

**ENGLISH FOR ACADEMIC PURPOSES AND E-LEARNING: POINTS OF
CONSISTENCY AND ISSUES**

**INGLÊS PARA FINS ACADÊMICOS E O ENSINO A DISTÂNCIA: PONTOS DE
CONTATO E PROBLEMÁTICAS**

**INGLÉS PARA FINES ACADÉMICOS Y EL APRENDIZAJE A DISTANCIA: PUNTOS
DE CONTACTO Y PROBLEMAS**

Ana Helena DOTTI CAMPANATTI¹
Tamiris Destro COSTA²
Sandra Mari KANEKO-MARQUES³

ABSTRACT: This article aims to consider and reflect upon the teacher's sense of plausibility, specifically for Academic Purposes, within the context of online classes. For this, we will examine some aspects of the concept of the teacher's sense of plausibility, as well as the concept of distance learning (DL) and, likewise, the definition of EAP's (English for Academic Purposes). Secondly, we will concentrate, specifically, on questions involving experience reports on Distance EAP courses. Finally, we will make considerations as to point out problems and possible outcomes to EAP approaches in Distance learning contexts.

KEYWORDS: English language teaching. English for academic purposes. Distance learning.

RESUMO: O objetivo deste artigo é tecer algumas considerações e reflexões a respeito do senso de plausibilidade do professor, especificamente para fins acadêmicos, num contexto de aulas em ambiente online síncrono. Para tanto, primeiramente discutiremos acerca do conceito do senso de plausibilidade. Em segundo lugar, abordaremos a temática do ensino e aprendizagem de línguas que utilizam ferramentas e/ou plataformas online, bem como a definição do conceito de EAD (ensino a distância), além de discutir a respeito da definição da noção de IFA (Inglês para Fins Acadêmicos). Posteriormente, focalizaremos questões envolvendo relatos de experiências de cursos de IFA em ambiente EAD. E por fim, faremos considerações com vistas a apontar possíveis problemáticas e encaminhamentos no que diz respeito à abordagem do ensino de inglês para fins acadêmicos em contextos EAD

PALAVRAS-CHAVE: Ensino de língua inglesa. Inglês para fins acadêmicos. Ensino a distância.

¹ São Paulo State University (UNESP), Araraquara – SP – Brazil. Master's student in the Postgraduate Program in Linguistics and Portuguese Language. ORCID: <http://orcid.org/0000-0001-7496-197X>. E-mail: anacampanatti@gmail.com

² São Paulo State University (UNESP), Araraquara – SP – Brazil. PhD student in the Postgraduate Program in Linguistics and Portuguese Language. CNPq Scholarship. ORCID: <https://orcid.org/0000-0003-1102-4385>. E-mail: ta.dc@hotmail.com

³ São Paulo State University (UNESP), Araraquara – SP – Brazil. Professor at the Department of Modern Languages. Doctorate in Linguistic Studies (UNESP). ORCID: <http://orcid.org/0000-0002-4755-5375>. E-mail: sandra.kaneko@unesp.br

RESUMEN: *El propósito de este artículo es hacer algunas consideraciones y reflexiones sobre el sentido de plausibilidad del profesor específicamente para fines académicos en el contexto de la educación a distancia sincrónica. Para esto, primeiro discutiremos el concepto del sentido de plausibilidad. En segundo momento, tendremos el foco en la enseñanza y el aprendizaje de idiomas utilizando herramientas y plataformas de educación a distancia, así como definiendo el concepto de aprendizaje a distancia (ODL), así como discutiendo la definición de la noción de IFA (inglés para fines académicos). Tercero, nos enfocaremos más específicamente en temas que involucran informes de experiencia de cursos de IFA en el entorno de ODL. Finalmente, haremos consideraciones con el fin de señalar posibles problemas y referencias sobre el enfoque de la enseñanza del inglés con fines académicos en contextos ODL.*

PALABRAS CLAVE: *Enseñanza del idioma inglés. Inglés para fines académicos. la educación a distancia.*

Introduction

When teaching a foreign language (FL), it is common for the teacher to face several issues when reflecting on the planning of the course, such as the most appropriate teaching method and approach to be adopted in his classroom, as well as the material to be used. Prabhu (1990) points to the notion of “sense of plausibility” as a concept that would involve the teacher's language conception, his knowledge and objectives in the development of his classes. Thus, through his sense of plausibility, the teacher would be able to reflect on the most appropriate approach to use in the classroom and how he could plan and apply it.

