Issues in Language Instruction at the Applied English Center

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A Journal for Practicing and Interpreting TESL at the University of Kansas

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The Kansas University Academic Accelerator Program Issue

LIPPINCOTT HALL

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- ELT Journal: http://eltj.oxfordjournals.org/
- Modern Language Journal: http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291540-4781
- English Language Teaching: http://www.ccsenet.org/journal/index.php/elt
- Language Teaching Research: http://ltr.sagepub.com/
- Journal of Applied Linguistics: https://www.equinoxpub.com/journals/index.php/JAL
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- Teaching and Teacher Education: http://www.journals.elsevier.com/teaching-and-teacher-education/
- Bilingual Research Journal: http://www.tandfonline.com/toc/ubrj20/current
- Language Learning: A Journal of Research in Language Studies: http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-9922
- Journal of English for Academic Purposes: http://www.sciencedirect.com/science/journal/14751585

Editor's Note

Marcellino Berardo, Ph.D.
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   Issues in Language Instruction was founded in 2012 with the mission to document, interpret, and analyze English as a second language pedagogy at the University of Kansas. To that end, *ILI* publishes a general issue to capture the best and most current ideas, reflections, and analyses from faculty and administration at the Applied English Center (AEC). *ILI* also publishes *supplements* that target specific upcoming events in the profession. Most issues of *ILI*, however, are *special issues*, which examine a *hot topic* at the AEC. Previous special issues examined (a) English language proficiency and academic success, (b) computer assisted language learning (CALL), and (c) selected presentations from a TESOL, International conference. This special issue focuses on the newly implemented Kansas University Academic Accelerator Program (KUAAP), also referred to as the Academic Accelerator Program (AAP).

   KUAAP is a one-year old pathway program at the University of Kansas that offers newly enrolled undergraduate international students enough credits to matriculate as sophomores after 12 months or three consecutive terms. Students take classes in English for academic purposes (EAP) in their first two terms while they take classes in mathematics, the humanities, social sciences or natural sciences, environmental studies, American studies, and a university orientation seminar. Students finish up their last term with more General Education (Gen Ed) classes and a final university orientation seminar.

   The essays in this special issue of *ILI* are groundbreaking in that they begin to reflect on and spell out a new kind of international curriculum at KU; one that formally integrates Gen Ed disciplines, newly arrived international students, and courses in EAP. After an introductory note from Roberta Pokphanh, the Academic Director of KUAAP, Antha Cotton-Spreckelmeyer offers insights into teaching a course on Kansas culture and environment to international students still working on academic English. Ali Brox discusses teaching strategies and kinds of assignments in the environmental studies courses she developed for KUAAP with her colleague Robert Hagen. Carolyn Heacock and Camille Olcese reflect on their summer 2015 EAP course where they introduced an experiential learning component to an English language class that had 12 contact hours per week. Melissa Stamer Peterson reveals the developmental stages that the information literacy class has gone through since the inception of the program. Kellie Smith Herrod and I introduce a new model for teaching EAP in the context of the Academic Accelerator Program and a set of principles to guide EAP curriculum, instruction, and assessment. Each contribution to this special issue reflects much thought and consideration for (a) how best to teach Gen Ed courses in a program with a student population consisting entirely of undergraduate international students and/or (b) how best to teach EAP courses in a program that integrates EAP and Gen Ed curricula.

   To conclude this Editor's Note, I would like to offer a few words of acknowledgment and thanks. First, I am pleased to announce *ILI*'s new copyeditor, Melissa Stamer Peterson. She brings to *ILI* an extraordinary focus, deep professional background, and an attention to detail that has improved every essay in this issue. I want to thank our design editor, Elizabeth Gould, for professionalizing the journal's look and organization. Her artistic sense for design along with articles she has published previously in *ILI* have helped the journal achieve and maintain excellence in appearance and substance. I would also like to thank Sandra Issa who is serving on

our Editorial Advisory Board. Despite the additional workload that came with her recent promotion to Associate Director for Student Services at the Applied English Center, she managed to find time to contribute to the journal. Another Editorial Advisory Board member, Liz Byleen, was recently promoted to Associate Director for Academic Affairs at the Applied English Center. Although she was not able to participate with the publication of this issue, we hope she will be able to work with the *ILI* team on future issues. We are particularly happy that Joe Potts, Assistant Vice Provost for International Programs and Interim Executive Director for the AEC, accepted to read submissions to *ILI*. Due to his highly demanding schedule this year, it would have been easy to postpone involvement with *ILI*.

Finally, I thank the incredibly hard-working, experienced, and devoted faculty at the AEC, whether they are teaching in KUAAP, the Intensive English Program, grant-funded short-term programs, or a combination of two or three of these programs. Without their intellectual curiosity and interest in documenting, interpreting, and analyzing their professional practice in the electronic pages of *ILI*, the journal would not exist.

Marcellino Berardo

November 24, 2015

A Note from the Academic Director of KU Academic Accelerator Program

Roberta Pokphanh, Ph.D.
Academic Director
Academic Accelerator Program

When I began in my current position as the Academic Director for the Academic Accelerator Program (AAP), a new pathway program for international students at the University of Kansas, I knew I was embarking on an adventure. Much like travel, it has come with a few bumps in the road and some lost luggage - but it has also been an amazing opportunity to have new experiences and discover new friends and connections. Also like travel, it has been sometimes tedious and sometimes a whirlwind - so I am grateful for the sure guidance of many KU colleagues as we navigate through this journey together.

When my colleagues from outside of the University ask me about the AAP, and just what the Academic Director does, I usually begin the conversation with the (oversimplified) explanation that for many years there were two ways that degree-seeking international students could come to KU: if the students had a very high level of English proficiency, they could arrive and begin an academic program just as any domestic student might; or, if they had not yet met the University's English as a second language requirement (ESL), they could come and take ESL classes at the Applied English Center (AEC). Advanced students at the AEC could concurrently enroll in ESL classes and General Education courses or courses in their academic program. The new pathway program provides the student with the opportunity to combine English and General Education coursework in one coherent program. As the Academic Director for AAP, I facilitate the coordination and delivery of the academic curriculum – a three term sequence of courses specifically designed for the program (please see Table 1 for an overview of the academic curriculum).

