

# TEACHING ENGLISH FOR ACADEMIC PURPOSES ONLINE

Irina Matusевич



# OUTLINE

- Course Objectives
- Course Overview
- Course Contents
  - Multimedia
- Connecting with Students



# OBJECTIVES: STUDENTS

- Improve academic vocabulary and grammar
- Improve the knowledge of formatting styles (APA & MLA)
- Practice academic writing and speaking
- Improve autonomous learning skills

# OBJECTIVES: TUTOR

- Keep track of students' activity
- Provide feedback
- Help maintain students' motivation



# OVERVIEW

- Fully online course in Moodle
- Supplementary to the f2f EAP course
- 2-3<sup>rd</sup> year BA English and Linguistics students
- 1 semester
- Introduction + 12 units + Final assessment
- Syllabus
- Grading Scheme



# OVERVIEW: SYLLABUS

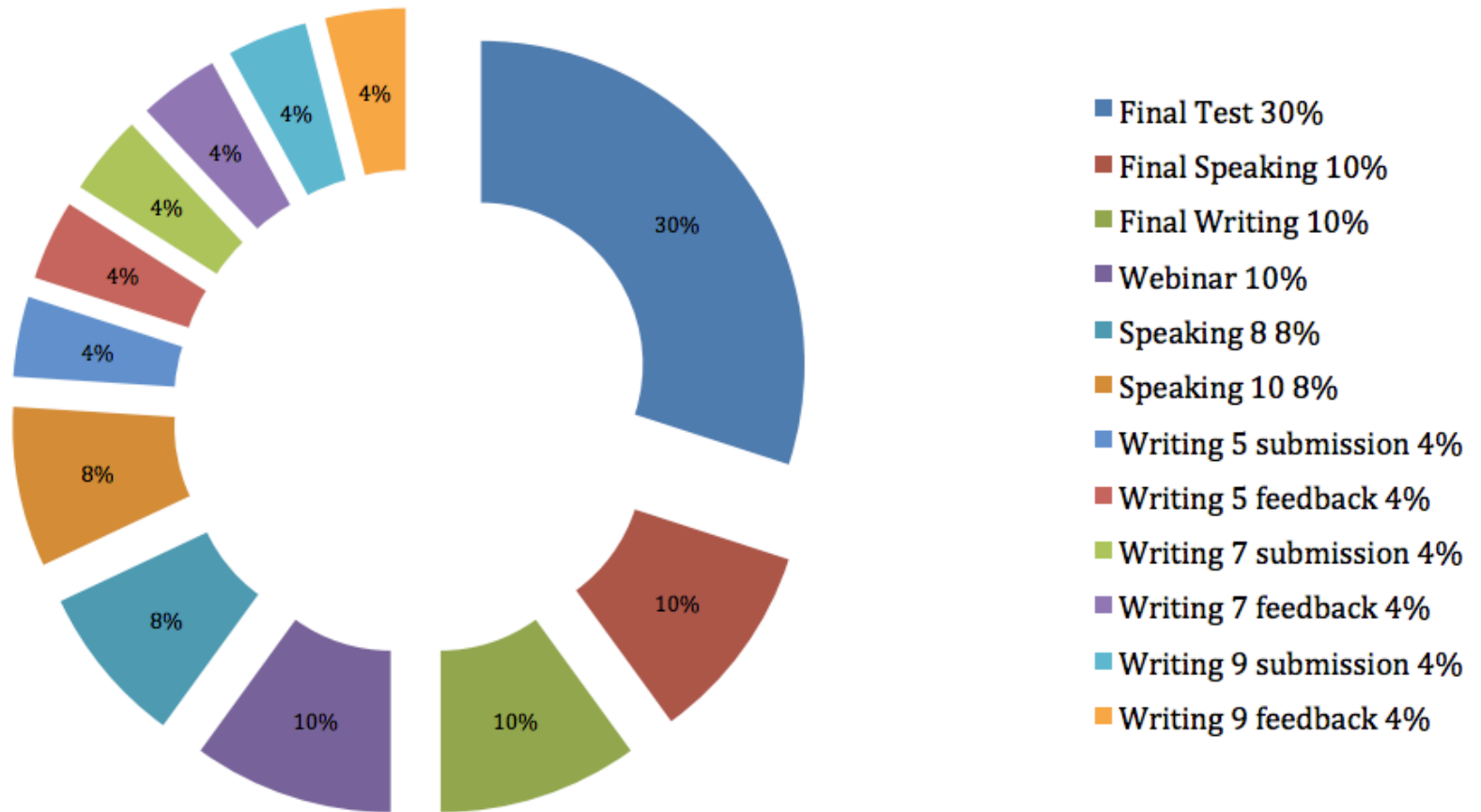


## AEP Syllabus



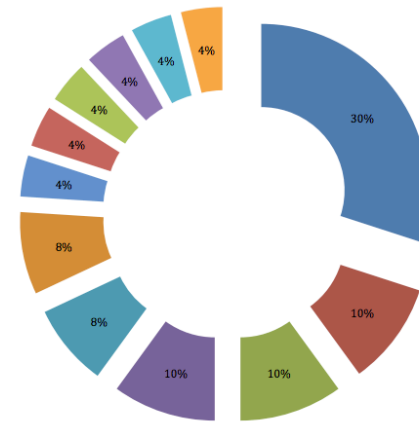
# OVERVIEW: GRADING SCHEME

## AJ11612 Academic English Practice Grading Scheme



# CONTENTS

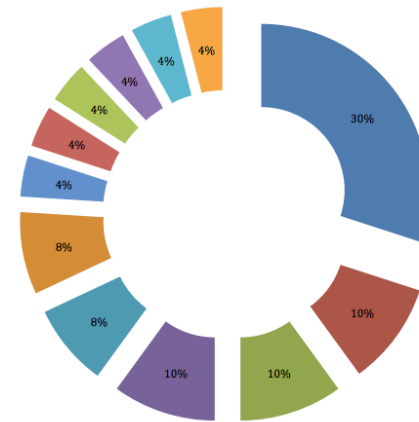
- Materials:
  - Text
  - Multimedia
- Exercises:
  - No time limit (not graded)
  - Limited submission time (graded)
- Student feedback:
  - 5-minute questionnaire at the end of each unit
  - 1 general questionnaire at the end of the course





# CONTENTS

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# CONTENTS: MATERIALS: TEXT

- Practice-oriented course
- Balance between text, other media and exercises
- Notes inside the exercises and links to

18

Zkontrolovat

## Informace

Úloha s  
viaječkou

Upravit úlohu

