

## English For Academic Purposes A And Resource Book For Teachers

As the delivery of English for Academic Purposes (EAP) continues to expand internationally, so too must the literature available to support teaching. This volume showcases some of the research-informed work in this exciting and complex field, providing insights into EAP pedagogies employed in a diverse range of contexts. Drawing on the work of practitioners and practitioner-researchers, it responds to the repeated calls for a firmer link between theory, research and practice in language teaching, and provides a much-needed focus on pedagogy. From contexts where English is the principal dominant societal language or one of several official languages, to those where English-medium instruction (EMI) is common in higher education as an additional language for students and faculty, the chapters explore a range of geographical contexts, including Brazil, Canada, China, Norway, South Africa, Turkey, the UAE, the UK and the USA. Diversity is also represented in the range of types of EAP provision featured in this volume. Contributions focus on EAP for undergraduate and postgraduate students, from lower to advanced proficiency levels, before and during degree study, and in English for both general and specific academic purposes teaching, with discussion of consequences for on-going teacher education. Pedagogic responses and innovations to these varied contexts and needs are illustrated in the range of contributions, which provide insights into current practices in EAP globally.

This book applies theory and research findings to the design of English for Academic Purposes courses. Drawing on approaches to researching academic communities, needs analysis and genre theory, a systematic approach to syllabus and curriculum development is proposed and used as the basis for detailed consideration of tasks and skills development.

This volume provides a concise overview of linguistic description in the field of English for Academic Purposes, charting its evolution and categorizing the various strands of research interest. Given the increasing use of English as a lingua franca, there has been a corresponding upsurge into research in EAP. The book synthesizes this research in one single volume and offers brief overviews on key terms and topics in EAP, including academic events and study genres, professional research genres and disciplinary discourses. This volume is key reading for graduate students new to the field as well as established researchers looking to expand their knowledge base in EAP. The work highlights the kinds of descriptions of academic English that have resulted from the research, which can be of interest to disciplinary teachers and lecturers, including those in English medium instruction.

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-session access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses

This course is for intermediate and above students who need to speak English in connection with academic work.

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

This book contextualizes the field of English for Academic Purposes (EAP), with a particular focus on the professional and academic identity and role of the EAP practitioner. The authors examine previously neglected areas such as the socio-economic, academic and employment contexts within which EAP practitioners function. In doing so, they develop a better understanding of the roles, expectations and constraints that arise from these contexts, which in turn shape professional practice and the identity of the practitioner. As EAP is emerging as an academic discipline with a growing

body of published research, this book will appeal to trainee and established practitioners, along with researchers and students of linguistics and education. Alex Ding is Lecturer in English for Academic Purposes and Director of the Centre for Excellence in Language Teaching at the University of Leeds, UK. He leads school-wide projects in language education scholarship, as well as teaching English for Academic Purposes and MA modules. He has also supervised and examined PhD students, and co-led the development of an innovative MA in EAP. Ian Bruce is Senior Lecturer in Applied Linguistics at the University of Waikato, New Zealand, where he also teaches on the MA degree of the same name. His research interests include the application of genre theory to English for Academic Purposes courses, and to academic writing instruction. He is closely involved with the British Association of Lecturers in English for Academic Purposes (BALEAP), and has contributed to the development of their teacher competency framework.

Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: \* qualitative, quantitative and mixed methods \* research techniques and approaches \* ethical considerations \* sample studies \* a glossary of key terms \* resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

Examining what is involved in learning to write for academic purposes from a variety of perspectives, this book focuses in particular on issues related to academic writing instruction in diverse contexts, both geographical and disciplinary.

Informed by current theory and research, leading experts in the field explain and illustrate instructional programs, tasks, and activities that help L2/multilingual writers develop knowledge of different genres, disciplinary expectations, and expertise in applying what they have learned in both educational and professional contexts.

English in academic and professional settings has received great attention over the last 50 years, as its use has become a key asset for anyone interested in improving his/her chances of communicating internationally. However, it still offers rich opportunities for teachers and researchers working on English in specific settings. The aim of English for Professional and Academic Purposes is to offer an overview of several topics within the field of discourse analysis applied to English in academic and professional domains. The book compiles contributions from different origins, ranging from Japan to the USA and several European countries, and covers English as a native, second, foreign and international language. It also deals with various specialities, including academic writing, business discourse or English for medicine, nursing, maritime industry and science and engineering. This volume is divided into three sections: Discourse Analysis of English for Academic Purposes, Professional English and EPAP Pedagogy, since it was conceived as a contribution to the research on how English is analysed as both the discourse of and for effective communication in academic and professional settings, and how it can be applied to teaching. This manuscript offers some fresh insights for those involved or interested in this field of expertise, in an attempt to shed some light on its latest innovations.