It is worth mentioning that the sense of plausibility is intrinsically related to the expectations of the teacher and his students, so that it is meaningful and productive to students that they can reflect on their learning, in addition the focus of the teacher's sense of plausibility is in the process to learn and not just in the product. Furthermore, the author stresses that the sense of plausibility must be “kept alive and open to change, it cannot become mechanical”, and it can also be shared and shared with other teachers.

More specifically, when dealing with the English language, which is the focus of our study, we know that it is an international language, which is used in various environments, whether in professional, academic or entertainment life. With the advent of new technologies and the internet, the mastery of English has become increasingly necessary in our daily lives, in addition to the new technologies that also provide multiple forms of teaching and learning foreign languages.

In view of this, it is necessary to think about two specific issues: the updating of teachers as to the importance of the sense of plausibility in the context of teaching and learning FL, on

the one hand, and, on the other, the inclusion of new technologies and internet in teaching with intent to meet the different profiles and needs of apprentices. Therefore, this article aims to make considerations and reflections about the sense of plausibility of the teacher in teaching English, specifically for academic purposes in a context of classes in a synchronous online environment.

In this sense, we argue that, for the teaching of foreign languages, specifically English, in the classroom to take place successfully, the teacher must know some concepts relevant on FL methods and approaches, so that he can understand more the question of the sense of plausibility.

We can also mention the urgency of understanding the needs and objectives of the student, to understand the difficulties that he presents, his profile and worldview, so we will make, in the next section, considerations about the main factors that permeate the importance of the notion of sense plausibility of the teacher in the classroom.

Therefore, below, we will discuss, in more detail, the subjects covered here briefly and we will also seek to show points of contact between the teacher's sense of plausibility and the notions of English for academic purposes (EAP), in addition to situating these issues in environments mediated by technology.

The teacher's sense of plausibility and the challenge of facing new technologies

Bearing in mind the importance of the teacher's sense of plausibility in FL teaching, we will make some observations about the concept of method and the moment in which we are inserted. According to Leffa (2012), we currently live in the post-method era. Firstly proposed by Kumaravadivelu (2003, p. 33):

[...] the postmethod condition empowers practitioners to construct personal theories of practice. [...] [It] enables practitioners to generate location-specific, classroom-oriented innovative strategies. [...] The postmethod condition [...] recognizes the teachers' potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks. It also promotes the ability of teachers to know how to develop a critical approach in order to self-observe, self-analyze, and self-evaluate their own teaching practice with a view to effecting desired changes.

Therefore, the choice of approaches, techniques and activities used throughout the classes must be in line with the student's context, so that the class is meaningful and somewhat easier for the learner to look at, so we will address some principles belonging to new technologies that can assist in the reflection and work of the teacher, as well as in the

development of knowledge, interaction and autonomy of learners in the school environment, since, currently, contact with computers, smartphones and the internet, for example, is more facilitated, and students, exposed to such technologies in their social practices, often learn and interact in different ways than those approached in the classroom. Therefore, it is necessary for the teacher to consider the use of new technologies as a means of approximation and interaction between the student's reality and practice in the school context.

New technologies have changed several activities in modern life, including language teaching and learning. In this sense, it is necessary to think about how we can “digitally literate a new generation of apprentices who are growing and experiencing the advances in information and communication technology” (XAVIER, 2002, p. 1, our translation).

In addition, it is necessary to reflect on the issue of immigrants and digital natives and the way they think and process information differently. Prensky (2001), adopts the term “accent”, which would be related to the adaptation of the digital immigrant in new contexts, that is, how this immigrant uses his past, his roots, what he was used to, to make himself “intelligible” or in some way dealing with the new that was imposed on him. We can highlight the need to print an email as an example of an “accent”.

