

# *Learning (to teach) English for Academic Purposes in pre-service teacher education*

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**Abstract:** The aim of this study is to examine how inexperienced English teaching degree students deal with the challenge of having simultaneously to learn about and to deliver courses of academic English. Data was generated through participant observation in teacher development sessions of a language center located in a public university in Brazil. The results suggest that student teachers learned both English for Academic Purposes and how to teach it by studying and producing academic genres, by sharing their knowledge with their peers, and by reflecting collectively on their teaching practices.

**Keywords:** Teacher Education. English for Academic Purposes. English Teaching.

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## 1. Introduction

This study<sup>1</sup> set out to investigate the teacher development activities in the Languages without Borders (LwB) Program. LwB was created in 2012 to provide linguistic support in additional languages in public universities to students and researchers from STEM (Science, Technology, Engineering and Mathematics) areas who wanted to apply for scholarships abroad through the Science without Borders Program (BRASIL, 2017). However, LwB focus was soon expanded to include the whole academic community from the participating universities, i.e., student and researchers from all areas of knowledge as well as administrative staff. One of the novelties of the LwB was the teaching of English for Academic Purposes (EAP), which was not a widespread phenomenon in Brazil then. According to Notice 06/2015: “The Language Centers [LCs] will be able to offer face-to-face courses for A1 to C1 levels (...) with a focus on the development of language skills for internationalization - English for academic purposes - and preparing for TOEFL IBT, IELTS exams, among others.” (BRASIL, 2015, non paged). The courses were taught mainly by undergraduate English major students who were closely supervised by the pedagogical coordinators. The coordinators had to be tenured professors from LwB participating universities. A number of previous studies have reported the importance of the LwB as a teacher development program (HAUS, 2015; AUGUSTO-NAVARRO; GATOLLIN, 2016; KIRSCH; SARMENTO, 2016; WALESKO; KLUGE; ALMEIDA, 2016; WELP; FONTES; SARMENTO, 2016).

However, as it will be explained later in this study, most of the student teachers (STs) working at the LC had little experience in academic spheres, such as participation/presentation in conferences and publications of academic texts; yet, most courses focused on academic English. Thus, the objective of this study is to analyze how STs learned to teach EAP in one of the LCs of the LwB Program.

In the following section, we discuss the role of teacher education in the program, mainly focusing on EAP activities. In the third section, we introduce the methodology adopted in this study. In the fourth section, we present the data and their analysis. In the fifth section, we draw the final remarks.

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## **2. English for Academic Purposes and teacher education**

With the growth of internationalization in Brazilian higher education, the dissemination of knowledge produced in the country becomes even more relevant. Dutra et al (2016) emphasize that the teaching and learning of the English language in Brazilian universities should, above all, aim at including Brazilian scholars in the international scientific community. Participating in international academic contexts “can mean socio-cultural and economic growth for the individual and for the nation, creating conditions for students to play new roles in society.” (DUTRA et al., 2016, p. 155). Also, Della-Rosa, Kawachi-Furlan and Augusto-Navarro (2016) state that the number of courses for specific purposes in Brazilian universities has been intensified due to the role of English as a language of science and the existence of English teaching programs aimed at the university community, such as the LwB Program. In the same direction, Sarmiento et al. (2016), after analyzing the most sought courses by LwB students, state that the courses focus on the academic community’s needs, both for those who need to be internationalized at home, i.e., without leaving their home institution, and for those who want to participate in academic mobility programs. As the LwB was a language teaching program focused on the internalization of the institutions, EAP was one of the main objectives of the LC.

EAP is a branch of English for Specific Purposes (ESP) (HUTCHINSON; WATERS, 1987) that focuses on teaching the English necessary for the circulation of knowledge in university contexts (HYLAND; HAMP-LYONS, 2002; BRUCE, 2011). On the one hand, EAP has been growing in recent decades due to the expansion of the use of English in academic publications (CHARLES, 2013); on the other, Fischer and Dionísio (2011) and Ding and Champion (2016) found that little is discussed in the main EAP/ESP journals regarding EAP teacher education.

