

Imperial College
London

Centre
for Academic
English



**'English as a tool not just an objective':
developing interaction and autonomy
on a pre-sessional course**

Julie Hartill

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Context and Background



The old approach



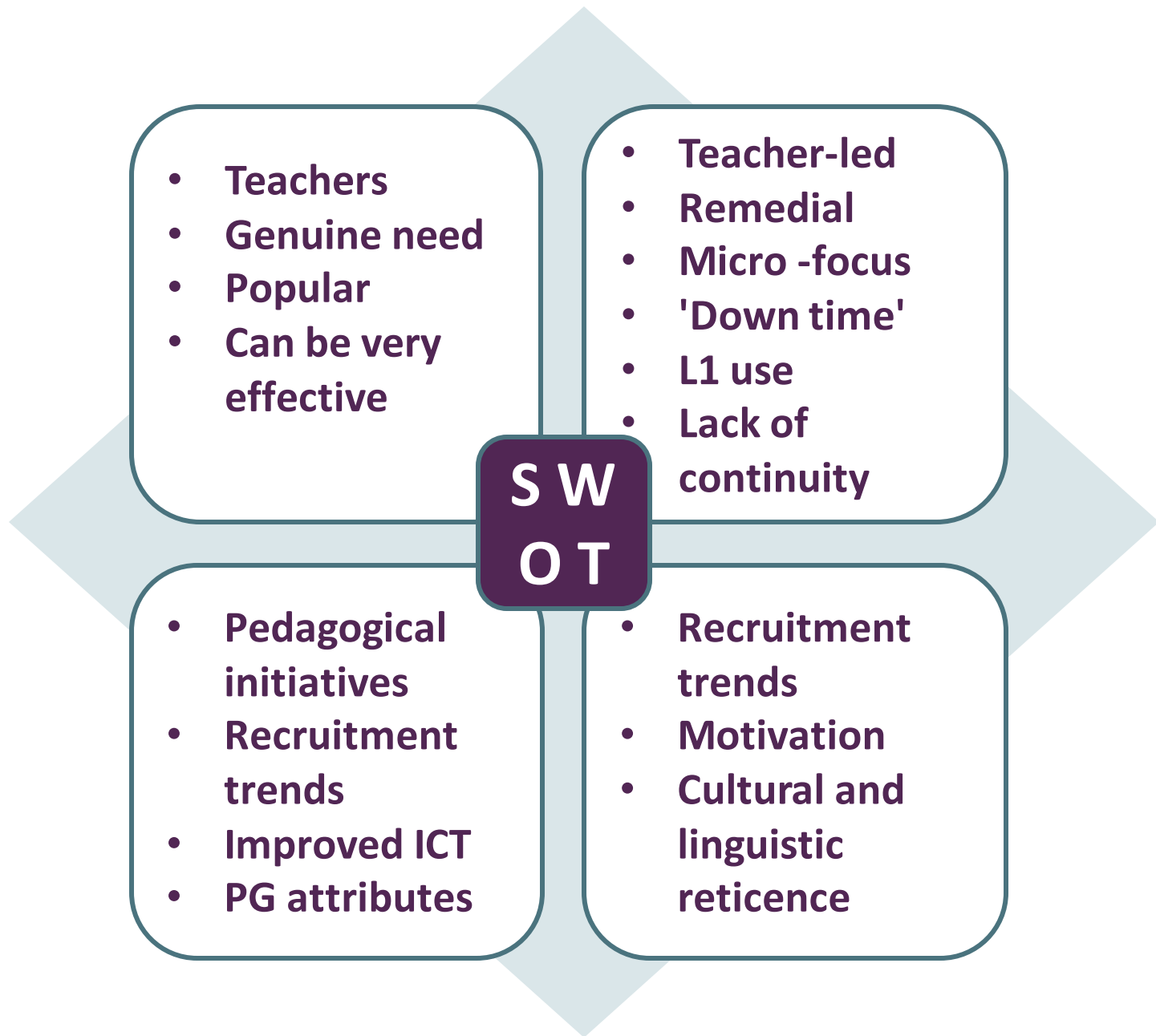
Tutorials and Independent Study

Independent Study , VLE, paper record

LiSp
Tutorial

Independent Study , VLE, paper record

Writing
Tutorial



Our questions aligned with the literature



How can we make the shift from teacher-directed to student-led?