Our students today are all ‘native speakers’ of the digital language of computers, video games and the Internet. So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be compared to them, **Digital Immigrants** (PRENSKY, 2001, p. 2; authors’ highlights).

Therefore, Prensky (2001) points out that it is necessary to reflect on the need to change the way we teach, adjusting it to the new social and technological contexts that our students are inserted in, as we often do not have the subsidies, competence and training necessary to follow the evolution of our apprentices in the digital age.

Concerning this fact, Pessôa and Duqueviz (2012) highlight the UNESCO document “ICT competence standards for teachers” (2009), which points out the efficient use of technology by both teachers and students, with a view to enabling that apprentices become:

qualified information technology users; people who seek, analyze and evaluate information; problem solvers and decision makers; creative and effective users of productivity tools; communicators, collaborators, editors and producers; informed, responsible citizens who offer contributions (UNESCO, 2009, *apud* PESSÔA; DUQUEVIZ, 2012, p. 5, our translation).

In addition, Cuban (2015, *apud* DUQUEVIZ, 2017, p. 25) and Cysneiros (1999, *apud* DUQUEVIZ, 2017, p. 25) criticize the presence of new technologies in the school environment and “evaluate DICT as a promise of change in education that has not been achieved”, Viana (2015 *apud* DUQUEVIZ, 2017) believes that DICT (Digital Information and Communication Technologies) can “drive” a change in education, with a focus on “the protagonism of students”, of so that it is increasingly necessary to train teachers on the use of DICT in the classroom, so that they can be updated with the resources and tools provided by new technologies and manage to make good use of them.

In this sense, we believe that technology should be considered and included in the classroom in a meaningful way and not only to fill gaps. It is true that such a task is not an easy job for teachers who have been exposed to other types of contexts in their education, however, it is necessary for this teacher to reflect on the methods, approaches and techniques that will be most significant for his students, that is, the way we learned many things in the past must be updated/adapted/redefined to make sense in today's digital world.

Therefore, it is necessary for the teacher to be attentive to his target audience, their needs, the curriculum, the objectives and all theoretical questions that permeate his conception of language and teaching approach: such questions are associated with the teacher's sense of plausibility, which must always be open to new changes and in line with the theory and practice used in the classroom.

Therefore, in the next section of this article, we will address questions about language teaching for academic purposes, specifically EAP (English for Academic Purposes), in agreement with the use of DICT (Digital Information and Communication Technologies), with a focus on issues of teaching in an online environment.

Teaching English for Academic Purposes in an Online Environment

In the context of language teaching and learning, the motivation of learners is fundamental, and there are several factors that can *motivate* this student (personal, sociocultural and contextual aspects). According to the Michaelis dictionary (2009), the word motivation can be defined as “a kind of psychological energy or tension that sets the human organism in motion, determining a given behavior”.

Within a traditional (psychological-social) approach to motivation in the field of FL, Gardner and Lambert (1959 *apud* CAMPOS-GONELLA, 2007), they define it as inherent in the learner's orientation towards the objective of learning a foreign language.

In this sense, the authors distinguish between integrative and instrumental motivation, integrative motivation associated with positive attitudes linked to the group that speaks the target language, their culture, their customs and their traditions, while instrumental motivation concerns the most practical reasons for whether learning a language, such as increasing the chances of getting a good job, a promotion, passing an exam or entering a foreign university, among other factors.

Thus, Witter and Lomônaco (1984 *apud* DA SILVA; ESTARNECK, 2010) contribute to the definition between intrinsic and extrinsic motivation.

[...] the one in which the activity arises as a result of the learning itself, the material studied provides its own reinforcement, the task is done because it is pleasant. Extrinsic motivation, on the other hand, occurs when learning takes place to serve another purpose, such as passing the exam, moving up socially (p. 67, our translation).

Thus, we understand that motivation can influence the teaching and learning process, according to the purposes of learning. What, in fact, is extremely relevant and falls on how significant the learner's teaching should be, that is, the student must see meaning and applicability in what he learns, so that he feels motivated, arousing his interest in achieving his goals in learning the target language. Therefore, we can think of teaching that also considers the needs of this apprentice, in addition to reflecting on technologies that facilitate their learning.