According to Ding and Champion (2016, p. 551), although there is not a significant number of publications on teachers learning how to teach EAP, there are studies in the United Kingdom (UK) that show that one of the biggest challenges is the lack of specialized or specific knowledge. This is mainly a problem when the EAP course is focused on a specific disciplinary area of knowledge as opposed to general EAP. Silva, Vial and Sarmiento (2017) claim that in the LwB Program the most difficult aspects of teaching EAP was keeping the class interesting for all the students (because they are from different areas of expertise); using authentic

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materials with basic level students without having to adapt them; and developing course curricula. Hyland (2016) suggests that EAP teachers should work with the specific needs of their students from the beginning, arguing that content instructors may have neither the knowledge nor the will to focus on literacy processes. Content instructors would likely be more focused on the expected product at the end of the course than on the process to carry it out. Also, they would not be aware of the necessity to explain the conventions of academic discourse, believing it to be self-evident. Lillis (1999) called it the institutional practice of mystery: the instructor does not explain to students the conventions of the required academic genres, assuming that learners already know them.

Even if there are not many studies focusing specifically on EAP teacher education, it is possible to draw important aspects from teacher education in general. We understand that teacher education involves the combination of theoretical and technical knowledge with practical knowledge (PÉREZ GÓMEZ, 1995). It is interwoven with reflection (SCHÖN, 1995) and with the understanding of the context in which this professional is inserted (COSTA, 2013).

Pérez Gómez (1995) advocates that teachers should move from technical rationality, in which the professional activity is reduced to the instrumental application of a set of knowledge (created by others) in problem solving, to practical rationality, which implies that practice should be the center and the starting point of the teacher education curriculum and that those who produce theory and those who put it into practice should work together. Costa (2013) claims that these rationalities are intertwined in the teacher education processes, since teachers seek to solve practical problems based on their knowledge, on their experience and on theory, indicating that the limits between technical and practical rationalities are not so evident. The intertwining between theory and practice is also defended by Villegas-Reimers (2003, p. 34), who states that “practice does make a difference in the preparation of teachers, but only practice that is founded on theoretical models and reflective ideas”.

Schön (1995) presents a paradigm of the reflective practitioner based on three moments: when the teachers use their constructed knowledge and execute it in a trained and spontaneous way (knowing-in-action); when a problem or something unexpected arises and the teacher monitors, analyzes and solves the situation while it occurs (reflection-in-action); and

when teachers carry out retrospective analysis of their practices, seeking to understand what was experienced and give it meaning (reflection-on-action). This paradigm is an interesting lens to analyze teacher education because it includes the three stages of a classroom: previous, while and after moments granting equal importance to all of them.

For Nóvoa (2009), teacher education should follow the example of doctors and school hospitals, in which, since the initial training, the student is already in service. The author suggests the following: a) in-depth study of each case; b) collective analysis of pedagogical practices; c) professional persistence to respond to students' needs. d) willingness and social commitment to change.

The LwB Program seems to cater for many of the aspects referred above. Firstly, it offers a kind of residency, a laboratory, in which it is possible to obtain, at the same time, experience with real students with real needs, as well as pedagogical support from university professors and colleagues. Secondly, this is a unique opportunity for these future English teachers, who are in the course of their undergraduate studies, to experience theory and practice together. Thirdly, having the opportunity to teach EAP at university presents STs with a teaching context that is not found elsewhere.

Most LCs ran weekly pedagogical meetings gathering STs and coordinators. In previous studies, these weekly pedagogical meetings were considered an important teacher education moment within the LwB (HAUS, 2015; KIRSCH; SARMENTO, 2016). The sessions were prepared and taught by the local team of teachers and coordinators themselves. In doing so, there is an appreciation of the knowledge produced among the members of the community. They were usually led by the coordinators, professors of the universities with specialization in English or English teaching and focused on both bureaucratic/organizational issues and pedagogical ones, such as lesson planning, classroom management, development of teaching materials, sharing teaching ideas and concerns, among others.

The following section presents the context where this study was conducted, i.e., an academic writing course for the STs as part of the weekly pedagogical meetings, here called Brgt<sup>2</sup> course; the profile of the participating STs; the research questions; and the methodology.

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<sup>2</sup> "Brgt" is a pseudonym for the actual name of the platform that the STs used for the academic writing course they were part of.

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### 3. Methods and context

The academic reading and writing course, the Brgt course, was proposed by Nicole, one of the LwB coordinators and professor at that university, in order to pilot the teaching materials and courses available at an online platform that the LC was planning to adopt. She wanted the STs to act both as students and as evaluators of that platform. Besides, Nicole commented that she would like to offer academic literacy practices to the STs, given that they taught academic courses but did not have much experience in academic settings.

