CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

English for Academic Purposes
A guide and resource book for teachers

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

In this series:

Affect in Language Learning *edited by Jane Arnold*
Approaches and Methods in Language Teaching second edition *by Jack C. Richards and Theodore S. Rodgers*
Beyond Training *by Jack C. Richards*
Classroom Decision-Making *edited by Michael Breen and Andrew Littlejohn*
Collaborative Action Research for English Language Teachers *by Anne Burns*
Collaborative Language Learning and Teaching *edited by David Nunan*
Communicative Language Teaching *by William Littlewood*
Developing Reading Skills *by Françoise Grellet*
Developments in English for Specific Purposes *by Tony Dudley-Evans and Maggie Jo St John*
Discourse Analysis for Language Teachers *by Michael McCarthy*
Discourse and Language Education *by Evelyn Hatch*
The Dynamics of the Language Classroom *by Ian Tudor*
English for Specific Purposes *by Tom Hutchinson and Alan Waters*
Establishing Self-Access *by David Gardner and Lindsay Miller*
The Experience of Language Teaching *by Rose M. Senior*
Foreign and Second Language Learning *by William Littlewood*
Group Dynamics in the Language Classroom *by Zoltán Dörnyei and Tim Murphey*
Language Learning in Distance Education *by Cynthia White*
Language Learning in Intercultural Perspective *edited by Michael Byram and Michael Fleming*
Language Teacher Supervision *by Kathleen M. Bailey*
The Language Teaching Matrix *by Jack C. Richards*
Language Test Construction and Evaluation *by J. Charles Alderson, Caroline Clapham and Dianne Wall*
Learner-Centredness as Language Education *by Ian Tudor*
Learners' Stories: Difference and Diversity in Language Teaching *edited by Phil Benson and David Nunan*
Lessons from Good Language Learners *edited by Carol Griffiths*
Listening in the Language Classroom *by John Field*
Managing Curricular Innovation *by Numa Markee*
Materials Development in Language Teaching *edited by Brian Tomlinson*
Motivational Strategies in the Language Classroom *by Zoltán Dörnyei*
Psychology for Language Teachers *by Marion Williams and Robert L. Burden*
Research Methods in Language Learning *by David Nunan*
Rules, Patterns and Words: Grammar and Lexis in English Language Teaching *by Dave Willis*
Second Language Teacher Education *edited by Jack C. Richards and David Nunan*
Society and the Language Classroom *edited by Hywel Coleman*
Task-Based Language Teaching *by David Nunan*
Teacher Language Awareness *by Stephen Andrews*
Teacher Learning in Language Teaching *edited by Donald Freeman and Jack C. Richards*
Teaching Languages to Young Learners *by Lynne Cameron*
Testing for Language Teachers second edition *by Arthur Hughes*
Understanding Research in Second Language Learning *by James Dean Brown*
Using Surveys in Language Programs *by James Dean Brown*
Vocabulary: Description, Acquisition and Pedagogy *edited by Norbert Schmitt and Michael McCarthy*
Vocabulary, Semantics and Language Education *by Evelyn Hatch and Cheryl Brown*
Voices from the Language Classroom *edited by Kathleen M. Bailey and David Nunan*

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

English for Academic Purposes

A guide and resource book for teachers

R. R. Jordan

CAMBRIDGE UNIVERSITY PRESS

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521556187

© Cambridge University Press 1997

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 1997
11th printing 2009

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data
Jordan, R. R.
English for academic purposes: a guide and resource book for teachers / R. R. Jordan.
p. cm. – (Cambridge language teaching library)
Includes bibliographical references and index.
ISBN 0-521-55423-3. – ISBN 0-521-55618-X (pbk.)
1. English language – Study and teaching (Higher) – Foreign speakers. 2. English language – Rhetoric – Study and teaching. 3. Academic writing – Study and teaching. I. Title. II. Series.
PE1128.A2J646 1996
428′.0071 – dc21 96-37001
CIP