Faced with this scenario, we will make some considerations about the context of GE (General English) and EAP in order to understand them in more detail.

In the context of General English (GE), the teaching focus is linked to the four language skills: comprehension and written production and comprehension and oral production (reading, writing, listening and speaking) (LARSEN-FREEMAN, 2013). Usually, grammatical and functional aspects are guiding aspects for the organization of classes, materials and assessment methods: for example, in textbooks, verbs in the present are usually presented so that later verbal forms can be studied. The main purpose would be to achieve the proficiency and fluency necessary for success in everyday communicative interactions.

In the context of English for Academic Purposes (EAP), the focus is on the student (HUTCHINSON; WATERS, 1987) and his goal(s) with a particular course, unlike General English, the student's area of knowledge is the basis for developing language skills and specific skills, it is through subjects already known by students and present in their academic life that

the necessary language skills and competences will be developed in order to improve their performance in different academic situations (DE CHAZAL, 2014).

In this way, we normally observe the partnership between student and teacher, as the student contributes with his technical knowledge on the subject and the teacher with his linguistic knowledge, thus, “the teacher's role will depend on the type of course and its content” (JORDAN, 1997 *apud* VIAN JR. 2015 p. 191, our translation).

Therefore, the material used in this context usually presents texts, dissertations, articles, seminars and presentations that are common to the learner's academic context and culture (DUDLEY-EVANS, 1987), in order to assist him in his understanding and written production and/or oral in the target language.

Therefore, it is important to carry out activities that reflect the needs of the learners, as this way the teacher will have a starting point for planning and selecting materials and activities, in addition to having more information to plan the leveling, language sequencing. and content in an EAP context.

In this sense, we based on Jordan (1997, p. 57) in order to present a synthesis for the planning of courses in EAP contexts, which is based on: a) Analysis of needs - of students (for information such as profile and level of proficiency, for example), of the subject or department (data such as textual genre, academic culture, etc.); b) Objectives - of the students and the course itself; c) Resources and Materials - with variables and possible restrictions; d) Type of menu or teaching plan - content and components, language skills and timetables; e) Methodology (teaching/learning organization) - individual, group and also the materials to be used, and, finally; f) Assessment and feedback, with a view to analyzing the student's linguistic performance within what is expected of him in academic context.

Therefore, the teacher of EAP courses, through the analysis of learners' needs, will know about the main motivations (which can be given by the purpose of the course itself, how to develop skills to perform a proficiency exam, or for other personal, professionals reasons, etc.) and their student's goals, their wishes, which may not even coincide with what they really need to learn in a given course; in addition, the teacher will be able to better understand the difficulties of his students and what to expect from them, considering the prior knowledge, as well as the level of proficiency and learning strategies of these students.

Such analysis can also be carried out in the form of questionnaires, interviews, classroom observations, tests, papers, case studies, self-assessment, pre and post tests, reflective diaries, etc. However, there are some limitations in the analysis of needs that need to be considered, among them we can mention the difficulty in meeting the needs of students in front

of a heterogeneous class, mainly with very different levels of proficiency, or even with different needs and objectives; in addition, the time available to complete the course may interfere with the application of activities to assess the needs of the learners, since such activities consume a considerable amount of time during classes.

We also see the need of analysis as a limitation when considering only the target-needs of the learner, excluding other sources: it is in this sense that the teacher must have a sense of plausibility to guide and evaluate what can be valid and profitable in the planning and elaboration stages of materials.

In this perspective, we consider that the teacher's sense of plausibility coupled with the use of apprentices' needs analysis, as well as their motivation (personal, professional and academic interests, for example) and their objectives are extremely important for the development of courses in EAP contexts.

Linked to these issues and in view of the current scenario, with the advent of new technologies, especially since the decade of 2010, “language teaching has been changing with the evolution of technological resources” and technology has shown itself as a means of “Overcome physical and temporal barriers” (SILVA; SHITSUKA; MORAIS, 2013, p. 11, our translation).

