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EAP Issues and Directions

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This article provides an overview of some of the key issues English for Academic Purposes (EAP) researchers and teachers are facing and a rationale for this new journal. EAP is characterized as the “child” of the field of English for Specific Purposes, inheriting many of its strengths (for example, interdisciplinary foundations) and weaknesses (for example, ESP teachers working *for* rather than *with* subject-area specialists). In its early years, EAP focused primarily on university-age students who had already developed academic skills in their first language. However, the focus of EAP has broadened dramatically so that now it addresses the needs of children and refugees who may never have had an opportunity to develop academic skills in any language. In countries where English is the medium of instruction but not the L1 of most of the faculty, EAP addresses faculty language needs for conducting research and teaching classes in English. EAP research concerns include the linguistic characteristics of academic texts as well as how these texts are used in relevant contexts. EAP must also consider the impact of technology and the corresponding new genres (for example, e-mail) on what constitutes academic literacy. The growing divide between the technological “haves” and “have-nots” needs to be studied. Finally, the social-political aspects of EAP must be investigated. Is the task of EAP teachers simply to provide learners with the requisite skills needed to gain access to academic discourse or to challenge the very nature of that academic discourse?

Developing Legal Writing Materials for English Second Language Learners: Problems and Perspectives

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There are a number of textbooks on the market dedicated to teaching writing skills for the legal profession, however, very few of them were written for ESL/EFL students. This article begins by analyzing the appropriateness of such texts for law students whose native language is not English. The 37 textbooks analyzed fall into four categories; 1) lexico-grammatical, which focus on word- and sentence-level writing; 2) rhetorical, which focus on audience and purpose of writing as well as drafting and editing; 3) legal content, which focus on topics and discourse in legal methods and are written by specialists in law; 4) English for Academic Legal Purposes (EALP), which focus on legal content, but are written by language specialists. The second part of the article consists of suggestions on how to develop materials for teaching legal writing to English learners. Candlin, Bhatia, and Jensen suggest that teachers of EALP customize materials to make them appropriate for L2 contexts and develop materials that integrate language and law using a genre-based approach. Acknowledging the close connection and enormous amount of overlap between teaching the content of law and the language of law, the authors recommend that legal writing instructors focus on the language of law as documented through research and cooperate closely with law instructors to ensure that their courses fit together. Given that the content of law is generally specific to a particular country or region, the authors also recommend that more generic language-focused textbooks be supplemented with a resource bank of authentic materials specific to a particular legal system, as they have done at the City University of Hong Kong.