Marcela, one of the senior STs, was chosen to plan and teach this course to her fellow colleagues. It happened because she had already finished her teaching degree in Languages and Literatures and had completed a Master's degree in the UK in English Language Teaching a few months before. Therefore, she had experience in reading and writing academic genres. Moreover, she was a very engaged teacher in the different actions of the LwB Program and had been part of various research and teaching initiatives in academic contexts. The Brgt course happened weekly in place of the pedagogical meetings usually led by the coordinators.

Nine STs were part of the data analyzed in this paper. Eight STs were between the middle and the end of their English teaching majors. Only Marcela had already both her teaching and her Master's degree completed. Seven of them had previous teaching experience in private language courses (two of them had more than seven years of teaching experience before joining LwB), two in academic tutoring and most of them with private classes, and one had already taught at this LC before. Only one of the STs did not have any previous teaching experience. In terms of academic activities, two had participated in academic conferences, three had been junior research assistants, one had been part of outreach projects. Five of them did not have any academic experience (apart from their undergraduate degrees). Even though they were highly inexperienced academically, all of them had to teach academic English for students, university professors and university clerical staff without having (much) academic practices themselves. Six had a C1 level of English and three had a B2 level, according to the Common European Framework, and all of them wanted to improve their academic writing skills.

In this study, we understand the weekly pedagogical meetings as formal institutionalized moments of teacher education because they were part of the weekly workload of the STs and they concentrated

discussions that intertwined theory and practice in the STs' professional development (HAUS, 2015; SARMENTO; KIRSCH, 2015). In those meetings, the STs had the opportunity to reflect collectively on the experiences lived in the Program and share with each other, building their own professional development.

The qualitative research data (MASON, 2002; ERICKSON, 1990) presented in this study was generated during three months (from January to March 2017) of fieldwork<sup>3</sup>. It involved data generation in a LC of the LwB program through participant observation, photographic records, audio recordings, semi-structured interviews, and document collection, such as handouts, STs' written production, among others. It is worth pointing out that the Brgt course lessons were fully conducted by Marcela, a senior ST. The LC coordinators did not participate in the lessons observed. Figure 1 shows the meetings of the Brgt course, along with a brief description of what was discussed in each class.

**Figure 1. Brgt course activities.**

January 12	Announcement of the Brgt Course in a LwB meeting.
January 24	Class 01: Choosing the course, getting to know the Brgt platform, and focusing on oral presentations.
January 31	Class 02: Note-taking.
February 07	Class 03: Definition of different academic genres, students' needs related to essays.
February 14	Class 04: Essay structure and topics
March 09	Class 05: Discussion of the STs' planning of their essays, analysis of other essays.
March 16	Class 06: Quoting, paraphrasing and abstracts in essays (discussion on what is appropriate and ethical, practice and reflection on their teacher education course).
March 23	Class 07: Different ways of assessing (essays).
March 30	Class 08: Oral presentation of their essays (characteristics of this genre and STs' presentation of their essays).

Source: Elaborated by the authors

The question that guided our research was: **How do the institutionalized teacher education moments at the LC prepare STs to teach EAP and to improve their own academic practices?**

<sup>3</sup> The data presented here was part of the second author's Master's thesis, who produced the field journals.

By answering this question, we intend to contribute to a deeper understanding of EAP teacher education and to the need to integrate teaching with academic practices.

In the following section, we present and analyze the data concerning teacher education moments focused on learning (how to teach) EAP.

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#### **4. Learning (how to teach) EAP in the context of the LwB Program**

In order to present the research data and our analysis, we chose excerpts from the observations which characterize different ways STs' practiced and collectively reflected over the teaching of EAP in the LwB Program. Due to limitation of space, the chosen excerpts were adapted in terms of language (they were originally in Portuguese) and of presentation (since in the field journal there are transcriptions of the participants' speeches).

In the first class of the Brgt course, the STs analyzed the syllabus of different courses on the Brgt platform and performed one of the tasks proposed by the material available on its online platform. Afterwards, they discussed what aspects of the material they would adapt to their LwB lessons.

