

A large, colorful word cloud in the shape of a speech bubble pointing towards the top right. The words are arranged in a circular pattern, with larger words being more prominent. The colors range from light blue and green to yellow and orange. The words include:

- Education**
- Principles**
- Teaching**
- Research**
- Understanding**
- Classroom**
- Language**
- Practice**
- Teachers**
- Journal**
- Linguistics**
- Purposes**
- Differences**
- Reading**
- Cambridge**
- Review**
- Second**
- Approach**
- Key**
- English**
- Modern**
- Learning**
- Monitoring**
- Way Think**
- Includes**
- Abstracts**
- WWW**
- Applied**
- Observation**
- Tools**
- Feedback**
- Willis**
- Students**
- Encloses**
- Brian**
- Macmillan**
- Constance**
- Palcang**
- Group**
- Class**
- Richard**
- Leader**
- Events**
- EPCENTRE**
- Return**
- Attitudes**
- HTTP**
- Designing**
- User**
- Life**
- Learner**
- Suggest**
- Investigate**
- Case**
- Referring**
- Areas**
- Workshops**
- Activities**
- Tricks**
- Resources**
- Concepts**
- Bringing**
- Forward**
- Applying**
- Exploring**
- Classroom**
- Language**
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- Forward**
- Applying**

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English for Academic Study

- Developing an environment for CPD
- Developing frameworks for SoTL  
(Scholarship of Teaching and Learning)

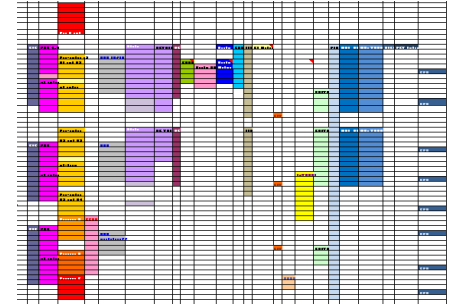
## *BALEAP Competency Framework for Teachers of English for Academic Purposes*

Academic practice	an EAP teacher will
Personal learning, development and autonomy	recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.
BALEAP (2008 ) <i>Competency Framework for Teachers of English for Academic Purposes.</i>	

- ...research engagement has the potential to be a powerful transformative force in the work and professional development of language teachers (Borg, 2010:391) .
- To update and expand subject specific knowledge to further understanding of our field and related fields (including attending / presenting papers at professional meetings).  
(EFL Tutor, Job Description; English for Academic Study )

# English for Academic Study

- Variety of courses
  - Range of teacher interests & expertise
- How to encourage engagement, innovation and development?



## Developing an environment for CPD

- A journey...

.....from little acorns...

..... developed over time



# Engaging *with* SoTL & Research

- Seminars /peer-led workshops
- Induction days
- EAP & TELT Reading groups

SMLC CPD Programme: "encouraging collaboration across the school, the sharing of best practice, engagement with and enhancement of teaching and learning, empowering people"

Whole-School	Provisional Dates
Communicating with students, organising courses	45 mins-lunch time
Making the most of Moodle	Monday, 2 <sup>nd</sup> November
Scholarship of Teaching and Learning	11 <sup>th</sup> November, 2015
Planning SoTL projects	2 <sup>nd</sup> December, 2015
Invited speaker: Petra McLay (SQA-quals)	13 <sup>th</sup> January, 2016
Transition from the Senior Phase into HEIs	17 <sup>th</sup> February 19
Knowledge Exchange and Impact and Award-Generation	4 <sup>th</sup> Nov- 4.15-5
Peer Observation of Teaching (POT)	Meeting: 3.30-5
The following session are open to all with an interest in language teaching, although will focus on issues specific to academic English study (combined into EAS team meetings in	14 <sup>th</sup> December, 2015
Escalating the conference: feedback on external events	0 <sup>th</sup> Jan
BALEAP 2015	4.15-5
Investigations of identity in language teaching	Meeting: 3.30-5
Works-in-progress: updates from working parties	
Assessment	
In-session review: Language Development Policy	
PBL	
BOLD initiatives	



## Engaging *with* SoTL & Research

- Peer Observations
- Learning & Teaching at UoG
- Support for external events
- Support for further study (MEd/EdD/PhD...)

