

Competently brought to life

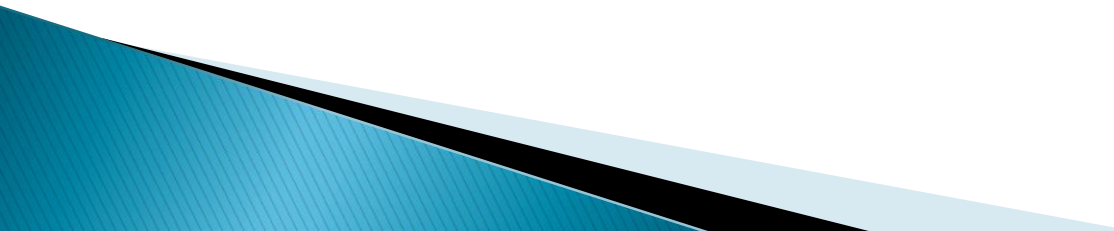
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Carole Macdiarmid, University of Glasgow,
Anne Pallant and Louis Rogers, University of Reading

Task 1

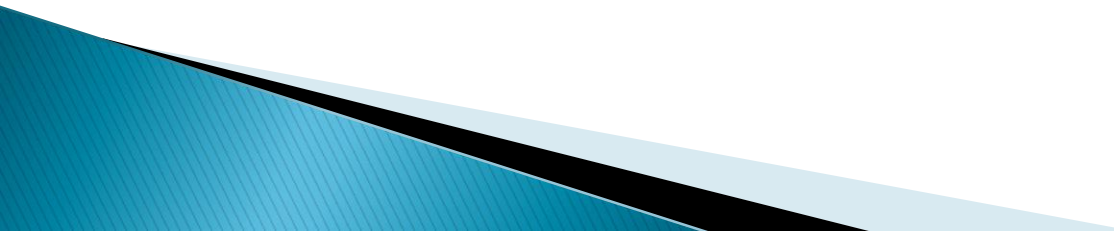
Your pre-sessional course starts on Monday. On Thursday afternoon, one of your teachers pulls out, leaving you short of teachers. The only person available locally has lots of EFL experience, but almost no EAP experience.

You have one day to train them.

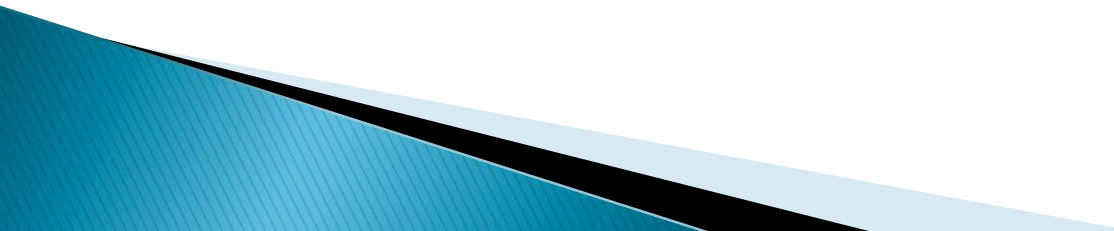
What would you prioritise?



Outline

- ▶ An overview of the competency framework
 - ▶ Classroom and learner competencies
 - ▶ Developing training materials
 - ▶ Taking it forward
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Competency Framework (1)

- ▶ **Core competencies for Teachers of English for Academic Purposes**
 - ▶ ‘To enhance the teaching and learning of academic English through supporting TEAP professional development’
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Competency Framework (2)

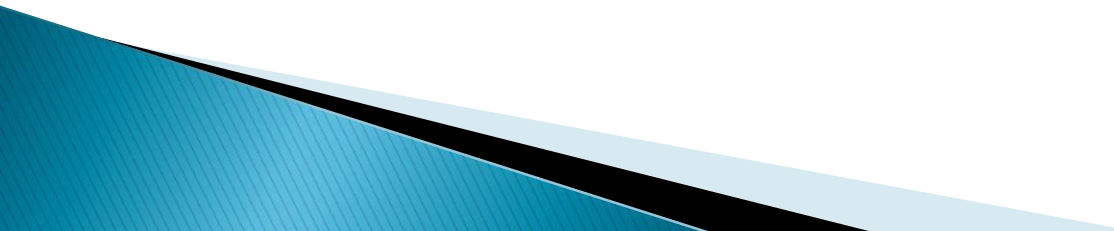
4 main areas

1. **Academic practice:** Academic contexts; Disciplinary differences; Academic discourse; Personal learning, development and autonomy
2. **EAP students:** Student needs; Student critical thinking; Student autonomy
3. **Curriculum development:** Syllabus and programme development; Text processing and text production
4. **Programme implementation:** Teaching practices; Assessment practices

[BALEAP TEAP Competency Framework](#)

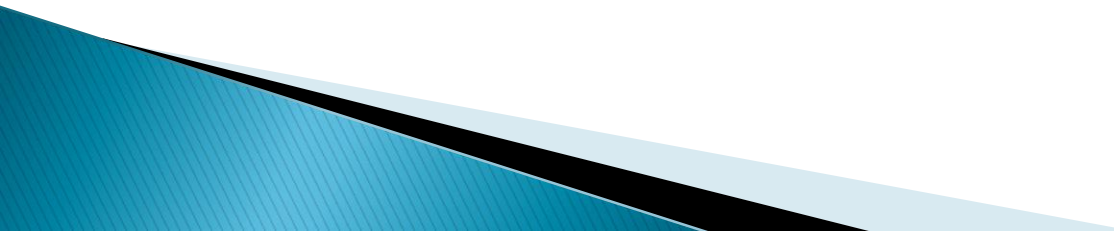


Competency Framework (3)

- ▶ TEAP Portfolio award
 - ▶ E-portfolio of work
 - ▶ Accredited by BAS
 - ▶ Pilot cohort
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Academic Contexts / Student needs

An EAP teacher will:

- ▶ have a reasonable knowledge of the organisational, educational and communicative policies, practices, values and conventions of universities
 - ▶ understand the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.
 - ▶ *What do new EAP teachers usually know about what students need to do on an academic course?*
 - ▶ *What do they not know?*
 - ▶ *How do you deal with any gaps in knowledge?*
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Academic Contexts / Student needs

- ▶ How would you use the task as part of a session?