Put theory into practice with with exercises which test your knowledge and challenge your understanding

This volume of specially commissioned articles examines theory and practice in EAP.

The critical grounded theory presented in this book offers valuable insights on the social processes and strategies used by Blended English for Academic Purposes Professionals (BLEAPs) at higher education institutions, as they struggle to negotiate the challenges arising from a new focus on recruiting international students and hunting for other resources for their universities. Drawing from in-depth interviews with numerous research participants at over eleven higher educational institutions in the UK, Japan and the United States, this work focuses on those who have been precariously placed as middle manager at many EAP and TESOL programs. Lacking in both positional power or permanence, these 'BLEAPs' are faced with many challenges as they seek to understand their changing role in higher educational institutions, and engage in strategies that can help them gain greater control over issues in their profession.

This new four volume collection from Routledge highlights key research, thinking, and developments in pedagogy and documents the concepts and debates that have impacted EAP over the last 30 years.

English for Academic Purposes will address students in a lively and interactive manner to develop their academic reading and writing skills. Exercises allow plenty of opportunity for practice and self-study.

Academic writing has become an issue that causes worry and confusion for students. A small scale survey shows that students' problems in writing are as follows: limited vocabulary 8%, difficulty in organizing ideas 16%, no ideas to write about 20%, no motivation to write 20%, and lack of confidence in grammar 36%. English for Academic Purposes: Essay Writing is a very practical book, giving solutions to these problems. This book on academic writing is suitably used by students majoring in English, English course students, non-English students who want to write essays in English, those who want to take postgraduate courses abroad, and English language teachers. This book covers very valuable topics, such as basic principles in academic writing, meaningful reading for writing, writing an introduction, writing citations, data gathering, commenting on data, writing references, and revising and editing. English for Academic Purposes: Essay Writing is designed by experienced English lecturers in writing. In addition, these materials have been tried out in classes at Maranatha Christian University and STP Bandung. This second edition is updated according to precise terminology and the conventions of the current MLA and APA styles of writing. Learning English for Academic Purposes (LEAP) uses high-interest international content to prepare students for the English academic world. The texts encourage students to apply critical thinking skills as they engage in academic reading and writing and listening and speaking tasks across a range of disciplines. Each strand (Reading and Writing, Listening and Speaking) follows a parallel chapter structure that builds from a warm-up activity to increasingly challenging skill-building assignments and a final speaking or written presentation that synthesizes all the skills learned. Features: √ Academic vocabulary development, including two Vocabulary Build activities in every chapter, gives students ample opportunity to expand their vocabulary. √ Three authentic readings per chapter prepare students for the text length and genres they will encounter in academic courses. √ Wide range of audio presents different viewpoints to encourage students to think critically while developing comprehension of academic content. √ Linear and guided writing tasks take a process approach to guide students in writing various types of essays and assignments in each chapter. √ The LEAP Companion Website Plus provides self-graded exercises for reading, listening, vocabulary, and grammar. Also includes teacher access to answer keys, teaching notes, tests, and a gradebook to track student progress.

This book uses an in-depth, phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings. By presenting the authentic voices of the recruited participants, the book clarifies how English for academic purposes (EAP), as an emerging global phenomenon and a research-informed practice, enables and empowers them for conscious self-transformation and critical awareness development through language study. The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP, and discusses university English language learners' learning needs and rights. The book further promotes a dynamic and transformative University EAP pedagogy of particularity, practicality, and possibility moving from the oppression of language education to its liberation, and the increasing critical consciousness among the present and future university youths in a time of great social changes.

Study Writing is for students at intermediate level and above who need to develop their writing skills and write better academic essays, projects, research articles or theses. Study Writing encourages students to develop their writing strategies, seek feedback on their own writing and analyse expert writers' texts in order to become more reflective and effective writers. Study Writing helps learners to write more effectively by: - introducing key concepts in academic writing such as the role of generalizations and definitions and the application of principles like the Clarity Principle and the Honesty Principle - exploring the use of information structures, including those used to develop and present an argument - familiarizing learners with the characteristics of academic genre - analysing the grammar and vocabulary associated with these aspects of academic writing - offering practice in processes and strategies known to help learners improve their academic writing. The book contains a full answer key and helpful teaching notes. This second edition has been updated to reflect modern thinking in the teaching of writing, to include more recent texts in the disciplines presented and to take account of new media and the growth of online resources.

