

FACILITATING  
INTERNATIONALISATION  
IN BRAZILIAN  
HIGHER EDUCATION

Resources for  
**E**NGLISH FOR  
**A**CADEMIC  
**P**URPOSES  
teacher education

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FACULDADE DE FILOSOFIA,  
LETRAS E CIÊNCIAS HUMANAS  
UNIVERSIDADE DE SÃO PAULO

São Paulo, 2019

# PREFACE

It is with great pleasure that we present this e-book which contains three toolkits for English for Academic Purposes Teacher development. This work emerged out of a research project entitled Facilitating internationalization in Brazilian Higher Education: developing expertise in teaching English for academic purposes, which was sponsored by the British Council through the UK-Brazil English Collaboration Call 2018. The two universities involved were University of São Paulo (USP) and University of Glasgow (UofG).

The book contains two parts. In the first, a short summary of the research project is provided and in Part two, the toolkits are presented. These toolkits were designed based on three of the major challenges for EAP teaching identified in this research. These challenges consisted of types of knowledge the participants in this research acknowledged that they needed: 1) linguistic knowledge involving discourse and genre, 2) disciplinary knowledge, and 3) professional development knowledge.

We see the following as the main contributions of this e-book: 1) to offer practical resources for EAP teachers, while acknowledging development needs require further investigation both in Brazil and overseas (Cristóvão & Beato-Canato, 2016; Ding & Campion, 2016), and 2) to foster EAP teachers' agency through autonomous development and encourage engagement in communities of practice (Lave and Wenger, 1998) – as suggested by participants. We hope also to call attention to the important role EAP teachers play in the ongoing internationalization movement of Higher Education, and by extension, to the relevance of their professionalization and the institutionalization of their development.

It is important to note that these toolkits were piloted in part at the UofG and fully in USP. Although the research was carried out in Brazil, we see that the challenges identified and starting to be addressed by the toolkits may also be faced by EAP teachers in other contexts as well.

We hope you enjoy this e-book and that the toolkits can help boost further development in your work context.

*São Paulo and Glasgow, August 2019.*

# Part 1 • Short report

<b>Abstract</b> .....	7
<b>Acknowledgments</b> .....	8
<b>About the Research Team</b> .....	8
<b>Introduction &amp; background to the research</b> .....	9
<b>Research into Teachers of English for Academic Purposes • EAP</b> .....	10
<b>Research Aims &amp; Methodology</b> .....	11
<b>Key Findings</b> .....	12
<b>Discussion</b> .....	13
<b>Implications &amp; Impacts</b> .....	14
<b>References</b> .....	15
<b>Appendix</b> .....	16

# Part 2 • EAP Teacher Toolkits

<b>Introduction</b> .....	17
<b>EAP Teacher Toolkit 1: Exploring Academic Discourse as Social Practice</b> ...	19
<b>EAP Teacher Toolkit 2: Experiential Learning and Threshold Concepts</b> .....	25
<b>EAP Teacher Toolkit 3: Professional Development Needs Analysis</b> .....	29

# Part 1 • Short report

## Abstract

Internationalisation in higher education has brought with it the increasing use of English for academic communication between expert academics and for students in English and the concomitant need to support academic staff and students in using English for academic purposes (EAP). This in turn raises the need for teachers of EAP. However, there is little in the way of EAP specific teacher education or research into EAP teacher needs.

The research presented here investigated experiences and views of EAP instructors, both novice and experienced in one university context, the University of Sao Paulo (USP), Brazil. We aimed to identify challenges faced by instructors delivering four types of EAP provision at USP along with skills, knowledge and experience required for these roles. In doing so, we wanted to propose courses that might be added to the English Major curriculum and to a framework for structured EAP teacher education at USP.

A qualitative approach employing focus groups and interviews was taken asking participants to reflect on their EAP teaching experiences. This was complemented by insights from the pedagogical coordinator of three of the programmes. Prompts for discussion were informed by three theoretical frameworks: Ferguson's (1997) specialised teacher knowledge, Schulman's teacher knowledge base (1986) and the BALEAP EAP teachers competency framework (2008). A framework analysis (Parkinson et al., 2016) was employed to identify codes and themes.

We found a range of challenges, some specific to the provision and level of experience and some common to all. We identified aspects of EAP teacher knowledge that elicited little if any attention, e.g. understanding of disciplines and writing as social practice. Together the findings provided us with valuable information to inform frameworks for EAP teacher education for example, the 'Letters' curriculum.

Based on the findings we present also of a number of 'EAP Teacher Toolkit' tasks.



# Acknowledgments

This research project was supported by the British Council UK-Brazil English Collaboration Call, with funding also provided by the University of Sao Paulo and the University of Glasgow International Partnership Development Fund.

We would also like to thank all the instructors and coordinators at the University of Sao Paulo who generously gave their time for focus group meetings and interviews. Your contributions have provided valuable insights into EAP teacher needs in this context and have inspired our EAP Teacher Toolkits. We would like to thank the administrative team and students at USP for their help in setting up meetings and workshops, and to our independent research assistants for transcription services.

## About the Research Team

### Principle investigator & Brazilian researcher

- **Profa Dra Marília Mendes Ferreira**

Associate Professor of Applied Linguistics | Department of Modern Languages, USP

Profa Dra Ferreira has been working with academic literacy in English for over 12 years. She created and runs the Laboratory of Academic Literacy, one of only 3 such centres in Brazil, where tutoring on academic writing is offered to the USP community. She has extensive experience with course and material design, teaching EAP for different fields and investigating the challenges of Brazilian students learning academic discourse in English. She has conducted research with the University of Bath. She has also worked as a consultant on EAP issues for the international office and the Graduate School of USP. Currently her main interests are the challenges English teachers have when teaching EAP and their relationship with the academic discourse.