##### **Excerpt 1**

Marcela proposes that the STs, individually, create an oral presentation on one of the following topics: food, living places, going to college or university, television, or cooking. They have to write at least the beginning of their presentations on a shared document and, later, present them to the whole group. The activity goes as planned, and then Marcela asks the other STs: "What could you do if this was your class?". She thought it was "weird" to simply ask students to prepare a presentation and present it in the same class. Morgana points out that she would make it more realistic by giving students time to prepare their presentations at home, using resources such as dictionaries. Marcela adds that they could show presentations to their peers first. Gabriela suggests a warm up activity in which students discuss their experiences in presenting in English and/or in Portuguese. She mentions she would pick only one topic for the whole class. Marcela takes up the idea of working on the same topic, such as "food", in different



perspectives: cooking, producing food, etc. Gabriela recommends joining students by areas to get different angles of the same topic. Carine comments that students could receive some kind of feedback at the end of the presentation, but Marcela warns her that the criteria should be pre-set with the students. (Adapted from the field journal, 01/24/2017, p. 26-28)

In excerpt 01, there is a discussion about the adaptation of teaching materials. The STs present very concrete ideas of what they would change in the activities presented in the online platform of the Brgt course. They show alternatives to create a more specific approach to teaching EAP, such as Gabriela's ideas to relate the topic of the class and the knowledge students have in their areas. Morgana and Marcela's approaches to the task are related to making it more similar to their uses outside the classroom, i.e., in life outside school students are not usually required to make a presentation unexpectedly. The STs' actions are related to what Hyland's (2016) recommends about teaching EAP for specific disciplines, in which teachers should provide authentic materials, e.g., materials and tasks students actually come across in their academic life. The excerpt also suggests that debating ideas offers new ways to plan a lesson and create a space to question the teaching materials and to exchange experiences between peers. This possibility of thinking about their own practice during the meetings, especially the sharing among peers, is relevant to the education of reflective professionals (PÉREZ GÓMEZ, 1995; SCHÖN, 1995). Therefore, STs could build their knowledge on the teaching of EAP by reflecting together with each other on ways to adapt existing materials and making their uses more meaningful to students.

In the following excerpt, there is a discussion on the uses of note-taking in a Brazilian context and a reflection of one of the STs about what happened in class 02 of the Brgt course.

### **Excerpt 2**

Marcela asks about situations in which LwB students need to take notes. Gabriela answers saying that when students are watching videos; for Ana Alzira, it is when they take TOEFL IBT, a proficiency test; and for Morgana, it is when they attend conferences. Then, Marcela asks if their students would write

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those notes in English or in Portuguese. Rafaela affirms that it depends on their goal; for example, if they are reading a text in English but have to write a paper in Portuguese, their notes would be in Portuguese, or the other way around. So, Marcela claims that, even in Brazil, there are situations in which students are required to take notes in English. At the end of the class, Marcela asks her peers to create a two-hour lesson plan about note-taking that STs could use in their LwB groups. Carine wrote that: *“I really enjoyed the class about note taking because I have never thought about its importance neither as a student nor as a teacher. Marcela’s approach was very appropriate considering that we had to position ourselves first as notetakers, and later as teachers thinking about our students [at LwB] and their needs regarding contexts in which they take notes. Moreover, I found the activities on Brgt Platform particularly useful once they focus on the skills we are always dealing with in classroom. In this sense, I am sure I will use some of the things I learned in class 2 from now on, mainly because I am always taking notes and I do not really pay attention to the way I organize them. After having the chance to do different exercises on the same topic, I have now some ideas to prepare a class about note taking. Check it below ;)”* (Adapted from the field journal, 01/31, p. 6-7, 02/07, p. 1)

In the excerpt above it is possible to see two different teacher education moments related to EAP. The first is when Marcela approaches authentic uses of English in academic settings. She asks STs if their students use note-taking in English in a Brazilian context, thus relating what they are learning in the Brgt course with their situated teaching practices. This is congruent with Nóvoa’s (2009) ideas of having teachers collectively analyze their pedagogical practices, responding to students’ needs. The second is a written account by Carine. In addition to praising Marcela for providing activities in which participants could play the roles of both students and teachers, she says that she will use aspects of what she has learned both for her own academic note-taking experience as well as for her teaching practice in the LwB Program. The professional identities of all those involved are under construction and there is the promotion of significant uses of the English language in academic contexts in order to generate reflection and practice in the genres that circulate

in this sphere. This way, Carine could reflect-on-action (SCHÖN, 1995) and put her teaching knowledge into practice based on theory and reflection (VILLEGAS-REIMERS, 2003).