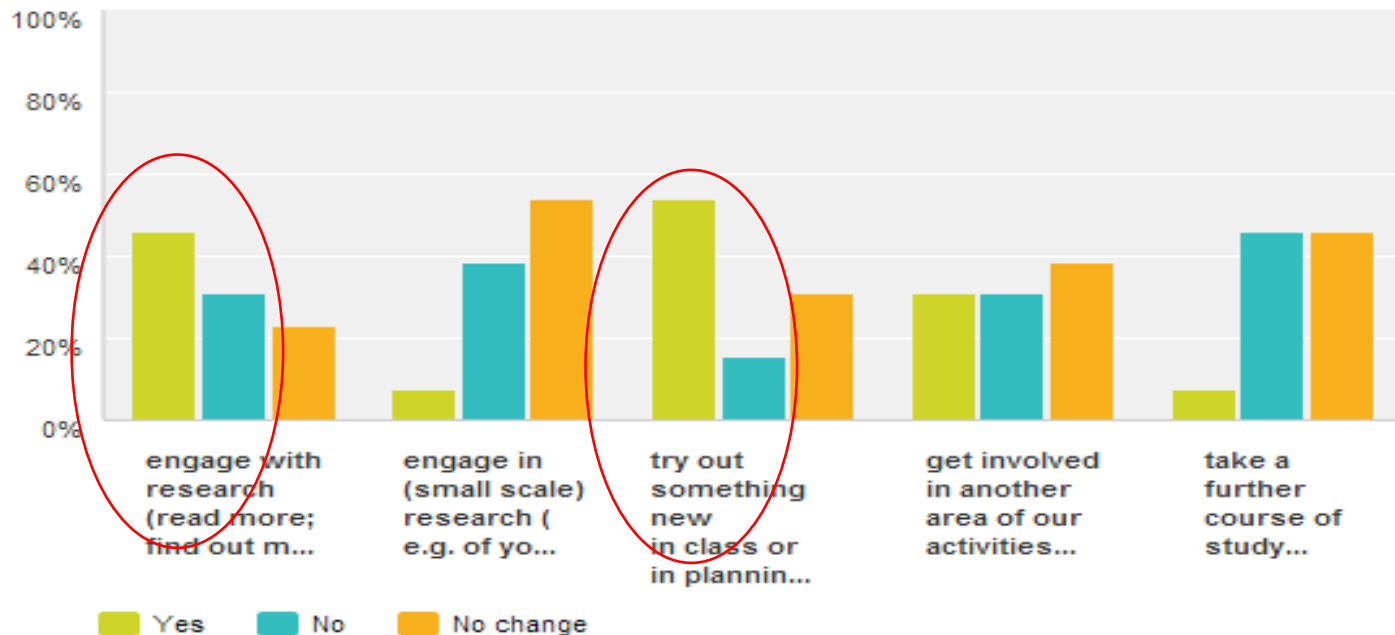
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Assessment	4.15-5
In sessional review Language Development Policy	Meeting: 3.30-5
PHI	
BOLD initiatives	



## Some engagement *with* and *in*

Has the CPD programme encouraged you to:

Answered: 13 Skipped: 0

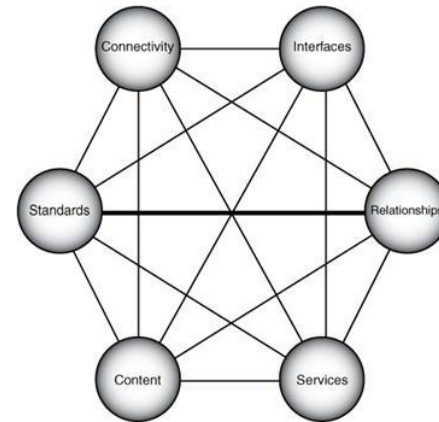




# Challenges



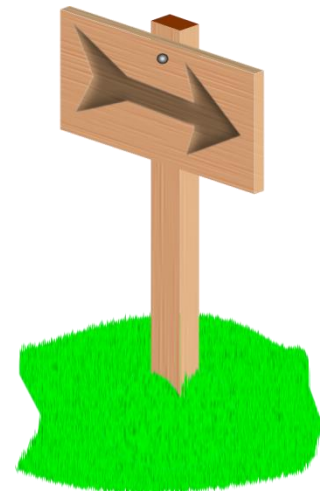
**Time**



**Need for frameworks**

# Developing frameworks, providing opportunities

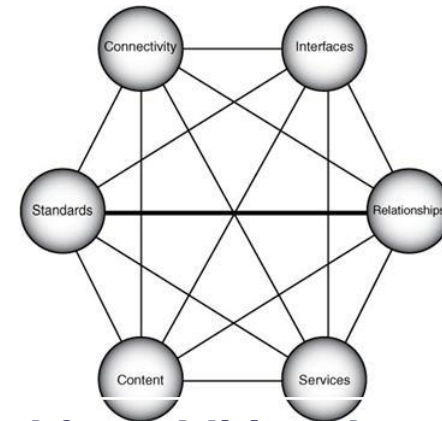
- SoTL input
  - 1. from learning & teaching Unit
  - 2. examples from our unit
- Working parties
- Timings & Time



# Challenges



**Time?**



**Need for additional and new frameworks**

e.g. Writing proposals and proceedings; ways to disseminate; frameworks for SoTL/research

Thank you.

- Comments, questions, suggestions?

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BALEAP (2008 ). *Competency Framework for Teachers of English for Academic Purposes*. Available at:

<http://www.baleap.org.uk/media/uploads/pdfs/teap-competency-framework.pdf>

Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391-429.