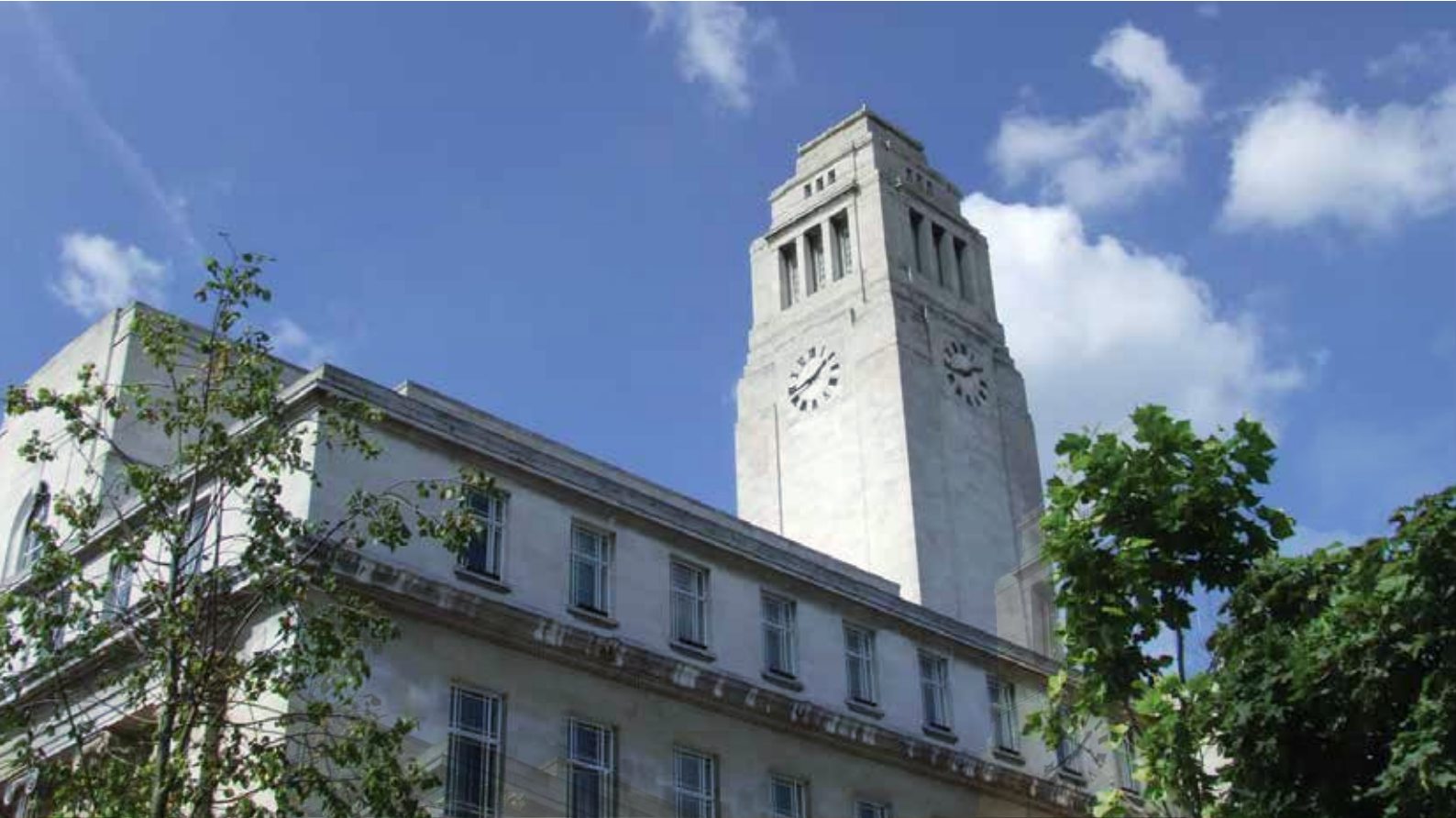




UNIVERSITY OF LEEDS



# BALEAP Conference

**Innovation, Exploration  
and Transformation**

**University of Leeds**

**12 - 14 April 2019**



The global forum for  
**EAP** professionals



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## Welcome to Baleap 2019 in Leeds!

We are pleased to be hosting what may be the largest Baleap Conference yet, with over 400 delegates from 26 different countries from New Zealand, to South Africa to the United Arab Emirates, Uzbekistan, China, Thailand, Cyprus and Canada to name a few. With its global reach, Baleap is expanding in scope from Anglophone countries to EMI contexts and increasingly to institutions where English isn't the medium of instruction. In addition to EAP practitioners, researchers, and other educators, delegates include freelance writers, publishers, testing specialists, and software companies. We hope that you will participate fully in all the Conference has to offer, while also enjoying our campus and the city of Leeds.



**Prof Melinda Whong**  
Language Centre Director  
University of Leeds

## Thank you to Leeds!

My last task as the Chair of BALEAP 2016-19 is to thank the Leeds conference organisers for all the hard work they have put in to making the next few days possible. I am sure we will all enjoy the intellectual stimulation and friendly atmosphere that a BALEAP conference always brings. This year we also have several innovations in the programme to look forward to – in keeping with the theme of the conference. I only hope that the organisers will find the time to enjoy the fruits of their labour as much as the rest of us will. Have a good conference!



**Maxine Gillway**  
BALEAP Chair 2016-19  
University of Bristol



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## Reading the programme and participant etiquette

We have tried to make the conference programme overview as simple to read as possible. However, we do understand that what might seem simple as we work through the development of the programme does not always seem obvious to the outside reader. This is particularly true when we are dealing with such a large number of sessions and papers. So here we try to explain the thinking behind the programme organisation.

The parallel sessions are colour coded. You will see that the workshops and symposia have been highlighted in the same colours. Each colour relates to one of the TEAP competency categories, one of which the authors were asked to choose as relating most directly to their paper. These categories are also provided across the top of each parallel session slot so that you can consider what theme you might be most interested in – and match these to the workshops and symposia as well.

You will notice that the 30-minute parallel session papers have been scheduled in groups of 3. We have, where possible, grouped papers together that we feel will complement each other as they focus in different ways on a similar aspect of EAP practice and scholarship. Our hope is that collectively, the three papers will work together to add breadth and depth to the participants' understanding of this particular theme. Therefore, the person who will act as Chair for the session will do so for all three papers and will work to help summarise the three papers as a thematic thread at the end of the 90 minutes.

Whilst there is no absolute requirement that you remain in the same room for all three scheduled papers we hope that most of you will choose to do so. If you do choose to move between sessions during each of the 90-minute periods, we ask that you do so quietly, and consider where you sit during the delivery of the paper you have chosen to hear in order to leave with the minimum disruption. There will only be time for presenter handover between the three back-to-back papers so you will need to plan any movement carefully and know which room the next paper you wish to listen to is scheduled to be in.

The rooms that we have available for the conference vary in size and audience capacity. We have had to make some difficult choices around where to schedule the different sessions. Inevitably, we will have chosen to put at least one paper that proves to be incredibly popular in a room that does not have enough room to house all those who wish to attend. Again, we would ask you to use common sense and courtesy. If a room is already full and the presenter(s) have begun speaking, please stand quietly at the back or move to a different room and attend a different presentation. We are confident that all the papers submitted will be of interest, so hope that missing one you had planned to be at will in fact lead to an unexpected and happy discovery in a different room.

## Useful Information

We have tried to cater for all dietary requirements but should you feel you need anything extra please make yourself known to the catering staff. They will endeavour to provide you with further information or a suitable alternative.

There will be a cloakroom operating throughout the conference in the Parkinson Building.

If you have any access requirements please make yourself known at the registration desk where a conference helper will be able to advise of the most suitable routes.

Please ask at the registration desk should you wish to make use of the bookable meeting room.



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## Keynote Speakers

### Is everything rosy in the EAP garden? Points to ponder from a study of proofreaders of student writing

#### Nigel Harwood

In this plenary I discuss a recent study of student proofreading (Harwood 2018) and how it speaks to several wider themes of concern to the EAP community at large.

In my study, 14 UK university proofreaders all proofread the same authentic, low-quality master's essay written by an L2 speaker of English to enable a comparison of interventions. Proofreaders explained their interventions by means of a talk aloud while proofreading and at a post-proofreading interview. Quantitative and qualitative analysis of the data revealed evidence of widely differing practices and beliefs, with the number of interventions ranging from 113 to 472. Some proofreaders intervened at the level of content, making lengthy suggestions to improve the writer's essay structure and argumentation, while others were reluctant to do more than focus on the language. Disturbingly, some proofreaders introduced errors into the text while leaving the writer's errors uncorrected.

The salient themes I extrapolate for discussion with reference to the EAP community at large are as follows:

#### –the role of the EAP practitioner

Just as there is a lack of consensus around the meaning of 'proofreading' and who, if anyone, should be permitted to proofread, there is also a lack of consensus amongst EAP practitioners, lecturers, and students as to the role the EAP practitioner should play. To what degree should we seek to research, learn, and teach discipline-specific approaches? To what extent should we seek to induct our students into the idiosyncrasies of our institution's departments and favoured research paradigms? This may be a very old topic of conversation (see Spack 1988), but it continues to stir debate (see Huckin 2003; Hyland 2002).

#### –local vs. national/international approaches to EAP research

My proofreading research uncovered highly varying practices and beliefs at one university research site. But to what extent are my findings true in other contexts, where different beliefs about proofreading may prevail? A larger national or international study could move beyond potentially idiosyncratic results so as to arrive at generalizable findings, albeit necessarily sacrificing the level of depth and detail afforded by a smaller qualitative project. Similarly, we can debate the merits and demerits of researching EAP locally and on a grander scale. Large corpus-based studies have taught us much about discipline-specific patterns of writing across the academy (e.g., Hyland 2000). However, we have been aware for some time that lecturers' writing requirements may differ even within the same department (Lea & Street 2000). Such contextual peculiarities make the case for locally appropriate EAP research and pedagogy (Harwood 2017; Kirk 2018).

#### –the ethics of EAP

A flawless proofread text can give the misleading impression that a student writer has acquired academic literacy and the theme of ethics looms large in any discussion of proofreading. Similarly, scholars like Benesch (2001), Ding & Bruce (2017), and Hadley (2015) have challenged us to consider the ethics of EAP: Are we truly educating students and helping them legitimately acquire academic literacy? Or are we merely masking or patching up their deficiencies in a manner which gets the job done, but which lacks a formative underpinning?

#### –the differing levels of competence of EAP practitioners

My proofreaders exhibited markedly varying levels of competence in correcting and manipulating academic prose. Some proofreaders assuredly rewrote error-ridden, abstruse text; others made a poorly written essay even worse. We have seen dramatic advances in EAP research over the past 40 years since Swales' (1981) seminal *Aspects of Article Introductions*, and there may be a presumption that in all parts of the world EAP practitioners have soaked up this subject-specific and pedagogic knowledge.

In two recent research projects conducted with my international students (e.g., Menkaba & Harwood 2014), however, I have been struck by some teachers' lack of EAP knowledge, as well as the lack of appropriate in-service EAP-focused training to address these deficiencies. My talk will end with the opportunity for debate and discussion.

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Nigel Harwood is a reader in Applied Linguistics at the University of Sheffield, UK. His research interests include academic writing, citation analysis, and TESOL textbooks and teaching materials. He is co-editor of the journal *English for Specific Purposes*.

## **EAP Practitioners Transitioning to Scholarship: how agency matters**

### **Cynthia White**

EAP practitioners during the course of their careers are called upon to work within contexts of ongoing change, whether in developing new curricula, engaging with new technologies, responding to new policy settings, or addressing new accountabilities for example. At such moments, individual teachers are required to form and reform who they are as EAP professionals (Ding & Bruce, 2017), in small and at times not so small ways. Early attempts to enquire into the substance of what such changes meant for teachers focused largely on the knowledge, attitudes, skills and beliefs that underpinned their work and their different roles. Subsequently, the influence of the social turn in applied linguistics meant that questions of identity and agency became centre stage; one strand of this work proposes that it is in considering how to act, and why to act, that individuals maintain the negotiation of who they are (Duff 2012) and the kinds of professional identity they choose to develop. In this talk I want to look in detail at EAP practitioners at points of transition, in this case when they embark on scholarship as part of their everyday work. I want to address such questions as: What does embarking on scholarship mean for individual teachers? In the early stages what decisions do they take and why? How do they interpret and use the experiences they encounter? What stance do they take to those experiences? What choices do they make? What forms does agency take among EAP practitioners transitioning to scholarship? To do this I draw on recent work on teacher agency (White 2016, 2018) where agency can be broadly defined as the socioculturally mediated capacity to act in relation to one's environment (Ahearn 2001), entailing the ability to assign relevance and significance to relationships, objects, events and so on (Lantolf & Thorne 2006, van Lier 2008). Participants in this research are EAP teachers who are making or who have made the transition to scholarship from within

diverse institutional contexts. Data for this study was gathered through narrative accounts given in three settings: initially in individual written narratives, followed by individual interviews, and then in teacher focus group discussions. The study reveals the emergent complexities EAP practitioners encountered as they sought to identify and then pursue the focus of their scholarship, and to make sense of their role in that process; it reveals the significance of particular critical moments when they decided how they would interpret those moments and how they chose to act; it also reveals the ways in which EAP practitioners questioned themselves and their own thinking, and how they engaged with others and with experiences. While this study extends our understanding of EAP teachers transitioning to scholarship, it at the same time reveals the ways in which teachers engage with change, and as such has wider implications for understanding EAP practitioners' professional lives and career trajectories. It also highlights the significance of language teacher agency as a tool for EAP practitioner development in contexts of ongoing change.

Cynthia White is Professor of Applied Linguistics, Massey University, New Zealand. She has published widely on emotion, autonomy and agency in language learning and teaching. In 2004 she received the International TESOL Virginia French Allen Award for Scholarship and Service to the TESOL profession. She is a member of the Editorial Boards of seven international journals, and has been plenary speaker at conferences in Germany, Thailand, Singapore, China, UK, Hawai'i and Malaysia. Her most recent projects focus on emotion and agency in teacher narrative accounts of conflict in the L2 classroom, and the agency of EAP practitioners in transitioning to scholarship.



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## Poster Presentations

The following poster presentations will be

available to view in the Parkinson Court for duration of the conference. There will be a dedicated poster viewing at 13:00 – 13:00 Saturday 13 September where poster presenters will be on hand to answer questions.

### **44. Academic Literacy and Oracy in a Global Context: A Framework for EAP Curriculum Development**

Frank Lauterbach, University of Osnabrueck, Germany  
Janna Gerdes, University of Osnabrueck, Germany

### **143. Using MOOCs in an EAP Course: Another Way to Unravel University Students' Self-regulated Learning**

Barbara Conde Gafaro, The Open University, UK

### **159. Do current Pre-sessional courses prepare students enough for their Master's degrees?**

Julie Hughes, University of Manchester, UK

### **161. The efficacy of outcomes for lesson preparation, delivery and monitoring student progress**

Helen Taylor, Coventry University, UK  
Don Jack, Coventry University, UK

### **199. An investigation into how L2 international students select reading sources for academic assignments**

Deborah Durmus, Sheffield Hallam University, UK

### **207. Flipping the PSE Classroom: Transforming classroom practice**

Laura Pibworth-Dolinski, Coventry University, UK

### **215. Using formative feedback to enhance EAP students' written performance and autonomous learning**

Evangelia Xirofotou, Liverpool John Moores University, UK

### **250. An exploratory case study investigation into the self-efficacy beliefs of international undergraduate students in the UK**

Natasha Ingall, King's College London, UK

## Pecha Kucha Presentations Panels

The following titles will be presented in the Pecha Kucha Session in the Sheppard Room, Parkinson Court, 18:30 - 19:30 Friday 12 April.

### **64. Writing Process Reengineering**

Thomas Basbøll, Copenhagen Business School, Denmark

### **93. Did you do as I asked? Materials creation in EAP: Exploring the writer and coordinator relationship**

Eddie Cowling, University of York, UK  
Joanna Malefaki, University of York, UK

### **95. "We want to be taught!": lessons from student responses to self-study language assignments**

Lauren Freede, Carl von Ossietzky Universität Oldenburg, Germany

### **97. Three Shades of Strunk and White**

Paul Abbott, Goethe University Frankfurt, Germany

### **133. Self-Evaluation of Thai Adult Learners in EAP Writing**

Kasma Suwanarak, Graduate School of Language and Communication, National Institute of Development Administration (NIDA), Thailand

### **176. The Long Road to Dalian: reflections on the first year of a China-UK partnership**

Louise Pullen, University of Leicester, UK

### **191. Teaching British Parliamentary Debate to Chinese EAP University Students**

Anthea Tse, Xi'an Jiaotong-Liverpool University (XJTLU), China

## Panel Plenary: Lessons from the BALEAP Past; Chair Jeanne Godfrey (BALEAP Chair 2001 – 2003)

**Friday 12 April, 16:30 – 17:30**

**Chair: Jeanne Godfrey**, Baleap Chair 2001 – 2003.

Each panel member has had a long-standing relationship with BALEAP over the years and will be looking back on their experience to comment on what Baleap as an organisation could or should be doing going forward, given changes in EAP and changes in the academic context in which we work in general.

**Olwyn Alexander** is Academic Director of the English Section in the School of Social Sciences at Heriot-Watt University in Edinburgh. She is co-author with Sue Argent of two EAP coursebooks, *Access EAP: Foundations and Frameworks* and with Sue Argent and Jenifer Spencer of *EAP Essentials*, a practice-based teacher training manual for EAP. She has been involved with BALEAP for ten years, first as TEAP Officer, then Chair and finally Chair of the BALEAP Accreditation Scheme. Olwyn is interested in the ways which theories of language and of learning can inform EAP teaching practice.

**Ian Bruce** is convenor of the Applied Linguistics Programme at the University of Waikato, Hamilton, New Zealand. His research and publications relate closely to English for Academic Purposes in two areas: the teaching of academic writing and EAP course and teacher development. His approach to academic writing is outlined in his book *Academic Writing and Genre* (2008, Bloomsbury). His work on EAP praxis is addressed in his book *Theory and Concepts of English for Academic Purposes* (2015, Palgrave) and the book co-authored with Dr Alex Ding, (The University of Leeds) *The English for Academic Purposes Practitioner: Operating on the Edge of Academic* (2017, Palgrave).

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**Maggie Charles** has taught EAP for more than thirty years and has worked at several UK universities as well as institutions abroad. Most of her career has been spent at Oxford, where she specialised in teaching academic writing. Her research and publications focus on the analysis of academic discourse and the use of corpora in EAP pedagogy. She was a consultant and contributor to the *Writing Tutor* in the *Oxford Learner's Dictionary of Academic English* (2014) and co-author (with Diane Pecorari) of the textbook *Introducing English for Academic Purposes* (2015). Her articles have appeared in *English for Specific Purposes* and the *Journal of English for Academic Purposes* (most recently in 2018) among other journals.

**Andy Gillett** has many years of experience of teaching EAP in further and higher education in UK and abroad. He worked for 25 years at the University of Hertfordshire where he was programme leader for the MA in English Language Teaching. Since 2009, Andy has been involved in consultancy work in various countries, as well as continuing to teach MA students. His main research interests are connected with ESP, both EOP and EAP, including the role of language in academic and professional success, course design, testing and teaching. He is a member of IATEFL & TESOL and has been involved in the ESP SIGs since they began. He was on the BALEAP executive committee for almost 20 years, as SIG Coordinator, Chair and Treasurer.

## Plenary Practitioner Roundtable: Looking to the Future; Chaired by Alex Ding

**Sunday 14 April, 12:45 – 13:45**

**Chair: Alex Ding**

The purpose of this plenary practitioner slot is to invite a range of practitioners to reflect on the conference themes and the trends and ideas that emerged from the papers they witnessed with the aim to raise questions, identify issues and comment. We feel the field is mature enough (and it is in fact long overdue) to give practitioners a plenary slot and a powerful voice at the conference.

**Jennifer J. MacDonald** is Head Teacher of ESL Programs at Dalhousie University, Canada, where she leads a variety of courses and programs in English for Academic Purposes and teacher professional development. She is also a doctoral candidate at the UCL Institute of Education. Her research interests lie at the intersection of EAP, internationalization of higher education, and critical applied linguistics, with a focus on the Canadian context. She has recently co-authored an EAP writing textbook with Oxford University Press entitled *Academic Inquiry 1, Sentences and Paragraphs*. Find Jennifer online at @Jen\_Mac\_Donald or [jennifermacdonald.ca](http://jennifermacdonald.ca).

**David Camorani** is an EAP practitioner at University College London, where he teaches on and designs materials for in-session courses. He recently completed his Master's degree in Applied Linguistics (Distinction) at the Institute of Education and is now working towards his Fellowship for the Higher Education Academy. David has over 15 years of teaching experience in the UK and abroad. He was also a teacher educator at Nazarbayev University in Kazakhstan before transitioning into EAP in 2012. Born in Switzerland to Italian parents, he moved to London in 2000 as an English language student. His younger self was a professional dancer.

**Jenny Kemp SFHEA** is a lecturer in English for Academic Purposes at Leicester University, where she is currently Director of the In-session Support Programme. She is a corpus linguist and an advocate of data-driven learning; her teaching, research and publications are mainly in the areas of vocabulary and English for Law. Her belief in scholarship and research-informed teaching have led her to engage in activities at institutional, national and international levels. Jenny is a BALEAP Senior Fellow, TEAP Mentor and Assessor, and was TEAP Officer 2015-8. She was also editor of the BALEAP 2015 Conference Proceedings (Garnet 2017).

**Milada Walková** is an EAP Tutor at the University of Leeds. She previously taught ESP and EAP at the Technical University of Košice in Slovakia. Milada is DELTA-qualified and holds a PhD in Theoretical Linguistics from the University of P. J. Šafárik, Slovakia, and the University of Groningen, the Netherlands. Her research interests include interfaces of semantics, pragmatics and syntax, as well as academic writing from a cross-cultural rhetoric perspective. She has published in various journals including *Linguistics and English for Specific Purposes*.

**Dr. Bin Zou** received his PhD in TESOL from the University of Bristol (UK). He has taught EAP at Xi'an Jiaotong-Liverpool University, China since 2008. He is a fellow of UK Higher Education Academy and the Editor-in-Chief of the *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)* published by IGI Global, USA. His research interests include EAP, Computer-Assisted Language Learning (CALL) and ELT. He has published a number of papers in journals and chapter books. He is currently an executive committee member of China EAP Association and an executive committee member of China Computer-Assisted Language Learning Association.

