NILE ONLINE

Teaching English for Academic Purposes

NILE PART OF THE **INTO** GROUP

Overview and Outcomes

The field of EAP is one of diverse and dynamic research, both within institutions as action research projects in response to local problems, and across HE, both in English-speaking countries and in other countries where graduate and post-graduate programmes are taught, resourced or assessed through English. The perspectives cover many issues including support, cultural expectations and conventions which may impact on both the existing and future structure of education.

Teaching English for Academic purposes aims to help you to understand the key issues involved in the design and delivery of EAP and will help you not only develop skills in the practical aspects of EAP instruction, but gain critical awareness of the theory behind it.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at The NILE Team on the NILE website.

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 broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Content

Teaching English for Academic Purposes covers includes content drawn from some or all of the following areas:

- The impact of the content requirements on the language and skill needs of the students
- How culture may affect academic performance and product, focusing on writing
- The main features of academic language, focusing on writing
- The skills related to the different purposes for finding information
- The factors affecting comprehension of texts
- Public and local tests in terms of their assessment of academic skills
- Identifying the roles that IT can play in EAP
- The resources available through IT for skills development
- The effects that culture and attitudes can have on the needs and wants of the students in the target situation
- How critical thinking skills may be developed at different language levels
- How to use feedback effectively at different stages of a course, in different roles

Each course has a maximum of 18 participants and consists of 8 or 9 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment or 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 NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Certification

- Your end-of-course NILE certificate details 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.

Accredited Member **AQUEDUTO**

Who should apply?

- Teachers working on or wishing to work on pre-sessional and in-sessional English courses at tertiary level, either in the UK 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.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Schedule

This course consists of 8 units. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Teaching English for Academic Purposes	
Unit 1: **Orientation and Introductions**	**Unit 2:** **Culture and Critical Thinking**
This unit will introduce you to the course structure, platform and dates. 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 content, your teaching contexts and discuss what we mean by English for Academic Purposes.	The title of this first full unit 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. As you move through the activities in this module 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.
Unit 3: **Academic Language in Use**	**Unit 4:** **Engaging with Academic Texts**
As the title of this unit suggests, it is concerned with the language we teach but also why we teach it. EAP can be described as being part 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.	This unit 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.
Unit 5: **Developing Academic Writing**	**Unit 6:** **Assessment and Feedback**
Between this unit and the previous one there is a very close link. This unit addresses with what students do with the information once they have found it, and what problems they commonly encounter in trying to use the information. While the parts within this unit 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.	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. This unit seeks to provide you with a better understanding of the requirements of EAP assessment, in theory and in practice. The intention is that you can use this understanding to better tailor the design of assessment in your educational context to the specific needs of the language users and language teachers in it.
Unit 7: **Adapting Teaching Strategies for Online Contexts**	**Unit 8:** **Reflecting, Planning and the Future of EAP**
In this unit, you will reflect on your own experiences of learning and teaching online, explore the importance of, and some activities for, socialisation on online courses, consider some issues related to students' participation and motivation and how to maximize these, and finish by looking at how to achieve deeper and more meaningful participation in asynchronous activities.	This final unit is about the past, the present and the future. You will reflect on the course, spend time focusing on the assignments - with opportunity for personal tutor feedback - and consider some of the prevailing trends in EAP.
Assignment	
Option A	**Option B**
Create materials for a 2-hour class, focusing on a particular need they have with regards to Academic English	Conduct an analysis of a text produced by your students. This could be a piece of writing or speaking. Comment on this text in terms of one of the frameworks explored during the course.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Eaquals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.