpose of course attendance. Beginners claim the need to acquire the basics of the language, whereas both intermediate and advanced candidates seek language for specific purposes according to their professional profile. Consequently, three types of courses - General English, English for Occupational Purposes, English for Academic Purposes – are held.

The course henceforth examined is a first module which addresses Italian and overseas PhD students from all disciplines, wishing to learn/improve English. It is *in-sessional*, i.e., taken at the same time as the learners' main academic course and *intensive* in that it is a 50-hour module articulated in 34-hour class lessons, 15-hour self-study at the language centre and a one-hour final test. Lessons are based on two-hour sessions held twice weekly, spanning eight and a half weeks. Following the first two weeks, learners access the language centre for self-study, assisted by an EFL tutor and supported by CALL software available at CLA.

As for the other target groups, doctoral students are divided into beginners (A), intermediate (B), advanced (C). Needs and objectives of the doctoral groups are broadly identified by the didactic coordinator and the instructors involved. Beginners enrol in a General English course, whereas intermediate and advanced students take EAP courses. Then, each instructor proceeds to designing and implementing the specific course.

Here, I will only refer to my group of 25 intermediate students (Group B) with whom I decide to experience implementing CALL in EAP. Firstly, the course focuses on *needs analysis*. I concentrate on "...language study skills that will probably form part of an EAP course" (Gillett, 1996:18) for a twofold purpose:

1. Although attending an institute of higher education like Unical where Italian is the most common language of instruction, the fundamental need of the target group is the use of English as the medium of academic communication and of research activities both at the national and international level to pursue success in academic careers;
2. Participants' heterogeneous background due to the diverse disciplines followed in their main academic courses is handled more easily if focus is placed on skills rather than on specialist language.

### **The Core Stages**

This section provides a detailed account of the five stages undertaken to design and implement the EAP course. Similar to a traditional EAP approach, stage 1 begins with the learner and the situation, identifying needs and specifying course objectives. In stage 2, learners negotiate and identify the EAP skills they mostly need to acquire and/or practice, bearing in mind constraints which may influence their choice. Stage 3 focuses on the problem which arises in the selection of suitable materials and resources to meet learners' needs in the immediate instructional context. This, in turn, leads to the choice of integrating CALL materials in EAP. Consequently, in stages 4 and 5 respectively, a Computer-Assisted EAP Portfolio is designed and implemented.

### Stage 1: Defining EAP Objectives

As "The job of the EAP lecturer is to find out what the students have to do and help them do it better" (Gillett, 1996:17), together with the learners, I negotiate the objectives they wish to attain by the end of the course. The importance of a comprehensive syllabus which integrates language, cognitive, and communication skills with academic tasks and topics in the academic context seems crucial for the overall objective of facilitating learners' mastery of the most frequently needed EAP skills. "The overall objectives of a comprehensive syllabus should lead the students to understand the social roles and language functions typical of the academic field they are involved in" (Argondizzo, 2001:31). A comprehensive syllabus which eclectically integrates the core features of different syllabi, namely functional-communicative, formal, process, task and skill-based, can potentially target EAP objectives coherently (see [Appendix 2](#)).

### Stage 2: Identifying EAP skills

Participants discuss and negotiate the EAP skills they need mostly. *Frequency of occurrence* and *time constraint* are the two variables they strongly consider in this stage. In order to come up with a concrete needs analysis, the group is requested to split into 5 sub-groups with the specific task of establishing at least ten EAP sub-skills. They are, subsequently, asked to rank the sub-skills, in order of priority, and group them under the macro-skills of writing, oral, reading and listening. Each sub-group, then, reports to the whole class to share priorities and together compile a needs analysis checklist based on the recurring group priorities, as shown in Table 1.

Writing Skills	Oral Skills	Reading Skills	Listening Skills
-Register in Academic Writing -Writing a CV -Writing an abstract -Layout of a business card -Completion of application and registration forms -Writing conference announcements and invitations -Call for conference papers	- Asking and giving information about academic institutions - Giving an oral presentation - Expressing opinions during seminars - Asking conference speakers questions	-Reading for comprehension -Skimming and scanning university texts or academic papers/articles	-Listening and comprehending for note taking from lectures and presentations.