ISBN 978-0-521-55618-7 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

Contents

List of figures x
List of abbreviations xi
Acknowledgements xii
Introduction xvii

Part 1 English for Academic Purposes and study skills 1

Chapter 1 EAP and study skills: definitions and scope 1
1.1 What is English for Academic Purposes (EAP)? 1
1.2 What are study skills? 6
1.3 The native speaker and study skills 8
1.4 Study skills books for native speakers of English 14
1.5 Introspect and discuss 18

Chapter 2 Needs analysis 20

2.1 An imaginary case study (1) 20
2.2 Analysis 22
2.3 Questions 22
2.4 Approaches to needs analysis 23
2.5 Summary 38
2.6 An imaginary case study (2) 41
2.7 Introspect and discuss 41

Chapter 3 Surveys: students' difficulties 43
3.1 Surveys: a note of caution 43
3.2 Overview 44
3.3 Spoken English and seminars 45
3.4 Academic writing 46
3.5 Lectures and note-taking 50
3.6 Reading 50
3.7 Experience and expectations 52
3.8 Introspect and discuss 53

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

Contents

Chapter 4 EAP syllabus and course design 56
4.1 EAP syllabus 58
4.2 Types of syllabus 60
4.3 Conclusion 63
4.4 EAP course design 64
4.5 An alternative course design: projects 67
4.6 Pre-sessional EAP courses 69
4.7 In-sessional, part-time courses 70
4.8 Long EAP courses 71
4.9 EAP course components 73
4.10 Content of EAP components 74
4.11 Non-EAP components 75
4.12 Timetabling: priorities, balance and structure 77
4.13 Timetable examples 79
4.14 International EAP courses 79
4.15 Introspect and discuss 83

Chapter 5 Evaluation: students and courses 85
5.1 'Test' and 'examination' 85
5.2 Tests: differences 85
5.3 Tests: types 86
5.4 Tests: general features 88
5.5 Feedback 89
5.6 Introspect and discuss 93

Chapter 6 Learning styles and cultural awareness 94
6.1 An imaginary case study (3) 94
6.2 Learning styles and strategies 95
6.3 Academic culture 98
6.4 General culture 103
6.5 British studies 106
6.6 Conclusion 107
6.7 Introspect and discuss 108

Chapter 7 Methodology and materials 109
7.1 Methodological principles 109
7.2 Principles of learning 110
7.3 Principles of communicative methodology 111
7.4 Communicative activities 111
7.5 Authenticity 113
7.6 Case studies, role-play and simulations 114
7.7 Individualisation and autonomy 116
7.8 Awareness-raising and learner training 117
7.9 Team-teaching 121

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

7.10 The role of the teacher 122
7.11 Some pedagogical principles 123
7.12 Conclusion 124
7.13 Introspect and discuss 125

Chapter 8 Evaluating materials 127
8.1 Choice of books 127
8.2 Integrated study skills books: comparative content 128
8.3 Factors to compare 130
8.4 Listening and note-taking 132
8.5 Writing 132
8.6 Dictionaries 134
8.7 Evaluation: some questions 135
8.8 Criteria: checklists 137
8.9 Conclusion 138
8.10 Introspect and discuss 139

Part II Study skills and practice (EGAP) 141

Chapter 9 Academic reading 143
9.1 Strategies and skills 143
9.2 Categorising reading courses 144
9.3 Reading for information 145
9.4 Reading speed 146
9.5 Reading comprehension and vocabulary 147
9.6 Introspect and discuss 147

Chapter 10 Vocabulary development 149
10.1 Which vocabulary? 150
10.2 Second language vocabulary acquisition 153
10.3 Semantic field theory and componential analysis 154
10.4 Teaching/learning vocabulary 156
10.5 Concordancing 159
10.6 Memory and mnemonics 161
10.7 Conclusion 162
10.8 Introspect and discuss 162

Chapter 11 Academic writing 164
11.1 The product approach 165
11.2 The process approach 167
11.3 Summarising, paraphrasing and synthesising 170

