Academic Teaching Excellence (ATE)

An Introduction to Academic Teaching Excellence

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Academic Teaching Excellence - background

• ATE – is aimed at lecturers for whom English is an L2 (second language).
• ATE is specially designed to help lecturers working in an institution where English is the Medium of Instruction (EMI). This is an increasing phenomenon in continental universities.
• ATE Handbooks prepared by the University of Oxford.
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Aims of session:

- To introduce a criteria for assessing lecturer skills in the English as a Medium of Instruction classroom
- To listen to a 5 – 10 minute lecture on COAST, an acronym for assessing writing for English language students.
- To take feedback from conference participants after the lecture to assess the lecture based on the criteria Interaction, Language, Presentation skills and Pronunciation.
- To discuss benefits of ATE
ATE Advanced Teaching Excellence

Objectives:
- Listen to a five to ten minute lecture about COAST, a writing assessment system for students of English. Don’t worry about the actual content but focus on the way the lecture is delivered.

- OBSERVE the following……
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OBSERVE INTERACTION
- how much interaction there is
- kinds of questions asked – rhetorical?, open?, closed?
- inviting questions from participants.
- checking of comprehension regularly
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OBSERVE LANGUAGE

- Topic specific vocabulary – see extra handout
- Lexical choice – use of correct words
- Grammatical choice – accurate structure
- Emphasises points via repetition and indicates direction of lecture
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OBSERVE PRESENTATION Skills

- beginnings, endings and transition points
- Body language and gestures
- Use of jokes / humour / anecdotes
- Use of appropriate visual aids
- Rate of speech
- Pauses
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OBSERVE PRONUNCIATION

- Words – sounds and stress
- Sentence stress
- Chunking
- Tone
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THE LECTURE - COAST
Towards a Framework for Assessing Writing
What should be included in the framework?
Global home for teachers

COAST - Why?

- S and T
- CI
- stan
COAST providing a pathway!

CONTENT
Global home for teachers

COAST – providing a pathway for teachers and students!

ORGANISATION
COAST – providing a pathway for teachers and students!

What is ACCURACY (and RANGE)?
COAST – providing a pathway for students and teachers.

What is STYLE in writing?
Global home for teachers

COAST – providing a pathway for teachers and students.

What is TARGET READER?
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Assess the lecturer regarding:

- Interaction
- Language (grammar and vocabulary)
- Presentation Skills
- Pronunciation
Global home for teachers

Academic Teaching Excellence - Benefits

• Provides training for lecturers in using English as a Medium of Instruction (EMI)
• Provides a better learning experience for students – sense of accomplishment
• Provides innovative techniques for immediate use in lectures
• Provides theoretical insights and materials from one of the leading universities in the world, Oxford University.
• Provides trainers with a wide range of experience including one of the world’s leading English language authorities, the British Council.
ACADEMIC TEACHING EXCELLENCE

I hope you found this session useful.

• If you have any questions or points you would like to raise, please write to:

  richard.cowen@britishcouncil.pl

Thank you for your attention and enjoy the rest of the conference.
COAST – providing a pathway for teachers and students. Some practical ideas.

CONTENT

• Input / task material – underlining
• Demo examples of deficient content. Elicit!
• Rewards! 😊
COAST – a pathway for teachers and students – some practical ideas

ORGANISATION

• Show students good and bad examples of a paragraph. Elicit differences.
• Elicit sentences from students about a topic – students write a paragraph using linkers.
• Students go to learnenglish@britishcouncil.org and find linkers exercises.
COAST – providing a pathway for teachers and students. Some practical ideas

**ACCURACY and RANGE**

- Peer checking
- Group error correction activity
- Encourage as much reading as possible
- See section on ‘correcting’. 
COAST – providing a pathway for teachers and students. Some practical ideas

**Style**
- Show good and bad examples of register and style – raise awareness for specific genres.
- Students identify register problems – e.g. use of contracted forms instead of full forms.
- Give students excellent example of style – students identify instances of good stylistic practice
COAST – providing a pathway for teachers and students – some practical examples.

TARGET READER

- Raise awareness during task-setting. What would make positive impression?
- Adopt process approach to planning – Make part of brainstorm on question
Aims of the session

- To present a template through which students’ written work can be assessed by teachers.

- To provide a system of assessing work which is transparent to teachers and students alike.

- To provide students and teachers with a framework of assessment which is memorable to all concerned.

- To suggest a method of correcting students’ writing.
Comments & Questions from the classroom:

- How do I assess students written output?
- What exactly should I be assessing and why?
- What criteria should I apply and why?
- ‘There are too many red marks on my writing. I don’t feel good about what I have done.’
- ‘I just give them a mark as to how I feel about what they have produced’
- What do students expect from me when I assess their writing?
- ‘My teacher marks my work but I don’t understand the mark.’
COAST: A Solution to Assessing Students’ Written Work

by Richard Cowen
British Council Poland
Cambridge ESOL Quote

To achieve a pass mark:

‘…the candidate’s writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included. Ideas are organised adequately, with the use of simple linking devices and an adequate range of structure and vocabulary. ……register and format – if not always – are reasonably appropriate to the task.

Cambridge ESOL First Certificate in English Practice Test Book.
Let’s look to COAST!

- It develops.
- It meets teachers and students’ needs.
Giving COAST feedback to students

How do you think we should give feedback to students for their writing performance?

• Fully correct their work?
• No correction?
• Using an error correction code and ask students to correct their own errors?
Quotation from a leading American academic on correcting students written output.

To sum up, most of the frequently used and relied on methods of teacher feedback on written assignments are ineffective when it comes to developing and promoting students' English writing skills. Methods such as outright correction of surface errors, inconsistently marking errors, unclear and vague responses on content have all been found to have little positive and some negative impact on student writing skills. They can lead to feelings of confusion and frustration as well as passive action and indifference on behalf of the students. Teachers need to develop more systemized and consistent forms of feedback that take advantage of the process approach and make it clear to students what the feedback means and what they are to do with it. Moreover, teachers need to familiarize and train students in how to effectively use the feedback in order to make gains in their proficiency and competence as English writers. (Jason Gordon Williams)
A suggested feedback formula

- Use symbols or abbreviations (see next page)
- Return work with symbols and abbreviations.
- Set as a homework task
- Set aside time
- Assign a mark
Correction code guide for teachers and students

Do you recognise these symbols and abbreviations for giving feedback to students?

ww
sp
art.
T
wf
mw
Pa
Punc
Prep.
In summary…

• COAST for teachers
• COAST for organisations
• COAST for students
Any Questions?

Please feel free to ask questions / raise points. I’ll do my best to answer your queries!!! ☺
And before we finish the session…

Give me a…

C _____ for …
O _____ for …
A _____ for …
S _____ for …
T _____ for …

And what have you got?
British Council Poland
Quality Teaching Blog
*Practical teaching ideas for busy teachers.*

Launch date: November 2012
Keep an eye on: British Council Poland website
and/or
British Council Polska Facebook
COAST – a pathway for teachers and students.

If you have any further questions or would like more information, please contact me at:

richard.cowen@britishcouncil.pl