



Name: **Jane Sjoberg**

EAP Tutor

Institution:

Birmingham International Academy, University of Birmingham

Biography

With nearly thirty years of teaching experience, Jane Sjoberg lived and worked in Sicily for 17 years before relocating to the UK in 2006. Since then she has worked in a variety of academic and professional contexts in Further and Higher Education. In her current role at the University of Birmingham's International Academy, she teaches Academic English and study skills on courses at postgraduate, undergraduate and foundation levels. As part of this role, she develops and evaluates learning materials (paper-based and online) and assessments in addition to foundation-level course design and materials writing for various programmes.

Workshop: ESAP for Foundation Science & Engineering

Abstract:

A healthy debate continues around the ESAP/EGAP approaches within EAP. However, the increasing numbers of international students requiring support not only with language but also with academic literacy within their discipline suggest that Spack's assertion that 'we should leave the teaching of writing in the disciplines to the teachers of those disciplines' (1988, p. 30) is in many cases unrealistic. ESAP features increasingly in various guises in the EAP curriculum, whether in formal course design or integrated within classroom activities by individual teachers.

This workshop will outline the experience of designing and implementing a course for high language level (C2+) students following Science and Engineering foundation level pathways at the University of Birmingham's International Academy. We will start by exploring the challenges of course design when the EAP teacher is not a subject specialist (e.g. evaluating and assessing student production) and look at how these challenges were faced through collaboration with core subject specialists. Examples of the resulting teaching materials will be provided. Following this, participants will have a chance to discuss and share ideas about their own setting and reflect on how a similar approach might be adapted to suit their own course design constraints.