

**Support for English for Academic Study (SEAS)  
Outline of Sessions**

**Introduction**

Support for English for Academic Study (SEAS) is a series of self-study sessions on Myplace for students to develop their academic English skills for success on their main degree studies. The sessions are organised into the key academic English skills of Reading for Research & Study Skills (**RRSS**), Written Literacy (**WL**), Listening Strategies (**LS**), and Oral Communication Strategies (**OCS**). The sessions can be completed as standalone sessions, for students to focus on a particular skill, or undertaken as a whole course. For each session, students should work through the tasks as self-study, checking their answers as they go with those provided in the answer sheets.

The tables below outline the aims for each session, organised by the skill area.

**Reading for Research and Study Skills (RRSS):**

Strand & Session	Topic	Aims
<b>RRSS Session 1</b>	<b>Reading Selectively: Reading with a Purpose</b>	<ul style="list-style-type: none"> <li>• Raise awareness of the nature, purpose and structure of academic texts.</li> <li>• Develop a range of academic reading strategies and techniques to fully understand a text.</li> <li>• Critically analyse and evaluate 3 sample essays / research projects.</li> </ul>
<b>RRSS Session 2</b>	<b>Critical Engagement (1): Academic Text</b>	<ul style="list-style-type: none"> <li>• Explore the concept of critical thinking and its applicability to higher education and beyond.</li> <li>• Apply a range of critical reading strategies by engaging students in the process of academic acculturation.</li> <li>• Develop students' critical reading skills and help them evaluate academic sources.</li> </ul>
<b>RRSS Session 3</b>	<b>Critical Engagement (2): Academic Text</b>	<ul style="list-style-type: none"> <li>• Review critical engagement strategies and develop critical reading skills.</li> <li>• Evaluate the nature, purpose and use of authentic texts and distinguish between academic and non-academic sources.</li> <li>• Identify and analyse the features of academic and non-academic sources.</li> </ul>
<b>RRSS Session 4</b>	<b>Bottom-up Processing: Text Attack</b>	<ul style="list-style-type: none"> <li>• Guess unknown lexical items and phrases from context.</li> <li>• Identify active versus throwaway language.</li> <li>• Develop note-making techniques and practise summarising discipline-specific content.</li> <li>• Help students reflect on effective text attack techniques.</li> </ul>
<b>RRSS Session 5</b>	<b>Writer's Purpose: Fact vs Opinion</b>	<ul style="list-style-type: none"> <li>• Distinguish between facts and opinions in academic texts.</li> <li>• Practise skimming to notice facts and opinions.</li> <li>• Develop scanning, annotating and note-making techniques.</li> <li>• Use these annotations to prepare for a seminar discussion and express stance.</li> </ul>
<b>RRSS Session 6</b>	<b>Critical Source Evaluation</b>	<ul style="list-style-type: none"> <li>• Critically evaluate a research article from the student's own discipline area.</li> <li>• Raise awareness of the academic conventions, text organisation, and language used within the student's own discipline area.</li> <li>• Develop and apply a range of reading strategies.</li> </ul>

