

WORKBOOK



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CCLCS *English for Academic Purposes*

What are the main text types, communication strategies and learning strategies you are expected to engage with at CCLCS?

Are they different from those of another discipline you have studied, taught or know about? How are they different?

What are your relationships like with the teachers and administrators at CCLCS?

Are they different from those you have had with teachers and administrators in other places you have studied?



Reflections

Students have to take on new roles and to engage with knowledge in new ways when they enter higher education.

Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge and engaging in teaching and learning.

Academic practices are underpinned with power and authority that work to advantage or marginalize different groups and to complicate teaching and learning.

To teach EAP, a teacher must have knowledge of the discipline the students plan to study.

Agree

Disagree

Not sure

Still wondering

Reflections

To teach EAP, a teacher must understand the academic culture that exists in the countries the students come from.

Vocabulary study in EAP courses means a focus on subject-specific words.

To study at an English-medium university, you must have a high level of competency in English.

The growth of English as a world language of academic communication has resulted in the loss of scholarly writing in many national cultures.

Agree

Disagree

Not sure

Still wondering

Reflections

Student Expectations

Read the emails on the next four pages. They are from international students written in September. For each student, write down what you think their expectations of study, language use and assessment methods are.

Can you predict any problems these students may have?

In what ways could attending an EAP class help these students?



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Student 1

I am really enjoying my course. The professors are not strict like our high school teachers were and we do not have to work as hard as we did at school. We have fewer classes and I have lots of spare time. We don't have any exams until January. I have some long essays to write but they are not due until December which is several months away. There is a week in October with no classes so I have booked a cheap ticket home.

A photograph of a student with long, wavy brown hair sitting at a wooden desk. She is looking at a laptop screen. A grey backpack is on the desk next to her. The text 'Student 2' is overlaid in a white, cursive font on the left side of the image.

Student 2

There is a long list of books that I have to read - I don't know how I am going to read them all. After two weeks I am still reading the first book. I don't really understand it but it's by my professor and he is very famous so I don't expect to understand it all.

I did one short essay this week. It was about a topic we did in school so it was quite easy. I was disappointed with my grade but I can see the TA about it. She wrote on it that she wanted a critical essay. She is very friendly and I am sure when I explain how hard I worked, she will improve my grade. I have been going to her office every day to find her but she is never there even though I leave notes saying I am looking for her.

A photograph of a student with long brown hair sitting at a desk, working on a laptop. A backpack is on the desk next to the laptop. The text 'Student 3' is overlaid in a white, cursive font.

Student 3

The lectures are very difficult. They are about two hours long and I can't catch everything the professor is saying. There are only two lectures a week so I have decided to miss them and use the time getting the information I need from the books on the book list. I can ask the TA about the lecture topics because the professor said we can go to the TAs for help.

As well as lectures we have to go to tutorials. There are about fifteen students and one TA in each tutorial. Some of the students talk a lot but I prefer to just listen. They usually talk about things that came up in the lectures so it gives me a chance to catch up.

A student with long brown hair is sitting at a desk, looking at a laptop. A grey bag is on the desk next to the laptop. The text "Student 4" is overlaid on the image in a white, cursive font.

Student 4

The other students are okay but they don't speak to me much. They seem to spend a lot of time chatting in the coffee bar. Many of them do not speak English well either, and they don't understand me when I speak. Mostly I hang out with two friends from home who have just started, like me. This week I am supposed to start a group project which means working with some other students. They had a meeting but I didn't go. I think I'll just do it by myself.

Dictogloss

- Listen to the reading. Do not write anything, just listen.
- Listen to the reading again and take note of key words only.
- In your group, compare your lists of keywords and try to reconstruct the reading.
- Write your version on a Jamboard page.
- Compare your version with the other groups.



Dictogloss

How do the versions compare?

How did listing the keywords help you retain the main idea of the reading?

Would you use this activity in an EAP class?

What skills and strategies can students practice in this activity?



You just did a EAP activity.

What skills did you practice?

How was this activity different from a general ESL activity?



Reflections

ESL and EAP



What is the difference?

How would you decide which approach to take?

What other factors besides the pedagogical would you consider?