-Letter writing (cover and reference letters) -Report writing			
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Table 1. The Needs Analysis Checklist

The checklist reflects the group's attitude to EAP skills. Academic writing is given absolute priority with 9 sub-skills which are considered crucial. With 2 sub-skills, academic reading is ranked less necessary than 4 oral sub-skills. This indicates a specific demanding need in the academic context perceived by the group. Lastly, the traditional listening sub-skill for note-taking during lectures and presentations has been listed. Once EAP skills/sub-skills have been identified, it is necessary to select materials and resources which *effectively* enhance EAP skills.

### Stage 3: Selecting Materials and Resources

I consider three types of resources: EAP course books, authentic materials, instructor-generated materials. The immediate shortage of EAP course books available urges me to turn to the other two sources. Indeed, Jones (1990) questions whether ESP textbooks really exist, but such issue is beyond the purpose of this article. Firstly, I search for authentic EAP materials in the traditional academic context and face two constraints, namely a lack of variety of authentic EAP materials suitable to cover all the skills identified by the group and the limited time available for course design. In the first case, most materials (articles, abstracts, academic papers) seem only to aid traditional EAP reading/writing courses where "the great amount of material taught by some methods includes much that is never used and soon forgotten" (Mackey, 1965:161). The second disadvantage is due to time constraint. I agree with Jones (1990:91) that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time."

I attempt to overcome such restrictions by introducing CALL materials which will be elaborated to support instructor-generated EAP materials. In this view, Gatehouse (2001: 8) states: "Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially."

To this purpose, I select materials to design a Computer-Assisted EAP Portfolio which covers course objectives.

### Stage 4: Instructional Design and framework of the Computer-Assisted EAP Portfolio

In this stage, it is necessary to set up a portfolio framework within which the Computer-Assisted EAP Portfolio will be designed (see [Appendix 1](#)). This implies carrying out a series of essential steps which I group in four main phases, namely access, retrieval, creation and analysis.

In the first phase, I search the Web with the main purpose of browsing websites which are potentially suitable for the group, according to the Needs Analysis Checklist (see Table 1). When finding appropriate materials, I bookmark resources to avoid time-consuming, repetitive search. Then, I download files to floppy disk, ready to be selected and elaborated in the following phase. In the meanwhile, I also test the functionality of the visited websites as a fundamental requisite for the successful accomplishment of www resources evaluation (see Appendix 3).

In phase 3, the files previously downloaded are elaborated and tailored to meet the group's needs. File materials are, subsequently, integrated with instructor-generated tasks (see sample activity below) and, consequently, organised in the Portfolio which will be implemented as in stage 5. The fourth phase, in fact, coincides with the EAP course, whereby students analyse, assess and provide feedback on materials (see [Appendix 3](#)) and create their personal portfolio which is eventually assessed.

Phase 1: Access	Phase 2: Retrieval	Phase 3: Creation	Phase 4: Analysis
Exploring resources: searching the Web; EAP needs: browsing websites; Selecting materials: bookmarking resources for the portfolio	Downloading files to disk; Testing the integrity of links;	Tailoring files to EAP skills; Supplementing files with instructor-generated EAP tasks; Organising tasks in the CALL portfolio	Piloting materials with students; Obtaining feedback from students; Evaluating students' portfolio;

Table 2. The Portfolio Framework Phases

### A sample activity

The following activity indicates how an instructor-generated EAP task has been tailored to learners' needs with the crucial support of CALL tools and materials. In particular, worksheet 1 integrates academic register and CALL resources, enabling learners to accomplish collaborative and comparative activities beyond the traditional EAP classroom. Moreover, the activity provides invaluable learner-generated materials for in-class sessions, besides keeping track of the EAP learning process stored in the portfolio.