When referring to language teaching in an online environment, it is necessary to make some notes on concepts such as distance education, and e-learning in order to elucidate prominent issues in online teaching.

Mill (2018) highlights Distance Education as an “education modality” and “a specific way of organizing teaching and learning”. The author also points out that “Distance Education is a modality that presents as an essential characteristic the proposal to teach and learn, without the teachers and students having to be in the same place at the same time” (MILL, 2018, p. 200, our translation). Furthermore, the distance learning modality must be thought of as something that arises from the needs and objectives of the students, as it is a planned and not an accidental learning process, in order to include the new technologies, involving the student in the learning process in a meaningful and affordable way.

Regarding the context of e-learning, Gomes (2005) highlights that it involves “a distance education scenario based on communication and collaboration”, still according to Gomes (2005) “the clarification of concepts such as “distance education” or “e-learning” is not an easy task, in general, we can say that e-learning permeates practically all teaching modalities, being one of the possible configurations of distance education, but cannot be considered as a synonym for distance education.

[...] e-learning, from the technological point of view, is associated with, and is supported by, the Internet and the information and communication publishing services it provides, and from the pedagogical point of view it implies the existence of a teacher-student interaction model (trainer-trainee), to which, in certain approaches, a student-student interaction model (trainee-trainee), in a collaborative perspective.

E-Learning, as a distance learning modality and in some situations of training in mixed regime (b-learning) also implies the availability of materials (referring to the teaching contents, often referred to by e-contents) specifically built for these environments of learning (GOMES, 2005, p. 234, our translation).

However, some issues must be considered when dealing with these new possibilities. In view of previous contact with the regular school and more traditional models of teaching, we wondered if this student would be prepared to work actively and with more autonomy within this scenario. Likewise, we reflect on the skills and capacitation of this teacher to guide and act in such a scenario.

In view of the considerations mentioned above, we point out the need for constant reflection on the part of teachers with regard to the needs of their students, as well as the new contexts that are inserted.

Therefore, in the following section, we will address the context of an English for Academic Purposes course in an online environment, with a view to elucidating our practice related to the theoretical issues previously discussed.

From theory to practice: an EAP distance learning course

In order to illustrate the theoretical discussions of the previous items, we will address, in this fourth topic, a course given by one of the authors of this article during the first semester of 2018⁴. We will deal with methodological issues and, briefly, teacher formation, in order to contextualize the course and its teaching moment.

Taught over eight consecutive weeks, the course covered aspects of written production in English and dealt, with more emphasis, with the production of essays. It should be noted that the course in question, in addition to being developed in distance education, was designed and promoted between the partnership/financing of a private company with a public university in the interior of São Paulo and, therefore, its target audience was part of one of the campuses of higher education institution.

⁴ See Table 1 for a summary of key information in this regard.

This course was given in an extracurricular manner, free of charge, and entitled to certification with a completed course load (with a minimum of 75% attendance and final average 6). The course had a total workload of 32 hours of work, 16 of which were synchronous and the remaining hours were for asynchronous activities on the Moodle platform (Modular Object-oriented Dynamic Learning Environment), in which students could ask questions and deliver textual productions to corrected by the teacher.

Still in this context of conducting the course and distance learning, we used the video conferencing platform Zoom⁵, that allowed the separation of students into small groups so that discussions were possible, thus corroborating the communicative approach adopted by the teacher.

As the course aimed to develop writing skills in a foreign language, especially with regard to essays, the teacher chose to structure each class in order to address a main aspect in relation to the writing process: the pre-writing phase, with activities to develop individual arguments and textual elements (paragraphs, punctuation, among others); the production of the draft divided by types of paragraphs and their functions in the text; and textual review and editing, with a specific focus on formatting in various academic standards (ABNT, MLA, APA).

As analyzed by the needs analysis questionnaires answered by students before the course started, many believed that they needed to improve more than one of the English language learning skills (namely: listening, speaking and reading, writing), but decided to enroll for a written production course because they were inserted in an academic environment and it was this skill that had the greatest demand.

Taking into account the students' need to explore the four English language skills, the teacher's planning, while privileging the use of written skill and addressing the formal aspects of this practice, also sought to foster the development of the other three skills throughout of the course.