The following excerpt shows a moment in class three of the Brgt course that focused on the difference between academic and professional genres. We argue that STs could expand their academic knowledge and, in doing so, they learned something relevant for their teaching practices.

### **Excerpt 3**

Marcela proposes the discussion on the differences between professional and student genres as proposed by Gardner and Nesi (2013)<sup>4</sup>. She asks STs what genres they write for academic purposes. Cristiana answers lesson plans, reports, tests, reviews, book reviews, essays; Joana mentions article reviews and Gabriela, critical comments. Then, Marcela explains the difference between academic and professional genres, as follows: “(...) So student genres would be genres that you produce for university only, okay? And professional genres are the things that go out in the world, so for example, your thesis is a professional genre because it goes out in the world, but an essay is a student genre because it's here, it's not a paper, for example. A paper is a paper and an essay is an essay. They [universities in the UK] have a pretty marked distinction between these genres.” Later, Marcela asks STs what the purposes of their students in the LwB Program are. Gabriela mentions that post-graduate students want to study how to write abstracts and research projects, but undergraduate students do not know what they want to learn, preferring a more general approach (learning vocabulary, grammar, etc.). The other STs agree. Marcela explains that those are professional genres because they are aimed at an audience that goes beyond the walls of the university. Briefly, she also tells how Gardner and Nesi conducted their research and puts STs in pairs. She distributes slips of paper with the names of different genres and their definition and STs are required to match names and

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<sup>4</sup> GARDNER, S.; NESI, H.A Classification of Genre Families in University Student Writing. *Applied Linguistics*, v. 34, n. 1, p. 25-52, 2013.

definitions. As soon as they finish, Marcela asks for volunteers to give the definition of the genre she calls. (Adapted from the field journal, 02/07/2017, p. 1-4)

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Based on their experiences as undergraduate students, STs reflect on the academic genres they produce. It seems relevant for STs to understand the differences between the genres produced by an undergraduate/graduate student in the UK, where Marcela supports her experience, and the genres students attending the LwB Program in Brazil would be interested in. They conclude that the LwB students are looking for professional genres, such as writing abstracts and research reports.

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Being acquainted with more academic genres can mean that STs' own repertoire of academic genres may have increased. By discussing their definitions and uses, the STs could use the knowledge built during their Brgt course lessons in their teaching practices. Learning how to be an EAP teacher is also being able to learn from previous research and to understand how genres are used in different fields of knowledge, which Reis and Santos (2016) emphasize as being one of the tasks of the STs in this context of teaching.

By asking STs to match genres' names to definitions, Marcela manages to actively engage STs in the activity. STs have the opportunity to get acquainted with and produce other academic genres and to deepen what they already know about the uses of the different genres. This kind of task (using slips of paper) could be adapted for academic English classes in order to make them more playful or more dynamic, connecting theory to practice, as pointed out by Pérez Gómez (1995) and Costa (2013). We could argue that, based on this excerpt - that STs take a closer look at different academic genres - and the others presented in this study - in which they discuss, share ideas and reflect together about their EAP teaching practices - that they become more acquainted with the academic practices necessary to teach EAP.

Excerpt 4 illustrated a moment when STs learn about a new tool which can tell whether a text is from the academic sphere or not. Then, they discuss its usefulness on their LwB lessons and comment on the importance of having authentic samples of academic writing, especially if they are written by Brazilian students living in an English-speaking country.

