

# English for Academic Research

**Series editor**

Adrian Wallwork

Pisa

Italy

This series aims to help non-native, English-speaking researchers communicate in English. The books in this series are designed like manuals or user guides to help readers find relevant information quickly, and assimilate it rapidly and effectively. The author has divided each book into short subsections of short paragraphs with many bullet points.

More information about this series at <http://www.springer.com/series/13913>

Adrian Wallwork

# English for Academic Correspondence

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# 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.

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?

*English for Academic Correspondence* covers all the types of email you will need to write in your academic career: emails and letters, both formal and informal, to editors, colleagues, and professors. It also covers how to write and respond to a referee's report, along with some brief suggestions on how to write a research proposal and a research statement.

## 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. Occasionally, the factoids are simply interesting in themselves and have no particular relevance to the chapter in question. However, they can 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. The final two chapters do not have this section.

## 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 are designed to be done in class with an EAP (English for Academic Purposes) teacher/trainer, who will provide you with the keys to the exercises. The final part of each *What's the buzz?* section is a brief outline of the contents of the chapter.

3) The rest of each chapter is divided up into short subsections in answer to specific questions.

## 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 researchers have in the world of academia. You will be able to give your students advice on writing effective emails and getting referees and editors to accept your students' papers. 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.

You can supplement your lessons with the three exercise books (writing, grammar, vocabulary) that are part of this *English for Academic Research* series, plus the teacher's book that contains notes on how to exploit all the books: *English for Academic Research: A Guide for Teachers*.

## **Are the emails and other examples in this book genuine? Are they in correct English?**

All the emails are based on real emails. I have changed the names of the writers and their institutions, and in some cases I have changed the research topic that the writer refers to in his/her email or letter. The referees' reports and replies to these reports are also genuine - although in some cases you might find this difficult to believe!

Unless otherwise stated, all the examples are in correct English.

## **Differences from the first edition**

There are three main differences from the first edition. Firstly, each chapter now begins with Factoids and a *What's the buzz?* section. Secondly, there are three new chapters (Chapters 7, 8 and 9) on writing cover letters, reference letters and research proposals. Thirdly, Parts 3, 4 and 5 of the original edition (on telephoning, understanding native speakers, and socializing) have been incorporated into a completely new book: *English for Interacting on Campus*. This means that this second edition is entirely focused on correspondence. Adding the new chapters and keeping the old parts would have led to a tome of over 400 pages!

## **Other books in this series**

This book is a part of series of books to help non-native English-speaking researchers to communicate in English. The other titles are as follows:

*English for Presentations at International Conferences*

*English for Writing Research Papers*

*English for Academic Research: A Guide for Teachers*

*English for Interacting on Campus*

*English for Academic Research: Grammar, Usage and Style*

*English for Academic Research: Grammar Exercises*

*English for Academic Research: Vocabulary Exercises*

*English for Academic Research: Writing Exercises*





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