

BALEAP

STEMSIG

Deconstructing student needs in EAP for STEM

BALEAP STEM SIG

1. **Connect** EAP practitioners and researchers
2. **Collate** practice, **initiate** scholarship and research collaborations
3. **Support** transition in EAP for STEM

EAP for Science (by Natasha Rust, University of Leeds)

Register, genre and discourse as central tenets to my pedagogy, needs analysis and syllabus development for students to communicate within their discourse/disciplinary communities (Biber and Conrad, 2009; Hyland, 2005).

Developing a **metalinguistic toolkit**: exploring moves, rhetorical functions and linguistic features and linguistic complexity present within the discipline for different audiences, purposes and genres for **knowledge transfer** (Monbec, 2018).

Questions:

- How do you see these ideas reflected and/or contradicted in your own teaching practice?
- What are the challenges of integrating these components in your course formats?
- What are the opportunities of integrating these components in your course formats?

EAP for Maths (by Sanchia Rodrigues, University of Warwick)

Framing of **academic literacies** (Moschkovich, 2015) using **multimodality** as a resource (Wilkinson, 2019):

1. mathematical proficiency
2. mathematical practices
 - prioritise over ling. accuracy (Wilkinson, 2019)
3. mathematical discourse
 - Halliday (1975): 'register of mathematics'
 - Graves et al. (2013): maths **is** the method

Recognition of **full language repertoire** (Robertson and Graven, 2020; Wilkinson, 2019)

Questions:

- How do you see these ideas **reflected** and/or **contradicted** in your own teaching practice?
- What are the **challenges** of integrating these components in your course format?
- What are the **opportunities**?

EAP for STEM (by Aaron Woodcock and Lori-Ann Milln (University of Reading and University of Southampton)

- Reflection (University of Reading, 2018)
 - Self-awareness and lifelong learning
- Speaking Skills
 - Spoken interaction (Mercer et al, 2013)
 - Sociolinguistic competence (University of Reading, 2018)
- Mediation Skills (Council of Europe, 2018)
 - Explaining strategies
 - Summarising strategies
- Vocabulary Production (Coxhead et al, 2017)
 - High frequency
 - Fluency

Questions:

- How do you see these ideas reflected and/or contradicted in your own teaching practice?
- What are the challenges of integrating these components in your course format?
- What are the opportunities?

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