#### Excerpt 4

In this class, Marcela presents a website called LexTutor<sup>5</sup>, which analyzes vocabulary in written texts. She asks each one of them to choose an essay written by Brazilians who studied in the UK in order to analyze if they were academic - based on the definitions of the website. The STs seem to be surprised by the LexTutor functionalities. It defines words (in different colors) as belonging to general vocabulary, to the Academic Word List<sup>6</sup> and to off-list words, e.g., which are not labeled into one of the other categories. Marcela explains that if the text contains 80% of common vocabulary words, 10% of academic words, 5% of technical words and 5% of low frequency words, it is considered an academic text. She asks teachers to choose an essay, copy and paste it into the appropriate space on the website. STs are then required to think about how they would use these resources in a class in LwB and then share their thoughts with the others. Gabriela would a) provide more background information on the essay's topic, something that Joana and Thiago would also do; b) suggest comprehension questions; and c) analyze the format of the essay and the linguistic resources with the students. Carine mentions that the text seemed a lot like Portuguese since it used a lot of punctuation and that there were problems with verbal agreement. Morgana would work with synonyms, but she would prefer that her students analyze their own essays using LexTutor and try to change the words in blue (general vocabulary) to more academic ones. Adriana would work with students' mistakes and then ask them which words are terms (words that belong to a specific field of knowledge) and which ones they could use in any academic context. Cristiana would work with punctuation and would also ask students to change words from general to more academic ones. Finally, Marcela asks why STs would bring texts written by Brazilian students to class. Cristiana says that it would be good to compare a Brazilian to a foreigner writing in English. Gabriela comments that bringing a text produced by a Brazilian would be valid

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5 Complete Lexical Tutor. Available at: [www.lextutor.ca](http://www.lextutor.ca). Accessed: 08 November 2020.

6 Academic Word List. Available at: <https://www.wgtn.ac.nz/lals/resources/academicwordlist>. Accessed: 08 November 2020.

because sometimes her students did not feel confident enough with their writing skills and by seeing how other Brazilians write (with mistakes) they would not feel “alone”. Marcela adds “I’m not alone, I make the same mistake as a person who was studying in England, so that’s okay, ‘yes you can’ (laughs)”. (Adapted from the field journal, 03/09/2017, p. 5-7)

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In excerpt 04, STs analyze authentic texts produced by Brazilians studying in the UK and then plan what could be worked on in class with their students. In addition, they learn how to use a new tool to perform the analysis of the vocabulary from texts and get to know another way of assessing whether the texts are within an academic lexical profile. Therefore, STs learn new forms to deal with students’ writing, both in a practical (using LexTutor) and in a theoretical manner. Hence, it seems that STs are themselves learning more about academic discourse while, at the same time, reflecting on different ways to teach it.

By examining the essays and thinking on how to work with them in STs’ LwB classes, some STs suggest working with the topic before working on language issues (Thiago, Gabriela and Joana); others propose working with the linguistic aspects that stand out in the texts (Adriana, Carine, Cristiana and Morgana). Only three teachers (Adriana, Morgana and Cristiana) mention working directly with vocabulary by changing general words for academic ones for synonyms and finding academic words that could be used in different academic contexts. The ideas proposed by Adriana, Cristiana and Morgana seem interesting for the context of LwB because the students would investigate academic synonyms and could adapt them to their areas of study, counting on the help of the STs to do so. The use of LexTutor presents possibilities to work with academic vocabulary in a more general way and students may consider its application to their disciplinary areas.

Another aspect worth mentioning is the fact that Morgana and Gabriela consider it important for students’ self-esteem and confidence to read texts written by Brazilian students. In the STs’ perspectives, students have a belief that their English proficiency is not good enough for taking part, for instance, in mobility programs in an English-speaking university. By reading texts written by Brazilians who studied in such places, they see that it is actually possible to participate in academic settings even if they are not completely accurate in terms

of grammar or lexis. Academic writing is more than accuracy, as it comprises understanding the academic culture, using different resources to respond to academic needs, such as reading, writing, speaking, listening, and so on. All these aspects which encompass academic writing should be continually in EAP courses.

This lesson goes beyond sharing the theory for the simple fact of knowing it, but it is there to promote teaching practices, uniting technical and practical rationalities. As in Costa (2013), STs seek to develop their practices based on knowledge derived from their experiences, as they present ideas for working with these essays, but also from theory.

The next excerpt demonstrates the knowledge STs have related to feedback, evaluation and assessment. They discuss how to evaluate students' essays and develop their own understandings of different aspects that should be considered when assessing students' productions in an EAP context.

