ENGLISH FOR ACADEMIC PURPOSES: CASE STUDIES IN EUROPE

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Abstract: This study attempts to provide some insights into current practices in the teaching of English for Academic Purposes (EAP) in Europe, and through a set of parameters relating to research in the area: (a) to initially analyse data resulting from a survey concerning the teaching of EAP in several universities, in relation to basic trends in English Language Teaching (ELT) in general and the teaching of EAP in particular and, (b) to provide suggestions for improvements in the educational approach and the academic content, as well as in the administrative aspects of the teaching of EAP in Europe. For this purpose, it seemed necessary to briefly review the relevant literature related to these basic trends and, further, analyse the present EAP situation in a number of European universities. We trust that our suggestions will be of value to those involved in the teaching of EAP in Europe and other places with similar conditions and help promote both teaching effectiveness and the quality of learning.

Key words: ESP (English for Specific Purposes), EAP (English for Academic Purposes), CALL (Computer Assisted Language Learning).

1. TEACHING OF ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES

In the 1980s, English for Specific Purposes (ESP) was established as a separate branch in ELT mainly due to research studies such as those on register analysis (Barber 1962 reprinted in Swales 1988), discourse analysis, needs analysis (Munby 1978), and market needs. As a result, two separate trends became apparent in ESP: English for Academic Purposes (EAP) and English for Occupational/ Vocational/ Professional Purposes (EOP/ EVP/EPP). The former refers mainly to the academic needs of students and of future professionals who would seek a career in the academic environment, while the latter caters for the actual needs of (future) pro-

fessionals at work. Subsequently, research in this area investigated pedagogic approaches that could be adapted to cater for the needs of the constantly growing number of students and professionals, such as: (a) learner autonomy, (b) the possible contribution of new technologies, and (c) the use of English as an international language both in the academic and professional domain.

The concept of *Learner Autonomy* (LA) was first promoted in ELT with the Council of Europe's Modern Languages Project in 1971 and was first applied in the Centre de Recherches et d' Applications en Langue (CRAPEL) in Nancy, France, under the guidance of Henri Holec. Learner autonomy is defined as "the ability to take charge of one's own learning" (Holec, 1985). It is mainly justified on ideological, psychological

and economic grounds (Crabbe, 1993: 443): a) ideological, in the sense that the learner has the right to choose "as far as practicable", b) psychological, in the sense that learners feel motivated when they have a sense of responsibility for their learning (self-determination theory, Deci & Ryan, 1985), and c) economic, because society today cannot cater for the growing number of students and the continuously increasing amount of information available. Moreover, commercialisation of education due to high demands has necessitated the provision of wider options in the most cost-effective way (Benson, 2001: 18).

Within this framework, careful integration of *new technologies and the Internet* can promote learner autonomy. Computer Assisted Language Learning (CALL), with the new capabilities of the electronic medium not only can broaden the scope of teaching, but widen the range of choices in learning open to the learner and increase his/her involvement in the learning process. Current studies, however, show that using the medium alone without careful planning and training of both teachers and learners might not bring the expected results (Cuban, 2001).

It seems clear to some researchers that LA is not innate and learners need to be trained in *how* to become autonomous (Fox, Labbett, Matthews, Romano-Hvid, Schostak, 1992). Consequently, it becomes necessary to establish regular *advisory sessions* in order to facilitate learners in "setting goals, discussing progress" (Ypsilandis, 1995: 143), in organizing their choices, in providing initial guidelines, and in offering assistance in the formulation of their ideas in order to become capable of managing their individual learning realities and thus develop into more efficient learners. Advisory sessions might also prove to be useful to teachers, as well as the learners, as these may provide useful details concerning the suitability of methods, materials, syllabi etc. whether proposed, selected or adopted by the teacher (Ypsilandis, 2002). Moreover, pedagogic *tasks* designed on the basis of real academic and business responsibilities that learners will have to face in their future careers would increase their awareness regarding the suitability of the course and further improve their linguistic confidence and performance when these needs arise (Dornyei, 2001; Ellis, 2003).

