

## **Practicalities of Teaching Academic English**

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Designing and teaching writing courses for academic English can confront educators and administrators with seemingly insurmountable hurdles. Most academic English courses assume a B2 level of English and aim to bring students to the C1 or C2 level. As teachers, we need to be able to teach course contents to a variety of students, often hailing from diverse backgrounds. More importantly, perhaps, we need to know how to help both our most proficient and least proficient students gain the skills they need for life-long success. As administrators, we need to know how this knowledge can be imparted most effectively in one or two semesters and how to make our courses relevant and meaningful for students coming from abroad who need to earn credit at their home institutions while studying at ours.

By focusing on English writing classes, this workshop will address the needs of instructors and administrators by first examining the CEFR for Languages, which will serve as a starting point for our workshop. Once we have established the prerequisite level of language our students should be bringing to our courses, we will briefly explore some of the – oftentimes confusing – terminology to examine what constitutes academic writing in English. The focus of this workshop, however, will be looking at more practical examples of exercises that can be used in our own writing classes to achieve the goals set forth in our course and module descriptions.

Workshop participants are fully encouraged to participate in this session and to incorporate the exercises examined into their own teaching back home. While the primary language of this workshop will be English, the information gleaned here is relevant for a multitude of languages taught at university level.