#### **Excerpt 5**

In today's class, Marcela asks STs what criteria should be adopted for evaluating students' essays and, consequently, her peers' writing productions at the end of this course. Cristiana comments that before teaching her first class at LwB, coordinator Maria Bastos stressed the importance of evaluating and giving feedback to students and presented a proposal for a rating scale that contained the items "content" (the specific subject matter), "language" (how adequate and accurate the text is) and "form" (the format/structure of the text). Cristiana explains the value attributed to each criterion, for example, content should be worth four points, language four points, and form two, considering that the text would be worth 10 points in total. Morgana keeps in mind that if the students write about something in their fields of study, the STs would not be able to evaluate the content properly. Cristiana affirms that "language" should be worth more. Thiago and the other STs also mention that they learned this kind of evaluation with Maria Bastos. Thiago and Carine say that they also used it in other teaching contexts. Finally, Marcela presents two rating scales by which her essays were evaluated during her master's degree in the UK. The first presents characteristics of an

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analytic rubric, as it presents the criteria separately with different levels (excellent, strong, satisfactory, poor, and unacceptable). The second is descriptive and brings aspects of a holistic rubric due to the fact that the assessment is based on the general impression of the text. STs agree that Marcela uses both of them to evaluate their own essays. Thiago highlights the fact that they are authentic, that is, actually used by British universities and that it would be nice to see how he would be graded. (Adapted from the field journal, 03/23/2017, p. 1-8).

In this excerpt, the participants reflect on assessment in the LwB context. The question is: how to assess specific content knowledge from their students' different fields of study? Mastering specialized or specific discourse is one of the greatest challenges for EAP teachers (DING; CAMPION, 2016; SILVA; VIAL; SARMENTO, 2017), and STs express that they do not have the knowledge to assess whether what their students write is correct within their fields of study and therefore need to pay more attention to the English language aspects of their texts. To deal with this issue, Hyland (2016) proposes that it would be interesting to have the help of content specialists or team teaching, in which the English teacher, the specialist teacher and the students would be involved. However, this is rarely the case, at least in Brazil.

Unlike countries whose language of instruction in academic context is mainly English, where EAP course grades can present a barrier for entering university, the results of the assessment in the LwB courses do not directly affect the students' academic lives. In the case of LwB, the courses are extracurricular activities. Additionally, LwB students come from different areas, making it hard to work together with content instructors to plan courses and lessons. Therefore, the only possibility is that LwB students themselves take on the role of specialists bringing specific knowledge to class.

It is possible to conclude from Excerpt 05 that one of the pedagogical coordinators played a crucial role in the STs' trajectory by teaching them how to assess their students. They use [an analytic rubric, whose idea is to grade assignments according to several criteria, analyzing the parts that make up the whole text (content, language, and form)]. Cristiana's appreciation of the scale is in line with the literature on analytic scoring, as she says that "when they [students]



get the text back, they know what they should be concerned about”. This is the same quality pointed out by Weigle (2002), who affirms that this type of scoring facilitates the feedback for the student’s rewriting. However, it is possible to observe that the STs discuss only one way of assessing their students. Apparently, STs did not use nor know about holistic rubrics, whose objective is to assign a single note to a text based on their general impression.

The discussion promoted by the STs on assessment provided an opportunity for them to reflect on their assessment practices and to discuss the relationship between what they are able to assess based on their lack of specific knowledge in other areas and their expertise in English. The need for teacher assessment literacy for EAP teachers is highlighted by Schmitt and Hamp-Lyons (2015, p. 7): “Armed with good assessment literacy, EAP teachers can make a difference by exercising their EAP expertise in designing new forms of assessment, new task types, and creating classroom assessment tasks that come close to authentic academic experiences (...)”. Therefore, assessment is a topic that could be further discussed in the weekly pedagogical meetings so STs would have a wider array of options to improve their students’ language proficiency in their content areas.

The next excerpt shows how that group of teachers discussed and solved questions about ethical conventions in academic writing.

#### **Excerpt 6**

This is the sixth class of the Brgt course. Marcela asks STs about the differences between quoting, paraphrasing and summarizing because they will have to know them in order to write their essays. Thiago answers that by quoting it is when you use the exact same words. Cristiana points out that paraphrasing is when you change the words to say the same thing. Morgana mentions that summarizing is used when the source is too long and there is not much space for writing it fully, and Gabriela adds that summarizing is giving the gist of it. Then Marcela asks when they should quote, and Gabriela says it is when you like the sentence, Marcela adds when it is short. Then Gabriela comments that paraphrasing is used when the person does not agree with the exact same sentence and rephrases it to make it their own. Marcela comes back to this response and asks her peers if it is possible