Finally, *continuous assessment*, as an alternative to a final end-of-semester exam, facilitates the learning process, as it can provide regular and useful information related to "the goals of the curriculum and to creating a constructive relationship with teaching and learning" (McNamara, 2000: 7).

2. OTHER PARAMETERS AFFECTING THE TEACHING OF EAP IN GREECE

Greece is one of the countries in Europe where English is offered through the primary, secondary and tertiary education systems with many private English institutions (around 6,000), and therefore can be seen as a possible representative case study to investigate the parameters involved in the teaching of EAP.

The teaching of EAP in Greece is influenced by a number of influential parameters which can be divided into two major

categories: a) those which are of academic interest, and b) those which are related to administrative, non-academic, issues. While the academic side is of international interest as it is influenced by developments and findings in the areas of language teaching, language learning, learner autonomy, task-based learning, the use of computers in language learning etc., the non-academic parameters are of national interest and related to the Greek reality or similar circumstances. Both types of parameters need to be considered in the design, construction and implementation of a new EAP course. However, the academic parameters have been well-documented in various articles and books and therefore, in this study, for reasons of brevity, we discussed this subject only very briefly in section 2, right above and focus only on the non-academic side.

2.1. Non-academic parameters

The non-academic parameters are investigated in relation to: (a) *Student Types* and (b) *Administrative Issues*.

(a) *Student Types*: Although the level of English of the students attending universities in Greece has risen, English classes still can be characterised as mixed-ability. Student Types can be divided in relation to the Levels suggested by the Common European Framework of Reference for Languages (Council of Europe, 2001):

Levels	According to certificates	According to OPT
C2	27,7 %	-
C1	3,3 %	27,7 %
B2	13,5 %	22,3 %
B1 or less	16,5 %	50 %
Total N=184	9,2 %	100 %

Table 1: Knowledge of English of 1ˢᵗ Semester Students. (Kantaridou, 2004).

It should be noted here that although possession of a recognised certificate is a standard and familiar method of categorising student level, the majority of Proficiency or First Certificate in English (FCE) holders are often found to be of a lower level than that declared. Most English learners typically take these exams one or two years before entering university and during the ensuing period have little or no practice in the target language. Consequently, their level drops significantly. Thus, additional methods of judging their level, beyond possession of the above-mentioned certificates, is considered to be essential and the employment of a placement test was therefore regarded as one of the criteria necessary for understanding current practices in the teaching of EAP courses.

(b) Administrative Issues: These seem to play a significant role and further influence the construction of a new syllabus and the methodological delivery of an EAP course:

• More students are admitted to universities. This subsequently increases the number of students per language teacher.

• New departments are created by the university administration to meet new market needs. This augments the number of courses for the EAP teachers to teach.

• The level of English of Greek students attending university is now higher as most of them pursue English courses in private institutions (frontistiria) during their high school years.

• Exposure to the English language is greater than before through the media of the Internet, TV, Cinema, etc..

• Although there is a greater market need for the English language (there are very few advertisements for professions in Greece that do not require a knowledge of English), the attitude of university students to the English courses offered is neutral (Kantaridou, 2004). They mostly regard English courses as just one more course requirement towards obtaining their final degree and they do not seem to be willing to invest any extra effort, however useful this knowledge may be for their future careers. The EAP course goals seem very distant for 1st & 2nd year students (freshers & sophomores) who are still striving to adjust to the academic environment of tertiary education.

• One last factor is the non-analogous development of language methodology compared to the methodologies developed for the teaching of other materials. Language teaching has been researched for many years and it is probably the subject that has been researched (in terms of methodologies of teaching) more than any other. This creates conflict between the teaching of this subject, which basically needs active learner involvement, and other subjects offered, which are predominantly delivered through lectures.

