Teach International’s EAP (English for Academic Purposes)  
Online Elective – Print Version

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Unit 1 – What is EAP and what is taught in an EAP course?

In this unit:

- Introduction
- English for Academic Purposes Articulation Flow Chart
- Catering for Student Needs
- Study Skills
- Activities

Introduction

English for Academic Purposes (EAP) is usually taught to students who plan to study at an English language university. Such courses may be anything from four to twelve weeks in duration and may run as part-time or full-time courses through Language Colleges or Universities. An EAP course may be focused on a specific faculty, for example, for entering a degree in Business or Information Technology, in which case, the material and vocabulary used may be more particular to that faculty. Sometimes, a course directed in this way is called “ESP” – English for Specific Purposes. Below is a flow diagram showing the way EAP normally fits into an academic structure:

**English for Academic Purposes Articulation Flow Chart**

- General English Course
  - Beginners
  - Lower Intermediate
  - Intermediate
  - Upper Intermediate
  - Advanced

EAP Entry Test

English for Academic Purposes

(Depending on results and/or type of EAP program)

- Undergraduates or Post-graduates with an IELTS score (or equivalent) of 5.0 or above
- University Foundation/Bridging Programs
- Direct to undergraduate or post graduate studies
- To undergraduate studies
Catering for Student Needs

Courses are designed for the needs of different types of students. Some courses are developed for students who hope to enter undergraduate studies and others are developed for students who have already completed a degree in their own language and are going into postgraduate studies at an English-speaking university.

The general structure and skills development will be similar for both of these types of courses, although, obviously, the degree of competency expected from students will be different. The following chart from Jordan (1997: 7) outlines the skills areas that are most appropriate to a well-designed EAP course:

### Study Skills

<table>
<thead>
<tr>
<th>Study situation/activity</th>
<th>Study skills needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lectures/talks</td>
<td>Note-taking&lt;br&gt;Asking questions for: repetition, clarification and information&lt;br&gt;Listening and note-taking</td>
</tr>
<tr>
<td>2. Seminars/tutorials/discussions</td>
<td>Listening and note-taking&lt;br&gt;Asking questions (as above)&lt;br&gt;Answering questions; explaining&lt;br&gt;Agreeing and disagreeing; stating points-of-view; giving reasons; interrupting&lt;br&gt;Speaking with (or without) notes; oral presentations, initiating comments, responding; verbalising data</td>
</tr>
<tr>
<td>3. Practicals/laboratory work/field work</td>
<td>Understanding instructions: written and spoken, formal and informal&lt;br&gt;Asking questions; requesting help&lt;br&gt;Recording results</td>
</tr>
<tr>
<td>4. Private study/reading (journals and books)</td>
<td>Reading efficiently: comprehension and speed&lt;br&gt;Scanning and skimming; evaluating&lt;br&gt;Understanding and analysing data (graphs, diagrams, etc)&lt;br&gt;Note-making; arranging notes in hierarchy of importance&lt;br&gt;Summarising and paraphrasing&lt;br&gt;Research and reference skills</td>
</tr>
<tr>
<td>5. Reference material/library use</td>
<td>Using the contents/index pages&lt;br&gt;Using a dictionary efficiently&lt;br&gt;Understanding classification systems&lt;br&gt;Using a library catalogue and databases&lt;br&gt;Finding information quickly&lt;br&gt;Collating information</td>
</tr>
<tr>
<td>6. Essays/reports/projects/case studies/dissertations/theses/research papers/articles</td>
<td>Planning, writing drafts, revising&lt;br&gt;Summarising, paraphrasing and synthesising&lt;br&gt;Continuous writing in an academic style, organised appropriately&lt;br&gt;Using quotations, footnotes, bibliography</td>
</tr>
<tr>
<td>Finding and analysing evidence; using data appropriately</td>
<td></td>
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<tr>
<td>---------------------------------------------------------</td>
<td></td>
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<tr>
<td>7. Research</td>
<td></td>
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<tr>
<td>Conducting interviews</td>
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<td>Designing questionnaires</td>
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<tr>
<td>Undertaking surveys</td>
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<tr>
<td>8. Examinations</td>
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<tr>
<td>a) written</td>
<td></td>
</tr>
<tr>
<td>Preparing for exams (techniques)</td>
<td></td>
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<tr>
<td>Revision</td>
<td></td>
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<tr>
<td>Understanding questions/instructions</td>
<td></td>
</tr>
<tr>
<td>Writing quickly (pressure of time)</td>
<td></td>
</tr>
<tr>
<td>b) oral</td>
<td></td>
</tr>
<tr>
<td>Answering questions: explicitly, precisely</td>
<td></td>
</tr>
<tr>
<td>Explaining, describing, justifying</td>
<td></td>
</tr>
</tbody>
</table>

Skills generally applicable:
1. Organising study time efficiently (time management)
2. Logical thinking: constructing arguments – use of cohesive markers and connectives; recognising weaknesses and bias in arguments; balance; critical analysis
3. Accuracy
4. Memory: recall; mnemonics
5. Using computers

Note: You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online. You are welcome to complete all the activities on paper first, and when you complete all your activities and tasks for this elective, you can submit everything in one go.

Activities – Unit 1

1. An EAP course may be a general one or focused on the requirements of a specific faculty.
   - True
   - False

2. ESP means:
   a) English for Special People
   b) English for Social Policies
   c) English for Specific Purposes
   d) English for Suntory Purchases
   e) None of the above

3. Listening and Note-taking is a study skill taught in EAP.
   - True
   - False

4. Learning how to agree or disagree with statements or the views of others comes under which EAP study area?
   a) Essay writing
   b) Research
   c) Practicals
   d) Seminars/tutorials
   e) None of the above
   f) All of the above

5. Learning to write in an academic style is an important part of all EAP courses.
   - True
   - False

6. Under which study area does the skill of “justifying” come?
   a) Exams
   b) Essay writing
   c) Oral presentations
   d) All of the above
   e) None of these
Unit 2 – Syllabus and Course Design

In this unit:

- Introduction
- Needs Analysis
- Assessment Task
- Activities

Introduction

The chart in unit 1 indicates the ideal areas to be covered in any EAP syllabus. More emphasis is normally given to study situations 2 and 6, preparation for writing effectively and for giving oral presentations. These are areas of particular weakness for many ESL speakers, whereas they may have many of the other skills somewhat developed already from previous study experience in their own language. Academic writing in the English language is often quite different from that in other cultures and requires a lot of practice. And, needless to say, giving an academic oral presentation in a second language is a daunting task for any second language speaker! Keeping these considerations in mind, any EAP course development firstly needs to justify the balance given to the different skill areas.

Needs Analysis

Before beginning any syllabus development, a needs analysis should be done. There are several aspects to consider in a needs analysis:

- The needs of the students in respect to the timing of the course. For example, students will probably need to finish their EAP course in time to articulate into their faculty program at the university they have chosen to go to.
- The needs of the student in terms of the duration of the course (this will depend on factors like the students’ entry test level and the direction of their articulation, as well as their previous academic experience).
- The needs of the faculty where students intend to study (in respect to the kind of language and vocabulary students will be expected to know and use – e.g. do they need the language and skills for laboratory and/or field work, etc).
- The staffing needs of the institution delivering the course.
- The accommodation (classroom) requirements for the course.
- Other course needs such as computer access, library access, etc.
- The learning background and particular language challenges for the students of a particular culture/country.
- The needs of the parents or government paying for the course.
- Availability of appropriate course materials (texts, etc).
- Learning styles and socio-cultural factors influencing individual students.
Assessment Task: Needs Analysis

Consider the above factors and comment on how each type of information could be collected.

Write your thoughts on the Word document you downloaded. Save it using your name and the name of this course in the title, eg. "santa-claus-eap". You will continue to work on this document and submit it at the end of this elective, so make sure you save it in a location on your computer which is easy to find (or on a removable disk, CD, etc.) Don't worry about submission until the final task in Unit 12. Details will be given there.

Try and keep it to about half a page.

(Your satisfactory completion of this task will be part of the assessment for this course)

The next step is to create an outline of the course with reference to the study skills table previously shown (Jordan, 1997). Decide which areas will need the most attention in your course (depending on the needs analysis) and allocate hours or weeks of the course duration to the various study areas. For example, roughly speaking, for a 12-week course, you may allocate 3 weeks for reading and vocabulary skills, 4 weeks for writing skills, 2 weeks for oral presentation skills, a week for listening, a week for referencing and research and 2 weeks for review and assessment tasks. Of course, any useful course will not just focus on one of these areas for 3 weeks, but lessons for each will be divided between the whole 12 weeks. Class times can then be divided up into teaching and practising the particular skills recommended in the right-hand column of Jordan’s table.

Please note that even for an EAP class, teachers should consider how to implement the 80/20 principle for the communicative approach to teaching as much as possible.

A typical EAP timetable might have two morning sessions of around 2 hours each, with a 30-minute break, and one afternoon session of an hour and a half or two hours (after a one hour lunch break). Some of these sessions may take place in a computer lab, a library, a self-access centre or a language lab.
Note: You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online.

Activities – Unit 2

1. The allocation of hours to each of the EAP skill areas will depend on:
   a) The number of students in the course
   b) The teacher’s preference
   c) The needs analysis results
   d) Where the students will go to university

2. Particular areas of weakness for EAP students might be:
   a) Academic writing and giving oral presentations
   b) Academic writing and spelling
   c) Academic writing and personal study skills
   d) Academic writing and library research skills

3. An average time for an EAP course would be:
   a) one semester
   b) 12 weeks
   c) 12 months
   d) 3 weeks

4. EAP students are generally tested before they enter a course.
   - True
   - False

5. An EAP class may have students all from one language group if:
   a) The course takes place in New Zealand
   b) The course articulates into a particular faculty of a university
   c) The students are streamed according to their language ability
   d) The course takes place in a non-English speaking country
In this unit:

- Introduction
- Hofstede's Dimensions
- Students' Preferred Learning Styles
- Activities

Introduction

It is easier to understand and deal with different learning styles and academic culture when teaching EAP to students who are all from the same language group than when teaching an EAP course in a native English-speaking country where there may be representatives of several language groups in the class. There will be many characteristics the students will have in common in the former situation. However, it is the duty of an EAP teacher to train students in the learning styles and the academic culture of an English speaking country for them to succeed in a university course there. Familiarisation with the local general culture in terms of Hofstede’s dimensions of culture is a good place to start from, so the EAP teacher has an awareness of how the local culture and the local academic culture (which influences the learning styles) operates:

Hofstede’s Dimensions

- Power-distance

**Power Distance** reflects the degree to which a culture believes how institutional and organisational power should be distributed (equally or unequally) and how the decisions of the power holders should be viewed (challenged or accepted). In other words, people in high power distance cultures are much more comfortable with a larger status differential than low power distance cultures.

**Predictors of Power Distance:**

- **Climate**, measured by geographical latitude. Cultures in high-latitude climate (moderate or cold climates) tend to have low PDI scores. Cultures that have tropical climate tend to have high PDI scores.
- **Population.** Generally, the more people within the culture, the greater the power distance is likely to be.
- **Distribution of Wealth.** The more unequally the wealth is distributed within a culture, the greater the culture’s power distance.

**Consequences of Power Distance:**

Most evident are family customs, the relationships between students and teachers, the young and the elderly, language systems and organisational practices.

I had a difficult experience concerning a student from a culture with High Power Distance. He was older than the other students in my EAP class of mixed nationalities. He expected all the other students to treat him with deference and found it extremely rude when they didn’t. He became more and more arrogant and unpleasant over time, shouting at other students and refusing to work in groups or with a partner. He did not respond to sensitive counselling about his attitudes and the sensitivities of others in his class when several teachers tried to help him. In the end, his refusal to work with others on important assessment projects meant that he failed the
course and had to repeat it which cost him another 3 months of time and several thousand dollars before he could continue on to study in his chosen faculty.

