

# Building sustainability into an EAP course



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16th November, 2017

<http://developeap.weebly.com/>



# Overview

How we got here

Benefits of using Sustainable Development Goals (SDGs) in EAP

Key features of *Develop EAP*

- Hyperlinks throughout the PPT



# How we got here

Our history & approach to course design

# About us

Language Schools



Exam preparation



In-company training



Technical English training



English medium instruction (EMI)  
universities

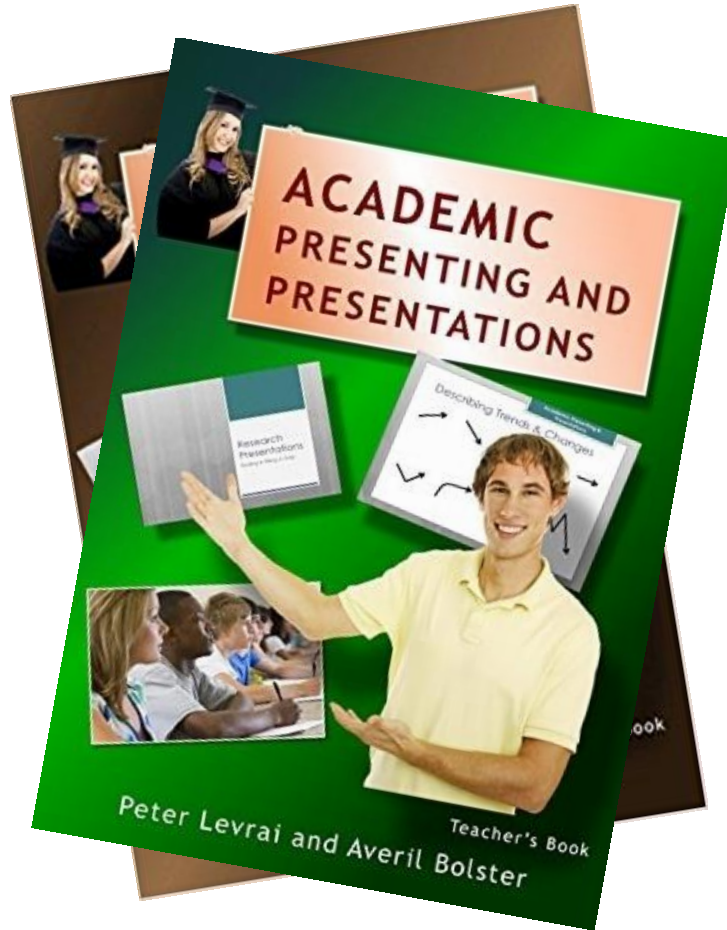


THE GLOBAL GOALS  
For Sustainable Development

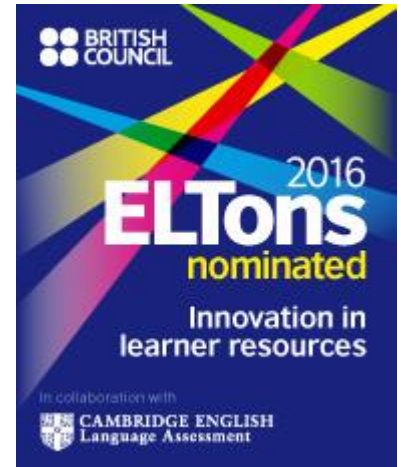
Starting PhDs in Language Acquisition in  
Multilingual Settings

# Teaching EAP

- Started in University of Nottingham Ningbo China (UNNC)
- Did a research project re: faculty expectations of oral presentations
- Highlighted the importance of argument & evidence
- Led to development of Academic Presenting & Presentations (APP)



THE GLOBAL GOALS  
For Sustainable Development



# Teaching EAP

- Moved to University of Macau (UM)
- Responsible for qualifying course to demonstrate ready for English-medium Instruction (EMI) studies
- Wrote *Develop EAP: A Sustainable Academic English Skills Course*



Averil Bolster & Peter Levrai



# Our approach to course design

- Follow Backward Design by Wiggins & McTighe (2005)



- [Blogpost](#) in British Council Voices Magazine about teaching EAP

# The aim of *Develop EAP*

- Everything is geared towards helping students succeed in English-medium higher education.