3. METHOD

This study is of the ethnographic type, that is to say, it investigates and records European case studies of current practices related to the teaching of English for Specific or Academic purposes in tertiary education. In order to investigate current practices in this field, an initial survey of universities offering relevant courses was made through the Internet using as key words the terms ESP, EFL (English as a Foreign Language), EAP courses or combinations of the terms *university, English courses, Business English courses, English for Academic Purposes courses,* etc. At a later stage, a second search was conducted to retrieve information (addresses) from European embassies and consulates in Greece and more universities were then approached. The study was conducted during the years 1997-2003 and its findings portray the ESP situation during the years of investigation; however, these can be useful to researchers in the field as they can provide useful comparisons with the ESP situation of today.

Subjects. Our subjects were universities offering courses related to Economics, Computing, Finance and Business Administration from several countries in Europe. Technological colleges and Polytechnics were not considered.

Apparatus. A letter describing the purpose of communication was prepared (see appendix) and sent to all selected institutions, either by post or by email. Letters sent by post were addressed to *the teachers of English* of the relevant university and in the case of email, were addressed to the contact person referred to on the web-site (where it was located). The purpose of communication was stated to be the description of ESP/EAP courses offered by the institution to be used as paradigms for the structuring of a new syllabus at the investigated institution and the production of new teaching and learning material for the teaching of EAP. This was an indirect method of receiving information about the procedures selected and employed to deliver the teaching of ESP/EAP at the specific institution without a) causing offence by asking in a direct and investigative manner, b) placing them in a situation in which they would have to argue or defend in support of their procedures, c) the possibility of their regarding this study as an inquiry or an investigation by a higher authority (the researcher) of any type.

3.1. Analysis

The data collected were analyzed in relation to a number of set parameters, a procedure that would allow us to identify and analyze current practices which had been selected and employed to deliver the teaching of ESP/EAP at the institutions under investigation. These parameters can be grouped into four categories:

1. A first set of investigating parameters were the existence and implementation of a *placement test, a self-study component,*

regular student advising, and options for *continuous assessment*. These four parameters are used to indicate whether the institution offers opportunities for learner autonomy (with regular and individual student advising and continuous assessment as an alternative method of student evaluation rather than the traditional final examination), and whether it takes into account individualisation in language learning.

2. A second set was the preparation and use of tailor-made materials versus the adoption and use of ready-made commercial materials. This decision concerning materials selection was used to denote any efforts made to meet and cater for the specific needs of the students. Clearly these needs could also be met with the employment of ready-made commercial material; however, the preparation of tailor-made materials may indicate a stronger determination to meet these needs. Ideally, a combination of the two would be an optimum mode of procedure.

3. A third set of parameters was to investigate whether the institution maintained a web-site and whether it was actively involved in European projects. This would imply that current technological and methodological trends in language teaching were continually being investigated and that the university kept channels of communication open, making collaboration with other institutions and bodies feasible.

4. One final parameter was to find out the status (compulsory / optional) of ESP / EAP courses at the institution. Although there is no right or wrong answer in this case, leaving students options indicates a freedom of choice and it is a welcoming rea-

lity in many institutions in an effort to make students responsible for their choices in relation to their learning.

Thirty-eight universities in Europe were contacted using the two modes of communication described above and twenty-eight answered the request. This constitutes a 73.6% response rate, while of those who responded, sixteen were from outside Greece (42.1% response rate) and twelve local (31.5% response rate). This response rate is high; however, it is not surprising as universities and scholars around the world are developing a new attitude, a positive effect of the Internet era, in that they are *readier* to publish and share what they do (curricula and syllabi) rather than keeping it as undisclosed information (Ypsilandis and Zourou, in print). It should be noted again that findings presented and discussed here relate to the years 1997-2003, the years in which this study occurred. Universities outside Greece were approached and provided data in the first years of this work while local universities provided data in the last years of the study. In this light, data should be understood in terms of the year of contribution rather than as standpoints of what universities are offering in the year of publication of this article. Those who answered our appeal were: one university from Austria, five from France, two from Germany, twelve from Greece, three from Italy, two from Spain, one from Sweden, and two from Switzerland.