Promote autonomy – students take charge of their own learning (Holec 1981 cited in Benson 2007)



How can we encourage students to use English as a lingua franca and maximise non-contact time?



Task-based Instruction (TBI) language activities with real-world relevance in which is English used for a communicative purpose to achieve an outcome (Willis 1996)



How can we encourage effective and realistic collaboration?



Once students can interact more effectively, listening, responding and negotiating, teamwork becomes more viable (Ashton-Hay & Pillay 2010)



How can we support students through the transition from their own culture of learning to the Imperial STEM learning culture?



Benefit of settling in period. Prepare students for early (possibly negative) experiences and develop agency (Copland and Garton 2011)

Mapping needs and objectives

Personal /Self-knowledge

Sense of direction

Motivation

Develop an increased knowledge of self

Reflect

Confidence

Communication

Interact comfortably in English

Ask and answer questions

Negotiate

Explain ideas

Collaborate to achieve a shared outcome

Take part in and lead group work

Learning awareness

Set and follow through study goals

Identify preferred learning styles

Discuss own progress

Manage own progress

Work independently

Notice and strategise

The new approach



Group Study Time and Coaching

Interactive group study tasks

10-min
appt w.
Coach

Personal study and e-journal writing



Group Study Time

Lecture to interactive group study tasks



Important concepts and vocabulary for the lecture "Did the Earth move for you? From Great Earthquakes to slow slip"

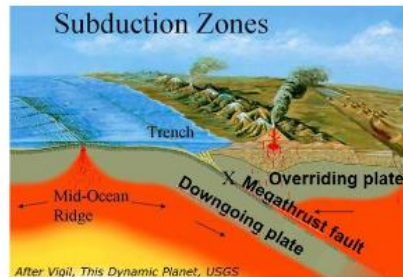
PLATE TECTONICS

The Earth's crust is divided up into a number of brittle pieces called **Tectonic plates**. These plates move and interact with each other at their edges (or **margins**). A lot of deformation takes place at the margins of tectonic plates and stresses build up. Finally, once stress has built up to a critical point, rocks can move along cracks known as **faults**, and energy is released in an **earthquake**. If these earthquakes happen under the sea they can also result in **tsunami**. Some tectonic plates move away from each other (these are called **divergent margins**), sometimes they move past each other (**transform margins**) or they can collide together (**convergent margins**).



SUBDUCTION ZONES

When tectonic plates collide, one plate can sink beneath the less dense one. This is called a **subduction zone**. The sinking plate is called the **dowgoing plate**, and the plate it sinks under is called the **overriding plate**. The boundary between them is called a **megathrust fault**. These faults on Earth, and produce earthquakes with **magnitude** on the **Richter scale**. The 2004 Sumatra and 2011 Japan earthquakes are examples of earthquakes at subduction zones.



THE 5 LARGEST EARTHQUAKES SINCE 1900

	Location	Date	Magnitude	Subduction zone?
1	Chile	1960	9.5	Yes
2	Alaska	1964	9.2	Yes
3	Sumatra	2004	9.1	Yes
4	Japan	2011	9.0	Yes
5	Kamchatka	1952	9.0	Yes

KEY VOCABULARY

Tectonic plates, margins, faults, tsunami, dowgoing plate, megathrust fault, magnitude

Before the lecture go to on your smart phone or tablet

Did the earth MOVE for you?
Matthew's group

Background = measurement of earthquake - scale { Richter, moment magnitude }

Theories :

- ① the type of plate movements { divergent margins ← | →, transform margins ↑ | ↓, convergent margins → | ← }
- ② fault : the bigger the fault, the bigger the earthquake !
- ③ the mean of plate tectonics
- ④ Deadly subduction zones.

slow slip/silent earthquake = why 6.8 New Zealand earthquake result no damage (the speed of movement)

⑦ what lies beneath → ship (X-rays), (sound waves), [LOPP] (seismic reflection data) → Analyze 3D seismic data (maybe a long time)

→ GPS

In the future Do slow slip events trigger large earthquakes?

Group Study Time:

Interactive group study tasks

Dear all,

Please find the links below. They are two short clips of HBO's Game of Thrones.