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## Social Programme

### Friday 12 April

First time conference attendees are welcome to meet University of Leeds staff for an informal introduction to the University and conference venue. Tea and Coffee will be available from 10:00 in the Parkinson Court for early registrants. This is a great opportunity to familiarise yourself with the venue and conference programme and meet some friendly faces.

Lunch is provided for all conference attendees during registration on Friday 12 April.

We hope you will be able to join us from 18:30 on Friday evening for the Pecha Kucha Presentations in the Treasures Gallery, which will be held alongside the Conference Drinks Reception sponsored by Password.

Delegates are encouraged to make their own dinner plans on Friday evening. A list of restaurant recommendations will be available on the registration desk.

### Saturday 13 April

BALEAP Members are welcome to join the BALEAP AGM that will take place in the Rupert Beckett Lecture Theatre. Lunch will be available from 12:00 – 13:30.

On Saturday all conference attendees are welcome to the Pre-Conference Dinner Drinks Reception in the Refectory. This event is sponsored by the BALEAP Accreditation Scheme. Following the drinks reception, those who have purchased a ticket to the Gala Dinner will be invited to be seated. A specially designed “Around the World” Menu will be available for Dinner Guests. After Dinner all conference attendees are welcome to attend the Disco in The Terrace. We hope to see you all there!

### Sunday 14 April

The Conference close and handover finishes at 14:15 on Sunday. A packed lunch will be available for delegates to take away.

## Picturing Writing Exhibition Parkinson Court

This exhibition, run through the recently established Doctoral College at Leeds, aims to encourage the sharing of the experiences around doctoral writing. PGRs responded to a call to present their views and feelings of the research writing process through an image and a brief accompanying text. This was not a competition, but a collegial exercise to encourage conversations around the challenges of writing – although participants were ‘rewarded’ with coffee vouchers to facilitate continued conversations in cafes etc.!

Conference participants are most welcome to contribute to the conversation, either by commenting on the exhibits, or sharing personal views and feelings, through text or pictures!



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## BALEAP 2019 Conference Programme

### Friday 12 April

Time	Activity
09:30 - 12:30	Testing and Assessment PCE
10:30 - 12:30	TEAP PCE
10:00 - 13:00	Arrival; Registration; Welcome; First timers meet and greet - Parkinson Court
12:00 - 13:00	Lunch - Parkinson Court
13:00 - 13:15	Official Welcome to the Conference - The Great Hall
13:15 - 14:15	Plenary: Nigel Harwood - The Great Hall
14:15 - 14:30	Lightning talks - The Great Hall
14:30 - 14:45	Move to Parallel session 1
14:45 - 16:15	Parallel Sessions
16:15 - 16:30	Coffee Break - Parkinson Court
16:30 - 17:30	Panel Plenary: Lessons from the BALEAP Past; Chair Jeanne Godfrey (BALEAP Chair 2001 - 2003) - The Great Hall
17:30 - 18:30	Parallel session 2
18:30 - 19:30	Pecha Kucha Sessions - The Sheppard Room, Parkinson Court
19:30 - 21:00	Conference Drinks Reception; Sponsored by Password - Parkinson Court

### Saturday 13 April

Time	Activity
09:00 - 10:30	Parallel Session 3
10:30 - 11:00	Coffee Break - Parkinson Court
11:00 - 12:00	Plenary: Cynthia White - The Great Hall
12:00 - 13:00	AGM - Rupert Beckett Lecture Theatre, Michael Sadler Building
13:00 - 13:30	Poster Presentations - Parkinson Court
13:30 - 15:00	Parallel Sessions 4
15:00 - 15:30	Coffee Break - Parkinson Court
15:30 - 17:00	Parallel Sessions 5
17:00 - 18:00	Informal Roundtable/ Networking Discussions
18:00 - 19:00	BAS Sponsored Pre-Conference Dinner Drinks - The Refectory
19:00 - 23:00	Conference Dinner and Disco - The Refectory and Terrace Bar

### Sunday 14 April

Time	Activity
09:00 - 10:30	Parallel Session 6
10:30 - 11:00	Coffee Break - Parkinson Court
11:00 - 12:30	Parallel Session 7
12:30 - 12:45	Break
12:45 - 13:45	Plenary Practitioner Roundtable: Looking to the Future; Chaired by Alex Ding - Rupert Beckett Lecture Theatre - Michael Sadler Building
13:45 - 14:15	Conference close and handover - Rupert Beckett Lecture Theatre - Michael Sadler Building
14:15	Lunch available to take away

**Parallel Sessions**

**Friday Session 1**

Academic Practice 1 <b>Great Hall UG09</b>	Academic Practice 2 <b>Parkinson Room 1.08</b>	EAP Students 1 <b>Rupert Beckett Lecture Theatre</b>	EAP Students 2 <b>Michael Sadler LG19</b>	Curriculum Development 1 <b>Parkinson Room B.08</b>	Programme Implementation 1 <b>Michael Sadler LG15</b>	Scholarship & Research 1 <b>Michael Sadler LG10</b>	Workshop 1 <b>Parkinson Room B09</b>	Workshop 2 <b>Parkinson Room B10</b>	Symposium 1 <b>Chemistry LT D</b>
Transforming the Student: Idiot Schoolmasters and Threshold Concepts in the EAP Classroom Dave Rush	Reviewing the Literature: "A framework into which you can fit your own little contribution". Cathy Benson & Kenneth Anderson	EAP and academic integrity: Lessons learned from a year-long bridging program James Corcoran	Experiences of practitioners and students on an Academic English MOOC Clare Wright	Flipping the PSE Classroom: Transforming classroom practice Graeme Nelson & Laura Pibworth-Dolinski	EAP for Syrian academics at Risk: facilitating engagement and collaboration Michael Jenkins	What makes writing academic Julia Molinari	Transformative pedagogy: Team-Based Learning in EAP Joy Robbins & Rebecca McCarter	'Bridging the EGAP': Improving EAP students' use of subject-specific lexis with personalised corpora Sam Evans	EAP Leaders make history Chris Macallister Louise Greener Conrad Heyns
Cross-cultural Understandings of Professional Standards Antonia Paterson	Promoting self-monitoring and reflection through reading blogs: The role of task and feedback Lisa McGrath & Raffaella Negretti	Trouble at t'mill: pedagogic responses to the rise and of custom written essay services Martin Seviour	Transforming the digital space: a model for enhancing student engagement with VLEs in EAP Clare Hiscock	"This is not the end!": Can pre-sessional course design drive engagement with in-sessional provision? Michael Salmon	A Shift from Handmaidens to Enlightened Waiters: EAP Tutors for a Grassroots Sanctuary Movement Aleks Palanac	From the EAP writing class to teaching across the disciplines: challenges, dilemmas, and responses Steve Marshall			
In Search of an Ethos for EAP: Navigating the Key Paradigms of our Practice from a CADD Perspective Chris Mansfield	Exploration and Transformation: Strategies Chinese Multilingual Scholars use in English publishing John Congjun Mu	International PG students' responses to their academic writing challenges in anglophone universities Clare Furneaux	Empowering learner autonomy through peer-assisted study sessions Katherine High	Exploring the Ecosystem from within: An ecological approach to EAP curriculum design Neil Adam Tibbetts	Community Engagement as a Way of Training Future EAP Practitioners Richard Silburn	EAP Practitioner Beliefs about Scholarship Writing Simon Webster			

## Friday Session 2

Academic Practice 3 <b>Rupert Beckett Lecture Theatre</b>	Academic Practice <b>Great Hall UG09</b>	EAP Students 3 <b>Michael Sadler LG19</b>	Curriculum Development 2 <b>Parkinson Room B08</b>	BALEAP Accreditation Scheme <b>Michael Sadler LG 10</b>	Leadership & Management <b>Parkinson Room 1.08</b>	Scholarship & Research 2 <b>Michael Sadler LG15</b>	Scholarship & Research 3 <b>Parkinson Room B22</b>	Workshop 3 <b>Parkinson Room B09</b>	Innovative Teaching Sessions (sponsored by CELT) <b>Parkinson Room B10</b>
“Language as problem” at Linguistically-Diverse Canadian Universities Jennifer MacDonalid	Student reflections on the effectiveness of a Pre-session Course six months on Fiona Long	Helping international students to master transition markers Milada Walkova	The impact of EAP skills on students’ academic study Bin Zou & Guhai Jiang	The BALEAP Accreditation Scheme Showcase Event Louise Greener & Carole MacDiarmid	Leadership and management SIG workshop Jane Bottomley & Annel Williams	‘We’re a little bit fraudulent sometimes.’ Exploring EAP practitioners professional identities David Camorani	Can academic reading empower EAP students? EAP dissertation award Anna Murawska	A Toolkit for Creating Productive-Skills Rubrics for the EAP Classroom Marian Crandall ETS TOEFL	Can Lexical Bundles Increase (the Perception) of Fluency? Cathryn Bennett
Dealing with language issues in disciplinary teaching: The perspectives of two Accounting lecturers Helen Basturkeman	Flipping Pre-sessionals! Exploring Research and Transforming Practice Chris Smith & Paula Villegas	Building a corpus to explore students’ lexical needs: the case of postgraduate Law reading Jenny Kemp	The effect of embedded academic literacy activities on student writing in a distance learning module Prithvi Shrestha & John Parry			Countering Commodification in EAP: The Need to Explore, Innovate and Transform Ian Bruce & Alex Ding	Rating academic oral presentations: the human dimension of assessment Louise Palmour		Exploring the transformative potential of Microsoft Office 365 Liz Chiu
								Building accurate pronunciation habits for technical terminology: A step-by-step guide Monica Richards	
								Improving Feedback on Writing through Technology Chia Mien Tan	
								Practical concordancing: giving reasons and identifying causes Tatyana Karpenko-Secombe	



**Saturday Session 3**

Academic Practice 5 Great Hall UG09	Academic Practice 6 Parkinson Room 1.08	EAP Students 4 Michael Sadler LG10	Curriculum Development 3 Rupert Beckett Lecture Theatre	Programme Implementation 2 Michael Sadler LG19	Scholarship & Research 4 Parkinson Room B.08	Scholarship & Research Michael Sadler LG15	Workshop 4 Parkinson Room B.09	Workshop 5 Parkinson Room B10	Workshop 6 Parkinson Cluster B25	Symposium 2 Chemistry LT D
Critical plurilingual pedagogies: The role of EAP expertise in supporting advanced research writing James Corcoran	WhatsApp in Language Teaching Asma Jafry	Writing in the disciplines: the citing strategies and abilities of Year 1 health science students Rosemary Wette	A Context, a Curriculum and a Call to arms: Theorising the local in EAP Steve Kirk	One small step towards a pre-sessional blended reality Hazel Newton & Debra Jones	'From Blagademic to Academic?' The Rocky Road to Recognition for an EAP Practitioner in UK HE Chris Mansfield	Adapting lectures for international students: what native speaker lecturers can learn from EAP Fiona Aish & Ruth Marciniak	EAP teachers working in, with and through the Creative Arts: an exploration Alison Thomas, Hannah Jones, Jennifer Sizer, Anna Rolinska, Clare Carr, Claire Maxwell	The EAP Practitioner and misinformation: which way forward? Philip Leeke	Develop your corpus competence and your understanding of discipline-specific student needs Jenny Kemp	EAP Implementation in Mainland China: Localization and Innovation Jigang Cai, Huang Ping, Feng PengPeng, Wang Chunyan & Jiewang Jiang, Beilei Wang
Transforming knowledge of source use: EAP practitioners as experts teaching both students and staff Mary Davis	Language use and social media in multilingual group assignments: researching group work dynamics Sarah Brewer	Students as proof-readers of their own texts: Using corpus tools for writing improvement Maggie Charles	Combating knowledge blindness on an EGAP pre-sessional – preliminary PhD findings. Susie Cowley-Haseelden	Talking Heads: exploring the impact of feedback on writing using screencasts Benet Vincent	TEAP: Generating momentum through collaboration, peer accountability and a developmental focus. Paul Hendrie	Transforming oracy on a pre-sessional programme: language for learning in classroom discussions Rachel Elmslie	Academic lectures: the student transition from pre-sessional listener to academic learner Jayn Kilbon	Effecting growth in professional identity of EAP practitioners during and after an MA TEAP course Martha Jones	Academic lectures: the student transition from pre-sessional listener to academic learner Jayn Kilbon	Effecting growth in professional identity of EAP practitioners during and after an MA TEAP course Martha Jones
The EAP practitioner and the Echo Chamber – do we need to step outside and shout a little louder? Jonathan Smart	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	The conscious and unconscious dimension of EAP: a case of initial teacher education Nhlanhla Mpofo & Mncedisi C Maphalala	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou	Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program Stavroula Hadjiconstantinou

**Saturday Session 4**

Academic Practice 7 <b>Rupert Beckett</b> Lecture Theatre	Academic Practice 8 <b>Great Hall</b> UG09	EAP Students <b>5 Michael Sadler</b> LG10	Curriculum Development <b>4 Parkinson</b> Room 1.08	Programme Implementation <b>3 Michael Sadler</b> LG19	Scholarship & Research 6 <b>Parkinson Room</b> B.08	Scholarship & Research <b>7 Michael Sadler</b> LG15	Workshop 7 <b>Parkinson B.09</b>	Workshop 8 <b>Parkinson</b> B.10	Workshop 9 <b>Parkinson</b> B.22	Symposium 3 <b>Chemistry LT D</b>
Why do we need EAP word lists and what can we do with them? Michael McCarthy	Drifting into Research? Multilingual Researchers in Professional Fields, Academic Drift, and EAP. Kristin Sollitt	Exploring vocabulary in university tutorials and laboratories through corpora and word lists Averil Coxhead	The Practice and Importance of EAP Assessment: A case study of a pre-session listening test. John Wrigglesworth	Standard Immersive versus Innovative Non-Immersive Approaches to EAP Amanda Brown	What makes an EAP practitioner? Teacher identity, education, and training opportunities in HE Lisa Brennan	Ready for moving into TEAP? A case study in China Qian Zhang & Ming Zhong	'Using interactive online content for flipped learning on a pre-session course' Fatma Tathuni & Philip Smith	Painting in a Virtual World: How Virtual Reality Can Supplement the Teaching and Learning of EAP Austin Pack	Responding to student needs with academic phrases: evaluating teaching activities (John Morley/ Mary Davis)	CUL in Higher Education: Implementation and innovation at a transnational university in China Chen Chen, Helen Beech, Jon Ford, Penelope Scott
Triangulating measures of academic vocabulary knowledge in L2 users of English ID Diane Decorari	A retreat to move forward: Pooling expertise for a supported writing retreat for STEM PhD students Julie King & Janet De-Wilde	'Bridging the EGAP': Improving EAP students' use of subject-specific lexis with personalised corpora Sam Evans	Using Assessment Criteria to Evaluate Course Quality and Inform Materials Design Sam Barclay	English Support across the Curriculum: Change, Innovation and Collaboration Ann Riddell	What do we mean by EAP teachers? Reflections on practice, pedagogy and professional development Damian Fitzpatrick et al.	Exploring approaches to teacher observation on an intensive EAP pre-session course Carole MacDiarmid				
Functions of phrases in EAP writing pedagogy: exploring the gap between research and practice David Oakey	Mobilising Supervisory Expertise to Support PGR Writing Development Katherine Taylor	The Relationship between Beliefs about and Knowledge of Academic Vocabulary Liliya Makovskaya & Ijobat Juraeva	Exploring the validity of IELTS scores as a measure of lexical knowledge among Chinese students Andrew Drummond	An exploration of the characteristics and efficacy of in-session EAP provision at UK universities Saeede Haghi	The professional identity of EAP practitioners: professional knowledge, scholarship and research Sarah Taylor	The implementation of a flexible peer observation programme at INTO, University of Exeter Sophie Larkin				

**Saturday Session 5**

Academic Practice 9 Michael Sadler LG10	Academic Practice 10 Great Hall UG09	EAP Students 6 Parkinson Room 1.08	EAP Students 7 Michael Sadler LG19	Curriculum Development 5 Parkinson Room B.08	Programme Implementation 4 Michael Sadler LG15	Scholarship & Research 8 Rupert Beckett Lecture Theatre	Workshop 10 Parkinson B.09	Workshop 11 Parkinson B.10	Symposium 4 Chemistry LTD	Password Sponsored Session Parkinson B.22
Information overload to knowledge development: transforming tutor induction on a summer pre-sessional Catherine Beswick	Mapping language and literacy requirements in EMI: a case study of a college of creative arts Suzanne Littlewood & Diane Schmitt	Exploring EAP Students' Sociopragmatic Awareness in Post-Secondary Contexts Umit Boz	An 'imagined community': reimagining students' expectations of academic study Liz Wilding	Innovation, exploration and transformation through corpus consultation literacy Stergiani Kostopoulou	How can EAP practitioners support EMI lecturers? Katrien Deroy	What can cognitive linguistics do for the EAP community? Sally Zacharias	Interrogating the "A": What's academic about academic speaking and writing? Nigel Caplan & Jane Freeman	Exploring the complexity of primary research with low level English students Claire Murby & Simon Gooch	EAP in transnational higher education in China Ricky Jeffrey, Jeanne O'Connell, David Foster Xiucai Lu	Password – Collaboration, Consultation and Communication: Celebrating 10 Years of Success Caroline Browne & Helen Wood
Strategies for dialogic teaching in academic writing tutorials Ursula Wingate	Lecturers' perceptions of student writers: Implications for academic literacy and EAP provision Michel Mason & Caroline Hawthorne	Learning English of Thai Tertiary Students: From EAP Learners' Recounts and Experiences Sureepong Phothongsunan	Students' Motivations and Teachers' Perceptions: Match or Mismatch Abbos Utkirov	Investigating vocabulary in academic speech of hard and soft sciences through corpora Thi Ngoc Yen Dang	EAP without borders: A joint China-UK syllabus for discipline-specific in-session support Michaela Seserman	Halliday's influence on EAP Practice: the development of a 2019 Special Issue of JEAP Sheena Gardner & Jim Donohue	Publishing in academic journals: Issues and challenges for student writers Brian Paltridge	Are we talking about the same thing? Researcher and teacher perspectives of student collaboration Peter Levrai & Averil Bolster	The Rhetorical Function Of 'I' In Different Genres Of Successful Business Student Academic Writing John Goodall & Helen Taylor	Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students. Caroline Fletcher
Researching Quality Standards in a One-to-One Academic Writing Consultation Service Philip Nathan	International students' development of source use over a one-year taught Master's programme Qingyang Sun	Thesis and Dissertation Support Needs Analysis Kristin Terrill	Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students. Caroline Fletcher	The Rhetorical Function Of 'I' In Different Genres Of Successful Business Student Academic Writing John Goodall & Helen Taylor	Are we talking about the same thing? Researcher and teacher perspectives of student collaboration Peter Levrai & Averil Bolster	Publishing in academic journals: Issues and challenges for student writers Brian Paltridge	Are we talking about the same thing? Researcher and teacher perspectives of student collaboration Peter Levrai & Averil Bolster	The Rhetorical Function Of 'I' In Different Genres Of Successful Business Student Academic Writing John Goodall & Helen Taylor	Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students. Caroline Fletcher	Thesis and Dissertation Support Needs Analysis Kristin Terrill

**Sunday Session 6**

Academic Practice 11 <b>Michael Sadler LG10</b>	Academic Practice 12 <b>Great Hall UG09</b>	EAP Students 8 <b>Michael Sadler LG19</b>	Curriculum Development 6 <b>Parkinson Room 1.08</b>	Programme Implementation 5 <b>Parkinson Room B.08</b>	Scholarship & Research 9 <b>Michael Sadler LG15</b>	Scholarship & Research 10 <b>Parkinson B.22</b>	Workshop 12 <b>Parkinson B.09</b>	Workshop 13 <b>Parkinson B.10</b>	Symposium 5 <b>Chemistry LT D</b>
Talking the Talk: Stocking Novice Postgraduate Students' Linguistic Toolbox Nigel Caplan & Kelly Sippell	Integrated Skills Assessment Peter Davidson	Guiding EAP students to write more critically: focusing on '(re)constructive' writing Andrew Drybrough	Expressing Critical thinking in PhD Discussion Chapters: A Genre-Based Investigation Ian Bruce	From test to teaching and back again: developing a pre-sessional test for STEM writing Julie Hartill	Research Training for Emerging Chinese EAP Teachers Jun Lei	Utilizing VR learning environments for learning academic writing structure: Students' perspectives Austin Pack	Online Collaborative Concept Mapping as an Innovative Approach to Vocabulary Acquisition Neil Leveridge	Using Mobile Assisted Language Learning (MALL) with in-sessional students Michaela Seserman	How a focus on context could transform EAP teaching practice and advance the EGAP vs ESAP debate Julie King, Andrew Northern, Hilary Glasman-Deal, Robin Mowat, Gary Riley-Jones
The 7Cs pedagogical framework for grammar teaching Deak Kirikham & Millada Walkova	Exploration into Transformation: Teacher Perceptions of Final Projects at CU Coventry Daniel Quinn	Talking the talk: the challenges facing students in written academic discourse socialisation Peter Matthews	Culture clash: competing identities and pressures in the ELF doctoral writing process Jennifer Skipp	Using Problem-Based Learning Approach in a University Writing Course: An Innovation? Norazida Johar	'Dual Practitioner': A step beyond collaboration Jeanne Godfrey & Melinda Whong	Real World Activity as a means of reshaping practice Paul Breen			
Critical EAP in action: from experiment to mainstream Chris Macallister & Kashmir Kaur	Investigating perceptions of efficacy (individual, collective & proxy agency) in the pathway sector Steven Herron	Investigating the Effects of Reducing Linguistic Complexity in First-year Undergraduate Assessments Jennifer Lightfoot & Daniel Riccardi	EAQUALS Sponsored Presentation The EAQUALS Academic Framework project Tony Prince	Gamifying Vocabulary Learning: A Moodle-based learning activity for the Academic Word List Mark Sinnott & Ling Xin	Internationalisation and widening participation narratives: synergies and pedagogical implications Caroline Burns	EAP and the Socialisation Experiences of Students in Higher Education Sandra Leigh			

**Sunday Session 7**

Academic Practice 13 Great Hall UG09	EAP Students 9 Michael Sadler LG10	Curriculum Development 7 Parkinson Room 1.08	Curriculum Development 8 Michael Sadler LG19	Scholarship & Research 11 Parkinson Room B.08	Pick n Mix 1 Michael Sadler LG15	Workshop 14 Parkinson B.09	Workshop 15 Parkinson B.10
Online Translation tools: how are they transforming learning? Jake Groves & Rina F. de Vries	Less 'in transit', more 'in situ': A critical EAP approach Lucy Watson	From Cluster to Pathway: EAP Course Development in the Largest Language Centre in Suzhou, China Yuan Hu	Positive washback from an all-academic exam for better prepared first-year university students Kristóf Hegedűs	Building a practical online corpus course for teachers David Read & Anastasios Asimakopoulos	Sch & R 32 The use of engagement resources in SSCI-ranked journals versus non-SSCI-ranked journals Hmoud Alotaibi	Student Generated Criteria: a potential pathway to students as partners in HE assessment Victoria Jack	Transforming Feedback for Academic Writing Lisa Robinson
EAP for Business meets Sociology: a Finnish-Canadian virtual collaborative classroom Nicole Keng	Exploring the impact of our pre-session courses: undergraduates' perceptions and their performance Kamil Stobiecki	College English Curriculum in Transition: Moving Beyond GE to EAP in Chinese Universities Jianbin Zeng & Peiyang Ji	To boldly go to strange new digital worlds: Developing a fully online Pre-session course Mary Forbes	An exploration into the need for English for Specific Academic Purposes (ESAP) in Fashion Zoe Gazeley-Eke	Sch & R 33 Exploring EAP provision in Higher Education in four South Asian countries. Sharon McCulloch & Bimali Indrathne		
Exploring student & teacher beliefs about writing conferences on international foundation programmes Zulfi Qureshi	Essentialism in an EAP classroom: authorising learner speech Olga Burakov	'Is what I want, what I need?; the case of NA in ESAP course design; a Learning-Centred approach.' Maria Hussain	Increasing Oral Production and Enhancing Feedback: The Affordances of a Technology-mediated System Soroush Sabbaghan et al.	Unobtrusive textography of a university building as an innovative research method Jennifer Sizer	EAP S 27 ELF and non-native English forms in business research articles Martin Herles		

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## Friday 12 April – Session 1      14:45 – 16:15

Academic Practice 1, Great Hall Building UG.09

a. Transforming the Student: Idiot Schoolmasters and Threshold Concepts in the EAP Classroom

Rush, Dave<sup>1</sup>

<sup>1</sup>University of Essex

### **Format**

Paper

### **Abstract for publication**

This paper explores Ranciere’s notion of the “idiot schoolmaster”, and Meyer and Land’s of “threshold concepts”, and shows how both can be diagnosed in existing EAP teaching practice, and used to inform future developments in the field, both in terms of pedagogical principles, and practical teaching approaches. Ranciere’s work provides a lens through which to think about how to build a more “emancipatory” (Biesta, 1998) teaching practice, which builds on the movement within EAP away from the “deficit model” (Lea & Street, 1998), and towards helping students understand “knowledge [a]s socially constructed through disciplinary discourses” (Hyland, 2018). Meyer and Land (2006), meanwhile, offer a means of conceptualising troublesome knowledge which can cause students to get “stuck”, and a way of helping them overcome those obstacles. The relevance of both these notions to the way in which EAP is, and could be, delivered in UK HEIs will be discussed, along with a consideration of how they can help EAP to continue to develop and establish itself as an academic field.

