UNIVERSITY OF LEICESTER

Teaching International Students

Dan Jones

- What the ELTU does (and doesn’t)
- Services and resources available to students
- Issues related to non-native English Speakers
- UoL language requirements… and what they mean in practice
- Discussion of teaching scenarios
- Some advice

English Language Teaching Unit

English Language Teaching Unit

- English Language Teaching Unit
- Full-time English Study
- In-sessional English Language Courses
- Cambridge English Exams
- Erasmus and Study Abroad
- PgCert Teaching English for Academic Purposes
- Independent Learning
- About the ELTU

Contact us

Welcome to the ELTU

The English Language Teaching Unit offers a wide range of English Language and Study Skills courses to students who are studying at, or who want to study at, the University of Leicester.

Why study at Leicester?

- Quality checked by the British Council
- Qualified, experienced teachers
- Access to University facilities including the award-winning David Wilson Library

Accredited by the BRITISH COUNCIL for the teaching of English

UNIVERSITY of CAMBRIDGE ESOL Examinations Authorised Centre

Erasmus and Study Abroad

Registration information for newly-arriving visiting exchange students.

Next Courses

Presessional Programme

Apply now for full-time English courses starting in April. Entry levels of IELTS 4.5, 5.0 and 5.5

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International Students

“All new students have been successful in their education to date, and have met the entrance criteria for the course of study on which they are embarking.”

Scudamore (2013)

What can we say about NNS students?

As a consequence of this we can make assumptions about what students

- are able to do on entering the university
- will need continued support with

Some of these assumptions will be based on which entry requirement the student has met

Do your NNS students need to have competencies in or an understanding of:

- Grammar
- Vocabulary (both general and discipline specific vocabulary)

- Speaking
- Listening (e.g. distinguishing between main points and examples in lectures)
- Reading
- Writing (e.g. in a style appropriate to the genre)

- Developing criticality
- Use of sources
- Citation
- Academic honesty

- Cultural norms e.g. male/female interactions
- Culturally-specific references

UG / PGT English Language Requirements

- Secondary education taught in the medium of English
- Two years' degree study in the medium of English
- An English Language Test (usually IELTS)
- An appropriate pass from ELTU Presessional Course D or Course E
- International Foundation Year with ISC (UG only)

IELTS Score	Department
7.5	Medicine
7.0	Law
6.5	American Studies Ancient History Biological Sciences Economics English Geography History Management Medical Sciences Museum Studies Psychology Archaeology and Criminology Education Film Studies Health Sciences History of Art Media and Communication Modern Languages Politics and International Relations Sociology
6.0	Chemistry Engineering Mathematics Computer Science Geosciences Physics and Astronomy

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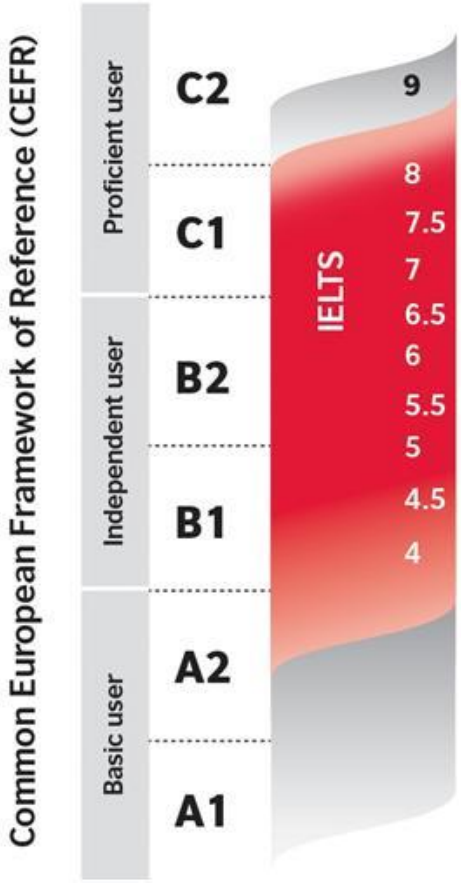
IELTS band descriptors

Band 7: Good user:
Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6: Competent user:
Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.



Student output sample 1

Read the example essay written by a student taking the IELTS exam.

- How far off would you say this student is from achieving the IELTS statements, and thus being of a level suitable for UoL study?

- What writing skills are (not) evident from this sample?

Student output sample 2

Here is an extract from a longer essay written by a student who was exiting the ELTU's presessional programme.

- What skills are displayed here that a direct entry student (like the one on the previous page) may not have?

Scenarios

Look at the 3 scenarios

- Identify the ‘problem’
- What can the tutor do?

Advice for working with NNS

- Be aware of culturally-specific references
  - "You don't understand? Okay, well think of it like this. Imagine the nucleus is made up of John Lennon and Paul McCartney, and then you've got George Harrison…" ☠
- Feedback – aim for clarity
  - "On occasion your paragraphs lack coherence, with a multitude of disparate ideas colliding in a maelstrom of analysis" ☠
  - "Make sure each paragraph has one clear main idea" ☺
- Feedback – less is more
  - Help students prioritise
  - If you are confident identifying specific language issues, then great. If not, refer the student to the ELTU.

What to do next…

- Check what the ELTU offers students in your department
- Read the university's policy on proofreading
- Find out your department's policy on proofreading
- Don't hesitate to put students in touch with us….
  - insessional@le.ac.uk
- …or to get in touch yourself
  - Dan Jones (Insessional Programme Director) dj50@le.ac.uk

Resources

University proofreading policy:
http://www2.le.ac.uk/offices/sas2/assessments/proof-reading

EAP Resources:
http://www.phrasebank.manchester.ac.uk/
http://www.uefap.com/
http://www2.le.ac.uk/offices/eltu/learn/vsac

Vocabulary:
http://www.just-the-word.com/