

TRANSPLANTING A BRITISH EAP PROGRAMME TO MALAYSIA: NOT EASY!



Lightning Presentation

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Assessing the Assessors BALEAP PIM

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QUICK DEFINITION

'EAP' refers to:

- The English teaching/learning on Pre-Sessional English courses (PSE)

and

- The English teaching/learning on (International) Foundation courses (IFP)

(and in future:)

- In-Sessional English

THE SITUATION



University of Reading UK

Nearly 100 years old; 40+ years of EAP

30+ EAP staff, mainly British but of many backgrounds, have EAP experience

EAP within a large School, among many (many buildings)

Generic T & L training often School-based

Students mainly from: China, Thailand, Middle East, Central Asia ('EFL')

2018 Student numbers = 1000 PSE / 30 IFP

EAP focus: Postgraduate level

University of Reading Malaysia

New; new to EAP

4 EAP staff, all Malaysian, have General English and Exam Preparation experience

EAP within a small department, alongside others (same building)

Generic T & L training campus-based

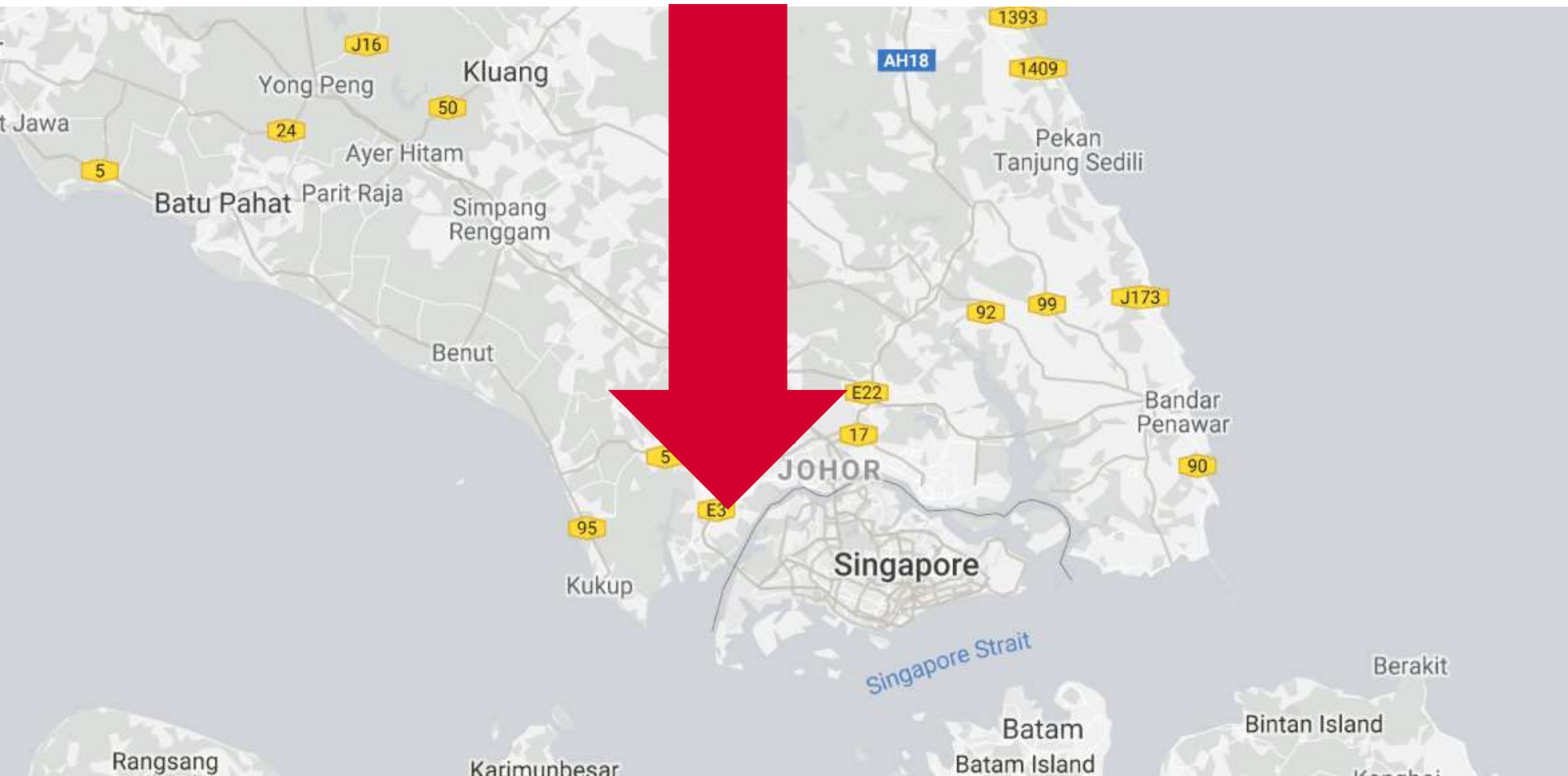
Students mainly from: Malaysia ('ESL' – and not 'international')

2018 Student numbers = 40 PSE / 100 IFP

EAP focus: Foundation level

WHERE?

HERE



WHAT'S INVOLVED?

- Nurture Reading's ethos
- Explain Reading's perception of EAP
 - *(English teaching in Malaysia is very well-established but 'EAP as we know it' is not really known.)*
- Develop teaching methodologies
- Train teachers in EAP approaches
- Train teachers in pastoral care approaches
- Develop teachers' assessment literacy
- Etc.
- Etc.
- Fit course to Ministry of Education's QA requirements
- Create admissions processes
- Create progressions processes
- Recruit teachers
- Set dates, fees, marketing ...
- Ensure books are available
- Organise timetables
- Organise teacher workloads
- Explain EAP concept to other departments
- Set up UK-Malaysia links
- Etc.
- Etc.

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OPPORTUNITIES

OFFERED BY A 'BRANCH CAMPUS'

Collaboration with subject academics

Discuss English Language issues directly with academics & decision-makers

→ Raise profile of EAP
→ Collaborative development (e.g. ESAP)

Insight to current and future assessment methods in subject departments
→ Influence how we assess on PSE/IFP

UK-Malaysia communication

Learn from each other – staff at all levels 'talk more' since quality control is important, and so much needs to be explained

Ideas from outside usual comfort zone
→ assumptions about the 'typical international student'
→ Difference in attitude of EFL/ESL background students

Intercultural awareness

Heighten culturally-specific nature of some topics

Different experiences & background of staff

Learn experiences from using same materials & assessments with different students

Discover different perceptions of UK-based and non-UK-based EAP teachers

CONCLUSION

it's easy to deprioritise but ...

the development of **assessment literacy** can and should form an important part of new campus development

It sets good precedents, highly appreciated, and rewarding to deliver!

TERIMA KASIH

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THANKS

