Learning Outcomes for English for Academic Purposes

Speaking Learning Outcomes EAP	Enabling Skills[1]	
S2.1 Participate in formal and informal classroom discussions, conversations and debates	• Use appropriate openings and closings • Use turn-taking strategies, claim a turn, invite a response • Express and support opinions on a range of topics • Agree, disagree and give reasons • Ask and answer questions • Clarify ambiguous points e.g. *if I could clarify that* • Use a range of questions to elicit information e.g., open ended questions, hypothetical questions and rhetorical questions • Refer to research and /or personal experience to support claims or arguments • Use negotiation skills to achieve desired outcomes • Brainstorm potential controversial topics • See both sides to an argument • State arguments for the affirmative • State arguments for the negative • Refute affirmative and negative arguments • Use effective pronunciation to capture attention and stress points	• Request clarification • Interrupt appropriately • Make requests and suggestions • Use persuasive strategies • Use unambiguous grammar and vocabulary appropriate to topic and context • Use strategies to aid meaning such as pronunciation and non-verbal communication • Use pronunciation to convey meaning and emphasise points including changes in pitch, tone, stress and intonation • Offer interpretations of researched readings and other people's points of view • Share interpretations of information in graphs and tables • Use researched information to support arguments • Deliver concluding remarks demonstrating comprehension of all arguments • Rehearse arguments and positions • Predict counter arguments
S2.2 Plan and deliver a 10 - 15 minute oral presentation based on a research topic and answer questions	• Establish the presentation topic, purpose and needs of the audience • Locate and select relevant research information • Plan logical stages of the presentation • Rehearse and time presentation • Use discourse markers and sequencing devices • Summarise main points and draw conclusions • Answer questions clearly and succinctly	• Use strategies to aid meaning and maintain interest such as pronunciation, non-verbal communication and audio / visual aids • Use unambiguous grammar and vocabulary appropriate to topic and context • Include visual input where appropriate • Seek feedback from audience and/or teacher and reflect on the presentation
S2.3 Summarise oral and written texts	• Identify sequence markers • Identify participants in conversations and use pronouns correctly • Paraphrase main ideas using different grammatical structures and vocabulary where possible but retain original meaning • Identify redundant language and fillers • Relay content of spoken and written messages • Identify tone, mood and register	• Relay positive and negative statements correctly • Use chunking strategies to organise summaries • Using background knowledge to support summaries • Use reporting verbs • Memory strategies • Use notes to relay content of written texts and lectures or presentations • Use a range of vocabulary
Listening Learning Outcomes EAP	Enabling Skills	

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[1] Enabling skills listed are not exhaustive and will vary according to the genre and purpose of exchanges.

L2.1	Listen and follow a range of formal and informal discussions in academic contexts	• Use predictive listening skills • Distinguish speakers and their point(s) of view • Listen for main ideas and specific information • Establish speaker's intent • Determine the relationships of speakers • Notice phonological features used to carry specific meaning • Identify redundant language	• Distinguish fact from opinion • Request clarification or repetition • Notice the use of fillers, discourse markers and sequencing • Listen and discuss news items • Take notes of relevant information • Indicate understanding through verbal and non-verbal cues
L2.2	Listen and follow lectures and presentations	• Use predictive listening skills • State purpose of the lecture or presentation • Recognize stages of a talk • Identify main ideas and specific information • Distinguish fact from opinion • Identify supporting evidence	• Use strategies to aid meaning such as discourse markers, pronunciation and non-verbal communication • Take notes and check notes with support person • Restate main ideas • Apply critical listening skills
L2.3	Follow a set of sequenced instructions	• Clarify accepted protocols e.g. ways to cite references, complete a bibliography • Follow instructions regarding formatting an essay e.g. use of headings, double spacing, font • Clarify / check instructions • Identify sequencing words	• Use strategies to aid meaning such as listening for pronunciation and discourse cues, non-verbal cues and audio / visual aids • Confirm understanding of instructions e.g. assessment requirements, deadlines, word count, formatting
L2.4	Take notes from aural input for further study purposes	• Establish reason for taking notes e.g. to note specific points of view, gain information for presentations / essays • Use purpose of a talk to help predict listening e.g. survey results, argue a case, a demonstration • Strategies for note=taking e.g. use of abbreviations, acronyms, bullets, mind-maps, numbering	• Use notes to check understanding with teacher and class mates • Identify register and tone of the speaker(s) • Note factual information • Develop awareness of discourse strategies e.g. signposts, sequencing • Recorded vs. real-time talks