### Activity N° 1 - Moving Around Campus(es)

**Field:** Academic

**Topic:** The Academic World

**Level:** Intermediate

**Language Skills:** Vocabulary, Reading, Writing, Speaking, Listening

**Communicative Function(s):** Asking and Giving Information about Academic Environments

**Grammar Focus:** Reported Statements/Questions

**CALL:** www resources, e-mail, word processor

**Aim:** To learn how to report on Academic Environments using appropriate language and style

Moving Around Campus(es) requires asking and giving information about academic environments.

Let's start by writing as many questions as you can think of.

Possible questions:

**When** was the University founded/built/instituted/established?

**Where** is it located/situated?

**How** many faculties are there?

**How** many students live on campus?

**Why** do students have compulsory attendance?

**Who** is the Chancellor of the University?

**Who** is the Dean of the Faculty of ...?

**What** courses are available?

**What** career opportunities follow?

- Now we can visit some university websites: [www.lse.ac.uk](http://www.lse.ac.uk), [www.une.edu.au](http://www.une.edu.au),

[www.unimelb.edu.au](http://www.unimelb.edu.au), [www.nus.edu.sg](http://www.nus.edu.sg)

- Skim the web pages and choose the one you prefer most

- Now scan the website you have chosen to complete the following worksheet

<i>Name of University</i>	
<b>When</b> <ul style="list-style-type: none"> <li>• Foundation</li> <li>• History</li> </ul>	
<b>Where</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Distance from main city centre</li> <li>• Transport Facilities</li> </ul>	
<b>Why</b> <ul style="list-style-type: none"> <li>• Institution's policy, goals</li> </ul>	
<b>What</b> <ul style="list-style-type: none"> <li>• Faculties, Departments</li> <li>• Degrees offered</li> </ul>	
<b>How</b> <ul style="list-style-type: none"> <li>• Structure of Campus: size, facilities</li> <li>• Learning &amp; leisure centres</li> </ul>	

<b>Who</b>	<ul style="list-style-type: none"> <li>• Teaching &amp; Administrative Staff,</li> <li>• Number of students enrolled</li> <li>• Type of students : national, overseas</li> <li>• Number of graduates</li> <li>• Job careers</li> </ul>
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### Worksheet 1. Asking and giving information about academic environments

This has been a quick and interesting way of collecting information on different academic institutions.

Now :

- Write a short report on the university you have visited following your notes in the worksheet above.
- E-mail your report to your group/instructor/a friend
- Visit the university website where you have accomplished your Bachelor Degree and prepare notes on your own university to report orally in class.
- Bring a printed copy of worksheet 1 to be completed in class while listening to your colleagues' report.
- Finally don't forget to save your work in your floppy disk portfolio. (Plastina, 2002)

### Stage 5: Implementation of CALL in EAP skills

The CALL tools introduced in the EAP Portfolio (see [Appendix 1](#)) and implemented in the course are e-mail, www resources, word processor and a presentation program.

At the beginning of the course, I created a mailing list both to overcome the limited time allotted to class sessions (34 hours) and to encourage effective communication in English beyond the classroom. Portfolio tasks and tutorials on-line reached all participants simultaneously. This proved particularly helpful in the case of some students engaged in doctoral stages overseas for a few weeks. Thanks to the mailing list, all learners were able to maintain the course pace, regularly carry out portfolio activities and receive immediate feedback on their work without waiting for the two weekly class sessions.

Before completing the tasks which required access to www resources, students were asked to complete an evaluation form (see [Appendix 3](#)) in which they express a personal verdict on them. This activity triggered authentic discussions in class and helped pilot CALL materials. Learners were integrating language, cognitive and communication skills with academic topics thanks to CALL. In fact, the twenty websites accessed not only gave learners credibility and variety of authentic cyberspace sources, but also allowed them to interact in real-life EAP activities (tasks



3,4,5). Autonomous language learning beyond the course was also assured as in task 13. In word-processing in English, the group reinforced “the ability to write, change, experiment, delete, restore, cut and paste, etc.” (Hardisty, Windeatt, 1989) their portfolio activities. Increasing confidence with language usage *on the keyboard* was gained in matching the writing process with EAP content (tasks 2,6,7,9,11). Microsoft Power Point represented a valid technological support for oral skills (task 12) and facilitated peer evaluation during class performances.