ESL

EAP

- Presentations
- Demonstrations
- Explanations
- Exercises and problems
- Group discussions
- Roleplay
- Fieldtrips
- Case studies
- Conducting surveys
- Doing research
- Lectures
- Tutorials and seminars

- Practicuums
- Internships
- Computer labs
- Observation
- Self-assessment
- Peer assessments
- Portfolios
- Journals
- Essays
- Creative writing
- Critical reading report
- Exams
- Lab reports
- Dissertation

EGAP and ESAP

English for **General** Academic Purposes and English for **Specific** Academic Purposes



What is the difference?

How would you decide which approach to take?

What other factors besides the pedagogical would you consider?

Go to this Google Form, read the arguments for EGAP and ESAP and rate each argument.

<https://forms.gle/Gb96SQq9QFg4UbSt6>

EGAP is good

ESAP is too hard for students with limited English proficiency. Weaker students are not ready for discipline-specific language and learning tasks. They need a good understanding of 'general English' first.

ESAP is good

Research in second language acquisition does not support the argument that weak students need to control core forms before getting on to specific, and presumably more difficult, features of language. Students do not learn in a step-by-step fashion according to some externally imposed sequence but acquire features of the language as they need them and not necessarily in the order that teachers present them.

EGAP is good

Language teachers lack the training, expertise and confidence to teach subject-specific conventions and language. EAP teachers 'lack control' over specialist content and do a disservice to the disciplines and mislead students when they attempt to teach English for Specific Academic Purposes.

ESAP is good

EAP teachers are not just teaching isolated words, structures, lexical phrases and so on, they are helping students explore uses of language that carry clear disciplinary values because of their importance to the communities that use them. An awareness of such associations can be developed only through familiarity with the actual communicative practices of particular disciplines.

EGAP is good

Course content that is based on the communicative demands of particular courses and disciplines does not prepare students for unpredictable assignments and encourages unimaginative and formulaic essays. There are generic skills that are common across disciplines.

- EAP courses should focus on a common core - a set of language forms or skills that are found in all, or nearly all, disciplines and can be transferred across contexts.
- Many EAP and study-skills textbooks are based on this idea. EAP courses can be organized around themes such as 'academic writing' and 'oral presentations', or general functions like 'expressing cause and effect' or 'presenting results', and so on.

ESAP is good

There are serious doubts over a 'common core' of language items. A major weakness is that it focuses on a formal system and ignores the fact that any form has many possible meanings depending on its context of use. Defining what is common is relatively easy if we are just dealing with grammatical forms that comprise a finite set but becomes impossible when we introduce meaning and use.

EGAP is good

Teaching subject-specific skills relegates EAP to a low-status service role by simply supporting academic departments rather than developing its own independent subject knowledge and skills.

ESAP is good

Teaching specialist discourses does NOT relegate EAP to the bottom of the academic ladder.

The notion of a common core assumes there is a single overarching literacy and that the language used in university study is only slightly different from that found in the home and school. From this perspective, academic literacy can be taught to students as a set of discrete, value-free rules and technical skills usable in any situation and taught by relatively unskilled staff in special units isolated from the teaching of disciplinary competences. This implies that students' difficulties with 'academic English' are simply a deficit of communication skills and EAP will fix those deficiencies.

In contrast, an ESAP view recognizes the complexities of engaging in the specific communicative practices of the disciplines and the specialized professional competences of those who understand and teach those practices.

Benefits of EGAP

Drawbacks of EGAP

Common Core

If we take an EGAP approach, we have to decide what is in the common core for EAP.

- What do you think of the idea of the 'common core' for EAP?
- Are there any general skills and language functions of academic discourse?
- What would you include in the common core?
- What study skills, critical thinking skills and academic literacies do all university students need to use regardless of the discipline they are studying?



Common Core for EAP

- Academic Culture
- Academic Language*
- Language Functions
- Research Skills
- Demonstrating Learning
- Critical Thinking Skills
- Learning (Study) Skills



*see following pages

Academic Language

One feature of an academic register is the comparatively high degree of formality in academic texts. This formality is achieved through the use of specialist vocabulary, impersonal voice and the ways that ideas get packed into relatively few words.

These features of academic writing break down into three key areas: high lexical density, high nominal style and impersonal constructions.



