

Workshop English for Academic Purposes

Leitung / moderators

- Dr. Stefan Serwe (Universität Osnabrück)
- Frank Lauterbach (Universität Osnabrück)
- Janna Gerdes (Universität Osnabrück)

Beschreibung / Description

Each workshop starts off with a presentation or a keynote lecture on the respective subtopic. The remainder of the time in each workshop is dedicated to practical, hands-on tasks and exercises which aim to provide EAP practitioners with the opportunity for professional peer-to-peer exchange and reflection.

Programm EAP Workshop

Ein Klick auf den Titel des Vortrags führt Sie zum Abstract

<p>Donnerstag / Thursday 10:30 – 12:00</p>	<p>EAP Needs Analysis</p> <p>10:30–11:15, presentation by Assist. Prof. Kenneth Ong Keng Wee (Singapore Institute of Technology)</p> <p><u>“University + Industry Approach to Curriculum Review and Evaluation of Communication Skills Courses”</u></p> <p>11:15–12:00, Workshop</p> <p>Whose needs are we talking about? And how can I find out more about these needs? EAP Programmes at German universities are to the best of our knowledge rarely based on a systematic and theoretically grounded analysis of the students’ actual needs. In this workshop, we aim to find out more about preparing and conducting needs analyses for EAP programmes by considering the range of stakeholders, critically examining the concept of ‘needs’, exploring the variety of methods available to build an effective methodology, and looking at ways of analysing and interpreting the evidence, which can ultimately be used to design a sensible EAP curriculum.</p>
<p>Donnerstag / Thursday 13:00 – 14:30</p>	<p>EAP Curriculum Development</p> <p>13:00–13:45, presentation by Assist. Prof Katrien Deroey (University of Luxembourg)</p> <p><u>„Constructing effective and efficient EAP curricula“</u></p>

	<p>13:45–14:30 Workshop</p> <p>EAP practitioners are often unsure about the focus of their courses and programmes. Are there core elements to any EAP curriculum – especially in a German context? Are there any important competences that are subject-specific (and, if so, which are these)? Is there a teaching methodology particular to EAP courses? How important is prior placement for EAP or to what extent can students with different language levels be mixed in an EAP course? When does it make sense to use a textbook and when should we design our own materials?</p>
<p>Donnerstag / Thursday 15:00 – 16:30</p>	<p>Grammar & Vocabulary in the EAP Classroom</p> <p>15:00–16:30, Workshop</p> <p>Students in the EAP classroom tend to have rather different expectations about course objectives than instructors. For instance, for some participants learning subject specific vocabulary is a major reason for taking an EAP class, while others expect a focus on grammar similar to EFL/ESL courses. These objectives may clash with those of the course designer, whose focus might primarily be on (academic) skills or categories such as style, coherence and cohesion, or genre (to name just a few). The goal of this workshop is to delve deeper into this problem and to explore how to best combine EAP and EFL/ESL approaches.</p>
<p>Freitag / Friday 10:30 – 12:00</p>	<p>EAP Programmes for Doctoral Researchers, Postdocs and Academic Staff</p> <p>10:30–11:15, presentation by Kerstin Gackle (Universität Leipzig)</p> <p><u>“A Targeted, Two-Fold Approach to Academic Writing”</u></p> <p>11:15 - 12:00, Workshop</p> <p>This workshop deals with doctoral researchers, postdocs and academic staff as a growing target group of EAP students. Given their heterogeneity in terms of English language proficiency, subject background and career stage, it can be challenging to devise programmes tailored to these target groups. In this session/workshop, we would like to discuss how instructors can deal with these chal-</p>

	<p>lenges. What are the best ways to support doctoral researchers, postdocs and academic staff who would like to or have to switch to English when publishing and/or teaching? Can “traditional” EAP programmes be adopted for these groups, or do they call for new approaches to academic support?</p>
<p>Freitag / Friday 13:00 – 14:30</p>	<p>Teaching Approaches and Materials Development for EAP Online Courses</p> <p>13:00–14:30, peer-sharing-session</p> <p>In April 2020 practically all of us had to switch to some form of teaching online, in some form or the other. In this panel, we would like to initiate an exchange of successful experiences and effective teaching practices. What effect has e-learning had on the delivery of EAP courses? Which technologies and/or e-learning approaches are particularly conducive to EAP teaching? What type of content still works best in a traditional face-to-face format? In a nutshell, the goal of this workshop is to gather the best digital practices with respect to EAP instruction in order to determine which digital formats can – or even should – be kept for future practice.</p>

Abstracts EAP Workshop

“University + Industry Approach to Curriculum Review and Evaluation of Communication Skills Courses

Kenneth Ong Keng Wee (Singapore Institute of Technology)

Donnerstag / Thursday 4.3.21

10:30 – 11:15

Employability skills training, particularly in communication skills, is paramount in boosting graduates’ relative chances of acquiring employment. Recognizing differences in disciplines, student profiles and industry communication needs, we adopt a programmatic project to revise and improve communication skills modules for hospitality business, food technology and civil engineering degree programs with input from academia and industry and evaluate the efficacy of the revised modules in developing effectively communicative students who meet industry expectations. This

study is the first of its kind to propose a whole-of-community approach to both curriculum review and curriculum evaluation by engaging and synthesizing multiple perspectives from stakeholders in industry and academia to develop students who can apply effective communication skills and contribute positively to the workplace during their internships. An action research approach will be used to review and improve existing curricula of communication skills courses for the three undergraduate degree programs. Six distinct groups of reviewers are identified – internship supervisors from industry, current students, working adults, SIT program faculty, SIT communication skills faculty and communication skills faculty experts from other universities. Reviewers will be given course materials to assess by responding to structured questions before they are interviewed to elaborate on their feedback and recommendations. Feedback from reviewers will be collected via face-to-face interviews and questionnaires. The curricula will be designed and trialed with undergraduates.

„Constructing effective and efficient EAP curricula“

Asst. Prof Katrien Deroey (University of Luxembourg)

Donnerstag / Thursday 4.3.21

13:00 – 13:45

In this talk I will sketch the development of an EAP curriculum at the University of Luxembourg Language Centre that takes into account multilingualism, needs analysis, insights into EAP teaching and materials, discussions with stakeholders, and human resources.

I will argue for an EAP curriculum approach that trains a set of core skills and enables discipline-specific genre and language learning through awareness raising activities and corpus search tools. In this view, English for Specific Academic Purposes is not the teaching of disciplinary vocabulary. Instead, teachers use their EAP expertise to ascertain disciplinary needs, compose or evaluate materials, set tasks in line with disciplinary activities, and -importantly- provide the skills and tools to continue (discipline-specific) learning beyond the course.

I will draw on examples of EAP course design from my own practice as well as on findings from my published research into EAP coursebook authenticity and multilingual course design.

“A Targeted, Two-Fold Approach to Academic Writing”

Kerstin Gackle (Universität Leipzig)

Freitag / Friday 4.3.21

10:30 – 11:15

Doctoral researchers, postdocs, and academic staff increasingly need to write in English—whether that be articles, dissertations, or smaller text types such as emails and reports. A targeted, two-fold approach is often the best way to help these individuals quickly and effectively achieve the writing skills they need to succeed. This approach

includes a combination of workshops and tailored writing consultations. The workshops expose the participants to a broad spectrum of writing strategies and principles and they can then see these in practice in writing consultations. This session will give an overview of what aspects might be included in such a workshop series and what type of writing consultations students might best benefit from. The examples given will be based on the Academic Lab workshop series “Essentials of Academic Writing” and the consultations offered at the Language Clinic at Leipzig University.