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English for Academic Purposes English for Academic Purposes English for Academic Research: A Guide for Teachers English for Academic Purposes Introducing English for Academic Purposes Research Perspectives on English for Academic Purposes Introducing English for Academic Purposes Critical English for Academic Purposes Speaking for Academic Purposes English for Academic Purposes Making Language Visible in the University Pedagogies in English for Academic Purposes English for Academic Study: Reading and Writing US Edition English for Academic Purposes Online English for Academic Study English for Academic Study: Vocabulary US Edition English for Research: Usage, Style, and Grammar English for Professional and Academic Purposes Leap The Routledge Handbook of English for Academic Purposes English for Academic Study: Grammar for Writing Teaching and Learning English for Academic Purposes English for Academic Research: Writing Exercises English for Academic Study: Extended Writing and Research Skills 2012 Edition English for Professional and Academic Purposes EAP Now! Corpus Linguistics for English for Academic Purposes English for Academic Correspondence English for academic purposes English for Academic Study: Extended Writing and Research Skills US Edition Cases on Teaching English for Academic Purposes (EAP) During COVID-19: Insights From Around the World Oxford Grammar for EAP English for Academic Purposes in Neoliberal Universities: A Critical Grounded Theory Linguistic Description in English for Academic Purposes Oxford English for Academic Purposes Pre-intermediate Student Book (B1) Pronunciation Instruction in English for Academic Purposes Curriculum Development in English for Academic Purposes Leap Advanced Reading and Writing Student Book with Cw+ The Language Demands of School English for Academic Study

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1 EAP and Study Skills: Definitions and Scope 2 Needs Analysis 3 Surveys: Students' Difficulties 4 EAP Syllabus and Course Design 5 Evaluation: Students and Courses 6 Learning Styles and Cultural Awareness 7 Methodology and Materials 8 Evaluating Materials 9 Academic Reading 10 Vocabulary Development 11 Academic Writing 12 Lectures and Note-Taking 13 Speaking for Academic Purposes 14 Reference/Research Skills 15 Examination Skills 16 Academic Discourse and Style 17 Subject-Specific Language 18 Materials Design and Production 19 Concerns and Research Appendices 1 Recommended Books and Journals 2 Educational Technology 3 Professional Associations and other Organisations 4 EAP Exams and Examining Bodies 5 ELT Publishers and Mail Order Firms (UK). 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. Written specifically for researchers of all disciplines whose first language is not English, this guide presents easy-to-follow rules and tips, along with authentic examples taken from real emails, referees' reports and cover letters, will show you how to: write effective emails (subject lines, structure, requests, level of formality) review other people's manuscripts reply effectively and constructively to referees' reports correspond with editors write letters regarding summer schools, internships, and PhD and postdoc programs write reference letters This new edition contains over 40% new material, including stimulating factoids and discussion points both for self-study and in-class use, as well as suggestions for drafting proposals for research projects and writing research statements. EAP teachers will find this book to be a great source of tips for training students, and for providing both instructive and entertaining lessons.