Photo by [Christina @ wocintechchat.com](#) on [Unsplash](#)

A woman with long dark hair, wearing a white t-shirt and blue jeans, is standing in a classroom and pointing at a whiteboard. The whiteboard has some diagrams and text on it. The background shows a window with a plant and some lab equipment.

Academic Language

High lexical density

= a high proportion of content words in relation to grammar words such as prepositions, articles and pronouns which makes academic writing more tightly packed with information.

For example, the written sentence (a) has three grammatical words and the conversational version (b) has thirteen grammatical words:

(a) Investment in a rail facility implies a long-term commitment.

(b) If you invest in a rail facility this implies that you are going to be committed for a long term.

A woman with long dark hair, wearing a white t-shirt and blue jeans, is standing in front of a whiteboard. She is pointing with her right hand towards a diagram on the board. The background shows a blurred office or classroom environment with a desk, a plant, and a window.

Academic Language

High nominal style

= actions and events are presented as nouns rather than verbs to package complex phenomena as a single element of a clause.

This freezes an event, such as 'The train leaves at 5.00 p.m.' and repackages it as an object: 'The train's 5.00 p.m. departure'.

Turning processes into objects in this way expresses scientific perspectives that seek to show relationships between entities.



Academic Language

Impersonal constructions.

= students are often advised to keep their academic prose as impersonal as possible, avoiding the use of 'I' and expressions of feeling.

First-person pronouns are often replaced by passives ('the solution was heated'), dummy 'it' subjects ('it was possible to interview the subjects by phone'), and what are called 'abstract rhetors', where agency is attributed to things rather than people ('the data suggest', 'Table 2 shows').



Academic Language

Academic writing usually...	Because
<ul style="list-style-type: none">• includes subject specific terms	You must prove to an expert that you understand what these words mean
<ul style="list-style-type: none">• is written in the third person (for example 'the research uncovered')	This removes bias and can allow the reader to see the evidence of the piece and not simply the author's voice
<ul style="list-style-type: none">• adheres to specific rules (referencing)	Referencing is evidence of the research you have undertaken to inform your assignment
<ul style="list-style-type: none">• seems formal and conservative (does not include slang or local dialect words)	Academic writing may be read by scholars all over the world and a chatty conversational tone or slang words may not be understood by those outside of your geographical area



Academic Language

Sample 1

University Essay: This extract is typical of academic writing; it uses references, formal tone and language and also some subject specific words.

The badger handler has to be aware of and alert oncoming traffic to the obstruction by signalling and wearing reflective clothing. Gloves do not offer appropriate protection, because badgers are fully capable of biting through leather gloves or PPE (Personal Protective Equipment). If the handler becomes incapacitated, both the handler and the casualty are at further risk (Stocker 2005).

A woman with long dark hair, wearing a white t-shirt and blue jeans, is standing in a classroom or office. She is pointing with her right hand towards a whiteboard that has some diagrams or text on it. The background shows a window with a plant and some office equipment.

Academic Language

Sample 2

Academic Journal Articles and textbooks: This extract includes references to other writers or thinkers from the field, it is written in the third person (does not use 'I') and uses quite formal and detailed language. Undergraduate students are not normally expected to write at this level of complexity.

*The natural world came to be understood by studying what could be observed as facts. As such, metaphysical notions of explanation were disregarded. This idea, as applied to the social world, can be traced back to the work of nineteenth century philosopher August Comte (1798-1857) in *The Positive Philosophy* (1971) (Extract taken from Henn, Weinstein and Foard 2006, p.11).*



Academic Language

In EAP classes

We are helping students READ academic language and WRITE at a university or college student level.

We are not expecting them to write at the same level as some of the texts they are asked to read.

Back to the Common Core for EAP

Go to the Jamboard and add your ideas under each section.

- Academic Culture
- Academic Language
- Language Functions
- Research Skills
- Demonstrating Learning
- Critical Thinking Skills
- Learning (Study) Skills





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Fishbowl

We will divide into two groups - talkers and listeners.

Talkers: Discuss this question - What are the most essential skills an EAP student needs to learn and why?

Listeners: Make notes about what is being said and indicate who said what. Do not try to transcribe the discussion.



Fishbowl

We will divide into pairs - 1 talker and 1 listener.