<https://www.youtube.com/watch?v=VvtVK3GxoO4>

<https://www.youtube.com/watch?v=4QMQOJYRBU>

Team Structures

Take a look at these cartoons of team structures and discuss what each one represents.



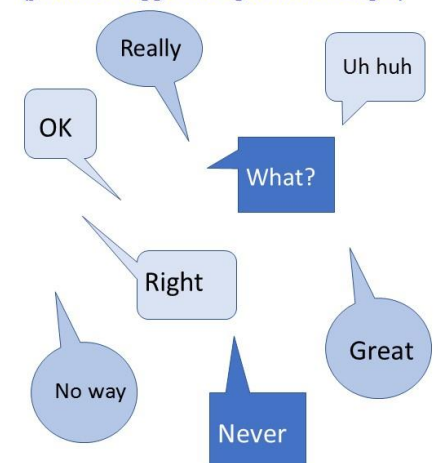
Which of these structures do you like best? Which type of team have you preferred?

With a friend...

*one of you makes a statement
(some suggestions are given below)*

- *I've decided to go back home.*
- *So let me tell you a bit more about my home town...*
- *I'm finding the workload on this course too much.*
- *I think the course materials are really too easy*
- *I think British food is pretty good actually.*
- *I wish we had more homework.*
- *There are free insessional courses for fluency and listening. They take place mostly at lunchtime.*
- *It's really important to speak only in English here in the department.*
- *I think I might fail the course.*
- *The College offers workshops for MSc students in the first term. Everything from listening to writing a literature review.*
- *I reckon (insert name) will get a merit*

*and the other gives a suitable reply
(from the suggestions given on the right)*



e-journal for coaching 1-to-1

By the slinky experiment report, I have found the weakness of my academic writing, which was supposed to be more logical and have a clear structure, so I decided to use the blackboard to learn the organization of the article.

Using the link from Harvard University, I recognized the importance of writing drafts and revising my own writing repeatedly. Especially through the whole process of writing and getting feedback from our group member and teacher, I have developed confidence in improving my academic writing instead of being afraid of it.

Also, I used blackboard to teach me how to take notes more technically and learn the vocabulary dictionary about 2000 academic words. Although I haven't finished them yet, they are proved to be very helpful and I will continue to take advantage of the functions.



Blackboard

Thursday, 31 August 2017 13:53:37 o'clock BST

Hi ...

Note-taking and planning are extremely important in helping you structure your writing in a clear and logical way. Re-writing and revising are also essential for all writers. Feel free to send me any work that you would like me to take a look at.

What are your study goals for next week? Do you have any ideas what Blackboard exercises you would like to do for next week?

Study Extension



“I find it hard to listen and write at the same time.”

“I need to build up vocabulary and grammar structures for academic writing.”

“I have to listen to videos several times to understand them.”

“I have difficulty speaking fluently”

Study Extension



Blackboard

The Richard Dimbleby Lecture 2012

The new enlightenment

Sir Paul Nurse PRS

Tuesday 28 February 2012



The Richard Dimbleby
Lecture

8-minute lecture extract from the BBC: <http://www.bbc.co.uk/programmes/b01cx7x0>

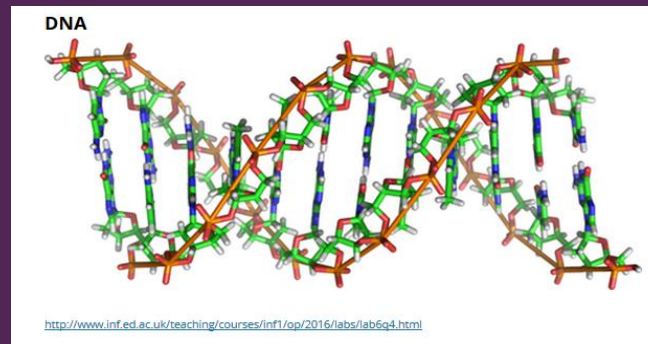
http://royalsociety.org/uploadedFiles/Royal_Society_Content/people/fellows/2012-02-29-Dimbleby.pdf

Look at the note-taking sheet and read the questions before you listen. You may prefer to take notes on your own paper and then try to answer the questions after listening once (or twice).