Other books in the series cover: writing research papers; presentations at international conferences; English grammar, usage and style; and interacting on campus; plus exercise books and a teacher's guide to the whole series. Please visit <http://www.springer.com/series/13913> for a full list of titles in the series. Adrian Wallwork is the author of more than 30 ELT and EAP textbooks. He has trained several thousand PhD students and academics from 35 countries to write research papers, prepare presentations, and communicate with editors, referees and fellow researchers. In the era of globalisation, English has become the world language of research and publication in academia. Apart from English-speaking countries, a plethora of non-English speaking countries use English as a major language in higher education. The discipline of English for Academic Purposes (EAP) in the field of English language education has become increasingly important. With the rapid growth of students using English for tertiary studies in both native and non-native contexts, it is essential to examine the teaching and learning of EAP in a research perspective, globally, in order to reinforce students English language proficiency and help them achieve successful academic communication in the English language learning environment. Reviewing practices in different EAP classrooms can help readers reflect on the effectiveness of current classroom practices and teaching methodologies. The purpose of this book is to provide insightful information on current research and practices in EAP education across different contexts. This book also explores the teaching and learning of English academic discourse in an international perspective so that readers can gain a comprehensive and in-depth understanding of how EAP education is practised in different parts of the world. The first part of the book, Current Research on Teaching and Learning English for Academic Purposes, focuses on empirical educational research in EAP and its implications for future pedagogical development. The second part of the book, Practices of Teaching and Learning English for Academic Purposes, is more closely related to the practical issues of course design and delivery in EAP classrooms. This edited volume is designed for undergraduate and postgraduate students on applied linguistics and English language programmes, EAP practitioners, educational researchers and policy-makers. The chapters will bring readers to the forefront of EAP education by exploring current EAP research and practices in both English-speaking and non-English speaking countries. It is a useful reference work for future research development on curriculum planning, material development and teaching methodology in English language classrooms. Last, but by no means least, the editors would like to extend their heart-felt appreciation to Nova Science Publishers and all the contributors, without whose input this project would not have been realised. A debt of gratitude is also owed to Dr Leo Hoyer for his professional advice concerning this edited volume.

English for Academic Study: Reading & Writing EAS Reading & Writing challenges and stimulates students preparing for English-medium study. Activities are designed for use with the accompanying extensive texts, which are extracted from actual academic sources. The Reading and Writing sections can be studied separately, or used together as part of an integrated program of study. The unit topics are as follows: Academic Achievement Early Human Development The Environment Today Telemedicine Statistics without Tears Human Activity and Climate Change The Global Village The New Linguistic Order Each unit has weblinks offering additional information and activities, related to both reading and writing skills, and the topics covered in the units. A dedicated website, www.englishforacademicstudy.com, offers further instructor resources. This book can be used in conjunction with the following books in the English for academic study series, also published by Garnet Education: EAS Extended Writing & Research Skills, EAS Listening, EAS Vocabulary, and EAS Speaking & Pronunciation. This accessible and engaging textbook introduces the field of English for academic purposes from its early development to its manifestations in classrooms and research contexts around the world. Each chapter provides an orientation section covering the basics of EAP, a critical overview of theory- and research-informed perspectives, profiles of practice putting theory to use in real world contexts, and tasks, reflections exercises, further reading, and online resources. Covering both theoretical and practical issues, Introducing English for Academic Purposes is essential reading for students, pre-service and in-service teachers studying this module. EAP Now! English for Academic Purposes, 2nd Edition prepares students with the necessary English

language skills required for academic study at university and/or college. To get you teaching sooner, this Teacher's Book provides further teaching ideas and explanations along with answers to questions in the Students' Book. EAP Now! 2nd Edition : Upper Intermediate to Advanced B2 to C1 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. 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 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. Oxford English for Academic Purposes offers a specialist course covering listening, speaking and reading in key areas of academic life such as lectures, presentations and textbooks. The course is consistent with levels A2 to C1 of the Common European Frame of Reference for the teaching of foreign languages. This book shows how corpus analyses can enhance students', practitioners' and researchers' knowledge of academic language. The book provides a reader-friendly discussion of the key concepts, practices and research applications of corpus linguistics which are relevant to the EAP community. The volume: • empowers readers to compile and analyze EAP-relevant corpora to support their practice; • draws on open-access resources, allowing readers in all contexts to engage in corpus analyses; • examines how corpus studies have advanced the description of spoken, written and computer-mediated academic

