

From Cluster to Pathway

EAP Course Development in the Largest Language Centre
in Suzhou, China

BALEAP 2019

University of Leeds

Innovation, Exploration, Transformation

12-14 April 2019

Yuan (Michelle) Hu,

HSS Cluster Manager, Language Centre

Contact: yuan.hu@xjtlu.edu.cn



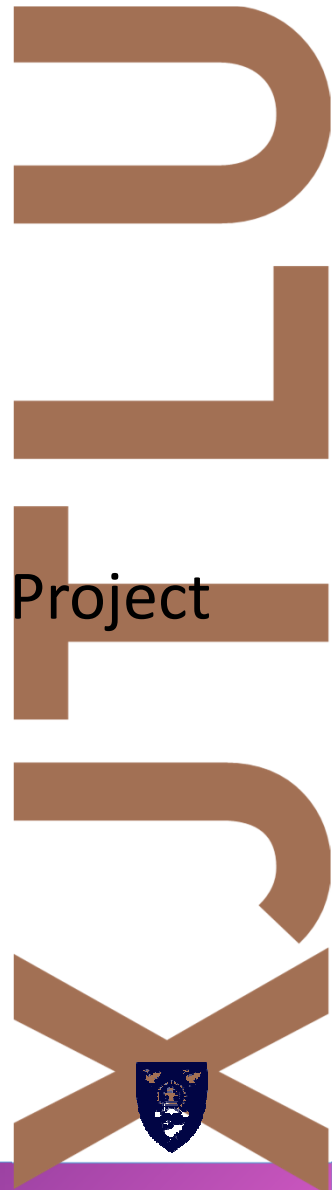
Xi'an Jiaotong-Liverpool University

西交利物浦大學

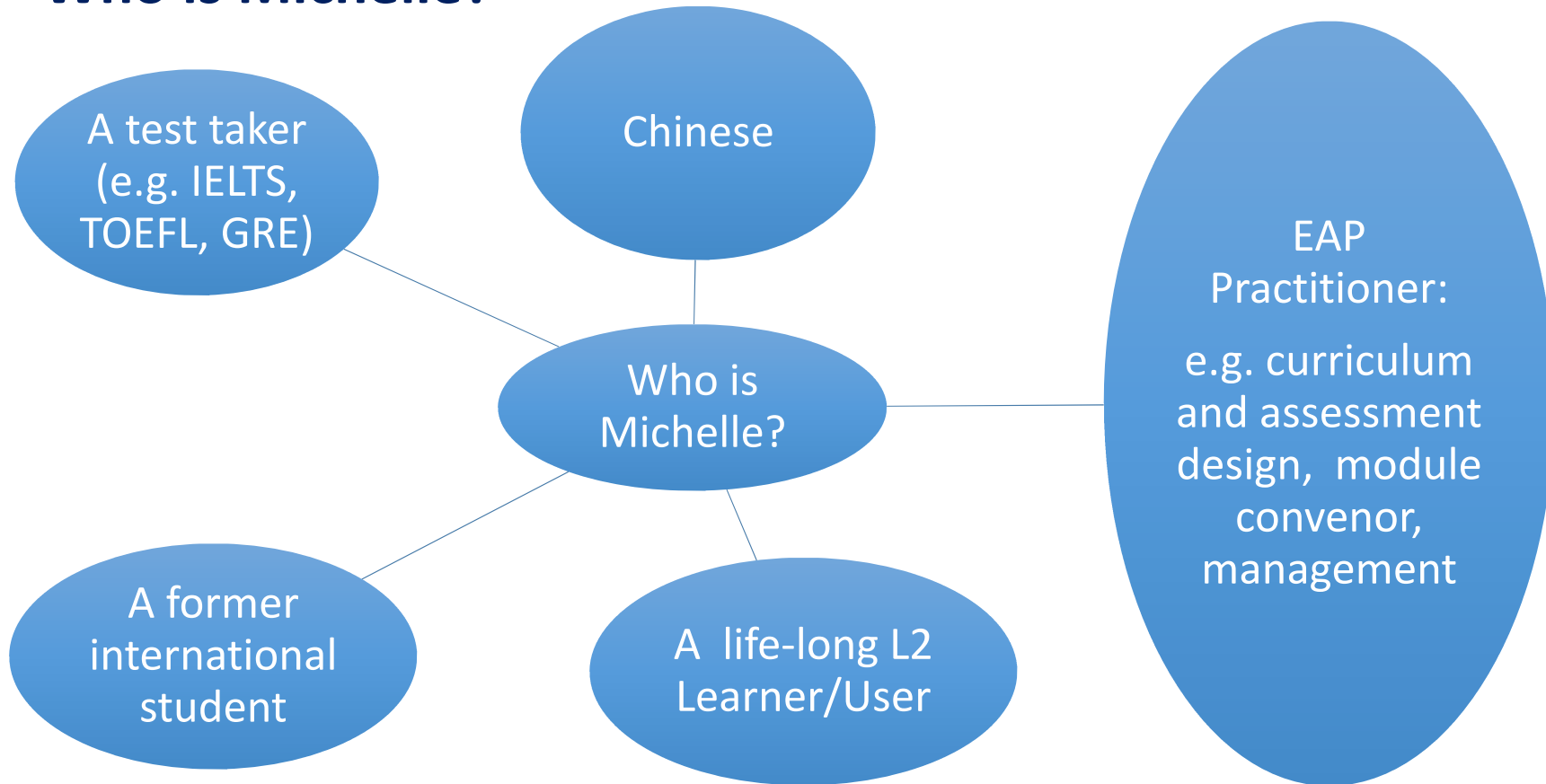
06 May 2019

Presentation Outline

- Who is Michelle?
- Challenges in EAP Curriculum Development
- Issues to be considered in EAP Curriculum Development
- The rationale for the Year 1 Semester 1 EAP Restructuring Project
- The curriculum development of the project
- The operation and management of the project
- Project Reflection and Implications



Who is Michelle?



Challenges in EAP Curriculum Development

- **Teaching and learning context:** English speaking or non-English countries
- **Learners (L2):** undergraduates or postgraduates; nationalities
- **Learning outcomes:** EAP courses and English-medium courses in disciplines
- **Teaching Materials:** textbooks or in-house materials
- **Course delivery:** native English speakers or a mixed group of nationalities
- **Course Length:** a short or long course



Issues to be considered in EAP Curriculum Development

- Language Accuracy/Proficiency *vs.* Language Competence
- ESP (content/discipline-based) *vs.* EAP (general)
- Individual Skills Learning *vs.* Integrated Skills Learning
- Students' wants *vs.* Students' needs



The rationale for the **Year 1 Semester 1 EAP Restructuring Project**

- **Institutional needs:** periodical review for changes
- **Previous structure:** cluster-based; stream/level-based
- **Previous assessment focus:** Essay writing and Group Discussion

The reality in Y1S1 EAP at XJTLU:

- difficult transitional period for Chinese students
- lack of the awareness of vocabulary development
- poor listening and discussion skills in seminars and/or lectures
