



UNIVERSITY OF  
LEICESTER

le.ac.uk

# Improving Students' English

Daniel Jones [dj50@le.ac.uk](mailto:dj50@le.ac.uk)



# Centre for International Training and Education

What  
we  
do

Pre-sessional EAP

Insessional EAP

Credit Bearing Modules

Teacher Training



# Centre for International Training and Education

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Teacher  
Training

EMI Teacher Development

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EAP Teacher Development

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PGC TEAP

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Consultancy

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# Overview

## Two Examples of Good Practice

- Integrating live authentic lectures into a pre-sessional EAP course
- Academic Reading Circles in an in-sessional EAP programme





# The examples come from 2 programmes:



**Preessional English  
Programme**



**Insessional programmes**

# The examples will highlight these themes

Authenticity

Relevance

Engagement

Collaboration





**Integrating live  
authentic lectures  
into a pre-sessional  
EAP course**





## Preessional English Language 10 weeks (minimum IELTS 5.5): Module D

### Course description

Our 10-week Preessional Programme will give you the English language and academic skills you need for successful study at a UK university. Our supportive and friendly teachers guide you in developing your academic language ability, as well as study skills, and as classes have sixteen students or less, you will also learn through interaction with their classmates.







Pre-sessional English Language 10 weeks  
(minimum IELTS 5.5): Module D

## Module overview

Our 10-week Pre-sessional Programme will give you the English language and academic skills you need for successful study at a UK university.

- Learn how to structure and write academic essays
- Develop reading skills to deal with long academic texts quickly and effectively
- Develop speaking skills for seminars, tutorials and presentations
- Build your academic and general English vocabulary across a range of topics
- Practise your note-taking by attending real lectures given by guest lecturers from departments across the University of Leicester
- Research and write a 1,500 word essay in your subject area, and learn key academic research and study skills such as referencing and how to avoid plagiarism.





# Live authentic lectures

Week	Week 1:	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Dates	04/10/21 – 08/10/21	11/10/21 – 15/10/21	18/10/21 – 22/10/21	25/10/21 – 29/10/21	01/11/21 – 05/11/21	08/11/21 – 12/11/21	15/11/21 – 19/11/21	22/11/21 – 26/11/21	29/11/21 – 03/12/21	06/10/21 – 10/12/21
Monday	Module D Welcome Talk	1 <sup>st</sup> Personal tutorial (Mon or Tues)		2 <sup>nd</sup> Personal tutorial (Mon or Tues)	Lecture 2		3 <sup>rd</sup> Personal tutorial (Mon or Tues)	Classes		Tests
Tuesday		Classes	Lecture 1	Class	Lecture 3		Lecture 4			
Wednesday	Classes	Classes	Classes	Classes	Classes	Classes	Classes	Classes	Classes	
Thursday	Classes	Classes	Classes	Classes	Project 1 tutorial (Thurs or Fri)	Classes	Classes	Project 2 draft tutorial (Thurs or Fri)	Classes	
Friday	Classes	Classes	Classes	Classes		Classes	Classes	Classes	Classes	
Reading & Writing	Orientation Unit	R&W: Unit 1		R&W: Unit 2		R&W: Unit 3		R&W: Unit 4		Provisional module results
Speaking & Listening	Orientation Unit	S&L: Unit 1		S&L: Unit 2		S&L: Unit 3		S&L: Unit 4		
Project	Orientation Unit	Project: Unit 1.1	Project: Unit 1.2	Project: Unit 2.1	Project: Unit 2.2	Project: Unit 2.3	Project: Unit 2.4	Project: Unit 2.5	Project: Unit 2.6	





## What is a live authentic lecture?

- 45 minute academic lecture
- Accessible topic
- Given by an academic lecturer





# An example lecture



## Lecture 2: Education and Social Endeavour: How do you put a rocket on the moon?

James Lambert

Date: Monday 2nd November

Time: 10:30 - 11:30 (UK time)

Zoom link: <https://zoom.us/j/92176531892?pwd=alZ1QzgzbjBJS2hCcJRmeGpyN2JhZz09>

### Concepts:

Human Resources, taxonomies of learning, social endeavour, learning objectives, assignments and assessment, the space race.

### Abstract:

In order to reach its highest goals, a society needs to be able to solve unknown and unexpected problems. This can be achieved if individual members are creative, innovative, inventive and adaptable. So the foundation of a successful society is its education system, which will nurture the creators, innovators, inventors and adapters of tomorrow.

There have been many attempts to understand thinking and classify types of learning; the most popular in western education is Bloom's taxonomy of learning (1971). In this lecture, we will see how individuals with the highest levels of Bloom's taxonomy help us to achieve social endeavours, and how successful education systems incorporate all the levels of Bloom's taxonomy today.