I now consider that a more specific unit on cultural dimensions would have been useful as part of that particular EAP course.

• **Collectivism vs. individualism**

**Individualism-Collectivism** describes the degree to which a culture relies on and has allegiance to the self or the group.

**Predictors:**

- **Economic development.** Wealthy cultures tend to be individualistic, whereas poor cultures tend to be collectivistic.
- **Climate.** Cultures in colder climates tend to be individualistic, whereas cultures in warmer climates tend to be collectivistic.

**Note:** Hofstede found a strong negative correlation between a culture's scores on the power distance index and its scores on the individualism-collectivism index. High PDI cultures tend to be collectivistic, whereas low PDI cultures tend to be individualistic.

**Consequences:**

Collectivistic cultures tend to be group-oriented, impose a large psychological distance between in-group and out-group members and in-group members are expected to have unquestioning loyalty to their group. In a conflict situation, members of the collectivistic cultures are likely to use avoidance, intermediaries, or other face-saving techniques. Conversely, people in the individualistic cultures do not perceive a large psychological distance between in-group and out-group members. They value self-expression, see speaking out as a means of resolving problems, and are likely to use confrontational strategies when dealing with interpersonal problems.

One common problem for some Asian students attending Western universities is in the area of plagiarism. Many Asian cultures feel that giving answers to friends or allowing them to copy your own work is perfectly acceptable and so they get themselves into trouble, even dismissed from the university, for not following the very strict rules on all work being individual with proper referencing of all sources. This is referred to as "non-deliberate plagiarism."

**What do you think might be some strategies for dealing with this problem? Post your views on the EAP forum.**

To access the forum, you need to either:

- Log in to the Student Centre, click on ‘Forums’ at the top and log in to the forums (for both you MUST use the username and password we provided). Scroll down to the bottom of the list of forums.
- Log in to the Student Centre, go to the EAP course, click on Unit 3, go to page 2, and click on the direct link to the forum. (You will have to log in to the forum to be able to post your answers.)

If you wish, prepare your answers on a Word document, and post them at a later time.
• Femininity vs. masculinity

Masculinity-Femininity (an alternative label is ‘achievement-nurturance’) indicates the degree to which a culture values such behaviours as assertiveness, achievement, acquisition of wealth or caring for others, social supports and the quality of life. This dimension tends to draw unwarranted criticism for its name alone. It basically refers to expected gender roles in a culture. According to Hofstede, people in high masculinity index (MAS) cultures believe in achievement and ambition, in ostentatious manliness, with very specific behaviours and products associated with male behaviour. The cultures that scored towards what Hofstede referred to as “masculine” tend to have very distinct expectations of male and female roles in society. Low MAS cultures believe less in external achievements and/or manliness, and more in quality of life such as helping others and sympathy for the unfortunate. Feminine cultures also prefer equality between male and female and less prescriptive role behaviours associated with each gender. The more “feminine” cultures have a greater ambiguity in what is expected of each gender.

Predictors:

- Climate. Masculine cultures tend to live in warmer climate near the equator and feminine cultures are likely to be located in colder climates away from the equator.

Consequences:

Members of high MAS cultures believe that men should be assertive and women should be nurturing. Sex roles are clearly differentiated, and sexual inequality is seen as beneficial. The reverse is true for members in the feminine cultures.

• Uncertainty avoidance

Uncertainty Avoidance refers to the extent to which a culture feels threatened by ambiguous, uncertain situations and tries to avoid them by establishing more structure. The high positive scores on the uncertainty avoidance index (UAI) indicate low tolerance for ambiguity. These cultures prefer to avoid uncertainty and dissent as a cultural value and desire consensus. As a result, HIGH uncertainty avoidance cultures prefer formal rules and any uncertainty can express itself in higher anxiety than those from low uncertainty avoidance cultures. Cultures with low UAI scores have a high tolerance for uncertainty and ambiguity, believe in accepting and encouraging dissenting views among cultural members and in taking risks and trying new things. Thus, cultures which ranked low (compared to other cultures), feel much more comfortable with the unknown.

Predictors of Uncertainty Avoidance:

No clear-cut predictors. But in general, high UAI cultures tend to be those that are beginning to modernise and are characterised by a high rate of change. Conversely, low UAI cultures tend to have reached the level of modernisation and are more stable or predictable in their rate of change.

Consequences:

High UAI cultures tend to develop many rules to control social behaviours. Low UAI cultures need few rules to control social behaviours.

EAP teachers need to be aware of anxiety levels in their students. Make instructions very clear and concrete. Remember that most students are anxious about pleasing their parents, saving face, the second language they are
studying in and the thought of studying at a university in a foreign land and culture.

• Long- vs. short-term orientation

Also known as ‘Confucian Dynamism’ - It ranges from long-term orientation to short term orientation. Later work with Bond (see Hofstede & Bond, 1987) produced another dimension meant to explain the rapid economic development of many Asian countries. This dimension refers to the selective promotion of a particular set of ethics found in Confucian teachings. Particular teachings that lead to economic development include thrift, perseverance, a sense of shame, and following a hierarchy. Other Confucian teachings are less emphasized such as tradition, and protecting face.


Students’ Preferred Learning Styles

It is helpful to point out these dimensions to students so they also have a general awareness of how such factors may influence their learning. A tool for increasing students’ self-awareness of their own learning styles is a simple questionnaire from David Noonan:

Why don’t you try this yourself and see what you can learn about your own learning orientations?

Put an X next to the number corresponding to that which represents your attitude to each of the following (look at the key first):

**Key**

1 = I don’t like this at all  
2 = I don’t like this very much  
3 = This is OK.  
4 = I quite like this  
5 = I like this very much

**Topics**

In my English class, I would like to study topics....

a) about me: my feelings, attitudes, beliefs, etc.  
b) from my academic subjects: psychology, literature, etc.  
c) from popular culture: music, film, etc.  
d) about current affairs and issues.  
e) that are controversial: underage drinking, euthanasia, etc.

**Methods**

In my English class, I would like to learn by....

a) small group discussions and problem solving.  
b) formal language study, e.g., studying from a text book.  
c) listening to the teacher.  
d) watching videos.  
e) doing individual work.
Language Areas

This year, I most want to improve my…

a) listening
b) speaking
c) reading
d) writing
e) grammar
f) pronunciation

Out of Class

Out of class I like to…

a) practise in the independent learning centre.
b) have conversations with native speakers of English.
c) practise English with my friends.
d) collect examples of English that I find interesting / puzzling.
e) watch TV / read newspapers in English.

Assessment

I like to find out how my English is improving by…

a) having the teacher assess my written work.
b) having the teacher correct my mistakes in class.
c) checking my own progress / correcting my own mistakes.
d) being corrected by my fellow students.
e) seeing if I can use the language in real-life situations.


The evaluation of this questionnaire works well as a discussion between students in groups, especially if you have a mixed class of different nationalities. It is also useful to point out to students the answers that might best represent students’ attitudes from the native culture they are studying in or planning to go to (perhaps reflected here in your own answers?)

Another important aspect of this questionnaire is to show students that there is a range of attitudes and learning approaches and no single one of them is the “correct” or the “best” one. Good teachers need to attempt to employ a range of teaching strategies to deal with the range of learning styles in the classroom.

The difficulties students have with learning styles and academic awareness whilst studying at English Language Universities will be explored further throughout the following units.
Activities – Unit 3

1. In contrast to Western cultures, EAP students from China are likely to have
   a) greater power distance
   b) less power distance
   c) neither of these

2. In contrast to Western cultures, EAP students from Japan would tend to be
   a) more collectivist
   b) more individualistic
   c) in between these two extremes
   d) none of these

3. In contrast to Western cultures, Middle Eastern students may tend to exhibit characteristics of:
   a) a Masculine society
   b) a Feminine society
   c) a society between these two extremes
   d) none of these

4. Students from Western Europe would tend to exhibit characteristics of:
   a) high uncertainty avoidance
   b) low uncertainty avoidance
   c) no uncertainty avoidance
   d) none of the above

5. An Ethic found in the Confucian teachings is:
   a) a sense of shame
   b) thrift
   c) following a hierarchy
   d) perseverance
   e) none of the above
   f) all of the above

6. Teachers should consider a range of teaching / learning styles when working with EAP students.
   - True
   - False
Unit 4 – Methodology and Resources

In this unit:

- Introduction
- Methodology
- Materials
- Activities

Introduction

Methodology in language teaching has been characterised in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology, a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language-teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches.

(This introduction is adapted from Rodgers, T. S. (2001). Language Teaching Methodology (ERIC Issue Paper). Washington, DC: ERIC Clearinghouse on Languages and Linguistics.)

Methodology

The latest TESOL Methodologies include “the Silent Way”, “Total Physical Response”, “the Natural Approach”, “Suggestopedia”, “Focus on Form”, “Task-Based Learning”, and “Focus on FormS”, but, in keeping with a “post-modern” approach, several different methodological types can be incorporated into an EAP program. Also, the principles of the Communicative approach will still flow through any well-constructed EAP course, including: lessons needing to be learner-centred, opportunities for students to be introspective, the classroom needing to be a communicative environment, teacher-as-facilitator (and use of team-teaching approach where possible), use of the whole range of task-based learning activities*, emphasis on authentic texts, use of a wide range of resources (computers, DVD, language lab, independent learning centres, library, etc).

(*Task-based activities may include: problem-solving, role-play, case studies, oral presentations, faculty-related projects, research projects, surveys, etc…)

Teachers need to keep their eye on the ball in respect to these principles because it is easy to relapse into a lecturing / ‘chalk and talk’ style when teaching more advanced learners because they often come to an EAP course with expectations that their lessons will be like traditional university lectures and that the teachers will simply give them all the information they need to know in order to succeed. EAP students also need to learn-by-doing, and to continue to develop their communicative language skills, their study skills and their experience and understanding of the new academic culture.

Materials

In the following units, recommendations will be made on materials and resources for each section of an EAP program. However, some general pointers before we go to the more specific:

Such courses usually use a mixture of professional books and materials and those developed by the individual school. There are a range of useful resources available through language bookshops, such as texts on academic writing, preparing for speaking presentations, listening and note-taking, academic reading strategies, study skills, and so on. Many universities publish their
own workbooks and these can prove to be very valuable resources if the EAP teacher can get hold of them. Examples are those produced by the Queensland University of Technology International College and the University of Southern Queensland (references given at the end of this course) in Australia, and Massey, Victoria and Canterbury Universities, in New Zealand. Some of the factors that may influence our choice of texts and materials might be: the cover, the list of contents, the level-appropriate language, clear structuring, useful teacher’s notes, recommendation by other teachers, the right price, enough copies available, or that they are simply the ones available at your school, and so on. Whatever the case, if you have the opportunity to select your own resources, you will most likely need to make a selection across several of the above subject areas according to the program you have developed.

IELTS* preparation materials

Some EAP courses use IELTS preparation books and materials for some of their resources but, be warned, these books are developed specifically for students preparing to sit for an IELTS test. They should never be used exclusively as EAP texts. The reading and listening activities in such books can be of some use for EAP students, but the writing modules are very limited in the way they train students to write and should not be used solely as a model for good academic writing. There are several genres of academic writing which need to be covered in a well-balanced EAP course. However, some EAP courses do include training students to sit for an IELTS test, as an alternative way to access university entrance if they fail their EAP course, or if the particular EAP course is not linked to a specific university’s entry requirements.