### UK researcher

- **Dr Carole MacDiarmid** | EAP Manager (Teacher Development)

English for Academic Study | University of Glasgow, Scotland | UK

Dr MacDiarmid's expertise lies in the area of teacher development and specifically in English for academic purposes (EAP), TEAP curriculum design and online learning. She has innovated and evaluated curriculum developments in English for academic purposes and Teaching EAP at the University of Glasgow where she runs the postgraduate [TEAP course](#). She is an assessor for the [BALEAP Accreditation Scheme](#) and is also a BALEAP Senior Fellow, Mentor and Assessor (BALEAP TEAP Fellowship Scheme). She has extensive experience in teacher education at a range of levels (pre-service to PhD supervision) and mentors practitioners in HE and Teaching EAP fellowship schemes. Her current research interest focus on spoken academic discourse and approaches to EAP teacher development.



# Introduction & background to the research

Internationalisation in higher education has brought with it the increasing use of English for academic communication, both between expert academics and for students in English as a medium of instruction (EMI) contexts. This in turn has increased the demands on English language instructors tasked with providing specialised English for academic purposes (EAP) support. Although EAP is a burgeoning practical specialisation within English language teaching (ELT) with a significant amount of research into academic genres and learner needs (see for example Biber, 2006; Biber et al., 2002; Hyland, 2000; Nesi & Gardner, 2012), there is still, somewhat surprisingly, relatively on EAP teacher needs. This in turn means there is also still little in the way of structured and informed EAP teacher education programmes.

This small-scale qualitative research project investigated experiences and views of both novice and experienced EAP instructors working on four types of EAP teaching provision in one university context, the University of Sao Paulo (USP), in Brazil. We aimed to identify challenges faced by instructors at USP along with skills, knowledge and experience required for these roles and compare these with existing, albeit limited, conceptualizations of EAP teacher knowledge. In doing so, we wanted to propose courses that might be added to the Letters curriculum and to a framework for structured EAP teacher education at USP.

The summary report here provides a brief summary of the theoretical background related to EAP teacher needs and indicative references, the methodology employed in this small scale qualitative study and our key findings. These findings led to specific project outputs in the way of EAP Teacher toolkits.

A fuller discussion of the background, methodology and findings will be presented in a later research article.

# Research into Teachers of English for Academic Purposes • EAP

With English as one of the main foreign languages in academia in Brazil and indeed internationally, the linguistic demands imposed on academics (both professional academic and students) has increased as has the demand for EAP teachers. As noted in the introduction, specialized support for EAP teachers is still limited as is an understanding of EAP teacher needs. This is not particular to Brazil. A small number of reviews on EAP teacher education overseas exist identifying challenges of transitioning into EAP and the need for specific development or training (e.g. Basturkmen, 2017; Campion, 2016; Ding & Campion, 2016). The majority of research into EAP in the Brazilian context has been relatively recent and emerged out of Language without Borders (LwB) NUCLI (NUCLI is how these language centers are named) initiatives, which commenced in 2014. This research can be grouped under three foci: in one EAP teacher education is articulated in terms of GE education as the recommendations given are deemed suitable for both contexts (e.g. Dellagnelo et al., 2015; Gimenez & Passoni, 2016) a second group refers to the theoretical perspectives that frame the studies reported, for example the communicative approach (e.g. Guimarães et al., 2014). A third focus relies on the object of investigation of the LwB nuclis studies and includes material development (e.g. Oliveira & Vieira & Souza, 2016), teachers' beliefs (Rodrigues & Souza & Andrade, 2017), and actions to promote teacher education in the nuclis (e.g. Kirsh & Sarmiento, 2018).

In brief, LwB stimulated the field of teaching EAP education in Brazil with a variety of theoretical perspectives and foci of investigation. However, these perspectives could also be applied to General English teachers and are not EAP specific.

In relation to identifying the knowledge and skills EAP teacher need three theoretical frameworks can be of use. In developing components of teacher knowledge base in general, Schulman (1986) identifies content knowledge, pedagogical knowledge, pedagogical content knowledge and curricular knowledge. Specifically in relation to EAP, Ferguson (1997, p.85) identifies the need for specialized knowledge for language for specific purposes (LSP) teachers, comprising 'a knowledge of disciplinary cultures and values', of 'the epistemological basis of different disciplines' and of 'genres and discourse'. This would be part of Shulman's content knowledge. The BALEAP Competency Framework (2008) also provides insights into practical competencies that an EAP practitioner may aspire to, including knowledge of student needs, learning contexts and again relevant academic discourse and practices. This EAP specific framework, however, was designed primarily within a UK setting and may be more or less relevant/applicable to different contexts.

Given the lack of research into more varied context or of EAP teachers specifically, we identified a need to discover more about the lived experiences of teachers currently working in EAP at USP. This can provide insights into challenges faced, the nature of the provision offered and in doing so it should then be possible to comment on areas of teacher knowledge underdeveloped or not yet identified. This will then provide more solid information to inform the English Major curriculum (development and provide suggestions for continual professional development (CPD) frameworks.

## Research Aims & Methodology

Aiming to gather insights from key stakeholders within four EAP teaching contexts, we were guided by the following research questions:

**What are the challenges teachers face when transitioning to EAP teaching?**

**What skills/knowledge/experience needs to be developed?**

In order to explore these issues focus group (FGs) and interviews were conducted with participants from the following EAP providers in USP: the Language Center (LC), Language without Borders (LwB) NUCLI, tutors from the Laboratory of Academic Literacy (LLAC), and from Language Education at USP (LEUSP).<sup>1</sup> Covering the four groups ensured data were generated from instructors with varying degrees of experience in ELT and/or EAP teaching and of personal engagement and socialization with academic practices (e.g. from undergraduates to post-graduate researchers).

Four focus groups (Menter et al., 2011) and for practical reasons four individual interviews, were held with **18 participants** in total. In order to prompt discussions, general 'tell me about' guiding prompts were used.<sup>2</sup> These were followed up if necessary with schematics outlining aspects of specialised teacher knowledge, teacher knowledge base and the BALEAP EAP teacher competency framework. Once the recordings had been transcribed and anonymised, a framework analysis approach (Parkinson et al., 2016) was adopted. This allowed for themes to emerge but also acknowledges theoretical frameworks that can inform the analysis.

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<sup>1</sup> The Language Center offers EAP courses for undergraduate and graduate students of USP; instructors hold either a master or a Phd degree. LwB Nucli is the name of language centers affiliated with the LwB system; instructors are undergraduate students of Letras, pursuing a teaching certificate in English Language Teaching. LLAC is a research center offering academic writing tutoring sessions; instructors are all postgraduate students involved with research on academic literacy. LEUSP focus on IELTS preparation courses; instructors are also postgraduate students researching either language or literature in English.