- poor reasoning and/or writing skills in forming ideas or arguments



The Curriculum Development : Y1S1 EAP Restructuring Project

Collected feedback from tutors and students



CMT consultation and decision-making



Module Convenor (MC) – the leader of curriculum and assessment



Curriculum and Assessment Design

selected textbooks, developed teaching materials + exams, and created online self-study resources



The operation and management: Y1S1 EAP Restructuring Project

- **Module size:** 41 tutors, 2,700 students
- **Module management structure:**
 - 1 Module Convenor + 2 Deputy Module Convenors
- **Module teaching:** prepared teaching materials
- **Module assessments:**
 - Writing Portfolio Task: 3 paragraphs in different genres
 - Speaking Final Task: Individual Talk + Follow-up interview questions
 - Final Exam: Reading, Listening and Writing



The operation and management: Y1S1 EAP Restructuring Project
















Daily standard operation: 41 tutors, 2,700 students

The screenshot shows a web-based file management interface. At the top, there are navigation tabs: Home, Workstation, Email, Learning Space, Links, and Documents. Below these, a breadcrumb trail reads: Home > LC-English_Teaching > Y1EAP > Y1 EAP025 Standard Pathway. The main content area is titled 'LC-English_Teaching' and features a '+ new document or drag files here' button. Below this, there is a search bar labeled 'Find a file' and a list of documents. The list is sorted by 'Name' (indicated by an upward arrow) and includes four folders: '1. Module Admin Docs', '2. Module Curriculum', '3. Module Assessments', and '4. Students Self-study Resources'. On the left side, there is a sidebar menu with the following items: 'Senior Management Team', 'Academic Departments and Teaching Centres', 'LC-English_Teaching' (highlighted in orange), 'LC-Other_Teaching', 'LC-CMT', 'LC-General', and 'LC-Assessments'.



