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LING 575.01: Seminar in Teaching English for Academic Purposes

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Seminar in Teaching English for Academic Purposes

Linguistics 575

Fall 2000

August 29-30, 2000

Tuesdays, 9-11

Hausmann

Submitted
9/13/2000

Textbooks: Dubin, F.D., D.E. Eskey, W. Grabe. **Teaching Second Language Reading for Academic Purposes**. Addison-Wesley. 1986.

Leki, Ilona. **Understanding ESL Writers: A Guide for Teachers**. Heinemann, 1992.

English 101: Teaching Assistant Manual (English In-house Manual)

I. Background Information

- A. The Kinds of Students Who Will Be in Your Class.
- B. The Needs These Students Will Have.
- C. How You Can Meet Those Students Needs
- D. What We Can Best Do to Get Them Functioning

II. Your Role as an EAP Instructor

- A. An Instructor, not a Teaching Assistant
- B. Savvy and sophisticated about how American students use language to function successfully in a university
- C. A teacher of language *skills*, a teacher of language *tools*
- D. Hard-ass, kick-butt teacher
- E. Sympathetic, understanding counselor
- F. Support faculty for students' other classes
- G. Informed, knowledgeable about University regulations
- H. An ombudsman

III. The EAP Program within the University's Academic Structure

- A. What the University Expects of the EAP Program
- B. Who Takes What
 - 1. EAP Program--All students (grad and undergrad) with a TOEFL 500-579
 - A. 500-525 = Ling/ENSL 250/251
 - B. 526-579 = Ling/ENSL 450/451
 - 2. 580+ = Exempt from EAP
 - 3. 500- = English Language Institute
 - 4. Exempted from EAP if Director of EAP Program recommends it; otherwise, required to take EAP until either

- a. pass TOEFL with 580 or greater
- b. Pass out of the 450/451 series
5. English 100 (optional)
6. English 101

IV. Class Procedures that Build Student Self-Confidence

- A. Overlapping and Regular Activities
 1. 50 minute period broken into at least two activities, one finishing up something started the day before, one part of an activity that will be finished the next period.
 2. General plan that has the same kind of activity on the same day even though the content may change.
- B. Activities that involve all students
- C. Activities that use all of the language skills we want to teach: reading, listening, writing, and speaking.
- D. Student-centered, not teacher-centered, classrooms
- E. Activities that show students they are making progress in learning
- F. Learning objectives that are specific and measurable

V. Getting the term started

- A. Day one (students mainly in section one of each section)
 1. Introductions, yourself and the others
 2. Description of the EAP Program
 3. Personal information and diagnostic exams
 - a. Personal description
 - b. Timed Writing
 - c. Timed Reading
 4. Getting them in place by Wednesday's class
- B. Day Two
 1. Class syllabi
 2. Class requirements, grades

VI. Goals and Objectives

- A. Focus of the EAP program
- B. Long-range vs short-range goals
 - ex. long range goal -----> to become a better reader of English
 - short-range goals ---->
 - to increase passive vocabulary
 - to increase reading comprehension
 - to increase reading speed
 - to utilize relevant study skills
- C. Objectives
 - ex. short-range goal -----> to increase reading comprehension
 - relevant objectives ---->
 - practicing SQ3R
 - recognizing the organization of the text
 - skimming for main ideas
 - reading for explanatory details
 - guessing word-meaning from context
 - predicting outcomes
 - distinguishing fact from opinion

VII. Lesson Planning

- A. What you should know before teaching a lesson:
 - the general aim of the lesson
 - what new language the lesson contains
 - the main stages of the lesson
 - what to do at each stage
- B. The importance of planning sets of lessons
- C. What the typical lesson includes:
 - review of previously learned material or homework
 - activities which help to introduce, reinforce, or master material
 - assignment and explanation of homework
- D. The importance of evaluation after the lesson
 - overplan
 - overteach
 - be flexible and positive
 - be efficient

VIII. Arranging class interactions

- A. Competitive structures
- B. Cooperative structures

IX. Self-Evaluation

- A. Good Teaching
- B. Bad Teaching

X. Learners: Learning Styles and Strategies

XI. Teachers

- A. Classroom Management
- B. Classroom Interactions
- C. Semester Plans
- D. Lesson Plans

XII. Re-evaluating, Re-thinking, and Re-planning Your Lessons