<sup>2</sup> E.g. *tell me about your role/your learner needs/what helps or hinders you in your role.*

## Key Findings

We present here the most prominent findings in this summary report as space does not allow for a full discussion. In order to preserve the anonymity of participants, we report on overall findings related to specific themes. **Five overarching themes** with a number of sub-codes were identified: **Linguistic & discourse/genre (A)**; **Knowledge of disciplines (B)**; **Pedagogic: Learner/teacher needs (C)**; **Professional Development (D)**; **Emerging (reflection/time/recognition) (E)**.

A core competency of EAP teachers is specialised content knowledge. Regarding linguistic aspects (A), specialised EAP content knowledge relating to the knowledge of specific genres and discourse is challenging. In particular, the analysis suggests academic writing is understood at different levels, with these instructors focusing primarily on organisation and development and lexico-grammatical features, especially vocabulary. In talking about discourse/genre, the instructors were concerned with overall organisation/ structure of the written work and on helping student express meaning. However, while the purpose and concept of genres (almost exclusively written) is known to an extent, much less was said linking genre-specific representative lexico-grammatical features, nor tying these to the disciplinary practices that each may be reflecting. In developing their knowledge and understanding of academic communication, instructors' own socialisation into academic practices was a key source. In relation to knowledge of disciplines (academic practices, genres and epistemology), while it was acknowledged this may be important, it was not seen to be either realistic or necessary to have an in depth understanding of different fields.

In relation to learner needs (part of C, pedagogical knowledge), the instructors were all aware of the need to address learners' needs and of ways to identify these for example through traditional needs analysis surveys. The analysis of learner's knowledge (C2) revealed that learners are seen by the instructors as holders of disciplinary knowledge and relevant genres which confer them a special status in EAP classes. Teachers indicated desire for more specific input and opportunities to develop EAP specific pedagogies, lesson planning and materials design and development competencies.

Aspects related to teacher understanding of assessment and course design, both identified as competencies within the BALEAP CF (2008) were limited apart from by the highly experienced instructors. This reflects not only the types of courses/provision, but also the varying levels of experience and teacher education that the instructors had been exposed to.

The instructors were also asked to talk about forms of professional development they engage in and find beneficial. Although they benefited from locally organised workshop meetings and in some cases courses, all groups recognised a lack of formal training and education for EAP teachers. They also recognised the value of professional networks for sharing and developing expertise.

## Discussion

The results are obviously context specific but since instructors were involved in a variety of types of provision and with differing levels of provisional experience, a number of tentative conclusions can be drawn that might be of interest beyond this specific context.

Firstly, the role of instructors' previous learning can assist their EAP teaching. Both experiential and scholastic types played an important role here. Personal engagement with academic literacy experiences helped shape instructor development as an EAP teacher and should be considered in the development of an EAP component of a curriculum. Among the key themes, the genre/discourse and knowledge of academic disciplines were found to be the most challenging. CPD can assist in suggesting frameworks to access elements of disciplinary cultures and, as a consequence, not to rely solely on learners' assumed (possibly limited) knowledge. A 'Letters' curriculum and EAP CPD should also provide opportunities for students/instructors to carry out discourse and language analysis of texts linking language and disciplinary discourse and practices. Consideration can then be given on how to transfer this skill and knowledge to real world needs, such as EAP class preparation and materials evaluation and development.

The participants showed a very positive attitude towards CPD and although it is not institutionalized in the university studied, the instructors could benefit for such activity. Agency on their part in this regard is crucial as it can enable them to seek forms of self-development and mutual support. Institutional support may also overcome a sense of under-appreciation of their work by the university, which is also attested by the literature (e.g. Bruce & Ding, 2017).



## Implications & Impacts

This study has scientific, economic and societal impacts. In relation to scientific, the impacts are as follows. The study also contributes to gaps in our understanding of EAP teacher needs in a variety of contexts (e.g., tutors/literacy brokers, novice teachers and experienced teachers), while at the same time corroborating findings in the literature for example in relation to teacher cognition. Specifically, the investigation of teachers' rather than students' needs and contexts of work that are not extensively studied. The economic impacts of this study refer to the input obtained from teachers and how this information can help inform CPD actions and policies for formal professional development. Concerning suggestions for curricular change in the USP English Major curriculum, this study provides recommendations, for example creating a departmental policy for feedback provision to the students and for the assignment instructions. The curricular recommendations can also be adopted by other English Majors in Brazil with local adaptations.

The study produced a workshop for EAP teacher development for which three EAP teacher toolkits were designed to assist the audience to **1) reflect on the nature of their experiences** with academic discourse, **2) to raise awareness** of the role of specialized knowledge in EAP (whether as genres or as cultures) **3) to foster teachers' autonomy** to seek CPD, i.e., agency. In the near future, the study in the form of a manuscript will be submitted to an international journal and provide a more detailed explication of all aspects of the research project.

This project also enabled the development of academic ties between the University of Sao Paulo and the University of Glasgow. We also intend to develop this work through another future research project investigating a wider range of contexts and practical instantiations of teaching EAP and EAP education.

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# Appendix

## Themes & Codes

### A Linguistic aspects

- A1 • Genre/discourse
- A2 • Lexico-grammar (sentence level)

### B Disciplinary knowledge

Has / not

### C Pedagogical aspects

- C1 • Learners' needs
- C2 • Learners' knowledge
- C3 • Teacher needs
- C4 • How to teach
  - C4.1 • EAP/ELT specific items
  - C4.2 • General pedagogical skills
  - C4.3 • Assessment & feedback
  - C4.4 • Course design
  - C4.5 • Materials (use, adaptation, creation)

### D Professional development

- D.1 • Positive or negative attitude towards it
- D.2 • Engaging in Continuing Professional Development activities
- D.3 • Engaging in research /scholarship

### E Emerging topics

(reflection on practices, contexts/internationalization/ time pressure/ conception of EAP)

# Introduction & background to the research

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<sup>2</sup> E.g. *tell me about your role/your learner needs/what helps or hinders you in your role.*