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

11.4 Feedback and evaluation 171
11.5 Conclusion 176
11.6 Introspect and discuss 177

Chapter 12 Lectures and note-taking 179
12.1 Lecturing styles and lecture structure 181
12.2 Listening cues 183
12.3 Informal language 186
12.4 Taking notes 187
12.5 Lecture length 190
12.6 Conclusion 190
12.7 Introspect and discuss 191

Chapter 13 Speaking for academic purposes 193
13.1 Lectures 193
13.2 Seminars 195
13.3 Oral presentations 201
13.4 Verbalising data 204
13.5 Individual speech difficulties 205
13.6 Conclusion 206
13.7 Introspect and discuss 206

Chapter 14 Reference/research skills 208
14.1 Dictionaries 208
14.2 Books 212
14.3 Using the library 213
14.4 References 214
14.5 Conclusion 217
14.6 Introspect and discuss 218

Chapter 15 Examination skills 219
15.1 Question analysis 219
15.2 Writing practice 221
15.3 Revision 225
15.4 Conclusion 225
15.5 Introspect and discuss 226

Part III English for Specific Academic Purposes 228

Chapter 16 Academic discourse and style 228
16.1 Register analysis 228
16.2 Discourse analysis 229
16.3 Genre analysis 230

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

16.4 Hedging/vague language 240
16.5 Appropriacy 243
16.6 Conclusion 247
16.7 Introspect and discuss 247

Chapter 17 Subject-specific language 249
17.1 Students' inadequacy in the specialist subject 250
17.2 The EAP tutor and the subject specialist 251
17.3 Other concerns 252
17.4 Suggestions for teaching 252
17.5 ESAP books 256
17.6 Example of economics 257
17.7 Introspect and discuss 257

Chapter 18 Materials design and production 259
18.1 Against and for 259
18.2 Team writing 261
18.3 Recommended background reading 262
18.4 The need 262
18.5 Variables 264
18.6 Materials: suggestions 266
18.7 Possible problems in materials writing 269
18.8 Conclusion 270
18.9 Introspect and discuss 270

Chapter 19 Concerns and research 272
19.1 Concerns 272
19.2 What is research? 274
19.3 Action research 274
19.4 Research methods 275
19.5 EAP research areas 276
19.6 Conclusion 279
19.7 Introspect and discuss 280

Appendices 282
Index of appendices 282
1 Recommended books and journals 283
2 Educational technology 350
3 BALEAP, and the Survey 359
4 EAP exams and examining bodies 362

References 365
Subject index 391
Author index 399

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

List of figures

1.	English: purposes	3
2.	Study skills and situations	7–8
3.	Study skills: receptive and productive skills	9
4.	Steps in needs analysis	23
5.	Needs analysis: summary	29
6.	Methods of collecting data for needs analyses	39
7.	The needs analysis juggler	40
8.	EAP course design: summary	57
9.	The basis of an EAP syllabus	64
10.	The course design balancing act	66
11.	Example of a short EGAP course	70
12.	Overall picture of EAP courses	74
13.	Content of EAP practice materials	75
14.	Example of an eight-week course structure	78
15.	Timetable examples	80
16.	Socio-cultural components	107
17.	Study skills: self-awareness table	120
18.	EAP methodology	125
19.	Integrated study skills books	129–30
20.	EGAP → ESAP	250
21.	Research areas and links	277

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

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

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

Acknowledgements

To BALEAP members, past and present, with affection

In a book of this nature there are many people to thank, the doing of which gives me great pleasure. First and foremost, I thank my former colleagues at Manchester University, Ken James and June O'Brien, for providing study leave cover for me during the first half of 1992. This made possible the groundwork for the book. In addition, I thank June most warmly for her willingness to share ideas and materials, and for allowing some examples of teaching materials to be reproduced: in particular, the study skills workshop, correcting code, report conversion, and part of the syllabus in Appendix 1.1. I thank Ken for the original idea for *Figure 16*: socio-cultural components. I also thank the ELT Unit at Manchester University for the loan of books, and some materials – parts of which have been reproduced.