## The rationale for live authentic lectures

- Students can be overwhelmed by listening to long stretches of English
- Students need to know how to behave in lectures
- Students need to know what to do





## The aims of live authentic lectures

- Give students an authentic experience
- Set expectations of students
- Give students opportunity to practice skills





## Pre-lecture EAP class

- Understand expectations
- Prepare for the content
- Prepare for the language
- Study a note-taking strategy





## During the lecture

- Students attend lecture (all classes together e.g. 100+students)
- Guest lecturer delivers lecture
- Students listen and take notes
- EAP tutors sit in audience







## Post-lecture EAP class

- Feedback on meeting expectations
- Discuss content
- Discuss language challenges
- Compare and discuss lecture notes





## What do students get from this?

- Students see a future self
- Students understand the expectations and obligations of study
- A scaffolded approach to study skills





## What do you need to introduce this?

- Integrate into your PSP EAP programme
- Support from colleagues across departments
- Flexibility in your pre-sessional scheme of work (and a plan B)



# What are the challenges?

Challenges	Solutions
Getting guest lecturers	<ul style="list-style-type: none"><li>• Get support from EMI management</li><li>• Ask PhD candidates</li></ul>
Getting guest lecturers to come back	<ul style="list-style-type: none"><li>• Let them know how valuable their contribution is</li></ul>
Ensuring the content is relevant, engaging, and authentic	<ul style="list-style-type: none"><li>• EAP expert needs to work with the lecturer</li></ul>





# Academic Reading Circles in an in- sessional EAP programme



# Insessional EAP Programmes



Undergraduate  
students (BA, BSc,  
LLB)



Taught postgraduate  
students (MA, MSc,  
LLM)



Postgraduate research  
students and staff  
(PhD, ED, E, MPhil)



Distance learning  
students



# Insessional EAP Programmes

## Postgraduate Taught Students



School of Business



Media and  
Communication



Museum Studies



Engineering,  
Computing and  
Mathematical  
Sciences



Education



School of Law



College of Life  
Sciences



Other Departments





## What is an Academic Reading Circle?

- An in-sessional EAP module which supplements and supports an academic module
- Co-delivered by the academic tutor and the EAP tutor
- A highly structured series of connected activities centred on academic reading







## The rationale for an Academic Reading Circle

- Students can struggle with complex academic texts
- Students can struggle to engage with content beyond a superficial understanding
- Students can have a limited range of reading skills
- Students can struggle to engage in seminar discussions





## The aims of an Academic Reading Circle

- EAP tutors work closely with academic colleagues
- Students will engage meaningfully and critically with academic articles
- Students develop critical reading skills
- Students develop seminar discussion skills





## How does it work?

- The seminar is co-run by the EAP and the content tutor
- The students are assigned an academic article to read each week
- Each student in a group of 6 has a different role
- Students prepare separately for the seminar according to their role
- The 'live' session is a seminar jigsaw discussion task





## The roles

- Discussion leader
- Connector
- Visualiser
- Contextualiser
- Summariser
- Highlighter



# Example of a role

## Contextualiser

- Research the topic, characters or event that is focussed on in the reading for contextual background information.
- Who is the author? What do we know about them?
- Where and when does the reading take place?
- What events occurred prior to those in the reading that may have contributed to them?
- What was happening in the world at the time?
- Who are the main characters in this reading? What is their backstory?





## Why does this work?

- By having separate roles we create an information gap between students
- This gap is bridged through communication
- The activity is highly structured and repeated – the students quickly learn what to do



## What do students get from this?

- Students will be able to better identify:
  - connections between readings
  - how the reading relates to their studies in a wider context
  - how language is used in the reading
  - appropriate vocabulary to use in their discussions on the topics
  - key questions to ask of a text



## What are the challenges?

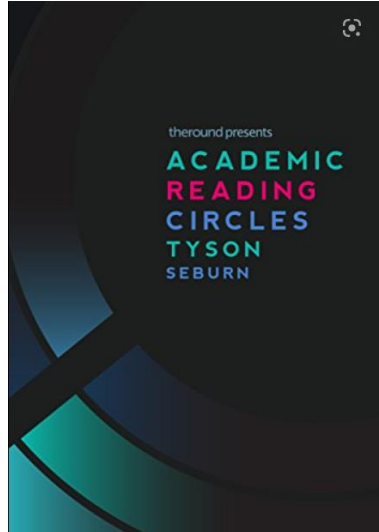
Challenges	Solutions
Collaboration	<ul style="list-style-type: none"><li>• Academic department 'buy in'</li><li>• Support from EMI management</li></ul>
Students don't fulfil their role	<ul style="list-style-type: none"><li>• Repeat the activity</li></ul>
It can be chaotic to start with	<ul style="list-style-type: none"><li>• Shared understanding between EAP and academic tutor</li><li>• Clear roles and instructions for students</li></ul>







# Academic Reading Circles



Seburn, T., 2016. *Academic reading circles*.  
The Round.





# Key takeaways





## Authenticity

- Authenticity in EAP is a goal
- Students are motivated by seeing their future self
- Student recognise and value what is 'authentic'





## Relevance

- Develop a framework which can be made specific
  - The lectures structure can be adapted to any disciplines
  - The ARC framework can be used in a any department to support any module





## Engagement

- Students need to see the short term and long term benefits
- The cognitive challenge of the content needs to be considered, this can be overcome by highly structuring tasks
- Students need support to develop language skills to meet both the anticipated and emergent challenges that they face





## Collaboration

- Needs institutional support from EMI management
- Requires enthusiasm and commitment from both sides
- The rewards are evident in student engagement, work and feedback