Table 1. KU Academic Accelerator Curriculum Map

Academic Accelerator Curriculum - Fall Entry					
Term 1 - Fall		**Term 2 - Spring**		**Term 3 - Summer**	
Course	C	Course	C	Course	C
Acculturation Sequence					
UNIV 102: Orientation Seminar	1	UNIV 103: Orientation Seminar	1	UNIV 104: Orientation Seminar	1
English for Academic Purposes					
AAP 101: English for Academic Purposes 1	6	AAP 102: English for Academic Purposes 2	3*		
AAP 111: Information Literacy	1	AAP 122: Grammar for Academic Purposes	1*		
AAP 121: Grammar for Academic Purposes	2				
Academic Coursework					
HWC 175: Kansas Environment & Culture	3	AMS 100: Intro to American Studies	3	COMS 130: Speaker Audience Communication	3
EVRN 170: Introduction to Kansas Landscapes	1	EVRN 171: Researching Kansas Landscapes	1	EVRN 172: Kansas Landscape Projects	1
MATH course	3-4	MATH course	3-4		
		Breadth course (1) selected from:	3	Breadth course (1) selected from:	3
		- HA 100: Intro to Art History		- HA 100: Intro to Art History	
		- POLS 170: Intro to International Politics		- POLS 170: Intro to International Politics	
		- BIOL 100: Principles of Biology		- BIOL 100: Principles of Biology	
Total hours	17-18		15-16		8

* 9 credit hours of AAP coursework may count towards a degree program in CLAS or BUS

What is most remarkable about the AAP is the integrated approach to providing students an experience that combines social and academic support, acculturation, academic English, and KU Core academic requirements in a one-year, immersive, integrated experience that transitions students into a sophomore year in the College of Liberal Arts & Sciences. By drawing together this wealth of resources that exist at KU - the extensive knowledge and experience of Applied English Center faculty, the expertise of International Student Services, the support of Undergraduate Studies units, and the strength of academic units across divisions in the College - and tying them into an intensive and intrusive advising and mentoring model where staff are connected and engaged with our students on a weekly basis, our goal is to provide AAP students with the best possible transition to a degree program at the University.

Soon, you will be able to find out more about us at aap.ku.edu. With assistance from KU Web Services, we are building a website with information and resources for faculty, staff, and students; a place where you can learn more about staff, students and faculty who are making this program a success. I look forward to sharing our stories, and continuing to learn together how to best serve our students.

Teaching Kansas Environment and Culture in the KU Academic Accelerator Program

Antha Cotton-Spreckelmeyer, Ph.D.
Interim Academic Director of KUAAP (2014-2015)
Associate Director Humanities & Western Civilization

Tor-na-do / tawrna'ydo. (pl.—does) A mobile, destructive vortex of violently rotating winds having the appearance of a funnel-shaped cloud and advancing beneath a large storm system (Oxford dictionary and thesaurus: American edition, 2007).

As Christopher Hitchings (2008) says in his seminal work, *The Secret Life of Words,* "A new word is a solution to a problem" (p. 5). This observation proved true many times in my year of directing and teaching international students in the Kansas University Academic Accelerator Program (KUAAP). In fact, that simple phrase became my touchstone and inspiration during the initial terms of the program in 2014-2015.

I was approached in the spring of 2014 by KU administration to take on the job of Academic Director of the newly minted KUAAP initiative for a twelve-month start-up period. Looking back on that event, I think my main qualifications were enthusiasm for working with first-year students, and an interest in seeing the KU student body diversified and internationalized. Prior to that, I served as Associate Director of KU's Humanities and Western Civilization Program where I regularly lectured to large classes of Western Civilization students. I also worked internationally directing KU study abroad programs, and I taught a first-year seminar where I developed a pilot version of Kansas Environment and Culture that later became a foundational course in KUAAP curriculum. But, these tasks provided little real preparation for the KUAAP challenge.

My academic field is English with concentrations in Language and Composition, among other things, but I had sparse—actually no—experience teaching English as a second language. To say that I was underprepared to meet and instruct the first group of KUAAP students, who were mostly Asian and collectively at about an intermediate or level three of English proficiency, would be a vast understatement. I was unskilled and out of my depth in this area of education, but I was fortunate to have a graduate teaching assistant who was herself an international student working in the field of linguistics. Her experience and insights proved invaluable to my understanding of students' needs, and I was intrigued by the idea of a curriculum that paired specialized language study with mainstream academic coursework in the way KUAAP proposed to do. After meeting the first cohort of 28 students in the late summer of 2014, I was more intrigued and increasingly convinced that the students' energy and excitement at being in a new place and embarking on a new venture in learning could be channeled into a productive experience. How to achieve that productivity in the classroom was, of course, another matter, and that is where words emerged as both the problem and the solution.

On the first day of class—a hot humid day in late August—my carefully prepared comments on the background of Kansas along with my carefully selected PowerPoint slides featuring maps of the state, views of the landscape, and pictures of famous Kansans went nowhere with the students. I choose my words with care, and I spoke slowly and clearly as instructed by ESL colleagues, but there was little indication that I reached my audience. I received no response to discussion prompts and no questions. I was about to pack it in and call it an early day when we were saved by a word. It was a word that flashed across the computer screen projected at the front of the room that connected to the university internet server. The word was *tornado!* It appeared as

part of a familiar warning that most Kansans know by heart, "The National Weather Service in Topeka has issued . . . ." The word tornado glared from a color strip at the top of the screen. It was impossible to ignore, and despite fledgling language skills among many of the students, the serious nature of the message hit home. One student near the front of the room raised his hand and asked, "What is a tornado?"

The warning expired almost as soon as it appeared, so, I knew we were safe in our classroom. I also knew that we were safe in another sense: a simple new word had solved our problem. It generated interest and enthusiasm over a phenomenon typical of the Kansas environment. We had something to talk about, and we spent the remainder of the hour defining and describing tornadoes and their place in the weather and culture of the state. The possibilities for discussion were suddenly endless, and we even had time to watch a short YouTube video of the infamous tornado that struck Mulvane, Kansas in 2004. The students showed signs of excitement. They asked questions about wind speed, frequency, and duration of tornadoes. There was a healthy respect for potential danger and destruction, but as the class ended, a student came up and said, "I wish we had had the tornado. I would like to see it." I assured her that there likely would be other opportunities during her time in *Tornado Alley*.

After that first day, words became our foundation and pathway to learning about the state. We explored the name *Kansas* with its origins in the Native American word Kansa. That gave us an entrée to learning about the early people and geography of the region. We added words like prairie, nomad, and pow-wow. When we moved on to talk about Kansas in the Civil War era, we discussed abolition, free state, and the word used to describe border ruffians that later became synonymous with the University: *Jayhawk*. Like Lewis and Clark, whose journey we traced on a map, we were a *Corps of Discovery* charting new territory. The classroom was our longboat, and most of the time, just like the old explorers, we paddled upstream against the current. But, clearings in the wilderness appeared on a daily basis in the form of new words: words that challenged, prompted, or answered questions and solved problems. We moved through the landscape of our curriculum and learned much about culture, environment, and ourselves.

