
Analysis of the EAP Material “*Cambridge Academic English*” for Chinese C1 Level Learners in Terms of the Materials Evaluation Theory

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Abstract: This paper will choose the EAP (English for Academic Purpose) material “Cambridge academic English” (Mccarthy 2012) for Chinese undergraduate students whose level is C1 and evaluate this material based on the materials evaluation theory combined with the practicality of casework. The learning aim of these undergraduate students is to synthetically improve their academic English level such as academic writing, reading, listening, speaking and their capability to use grammar correctly. Hence the paper will have a brief evaluation in terms of a framework (see Appendix 1) and the criteria are based on relevant rationale. Furthermore, a selected original material will be designed for one-hour EAP session, which can be associated with the evaluation and then discuss the supporting rationale of this original material. Then, the author will identify the learning outcome of the material and provide a lesson plan in Appendix 2.

Keywords: EAP (English for Academic Purpose); Formal feedback; Styles of learning; EGAP (English for General Academic Purposes); ESAP (English for Specific Academic Purposes)

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1. Introduction

EAP (English for academic purpose) is regarded as a deeper English teaching to help learners research this language in an academic way but not only focus on general English learning (Hyland 2006:18). EAP covered the whole areas of “academic communicative practice” such as the teaching for undergraduate and master degrees, student’s essay writing (Hyland 2006:18). Hence, EAP is very practical and the materials design needs to correspond to this requirement of practical. In terms of the requirements of EAP goals and objectives, one of the key aspects of EAP course development is the material needs to establish the objectives based on the needs analysis (Hyland 2006:81). For example, the objective of the course aims to help learners to acquire writing and reading skills successfully for a university writing assignment or academic writing^[1].

2. The Brief Evaluation for the “*Cambridge academic English*”

In terms of the item 2 in the framework (see Appendix 1), the material covered reading, listening and speaking, writing, grammar and vocabulary. Each of these areas sets up various tasks for learners to practice language skills.

According to the statement of Tomlinson (2011) “materials should provide the learners with opportunities to use the target language to achieve communication purpose”, this material meets the needs of practical for learners. For objective achievements (see Appendix 1), these tasks are divided into various small goals that learners can achieve easier and the learning goals are clear. Due to the material design of EAP learning need the goals to be more concrete, and learners need to complete smaller, achievable tasks during or after the course. Diverse and detailed tasks would help learners acquire more practice (Hyland 2006:99). However, Tomlinson (2011) proposed that “materials can help learners to feel at ease in many ways.” For example, learners prefer a lot of white space written material rather than squeezing many different activities on the same piece of paper (Tomlinson 2011:9)^[2]. It can be noticed that in the materials, the arrangements of tasks and activities are very intensive, the typesetting is tight as well. Although this arrangement of tasks can ensure learners acquire sufficient training, it is possible for them to learn with fatigue and cannot focus on tasks. McGRATH (2016) proposed that selecting authentic texts needs to correspond with learners’ needs and “cultural ap-

propriateness”^[3]. For Chinese learners, the acquisition of a second language is disturbed by the habits of the mother tongue. Their experience in English writing in schools is often accustomed to the accuracy of the surface of the sentence, and it is difficult to improve the development of sentence organization (Mohan 1985)^[5]. The design and content selection of this textbook meets the needs of most learners and focuses on training critical thinking and content organization in academic writing. In terms of cultural adaptability, for Chinese learners whose writing habits still remain accurate on the surface of sentences, perhaps it will be harder to keep up with the progress.

