WHILE CURIOSITY KILLED THE CAT ... WASN'T IT SATISFACTION THAT BROUGHT IT BACK? – EAPQUEST AS A MODIFIED VERSION OF WEBQUEST IN THE CONTEXT OF UNIVERSITY TEACHING

by **Kamila Burzyńska**

Foreign Language Teacher Training College,

Radom, Poland

kamila.burz @ wp.pl

Abstract

The Internet provides a powerful digital learning environment for language acquisition and noticing. Thus implementation of challenging tasks to be solved by exploring the Web may sound appealing. The primary idea of the WebQuest project emphasizes data collection. The idea of the TalenQuest, however, goes beyond this traditional concept so as to draw on the richness of both ELT materials and authentic resources in terms of the target language. Consequently, TalenQuest activities may constitute effective SLA activities. Doing a web-based second language research should therefore result in enhancing one's language areas and developing language skills.

Taking all the possible advantages which may derive from taking part in a TalenQuest project into account, the implementation of this activity format in university contexts seems justified. There is a need, nevertheless, to customize the idea of TalenQuest for academic language learning specifically. Such an activity format, the EAPQuest, may have educational and motivational value especially when learners are confronted with tasks they find challenging. Writing an academic essay definitely matches the description.

The aim of the article is therefore to present the concept of the EAPQuest as a motivating tool to train web-related language skills. Furthermore, an EAPQuest is sketched so as to illustrate a sample procedure. This may serve as a stimulus for designing materials and applying similar procedures into one's own learning environment.

Keywords: EAP Quest – writing instruction - materials design

1. Introduction

A well-known Web-based activity format, a WebQuest project (Dodge, 1995), is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet. Research findings show that WebQuest projects are greatly valued for their impact on motivation. Murray (2006) investigated students' perceptions of a

WebQuest project, finding out his learners preferred the web-based activities to textbooks and lectures. Tsai (2006) reported a correlation between motivation and perceived learning vocabulary and reading skills in the EFL course. His students also highlighted a preference towards non-traditional activities.

Another study on using WebQuests in EFL classrooms shows they are regarded as an effective way of developing collaboration among students (Milson, 2002). Participants need to support each other, negotiate or decide on what is best for the group. Therefore, such activities employ group-based strategies. Leahy and Twomey (2005) pointed out that some students felt frustrated and challenged at times while working in a group. However, learners could notice the ultimate benefit of developing group work skills.

Moreover, WebQuests are supposed to have a positive impact on skills closely related to achievement as they provide a sound structure and scaffolding for learning (Gorrow, Bing & Royer, 2004). It is due to clarification of expectations in the WebQuest project and its transparent structure, learners reckoned they could achieve better results on the assignment and their motivation to complete the task was relatively higher. The participants of the task also emphasized the fact their skills with technology increased as some activities required the use of specific technology (Gorrow et al., 2006).

Dodge's WebQuest model employs activities which require using a variety of thinking strategies (Kanuka, Rourke & Laflamme, 2007). Students engaged in a WebQuest project show a higher level of cognitive skills than in other activities. Kanuka et al. (2007) note this may be due to the increased collaboration with other learners while Molebash (2002) suggests the inquiry level of the WebQuest may be another explanation. However, the area has not been researched in detail yet and both Kanuka et al.'s and Molebash's claims are only assumptions.

Customizing the traditional design of a WebQuest in order to implement enriched foreign language instruction seems an advantage in ELT classrooms (Koenraad & Westhoff, 2003). Some exploratory work in this area was done in the Netherlands and its outcome - the idea of the TalenQuest (Language Quest) - was offered together with a set of criteria for language quest evaluation (Koenraad & Westhoff, 2003). Ton Koenraad (2005) notes that apart from revealing the features of effective SLA activities, language quest tasks are often in line with Communicative Language Teaching (Brumfit, 1979). It is due to their focus on using language for meaningful interaction. A tool to assess whether and to what extent a language quest follows the principles of communicative approach was also designed by Dutch educators.

Luzon Marco (2001) emphasized the validity of implementing information collection activities in the ESP context. Nevertheless, there is a gap in the research as far as compatibility of the WebQuest design and EAP is concerned. The need arises to find out whether the established Quest formats are fully adequate solutions for academic language search and development. Since their focus appears to be too general in terms of topic and material choice, some specifications may be required in order to cater for the needs of EAP students.

Learning and acquisition of academic language is often found difficult (Gillet, 2006). As university students have to eventually master the language, using a format which seems user-friendly and enhances students' motivation may be a reasonable idea. That is why, some research on the impact of the language quest – the EAPQuest – on learning and achievement needs to be done to find out whether such a procedure could be recommended to academic teachers for further use.