At the end of the term, the students advanced with the "baggage" of their coursework in tow. Hopefully, they were well-packed for the journey ahead of them through other classes and academic experiences. As for me, I look forward to retracing my steps through Kansas Environment and Culture in new terms with new "corps." Now, I know the way; I have marked the milestones, and I am confident that we will add new ones each time we make the journey—one word at a time.

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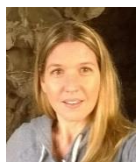
Notes from the Field: Course Design and Instruction Strategies in Environmental Studies classes for Bilingual Students

Ali Brox, Ph.D.
Lecturer and Academic Program Associate
Environmental Studies Program

For the last eighteen months, I have helped design the curriculum and teach a three-course sequence of environmental studies courses created specifically for the Kansas University Academic Accelerator Program. The Academic Accelerator Program (AAP) is an intensive three-term program for first-year international students. Students simultaneously enroll in English-language courses and courses for academic credit. This article describes teaching strategies and assignments that have been effective in the environmental studies course sequence. First, I describe a key component of the environmental studies courses, the field trips, and then I outline strategies that have worked well in and outside the classroom. Next, I identify KU campus resources that have proved helpful in our course design and teaching. Then, I describe a key assignment in the first term course that highlights the course goals and learning outcomes. Finally, I suggest ideas for future course (re)design and additional strategies that we plan to implement in the course sequence.

Field Trips

The environmental studies courses have been designed to provide students hands-on experiences with different Kansas landscapes. Experiential learning and the ability to "bank" experiences for the future have been extremely important. For example, during the first term course, Introduction to Kansas Landscapes, students visit the KU Field Station, a local farm, Checkers grocery store, and the KU Natural History Museum. Students take photographs during the field trips and their homework assignments are tied to what they have seen and done. The field trip photographs have proven great writing and speaking tools. Students have something to return to in order to remind them of their experience, and this provides a readily available writing and speaking prompt. For example, during the second term course, Understanding Kansas Landscapes, students are able to connect an assignment about Kansas farmers to a field trip they took to a local farm during the first term.

In the Classroom

Based on coordination with the Applied English Center at KU and my experience teaching AAP students, I have identified some effective strategies for teaching bilingual students who are continuing to learn the English language. When delivering content, I have found it is best to lecture for no more than twenty minutes. While lecturing, I pause to point out places where students should take notes. For example, I emphasize that students should not copy everything from a PowerPoint slide. Instead, they need to begin to recognize when a concept is being defined or when an example is being used to illustrate a particular process. To this end, I have developed note-taking guides for specific lectures that assist students with identifying when they need to write down a definition or example. As I mentioned previously, AAP students take three environmental studies courses, so the note-taking guides are more prescriptive during the first and second term courses. By the third course, students are expected to take notes but are given less guidance with the idea that by the third term, they should be developing independent note-taking skills.

Very quickly I recognized that it helped students to hear and *see* the words or vocabulary terms used in class. While talking during class—either lecturing, explaining an assignment, having a reading discussion, or repeating student responses to questions—I write key terms and new or confusing words on the board. For

example, when completing in-class writing assignments, students often ask about specific plants or landscape features that we encountered during a field trip. I write those words on the board and say them out loud a few times, so everyone can see the written forms and hear the correct pronunciations.

Students speak and write during most class periods. Especially during the first-term course, students respond to in-class writing prompts. In-class writing helps gauge students' abilities when they are limited on time and must write without the aid of support materials like spelling and grammar check. Students can use the translator on their phones or their instructor and classmates who may provide vocabulary assistance. These responses also serve as comprehension checks; I see what students retained from the lecture or field trip experience and what may need further explanation or clarification. In addition to writing activities, students give mini presentations to the class after every field trip. The final project for Introduction to Kansas Landscapes includes an essay and formal presentation. The short "practice" presentations have greatly improved the quality of the final presentations as well as the comfort level that students display when formally presenting at the end of the term. Partner and group work have been effective ways to organize in-class activities. Students may feel more comfortable speaking with one or two classmates compared to the entire class. Moreover, students who have better listening skills are able to help further explain instructions for the activity to their group mates. For various pedagogical reasons, sometimes I let students choose their own groups and other times I assign them.

Outside of Class

In addition to strategies that have helped during class sessions, there are practices that have been helpful in between class meetings. Office hours have provided some of the more productive opportunities for student-instructor interaction and learning. While sometimes it can be difficult to convince students to attend office hours, in general, I have found that students in the AAP are more likely to stop by my office hours or request a time to meet one-on-one. Students reap the benefits of additional clarification about assignments and course content. They often seek assistance on their writing assignments and oral presentations. As the instructor, I learn what parts of an assignment remain unclear or confusing and can address these issues for the class at large. As part of the course curriculum, students meet with instructors during conferences about their final papers or in groups to check the progress of their research projects. Online course tools are used, too. Blackboard has been an extremely useful tool for the courses. I post videos, lectures, and note-taking guides, so students can return to the materials after class for further clarification or to listen to the course content again. Students submit all written assignments though SafeAssign, a plagiarism detection program. Cultural differences about what constitutes academic honesty and integrity make SafeAssign a useful learning tool in the AAP courses. Students can see what their papers look like after they have been checked for outside sources, and it is a good way to start the conversation about proper citation and attribution in U.S. university settings.

Campus Resources

Numerous campus resources exist that have been invaluable in the designing and teaching of the AAP courses. We coordinate with the Applied English Center on sister grammar courses for the first two environmental studies courses in the sequence. Students practice grammar usage specifically tailored to the interdisciplinary approach of the environmental studies course content. The AEC instructors have been a wealth of knowledge and assistance about what we can expect based on students' language levels. This partnership has the added benefit of reinforcing connections among courses. For example, students know they will need their notes for their environmental studies classes and their grammar classes.

The resources available on campus have helped supplement our course instruction and have allowed us to introduce students to the variety of assistance they have access to as KU students. The KU Writing Center has wonderful online resources for students and instructors. We advise students to make appointments with Writing Center tutors. For the third term course, Kansas Landscapes Projects, I have invited a Writing Center instructor to teach a class session about how to put together a poster presentation. We have coordinated activities with the Spencer Museum of Art into two of the courses, and the opportunity to tie visual material with course content has been extremely effective for our classes. The University Archives at the Spencer Research Museum and online learning modules through Watson Library have also been important course materials. The third course in the sequence culminates with a project where students conduct their own primary research, and the Office of Undergraduate Research has provided useful materials and brainstorming sessions for the design and execution of this course.