*IELTS = International English Language Testing System

Dictionaries

It is best for students to have only a good monolingual, English-English dictionary. They should not use a bilingual, translation dictionary in class. Using a bilingual dictionary is slow and often inaccurate in direct translation anyway. Part of an EAP course will train students in dealing with new or difficult vocabulary without using a dictionary (see unit 5).

Other resources

ILC

Some institutions may have their own independent learning centre (ILC). Or, as an EAP program coordinator, you may be asked to set one up. These are areas where materials are available to students for independent study. Materials may include computer programs, CDs, videos, DVDs, magazines, IELTS preparation books and practice tests, tapes, work sheets, and so on. Such centres usually have a teacher or supervisor in attendance to assist students with their selection of materials and to help students correct their work. One important training for EAP students is in developing independent study and time-management skills, and periods in the ILC can be scheduled as part of the class timetable. Such periods also give the teacher a chance to talk or work with individual students in a quiet area in the ILC (sometimes a glassed in room within the centre).

Library

If the institution has a library, this will be another valuable resource for EAP students. Perhaps some time could be set aside each week for library research projects, or, at the very least, have a session with the school’s librarian, in which students are taught how to use the library, the catalogue and computers for database research.

Language Lab
A Language Laboratory is a special area supplied with integrated listening posts for 15-20 students. Each post has a tape or CD player and headphones. The teacher has a control module from which she/he can monitor what the students are hearing and saying, as they listen and practise pronunciation. The teacher can cut in and talk to individual students and students can communicate in pairs or to the whole class, depending on the activities set by the teacher. Classes are usually timetabled into the Language Lab once a week for pronunciation lessons. This kind of activity and such labs are becoming less-commonly used now with the strong emphasis on the communicative approach, but, if your school has one, there are some useful activities that can be delivered in the Language Lab, as long as it is not overused.

**Overhead Projectors and PowerPoint**

These may be resources available to the teacher, but students should also be trained to use them, if they do not already have the knowledge. They should be encouraged to use them for their formal speaking presentations, as they will use such resources when they are delivering seminars at university (more on this in Unit 8).

**Computers**

(For a thorough presentation of the potential for using computers within an EAP course, see the online elective unit CALL).

If there are computers available in your school, a session each week should be scheduled, in which students can get practice researching the Internet and creating visuals, charts, graphs and diagrams, etc. for their project work. A specialist computer teacher may be available for team-teaching these sessions, otherwise, take the CALL online elective so you will have the confidence to facilitate computer classes yourself!
Activities – Unit 4

1. A ‘Method’, as opposed to an ‘Approach’, refers to:
   a) language-teaching philosophies
   b) fixed teaching systems with prescribed techniques and practices
   c) a continuum
   d) a more or less classical formulation

2. Which of the following is NOT an English language teaching method:
   a) Suggestopedia
   b) The Silent Way
   c) The Royal Method
   d) Total Physical Response
   e) None of the above
   f) All of the above

3. The Communicative Approach is not possible in an EAP classroom.
   □ True
   □ False

4. Resources and materials for an EAP course:
   a) can all be found in any school
   b) can be bought from any university
   c) need to be accessed from a variety of sources
   d) have to be developed from scratch by the teacher

5. IELTS preparation materials:
   a) may provide some useful resources
   b) should never be used in an EAP course
   c) should only be used for writing practice
   d) can be used as the major source of lesson resources

6. Which of the following may be used within an EAP program?
   a) an Independent Learning Centre
   b) a library
   c) a computer laboratory
   d) all of the above
   e) none of the above
Unit 5 – Academic Reading and Vocabulary Building

In this unit:

- Introduction
- Solutions?
- More Academic reading skills
- Activities

Introduction

International students have great difficulty in reading and understanding texts at university. This, of course, is quite understandable. Any reading in a second language will be very difficult, but a text in a tertiary institution, or papers and articles used as sources for research, can be very “dense” and may contain jargon associated with a particular subject area. These difficulties translate into several specific problems:

- Problems in locating and selecting appropriate reading / research material
- Problems with difficult vocabulary
- Problems in understanding the meaning of sections of text
- Problems associated with paraphrasing difficult text for use in assignments
- Unfamiliar examples, especially those that are culturally orientated
- Problems with feeling stressed and frustration because of the vast amounts of extra time it takes to deal with difficult texts

Solutions?

The first problem is the easiest one to deal with. Most course outlines and lecture notes give a bibliography of good references related to their subject area. University libraries also have staff to help students find appropriate materials for their research. EAP teachers should let students know that it is important for them always to ask for assistance, even if they feel quite confident. Remember that library staff may have been directing students to good references for particular assignments and research topics for many years and they know which are the most popular sources and where to find them very quickly. This could save students a lot of time. All students should take every opportunity of talking to their lecturers and asking their advice. Most lecturers are very happy to help and are likely to be supportive.

Key point: Asking the experts always saves time.

Problems with difficult vocabulary can be solved by using certain strategies. These strategies need to be practised as part of the EAP study routine so that they become an integral part of the students’ approach to reading and research.

It is a waste of time for students to use a dictionary for every word they don’t know. Many unknown words may not necessarily be the ones that give meaning to the text. You only need to know the key words. But how can they identify the key words to look up in the dictionary? Most paragraphs begin with a topic sentence expressing the main idea of the paragraph, so the words that seem to be the key words in the topic sentence need to be known. These words are usually repeated throughout the paragraph, so another tactic is to look up unknown words that are repeated several times. Look at the root of the word. Sometimes you will not recognise a particular form of the word, but if students look at the root form, without obvious prefixes and suffixes, they will often find that they do know the word. If they are planning to study in a particular subject area, they need to
continually develop their vocabulary knowledge in that subject. They should study new words every
day in a way that:

- gives them the skills of using the word themselves in the same and other contexts;
- helps them to remember its spelling;
- teaches them how to correctly pronounce it;
- gives them the ability to remember it (in other words, it becomes part of their
  vocabulary).

There will always be words that they do not know. Advise that they shouldn’t get anxious about it!
There are thousands of words in English that native speakers also do not know!! They should just
deal with vocabulary as best they can and continue to learn new words at their own pace.

**Key point: Try to identify key words and get to know them.**

One of the most problematic areas is trying to understand slabs of text or chapters. Sometimes the
sentence structure is very academic and complicated, which makes meaning obscure. This kind of
structure is not necessarily “good” writing and students are advised not to try to emulate it. It also
makes it very obvious to lecturers when students plagiarise this kind of text, because only
advanced academic native speakers can usually write in this way and when it is placed adjacent to
some of a student’s own (real) writing, it is very obvious.

Strategies for dealing with large slabs of text include the following:

- Get the main idea by looking at headings;
- Get a general idea of the subject by looking at pictures and diagrams, etc;
- Try to find the topic sentence in each paragraph;
- If you have the opportunity, ask others for help in outlining the meaning;
- If you have the time, focus on one section of the text at a time. Divide it up into
  pieces and make notes (often, when you write something down, it can trigger more
  attention and understanding);
- Try reading the text aloud or have someone else read it to you.
- If you are doing research, you may have the opportunity to disregard that particular
text and find another relevant book, which is easier to understand.

**Key point: Don’t panic. Divide and conquer.**

When paraphrasing difficult text, all of the above strategies need to be done first. It is almost
impossible for students to paraphrase work that they do not understand! They need to make notes
with the key words, then, try to find synonyms for the key words so they can write the same
information in another way. A facility with different grammar structures is important for making good
paraphrases. International students should be continuing with their development of grammar /
structure understanding and skill, while studying at university. Actually, Australian and New
Zealand students should also be doing this, as better skills and understanding of the English
language will help all students do better in assessment tasks. In some universities there are extra
classes called “Communication Extension” or “Parallel English Programs” in which a Language and
Learning Advisor (LLA) teaches students how to understand and improve their grammar and
structure skills. All International students are welcome to go to these classes. Also, Language and
Learning Advisors often give extra workshops on areas of need (more on this in Unit 12).

When students come across unfamiliar references or examples, they should try to understand the
meaning through the textual context the example is given in. This will usually help a great deal. Of
course, asking someone from the relevant culture is the easiest and most accurate way of learning
the meaning of such references or examples, but generally, such things are not as important to
know as an understanding of the main thrust of the text. Examples are usually “extra” information that you probably don’t need to spend much time on.

**Key points:** Synonyms for key words. Improve your grammar understanding and skills.

A significant problem is the one of time. Students studying in a second language take a lot more time to cover the same amount of reading or research than a native speaker does. Time management is extremely important and International students need to build in to their time-management plans extra time for the required reading and research. However, it is also important that they do not set themselves a program that is too difficult to stick to. A semester plan must incorporate relaxation time as well.

Most universities have excellent support staff to help students, especially International students who pay the universities high fees for their courses. Therefore, students should make use of all the systems in place to help them. They should also not be afraid to make appointments to speak to their lecturers about any problems and see the LLA for help with understanding text and learning more about grammar, structure and vocabulary. If they get stressed, they should talk to the student advisor or the LLA, who can teach them specific techniques for dealing with stress.

**Key points:** Time management. Talk to advisors when stressed.

**More Academic reading skills**

The main skills required to successfully handle academic reading are:

- Prediction (thinking about what might be expected in the text)
- Skim ming (reading quickly through to get the main idea or ‘gist’)
- Scanning (reading quickly to find a specific piece of information)
- Distinguishing between factual information and that which is not
- Distinguishing between what is relevant and what is not
- Determining *implicit* ideas or information
- Perceiving the point-of-view of an author
- Drawing inferences and conclusions
- Understanding graphical representations
- Recognising discourse or semantic markers

Many of the EAP reading lessons will be based around these skills to strengthen students’ abilities to deal with texts.

Here is an example of a reading lesson (try answering the questions yourself):

**A: Understanding the Headline**

Read the headline of today's article and then decide which of the sentences below are **correct**. Write 'C' if you think a sentence is 'correct' and 'IC' if it is incorrect.

1. Today's article is about gadgets.
2. Today's article is mainly about gadgets that have just one or two functions.
3. The article tells us that many people are dissatisfied with all-in-one gadgets.
All-In-One Gadgets Try Consumer Patience
By Lucas van Grinsven, European Technology Correspondent

AMSTERDAM, Netherlands Sun Feb 1 (Reuters)
Apple's popular iPod is no longer just a portable music player, as consumers have started to use it as a back-up hard drive, a radio transmitter and a voice recorder.
But evidence suggests some consumers are longing for the days when a phone was just a phone.
Dennis Nally used to travel with a cell phone, an electronic organizer and a laptop.

These days, the U.S. PricewaterhouseCoopers chairman carries a tiny handheld device that does it all.
His Blackberry, the latest model from Canada's Research in Motion, combines a phone with an organizer that can send and receive email -- just one example of new devices that combine the function of several products.
Gadget makers are packing more features and functions into their devices.

B: Gap Fill

Use the words in the list below to fill the gaps in Part Two of the article.

_because_ (x2), _but_ (x2), _for example, while_

**Part Two**

1. _______ CAN IT MAKE TOAST?
All cell phone makers now have models with built-in video recorders, digital cameras, music players, organizers and games. Portable CD players can be equipped to play games.
It does not stop in your pocket, either. Sony made a big splash late last year with its $940 PSX, which combines a big hard-drive for recording TV shows and a DVD burner to store them. It has a PlayStation video games console to boot.

Philips Chief Executive Gerard Kleisterlee, in a recent speech at the Consumer Electronics Show in Las Vegas, complained that 48 percent of potential digital camera owners were delaying their purchase 6._______ they perceived the products as too complicated.
"If a product requires a manual, maybe it's too complex," Kleisterlee said.
Consumers who tried out Philips' first home entertainment box have also had problems hooking it up.

