

# Teaching English for Academic Purposes

## Overview and Outcomes

The 30-hour **NILE Teaching English for Academic Purposes** course helps you to understand the key issues involved in the design and delivery of EAP classes and courses. You will not only develop skills in the practical aspects of EAP planning, assessment and instruction, but also gain critical awareness of the theory behind current EAP practices. The field of EAP is one of diverse and dynamic research, both within institutions in response to local challenges, and across Higher Education globally, including where undergraduate and post-graduate programmes are taught, resourced or assessed through English. The NILE TEAP course covers many issues including support, cultural expectations, and academic conventions which may impact on both the existing and future structure of education.



### Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

### Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

### Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#)

[\(CertPT\)](#) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

### Who should apply?

- Teachers working on or wishing to work on pre-sessional and in-sessional English courses at tertiary level, either in Colombia or in contexts overseas where English is needed for study purposes.
- Participants should have a minimum language level corresponding to B2/C1 on the Common European Framework.

### Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT

## Content

Teaching English for Academic Purposes includes content drawn from some or all of the following areas, according to participants' needs and interests:

- The impact of content requirements on the language and skill needs of the students
- How culture may affect academic performance and product
- The main features of written academic language
- The skills related to the different purposes for finding information
- The factors affecting comprehension of texts
- Public and local tests and their assessment of academic skills
- Artificial Intelligence and Academic Integrity in EAP
- The resources available for EAP skills development
- How critical thinking skills may be developed at different language levels
- How to use assessment and feedback effectively at different stages of a course

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday, with an optional 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

## Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

<p style="text-align: center;"><b>Session 1:</b> <b>Orientation and Introductions</b></p>	<p style="text-align: center;"><b>Session 2:</b> <b>Culture and Critical Thinking</b></p>
<p>This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you. We will introduce ourselves and get a general overview of the course content, your teaching contexts and discuss what we mean by English for Academic Purposes.</p>	<p>The title of this session of the course may surprise you. There are few courses on English for Academic Purposes and even fewer coursebooks which start with either an examination of culture or critical thinking. It will become evident that without a solid understanding of both these areas it is difficult to develop effective academic English skills in our students, whether as a teacher, a materials designer or a course creator.</p>
<p style="text-align: center;"><b>Session 3:</b> <b>Academic Language in Use</b></p>	<p style="text-align: center;"><b>Session 4:</b> <b>Engaging with Academic Text</b></p>
<p>As the title of this session suggests, it is concerned with the language we teach but also why we teach it. EAP can be described as being part of the domain of English for Specific Purposes. The rationale behind this movement was a recognition that the English used in different contexts, for different purposes, was distinct in a number of significant ways. You will consider specific features of academic English and explore how materials can be designed following analysis of text and context.</p>	<p>This session is concerned with one of the fundamental skills of academic study: the finding of information. Building on the foundations laid in the previous units you will examine the teaching of skills related to finding information – specifically those related to reading - in a more critical light, trying to identify where the teacher's priorities should lie, and what effect these priorities might have on what we teach, when and how we teach it.</p>
<p style="text-align: center;"><b>Sessions 5 and 6:</b> <b>Developing Academic Writing</b></p>	<p style="text-align: center;"><b>Sessions 7 and 8:</b> <b>Assessment and Feedback</b></p>
<p>These sessions address what students do with the information once they have found it, and what problems they commonly encounter in trying to use the information. While these sessions explore some of the theory related to the use of information within academic texts, the emphasis will be on the practical applications of this theory: how to develop student skills, and to give effective feedback on problems students may encounter. We will also consider the role of Artificial Intelligence in Academic Writing, and the issues of Academic Integrity and Plagiarism.</p>	<p>Up to this point in the course, assessment will have been considered through specific lenses: the influence of culture, of language processing, of information use and gathering. These sessions seek to provide you with a better understanding of the requirements of EAP assessment, in theory and in practice. The intention is that you will be able to better design assessment instruments (including formative, informal assessment as well as tests and exams) to the specific needs of the language users and language teachers in it. We will also critically evaluate published exams which are used in EAP contexts.</p>
<p style="text-align: center;"><b>Session 9:</b> <b>Developing Academic Listening and Speaking Skills</b></p>	<p style="text-align: center;"><b>Session 10:</b> <b>Reflecting, Planning and the Future of EAP</b></p>
<p>In this session, you will explore the features of oral texts used in an academic context, from the receptive skills and strategies needed to process Academic Listening texts through to the structure and features of spoken discourse and presentations in an academic setting. You will look at how we can support students understanding of spoken texts, and scaffold their spoken language according to academic conventions and types of spoken event.</p>	<p>This final session is about the past, the present and the future. You will reflect on the course, its implications for your own professional and institutional practices, and develop your own action plan for implementing ideas from the course into your own teaching. We also consider some of the prevailing trends in EAP and likely future directions of this critical aspect of Higher Education in a local and a global context.</p>
<p><b>Optional Assignment Trinity Certificate for Practising Teachers</b> (NB. Additional fee applies)</p>	
<p>The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context:</p> <ul style="list-style-type: none"> <li>• Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group</li> <li>• Adapt teaching/training resources to meet the needs of a specified learner group</li> <li>• Create teaching/training resources to meet the needs of a specified learner group</li> <li>• Reflect on pedagogical decisions made to meet the needs of a specified learner group</li> </ul>	

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.