Eventually, students felt that a demonstration of portfolio samples in class was far more effective for assessment than a written EAP test which certainly could not cover fixed objectives. In this way, the CALL portfolio was generating a learner-centred environment, encouraging students to develop a critical approach to the acquisition of EAP skills while building on their increasing self-confidence and interest in sharing their portfolio product. Each student was allotted 15 minutes and performances were video-taped for self-evaluation. Portfolio content and layout, language and presentation skills were assessed as excellent, good or needing improvement. Assessment parameters were presented beforehand so students could target their activities adequately. Results indicate that 5 students were assessed as excellent, 18 good and 2 needed improvement. The latter attributed performance results to their weak computer skills and other academic commitments.

On the whole, a cooperative and enjoyable learning environment was created and, although students were burdened with their normal academic course, they regularly attended class sessions, punctually carried out the requested portfolio activities, willingly engaged in performance assessment.

### **Data collection and results**

A survey was carried out during the pre-course and post-course phases. In the pre-course phase, students were interviewed and then asked to complete a questionnaire, expressing their expectations on the course structure. The aim of the survey was to uncover learner’s beliefs and assumptions on EAP. Specifically, students were asked to report on the following variables: EAP Needs/Objectives, EAP Materials, Resources, Time, EAP Language Use, Group Interaction/Communication, Learning Process, Attitude, Other Skills, Final Product. The choice of such variables is based on two main points: 1. the variables mirror the basic components of an EAP course and, thus, provide essential information on single EAP aspects; 2. the ten variables match both course expectations and outcomes and, therefore, allow for comparative data analysis (see below). 4 students based their feedback on experience of previous EAP courses, 8 were influenced by colleagues/friends on campus, 11 were making hypotheses, reflecting prior knowledge on EAP, 2 had no idea of EAP. The results of the preliminary survey are illustrated in Table 3 below and show that learners reflect a traditional view of EAP. In particular, all students conceive EAP needs restricted to academic reading and writing and assume that academic articles/papers are the only EAP materials available

and that resources are limited. The group is fully aware of the duration of the EAP course and of its structure and expects to use EAP in class which appears to be the main setting for group interaction and communication. Most learners are convinced that the learning process is based on grammar and translation and, therefore, no other skills are basically developed. The overall attitude is of academic duty which certainly affects learners' initial motivation. As a final course product, 15 interviewees expect to take away lecture notes and photocopied materials whereas 10 believe that they will have paper assignments in hand.

VARIABLES	EAP COURSE STRUCTURE EXPECTATIONS
EAP Needs/Objectives	EAP writing: 10 students EAP reading: 9 EAP writing and reading: 6
EAP Materials	Academic articles/papers: 25
Resources	Limited: 24
Time	34 hours in class + 15 self-study: 25
EAP Language Use	Classroom: 25 Artificial: 25
Group Interaction/Communication	In class: 20 Self-study centre: 5
Learning Process	Grammar/Translation: 10 Lectures: 8 Workshops: 7
Attitude	My professor has obliged me to attend: 15 Curiosity: 10
Other Skills	Study Skills: 5 None: 20
Final Product	Notes and Photocopied materials : 15 Paper Assignments: 10

Table 3. Learner's beliefs and assumptions on EAP

In the post-course phase, the survey was repeated and, this time, participants were requested to relate each variable to their experience of CALL in EAP. The final survey, illustrated in Table 4, indicates the changes brought about by CALL in participants' view of EAP skills acquisition. Only 2 students were overwhelmed by the amount of EAP materials and by their navigational skills which, in turn, influenced their attitude to the course and to EAP language use on the net.

At this point, it is worth comparing the data collected to analyse the outcomes of the surveys.

