

Preface

Who is this book for?

This book is part of the *English for Research* series of guides for non-native English academics of all disciplines who work in an international field.

It is intended for non-native English speaking students who are spending some time studying outside their home country.

EAP trainers can use this book in conjunction with: *English for Academic Research: A Guide for Teachers*.

What does this book cover? How is it organized?

The chapters are not intended to be read sequentially and are not arranged in a specific order. This book is like a manual, to be dipped in to when needed. However, by reading the entire book you will be extremely well prepared for living and studying in a foreign country.

Chapter 1 answers the questions: What's like it to live in a foreign country? How will I feel?

Chapters 2-3 deal with face-to-face relations with other students and with professors.

Chapter 4 covers emails to professors.

Chapters 5 and 6 should help you to participate more effectively in lectures, meetings, workshops, study groups, seminars etc.

Chapter 7 outlines ways to have effective conversations and discussions both on and off campus, for instance at social events in conferences.

Chapter 8 offers guidelines to making telephone calls.

Chapters 9, 10, 11 and 12 cover understanding native speakers, pronunciation, listening skills, and translation. Versions of Chapters 8–12 appeared in the first edition (but not in subsequent editions) of *English for Academic Correspondence*.

Chapters 13, 14 and 15 are reference chapters on smileys and text messaging, useful phrases, and grammar (and vocabulary).

How are the chapters organized?

Each chapter has the following three-part format:

1) FACTOIDS / WHAT THE EXPERTS SAY

In most cases, this section is a brief introduction to the topic of the chapter. These sections can also be used by EAP teachers as warm-ups for their lessons. All the statistics and quotations are genuine, though in some cases I have been unable to verify the original source.

2) WHAT'S THE BUZZ?

This is designed to get you thinking about the topic, through a variety of useful but entertaining exercises. These exercises can be done either by the reader alone, or in class with an EAP (English for Academic Purposes) teacher / trainer. The final part of each *What's the buzz?* section is a brief outline of the contents of the chapter. The keys to some of the exercises are contained at the end of this section.

3) The rest of each chapter is divided up into short subsections discussing specific issues.

How should I read this book?

This book is designed to be like a manual or a user guide—you don't need to read it starting from page one. Like a manual it has lots of short subsections and is divided into short paragraphs with many bullet points. This is to help you find what you want quickly and also to assimilate the information as rapidly and as effectively as possible.

You can use the Table of Contents as a checklist of things to remember.

I am a trainer in EAP and EFL. Should I read this book?

If you are a teacher of English for Academic Purposes or English as a Foreign Language you will learn about all the typical problems that non-native students have when studying outside their home country. You will be able to give your students advice on how to communicate effectively with each other and with their professors, tutors etc. In addition, you will find opportunities for generating a lot of stimulating and fun discussions by using the factoids and quotations, along with the *What's the buzz?* exercises.

The teacher's book contains notes on how to exploit all the books: *English for Academic Research: A Guide for Teachers*.

How is the term 'Anglo' used in this book?

I use *Anglo* to distinguish native English speakers into two groups. *Anglos* refers only to those speakers who are native to the following countries: USA, UK, Republic of Ireland, Canada, Australia, New Zealand and South Africa. It does not refer to speakers in countries such as India, Pakistan, Malaysia and the Philippines, where often instruction in schools is given in English, and huge numbers of the populations speak English on a daily basis, but whose cultures are not Anglo.

The distinction is necessary because if I simply wrote native-English speaking professors, that could be interpreted as covering not just, for example, North American professors but also those in several Asian countries. This would be very misleading as the teaching styles and relations with students may be very different between these two groups. Having said that, not all Anglos of course behave in the same way, but what I say is probably best termed as a stereotype that is more often true than not.

What I say about Anglo cultures is not exclusive to Anglo cultures, but is typical of, for example, Scandinavian countries.

I am not suggesting that Anglo culture or speakers are in any way better than any other culture, but I simply use Anglo as a useful device to avoid me having to continually list the seven countries mentioned above. I apologize to anyone who might find this distinction superficial, inappropriate or in some way racist.

What other books should I read?

This book is a part of series of books to help non-native English-speaking researchers to communicate in English. Other titles that you might like to read (or at least download chapters from) are:

English for Academic Correspondence - this will tell you more about how to communicate with professors and other researchers.

English for Presentations at International Conferences

English for Writing Research Papers

English for Academic Research: Grammar, Usage and Style

English for Academic Research: Grammar / Vocabulary / Writing Exercises

If, when you have completed your PhD, you are planning to get a job either in research or in industry, then you will find the following book very useful: *CVs, Resumes and LinkedIn*. The book is part of the Springer series “A Guide to Professional English”.

Other good books on the topic of being a student abroad are:

Academic Interactions - Communicating on Campus, Feak, Reinhart, Rohlck, Michigan Series in English for Academic & Professional Purposes

How to Survive your Doctorate, Matthiesen and Binder, McGraw Hill Open University Press

International Students' Survival Guide (HarperCollins)

Student blogs

To learn more about what life is like when studying abroad, student blogs are a great resource and fun to read (and will also help you improve your English). Here is one example: <https://manchesterontheroad.wordpress.com/tag/erasmus/>

The author

Since 1984 Adrian Wallwork has been editing and revising scientific papers, as well as teaching English as a foreign language. In 2000 he began specializing in training PhD students from all over the world in how to write and present their research in English. He is the author of over 30 textbooks for Springer Science+Business Media, Cambridge University Press, Oxford University Press, the BBC, and many other publishers.

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