Assignments

In order to assess the learning outcomes for the Introduction to Kansas Landscapes course, I designed a scaffolded-assignment sequence that combines photographs, written assignments, and presentations. The content originates from the students' experiences during field trips, their interactions with KU campus, and their reflections on their hometowns. Students practice descriptive and reflective writing, and they present photographs to the class. In their writing and presentations, students must demonstrate the ability to apply course concepts and terms to the landscape images they have taken.

These assignments prepare students for the final project in the course: a place-based essay and presentation. Students choose a place on campus to photograph, and then they return to that place each week and photograph it again. They write about their observations of this place and reflect on their experience revisiting it each week and noticing the changes in the place and themselves. Finally, they compare the place on campus and the landscape of Lawrence, Kansas to their home city or country. This encourages students to apply the concepts from the course to the campus landscape and, ideally, any landscape in the world.

Future Course Design

After a year of teaching these new courses for the AAP, we have decided to implement a hybrid-classroom style to encourage student learning and to make the most effective use of limited classroom time. We have begun to record lectures, and for homework, students listen to instructors deliver recorded content and view PowerPoint presentations. Students take notes and bring those to class. During class, we gauge the level of understanding of the lecture and use class-time for activities that ask students to apply the terms, ideas, or concepts to specific situations or examples. The advantages of the recorded lectures are: students can pause, rewind, and/or listen to the whole lecture again. We can use class time to assess student understanding and to engage students in active learning and experiences.

**Experiential Learning in the KU Academic Accelerator Program:
Field Trips, Fun, and a Whole Lot More**

Camille Olcese and Carolyn Heacock
Lecturers
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Introduction

Successful experiential learning is heavily dependent on clear learning outcomes and thorough instructor preparation. When students are prepared well, their experience is enhanced and they are able to make progress toward their academic goals. This essay discusses an experiential learning component the authors created, organized, and implemented in sections of AAP 101, the foundational English for academic purposes (EAP) course for first term students in the Kansas University Academic Accelerator Program (KUAAP). A variety of steps were taken to ensure that students' knowledge of the content would be expanded and that their ability to communicate clearly about academic content would improve.

Even in a sixteen-week term, teaching in the Academic Accelerator Program (AAP) feels like the accent is on *accelerator*. Now imagine covering the same content in an eight-week summer session. The AAP 101 course is six credits, which requires twelve contact hours in the summer. In the summer of 2015, this course met for two hours Monday through Thursday and for four hours on Friday. In order to make the four-hour sessions interesting and productive, the instructors of this course incorporated field trips into the curriculum.

During the first month of the term, the weekly four-hour Friday class served as an introduction to KU, Lawrence, and Kansas. The lessons focused on local symbols and history and introduced students to concepts they would be covering in future AAP courses. The excursions included outings on campus, around Lawrence, and to Topeka. After each class, students completed a writing activity that complied with the academic learning objectives for AAP 101 students. With these goals in mind, experiential learning opportunities were designed.

Field Trips around KU, Lawrence, and Topeka

The primary academic goals for these field trips were to help students improve their abilities to think critically and communicate clearly about cultural and historical content which is a part of the AAP curriculum. To reach these goals, students were exposed to cultural and historical aspects of Lawrence and eastern Kansas, and their vocabularies and understanding of these topics were expanded through multiple and varied exposures. In order to increase students' abilities to communicate verbally about these topics, the instructors encouraged students to ask questions of and dialog with their guides, instructors and conversation leaders who accompanied them on the trips. After each trip, students were assigned a descriptive/response paper to assess their ability to think critically and write clearly about what they had learned.

The excursions related to this local history unit included (a) a trip to a computer lab on campus so students could research topics related to the themes they were going to study on the subsequent field trips; (b) an instructor-guided tour of sculptures on the KU campus with materials provided by the Spencer Art Museum; (c) a guided walking tour of sites in downtown Lawrence related to Quantrill's raid, followed by a driving tour of more remote sites including the Pioneer Cemetery on KU's West Campus where some of the victims of Quantrill's raid are buried; and (d) a guided tour of the Kansas State Capitol in Topeka, followed by a trip to the Kansas Museum of History where students got to see exhibits and learn more about the Civil War events that occurred in eastern Kansas.

Laying the Groundwork for Experiential Learning

The first week was devoted to laying the groundwork. Students needed to be introduced to terms related to Kansas and be exposed to the academic skills of researching topics, working with a partner, and giving short oral presentations. Students were paired up, given two terms (e.g., *buffalo, prairie, Native American*, and *teepee*) to research, and were sent to a computer lab on campus. They were encouraged to look up images for their terms to increase their comprehension of the concept. During the second half of the four-hour class, students presented their findings to the class while the rest of the class took notes. A picture illustrating each term was displayed so students would be able to connect a visual with the verbal description of each term.

This lesson was pivotal to the success of the future field trips because students were going to be exposed to these terms repeatedly throughout the four-week unit. Within a week or two, they were able to understand these terms and use them to discuss and think critically about the content, which were the two main goals for this series of lessons.

Before the three off-campus excursions, students were informed of the goals for each trip, including the content they were expected to learn and the topic of the follow-up writing assignment. Because students knew what they needed to learn and how they would be asked to demonstrate their knowledge of that content, they were engaged during the trip. For some excursions students were asked to prepare questions before they went to ensure they would learn the content they needed to complete the follow-up assignment. Many students asked additional questions and were actively involved in the learning process. They demonstrated a sincere interest in the content and in clarifying their understanding of it so they could communicate about it clearly. This curiosity and engagement may not have occurred if the learning had been relegated to the classroom.

Following each of the field trips, students were assigned to write a short descriptive paper on one aspect of the content and then reflect on that topic. The goal was to help them develop their descriptive and reflective writing skills. Over the course of the month, students were provided with a significant amount of feedback about how to use their own words to write descriptively about historical events or pieces of art. Many of the students chose to search for the topics on the Internet and initially plagiarized much of the descriptive portion of their writing. However, these assignments provided them with many opportunities to gain confidence in their own knowledge of a topic so they could feel more certain of their ability to summarize the content without plagiarizing it. Revisions of revisions also aided in this process. Descriptive writing is a very common type of writing in the General Education AAP courses, so helping students develop this skill was a key component of this portion of the course.