## Key Findings

We present here the most prominent findings in this summary report as space does not allow for a full discussion. In order to preserve the anonymity of participants, we report on overall findings related to specific themes. **Five overarching themes** with a number of sub-codes were identified: **Linguistic & discourse/genre (A); Knowledge of disciplines (B); Pedagogic: Learner/teacher needs (C); Professional Development (D); Emerging (reflection/time/recognition) (E).**

A core competency of EAP teachers is specialised content knowledge. Regarding linguistic aspects (A), specialised EAP content knowledge relating to the knowledge of specific genres and discourse is challenging. In particular, the analysis suggests academic writing is understood at different levels, with these instructors focusing primarily on organisation and development and lexico-grammatical features, especially vocabulary. In talking about discourse/genre, the instructors were concerned with overall organisation/ structure of the written work and on helping student express meaning. However, while the purpose and concept of genres (almost exclusively written) is known to an extent, much less was said linking genre-specific representative lexico-grammatical features, nor tying these to the disciplinary practices that each may be reflecting. In developing their knowledge and understanding of academic communication, instructors' own socialisation into academic practices was a key source. In relation to knowledge of disciplines (academic practices, genres and epistemology), while it was acknowledged this may be important, it was not seen to be either realistic or necessary to have an in depth understanding of different fields.

In relation to learner needs (part of C, pedagogical knowledge), the instructors were all aware of the need to address learners' needs and of ways to identify these for example through traditional needs analysis surveys. The analysis of learner's knowledge (C2) revealed that learners are seen by the instructors as holders of disciplinary knowledge and relevant genres which confer them a special status in EAP classes. Teachers indicated desire for more specific input and opportunities to develop EAP specific pedagogies, lesson planning and materials design and development competencies.

Aspects related to teacher understanding of assessment and course design, both identified as competencies within the BALEAP CF (2008) were limited apart from by the highly experienced instructors. This reflects not only the types of courses/provision, but also the varying levels of experience and teacher education that the instructors had been exposed to.

The instructors were also asked to talk about forms of professional development they engage in and find beneficial. Although they benefited from locally organised workshop meetings and in some cases courses, all groups recognised a lack of formal training and education for EAP teachers. They also recognised the value of professional networks for sharing and developing expertise.



## Discussion

The results are obviously context specific but since instructors were involved in a variety of types of provision and with differing levels of provisional experience, a number of tentative conclusions can be drawn that might be of interest beyond this specific context.

Firstly, the role of instructors' previous learning can assist their EAP teaching. Both experiential and scholastic types played an important role here. Personal engagement with academic literacy experiences helped shape instructor development as an EAP teacher and should be considered in the development of an EAP component of a curriculum. Among the key themes, the genre/discourse and knowledge of academic disciplines were found to be the most challenging. CPD can assist in suggesting frameworks to access elements of disciplinary cultures and, as a consequence, not to rely solely on learners' assumed (possibly limited) knowledge. A 'Letters' curriculum and EAP CPD should also provide opportunities for students/instructors to carry out discourse and language analysis of texts linking language and disciplinary discourse and practices. Consideration can then be given on how to transfer this skill and knowledge to real world needs, such as EAP class preparation and materials evaluation and development.

The participants showed a very positive attitude towards CPD and although it is not institutionalized in the university studied, the instructors could benefit for such activity. Agency on their part in this regard is crucial as it can enable them to seek forms of self-development and mutual support. Institutional support may also overcome a sense of under-appreciation of their work by the university, which is also attested by the literature (e.g. Bruce & Ding, 2017).

## Implications & Impacts

This study has scientific, economic and societal impacts. In relation to scientific, the impacts are as follows. The study also contributes to gaps in our understanding of EAP teacher needs in a variety of contexts (e.g., tutors/literacy brokers, novice teachers and experienced teachers), while at the same time corroborating findings in the literature for example in relation to teacher cognition. Specifically, the investigation of teachers' rather than students' needs and contexts of work that are not extensively studied. The economic impacts of this study refer to the input obtained from teachers and how this information can help inform CPD actions and policies for formal professional development. Concerning suggestions for curricular change in the USP English Major curriculum, this study provides recommendations, for example creating a departmental policy for feedback provision to the students and for the assignment instructions. The curricular recommendations can also be adopted by other English Majors in Brazil with local adaptations.

The study produced a workshop for EAP teacher development for which three EAP teacher toolkits were designed to assist the audience to **1) reflect on the nature of their experiences** with academic discourse, **2) to raise awareness** of the role of specialized knowledge in EAP (whether as genres or as cultures) **3) to foster teachers' autonomy** to seek CPD, i.e., agency. In the near future, the study in the form of a manuscript will be submitted to an international journal and provide a more detailed explication of all aspects of the research project.

This project also enabled the development of academic ties between the University of Sao Paulo and the University of Glasgow. We also intend to develop this work through another future research project investigating a wider range of contexts and practical instantiations of teaching EAP and EAP education.



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# Appendix

## Themes & Codes

### A Linguistic aspects

- A1 • Genre/discourse
- A2 • Lexico-grammar (sentence level)

### B Disciplinary knowledge

Has / not

### C Pedagogical aspects

- C1 • Learners' needs
- C2 • Learners' knowledge
- C3 • Teacher needs
- C4 • How to teach
  - C4.1 • EAP/ELT specific items
  - C4.2 • General pedagogical skills
  - C4.3 • Assessment & feedback
  - C4.4 • Course design
  - C4.5 • Materials (use, adaptation, creation)

### D Professional development

- D.1 • Positive or negative attitude towards it
- D.2 • Engaging in Continuing Professional Development activities
- D.3 • Engaging in research /scholarship

### E Emerging topics

(reflection on practices, contexts/internationalization/ time pressure/ conception of EAP)

## Part 2 • EAP Teacher Toolkits

# EAP Teacher Toolkit

## Introduction

### What is the EAP Teacher Toolkit?

The EAP Teacher Toolkit provides a series of tasks English for Academic Purposes (EAP) teachers can engage with in order to further develop their EAP teacher knowledge and expertise. They can be carried out individually, with peers, or form part of a continuing professional development (CPD) network programme.