discourses; • contains numerous reflective and hands-on tasks. Corpus Linguistics for English for Academic Purposes is an essential book for EAP students, practitioners and researchers who wish to develop corpus analytical skills to support their learning, teaching and research practice. It is equally important to novice corpus linguists who wish to find out how they can contribute to the ever-expanding area of EAP. English for Academic Study: Extended Writing and Research Skills This fully updated 2012 edition of English for Academic Study: Extended Writing & Research Skills will help develop the practical skills your students need to tackle extended essays and projects and encourage the development of an independent approach to studying. The units are organized as follows: Introduction to extended writing and research Using evidence to support your ideas Sourcing information for your project Developing your project Developing a focus Introductions, conclusions and definitions Incorporating data and illustrations Preparing for conference presentations The units take students step by step through the process of producing an extended piece of academic writing. Authentic source materials, model answers and detailed advice are included to help support and guide them. This course will require them to apply skills and strategies they have already studied in order to help them complete a project independently. The Course Book includes unit summaries to give students a quick overview of what they have covered, and a comprehensive glossary of terms. Each unit also has weblinks offering additional information and activities, relating to both listening skills and the topics covered in the units. Visit the dedicated English for Academic Study website at www.englishforacademicstudy.com for even more resources. This book can be used in conjunction with the following books in the English for Academic Study (EAS) series, also published by Garnet Education: EAS: Reading & Writing Source Book, EAS: Reading, EAS: Writing, EAS: Speaking, EAS: Listening, EAS: Vocabulary, EAS: Pronunciation and EAS: Grammar for Writing. English for Academic Study: Writing English for academic study: Writing is an integrated course designed to develop student writing on pre-sessional and pre-departure courses. The Course Book contains step-by-step activities written by EAP professionals at the University of Reading's Centre for Applied Language Studies. The activities are designed for use with authentic reading texts in an accompanying Source Book on the basis of an integrated approach to writing. EAS Writing is founded on an extensive review of recent research into EAP writing methodology, and reflects the most recent developments in language teaching for academic purposes. The 2009 edition of EAS Writing has been fully revised for ease of use. As well as a new format, the Course Book now comes with a book map, unit summaries, and a comprehensive glossary of terms. Each unit has weblinks offering additional information and activities, related to both writing skills and the topics covered in the units. A dedicated website, www.englishforacademicstudy.com, offers further teacher resources. This book can be used in conjunction with the following books in the English for academic study series, also published by Garnet Education: EAS Reading, EAS Extended Writing & Research Skills, EAS Listening, EAS Speaking, EAS Vocabulary and EAS Pronunciation. A separate Source Book contains all the texts featured in the Course Book. Key Features The course adopts a four-fold approach to reflect the complex demands of academic writing: 1. The process approach; 2. The development of critical thinking in writing; 3. The micro-skills of writing, e.g., effective introductions and conclusions, and effective paragraphing; and 4. The importance of genre An accompanying Teacher's Book is also available. This guide is based on a study of referees' reports and letters from journal editors on the reasons why papers written by non-native researchers are rejected due to problems with English usage, style and grammar. It draws on English-related errors from around 5000 papers written by non-native authors, 500 abstracts by PhD students, and over 1000 hours of teaching researchers how to write and present research papers. English for Research: Usage, Style, and Grammar covers those areas of English usage that typically cause researchers difficulty: articles (a/an, the), uncountable nouns, tenses (e.g., simple present, simple past, present perfect), modal verbs, active vs. passive form, relative clauses, infinitive vs. -ing form, the genitive, noun strings, link words (e.g., moreover, in addition), quantifiers (e.g., each vs. every), word order, prepositions, acronyms, abbreviations, numbers and measurements, punctuation, and spelling. Due to its focus on the