I am most grateful to BALEAP members for kindly taking part in the original Questionnaire Survey in 1991/92 and for giving permission for the information to be used. For specimens of timetables and questionnaires, and additional information, I am grateful to the following: Penny Adams, Alan Barr, Mike Beaken, Meriel Bloor, George Blue, Doreen du Boulay, Peter Brown, Joanna Channell, Michael Chiles, Don Dunmore, Clare Furneaux, Martin Hewings, Margaret Khidhayir, Jo McDonough, Anne Marshall-Lee, Hilary Nesi, Graham Perry, Rod Revell, Pauline Robinson, Celia Shalom, Susan Thompson, Alan Tonkyn, Graham Trengrove, John Trzeciak, Joan Turner, Cyril Weir.

In addition, I am very grateful to the following for their advice and help: Jo McDonough – BALEAP Research Register; Richard West – needs analysis and testing; Gary Motteram – CALL and video; Hilary Nesi – CALL; Caroline Moore – The British Council. Pat Hurst, Education Librarian at Manchester University, deserves a special thank you for her willingness to find references for me, and for her excellent memory of the location of items.

I wish to thank the following for kindly providing me with information about the EAP situation in courses, universities, or countries, they know well: John Morley – Australia; Anncha Lindeberg, Mirjaliisa Charles, Elizabeth Heap-Talvela, Deborah Mason – Finland; William Dodd – Ireland; Donald Sim – Israel; Dorothy Humphreys – Nepal; Samina Amin Qadir – Pakistan; John Swales – USA.

Four anonymous readers' reports were most helpful for their detailed comments and useful suggestions. I also thank my editors at Cambridge: initially, Elizabeth Serocold; later, and particularly, Alison Sharpe, for her strong support and constructive advice; Helena Gomm, for her thorough-

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

ness throughout; and Jane Clifford, for her liaison, and consultation at all stages.

I am grateful to the following publishers for kindly providing books that enabled me to widen the scope of my research and to bring it up-to-date: Heidi Mulvey and Peter Donovan – Cambridge University Press; Yvonne de Henseler – Heinemann ELT; Angela Royal – Charles Letts; Liz Huntley, Kathryn Derbyshire and Karen Groves – Longman ELT; Susan Holden – Macmillan/Phoenix ELT; Gary Hall – Open University Press; Sarah Ashton – Oxford University Press; Brian Holmes and Mirjana Ilic – Prentice Hall International/now Phoenix ELT; Theo Schröder – Phoenix ELT.

I warmly thank Richard Jordan and Hamayoun Choudry for kindly undertaking the detailed task of typing the first draft of the Bibliography. Last, but very far from least, I thank my wife, Jane, for sharing me with EAP for so long!

Together with my publishers I should like to thank the following for permission to reproduce copyright material: Pat Howe, Ken James, Bill Jones, Jo McDonough, Ron Mackay, Alan Matthews, Fred Nixson, June O'Brien, Teresa O'Brien, Gillian Walsh and Richard West.

My apologies if I have inadvertently omitted anyone to whom acknowledgement is due.

Bob Jordan

The author and publishers are grateful to the authors, publishers and others who have given permission for the use of copyright material identified in the text. While every endeavour has been made, it has not been possible to identify the sources of all the material used and in such cases the publishers would welcome information from copyright owners.