2. Background

2.1. SLA theories and the "Quest" formats

To start with, Krashen's Input Hypothesis emphasizes the fact that learners have to be exposed to rich comprehensible input. Only then are they likely to acquire a substantial amount of the target language (Krashen, 1985). Internet-based instruction seems to meet the requirement to a large extent. Students are provided with a vast array of contexts and language samples they can derive their second language knowledge from.

According to the Multi-feature Hypothesis, different criteria for successful SLA activities can be contrived (Brown, 2000; Lightbown & Spada, 1999; Mitchel & Myles 1998). Namely, such exercises should be realistic, functional and informative. Adding to this, language activities ought to allow learners to process many language features in current frequent combinations. Anderson (1995) and Gasser (1990) point out that since frequency of appearance enhances the memorising process, students are more liable to build a network of neural connections, whose activation may appear to be easier and the whole retrieval process faster (if certain conditions are met). That is why, richness in language variety is another feature of a successful SLA activity. This extended exposure to enriched language input combined with formal instruction leads to greater success in learning. According to the Weak Interface Hypothesis (Ellis, 1986), processing alone gives worse results when compared to the situation in which learner's attention is directed towards aspects of form. Taking all these into

account, it seems the WebQuest framework offers a number of activities whose features are likely to match the characteristics of successful SLA activities.

The WebQuest format is also designed so as to provide a variety of attractive and authentic text materials (Dudeney & Hockley, 2007). These resources can be presented in various forms: as written input, a podcast or a video. Authenticity is the key criterion to be taken into account when researching the Internet for suitable language input (Warschauer & Healey, 1998). The resources should comprise a large number of expressions which may become a subject of students' focus and analysis. In this way, second language acquisition is accompanied with language noticing (Schmidt, 1990). Consequently, we turn the traditional WebQuest concept into the language quest. As Koenraad (2005) suggests, initially, learners need to process the text's meaning in general to be able to deal with an activity whose aim is to concentrate on details and pay attention to aspects of form such as lexical issues or grammar. As follow-up exercises promote communication, students need to interact with each other in order to exchange information or knowledge they gained in their language research. Meanwhile, the use of compensatory strategies is required, which adds to the communicative value of SLA quest activities. Finally, the task needs to provide opportunities for reflection on both process and product. Therefore self-expression is fostered as well.

Both the traditional WebQuest design as well as the TalenQuest relate well with the latest SLA theories (Koenraad & Westhoff 2003). That is why, they may be valued by educators looking for effective and attractive ways of developing students' academic skills.

2.2. CALL in EAP

English for Academic Purposes aims at developing language and academic skills essential for successful university studies across disciplines. Gillet (2006, p. 1) claims "EAP is a branch of ESP in that the teaching content is explicitly matched to the language and study needs of the learners." Often described as a goal-directed approach, it aims at getting students to improve their language not for the sake of it but because they need to use it in their academic careers.

It has been generally acknowledged that computer skills are "essential to students' future success" (Warschauer & Whittaker, 1997, par. 3). It has often been claimed that a key goal of EAP course should be developing learner autonomy and students ought to be equipped with "the capacity to study problems autonomously" (Waters & Waters, 1992, p. 1) According to Warschauer (1996), computer may be a tool that helps students learn better and more independently. Kasper (2002) points out that the Internet "is highly effective in helping

these students develop and refine the academic literacy so necessary for successful college experience."(par. 3)

Lee (2002) views as significant the contribution of CALL to EFL/ESL pedagogy. Students benefit due to experiential learning, increased motivation, enhanced student achievement, greater interaction or individualisation. Moreover, they get authentic materials for study and seem independent from a single source. Finally, they develop global understanding. As Kimball (1998) also asserts, "Internet generated materials can be flexibly arrayed to engage students with topics and cognitive tasks relevant to students' professional futures".(par. 10)

Luzon Marco (2001) encourages ESP teachers to implement virtual fieldtrips into their classrooms. ESP students may find a trip to a "virtual space" related to their discipline challenging and gripping. Due to taking part in such an activity, students may practise many of the skills and functions they are supposed to acquire. She also recommends problem-solving tasks and describes the idea of online research modules based upon the "research cycle" created by Jamie MacKenzie (Luzon Marco, 2001). They are activities which require the use of strategies and skills the students will have to use in real life. Therefore, learners need to participate in simulations involving planning, information gathering, analysing and synthesizing, and eventually, they present the outcomes of their search together with solutions to a problem.

Given that EAP is a branch of ESP, it seems reasonable to claim that an EAP course should aim at academic study skills practice striving for learner autonomy, empowering students to use real language in the authentic context of the academic environment (Plastina, 2003). This, in turn, can be achieved by incorporating technology into EAP. Only then may students be provided with a great amount of materials catering for the specific needs they have.

