English for Academic Purposes
A guide and resource book for teachers
English for Academic Purposes

A guide and resource book for teachers

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List of abbreviations

ARELS The Association of Recognised English Language Services
BALEAP The British Association of Lecturers in English for Academic Purposes
CALL Computer Assisted Language Learning
COBUILD COLLINS Birmingham University International Language Database
DDL Data-driven Learning
EAP English for Academic Purposes
EFL English as a Foreign Language
EGAP English for General Academic Purposes
ELT English Language Teaching
EOP English for Occupational Purposes
EPP English for Professional Purposes
ESAP English for Specific Academic Purposes
ESL English as a Second Language
ESP English for Specific Purposes
EST English for Science and Technology
EVP English for Vocational Purposes
IELTS International English Language Testing System
LSP Languages for Specific Purposes
L1 first language/mother tongue
L2 second language/medium of communication
NCELTR National Centre for English Language Teaching and Research (Australia)
NNS non-native speaker (of English)
NS native speaker (of English)
OHP overhead projector
PSA present-situation analysis
RELC Regional Language Centre (Singapore)
TEFL Teaching English as a Foreign Language
TENOR Teaching English for No Obvious Reason
TOEFL Test of English as a Foreign Language
TSA target-situation analysis
UETESOL University Entrance Test in English for Speakers of Other Languages
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Acknowledgements

Introduction

Background

This book is the culmination of twenty-one years’ experience of teaching EAP at the University of Manchester and overseas. It has been written with the realisation that, although there are a number of practice books in EAP for students, no book currently exists for teachers that surveys the whole field of EAP. It is normally covered in small sections in ESP books. This, then, gives a comprehensive overview of the whole subject for teachers, and has arisen out of my 1989 state-of-the-art article on English for Academic Purposes for the journal *Language Teaching* (Jordan 1989).

In recent years, there has been a world-wide increase in demand for EAP or study skills courses, varying in length from two weeks to one year or more. EAP is needed not only for educational studies in countries where English is the mother tongue, but also in an increasing number of other countries for use in the higher education sector.

Readership

Because of the increase in demand for EAP, there has been a commensurate increase in demand for qualified and experienced teachers of EAP. This book is intended for experienced EFL teachers, native speakers or non-native speakers, perhaps with some experience of EAP/ESP/study skills. They may be attending a teacher-training or higher degree/diploma course, where EAP is a main or subsidiary component, perhaps combined with ELT, ESP or Applied Linguistics. It is also intended for experienced EFL teachers who may not be attending a course but who would like information about EAP or who would like to place their knowledge of EAP in a wider context. They may be working in relative isolation, and would like to be able to compare their approach with alternatives, or to compare material they are using with other books, or to write their own EAP (EGAP/ESAP) material. This book contains a number of examples of published material and exercises, as well as research reports, thus enabling comparisons to be made. It also provides information about, and examples of, research in EAP.
Introduction

Purpose and approach

The purpose of the book is to provide a reasonably straightforward, step-by-step account of the coverage of EAP, noting its scope, approaches, developments, issues and research findings, in addition to methods and materials. The book is intended to be informative and user-friendly, and to serve as a resource and reference book, for teachers working on their own as well as those attending a course. Although the book is designed to be read through chapter by chapter, it may also be dipped into as needed. This applies particularly to the Appendices.

The approach that I have taken is not dogmatic: it considers different viewpoints and ways and methods of teaching EAP, but leaves you to think, discuss and form your own opinions. These will be based on your personal experience combined with the conclusions that you draw from your reading and discussion of aspects of this book. While reading about different approaches and trends, it is important to bear in mind that the ultimate objective is to assist students to learn as efficiently as possible.