Reading Learning Outcomes EAP		Enabling Skills	
R2.1	Read a range of academic texts and identify text type, text structure and purpose	• Establish topic of text • Use clues to determine theme or topic of a text e.g. titles, headings • Identify fiction and non-fiction texts • Identify text organizational features e.g. introductions, supporting paragraphs, conclusions • Identify grammatical structures and the use of academic vocabulary	• Identify intended audience • Identify author characteristics e.g. government agency • Determine genre of texts e.g. formal / informal letters, reports, argumentative essay • Identify register • Use predictive reading skills • Examine paragraph development
R2.2	Read a range of academic texts for gist and specific information	• Skim texts to gain main ideas • Locate topic sentences in paragraphs • Use indexes, table of contents, footnotes, numbering of tables as an aid to locate information • Highlight important information • Note specific grammatical features e.g. cohesive devices	• Scan texts for specific details • Locate supporting arguments • Locate persuasive arguments • Guess meaning of new words from context and own background knowledge • Identify relevant information in diagrams, graphs and tables
R2.3	Take notes and extract relevant written information in academic writing and / or oral presentations	• Locate important information using annotations, highlighting • Use note taking strategies e.g. abbreviations, acronyms, headings,	• Note the use of numerical data to support arguments • Extract relevant quotes to support arguments

		• arrows, flow charts and other symbols • Reinterpret notes orally or in writing	• Develop paraphrasing skills • Use reporting verbs • Note key ideas
R2.4	Apply critical reading skills	• Identify writer's purpose • Identify bias and prejudice • Develop an ability to read between the lines, read for nuance • Examine the credibility of the source • Check the balance of arguments	• Identify intended audience • Identify emotional language • Note register, tone and / or mood of a range of texts • Examine the number of generalisations • Identify stereotyping

Writing Learning Outcomes EAP		**Enabling Skills**	
W2.1	Plan, draft and edit an extended argumentative or discursive essay (600 - 800 words)	• Comprehend the question / essay topic • Use mind maps and / or tables to assist planning of essays • Plan the main points within paragraphs • Write clear topic sentences • Link within and between sentences • Present main ideas and supporting evidence • Link paragraphs cohesively • Apply organisation strategies	• Identify the stages in a range of essay types e.g. cause and effect, argumentative, for and against, explanatory etc. • Ensure sources are acknowledged • Proof read using spell check • Check grammar accuracy e.g. subject verb agreement, tenses • Avoid repetition of vocabulary using synonyms and antonyms • Check punctuation and spelling
W2.2	Write a research report (1000 - 1200 words)	• Understand the purpose of the report • Identify intended audience • The use of headings used in reports e.g. Title, Executive Summary, Introduction, Findings, Conclusion, Recommendations, End • Research strategies e.g. surveys, results of international surveys • Describe graphical information	• Interpretation of findings • Presentation of findings • Modals used in recommendations • Introductory sentences for different sections of the report • Referencing of sources • Proof reading to check grammar, punctuation and spelling
W2.3	Cite references and write a bibliography	• Referencing direct quotes giving year and page • Referencing paraphrased versions of quotes to avoid plagiarism • Use of reporting verbs • Alphabetical order of authors	• Titles in italics or underlined • Position of year and publisher in bibliographies • Referencing of a website including date visited • Checking all references are included
W2.4	Write summaries of oral and written texts	• Apply paraphrasing skills • Use a variety of expressions to convey same meaning as original texts	• Grammar used flexibly • Broad range of vocabulary used flexibly • Effective note-taking skills

Study Skills Learning Outcomes EAP		**Enabling Skills**	
SS2.1	Set goals and produce and maintain a learning plan and portfolio	• Time management strategies • Set long and short term learning goals • Research possible future learning pathways • Understand the role and purpose of the portfolio • Discuss the type of evidence required • Use reflective learning skills • Prioritize learning needs	• Document a learning plan • Examine factors or barriers which may affect the learning plan • Reflective learning strategies • Establish a weekly routine to maintain portfolio and update learning plan • Include appropriate evidence • Take responsibility for own learning
SS2.2	Identify and use independent learning strategies	• Identify preferred learning style • Consider alternative learning strategies • Use supplementary learning materials	• Identify sources of learning support • Identify own strengths and weaknesses • Set priorities

		• Use dictionaries	
SS2.3	Locate and evaluate relevant research information	• Use library resources • Use search engines • Evaluate the credibility of information	• Use table of contents and indexes to locate information • Seek help from support people e.g. teacher, librarians
Grammar & Vocabulary Learning Outcomes EAP		**Enabling Skills**	
G2.1	Demonstrate increased control and flexibility over a range of grammatical structures and functions to communicate ideas for a range of texts	• Identify the function and purpose of a range of grammatical structures • Use of correct tenses and aspects • Passive vs. active voice • Conditionals to discuss future possibilities and hypothetical propositions • Adverbs of frequency • Discourse markers or signals • Substitution • Referencing • Phrasal verbs • Nominalisation • Collocation	• Comparatives and superlatives • Cause and effect • Relative clauses • Conjunctions and other cohesive devices • Modal verbs • Articles • Prepositions • Reporting verbs • Common expressions used in presentations and essays • Quantifiers • Emphatic adverbs • Punctuation and spelling
V2.1	Demonstrate increased control and flexibility over a range of vocabulary items to communicate ideas for a range of texts	• Use vocabulary related to weekly themes and topics • Develop control over word formation including nouns, adjectives, verbs, adverbs • Synonyms and antonyms • Guessing meaning of new words from context • Numbers, units or measurement and common symbols	• Collocations • Less common items • Idioms • Suffixes and prefixes • Vocabulary to describe numerical data and trends • Explanatory devices • Formal and informal language • Spelling • Definitions