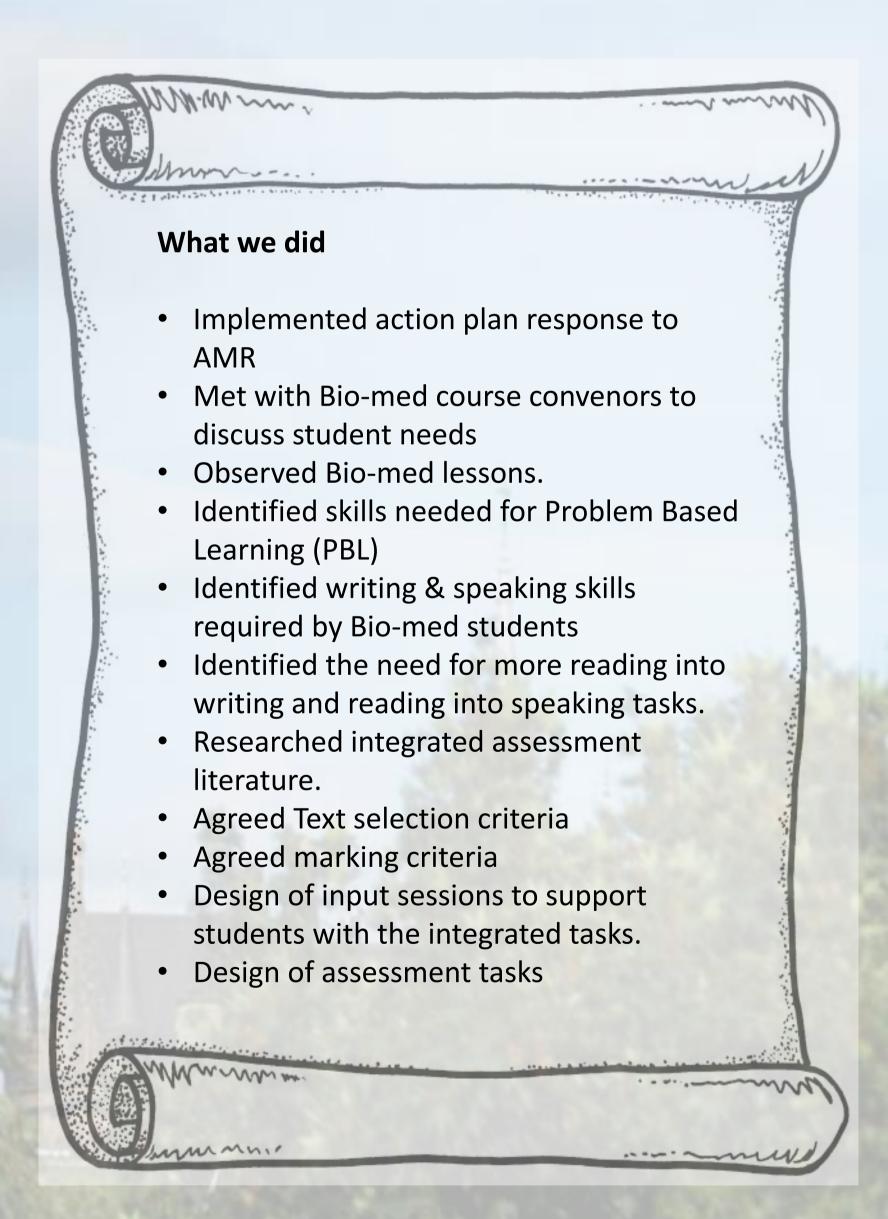
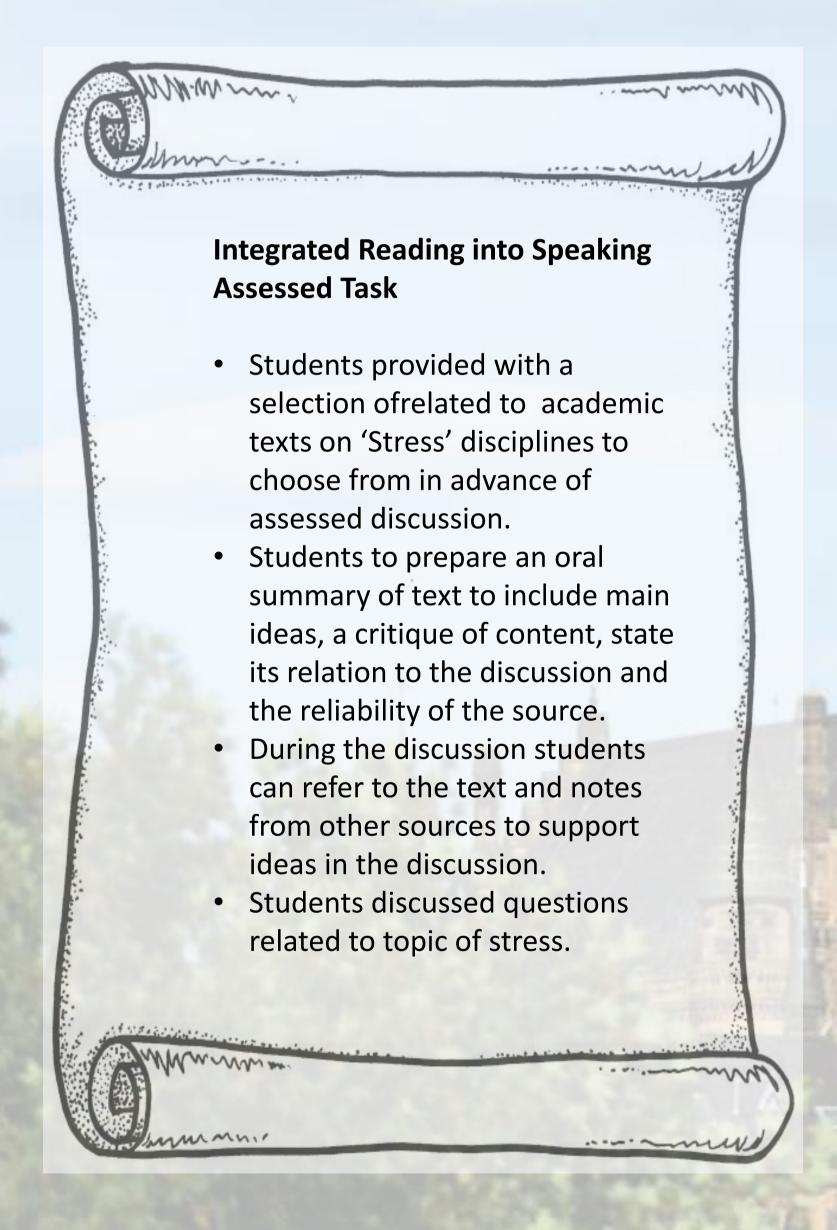