2. _______ Apple and RIM have won praise for their easy-to-use devices, other "converged products" are

Researchers who specialize in user interfaces are not surprised that consumers fail to operate many of the multifunctional products.
trying the patience of consumers.

3._______, many functions on a cell phone are wasted on the average person, said Gartner Dataquest analyst Ben Wood.

"A mobile phone can be anything you want it to be: a media player, an organizer, a healthcare product to monitor your heart, a security tool to track your children. 4._______ many people are still overwhelmed just by having a mobile phone."

Research firm Yankee Group found that 30 percent of all recently introduced home networking products sold today were returned 5._______ the consumer could not get them to work.

"Here on my desk I have 3Com's Ergo (a digital chalkboard and Web browser for the kitchen), which offered so many different options that people got lost in it," says Richard Harper, a researcher of user interfaces of digital products at The Appliance Studio in London.

"The majority of consumers are too sensible, time-conscious and rational to put up with hybrid products," he adds. (Continued...)

Glossary:

overwhelmed - feeling covered or taken over completely perceived - understand something in a certain way

C: Finding Information

Which of the ideas below are mentioned by Part Two of the article? Look again at Part Two and write 'Yes' next to an idea if the idea is mentioned. (Be careful: there are three extra ideas that are not mentioned in the article!)

1. All-in-one cell phones with a number of functions are common.
2. Many consumers don't need the extra functions offered.
3. The Sony PSX has a DVD burner, a PlayStation and a hard drive that records television programs.
4. Consumers are often confused by complicated products and don't know how to operate them.
5. Most consumers enjoy multifunctional products and are eager to try them.
6. Some people will avoid buying the products available at the moment because they think they won't be able to understand how to use them.
7. Researchers found the Philips first home entertainment box easy to use and the manual simple to understand.
8. It surprises user interface researchers that people don't know how to use all-in-one gadgets.
D: Complete the Table

Read Part Three of the article and complete the table with names and pieces of information from the list below.

a. Educating users on how to use the Internet functions on a mobile phone.
b. Carl-Henric Svanberg, Chief Executive of Ericsson
c. Apple
d. Supports the idea that gadgets should be simple to operate
e. Will allow consumers to shoot and edit video, add music and put it on a DVD.
f. Sony
g. Consumers

<table>
<thead>
<tr>
<th>Who or What</th>
<th>Relevant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>don't use more than 10% of mobile phone functions</td>
</tr>
<tr>
<td>2.</td>
<td>believes consumers don't understand the convenience of all-in-one gadgets and need to be educated</td>
</tr>
<tr>
<td>Orange Mobile carrier</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>Keen to make their all-in-one products simpler to use</td>
</tr>
<tr>
<td>5.</td>
<td>Admired by other companies for making their computer musical technology easy to use</td>
</tr>
<tr>
<td>iLife software</td>
<td>6.</td>
</tr>
<tr>
<td>Oren Ziv, European Director of software product</td>
<td>7.</td>
</tr>
</tbody>
</table>

Part Three

CRASH COURSE IN GADGETS

Mobile phone operators say consumers only use 10 percent of the possibilities of fairly simple mobile phones, and never visit wireless Internet pages or use predictive text input, record voice tags, or program fast menu buttons.

"On a recent weekend trip, my daughter brought a cell phone, an MP3 player and a digital camera. I told her she can have everything in one device. We really need to educate consumers," says Carl-Henric Sony and Philips are among the first to have recognized that their converged products will need to become a lot easier to use. Both are looking at Apple as a company that has made it simple for consumers to buy songs on its iTunes music store on the Internet, store them on an iPod or burn them on a CD. With the latest version of its iLife software, Apple is now trying to do the same with video and still camera, offering simple software to shoot video, edit it, add
Svanberg, Chief Executive of Sweden's mobile phone to network maker Ericsson.

That is exactly what French mobile carrier Orange has begun to do. It is teaching subscribers how to use the wireless Internet and messaging services on a phone, clocking up 2.5 million in-store training sessions by December.

Ironically, it is the complexity of new products that is attracting electronics companies. Japanese and European consumer electronics leaders hope that low-cost Chinese manufacturers will have a hard time copying the converged devices.

Glossary:

rammed - pushed firmly

Oren Ziv, Apple's European director of software product, says: "The average consumer only sees gadgets being rammed down his throat. But when he shoots video he should already be thinking about sending the edited film burned on a DVD to friends and relatives. It has to be simple."

How many of the reading skills listed above can you find have been practised in this lesson? Consider how you might incorporate some of the other skills, using the same reading text and post your ideas on the EAP forum.

To access the forum, you need to either:

- Log in to the Student Centre, click on ‘Forums’ at the top and log in to the forums (for both you MUST use the username and password we provided). Scroll down to the bottom of the list of forums.
- Log in to the Student Centre, go to the EAP course, click on Unit 5, go to page 5, and click on the direct link to the forum. (You will have to log in to the forum to be able to post your answers.)

If you wish, prepare your answers on a Word document, and post them at a later time.

Chinese Students Return Home

Pre-Reading Activities

A: Discussion

Discuss the following questions with a partner:
1. Why do people choose to move to another country to live? Try to think of as many reasons as you can.

2. Would you consider living in another country? Why or why not? Which country or countries would you consider living in?

3. What are the main problems people face when they move to another country?

B: Vocabulary

The words in the following list are from today’s article. Match the words to their definitions below. Then listen as your teacher reads out the definitions.

booming, expatriate, check out, preferential, phenomenon, lure, subsidizes, pitfalls

1. If you ________ someone somewhere, you attract or tempt them.
2. If you ________ something ________, you find out about it.
3. A ________ is an extraordinary event.
4. If someone ________ something, they partly pay for the cost of it.
5. If something is ________, it is increasing very quickly.
6. If you get ________ treatment, you are given special treatment.
7. The ________ of doing something are the things that may go wrong.
8. An ________ is someone living in a country other than the one in which they were born.

Reading Activities

A: Scanning

Read Part One of the article and explain what the following numbers mean. (Do this as quickly as you can.)

1. 12
2. 1,300
3. 12,000
4. 400,000
5. 150,000

Part One

China’s Student Diaspora Returns to Better Life

By Doug Young

GUANGZHOU, China Sat Jan 25 (Reuters) - When June Zhu left her Chinese homeland in 1987 to study biochemistry in "Now conditions are much better,” she says, stopping to chat between checking out the various groups trying to tempt
England, she took with her vague thoughts of returning some day, but not much else.

In the China she left, salaries averaged about $12 a month, and finding a job in her desired teaching profession was difficult, especially at a desirable school.

Her plight was that of many of China's most educated citizens who moved overseas, ostensibly to pursue their studies but more likely to look for a better life and more opportunity.

Fast forward 15 years to a vastly different China, where Zhu was among 1,300 overseas Chinese students and professionals attending a recent trade show in the southern city of Guangzhou, specifically aimed at luring them back. Zhu, who now lives in Los Angeles, figures she can find a job in fast-growing Guangzhou that will pay $12,000 a year.

An estimated 400,000 of China's best and brightest have left their native land since 1978, said David Zweig, an associate professor at Hong Kong's University of Science and Technology who examines the phenomenon in his book "Internationalizing China."

Of the total who left, an estimated 150,000 have come back, he said. "The majority of those who went out and came back were government-subsidized people. Of those who paid their own way, only about four percent return." (Continued/...)

Glossary:

diaspora - the process by which a large group of people leave their homeland, become scattered and then live in other countries.

ostensibly - appearing to be true, but not necessarily so.

B: Comprehension

Read Part Two of the article and answer the following questions:

1. How many students went overseas in 1978?
2. How many students went overseas in 1999?
3. Why have foreign-trained Chinese begun to return to China?
4. How has the Chinese government helped them?
5. What kind of business does Mike Zhu want to set up?
6. Where does Mike Zhu live now?
7. Why does he want to return to China?

Part Two

THE CALL OF HOME (Continued/...)

"Very few people want to work for state-owned enterprises," Zweig said. "The preferred option is to work for a joint venture or a foreign company, or if you have a product you try to set up your own company."

One would-be entrepreneur at the Guangzhou show was Mike Zhu, a Canadian-trained Guangzhou native who came to the event in search of financing...
The number has climbed steadily since then from about 860 in 1978 to nearly 24,000 in 1999, Zweig said. But it is only recently that foreign-trained Chinese have begun to return, lured by a booming economy and more opportunities in the growing number of private companies and foreign firms that now have offices in China.

The Chinese government has also helped by reassuring returnees they can leave again if they want, and by providing various subsidies, from free plane tickets home to preferential housing for highly desired candidates.

Larry Huang works for a _______ company in _______. Larry Huang's wage in China is ______ times less than in the United States. He could earn more money if he worked for a _______ company. He finds the ______ ______ in China difficult at times. In China they have more ______ than in the United States.

CHINA PITFALLS
(Continued...) But the road back to China is not always smooth, according to some Chinese, who say they have returned only to be confronted with a different working culture and low pay.

One such returnee, Larry Huang, left an information technology job in the United States last year to return to China, where he makes about $1,200 a month working for a Beijing computer company. That's a generous wage by Chinese standards but about a tenth of what he made in the United States.

Huang, 35, said he also has difficulties sometimes with the Chinese work culture.

"The working habits here are a little slower," he said. "There are a lot of meetings here. We discuss a lot of things. In the U.S. it's probably one meeting and it's done."

D: True, False or Not Given

Read the whole article again and mark the following statements T if they are true, F if they are false and NG if the information is not given in the article:
1. In 1987 it was hard to get a good teaching job in China.
2. June Zhu became a teacher.
3. June Zhu is hoping to find a job in Guangzhou.
4. Most students who have gone overseas have been subsidized by the government.
5. The number of students studying abroad has continued to increase since 1999.
6. Most returnees want to work for the government.
7. People returning may find it difficult to adjust to a different work culture.
8. Returnees usually earn less money in China than they can overseas.

**E: Thinking Carefully**

1. An estimated 400,000 of China's best and brightest have left their native land since 1978...

   What does 'best and brightest' mean? What effect would the loss of so many of those kinds of people have on their country?

2. Many... feel that they are hitting a glass ceiling in their adopted countries.

   A 'glass ceiling' refers to an upper limit which can't be seen but beyond which people cannot go. It is used in relation to people's careers. How would a glass ceiling affect Chinese people in Western countries? How would it influence their decision to return home?

3. But the road back to China is not always smooth.

   What does this sentence mean? Give some examples.

**Post-Reading Activities**

You may do one or more of these.

**A: Role Play**

Work in pairs.

**Student A:** You are a Chinese business person who studied and lived in the United States for a number of years and have now returned to China and set up a business. Student B is a reporter for a TV current affairs program examining the phenomenon of Chinese returnees. Student B will interview you about your reasons for deciding to stay in the U.S. and about the benefits and problems of returning to China.

**Student B:** You are a reporter for a TV current affairs program examining the phenomenon of Chinese returnees. Student A is a Chinese business person who studied and lived in the United States for a number of years and has now returned to China and set up a
business. You want to know why Student A stayed in the U.S. after studying and why he / she has now returned to China. Find out about the problems he / she has encountered and also the advantages of having returned to China.

**B: Writing**

Give your opinion about this statement in a short essay: *'The disadvantages of living in a foreign country generally outweigh the advantages.'*

**C: Language**

The suffix -ee is added to words to indicate a person who does something, e.g. a returnee is someone who returns to a place. (It can also be used passively to indicate someone to whom or for whom something is done, e.g. a nominee is someone who is nominated.)