The **Toolkit Tasks** are based on the following **principles**:

- The importance of CPD. As EAP teachers we recognise the need to continue to develop our professional expertise throughout our careers, learning about and engaging with academic contexts and discourse.
- By providing frameworks for development, we facilitate more sustainable self-directed learning.
- By engaging with academic tasks and scholarly work, we not only have the opportunity to reflect on and learn experientially about the processes our learners encounter but also to develop as EAP-practitioner academics. To this end, we also include suggestions for further reading.

## How to use the Toolkit Tasks

There are currently three Toolkits, which you can do in any order. Each has an introductory rationale and set of activities to work through. They may be accompanied by worksheets, and links to suggested materials/sources available online are provided.

### 3 Toolkit Tasks

**Toolkit Tasks 1:** Exploring Academic Discourse

**Toolkit Tasks 2:** Experiential Learning & Threshold Concepts

**Toolkit Tasks 3:** Professional Development Needs Analysis

The content is inspired by our findings from the literature, our research project and from our insights from working with and as EAP practitioners and in EAP teacher development.

We welcome feedback and suggestions for further toolkit tasks:

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### ACKNOWLEDGMENTS

The toolkit tasks emerged out of a research project into EAP teacher needs.<sup>3</sup> The research was supported by the British Council UK-Brazil English Collaboration initiative, with funding also provided by the University of Sao Paulo and the University of Glasgow.

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<sup>3</sup> <https://www.britishcouncil.org.br/en/uk-brazil-english-collaboration-call>.

The format is inspired by toolkits developed at the University of Glasgow for [Creative Language Practices](https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/) (<https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>) & [Children's' Literature Engagement](https://childslitspaces.com/toolkit/) (<https://childslitspaces.com/toolkit/>).

# EAP Teacher Toolkit

# 1

## Exploring Academic Discourse as Social Practice

### Rationale

EAP learners will come from a multiplicity of disciplines.

One area of knowledge an EAP practitioner should develop is an understanding of the genres and practices of these different subject areas.

One way to develop this is to develop skills for exploring examples of academic discourse, including consideration of purpose, organisation, linguistic features and how these reflect the epistemologies of the area.

The following tasks invite you to explore samples of academic genres and reflect on what this analysis tells you about the organisation and linguistic features of the genre, and about the discipline. We employ a register analysis from Systemic Functional Linguistics (see e.g. Halliday & Matthiessen, 2013) as the basis of the framework. This looks at how the context shapes the communication.

**Tasks 1 and 2 are ‘tuning-in’ activities** where you will look at short annotated bibliography excerpts and consider their purpose in relation to language use. In **Task 3**, you go on to explore **excerpts of student writing** from 2 disciplines. There is a final reflective task.

# EAP Teacher Toolkit 1

## Exploring Academic Discourse as Social Practice

### TASK 1 • Tuning-in

- How often do you/have you produced academic writing?
- What does this involve for you? How do you feel about it?
- Do you ever need to write short evaluative summaries of books or articles that you have read (e.g., an 'annotated bibliography')? Who do you write them for? What purpose do they serve?
- Or do you ever read them?

### TASK 2 • Exploring a Short Entry (*see Worksheet 1*)

- You will read an example of one type of an annotated bibliography entry. Can you answer the 'exploratory questions' in **Table 1 on Worksheet 1** on p.18? Being able to answer these types of questions, with examples from the genre, is part of a register analysis. Links to sample entries are given on the worksheet.

If you would like to explore this type of writing more, there is an 'optional extra' task provided on Worksheet 1.

### TASK 3 • Exploring and Comparing Academic Texts

You will now go on to look at a longer piece of writing. Again you are asked to think about what the text is about, who wrote it and for whom, and for this example, how we know it is written. This time, try and add more detail to the 'How do you know' column.

**See Worksheet 1, Table 2.**

Examples of student writing can be found at MICUSP, although you can use any academic texts for this task (e.g., journal articles/abstracts, if your students need to publish their work).

### TASK 4 • Reflection

- How can this framework help you in your EAP work?
- What might be the limits of teacher knowledge?
- What would you like to know more about?



# EAP Teacher Toolkit 1

## Exploring Academic Discourse as Social Practice

### TASK 2 • Exploring a Short Entry

### WORKSHEET 1

You will read an example of one type of an annotated bibliography entry.<sup>4</sup> Can you answer the ‘exploratory questions’ in Table 1 below? Being able to answer these types of questions, with examples from the genre, is part of a register analysis. This helps explain how the context shapes the communication and language choices.

Exploratory questions <sup>5</sup>	How do you know?
1. What is the entry about?	
2. What is the purpose? (e.g., to inform, to persuade, to evaluate/assess, to analyse, to summarise, ...)	
3. Who wrote it? Who is it written for? (What is the relationship between them? How do you know?)	
4. How is it organised? (What information does it contain? How is this organised and developed?)	
5. It is a written extract. How do you know this?	
6. What do you learn about the academic discipline?	

Table 1 • Short text

Examples of annotated bibliography entries can be found at:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

**OPTIONAL EXTRA** • Now compare the student annotated bibliography entry with one or two entries from a published examples here: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1749-818X.2008.00106.x>

Read the entries and answer the questions in the table above. Then compare this to a student entry: in what ways are they a) similar and b) different?

<sup>4</sup> An *annotated bibliography* entry provides a short summary and often evaluation of a text. There can be a number of formats.

<sup>5</sup> See the glossary for an explanation of terms.



# EAP Teacher Toolkit 1

## Exploring Academic Discourse as Social Practice

### TASK 3 • Exploring | Comparing Academic Texts

### WORKSHEET 2

Select a sample of (student) writing and complete the table below.