You may find that you are not able to listen, write and think at the same time. You will need a lot more practice if you are going to benefit from MSc lectures which are much longer and faster.

When you have finished listening and practising you can check your answers using the accompanying transcript.

Study Extension



Deoxyribonucleic acid (DNA) is a that carries most of the genetic instructions used in the development, functioning and reproduction of all known living organisms and many viruses. DNA (along with RNA) is a nucleic acid; alongside proteins and carbohydrates, nucleic acids compose the three major macromolecules for all known forms of life. Most DNA molecules consist of two biopolymer strands around each other to form a double helix. The two DNA strands are known as polynucleotides since they are composed of simpler called nucleotides. Each nucleotide is composed of a nitrogen-containing nucleobase—either cytosine (C), guanine (G), adenine (A), or thymine (T)—as well as a monosaccharide sugar called deoxyribose and a phosphate group. The nucleotides are joined to one another in a by covalent bonds between the sugar of one nucleotide and the phosphate of the next, resulting in an alternating sugar-phosphate backbone. According to base pairing rules (A with T, and C with G), hydrogen bonds bind the nitrogenous bases of the two separate polynucleotide strands to make double-stranded DNA.

The total number of related DNA base pairs on is estimated at 5.0×10^{37} , and weighs 50 billion tonnes. In comparison, the total mass of the has been estimated to be as much as 4 TtC (trillion tons of carbon).

Within cells, DNA is organized into long structures called . During cell division these chromosomes are in the process of DNA replication, providing each cell its own complete set of chromosomes. Eukaryotic organisms (animals, plants, fungi, and protists) store most of their DNA inside the cell nucleus and some of their DNA in organelles, such as mitochondria or chloroplasts. In contrast, prokaryotes (bacteria and archaea) store their DNA only in the cytoplasm. Within the chromosomes, chromatin proteins such as histones compact and organize DNA. These compact structures the interactions between DNA and other proteins, helping control which parts of the DNA are transcribed.

<https://en.wikipedia.org/wiki/DNA>

Study Extension



QUESTION 1

Where is this industrial plant?

- ☐ a. Winchester
- ☒ b. Hampshire
- ☐ c. Lancashire
- ☐ d. Manchester

QUESTION 2

The factory processes 2000 tons of what?

- ☒ air
- ☐ carbon
- ☐ nitrogen
- ☐ oxygen

QUESTION 3

For this demonstration, which of the following is / are true?

(select all that apply)

- ☐ The balloon has been filled with carbon dioxide (CO₂).
- ☐ The air inside the balloon is exactly the same before and after the demonstration.
- ☐ The balloon represents our lungs when we breathe.

Gas Separation

Watch this video then answer the Test questions.

When you have finished submitting the test you can request the transcript to check your understanding.



<https://media.imperial.ac.uk/Player/2432>

Study Extension



Learn Common Phrases

Some phrases are used very frequently in spoken English, but you won't find them in textbooks or technical journals. Knowing the common phrases we use every day will quickly open up your understanding of native speaker conversations.

Suggestion

Listen to any non-technical recording 3-5 minutes should be enough to hear and/or phrases.

After listening once, go back over the vocabulary items. Look these up, without reading, paying attention to

Can you adjust your language in real time?

Let me put that another way ...

adjust your language – use different words

Its complexity is unfathomable

They took very accurate measurements ...

We conducted a series of meta-analyses

The sub-detectors follow the trajectory of the particles

A diet with cruciferous vegetables is known to be beneficial

Once purified the air is expelled

So

I mean

Let's see...

or maybe

in other words

You could say

That is

I think most people find it hard to understand.