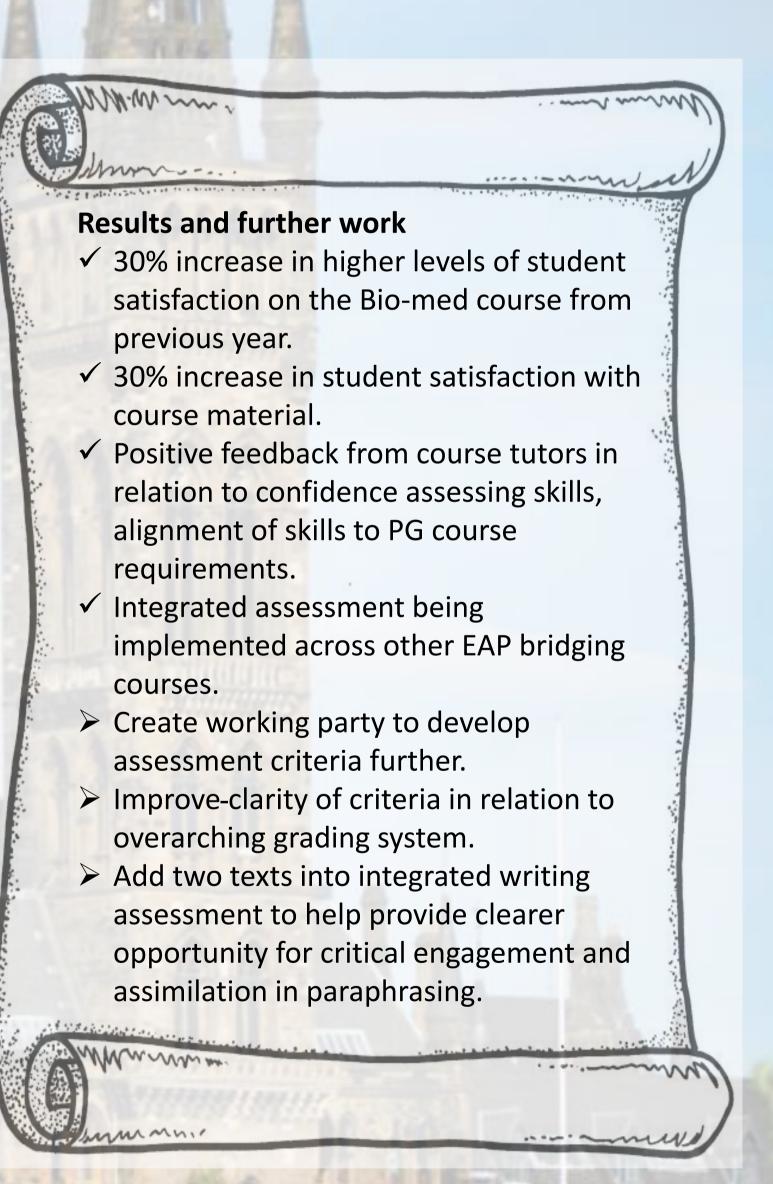
Implementing Integrated Skills Assessment in EAP

"....integrated tasks are authentic becuse they provide a realistic context for speaking performance and require test-takers to perform tasks that are relevant to academic study such as reading texts, listening to lectures, and discussing work with others in preparation for written and oral assignments (Weir 1910: Cumming et al. 2000: cited in Barkaoui et al. 2012

This project was a result of an Annual Monitoring Review (AMR) by tutors and from student feedback on our summer pre-sessional bridging course in Bio-medical Sciences (Bio-med). Teachers wanted more evidence of independent paraphrasing. Critical thinking and Informed discussion skills to support them when providing final grading of students' speaking. Students wanted more discussion time in class. The feedback also indicated that we needed to update our course material to be more aligned to the changing demographic of subject-specialisms which come under the umbrella of Bio-med. Through the process of future-proofing the course and aligning it to the skills PG students needed, it also meant changing the assessment to reflect the Intended Learning Outcomes (ILOs) of the course and to promote the skills students require to be successful in their studies.







Hirvela & Du. (2013) "Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic Purposes, Volume 12, Issue 2, 2013, Pages 87-98. https://doi.org/10.1016/j.jeap.2012.11.005. Accessed on 15/10/2019

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