As we have already discussed in previous items, written production - as well as reading, oral production and oral reception - is just one of the skills that can be addressed in EAP courses.

⁵ Zoom is a web conferencing application with a more stable interface. It allows the user to access a meeting through a link generated specifically for this purpose, so that, in our context, the only one who needs to have an active account in the application is the teacher (host). The application also allows classes to be recorded and exported, so students who missed out can later access the content. The version used at the time of the course is paid, although the application can be downloaded for free. More information about the application can be found in the following link: <https://zoom.us/>. Access: 09 June 2019.

About this, the teacher points out that during the first class, several students were surprised that the classes were, in fact, taught in English, even with a focus on writing.

In addition, we emphasize that the entire course was developed in the distance modality and, in total, had 9 students (out of 20 initials) graduating. This shows us that, as Harker and Koutsantoni (2005) point out, in the case of distance courses, we still have to overcome the challenge of student evasion. In part, we believe that dropout is due to the fact that these students' culture of learning⁶ (ALMEIDA FILHO, 1993) and, although we would not like it to be so, we believe that the Brazilian culture of learning is based on classroom teaching.

In general, we note that, as Harker and Koutsantoni (2005) already pointed out, the students' performance was satisfactory and had more to do with their dedication to the course than with the format in which it was taught. Throughout the eight weeks of synchronous classes through the videoconference program, the students also had the support of the teacher through email and instant messages through *WhatsApp*, being able to contact her whenever they needed.

In general, the contacts took place to deal with deadlines/extensions of activities and doubts about them. Questions about content, grammar and writing were mainly dealt with during synchronous classes, in which all students were open to do so (even if they also had this possibility through these other forms of contact). In addition to this contact, students also had the Moodle platform to download class materials (prepared by the teacher, as we have in EAP), upload tasks, assessments and questionnaires, and also had space for posting and discussing questions.

As the teacher had already taught another EAP course with the same theme as the production of essays, but in a different context (in person and for English language students), the schedule was based, in part, on her previous experience (which justifies our discussion of a sense of plausibility) and the students' responses to the needs analysis.

Thus, the students were motivated to continue the course. The teacher observed that during the first synchronous meeting, almost all 20 enrolled students attended, however, already in the second class, several had dropped out because the class was taught in English and many of the students were unable to follow it. Although a minimum level of B1 was required to enter the course (according to the Common European Framework of Reference for Languages,

⁶ Almeida Filho (1993) points out that the culture of learning is “ways of studying and preparing for the use of the target language considered as 'normal' by the student, [...] transmitted as tradition, through time, from a naturalized way [...], and implicit” (p. 13, our translation).

hereinafter CEFR⁷), the teacher noticed that most of the students were in transition between A2 → B1 at the time of taking the course, even with the achievement of this level through online placement test, and that only one of her graduates actually had B1 level.

In the table below, we systematize this and other questions exposed below to facilitate the visualization and understanding of the information presented.

Table 1 - Summary of Information on the Distance Education EAP Course ⁸

TOPIC	DATA	DISCUSSION
CONTEXT	Distance Education EAP Institutional	Requirement: QECR: B1 Real: QECR A2 → B1
EVASION/RETENTION	20 enrolled students 9 graduating students	Evasion due to lack of understanding of FL, clash of schedules, lack of instant messaging application, problems with digital literacy.
PERFORMANCE	88% of graduating students achieved a performance above the established average 6 (8 out of 9 students).	According to Harker and Koutsantoni (2005), students' performance is similar to the comparison with courses taken in person in other contexts.

Source: Devised by the authors

In addition to this belief (classes taught in English instead of Portuguese (foreign language x mother tongue)) and students' problems (the lack of fluency necessary to follow the course), we also noticed the latent lack of digital literacy of students. Although, mostly, belonging to the generation of *digital natives* (between 18-25 years), the students of the course had some doubts in relation to the use of the Moodle platform (soon solved by the custom of use, since the activities and evaluations made with access the platform at least once during the week) and the videoconference program used in synchronous classes.