specific errors that repeatedly appear in papers written by non-native authors, this manual is an ideal study guide for use in universities and research institutes. The book is cross-referenced with the following titles: • English for Academic Research: Grammar Exercises • English for Academic Research: Vocabulary Exercises • English for Academic Research: Writing Exercises • English for Writing Research Papers Adrian Wallwork is the author of more than 30 English Language Teaching (ELT) and English for Academic Purposes (EAP) textbooks. He has trained several thousand PhD students and researchers from 40 countries to prepare and give presentations. Since 1984 he has been revising research manuscripts through his own proofreading and editing service. 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 Language Demands of School is an edited volume describing an extensive empirical base for academic English testing, instruction and professional development. The chapters comprise empirical research by Bailey and colleagues at the National Center for Research on Evaluation, Standards, Student Testing (CRESST) at UCLA, and invited contributions by practitioners in the fields of language policy, testing and instruction. The central focus of the chapters is the research conducted by CRESST over the last two years in an attempt to document the academic English language demands placed on school-age learners of English. The three additional chapters give the perspectives of a policy-maker at the state level, test developers, and practitioners. The Language Demands of School fills a gap in the current literature by addressing the kind(s) of English required of K-12 English Learner students from an evidence-based perspective. This is timely given the broader context of the No Child Left Behind Act of 2001, which has prompted school systems to identify English language proficiency tests to meet the federal mandate. One of the problems that has surfaced in the search for English language tests for K-12 English Learner students is the inadequacy of existing research on the development of the academic English language skills that all students—both English Learner and native English-speaking—need to be successful in the school setting. The Language Demands of School is devoted to exploring this topic and to presenting research that illuminates both the questions and the answers. Put theory into practice with with exercises which test your knowledge and challenge your understanding 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. English for Academic Study: Vocabulary English for academic study: Vocabulary provides students with systematic practice in using key academic words from 300 word families and

illustrates how to use the information in a dictionary to make more effective and appropriate use of their vocabulary. Intended for self-study outside formal classes, the book includes a complete answer key as well as an achievement test that can be used to test students' knowledge and progress. The book is supported by an extensive review of research into EAP methodology and reflects the most recent developments in language teaching for academic purposes. The units are organized as follows: Multi-Meaning Words Word Classes Word Families and Word Parts Collocations Word Grammar Each unit has weblinks offering additional information and activities, related to both vocabulary skills and the topics covered in the units. A dedicated website, www.englishforacademicstudy.com, offers further instructor resources. This book can be used in conjunction with the following books in the English for academic study series, also published by Garnet Education: EAS Reading & Writing, EAS Extended Writing & Research Skills, EAS Listening, and EAS Speaking & Pronunciation. 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. 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 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. English for Academic Study: Writing This fully updated 2012 edition of English for Academic Study: Writing will help your students develop the academic writing skills they need to deal effectively with the written element of their academic study, as well as to develop other important skills such as reading research and critical thinking. The units are organized as follows: Introduction to academic writing Sustainable energy The business of science Telemedicine Food security Human resource management Sustainable fashion The Tipping Point Each unit explores a key aspect of writing and teaches it in the context of a specific topic area, e.g., Food security and Sustainable fashion. The tasks in each unit prepare students to write an essay that will consolidate the writing skills they are learning. Authentic texts in the accompanying EAS: Reading & Writing Source Book provide useful and interesting background information for each topic area covered. The Course Book includes unit summaries to give students a quick overview of what they have covered, and a comprehensive glossary of terms. Each unit also has weblinks offering additional information and activities, relating to both writing skills and the topics covered in the units. This book can be used in conjunction with the following books in the English for Academic Study (EAS) series, also published by Garnet Education: EAS: Reading & Writing Source Book, EAS: Reading, EAS: Extended Writing & Research Skills, EAS: Listening, EAS: Speaking, EAS: Vocabulary, EAS: Pronunciation and EAS: Grammar for Writing. 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. 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. 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. The 4 Point series is designed for English language learners whose primary goal is to succeed in an academic setting. Academic English learners need skills-based books that focus on reading, listening, and speaking, as well as the two primary language bases of vocabulary and