3. EAP quest design

The EAPQuest design derives from a traditional WebQuest design (Dodge, 1995). There are four main sections to the quest. Short descriptions of each stage together with main objectives specified have been presented below. A sample EAPQuest in a ready-to-use format can be found in Appendix 1.

STAGE 1 – Introduction

This stage aims at getting learners familiar with the overall theme of the EAQuest, namely the phenomenon of talent shows. Students need to understand the idea to be able to complete the activities on the EAP Quest.

STAGE 2 – Task

The task section explains in detail why students will be taking part in the EAPQuest, what activities have to be done and for what purpose, and eventually, what the end product of the project will be. The benefits of partaking in the project are stated as well.

STAGE 3 – Process

The process stage guides learners through a number of activities and research tasks. Students need to use a set of predefined resources but also search for other websites comprising useful ideas or academic language instruction. Meanwhile, learners develop their listening and reading skills through taking part in a number of activities aimed at developing various skills strategies. They also develop critical thinking skills when being asked to discuss issues which emerge from the input they are directed to.

Furthermore, some exercises are aimed at developing interpersonal skills, strengthening group-work strategies, enhancing selection and rejection skills and also building up presentational skills.

Finally, students concentrate on the characteristics of academic/non-academic writing. They are provided with scaffolding for learning as they can choose to get some support in a form of a link to a number of websites. The predefined website addresses enable students to deal with some instruction and practice in order to be able to form general rules on how to write a formal essay and what kind of mistakes to avoid.

In order to sum up all the clues and hints gathered, learners prepare a consolidation handout with universal tips on how to write a for/against essay. They can use a word processor, a presentation software or an interactive Glogster tool. This stage aims at making sure that learners successfully digested the knowledge and clues presented in EAP quest. When the teacher assumes at this point the students are ready to write, they can be finally given the assignment.

STAGE 4 – Evaluation and conclusion

Before the texts are handed in, essays undergo the peer correction stage. Students use a checklist (see Exercise 9) in order to evaluate their classmates' works. The checklist provides the most important criteria for writing essays (collected by students in the previous stage). The table with ticks, crosses and comments may be taken into account while redrafting. In the end, the teacher collects essays.

In the peer correction stage students' texts are read by somebody else who may notice a few mistakes. Then, essays may be redrafted so learners get one more possibility to work on their works to improve them before they undergo teacher's evaluation.

The whole EAPQuest culminates with a conclusion whose aim is to make learners aware of the possible benefits of taking part in it and the progress they made when undergoing the procedure. However, these are students' opinions and impressions that are of utmost importance when it comes to evaluating the advantages or drawbacks of partaking in the language quest. Therefore, students are asked to decide whether they treasure the experience or not by putting ticks on a Likert scale. Their feedback may appear invaluable when designing another EAPQuest.

4. Conclusion

The EAPQuest is likely to provide a vast array of opportunities for skills practice and language analysis. It may be a real treasure trove of ideas to be used in the final assignment. Furthermore, the language quest should cater for the needs of higher education students who have to get familiarised with academic language which facilitates understanding of academic texts and lectures, and also allow to function successfully in an academic environment. What is more, the EAPQuest is likely to stimulate students' imagination and enhance motivation. Its format may appeal to all kinds of learners representing different learning styles, having developed diverse intelligences. Every student can find activities appealing to one's tastes and preferences as the EAPQuest offers a large variety of learning activities and contexts.

To add to all of this, the language quest activity is liable to promote cooperation and therefore help to develop interpersonal skills. Last but not least, the importance of cognitive engagement is central. The EAPQuest integrates the development of a range of thinking and problem-solving skills (Anderson and Krathwohl, 2001). Learners are engaged in lower-order thinking, namely remembering, understanding and applying. Moreover, some EAPQuest activities encompass higher-order thinking, for instance, analysing, critiquing or creating. As

the final part of the project requires giving feedback, the EAPQuest can also be valued for developing evaluation skills and training in use of evaluation tools.

Due to the fact that the EAPQuest reveals significant potential when it comes to acquiring academic language, it is hoped that further research will contribute to raising students' awareness of the many options the Internet offers for students of academic English. Consequently, they will become independent language learners, active Internet explorers, autonomous academic language seekers and users.

References

Anderson, J. R. (1995). *Cognitive Psychology and its Implications* (4th ed.). New York, NJ: Freeman.

Anderson, L.W. & Krathwohl, D.R. (eds.) (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). White Plains, NY: Pearson.