2.1 The Importance of Formal Feedback for C1 Learners

For objectives, EAP materials learning requires learners to regard knowledge as concrete tasks which are achievable and learners could apply it in practice. In other words, one of the key points of EAP materials is “what can a person do instead of teaching?” (Hyland 2006:82) For example, the material needs to guide learners, such as learners can use a range of academic-related reading skills and writing skills to actively participate in social interactions and solve problems in a third context. Therefore, the goal is useful for teachers and learners to be able to provide information about what is going to be done (Hyland 2006:82). This material meets this requirement. The assignment of tasks and activities is to guide students to discuss, think and summarize, and also gives many pre- or post-class exercises that students need to complete. Correspondingly, the feedback of the textbook on the answer is significant. To acquire feedback from a written response and spoken is an important approach for helping students to gain literacy and comprehension of the subjects’ epistemology (Hyland 2006:102). Providing feedback to students is often seen as an important task for teachers (Hyland 2006:102)^[1]. Cohen and Cavalcanti (1990) proposed that “Research findings over the past twenty years, however, are ambivalent about the effectiveness of teacher feedback in improving academic literacy and show that students and tutors themselves are often uncertain about what their role should be.” For example, Ferris (1997) found that more than half of the teacher feedback was used by students, but only half of the changes made by students based on this feedbacks could be considered improvements, and the rest actually made the issue of students worse. Therefore, to some extent, the formal feedbacks of the materials which are included in a detailed explanation of the exercises are significant for assisting teachers and students to gain correct comprehension. However, there are only simple answers

to exercise contained in the materials briefly, and no more explanation or other analysis processes for the exercise could help students and teachers to apply^[6].

2.2 The Evaluation for “Cambridge Academic English” in Terms of Styles of Learning Lists

There are some styles of learning that language learning materials should be fulfilled (Tomlinson 2012:18)^[2]:

- (1) “Visual” (learners prefer written language in the material);
- (2) “Auditory”(learners like to hear the language);
- (3) “Studial” (learners like to focus on the features of language and expect the correctness);
- (4) “Experiential” (learners like to use the language in interaction but not only focus on correct answers);
- (5) “Independent” (learners prefer to learn the language from their own language experience and learning with their strategy or plan).

According to these styles of learning lists, this material is corresponds with most of them. For example, in the listening part, in addition to the part of the listening practice that allows students to listen to the recording and complete the exercise, the recorded text in the final appendix of the material is added to allow students to check whether their listening practice answers are correct. Hence it fulfills the requirement of “visual” and “auditory”. However, for “dependent” styles of learning, each step and arrangement of the material’s activities and tasks are very detailed and close. Although it meets the requirements of the above mentioned (Hyland 2006:18) objectives that need to be clear and detailed, it may affect the students who are independent learning styles to develop their own learning strategy^[1].

3. The Discussion for the Design of the Original Material

The original material (see Appendix 2) focuses on writing skills. The learning outcomes of this original material is aimed to help learners to enhance their writing skill, such as to know how to use linking word correctly, to practice the capability of paraphrasing and summarizing. This section will base on the below rationale to discuss the design of this original material: writing skill and language materials, the summative assessment for learning, task design and EGAP vs ESAP.

3.1 Writing Skills and Language Materials

In addition to the complex personal resources that teachers and students bring to the writing classroom, other materials are needed to stimulate writing, to assist learners in developing contexts, improve their language

systems and the process of writing knowledge. These supporting materials can be text, media, dialogue or pictures, data collection (Richards 2001:163). These kinds of supporting materials could help learners to stimulate and create new thinking (it is a benefit for the learners whose independent learning style to some extent), discuss and writing. To offer an opportunity for learners to learn how to deal with information and conclude information. Setting up a writing model and provide the opportunity to use their prior knowledge (Richards 2001:163) ^[4]. Musson (2011) ^[8] states that learners could combine the writing skills such as paraphrasing, summarizing with these supporting materials to practice writing. Therefore, the original material chooses an excerpt from the industrial revolution book, and this excerpt contains a data collocation for learners to describe it. The Teacher's Guide emphasizes that one of the learner's needs is the ability to exercise coherence and train language logic in writing and to learn to use more complex language and apply conjunctions reasonably (Richards 2001:165). Therefore, this original material emphasis students need to review their writing skill what they have learned before and try to use linking word to paraphrase the excerpt ^[4].

3.2 Summative Assessment for Learning

Summative assessment always is regarded as the process of grading comments (Garrison and Ehringhaus 2007). In this original material, the one-hour session adopts the summative assessment for the chapter exercises test. In the teaching process, summative assessment is seen as a means to measure the learning outcomes of students' content standards at a certain stage. For example, this chapter requires students to use the writing skills they have learned, summarizing and rewriting, and the use of conjunctions, so summative assessments can judge students' learning outcomes (Garrison and Ehringhaus 2007). For the assessment, the original material requires the students to provide feedback for each other after the paraphrase exercises, this is the use of peer assessment in learning, which is helpful for students to establish a learning community for each other and it also assists students who can reflect on metacognition to participate in learning (Garrison and Ehringhaus 2007). Students will regard each other as the recourse that could help them to check and understand their quantity work in terms of their previous standard ^[5].

