

CONTENTS

Acknowledgements	xvi
Abbreviations and acronyms	xviii
Introduction	i
1 The field of EAP	3
EAP as a research-informed practice	3
Contextualization	3
The emergence of EAP	4
ESP and EAP	4
Myths and realities in EAP	8
Differences between EAP and general ELT	11
Critical thinking	12
Curriculum and syllabus	12
Topics and vocabulary	13
Texts	14
Assessments, tests, and examinations	15
Global reach	15
Teaching and learning	15
The focus of EAP	16
Similarities between EAP and general ELT	16
EAP and other specialized English contexts	18
Influences on EAP	19
General English Language Teaching (ELT)	19
Register analysis	20
Study skills	21
Genre analysis	22
Systemic functional linguistics	22
American second-language composition	23
Critical EAP	24
Academic literacies	25
Writing in the disciplines	27
Other influences	27
Influences on EAP: divergence or reconciliation?	28
EAP as an emerging global phenomenon	28
Conclusion	29
Further reading	30

2 Teaching and learning	31
EAP students as resources of knowledge and experience	31
EAP students and teachers	32
Defining the teaching and learning context	32
Pre-sessional and in-sessional programmes	33
Issues in EAP teaching and learning	34
General-specific	35
Global-local	41
Characteristics of core teaching and learning contexts	42
Three shocks: culture, language, and academic	43
Academic honesty and plagiarism	43
Originality	44
Other aspects of teaching and learning	45
Specialist EAP teaching contexts	45
Academic staff in the disciplines	45
Secondary EAP	47
Teacher competences: the BALEAP Competency Framework	49
1 Academic contexts	49
2 Disciplinary differences	50
3 Academic discourse	50
4 Personal learning, development, and autonomy	51
5 Student needs	52
6 Student critical thinking	52
7 Student autonomy	52
8 Syllabus and programme development	53
9 Text processing and text production	53
10 Teaching practices	54
11 Assessment practices	54
Gaining confidence and competence	55
Principles of teaching and learning	55
EAP practitioners	55
Conclusion	56
Further reading	56
3 Texts	57
Academic texts as sources of knowledge and argument	57
Texts and contexts	57
Texts in EAP programmes	57
Texts as genres	58
Defining genre	59
Genre, audience, and purpose	59
Primary and secondary sources and non-academic genres	60
Student genres	62

Essential elements in texts	62
Texts and tasks	66
Cohesion in texts	67
Lexis	67
Cohesive noun phrases	69
Pronouns and determiners	71
Contextualizers	72
Interactors	73
Macro-text organizers	75
Focusers	76
Cohesion in EAP materials and assessments	78
Conclusion	80
Further reading	81
4 Language	83
Academic language as agent of meaning	83
Academic language and the EAP teacher	84
Characteristics of academic language	85
Vocabulary and grammar in academic texts	89
Lexical and function words	89
Analysing word classes in academic texts: the case of nouns	90
Core, academic, and technical vocabulary	92
Form, function, and meaning	92
Words, phrases, and clause elements	93
Noun phrases and nominalization	94
EAP teacher competences	94
Analyzing complex noun phrases in an abstract	95
Analyzing complex noun phrases in a textbook	97
Noun + noun modification	100
Organizing vocabulary: academic word lists	102
Emerging academic word lists	102
Issues in academic word lists	103
Criteria for organizing academic vocabulary	103
Academic word lists in context	105
Vocabulary and grammar: academic language	108
The language of cause and effect	109
Academic style	111
Formal and informal style	112
Selection of language: criteria and emergence	114
Criteria for selecting vocabulary	114
Criteria for selecting grammar	115
An emergent approach to language selection	118
Conclusion	118
Further reading	118

5 Critical thinking	121
Critical thinker as reflector and challenger	121
The nature of knowledge and the scientific method	121
Bloom's taxonomy	124
Essential elements and critical thinking	126
Text management functions and essential elements	126
Stages in producing essential elements	127
A taxonomy of essential elements and critical thinking	128
Essential elements in language reference books	130
Defining the scope of critical thinking	131
Tasks, characteristics, and intelligences in critical thinking	131
Conditions and implications for critical thinking	133
Definitions of critical thinking	134
Critical thinking and critical EAP	135
Criticality: evaluation, stance, and voice	136
Evaluation	136
Stance	137
Voice	137
Criticality	138
The language of critical thinking	139
Evaluative language	139
Hedging	141
Critical thinking in practice	142
Planned and scaffolded approaches to critical thinking	142
An unplanned 'critical thinking moment'	143
Asking critical questions	146
Communicating knowledge and ideas	146
Conclusion	147
Further reading	147
6 Reading	149
Academic reader as processor and evaluator	149
Theories in reading: top-down and bottom-up	149
Processes in academic reading	149
Purposes in reading	151
Challenges in reading	152
Analyzing reading challenges	152
Challenges facing students reading a sample text	152
Reading speed and reading load	155
The EAP reading context	155
Student awareness of academic reading	157
Level	158