Dodge, B. (1995) Some thoughts about WebQuests. Retrieved October 20, 2012 from http://webquest.sdsu.edu/about_webquests.html

Dudeney, G. & Hockly N. (2007) *How to Teach English with Technology*. Harlow: Longman.

Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Gasser, M. (1990). Connectionism and Universals of Second Language Acquisition. *Studies in Second Language Acquisition, 12* (2), 179-199.

Gibbons, P. and Cummins, J. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.

Gillett, A. (1996). What is EAP? *IATEFL ESP SIG Newsletter*, 6, 17-23.

Gillett, A. J. & Wray, L. (2006). EAP and success. In A. J. Gillett & L. Wray (Eds.), *Assessing the Effectiveness of EAP Programmes* (pp. 1-11). London: BALEAP.

Gorrow, T., Bing, J., & Royer, R. (2004, March). *Going in Circles: The Effects of a WebQuest on the Achievement and Attitudes of Prospective Teacher Candidates in Education Foundations.* Paper presented at the Society for Information Technology and Teacher Education International Conference 2004, Atlanta, GA.

Kanuka, H., Rourke, L., & Laflamme, E. (2007). The influence of instructional methods on the quality of online discussion. *British Journal of Educational Technology, 38*(2), 260-271.

Kasper, L. (2002). Focus discipline research and the Internet literacy for college ESL students. *The Internet TESL Journal, 8*(6). Retrieved October 20, 2012 from http://iteslj.org/Articles/Kasper-Focus.

Kimball, J. (1998). Task-based medical English: elements for Internet-assisted language learning. *CALL Journal, 11*(4)*,* 411-418. Retrieved October 20, 2012 from http://www.fauxpress.com/kimball/res/concept.htm

Koenraad, A. L.M. & Westhoff, G. J. (2003). *Can you tell a LanguageQuest when you see one? Design criteria for TalenQuests*. Paper presented at the EUROCALL Conference, University of Limerick, Ireland. Retrieved October 20, 2012 from http://archive.ecml.at/mtp2/lquest/pdf/LQandSLA.pdf

Koenraad, A.L.M. (2005). *The ECML Workshop 'LanguageQuest': Internationalising the NL Project 'TalenQuest'*. Paper presented at the CONTEXT – event: 'Using New Technologies in Language Teaching', organised by the European Centre for Modern Languages. Retrieved October 21, 2012 from http://dl.dropbox.com/u/4677144/ECMLpaperTQ.pdf

Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.

Leahy, M., & Twomey, D. (2005). Using Web design with pre-service teachers as a means of creating a collaborative learning environment. *Educational Media International, 42*(2), 143-151.

Lee, K. (2000). English teachers' barriers to the use of Computer-Assisted Language Learning. *The Internet TESL Journal, 6*(12). Retrieved October 21, 2012 from http://www.aitech.ac.jp/~iteslj/Articles/Lee-CALLbarriers.html.

Lightbown, P. M., & Spada, N. (1999). *How Languages are Learned*. Oxford: Oxford University Press.

Luzon Marco, M. J. (2001). Information collection and analysis activities: virtual fieldtrips (tele-fieldtrips). *Teaching English with Technology*, *1*(5). Retrieved October 29, 2012 from http://www.tewtjournal.org/VOL%201/ISSUE%205/INTERNET%20AND%20ESP.pdf

Luzon Marco, M. (2001). Problem-solving activities: online research modules. *Teaching English with Technology, 1*(6). Retrieved October 29, 2012 from http://www.tewtjournal.org/VOL%201/ISSUE%206/INTERNET%20FOR%20ESP.pdf

Milson, A.J. (2002). The Internet and inquiry learning: integrating medium and mehod in a sixth grade Social Studies classroom. *Theory and Research in Social Education, 30*(3), 330-353.

Mitchell, R., & Myles, F. (1998). *Second Language Learning Theories*. London/NewYork: Arnold.

Molebash, P., Dodge, B., Bell, R., & Mason, C. (2002). *Promoting Student Inquiry: WebQuests to Web Inquiry Projects (WIPs)*. Paper presented at the Society for Information Technology and Teacher Education International Conference 2002, Nashville, TN.

Plastina, A. (2003). CALL-ing EAP Skills. *Teaching English with Technology*, 3(3). Retrieved October 29, 2012 from http://www.tewtjournal.org/VOL%203/ISSUE%203/CALLingEAPSkills.pdf

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. (2ed.). Cambridge: Cambridge University Press.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, *11*, 17-46.

Tsai, S. (2006a). *Integrating WebQuest Learning into EFL Instruction*. Paper presented at the Society for Information Technology and Teacher Education International Conference 2006, Orlando, FL.

Tsai, S. (2006b). *Students' Perceptions of English Learning through EFL WebQuest*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2006, Orlando, FL.