Exploratory questions	How do you know? Organisational /linguistic features
<p>What the text is about (Field):</p> <ul style="list-style-type: none"> <li>What is the text about?</li> <li>What is the purpose? (e.g., to inform, to persuade, to evaluate/assess, to analyse, to summarise, ...)</li> </ul>	e.g. vocabulary; verb types
<p>Who produced it and who it is aimed at (Tenor):</p> <ul style="list-style-type: none"> <li>Who wrote it?</li> <li>Who is it written for?</li> </ul> <p>(What is the relationship between them? How do you know?)</p>	
<p>How is it communicated- e.g. written/spoken (Mode):</p> <ul style="list-style-type: none"> <li>Is it written/spoken? How do you know?</li> <li>How is it organised?</li> </ul> <p>(What information does it contain? How this organised and developed? Are any multimodal elements e.g., tables, visuals, referred to)</p>	e.g. look at development of and links between ideas (support, linkers... )
<ul style="list-style-type: none"> <li>Can you recognise it as a specific 'genre'? What makes you say this?</li> <li>What do you learn about the academic discipline? (e.g. approaches to research? assumed knowledge? ...)</li> </ul>	

Now repeat the task with a sample of student writing from a different discipline

Table 2

#### Analysis • Suggested Texts

Sample text 1 • *Mechanical Engineering Research paper* (MEC.Go.02.1– p1.)

[/http://micusp.elicorpora.info/search/view/?pid=MEC.G0.02.1](http://micusp.elicorpora.info/search/view/?pid=MEC.G0.02.1)

Sample text 2 • *Economics proposal p.1* (ECO.G2.06) /

<http://micusp.elicorpora.info/search/view/?pid=ECO.G2.06.1> Available at: <http://micusp.elicorpora.info/><sup>6</sup>

Alternatively, you might like to try this with two abstracts taken from articles in different academic disciplines.

<sup>6</sup> Michigan Corpus of Upper-level Student Papers. (2009). Ann Arbor, MI: The Regents of the University of Michigan.

# EAP Teacher Toolkit 1

## Exploring Academic Discourse as Social Practice

### Glossary of Key terms

<b>(academic) discipline</b>	An academic subject area e.g. engineering, education
<b>Epistemology</b> <sup>7</sup>	'...Relates to knowledge...how can what is assumed to exist be known' (Arthur et al., 2012, p.2). <sup>8</sup> (Can relate to research methodologies, e.g. how do we know/develop knowledge).
<b>Genre</b>	Recognised, goal-oriented and staged communicative events (Swales, 1990, p.58). <sup>9</sup>
<b>Register</b> <sup>10</sup>	relates to the use of language for a given context
<b>Field</b>	What the text is about/ purpose (of social & semiotic activity); domain/subject matter
<b>Mode</b>	Role played by language; e.g. written, spoken; dialogue/monologue; development of ideas; semiotic resources e.g. use of visuals; relationship to purpose and participants
<b>Tenor</b>	Participants - who is involved; e.g. roles, status, relationship
<b>Process types</b> <sup>11</sup>	
<b>Material</b>	reflect actions and events/ 'doing & happening' e.g. do/cause/
<b>Mental</b>	reflect thoughts and feelings/ 'sensing' e.g. think/believe/know
<b>Relational</b>	for classification and identification/ 'being and having' e.g. is/show

<sup>7</sup> For an accessible introduction see Chpt. 2 in Bates, A.W. (2015). *Teaching in a digital age*. Tony Bates Associates Ltd. Available at: <https://opentextbc.ca/teachinginadigitalage/>

<sup>8</sup> Arthur, J., Waring, M., Coe, R., & Hedges, L. (2012). *Research methods and methodologies in education*. London; Thousand Oaks, California: SAGE.

<sup>9</sup> Swales, J.M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

<sup>10</sup> For more on register see Halliday and Matthiessen (2013, pp.33-34). Halliday, M.A.K., & Matthiessen, C.M.I.M. (2013). *Halliday's introduction to functional grammar* (4th ed.). Abingdon, Oxon: Routledge.

<sup>11</sup> See Halliday and Matthiessen (2013, pp. 211-358) for more on Processes.

# EAP Teacher Toolkit 1

## Exploring Academic Discourse as Social Practice

### Selected references & resources

Here we provide a range of selected references and resources that can further your understanding and knowledge of epistemologies in the disciplines, more detailed on systemic functional linguistics and register analysis, along with practical resources.

#### Research methods and SFL

- **Arthur, J., Waring, M., Coe, R., & Hedges, L.** (2012). *Research methods and methodologies in education*. London; Thousand Oaks, California: SAGE.
- **Bates, A.W.** (2015). *Teaching in a digital age*. Tony Bates Associates Ltd. Available at: <https://opentextbc.ca/teachinginadigitalage/>. (Provides a good background on epistemologies)
- **Halliday, M.A.K., & Matthiessen, C.M.I.M.** (2013). *Halliday's introduction to functional grammar* (4th ed.). Abingdon, Oxon: Routledge. (Good for SFL & register analysis)
- **Swales, J.M.** (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

#### Genre families (types of writing common in different disciplines)

- *Writing for a Purpose* : <https://learnenglish.britishcouncil.org/en/writing-purpose/genre-families> (for students but very useful for teachers also)

The research behind this resource can be found in the following references:

- **Gardner, S. & Nesi, H.** (2013). A classification of genre families in university student writing. *Applied Linguistics*, 34(1), 25–52.
- **Nesi, H., & Gardner, S.** (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge: Cambridge University Press.

#### Corpora sources for the samples of student writing

- The **MICUSP** (Michigan Corpus of Upper-level Student Papers) interface: <http://micusp.elicorpora.info/>
- **MICASE**: The Michigan Corpus of Academic Spoken English: <https://quod.lib.umich.edu/m/micase/>
- **FLAX**: (Flexible Language Acquisition) (<http://flax.nzdl.org/greenstone3/flax>) includes samples from BAWE: British Academic Written English (a corpus of written academic English: <https://www.coventry.ac.uk/research/research-directories/current-projects/2015/british-academic-written-english-corpus-bawe/>)

#### Academic vocabulary highlighting tools & References

- **COCA-Academic** for the Academic Vocabulary list: <https://www.wordandphrase.info/academic/>
- **Gardner, D., & Davies, M.** (2014). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327.
- For identifying words from the **Academic Word List** (Coxhead, 2000): <https://www.eapfoundation.com/vocab/academic/highlighter/>
- **Coxhead, A.** (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.

# EAP Teacher Toolkit

# 2

## Experiential Learning and Threshold Concepts

### Rationale

As EAP practitioners, we enter a specialised discourse community. While we will draw on our previous language learning and teaching experiences, engaging in academic communication and teaching EAP has its own norms and expectations. Our research suggests EAP teachers can usefully draw on their own academic learning experiences.

