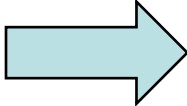
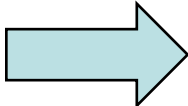
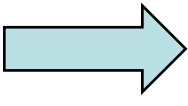


# Creating a multi-level pre-session programme: does one size really fit all?



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# Background

- 2009 – pre-sessional provision extended (market-driven, top-down decision)
- 0.5 increase  1.0 increase
- 200 hours  300 hours
- 1 level  3 levels (4.0, 5.0, 5.5)
- Need to address EAP & acculturation needs at each level

# The big questions:

- Front-load EFL (eg weeks 1-5) and then deliver EAP (weeks 6-10) for the lower-level learners (LLs)?
- Integrate EFL and EAP for the LLs?
- Deliver 'same experience' EAP to ALL levels and employ differentiation techniques to address 'divergence in skills ability'? (see Essinki, 2009)

# The answer: integrate and differentiate!

- Development of ‘Skills for all’:  
e.g.(a) Listening task – DVD
  - LLLs fill in gaps in audioscript
  - HLLs identify metaphor in narrator’s speech
  - LLLs and HLLs have the same learning outcome (following an English language documentary)

# Integrate and differentiate (b)

e.g.(b) Reading for 'Culture & Society':

- - same central themes for all (Media; Immigration; Education)
- - same authentic texts for all (eg from The Guardian)
- - LLLs: mature, academic content is not compromised but language/structure adapted (see Argent & Alexander, 2010)

The previous Labour government **hoped to entice** children into choosing to study languages by switching from compulsory GCSEs to the introduction of languages into primary school classes.

The previous Labour government **removed** compulsory language GCSEs and **introduced** languages in primary school classes instead. They **hoped** that this would make languages more attractive for young people.

Negative comments and ***teasing*** by family members about appearance and weight are one of the most damaging influences on **girls' self-image**, **according to the research**, **which calls on parents** and others not to criticise looks and to offer ***reassurance*** instead.

**According to the research**, **girls' self-image** is affected by negative comments and ***teasing*** by family members about appearance and weight. **The report asks parents** and others not to criticise looks and to offer ***reassurance*** instead.

# Overview of assessments

<u>Assessment type</u>	<u>Composition</u>	<u>Requirements for HLLs</u>	<u>Requirements for LLLs</u>
Group project	Research report & presentation	1000 words 15-20 minutes	500 words 9-12 minutes
Individual project	Extended essay & presentation	1000 words 6-7 minutes	500 words 4-5 minutes
IELTS style test (x 2)	2 reading passages 2 listening sections Writing tasks 1 & 2	Postgraduates need 6.5 (or equivalent) Undergraduates need 6.0 (or equivalent)	Foundation students need 5.0 (or equivalent)
		HLLs: 60 -65% overall to progress	LLLs: 50 -55% overall to progress



# Advantages of approach

- ✓ Maintenance of academic (mature) content respects academic level of learners, regardless of their language level
- ✓ A largely EAP (rather than EFL) approach recognises that learners (whatever their language level) are motivated by a 'specific study purpose' (see Watson Todd, 2003)
- ✓ Some shared delivery (eg Listening classes/presentations) so cost-effective and transparent (exposure to good practice)

# Some issues

- ❖ None of the IELTS teachers/markers are IELTS examiners so marking the written papers is inconsistent
- ❖ The LLLs that pass the pre-sessional tend to progress to their programmes (IFP/PMP) with awareness of academic conventions/structures but with (culturally-specific) basic language problems (speaking/spelling/punctuation)

# Steps

- Training session with an IELTS examiner for marking IELTS writing tasks
- Embed authentic social interactions (eg Glamorgan TESOL trainees) to reduce self-segregation and formation of ‘ghettoes’
- Opportunities to socialise would help language development (see Schmitt, 2010)
- Timetable more ‘essential language’ focus for LLLs: recognise their specific needs

# Conclusion

- ‘Does one size really fit all?’
- Yes..... though adjustments may always be necessary!



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