Warschauer, M. (2001). On-line Communication. In Carter, R., Nunan , D. (eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 207-212). Cambridge: Cambridge University Press.

Warschauer, M. & Healey, D. (1998). Computers and Language Learning: an overview, *Language Teaching*, *31*, 57-71.

Warschauer, M., & Whittaker, P. (1997). The Internet for English teaching: guidelines for teachers. *TESL Reporter, 30*(1), 27-33. Retrieved October 21, 2012 from http://iteslj.org/Articles/Warschauer-Internet.html

Waters, M. & Waters, A. (1992). Study skills and study competence: getting the priorities right. *ELT Journal, 46*(3), 264-273.

APPENDIX 1. SAMPLE EAPQUEST

Introduction

Talent and reality shows have become extremely popular these days. This form of entertainment attracts millions of viewers as many of us love watching how the American dream comes true. More and more people are inspired to take part in such shows. Some become famous, others get back home in disappointment. Have you or your friends ever considered making such a step? Would you like to be given a chance to reveal your talent? Do you think doing this in such a form is a good way to achieve your goal?

Task

In this EAPQuest (English for Academic Purposes Quest), you'll get a chance to have a closer insight into the phenomenon of talent shows with its positive and negative sides. You'll be able to collect valuable ideas, read and listen to true stories, do some research in order to form your opinion. Furthermore, you'll be offered some instruction and language work to be able to write for/against essay in the end.

So let us start the journey ...

and have fun!

Process

Ex.1. a. Visit the following websites and complete the table:

Talent show	What is the idea about?	Who are the participants? What's the main prize?	What could be possible pluses and minuses of taking part in such a show?
1. *Food Glorious Food![1]*			
2. *America's Most Talented Kids[2],[3]*			
3. *Clash of the Choirs[4],[5]*			
4. The one I found interesting: www.			

---

[1] Food.glorious.Food. (2012). Retrieved October 5, 2012 from http://www.foodgloriousfood.tv/
[2] America's Most Talented Kid. (n. d.). In *Wikipedia*. Retrieved October 5, 2012 from http://en.wikipedia.org/wiki/America%27s_Most_Talented_Kid
[3] Worldwonders. (2010, March 1). *Three of the World Most Talented Kids.* (Video file). Retrieved from http://www.youtube.com/watch?v=3_jJf66PbrE
[4] Clash of the Choirs. (n. d.). In *Wikipedia*. Retrieved October 5, 2012 from http://en.wikipedia.org/wiki/Clash_of_the_Choirs
[5] Bentncrazy. (2007, December 22). *Clash of the Choirs: All I Want for Christmas is You.* (Video File). Retrieved from http://www.youtube.com/watch?v=yKs5gRq8aUE

Ex.1. b. Get ready to discuss the content of the table together with your friends in the classroom. As a group choose the most / least interesting idea for a talent show.

Ex.2.

*a. Watch the following video (*http://youtu.be/RxPZh4AnWyk*)* [6] *and answer the questions:*

1. What were your first thoughts when you saw Susan Boyle?

2. Did you change your opinion about the lady when she had sung the song?

3. What do you think of her talent? Do you agree with the judges' opinions?

b. You are going to listen to a podcast about Susan Boyle[7]*. You can find the text below as well. Listen / read and decide: True (T) or False (F):*

Are these sentences true or false? Or is the answer not given in the text? Circle the correct answer.

1. Susan Boyle is a long-established British superstar. **True / False / Not given**

2. Susan Boyle is a contestant on a TV talent show. **True / False / Not given**

3. A video of Susan Boyle has been watched by millions of people on the internet. **True / False / Not given**

4. Susan Boyle is a glamorous young woman. **True / False / Not given**

5. Susan Boyle is a favourite to win the TV show Britain's *Got Talent*. **True / False / Not given**

[8]

---

[6] UKAdvertChannel. (2009, April 11). *Susan Boyle – Britain's Got Talent 2009 Episode 1 - Saturday 11th April.* Retrieved from http://youtu.be/RxPZh4AnWyk
[7] Susan Boyle: unlikely superstar? (2009). Retrieved October 5, 2012 from http://www.bbc.co.uk/worldservice/learningenglish/language/newsaboutbritain/2009/05/090519_nab_susan_boyle.shtml
[8] http://www.susanboylemusic.com/pl/gallery/item/susan_on_britains_got_talent_2009/

c. Use the text and the glossary on the website[9] to find the expressions which mean:

1. p.. – showing dislike for something or someone for no good reason

experienced a s.................. rise to f................................... – became widely known very quickly

2. u.. – true

3. a cl................ a.......................... – here, a performer who has a very good singing voice and a tasteful manner