Addison Wesley Longman for the extract on p. 6 from *Longman Dictionary of Language Teaching and Applied Linguistics* by J. C. Richards, J. Platt and H. Platt; the extract on p. 111 from *Communication in the Classroom: Applications and methods for a communicative approach* by K. Johnson and K. Morrow; the extracts on p. 154 by J. Channell and on p. 159 by R. Carter and M. McCarthy in R. Carter, C. N. Candlin and M. McCarthy (Eds.) *Vocabulary and Language Teaching*; the extracts on pp. 172 and 174 from *Process Writing* by R. White and V. Arndt; the extract on pp. 187–188 from *Listening in Language Learning* by M. Rost and C. N. Candlin; the entry for the word 'ambiguous' on p. 209 from *Longman Dictionary of Contemporary English*, 1987; the extracts on pp. 313 and 329 from *Panorama* by R. Williams; the extract on p. 326 from *Count Me In: Understanding numbers in English* by S. Elsworth, reprinted by permission of Addison Wesley Longman Ltd; the table on p. 96 (top) from *Study Abroad: A Manual for Asian Students* by B. Ballard and L. Clanchy, 1984,

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

reprinted by permission of Longman Malaysia Sdn Bhd; the extract on p. 244 from *How to Write Essays* by B. Ballard and L. Clanchy, reprinted by permission of Addison Wesley Longman Australia; Little Brown for the extract on p. 13 from *Learn How to Study* by D. Rowntree; Cambridge University Press for the extract on p. 24 from 'Needs analysis in language teaching' by R. West, *Language Teaching* 27(1); the extract on p. 51 from *Teaching Faster Reading: A Manual* by E. Fry; the exercises on p. 119 from *Study Tasks in English* by M. Waters and A. Waters; the extract on p. 159 from *Developing Reading Skills* by F. Grellet; the extract on p. 191 from 'Training lecturers for international audiences' by T. Lynch in J. Flowerdew (Ed.) *Academic Listening: Research Perspectives*; the diagram on p. 201 and the extracts on pp. 317 and 319–320 from *Study Skills in English* by M. J. Wallace; the entries for the word 'ambiguous' on p. 210 from *English Pronouncing Dictionary* by D. Jones, 15th edition, P. Roach and J. Hartman (Eds) and *Cambridge International Dictionary of English*, 1995; the extract on pp. 211–212 from *How To Choose an English Dictionary*, 1995; the extracts on pp. 230, 232 and 233 from *Genre Analysis* by J. Swales; the extracts on pp. 243 and 333 from *Study Writing* by L. Hamp-Lyons and B. Heasley; the extracts on pp. 253 and 259 from *English for Specific Purposes: A learning-centred approach* by T. Hutchinson and A. Waters; the extract on p. 300 from *Study Reading* by E. Glendinning and B. Holmström; the extract on pp. 312–313 from *Study Listening* by T. Lynch; the extract on pp. 318–319 from *Study Speaking* by T. Lynch and K. Anderson; Phoenix ELT for the extract on p. 36 from 'Socialisation into the academic community: linguistic and stylistic expectations of a Ph. D. thesis as revealed by supervisor comments' by T. Dudley-Evans and the tables on p. 54 from 'Language learning within academic constraints' by G. M. Blue, both in P. Adams, B. Heaton and P. Howarth (Eds) *Socio-Cultural Issues in English for Academic Purposes. Developments in ELT*; the extract on p. 59 from *ESP today: A Practitioner's Guide* by P. C. Robinson; the chart on p. 68 from 'Project writing: the marriage of process and product' by M. Bloor and M. J. St John, in P. C. Robinson (Ed.) *Academic writing : process and product. ELT Documents 129*; the extract on p. 110 from 'Making materials work in the ESP classroom' by T. Hutchinson, in D. Chamberlain and R. J. Baumgardner (Eds) *ESP in the classroom: practice and evaluation. ELT Documents 128*; the extract on p. 134 from 'A consumer's guide to ELT dictionaries' by R. West, the questionnaire on pp. 135–136 from 'Which materials?: a consumer's and designer's guide' by M. P. Breen and C. N. Candlin, and the extract on p. 137 from 'Not so obvious' by J. Dougill, all in L. E. Sheldon (Ed.) *ELT textbooks and materials: problems in evaluation and development. ELT Documents 126*; the extracts on pp. 169–170 and 308–309 from *Writing* by R. White and D. Mc Govern; the extract on p. 175 from 'Don't correct reformulate!' by J. Allwright, in P. C. Robinson (Ed.) *Academic writing: process and product. ELT Documents 129*; the extracts on pp. 198 and 199 from 'Do you mind if I come in here? – a comparison of EAP seminar/discussion materials and the characteristics of real academic interaction' by T. Lynch and K. Anderson, and the extract on p. 199 from 'Talking heads