This paper will then draw on recent experiences of collaborative curriculum design at the University of X to explore how these concepts can be applied within the EAP classroom, with the audience participating in example exercises and reviewing materials. Through this, it will argue for an EAP that takes Ranciere’s “axiom of equality” (Barbour, 2010) as its basis, in order to help students “find the right sentences to make themselves understood by others” (Ranciere, 1991) and negotiate key conceptual thresholds in their studies. This will be used to argue for the EAP classroom as a site of transformative educational experiences for students, and for an approach to curriculum design and teaching practice which can be used to help EAP as a discipline negotiate its changing position in the contemporary UK HE context, in which EAP finds itself increasingly prevalent across university curricula, and engaged in giving both native and non-native speakers “access to ways of knowing” (Hyland, 2018).

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## b. Cross-cultural Understandings of Professional Standards

Paterson, Antonia<sup>1,2</sup>

<sup>1</sup>Xian Jiaotong-Liverpool University, <sup>2</sup>University of Exeter

### **Format**

Paper

### **Abstract for publication**

Professional standards help to provide a framework through which to understand and enact acceptable behaviour and professional relationships (Bray, Molina and Swecker, 2012). However, such standards cannot be taken as universal and unchanging (Williams, 2008). With the intersecting influences of market forces, internationalisation and bureaucratisation, EAP practitioners find themselves working within evolving contexts, in ways that may reshape their professional role. While commonalities can be found, local socio-cultural situations influence what professionalism means in particular contexts (Wang and Lin, 2013). Based on a small scale qualitative study, this presentation explores local understandings of the professional standards set for an EAP tutor in a joint Sino-British university in China. Areas of potential conflict and misunderstanding in the interpretation of professional standards were explored from a cross-cultural perspective, with document analysis and semi-structured interviews utilised to collect data. Findings suggest a need to clarify particular standards for this transnational context, including expectations for professional development, definitions of appropriate staff-student interactions, and clarification of subjective terminology. Application of set standards and structures of control to regulate behaviour may limit teacher autonomy (Simpson et al., 2018) and the findings highlight tensions between defined standards and teachers' own sense of what it means to be an EAP professional. As existing EAP contexts evolve and new ones emerge, EAP as a profession must remain responsive to these contexts and the needs of its practitioners. The current trend to internationalisation has drawn criticism for the at times uncritical application of 'Western' or 'Eurocentric' conventions, policy, practice and values (Pyvis, 2011; Tran and Nguyen, 2015), and it is essential to interrogate whether the standards being employed help us move towards a truly shared understanding of what it means to be an EAP professional. While exploring a case from transnational education in China, I will



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discuss the implications for EAP practitioners today in diverse contexts, in terms of how we conceptualise professionalism and foster professional development that engages with the spectrum of values, attitudes and ways of being that enrich EAP and the professionals within it. Aiming to encourage reflection on the development and application of the standards that shape our professional lives in EAP, this talk will end with the opportunity for discussion and questions.

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## c. In Search of an Ethos for EAP: Navigating the Key Paradigms of our Practice from a CADD Perspective

Mansfield, Chris<sup>1</sup>

<sup>1</sup>Queen Mary University of London

### Format

Paper

### Abstract for publication

This paper charts my ongoing development of a corpus-assisted discourse development (CADD) approach to EAP, following a collaboration between a development team of educational technologists and EAP practitioners (Fitzgerald et al, 2017 & 2018), further informed by the applied linguistics field of corpus-assisted discourse analysis (CADA). It also reflects on how this mode of working in EAP-related teaching connects with some of the key paradigms claimed to influence our professional and academic practices, principally: Genre-focused 'traditional' EAP (Hyland, Biber); Academic Literacies (Street, Wingate) and more recently ELFA (Jenkins). It consequently examines how the adoption of CADD-driven approaches to teaching and learning can not only equip teachers

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and learners with a valuable developmental tool, but also illuminate an EAP practitioner's frequently tangled pathway through these contested theoretical territories (Tribble, 2017).

CADD is conceived as a robust and flexible supplementary teaching and learning methodology that facilitates the entrance of novice writers into a specific discourse community. As such, it lends itself especially well to EGAP and writing for specific academic disciplines. However, it needs to be clearly based on high quality empirical data and authentic discourse to be engaging and effective. For the EAP work described in this paper, this was achieved by mining data from the metadata of the British Library's EThOS collection, resulting in a high-quality corpus of academic English, drawing on a broad range of disciplines, of 12 million words. In conjunction with a freely available user-friendly corpus tool, employed using everyday mobile technology, this approach can both liberate and empower teachers and learners by putting 'EAP in your pocket'.

Corpus-assisted analysis of academic language is familiar and, arguably, well-established in EAP, though perhaps it is seen more as an aid to materials development, or something that learners can explore independently, than as an integrated, and taught, part of their active learning strategies. CADD is no exception, in that it requires considerable teacher commitment and engagement to ensure uptake and integration into effective student learning behaviours. This can present challenges if, despite the evidential grounding of the methodology, a teacher hesitates to explore it because of doubts about its compatibility with a theoretical paradigm with which they might have a particular affiliation. I will raise and try to address some of the challenges corpus-assisted work appears to present for those in the academic literacies tradition and, particularly, for adherents to an ELFA-informed stance on the development of academic English.

## References

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## Friday 12 April – Session 1      14:45 – 16:15

Academic Practice 2, Parkinson Building 1.08

a. Reviewing the Literature: "A framework into which you can fit your own little contribution".

Benson, Cathy<sup>1</sup>; Anderson, Kenneth<sup>1</sup>

<sup>1</sup>University of Edinburgh

### **Format**

Paper

### **Abstract for publication**

In the English Language department of a Scottish university, we have for several years offered academic writing courses for PhD students: a course for first year students writing their paper for the progression board which allows them to proceed to their second year and to embark on their data collection; and two courses for final year students writing up their theses (one for quantitative researchers and one for qualitative researchers). Several colleagues, however, felt there was a lack of support for students in between their first and final years – we felt that this constituted a large gap in our provision for these students, and so it was decided to offer second year students a course in Reviewing the Literature. While aware that reviewing the literature in their field is an ongoing process throughout the PhD journey, we believed that the timing would be appropriate. In order to develop the course, we needed to know what students found challenging about reviewing literature and what supervisors expected of a literature review. We carried out library research to familiarise ourselves with previous literature on the subject (e.g. Boote and Beile, 2005; Wisker, 2015) as well as works providing practical guidance (e.g. Hart, 1998; Ridley, 2008), and empirical research to investigate the perceptions of supervisors and students in our own university.

The empirical research involved interviews with PhD students participating in our existing courses, and open-ended questionnaires distributed to PhD supervisors. Students were asked what they considered to be the purpose of reviewing the literature, their perceptions of the main challenges involved, and what they would like to see in a course designed to help students tackle this element of their thesis. Supervisors were asked (among other questions) what they considered to be the characteristics of a strong and a weak literature review, what challenges they thought students faced when reviewing the literature, and how they helped their students to overcome these issues. Students interviewed completed a consent form, and supervisors were guaranteed anonymity. In this presentation, we would like to briefly report on the research carried out, followed by a presentation of the course outline and materials we developed. The course has run four times since its inception, and has been very highly rated by the students who have participated.

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Wisker, G. (2015) Developing doctoral authors: engaging with theoretical perspectives through the literature review *Innovations in Education and Teaching International*, 52(1): 64-74

\* We conducted the research before the publication of the new edition.

## b. Promoting self-monitoring and reflection through reading blogs: The role of task and feedback

Mežek, Špela<sup>1</sup>; McGrath, Lisa<sup>2</sup>; Negretti, Raffaella<sup>3</sup>; Berggren, Jessica<sup>4</sup>

<sup>1</sup>Linnaeus University, <sup>2</sup>Sheffield Hallam University, <sup>3</sup>Chalmers University of Technology, <sup>4</sup>Stockholm University

### Format

Paper

### Abstract for publication

Research has shown that successful readers at the tertiary level are able to select appropriate reading strategies, apply them consistently, and monitor their own comprehension (e.g. Grabe, 2008). However, less is known about how such metacognitive and strategic reading behaviours can be fostered while students are reading in authentic, self-study contexts, outside of the EAP classroom. Departing from the theory of self-regulation and how it is trained (e.g. Zimmerman, 2008) and insights from the literature on feedback (e.g. Hattie & Timperley, 2007), the overarching aim of our study was to create a learning context in which students were guided by teacher feedback to self-monitor and reflect on their reading behaviours while undertaking course reading at home. A group of academically novice, but high proficiency L2 English students enrolled in a teacher education programme were recruited. These participants were asked to keep a reading blog during a six-week EAP module, recording what they did and why as they engaged with a range of literature such as journal articles and book chapters, based around a teaching-related theme. In response, their teacher provided continuous and individual formative feedback on the posts. This feedback was planned to include both positive reinforcement of effective reading behaviours and questions to prompt reflection. In our paper, we begin by presenting the rationale behind our intervention and the task design. We then discuss whether certain types of feedback via the blogs were more conducive to student engagement with that feedback and performance. We conclude by making recommendations for EAP interventions focused on reading, based on our insights. References Grabe, W. (2008). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press. Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77 (1), 81-112. Zimmerman, B. (2008). Self-Regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, (1), 166 –183.

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Zimmerman, B. (2008). Self-Regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, (1), 166 –183.

### c. Exploration and Transformation: Strategies Chinese Multilingual Scholars use in English publishing

Mu, John Congjun<sup>1</sup>

<sup>1</sup>Shanghai Maritime University

#### **Format**

Paper

#### **Abstract for publication**

[Background] There has been an increasing interest in investigating multilingual scholars' experiences of writing and publishing international journal articles in recent years (e.g., Hanauer & Englander, 2011; Hyland, 2015; McGrail, Richard & Jones, 2006; Moreno, Rey-Rocha, Burgess, López-Navarro & Sachdev, 2012; Pickering & Byrne, 2014). Due to academic globalisation and marketisation, scholars around the world are under increasing pressure to publish their research in high-ranking prestigious English-medium journals, as publications in English make up over 95% of all the publications in journals included in the Science Citation Index (SCI) or the Social Science Citation Index (SSCI) (Flowerdew, 2015; Hyland, 2015; Lillis & Curry, 2006). [Research Gap] While most of these studies have explored the challenges and difficulties multilingual scholars faced, systematic research to identify the strategies multilingual writers used for international publishing is still sporadic (e.g., Buckingham, 2014; Burgess, Gea-Valor, Moreno & Rey-Rocha, 2014; Cargill & O'Connor, 2006; Cargill, O'Connor & Li, 2012; Cargill & Smernik, 2016; Li, 2007). Flowerdew (1999b) summarised twelve key strategies used by successful native- and nonnative-speaking writers of scholarly articles from the literature before 1990s. Uzuner (2008) has also summarised the following writing strategies used by multilingual scholars: 1) patience and persistence; 2) collaboration and co-authorship with experienced researchers; 3) familiarising oneself with the journal guideline and conventions; 4) updating the knowledge of the relevant literature in one's own research field. However, the writing strategies introduced by Flowerdew (1999b) and Uzuner (2008) are random and they are scattered in the literature. It is inconvenient for professionals and writing teachers to take stock of them in their practice. [Purpose and methods] Taking a mixed-method approach, we used a questionnaire and a semi-structured interview to explore in-depth into the strategies 118 Chinese multilingual scholars reported using while publishing international journal articles. [Findings] It has been identified that Chinese multilingual scholars employed rhetorical, metacognitive, cognitive, social and affective strategies, specifically, aware of rhetorical differences between English and Chinese, writing directly in English, reading the related research articles extensively, seeking help from their network and getting highly motivated in international publishing. [Implications] The implications for English for Research Publication Purposes (ERPP) writing and teaching are also discussed.

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Academic Practice 3 - Rupert Beckett Lecture Theatre

a. “Language as problem” at Linguistically-Diverse Canadian Universities

MacDonald, Jennifer - Presenting Author<sup>1,2</sup>

<sup>1</sup>UCL Institute of Education, <sup>2</sup>Dalhousie University

**Format**

Paper

**Abstract for publication**

The issue of English language proficiency and academic literacy development of students from non-English-speaking backgrounds is often framed as a problem at many Canadian universities, especially in light of internationalization. Discourses present in institutional responses to this “English language problem” (Murray, 2015) often position the issues of language, academic language work, and students from non-English-speaking backgrounds in a framing of deficit or remediality, evoking Ruiz (1984)’s “language-as-problem” orientation toward language planning. Also at play is a seemingly pervasive covert monolingualism that has long positioned the Canadian-born, monolingual native English speaker as the default student. This is at odds with the diversity present in Canadian higher education. However, a shift to a “language-as-resource” orientation (Ruiz, 1984) can be seen in the institutional response at some universities, where multilingualism is no longer viewed as a problem to be eliminated, and linguistic diversity is valued. This talk details original doctoral research critically examining the discourses at play in language policy and practice in Canadian higher education. A discursive investigation of policy can be informative, as discourses both influence the nature of the policy problems at any institution, and constrain potential actions (or inactions) associated with policy solutions. Via a multiple case study, document and interview data from relevant institutional language, literacy and internationalization stakeholders was gathered from three Canadian universities. Analysis and mapping were carried out on the discourses present in the institutional responses English language and academic literacy issues. Findings show a deeply embedded language-as-problem orientation that is giving way to a view of language as resource in some contexts. Ideas for application of these findings for practitioners working in the context of higher education will also be given. EAP practitioners will discuss how, these considering these findings in light of their own contexts, they may explore common discourses at play in their institutions, and transform and innovate policies and practices that may frame language as a problem into those that draw on language as a resource.

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## b. Dealing with language issues in disciplinary teaching: The perspectives of two Accounting lecturers

Basturkmen, Helen - Presenting Author<sup>1</sup>

<sup>1</sup>University of Auckland

### **Format**

Paper

### **Abstract for publication**

Little is known about the strategies disciplinary lecturers use to deal with language issues that occur incidentally during classroom interaction. The present paper reports findings from a wider project into ways lecturers focus on language during first-year Accounting classes in a higher education setting. In this context, Accounting presents a new linguistic register for nearly all students, although language is viewed as “fairly unproblematic” (Airey, 2016: 73). There were approximately 50 students in the classes and around 60% were ESL students. The first part of the wider study identified and classified language-related episodes (LREs) that arose incidentally during the teaching of two Accounting lecturers. LREs were found to occur quite frequently and mostly focused on specialist vocabulary (Basturkmen & Shackleford, 2015). This paper reports findings from the second part of the study, an interview based enquiry into the lecturers’ perspectives on strategies they used for dealing with language issues. To understand why the lecturers had taken the specific actions they had in academic situations in their classes a stimulated recall technique was used. The lecturers were shown and asked to comment on a set of LREs from the interactive phrases of their lectures. The episodes acted as prompts to trigger the lecturers’ recall of the events and led to discussion of why and how they had dealt with the language issues at the time. Findings indicated that the lecturers perceived that in order to support their students’ learning of disciplinary content they played a critical role in highlighting the disciplinary register especially specialist vocabulary but that their strategies were largely tacit (Basturkmen, forthcoming). The audience will be invited to examine and discuss sample LREs and lecturers’ comments on them from the data set. Findings and discussion of samples will be of potential interest to EAP teachers in higher education, who may have limited information about the role disciplinary lecturers may assume in supporting students’ development of disciplinary vocabulary.

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## Friday 12 April – Session 2      17:30 – 18:30

### Academic Practice 4 - Great Hall Building UG.09

#### a. Student reflections on the effectiveness of a Pre-sessional Course six months on

Long, Fiona<sup>1</sup>

<sup>1</sup>Manchester Metropolitan University

#### **Format**

Paper

#### **Abstract for publication**

The paper will present the preliminary findings from a Scholarship of Teaching and Learning project which investigates to what extent a university Pre-sessional programme is aligned with the university's education strategy. It will explore the university's learning environment from the perspective of an international student progressing from the Pre-sessional.

Pre-sessional programmes are an established part of the UK HE landscape and yet are still relatively under-researched. In particular, the link between the course and a student's experience post-pre-sessional is an area requiring further investigation.

Increasingly, approaches to teaching and learning in EAP have become aligned with the principles of academic literacy. We have recently made changes to our course assessments to focus on these principles as well as language proficiency. We will explain these changes and then present the initial findings of our research on how effectively students have developed this knowledge and competence.

The project was conducted using a social constructivist methodology, employing semi-structured interviews to build a picture of the students' experience. Pre-sessional students now studying in two of the university's faculties were interviewed during their degree courses to explore their reflections on Pre-sessional programme content.

The paper will present primary research collected as part of a project in conjunction with the University's Centre for Excellence in Learning and Teaching. Any data presented will comply with the university ethics regulations. Judging the notion of 'effectiveness' from a positivist standpoint is problematic as the term is difficult to define, subjective and relative in character. Comparing individuals or groups of students adds complications due to the diversity in their linguistic and cultural backgrounds and prior learning experience. Therefore, the project aims to construct a concept of 'effectiveness' defined by the students themselves and explore this in depth as they progress through their degree programmes.

This inquiry builds on a growing trend of insider or 'endogenous' research within HE institutions. EAP research is by its nature 'insider' research and requires the adoption of reflexive research practices (Blaj-Ward, 2014). The principle advantages of adopting this methodology for this project can be summarised as access to communities and fields, knowledge of context, and practicality in terms of cost and time (Greene, 2014; Trowler, 2011).

This paper will contribute to the ongoing discussion in EAP of how to make Pre-sessional Courses more relevant to their participants and attempts to shed light on the issue of how effective these programmes are.

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## b. Flipping Pre-sessionals! Exploring Research and Transforming Practice

Smith, Chris<sup>1</sup>; Villegas, Paula<sup>1</sup>

<sup>1</sup>ELTC, The University of Sheffield

### Format

Paper

### Submission Group

Academic Practice

### Abstract for publication

This session combines perspectives from research and reflections from practice to discuss an innovative approach to learning and teaching EAP, in the form of introducing flipped learning to a pre-sessional programme, from a top-down course design level.

In a 'traditional' classroom, class input is followed by homework, but in a flipped classroom, lower order skills input is done independently before class, allowing class time for higher order productive and collaborative tasks, thus flipping Bloom's taxonomy, helping learners to become more self-directed and autonomous, and allowing teachers to focus on task guidance and feedback.

Our department sought innovative approaches to learning and teaching, and decided to implement flipped learning on our large summer pre-sessional programme, as an overall approach. Flipped learning led to a reduction in taught class time, thereby allowing 2 groups to share 1 classroom. This practical benefit was enhanced by the pedagogical improvements brought by flipped learning. However, this required a transformation in our approach to and conceptualisation of learning and teaching.

For students, particularly those familiar with teacher-centred education, this new approach demands investment in learner training, goal-setting and expectation management, but the promise is improved engagement, autonomous learning and material success.

Flipped learning requires teachers to not be the 'sage on the stage' but the 'guide on the side' (Lockwood, 2014). This requires significant pre-course teacher training and in-course support to create and maintain buy-in. More significantly, practitioners had to reconceptualise and transform their approach to learning and teaching.

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We discuss the theory and research underpinning flipped learning and the practice of implementing this model at the level of course design, from the perspectives of both researcher and practitioner. We explore the literature and the implications for course design. We then discuss previous findings in relation to the student experience and how this influenced the learning environment we designed. We also outline research into the role of the practitioner and the challenges this highlighted. Some brief anecdotal comments will be given on the first iteration of the flipped pre-sessional. This session will conclude by talking about future directions both in the development of our practice and the research into the implementation of flipped learning in EAP pre-sessionals.