4. u...................................... p................................. – a quiet character, or person who shows no desire for attention or admiration

5. j............................ a book by its c................. – make assumptions, or form opinions based only on how someone or something looks

6. p......................... J....................... – ordinary, average, not very attractive or interesting female (a set informal saying)

7. a vi................ u....................... – not at all famous

8. n...- n................................ approach to – being realistic, practical and/or serious about

9. PR g....................... – somebody who is respected for their knowledge of a particular subject (here, public relations, or PR) and often asked for advice

10. to s.................... the w....................... about – to make many people aware of/know about

11. o.....................-on f... – here, most likely

d. Now complete the sentences below by using one of the expressions from above:

1. I'm going to use *Facebook* in order to .... about my latest success.

2. She is such a .... There is no other singer performing in such a tasteful manner.

3. It is .... that a lot of people watch talent shows.

4. I have a .... approach to shopping. I always prepare a list of necessities and stick to it while shopping.

5. My friend is an .... favourite to win the competition for the best student in class. There is no better learner than him.

6. Jane has recently changed her image. She's dyed her colour red and she has been wearing mini-skirts. She is not .... any more. She definitely stands out in the crowd.

7. He is such a great writer but an .... at the same time. He never shows desire for attention or admiration.

8. It often happens that people who experience a .... rise to fame become snobbish and fussy.

9. Kelly Clarkson used to be a .... before taking part in American Idol. Nobody knew her songs.

10. You shouldn't .... The first impression you get may be misleading.

---

[9] Susan Boyle: unlikely superstar? (2009). Retrieved October 5, 2012 from
http://www.bbc.co.uk/worldservice/learningenglish/language/newsaboutbritain/2009/05/090519_nab_susan_boyle.shtml

Ex.3. Before you read an article from the website given (point b in the exercise), do the exercises below:

a. The title of the article is *Ted Williams Not Equipped to Deal With Pressures of Instant Fame, Experts Say.* Using words from ex.2 c, d from above speculate on who Ted Williams is and what has happened to him. Which words/expressions from above did you use to speculate about Ted Williams? Make a list:

....

b. *Read the following article (http://www.foxnews.com/entertainment/2011/01/10/critics-warn-ted-williams-equipped-deal-pressures-instant-fame/)[10] and answer the questions. Use an online dictionary (for instance, http://dictionary.reference.com/) when having problems:*

1. Who is Ted Williams? Were you right in your speculations?

2. Why did the media keep Williams from reuniting with his mother?

3. Why could this lightning-fast transformation be dangerous for the very recently homeless man?

4. What happened to Susan Boyle after winning a talent show?

5. What is William's addiction? Is he fighting to recover from it?

6. "Radical changes in lifestyle without a strong support system can hurt someone in recovery" – this is the main worry of Neil Donovan (the Executive Director of the National Coalition for the Homeless) about Williams. What does the sentence mean?

c. *Find these expressions in the article. Try to guess their meaning from the context. Then decide if you could use these expressions in the arguments for or against taking part in talent shows.*

1. a media darling
2. a man unequipped to deal with the pressure of fame
3. the latest pawn in the media game
4. it was the news media that elevated him to superstardom
5. lightning-fast transformation
6. hospitalized for depression exhaustion
7. the fame can be too much to handle
8. is even more vulnerable than someone like Boyle
9. have concerns about

Ted Williams[11]

---

[10] Piazza, Joe. (2011). *Ted Williams Not Equipped to Deal With Pressures of Instant Fame, Experts Say.* (Article). Retrieved from http://www.foxnews.com/entertainment/2011/01/10/critics-warn-ted-williams-equipped-deal-pressures-instant-fame/
[11] http://sojourney.files.wordpress.com/2011/01/ted-williams-cbs.jpg

10. Williams uses this fame and his beautiful voice for advocacy on behalf of all homeless
11. Williams' disease of addiction needs to be recognized

Arguments for taking part in a talent show	Arguments against taking part in a talent show

d. "I don't feel that a musician's life is a contest." – said Lady Gaga. The pop star seems to be sceptical as for the idea of talent shows. Do you agree with her saying so?
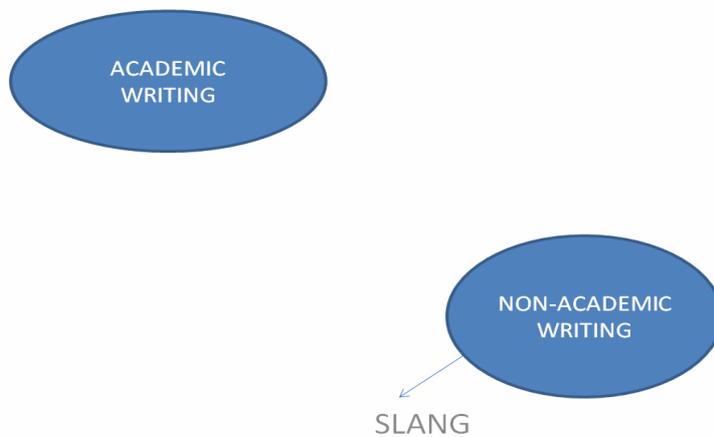
e. Can you add some more ideas to both columns of the table above? If necessary, look for the ideas on the Internet.

