

# Putting the 'E' back in EAP



BALEAP PIM

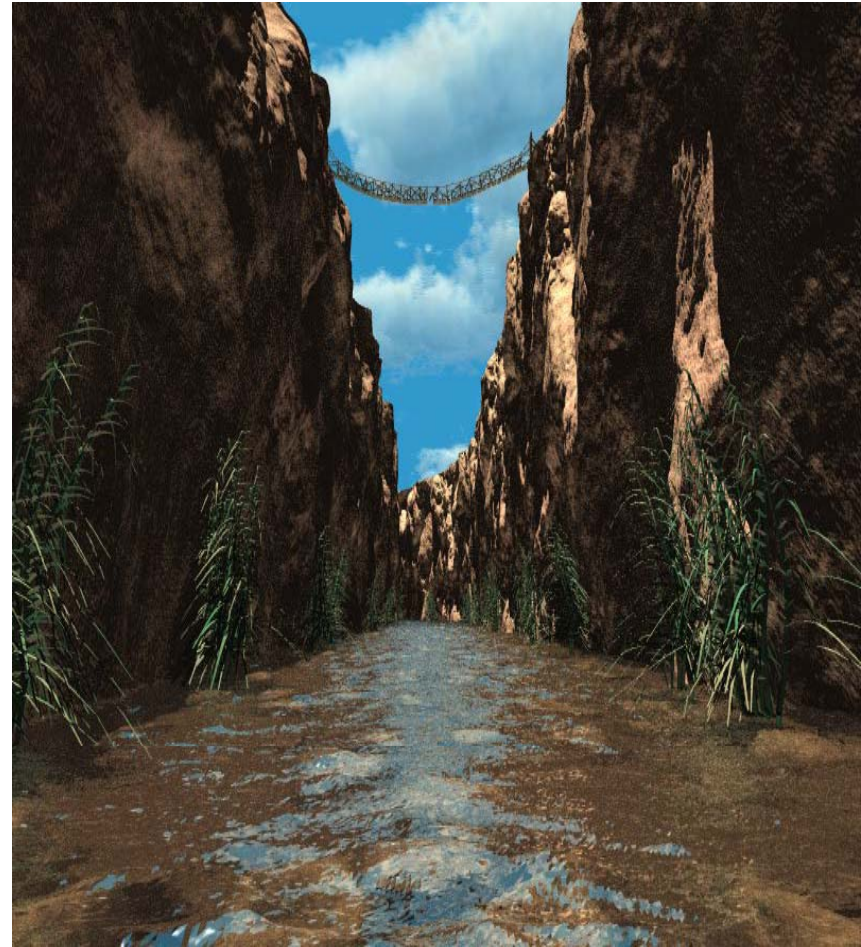
Nottingham Trent University

Saturday 15 November 2008

# Are we doing enough?

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- Is a strategies and study skills bridge enough?
- Do we also need to give more attention to filling the gap – with language!





## Some of the demands on EAP programmes

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- help students to
  - adjust to British academic culture,
  - learn study skills
  - become critical thinkers
  - fit in to British student social life
  - develop strategies to work independently after they leave our programmes



## Some questions I wrestle with

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- How do I help students read or listen to texts that according to what I know about how languages are learned are much too difficult for them?
- How do I help students “avoid plagiarism” when they don’t have enough vocabulary to paraphrase or summarise the ideas of others?
- Do I teach students according to where they need to get to or where they are now?



## Factors affecting programme design

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- Level of control over the proficiency level of entering students
- Programme structure – students may be placed into classes by language level, subject group or education level (e.g. foundation, ug, pg taught, pg research)
- Class sizes
- Course length/contact time
- In-sessional or pre-sessional provision



## Factors affecting programme design

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- Availability of appropriate materials
- Staff qualifications and experience
- Support from staff in the students subject areas (Do they explicitly acknowledge that language affects students marks?)
- Acculturation, study skills, a content focus and a four skills approach are also necessary elements of EAP
- Others.....



## The format for the day

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Four sets of

- Listen to 2 or 3 short talks
- Brief opportunity to ask clarification questions after each speaker
- After the set, participate in small group discussion
- Whole group sharing of key ideas

End of day round up of Key Ideas