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## Saturday 13 April – Session 3 09:00 – 10:30

### Academic Practice 5 - Great Hall Building UG.09

#### a. Critical plurilingual pedagogies: The role of EAP expertise in supporting advanced research writing

Corcoran, James<sup>1,2</sup>

<sup>1</sup>University of Waterloo, <sup>2</sup>University of Toronto

#### **Format**

Paper

#### **Submission Group**

Academic Practice

#### **Abstract for publication**

Plurilingual scholars face increasing pressure to publish their research in English-medium, international journals (Bardi, 2015; Bocanegra-Valle, 2014; Curry & Lillis, 2017; Lee & Lee, 2013). Recently, universities outside Anglophone centres of knowledge production (e.g. Iceland; Mexico; Spain) have begun to mount programs to “build capacity” for scholars’ publishing success via English for research publication purposes (ERPP) courses and workshops (Cargill & Burgess, 2017; Corcoran, Englander & Muresan, in press). Such ERPP courses are often delivered by a combination of those with disciplinary and language expertise and tend to adopt a pragmatic, genre-based approach. In the burgeoning field of ERPP, the import of EAP expertise in curriculum design and course delivery is very much an open question (Hyland, 2018).

Our presentation outlines what we term “critical plurilingual pedagogies” as an appropriate basis for curriculum design and instruction to writing for research publication in contexts where English is an additional language. As will be demonstrated, this approach is theoretically grounded and empirically informed. Empirically, a multi-year study was conducted at a major university in Mexico examining their program that aims to build the capacity of doctoral students and, to a lesser extent, faculty to publish research in English. Based on data from stakeholders (curriculum designers, instructors, administrators and participants), the findings demonstrated the program had both strengths and distinct weaknesses. Theoretically, critical plurilingual pedagogies draws upon critical pedagogies (Kincheloe, 2007), plurilingualism (Marshall & Moore, 2018), and identity-affirmation (Cummins, 2000) to inform the pedagogical model. During the presentation, the researchers will briefly review the findings from this study, suggesting transformative pedagogies that may be taken up by EAP professionals when supporting these plurilingual EAL scholars. The critical plurilingual pedagogies approach that we present for supporting scholars and scientists thus offers an innovative curricular design which will be shown to be adaptable to local institutional contexts, suggesting a central role for EAP practitioners in supporting scholars’ advanced research writing.

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## b. Transforming knowledge of source use: EAP practitioners as experts teaching both students and staff

Davis, Mary<sup>1</sup>

<sup>1</sup>Oxford Brookes University

### Format

Paper

### Submission Group

Academic Practice

### Abstract for publication

Understanding how to use sources is crucial to students' success in their studies. Students need to learn good practice with source use, not just how to format citation correctly, but to integrate sources into their writing, demonstrate their reading and research, provide evidence through summarising, paraphrasing and quoting, construct arguments, while also considering their reader, discipline, the genre of writing, and of course avoiding plagiarism or other breaches of academic integrity (Serviss, 2016). However, despite these extremely high requirements, there is generally a dearth of support for learning about source use from academic staff in different disciplines (Hall and Sung, 2009; Pecorari, 2013). Studies have shown that many staff do not know how to teach and support students in developing these skills (French, 2011). Previous research (Davis, 2012) also demonstrated that staff in other disciplines to EAP prioritised their subject content only and did not give explicit instructions to students about using sources, yet still had high expectations of their



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students' source use. Although students need guidance with source use throughout their studies, some staff may assume that learning about source use has taken place previously elsewhere, usually in EAP and learning support centres (Sutherland-Smith, 2008). Given this situation, therefore, EAP practitioners have tended to take on the role of experts in teaching source use.

At this conference, as we debate who we are as professionals, despite often having lower status or 'academic-related' contracts (Ding and Bruce, 2017), it is extremely important to recognise our highly valuable skills in helping students develop competence in using sources. Our in-depth knowledge of citation, critical thinking, argument structure, paraphrasing techniques and many other skills related to source use also enable us to support other academic staff, who, as argued by Serviss (2016), need guidance in their approach to students' source use, to focus on more than just referencing conventions and academic integrity compliance.

This session is based on a research project undertaken through a teaching fellowship at a UK university, on which teaching materials for students and staff were generated. Videos were co-created with students to demonstrate breaches of academic regulations and provide advice to other students. Videos were also made with experts as a resource to give advice to both students and staff. The session will highlight the key role of EAP practitioners in helping students to develop source use and helping staff to understand how to support students' development of source use.

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### c. The EAP practitioner and the Echo Chamber – do we need to step outside and shout a little louder?

Smart, Jonathan<sup>1</sup>

<sup>1</sup>BALEAP

#### **Format**

Paper

#### **Submission Group**

Academic Practice

#### **Abstract for publication**

EAP teachers, as a professional group, have for some time struggled for recognition, acknowledgement and acceptance as ‘bona fide’ academics, with a perception of low status (e.g. Dudley-Evans & St John 1998; Al Maarmari 2016; Barron 2002; Benesch 1993; Ding and Bruce 2017) together with a sense of an attitudinal problem to EAP existing among institutions (Swales 1997). This perception of their lower status has been reported in the literature by reference (among others) to EAP’s ‘butler’s stance’ (Raimes 1991), the assertion that EAP teachers are ‘handmaidens’ to subject disciplines (Hyland 2014) and their tendency to be assigned to a ‘low-status, service role’ (Hyland 2018). This is often exacerbated by EAP units being either subsumed within a faculty or (increasingly) collocated with non-academic ‘service’ functions within an organisation (Ding and Bruce 2017; Benesch 1993; Hyland and Hamp-Lyons 2002). In this paper, passing reference is made to some of the qualitative feedback received from a survey of EAP practitioners concerning their perceptions of EAP’s status within academia. The validity of the perception of these status issues will be examined, together with the question of whether they are specifically characteristic of EAP teachers, or if there are certain parallels that can be drawn with the experiences of H.E. staff in such ‘services’ as Educational Development and Libraries. In addition to this, has the closed environment in which EAP argues its case become a ‘silo’ and to what extent could the ‘Echo Chamber’ effect contribute to a sense of EAP practitioners’ professional isolation and status issues, as an impediment to moving forward the argument for academic recognition? Is EAP’s desire to break out of the Echo Chamber strong enough to auger well for a positive prognosis for the status of EAP and the EAP practitioner in the twenty-first century and how can we ensure our voices are heard?

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## Saturday 13 April – Session 3 09:00 – 10:30

### Academic Practice 6 - Parkinson Building 1.08

#### a. WhatsApp in Language Teaching

Jafry, Asma<sup>1</sup>

<sup>1</sup>Aga Khan University

#### **Format**

Paper

#### **Abstract for publication**

Language learners now have access to a diverse range of options to facilitate their learning and practice of a foreign language. One such option is smart phone. Smart phone represents communication for the new generation of the learners and complements the language learning process. Instant messaging tools like WhatsApp application are widely used for not just personal messages to family and friends but also for professional and strictly academic collaborations through instant messages to classmates or colleagues. WhatsApp is not only allowing added exposure to target language (Almekhlafy & Alzubi, 2016) but now many researches are looking into the possibility of using it as a teaching tool. This study strives to analyze how a group of twelve, with CEFR levels ranging from A1 to A2, language learners in Pakistan who are drivers by profession utilized a WhatsApp group throughout their 40 hours ESP course. This group was made to fulfill the blended part of the course i.e. to go beyond the face-to-face class as to facilitate learning and was used as a shared space in which learners could practice the functional words, new vocabulary and phrases they had learned in the class and at the same time discuss the real life scenarios of language they faced while driving for the English language speakers in Pakistan. It started as a support group with limited collaboration at start but later this space could also be seen as the Zone of Proximal Development (Lev Vygotsky, 1978) with scaffolding provided not just by the teacher but also the other learners. It helped with the bonding amongst the learners where they could motivate each other, answer teachers' questions in English and engage more openly. This qualitative study analyzed the interactions within the group as well as the learners' and teacher's reflections on its effectiveness, which served to indicate that WhatsApp can be used for effective teaching and learning and as a collaborative tool.

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Wenger, E., McDermott, R.A. & Snyder, W. (2002) *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Boston: Harvard Business School Press.

## b. Language use and social media in multilingual group assignments: researching group work dynamics

Brewer, Sarah<sup>1</sup>

<sup>1</sup>University of Reading

### **Format**

Paper

### **Abstract for publication**

Group work for formative and summative purposes has increasingly been built into the curricula of higher education institutions in recognition of the requirement to prepare university students for the workplace and, indeed, to give them a competitive edge in securing employment when they graduate. Individual students can improve their communicative skills, practise leadership and improve intercultural understanding in the course of working as a group, but success in doing so is largely dependent on their use of language, which is at the core of group interaction. (Murray, 2016). The complexities of successful communication and collaboration can be further complicated when groups include both home and international students. The issues that the latter encounter are familiar to EAP practitioners, particularly those who work with students in in-session classes and programmes. Despite this, the impact of our knowledge and understanding can be limited because of the relative lack of opportunities to carry out research resulting in publication. However, with the recognition of the place of scholarship as part of teaching intensive contracts, there is too, perhaps, more openness towards practitioners taking on small-scale research projects and more opportunities to do so. This presentation reports on one such opportunity. The funding for the research was partially provided by a competitive scheme supporting undergraduate research training and much of the research work was carried out by a member of the EAP staff working with a Part 2 undergraduate student over the course of the summer of 2018. The project was designed to explore how students work together in multicultural/multilingual groups and, in particular, how they communicate using social media networks, such as Facebook and WeChat. It focuses largely, but not exclusively, on the international students with the aim of gaining a deeper understanding of some or all of the following:

- How students organise group assignment tasks in multilingual groups
- What languages they use to communicate

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- To what extent social media networks form a part of group communication What students see as the challenges and the benefits
  - What differences exist in the perceptions of the international and home students

The data for this preliminary report was collected through interviews carried out during the course of the summer. The research project was submitted to and approved by the appropriate Ethics Committee.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Academic Practice 7 - Rupert Beckett Lecture Theatre

#### a. Why do we need EAP word lists and what can we do with them?

McCarthy, Michael<sup>1</sup>

<sup>1</sup>University of Nottingham

#### **Format**

Paper

#### **Abstract for publication**

One major innovation in the field of EAP has been the development of corpus-based word lists of various types, most notably Coxhead's Academic Word List (AWL) and, more recently, Gardner & Davies' new Academic Vocabulary List (AVL). However, debate continues as to the validity and usefulness of such lists, given disciplinary differences in meanings and uses of words, and whether it makes sense to combine words with varied meanings into a single list. The problem of the all-purpose EAP word list is one that must be addressed, and anyone teaching specific disciplinary groups may find that some words are of little relevance or use to particular disciplines and their discourses, while others may have semantically and pragmatically specialised uses within a discipline. Good annotated corpus data can overcome these problems to a certain extent. However, in terms of innovation and exploration of academic English, the recent shift in corpus linguistics in two directions has provided a further impetus for the creation of improved word lists. The first of these is the automated generation of collocations and of chunks (the latter also referred to as lexical bundles, fixed expressions or routine formulae), and the second is the recognition of the importance of academic spoken data and its distinctiveness. This paper looks at a new set of academic word lists developed under the sponsorship of Oxford University Press, discusses its compilation and composition and illustrates some of its special features in relation to spoken-written distinctions and their manifestation in chunks, along with the potential for linking the lists to other corpus-derived information (e.g. collocation, grammar). I argue that lists based on the two criteria of collocation/chunking and spoken/written can offer powerful and transforming resources for a wide range of EAP teaching. In a recent EAP pre-session teaching context with students from a variety of disciplines, classroom activities based on the lists were used, and initial feedback was positive, in terms both of promoting academic speaking skills and practising the common core conventions of academic writing. A brief example of the activities is presented.

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## b. Triangulating measures of academic vocabulary knowledge in L2 users of English

Pecorari, Diane<sup>1</sup>; Malmström, Hans<sup>2</sup>

<sup>1</sup>City University of Hong Kong, <sup>2</sup>Chalmers University of Technology

### **Format**

Paper

### **Abstract for publication**

In all contexts which involve study through the medium of a second language (L2), the learner's proficiency in the L2 is a critical factor in academic success. All four skills are important, i.e., the ability to listen to lectures, take part in seminar discussions, read textbooks, write assessment texts, etc. Underpinning all of these is vocabulary knowledge. A considerable body of research into the vocabulary knowledge and development of L2 users of English. However, it has tended to focus more on receptive than productive knowledge, and very few studies have explored the relationship between the two, especially in academic contexts. There is, therefore, a lack of data speaking to vocabulary knowledge in relation to the full range of communicative situations, both receptive and productive, which are needed by L2 users of English.

This paper will report the results of an investigation into the receptive and productive academic vocabulary knowledge of L2 users of English in taught master's programmes. Three measures of vocabulary knowledge were used. First, Levels-style tests of academic vocabulary were administered as a measure of receptive knowledge. In order to measure productive knowledge, two approaches were used. One was to profile their use of academic vocabulary in a corpus of writing produced in response to assessment tasks. This approach has high ecological validity and is a measure of entirely unprompted productive use of the words attested in the corpus. However, for words not represented in the corpus, this approach cannot disambiguate cases in which the writers could not use the words productively from cases in which the writers chose not to use them. The third measure, therefore, was a test of academic words using the format of the Productive Vocabulary Levels Test. This format has been criticised for being a test of cued recall rather than a test of independent ability to produce a word in an appropriate context. However, it does result in an answer being elicited on all target items. The combination of these three approaches thus permitted the findings to be triangulated, resulting in an understanding of the relationship between receptive and productive knowledge.

The results reveal distinct patterns when the students' receptive and productive vocabularies are compared. Implications for the design and provision of EAP support for learners such as these will be discussed.

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### c. Functions of phrases in EAP writing pedagogy: exploring the gap between research and practice

Oakey, David<sup>1</sup>

<sup>1</sup>University of Liverpool

#### Format

Paper

#### Abstract for publication

This talk explores the gap between EAP research and practice by examining one feature of EAP pedagogy: the functions of phrases in academic writing. Several lists of phrases frequently found in academic discourse have been produced over the past two decades by researchers using large corpora of academic writing. These phrases are variously structured and labelled: 'lexical bundles,' 'grammatical collocations,' 'academic formulas,' 'phrasal expressions,' multi-word constructions,' and 'academic collocations' (references omitted). The phrases in several of these lists have also been categorised according to the way they are observed to function in academic discourse, and these functional categories all correspond to Halliday's three fundamental metafunctional categories - the ideational, interpersonal, and textual (references omitted). As a result, 'lexical bundles,' 'academic formulas,' and 'multi-word constructions', despite substantial differences in form, perform similar referential (ideational), stance (interpersonal), and discourse organising (textual) functions.

Similarly, lists of phrases can also be found in many published materials for teaching academic writing. These are intended to provide students with templates which they can adapt for use with their own ideas so that their written expression is phrased appropriately. Each of these phrases is also associated with a particular discourse function for use at a specific point in a text. For example, coursebooks often suggest similar phrases for 'stating a gap in previous research' (references omitted) or 'stating the aim of a paper or section' (references omitted). Yet the functions specified for phrases in these materials for EAP writing practice do not obviously match the Hallidayan categories universally adopted in EAP writing research. The functions assigned to phrases are often instead drawn from the classical rhetorico-functional argumentative tradition (references omitted), or appear to be decided by intuition or rule-of-thumb experience.

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In seeking to explore this apparent divergence between EAP research and practice, therefore, this paper first reviews the concept of 'function' in academic writing, comparing the Hallidayan metafunctional perspective and classical rhetorico-functional argumentative tradition. It then examines the functions assigned to six sets of phrases: two produced by researchers and specifically intended for pedagogy (Liu, 2012; Simpson-Vlach & Ellis, 2010), two specialised academic writing phrase books by mainstream publishers (Birkenstein & Graff, 2018; Godfrey, 2013), and two specialised academic writing phrase books published independently by practising EAP teachers (Barros, 2016; Morley, 2014). The paper concludes from the results of the analysis that, in this area of EAP at least, there is a disconnect between research and practice.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Academic Practice 8 - Great Hall Building UG.09

#### a. Drifting into Research? Multilingual Researchers in Professional Fields, Academic Drift, and EAP

Solli, Kristin<sup>1</sup>

<sup>1</sup>Oslo Metropolitan University

#### **Format**

Paper

#### **Abstract for publication**

It is well-documented that many multilingual researchers find the task of writing for publication in English challenging (Bennett, 2014; Lillis & Curry, 2010; Plo Alastrué & Pérez-Llantada, 2015). This research also shows that this challenge is not only a matter of acquiring the proper English-language repertoire in terms of phrasing, register syntax, and so on, but also involves questions of genres and writing traditions, center-periphery dynamics, various institutional reward systems, and access to funding and networks (Burgess & Cargill, 2017; Curry & Lillis, 2017; Uzuner, 2008). In this paper, I seek to add another layer of complexity to these conversations, particularly as they relate to multilingual researchers in professional fields such as nursing, teacher education, and social work, and I want to ask what these complexities mean for EAP.

More specifically, this paper draws on an analysis of public debates in Norway about the use of English in higher education and research and on my own pedagogical work in Norway with so-called “second-career academics” – i.e. scholars who move from a career in professional fields to a career in the academy – to highlight how writing for publication in English for these researchers also involves engaging with deep-seated disciplinary tensions. I use the term “academic drift” (Smeby, 2015), a concept developed to describe how professional fields have tended to move from privileging an experience-based professional-oriented stance to privileging a more academic research-oriented stance, to show how the choice of writing in English also requires these scholars to position themselves in complex disciplinary conversation about what research is and who research should be for. In sum, in a Norwegian context, “academic drift” is an instance of a disciplinary change with substantial implications for both research and writing practices that need to be taken into account when developing pedagogical initiatives for these scholars.

I end by suggesting that the case of second-career academics in Norway is an example of a context that requires a strong focus on the A and the P of EAP. In what way is EAP as a field configured for this kind of focus and in what way is it not? How might EAP’s own epistemologies shape the way we encounter and understand other disciplines? What kind of EAP training, research, and teaching practices do we need in order to engage meaningfully with multilingual researchers about the place of English in their research practices and epistemologies?

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doi:<http://dx.doi.org/10.1016/j.jeap.2008.10.007>

## b. A retreat to move forward: Pooling expertise for a supported writing retreat for STEM PhD students

King, Julie<sup>1</sup>; De-Wilde, Janet<sup>1</sup>

<sup>1</sup>Imperial College London

### **Format**

Paper

### **Abstract for publication**

Whilst academic writing is a fundamental competency for doctoral candidates, it is rarely explicitly taught as it is often assumed it will develop unaided (Odena and Burgess, 2017). This can often be particularly problematic for PhD students in STEM subjects who have usually developed expertise in writing up experiments, mathematical calculations, simulations and coding but may well have had limited opportunities to produce extended pieces of text and incorporate their research into a well-constructed narrative piece. This experience can be compounded by the view that writing up the thesis is something that has to be 'suffered' by both student and supervisor alike as a proximal goal rather than a distal goal with the potential for making meaning and discovery through writing. STEM students face the additional stress of time pressure not only to get their research out before anyone else does, but also to finish the thesis within the funding period. As part of a wider initiative to support its PhD students, this institution's Graduate School approached EAP colleagues to collaborate on a project to develop a fully supported writing retreat for the writing up stage of the STEM thesis. This paper will explain why a 'retreat' was chosen over the more popular 'boot-camp' approach (Kornhaber et al, 2016) and how the structure and content of the retreat developed after each iteration to make the most of the expertise and knowledge of both the retreat organisers and the student participants. The aim was to create a stress-free and supportive environment and one where students could not only focus on writing the 'product' but also experience and understand the process of writing and gain a new perspective on their own identities as writers of research as well as science researchers (Papen and Theriault, 2017; Murray and Newton, 2009). These retreats have thus far received 100% positive feedback from the participants and form part of the 'Researching Well Together' Project which won the 2017 Guardian newspaper's University Award for Student Experience.

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### c. Mobilising Supervisory Expertise to Support PGR Writing Development

Taylor, Katherine<sup>1</sup>

<sup>1</sup>University of Leeds, UK

#### Format

Paper

#### Abstract for publication

This paper reports on an innovative, institutionally sponsored project-in-progress which explores how EAP tutors' expertise can be redirected to support supervisors to become more proactively engaged in the writing development of their own PhD students, rather than this work simply being 'outsourced' to centralised Language/Skills Centres, which has been the traditional model.

Whether in terms of practice, policy or research, little attention has been paid to the general pedagogy of supervision, and still less to supervisory pedagogy in relation to writing development. One significant exception, which informs my project, is the work of Kamler and Thomson (2004; 2008; 2014). Drawing on Academic Literacies theory (Lea and Street, 2006; Lillis, 2003) they offer a pedagogy of supervision based on an understanding of researcher development as a situated social practice of identity development, inextricably bound up with writing development, arguing that it is primarily through writing that academics participate in their discipline and produce both (increasingly sophisticated) texts and selves. The principles of the Writing Across the Curriculum/Writing in the Disciplines approach - for taught students - (see e.g. Carter, 2007), where language experts work directly with disciplinary experts, rather than their students, in order to build their capacity to support writing development within their own programmes, also shapes my project. I therefore position supervisors - being the expert writers in their discipline - as best placed to support the situated writing development of their own PhD students, particularly as the doctoral candidature progresses and writing development becomes increasingly entangled with the development of complex, disciplinary knowledge. A problem, however, is the recognised tacit ('unspeakable') nature of expertise (see e.g. Dreyfus & Dreyfus, 1986; Eraut, 2000), with supervisors typically unable to articulate their expertise as writers and to make explicit and share with their students their expectations of research writing.