3.3 Task Design (Mastery to Developmental)

The task design in the material is mainly based on the mastery objectives rationale. The mastery objectives require students to achieve the relatively simple comprehen-

sion for the knowledge and could take up with "minimum requirement for passing the course." (Petty 2015:389) Therefore, their learning outcomes more rely on the time — how much time they spend on the task? The mastery objectives just need them to spend sufficient or limited time to achieve the learning outcomes (Petty 2015:389). Hence, in this one-hour session of the task mainly require them to paraphrase the content of the script for practice their paraphrase and summarize ability. The developmental objectives requires students could depend on their individual capability, which means even they spend sufficient time and make great effort sometimes it cannot give corresponding rewards. For example, a task requires the students not only paraphrase the script but evaluate the importance points of the script which could reflect their critical thinking or correct understanding (Petty 2015:389). Therefore, the task 3 (see Appendix 2) requires students try to summarize the importance of the industry evaluation according to the background which be given ^[7].

3.4 EGAP vs ESAP

Dudley-Evans and St John (1998) proposed that EGAP (English for General Academic Purposes) contains some activities such as "listening to the lectures", "participating in supervisions, seminars, and tutorials", "reading textbooks, articles and other material" and "writing essays, examination answers, dissertations and reports." EGAP requires students apply regard these kinds of activities as the general academic practice. ESAP (English for Specific Academic Purposes) mainly focus on the relevant language teaching skills for particular subjects or department (Hyland 2006:9). To consider about the distinction between EGAP and ESAP, the original material is based on the rationale of EGAP to be set because there is no particular subjects contents or requirement for students but mainly focus on training the academic writing skills ^[1].

4. Conclusions

This paper has been evaluating the EAP material "Cambridge academic English" ^[9] in terms of some relevant evaluation theory and EAP materials purpose. It could be seen the design of content and structure basically correspond with materials evaluation theory and styles of learning lists. To combine with the evaluation for the "Cambridge academic English" the learning task design of the original materials guided by the rationale of writing skill and language materials, summative assessment for learning, task design, and EGAP versus ESAP, which is aim to explore the effective exercise task for reading materials on different themes.

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Appendix

Appendix 1

Table A1. Evaluation Framework

Goals or objectives	1. Does the material achieve the goals and objectives? 2. Are the objectives clear? 3. Are the learning goals of the material integrated?
contents	Is it suitable for the aim students?
Activities	1. Are the design of the activities practical? 2. Is there any need for improvement in the task arrangement of the material ?
Feedback	Does this material provide detailed feedback?
Learning styles	Does the material fulfill the styles of learning ?

Appendix 2

Original material

1. Discuss with your partner to review what you have learned from the previous lesson about writing skills;

please try to list it after your discussion.

2. Please read the following excerpt, and underline the linking word that you think it can be used in your essay writing.

Industrialization and society

The operative weavers...might truly be said to be placed in a higher state of 'wealth, peace and godliness' than they had ever before experienced...the men each had a watch in their pocket and the women dressed to their fancy.... When they [the weavers] brought their work in a sort of familiarity continued to exist between us which in those days was the case between all masters and men (Radcliffe, an ex-handloom weaver employer, writing in 1826 about the early 1790s). The relentless cruelty exercised by the fustian masters upon the poor weavers is such that it is unparalleled in the annals of cruelty, tyranny and oppression for it is a near impossibility for weavers to earn the common necessaries for life...(an Oldham handloom weaver writing in his diary for 11 August 1793).¹

This chapter has two main tasks. One is to supply an outline perspective of capitalist development which can serve as a background for the rest of the study, and especially for understanding the economic origins of the two critical periods of conflict that occurred first in the 1790s and 1800s and then again in the 1830s. The other is to examine the detailed impact of the first of these periods in Oldham. This should help both to identify the structure of the labour community at the beginning of our period and pave the way for an analysis of the second, far more crucial, onslaught in the years after 1830.

