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**Developing EAP
reading materials
for teaching and
publication**



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Abstract

The talk will look at developing EAP reading materials for teaching and publication. The main elements covered will be: the criteria used for choosing reading materials for teaching purposes; what the considerations are for publishing reading materials for the materials writer; whether there is any conflict between both these purposes; and possible future developments for the delivery of EAP reading materials.

Meaning-focused
Output Reading
should be related to other
language skills.

(Nation, I.S.P. (2009). *Teaching ESL/ EFL
Reading and Writing*. New York. Routledge.)

Growing class size, standardized tests, pressure from licensing boards to introduce a certain number of topics, and the speeded-up climate of the information age limit dialogue and the depth of presentation of academic material.

Benesch, S. (2001). *Critical English for Academic Purposes: Theory Politics, and Practice*. Abingdon New York: Routledge.

Essential elements

- Time relationships
- Problem and solution
- Cause and effect
- Classification
- Comparison and contrast
- Argumentation
- Description- processes/ sequencing
- Narrative
- Instruction

- Definition
- Explanation
- Exemplification
- Generalization and specificity
- Drawing conclusions
- Rhetorical organization

(Jordan, R.R. (1997). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.)

- Time
- Course design – test/ classroom vs. course/ course book
- The types of questions
- No questions
- The topic
- Teacher-centred materials
- Student-centred materials

Unlike newspapers, academic texts do not present information for interest and entertainment; they aim to present information in a way that will advance the understanding of that topic, ...

(Alexander, O., Argent, S. & Spencer, J. (2008). *EAP essentials: A teacher's guide to principles and practice*. Reading: Garnet.)

- Independent learning
- Sources
- Length
- The level of the students and text complexity
 - Complexity – simplification of the text
 - Glossaries
 - Topics- (unlimited?) vs. organization (range finite?)

Vocabulary

- Wordlists- Basic 2000 words
- AWL
(Coxhead, A. 2000. A new Academic Word List. *TESOL Quarterly*, 34 (2): 213–38.)
- AKL
(Paquot, M. 2010. *Academic Vocabulary in Learner Writing: From Extraction to Analysis*. London & New-York: Continuum.)
- AWL tool

The skills that students need to navigate reading texts efficiently

- prediction
- skimming
- scanning
- distinguishing between:
 - factual and non-factual information
 - important and less important items
 - relevant and irrelevant information
 - explicit and implicit information
 - ideas examples and opinions

- drawing inferences and conclusions
- deducing unknown words
- understanding graphic presentation (data, diagrams, etc.)
- understanding text organisation and linguistic/ semantic aspects,
 - e.g. relationships between and within sentences (e.g. cohesion)
 - recognising discourse/ semantic markers and their function
(Jordan, R.R. (1997). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.)

Other skills

- Switching reading 'gears'
- Learning what not to read/ look at
- Studying/ learning/ testing/ leisure
- Noticing/ recognizing function/ language/
- Nominalisation vs. denominalization
- Activating schemata
- Predicting organization
- Surveying

‘Teacher skills’

- Not ‘killing students’ interest in reading by ‘doing a text to death’
- Creating interest in the text/ reading
- (text without comprehension questions)
- Comprehension of structure etc vs. content
- Lexical priming
- Deciding what to focus on

References

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Thank you!



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