Write a word ending in -ee to match the following definitions. Then use the words in the sentences below:

1. A person who escaped _______.
2. A person who is employed_______.
3. A person who is absent _______.
4. A person who controls a football game (Hint: the word begins with the letter 'r'.) _______.
5. A person to whom a letter is addressed _______.
6. A person who holds a license _______.
7. A person who is devoted to a particular purpose _______.
8. A person who leaves their country because of cruel treatment (Hint: the word begins with the letter 'r'.) _______.

**Sentences**

The _______ sent the player from the field.
The hotel _______ was an old man.
The _______ wanted to escape the dictatorship in her country.
She was a _______ of the Hindu religion.
The _______ has not been caught.
The company dismissed the _______.
The _______ no longer lives at that house.
There was only one _______ from the class today.

When creating your own reading exercises, remember to use authentic texts similar to what students will need to deal with in their relevant faculties.

References and recommended resources for this unit:

www.english-to-go.com


Note: You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online.

Activities – Unit 5

1. Which of the following presents problems for EAP students?
   a) locating and selecting appropriate reading / research material
   b) difficult vocabulary
   c) understanding the meaning of sections of text
   d) paraphrasing difficult text for use in assignments
   e) none of the above
   f) all of the above

2. Which of the following is NOT a way to try to understand the meaning of unknown vocabulary?
   a) Look up words in a translation dictionary
   b) Study the root of the word
   c) Check out the context of the word in the sentence/passage
   d) Compare words with already-known words

3. Strategies for dealing with large quantities of text include ALL of the following, true or false?
   a) Get the main idea by looking at headings
   b) Get a general idea of the subject by looking at pictures and diagrams, etc
   c) Try to find the topic sentence in each paragraph
   d) If you have the opportunity, ask others for their help in outlining the meaning

   □ True  □ False

4. Which of the following is NOT suggested to help students with their academic reading:
   a) Get help from a LLA
   b) Practise by reading novels
   c) Continue with grammatical study
   d) Time management

5. Which of the following skills is NOT required to successfully handle academic reading?
   a) Prediction
   b) Skimming
   c) Paraphrasing
   d) Scanning
   e) Distinguishing
Unit 6 – Academic Writing

In this unit:

- Introduction
- Genre Theory
- The Paragraph
- Cohesion
- The Thesis Statement
- The Stages of Writing an Essay
- Support
- Activities

Introduction

There is always a significant emphasis on this area in any EAP course. There are a number of conventions to follow in academic writing which are likely to be new and difficult to grasp for many students, especially those from Asian countries.

Genre Theory

We use language to communicate with a particular group of people at a particular time and place, and depending on these, we use language in a particular way, for particular reasons and with particular outcomes. The roles and relationships that make up the matrix of these influences will vary depending on the culture of the participants. For example, how a Korean male would speak to an authority figure in the workplace, the language structure and vocabulary he might use, is likely to be quite different to how an Australian or New Zealander might communicate with her or his boss. These characteristics of communication, whether oral or written, are called the Register. Register is divided into “field”, “tenor” and “mode”. “Field” refers to the purpose of the communicative event, e.g. to give a report about a task completed by a group of students. “Tenor” refers to the people involved in the event, e.g. a lecturer who will read the report and the student who is representing the group by writing the report. “Mode” refers to the language characteristics involved in the event and these are quite specific for report writing.

These characteristics all make up the “genre” of the piece of writing, in this case, the genre of report writing.

Here is an exercise I have used with EAP students to help them understand the meaning of genre:

Divide the students into groups of 3. Ask them to read and discuss the quotes below and decide what kind of genre they represent or where this kind of writing might be found:

1. “It was good to hear from you. How have you been? Tony is nearly finished his High School Diploma and he is planning to go to a lot of parties next month. We are a bit worried about him but he is a mature boy for his age, so hopefully he will be alright…” (Personal letter)

2. “Firstly, chop the onions into pieces and cook them until soft and brown. Next, dice and add the tomatoes, capsicum and celery…” (Recipe)

3. “I wish to complain about the service I received in your shop on Saturday 29th April. I have been a customer of Foxy Attire since I arrived in Hong Kong 5 years ago…” (Letter of Complaint)
4. In conclusion, it could be said that the acculturation model (Schumann, 1995: 27) is an appropriate one to use when comparing Chinese students’ results with those of native English speakers…” (Academic Essay)

5. “just a note to let u know there will be a meeting at 1pm in room 7 to go over the schedule for next week…” (Office memo or email)

6. “You are invited to attend the wedding of Helen Wang and Wai Yip Hung at the Chinese Buddhist Temple in Main Road, song District, on Saturday 5th September, 2005. The reception will…” (Wedding invitation)

7. “Namo tassa bhagavato, arahato, sama, sambhuddassa….” (Chant)

8. “Please tick one of the boxes below…” (Form)

9. “Callan jumped up quickly and dashed across the road to where she lay. The four-wheel drive was already skidding and screeching off down the road and a sickening silence was beginning to descend on the cliff…” (Story or novel)

10. “The day a crow shook down on me
    The dust of snow from a hemlock tree
    Has given my heart a change of mood
    And saved some part of a day I had rued.” (Poem – by Robert Frost)

Now ask the groups to further discuss why they came to their conclusions – in other words, what are the characteristics of each of these genres?

A brief introduction to genres is important as a foundation for academic writing. There are several genres of academic writing which students will need to become familiar with, for example, Report, Expository Essay, Literature Review, Research Paper, and so on. Each of these has a particular style and structure. Information and models of these genres are usually available in texts used for EAP courses or for Bridging and Foundation programs at universities, e.g. the text by Oshima and Hogue referenced at the end of this course.

The paragraph

The paragraph is the most important element in academic writing and a great deal of time can be spent working on students’ skills at writing a basic paragraph. A paragraph has one central idea which is expressed in the topic sentence. The topic sentence is most often the first one in the paragraph but it can also be the last sentence or even in the middle of the paragraph. The topic sentence has two parts: the topic and the controlling idea. The controlling idea states the format of the remainder of the paragraph. For example, in the topic sentence “Smoking is harmful for several reasons”, the topic is smoking and the controlling idea is several reasons, which shows that the paragraph is formatted into sentences giving the several reasons.

What are the topics and the controlling ideas of the following topic sentences?

Working full time has three advantages.
Students always run into problems when they study at home.
There are a number of ways of losing weight.
Last weekend I had a busy time.
The use of pesticide can be harmful for animals and plants.
The other sentences in a paragraph are the *supporting sentences*. They support or give more information about the topic as heralded by the controlling idea.

**Cohesion**

Cohesion in paragraph writing refers to the sentences having a logical sequence and the ideas being joined or linked together by *transition signals*. Transition signals are words or phrases we use to join sentences or to begin a sentence after introducing an idea. For example: *furthermore, also, as a result of, therefore, however, etc…*

**The thesis statement**

This is usually the last sentence (but not always) of an *introductory* paragraph. It sets out the structure of the essay to follow. We should be able to determine the number of paragraphs there are likely to be in an essay by reading the thesis statement.

A useful exercise to follow up is analysing paragraphs into their constituents, including *topic sentence (topic + controlling idea), supporting sentences, transition signals,* and, if it is an introductory paragraph to an essay, the *thesis statement.*

Here is an example:

Bamboo is a fast-growing grass which has many uses. In many parts of South East Asia it is used for building houses. Moreover, in Japan, the hollow stems of bamboo make good water pipes. The Chinese make fine paper from the soft inside of the stem. Furthermore, in Java, bamboo is used to make flutes. Finally, in Chinese restaurants all over the world, bamboo shoots are served as a vegetable. The bamboo is beautiful, supple and very useful.

The topic is bamboo. The controlling idea is “many uses” so we know the paragraph is going to tell us some of those uses. The supporting sentences tell us what some of the uses are and they are linked together by transition signals, *moreover, furthermore* and *finally.* The concluding sentence of the paragraph reinforces or restates the controlling idea.

Here is another one for you to try. This one is an introductory paragraph. Can you analyse it and select the thesis statement?

Voluntary Euthanasia is a controversial notion in modern society. Many consider that taking one’s own life is against religious teachings. In contradiction, others feel it is an individual’s right to take their own life if they choose. Importantly, modern medical experts admit they cannot always say how long a terminally ill person may live or what the quality of their life will be like in the future. This essay will discuss the arguments in favour of, and against, voluntary euthanasia, citing real life examples as evidence in support or otherwise of this 21st century ethical dilemma.

Another exercise you can try with your students is to cut up the sentences of paragraphs and have students, in small groups, put them in logical order.
The stages of writing an essay

EAP courses normally have at least one significant essay task as part of the assessment. The EAP course I taught in had a research and report-writing task (also leading into an oral presentation) and another general essay task. These assessments are both formative evaluations (they help and reinforce the students' learning) and summative (they assess the students' progress). Therefore, the stages of how to prepare for and write an essay are important things to teach.

Stage 1. Pre-writing

An essay topic is most often given at university or it may need to be selected from a list of options. Students need to choose the general topic and then narrow it down to specific aspects to be dealt with in the essay. This can be done by brainstorming or listing, where all the words and phrases that come to mind, connected to the topic, are listed. Next, the words are grouped into similar ideas.

Brainstorming can also be done as “free-writing” and then clustering together the most useful ideas with the topic in the centre. For example:

Stage 2. Planning/outlining

Now students need to outline their essay by grouping their ideas under separate headings to delineate the different paragraphs of the essay:

Capital Punishment

Introductory paragraph

a) Arguments for
Revenge
Justice
An eye for an eye – to appease the victims of crime
Cheaper than life imprisonment

b) Arguments against
suffering of the prisoner is inhumane
killing is inhumane
prisoner may repent
some have died who were later found to be innocent of the crime
e.g. Daryl Beecham

Concluding paragraph

Stage 3. Drafts

The next stage involves writing a first draft of the essay. In this stage the idea is not to worry about spelling or grammar but to get as much as possible of the structure of the essay and any arguments written. At this stage it is important to keep in mind who the audience will be and what the purpose of the essay is. In the case of our Capital Punishment essay, the audience may be other students in the class and the lecturer/teacher. The purpose is to outline the arguments for and against capital punishment and to give your own assessment of the issue in your conclusion.

The second draft is the time to be mindful of spelling and grammar and structural features such as logical sequence of ideas and transition signals. It is important for International students studying at an English language university to seek out someone to check their essay before it is submitted. Most universities have advisors to help such students (more on that later). For EAP students, the EAP teacher or another English language teacher in the school could check their work. Then, the third and, hopefully, final draft, can be written and submitted.

Paraphrasing

This is a very important skill in essay writing and a little introduction should be given in an EAP course. It is the skill of changing information given in a reference into your own language, so an essay does not consist of other people’s words. When writing a paraphrase (which still must be attributed to the author) the paraphrase should be very similar in number of words, it should state the same ideas, but use different words and sentences.

e.g. Original: “English is becoming dominant as the language of international commerce, and its spread reflects both the power of the British Empire in earlier times, and the current economic and political power and cultural influence of the United States of America.” (Zhichang, 2001: 2a)

Paraphrase: The previous influence of the British Empire and the recent dominance economically and politically of the United States of America, has meant that English is becoming widespread as the language preferred in the fields of international business and trade. (Zhichang, 2001: 2a)

For paraphrasing, students need to build their vocabulary of synonyms, and finding synonyms for the important words in a paragraph and then putting them into new sentences is a useful exercise to help them build paraphrasing skills. As always, when using the communicative approach, such an exercise is best done in small groups to encourage communication and a range of input.

Concrete support

Concrete support refers to the real evidence we can give to prove our arguments. For example, graphs, tables, data and so on. Students will need some models and some practice on how to write when interpreting information from graphs, tables and other representations of data.