**Linchpin idea:** To help learners to develop “the language and associated practices that people need in order to undertake study or work in English medium higher education” (Gillett, 2015, para. 1)

- [Article](#) about developing the course in the latest edition of the European Journal of Applied Linguistics and TEFL





# Benefits of using the SDGs in EAP

What the SDGs are, how we used them & useful resources

# Developing a sustainable course

Suitable for  
different contexts  
& cohorts

Easily adaptable  
& usable for a  
long time

Accessible &  
relevant content

# Sustainable Content: The Sustainable Development Goals (SDGs)





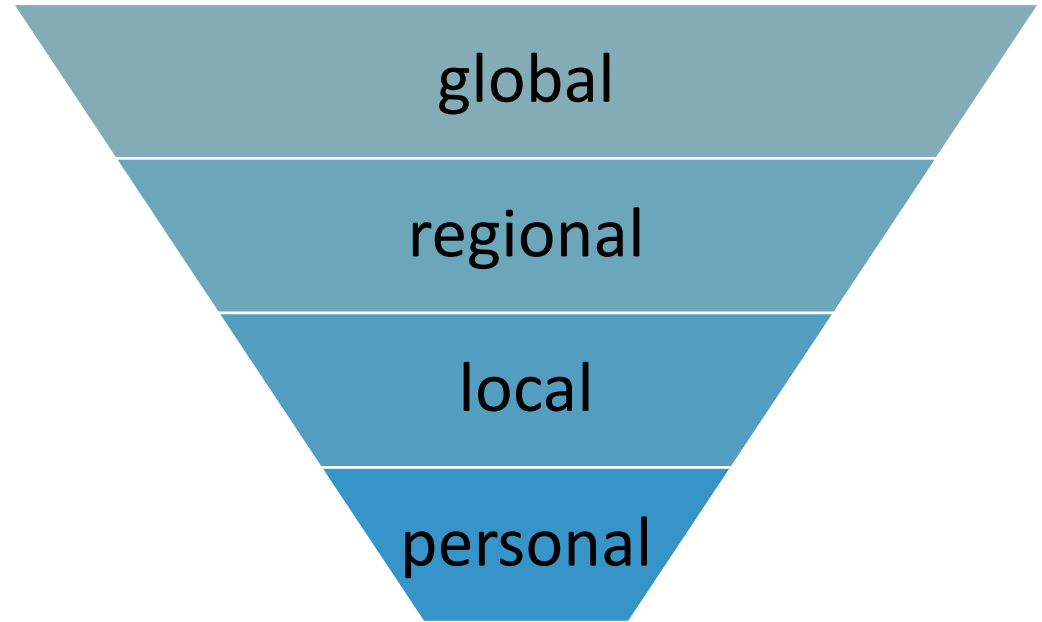
# The SDGs in Higher Education

- Fits with quotes from Peter Wells, chief of higher education at UNESCO

‘Professors no longer need to scabble around creating artificial problems for their curricula as the SDGs pose real-life problems for students to address.’  
(Warden, 2017)

# The benefits of the SDGs for EAP

- Hard to find content suitable for every discipline
- The SDGs cover a range of interconnected issues.
- Glocal & relevant to all
- Can be examined from multidisciplinary (EGAP\*) or single discipline (ESAP\*\*) perspectives



\*English for General Academic Purposes

\*\*English for Specific Academic Purposes

# How we used the SDGs

## Essay

Comparing likely  
success of two SDGs

## Presentation

How governments,  
corporations and/or  
individuals could  
contribute to a goal