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Working in partnership with a number of supervisors to support PhD students whose candidatures are deemed 'at risk' because of language/writing issues, this project sets out systematically to identify ways in which a language expert can support doctoral supervisors to surface and mobilise (some of) their writing expertise - particularly in relation to the provision of feedback, an area which appears particularly problematic for both supervisors and students. I seek to open up my findings/interpretations for discussion with 'critical friends'. Whilst most relevant to EAP practitioners working within doctoral education, this paper has relevance to all levels of university study.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Academic Practice 9 - Michael Sadler Building, LG.10

#### a. Information overload to knowledge development: transforming tutor induction on a summer preessional

Beswick, Catherine<sup>1</sup>

<sup>1</sup>University of Nottingham

#### **Format**

Paper

#### **Abstract for publication**

Student numbers for summer preessional courses have been increasing yearly at UK universities, and with this an increasing need for summer EAP tutors. This challenges the resources of many EAP centres to provide adequate and effective support and development for tutors, especially those transitioning into EAP for the first time. Whilst face-to-face (f2f) inductions are common, their effectiveness can be limited, as new tutors are often overloaded with information as they attempt to understand the practicalities and content of their new teaching contexts. EAP centres need to find innovative ways to maximise resources, and to support and develop tutors on their summer programmes. This presentation, therefore, explores innovations to current summer tutor induction practices at a UK Russell Group university in an attempt to better prepare and support our tutors, which should ultimately lead to improvements in the student learning experience. We introduced an online, web-based element to our tutor induction in summer 2018, incorporating key practical information, context and theory, and course content, and we also created a series of tasks for summer tutors to complete prior to the f2f induction. This presentation highlights the opportunities and challenges of this endeavour, as well as the feedback received from various stakeholders. This session will also discuss some of the key issues around transitioning from General English to EAP teaching, such as perceived gaps in content and contextual knowledge (Alexander 2010, Campion 2016, Ding and Bruce 2017), and consider whether an Online Tutor Induction (OTI) (prior to a f2f induction) can balance the necessity to impart practical information with the opportunities for staff development. It aims to address critical questions around the potential of OTIs to increase tutor confidence and engagement, to develop content knowledge and greater familiarity with EAP practices, and to improve understanding of an academy literacy approach on a preessional course. From a continuing professional development perspective, our talk will include the opportunity for others to share their own experiences of OTIs and explore their potential, particularly considering new tutors to EAP.

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## b. Strategies for dialogic teaching in academic writing tutorials

Wingate, Ursula<sup>1</sup>

<sup>1</sup>King's College London

### **Format**

Paper

### **Abstract for publication**

In many universities, one-to-one academic writing tutorials are delivered by EAP practitioners. Recently, however, a peer-tutoring approach has become more common, in which graduate students advise novice students from the same field or discipline. As peer tutors tend to have less teaching expertise than EAP practitioners, careful training and monitoring is needed to ensure that their instructional style and strategies are beneficial for students' learning and performance.

Academic writing tutorials are regarded as particularly effective when they are conducted in a dialogic style - that is when tutor and student are jointly engaged in the negotiation of ideas and construction of knowledge. However, research has revealed a tendency towards tutor dominance and monologic instruction that prevents student engagement and learning. The research presented in this paper examined the extent and strategies of dialogic teaching in ten tutorials delivered by peers, with the aim to make evidence-based recommendations for the training of tutors. The tutorials, with a mean length of 47 minutes and involving six tutors and eight students, were observed and audio-recorded. Quantitative measures such as tutor word count and mean student response length were employed to determine the extent of dialogic/monologic teaching in the tutorials. This analysis led to the identification of the two most dialogic and the two most monologic tutorials, which were subsequently subjected to discourse analysis as well as to an analysis of scaffolding strategies. The findings show an overall high degree of tutor-dominated interaction and insufficient student engagement in problem solving and knowledge development. In the few dialogic tutorials, by contrast, the tutors' skilful use of initiating and follow-up moves in the exchanges with the student as well as the frequent use of scaffolding techniques enabled the student's deep thinking and exploration of ideas. The absence of these features from the majority of tutorials suggests that tutor training should focus more explicitly on the benefits and strategies of dialogic tutoring. Based on the research findings, some innovative tutor training methods, which can

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contribute to the transformation of peer tutoring into a fully student-centred provision, will be proposed.

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## c. Researching Quality Standards in a One-to-One Academic Writing Consultation Service

Nathan, Philip<sup>1</sup>; Joubert, Michelle<sup>1</sup>

<sup>1</sup>Durham University Centre for Academic Development

### Format

Paper

### Abstract for publication

Across the UK and other EAP jurisdictions, one-to-one consultation services, usually focused on academic writing, are becoming an increasingly prominent element of student support. Durham University Centre for Academic Development, within the context of the antecedent English Language Centre, has offered systematic provision of such one-to-one consultations for more than a decade, providing, in the face of increasing demand, well over a thousand one-to-one consultations in 2017-2018. Most of these consultations are delivered face-to-face while a small proportion are delivered through Skype, a vehicle which enables the centre to provide an inclusive academic writing service, both to students with disabilities and those studying on distance learning programmes. The major proportion of students making use of the one-to-one service are international students.

While the effectiveness and value of this service has been widely accepted within our university, little research has been reported in the wider literature in regard to one-to-one consultation services, their effectiveness and their quality. Operating within the context of US writing centres, Thonus (2002) as well as Weigle, & Nelson, (2004), have examined both tutor and student perceptions of successful one-to-one tutorials, the latter focusing on novice tutors, while Williams (2004), together with other researchers (Williams, & Severino, 2004; Williams, & Takaku, 2011) has examined one-to-one tutorials with particular reference to second language writers. Thonus has

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conducted further research on interaction in academic writing tutorials with particular reference to discourse features, with specific focus on gender, language proficiency and NS-NNS interactions (Thonus, 1999a, 1999b) as well as tutorial ‘closings’ (Thonus, 2016). In terms of online consultations, Lee and Astle (2014) have compared face-to-face and online tutorials while Salbego (2015) investigated student and teacher perceptions of face-to-face and online tutorials.

In the current paper we provide a description of the operation of the Durham one-to-one consultation service in practical and administrative terms, and we overview a range of innovative processes and procedures in place in order to build and maintain the quality of provision, including elements such as online staff training and consultation observations. We further present triangulated data obtained from student surveys, interviews with students and interviews with staff in regard to issues of consultation quality. This data evidences student perception of the consultation service as a high quality service which, through the range of self-report comments and evaluations, for significant numbers of students, supports them in achieving better outcomes on their degree programmes.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Academic Practice 10 - Great Hall Building UG.09

#### a. Mapping language and literacy requirements in EMI: a case study of a college of creative arts

Littlewood, Suzanne<sup>1</sup>; Schmitt, Diane<sup>2</sup>

<sup>1</sup>Zayed University, <sup>2</sup>Nottingham Trent University

#### **Format**

Paper

#### **Abstract for publication**

Much of the literature on in-sessional or academic literacy provision in higher education has been focused on contexts where the language entry requirements for university are set at CEFR B2 or higher. This presentation reports on a project at a university in the Middle East where the minimum language entry requirement for English medium degrees is IELTS 5.5 or equivalent. The student population is made up almost entirely of Emirati nationals, most of whom are Arabic speakers for whom English is an additional language. The university has a graduate language learning objective which states that graduates will be able to communicate effectively in English, using academic and professional conventions appropriately which is not currently being met. In-house research has found that it is common for faculty to “work around” students’ language difficulties to try to deliver content rather than “work with” the language of disciplinary content to support students’ understanding and develop their communicative effectiveness.

The project aims to create teams of content and language specialists (Jacobs, 2007) who work together in the shared collaborative space of academic literacies (Lea and Street, 1998) to map the academic language and literacy requirements of the university’s degree programmes. The outcomes of these mappings will inform the on-going development of a new university-wide academic language and literacies strategy to support the development of students’ language throughout their degrees. This presentation reports on the methodology and findings of a case study in the College of Arts and Creative Enterprises (CACE) where a detailed analysis of the linguistic demands of the programmes of study was conducted.

The team first explored the key structural challenges and barriers to studying in CACE for the largely Arabic-speaking student body. Next, the written and spoken output tasks in core courses across four major programmes of study (Visual Arts, Graphic Design, Interior Design and Animation) were analysed using the genres classifications from Nesi and Gardner (2012). Reading requirements and the associated vocabulary load were also examined. The findings have been used to inform the development of a range of pilot initiatives to more effectively integrate language and content instruction and assessment. These include the development of more specific language learning objectives at each level of the degree, review of course assignments and team teaching in the majors.

Finally, the paper will consider the effectiveness of the methodology and changes that may be required when mapping degrees in different areas of study.

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## b. Lecturers' perceptions of student writers: Implications for academic literacy and EAP provision

Mason, Michel<sup>1</sup>; Hawthorne, Caroline<sup>1</sup>

<sup>1</sup>University of Essex

### **Format**

Paper

### **Abstract for publication**

The past twenty years has seen an increase in the number of technical and professional courses offered by universities in the UK. This process of vocationalisation requires students to demonstrate both knowledge of work-based and academic written genres (Strauss and Mooney, 2011). Students entering such vocationally oriented programmes are typically already working in their chosen industry, and may well be mature students, returning to education after a break. Unlike their more traditional counterparts, these students need to quickly adjust to the challenges of inhabiting both their familiar professional world and their new academic environment. Ultimately they have to reconcile the complex relationship between theory and practice with their own sense of being in constantly changing contexts (Le Deist and Winterton, 2005). To facilitate this unique transition, Academic Skills Tutors at the University of Essex, work closely with subject lecturers to help students navigate the different professional and academic writing genres they will encounter on their courses. Developing our understanding of subject lecturers' perceptions of knowledge and communication is key to providing students with the kind of academic literacy / EAP support they will need to progress as writers in both work and university environments.

Therefore, this paper explores subject lecturers' perceptions of and attitudes to L1 and L2 student-writers in the disciplines of Healthcare and Hospitality. Using the findings from questionnaires and interviews, it examines lecturers' perceptions of a range of student issues, including difficulties with language, style and genre. It goes on to explore their expectations of student-writers who are drawn from diverse, often non-traditional backgrounds. In particular, we consider the value that lecturers place on different academic literacy support strategies, and explore the implications of findings for our practice as Academic Skills Tutors. Finally, we reflect on the benefits of collaborative working relationships with subject specialists and the transformative potential of embedded approaches to academic literacy / EAP provision.

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### c. International students' development of source use over a one-year taught Master's programme

Sun, Qingyang<sup>1</sup>

<sup>1</sup>University of York

#### **Format**

Paper

#### **Abstract for publication**

This paper will highlight the main findings of my PhD project. International L2 postgraduate students with little experience of academic writing in their previous education encounter considerable difficulties when studying social science subjects in UK universities. A major difficulty is source use, which is a key skill for engaging with others' work and advancing one's own arguments. Many studies have looked at issues of plagiarism, patchwriting and paraphrasing in L2 students' academic writing, but relatively little is known about how they use sources for rhetorical purposes. Students' development of source use skills over a longer period of time has also been under-explored. Further, many studies on source use depicted L2 students with rather low language proficiencies (e.g. IELTS 6 and below), and little is known about L2 students with pre-advanced language proficiency (e.g. IELTS 6.5 and above). There also seems to be more research on short and controlled reading-to-write tasks than on authentic disciplinary writing that students need to complete for obtaining their degrees. This study thus addressed these gaps by investigating ten Chinese MA TESOL students' development of source use for rhetorical purposes during a one-year taught Master's programme.

A case study approach has been adopted. During the year, I collected the students' module assignments in Term 1 and Term 2 (around 4,500 words per text), and the Literature Review chapters (around 3,000 words) from their MA dissertation at the end of the programme. The texts were analysed in terms of the use of citations for rhetorical purposes, using a framework adapted from Petric (2007) and others. The marks and feedback of the assignments and dissertations were collected as indicators of their quality. At each stage, discourse-based interviews were conducted with the students to understand their reasoning behind their own citation practices.

The findings revealed some changes in the students' citation patterns from Term 1 to the Dissertation stage, which is a minor change from Term 1 to Term 2 but more prominent from Term 2 to Literature Review writing. This could be due to students' adaptation to the requirements of a new



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genre (Literature Review) at the end of the academic year. There is also considerable difference between high-scoring students and low-scoring students, both in terms of their citation use in texts and their perception of source use practices. Pedagogic implications will be discussed.

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Academic Practice 11 - Michael Sadler Building, LG.10

a. Talking the Talk: Stocking Novice Postgraduate Students' Linguistic Toolbox

Caplan, Nigel<sup>1</sup>; Sippell, Kelly<sup>2</sup>

<sup>1</sup>University of Delaware, <sup>2</sup>University of Michigan Press

**Format**

Paper

**Abstract for publication**

Building on experience from teaching, research, and materials development, this paper proposes a set of linguistic resources that EAP teachers can help postgraduate students notice, understand, and control as they enter their new discourse communities. Beyond teaching grammar as discrete structures or error reduction, this functional approach to grammar as a system of choices highlights the ways that grammar works not only within but more importantly beyond the clause and sentence to build discourse that effectively represents ideas, positions the writer, and structures the text (Author, 2012; de Oliveira & Schleppegrell, 2012; Swales & Feak, 2012).

In this paper, we will describe and demonstrate short activities that highlight three key features of postgraduate and research writing:

1. Verb tenses are more often a matter of choice than grammatical correctness in advanced academic English (Hawes & Thomas, 1997; Swales & Feak, 2012). We demonstrate how close textual analysis and corpus research can guide writers in choosing appropriate tenses for reviewing the literature and framing their papers.
2. The Systemic Functional Linguistics (SFL) concept of parataxis and hypotaxis (roughly, coordination and subordination) is valuable but complex for ESL students (Halliday & Mathiessen, 2004). We introduce the terms equal and unequal clauses to demonstrate how the choice of connector affects not only punctuation but more importantly the organization of information at the discourse level.
3. SFL also provides tools to enable writers to examine cohesion in their writing from a grammatical point of view by controlling the Themes of their sentences (Halliday & Mathiessen, 2004; Weissberg, 1984). These activities highlight two key resources: passive voice and nominalisation (Martin & Halliday, 1994).

Drawing on corpus-informed published materials (textbooks written or edited by the presenters), we offer a toolbox of teaching suggestions for EAP practitioners who are new to graduate communication or who are looking for ways to reinvigorate their teaching of grammar in and through reading and writing.

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## b. The 7Cs pedagogical framework for grammar teaching

Kirkham, Deak<sup>1</sup>; Walkova, Milada<sup>1</sup>

<sup>1</sup>University of Leeds

### **Format**

Paper

### **Abstract for publication**

Grammar teaching in some form sits at the heart of EAP and wider English language teaching practice. The dominance of the traditional structural syllabus has been called into question by various methodologies, e.g. Total Physical Response (Asher 1996) and Dogme (Meddings & Thornbury 2009). Moreover, within EAP, the practice of grammar teaching as discrete items can be discouraged, preferring to embed grammar in text, or within disciplines. Nevertheless, scholarly reflection within EAP (Gillet 2013; Paterson & Wedge 2013; University of Bristol 2015), student feedback, tutor comments, and the nature of language as a system of ‘form and meaning pairings’ (Goldberg 2003: 219) necessitate a continued rethinking of the place of grammar.

Alongside this methodological variety lies a cluster of grammatical theories exhibiting similar heterogeneity. While both Chomskyan / generative approaches (e.g. Chomsky 1981) and systemic functional grammar perspectives (Halliday 1994) have long inspired pedagogical application (e.g., Whong et al. 2013), more recently both construction grammar (Goldberg 2006) and emergent grammar (Hopper 1987) have begun to lay a claim to pedagogical insight (e.g., respectively, Boas et al. 2016; Su 2016).

With such methodological and theoretical variety, the EAP practitioner can be forgiven for a degree of confusion as regards the practice of grammar teaching. With this confusion and its sources in mind, we agree with Gillet (2013) et alia that grammar teaching has a place in EAP. To that end, we present an innovative ‘pedagogical grammatical framework’, entitled the 7Cs, and consisting of the following seven aspects: syntactic categories, syntactic combinations, sentence components, semantic concepts, systematic correlations, sentence connections and situations and contexts. This

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pedagogical model draws in an eclectic yet common-sensical manner on both methodology and theory while placing pedagogical concerns at the centre.

The presentation will overview the model and illustrate its pedagogical affordances with two EAP-relevant grammatical constructions, thereby demonstrating its applicability across grammatical constructions. Attendees should expect a conceptually-informed yet explicitly pedagogically-oriented and EAP-relevant framework that has broad classroom applicability.

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### c. Critical EAP in action: from experiment to mainstream

Macallister, Chris<sup>1</sup>; Kaur, Kashmir<sup>2</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University Language Centre, <sup>2</sup>University of Leeds

#### Format

Paper

#### Abstract for publication

The notion that EAP is a political and ideological space is today accepted by many of its practitioners even as the question of how the EAP practitioner should respond continues to be contested. This critical turn has become part of EAP's wider reflective turn as it considers its role and identity within the academy. Indeed Hyland's 'state of the nation' article in *Language Teaching* (2018) sees the critical as central to the wider debate over the nature of EAP. However, while the critical turn is now part of the intellectual landscape of EAP its impact on the teaching of EAP remains limited. Apart from notable exceptions (Benesch 2001) the creation of critical classrooms has been largely

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conducted on an experimental, stand-alone basis. Indeed this was the focus of one of the author's 2017 BALEAP paper in Bristol.

This paper will take the classroom practice of Critical EAP to the next stage. It will explore our attempt to go beyond the stand alone critical experiment class and integrate CEAP into the 'mainstream' EAP curriculum. We will show how the student as a political actor approach was combined with the theme of sustainability. Here the EAP students, after being inducted into the term sustainability and observing it in operation at local, national and international levels, linked the concept to their various disciplines (Business, STEM, Education, Finance, Media and Health) through the UN 2030 Sustainability Goals. The eight-week Language in Context course then culminated with the students claiming the classroom space as they transformed themselves into critical political actors.

Based on focus groups conducted with the students, we will argue that CEAP can enable a greater sense of student criticality and autonomy as they reflect on their own political position. It should be noted that the risks of dominating the students' mental landscape with yet another hegemonic narrative are not as great as had previously been feared (Macallister 2016) when the context of the UK international student body is considered. Our paper begins with an overview of CEAP in practice, then outlines the difficulties and practicalities of transitioning from an experimental to a mainstream class approach and concludes with a discussion of the findings from the focus groups.

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**Academic Practice 12 - Great Hall Building UG.09****a. Integrated Skills Assessment**Davidson, Peter<sup>1</sup><sup>1</sup>Zayed University**Format**

Paper

**Abstract for publication**

As noted by Cumming (2013), EAP teachers have begun to explore the use of integrated skills tests to assess their students, rather than using conventional discrete reading, listening, writing and speaking tests. However, it is also evident from recent posts on the BALEAP email list that many EAP teachers are unsure of which skills they should integrate, and they lack the confidence to write an integrated skills test. For most EAP teachers, an integrated skills test is likely to mean a reading-into-writing task (Weigle, 2004), but it is our contention that it can mean so much more. In this session, we will outline four innovative integrated skills assessment tasks that we developed on our EAP program to determine student's readiness for university study. We tried to develop authentic assessment tasks that replicated the types of activities that students would actually be required to perform in their university classes. The four integrated skills assessment tasks include a listen and retell; a reading into writing; a reading into speaking (an academic discussion); and an information literacy project. The adoption of integrated skills assessment required us to reconsider key assessment principles such as validity, reliability, practicality, test design and security. As such, we will discuss how we ensured the validity and reliability of our integrated skills assessments by ensuring that the test specifications were based directly on the curriculum specifications. Scoring validity was maintained by having clear and unambiguous rating criteria (Chan, Inoue, & Taylor), coupled with stringent rating procedures that included calibration sessions and the monitoring of raters. Finally, we discuss the potential of integrating reading and listening into a writing, and a speaking assessment task. We contend that the use of innovative integrated-skills assessment in EAP has the potential to transform the way we think about EAP language assessment, and it is likely to have a positive washback effect upon teaching and learning (Green, 2017; Hamp-Lyons, 2017).

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## b. Exploration into Transformation: Teacher Perceptions of Final Projects at CU Coventry

Quinn, Daniel<sup>1</sup>; Rochford, Shivani<sup>1</sup>

<sup>1</sup>CU Coventry

**Format**

Paper

**Abstract for publication**

In a majority of UK H.E institutions, the position of English for Academic Purposes and academic writing professionals is one of working for the subject teachers (Hyland and Hamp-Lyons 2002). This positioning has repercussions on the perception of their contribution to the academic standards and quality at the institutions and the type of work being undertaken by those involved which is often assumed to include proofreading or fixing language problems (Harwood, Austin and Macaulay 2012). As a writing support provision at a relatively new institution, the Academic Writing Service (AWS) is going through all of this. In an attempt to transform perceptions of the provision and its position in the institution, the AWS is in the process of undertaking a series of projects inspired by genre research and writing in the discipline based projects (Lughmani, Gardner, Chen, Wong and Chan 2016; Nesi and Gardner 2012; Parkinson 2017; Nathan 2013). One of these projects is the subject of this paper/poster.

As part of this response, the AWS conducted a small scale questionnaire survey on teaching staff across all disciplines at the institution. It investigated the perceptions and expectations of teachers in relation to the undergraduate final year project, which has been found to pose problems for both teachers and students (Todd, Smith and Bannister 2006). This ongoing piece of research is attempting to capture the views of teachers on how these projects are defined and to determine the expectations of teaching staff with regards to the structure and organisation of the writing as a whole. A series of both open and closed questions were used to gather data. Using content analysis, responses were then analysed and coded (Cohen, Manion and Morrison 2007). The aim of this is to provide a more discipline specific support provision which includes creating research informed taught workshops on the final year project and subject area specific guidance handouts which should contribute to a more consistent approach to writing and supporting the writing of these particular projects. It is also hoped that an indirect consequence of this is an enhanced profile of the AWS and increased scope in the way it is used by teaching staff; more as specialists in a specific subject area (EAP), rather than an ad hoc support provision. We hope to use this experience and the



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outputs as a catalyst for a more active research stance at the institution in order to enhance teaching and learning for all involved.

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## c. Investigating perceptions of efficacy (individual, collective & proxy agency) in the pathway sector

Herron, Steven<sup>1</sup>

<sup>1</sup>Northumbria University / QAHE

### Format

Paper

### Abstract for publication

This paper will present part of a doctorate thesis that investigated the effect of efficacy within the pathway sector. In particular, it will provide an overview of the research and the implications for practice and theory with a focus on the following research question: Does being an EAP specialist or subject specialist affect perceptions of efficacy? The paper will present some of the findings in relation to recommendations for organisations and practitioners as well as connection to theoretical models to conceptualise agency-based efficacy. Within these, it is hoped that some changes to organisational behaviour within the pathway providers will lead to better staff efficacy (especially for EAP staff where some issues were raised from the data), which will lead to better student performance.

Background:

Efficacy in the context of teaching professionals broadly examines the concepts of how people can affect changes and achieve their aims by controlling the learning and organisation environments around them (Gibson and Dembo, 1984). Although there are many studies in the field of efficacy, particularly self-efficacy and with regard to teacher development, there is currently no research to

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examine efficacy at the level of agency in UK pre-university education programmes (pathway sector).