They had the latest equipment

We combined data from many studies

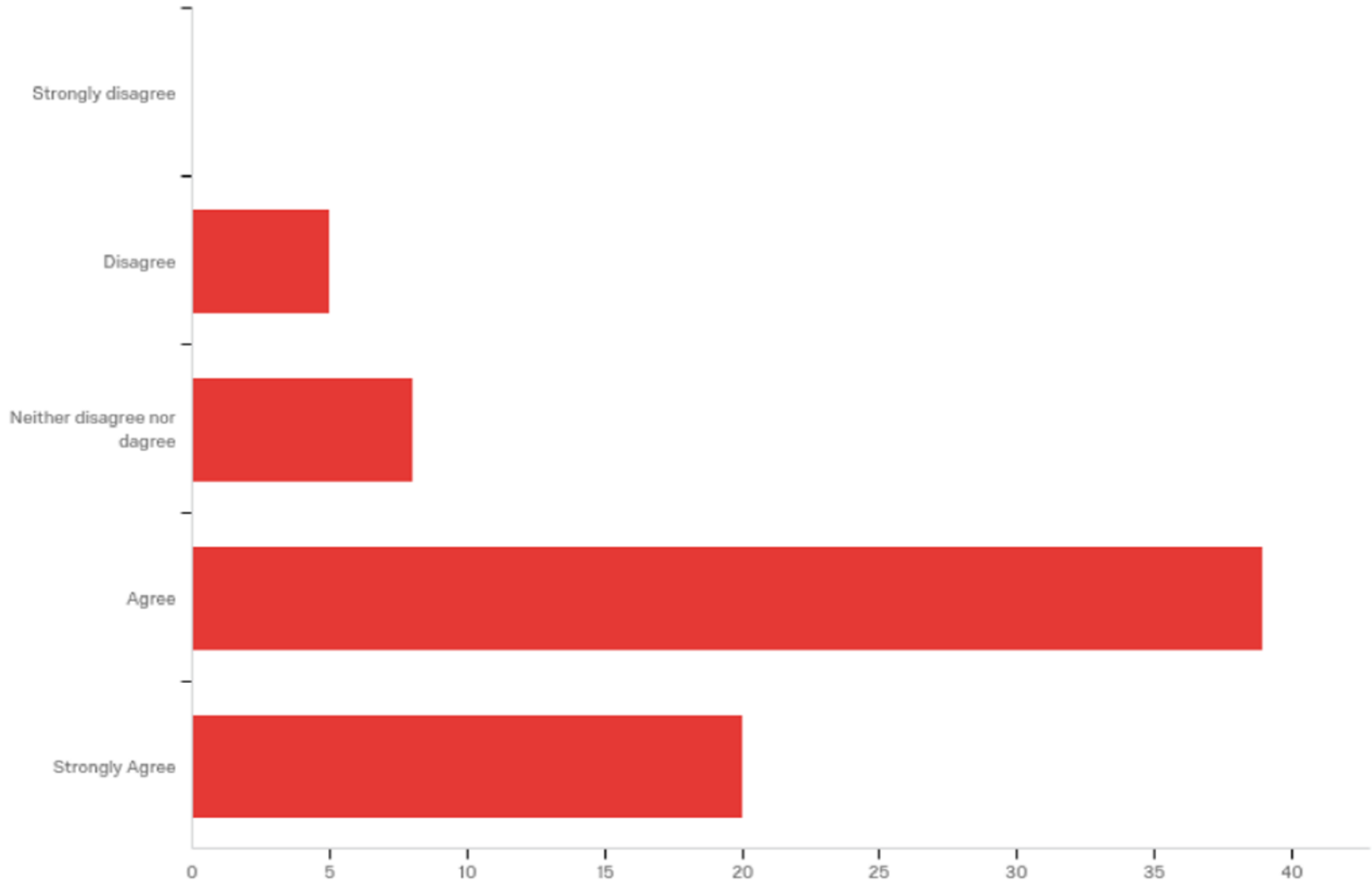
The particles' direction and path are recorded

