**Course Proposal for Xioazhuang University**

**Course Title: Teaching EAP (TEAP)**

The course develops teacher expertise in the design, delivery, management and assessment of programmes in English for Academic purposes (EAP) and English for Specific Academic Purposes (ESAP).

The course will focus on:

1. Methodology and pedagogic approaches for teaching courses and programmes in EAP and ESAP
2. EAP and ESAP in the four skills (listening, reading, writing and speaking)
3. Strategies and skills in materials and resource design for EAP and ESAP lessons and activities
4. Managing group work and pair work in EAP and ESAP
5. Curriculum development and management of EAP and ESAP courses
6. EAP and ESAP assessment issues, design and management
7. The teaching and learning of critical thought in EAP and ESAP
8. Learner management and motivation
9. Mapping EAP and ESAP curricula onto other International Assessments (such as IELTS)

The course consists of 24 hours in-class tuition spread over two weeks and 14 hours of supplementary self-study resources with activities to complete. On-line feedback will be provided on these activities.

*Please note: The programme can be modified according to participants’ needs and requirements.*

**Course Timetable**

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| **WEEK ONE** |
| Monday 1:30pm – 4:30pm | Ice Breaker – ‘Getting to know you!’What is EAP and ESAP?What do EAP/ESAP learners need?What does an EAP/ESAP curriculum look like?Needs analysis design for EAP/ESAPGroup activity: Completing an EAP/ESAP Curriculum |
| Tuesday 1:30pm -4:30pm | Teaching Reading in EAP/ESAP. Methodologies and Approaches; Reading for gist; using corpora in academic reading, reading for detail; reading for bias; critically evaluating texts; assessing readingAssessing Reading in EAP/ESAP: Standardisation and moderation, test design principles, Reliability and validity, mapping assessments onto IELTS criteria. |
| Wednesday 1:30pm – 4:30pm | Teaching Listening for EAP/ESAP: Methodologies and Approaches; note taking skills, Listening for specific information, listening for bias, listening for gist, interpreting fast speech |
| Thursday 1:30pm – 4:30pm | Assessing Listening for EAP/ESAPStandardisation; varying testing items;Reliability and validity in assessing listening; mapping listening assessments onto IELTS criteria |
| **WEEK TWO** |
| Monday 1:30pm – 4:30pm | Methodologies for teaching EAP/ESAP– It doesn’t have to be boring!Resource Design: Using the Internet and video; personalising learning, using authentic texts, developing learner autonomy, Games and activities in EAP |
| Tuesday 1:30pm – 4:30pm | Teaching Writing for EAP/ESAPRegisters, functions, sentence structure, Academic style, paragraphs, introductions and conclusions referencing; precision in academic writing. Assessing Writing in EAP/ESAPStandardisation, test design principles,Reliability and validity, mapping assessments onto IELTS criteria, moderation |
| Wednesday 1:30pm – 4:30pm | Teaching Speaking for EAP/ESAP. Methodologies and approaches; managing pair and group work; communicative activities; asking questions; the effective viva; Participation strategies in seminars and tutorials. |
| Thursday 1:30pm – 4:30pm | Assessing speaking EAP/ESAP:Standardisation; test design principles;Reliability and validity; mapping assessments onto IELTS criteria; moderation; common interference issues for Chinese learnersEnd of course feedbackPresentation of course certificates |

Additional resource, self -study guides and after course on-line support will be provided for the following EAP/ESAP topics

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| PresentationsHow to deliver effective presentations;Information presentations (describing charts, graphs and dataAssessing PresentationsStandardisation and moderation, establishing Presentation criteria, joint marking) |
| Resource Design: Using the Internet and video; personalising learning, using authentic texts developing learner autonomy, Games and activities in EAP |
| Learner management (motivating and engaging learners; extensive learning strategies. |