grammar. The ultimate goal is to help your students improve these skills and earn a 4.0 (GPA). The Introduction to English for Academic Purposes (EAP) level is designed for students in academic programs who need a more general introduction to authentic academic content. The discrete skills volumes are designed for programs and courses that want to more intensively focus on key strategies and authentic academic content in one skill area. Each 4 Point volume covers academic skills while providing reinforcement and systematic recycling of key vocabulary issues and further exposure to grammar issues. These volumes focus very heavily on vocabulary because language learners know that they are way behind their native-speaker counterparts when it comes to vocabulary. Each book highlights key vocabulary items, including individual words, compound words, phrasal verbs, short phrases, idioms, metaphors, collocations and longer set lexical phrases. Speaking for Academic Purposes is an introductory textbook containing English for Academic Purposes content. Each unit includes activities to strengthen a range of speaking skills, notably: understanding classroom discourse, using academic language functions, recognizing signal words and phrases, and synthesizing information. These activities are presented within the context of one field of academic study (Architecture, Marketing, Earth Science, U.S. History, Chemistry, and Fine Arts) per unit. Unique to this speaking text are six videos showing common student interactions. Access to the videos is free. Each unit includes three academic speaking strategies (including one specific to making presentations) and tasks that involve participating in group discussions, interacting with native speakers, and making a presentation. The goal is to provide students with a variety of strategies/tools to master academic situations in which they need to participate. Learning English for Academic Purposes LEAP 2nd edition for English language learners preparing for study in Higher Education is now a two-book series focussing on key language skill development incorporating global issues material with academic content" 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. This volume of specially commissioned articles examines theory and practice in EAP. The COVID-19 outbreak has changed the educational landscape as higher education institutions around the world were forced to close their physical campuses to slow or contain the spread of the virus. The rapid, unexpected, and forced transition to emergency remote teaching has been especially challenging for second- and foreign-language learners who rely on English for Academic Purposes (EAP) courses to help them transition from secondary school to higher education and succeed in their academic studies. To ensure these learners are receiving the best education possible, additional study on the difficulties, opportunities, and strategies of teaching English for Academic Purposes courses is required. Cases on Teaching English for Academic Purposes (EAP) During COVID-19: Insights From Around the World explores the effect of emergency remote teaching in offering quality EAP education to second- and foreign-language students and preparing them for their university studies in response to COVID-19 from a variety of contexts around the world. This book also contributes to developing effective practices for supporting and sustaining EAP teaching in an English-medium instruction environment during and after a pandemic. Covering topics such as remote teaching, writing instruction, and breakout rooms, this reference work is ideal for teachers, administrators, policymakers, scholars, practitioners, academicians, researchers, instructors, and students. English for Academic Study: Extended Writing & Research Skills EAS Extended Writing & Research Skills takes students step by step through the process of producing an extended piece of academic writing, helping them to develop the writing and research skills necessary for the task. Students make use of the source materials that accompany the course to produce their own piece of extended writing. They are then encouraged to use the strategies they

have learned to produce a second piece of writing, within their own field of study. The approach allows students to work independently, supported by detailed information and advice, as well as model answers provided in both the Course Book and the Instructor's Manual. The units are organized as follows: Introduction to the Skills of Extended Writing and Research Using Evidence to Support Your Ideas Structuring Your Project and Finding Information Developing Your Project Developing a Focus Introductions, Conclusions, and Definitions Incorporating Data and Illustrations Preparing for Conference Presentations and Editing Your Work Each unit has weblinks offering additional information and activities. A dedicated website, www.englishforacademicstudy.com, offers further instructor resources. This book can be used in conjunction with the following books in the English for academic study series, also published by Garnet Education: EAS Reading & Writing, EAS Listening, EAS Vocabulary, and EAS Speaking & Pronunciation. Scientific English is possibly the most rewarding area of EFL teaching. It differs from English for Academic Purposes (EAP) as it is directed to a much smaller audience: PhD and postdoc students. Courses on Scientific English are held in universities throughout the world, yet there is very little support for teachers in understanding what to teach and how to teach it. This guide is part of the English for Academic Research series. Part 1 of the book sheds light on the world of academia, the writing of research papers, and the role of journal editors and reviewers. Part 2 gives practical suggestions on how to help your students