# How the SDGs could be used



# Useful Resource for SDGs



SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM

## THE CONVERSATION

Academic rigour, journalistic flair

theguardian



THE GLOBAL GOALS  
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BRITISH COUNCIL TeachingEnglish

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals  
Alan Maley and Nik Peachey

SUSTAINABLE DEVELOPMENT GOALS





# Key features of *Develop* *EAP*

What makes the course a success

# Key features of *Develop EAP*

1) Integrated skills

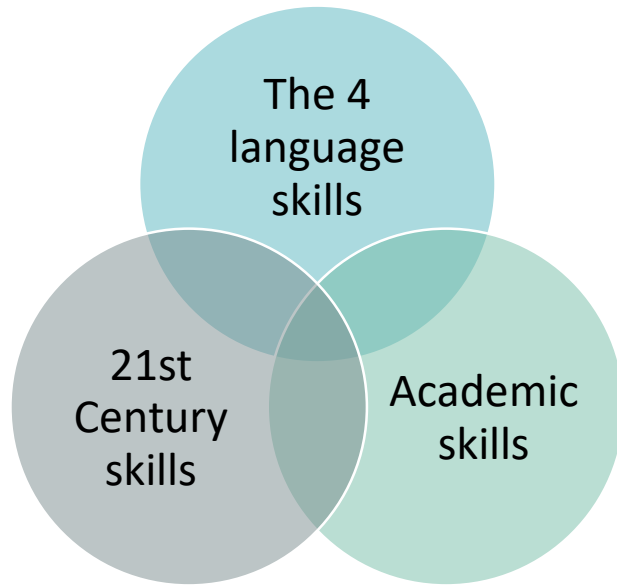
2) Collaborative learning

3) E-tools

4) External resources

# 1) Integrated Skills Approach

- The course takes a holistic approach.
- Integrates



## 2) Collaborative Learning

- **Collaboration** (one of 4Cs in 21st Century education) helps develop the others

Creativity

Critical thinking

Communication

- Increasingly common in student assignments (written & oral)

# Warning: Collaboration vs Cooperation

## Cooperation

- People work individually towards the same goal

## Collaboration

- People work together towards the same goal



# Group Essay Process

Group essays require scaffolding & collaboration has to be supported by the teacher

Group essays are a lot of work for everyone involved

Provide more affordances for learning than individual essays



Discuss intro texts online



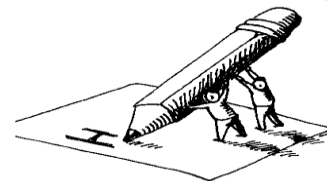
Form essay group & ground rules



Search for & discuss sources



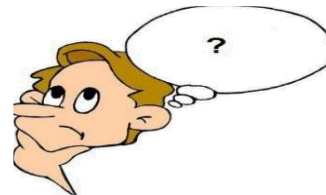
Write an annotated bibliography



Write an outline as a group



Write first draft together online



Reflect on how things are going



First draft feedback meeting



Second Draft



Peer feedback to another group



Final draft



Final reflection

# More about group essays

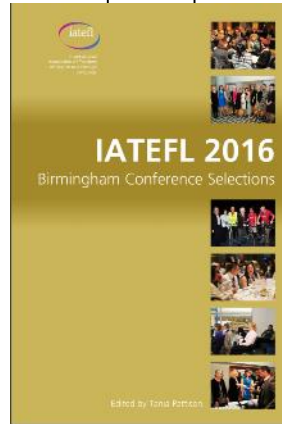


## Undergraduate Collaborative Essays

Constructive, not a cop-out



Averil Bolster  
Peter Levrai



## Essays With Benefits

*Undergraduate Collaborative Writing*



Peter Levrai & Averil Bolster

Friday 7th April, BALEAP 2017 Bristol





### 3) E-tools – Brainstorming



**AnswerGarden**  
A minimal tool for  
maximum feedback

What makes a good essay?

Thanks! Type another answer here...

