

A Comparative Research on Perceived EAP Competencies of Turkish Academics

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Abstract

English is presumed as the globally dominant language in the scientific world, and academics are expected to attain written and verbal competencies in academic English to a visible, accessible academic portfolio that represents them as individuals as well as their institutions. The present study was meant to investigate perceived English for Academic Purposes (EAP) competencies of Turkish academics. It exclusively aimed to reveal whether they significantly differ in their perceived EAP competencies regarding such variables as gender, length of academic experience, length of teaching experience and training received abroad. Data were collected via a five-point Likert-type scale developed by the researchers, and quantitatively analysed to explore similarities and differences across different groups of academics in relation to such variables as gender, length of experience in academia, academic titles, training experience received abroad, experience in teaching abroad, number of scientific publications and paper presentations in English (last five years). The findings revealed significant differences in academics' perceived competencies in EAP related to training experience received abroad and experience in teaching abroad regardless of its length and number of paper publications/ presentations in English over the last five years. Based on the findings, a positive correlation was established between the participants' EAP competency in speaking and other skills. The study is meant to contribute to the existing literature on EAP via and offer practical implications for EAP practitioners and non-native academics.

Keywords: Academic language skills, English for Academic Purposes, English as academic lingua franca, Turkish academics

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