## Language note

In English, speakers emphasize the stressed syllable in a multi-syllable word. Sometimes listeners may not even hear the unstressed syllables. Vowels, in any case, often change to schwa or a reduced form in unstressed syllables. Therefore, it is essential that you can recognize key words from the stressed syllable alone when you hear them in context.

## Úloha 2

Nedokončeno

Počet bodů z 1,00

**This is the definition of one of the words from the exercise above. Read the definition and type the word in the box below.**

The act of contracting or assuming or gaining possession of something. For example: the .... of wealth, the .... of one company by another.



# CONTENTS: MATERIALS: TEXT



- In-built feedback

If you are having difficulties completing this exercise, try the following suffixes:

-ation, -ise and -ify

Správně

Bodový zisk: 13,00/13,00.

## Subject note

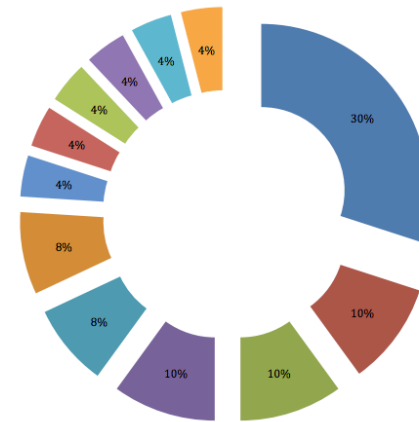
*The term 'test specification' has most likely developed from roots in engineering where specifications were used as models for the building of products or machines. The term was first used in testing context by G.M. Ruch in 1929 in his study of educational measurement. Ruch observed that specifications were a useful tool in the making of objective tests.*

Správně

Bodový zisk: 7,00/7,00.

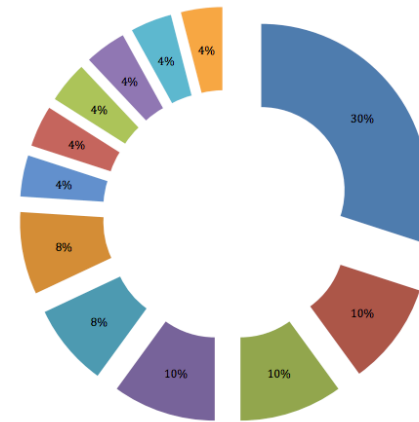
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# CONTENTS: EXERCISES: NO TIME LIMIT

- Weekly activities:
  - Vocabulary Practice
  - Reading/Listening
  - Extending Skills



- Any time during the course
- Unlimited attempts, mistakes are not penalized
- However, progress is conditioned by the completion (70%) of the previous exercise/unit