For example, students need to be careful of using prepositions correctly when interpreting graphs (‘at’, ‘on’, ‘from’, ‘to’, and ‘by’ are the most common) e.g.:

In mid 2004, unemployment stood at…
Unemployment rose by…
There was an increase of…

Unemployment rose from…to…

Special adjectives we can use when describing graphs:

Rapid, dramatic, sharp, steady, moderate, slight, gradual, sudden, abrupt (increase, growth or drop, etc);

Special verbs or nouns we can use:

Increase, decrease, decline, drop, fall, fluctuate, trend…


Academic support

This refers to the quotes we can use from other, authoritative sources to substantiate our position. We'll discuss this more under Unit 9.
Note: You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online.
Activities – Unit 6

1. In the context of Genre Theory, ‘tenor’ refers to:
   a) The language characteristics of the piece
   b) The style of the piece
   c) The purpose
   d) The people involved

2. The paragraph consists of which of the following:
   a) a topic sentence
   b) a controlling idea
   c) supporting sentences
   d) transition signals
   e) both a) and b)
   f) both a) and c)
   g) all of the above

3. ‘Summative’ assessment specifically reinforces the students’ learning, whereas ‘formative’ assessment only tests their accumulation of knowledge.
   □ True
   □ False

4. Brainstorming may include:
   a) listing
   b) grouping
   c) free writing
   d) paraphrasing
   e) a) and b) only
   f) a) and c) only
   g) all of the above
   h) a), b) and c)

5. How many drafts should an EAP student be prepared to write for an academic essay?
   a) 1
   b) 2
   c) 3
   d) 4

6. Paraphrasing is:
   a) the skill of changing information given in a reference into your own language
   b) the skill of building a vocabulary of synonyms
   c) the skill of finding evidence for arguments
   d) the skill of writing the exact words of another author

7. Academic support is:
<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
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<tbody>
<tr>
<td>a) the same as ‘concrete support’</td>
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<td>b) using authoritative sources to substantiate our position</td>
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<tr>
<td>c) asking a lecturer to help us</td>
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<tr>
<td>d) none of the above</td>
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<tr>
<td>e) all of the above</td>
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Unit 7 – Listening and Note-taking

In this unit:

- Introduction
- Principals of Effective Learning
- Listening and Preparation
- Taking Notes
- Further Assistance
- Activities

Introduction

This is another important area for speakers of English as a second language, particularly given that a great deal of learning is done through lectures and tutorials in universities. There are various texts available for practising these skills. They come with cassette tapes or CDs. Use of videos and DVDs is also helpful, setting listening tasks to check for understanding. A good resource is Le Bauer, R.S. (2000) *Learn to Listen, Listen to Learn* (2nd ed.) Prentice Hall Regents.

Here are some tips for EAP students:

Listening, understanding and note-taking in lectures

Principals of Effective Learning:

A. Motivate your interest by:
   (1) defining your purpose for learning
   (2) improving your memory using
      i. attention
      ii. concentration

B. Selectivity.
   (1) not selecting comes from a fear of failure
   (2) importance of choosing central information by:
      i. knowing the syllabus
      ii. reading course lecture outlines and texts
      iii. collaborating with fellow students

C. Intention to remember.
   (1) must set purpose to remember
      iv. intending to remember vs. the osmosis model
      v. responsibility for using effective strategies
   (2) forgetting is effortless

D. Meaningful organisation.
   (1) often students fail to organise – notes resemble lists of unrelated facts
   (2) memory is facilitated by organisation
      i. organisation is related to comprehension
      ii. comprehension is related to improved memory.

(From http://www.yorku.ca/cdc/lsp/note/note5.htm - Accessed on 8th October, 2001)
Listening and Preparation

The main reason why many students find it difficult to understand a lecture and to take effective notes is that they do not prepare properly. Firstly, students need to make themselves effective listeners by *reading lecture notes and text references before the lecture*, so that they can pose questions in order that they will then listen for the answers. Also, students should *predict* what the lecture content might be in order to then listen for the accuracy of their predictions. Then, students should check up on seemingly *significant vocabulary* associated with the subject of the lecture and listen for its context and pronunciation. Finally, have some *questions in mind* to ask the lecturer should the opportunity arise.

This provides a pro-active approach to listening, which satisfies many of the above factors from the principals of effective learning.

Recording Lectures

If you are finding it extremely difficult to understand the lecturer or if the lecturer speaks much too quickly for you, it might be helpful to have a small recorder near the front of the room. Then you can spend time at night listening again to the important parts of the lecture. This will also help you to become used to the lecturer’s style, so you will become more able to listen successfully.

If you do this, be sure to continue trying to understand and take notes in the lecture. Don’t just sit there thinking you can listen to it later and therefore not bother paying much attention. Perhaps the recorder will not work properly and you will have missed the lecture!!

Verbal and non-verbal cues

Get to know the kinds of cues that most lecturers use and those that seem to be characteristic of a particular lecturer. There are always many verbal and non-verbal cues, which indicate structure, the relationships between ideas and which are the most important points. Such cues include transitional phrases and words, body language, voice tone and pace, repetition and time spent on certain subjects.

Taking Notes

Imagine you are taking the notes for someone else who can’t be at the lecture. This helps you to concentrate so as not to miss any important points. It may also help you to structure your notes, showing the relationships between ideas. You should take notes as a permanent record of the lecture so you can use them effectively for reviewing the lecture, as a reference for written assignments and for studying for exams. It is very helpful to condense your notes into summary paragraphs at night, as part of your reviewing and to discuss the lecture with friends after a lecture to get other perspectives on the information.

Use short forms, contractions and symbols in your note-taking, to save time. This will be difficult at first, but, after some practice, you will be able to do it more effectively.

Be selective in what you write down. This ability will be guided very much by your pre-lecture reading and preparation as outlined above.

Further Assistance

*Get help from the Language and Learning Advisor or Academic Counsellor for your university.

*Always try to speak to lecturers and tutors about academic problems.
*Have a look at the following website for more detailed information and advice about listening, note-taking and learning:


(N.B: As of 2005, this web site has changed, but students should be able to research and find other useful web sites with similar advice and exercises. You can help them by researching those listed in the Teach International course manual).

**IELTS listening materials**

There are many IELTS preparation books around and they all have practice listening tests with tapes or CDs. A good one I can recommend is “IELTS 404”, written by good friends of mine. These tests are excellent practice for EAP students and many EAP students may want to or have to do an IELTS test anyway. Check their website here: http://www.aapress.com.au

**Activities – Unit 7**

**Assessment task**

Write a summary of how students can prepare themselves for listening and understanding lectures. Try to find more useful tips and advice by visiting websites devoted to study skills.

Maximum word limit: 500 words

Work on the same downloaded Word document filling in the boxes provided. Remember to save it for submission later.

Your summary forms part of your assessment for this unit.
Unit 8 – Speaking/Presentations

In this unit:

- Introduction
- Considerations concerning the use of the voice
- Body Language
- Activities

Introduction

The EAP program I worked in had students prepare, practise and present an oral presentation of their research and report assessment project. This is a great way of preparing students for university where they will have to do this. Furthermore, if they have an oral presentation as an assessment task, providing marks towards their final score, students will focus on the skills development they need to succeed.

Leading up to the actual formal presentation, some lessons could concentrate on how to prepare an effective presentation:

Think about:

1. The reason for giving the talk.
2. The topic.
3. Set goals:
   a) The general purpose of the talk, which may be one or more of the following:
      to inform
      to entertain
      to persuade
      to stimulate
   b) The specific purpose of the talk = what exactly do I want the audience to do, think or feel when I am finished?
4. Audience analysis:
   a) size
   b) age
   c) What do they already know about the topic?
   d) What is their specific interest in it?
   e) What are their attitudes about the topic?
   f) What are their attitudes about the speaker?
   g) What are their attitudes about related subjects and issues?
   h) How will the situation affect the talk?
   i) How are they feeling (depends on time of day, how many other talks they have listened to, etc)?
5. Write a single-sentence summary of the talk.
6. Choose from 3 to 5 main points to develop this summary.
7. Decide the order in which these points will be used.
8. Decide on a means of supporting each main point, e.g. statistics, visuals, stories, examples, quotes, etc…

9. Work out sub-points to support the main points.

10. Prepare a precise introduction with an attention-getting statement (a question, a statement, a quotation, a statistic, etc.)

11. Prepare the conclusion.

12. Prepare transitions or how you are going to flow smoothly from one point to the next.

13. Check the physical environment (display facilities, power points, extension leads, whiteboard markers and an eraser, blinds, light switches, seating, ventilation, visibility, heating or air-conditioning, etc…)


15. Practise!!


Students may also need to be trained in how to be a good audience. They should always be counselled to be supportive of their peers, remembering that they too will be the speaker and wanting a receptive audience. Students should also be encouraged to prepare for asking (if they are in the audience) or answering questions (if they are to be the speaker). They will most likely need models and practice on how to ask a question of a speaker or a lecturer. These areas are covered in the recommended text, English for Academic Purposes, by R.R. Jordan, pp. 193-207.

Considerations concerning the use of the voice:

Quality – relaxation of the neck muscles, jaw and lips improves the quality of the voice.

Pitch range – variation in pitch to keep the audience’s attention.

Inflection – the melody of the voice when you are truly intent on your topic.

Force – helps projection.

Breathing – can be a problem if people are nervous. Try to calm your breath with some slow deep breathing before you get up to speak.

Volume – everyone must be able to hear you clearly but also do not continually talk too loudly.

Rate – speak quickly enough to be interesting but slowly enough to be understood easily.

Pauses – are effective ways of separating main ideas and giving emphasis. Also do not be afraid to pause and focus on your prompt cards before moving to a new section of your talk. However, be careful not to use “ums” and “arrs” to fill in the pauses!

Emphasis – gives importance to certain words or points and helps to engage your audience.
Articulation/enunciation – is very important in public speaking; mainly achieved through sounding consonants clearly.

Pronunciation – practise and have someone listen and help you. Ask about the pronunciation of any words you are not sure about.

Body Language

Body language conveys a great deal of meaning when giving an oral presentation and students need to be informed of the appropriate body language in western culture: e.g. direct eye contact is extremely important in our culture but is considered rude in many others. So coaching students in making good eye contact with their audience will be necessary. Gesture, using arms and hands, can help convey meaning and give emphasis, but should not be overdone either. Some movement forward to engage the audience may be useful but generally speaking, students should remain still, where they can operate the overhead projector or a PowerPoint presentation. Part of body language is the appropriate appearance of the speaker in terms of their clothing and grooming.

Below is an oral presentation checklist that students could use to assess their peers or to assess a speaker on a DVD or video:

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<td>Introduction of self and partners</td>
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<td>Introduction of topic</td>
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<td>Logical presentation</td>
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<td>Clear speech</td>
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<td>Expressive voice and facial expressions</td>
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<td>Supportive gestures</td>
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<td>Eye contact</td>
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<td>Inclusive language (e.g. “you”, “all of us here”)</td>
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<td>Sound conclusion</td>
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<td>High level of interest</td>
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This could also be used as assessment criteria for a teacher, but perhaps include such areas as grammar and structure, use of the allocated time and ability to deal with audience questions.

It is a good idea to build up the confidence and skills of the students over time. Begin by having each student give short talks about themselves or a topic of interest to them, perhaps from their seats, and build up to having them stand in front of the class and give impromptu talks on a given topic. For my classes, when they were rehearsing for their main presentation, they did so in front of one another in spare rooms around the school and asked me for advice only when they were fairly confident. Two teachers (not including the class teacher) assessed the students for their presentations which were around 15 minutes. When I was assisting International students in a university, I always had them practise in a classroom using the overhead projector or PowerPoint they had planned to use for their actual presentation. I would time them and give advice on the aspects of voice and body language mentioned above.
**Note:** You can complete these activities here on the print version (and we recommend it!) but you **MUST** submit your answers online.