The students, through the final course evaluation questionnaire, also complained about class interruptions by other teachers, since the videoconference application used was shared and said that “it was disrespectful” that the other teachers did not respect the class schedule. As in this course we used the paid version of the application, the access email was shared between the various teachers who used Zoom in their class time. Classes were scheduled and shared on

⁷ In this article, we will not focus on the skills and competencies necessary for the development of the levels proposed by the QECR. For more information about this, access: <https://www.coe.int/en/web/language-policy/home>.

⁸ All abbreviations present in the table have already been discussed throughout the article and can be found in full.

a specific internal calendar, released to teachers so that everyone could prepare for their classes and share the link to access them with students. The student's complaint about the interruption of the class occurred because, many times, other teachers accessed the same account used by the teacher to teach the class and ended up appearing on the same class screen, so that the teaching teacher's account was frozen momentarily, working again when the other teacher left the virtual classroom.

The students also suggested that the material (specifically the PowerPoint presentations) could be shared beforehand, and that instead of doubling the activities, they could be discussed in groups, so they would have more to expose and discuss. In addition, one of the students explained in a course evaluation questionnaire that “this course should be offered at various periods. This *type of action* becomes the life of the students” (our highlights). It is interesting to note that this particular student did not specify his speech; we created some hypotheses in relation to it: a) EAP courses given in distance education; b) test courses given in distance education; and some more general propositions such as c) free distance education courses; d) free EAP courses.

In short, the teacher believes that the main problem with the course was avoidance. As we have already discussed, we attribute this evasion to the culture of learning of Brazilian students and relate this issue to digital literacy, to the question of students being digital natives or immigrants. Specifically dealing with the teaching approach, as we have already explained briefly, there was no change from the classroom course to distance education, with the communicative approach being used by the teacher. In general, the same techniques and tools used by the teacher in the classroom course were also used in distance education during the realization of synchronous classes (debates, text exposure, guided and free discussions, guided written productions, slides, audios and videos, etc.); the only “limitation” was the non-use of tasks that required physical space and that could provide interaction between students to solve problems (task-based learning).

Final considerations: referrals regarding EAP and Distance Education

As we sought to discuss in the previous items, the teacher's work in the FL classroom, specifically in EAP and Distance Education contexts, is permeated by several factors, among them temporal and contextual, as well as by the teacher's beliefs and experiences, for the purposes and teaching objectives, and the profile of learners as we discussed throughout this article, but not only these factors.

We know that, to some extent, this article has limitations in its discussions and that the outline we use is just a way of discussing the issues presented here. We emphasize, however, that, as we hope to have discussed throughout the sections on EAP approaches and teaching, that each foreign language teaching context, whether taught in distance learning, or in person, whether in a “general” language or for academic purposes, each one presents its particularities that must be well analyzed by the teacher.

To this end, we believe that one of the main topics to be developed in Applied Linguistics, taking into account both the initial and continuing formation of teachers, is the reflection on the teacher's sense of plausibility, specifically for academic purposes in a context of synchronous online classes. This methodological reflection can be developed in partnership with a solid background in teaching languages for academic purposes (and their techniques), as well as the planning of courses and the preparation of EAP teaching materials (such as, for example, needs analysis) which are enriching instruments for the most diverse contexts of teaching.

ACKNOWLEDGEMENTS: To the National Council for Scientific and Technological Development (CNPq), for the promotion.

REFERENCES

ALMEIDA FILHO, J. C. P. de. **Dimensões comunicativas no ensino de línguas**. Campinas, SP: Pontes, 1993.

CAMPOS-GONELLA, C.O. **A influência do material didático na motivação de aprendizes da língua inglesa em contexto de ensino público**. 2007. 192 f. Dissertação (Mestrado em Ciências Humanas) – Universidade Federal de São Carlos, São Carlos, 2007

DA SILVA, V. F; ESTARNECK E. S. Motivação no ensino de língua inglesa: uma experiência de observação em uma escola pública. **Revista Semioses**, Rio de Janeiro. v. 01. n. 07, ago. 2010. Available: http://apl.unisiam.edu.br/semioses/pdf/n7/n7_art_06.pdf. Access: 30 June 2018.