The thesis examined the perceived impact of efficacy at levels of individual, collective and proxy agency in the UK pathway sector utilising Bandura's social cognitive theory (Bandura 1977; 1997). An investigation was conducted with participants from across the pathway sector to examine points of similarity and difference in efficacy depending on employer (university; private partner), level of job responsibility (teachers; programme level management; higher management) and specialism (English for Academic Purposes; subject specialist).

A constructivist and interpretivist approach to the research was used. The methodology involved both Grounded Theory using a constructivist variant (see Charmaz, 2000 and Charmaz 2014) and mixed methods (a quantitative questionnaire (n=85) and qualitative interviews (n=6)). The findings suggest that while there were some differences of opinion when the variables were examined, there were some strong areas of consensus. For example, staff seemed to demonstrate that efficacy was of high importance and yet indicated that the organisation did not provide enough opportunities to develop efficacy at any of the three agentic levels. The implication is that efficacy can have benefits for both the employer and employee, and perhaps organisations need to incorporate efficacy into all aspects of their practice (Tschannen-Moran et al., 1998; Protheroe, 2008; Anthony et al., 2015).

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Academic Practice 13 - Great Hall Building UG.09

a. Online Translation tools: how are they transforming learning?

Groves, Jake<sup>1</sup>: de Vries, Rina<sup>2</sup>

<sup>1</sup>University of Birmingham, <sup>2</sup>Frost Text and Tales

**Format**

Paper

**Abstract for publication**

In the past decade, innovative translation and language-checking tools such as Google Translate (GT) and Grammarly have moved towards ever higher degrees of accuracy. Freely available on the Internet and easy to download, these tools enable students to error-correct or translate sentences and entire paragraphs with results that show generally good quality and comprehensibility.

It can be safely assumed that language learners use this technology (Jolley & Maimone, 2015; Alhaisoni et al, 2017). This is transforming both learning and teaching, triggering mixed opinions from language teachers (Clifford et al, 2013), including tutors of English for Academic Purposes (EAP) who teach international students at university. Some EAP tutors regard translation software as ‘just a tool’; others, however, perceive it as a threat to language learning, or even their profession.

Apart from pedagogical implications, technological language-assisting tools also have consequences for university policy on ethics: should using such tools be allowed, discouraged or forbidden? This dilemma applies in particular to international students with a conditional offer from the university who have to demonstrate a certain language ability level before they are allowed onto their degree course. In such a context, using translation and language-correcting software could be regarded as ‘cheating’ (Mundt & Groves, 2017), compromising authenticity of authorship and academic integrity. It also allows for the extensive use of foreign language cited sources, making it difficult to check for plagiarism.

In this study, we explore how current international students at a U.K. university use translation and other language-correcting software for learning. Instead of hoping that students will not discover and use such tools, we depart from the premise that they do. Using surveys and in-depth interviews, we aimed to find out how students use such tools, whether they find them useful for their learning process (or they just use them to avoid having to develop their English language ability) and whether they help them in their transition into and participation in the UK academic environment. We also address aspects such as the fact that translation tools can only translate stretches of text, but cannot make adjustments for stylistic or genre features, such as applying academic register or other specialist discourse practices (Groves & Mundt, 2015). The latter is especially relevant for EAP. After all, the target for foundation and pre-sessional students is not just to reach the requested level of English proficiency, but also to develop the sociolinguistic communicative competence to participate successfully in the UK academic community (Hyland, 2018).

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### b. EAP for Business meets Sociology: a Finnish-Canadian virtual collaborative classroom

Keng, Nicole<sup>1</sup>

<sup>1</sup>University of Vaasa, Finland

#### **Format**

Paper

#### **Abstract for publication**

At university level in the Nordic countries, many university students are fluent and proficient users of English and the emphasis in English teaching is increasingly on academic skills. This case study examines an online collaborative project between tertiary business students in Finland (Finnish L1) and social science students (English L1) in Canada, and how innovative task design in the classroom can be used as an effective tool for the acquisition of academic skills and better understanding of students' learning.

Recent studies (e.g. O'Dowd & Lewis, 2016; Preshouse et al, 2018) have pointed out several factors which benefit students' learning experience and different approaches which enable successful collaboration in Higher Education settings. It has been shown that the telecollaboration of language learning develops intercultural competence (Belz, 2003) and other aspects of intercultural communicative competence, in addition to developing linguistic competence (Furstenberg, Levet, English & Maillet, 2001). Although virtual exchange initiatives are gradually gaining ground as a cross-disciplinary form of online learning (O'Dowd, 2018), their integration in the EAP field is not widely applied, at least in Finland, and there is still a need to explore how such collaboration can thrive and be informed of evidence-based practice.

This presentation outlines an example of how cross-disciplinary (business and social science) collaboration can be designed and practised virtually in an EAP classroom. It will examine the rationale of the project, its design and the online tool used. It will also discuss the difficulties met during the collaboration. Questionnaires, including students' feedback, will be discussed to show how the collaboration benefited students' learning. The results show that the case study employed develops academic skills in English for university students. It also raises intercultural awareness and broadens the international experience of students by enabling them to collaborate and interact with

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each other virtually in both asynchronous and synchronous activities while developing key communication skills. The types of activities and assignments designed for students' use indicate that cross-disciplinary collaboration can be developed for the EAP classroom, and that such collaborative learning creates positive learning experiences.

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### c. Exploring student & teacher beliefs about writing conferences on international foundation programmes

Qureshi, Zulfi<sup>1,2</sup>

<sup>1</sup>BALEAP, <sup>2</sup>IATEFL

#### Format

Paper

#### Abstract for publication

A common academic practice seen on foundation programmes is for EAP teachers to offer spoken feedback to their students during one to one writing conferences. Such feedback is often seen as a productive way to support a student's emerging text through the drafting process. Yet to what extent do our conference interventions meet the needs of student writers? I will argue that a first step to finding out is to understand the beliefs students hold about conferences, which may impact their conference behaviour. Then, we need to consider the extent to which their beliefs align with those that we carry into conferences as teachers. This paper will present findings from a completed doctoral study.

The literature on student beliefs about writing conferences highlights how students typically look forward to conferencing and see it as being more useful than written feedback alone. However, research also shows how some EAP students feel worried about conferencing and the roles they are expected to play. Such anxiety may stem from a combination of personal, social, educational or cultural factors. As teachers, studies highlight the struggle we face during conferences in deciding how much help to provide and the degree of explicitness to use in order to get our message across.

Writing conferences between 4 students and 2 EAP teachers were tracked over 2 semesters of an international foundation programme at a UK university. Conferences and post-conference

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stimulated-recall interviews were audio recorded, transcribed and analysed to uncover the beliefs held by both students and teachers regarding their conferences. The case study analysis was guided by a socio-cultural perspective that sought to examine beliefs as socio-cultural tools that were born, used and transformed within social contexts.

The evidence highlighted how students held a range of beliefs, some held more strongly than others. Beliefs included seeing conferences as places to discuss errors, receive detailed feedback, talk about their writing and retain some ownership over their work. Such beliefs did not always match those held by the teachers in the study who wished to offer less directive feedback and prompt more student centred discussion.

The findings have implications for both foundation programmes and EAP practitioners. There is profit in uncovering the students' beliefs about conferencing early on and raising their awareness regarding our expectations of conference behaviour. Teachers need to reflect upon their own conference beliefs and practice and adopt a more flexible approach to their spoken interventions.

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## Friday 12 April – Session 1      14:45 – 16:15

### EAP Students 1 - Rupert Beckett Lecture Theatre

#### a. EAP and academic integrity: Lessons learned from a year-long bridging program

Corcoran, James<sup>1,2</sup>

<sup>1</sup>University of Waterloo, <sup>2</sup>University of Toronto

#### **Format**

Paper

#### **Abstract for publication**

Academic integrity is of increasing concern to stakeholders at institutions of higher education. Some have argued that differential, and culturally and historically-bound understandings of academic integrity (Bennett, 2011; Hu & Lei, 2012) makes the learning curve particularly challenging for university students using English as an additional language (Angelil-Carter, 2000; Gu & Maley, 2008). Research suggests AI instruction is taken up unevenly across higher education contexts, with professors either unwilling or unable to take up the task pedagogically (Lofstrom, Trotman, Furnari & Shephard, 2014), leaving much of the “burden” to academic / language support specialists (Pecorari, 2008). This research investigates one such context, a year-long EAP program for conditionally-admitted plurilingual students using English as an additional language at a top tier Canadian research university.

This presentation highlights findings from a mixed methods case study investigating the impact of AI pedagogies and policies on plurilingual undergraduate students in an EAP bridging program. Data collection included document analysis (university documents, websites, and program pedagogical materials), an anonymous pre- (n=174) and post-program (n=139) student survey and semi-structured interviews with a variety of university stakeholders including administrators, EAP program designers, EAP instructors, and, most importantly, two Chinese L1 students. Findings – derived from quantitative (survey) and qualitative (document analysis; interviews; textual analysis) data sets – are noteworthy in that they not only suggest significantly higher levels of AI awareness following the EAP program, but also an evolution of students’ ability to write with sources and follow style and formatting expectations. Findings also include an unexpected reference to the widespread use of unsanctioned “tutors” by EAP students in the bridging program. Following discussion of these findings in light of the extant literature, this presentation concludes by considering how institutions and (EAP and other) practitioners can learn from the innovative policies and pedagogies employed by the EAP program under investigation.

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## b. Trouble at t'mill: pedagogic responses to the rise and rise of custom written essay services

Seviour, Martin<sup>1</sup>

<sup>1</sup>Nottingham Trent University

### **Format**

Paper

### **Abstract for publication**

The issue of 'contract cheating' in Higher Education through the use of custom essay writing 'services' has been propelled onto the national agenda by recent reports in the media. A petition to Government calling for the banning of these 'essay mills' has (as of early October 2018) attracted over 5300 signatures (UK Government and Parliament Petitions, 2018). Although it is difficult to measure the scale of the problem, some reports suggest that between 20000 and 50000 UK students each year purchase essays from essay mills based in the UK and overseas. One Nottingham based company sells essays to over 2000 students each year and has an annual turnover of £5 million (The Telegraph Education, 2017).

The literature on academic integrity suggests several reasons why students use essay mills. These include fear of failure, parental pressure, poor time-management skills, the need for a particular grade to progress, and basic laziness. However, EAP teachers may be particularly concerned by the assertion that a disproportionate number of those involved in contract cheating are international students. Reasons given for this are cultural differences in what is considered acceptable in academic writing, difficulties in adapting to new learning styles and requirements and low language proficiency. One leading scholar in the field of academic integrity claims that international students 'are targeted by ... unscrupulous cheat sites' (Wagner and Bretag, 2017).

Research into contract cheating has focussed on deterrence (e.g. 'designing out' cheating from assessments or establishing an explicit approach to punishment) and detection (particularly the use of text-matching software). Relatively little attention has been paid to developing pedagogic responses to help students develop the skills, knowledge and attitudes which will give them confidence to rely on their own competencies and submit their own work.

This paper presents the results of efforts at Nottingham Trent University to develop such an approach within its preessional and insessional EAP provision for international students. Courses have been designed to include scaffolded learning activities enabling students to

- understand essay briefs, marking criteria and essay titles
- engage in group discussion and evaluation of sources
- use essay exemplars
- write essay plans and drafts and receive feedback on these from teachers and peers

- 
- use Turnitin formatively to improve source use
  - engage in explicit discussion of academic integrity as a ‘competence’
  - talk about drafts through ‘feedback vivas’

Examples of how these activities are used will be presented together with feedback from teachers and students on their effectiveness in developing confidence in novice academic writers. It is argued that universities should devote significant resources into mainstreaming such positive pedagogic responses to deterring contract cheating rather than focusing exclusively on detection and punishment.

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## c. International PG students’ responses to their academic writing challenges in anglophone universities

Furneaux, Clare<sup>1</sup>; Wette, Rosemary<sup>2</sup>

<sup>1</sup>University of Reading, UK, <sup>2</sup>University of Auckland, New Zealand

### Format

Paper

### Abstract for publication

This paper will address all three conference themes of exploration, innovation and transformation in the context of post-graduate writing.

Relatively little exploration has been undertaken of the writing challenges faced by post-graduate students in English-medium contexts, particularly of students on masters programmes and early-stage doctoral students. At the 2017 BALEAP conference, one of us presented some initial findings of an on-going research project in this area, with a paper entitled ‘Working with International Masters students to learn how they develop academic writing skills in English: Two case studies’. The study this paper drew on explored the academic writing challenges and strategies of 31 international postgraduate students at anglophone universities – one in the UK and one in New Zealand. We explored their experiences through an innovative research tool: narrative frames (Barkhuizen 2014), and through more-traditional interviews. The study is now completed and published (Wette and Furneaux 2018).

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This 2019 BALEAP conference paper will report on our study's findings in terms of the following themes:

- Academic writing in an Anglo-western university
- Writer-source relationships/Writer-reader relations
- Critical/evaluative writing
- Learning from feedback
- Guidance and support.

It will then discuss the pedagogic implications for those who work with PG students in anglophone contexts. This will consider what we have learned about these students' needs and strategies, what generic EAP support can do, and the central role of writing support that is embedded within disciplines (as suggested in Wingate 2015). We will draw upon the two approaches that were the focus of the November 2018 BALEAP and ALDinHE Conference at Essex: EAP and academic literacies (see Lillis 2001 and Wingate and Tribble 2012), referring to the need for both discourse and academic socialisation support.

We will discuss the need for supervisors and teachers of these students to be aware: of students' home learning culture and mother tongue learning history and their influences on the challenges the students face; of the validity of alternative ways of structuring texts (beyond the "deficit" model) and that PG students are (paradoxically) learning to participate in an academic community by becoming independent & knowledgeable about implicit practices. The value of explicit writing instruction (EGAP, ESAP or within academic modules) for making implicit aspects of academic literacies transparent will also be discussed.

Returning to our conference themes, will this transform how we talk about writing with our PG students? We'd like to think so!

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## Friday 12 April – Session 1 14:45 – 16:15

### EAP Students 2 - Michael Sadler Building LG.19

#### a. Experiences of practitioners and students on an Academic English MOOC

Wright, Clare<sup>1</sup>

<sup>1</sup>University of Leeds

#### **Format**

Paper

#### **Abstract for publication**

MOOCs have been claimed to be a transformational way of exploring and innovating online pedagogy (Jung et al 2002, Bayne and Ross 2014), though may be criticised for relying on a too superficial transmission approach to learning (Krause 2014). Newer MOOCs are moving towards a more task or process-based learning of specific skills, such as how to building oral proficiency, or academic writing (Lane 2012, Corbeil et al 2015, author 1). This study reports on a process-based MOOC for Academic Writing; derived from over four decades of EAP programme design and teaching, this MOOC was designed for intermediate-proficiency international students thinking about studying in the UK (ie at IELTS 4.5 or equivalent). The MOOC aimed to establish some core principles underpinning second-language academic writing (Hyland 2003), particularly expectations over structure and criticality. The first of these MOOCs ran for 5 weeks, with 20,000 signing up, and around 1000 completing.

We present data here from practitioners and students on that first round, analysed using thematic analysis (Creswell 2007), which highlight how the MOOC's developers and educators succeeded in their aims to transform participants' skills. Seven practitioners (course developers and online mentors) were interviewed individually using semi-structured protocols; a corpus of 693 course-final student evaluations collated by the MOOC platform manager was examined for common themes. Our overarching questions aimed to identify whether the MOOC worked in building both content (teaching what good Academic English writing consists of) and process (learning to improve through an iterative process of constructing and assessing each other's writing).

Practitioners were reassured that early fears of practical and pedagogic limitations were generally not problematic, though the workload was very heavy and the platform required some technical confidence in initial stages. Among students, the MOOC style of peer feedback, including lack of detailed expert feedback from educators and mentors, was the primary source of negative evaluation (as if reflecting an expectation even in a MOOC of an archetypal English Language class teacher with red pen poised over each student's essay). However, in general, we found an overwhelming delight among students in completing the course, demonstrating a clear sense of pride, achievement and satisfaction of mastering an unfamiliar and difficult skill that many saw as crucial to their future life plans. As many institutions and practitioners, rightly, query the value of MOOCs, our findings suggest they are worth persevering with, as a transformational innovation to support EAP learning.

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## b. Transforming the digital space: a model for enhancing student engagement with VLEs in EAP

Hiscock, Claire<sup>1</sup>

<sup>1</sup>University of the Arts London

### Format

Paper

### Abstract for publication

Underlying this project is the conviction that 'if we want to enhance online learning, we need to enhance online learner participation.' (Hrastinski, 2008), and that this can be achieved by better understanding how students 'see themselves and those they interact with online, and how they are positioned by the social roles available.' Goodfellow and Lamy (2009: 171)

Driven by relatively low engagement with online EAP courses and a perceived lack of enthusiasm for Moodle, the project takes a bottom-up approach. It uses data collected from 3 student focus groups made up of postgraduate international students, from screen recordings of the students' interactions using Photovoice, a participatory research methodology (Wang and Burris (1997), and interviews with experts in digital learning platforms.

Online learning platforms are an effective way to embrace 'dialogic and collaborative methodologies.' (Lillis and Tuck, in Hyland and Shaw, 2016) However, engagement with these platforms is often disappointingly low. Read (2016) sets out the challenges of making a VLE engaging. We believe that exploring students' perceptions of their VLE is the most effective way to increase their engagement with online learning and teaching within EAP.

This paper outlines the results of an ongoing research project about what EAP students expect from a Language Development page on Moodle.

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Using ideas that emerged from the focus groups, screen recordings and interviews, the students have redesigned the Language Development page. The new design will be used as a template for the new VLE page that is a closer reflection of what they need and expect and students and staff will report on the new interface.

Ho, (2016) argues that ‘the focus group interview, as a method of data collection, may be particularly relevant in gathering the viewpoints and opinions of participants who have traditionally not been well represented’ in EAP studies. In her blog, McKenna (2017) argues that ‘engaging in semi-structured group conversations can be a powerful means of learning about students’ views.’

We hope to develop working practices that can be used across departments to put students, particularly students whose first language is not English, at the centre of designing the VLE spaces they are required to use. This paper will report the findings of this stage of the research. At an institutional level, the aim is to create a working model of student participation in designing their virtual learning environments.

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## c. Empowering learner autonomy through peer-assisted study sessions

High, Katherine<sup>1</sup>; Allen, Elizabeth<sup>1</sup>

<sup>1</sup>CELFS Bristol

### Format

Paper

### Abstract for publication

This presentation will outline an innovative approach to peer assisted study sessions (PASS) on an International Foundation Programme that have been designed to scaffold learner autonomy, collaboration and reflexivity by inducting students in the conventions of their subject disciplines. The focus of this provision is on the study process rather than the study content, learning not teaching, and the sessions being student-led rather than teacher-led. Therefore, the role of the EAP tutor is to

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facilitate the learning process of the subject content as well as the required academic language and literacy for the target discipline.

The generic yet experimental format of the scheme of work not only ensures consistency across this EAP provision, but also enables a highly-targeted discipline-specific focus through student generated content. Students have the opportunity to support each other in their studies, both content and language, as each student has different strengths and weaknesses.

This collaborative approach can take three possible forms (Damon and Phelps, 1989): peer tutoring with strong students explaining a concept to weaker students; peer cooperation with students working on different aspects of their studies, such as different texts and then share what they have done; and peer collaboration with students working together on one aspect, such as brainstorming an essay. This provision therefore aims to develop the skills required for UG study when they will be expected to learn collaboratively and autonomously (of a tutor). It also provides students with a 'safe space' to ask questions, experiment and take risks with their learning. In addition, students learn how to negotiate uncertainty and ambiguity by developing strategies to deal with problems.

This presentation will evaluate how this adaptation of PASS has been implemented on a foundation programme and share findings from both tutor and student surveys as well as overall reflections on the success of this student-led provision.

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## Friday 12 April – Session 2      17:30 – 18:30

### EAP Students 3 - Michael Sadler Building LG.19

#### a. Helping international students to master transition markers

Walkova, Milada<sup>1</sup>

<sup>1</sup>University of Leeds

#### **Format**

Paper

#### **Abstract for publication**

Transition markers, e.g. *furthermore* and *however*, are important linguistic devices which enable the reader to process the text more easily. More specifically, they are interactive metadiscourse resources which “[help] the reader interpret links between ideas” (Hyland 2005: 50). These links might represent semantic relations of addition, e.g. *moreover*, comparison and contrast, e.g. *likewise*, and consequence, e.g. *thus* (e.g. Hyland 2004, Hyland 2005, Hyland and Tse 2004). Research on transition markers in L2 English, typically undertaken from a more general perspective of linking adverbs, seems inconclusive on whether learners of English underuse or overuse these devices (e.g. Shaw 2009). While some EAP materials tend to focus on the issue of underuse, this presentation will point to the problem of overuse as well as misuse of transition markers by EAP students. Two types of misuse will be discussed – semantic and stylistic. The learner issues will be illustrated with examples from open-access learner corpora and compared to expert writing from model texts. The presentation will then propose ingredients of good practice in teaching transition markers. Namely, I will argue that, first, in order to avoid overuse, authentic texts should be used to model the use of transition markers; second, longer stretches of text rather than short excerpts should be used to provide controlled practice as another means of avoiding overuse; third, semantic relations in texts should be considered in order to identify a suitable linking word and to avoid semantic misuse; and lastly, in order to avoid stylistic misuse, awareness should be raised as to the stylistic appropriateness of sentence-initial position of some transition markers. To this end, the presentation will compare and contrast approaches to teaching linking words in several published teaching materials aimed at international students. The presentation hopes to show that teaching transition markers involves much more than encouraging students to use them.

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## b. Building a corpus to explore students' lexical needs: the case of postgraduate Law reading

Kemp, Jenny<sup>1</sup>

<sup>1</sup>Leicester University

### **Format**

Paper

### **Abstract for publication**

This study set out to explore the vocabulary that taught postgraduate Law (LLM) students need in order to cope with the reading requirements of their course. The research was founded on three beliefs: firstly, that vocabulary knowledge is a significant component in reading ability for both first and second language speakers (Carver, 1994; Schoonen et al., 1998; Nassaji, 2003; Schmitt et al., 2011); secondly, that words often have a discipline-specific usage and patterning (Hyland & Tse, 2007; Hyland, 2008; Durrant, 2014; Kemp 2018), even if they are not considered technical terms by subject specialists. The third belief is that it is through reading that a student acquires most of the discipline-specific language they need in order to participate in their academic community of practice; and therefore that lexis found to be pervasive in their reading will also help students with language production.