Write a paragraph on the Jamboard that summarizes the discussion and paraphrases some of what was said like this:

Smith *suggests* that the most important skill for EAP students is critical thinking because this skill ___ (2020).

See the definitions on the next page.



Fishbowl

We will divide into pairs - 1 talker and 1 listener.

Write a paragraph on the Jamboard that summarizes the discussion and paraphrases some of what was said like this:

Smith *suggests* that the most important skill for EAP students is critical thinking because this skill ___ (2020).

See the definitions on the next page.



Fishbowl

- Compare your version to the other groups.
- Use the rubric to give the other versions a grade.
- Make a list of all the words used to paraphrase:
states, acknowledges, suggests, points out,
confirms, admits, denies, insists, agrees, rejects...

Rubric

Point Value	2 points	1 points	.5 points	0 points
Topic Sentence	Interesting topic sentence, reflecting thought and insight.	Clearly stated topic sentence reflecting thought.	Acceptable topic sentence but a key idea is missing.	Missing, invalid, or inappropriate topic sentence.
Sources	All quotes and paraphrasing are properly sourced and the citations are properly formatted.	All quotes and paraphrasing are properly sourced but not all the citations are properly formatted.	Most quotes and paraphrasing are properly sourced but not all properly formatted.	Quotes and paraphrasing are not properly sourced.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Conclusion	Interesting, original concluding sentence, reflecting thought and insight; summarizing the conversation.	Clearly stated concluding sentence summarizing the conversation.	Acceptable concluding sentence but summary is missing some ideas.	Missing, invalid, or inappropriate concluding sentence; summary is missing.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation





Fishbowl

How do the versions compare?

How did the rubric work?

Would you use this activity in an EAP class?

What skills and strategies can students practice in this activity?

You just did a EAP activity.

What skills did you practice?

How was this activity different from a general ESL activity?



Reflections

Reading



Writing



Videos

Teaching Reading Skills

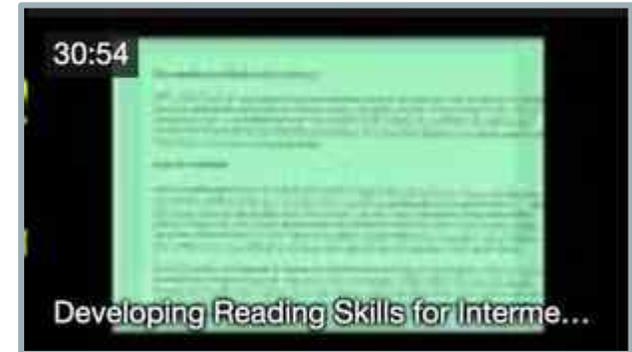
Watch the Reading Skills Video. Go here:

<https://www.newamericanhorizons.org/training-videos>

And scroll down to the 8th video:

Developing Reading Skills for Intermediate/Advanced Learners

George Schooley of Saint Paul, Minnesota, takes learners from pre-reading through follow-up tasks using a text about birth-order theory. He demonstrates how to make reading lessons highly interactive by connecting content to learners' lives, using graphic organizers, and having both group and individual tasks.



Note:

Look at the questions on the next three pages before you watch the video.

Teaching Reading Skills

Lesson planning

Think about:

What are the teacher's goals for the lesson?

How does he choose the topic?

How does he make the material manageable for the students?

How does he encourage student autonomy?

What are the stages of an academic reading lesson?



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Teaching Reading Skills

Facilitation skills

The teacher talks about rapport and the use of humour. What do you think of how his ideas apply to EAP classes?

What other facilitation skills does this instructor demonstrate?



Teaching Reading Skills

What are the common core skills covered in this lesson?

Take note of any opportunities the instructor creates for the students to

- Compare and contrast ideas
- Identify assumptions
- Interpret information
- Analyze information
- Evaluate information
- Synthesize new learning



Teaching Writing Skills

Watch the Writing Skills Video. Go here:

<https://www.newamericanhorizons.org/training-videos>

And scroll down to the 7th video:

Cultivating Writing Skills at the Intermediate Level

Sheryl Sherwin of Washington, D.C., guides learners through a series of activities that prepare them to complete a writing assignment. She utilizes a pre-writing survey assignment, group discussion, graphic organizers, and target text models to help learners take command of the process of writing.