Eating things like cabbages and broccoli helps reduce the health risk

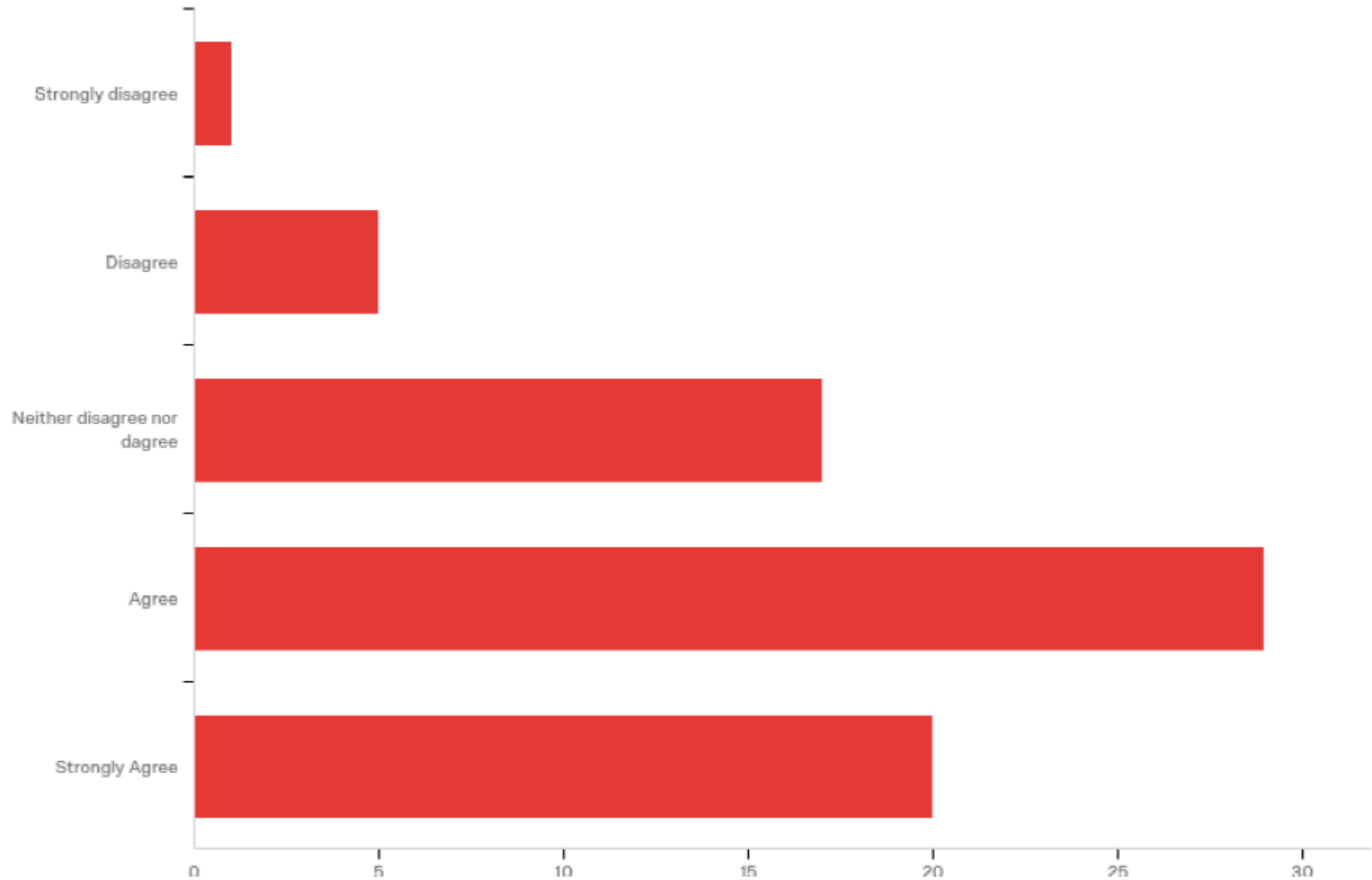
The system cleans the air and then releases it