The overall aim of the study is to identify a *Discipline-Specific Vocabulary Core* (DSVC) for use in teaching and learning, consisting of single words, collocations and multi-word units. To meet this aim, the 2-million word DSVC International Law corpus was constructed. The author will explain the comprehensive steps taken to ensure that the corpus is indeed representative of the target domain (namely, texts read by PG Law students). These steps included carrying out a survey of LLM modules at 21 UK HE institutions, gathering reading lists, and obtaining expert feedback on text choice and balance. The corpus was analysed using statistical analyses (e.g. frequency and keyword analysis) and also qualitative analysis of concordance lines. There will be an illustrated discussion of the words, collocations and multi-word units found to be pervasive in PG Law texts, including those which will aid reading as they enable the reader to negotiate the text and/or predict what follows in the discourse. Much of this lexis is not highly technical and falls within the domain of the EAP practitioner; one example is the phrase in the light of (Kemp, op. cit.). The implications for developing the reading skills of Law students will be discussed and some brief suggestions made as to how these might be built into teaching.

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## Saturday 13 April – Session 3 09:00 – 10:30

### EAP Students 4 - Michael Sadler Building LG.10

#### a. Writing in the disciplines: the citing strategies and abilities of Year 1 health science students

Wette, Rosemary<sup>1</sup>

<sup>1</sup>University of Auckland, New Zealand

#### **Format**

Paper

#### **Abstract for publication**

In recent years, research interest in writing using sources has broadened its focus from plagiarism to studies of legitimate but inexperienced source based writing in EAP and disciplinary (Gimenez, 2008; Kibler & Hardgree, 2017; Petrić & Harwood, 2013; Shi, 2010) courses, and the challenges that this complex set of rhetorical tasks presents for novice writers. Difficulties include locating, comprehending, paraphrasing or summarising sources, synthesising multiple sources when required (Grabe & Zhang, 2013; Keck, 2014; Morton, Storch & Thompson, 2015), and integrating content with the writer's own propositions in such a way that boundaries are clearly delineated and an authorial stance communicated (Hyland, 2002). Studies to date involving textual analysis have revealed that inexperienced writers tend to fall back on patchwriting or "writing from sentences selected from sources" (Howard, Serviss & Rodrigue, 2010, p. 187), to favour non-integral, single source citations (Lee, Hitchcock & Casal, 2018), and to adopt an unwaveringly neutral stance towards sources (Lee et al, 2018; Shi, 2010). As a contribution to the modest amount of research to date that reports on naturalistic studies of source based writing in disciplinary courses, this mixed-methods study analysed core features of citations (e.g. source and citation type, reporting forms, rhetorical purpose, and quality) in essays by thirteen L1 and L2 writers in a course in the Bachelor of Health Sciences degree at a large metropolitan university in New Zealand. Distinguishing characteristics of source based writing in this discipline include that essays are the main form of assessment, and that from Year 1 students need to learn to select relevant, current, local (if appropriate) sources, how to cite from unpublished ("grey") as well as published literature, and how to use evidence to support sustained arguments on multifaceted, intractable health issues.

Text-based interviews were conducted to explore students' views on their citing practices, and essay rubrics and marking criteria were examined. Analysis of students' citations showed a reasonable degree of accuracy with regard to paraphrases of source meanings; however, awareness of the more sophisticated aspects of writing using sources in the health sciences was understandably still undeveloped. More generally, the study shows the effects of fully embedded support for skill development from within the discipline, and provides support for the view that discipline-specific EAP is a more effective option for teaching important and distinctive academic literacies.

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## b. Students as proof-readers of their own texts: Using corpus tools for writing improvement

Charles, Maggie<sup>1</sup>

<sup>1</sup>University of Oxford

### Format

Paper

### Abstract for publication

Recently, there has been increasing interest in the topic of 'proofreading' or 'editing' and concern about the role of those who intervene in the production of L2 English writers' texts. Such text mediators are called by various names including 'literacy brokers' (Lillis and Curry, 2006), 'author's editors' (Burrough-Boenisch, 2003) and 'proof-readers' (Harwood, 2018). Much work has focused on interventions for helping L2 English writers achieve publication (e.g. Flowerdew and Wang, 2016; Lillis and Curry, 2010), and research has also examined interventions in student writing for assessment (e.g. Harwood et al., 2009; Harwood, 2018). However, relatively little attention has been given to how students themselves might enhance their editing/proofreading skills and improve their own writing before submission. While there will probably always be some need for proof-readers, this paper argues that dependence on external agents can be reduced when students are shown how to examine their own texts with corpus tools. It reports on a course in corpus-assisted editing for doctoral students in which each participant applied the AntConc freeware (Anthony, 2018) to a corpus of their own writing, which they constructed by saving their draft thesis chapters as plain text files. Class sessions provided demonstrations of how to use specific corpus tools for editing/proofreading, followed by students' individual practice on their own writing. While the utility

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of concordancing for improving lexico-grammar has been demonstrated (Boulton and Cobb, 2017), this paper shows that other corpus tools are valuable for editing/proofreading. For example, Word List provides a list of all the words in the thesis corpus, and can indicate minor problems of spelling and capitalisation. More importantly, the Concordance Plot tool can reveal potential problems with content and organisation. This tool gives a graphic display showing where a given word or phrase appears in each chapter of the thesis. Thus it allows writers to track the use of major content terms throughout their writing, shedding light on the development of topics and themes. Feedback on 13 courses run so far indicates that students valued and made substantial use of this corpus technology. All 90 participants answered positively the question ‘Is it helpful to use your corpus and AntConc for editing?’ (79% yes definitely; 21% yes probably). This paper presents further details on the course, its evaluation and the affordances of corpus tools. It showcases an innovative means of teaching editing/proofreading, which allows for a transformation in the roles of teachers and students.

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## c. Re-conceptualizing critical thinking as a linguistic practice in a Media ESP program

Hadjiconstantinou, Stavroulla<sup>1</sup>

<sup>1</sup>Cyprus University of Technology

### Format

Paper

### Abstract for publication

The primary goal of this research study is to explore pedagogies that develop language through practices of Critical Thinking (CT). More specifically, in recognition of the importance of CT especially in tertiary education, myside bias is reconceptualized in the study from a construct of CT in Cognitive Psychology to a framework informing teaching and learning practices in an English for Specific Purposes program. Myside bias, or the inclination to evaluate and generate evidence in a manner

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biased towards an individual's own opinions (Stanovich & West, 2007; Toplak & Stanovich, 2003), is used in teaching practices to create the social context foregrounding language and engaging learners in making the connections between language and meaning (Halliday & Hasan 1989). Research in Critical pedagogy is also used to raise learners' critical awareness of the role of language in expressing opinion and bias through dialogic practices designed to support language development. (Luke, 2004; Morgan, 2009). Continuous evaluation and refinement of the design highlights its effectiveness in developing learners' language and thinking.

Situated in an English for Communication and the Media context, the design in this study derives from critical analysis of instances of myside bias identified in the language and other multimodal material used in Media texts. The design, initially informed by an analysis of learners' critical literacy needs, develops through an iterative process of data collection and analysis completed in cycles of implementation, evaluation and refinement, informed by Design-based research (DBR) methodology (Anderson & Shattuck, 2012). Results highlight its effectiveness in engaging students through dialogues foregrounding language (with the use of Systemic Functional Linguistics) as a system of choices made in the context of myside bias or the expression of personal opinion. Generalization of findings, as advocated by DBR methodology, suggests that repetition of dialogic practices, connecting language to patterns of thought, in a technology assisted, collaborative environment may enable a gradual development of a critical mindset improving the linguistic and thinking skills of learners in other contexts.

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## Saturday 13 April – Session 4 13:30 – 15:00

### EAP Students 5 - Michael Sadler Building LG.10

#### a. Exploring vocabulary in university tutorials and laboratories through corpora and word lists

Coxhead, Averil<sup>1</sup>; Dang, Yen<sup>2</sup>

<sup>1</sup>Victoria University of Wellington, <sup>2</sup>University of Leeds

#### **Format**

Paper

#### **Abstract for publication**

While lecturers consider that small group academic speaking events are key to students showing their understanding of academic content and illustrating their ability to express complex ideas (Basturkmen, 2016), second or foreign language students in these environments report on the stress of speaking in these environments, as well as their difficulties with the fluency needed to take part and the processing requirements (Coxhead, Dang & Mukai, 2017). The focus of this paper is the vocabulary in speaking in tutorials and laboratories, and whether or to what extent, existing word lists might help prepare EAP learners for these academic events. Academic vocabulary has become somewhat of a hot topic, with the development of word lists such as Coxhead's (2000) Academic Word List, Gardner and Davies's (2014) Academic Vocabulary List, and Dang, Coxhead, and Webb's (2017) Academic Spoken Word List, as well as multi-unit word lists such as Simpson-Vlach and Ellis's (2010) Academic Formulas List and Biber, Conrad, and Cortes's (2004) list of lexical bundles. Using a corpus of tutorials and another of laboratory sessions (drawn with permission from existing corpora, because of time and resources constraints), results showed that Dang et al.'s (2017) Academic Spoken Word List had the highest coverage of just over 92% over the tutorial corpus and just over 90.5% of the laboratory corpus, followed by Gardner and Davies's (2014) Academic Vocabulary List and then Coxhead's (2000) Academic Word List. The multi-word analysis compared a list created from the laboratory corpus and another from tutorial corpus from Coxhead, Dang, and Mukai (2017) with Simpson-Vlach and Ellis's (2010) list and Biber et al.'s (2004) list. Results suggested an overlap of nearly 21%-24% between the three lists based on the laboratory corpus and an overlap of nearly 25%-29% for the tutorial corpus. A functional analysis suggested that the largest group in the overlap was attitudinal/ modality stances, for example, *(that/so/what) you need to (know/be/have) and (to/should) be able to (do)*. This research can help shed light on the differences between written and spoken vocabulary in EAP, the relevance or importance of particular word lists for preparing learners for the vocabulary they will encounter and should use in dialogic tutorials and laboratories at university, and the findings might also be useful for analysing teacher-made resources as well as future materials and course design.

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## b. 'Bridging the EGAP': Improving EAP students' use of subject-specific lexis with personalised corpora

Evans, Sam<sup>1</sup>

<sup>1</sup>BALEAP

**Format**

Workshop

**Abstract for publication**

This workshop explores an innovative approach to the challenge of introducing subject-specific lexis onto EAP pathway courses, specifically pre-sessionals. While there is currently a movement towards introducing more subject-specific elements onto pre-sessional courses, a discrepancy still exists between students' lack of awareness of relevant lexical discourse when they enter their academic courses, and the practicality of pre-sessional teachers directly teaching this lexis.

This debate cuts to the heart of what responsibilities and skills we should be expected to possess as EAP practitioners. Many argue that the teaching of subject-specific discourse should be left to subject specialists since EAP teachers lack sufficient experience in the discourse communities of specific disciplines (Alexander et al. 2008; De Chazal 2012). Meanwhile, others believe that EAP teachers need to meet the challenge of facilitating students' learning of subject-specific language, with Hyland (2002) asserting the need for EAP tutors to teach "the literacy skills which are appropriate to the purposes and understandings of particular communities" (p.386).

This workshop explores a feasible alternative to facilitate pre-sessional students to bridge the gap in their awareness and use of subject-specific lexis, particularly relevant multi-word units (MWUs) within their field. Recent research has pointed to the feasibility of guiding pre-sessional students to build their own subject-specific corpora and to use these to facilitate a combined discourse analysis / corpus investigation approach, of the type proposed by Charles (2011), to learning relevant lexis. The workshop will seek to engage in the debates around the teaching of subject-specific language within EAP, before a hands-on demonstration of the use of AntConc to build individualised corpora and an illustration of how this could be incorporated into a pre-sessional class, focusing on the role of the teacher as a facilitator in this approach to guide students' autonomous learning. It is recommended for those attending this workshop to bring a laptop with AntConc and AntFileConverter already downloaded from <http://www.laurenceanthony.net/software>.

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### c. The Relationship between Beliefs about and Knowledge of Academic Vocabulary

Makovskaya, Liliya<sup>1</sup>; Juraeva, Ijobat<sup>2</sup>

<sup>1</sup>Westminster International University in Tashkent, <sup>2</sup>Uzbek State World Languages University

#### Format

Paper

#### Abstract for publication

Academic vocabulary (AV) has been recognized as an important constituent of EFL programs at higher educational institutions. Several studies have been conducted on students' knowledge of receptive and productive dimension of vocabulary and measured it through either short-answer questions and gap-fill tasks or writing short essays on a stipulated topic (Coxhead, 2012; Köse & Yuksel, 2013; El-Dakhs, 2015; Masrai & Milton, 2017). In contrast to the knowledge of academic vocabulary, its significance for students' performance in writing is another aspect of studies. Several researchers investigated the amount of academic vocabulary employed and the perceived quality of students' writing (Brun-Mercer & Zimmerman, 2015; Csomay & Prades, 2018). Different studies also show that the presence of academic words does not always guarantee high grades of student as students' perceptions about the significance of AV can also affect their knowledge (Choo et al, 2017). However, no studies on examining the university students' academic lexical competence in both receptive and productive dimensions or measuring their beliefs about the importance of academic

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words have been conducted in the Uzbek higher education institutions. This research study investigates the relationship between the students' beliefs about the importance of and their knowledge of AV in two universities in Tashkent (Uzbekistan).

The participants of the study completed a belief questionnaire, which asked them to rate the importance of academic words in such aspects of their studies as academic reading and comprehension, academic writing, presentations and understanding via listening (adapted from the study by Choo et al., 2017). The participants were then given the AV knowledge tasks (Nation & Beglar, 2007; Schmitt, Schmitt & Clapham, 2001) to estimate their receptive knowledge of academic words. The results illustrate that the participants regard the knowledge of AV as essential for their studies at universities and show that the knowledge of both general and academic words is relatively good. The presenters will report on the study results, discuss the significance of the relationship between beliefs about and knowledge of AV, and suggest how instructors may use their understanding in their institutions. Based on the research findings the presenters will also recommend strategies for improving students' performance in their academic context, which might be beneficial for language instructors teaching Academic English across the country.

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## Saturday 13 April – Session 5 15:30 – 17:00

### EAP Students 6 - Parkinson Building 1.08

#### a. Exploring EAP Students' Sociopragmatic Awareness in Post-Secondary Contexts

Boz, Umit<sup>1</sup>

<sup>1</sup>University of Calgary

#### **Format**

Paper

#### **Abstract for publication**

Internationalization has been identified as a key strategic priority across many Canadian universities. However, such goal-setting has not always factored in supports which undergird EAP students' experiences, including the most beneficial models of academic language support for learners for whom English is an additional language. While such models mainly address students' academic language development, at present little is known about how EAP students engage with the complexities of social interaction in higher education contexts by relying on their developing sociopragmatic awareness.

Adopting second language socialization (L2) as a theoretical framework, the current study explores international students' sociopragmatic awareness through their performance of speech act sequences in a tertiary academic language program. Data were gathered through a 15-item discourse completion test (DCT) and semi-structured interviews. The DCTs were specifically constructed to elicit student responses in socioculturally situated speech events commonplace to higher education contexts, such as requesting extension on a paper and negotiating role assignment in group work. Interview data was gathered to explore individual and social factors underlying learners' L2 socialization practices.

Findings revealed insights into the degree to which learners attend to the situation's salient sociopragmatic variables, including directness, formality, and politeness. While grammatically correct, some responses were marked by the absence of typical components in a sequence, and at times the performed speech acts did not appropriately match the underlying sociopragmatic features of the conversation. Interview data revealed that university residence provided a key source of networking and increased opportunities for L2 socialization. Overall, access to social capital was still challenging as many participants remained largely unconnected to the host culture. Participants also reported that their limited engagement with the host culture was a limiting factor in the language development perceived necessary for academic success, a cause of loneliness, and a reason for an overall lack of engagement in campus life. Taken together, findings suggest that present models of language support, which focus almost exclusively on development of academic language and literacy, largely overlook the importance of direct engagement with the target speech community. Implications are discussed in relation to how to address the sociolinguistic learning needs of students through post-enrollment language support.

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## b. Learning English of Thai Tertiary Students: From EAP Learners' Recounts and Experiences

Phothongsunan, Sureepong<sup>1</sup>

<sup>1</sup>Assumption University

### Format

Paper

### Abstract for publication

This study investigates English learning as experienced and perceived by Thai EAP university students. Taking a social perspective of language learning and by adopting an interpretive research inquiry, this study aims to broaden research into second language learning by exploring the learners' views of learning English in the classroom and within the wider social context of university. Given the arrival of the ASEAN community in 2015 and the accumulation of intercultural encounters in the region, the importance of enhancing learners' ability to communicate effectively with other members of the community has increasingly been in a central focus to every party involved in English Language Teaching (ELT). To account for learners' success or failure in second language learning, there is a need to focus not only on the language learners as whole persons and social beings, but at the same time, consider how they interact with the different social forces in their learning environment as it appears that the context in which development and learning take place is crucial and defining. Two hundred and ninety three EAP university students participated in the study. A questionnaire survey and focus group interviews were the forms of data collection. Findings from the study indicate that the

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learners did not seem to have clear conceptions of their experiences of learning English and issues that affected them as learners and their learning English. The learners appeared to believe in participating actively in their learning and constructing knowledge with their English teacher and peers. The learners also indicated supportive features of school experiences where opportunities for English language use outside of the classroom seemed sufficient. The implications from the study suggest that English language teachers need to reconceptualise learners and English language learning in the attempt to provide learning experiences that would help the learners become effective English language users.

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## c. Thesis and Dissertation Support Needs Analysis

Cotos, Elena<sup>1</sup>; Terrill, Kristin<sup>1</sup>; Evans, Lynn-Tyre<sup>1</sup>; Bertram, Aaron<sup>1</sup>; Jasper, Angelica<sup>1</sup>; Huffman, Sarah<sup>1</sup>; Richards, Monica<sup>1</sup>

<sup>1</sup>Iowa State University

### Format

Paper

### Abstract for publication

Empirical, research-based graduate theses and dissertations comprise a somewhat occluded genre that functions as a means of gatekeeping for entry into academic professions. Although they generically resemble academic research articles, a different rhetorical situation apply to theses and dissertations. Unlike research articles, the primary purpose of a thesis or dissertation is to perform competency as a researcher, a scholar, and a writer. Because review committees are comprised of subject matter experts, thesis and dissertation authors may not receive the level of critical feedback



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on the quality of their writing that English writing experts might provide. To determine whether there is a need for additional writing skills support, the quality of the writing in authentic texts must be evaluated.

This study was initiated in response to administrative concerns that theses and dissertations were being approved and published without adequate review of writing quality. The purpose was to identify writing quality issues and to develop pedagogical materials to address them. After obtaining approval from the Institutional Review Board, we began compiling the corpus from ProQuest's database of published theses and dissertations. It consists of 126 texts (67,507 words; 535.8 average words per text) from 58 disciplines. To ensure representativeness and comparability of texts in the corpus, texts were selected on the basis of discipline, degree type (Masters or Doctoral), and format (introduction-methods-results-discussion/conclusion). These texts were analyzed by four trained raters, with at least two raters analyzing each text. Analysis focused on both local (accuracy of language use, mechanics, and formatting) and global (effectiveness of communication and conformity with genre) concerns. Reliability was assessed using Fleiss' kappa; agreement was substantial (63.5% - 100% depending on number of raters and issue type). Theses and dissertations contained between a moderate and high amount of writing quality concerns in all disciplines, at all levels, suggesting that additional pedagogical support would be beneficial.

Pedagogical materials were developed according to areas of need. The highest occurrence of global concerns was found in Electrical and Computer Engineering, with Introduction and Conclusion sections containing the highest number of quality issues for all disciplines. Therefore, pilot materials were developed for a workshop delivered to the Electrical and Computer Engineering department; these materials contained authentic text samples from the Introduction and Conclusion sections of theses and dissertations from that discipline. The accessibility of authentic samples underscores the value of corpora for EAP needs analysis and materials development.

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## Saturday 13 April – Session 5 15:30 – 17:00

EAP Students 7 - Michael Sadler Building, LG.19

### a. An 'imagined community': reimagining students' expectations of academic study

Wilding, Liz<sup>1</sup>

<sup>1</sup>University of Reading

#### **Format**

Paper

#### **Abstract for publication**

This paper will invite participants to join in exploring and imagining ways in which our students' expectations of their future courses in the UK are relevant to the academic experiences of EAP programmes, from the perspectives of the students and their EAP teachers. It will directly address the 'exploration' theme of the conference, with a specific focus on the area of student needs as detailed in the BALEAP competency framework.

There is a significant, and growing, body of research into international students' adaptation to study, much of which addresses the importance of understanding expectations as well as experiences. Examples include Gu et al 2010; Zhang and Zhou 2010; Kingston et al 20018; or Miao et al 2017. Such studies have looked at different aspects of this adaptation and transition; many also consider potential practical interventions pre- and post-arrival.

The starting point for discussion will be the presentation of the aims and outcomes of a small student-led research project that investigated Chinese Pre-sessional students' expectations of their future academic study, social life, and use of English on their degree courses at University of Reading. The project, conducted in summer 2018, collected data through an online questionnaire and small focus group discussions. We focused especially on the extent to which students felt prepared for studying, the challenges they expected, and the actions they planned to take in the face of these expected challenges.

To discuss our findings, I will appropriate the concept of 'imagined communities' elaborated by Pavlenko and Norton (2007), who argue that the imagination of future networks and situations can impact learners as much as their immediate environment. Students' hopes and fears for a future 'membership' play a key part in their motivation, experiences and feelings in their current classroom situation.

Participants will be asked to discuss the extent to which this (re)imagination of the future community is a useful tool for the EAP practitioner. How far can imagination be added to quantitative data to enhance (rather than hinder) an understanding of future connections? In fact, could we benefit from more – rather than less – imagination in managing these expectations and interventions?

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### b. Students' Motivations and Teachers' Perceptions: Match or Mismatch

Utkirov, Abbas<sup>1</sup>

<sup>1</sup>Abbos

#### **Format**

Paper

#### **Abstract for publication**

This paper presents findings from a study at an English as a medium of instruction institution which explored students' motivations for learning English and instructors' perceptions of their motivation. Results offer ideas for understanding students' hesitations as well as capitalizing on students' motivations to encourage English use.