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to paraphrase by changing a bit of what the author said, adding what the person wants to say. Gabriela corrects Marcela saying that it is not adding information. Instead, if the author stated “you must do something” and the person who is paraphrasing does not agree with “must”, they could change to “should”. Marcela asks the others if they can do that. Cristiana suggests that they could quote the original sentence and give reasons why they think it is supposed to be a “should” instead of a “must”. Marcela expresses that she does not want to control their minds when they are writing, but that ethically speaking they cannot do that. If they are paraphrasing, they should keep the author’s same idea, so if the author says “must” they should continue using “must”. Thiago recommends contrasting ideas. Carine says that people quote and paraphrase because they agree with the author, but Cristiana and Marcela say that sometimes people do not agree and still quote and paraphrase. Marcela asks when people summarize and Morgana argues that it is used when the study is important as a whole. (Adapted from the field journal, 03/16/2017, p. 1-3)

Marcela elicits what STs know about quoting, paraphrasing, and summarizing. They respond and, during the discussion, a question arises related to what is ethical when paraphrasing someone’s words. Gabriela says that if she does not fully agree with the way the text is written, she can rewrite it to make it more similar to what she wants to say. In this respect, Gabriela does not seem to understand the ethical conventions of academic publication and, at that moment, her peers suggest alternatives so that she does not change what was actually written by the author, such as quoting and then pointing out her own position, an idea proposed by Cristiana. Marcela explains that it is unethical to change the author’s point of view and that it is necessary to keep exactly what was said. Thiago suggests that she can contrast what was quoted with her opinion on the matter.

This interaction is important for participants as teachers and as producers of knowledge within university. In addition to knowing the academic genres and mastering the English language, to be an EAP teacher it is necessary to gain mastery of academic conventions in order not to teach or reinforce plagiarism or unethical practices (REIS; SANTOS, 2016). In the case of Gabriela’s lack of knowledge, it is

her peers who promote collective reflection on the matter. STs solve the problems that came up from the Brgt course lessons based on the knowledge they built on experience and on theory, in the same way as Costa (2013) observed in his research context.

## 5. Final remarks

After analyzing the data, we come back to the research question: How do the institutionalized teacher education moments at the LC prepare STs to teach EAP and to improve their own academic practices?

It is possible to suggest that STs learned how to teach EAP during the Brgt course because they had the opportunity to study academic genres and conventions; to use that knowledge in their own written productions; and to reflect collectively about their teaching practices in the context of the LwB Program, such as their students' needs, how to plan lessons using authentic academic material, how to assess students, how to adapt teaching materials etc.

By analyzing the data, the STs had the opportunity to discuss and analyze academic conventions and ethical issues related to knowledge production at university; differences between general and academic vocabulary; distinct ways of scoring writing (more holistically or analytically); using the assessment criteria pre-established to base their writings on.

In the eight classes of this academic reading and writing course, participants had the opportunity to develop themselves as EAP teachers by taking classes in which they could learn, practice and reflect on the uses of academic genres and on how to include them in their teaching practices as members of the LwB Program. This provided them with tools to deal with what they are required to teach in the context of the Program.

The LwB teacher education proposal reported here seems to be in line with Villegas-Reimers (2003) and Pérez Gómez (1995) who defend the integration of theory and practice. Because the STs are immersed in the academic environment as most of them are still undergraduate students, and have to cope with real teaching demands, the weekly formal/institutionalized meetings seemed to be a privileged space to foster reflection and change of STs own practices.

In order to be an EAP teacher in the context of the LwB, it seems to be necessary to: master academic genres; be acquainted with academic writing (ethical) conventions; elaborate and adapt teaching materials; deal with different students' fields of study in

one classroom; and balance content and language in assessment. Considering that teacher education takes place through reflection, sharing of experiences and the integration of theory and practice, these characteristics of an EAP teacher seem to be relevant topics to be brought up in pedagogical meetings.

One of the main characteristics of the LwB Program was to provide opportunities for the academic community to learn languages, in this case academic English. Considering EAP is on the rise in the Brazilian context, it would be advisable that the language teacher education programs encouraged the practice of academic genres and included course contents that prompted discussions on how to teach EAP. This way, all English teaching degree graduates, and not only pre-service teachers who have the privilege of participating in programs such as the LwB, could have the opportunity to deepen their learning of academic English and also to be fully equipped to teach it.

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