Although the details of the individual responding universities will remain anonymous, we hereby present details for each country separately. Clearly, it is not possible to make any claims that would be represen-tative of the countries in which the responding universities are situated. This is due to the fact that the number of subjects from each country is small and that the information collected might not be complete in terms of what the universities are offering. In this light, the terms 'universities in X country' or 'X country universities' are used in the sense of 'the universities from X country that responded to the enquiry'. Thus, the term 'this university from X country' is also used in order to offer a better understanding of the situation.

Below, the information gathered from the different universities in Europe is presented in alphabetical order. The symbols (-) and (+) indicate absence or presence (respectively) of the given parameter for the specified university (indicated by the number at the top of the column. Following the table we offer more information about the studies provided by the institution in discussion, together with a synopsis of these first data gathered.

Parameters	1
Placement Test	-
Self-Study Component	-
Advising	-
Tailor-Made Material	+
Commercial Material	+
ESP/EAP Compulsory	+
Web-site	-
Continuous Assessment	-
Involved in European Projects	-

Table 2: Austria.

This Austrian university offers a variety of compulsory four-year courses which lead to more demanding project work related to case studies of business solutions for specific enterprises which are made through the medium of English. The main course focus is on professional interaction/communication in written and oral format. The materials used are a combination of tailor-made and commercially-produced ready-made text-boks with grammar reference books as well as general and ESP dictionaries.

Parameters	1	2	3	4	5
Placement Test	-	-	-	+	-
Self-Study Component	+	-	+	+	+
Advising	-	-	-	+	-
Tailor-Made Material	+	+	-	+	+
Commercial Material	+	+	+	+	+
ESP/EAP Compulsory	-	-	+	+	+
Web-site	+	-	+	+	-
Continuous Assessment	-	-	-	+	+
Involved in European Projects	-	+	-	+	-

Table 3: France.

In France, most universities which answered the enquiry seemed to incorporate a self-access component in their teaching, which, however, is not always accompanied by regular advising. Most universities there prefer to produce their own materials and support it with ready-made commercial material, an attitude encountered in many cases in this study. In almost half the cases, ESP/EAP is compulsory, while most universities maintain a web-site and two out of five are involved in European projects. The pre-

ferred method of evaluation seems to be the final examination although two of the five offer a continuous assessment option. These universities in France seem to keep up with current trends in the teaching of foreign languages, which could also be due to the fact that they are active in participating in European projects. It is noteworthy that one of the French universities met the specifications of all the sets of parameters that were used in this study and it is the only university in this study to have a positive score in all respects.

Parameters	1	2
Placement Test	-	-
Self-Study Component	-	-
Advising	-	-
Tailor-Made Material	+	+
Commercial Material	+	+
ESP/EAP Compulsory	+	+
Web-site	-	-
Continuous Assessment	-	-
Involved in European Projects	-	-

Table 4: Germany.

As with the Austrian university, these two German universities seem to offer compulsory ESP/EAP courses with the use of both tailor- and commercially-made material, focusing on lexicon (vocabulary) and speaking, plus reading skills. Moreover, creative writing is offered and the skill of listening is covered as well. One of the two universities incorporates a unit on syntax (morphology) and a unit on awareness-raising for intercultural communication, parti-

cularly for the students that are to continue their studies abroad. Although the courses are rather demanding, there does not seem to be any attempt to incorporate the use of information technologies or to present options to encourage learner autonomy and learner evaluation as both universities assess students through a final examination.

Parameters	1	2	3	4	5	6	7	8	9	10	11	12
Placement Test	-	-	-	+	-	-	-	-	+	+	-	-
Self-Study Component	+	-	+	+	+	-	-	-	+	+	-	+
Advising	-	-	-	+	-	-	-	-	-	-	-	-
Tailor-Made Material	+	+	-	+	+	+	-	-	+	-	+	+
Commercial Material	+	+	+	+	+	+	+	+	-	+	+	-
ESP/EAP Compulsory	-	-	+	+	+	+	+	+	+	+	+	+
Web-site	+	-	+	+	-	-	-	-	+	-	-	+
Continuous Assessment	-	-	-	+	+	-	-	-	-	-	-	+
Involved in European Projects	-	+	-	+	-	-	-	-	+	-	-	+

Table 5: Greece.