English for Academic Purposes provides a comprehensive overview of the field of English for Academic Purposes (EAP) for teachers. It not only looks at study skills, but also at other central concerns of EAP, such as needs analysis, syllabus and course design, methodology and materials, learning styles, tests and exams, and academic style and genre analysis. In addition to general EAP, the author also considers subject-specific language and the production of teaching materials. Throughout, the author adopts a user-friendly approach in which theoretical considerations are balanced with practical experience. Issues are discussed and illustrated, but readers are also encouraged to form their own opinions by means of stimulating introspect and discuss sections at the end of each chapter.

This book deals with the kinds of everyday questions working teachers face as they plan lessons and courses. Each chapter contains an analysis of the issue under discussion, as well as practical principles and sample activities.

This book is a point of reference for EAP professionals planning to conduct or commission research into learning, teaching, professional development or quality assurance in EAP. It draws on academic and professional debates to inspire further research and practical initiatives to enhance EAP provision.

This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context. It investigates a variety of pedagogical techniques, addressing the fundamental academic English skills – listening, speaking, reading and writing – as well as assessment and materials development. All the research included was conducted in Japanese university settings, thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English. This book is of interest to anyone working in an EAP context at the secondary or tertiary level, especially those which include Japanese learners.

Gives an up-to-date overview of the research into English for Academic Purposes and discusses key concepts.

As a result of current global and international forces, teaching English for academic purposes (EAP) is going through the most dynamic period in its rather short history. The internationalization of higher education, English further solidifying its role as the lingua franca every single day, and the increasing number of higher education institutions around the globe opting for instruction in the medium of English (EMI) are all contributing forces behind this book. The text disentangles the conflicting views and beliefs regarding the standards, provision and practices of EAP. Across its chapters, it closely looks at the world of EAP through the lenses of academic practice, learners, curriculum development, program implementation, and teaching and assessment practices. This book will guide all stakeholders of EAP settings to better understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives.

Critical English for Academic Purposes: Theory, Politics, and Practice is the first book to combine the theory and practice of two fields: English for academic purposes and critical pedagogy. English for academic purposes (EAP) grounds English language teaching in the cognitive and linguistic demands of academic situations, tailoring instruction to specific rather than general purposes. Critical pedagogy acknowledges students' and teachers' subject-positions, that is, their class, race, gender, and ethnicity, and encourages them to question the status quo. Critical English for academic purposes engages students in the types of activities they are asked to carry out in academic classes while inviting them to question and, in some cases, transform those activities, as well as the conditions from which they arose. It takes into account the real challenges non-native speakers of English face in their discipline-specific classes while viewing students as active participants who can help shape academic goals and assignments. Critical English for Academic Purposes: Theory, Politics, and Practice: \* relates English for academic purposes and critical pedagogy, revealing and problematizing the assumptions of both fields, \* provides theoretical and practical responses to academic syllabi and other institutional demands to show that teachers can both meet target demands and take students' subjectivities into account in a climate of negotiation and possibility, \* offers "rights analysis" as a critical counterpart to needs analysis, \* discusses the politics of "coverage" in lecture classes and proposes alternatives, and \* features teaching examples that address balancing the curriculum for gender; building community in an EAP class of students from diverse economic and social backgrounds; students' rights; and organizing students to change unfavorable conditions. This book is intended for undergraduate and graduate courses for preservice and in-service ESL and EAP teachers. It is also a professional book for those interested in critical approaches to teaching and EAP.

This book introduces and explains a series of tools for curriculum renewal and revitalization in English for Academic Purposes (EAP) programs, based on the experiences of the authors in successfully implementing a new curriculum in a large EAP program in North America. The book focuses on the why and how of introducing curriculum change, while also engaging critically with the realities of day-to-day classroom practice and the important issue of teacher engagement. While maintaining a principles-driven approach, each chapter is also filled with tools, samples and case study examples,

grounding the book in practice and making it an essential resource for language teachers, teacher trainers, and students on TESOL and related courses.

BARCODES 448887 and 448888 are in language packs.