The industrial revolution

In tackling capitalism's larger development it might be useful to start with the focus very close, namely on Oldham during the first years of

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Table 1 Origins of early Oldham millowners³

	builders 1776–1811	spinners 1811	survivors 1825–51	founders big firms 1846
coal, hatting				
banking	13	9	9	6
outwork				
manufacturer	21	10	21	5
wholesaler				
immigrant	2	3	3	3
labour	2	1	0	0
not known	4	4	3	0
total	42	27	36	14

and credit—and the men who built the *first* of the forty-two mills were not just men already in business but men coming from families in hatting and coal (industries demanding far larger capital than outwork manufacturing in either cotton or wool).⁴ A worker *might* be able to get credit for the machinery but the rest would be altogether beyond him.

Even the general run of machine spinners seems to have come from the wealthier yeoman manufacturer families, and machine spinning to have formed only a part (though a critical part) of their business operations. At least nineteen of the twenty-seven spinning firms listed in the Crompton census of 1811 were engaged in out-work manufacturing. The smallest of them (with one thousand spindles) had two partners Wroe, a flour wholesaler, and Duncuft, a proprietor of the Werneth colliery whose family had been fairly substantial landholders in 1776. The firm employed hand-weavers to process its yarn and in 1810 had set up an abortive powerloom factory near Bolton.⁵

factory-building in the 1780s and 1790s. We begin here not because this period marked any decisive change in social organization, but to dispose of claims that it *did*, claims which dangerously telescope England's very long road to fully fledged industrial capitalism and consequently obscure precisely those changes we are looking for.

Oldham stood in the classic heartland of England's cotton-based industrial revolution. It was situated, like the other early cotton towns, in the coal-bearing Pennine foothills and lay across one of the main routes between Lancashire and the ports and towns of Yorkshire. While its experience was undoubtedly different from that of the great mercantile centres of Liverpool and Manchester (or of the industry's outlying areas in Derby, Nottingham and Yorkshire), it seems to have been fairly typical of the general south Lancashire hinterland where the bulk of England's cotton was manufactured.² What, then, does it tell us? Did factory-building in Oldham involve some decisive break with 'traditional society'—the arrival of the self-made innovator, a new openness or mobility—which can be taken to mark the coming of a new industrial society?

On the quite full evidence we have for this particular area the answer is clear. Whatever the economic effects of factory-building (and these certainly were revolutionary), the immediate implications were small. Factory-building itself produced little mobility, no break with tradition, and a significant increase in economic concentration.

Of the first forty-two cotton mills built in Oldham between 1776 and 1811, the overwhelming majority were built by men who started out with capital. And most by men with a good deal: coal-owners, bankers, merchant hatters, wholesale tradesmen, yeoman manufacturers. Only two are known to have been built by men originating from worker families. One, James Lees, a Quaker mechanic, seems only to have lasted a dozen years. The other, James Gledhill, originally a shoemaker, made a moderate fortune and then sold out. The same story is repeated for the firms listed by name in the 1811 Crompton census of cotton spindlage. And looking at the origins of the big firms of the middle of the century, it seems that none were founded by men who came from labour families.

In the circumstances anything else would have been unlikely. The amount of capital required to purchase a couple of spinning mules, a water-twist frame or even a steam engine was not very much compared with what was wanted for a coal mine, a canal or a country house. But machinery was only a small part of what was needed. Far more important was competitive control over power, raw materials, labour

Foster, J. (2003). *Class struggle and the industrial revolution: early industrial capitalism in three English towns*. Routledge.

3. After reading, please try to use your own words to paraphrase this excerpt and describe the data table in it around 800 words, then

summarize the main idea in 1-2 sentences of the excerpt; furthermore, please try to describe the importance of the industry evaluation in terms of the background.

4. Exchange your paper with your partner, try to provide feedback for each other, to think about what can be improved in your paper.

Appendix 3

Table A3. Lesson plan

Lesson objectives : at the end of this class, students could : 1. paraphrase and summarize script correctly. 2. Have a critical reflection.		
Stage 1. review the learning content that they learned before.(15min) 2. reading and writing. (35min) 3. peer assessment. (10min)	Students activity 1. to list and review the learning content in previous. 2. Reading and writing. 3. Provideing feedback with a partner.	Teacher activity 1. guiding students review the writing skills. 2. Monitoring. 3. providing suggestions to their peer assessment.