Session Title: Creating and Using an Anthology for English for Academic Purposes
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Content Area: IEP
Session Type: Practice-Oriented

Introduction

We created an anthology for English for academic purposes (EAP), which includes a collection of chapters from different textbooks typically used in the sciences, humanities, and social sciences. We chose textbook chapters because our high-intermediate reading/writing students, mostly undergraduate students, will be exposed to textbooks in all of their freshman and sophomore courses. Some of these students are already taking two or more freshman-sophomore level courses. We chose disciplines from the sciences, humanities, and social sciences because our undergraduate students must fulfill KU Core requirements, which include courses in these fields.

The content in the textbook chapters, however, is not the point of the anthology. The point of the anthology is to illustrate academic English in different disciplinary contexts. We use the anthology to teach students how academic concepts get expressed in English and to help students work with entire textbook chapters.

Our Goals

Our goal is to give our students a linguistic and academic experience more representative of what they will be exposed to in typical undergraduate textbooks. We also have the following related goals:

- To help integrate EAP students into the university
- To offer more intellectually challenging content
- To expose students to textbooks from required courses
- To demonstrate the use of general academic words and jargon in their disciplinary context
- To introduce students to discipline-specific ways to present or "package" knowledge
- To demonstrate the volume of reading material in non-ESL classes

We addressed our goals by creating and using an anthology for EAP.

Textbook Language: ESL Vs General Education

Research indicates that the language in ESL textbooks is different from the language in general education textbooks (Miller 2011; Woodward-Kron 2008). Moreover, research on language used in textbooks is starting to show that even among the different disciplines, grammar structures (Deroey 2012) and individual academic vocabulary words are used in different ways (Hyland & Tse 2007). In light of this research and our own professional observations of language in ESL and general education textbooks, we decided to use authentic textbook chapters from the sciences, humanities and social sciences to give our students a more representative sample of academic English. Authentic chapters also allow us to address our academic goals.

Authentic Materials and Sustained Content-based Pedagogy

The textbook chapters we chose have 20-40 pages of content. This length allows for a sustained content approach to reading academic texts. A sustained content approach in ESL is not new. We consider our anthology in line with Camiciottoli's (2002) discussion on sustained content where she stated that

> "…English language students progressively explore a relatively limited number of topics in a single subject area and use the same authentic materials as their native-speaker counterparts in mainstream courses, while learning and practicing language skills at the same time….[S]ustained content

instruction has the broader objective of also acquiring content knowledge and expertise in addition to 'emphasiz[ing] language proficiency (pp. 169-170).'"

We also see our anthology as playing a central role in content-based language pedagogy, also commonly accepted in ESL. To characterize our anthology from this perspective, consider Stoller's (2004) review of models of content-based instruction. She finds a continuum with content-driven and language-driven approaches on either end (p. 268). We consider our anthology and materials we developed to be more on the content-driven side of the continuum.

Six Strategies for AURC: Materials for the Anthology

At this point, we had our academic goals, textbook chapters, and a commonly accepted approach to teaching ESL. What we did not have was teaching material. Textbook chapters explicitly teach academic concepts. They do not explicitly teach the way the concepts get expressed in English at the level of word forms, word choice, phrases, collocations, grammar, topic sentences, and development of topics into paragraphs and essays. In addition to the language, we also needed to help our students work with or "engage" entire chapters. We examined what we meant by "engage" and came up with AURC, which stands for Accessing, Understanding, Recreating, and Critically thinking about the language and content. We developed six strategies to help students engage language and content over the length of a chapter. The strategies act as a template we use to produce materials for each chapter in a systematic way.

1. *Introduce the discipline (pre-reading)*: To introduce the discipline, we contextualize it within the university. In particular, we begin the course with a discussion of the organization of the university into Schools and Colleges, each of which consists of departments. We have activities that help students discover websites starting with the College of Liberal Arts and Sciences. We also have activities that introduce students to departmental websites where the Chair of the department typically provides a "welcome" or overview of the department and departmental strengths. The department is used as a general context for the chapter.

2. *Interact with the vocabulary and jargon*: To help students with key vocabulary, we include instruction and activities that demonstrate there is much more to word knowledge than the meaning of the word. We take a meaning-form-use approach. We look at general academic vocabulary, discipline-specific jargon, and collocations that appear in the chapter. Examples from a chapter on economics are *market economy*, *property rights*, and *business cycle*.