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

and shifting bottoms: the ethnography of academic' seminars by C. Furneaux, C. Locke, P. Robinson and A. Tonkyn, both in P. Adams, B. Heaton and P. Howarth (Eds) *Socio-Cultural Issues in English for Academic Purposes. Developments in ELT*; the extract on p. 213 from 'English as a Foreign Library' by C. Primrose, in G. M. Blue (Ed.) *Language, Learning and Success: Studying through English. Developments in ELT*; the extract on p. 221 from 'The product before: task-related influences on the writer' by L. Hamp-Lyons, the extract on pp. 221–222 from 'Teaching examination answer writing: process, product and placebo?' by T. Lynch, and the extract on p. 224 from 'A consideration of the meaning of 'discuss' in examination questions' by T. Dudley-Evans, all in P. C. Robinson (Ed.) *Academic writing: process and product. ELT Documents 129*; the extract on p. 251 from 'Planning a pre-sessional course in English for Academic Legal Purposes' by P. M. Howe, and the extract on pp. 285–286 from 'Letting the students choose: a placement procedure for a pre-sessional course' by M. Ward Goodbody, both in G. M. Blue (Ed.) *Language, Learning and Success: Studying through English. Developments in ELT*; the extract on p. 301 from *Reading* by D. Mc Govern, M. Matthews and S. E. Mackay; the extract on pp. 323–324 from *Campus English* by D. Forman, F. Donoghue, S. Abbey, B. Crudden and I. Kidd; the extract on p. 324 from 'Peer evaluation in practice' by T. Lynch, in A. Brookes and P. Grundy (Eds) *Individualisation and autonomy in language learning. ELT Documents 131*; The Bell School of Language for the extract on p. 44 from *Non-native Speakers of English at Cambridge University* by G. Geoghegan, 1983; Elsevier Science Ltd for the extract on p. 49 from 'The role of writing in graduate engineering education : A survey of faculty beliefs and practices' by S. Jenkins, M. K. Jordan and P. O. Weiland, *English for Specific Purposes* 12(1), © 1993; the extract on pp. 168–169 from 'Science research students' composing processes' by P. Shaw, *English for Specific Purposes* 10(3), © 1991; the extracts on p. 217 and 331 from 'Teaching bibliographic documentation skills' by T. Lynch and I. McGrath, *English for Specific Purposes* 12(3), © 1993; the extract on p. 235 from 'The graduate seminar: another research process genre' by B. Weissberg, *English for Specific Purposes* 12(1), © 1993; the extract on pp. 240–241 from 'Hedges and textual communicative function in medical English written discourse' by F. Salager-Meyer, *English for Specific Purposes* 13(2), © 1994; the extract on pp. 283–284 from *Approaches to Self-assessment in Foreign Language Learning* by M. Oskarsson, © 1980. Reprinted with kind permission from Elsevier Science Ltd, The Boulevard, Langford Lane, Kiddlington, OX5 1GB, UK; TESOL Inc. for the extract on p. 96 (bottom) from 'On the notion of culture in L2 lectures' by J. Flowerdew and L. Miller, *TESOL Quarterly* 29(2), © 1995; the extract on p. 132 from 'Survey of materials for teaching advanced listening and note-taking' by L. Hamp-Lyons, *TESOL Quarterly* 17(1), © 1983; the extract on p. 153 from 'Teaching academic vocabulary to foreign graduate students' by A. V. Martin, *TESOL Quarterly* 10 (1), © 1976; the extract on pp. 180–181 from 'Listening comprehension: Approach, design, procedure' by J. C. Richards, *TESOL Quarterly* 17(2), © 1983 by Teachers of English to