The websites' addresses we found useful while searching for the information needed:

....

Ex.4. Academic writing versus non-academic writing. Decide if the following expressions are more appropriate for academic or non-academic writing:.

CONTRACTIONS, USE OF EVIDENCE, POOR ORGANISATION, USE OF PHRASAL VERBS, USE OF SLANG AND COLLOQUIAL WORDS, USE OF FIRST AND SECOND PERSON, USE OF IDIOMATIC EXPRESSIONS, STARTING WITH A CONJUNCTION, FOLLOWING AN ESTABLISHED STYLE GUIDE, QUOTING

ACADEMIC WRITING

NON-ACADEMIC WRITING

SLANG

Ex.5. Answer the questions:

- Do you agree that exams at school are the best way of assessing students' progress?
- Which of the opinions presented in an essay[12] below do you agree/disagree with? Read and decide.

Most teachers believe that exams have advantages over other ways of assessing students' progress. However, taking exams usually fills most of us with dread.

Exams can indeed have beneficial results. First of all, an exam forces students to revise all the work covered in the school year. As a result, they regain valuable knowledge that may have been forgotten. In addition, exams are an effective way of preparing students for the stressful situations that they may meet in their future working life.

On the other hand, exams can have negative effects. Many students cannot handle stress well, and consequently may not be able to perform at their best. This, in turn, produces exam results that are not a fair reflection of the student's true ability. Another negative effect is that students may revise very hard for a short time before the exam, and then forget everything the minute the exam is over.

I believe the exams are necessary, but should not be the only way to determine a student's future. I think a combination of exams and continual assessment of work is a fairer method.

Ex. 6. Go to http://www.une.edu.au/tlc/aso/aso-online/academic-writing/beginner-paragraphs.php *and read about the structure of a paragraph and answer the question below:*

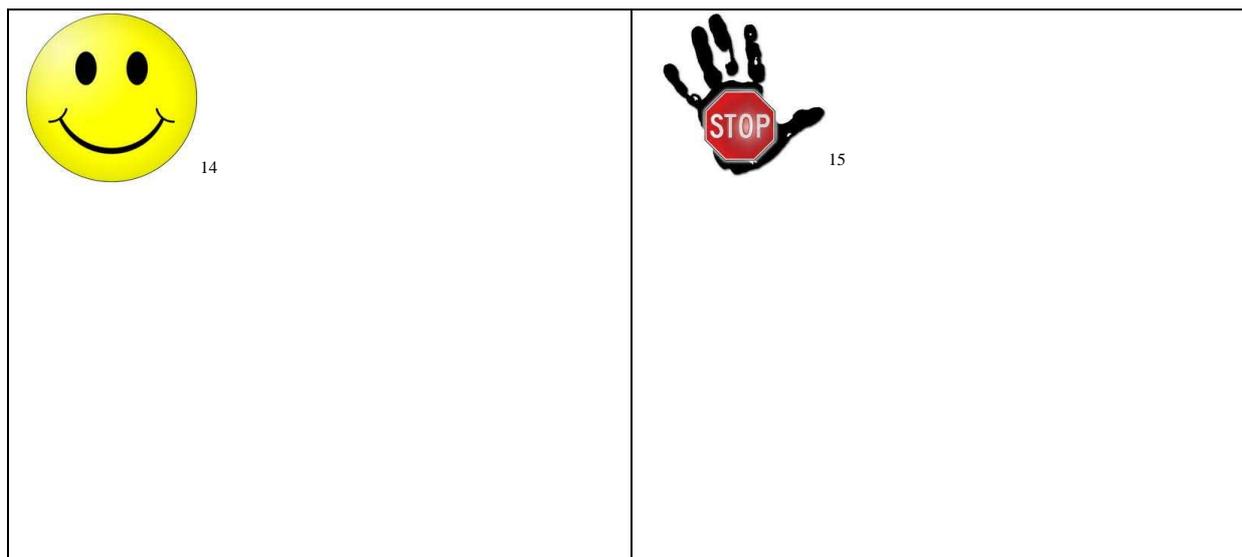*a. What are the five easy steps to paragraph writing?*

1. ....
2. ....
3. ....
4. ....
5. ....

b. Complete the table:

Go to http://www.une.edu.au/tlc/aso/aso-online/academic-writing/academic-style.php. Complete the table while reading.