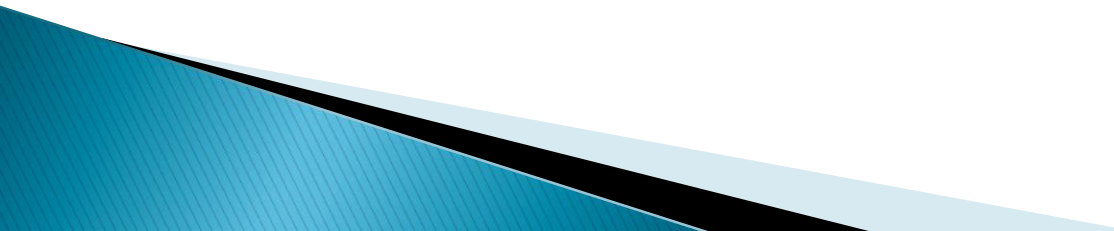
Follow up:

- ▶ Reading on specified areas
 - ▶ Teacher projects
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Academic language / grammar

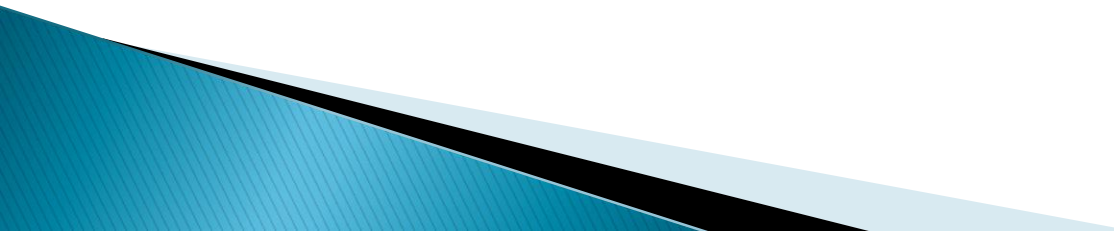
- ▶ Academic discourse
 - An EAP teacher will have a high level of **systemic language knowledge** including knowledge of discourse analysis.
- ▶ Text processing and text production
 - An EAP teacher will understand approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that **develop students' processing and production of spoken and written texts.**

Academic language / grammar

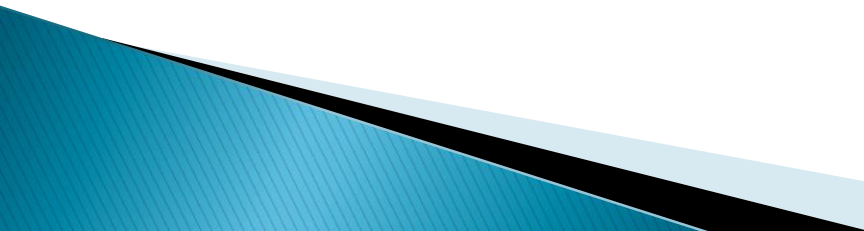
- ▶ *What do new EAP teachers usually know about what students need to do on an academic course?*
 - ▶ *What do they not know?*
 - ▶ *How do you deal with any gaps in knowledge?*
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Academic language / grammar:

Relating texts to competencies

- ▶ How would you relate this text to the two competencies?
 - ▶ How would you use the text in a teacher development session?
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Comments on articles

- ▶ Yes, an interesting article but I, too, would like to see more. Most importantly where are these studies so we can see the evidence? Studies quoted by newspapers tend to be notoriously unreliable (see Ben Goldacre for a start) so I'd like to examine the evidence myself before reaching for the grammar course the author has co-written.
 - I would also like to see links to the meta analysis referred to. Who carried it out? What studies were included? How were they carried out? How were the different teaching strategies compared against each other in these studies?
It's pretty difficult to evaluate this meta analysis with zero data about it!
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Academic language / grammar

A meta-analysis was conducted to investigate the effects of explicit and implicit instruction on the acquisition of simple and complex grammatical features in English. The target features in the 41 studies contributing to the meta-analysis were categorized as simple or complex based on the number of criteria applied to arrive at the correct target form ([Hulstijn & de Graaff, 1994](#)). The instructional treatments were classified as explicit or implicit following [Norris and Ortega \(2000\)](#). The results indicate larger effect sizes for explicit over implicit instruction for simple and complex features. The findings also suggest that explicit instruction positively contributes to learners' controlled knowledge and spontaneous use of complex and simple forms.

Academic language/grammar

- ▶ Consider the competencies related to academic discourse
- ▶ How would you use this text?
 - For teacher development
 - As basis of a lesson

Analysing the approach

| | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Explore</u> | <ul style="list-style-type: none">•Tasks and reading to build background knowledge•Discuss with EAP colleagues and academic departments |
| <u>Apply</u> | <ul style="list-style-type: none">•Tasks and ideas to develop materials for classroom use |
| <u>Participate</u> | <ul style="list-style-type: none">•Further reading•Collaboration•Wider participation in the academic community |

Taking it forward

- ▶ EAP theory and practice book
 - Brief EAP background
 - Materials focusing on developing – *student needs, student critical thinking, student autonomy, text processing and production*
 - Further reading and CPD tasks
 - Web based materials for teacher trainers