DE CHAZAL, E. **English for academic purposes**. Oxford handbooks for language teachers. London: Oxford University Press, 2014.

DUDLEY-EVANS, T. Genre Analysis and ESP. **ELR Journal**, Birmingham (Reino Unido), n. 1, 1987.

DUQUEVIZ, B. C. **Tecnologias digitais: sentidos atribuídos por adolescentes à aprendizagem de Língua Estrangeira**. Orientadora: Regina Lucia Sucupira Pedroza. 2017. xiii,

139 f. Tese (Doutorado em Processos de Desenvolvimento Humano e Saúde) – Universidade de Brasília, Brasília, 2017. Available: <https://repositorio.unb.br/handle/10482/23598>. Access: 30 June 2018.

GOMES, M. J. **E-learning**: reflexões em torno do conceito. Available: <https://repositorium.sdum.uminho.pt/bitstream/1822/2896/1/06MariaGomes.pdf>. Access: 02 Oct. 2018.

HARKER, M.; KOUTSANTONI, D. Can it be as effective? Distance versus blended learning in a web-based EAP programme. **ReCALL**, v. 17, n. 02, p. 197-216, 2005.

HUTCHINSON, T.; WATERS, A. **English for specific purposes**. A learning-centred approach. Cambridge University Press, 1987.

KUMARAVADIVELU, B. **Beyond methods**: macrostrategies for language teaching. New Heaven, CT and London: Yale University Press, 2003.

LARSEN-FREEMAN, D. **Techniques and principle language teaching**. New York: Oxford University press, 2013.

LEFFA, V. J. Ensino de línguas: passado, presente e futuro. **Revista de Estudos da Linguagem**, Belo Horizonte, v. 20, n. 2, p. 389-411, jul./dez., 2012.

MILL, D. (org.) **Dicionário crítico de educação e tecnologias e de educação à distância**. Campinas, SP: Papirus, 2018. p. 198-214.

PRABHU, N. S. **Second language pedagogy**. Oxford: Oxford University Press, 1987.

PRABHU, N. S. There is no best method – Why? **TESOL Quarterly**, v. 24, p. 161–172, 1990.

PRABHU, N. S. Ideação e ideologia na pedagogia das línguas. **Trabalhos em Linguística Aplicada**, Campinas, v. 38, p. 59-67, 2001.

PESSÔA, A. R.; DUQUEVIZ, B. C. Professores de Línguas Estrangeiras e o uso de TICs. In: CONGRESSO BRASILEIRO DE LINGUÍSTICA APLICADA, 9., 2012, Rio de Janeiro. **Anais [...]**. Rio de Janeiro: Universidade Federal do Rio de Janeiro, jul. 2011.

PRENSKY, M. Digital natives, digital immigrants. **On the horizon**, MCB University Press, v. 9, n. 5, p. 1-6, 2001.

SILVA, P. C. D.; SHITSUKA, R.; MORAIS, G. R. Estratégias de Ensino/Aprendizagem em Ambientes Virtuais: Estudo Comparativo do Ensino de Língua Estrangeira no Sistema EaD e Presencial. **Revista Brasileira de Aprendizagem Aberta e a Distância (RBAAD) – ABED**, v. 12, p. 12-25, 2013. Available: http://www.abed.org.br/revistacientifica/_Brazilian/2013/1A_Artigo_Rbaad_Portugues_2ed.pdf Access: 10 Oct. 2018.

XAVIER A. C. **Letramento digital e ensino**. 2002. Available <http://www.nehte.com.br/artigos/Letramento-Digital-Xavier.pdf> Access: 10 Oct. 2018.

How to reference this article:

DOTTI CAMPANATTI, A. H.; COSTA, T. D, KANEKO-MARQUES, S. M. English for academic purposes and e-learning: points of consistency and issues. **Rev. EntreLinguas**, Araraquara, v. 6, n. 2, p. 340-356, July/Dec., 2020. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v6i2.13499>

Submitted: 27/03/2020

Required revisions: 20/05/2020

Approved: 16/07/2020

Published: 30/09/2020