Q6 - The

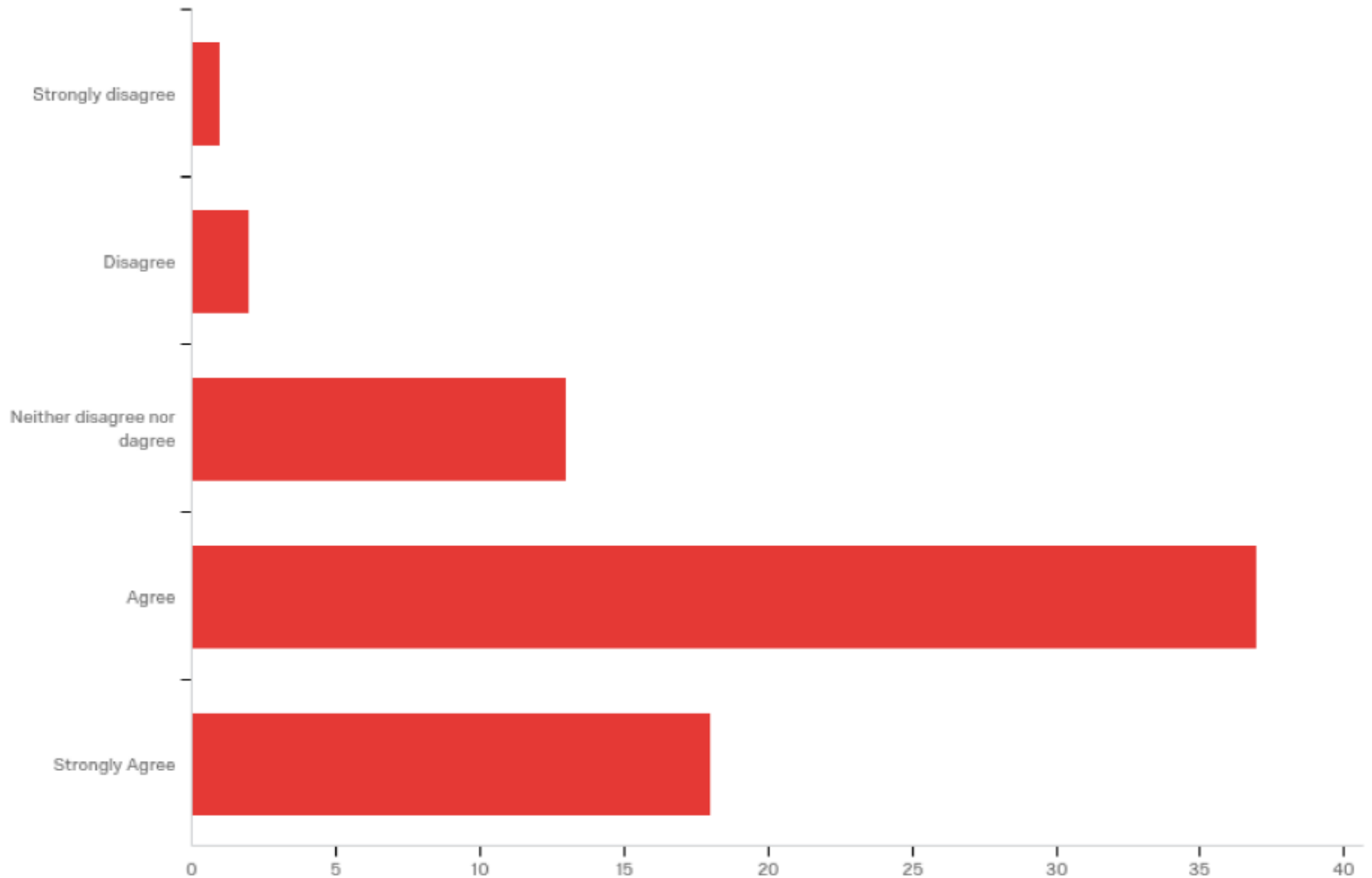
pre-sessional has improved my understanding of the expectations of independent study and what it means to be an active learner



