

Contents

Figures	iv
Tables	v
总序	孙有中 vi
导读	许宏晨 ix
Acknowledgements	xxvii
Introduction: How to use this book	xxviii
1 Learning with this book	xxviii
2 The contents	xxviii
3 Teaching with this book	xxx
4 Defining our terms	xxxix
SECTION I The field of EAP	1
Chapter 1 The scope of EAP	3
1 What does EAP practice involve?	5
2 What is academic English like?	6
3 What do we research in academic English?	8
4 On being a reflective practitioner	10
5 Profiles of practice	12
6 Further reading and resources	14
Chapter 2 The global context of EAP	16
1 English as a lingua franca	17
2 English-medium instruction	17
3 EAP settings and participants: Implications for EAP teaching	19
4 Problematizing global EAP	21
5 Profiles of practice	25
6 Further reading and resources	27
Chapter 3 The institutional contexts of EAP	29
1 EAP provision	30
2 Who are the students in EAP classes?	32
3 Who are the EAP teachers?	33

4	How is EAP teaching funded?	34
5	Who 'owns' EAP?	36
6	The status of EAP	37
7	Profiles of practice	39
8	Further reading and resources	41
SECTION II Planning for EAP		43
Chapter 4 Approaches informing EAP		45
1	Corpus-based approaches to EAP	45
2	Genre-based approaches to EAP	49
3	Social context-based approaches to EAP	55
4	Choosing approaches	57
5	Profiles of practice	57
6	Further reading and resources	60
Chapter 5 Planning EAP provision		61
1	Needs analysis	61
2	Learning objectives	67
3	Curriculum and syllabus design	69
4	Profiles of practice	72
5	Further reading and resources	75
Chapter 6 EAP materials		77
1	Authenticity of materials	78
2	Working with published materials	81
3	Developing your own materials	86
4	Technology and materials	89
5	Profiles of practice	91
6	Further reading and resources	92
SECTION III Teaching and assessing EAP		95
Chapter 7 Academic discourse		97
1	Variation in academic discourse	98
2	Key features of academic discourse	103
3	Teaching and learning features of academic discourse	110
4	Profiles of practice	112
5	Further reading and resources	114
Chapter 8 Academic vocabulary		116
1	What kinds of vocabulary are there?	117
2	Multi-word units	120
3	Teaching and learning vocabulary	123

4	What vocabulary do EAP learners need?	124
5	How is vocabulary taught and learned?	125
6	Testing vocabulary	126
7	Profiles of practice	128
8	Further reading and resources	130
Chapter 9	Written expert genres	132
1	What are the research genres?	133
2	Disciplinary differences	138
3	Teaching the expert genres	139
4	Profile of practice	145
5	Further reading and resources	146
Chapter 10	Written learner genres	148
1	Undergraduate genres	149
2	Graduate genres: Thesis and dissertation	152
3	Teaching and learning academic writing	156
4	Profiles of practice	162
5	Further reading and resources	164
Chapter 11	Spoken genres	165
1	Academic listening	166
2	Academic speaking	174
3	Profiles of practice	178
4	Further reading and resources	180
Chapter 12	Assessment and feedback in EAP	182
1	Purposes of assessment	182
2	Quality criteria in assessment	183
3	Giving and using diagnostic tests	186
4	Forms of assessment	189
5	Response and feedback	192
6	Cheating and plagiarism	193
7	Profile of practice	195
8	Further reading and resources	197
Conclusion: Moving forward into practice		198
1	EAP exists to serve the learner	198
2	Discourse and the disciplinary conversation	198
3	Professional development	199
Glossary		200
References		207
Index		220