### Activities – Unit 8

1. The purpose of giving an oral presentation may be:
   - a) to inform
   - b) to entertain
   - c) to persuade
   - d) to stimulate
   - e) only a) and d)
   - f) only a) and c)
   - g) all of the above
   - h) none of the above

2. Body language can be used differently in different cultures.
   - [ ] True
   - [ ] False
Unit 9 – Research Skills and Referencing

In this unit:
- Introduction
- Library Research Assignment
- Internet Research
- Referencing
- Plagiarism
- Citing material from the Internet
- Activities

Introduction

Most EAP students will already be familiar with researching on the Internet but they will need training in how to access databases for their research through a university or a public library. How much of this you do will depend on the facilities available to you and the school. If you are in a school with good library resources including a computer catalogue, it is best to arrange a two hour lesson in the library during which the librarian or an assistant can workshop the students in these skills. Below is an adaptation of a library research exercise I used for an EAP course. It can be modified depending on the group needs and the facilities available:

Library Research Assignment

Choose ONE of the topics below and find published resources in the library which will allow you to answer the questions:

- Globalisation of Business
- Cultural Influences on International Trade
- Piracy of Intellectual Property
- Product Life Cycle Theory
- The Social Responsibilities of Multinational Companies
- Cross-cultural Communication
- The Information Technology Revolution
- Technology and the Environment

Questions

1. Record the topic of your research.

2. Find a book relevant to your topic in the catalogue. Use the catalogue page to “copy and paste” the referencing details of the book.

3. Explain why it is a good idea to copy and paste the referencing details of the books you use for research.

4. Change the format of the referencing details into the correct one for listing a reference at the end of an essay (see this Unit under Referencing).

5. Go to the library shelves and find another book that is relevant to your topic (browse around the shelves for the “call number” of your first book).

   a) Accurately reference the new book.
i) On what page are the “Contents” listed?

b) Write down the names of any chapters that might help you with your topic.

c) Does the book have an Index? If so, where is it in the book?

d) How is an Index organised?

e) Does the book have a bibliography or reference list?

f) Explain why a bibliography could be useful for students.

If your library has access to databases online, conduct a database search on your topic.

6) Write down the name of the database you used.

7) Describe any problems you had finding a database and finding a paper/article on your topic.

a. How did you overcome these problems?

b. Correctly record full referencing details of the paper/article you found on the database.

c. Choose a sentence from the paper/article that you could use as a quotation in an essay assignment on your topic. Copy the sentence and reference it correctly.

d. Rewrite the sentence as a paraphrase and correctly reference it.

This is another formative assessment task in which students are learning skills, not only being assessed on their abilities. They can work individually or in pairs, especially placing weak students with stronger ones.

Internet Research

This area is covered in detail within the Unit in the Elective Computer Assisted Language Learning (CALL). Students should be able to access search engines like Yahoo and Google and narrow the parameters of their searches in order to find the most relevant material for a topic. Some discussion on how to identify credible sites and information and how to reference Internet sites should be covered.

Referencing

The university I worked in published an excellent booklet to model and explain all the different referencing requirements for academic writing. (Lewis, D. (Ed.) (2004) The Written Assignment, Brisbane: Queensland University of Technology.). This is available through the university’s bookshop and other universities in Australia and New Zealand are likely to have similar publications. These will at least be useful for the EAP teachers as a reference. Students need to have a basic understanding of why and when to reference a source and how to do it according to a particular university’s requirements. However, as long as EAP students have a basic knowledge and ability to reference the work they do for assessment tasks, it does not need to be gone into in too much detail at this stage. Here is an outline of the most important information about referencing conventions:

Why use references?

To prove or give support to a statement, or argument by showing that “an expert” agrees with you;
For ethical purposes, giving credit to the originator of an idea;
For legal purposes, to avoid copyright infringement;
To enable readers to check the original source themselves and find more information;
To add value to your work by showing your familiarity with the literature in the field.

What should be referenced?

Direct quotations;
Any information, ideas, data that comes from another author/source;
Definitions of terms.

**Plagiarism**

When sources are not referenced or referenced incorrectly, it is called plagiarism. This includes:

- copying work of another student;
- directly copying any part of another person’s work;
- summarising the work of another;
- using or developing an idea or thesis derived from another’s work;
- using experimental results obtained by another;
- copying information directly from the Internet and pasting it into an assignment without acknowledgement.

**How to reference:**

a) Direct quotes – when a whole phrase, sentence or paragraph is taken out of another source and used verbatim, e.g.:

   Kramsch (1993, 177) states, “Language is culture teaching,” so surely negotiating cultural experiences must help with language development?

   In this example, the reference is built into the sentence, giving the name of the author, the date of publication and the page number of the reference source. At the end of the essay, the whole reference must be listed, including the full title of the source, the city of publication and the publisher. This is an example of an “in-text” reference, as it is within the sentence, not placed separately, at the end of the sentence:

   “Language is culture teaching,” so surely negotiating cultural experiences must help with language development? (Kramsch, 1993, 177).

b) Paraphrases – if a paraphrase is used, similarly, the citation (reference) can be in-text or separate, at the end of the paraphrase:

   Kramsch (1993, 177) stated that language is an integral part of learning a culture, so surely negotiating cultural experiences must help with language development?

**Commonly used conventions (systems):**

There are several common systems used for referencing in English speaking universities throughout the world. Generally, it doesn’t matter which system is used as long as the same one is used throughout an essay. Each system has a slightly different convention for citing within the body of an essay and for the reference list at the end of an essay. In Australia, for example, we use:

1. AGPS (Style Manual for Authors, Editors and Printers from the Australian Government Printing Service)
2. APA (American Psychology Association)
3. The Harvard Style (from the Chicago Manual of Style)

**Harvard system model examples:**

The Harvard system is the one used in this unit and in the list of references at the end of the unit. Here are some examples of how to reference using this system:
For a book or a journal article with a single author:

(Kramsch, 1993, 177).

And for the reference list:


For a book or article with three authors:

(Scovell, Pastellis, and Knobel 2004, 126)

And for the reference list:


**Citing material from the Internet:**

Generally, enough information should be given in an Internet reference for the reader to be able to retrieve the same source used. The reference within the text of an essay can be an author’s name and a page number of the article. If it has no page numbers, the paragraph number from which the quote comes should be given. If there is no author, then the full URL must be given. In the reference list, the URL must be given, along with the date the web site or page was accessed. For example:


There are many, many other kinds of documents, journals, newspapers, magazines and Internet sites that need to be referenced correctly when used as a source and there are particular conventions applying to each of them, so it is important not to confuse EAP students by giving them too much of this information at first, but rather to point out where they would find assistance with this when they need it, usually by referring to a booklet or website favoured by their particular university.

Main reference used for this unit:

Note: You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online.

Activities – Unit 9

1. Most universities will have some form of publication outlining referencing systems.
   - True
   - False

2. Why should referencing be used?
   a) To show that an expert agrees with your argument.
   b) To show you have researched the field.
   c) To increase the word-count on your paper.
   d) To comply with copyright laws.
   e) To allow readers to find the sources.
   f) a, b and c
   g) a, b, d and e
   h) All of the above

3. It is acceptable to use different referencing systems in one essay, as long as they are well-known.
   - True
   - False
Unit 10 – Exam Preparation

In this unit:

Introduction
Time management
The SQ3R method
Taking examinations
Essay examinations
Activities

Introduction

NESB students (NESB = Non-English-Speaking Background) may have a great deal of anxiety at the thought of undertaking examinations in English. This may be due to some or all of the issues below:

- requirements of knowledge
- memory
- time
- writing skills
- understanding the question

Therefore some EAP courses may build exam skills and practice into the program.

Many of the IELTS preparation texts will be helpful because they give numerous tips on how to interpret the requirements of test questions, how to quickly plan an answer and how to manage the time allocated for the test. Another approach could be to access old exam papers from the faculties of a university relevant to your students and, with your students, analyse the skills needed to successfully complete that exam.

Time management

Perhaps the most important part of exam preparation, however, is the time leading up to exams when students need to have developed reasonable revision, study and time-management skills. They also need to build relaxation time into their study programs to have a stress-management scheme as well. Below is an example of a time management schedule which EAP students or university students might use to schedule all their class times, study times, exam preparation times and leisure time, etc:

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9am</td>
<td>study</td>
<td>library</td>
<td>break</td>
<td>library</td>
<td>study</td>
<td>break</td>
<td>Time off</td>
</tr>
<tr>
<td>9-12am</td>
<td>classes</td>
<td>classes</td>
<td>classes</td>
<td>classes</td>
<td>classes</td>
<td>shopping</td>
<td></td>
</tr>
<tr>
<td>12-1pm</td>
<td>break</td>
<td>lunch</td>
<td>study</td>
<td>lunch</td>
<td>break</td>
<td>lunch</td>
<td>lunch</td>
</tr>
<tr>
<td>1-2pm</td>
<td>lunch</td>
<td>research</td>
<td>lunch</td>
<td>break</td>
<td>lunch</td>
<td>library</td>
<td></td>
</tr>
<tr>
<td>2-5pm</td>
<td>classes</td>
<td>classes</td>
<td>activities</td>
<td>classes</td>
<td>classes</td>
<td>study</td>
<td>study</td>
</tr>
<tr>
<td>5-6pm</td>
<td>break</td>
<td>basketball</td>
<td>break</td>
<td>break</td>
<td>dinner</td>
<td>dinner</td>
<td>dinner</td>
</tr>
<tr>
<td>6-7pm</td>
<td>dinner</td>
<td>dinner</td>
<td>dinner</td>
<td>dinner</td>
<td>Night</td>
<td>break</td>
<td>watch</td>
</tr>
<tr>
<td>7-10pm</td>
<td>study</td>
<td>night off</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td>TV</td>
<td></td>
</tr>
</tbody>
</table>

Below are some suggestions for students from Dr Bob Kizlik. These can be found on the ADPRIMA web site at [http://www.adprima.com/studyout.htm](http://www.adprima.com/studyout.htm) [Accessed July 20th 2005]

There are many interesting and helpful areas on this web site for new teachers as well:
The SQ3R method

The SQ3R method is a commonly taught system for improving study skills. SQ3R stands for Survey, Question, Read, Recite, Review.

Survey – get the best overall picture of what you're going to study BEFORE you start. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin.

Question – ask questions for learning. The important things to learn are usually answers to questions. Questions should lead to emphasis on the what, why, how, when, who and where of study content. Ask yourself questions as you read or study. As you answer them, it will help you to make sense of the material and remember it more easily because the process will make an impression on you. Those things that make impressions are more meaningful, and therefore more easily remembered. Don't be afraid to write your questions in the margins of textbooks, on lecture notes, or wherever it makes sense.

Read – Reading is NOT running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or questions the instructor or author have asked. Always be alert to bold or italicised print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs and illustrations. Often times tables, graphs and illustrations can convey an idea more powerfully than written text.

Recite – When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas of concepts presented in bold or italicised type, and what graphs charts or illustrations indicate. Try to develop an overall concept of what you have read in your own words and thoughts. Try to connect things you have just read to things you already know. When you do this periodically, the chances are you will remember much more and be able to recall material for papers, essays and objective tests. You can also recite to a study companion or into a recording machine, using the playback for reinforcement.