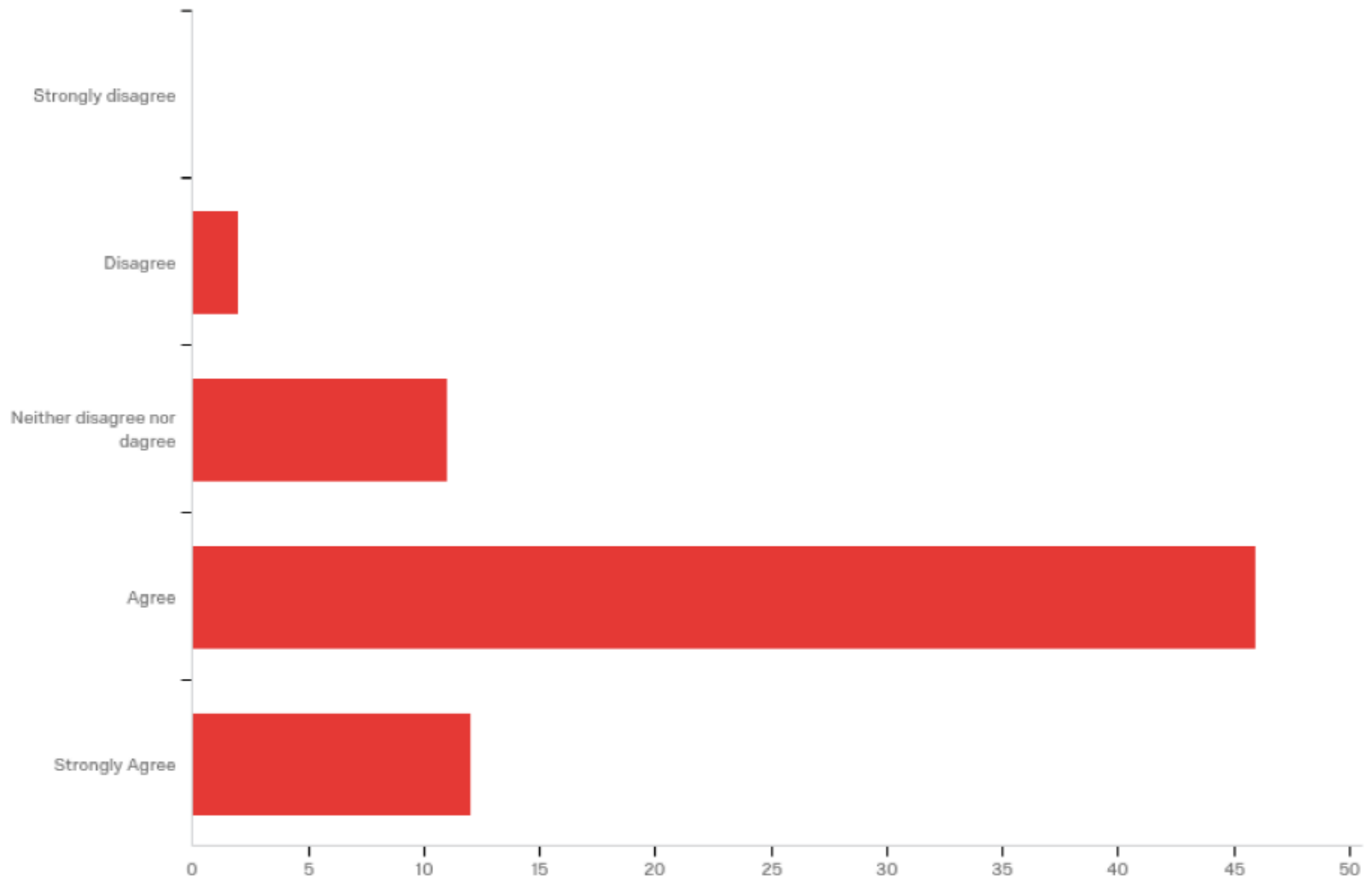
Q7 - Using
e-learning tools (e.g. Blackboard journal) has helped me take
responsibility for and reflect on my learning



Q10 – I have developed team working skills and I have improved my ability to work effectively in multidisciplinary, multilingual groups



Q11 – I have developed networking and negotiating skills needed for postgraduate/undergraduate study



S1: The distinctive feature of this course is its purpose of making English a tool and not just an objective. The true objective is communication.

S2: Trying to make the course more funny and interesting by adding some activities is effecting the main point of this course which is to learn English.

S3 In this course I learned not only the language skills but it also gives me confidence to continue my study at Imperial.

S4 (enjoyed) Group work and new friends.

T1: As a coach you see the bigger picture. You can make students aware of other aspects. The wider perspective is valuable.

T2: Coaching was less satisfying. I felt I didn't have a close relationship with students.

T3: Coaching can be a positive pedagogical relationship because it's less pushy.

T4: There was a lot of interaction. I could have intervened on speaking more. Students were supportive and cooperative.

Where next?



References

Ashton-Hay, S. and Pillay, H. (2010) 'Case study of Collaborative Learning in Two Contexts: What do English Language Learners gain?' In Luzzatto, E. and DiMarco, G. (ed.s) *Collaborative Learning: Methodology, Types of Interactions and Techniques* New York: Nova 341-362

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