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

Acknowledgements

Speakers of Other Languages, Inc. Used with permission; The Hong Kong Polytechnic University for the quote on p. 100 from *The Hong Kong Poly University Students Handbook*; Oxford University Press for the extract on pp. 117–118 from 'Study skills and study competence: getting the priorities right' by M. and A. Waters, *ELT Journal* 46(3), © 1992; the extract on p. 131 from 'Evaluating ELT textbooks and materials' by L. E. Sheldon, *ELT Journal* 42(4), © 1988; the table on p. 133 from 'Survey review: textbooks for teaching writing at the upper levels' by L. Hamp-Lyons and B. Heasley, *ELT Journal* 38(3), © 1984; the extracts on pp. 155 and 156 from 'Applying semantic theory to vocabulary teaching' by J. Channell, *ELT Journal* 35(2), © 1981; the extract on pp. 156–157 from 'Vocabulary learning: the use of grids' by P. D. Harvey, *ELT Journal* 37(3), © 1983; the extract on pp. 184–185 from 'The effect of discourse markers on the comprehension of lectures' by C. Chaudron and J. C. Richards, *Applied Linguistics* 7(2), © 1986; the extracts on pp. 142 and 330 from *A Study Skills Handbook* by M. Smith and G. Smith, © 1990; the entries for the word 'ambiguous' on pp. 209 and 210 from *Oxford Advanced Learner's Dictionary of Current English*, 4th edition 1989, *The Concise Dictionary of Current English*, 8th edition 1990 and *the Oxford Thesaurus (an A–Z Dictionary of Synonyms)*, 1991 by Permission of Oxford University Press; Heinemann Educational for the extract on p. 150 from *Teaching Vocabulary* by M. J. Wallace, reprinted by permission of Heinemann Educational, a division of Reed Educational and Professional Publishing Ltd; Heinle & Heinle Publishers for the chart on p. 152 and the extract on p. 162 from *Teaching and Learning Vocabulary* by I. S. P. Nation, © 1990; C. J. Kennedy for the extract on p. 160 from 'From printout to handout: grammar and vocabulary teaching in the context of data-driven learning' by T. Johns, *English Language Research Journal* 4:27–45; HarperCollins Publishers for the entry for the word 'ambiguous' on p. 210 from the *Collins COBUILD English Dictionary*, © HarperCollins Publishers, 1995; the extract on pp. 284–285 from *Study Skills for Higher Education* by J. Floyd, © HarperCollins Publishers Limited; The University of Birmingham for the extract on p. 231 from *Genre analysis and ESP* by T. Dudley-Evans, *English Language Research Journal*, Vol. 1, 1987; Open University Press for the extract on p. 299 from *Teaching Students to Learn* by Graham Gibbs, 1981; The Michigan University Press for the extract on p. 306 from *Academic Writing Skills for Graduate Students* by J. M. Swales and C. B. Feak, © 1994; Macmillan Education for the extracts on pp. 315, 321 and 332 from *Learning to Study in English* by B. Heaton and D. Dunmore; Deborah Mason for the extract on p. 325 from 'Project work with students of household sciences', *ESP SIG Newsletter*, January 1995; Blackwell Publishers for the extract on pp. 354–355 from *Materials and Methods in ELT* by J. McDonough and C. Shaw, 1993.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

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.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

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.
>
> Topics for this term are: 27 January – Taking and Making Good Notes; 3 February – Understanding and Analysing Questions; 10 February – Generating Ideas and Creating Essay Plans; 17 February – Planning Essays; 24 February – The Elements of a Successful Essay; 3 March – Quotations, References and Bibliographies; 10 March – Report and Project Writing for the Sciences; and 17 March – Introductions, Conclusions and Paragraphs.

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

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

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.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-55618-7 - English for Academic Purposes: A Guide and Resource Book for Teachers
R. R. Jordan
Frontmatter
More information

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.

© in this web service Cambridge University Press www.cambridge.org