In the belief that one can always learn from other disciplines and approaches, I have included, in Chapter 1, some references to study skills books available for the English mother-tongue situation. These books are often overlooked in EAP settings. Some of them may be of direct help, especially for use with more advanced students; others may serve the purpose of giving ideas for developing different approaches or materials. Study skills do not exist only for non-native speakers of English. There is increasing evidence that mother-tongue students at university level need to be catered for, as the notice below from an English university in the 1990s indicates.

STUDY SKILLS FOR UNDERGRADUATES

The University is once again organising a series of free study skills seminars for undergraduate students.


Organisation

The book is divided into three parts. Part I serves as an introduction to EAP and study skills, explaining scope and background and putting
Introduction

various aspects and components into context. It also provides illustrative data on a number of the main areas.

Part II looks in depth at English for General Academic Purposes. It examines the different study skills, noting research findings that are relevant and giving examples of different approaches. It also gives some examples from practice books that are commonly used.

Part III focuses on English for Specific Academic Purposes. After looking at the various features and analyses concerned with academic discourse, it concentrates on areas of subject-specific language that are relevant to EAP teachers, including the production of teaching materials. It ends with a look at examples of ongoing research.

References

There are a large number of references to books, journals and research reports: full details are given in the References. They range from brief references to quotations, examples and specimens of material. In some cases, the quotations are lengthy: this is to enable you to obtain a flavour of the originals, with their individual styles and emphases. There are several reasons for including such a large selection of references:

a) To show a variety of approaches and ways of doing something. As there is often a tendency to teach in isolation, only knowing your own course/classes, there is an advantage in seeing alternatives. You will be exposed to different views on problems or areas for concern, and also see what is happening elsewhere. Perhaps some will be relevant to your needs.

b) To serve as a stimulus or starting point for your own ideas for teaching, developing materials or further research. In addition, to enable you to pursue matters further if you need more details or in-depth information.

c) To provide an overview or survey of approaches to various aspects of EAP, especially from the viewpoint of researchers and practitioners through their research articles and reports. Many of the journals are difficult or impossible to obtain unless you have access to a large ELT or academic library. This access is provided vicariously through the quotations and summaries included in the book. Similarly, some of the books referred to are out of print and may be difficult to find: extracts from some of them are included for purposes of exemplification, especially in Part II.
Introduction

Introspect and discuss

Each chapter ends with a section entitled Introspect and discuss. This consists of a number of questions and discussion topics or activities. The purpose of these questions is to raise your awareness of issues as well as to give you an opportunity to compare your own experience with that of other people. If you are attending a course, many of the questions and activities may be prepared and discussed with a partner. Certainly, there would be benefit from a discussion and comparison within the group. A main purpose is to stimulate thought about aspects of your reading or your teaching: this can be done whether you are attending a course or reading the book on your own. Essentially, it is to help you to stand back, reflect, and to view matters in a more objective and critical way.

Not all the questions or activities are appropriate for all readers; nor would you want to do all of them. The intention is to provide a range and a choice: you will need to be selective and to choose those activities that are relevant to your needs and interests. You can also add other questions of your own. Many of the activities that are proposed can be done in pairs or small groups. If you are on a course, you and your tutor can decide which activities should be discussed or compared, and how.

You should note that the questions are arranged in chronological order, following the same sequence of the issues as they are raised in each chapter. In short, the aims of the section are to encourage you to think, discuss, compare and evaluate.

BALEAP survey

In the winter of 1991/92, I sent a questionnaire to members of the British Association of Lecturers in English for Academic Purposes (BALEAP), of which I am a founder-member (see Appendix 3 for an account of BALEAP and the Survey). The replies to the questionnaire were used to form the basis of parts of Chapter 4, regarding EAP course design, and in Part II, some of the books commonly used by EAP professionals. The Survey provided data for the first time on what actually happens on EAP courses.

Lastly . . .

In Part III, some detailed examples are given from one discipline – economics. This is my particular area of interest and it, therefore, allows me to speak from experience. However, the principles involved can apply to other subjects: economics should thus be seen as an exemplar.

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