Note:

Look at the questions on the next three pages before you watch the video.

Teaching Writing Skills

Lesson planning

Think about:

How do the students get ideas for writing?

How do the students organize their ideas for writing?

What are some other ways to organize ideas for writing?



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Teaching Writing Skills

Facilitation skills

How does the teacher model the language the students are expected to use?

How does the teacher give feedback?

What do you think of the teacher's comments about the concept of "main idea" and direct writing being unique to academic environments in the United States?

What do you think of her comment about having students "move away from what they have learned in the past"?



Teaching Writing Skills

What are the common core skills covered in this lesson?

Take note of any opportunities the instructor creates for the students to

- Compare and contrast ideas
- Identify assumptions
- Interpret information
- Analyze information
- Evaluate information
- Synthesize new learning





Curriculum

What common core knowledge, skills and strategies are part of an EAP curriculum?

Speaking

This is becoming increasingly important as teaching methods change to involve more group work, joint projects and group marks. Students in universities and colleges need to be able to contribute effectively to collaborative work. Academic speaking classes try to help the students to be more aware of what is involved in seminar or group activity and to supply them with some of the interactional language that is used there. Teachers may find that confidence-raising group work exercises are as necessary as teaching the language used. Students can be given practice in making presentations, taking part in discussions on academic topics and so on.

An academic speaking course could include:

- The purpose of seminars
- Making a presentation: the structure of presentations, making and using notes to speak from, introducing the topic, giving the information in detail, sequencing, describing similarities and differences, comparing and contrasting, illustrating a point - giving examples and referring to research, emphasizing a point, summarizing and concluding
- Controlling the discussion: leading the discussion, changing the subject, moving on, coming to a conclusion
- Participating in the discussion: interrupting politely; asking questions - asking for more information/clarification; stating a point of view - supporting your view; agreeing and disagreeing - challenging and commenting; making suggestions; checking - making sure that you have understood; holding the floor - preventing interruptions

Listening

Many students are initially very worried about their listening skills. Academic listening usually involves the non-native speaker of English trying to follow a lecture or discussion in English and write adequate notes. EAP teachers try to assess when the students are having problems listening because they need to develop listening strategies or language competence. Practice listening to lectures or similar texts is essential. There is also a need for making students aware of the way lectures are organized, the particular kind of language that is used in lectures and making sure they know the language, particularly the pronunciation of familiar words, of their own subject.

An academic listening course could include:

- How to take notes
- Recognizing lecture structure: understanding relationships in the lecture, understanding relations within sentences, importance markers, signposts
- Evaluating the importance of information
- Deducing the meaning of unfamiliar words
- Recognizing implications: information not explicitly stated, recognizing the speaker's attitude
- Understanding intonation, voice emphasis etc.
- Listening skills: skimming - listening to get the gist, scanning - listening for specific information, selective extraction of relevant points to make summaries

Reading

The big difficulty with reading is the amount involved. Reading lessons aim to assist the non-native speaker of English studying in the medium of English to use a wide range of reading strategies. Many students still rely on painstakingly slow word-by-word reading. It soon becomes clear to them, however, that they cannot read every word in the library. General efficient reading strategies such as scanning to find for a specific fact or piece of information, skimming to get the gist and careful reading of important passages are necessary as well as vocabulary building exercises. Learning about how texts are structured can help students to read more efficiently.

An academic reading course could include:

- Understanding meaning: deducing the meaning of unfamiliar words, understanding the relations within sentences, reading complex sentences, inferring information not explicitly stated
- Understanding important points: distinguishing the main ideas from supporting detail recognizing unsupported claims and claims supported by evidence, distinguishing fact from opinion, extracting salient points for summaries, following an argument, reading critically/evaluating the text.
- Reading efficiently: surveying the text, chapter/article, paragraphs, skimming for gist/general impression, scanning to locate specifically required information reading quickly
- Note taking

Writing 1

For many students, writing is the way in which most of their work is assessed. The aim of an academic writing class is to prepare students for academic writing tasks. These tasks vary very much from writing short answers in exams to writing dissertations and theses. Accurate grammar, punctuation and language use forms an important component of an EAP writing class, along with specific teaching of the formal language required. This will involve teaching of different text types, linking words, signposting expressions, introductions and conclusions. It is also important to teach Canadian university writing conventions.