In this set of tasks, we invite you to read a short article and write an annotated bibliography. This will involve consideration of the purpose and readership of this genre (i.e., the aim of the writing, who is involved and in what ways), aspects addressed in Toolkit 1.

There are five tasks. If you have not already tried Toolkit 1 (Exploring academic texts), then the **first task** asks you to **familiarise yourself with the format and purpose** of annotated bibliography, as this is the type of writing we will later ask you to produce. The **second task** involves **reading and note-taking**. **Task 3** asks you to **write a short annotated biography entry** and then in **Task 4**, if you are working with a peer, **peer-review your work**. **Task 5** involves **reflection on the process**.

# EAP Teacher Toolkit 2

## Experiential Learning and Threshold Concepts

### TASK 1 • Familiarisation

**Familiarise yourself with the format and purpose** of an annotated bibliography entry. Compare the information and examples in the following link:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)

### TASK 2 • Read and make notes

**Read the short article** on threshold concepts ([Cousin, 2006](#)). **Make notes on key points** in the format you prefer (you may wish to try out the Cornell note-taking method).<sup>12</sup> Your aim at the end will be to write a short evaluative annotated bibliography entry.

### TASK 3 • Write a biography entry

**Prepare your outline and then write your short draft entry.**

### TASK 4 • Peer review

- 4.1 Identify and agree on criteria for peer-reviewing an entry (e.g. includes brief summary; word length etc. )
- 4.2 Agree on approach (e.g. read and write comments &/or discuss; no. of comments etc.)
- 4.3 Peer review
- 4.4 Review/develop your work?

<sup>12</sup> The Cornell approach is outlined in the link for lectures but can be used for reading. <http://lsc.cornell.edu/notes.html>

# EAP Teacher Toolkit 2

## Experiential Learning and Threshold Concepts

### TASK 5 • Reflection on the process

**5.1** Make notes on the points below. Try and describe the process, your thoughts and feelings and evaluate how well you completed the task. What factors affected this?

- The reading and note-taking process
- Drafting your entry
- Peer-reviewing
- Re-rewriting
- Other

**5.2** What do you learn that can inform your role as an EAP teacher?



# EAP Teacher Toolkit 2

## Experiential Learning and Threshold Concepts

### Additional Information and References

The tasks in Toolkit 2 invited you to mirror examples of academic practice that your students will engage in: reading for academic writing and writing for a social purpose. The approach taken here reflects elements of Kolb’s (1984) model of experiential learning and Gibb’s (1988) reflective cycle. You can find out more about Gibb’s reflective cycle here:

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

The specific article we selected also introduces the idea of threshold concepts. In addition to providing the source materials for this experiential task, we selected this text for two reasons. First, it introduces an interesting concept relevant to EAP learners. Second, you can then reflect on threshold concepts for EAP practitioners. We would suggest are ‘writing as social practice’ and ‘genre’ are two examples of threshold concepts in EAP. In undertaking these specific tasks, the activity then aims to demonstrate ‘writing as social practice’ of a specific ‘genre’, in this case an annotated bibliography entry.

#### Cornell note-taking format

Cue/questions	Note-taking
Summary	

### Follow-up reflection

What do you recognise as other threshold concepts for EAP teachers/EAP students?

### Selected references & resources

- **Aitchison, C., & Lee, A.** (2006) Research writing: Problems and pedagogies, *Teaching in Higher Education*, 11 (3), 265-278, DOI: 10.1080/13562510600680574
- **Cousin, G.** (2006). An introduction to threshold concepts. *Planet*, 17, 4-5. <https://www.ee.ucl.ac.uk/~mflanaga/Cousin Planet 17.pdf>
- **Gibbs, G.** (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit. Oxford: Oxford Polytechnic.
- **Kolb, D. A.** (1984). *Experiential learning - experience as the source of learning and development*. Prentice- Hall, New Jersey.
- **University of Edinburgh** (2019). *Reflection Toolkit*. Available at: <https://www.ed.ac.uk/reflection>



# EAP Teacher Toolkit

# 3

## Professional Development Needs Analysis

### Rationale

As educators we recognise the importance of self-directed, life-long learning and the value of continuing professional development (CPD). We also understand the constraints of time, access to peers and training and resources for the busy English for Academic Purposes (EAP) teacher.

Our research suggests a number of areas for EAP CPD activity. This self-evaluation task provides a framework for you to identify areas for further development. You may use this self-assessment needs analysis individually, or you may choose to develop a network of peers to share ideas and resources, developing your own 'community of practice' (Wenger, 2006).

There are **four tasks**. The **first** asks you to **outline your own professional profile**, identifying the skills, knowledge and experience you bring to EAP teaching. The **second** asks you to **self-assess your skills and knowledge** of key areas for an EAP teacher, and **then reflect** on your own preferred modes for development. The **final task** invites you **start action planning** and to set initial goals.

# EAP Teacher Toolkit 3

## Professional Development Needs Analysis

### TASK 1 • Outline your personal profile

What skills, knowledge and experience do you bring to TEAP?

- Language learning expertise/ background
- Language teaching experience
  - General
  - EAP
- Study of language/linguistics /methodology for language teaching

### TASK 2 • EAP Teacher Self-assessment

The the self assessment table at the end of the tasks asks you first to consider how familiar and confident you are in a specific area, and then to consider ways that might facilitate your development. Some suggestions and links to resources are provided, but it is intended that you would also add to this table. For example, you might develop this with peers and make this a 'shared' document. You may also identify further areas for development.

### TASK 3 • Reflection

Once you have completed the self-assessment, consider the following:

- What areas do you feel most/least confident in? Identify ones to work on.
- What are your preferred modes for CPD? How can you develop a network?
- How often would you meet? Face to face? Online?
- What tools could you use to share resources?

### TASK 4 • Action Planning and Goal Setting

Make your own action plan for development. The action planning log after the self-assessment table can help you log and keep a track of what you do.

# EAP Teacher Toolkit 3

## Professional Development Needs Analysis

### Teaching EAP Self-assessment<sup>13</sup>

Use this table to help you to identify areas you are confident in and those you want to develop. We have included some suggestions in the third column for possible actions you could take and an action log at the end to help you track your activities.