Learning Language through Experience

Through the Friday outings, the instructors discovered that interacting with students outside of the classroom opened up opportunities for instruction that are less likely to occur while everyone is sitting at a desk. Rapport among students and between students and teachers grew quickly, which led to more in-depth conversation. Most importantly, as students directly engaged in the rich content available on these trips, they were all the more compelled to learn the language necessary to dialog about that content. They were able to identify their own gaps in lexical knowledge as they encountered buffalo, Native Americans, abolitionists, slavery, and tornados in the readings and excursions. Because students were able to interact firsthand with much of the content, they were more engaged and made extra effort to express their thoughts clearly. They struggled to find the right words, asked many questions, referred to their phones, and persisted until they could share their

ideas. For example, many of them ran their hands over the ridges on the Prairie Formation sculpture by Blake Hall and learned the words to describe texture and what the texture represents. At the State Capitol Building, they were able to stroke a buffalo pelt and talk about its texture and purpose. At the Kansas Museum of History they had the opportunity to peer into a teepee, walk around a covered wagon, look inside a log cabin, and learn vocabulary to describe what they saw. At the Pioneer Cemetery, they stood next to tombstones of Lawrence teens slain in Quantrill's raid and worked to share their feelings of sadness and gratitude that Lawrence residents stood and died for the cause of freedom.

Below are a few excerpts from students' papers this summer.

Excerpt 1: Based on the Kansas Museum of History Field Trip

The tipis certainly attracted my attention when I entered the Kansas Museum of History. The tipis are not only huge, but also it expresses human intelligence. When I saw the tipi, I unconsciously admired how these indigenous people could make that. It is an amazing structure because it can be moved and assembled easily and it is practical and comfortable.

Excerpts 2-4 are based on the KU Campus Sculpture Tour Field Trip.

Excerpt 2: When I first looked at this Jayhawk, I remembered all my suffering with success. The Kansas Jayhawk gives you a spirit of determination that will lead you to victory.

Excerpt 3: The Tai Chi sculpture explores the power of action and law. This sculpture uses balance as the mid point to show authority. The sculpture embodies the shape of traditional Chinese fighter, which shows it in a powerful way and makes us respect other cultures.

Excerpt 4: I learned many things when listening to the story of this sculpture. First of all, I learned that Moses is mentioned in the Hebrew Bible. I thought he was mentioned only in the Holy Quran. Secondly, Moses' story in the Quran has similarities with the one in the Torah.

Excerpt 5: Based on the History of Lawrence Field Trip

While I did not know about any of this before deciding to come to Lawrence, it confirms that my choice was a good one. I am happy to live in a city that has a history of defending the freedom of everyone regardless of their color. It is hard for me to imagine such a peaceful town once being a place of so much violence. Even though these events happened a long time ago, it is good that the people of the city remember their hard times and the sacrifices they made. I am proud to be a student in a city that has such a great heritage.

While these papers went through a couple of revisions, these musings illustrate how students' encounters with symbols from other cultures, artifacts, and historical events made a significant impact on them and, because of that impact, they put forth much effort to communicate their thoughts clearly. These types of reflections would probably not have occurred if the students had not left the classroom.

When evaluating the effectiveness of these field trips and related assignments, the instructors realized that they had missed an opportunity to incorporate simple citations into the writing assignments. Much of the descriptive writing students did was based on a piece of art or comments from a tour guide. These provide excellent opportunities to teach students how to include direct quotes and paraphrases from museum information cards and from tour guides. This is something that could easily be incorporated into the writing instruction.

Additional Opportunities for Experiential Learning around Campus

When instructors contemplate field trips, the first obstacle is often logistics. Transporting students off campus is not simple. While it is possible to use the bus for short trips downtown, there are quite a few locations on campus that make interesting field trips, and they are only a 10- or 15-minute walk from Lippincott. A guided tour by art historians, biologists, or other educators who enjoy the opportunity to share their expertise with international students can be scheduled. Here are some possibilities for on-campus excursions:

- The Natural History Museum provides several types of downloadable museum guides on a variety of subjects, some of which are directly related to exhibits.

- The Spencer Museum of Art offers tour guides for classes, or students can use the museum's "An Ear for Art" tour, which describes 14 works of art in the museum and can be accessed by smart phone.

- The KU Campus Sculpture Tour, also sponsored by the Spencer Museum of Art, has "An Ear for Art" smart phone description of 15 sculptures on campus.

- The Monarch Watch located in Foley Hall on KU's West Campus allows students to observe a large butterfly garden and all the developmental stages of monarch butterflies.

- The Forum, a student-designed addition to Marvin Hall, features a living wall covered with ferns and blooming plants.

- The Booth Hall of Athletics in Allen Field House features exhibits of Phog Allen's coaching career at KU and his relationship to basketball inventor, James Naismith.

Conclusion

This summer of field trips exceeded the instructors' expectations. They witnessed the value of experiential learning as students encountered cultural artifacts first hand and then talked and wrote about them. These hands-on encounters were beginning steps toward research as students had to ask questions, report on the answers they discovered, and critically reflect on what they learned. Finally, getting students out of the classroom helped them discover some of the rich resources in the area and right here on the KU campus.

The Evolution of Information Literacy and Technology in the KU Academic Accelerator Program

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Introduction

The Kansas University Academic Accelerator Program (KUAAP) began in the fall of 2014. During the first term, all but a handful of students were required to take AAPT 001: Introduction to Technology for Academic Purposes. The focus of this one-credit course was to teach students how to function in a university academic setting using and optimizing technology. This was the first class in a two-course sequence where the second class, AAPT 002 (it was never officially named past its abbreviation because it was never offered), would focus on research skills and plagiarism which built on the foundation from the previous term. After the first term of KUAAP, the two courses were merged into a single course called AAP 111: Information Literacy. In Information Literacy, the students focus less on the technology and more on how to utilize technology to research at the university level. The evolution of this course has had a profound positive effect on the program; however, there are still some elements from the previous two-course sequence that are now not emphasized but are nonetheless invaluable to the students, but given the time constraints of the curriculum, the material now covered prepares students for any academic course.

The AAP curriculum has changed significantly since its conception. Beginning in the fall of 2014, the program was extremely compartmentalized and, although there was much communication among instructors, the English language courses did not share a common thread.[1] With the original implementation of AAPT, the skills that were initially taught would build a solid foundation of technology for KUAAP students but over two terms as research and citation skills would be presented in the second term of AAPT. The skills that were incorporated in the first term were, for example, technology skills such as working with Microsoft Word to create a successfully formatted document for a writing class or composing an etiquette-appropriate email for the university setting. These skills proved to be useful in all academic classes. In the spring of 2015, the core language courses of AAP were drawn together into a more cohesive manner where the language skills were taught in a single course rather than in various courses. This allowed for AAPT to turn into Information Literacy and provide a more direct connection with the material taught in the primary language courses by supporting teaching students the fundamentals of conducting, evaluating, incorporating, and disseminating research.