A small number (two out of twelve) of these Greek universities use a placement test to locate student level of English and only three incorporate a self-study component in their syllabi. The majority of these universities employ commercial material, while half of them prepare and utilise tailor-made material. In most cases ESP/EAP is compulsory. Very few language centres in Greek universities (three out of twelve) maintain a web-site, while only one offers continuous assessment as a method of evaluation. One of these universities is involved in European projects, while none offers regular advising.

Parameters	1	2	3
Placement Test	+	-	+
Self-Study Component	+	-	+
Advising	-	-	+
Tailor-Made Material	-	+	+
Commercial Material	+	+	+
ESP/EAP Compulsory	-	+	-
Web-site	-	-	-
Continuous Assessment	-	-	-
Involved in European Projects	-	-	-

Table 6: Italy.

The majority of these Italian universities use placement tests (one of them computerised) and self-study materials in their teaching. However, the self-study component is not accompanied by regular student advising. Most Italian universities in this study seem to prefer to use materials they create themselves and support them with ready-made material from the market. Although grammar and the skills are taught in two of the three cases with the use of information technology, ESP/EAP does not seem to be compulsory in most cases and none of these universities has a web-site.

Parameters	1	2
Placement Test	-	+
Self-Study Component	-	-
Advising	-	-
Tailor-Made Material	-	+
Commercial Material	+	-
ESP/EAP Compulsory	+	+
Web-site	-	-
Continuous Assessment	-	+
Involved in European Projects	-	-

Table 7: Spain.

These Spanish universities agree only in that they both offer compulsory ESP/EAP courses and they do not offer a self-study component and regular advising, and neither do they have a web-site. In all of the other parameters there is disagreement. One offers a placement test and also uses tailor-made material and continuous assessment, while the other only uses commercial material.

Parameters	1
Placement Test	+
Self-Study Component	-
Advising	-
Tailor-Made Material	+
Commercial Material	+
ESP/EAP Compulsory	+
Web-site	-
Continuous Assessment	-
Involved in European Projects	-

Table 8: Sweden.

This Swedish university seems to follow the Austrian - German paradigm by using a combination of tailor- and commercially-made material and it is compulsory for students to attend ESP/EAP courses. In addition, this university uses a placement test and, further, offers either intensive or regular courses to satisfy the different levels identified by the placement test. All skills are catered for and role-plays are used for students to participate in discussions related to specific situations in `acceptable' English. An interesting feature mentioned in the curriculum of this university is that it provides practice in English based on local history and culture in order to better prepare students for international communication. In other words, they make a case for English as an international language.

Parameters	1	2
Placement Test	-	-
Self-Study Component	+	+
Advising	-	-
Tailor-Made Material	+	+
Commercial Material	+	+
ESP/EAP Compulsory	+	+
Web-site	+	-
Continuous Assessment	-	-
Involved in European Projects	+	-

Table 9: Switzerland.

Apart from using a combination of tailor- and commercially-made material for the compulsory ESP/EAP course they offer, these Swiss universities also offer a substantial amount of self-study materials to their students. In addition, one of the two actively participates in European projects and retains a web-site. There are courses in general English related to international certificates such as FCE, TOEFL, IELTS etc. and ESP/EAP courses on academic writing and business correspondence. Course content focuses on the traditional four skills (reading, writing, listening, speaking) and on cross-cultural communication and business negotiation skills.

4. RESULTS

From the above data a number of general observations can be made:
• Most northern European universities use a combination of tailor-made and commercially-available material for their EAP courses.
• The EAP courses are predominantly compulsory at tertiary level which shows that English has become the dominant language of international communication. Thus, European institutions recognise the need to provide training for their students in this direction at tertiary level.
• Although advising is closely related to learner autonomy, most universities which provide self-study facilities for their learners do not go as far as establishing regular advising sessions. This could be due to lack of trained staff or lack of time of personnel or unsuccessful attempts at guiding learners towards autonomy.

