

# Contents

<b>About the authors</b>	<b>4</b>
<b>About the series</b>	<b>5</b>
<b>Foreword</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>Acknowledgements</b>	<b>8</b>
<b>Chapter 1</b> Writing and reading approaches	<b>9</b>
<b>Chapter 2</b> Understanding task questions and selecting ideas	<b>25</b>
<b>Chapter 3</b> Types of academic assignment	<b>41</b>
<b>Chapter 4</b> Academic writing genres	<b>58</b>
<b>Chapter 5</b> Critical thinking	<b>77</b>
<b>Chapter 6</b> Academic vocabulary	<b>93</b>
<b>Chapter 7</b> Giving feedback and redrafting	<b>109</b>
<b>Chapter 8</b> Reading academic texts	<b>125</b>
<b>Chapter 9</b> Research and referencing	<b>141</b>
<b>Chapter 10</b> Moving from general EAP to subject-specific teaching	<b>159</b>
<b>Index</b>	<b>175</b>
<b>Further reading</b>	<b>176</b>

## About the authors

### **Sam McCarter**

Sam McCarter's teaching career spans a period of more than 30 years. His first teaching post was as a volunteer English teacher with Voluntary Services Overseas (VSO) in Sierra Leone, West Africa. He has taught a wide range of subjects ranging from classical to medieval ecclesiastical Latin and from basic literacy to academic English and ESP.

Sam has been writing, teaching and editing academic English and English for Medical Purposes for more than 15 years. The author of several textbooks, Sam has also edited glossaries for CD-ROMs on tropical medicine. He now devotes his time to writing and teaching academic English and ESP via videoconferencing.

### **Phil Jakes**

Phil Jakes has extensive experience of ESOL, EAP and teacher training and has worked in the Middle East and the UK, in both the private and state sectors. He has worked on a range of EAP courses including foundation courses, in-course language support for degree-level and postgraduate students, pre-sessional subject-specific courses and IELTS preparation classes. This has given him a keen understanding of the needs of students from a wide range of backgrounds. He feels that success in the planning and delivery of EAP teaching and training depends on a student-centred approach at all stages.

# About the series

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*Adrian Underhill*

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Peeter Mehisto, David Marsh & Maria Jesús Frigols

*Uncovering Grammar*

Scott Thornbury

## Foreword

Using English in higher education is now a fact of life for students around the world, whether studying their subjects in English as a second language in their home country, or studying as international students in English-medium colleges and universities. For these students, adequate facility with English for Academic Purposes (EAP) has become a prerequisite to success.

This places an increased demand on English-language teachers who want to prepare their students to take full advantage of their subject-related studies in English, to enable them to access resources in English, to enter their subject discourse in English with confidence, and to present written work in English to the required standards (and consequently to find their studies more satisfying and less stressful).

However, English-language teachers are themselves often thrown in at the deep end, having little training in what an EAP syllabus should consist of or how to teach it. Moreover, English-language teachers are often faced with limited resources with which to offer the quality of instruction they wish for, and limited time in which to meet the various competing language and exam needs of their students. This handbook is designed and written precisely for those teachers.

Sam McCarter and Phil Jakes bring together an enormous and varied experience of working with students of EAP across many cultures, and of helping teachers to develop confidence and skill in all relevant techniques for enabling students to master EAP to the required level. They distil that experience into this practical handbook in which they offer, within each chapter:

- insights into the components of EAP, to act as a map of the territory of EAP;
- examples of good practice, to see that doing it well is entirely possible;
- a range of activities for developing confidence in each subset of EAP skills – immediate, useable, relevant classroom resources.

The authors cover the full spectrum of EAP from academic reading to research, from understanding assignments to selecting and synthesising ideas and presenting critical arguments, from redrafting to referencing, and the relation of EAP to ESP. In addition they frame all this within current developments in EAP and the special needs of the new generation of international students.

Embedded in the text is the constant understanding of the linguistic and thinking challenges presented by the double demand of English and of academia. Even native-English-speaking students can be challenged by the academic demands of higher education, so it is very important that we teachers equip ourselves to prepare students who are non-native speakers of English to make the most of their educational opportunities, and to have equal access to success in the global village. This handbook will enable teachers to help their students to do this.

**Adrian Underhill**

Series Editor

# Introduction

Whether you are new to English for Academic Purposes (EAP), an experienced EAP teacher, a native speaker or a non-native speaker of English, and no matter where you are in the world, this book will be a useful companion, providing you with practical ideas and tips that cross cultures and borders.

EAP is the English that is taught to second-/third-language students at various educational establishments including high schools and private language schools as they prepare to enter universities and other institutions of higher education. As the teaching of EAP spreads to different institutions, more and more teachers are being asked to prepare students for university – or indeed help students already enrolled in university courses – without the benefit of any prior knowledge or training. This book aims to provide a gentle introduction to those of you who find yourselves in this situation.

If you have been teaching EAP for a while and need some extra guidance and support, or even confirmation that you are following the right path, you will find plenty of ideas and activities that are of use. While this book is aimed primarily at teachers of EAP, many IELTS teachers may also find the information and techniques outlined of some use as they prepare their students for the IELTS exam and for entry to university courses.

Each chapter contains a theory section, a *Good practice* example and a bank of activities. All suggestions and tips are pooled from the authors' combined experience, which totals more than 50 years of teaching adults at different levels and from various backgrounds in disciplines ranging from basic skills to EAP, English for Special Purposes (ESP) and English for Occupational Purposes (EOP), at undergraduate and postgraduate levels.

In the first part of each chapter you will find basic theoretical input on key topics such as critical thinking, types of writing and giving feedback. In this theoretical section we offer an easy-to-follow, jargon-free introduction to EAP teaching, interspersed with practical tips.

The *Good practice* case studies highlight typical challenges that teachers and students in the EAP classroom face. These examples can be used as means of comparison with your own teaching practices, and could also be used as discussion topics for teacher-training days.

Finally, each chapter ends with a bank of activities and worksheets relating to the theory covered in that chapter. There are more than 40 activities in total, providing you with a useful resource to help your students practise crucial skills.

The ideal way to approach this book as a reader is to start at the beginning and work your way through to the end. However, it is equally possible to dip into chapters that are more relevant to you and jump back to references in other chapters. Nor is it necessary to read all of the theory before using the activities – you may want to start with the activities and then read the input at the beginning of the chapter. After

reading the practical theory at the beginning of the chapter, you may want to go back to the activities again and use them differently. Feel free to adapt the activities in any way that you feel works for your own situation – they are not cast in iron, never to be changed. You may find that by adding to them and adapting them that you come up with something much more suitable to your needs, so treat them as fluid entities.

Of the two skills – writing and reading – that this book deals with, we have focused primarily on the former, as we feel that for most students – and hence teachers – writing requires more input.

We hope that you will find this book a practical and enduring companion when teaching in the EAP classroom.

## Acknowledgements

We would like to thank Dr Margot Blythman, Martin Harrison, Ermias Lakee, Iuri Monastirni, Karen Peter, Wilonja Mutebwe, Marta Pisanu, Professor Stephen Smith, Jonathan Spiers, Barbara Stewart, Phil Vellender, Professor John Flowerdew, Liz Hunt and many groups of students over the years.

We would like to say a special thank you to Anna Cowper, and also Jo Kent for her patience and expertise.

Sam McCarter and Phil Jakes

March 2009