EAP teachers often find they need to concentrate on the process of writing - planning, organizing, presenting, re-writing, proof-reading, etc. If students make grammatical mistakes, they might get a small correction but if there is a problem with organization, they can lose grades. Writing classes are often task based. Project work allows students to work in their own field and to develop independent learning skills, to be reflective and critical, to analyze, to synthesize and to be creative. Projects may also require students to use technology, to solve problems and to work as a member of a team.

Writing 2

An academic writing course could include:

- Research and using the library: finding relevant information, using catalogues, books, periodicals, bibliographies and indexes
- Using sources: making notes and writing up notes - paraphrasing, summarizing, quoting and referring to sources, writing a bibliography
- Writing skills: different kinds of writing, organization, presentation and layout, spelling and punctuation, revising and proof-reading
- Describing processes and developments: classifying and categorizing, comparing and contrasting, reporting and narrating, expressing purpose; describing means and method, degrees of certainty, reasons and explanations, cause and effect, developments and changes, a sequence of events/time relations
- Developing an argument: presenting arguments, expressing ideas and opinions expressing certainty and doubt; supporting an argument by illustrating and exemplifying ideas; refuting arguments, ideas and opinions; drawing conclusions.

Sample Outline 1

	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
ASSESSMENT	Assign: <ul style="list-style-type: none"> • Presentation topic • Writing topic 	Confirm progress in: <ul style="list-style-type: none"> • Presentation • Writing assignment 	Summative: <ul style="list-style-type: none"> • Read and paraphrase a short article for an academic assignment. • Have your text for the final summary approved by your instructor. 	Summative: <ul style="list-style-type: none"> • Take notes while listening to a video presentation. Use the notes to answer questions. • Write an email message to a classmate to express dissatisfaction about the outcome of a group task. • Outline and references of your writing assignment due. 	Summative: <ul style="list-style-type: none"> • Participate in a group discussion to express opinion, oppose/take a stand and recommend solutions to a problem. • Read a workplace policy manual to determine how to address a customer's complaint. • 	Summative: <ul style="list-style-type: none"> • Give a researched presentation on a social system for your class. • First draft for writing assignment due. 	Summative: <ul style="list-style-type: none"> • Summarize the main ideas in a text for a class assignment. • Write an essay for academic purposes. Take a position on an issue and support your position.

*Formative assessment is an ongoing assessment tool and should be implemented throughout the span of the course.

Plus 2 pages that follow

Sample Outline 1

	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
LISTENING	<p>Skill building:</p> <p>Note-taking</p> <ul style="list-style-type: none"> Identifying key words Identifying key information Using symbols, abbreviations 	<p>Skill building:</p> <p>Note-taking and numbers</p> <p>Note-taking in dialogues</p>	<p>Skill building:</p> <p>Note-taking in lectures (any one)</p> <ul style="list-style-type: none"> Using definitions Listing subtopics Exemplifying a topic <p>Note-taking in dialogues</p>	<p>Skill building:</p> <p>Note-taking in lectures (any one)</p> <ul style="list-style-type: none"> Describing characteristics Describing a process Classifying sub topics <p>Note-taking in discussions</p>	<p>Skill building:</p> <p>Note-taking in lectures (any one)</p> <ul style="list-style-type: none"> Cause and effect Compare/contrast Generalizations & support <p>Note-taking in discussions</p>	<p>Skill using:</p> <p>Note-taking in lectures</p> <p>Note-taking in dialogues</p>	<p>Skill using:</p> <p>Note-taking in lectures</p> <p>Note-taking in discussions</p>
SPEAKING	<p>Skill building:</p> <p>Group Discussions</p> <ul style="list-style-type: none"> Use of appropriate language to express opinions, confirmation, opposition, etc. 	<p>Skill building:</p> <p>Group Discussions</p> <ul style="list-style-type: none"> Use questions of analysis, hypothesis, and evaluation Use strategies to synthesize information 	<p>Skill building:</p> <p>Presentation Skills</p> <ul style="list-style-type: none"> Introduction Body Conclusion <p>Skill using: Group discussions</p>	<p>Skill building:</p> <p>Presentation Skills</p> <ul style="list-style-type: none"> Discourse markers (sequence, conclusion, time and order) Body language Non-verbal cues <p>Skill using: Group discussions</p>	<p>Skill using:</p> <p>Group discussions</p> <p>Mini-presentations</p>	<p>Skill using:</p> <p>Group discussions</p> <p>Presentations</p>	<p>Skill using:</p> <p>Group discussions</p>