How familiar/confident are you with:	1 2 3 4 1 = not very familiar → 4 = confident in this area	What specifically can you do? We have provided some ideas to start you off (some have hyperlinks to resources)
<b>Understanding of student needs and needs analysis</b>		
<b>Outline Framework for Needs Analysis</b> <ul style="list-style-type: none"> <li>• What a typical 'course' for your students involves</li> <li>• What students need to be able to do (read/write/talk about/listen to)</li> <li>• How they are assessed</li> <li>• Motivation for joining EAP class/lesson/tutorial</li> <li>• Designing Needs Analysis survey/instruments</li> </ul>		<i>Use the 'Framework for Needs Analysis (NA)</i>  <i>Identify approaches to NA from research articles</i>  <i>Incorporate NA questions/surveys etc. into class work (e.g., students reflect on their learning and needs as a reflective essay or presentation)</i>
<b>Understanding / knowledge of disciplinary practices and genres</b>		
<b>Understanding of discipline(s)</b> (what they are/involve/practices, e.g., labs/lectures/symposia...)		<i>Do your own NA, e.g. observe lectures/classes; read sample publications and outputs (articles/text books/sample of student work)</i>
<b>Understanding/ knowledge of disciplinary genres &amp; linguistic features</b>		<i>Analysis of sample genres (e.g. see Toolkit 1)</i>  <i>Use of student insights</i>  <i>Use <a href="#">Academic words and phrases</a> section of the <i>Corpus of Contemporary American English (COCA)</i><sup>14</sup> to identify lexis</i> <a href="#">OPAL</a> (Oxford Phrasal Academic Lexicon)

<sup>13</sup> Table adapted and further developed from the [BALEAP TEAP Competency Framework](#) (2008).

<sup>14</sup> Davies, M. (2008-) *The Corpus of Contemporary American English (COCA): 560 million words, 1990-present*. Available online at <https://corpus.byu.edu/coca/>. It has a specific academic section.

# EAP Teacher Toolkit 3

## Professional Development Needs Analysis

How familiar/confident are you with:	1 2 3 4	What specifically can you do?
<b>Knowledge of resources</b>		
Knowledge of EAP resources/materials to use		<i>Resource links:</i> British Council Learn <a href="#">English Writing for a purpose/Genre families</a> <a href="#">Using English For Academic Purposes (UEFAP)</a> <a href="#">Purdue Online Writing Lab</a> New to EAP? Try a MOOC (e.g., <a href="#">Future Learn</a> )
Knowledge of EAP materials design & course design		
Ability to adapt EAP materials & develop a series of lessons		
<b>Pedagogical knowledge/skills</b>		
Practical teaching approaches (e.g., active learning; engaging learners; giving feedback)		
Practical teaching approaches for EAP		Set up a peer observation network
<b>Academic practices in my area</b> <i>(being a reflective-reflexive practitioner involved in scholarship)</i>		
Scholarly activity/reading & researching on an area		
Academic writing/presenting		<a href="#">Language Scholar</a>
Networking/developing practice		Join/develop a community #tleap BALEAP IATEFL ESP/EAP
EAP/TEAP reading lists /events lists /frameworks		BALEAP Archive / BALEAP Event List <a href="#">Teaching EAP Reading list</a> (University of Glasgow) <sup>15</sup>

<sup>15</sup> Such archives and lists may not give you access to specific research journals but may provide an idea of work to look out for.

# EAP Teacher Toolkit 3

## Professional Development Needs Analysis

### CPD Action Log • plan your development

Keep your own CPD log of your EAP teacher competencies and knowledge

Date/ timeframe	What I plan to do (specific actions)	Why	What I learnt from this	How I can use it/further	What next?	Notes
e.g. <i>USP workshop 9/8/19</i>	<i>Toolkit 1/ academic discourse</i>					

## Additional information and References

The self-assessment table is informed by models of teacher knowledge (Shulman R, 1986), specialised EAP teacher knowledge (Ferguson, 1997) and the BALEAP Teaching EAP competency framework (2008) but also by contextual research. Teachers at different stages of their EAP careers will have different needs and will also vary in the time they have available and the areas they particularly want to focus on at any point in time. By initially surveying the terrain of EAP, you can identify and plan what you want to work on, and ways in which you can do this. You may also find it useful to follow a reflective process (see the reference to Gibbs (1988) in Toolkit 2), or you might be interested in trying out action research (Burns, 2010) or Exploratory Practice (Allwright, 2003, 2009)).

## Resource links

- **Manchester Phrase Bank** available at: <http://www.phrasebank.manchester.ac.uk>
- **OPAL** (Oxford Phrasal Academic Lexicon): 'The essential vocabulary for academic writing and speaking' available at: <https://www.oxfordlearnersdictionaries.com/wordlists/opal>

## Join and/or develop a community e.g.

**TLEAP/ #tleap: teaching & learning EAP:** '#tleap is a community of EAP professionals to discuss issues and share ideas regarding English for academic purposes.' <https://www.facebook.com/groups/tleap/about/>

## Further Reading

- **Allwright, D.** (2003). Exploratory Practice: rethinking practitioner research in language teaching, *Language Teaching Research*, 7(2), 113–141.
- **Allwright, Dick** (2009). *The developing language learner: an introduction to exploratory practice*. Houndmills, Basingst: Palgrave Macmillan.
- **BALEAP**, (2008). *Competency framework for teachers of English for academic purposes*, available at: <https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>
- **Burns, A.** (2010). *Doing action research in English language teaching: a guide for practitioners*. New York, N.Y.: Routledge.
- **Ferguson, G.** (1997). Teacher education and LSP: The role of specialised knowledge. In R. Howard & G. Ferguson. *Teacher Education for LSP*. Multilingual Matters, pp. 80-89
- **Gibbs, G.** (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford: Oxford Polytechnic.
- **Shulman, L. S.** (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- **University of Edinburgh** (2019). *Reflection toolkit*. Available at: <https://www.ed.ac.uk/reflection>
- **Wenger, E.** (2006). *Communities of practice*. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice>.

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