Examining how AAPT 001 has changed to AAP 111 reflects important changes in the curriculum because information literacy is present in every course at its core as every course requires the use of research and technology in one form or another. Therefore, it is crucial to understand how this course has changed throughout time and how those changes have impacted the current AAP curriculum.

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[1] The language skills were taught independently of one another as there was a grammar course and a separate Reading/Writing course following the model of the Intensive English Program. This proved to be unsuccessful for the AAP curriculum as speaking and listening skills were lacking but necessary. The current course offering, AAP 101, now replaces the separate grammar and Reading/Writing courses with a single 6-hour course that incorporates skills in reading, writing, speaking, and listening. There is also a grammar course, which is taught in close connection with two core AAP courses, Environmental Studies 170 & 171.

From AAPT 001 to Information Literacy

In the beginning, AAPT 001 had a very language-in-technology focus and the course was extremely technical in nature. Students left the course knowing the vocabulary associated with each skillset. For example, the students learned vocabulary for the Microsoft Word unit including but not limited to: *double space*, *justification*, *margin*, *scroll*, *font*, *format*, and *software*. In addition to the vocabulary associated with each unit, the students learned technical skills within various skillsets such as:

- how to navigate Blackboard, the University of Kansas' online course software;

- how to properly use Microsoft Word and format a document in MLA style;

- how to properly use Microsoft PowerPoint and create a polished, professional presentation;

- how to properly store and save files and online clouds for free and safe file storage;

- how to compose an academically appropriate email;

- how to compare the benefits of digital versus manual notetaking and applications for digital notetaking as well as other applications that are beneficial in an academic environment.

AAPT 001 attempted to help students to better understand the requirements set forth by KU instructors regarding formatting their papers. When creating PowerPoint presentations, students were able to utilize professional backgrounds and aesthetics, use an appropriate amount of words per slide, and engage the audience with proper media. By including an email component in the course, there was less miscommunication because students were able to compose email that was more grammatically correct and academically appropriate. Leaving AAPT 101, students were better prepared to face the University environment having technology in their toolboxes.

AAPT 002: An Intermediary Step

AAPT 002 was to continue the technical focus and build on the foundation from Microsoft Word and Microsoft PowerPoint while adding in a much-needed research component. Had this course been taught, students would have left knowing the vocabulary associated with each skillset and

- more advanced techniques in Microsoft Word including adding citations;

- more advanced techniques in Microsoft PowerPoint including adding professional animation, hyperlinks, media, and citing sources;

- the basics of using Microsoft Excel for inputting data, making charts, and placing charts into Word and PowerPoint;

- how to maintain a high level of security on the Internet including a discussion on passwords and social media; and

- the fundamental research process (essentially, this is where Information Literacy began) including navigating the KU databases, evaluating sources, integrating sources into a short presentation, citing sources, and avoiding plagiarism.

The goal for AAPT 002 was for each student to have a grasp on how to avoid plagiarism and conduct sound academic research. Their papers and presentations would also be better organized as more advanced

technology skills were added into this course. Additionally, students would know how to stay safe online and protect their digital footprints. Having AAPT over the course of a year rather than in a single term would have allowed for more topics to be covered with more depth. However, carving out the topics with the most need created the next iteration of AAPT: Information Literacy.

AAP 111: Information Literacy

Taking over where AAPT 002 was headed, AAP 111: Information Literacy focuses primarily on the research process. First taught in the spring of 2015 in KUAAP, Information Literacy translates to a set of skills students require to effectively conduct and disseminate research in a university setting in the United States. The first term when Information Literacy was implemented, the previous model from the level 4 Intensive English Program Reading/Writing classes was followed where the students wrote a longer, argumentative essay in the class piecewise. The students were guided through the research process and were able to create their own topics and find their own sources on a common argumentative essay topic. By the end of the term, each student had written a paper where a minimum of three sources were cited and integrated properly into their essay. Each week the students would complete a different portion of the research process and the argumentative essay. For example, early in the term, the students learned basic research skills such as navigating the library databases and evaluating sources. Later in the term, they wrote a single paragraph each week and integrated sources accordingly. This model needed more of the focus on the research skills from the beginning of the term and less of the focus on the writing portion as students struggled to understand *how* to do the research. In AAP 111, the teachers of this course worked very closely with AAP 101: English for Academic Purposes which is where the essay prompt originated. The AAP 101 teacher graded the essays on content and language while the AAP 111 teacher graded the essays on the formatting, in-text citations, end-of-text citations, and quality of sources. This model works very well on a smaller scale, but having multiple sections of AAP 111 taught by different AAP 101 teachers who are at various points in the term's syllabus proved to be difficult. Additionally, students did not keep up with the pace of the course. Writing a full-scale paper and learning the research skills associated with the paper was too much for the one-credit course. The model needed to be tweaked to be more successful.

In the fall of 2015, AAP 111, although still working closely with AAP 101, found more flexibility in its curriculum. The long paper was omitted from the curriculum. Replacing this paper allowed more of a focus on the process rather than the product. Class time was not devoted to writing but rather to researching, evaluating, and integrating sources; mastering how to enter information into Microsoft Word's citation component; creating polished PowerPoints to better explain information; and creating Excel charts from relevant data. With this flexibility, elements from AAP 121: Grammar for Academic Purposes were also able to be integrated into the group work project near the end of the term when students are required to create and analyze a visual using Microsoft Excel. As a result of the revised class, when students leave AAP 111, they know

- how to navigate Blackboard;

- how to properly format a paper in Microsoft Word in MLA style;

- how to properly format an outline in MLA style;

- how to create a professionally polished presentation in Microsoft PowerPoint;

- the fundamental research process including navigating the KU databases, evaluating sources, integrating and citing sources into a paper and presentation, and avoiding plagiarism; and

- how to create a chart and use that information in a short presentation while collaborating in a group project.

The Next Step for AAP 111

Although the newest model of Information Literacy is strong, there is still a lack of some fundamental skills such as email etiquette and the technical jargon. Although most of the other skills in the original AAPT 001 were able to be integrated seamlessly into the new curriculum, albeit in a quicker fashion, email etiquette never found its place. While at first glance email etiquette may not seem to have its place in Information Literacy, it is crucial for students to know how to compose an academic email to be able to communicate effectively with their professors and colleagues about projects, assignments, and eventually to even share information and research. Additionally, because of the amount of information incorporated into the course, there is little time to stop and focus explicitly on the technical jargon; instead, students acquire the words in a more incidental or implicit fashion or miss them partially or even entirely. Even though those two skills are somewhat omitted from the current curriculum, the course itself is stronger and students are learning a much more solid skillset and foundation in research skills fundamental to being an effective university student.