Sample Outline 1

	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
READING	<p>Skill building:</p> <ul style="list-style-type: none"> • Previewing the text • Identifying the main idea • Identifying key details • Making outlines (several formats) 	<p>Skill building:</p> <ul style="list-style-type: none"> • Making outlines • Annotating • Highlighting • Summarizing • Paraphrasing 	<p>Skill building:</p> <ul style="list-style-type: none"> • Annotating • Highlighting • Summarizing • Paraphrasing <p>Skill using:</p> <ul style="list-style-type: none"> • Making outlines 	<p>Skill building:</p> <ul style="list-style-type: none"> • Summarizing • Paraphrasing <p>Skill using:</p> <ul style="list-style-type: none"> • Making outlines • Annotating • Highlighting 	<p>Skill building:</p> <ul style="list-style-type: none"> • Making Inferences • Skimming • Scanning <p>Skill using:</p> <ul style="list-style-type: none"> • Summarizing • Paraphrasing 	<p>Skill building:</p> <p>Making Inferences Skimming Scanning</p> <p>Skill using:</p> <ul style="list-style-type: none"> • Summarizing • Paraphrasing 	<p>Skill building:</p> <ul style="list-style-type: none"> • Summarizing • Paraphrasing • Making Inferences • Skimming • Scanning
WRITING	<p>Skill building:</p> <ul style="list-style-type: none"> • Validate knowledge of compound/ complex structures • Use of a variety of sentences to make writing interesting • Validate knowledge of paragraph format (continue as needed) 	<p>Skill building:</p> <ul style="list-style-type: none"> • Essays: introduction • Active/Passive voice <p>Skill using:</p> <ul style="list-style-type: none"> • E-mail to reinforce workshop. • Compound/ complex structures • Use of a variety of sentences 	<p>Skill building:</p> <ul style="list-style-type: none"> • Essays: introduction, conclusion • Softeners/ hedging language • Active/Passive voice <p>Skill using:</p> <ul style="list-style-type: none"> • E-mail using softeners 	<p>Skill building:</p> <ul style="list-style-type: none"> • Essays: introduction, conclusion, body, logical connectors <p>Skill using:</p> <ul style="list-style-type: none"> • Business letters to reinforce workshop - use softeners and passive voice. 	<p>Skill building:</p> <ul style="list-style-type: none"> • Surveys • Reports (parallelism, concise language, use of Headings, sub-headings, etc.) <p>Skill using:</p> <ul style="list-style-type: none"> • Business letters using softeners and passive voice. 	<p>Skill building:</p> <ul style="list-style-type: none"> • Surveys • Reports 	<p>Skill using:</p> <ul style="list-style-type: none"> • Surveys • Reports

Sample Outline 2

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 12:00	9:00 - 12:00	9:00 - 1:00	9:00 - 12:00	9:00 - 12:00
Lecture Hall Guest Lecture Followed by Lecture Quiz	Academic Preparation: Integrated Skills	9:00 - 11:00 Lecture Hall - Reading or Writing Quiz 11:30 - 1:00 Academic Preparation: Integrated Skills	Academic Preparation: Integrated Skills	Academic Preparation: Integrated Skills
12:00 - 1:30	12:00 - 1:30	1:00 - 2:00	12:00 - 1:30	12:00 - 1:30
Lunch	Lunch	Lunch	Lunch	Lunch
1:30-3:30	1:30 - 3:30	2:00 - 4:00	1:30 - 3:30	1:30 - 3:30
Independent Research	Conferencing/ Research & Presentation Skills (In-Class)	Academic Preparation: Integrated Skills	Life Skills	Academic Preparation: Integrated Skills