Introducing English for Academic Purposes is an accessible and engaging textbook which presents a wide-ranging introduction to the field, covering the global and institutional position of EAP as well as its manifestations in classrooms and research contexts around the world. Each chapter provides: a critical overview introducing readers to theory- and research-informed perspectives; profiles of practice to guide readers in putting theory to use in real world contexts; tasks, reflection exercises and a glossary to help readers consolidate their understanding; an annotated further reading section with links to online resources to enable readers to extend their knowledge. Covering both theoretical and practical issues, Introducing English for Academic Purposes is essential reading for students of applied linguistics, and pre-service and in-service teachers of EAP.

'EAP Now ' covers all four skills in an academic context to equip students for success in university/higher education taking them from Intermediate to Advanced level. The complete course provides 240 hours of comprehensive content including essay writing guidance and practice, listening activities and simulating lectures.

This book for intermediate and above students includes authentic texts from textbooks, journals, reference works and study guides.

This book focuses on the nexus of language, disciplinary content and knowledge communication against the background of the economic, cultural and ideological forces of Higher Education's current push for internationalisation. It suggests the need for a greater synergy between language and content experts and argues that change needs to be implemented through policy rather than on an ad-hoc basis by individual teachers. It is a call to action for English for Academic Purposes practitioners to find a way out of the silo of their own centres and work to assert influence over the wider context in which they work. The book begins and ends in the practice of teaching, with a focus throughout on understanding the barriers and enablers to that practice within a particular context.

The adoption of English as the language of study and scholarship is becoming increasingly common among universities across Asia. But does this adoption of the English language not also mean the adoption of Western approaches to scholarship and knowledge? This most timely and important book critically examines how EAP practitioners can negotiate between Western and Asian academic practices and approaches to knowledge and scholarship and is essential reading for anyone involved in international education. [Andy Kirkpatrick, Professor in Linguistics, Griffith University]

Useful as a course book or as a self-study guide, this text is essential reading for all international students studying for a British qualification at university. It provides a clear guide to the areas that need to be considered in order to research and produce a well presented and cohesive piece of academic writing. The steps outlined, and the language used, are accessible, and graded to a level that steadily introduces new writing concepts to students studying for a degree in a second or additional language. In particular it covers planning, conducting research, critical thinking, structuring an essay, use of sources and referencing, and feedback and revision.

Writing Using Sources for Academic Purposes: Theory, Research and Practice provides research-based information about key components of source-based writing, and the challenges it presents for novices. Proficiency in source-based writing is an essential and challenging goal for all inexperienced academic writers, from both L1 and L2 backgrounds. This comprehensive book presents an innovative, integrated approach for graduate students, teaching faculty, and practice-oriented researchers in ESP/EAP around the world. Each chapter includes suggestions and sample tasks for self-study or classroom use. Incorporating reviews of research and scholarly knowledge as well as information about likely challenges for novices, the book examines: (1) Changing views on the origins of novices' difficulties (2) Pre-writing tasks that writers need to work through, from locating and evaluating sources to proficient reading-to-write and summarizing strategies (3) Citing types and purposes (4) The more sophisticated abilities of conveying an appropriate stance and engaging with readers (5) Disciplinary citing practices This book will be of interest to undergraduate and postgraduate writers from a variety of backgrounds, as well as their teachers and supervisors. It will be relevant to the growing number of researchers from non-English speaking backgrounds who are obliged to publish their work in English language international journals, and scholars who may be interested in carrying out research related to source-based writing.

The analysis of academic genres and the use of corpus resources, methods and analytical tools are now central to a great deal of research into English for Academic Purposes (EAP). Both genre analysis and corpus investigations have revealed the patterning of academic texts, at the levels of lexicogrammar and discourse, and have led to richer understandings of the variations in such patterning between genres and between disciplines. The thirteen contributions included in this volume address issues in academic discourse studies from a range of perspectives: namely, corpus-based research into EAP at the lexicogrammatical and genre levels (Section 1); intercultural EAP research (Section 2); English as a Lingua Franca in academic communication (Section 3); and the relationships between corpus, genre and pedagogy in EAP, with an emphasis on implications and applications (Section 4). The collection is aimed primarily at teachers, students and researchers of EAP and applied corpus linguistics, but will also interest applied linguists in general. The emphasis of the contributions varies from studies with predominantly linguistic orientations to those focussing on practical applications.

"Study Speaking is for intermediate level and above students who need to speak English in connection with their academic work. It is intended primarily for use on language programmes preparing learners of English for study at university or college. The course is designed to improve students' speaking skills by: activating and extending their linguistic competence, increasing their confidence in using spoken English, developing their ability to analyse and evaluate spoken performance, sharpening their strategic competence in face-to-face interaction."--Publisher.

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