VARIABLES	CALL IN EAP
EAP Needs/Objectives	Tailored EAP Skills: 25
EAP Materials	Enormous variety: 23 Excessive: 2
Resources	Numerous Cyberspace sources: 25
Time	Unlimited: 25
EAP Language Use	Classroom: 25 On the Net: 23 Real: 25

Group Interaction/Communication	Constant: 25
Learning Process	Collaborative and student-centred: 25 Interactive: 25
Attitude	Positive: 25 Stimulating: 25 Fun: 23
Other Skills	Navigational skills: 23 Critical skills: 25 Cognitive Skills: 25
Final Product	Useful Portfolio for self-study and reference: 25

Table 4. Participants' view of CALL in EAP skills acquisition

### Comparative Data Analysis

Data were collected from all 25 EAP course participants. While the outcomes of Table 3 are prior to the implementation of the EAP course, results in Table 4 express participants' direct experience of EAP supported by CALL. By comparing the single variables, it is possible to make some remarks. Learners become aware that CALL in EAP skills acquisition can tailor their immediate needs and not limit EAP objectives to traditional academic writing and reading skills. While CALL materials and resources are numerous, learners previously assumed that materials were mainly academic articles/papers. Time is another significant variable in that participants realise that CALL does not restrict their learning process to the classroom. Greater peer interaction and major individualization in learner-centred tasks is now feasible. Furthermore, CALL fosters a positive attitude to EAP and, therefore, enhances students' motivation and self-confidence. All learners claim they had the opportunity of developing critical and cognitive skills, thanks to Computer-Assisted tools and materials which increases their sense of autonomy. Finally, learners find that their personal Portfolio is not only useful for future reference and self-study, but above all, has enabled them to construct their own materials and, therefore, to gain a broader understanding of EAP.

This small-scale analysis cannot, obviously, generalise the issue of instructional effectiveness and efficiency of CALL in EAP, but it certainly has emphasised the benefits of implementing computer-assisted materials and resources in the present EAP course.

### Conclusion

This paper has briefly described the case of implementing CALL in EAP as a more effective means of enhancing EAP skills. In considering the core stages which introduce CALL in EAP, I have examined the process of designing the Computer-Assisted EAP portfolio as a feasible tool for empowering EAP learners. Feedback data show that if learning on the part of the students has been helped by the use of a tool, then the tool has been used successfully (Shrum, Glisan, 1994). However, while advantages over traditional materials (Shortis, 2001) have been outlined, it is worth

remembering that “Tools don’t teach. When effectively implemented they assist in the learning process” (Rosen, 1998:1).

In the present case, the CALL portfolio has supported tailored needs and objectives of the target group. It has effectively supplemented resources and variety of EAP materials otherwise unavailable for the implementation of the present EAP course. Furthermore, the portfolio has introduced a mixed mode pedagogy, i.e., a combination between the traditional and the virtual learning contexts. A similar learning process fosters real language use, encourages collaborative learning and interaction, develops learner autonomy while enhancing experiential, navigational and critical skills. It overcomes time-limit, allowing for communication beyond the classroom. This, in turn, strengthens students’ positive attitude to EAP learning. As a final result, the CALL portfolio stimulates EAP learners to create a useful product for assessment, for self-study activities and future academic reference.

On the one hand, its accomplishment relies on participants’ computer-skill proficiency. The drawback for EAP instructors who may wish to attempt a similar experience, could be the “...hurdles in utilizing modern resources, in addition to traditional approaches, [which] involve the issues of time and effectiveness, instructional design, and credibility of the new resource” (Rosen, 1998:1).

On the other, the experimental Computer-Assisted approach to the EAP course has proved that both learners and instructors can benefit from a similar experience. “One of the aspects of EAP that attracts the best English language teachers is the potential for developing one’s own material based on needs analysis of the immediate situation” (Hamp-Lyons, 2001:129) and CALL materials have proved to be extremely helpful in the present case.

Finally, the comparative data analysis denotes a change in learners’ attitude to EAP. Overall, students have perceived that the implementation of CALL in EAP has created a learner-centred environment which effectively and efficiently responds to their needs.

