Teaching English for Academic Purposes (TEAP): LANGCTR5018

Short description

This course is for teachers interested in developing their understanding of practices and skills required for teaching English for Academic Purposes (EAP). It is primarily aimed at those who are entering the specialised area of EAP but will also be of interest to teachers who wish to explore the area in more detail.

Course Aims

This course aims to provide participants with a foundation in the principles and practices of teaching and learning in the field of English for Academic Purposes (EAP) and English for Specific Academic Purposes (ESAP).
Students will develop an understanding of the EAP context and its impact on teacher and learner roles and expectations. They will:

- o gain an understanding of academic contexts, academic discourse communities and practices and their relevance to EAP lesson and course design
- o investigate the role which learner needs, autonomy and criticality play in an academic context
- o investigate disciplinary differences (relating to language and genre)
- o study key features of academic discourse (specific genres and linguistic features)
- o apply knowledge of academic discourse in the analysis of language and skills related tasks and materials
- o enhance their skills in evaluating materials and planning lessons for students in an EAP context
- o study assessment and feedback practices
- o develop teacher research skills in academic practice (to better enable and support learners).

Intended learning outcomes

By the end of this course students will be able to:

- o critically evaluate academic contexts and practices and relate these to teacher and learner roles in the EAP classroom
- o identify learner needs and select appropriate pedagogic frameworks
- o analyse and differentiate key linguistic and rhetorical features of academic discourse
- o apply theory to practice in selecting appropriate materials and frameworks for planning EAP lessons
- o identify appropriate criteria for EAP assessment
- o apply theory to practice in assessing students and providing formative and summative feedback
- o investigate disciplinary discourse practices an area and present findings

Course credits and workload

The TEAP course is a 20-credit masters level course. At the University of Glasgow, 20 credits equates to 200 notional hours, which means a combination of contact / class work, self-study and preparation of assignments. Over the course it works out to around 15 hours a week, plus assignment study time.

Support

Your main access to information is through the Moodle, the University's Virtual Learning Environment (VLE). There is a News forum where announcements are posted; group discussion forums and a range of links to course documentation and resources. The Moodle will include FAQs and 'Troubleshooting' pages.

You will be given your own Glasgow University e-mail account when you register and your tutors may also contact you as a class or individually using this e-mail address. Moodle postings will come via your student e-mail.

You can contact tutors and peers via the forums or e-mail. Course tutors will aim to respond to questions within 2 days, and within working hours (normally 9-5)

You will sometimes be given urgent information or sent attachments. **It is important that you check your e-mail regularly.**

Weekly cycle of work

There are ten topics, grouped around three main themes on the course: academic contexts, academic text processing and production, i.e. understanding and producing academic texts, and academic course design and assessment. Each week you will be set pre-session tasks, which might involve reading, responding to forum posts (initial questions and each other's posts), preparing a group or individual short summary or presentation. After each session, you will also have follow up tasks. Again this might be specific further reading, materials evaluation etc.

Assessment

A portfolio of 3 assignments:

         Assignment 1: Research a specific academic discipline and produce a short summary report;1000 (25%)

         Assignment 2: Language analysis project: an analysis of the linguistic and rhetorical features of an academic text presented via poster; equivalent to 1000 (25%)

         Assignment 3: An investigation of a specific aspect of EAP or ESAP teaching; to include a background essay and be accompanied by an evaluation of teaching materials 2000 (50%)

                                              See Moodle for dates

Teaching English for Academic Purposes		**Course code:** LANGCTR5018

Time & dates: Mondays 3.00 - 5.00   Semester 2/ January –March

Building/Room:

Required purchase

- Alexander, O., Argent, S. & Spencer, J. (2008*). EAP essentials: A teacher's guide to principles and practice.* Reading: Garnet.

Academic contexts		
07/01/19	What is EAP? • Investigation of different EAP & ESAP contexts • Commonalities & differences	CMac
9/01/19 **Wed. 2-3.30**	ARC practical reading workshop	CMac
14/01/19	The EAP learner • Approaches to needs analysis • Changing conceptions of eap • Fostering autonomy	BD
15/01/19 **Tues 2-3.30**	ARC /annotated bib. practical reading workshop	CMac
21/01/19	Disciplinary differences • Text analysis/comparisons • Ac communities & conventions	CMac
Academic text processing & production		
28/01/19	Accessing texts: readings and lectures • Seminar discussion • Practical relevance/applications follow up task- to present on	AW
04/02/19	Discourse analysis for EAP tutors • features of academic language	AW
11/02/19	Reading week (Dissertation work only)	
18/02/19	Speaking in the academy & practical applications	CMac
25/02/19	Writing in the academy & practical applications	BD
04/03/19	Criticality- practical applications	AW
Academic course design and assessment		
11/03/19	Syllabus design for EAP	BD

18/03/19	Assessment practice • Monitoring progress; formative & summative feedback	CMac
21/03/19 10-12.00	Assessment prep workshop	CMac
15/04/19 **2-4 pm**	Poster presentations of language project & Assignment 2 due	**BD**/**Aw**/CMac

3 Assessment Tasks:

1   Research a specific academic discipline and produce a short summary report; 1000 (25%)
     Due: 11/3/19
2   Language analysis project: an analysis of the linguistic and rhetorical features of an academic text presented via poster; equivalent to 1000 (25%)
     Due: 15/4/19
3   An investigation of a specific aspect of EAP or ESAP teaching; to include a background essay and be accompanied by an evaluation of teaching materials 2000 (50%)
     Due: 7/5/19