3. *Exploit the hierarchical organization of the chapter*: We help students access the chapter and understand the main points by exploiting the hierarchical organization of the chapter. Each chapter is divided into sections, which in turn are divided into subsections. The headings of the sections offer the main points of the chapter and the headings of the subsections identify the main ideas of the paragraphs within the subsections. Using the idea of a hierarchy at the paragraph level, we can divide the paragraph into a topic sentence and explanation which can include examples, definitions, and details.

4. *Use visuals and graphic aids from the chapter*: Textbook chapters are visual in nature. Photographs are common but so are cartoons, graphs, charts, maps, and models. When working with pictures, it becomes much easier to explain terms. For example, in a history chapter on Buddhism, the expression "fasting ascetic" appears. Associated with the term is an emaciated Siddhartha Gotama before he became the Buddha or enlightened one. The picture starkly portrayed his ribs and other skeletal features, communicating the discipline of strict abstention from food.

5. *Exploit the discipline-specific ways content is presented*: The approach a discipline takes and the nature of the subject matter dictate how that content is portrayed. For example, astronomy chapters are filled with sharp pictures of objects in the nighttime sky. History makes use of chronologies, maps, and passages from original documents attributed to key historical figures. In a chapter on economics, the emphasis is on listing principles, which includes explanations and definitions. A biology chapter organizes life into a massive hierarchy that begins with the individual atom and gets larger until it reaches the ecosystem and biosphere.

6. *Exploit highlighting techniques used in the chapter*: Textbooks make it easy to identify key concepts through various highlighting techniques. Most typical are font sizes, colors, and types, which are all used to show importance. The use of bullet points to make lists stand out from the text is also somewhat common. Key terms are also commonly pulled out of the text and highlighted in margins for easy access.

Critique on Authentic Textbooks for EAP

When considering any approach to EAP, including the use of this kind of anthology, we must address critiques and challenges. We have already addressed challenges to using our EAP anthologies in Berardo & Smith Herrod (2012). Here we consider a critique on using introductory level textbooks from Hyland (1999).

Hyland's Critique on Textbooks
Hyland (1999) writes "…[i]ntroductory textbooks are obviously not representative of academic discourse in general (p. 4)." Hyland explains that "…course-books are often depicted as the repositories of codified knowledge…account[ing] for their somewhat peripheral status in the pantheon of academic genres where they are often seen by academics and administrators as commercial products unrelated to research" (p. 4). Hyland emphasized the prestigious role research articles have in academia.

Hyland's study found differences in the way language is used in textbooks and research articles. In particular, "[h]edges were almost three times more common in the RAs [research articles]…" (p.10). This finding is particularly important because it suggests that exclusive reliance on textbooks will result in less exposure to certain kinds of academic language.

Response: We agree with Hyland (1999) that textbooks are considered less academically prestigious than research articles but this does not mean textbooks are less *important* than research articles to students in freshmen and sophomore level classes. Textbooks are ubiquitous as Hyland himself notes:

> Textbooks are perhaps the genre most commonly encountered by undergraduate students and constitute one of the primary means by which the concepts and analytical methods of a discipline are acquired. They play a central role in the learners' experience and understanding of a subject by providing a coherently ordered epistemological map of the disciplinary landscape and, through their textual practices, can help convey the norms, values and ideological assumptions of a particular academic culture. (p. 3)

First and second year students need to learn to extract key concepts from textbooks in a wide variety of disciplines that make up general education courses. All of our students who are in a degree program will encounter textbooks. In AECR 140, we expose students to textbooks but also to other kinds of academic writing such as departmental websites and research and other articles. Although we give students exposure to other genres, most of the reading in AECR 140, however, does come from textbook chapters.

Concluding Remarks

Creating and using an anthology for EAP requires materials writers and instructors to work with authentic materials. Once the anthology is created, teaching materials are needed in order for students to use it. We developed materials to help students access, understand, recreate, and critically think about the content in the textbook chapters. Six strategies were developed to help students engage the chapter. Although there are concerns and challenges to using an anthology, we believe they can be overcome.

References

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