# CONTENTS: EXERCISES: LIMITED TIME

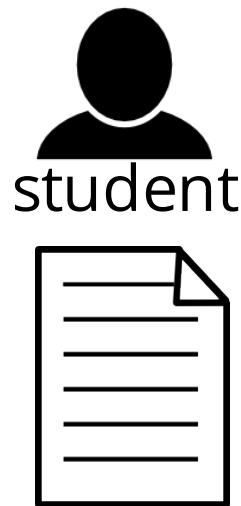
- 3x Writing Workshop
- 2x Speaking
- 1 Webinar
- Midterm Test
- Final Test + Final Speaking + Final Writing
- Submission time: 1 week – 1 month



# CONTENTS: EXERCISES: LIMITED TIME



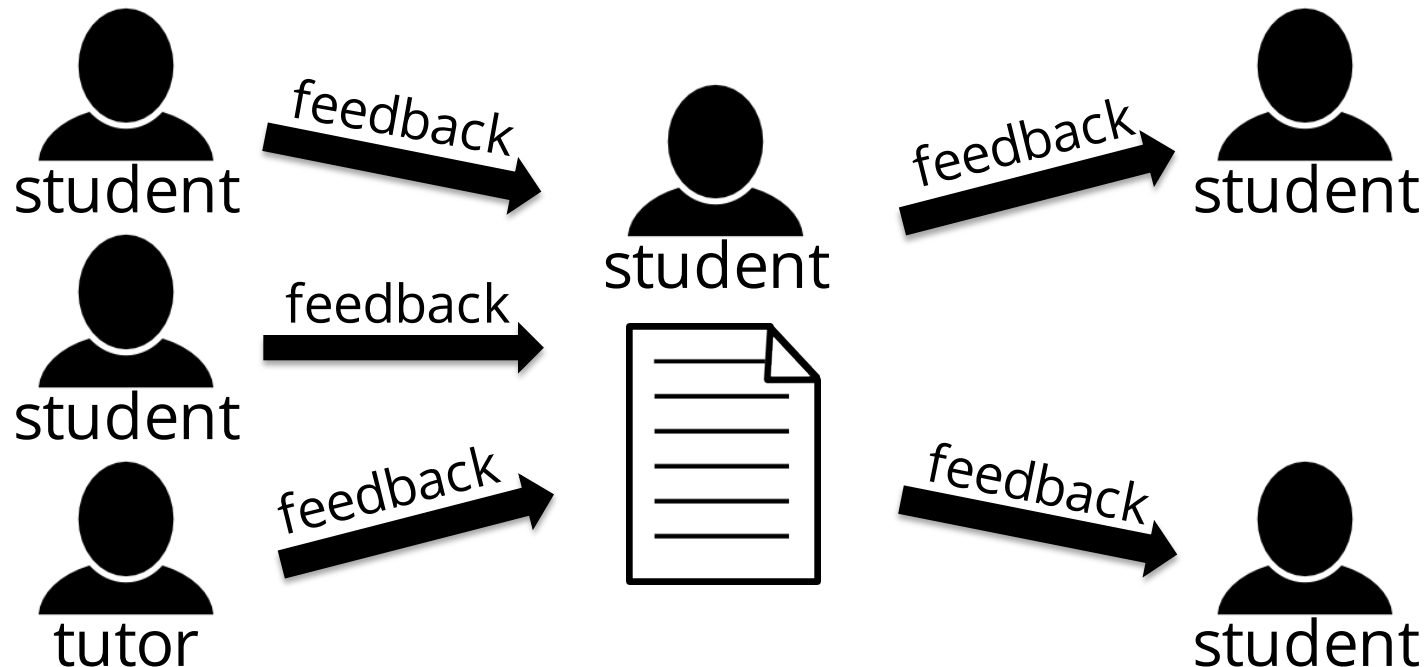
- 3x Writing Workshop (Workshop module)





# CONTENTS: EXERCISES: LIMITED TIME

- 3x Writing Workshop (Workshop module)



# CONTENTS: EXERCISES: TIME LIMIT

- 2x Speaking (Assignment module)

In this assignment you will be giving a spoken summary of a lecture.



1. Listen again to the lecture about [Language Tests](#) and take notes.
2. Give a spoken summary of the lecture using your notes.\*
3. Upload it here until **23:59 26.04.\*\***

**Do not write out exactly what you are going to say in complete sentences and then read it!**

Full lecture:

(recordings from *English for Language and Linguistics* (2008) by Anthony Manning)

\* For this task, you may find useful the following chapters from the reference materials: [fixed phrases from linguistics](#), [given and new information in sentences](#), [giving sentences a special focus](#) and [introducing new information](#).

\*\* You can either make a recording in Elf or use software on your computer. To make a voice recording in Windows, you can use a preinstalled program Sound Recorder. If you have a Mac, you can make a recording in QuickTime or Garageband. If you prefer a third-party program, Audacity may be a good option. Try to find a quiet place to make the recording and, if possible, use an external microphone or headphones with a microphone for better sound quality.