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**Written Literacy (WL):**

Strand & Session	Topic	Aims
<b>WL</b>  <b>Session 1</b>	<b>The Writing Process, Planning a Draft, and Writing Effective Thesis Statements</b>	<ul style="list-style-type: none"> <li>• Develop awareness of the academic writing process and its stages.</li> <li>• Identify academic text types and key academic text features.</li> <li>• Help students organise ideas and maintain focus during the writing process.</li> <li>• Evaluate and compose effective academic titles, thesis statements, and topic and concluding sentences.</li> </ul>
<b>WL</b>  <b>Session 2</b>	<b>Paraphrasing and Summarising Techniques</b>	<ul style="list-style-type: none"> <li>• Rewrite someone else's ideas without changing the meaning.</li> <li>• Express someone else's ideas in the student's own words.</li> <li>• Condense lengthy academic sources into a concise form.</li> <li>• Enable students to support claims and provide evidence for their own writing.</li> </ul>
<b>WL</b>  <b>Session 3</b>	<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Review techniques for paraphrasing and summarising.</li> <li>• Analyse the difference between summarising and synthesising.</li> <li>• Develop students' understanding as to why synthesising is a vital academic skill.</li> <li>• Practise synthesising through authentic subject-specific content.</li> </ul>
<b>WL</b>  <b>Session 4</b>	<b>Issues of Plagiarism. Citing Sources and Referring Verbs</b>	<ul style="list-style-type: none"> <li>• Raise awareness of plagiarism and help identify its types.</li> <li>• Promote a deeper understanding of the purpose of referencing.</li> <li>• Recognise discipline-specific referencing format and practise accurate citation.</li> <li>• Develop awareness of referring verbs in academic texts and practise their use.</li> </ul>
<b>WL</b>  <b>Session 5</b>	<b>Issues of Plagiarism</b>	<ul style="list-style-type: none"> <li>• Review types of plagiarism.</li> <li>• Further raise and develop students' understanding of plagiarism issues.</li> <li>• Notice and identify types of plagiarism using discipline-specific sources.</li> <li>• Develop students' annotating and seminar discussion skills using three authentic sources on the topic of plagiarism in higher education.</li> </ul>
<b>WL</b>  <b>Session 6</b>	<b>Verbs for Referring to Sources</b>	<ul style="list-style-type: none"> <li>• Review the purpose and types of referring verbs.</li> <li>• Analyse the use of referring verbs in discipline-specific sources.</li> <li>• Help report discipline-specific information accurately and appropriately.</li> <li>• Redraft students' writing using referring verbs and evaluating findings.</li> </ul>
<b>WL</b>  <b>Session 7</b>	<b>Discourse Grammar</b>	<ul style="list-style-type: none"> <li>• Identify and understand the move from general to specific information in academic texts through discipline-specific content.</li> <li>• Help notice and practise the use of nominalisation in academic writing.</li> <li>• Enable students to use a range of pronouns and articles to refer back to ideas in an academic text.</li> </ul> <p>Develop students' understanding of the function and use of cohesive devices in academic texts.</p>

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<b>WL</b> <b>Session 8</b>	<b>Bottom-up Processing: Academic Language</b>	<ul style="list-style-type: none"> <li>Identify a range of text types and consider their applicability to degree programmes and beyond.</li> <li>Examine features of academic language and develop awareness of differences between academic and non-academic style.</li> <li>Promote understanding of similarities and differences between academic essays and technical writing.</li> <li>Redraft a subject-specific section of own academic writing and incorporate appropriate academic writing features.</li> </ul>
<b>WL</b> <b>Session 9</b>	<b>Proofreading, editing, and reflecting</b>	<ul style="list-style-type: none"> <li>Review Written Literacy Sessions One to Eight.</li> <li>Develop student awareness of proofreading and redrafting written work.</li> <li>Raise awareness of the language and style of (academic) personal reflections.</li> <li>Write a reflection on Sessions 1-8.</li> <li>Develop self and peer assessment skills.</li> </ul>