Approaching and navigating texts	160
Navigating and positioning a text using publication details	161
Genre, audience, and purpose	162
Selecting a text and a text extract	163
Context and essential elements	165
Perspective	166
Investigating meaning in texts	168
Meaning	168
Stance	171
Citation	172
Language	173
Critical thinking and evaluation	174
Personal response and reflection	175
Next steps and independence	175
Time constraints	176
Conclusion	177
Further reading	178
7 Writing	179
Academic writer as architect of meaning	179
Argument	181
Concepts associated with argument	184
Characteristics of academic writing	185
Student writing	188
Genres in the disciplines	188
Processes in academic writing	190
Writing essays	191
Writing reports	193
Reporting and citation	195
Rationale for citations	195
Quotation, paraphrase, and summary	196
Critiquing sources to use in writing	197
Teaching and learning criticality in academic writing	198
The language of citation	198
Referencing systems	199
Citation, referencing, reporting, and referring to sources	199
Choosing tenses in citations	201
Approaches to teaching and learning academic writing	202
Functional approaches	203
Process approaches	203
Genre-based approaches	204
Critical literacy approaches	204
Academic literacies approaches	204
Teaching writing using multiple approaches	205

A student-centred approach to academic writing	205
Managing students' writing	210
Managing a writing project	210
Integrating writing with other skills	211
Overcoming challenges in writing	211
Writing with the students	212
Writing culture	212
Conclusion	215
Further reading	215
8 Listening	217
Academic listener as interpreter and recorder	217
The cyclical, integrated, and multimodal nature of listening	218
Listening genres and the role of the academic listener	220
Challenges in listening	224
Analyzing the challenges in a lecture extract	226
Skills and competencies in academic listening	230
The BALEAP Can-do framework	230
Listening resources	233
Developing listening skills and competencies	235
Developing independent listening	236
Conclusion	237
Further reading	238
9 Speaking	239
Academic speaker as reporter and persuader	239
The role of speaking in academic contexts	240
Speaking opportunities in academic contexts	242
Student competencies in speaking	246
Challenges in speaking	249
Seminars and discussions	251
Evaluating speaking competence	251
Participating in seminars	252
Giving presentations	254
Content and delivery in presentations	254
Formulating a presentation skills syllabus	256
Stages in a presentation	256
Evaluating and assessing presentations	260
Poster presentations	262
Other speaking contexts	262
Conclusion	263
Further reading	264

10 Materials	265
EAP materials as objective-driven tasks leading to independence	265
A needs-driven approach to writing EAP materials	266
Curriculum, syllabus, and schemes of work	271
Approaches in EAP programmes and materials	272
Situating materials in theory and practice	272
Exam-focused versus independent	273
Discrete versus integrated	273
Directed versus autonomous	274
Corpus-driven versus emergent	275
Functional versus analytical	275
Synthetic versus analytic	275
Influences, issues, and approaches	276
Teaching versus test-based materials	278
A responsive approach	278
Writing materials	279
Authenticity	279
Using authentic texts in EAP materials	282
Formulating learning objectives	282
Formulating tasks	283
Task types	285
Challenges in writing materials	286
Using published materials	287
Evaluating EAP materials	288
Conclusion	289
Further reading	289
11 Assessment	291
Assessments as tools to determine academic progression	291
Types and purposes of assessments	291
Assessment strategies	295
Issues in test construction	296
Validity and reliability	297
Direct and indirect tests	298
Objectivity and subjectivity in testing	299
Discrete and integrated tests	299
Norm-referencing and criterion-referencing	300
Assessments within EAP programmes	301
Developing assessment criteria	302
Writing low-stakes EAP tests	304

Influences of academic English tests	307
Perceptions and practicalities of academic English tests	307
Rationales and criticisms of international tests	308
The impact of international academic English tests	310
Profiles of international tests of academic English	311
IELTS	311
TOEFL	312
PTE	312
Academic skills and criticality in international tests	313
Test formats, scoring systems, and descriptors	313
A comparison of test scores and descriptors	313
Interpreting test scores	316
Issues and controversies on setting entry requirements	316
Conclusion	318
Further reading	318
12 Technologies (by Aisha Walker)	319
Technologies as resources for communication and learning	319
21st-century learning contexts	320
Using digital resources	320
Library and digital resources	321
Digital books	322
Grey literature	322
Student work	325
Plagiarism and Turnitin	325
Presentation tools	326
Digital content in students' work	327
Social networking and digital footprints	328
MOOCs	329
Mobile learning (m-learning)	329
Technologies as resources for teaching EAP skills	330
Learning management systems	330
Text handling and citation management	330
Word clouds	331
Wikis and real-time collaborative writing	332
iTunesU and YouTubeEDU	333
Academic discussions: Wikipedia and academic blogs	334
Text chat and virtual classrooms	335
Mind-mapping	336
Quiz-making	337
Keeping up to date	338
Conclusion	338
Further reading	339

Conclusion	341
Appendix	343
Glossary	346
Bibliography	356
Index	372