Plus 5 pages that follow

Week 1

- Conversation Skills - Leading and Participating in Group Discussions
- Note Taking Style 1: [Outlining](#)
- [Active Reading and Thinking Strategies](#)
- Vocabulary
- Sample 1st year text chapters: Business/Advertising/Economics
- [Types of Sentences](#)
- [In-Class Written Diagnostic](#)
- Research Skills
- Research Assignment #1: Beginning Your Research

Week 2

- Reading Quiz 1
- Debriefing Lectures and Preparing for Lecture Quizzes
- Conversation Skills - Language for Stalling and Buying Time
- Note Taking Practice: [Outlining](#)
- Thesis, Main Ideas, Supporting Details, and Transitions
- Paragraph Structure
- Compare/Contrast and Cause/Effect Patterns
- Research Skills
- Research Assignment #2: Proposal - 1 Paragraph

Week 3

- Lecture Quiz 1
- Writing Quiz 1 - Paragraph Structure
- Presentation Skills - Signposting
- Speaking Skills - Functions of Intonation
- Speaking Skills - Stress Timing
- Note Taking Style 2: [Split Page](#)
- Thesis, Main Ideas, Supporting Details, and Transitions
- Sample Chapter: Reading in the Social Sciences
- Using Parallel Structures and Fixing Sentence Problems
- Paraphrase and Summary (Focus: Paraphrasing)
- Research Skills
- Workshop: Conducting Research (Computer Labs)

Week 4

- Lecture Quiz 2
- Individual Presentations: [Pecha Kucha Style](#)
- Speaking Skills - [Thought Groups](#)
- Speaking Skills - Oral Summaries
- Sample Reading in the Social Sciences
- Using Parallel Structures and Fixing Sentence Problems
- Paraphrase and Summary (Focus: Summarizing)
- Research Skills

Week 5

- Lecture Quiz 3
- Reading Quiz 2
- MIDTERM LISTENING TEST
- Conversation Skill - Agreeing and Disagreeing Politely
- Introduction to Case Studies
- Note Taking Practice
- Critical Reading
- Paraphrase and Summary
- Research Skills
- Research Assignment #3: Outlines

Week 6

- MIDTERM TESTS: Reading, Writing, Speaking
- Making Inferences
- The Essay
- Research Skills
- Research Assignment #4: Using in-text evidence from sources (2 paragraphs)

Week 7

- Lecture Quiz 4
- Reading Quiz 3: Chapter 5
- Speaking/Conversation Skill - Using Sources of Support in Academic Discussions and Presentations
- Note Taking Style 3: [Mind Mapping](#)
- Making Inferences
- The Essay
- Research Skills
- Research Assignment #5: Writing an introduction to the research essay

Week 8

- Writing Quiz 2: Essay
- Hedging and Strength of Claim
- Note Taking Style 4: [Cornell](#)
- Reading Arguments
- Sample chapter: Argument
- Sample chapter: (Intro) Intercultural Communication (focus of Final Reading Test)
- Research Skills
- Research Assignment #6: Guided Peer Review of Research Essays

Week 9

- Lecture Quiz 5
- Reading Quiz 4: Chapter 6
- In-Class Speaking Assignment: Case Studies
- Presentation Skills - [Passing the Baton](#)
- Presentation Skills - Creating Quality Handouts
- Argument
- Research Skills

Week 10

- Lecture Quiz 6
- Writing Quiz 3: Argumentative Essay
- Group Presentations
- Intercultural Communication

Week 11

- FINAL TESTS - Reading, Listening, Speaking
- In-Class Review and Preparation
- Intercultural Communication
- Final Conferencing with Instructors

Week 12

- FINAL TEST - Writing
- GRADUATION

Students have to take on new roles and to engage with knowledge in new ways when they enter higher education.

Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge and engaging in teaching and learning.

Academic practices are underpinned with power and authority that work to advantage or marginalize different groups and to complicate teaching and learning.

To teach EAP, a teacher must have knowledge of the discipline the students plan to study.

Agree

Disagree

Not sure

Still wondering

Reflections

To teach EAP, a teacher must understand the academic culture that exists in the countries the students come from.

Vocabulary study in EAP courses means a focus on subject-specific words.

To study at an English-medium university, you must have a high level of competency in English.

The growth of English as a world language of academic communication has resulted in the loss of scholarly writing in many national cultures.

Agree

Disagree

Not sure

Still wondering

Reflections