AAP 111: Information Literacy is a cornerstone course where the skills that the students learn will be used repeatedly throughout their academic careers – within and outside of KUAAP. The material taught in Information Literacy is fundamental to every academic interaction students will have. Additionally, the course has the unique ability to access information from various other courses and implement those ideas into the class to hone the students' skills. Given the interdisciplinary nature of the information gleaned from Information Literacy, what is learned is crucial to a student's success at the university.

Teaching English for Academic Purposes in the KU Academic Accelerator Program

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Introduction

The Kansas University Academic Accelerator Program (KUAAP) is new to the University and brings with it a reconceptualization of the first year experience for newly arrived international students who have not yet fulfilled the University's English as a second language requirements. In their first two terms, international students in KUAAP take classes in English for academic purposes (EAP) alongside General Education (Gen Ed) courses. By their third term, students no longer take EAP classes.

This new KU program required a reinterpretation of English language pedagogy for international students. We needed an approach to EAP that would fit the EAP-Gen Ed context. We also needed a set of principles to define our approach and guide our decision-making processes. This essay offers an overview of our approach and a brief description of EAP classes we developed for the Academic Accelerator Program (AAP). We end by proposing a set of principles we are using to define EAP and guide decision-making relevant to curriculum, instruction, and assessment. We hope these principles will develop into a robust EAP pedagogy applicable to the AAP and other EAP programs.

Teaching EAP in KUAAP

KUAAP had a rough start. Faculty in the Applied English Center (AEC) had little time to develop courses based on an original proposal given to the AEC. The original proposal included familiar ESL courses such as Grammar, Reading and Writing, and Listening and Speaking, but it soon appeared that a general skill-based approach would not be most relevant to students or the program. The original proposal also included *supplemental* courses such as English Course Supplement A and B in the first term and English Course Supplement C and D in the second term. It was not clear what an English supplemental course would entail. Also still to be determined were the goals, objectives, and student learning outcomes for all classes, and whether the English language courses would be geared for intermediate, high-intermediate, or advanced English language students. We needed a model for teaching EAP that would address these issues in the AAP context.

AURC as a Model for Teaching EAP

In spring 2015, we were asked to contribute to AAP's curriculum and instruction. To begin to address issues that arose in the Program's first term, we decided to implement a version of EAP we developed for high-intermediate Reading and Writing (AECR 140) in the Intensive English Program at the Applied English Center. Central to this approach is *AURC*, which stands for accessing, understanding, recreating, and critically discussing disciplinary content.

AURC is a pedagogical approach to teaching academic language at the university level. A number of strategies can be used to help students "AURC" content from Gen Ed courses. Academic strategies associated with AURC make use of (a) the hierarchical organization of academic texts, (b) visual representations/graphic aids, (c) highlighting techniques, (d) jargon, and (e) discipline-specific displays of content such as maps in a history chapter or photographs in a biology chapter.

Concerning textbooks, AURC helps students exploit textbook design for the purpose of learning language. Gen Ed textbooks can be exploited because key content is presented in a highly telegraphed way which makes the content easily identifiable and comprehensible, two necessary conditions for second language acquisition. Gen Ed textbooks in the humanities, social sciences, and sciences, however, are not intentionally designed to teach EAP. Pedagogical scaffolding is necessary. Scaffolding begins with the student's current knowledge and ability in English and helps the student advance by gradually introducing more and more language and practice with academic strategies relevant to accessing, understanding, re-creating and critically discussing ideas as presented in the Gen Ed materials.

The EAP instructor using AURC does not attempt to teach or explain disciplinary content as a content area specialist would. Of course, understanding of content occurs and is necessary to second language acquisition, but mastery of the fundamentals of a course in the humanities, social sciences, or sciences is not the main goal of language class. The main goal for students is to become fluent users of academic English for classroom success in any subject area. This includes learning academic English to construct knowledge as well as acquire and share knowledge. It also includes using English to find out what needs to be learned and to ask questions about what is not yet understood.

EAP Classes in KUAAP

The foundational EAP courses in the Academic Accelerator Program are AAP 101, a six-credit course, and AAP 102, a three-credit course. Both courses provide sustained exposure to disciplinary language in context, and teach the strategic use of academic English to access, understand, re-create, and critically discuss disciplinary content. The key differences between the two courses are scope and depth. Taken in the student's first term, AAP 101 broadly introduces students to the College of Liberal Arts and Sciences at the University of Kansas through the College's web presence as well as through one chapter from a textbook representing the humanities, social sciences, and natural sciences. AAP 102 is much smaller in scope but also much deeper in subject matter. Offered in Term 2, AAP 102 is based on the same idea of applying AURC to disciplinary content to teach academic English, but the content comes from one course, an American Studies class. In short, AAP 101 is an EAP that exploits the College of Liberal Arts and Sciences for the purposes of language learning and AAP 102 is an EAP that exploits one particular course in the College. The template for the two EAP courses can also be applied to any professional school at the university and to any course in that school. Used in tandem, these two EAP courses help students learn to use academic English appropriately, whether it is in a general university context or a discipline-specific context.

Grammar is also taught in the Academic Accelerator Program. AAP 121 and AAP 122 are EAP grammar classes that make explicit how grammar structures are used in the context of environmental studies classes that students take in their first and second term. Grammar in these courses is seen as a continuum that includes word forms, word choice, phrases and collocations, clause and sentence level grammar, as well as the organization of the paragraph. In AAP 121 and 122, students narrowly approach the linguistic expression of key concepts by focusing on how words, phrases, and grammar are used in definitions, examples, and explanations. Students also focus on the language needed to compare and contrast concepts, order steps in a process, and describe a diagram. The emphasis in both courses is to develop an ability to use academic English spontaneously with high degrees of grammatical accuracy, fluency, and complexity in the context of an academic discipline.

AAP 111 introduces students to information literacy and is directly paired with AAP 101 and subsequently AAP 102. In AAP 111, students are introduced to the technological skills necessary to identify questions, use digital campus resources to find answers, become familiar with the campus library databases, find and evaluate sources, and incorporate sources in written work. Techniques for avoiding plagiarism and using common style guides associated with undergraduate coursework are also introduced throughout the term. The jargon of information literacy is explicitly taught throughout the course so students can identify the necessary steps of research and other writing assignments.