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### Appendix 1 - The Computer-Assisted EAP Portfolio

Task	EAP skill	CALL Tools	WWW resources
1	Asking and giving information about academic environments	www resources e-mail word processor	<a href="http://www.lse.ac.uk">www.lse.ac.uk</a> <a href="http://www.une.edu.au">www.une.edu.au</a> <a href="http://www.unimelb.edu.au">www.unimelb.edu.au</a> <a href="http://www.nus.edu.sg">www.nus.edu.sg</a>
2	Layout of a business card-English educational qualifications	word processor clipart	_____
3	Writing a CV	www resources word processor	<a href="http://owl.english.purdue.edu/workshops/hypertext/ResumeW/org.html">http://owl.english.purdue.edu/workshops/hypertext/ResumeW/org.html</a> <a href="http://www.free-resume-tips.com/resumetips/curriclm.html">http://www.free-resume-tips.com/resumetips/curriclm.html</a> <a href="http://www.rpi.edu/dept/lc/writecenter/web/resume.html">www.rpi.edu/dept/lc/writecenter/web/resume.html</a>
4	Applying for a job on-line	www resources e-mail	<a href="http://www.nationjob.com/media/">www.nationjob.com/media/</a>
5	Choosing an international academic course on-line	www resources e-mail	<a href="http://www.worldofstudy.com">www.worldofstudy.com</a>
6	Cover Letters	www resources word processor e-mail	<a href="http://www.rpi.edu/dept/lc/writecenter/web/cover_letter.html">http://www.rpi.edu/dept/lc/writecenter/web/cover_letter.html</a> <a href="http://iceus.usc.es/ccuniversitaria/recursos/ESRe-models.htm">http://iceus.usc.es/ccuniversitaria/recursos/ESRe-models.htm</a>
7	Writing an abstract	www resources word processor	<a href="http://www.rpi.edu/dept/lc/writecenter/web/handouts.html">http://www.rpi.edu/dept/lc/writecenter/web/handouts.html</a>
8	Register in Academic Writing	www resources	<a href="http://www.eapideas.freeserve.co.uk/registen.htm">http://www.eapideas.freeserve.co.uk/registen.htm</a>
9	Writing a reference letter	www resources word processor e-mail	<a href="http://www.esllessons.com/lessons/grammar/gram11-beg-horo-adj.html">http://www.esllessons.com/lessons/grammar/gram11-beg-horo-adj.html</a>
10	EAP reading	www resources search engine	<a href="http://www.siu.edu/">http://www.siu.edu/</a> <a href="http://www.coun.uvic.ca/learn/program/hndouts/readtxt.html">http://www.coun.uvic.ca/learn/program/hndouts/readtxt.html</a>
11	Conferences	www resources word processor	<a href="http://www.linguistlist.org">www.linguistlist.org</a>
12	Oral Presentations	www resources presentation software	<a href="http://www.jaist.ac.jp">http://www.jaist.ac.jp</a> <a href="http://aerg.canberra.edu.au/edu12min.htm">http://aerg.canberra.edu.au/edu12min.htm</a>
13	ESL/EAP skills on-line	www resources	<a href="http://www.leeds.ac.uk/languages/resource/links/englink.html">http://www.leeds.ac.uk/languages/resource/links/englink.html</a>

### Appendix 2 – A Sample of a Comprehensive Syllabus (adapted from Argondizzo, 2001:32)

#### Functional-communicative

- Language at discourse level
- Integration of 4 language skills
- Language use in social academic contexts
- Intercultural issues
- English Varieties

#### Formal

- ESP lexicon development

- EAP register, style, rules awareness-raising

## Process-based

- Syllabus negotiations with learners
- Learning strategies
- Learner reflection on language knowledge
- Learner's self-evaluation on progress
- Lesson plan modification according to arising needs
- Students as reflective practitioners

## Task-based

- Task accomplishment activities
- Project work and problem solving activities

## Skill-based

- Activities based on a thematic approach to students' EAP interests and study skills
- Academic activities linked with cognitive and critical skills

**Appendix 3 – WWW Resources Evaluation Form**

<b>URL:</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Site Accessibility (Functionality, Flexibility (browser setting))					
Site Usability (menu systems, navigation structure, visual design, search facility )					
Site Information Presentation (clear, simple, easily understandable)					
Site Content (vast, rich, informative)					
Site Update (Last modified)					