Building sustainability into an EAP course

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http://developeap.weebly.com/
Overview

How we got here

Benefits of using Sustainable Development Goals (SDGs) in EAP

Key features of *Develop EAP*

• Hyperlinks throughout the PPT
How we got here

Our history & approach to course design
About us

- Language Schools
- Exam preparation
- In-company training
- Technical English training
- English medium instruction (EMI) universities

Starting PhDs in Language Acquisition in Multilingual Settings
Teaching EAP

• Started in University of Nottingham Ningbo China (UNNC)
• Did a research project re: faculty expectations of oral presentations
• Highlighted the importance of argument & evidence
• Led to development of Academic Presenting & Presentations (APP)
Teaching EAP

• Moved to University of Macau (UM)
• Responsible for qualifying course to demonstrate ready for English-medium Instruction (EMI) studies
• Wrote *Develop EAP: A Sustainable Academic English Skills Course*
Our approach to course design

• Follow Backward Design by Wiggins & McTighe (2005)

• Blogpost in British Council Voices Magazine about teaching EAP
The aim of *Develop EAP*

- Everything is geared towards helping students succeed in English-medium higher education.

**Linchpin idea:** To help learners to develop “the language and associated practices that people need in order to undertake study or work in English medium higher education” (Gillett, 2015, para. 1)

- Article about developing the course in the latest edition of the European Journal of Applied Linguistics and TEFL
Benefits of using the SDGs in EAP

What the SDGs are, how we used them & useful resources
Developing a sustainable course

- Suitable for different contexts & cohorts
- Easily adaptable & usable for a long time
- Accessible & relevant content
Sustainable Content: The Sustainable Development Goals (SDGs)
The SDGs in Higher Education

• Fits with quotes from Peter Wells, chief of higher education at UNESCO

‘Professors no longer need to scrabble around creating artificial problems for their curricula as the SDGs pose real-life problems for students to address.’

(Warden, 2017)
The benefits of the SDGs for EAP

• Hard to find content suitable for every discipline
• The SDGs cover a range of interconnected issues.
• Glocal & relevant to all
• Can be examined from multidisciplinary (EGAP*) or single discipline (ESAP**) perspectives

*English for General Academic Purposes
**English for Specific Academic Purposes
How we used the SDGs

**Essay**
Comparing likely success of two SDGs

**Presentation**
How governments, corporations and/or individuals could contribute to a goal
How the SDGs could be used

Class wiki ➔ Video Project ➔ Community Project
Useful Resource for SDGs

SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM

THE CONVERSATION
Academic rigour, journalistic flair

the guardian

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals
Alain Maley and Nik Peachey
Key features of *Develop EAP*

What makes the course a success
Key features of Develop EAP

1) Integrated skills

2) Collaborative learning

3) E-tools

4) External resources
1) Integrated Skills Approach

- The course takes a holistic approach.
- Integrates

- Essay
- Seminar discussions
- The 4 language skills
- Academic skills
- 21st Century skills
- Research
- Critical thinking
- Time management
- Drafting
- Lectures
- Seminar discussions
- Reading
2) Collaborative Learning

- Collaboration (one of 4Cs in 21st Century education) helps develop the others

- Increasingly common in student assignments (written & oral)
Warning: Collaboration vs Cooperation

Cooperation
- People work individually towards the same goal

Collaboration
- People work together towards the same goal
Group Essay Process

Group essays require scaffolding & collaboration has to be supported by the teacher.

Group essays are a lot of work for everyone involved.

Provide more affordances for learning than individual essays.
Discuss intro texts online

Form essay group & ground rules

Search for & discuss sources

Write an annotated bibliography

Write an outline as a group

Write first draft together online

Final draft

Final reflection

Peer feedback to another group

Reflect on how things are going

Second Draft

First draft feedback meeting
More about group essays

Undergraduate Collaborative Essays
Constructive, not a cop-out

Averil Bolster
Peter Levrai

Essays With Benefits
Undergraduate Collaborative Writing

Peter Levrai & Averil Bolster
Friday 7th April, BALEAP 2017 Bristol
3) E-tools – Brainstorming
E-tools: Discussing Content
E-tools: Discussing research
E-tools: Drafting

Google docs

"Using Google Docs for Collaborative Work"

1. Create a new google Doc. (It's straightforward. I will provide instructions here)

2. Next, add group members. Click on the "Share" button in the upper right-hand corner of the page. This will prompt you to give your paper a title, so I'll call this "Group Project #1"
   a. You'll need to know the netID of the other people in your group. My recommendation would be to ask them in class, or if you're online, you can go to MSU and use the people search to find them.
   b. Make sure you add your instructor when you're ready for them to review and make comments.
   c. And when you are finished click "Share & Save..." "Done"

3. (Fake into half-completed document, with collaborators and comments) Finally, I want to show you a document with comments so you have a sense for what that looks like, because this is a really powerful feature in Google Drive.

   When you or anyone in the group would like to add a comment, simply highlight a word or
4) External Resources

• There are a lot of useful resources for university students. Some of our favourites are:

• QR codes made on goqr.me
The future of the course

• We will be calling for universities that want to pilot the course

Open to research on collaborative learning

Provide feedback for further improvements
References


Thank you

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