

Y3 EAP

A light-colored, textured fabric hat, possibly a military-style cap, with a yellow star patch on the side. The hat is positioned in the center of the image, partially obscured by the large text 'Y3 EAP'.

Piloting EAP 201 and 202 for Y3 China
Studies Students at XJTLU

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Overview

- Background
- Needs analysis
- Module Specification
- Assessments
- Collaboration
- Teaching and Learning
- Feedback
- Q&A



Background to the Y3 EAP modules

- Requested by Department of China Studies
- Students struggling to operate at the level required by a humanities based discipline at an English-as-medium of instruction university
- Necessary for students to achieve a higher English proficiency level before Y4 (FYP)
- Extended writing: Argument essays
- Presentation skills
- Listening and note-taking

Student Needs analysis

16 questions sent to the 7 students to determine their requirements

Study skills or cognitive needs:

- *“Expressing exact ideas when discussing social science questions and still not find a purpose. Personal thinking model to analyze social science questions.”*
- *“Improving thinking skills.”*
- *“Also, I do not understand the questions of essays and exams sometimes.”*

Student Needs Analysis

Language needs:

- Subject specific vocabulary
- Discussion and presentation skills
- Listening to content-dense academic lectures
- *“Adequate immediate feedback”*
- Useful exercise for staff and students – *“And thanks for your survey~~It makes me more clear about my study plan in Y3:)”*
- Gives students an element of ‘buy-in’ to the module before it begins

Challenges and Opportunities

Challenges

- Differentiation from Y1 and Y2 EAP
- Complex subject-specific material
- Student engagement
- Small group
- Lack of seminar skills



Opportunities

- Differentiation from Y1 and Y2 EAP
- Complex department-specific material
- Strengthen collaboration with department
- Small group

Module Specification

Level-Appropriate

- Y2 EAP benchmarked to CEFR B2+ (40%)
- Y3 S1 EAP benchmarked to low CEFR C1 level (40%)
- Y3 S2 EAP benchmarked to CEFR C1 level
- Students achieving 70% + in S1 can opt out of the linked S2 module

Learning Outcomes

- Learning Outcomes reflected this benchmarking and feedback from department and students
- eg B *Listen in order to understand and interpret information (including complex or abstract concepts) from a wide range of listening material, and identify finer points of detail, at low CEFR C1 level.*

Assessments

- Creative Formative Assessments and Tutorials
 - Speaking Tutorials
 - Writing Tutorials
- Written Coursework
 - Feedback for Small Groups
- Speaking Assessments
- Integrated Exams
- Accommodating Teaching Chinese as a Global Language and Chinese Culture



Teaching and Learning

China in
Ten Words

People

人民

Leader

领袖

Reading

阅读

Writing

写作

Lu Xun

鲁迅

Revolution

革命

Disparity

差距

Grassroots

草根

Copycat

山寨

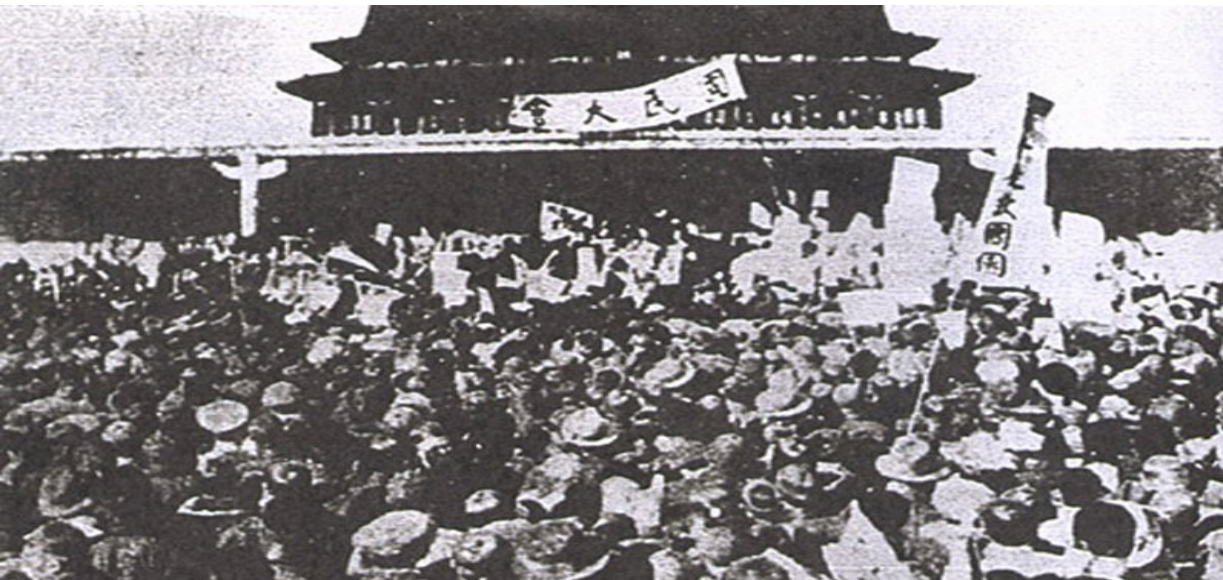
Bamboozle

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by
Yu Hua

Teaching and Learning

- Materials and Templates
- Finding Suitable Content: reading (primary sources), writing (reading reports), speaking (Y2 S2 exam), listening (recording professors)
- Student Abilities: flipped classroom, jig-sawed content, reflection and skill development (cooperative critical thinking)



Using Feedback as Educators

- Departmental
- Needs Analysis
- MQ
 - Two Pathways
- SSLC
 - Teaching Methods
 - Content
- Informal
 - Simplify Templates
 - Seminar Skill-Building

EAP202 student
feedback

Chi Ho LAU

Reason for the satisfaction

- The teacher (5 people)
- Passionate and motivated

- The content (4 people)
- The relevant topics

The most interesting part

- The seminar discussion (5 people)
- Reason: academic skills, writing, speaking and listening

Working with the Department

- Professional Affinity
- Templates and Reading Reports
- Focused Skills Development Based
- Student Input
- Future Projects:
 - Lexis for China Studies – subject-specific vocabulary/grammar app?

Q&A/Discussion

- Comments?
- Creative Suggestions?
- Improvement?