The operation and management: Y1S1 EAP Restructuring Project

Example: Module Curriculum folder

-  Week 02
-  Week 03
-  Week 04
-  Week 05
-  Week 06
-  Week 08
-  Week 09
-  Week 10
-  Week 11
-  Week 12
-  Week 13
-  Week 14
-  CT 1-81
-  CT 82-132
-  EAP025 SP_Syllabus
Overview_28082018

Weekly
folders

Textbook

Overview



The operation and management: Y1S1 EAP Restructuring Project

Step 1. Overview

Step 2. Teacher's notes

Step 3. Handouts

Week 1 (10 Sep – 14 Sep, 2018) ATLAS Week

Week 2 (17 Sep – 21 Sep, 2018) Theme: Psychology – Happiness (CT1

Lesson 1	<ul style="list-style-type: none"> Icebreaker [handout] / introduction Listening/Speaking: CT1 U1 p.2 – Introducing the topic Writing: In-class Paragraph writing [handout] – Teachers collect for diagnostic purp H/W: CT 1 U1 (pp. 3 – 4) – build your vocabulary
Lesson 2	<ul style="list-style-type: none"> Listening/Speaking: CT1 U1 (Listening & Speaking) (pp. 5 – 10) Reading: Choose one of the two articles on the Portal to do in class. [handout] Speaking: Mini class survey – what makes people happy [handout] H/W: (tutor's choice)
Lesson 3	<ul style="list-style-type: none"> Writing: Paragraph structure [handout] Wring: Academic Register [handout] Writing: Assessed Portfolio Task Sheet [handout] – <i>remind students that they shou</i> H/W: Write paragraph from handout above.
Notes	<ul style="list-style-type: none"> H/W: review Weekly vocabulary in CT U1 & in readings (Quizlet link for vocabulary self-study folder); review Basic Paragraph Structure Self-study: Remind students to finish week 2 self-study materials on ICE. See self-s

> Y1 EAP025 Standard Pathway > 2. Modu

LC-English_Teaching

+ new document or drag

All Documents ... Find a file

✓	📄	Name	
	📁	Handouts	...
	📄	W2 Answer Keys	...
	📄	W2 Teacher Notes	...

- 📄 W2L1 Speaking Icebreaker
- 📄 W2L1 Writing Diagnosis - Self Reflection
- 📄 W2L2 Reading 1_Genes and Happiness [Example of formatting]
- 📄 W2L2 Speaking Mini Class Survey - Happiness
- 📄 W2L3 Writing 1_Paragraph Structure
- 📄 W2L3 Writing 2 _Academic Register
- 📄 W2L2 Reading 2_Gross National Happiness



Project Reflection and Implications – Positive points

- **Module teaching and learning:**

- generally positive feedback from both tutors and students, such as vocabulary, listening and speaking activities, and weekly self-study materials

- **Module assessments:**

- manageable, accessible and clearly instructed

- **Module management:**

- generally clear communication through various forms, such as emails, module meetings

- fairly clear shared responsibilities in the MC team



Project Reflection and Implications – Constructive

- **Module teaching and learning:**
 - share materials
 - time constraint
 - challenging listening and reading materials
 - students' time management and self-study skills
- **Module assessments:**
 - workload - marking and feedback on Writing Portfolio
- **Module management:**
 - needs for tutors' daily discussion forum
 - decision-making: the MC team or votes by tutors



Bibliographies:

- Alexander, O., Argent, S. and Spencer, J. (2008) *EAP Essentials: a teacher's guide to principles and practice*. Reading: Garnet Education.
- Bailey, K. M. and Nunan, D. (2001) *Pursuing Professional Development: Self as Source*. Boston: Heinle and Heinle.
- Coxhead, A. (2000). A new academic wordlist. *TESOL Quarterly* 34.2, 213–238.
- Flowerdew, L. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: Countering criticisms against corpus-based methodologies. *English for Specific Purposes* 24, 321–332.
- Ganobscik-Williams, L. (ed.) (2006) *Teaching Writing in UK Higher Education: Theories, Practices and Models*. Houndmills: Palgrave MacMillan.
- Rowe, N. R. (2011) A Study on the impact of receptive and productive vocabulary levels on the success of learners on English for Academic Purposes (EAP) programmes. MED in TESOL Dissertation. The British University in Duibai.
- Sinclair, J. McH. (2004). New evidence, new priorities, new attitudes. In Sinclair, J. (ed.), *How to use corpora in language teaching*. Amsterdam: John Benjamins, 271–299.



THANK YOU



Xi'an Jiaotong-Liverpool University

西交利物浦大學