A complete picture of the European universities which participated is also offered. This complete picture should not be perceived as a representative sum, as the number of universities which responded the request is small. However, these results can provide an understanding of a possible wider picture of the ESP/EAP situation in European universities that responded to our request, of the year this study was completed.

Parameters	EU %
Placement Test	25 %
Self-Study Component	37,7 %
Advising	6,2 %
Tailor-Made Material	23,9 %
Commercial Material	30,1 %
Tailor- and Ready-Made	45,8 %
ESP/EAP Compulsory	83,3 %
Web-site	20,8 %
Continuous Assessment	13,5 %
Involved in European Projects	17,6 %

Table 10: Summary of results.

Seven (25%) universities use a placement test as a method of assessing students' level of language proficiency. Placement tests are becoming a recognised tool for designating student level of proficiency as the majority of language classes in tertiary education in Europe are mixed ability. A recent development of a computerised placement test is the Computer Adaptive Tests (CAT) which locate student level by a statistical combination of the number of correct answers and item difficulty level of correct answers (item response theory, see Henning, 1987). Other methods of level assessment used by many universities are: a) a type of achievement test for entrance in classes of particular level, b) number of years involved in the learning of English, c) possession of a certificate (internationally recognised or from a language institution). Some institutions place students in predesignated classes, disregarding their level of English. Although this last method may

seem insensitive to students' background, it is accepted by many as a mode of procedure that provides opportunities for collaborative learning (for more on collaborative learning, see also, Dillenbourg, Baker, Blaye, & O'Malley, 1996 and Dillenbourg, 1999), in the sense that more experienced learners become assistants to others.

Eleven universities (37.5%) included a self-study component in their teaching related to a Self-Access Centre (also referred to as a Resource Centre). Clearly, universities need to work in the direction of learner autonomy if they are to meet current educational practices, something that is true also for regular student advising. The majority of the participating European universities (45.8%) use a combination of tailor- and ready-made materials in their teaching, which seems to be a standard method of procedure.

The percentage of web-site provision is significantly low (consider the year this study was conducted). The same is true for the option of continuous assessment as a method of student evaluation. The lack of web-site facilities may be explained by the fact that the study took place in 1997, only at the beginning of the Internet era. As for the methods employed for student evaluation it may be possible to conclude that universities would seem to need to employ all possible means to improve the quality of teaching they provide and, further, make available alternative methods of assessment to the traditional final paper examination, which causes frustration to many students who may prefer to be evaluated in modes closer to their learning style.

Finally, European projects present opportunities not only for course develop-

ment but also for research prospects that universities should not miss. Becoming a partner or preparing an application as the coordinating institution does not require the investment of anything but time, while the benefits can be invaluable for the institution, the staff, the quality of services, and new roads for learning.

5. DISCUSSION AND TEACHING IMPLICATIONS

It seems appropriate to discuss any teaching implications that may result (directly or indirectly) from this study. It became evident that at university level most institutions enjoy independence with regard to creating their curricula and syllabi and in selecting the method of teaching as national curricula, if they exist, are often very broad and too abstract. Therefore the specific needs and goals of every university (country) have to be re-defined by the instructors in each department. Consequently, EAP courses that mostly address students from many departments have to define both their broad curricula and detailed syllabi for every semester in each department. It is the EAP teachers in each institution who have to *problematise*[1] concerning their situation by identifying the constraints, resources and challenges (Graves, 1996:5) that they face, in order to define their general goals. Problematising will result in a series of problems that have to be solved. Any decisions made usually depend on the teachers' experience, the situation within the specific institution, and the general *cultural* attitude towards the teaching of ESP/EAP. These decisions can be considered by looking at the general goals of the curriculum and the more detailed instructional plans of the syllabus.

Today it is generally accepted that any changes in the educational field should be grounded on solid evidence resulting from both the ELT/EAP literature and research, the students' needs and the personal experience of the teachers involved. This type of research usually precedes curricular innovations. There are two possible lines of research. One line could focus on investigating the future needs of graduates of each department as these result from the employment market-place or continuing student development i.e. future business or academic needs that previous graduates from the department have faced in the market-place or the academic field. Needs could then be investigated in the linguistic (educational), strategic and attitudinal domains.