improve their presentation skills. In Part 3 you will learn how to teach academic skills using nonacademic examples. Parts 1-3 are thus useful for anyone involved in teaching academic English, whether they have used the other books in the series or not. Part 4 suggests two syllabuses for teaching writing and presenting skills, based on the two core books: English for Writing Research Papers English for Presentations at International Conferences This book will help you i) understand the world of your students (i.e. academic research), ii) plan courses, and iii) exploit the What's the Buzz? sections in the books on Writing, Presentations, Correspondence and Interacting on Campus. Adrian Wallwork has written over 30 books covering General English (Cambridge University Press, Scholastic), Business English (Oxford University Press), and Scientific English (Springer). He has trained several thousand PhD students from all over the world to write and present their research. Adrian also runs a scientific editing service: English for Academics (E4AC). This book aims to empower students and improve their academic performance by equipping them with essential academic literacy skills: reading and writing skills, sentence level grammar, language use, and vocabulary development. This content is enhanced with exercises which allow plenty of opportunity for practice and self-study. This book "introduces the major theories, approaches and controversies in the field. [It] gathers together influential readings from key names in the discipline, including: John Swales, Alastair Pennycook, Greg Myers, Brian Street and Ann Johns. [It] provides numerous exercises as practical study tools that encourage in students a critical approach to the subject. Written by an experienced teacher and researcher in the field, 'English for academic purposes' is an essential resource for students and researchers of applied linguistics." - back cover. English for Academic Study: Grammar for Writing English for Academic Study: Grammar for Writing is a graded self-study course that will help students improve their academic writing. It will build their confidence in understanding and using grammar for written assignments, so they can write accurate English and communicate more effectively in academic contexts. EAS: Grammar for Writing starts at a relatively low level, recognizing that many students require continuing practice of common grammatical problems in academic writing (such as subject-verb agreement, or the use of present simple and present continuous). It gradually increases the level of challenge so that by the end of the book students can use appropriate grammatical structures to express more complex academic ideas. The nine units are based on the following topics: Starting out Information flow within a text Looking back (past simple and present perfect) Showing logical links (1) Showing logical links (2) Expressing shades of meaning Expressing condition Avoiding person-based writing Using relative clauses Each unit is divided into three stages, moving from basic structures to more complex ones. Full explanations and examples are followed by extensive practice exercises. Many exercises use examples from student essays, so students can identify typical

problems and work out how to put them right. Each unit also includes an end-of-unit self-check test to give students a quick overview of what they have covered. There are four useful appendices on: articles, describing data, referring to academic sources, and a sample student essay. A full answer key is available here. The dedicated EAS website also provides additional resources across the range of titles in the series. This book can be used in conjunction with the following books in the English for Academic Studies (EAS) series, also published by Garnet Education: EAS: Reading, EAS: Writing, EAS: Extended Writing & Research Skills, EAS: Listening, EAS: Speaking, EAS: Vocabulary and EAS: Pronunciation. This book is based on a study of referees' reports and letters from journal editors on reasons why papers written by non-native researchers are rejected due to problems with English (long sentences, redundancy, poor structure etc). It draws on English-related errors from around 5000 papers written by non-native authors, around 3000 emails, 500 abstracts by PhD students, and over 1000 hours of teaching researchers how to write and present research papers. The exercises are organized into ten chapters on: punctuation and spelling word order writing short sentences and paragraphs link words - connecting phrases and sentences together being concise and removing redundancy ambiguity and political correctness paraphrasing and avoiding plagiarism defining, comparing, evaluating and highlighting anticipating possible objections, indicating level of certainty, discussion limitations, hedging, future work writing each section of a paper. Some exercises require no actual writing but simply choosing between various options, thus facilitating self-study, e-reading and rapid progress. In those exercises where extended writing is required, model answers are given. Exercise types are repeated for different contexts, for example the importance of being concise is tested for use in papers, referees' reports, and emails of various types. Such repetition of similar types of exercises is designed to facilitate revision. The exercises can also be integrated into English for Academic Purposes (EAP) and English for Special Purposes (ESP) courses at universities and research institutes. The book can be used in conjunction with the other exercise books in the series and is cross-referenced to: English for Research: Usage, Style, and Grammar English for Writing Research Papers