20 characters remaining



A word cloud visualization of essay components. The words are arranged in a roughly circular pattern. The largest word is 'argument'. Other prominent words include 'evidence', 'ideas', 'thesis', 'grammar', 'organisation', 'support', 'logic', 'sources', and 'vocabulary'.

ideas evidence  
argument  
thesis grammar logic  
organisation support  
vocabulary argument sources

# E-tools: Discussing Content



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# E-tools: Discussing research



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The screenshot displays the Stormboard interface. A central 'Comments' dialog box is open, showing a discussion about a link to 'http://journalism.abo...'. The main interface shows a grid of posts with various comments and replies. The interface includes a search bar, navigation icons (Home, Chat, Activity, History), and a bottom navigation bar with icons for Home, Import, and a notification for '4 of 5'.

Comments dialog box content:

- 2 months ago in Pink: <http://journalism.abo...>
- Good introduction about Citizen journalism. 2 months ago
- The source is current and it is reliable I think. 2 months ago
- <http://journalism.abo...> citizen journalists in right way 2 months ago
- Is the website a experts blog? 2 months ago
- It's not a blog.It is a new website 2 months ago

Main interface content:

- searching online and filtering results: <http://www.theguardia...>
- What's the different between professional journalists and "citizen journalists"? 2 months ago in Green
- Why is traditional journalism trusted by public? 2 months ago in Green
- What kind of news are reported by them? 2 months ago in Green
- Here is a video about Citizen Journalism vs Traditional Journalism. 2 months ago in Pink: <https://www.youtube...>
- <http://www.freemalaysi...> Malaysian Press Institute (MPI) chief executive officer talks about "citizen journalists". 2 months ago in Pink
- Please put the resources under the gray block. A MONTH AGO
- Really sorry for the absent tonight. A MONTH AGO
- Scarlett, did you change the format of the stormboard? A MONTH AGO
- I don't know what I did... Type your message here...

# E-tools: Drafting



The screenshot shows a Google Docs interface. The document title is "Using Google Docs for Collaborative Work". The URL in the browser is <https://docs.google.com/a/msu.edu/document/d/10kEyAvT6fDh4F5VXVHy70MdAxyk9NmZNEKZMMiJDC/edit>. The document content includes:

So just type in your [netID@msu.edu](mailto:netID@msu.edu) and click sign in, which will take you to a new login page. On this page you'll re-enter your netID and add your password this time. Then click login and this will take you to google drive.

1. Create a new google Doc. *(it's straightforward. I will provide instructions here)*
2. Next, to add group members click on the "Share" button in the upper righthand corner of the page. This will prompt you to give your paper a title, so I'll call this "group project #1"
  - a. You'll need to know the netID of the other people in your group. My recommendation would be to ask them in class, or if you're online, you can go to MSU.edu and use the people search to find them.
  - b. Make sure you add your instructor when you are ready for them to review and make comments.
  - c. and when you are finished click "Share & Save".... "Done"
3. *(fade into half-completed document, with collaborators and comments)* Finally, i want to show you a document with comments so you have a sense for what that looks like, because this is a really powerful feature in Google Drive.

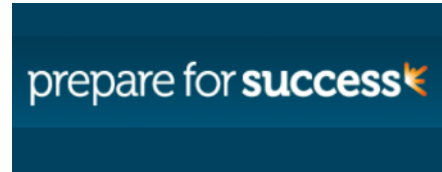
When you or anyone in the group would like to add a comment, simply highlight a word or

Comments:

- goodri89** 10:18 AM Jan 10  
The only other thing i might mention is that they can now share that [link](#) in an email to the group rather than having to attach a document.
- Nathan Evans** 1:05 PM Jan 10  
Good call.  
Edit Delete

## 4) External Resources

- There are a lot of useful resources for university students. Some of our favourites are:



- QR codes made on [goqr.me](https://goqr.me)

# The future of the course

- We will be calling for universities that want to pilot the course

Open to research  
on collaborative  
learning

Provide feedback  
for further  
improvements



# References

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# Thank you



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