Guiding Principles of EAP in KUAAP

AURC and the EAP classes discussed above express principles that characterize our pedagogy and guide our decision-making. We offer the principles below to introduce and begin developing an EAP pedagogy for the Academic Accelerator Program.

Use of Discipline-Specific Texts

A discipline-specific text refers to any text that is written by content area experts for the discipline. The use of discipline-specific texts is key in EAP because academic English is used differently in different disciplines to the extent that the same words can take on various meanings and usages depending on the subject area (Hyland & Tse, 2007). Consider a small example from Hyland and Tse's (2007, p. 245) comprehensive study of the Academic Word List. They note that "…science and engineering students [are] very unlikely to come across *volume* meaning 'a book or journal series' unless they are reading a book review." In fact, any look at academic texts quickly reveals language used in discipline-specific ways. We see this in the anthology we use for students in their first term, AAP 101.[2] In the biology chapter, for example, words such as *producer* and *consumer* roughly refer to *plants* and *animals*, respectively (Coopman, Starr, Berstein, & Mankiw, 2013, p. 30). Discipline-specific phrases such as *opportunity cost* and *marginal change* take on unique meaning in the economics chapter (Coopman, Starr, Berstein, & Mankiw, 2013, p. 78). In short, discipline-specific texts are needed to sensitize students to the idea that words and phrases will take on unique meanings and usage across disciplines.

Language and Content as Inseparable

Disciplinary content and its linguistic expression are inseparable. Disciplinary content is realized through general academic words, discipline-specific jargon, grammar structures, collocations, sentences, paragraphs, and larger stretches of text, where text "refers to any instance of language, in any medium…" (Halliday & Matthiessen, 2014, p. 3). Language also shapes disciplinary content by giving structure and organization to academic genres such as the textbook, the research article, the academic essay, the classroom lecture, and the class discussion.

This principle is key because learning words, grammar, and paragraph organization for the specific purpose of acquiring and (re)creating disciplinary content can have a *feedback effect* in the Gen Ed classroom. In particular, learning the linguistic expression of content can facilitate and/or reinforce the learning of the very content itself. In other words, acquiring disciplinary content and learning to use academic English to express the content are two sides of the same coin. Furthermore, the ability to choose the right collocations, formulate grammatically correct sentences, and organize and develop paragraphs helps students demonstrate their

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[2] The anthology is a custom published textbook consisting of chapters from the sciences, social sciences, and humanities (Coopman, Starr, Berstein, & Mankiw, 2013).

knowledge of the discipline to the course instructor. The more skilled students are at using English, the more potential success they can have at demonstrating their academic achievement in term papers, on tests, during class discussions, and in formal class speeches.

Functional or Usage-based Pedagogy

Our approach to EAP falls within a *functional* or usage-based approach to language pedagogy. Relevant functions of academic language include constructing, disseminating, construing, and acquiring disciplinary content (cf. Martin, 2007). Students need English to accomplish these intellectual tasks but also to recover information they may have missed in lecture notes, class discussions, and readings. In addition, students need to acquire university registers of English to signal compatibility with the institution and readiness to join the academy. This social function of language is arguably as important as the intellectual function. Finally, the use of language results in text. This situates text as central to the relationship between language and disciplinary content. These three uses of language to (a) construct knowledge, (b) join the academy, and (c) create text roughly follow Halliday and Matthiessen's (2014) notions of ideational, interpersonal, and textual meta-functions of language.

Academic Disciplines as Generators of Linguistic Corpora

To EAP professionals, all disciplines are seen as generators of linguistic corpora, specifically sources of university English used for various academic purposes.[3] All disciplines, then, are equally important to the field of EAP because they provide the context for university English that international students need to learn. Most immediately relevant to AAP students, however, is the kind of English used in Gen Ed fields of study: the humanities, social sciences, and natural/physical sciences. Since Gen Ed subjects are most relevant to our students, we exploit Gen Ed subject areas for language instruction in KUAAP.

Seeing disciplines as corpora of data or sources for academic texts, differentiates EAP faculty from other faculty. Faculty in the College of Liberal Arts and Sciences as well as professional schools devote their careers to teaching, research, departmental administration, and student advising. These activities are not seen as opportunities to generate texts that reveal English in its university register. In contrast, EAP professionals view class discussions, labs, field trips, textbooks, scholarly articles, administration, professional service, and advising as crucial sources of academic English. These sources constitute the raw data for EAP curricula and materials.

Sustained Engagement

Another guiding principle of EAP in the Academic Accelerator Program is *sustained engagement*. Starting with vocabulary and grammar, students are exposed to the discourse of academic topics through extended definitions, explanations, examples, and relationships among topics. Sustained engagement with text allows students to develop a kind of fluency needed to construct meaning of complex ideas that can span 20 to 30 pages of a textbook chapter. Students use English over multiple weeks to engage with ideas and relationships among ideas in textbook chapters, videos, and other material devoted to one subject area.

Authentic Materials and Scaffolding

Authentic materials in language pedagogy are any materials not originally designed to teach a second or foreign language. Authentic materials in the KUAAP context include textbook chapters and other readings

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[3] For an example of a corpus-based study of university language see Biber (2006).

from the humanities, social sciences, and natural sciences, as well as materials from environmental studies, humanities and Western Civilization, American studies, mathematics, and other Gen Ed disciplines. As such authentic materials represent a linguistic *target*. They provide the level and kind of vocabulary, grammar, and organization that students will need to engage with and demonstrate in their own academic work.

Authentic materials, however, cannot be immediately accessed and understood by students still working on their academic English. *Scaffolding* is necessary to help the student understand the language in the authentic materials and produce the language in a discipline-specific way. Scaffolding broadly refers to the pedagogy that takes the students from where they are linguistically and brings them, as close as possible, to being independently capable of engaging with and learning to engage with authentic materials. Interpreted in the AURC approach, scaffolding is understood as a gradual or step-by-step process that helps students access, understand, re-create, and critically discuss authentic material.

Conclusion

Language instruction in the AAP needs to be relevant to the new Academic Accelerator Program as well as to the College of Liberal Arts and Sciences. The discipline-specific approach helps keep EAP curricula relevant to KU's new EAP-Gen Ed program. The principles of EAP help define what it means to teach English for academic purposes and they also provide a coherent approach to curriculum development, instruction, assessment, and interaction with our Gen Ed colleagues. AURC, the new EAP classes, and EAP principles should provide a solid foundation for future terms in the Academic Accelerator Program at KU.

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