Review – A review is a survey of what you have covered. It is a review of what you are supposed to accomplish, not what you are going to do. Re-reading is an important part of the review process. Re-read with the idea that you are measuring what you have gained from the process. During review, it's a good time to go over notes you have taken to help clarify points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process. Before an examination, do a final review. If you manage your time, the final review can be thought of as a “fine-tuning” of your knowledge of the material.

Taking Examinations

Surveying

Survey the exam paper before you start to find out what types of questions are being asked. Surveying helps you to know what to expect.

Knowing the Ground Rules

Always read directions! Indicate your answers exactly the way the directions state. Make sure your answers are clear. Determine what the scoring rules for the test are and follow them to your
advantage. For example, if wrong answers are penalised, don't guess unless you can reduce the choices to two.

Answering Easy Questions First

Answering easy (to you) questions first is the best strategy. If you stumble over difficult questions for too long a time, you may not be able to complete the exam.

Picking out Key Words

Examination questions usually contain one or more key words. Learn to spot the key words in the statement that define the meaning.

Reading Multiple-Choice Questions

Multiple-choice questions are essentially true-false questions arranged in groups. Usually, only one alternative is correct. Your job is to pick the alternative that is more nearly true than the others. Read multiple-choice questions the same way as for true-false. Eliminate obvious false choices.

Reading Other Types of Questions

The methods used to answer true-false and multiple-choice questions apply to matching questions as well. Always scan the entire list of alternatives before matching any. As in the other types of questions, try to identify key words in each list and test them. Completion questions require you to provide a word or phrase. When you encounter completion questions, choose your words carefully. If you don't know the answer, give it your best guess, as often, such responses get at least partial credit.

Essay Examinations

Planning your time in answering essay questions is more important than in objective type tests. The general rule is not to get carried away on one or two questions to the extent that you cannot answer the other questions in the time allowed. Read through the entire examination first. Get a feel for the questions you are expected to answer. If the exam allows you to choose from a number of questions, be sure to number your answers exactly to match the questions.

When you follow directions for an essay exam, pay attention to the key words the instructor has included. Such words as "list," "describe," "compare and contrast," and "outline" have special meaning. Don't "write around" the question but answer it directly. If a question asks you to list something, don't write a narrative about it. Answering essay questions directly is always the best policy.

After scanning the list of questions to be answered, choose the ones you know the most about. A good idea is to prepare an outline of your answers. The outline will help you remember important ideas and facts to be included in your response.

Good handwriting is essential. Most instructors value clear handwriting. Grammar, punctuation, and spelling also count. Well-written, grammatically correct answers, almost always receive higher grades than poorly written grammatically incorrect answers, even though the answers themselves are the same.

Activities – Unit 10

1. SQ3R stands for:
   a. Study, Query, Review, Respond, Read
   b. Survey, Question, Read, Recite, Review
   c. Scan, Question, Respond, Recess, Re-write
   d. Study, Question, Re-write, Recite, Revive

2. The best time to review is just before the examination.
   - True
   - False

3. When doing essay examinations, which of the following options is the best advice:
   a. Read all of the questions first!
   b. Spend most of your time on one question.
   c. Always answer beyond what is asked.
   d. Try to write in clear handwriting.
   e. a and d
   f. b and c
   g. All of the above
Unit 11 – Individual Support

Introduction

EAP classes are usually smaller in number than, say, a general English class. You may have a class numbering from 7 to 15 students. So there is often time for the teacher to help students individually. Of course, as a teacher/facilitator, you will be constantly checking how students are doing and giving assistance with class work, but it may be necessary to give more time to weaker students. It is necessary to balance the amount of help you give with the expectation that students need to develop their own confidence, responsibility and independence in learning.

In the classroom

Apart from the normal facilitation of class exercises/activities, it is possible to spend some sustained time with some individuals while other class members are involved in projects. I have found the best way of doing this is to have the student come and sit with me at the teacher’s desk. I always have a second chair at the teacher’s desk to show students that they are welcome at any time to sit with me and get support. I have found students really appreciate this special attention. The most effective way to assist students is to model for them, how a piece of work should be done, but not to do it for them. Once they see how to do it, they should then be sent back to their desk to attempt the exercise again for themselves.

At other times

The best opportunity you will have to assist individuals is in the Independent Learning Centre or the Library. Some schools will have a separate, glass-walled room for teacher-student interviews in such areas. It is helpful to spend some time with each student during these sessions, talking to them about their academic problems, expectations, concerns, etc. This is also a time to evaluate their speaking and listening skills or to help them with particular pronunciation problems.

The role of advisors

If you are teaching EAP at a university, there may be a dedicated advisor to help International students with their academic needs. Typically, students make an appointment with the advisor and get help with editing essays, interpreting assessment requirements, practising their oral presentations or perhaps reviewing some points of grammar. If such a person is available to your students, they should be encouraged to use those services liberally.

It is important to continually boost confidence in students. It is a daunting prospect for them to consider studying at an English language university and there is a lot of anxiety and uncertainty in EAP students. Confidence-building is often best done during individual sessions with the teacher.

Activities – Unit 11

There are no activities for this unit.
Unit Twelve – Evaluation

In this unit:

Introduction
Types of evaluation
Formal assessment
Activities

Introduction

Continuing on from the confidence-building theme in the last unit on individual support, evaluation is a critical area where teachers must strike a balance between highlighting where students need to improve and not diminishing their self-confidence. On-going evaluation and testing is crucial in an EAP course because the successful development of academic skills by the students in the course directly impacts on whether they will pass the course and be able to cope with their university studies. EAP courses do not do students any favours by allowing them to pass a course when they have not sufficiently developed their academic skills. Failure to understand and use the appropriate skills at university will cost a student dearly in financial and emotional terms, as well as in lost time.

Types of evaluation

Types of testing which EAP teachers are most likely to be involved in are:

Entrance testing – to determine whether students have the language level required to undertake the course (this may also be determined from an international test result – for example, an IELTS score of 5 minimum or 5.5, will usually mean a language level appropriate for an EAP course, during which students would be expected to lift their score to 6 or 6.5 before entering university courses);

Placement testing – to determine which level or class students should be placed in. A school or university may have several EAP classes running concurrently with classes streamed to accommodate students of different language abilities or students going into different faculties;

Progress testing – helps to identify the degree of progress being made, particular areas of difficulty common to a significant proportion of students, and also to motivate and focus students on short-term goals;

Achievement or attainment testing – is a final test conducted at the end of a course and which is used to determine whether a student has passed the course or not. Of course, marks or grades for progress tests and projects would most likely be added into this determination as well. Achievement tests should be standardised across all classes and previous courses to accurately measure competence against standard criteria.

Progress tests are likely to focus on a particular macro skill, either, reading, writing, listening or speaking, whereas the other types of test are likely to involve all of these. In the EAP courses I taught in, entrance tests involved a standardised reading, writing and listening test along with an informal interview of the students to check their speaking ability. This test also served as a placement test.

Progress testing consisted of a half-way test of listening and reading in one sitting and a research paper and report which students had several weeks to complete. The research and report was
then the basis for a major oral presentation which students delivered near the end of the course. Finally, the achievement exam at the very end of the course consisted of reading, writing and listening tests. The achievement test was weighted higher than the others, although grades from all were included in the final result for the student. Students had to achieve a final score of 60% to pass. This was considered equivalent to an IELTS score of 6.5.

You will find that the tests you have to use will already be developed in most cases and only rarely will you need to make them up yourself.

**Formal assessment**

Formal assessments may be done, as they were in my course, by having two different teachers mark all papers and give a grade. The final grade recorded is an average of the two grades. This was the same for the oral presentation, which was scored by two teachers and their grades averaged to find the final grade for the students.

**Using a correction code**

When correcting students’ written work, it is useful to use a correction code. This is a system of indicating the type of error students have made without actually fixing it up for them. The students have to work out how to fix it themselves.

Here is a commonly used system:

<table>
<thead>
<tr>
<th>vf</th>
<th>ww</th>
<th>sp</th>
<th>sp</th>
</tr>
</thead>
</table>

The graph show a percentage of pupals in state second schools in England. The vertical access show a percentage of pupals in the differ types of secondary schools. The horizontal access show different five-year Xgroup periods

vf = wrong verb form (‘show’ should be ‘shows’)
ww = wrong word used (‘a’ should be ‘the’)
sp = wrong spelling (‘pupals’ should be ‘pupils’ and ‘second’ should be ‘secondary’)
^ = word missing (in this case, ‘the’)
P = punctuation missing or wrong (full stop is missing)
X = word not needed

**Using International testing criteria**

Some EAP courses use International tests to assess their students. In other words, a final assessment as to whether a student passes or fails is governed by their score on one of these tests, for example, IELTS, ISLPR, TOEIC or TOEFL. As many universities use scores from these tests as entrance scores for their programs, it makes sense that EAP courses assess students in this way too. This should not preclude the use of progress tests during the course.

**End of course questionnaires**

It is always helpful to have an end-of-course questionnaire so the students can give their feedback about the course. This can help course coordinators to adjust course structure and content. If possible, at some stage, former EAP students could be followed up and given another
questionnaire as to how, in retrospect, they thought the course prepared them for their university study.

**Note:** You can complete these activities here on the print version (and we recommend it!) but you MUST submit your answers online.

### Activities – Unit 12

Match the following tests with their definitions:

1. This test is used to decide whether the student passes the course.
   - a. Entrance test
   - b. Placement test
   - c. Progress test
   - d. Achievement test

2. This test is used to decide which class the student should join.
   - a. Entrance test
   - b. Placement test
   - c. Progress test
   - d. Achievement test

3. This test is used to assess language level before they start an EAP course.
   - a. Entrance test
   - b. Placement test
   - c. Progress test
   - d. Achievement test

4. This test is used to motivate and keep students focused, to see whether they are moving along and to identify problem areas.
   - a. Entrance test
   - b. Placement test
   - c. Progress test
   - d. Achievement test

There is no exam for this elective. However, there is a final assessment task which you will submit for feedback to the course coordinator. Continue to work on your Word document.

### Final Assessment Task

Find a short article on the Internet (no longer than 600 words). Copy and paste it on to your Word document and include its URL (or Internet address). **(Note: you will email this Word document, including all tasks in this elective, for feedback)**

Develop a Reading lesson using this article, similar to the ones in Unit 5. **Note:** It must be a lesson developed by you. You are not allowed to copy lessons from any website!
Make sure you include at least:

- 2 pre-reading activities
- 3 reading activities
- 2 post-reading activities

Re-read Unit 5 to remind yourself of all the different reading skills you could reinforce through this lesson.

Your lesson should contain a maximum of 1200 words (excluding the actual article).

When you are satisfied with your work, make sure you revise it, as well as the tasks from units 2 and 7.

When (and only when!) you are ready to submit your work, attach your Word document to an email addressed to the EAP course coordinator and email it to eap@teachinternational.com. Write a clear subject line, such as “EAP Tasks” and send it. You will be given feedback on your work. Make sure you run a virus scan on your document before sending it!

**IMPORTANT!** You will receive an email within 2 working days acknowledging receipt of your work. If you do not, please contact us via phone or support email (supportAUS@teachinternational.com) to let us know. We have high spam filters and sometimes legitimate emails get caught! To avoid this, ensure you write some text in the body of the email; blank emails tend to be considered junk mail.

Please allow 1-2 weeks to receive feedback.

---

**References**

**Main reference text for this course recommended for teachers:**


**A text recommended for EAP classes:**


**Other references:**


**Web Sites:**
http://www.adprima.com/studyout.htm

www.english-to-go.com

http://www.yorku.ca/cdc/lsp/note/note3.html (Accessed 18th October, 2001. This site has changed considerably since then).