In the *educational field*, the in-vogue trend today is the promotion of learner autonomy as was justified by the literature review for this paper. However, certain ideas are easier said than done. One method of promoting learner autonomy could be pursued through the establishment of different *learning paths* for students to follow alone under the supervision of a language advisor, with the employment of electronic resources which seem to be generally available.

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[1] *Problematising* is distinguished from *problem solving*. It refers to analysing a situation in such a way that you define the problems that need to be solved. Thus, problematizing precedes problem solving (Graves, 1996).

In the *strategic* field, demands for wider access to tertiary education have made EAP classes more crowded than ever before and even more mixed-ability than in the past. Thus, these learning paths can facilitate the educational process and offer relief to classes with a large audience, which make language teaching difficult. Advanced students can be advised and instructed to follow the course electronically. It is assumed that students at this level have already developed and established their own effective strategies for learning and can consequently work on their own. Provision can also be made for false beginners or elementary students (generally a smaller percentage) through the electronic medium. However, these students need closer monitoring and advising on the use of strategies (cognitive, metacognitive and affective). Electronic 'attendance' can be rewarded by the teacher, to provide an extra incentive for students to invest effort. These strategic decisions can alleviate EAP classes from a number of students and hopefully help to homogenise classes. In the classroom, the emphasis could be on establishing fluency through academic or business communication tasks or on consolidating strategies for life-long learning. Task-based language teaching can be a good choice in this case, providing pedagogic tasks similar to the ones revealed in the graduates' needs analysis and the EAP literature. Moreover, office hours can be turned into advisory sessions with mutually agreed learning contracts to help learners organise their learning environment and habits.

It should be mentioned here that since, in most Greek universities, EAP teaching takes place in the first semesters of study, it can only address students' distant needs. Distant goals can be handled more easily if they are broken down into smaller, more concrete ones (Dornyei, 2001), and/or if they are supplemented by an external framework conducive to their accomplishment. This external framework can be implemented in two ways: first, by providing rewards for involvement in learning and second, by offering elective courses in the final semesters. Involvement in learning can take the form of electronic attendance, attendance and participation in class, or participation in a continuous assessment scheme (e.g. portfolios), which will provide extra marks on top of the final written exam pass mark. Rewards of this kind provide the external regulatory framework needed to supplement what at this age are the inadequate internal regulation resources of the learners (Kantaridou, 2004). Similarly, Pintrich (1999) has suggested that for university students, who typically have greater choice and control over their time, effort, studying and even class-attendance than middle-school students, a concern about gaining good grades works as a motivation-boosting mechanism which encourages students to attend classes and become involved in the coursework. ESP teachers should not be worried by any detrimental effects from external rewards because these only appear in cases where the activity is intrinsically motivating, which is not the case here. We can state emphatically that EAP learning is not intrinsically motivating in this case, basically for two reasons: a) English is not their main subject matter, and b) student motivation to learn EAP is neutral i.e. neither strong nor

negative (Kantaridou, 2004). Besides, previous studies (Wong & Csikszenmihalyi, 1991, Schneider, Csikszenmihalyi & Knauth 1995) have found that even those students who study hard on the whole do not feel intrinsically motivated or happy with their work, but they do manage to concentrate better on their long-term goals.

O ffering courses in the final semesters takes us to the *administrative field*. These courses would need to be approved by the General Assembly of each department, which implies prolonged discussion between the individual members and the head of the department and justification for changes well in advance. One persuasive strategy that can be employed here is to argue that these courses can offer the advantage that they can cater for the students' more visible and crystallised goals and students will be more motivated to attend them. The courses can concentrate on topics such as presentation skills, business communication, or writing research papers. Finally, within the administrative field, EAP should be a compulsory course for the least four semesters, as knowledge of a foreign or second language is a basic prerequisite both within the framework of the European Union (CEF, 2001) and within the wider global market.

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