# CONTENTS: EXERCISES: INSTRUCTIONS

## Read before starting the exercise

You will now work with a text from the textbook *English for Language and Linguistics*.

Before you start, here are some ideas that can be useful for the first stages of a research when you have to handle large amounts of information.

When conducting research for a paper or a project, it is important to remember that reading all the materials you find is not necessary. Instead, you can save some time by following these easy steps:

- first, think of **research questions**, in other words, ask yourself what you expect to find
- second, skim through the text looking for **headings, sub-headings, topic sentences**, words in **bold** or *italic script*
- third, decide how **relevant** this is for your research
- finally, read the article/chapter or move on to other materials

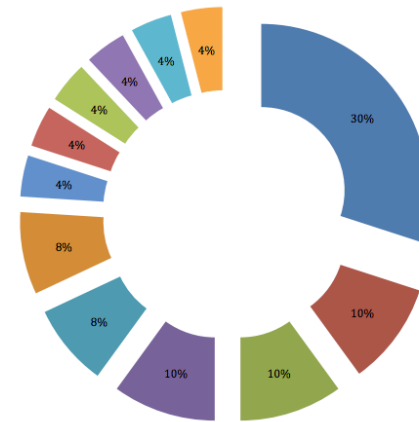


The text 'The Native Speaker Problem' you will be working with is taken from a book *The Future of English?* by David Graddol.



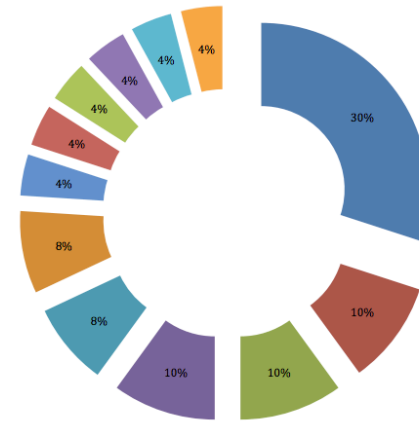
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# CONTENTS

- Materials:
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# CONTENTS: STUDENT FEEDBACK



- Short questionnaire at the end of each unit (Questionnaire module):
  1. \*How long did it take you to complete this unit?
  2. \*Rate this unit for length and difficulty from 1 (not enough) to 5 (too much)
  3. \*Which exercise took you the longest to complete?
  4. \*In how many sittings did you complete this unit?
  5. Did you use any dictionaries, websites or textbooks to complete this unit? List below.
  6. Anything else you would like to share?

# MEDIA



(activities overview)

(instructions)



(vocabulary practice)



(course intro & supplementary materials)



(webinar)



# MEDIA: GOOGLE CALENDAR



## Resources for this course

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Apr 27 – May 3, 2015 ▾ Week Month Agenda

	Mon 4/27	Tue 4/28	Wed 4/29	Thu 4/30	Fri 5/1	Sat 5/2	Sun 5/3
<input type="checkbox"/>	Extending Skills 10						
	Listening - Careers Using Languages						
	Speaking 10						
	Vocabulary 10						
	Writing 9 - Peer Feedback						

+ Google Calendar

To access a fullscreen version of the calendar, click on the button in the bottom right corner.

General forum

Reference Materials

APA and MLA formatting styles



# MEDIA: YOUTUBE & VOKI



This course is designed as a supporting tool for everyone wishing to improve their listening and reading skills in the field of language and linguistics. You will also be expected to submit speaking and writing assignments throughout the second half of the course.

The course is divided into twelve sections for each week of the semester plus a final test section. The syllabus concentrates on words and phrases commonly used in Academic English. It covers key facts and concepts in the discipline, thereby giving you a flying start for when you meet the same points again in your studies. It also focuses on skills that will enable you to get most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and to produce essay assignments.

## HOW TO WORK WITH THIS COURSE



## 5 Connectors and punctuation

### 5.4 TED-Ed videos for better writing

If you have managed to make it this far into the readings, it is time to take a break! Watch these TED-Ed videos about punctuation, plagiarism, use of introductions:



## Finally, watch this YouTube video about group discussions.



# COMMUNICATION

- E-mail support
- Forums
- Feedback



# MATERIALS & RESOURCES

- *English for Language and Linguistics in Higher Education* (2008) by Anthony Manning
- *Academic Writing in English: A Process-based Approach* (2011) by Janene van Loon et al.
- *The Future of English* (1997) by David Graddol
  
- APA Formatting Style Guide (Purdue University)
- MLA Formatting Style Guide (Purdue University)
- The BNC
- The SKELL
- The EnTenTen12



# THANK YOU FOR YOUR ATTENTION



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## **ELEARNING OFFICE**

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