The 2020 International Symposium on Quality Assurance of English Medium Higher Education (EMHE) – Symposium 3

Developing English for Academic Purposes (EAP) Courses & EAP teachers

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Developing Pre-sessional (PS) EAP courses at UofG

- English for General Academic Purposes (EGAP)
- English for Specific Academic Purposes (ESAP)

Identifying student needs with input from:

- Lecturers (content, pre & in-sessional)
- Observations & document collection/analysis
- Students
Developing & delivering EAP courses at UofG

Example 1: Year-round EGAP PS (4.5 ielts/B1 CEFR+)
Guest lectures; projects (e.g. Campus development)

Example 2: ‘Bridging’ ESAP PS (6 ielts/B2 CEFR+)
Lecturer input, example assignment topics & readings
Developing EAP Teachers & the teacher knowledge base (e.g., student needs, genres, practices, disciplines)

- Context-specific needs analysis of teachers
- Induction & support
  - Peer & experience observations
  - Induction (assessment, principles, group planning & sharing expertise)
  - TEAP ‘talking about teaching’ mentoring group
  - (TEAP-specific course)

_Informed by BALEAP TEAP competency framework_
• An example award: **BALEAP TEAP Fellowship Scheme**
  - Competency based
  - 3 levels (Associate Fellow/Fellow/Senior Fellow + TEAP Mentor/Assessor Unit)
  - Portfolio award: collect ‘evidence’
BALEAP TEAP Fellowship Scheme: Evidence of competence

A. Academic Practices:
   A1. Academic Contexts
   A2. Academic Discourse
   A3. Academic Disciplines

B. The Student:
   B1. Student Needs
   B2. Student learning

C. Course Delivery
   C1. Teaching Practice
   C2. Assessment & Feedback

D. Programme Development:
   D1. Course Design
   D2. Quality Assurance and Enhancement

E. Professional development, research and scholarship

Optional TEAP Mentor and Assessor Unit
Engaging in CPD/research/scholarship
Join the BALEAP 2021 conference!

https://www.gla.ac.uk/schools/mic/eas/about%20us/ouractivities/events/
References that may be of interest