In a formal text	
What to do	What not to do

---

[12] Copage, J. *First Certificate Writing*. (1999). Harlow: Longman. P. 77.
[13] http://introtoir.com/wp-content/uploads/2012/02/exams.gif

Ex. 7. Linking devices:

a. Look at the sample essay from exercise 5. Can you find examples of linking devices in the text and complete the table below?

FUNCTIONS:	EXAMPLES:
To express a personal opinion	
To list points	
To add more points	
To present consequences	
To contrast	

b. Visit the website[16] and complete the table of functions on the left together with more examples on the right.

c. In the essay in ex.5, replace the underlined expressions with some others from ex. 7a.

Ex. 8. Use one of computer programs (MSWord, PowerPoint or an interactive online tool - Glogster.com) to prepare a consolidation handout with universal tips on how to write a for/against essay. Use the following headings:

1. Organisation – no. of paragraphs.

2. Arguments for + support

3. Arguments against + support

4. Useful expressions to be used in an essay (lexical items and linking words)

5. Useful phrases to make the text sound academic (impersonal style, academic word list, academic linkers)

---

[14] http://jasonchatraw.com/wp-content/uploads/2011/05/Smiley-emoticon.png

[15] http://the-paranormal-blog.blogspot.com/2012/09/stop-it-just-freakin-stop-it.html

[16] Birmingham City University. (2011). Cohesion: Linking Words and Phrases in Study Guides: Writing retrieved October 5, 2012 from http://library.bcu.ac.uk/learner/writingguides/1.33.htm

Ex. 9. Using the ideas and the language (words and expressions) collected while going through different stages of this EAPQuest, write an essay entitled "The advantages and disadvantages of taking part in talent shows." Use 180-250 words.

Ex. 10. Go through the checklist below to find out if your essay was written correctly. Put a tick (V) or a cross (X) on the right. Then, correct the essay (if sth was wrong):

1. Your essay consists of 4 paragraphs.	
2. There is a presentation of the problem in the introductory paragraph. There is no opinion stated.	
3. Both paragraphs in the main body are structured correctly: - they start with topic sentences - the topic sentences are supported (explanation, examples or details are given)	
4. Your closing paragraph is a summary of the essay (contains balanced consideration) and may present the author's opinion	
5. The ideas presented in an essay are relevant, logical and interesting.	
6. The author used a variety of academic vocabulary items throughout the essay.	
7. The style of the text was proper: - no colloquial language was used - no shortened forms were applied - no personal / emotional language was used - there were no questions and commands in the main body - "passive voice" was used by the author	
8. The author used a variety of academic linking devices.	

---

[17] http://serc.carleton.edu/images/sp/carl_ltc/wacn/writing.jpg

18

THE END!!!

CONCLUSION

You've done a great job!

✓ You've learnt how to assess an issue objectively, looking at both – good and bad sides of it!

✓ You've based your written work on the findings from the Internet. They were taken from true stories of people who experienced a stratospheric rise to fame. That's why, your essay is more than pure theory and speculation on an issue.

✓ You've learnt some new lexical items, phrases and collocations!

✓ You've learnt about the characteristic features of academic style.

✓ You've become a better writer! You were trained in constructing and structuring a paragraph of an essay.

Congratulations!

Now, you're kindly asked to give some feedback on your EAP quest. What are your feelings about the whole experience? Put a tick in one of the boxes on the right to express your opinion. Be honest! The questionnaire is anonymous. Thank you for your help!

19

---

18 http://magicalharsh.files.wordpress.com/2008/11/hurray_1.jpg
19 http://www.couponaholic.net/wp-content/uploads/2011/12/congratulations.gif

APPENDIX 2. EAPQUEST EVALUATION SURVEY

	Strongly agree	Agree	Disagree	Strongly disagree
1. EAPQuest is more attractive than traditional instruction.				
2. EAPQuest is more difficult than traditional instruction.				
3. EAPQuest was easy to follow.				
4. I could cope with the language of the videos / podcasts / articles (not too easy / not too difficult).				
5. I learnt a lot of useful words and expressions.				
6. I understand the difference between academic and non-academic writing.				
7. I know much more on how to write an academic text than I used to.				
8. I found working in a group useful.				
9. I think I would learn more when working individually.				
10. I liked the idea of going through some stages at home instead of at school.				
11. I had more freedom when taking part in the EAPQuest than undergoing teacher's instructions in the classroom.				
12. I would like to go through another EAPQuest in the future.				