**Oral Communication Strategies (OCS):**

Strand & Session	Topic	Aims
<b>OCS</b> <b>Session 1</b>	<b>Presentations (1): What Makes an Effective Introduction?</b>	<ul style="list-style-type: none"> <li>Consider reasons for giving oral presentations.</li> <li>Identify key features of an introduction to academic presentations.</li> <li>Watch and evaluate presentation introductions.</li> <li>Raise awareness of appropriate functional language in academic presentations.</li> <li>Practise giving the introduction to a presentation.</li> </ul>
<b>OCS</b> <b>Session 2</b>	<b>Presentations (2): Organising your Material</b>	<ul style="list-style-type: none"> <li>Consider the importance of linking presentation parts.</li> <li>Identify ways of organising a presentation.</li> <li>Raise awareness of appropriate functional language for linking ideas.</li> <li>Practise signposting the organisation of a presentation.</li> <li>Practise a presentation using appropriate signposting language.</li> </ul>
<b>OCS</b> <b>Session 3</b>	<b>Presentations (3): Aspects of Delivery</b>	<ul style="list-style-type: none"> <li>Illustrate the importance of body language.</li> <li>Show the advantages of speaking rather than reading a presentation.</li> <li>Practise personal and impersonal styles of language.</li> <li>Practise changing written language into spoken language.</li> <li>Practise using language and body language to communicate the message clearly and persuasively.</li> </ul>
<b>OCS</b> <b>Session 4</b>	<b>Presentations (4): Referring to Sources and Visual Aids</b>	<ul style="list-style-type: none"> <li>Consider the importance of referring to sources and using visual aids.</li> <li>Consider how to design and use good visual aids and refer to sources.</li> <li>Raise awareness of functional language when referring to sources, visual aids, and trends.</li> <li>Practise using academic language for referring to sources, visual aids, and trends.</li> <li>Practise presenting a section of a talk using appropriate visuals/references.</li> </ul>
<b>OCS</b>	<b>Presentations (5): Closing a Presentation and Dealing</b>	<ul style="list-style-type: none"> <li>Identify what makes an effective ending to a presentation.</li> </ul>

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Strand & Session	Topic	Aims
Session 5	with Questions	<ul style="list-style-type: none"> <li>Practise the language of endings.</li> <li>Practise ending a presentation.</li> <li>Practise handling questions.</li> </ul>
OCS Session 6	Effective Presentations (6): Putting it all Together	<ul style="list-style-type: none"> <li>Review what makes an effective academic presentation.</li> <li>Practise chunking, pausing, and intonation.</li> <li>Evaluate the effectiveness of academic presentations.</li> <li>Review delivery and style techniques in academic presentations.</li> <li>Practise giving and evaluating your main degree presentations.</li> </ul>
OCS Session 7	Seminars and Tutorials (1): Key Features	<ul style="list-style-type: none"> <li>Identify features of seminars and tutorials in a UK academic context.</li> <li>Explore reasons for silence in group discussion.</li> <li>Reduce anxiety about contributing to group discussion.</li> </ul>
OCS Session 8	Seminars and Tutorials (2): Participating in Small Group Discussions	<ul style="list-style-type: none"> <li>Identify some of the key features of seminars and tutorials.</li> <li>Develop communication skills/strategies for effective participation in small group discussions.</li> </ul>
OCS Session 9	Seminars and Tutorials (3): Chairing a Seminar	<ul style="list-style-type: none"> <li>Practise communication strategies for seminar and tutorial participation; and</li> <li>Develop communication strategies for effective chairing of a seminar.</li> </ul>

**Listening Strategies (LS):**

Strand & Session	Topic	Aims
LS Session 1	Listening and Note-taking Techniques	<ul style="list-style-type: none"> <li>Review lecture listening and note-taking techniques.</li> <li>Examine approaches to academic listening and their applicability to degree programmes and beyond.</li> <li>Practise listening note-taking techniques with a sample lecture.</li> </ul>
LS Session 2	Prediction as a Listening Technique, Signpost Markers and Hedging Language	<ul style="list-style-type: none"> <li>Identify the purpose and use of signpost markers in academic listening.</li> <li>Examine the predicting macro-strategy and raise awareness of its relevance to other academic skills and main degree studies.</li> <li>Analyse the use of hedging language in academic lectures and develop note-taking skills.</li> </ul>

**Materials**

All materials will be provided on the SEAS Myplace page, and most will be available to download.

**In-session General English and English for Academic Purposes**

Additional face-to-face support is available for international students through [ELT's In-session General English and English for Academic Purposes](#) provision, which includes 1:1 Consultation support.