Even in English as a medium of instruction (EMI) contexts, instructors have observed that students rarely speak English with each other outside of class, and a number of researchers (Busse & Walter, 2013; Waninge, et. al, 2014; Lee, Yu, & Liu, 2018) have explored this issue and made suggestions for their own institutions based on their findings. In an EMI university in Central Asia, this study seeks to firstly, identify business major's motivations for studying English, then investigate teachers' perceptions of those students' motivations, and finally, determine if teachers have accurate ideas about why their students are studying in English. Quantitative and qualitative data analysis are used to determine the similarities and differences in identified motivations.

To determine a match or mismatch, business majors from 5 classes (N=125) were given the Student Motivation Questionnaire by Calvo (2015) and then instructors for each class were given a related Perceptions of Student Motivation questionnaire by Djafar. V et., al., (2016). We believe the results will be able to provide insight as to students' motivations for learning English, which can then further teachers' work in the institution to encourage students to use English in all academic contexts, not just in the classroom. The findings can be very helpful for teachers to ensure they accurately understand students' motivations to study in English. It is hope the findings will be helpful for teachers to ensure they accurately understand students' motivations to study in English in order to use appropriate classroom techniques, methods, materials, and attitudes to increase students' use of English in university.

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### c. Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

Fletcher, Caroline<sup>1</sup>

<sup>1</sup>The University of Sheffield

#### Format

Paper

#### Abstract for publication

This multiple case study examined learner engagement with teacher-generated electronic formative feedback (TEFF) on EAP writing. Building on Ellis' (2010) framework for investigating corrective feedback and Han and Hyland's (2015) multiple case study employing this framework, this study used the three dimensions of behavioural, affective and cognitive engagement to explore learner engagement in the wider context of both surface- and text-level issues in writing. Furthermore, the feedback in this study utilised Turnitin's GradeMark tools, and thus the relatively unresearched area of how learners engage with Turnitin as a formative feedback platform was explored. A mixed methods approach was adopted. Firstly, text analysis of feedback on first drafts and revisions in final drafts provided quantitative data about TEFF uptake. Secondly, participant interviews involving stimulated recall and follow-up questions provided qualitative data regarding affective and cognitive engagement. The participants were three Chinese students in the final term of an international foundation programme for a UK Russell Group university.

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The study found that all three participants produced highly successful revisions based on feedback received via GradeMark's in-text feedback functions, with all participants also stating that the in-text feedback functions were more helpful than GradeMark's overall summary and grading functions. Secondly, affective engagement was found to vary significantly across the three participants, from negative emotions and attitudes to overwhelming positivity. However, unlike previous studies (e.g. Storch & Wigglesworth, 2010), this study found that the participant demonstrating the most negative affective engagement revised as successfully as the participant with the most positive attitude. Finally, a wide range of cognitive and metacognitive operations were reported, with two participants demonstrating extensive metacognitive and deep processing operations. Consistent with previous studies (e.g. Han & Hyland, 2015; Storch & Wigglesworth, 2010), this study also found no direct link between depth of processing and successful uptake of feedback. Overall, these findings suggest a complex relationship between the three dimensions of engagement with formative feedback and a need for further in-depth case studies investigating how individual differences, for example proficiency, might affect learner engagement with TEFF.

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EAP Students 8 - Michael Sadler Building, LG.19

a. Guiding EAP students to write more critically: focusing on '(re)constructive' writing

Drybrough, Andrew<sup>1</sup>

<sup>1</sup>University of Edinburgh

**Format**

Paper

**Abstract for publication**

As part of my PhD research into the conceptualisation of critical thinking in academic writing by master's students and tutors, 14 tutors and 20 non-UK students were interviewed and asked how they thought students could demonstrate critical thinking within their academic writing. Analysis of the interview transcripts highlighted the importance of three main themes. Two themes stressed the importance of critical reading, and clear argumentation as key components of critical writing; views shared by both students and tutors. These results corroborate with the approach advocated in postgraduate textbooks on English for academic purposes (EAP) (e.g. Davies, 2011; Wallace & Wray, 2016). However, a third set of themes showed divergent opinion. Whereas students focused on the importance of comparing different perspectives, tutors focused on making critical connections between theory, evidence and practice.

EAP writing support at a PGT level at the university where this research was conducted mainly consists of in-house EAP materials for students studying in pre-sessional EAP and in-sessional EAP courses. This includes material designed to help PGT students read and write critically, but little on the how to connect theory, evidence and practice. This presentation will look into ways in which EAP tutors can help students to make better critical connections between the theoretical, empirical and practical aspects of their academic writing during what I have labelled as the '(re)construction' phase in their writing process. This encourages a transformation in how students connect their ideas when writing essays or dissertations at a PGT level.

A framework based on what is predominantly an 'intellectual/rhetorical' orientation and 'process writing' methodological approach to teaching academic writing (Tribble, 2009; 2015) is adopted. I also aim to prompt discussion among EAP tutors in exploring their role, often as non-specialists, in teaching students how to write critically in subject areas where high levels of disciplinary knowledge are essential.

This paper should be placed within the context Non-UK students who make up more than 50% of all postgraduate taught (PGT) masters' students in UK universities in the year 2016/17, a much higher proportion than at undergraduate level (Higher Education Statistics Agency, 2018). Despite this, there is an abundance of published teaching material designed to teach academic writing targeted mainly at the undergraduate level (Tribble, 2015).

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### b. Talking the talk: the challenges facing students in written academic discourse socialisation

Matthews, Peter<sup>1</sup>

<sup>1</sup>University of Leeds

#### Format

Paper

#### Abstract for publication

Socialisation into the written discursive practices of academic disciplines in higher education can be a site of transformation but can also be a problematic transition for newcomers to the field; this is especially true for non-native English-speaking international students (Duff, 2010). Research over the past two decades has established academic discourse practices as diverse, complex and dynamic (Lea and Street, 1998). The acculturation of novices into those practices is equally diverse, complex and dynamic involving the negotiation of power relations and identity (Morita, 2004; 2009; Duff, 2010). This presentation, therefore, will explore some of the linguistic and epistemological challenges facing international students in written academic discourse socialisation. It will also consider the role of student agency in this process, alongside the strategies students employ to manage and/or overcome challenges. Finally it will comment on EAP course design and teaching in light of the conclusions. Data from three of the six participants was presented at the Edinburgh BALEAP PIM in March 2017.

This talk will report the findings of a small-scale qualitative study of six NNS international students enrolled on masters programmes in the School of Media and Communication at the University of Leeds in 2016/17. Each student participated in two semi-structured interviews based on one of their essays in the second round of submissions in semester one. In the first interview, students were asked to discuss their assignments at or near the point of submission. In this interview, students were encouraged to draw upon the experience of their first essay submissions to critically evaluate their work and make predictions both about their marks and feedback from tutors. The follow-up interview was conducted following tutor feedback on the same assignment. This second interview was designed to explore students' reactions to and understanding of feedback and to shed light on their progress in the academic socialisation process.

The guiding questions for this study were as follows. How closely do students' evaluations of their written work match the evaluations made by their tutors, and what does this tell us about academic socialisation? To what extent are students able to negotiate the academic socialisation process



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through identifying and addressing weaknesses in their writing? What are the implications of the answers to the questions above to EAP?

## References

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## c. Investigating the Effects of Reducing Linguistic Complexity in First-year Undergraduate Assessments

Lightfoot, Jennifer<sup>1</sup>; Riccardi, Daniel<sup>1</sup>; Lam, Mark<sup>1</sup>; Lyon, Katherine<sup>1</sup>; Roberson, Nathan<sup>1</sup>; Lolliot, Simon<sup>1</sup>

<sup>1</sup>University of British Columbia

### Format

Paper

### Abstract for publication

Research has shown that academic writing across disciplines is often linguistically complex, characterized by abstract ideas densely packed into noun groups, making meaning less explicit (Biber & Gray, 2010; McCabe & Gallagher, 2008). This linguistic complexity not only presents a significant comprehension challenge for EAL students (Schleppegrell, 2004), but also contributes to the performance gap between these learners and their non-EAL peers on assessments (Abedi & Gándara, 2006).

This study presents a collaboration between Psychology, Sociology and EAP instructors at a Canadian university teaching within an innovative credit-bearing transitions program that combines first-year university courses with language-linked EAP courses. Instructors collaborate to deliver custom-designed language courses guided by a Systemic Functional Linguistics (SFL) framework, providing ongoing language support relevant to the specific courses and disciplines students study. The program aims to help students understand disciplinary practices and demonstrate their knowledge of course content in the various disciplines they study (Ferreira & Zappa-Hollman, forthcoming).

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Ongoing reflection among instructors has led to a greater awareness of the comprehension challenges that assessments pose for students. In particular, disciplinary instructors have reported that students require additional time to complete multiple choice question (MCQ) exams, ask more clarifying questions, and score lower compared to students admitted directly into university programs. To investigate the effects of linguistic complexity on MCQ test performance, the research team analyzed whether scaffolding MCQs improves comprehension for EAL students and performance on tests. Using Halliday's framework (2014), questions were scaffolded by expanding noun groups to reduce their linguistic density. In addition, vocabulary was simplified and specific cultural references were explicitly explained. Following approval from the local ethics board as a low-risk study, students in Psychology and Sociology courses received both complex (original) and scaffolded versions of MCQs on their exams throughout two terms. A multi-level logistic regression model, where question items are nested within student within time, allowed us to control for variance of student-ability and student-change over time. Our findings suggest that scaffolding significantly increases the ability for these EAL students to demonstrate their knowledge of disciplinary content, indicating the importance of making assessments more accessible to novice students. Session participants will discuss scaffolding strategies, critically reflect on professional development opportunities within a Content and Language Integrated Learning context for both EAP and disciplinary instructors in test and curriculum development, and reflect on strategies to assist non-language educators develop a greater awareness of the specific issues EAL students face.

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EAP Students 9 - Michael Sadler LG.10

a. Less 'in transit', more 'in situ': A Critical EAP Approach

Watson, Lucy<sup>1</sup>

<sup>1</sup>University of Southampton

**Format**

Paper

**Abstract for publication**

International students, while often privileged in their own countries, experience a dramatic shift in status once they arrive in the UK. Many suffer 'culture shock' (Durkin, 2008) and find it difficult to connect with home students (Harrison and Peacock, 2010; Osmond and Roed, 2010). For all the undoubted benefits of studying abroad, the experience for individual international students can be a dispiriting one. A lot of work has been done on 'integrating' international students into UKHE with an increasing emphasis in many institutions on the importance of intercultural communication (McCormack, 2018). Nevertheless, the discourses surrounding international students frequently return to a 'deficit model'; they are perceived as lacking something which the EAP tutor should 'fix'. In contrast, my perspective draws on critical pedagogy (Freire, Giroux, hooks) and critical EAP (Benesch). Instead of seeing EAP as 'goal directed' or a 'means to an end' (Gillett, 2011), I aspire to engage in education as the 'practice of freedom' (hooks, 1994). In my Foundation and Pre-Masters modules, I develop methodologies which attend to the ethical tensions experienced by teachers working in neoliberal institutions. At the same time, I facilitate the development of students' critical thinking skills so that they feel confident to challenge the institutional structures and ideologies which simultaneously marginalise them and make them complicit.

In this paper I will show how I encourage students to develop an awareness of their own cultural perspectives by introducing issues of social justice into the classroom. I will explore a number of teaching methods, including 'place-based' learning, which links tasks to the local environment, illustrating 'big' global issues through local examples and embedding education in the community (Sobel, 2004; Gruenewald/Greenwood, 2008, 2010). Following Benesch, I focus on student identity, encouraging them to explore their privilege and position, building self-awareness into the curriculum. Ultimately, I encourage international students to turn their criticality on to their own context - to challenge, participate in and shape the space they occupy. I hope they will develop the confidence to 'feel like the masters of their thinking and the views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades' (Freire, 1970). Rather than accepting a marginalised or 'in between' status, I want international students to embed themselves in UKHE, putting themselves firmly on the map and actively work to change their educational environment for the better. Less 'in transit, more 'in situ'

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## References

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## b. Exploring the impact of our pre-sessional courses: undergraduates' perceptions and their performance

Stobiecki, Kamil<sup>1</sup>

<sup>1</sup>University of Manchester

### Format

Paper

### Abstract for publication

This research is a part of a project aiming to investigate the reasons for relatively poor performance of non-native undergraduates at the University of Manchester, but the data should be useful for the current review of the pre-sessional courses for all of our students, including postgraduates. This paper explores the impact of the pre-sessional courses, focusing on students' academic performance and their perceptions.

We received data about the first year grade point averages (GPAs) of international undergraduates who attended the pre-sessional courses within the last four years and compared them with the students who did not attend these courses. Following that, we asked the undergraduates studying on our pre-sessional courses last summer to complete an online survey about the impact of these courses.

Our findings are similar to the results of research by Thorpe et al. (2017), as the undergraduates who attended the pre-sessional courses achieved significantly lower grade point averages than other international students. In contrast, the results of the survey are encouraging as an overwhelming majority sees the courses as useful, meeting their expectations and increasing confidence. Although such student evaluations focus on their satisfaction and hence should not be used to measure the quality of teaching (Bedgood and Donovan 2012), they provide valuable information about the overall impact of our courses.

The contrast between students' perceptions and their academic performance raises important questions about the impact of our provision: Are the courses effective? What should be expected from the students after the pre-sessionals? Do any other factors such as their educational and cultural background play a role and to what extent? It is clear that more research is needed in order

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to answer them and to explore the influence of our courses. The following stages should be to ask the students about their perceptions after the first semester, as well as distribute the survey to both undergraduates and postgraduates who attend our pre-sessional courses next summer.

## References

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Bedggood, R. E. & Donovan, J. D. (2012) "University performance evaluations: what are we really measuring?". *Studies in Higher Education* Vol. 37 No. 7 pp. 825-842

## c. Essentialism in an EAP classroom: Authorising learner speech

Burakov, Olga<sup>1</sup>

<sup>1</sup>Centre for English Language Education, University of Nottingham

### Format

Paper

### Abstract for publication

This presentation focuses on learner identity-formation strategies and on ways of authorising learner speech within an EAP classroom. More specifically, it proposes to consider how feminist and post-structuralist analyses of learners' use of experiential knowledge and of essentialism in a university setting may be productively adopted to support EAP's mission to support and give voice to international learners from a wide range of educational and cultural backgrounds.

Essentialism can be defined as a belief that one's identity consists of or can be reduced to a number of invariable and unalterable properties or essences, and is frequently contrasted with a feminist and post-structuralist view of identity as a social construct. Within an EAP classroom, essentialism is often encountered when students rely on personal experience to support their arguments or positions on a given topic, and can commonly lead to the setting up of a hierarchy of identities between (and within) individual learners, and to the learners' ranking of their identities on the basis of which identity holds the greatest currency within their designated institutional context. Even more problematically, an essentialist view of identity can make learners see only one part of each other's identity and to make that part stand for the whole. This tendency can be termed as the 'synecdochical' view of identity (Fuss, 1989, 1995) in which, for example, an Asian student is reduced to his or her 'Asianness' and which can lead to the silencing of some learners or the de-authorising of their speech within the classroom.

The presentation seeks to examine the challenges of using experiential knowledge in an EAP classroom, and will suggest practical tasks which encourage learners to reflect on their selves (e.g. an academic bio in a conference programme, a personal profile in a student newsletter), that EAP practitioners can use to help learners notice, interpret, and challenge their 'synecdochical' (Fuss, 1989, 1995) views of themselves and of their peers, thus authorising and encouraging a diversity of learner voices and identities in the classroom.

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## Friday 12 April – Session 1 14:45 – 16:15

### Curriculum Development 1 - Parkinson Building B.08

#### a. Flipping the PSE Classroom: Transforming classroom practice

Nelson, Graeme<sup>1</sup>; Pibworth-Dolinski, Laura<sup>1</sup>

<sup>1</sup>Coventry University (CU Services)

#### **Format**

Paper

#### **Abstract for publication**

Learners studying on pre-sessional English courses face several challenges including how to use their time most efficiently to study myriad concepts in what often appears to them to be an impossibly short amount of time; at our institution this could be a course ranging from five to thirty weeks. As well as daily lessons, the timetable includes a number of scheduled 'independent study hours' in which learners are given structured tasks to complete either using the VLE, Moodle, or by completing production tasks such as short writing tasks to demonstrate their grasp of the learning outcomes.

However, upon closer analysis, we recognised that learners were often not making the most effective use of their independent study time and classroom time, where learners enjoy the support of their teacher and peers, was not being maximised. As a result, the Pre-sessional English Programme adopted a flipped approach to teaching and learning, which has been piloted with the 15 and 30 week cohorts in 2017 and 2018, in order to 'place students at the centre of their own learning as active co contributors and equal partners in the creation of shared knowledge and understanding' (CU 2018: 8). Given the time constraints of a pre-sessional course we felt that learners could more efficiently be given guided study tasks prior to a lesson in order to effectively use classroom time. Teachers could spend a short amount of time checking that they had understood the required concepts and then move on to practice and production stages as quickly as possible. Both teachers and peers are then available to answer any queries and learners would maximise the time they had applying concepts in a supported and supportive environment. Post-lesson, learners were then encouraged to reflect on what they had learnt and how they had learnt it.

In our presentation we will describe the process of developing a flipped approach; from identifying an area for enhancement in classroom practice, through developing and deploying materials to collecting feedback on how the flipped approach enhances learning and teaching.

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Coventry University (2018) 2021 Corporate Strategy [online] available from <[http://creatingbetterfutures.coventry.ac.uk/wp-content/uploads/2015/08/Creating\\_Better\\_Futures.pdf](http://creatingbetterfutures.coventry.ac.uk/wp-content/uploads/2015/08/Creating_Better_Futures.pdf)> [18 September 2018]  
Reidsema, C., Kavanagh, L., Hadgraft, R. and Smith, N. (eds) (2017) The Flipped Classroom: Practice and



## b. "This is not the end": Can pre-sessional course design drive engagement with in-sessional provision?

Salmon, Michael - Presenting Author<sup>1</sup>

<sup>1</sup>University of Liverpool

### Format

Paper

### Abstract for publication

How do the decisions made during the Pre-Sessional curriculum design process impact upon the take-up of In-Sessional support? What steps can be taken during Pre-Sessional provision to increase the likelihood that the course will not be the *end* of the student's EAP journey, once these courses cease to be required or credit-bearing, and become both elective and infrequent, dotted around the timetable and leading to no exam? This is in part a challenge of framing the narrative to resolve an obvious tension: at the end of a Pre-Sessional course, it is desirable and motivational to announce to students that they are now "university-ready", but this must not translate into an impression that the language learning and skills development journey is *complete*.

The Contextualisation, Embedding and Mapping model (Sloan and Porter, 2010) forms a useful starting point of this conversation, with its detailed focus on how In-Sessional provision is presented to students. This presentation will draw upon the strategies of CEM but extend them to an earlier point in the student journey, and consider how the Pre-Sessional can be embedded and mapped to form a cohesive part of the learning experience in students' eyes. Through the lens of a pre-sessional course designed with exactly this mission statement, first held in 2018, the presentation will look at how factors such as course content, skills and genres might inform student attitudes to future EAP study. However, the session will go beyond this, and consider more subtle ways in which the Pre-Sessional can impact on the In-Sessional, such as how consistency can be maintained in terms of 'familiar faces' and class types, how the optics of the end of course are managed, and even the impact of pass rate and post-course communications: how do we give students an unambiguous message that *this is not the end*?

### References

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### c. Exploring the Ecosystem from within: An ecological approach to EAP curriculum design

Tibbetts, Neil Adam<sup>1</sup>

<sup>1</sup>University of Southampton

#### **Format**

Paper

#### **Abstract for publication**

This paper presents how we designed our English for Masters Study module at Southampton following guiding principles from academic literacy/literacies (e.g. Wingate, 2015) and Ecolinguistics (Van Lier, 2010). This is reflected in the content, structure and assessment practices on this course where learners explore their own specific learning environment in collaborative research projects, specifically requiring interaction with other members of the academic community. We have incorporated innovative teaching practice, e.g. the use of unassessed extensive reading, a focus on development of voice and identity in writing and a move away from explicit teaching of functional language. The course encourages a critical approach to discussing authentic reading and listening texts on issues such as internationalisation of higher education and what that means for a transitioning international student. We also use an assessment model where reflective practice plays a key role, facilitating focus on development at individual level.

This session will present the benefits of explicitly structuring an EAP course as a guided exploration of the learning environment with a learner-centred focus on transitions within a specific learning context at its core. Benefits of this approach will be supported by presenting student and staff perceptions over the last three years, in the form of qualitative feedback and testimonials. Learner-centred, ecologically oriented course design will be presented as a viable alternative to genre-specific, form-focussed and model-based instruction. Moreover, this session will suggest that an ecological orientation could reposition EAP in a way which brings both practitioners and students in from the periphery of the academic community and encourages more positive engagement from stakeholders within the university context.

The wider aim of this presentation is to pose questions about the role of an EAP pathway course within the UK university context and the attributes students can gain from it. We believe that an EAP pathway programme should be seen as having an equal status to what students will go on to learn on their substantive courses, rather than as an appendage to a Masters, or simply a way of getting onto the 'main course'. Moreover, considering potential exclusion and marginalisation that might be experienced by international students transitioning through UK HE, EAP courses could have a significant role to play aiding learners' exploration of and development within their own environments, thereby helping them participate fully within the university ecosystem, and academia as a whole.

#### **References**

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## Friday 12 April – Session 2      17:30 – 18:30

### Curriculum Development 2 - Parkinson Building B.08

#### a. The impact of EAP skills on students' academic study

Zou, Bin<sup>1</sup>; Jiang, Guhuai<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University

#### **Format**

Paper

#### **Abstract for publication**

The internationalization of higher education has resulted in a quick growth in the number of programs and institutions taught through the medium of English in China (Gill & Kirkpatrick, 2013). EAP is increasingly regarded as compulsory courses in English medium universities in China to enhance students' academic English language skills in order to cope with academic conventions in specific disciplines (Gao & Barlette 2014). EAP aims to enhance communicative skills in English in bridging a gap and enabling students to achieve future academic success (Jordan 1997). The goal of EAP is not only about the improvement of English-language proficiency, but also students' recognition and ability to participate in different academic activities, such as being able to make notes in lectures, deliver presentations, and engage actively in group discussions (Hyland and Hamp-Lyons, 2002).

However, few studies have explored various subject teachers' (not EAP teachers) perceptions of students' academic performances after the completion of EAP courses. Thus, it should be interesting to investigate how EAP lessons can help students reinforce their further academic study from both students' and academic teachers' perspectives. This study investigated how the EAP skills students learnt in the Language Centre at an English medium university in China enhance their further academic study at this EMI university in China and a university in the UK. Participants included students and teachers from a variety of academic departments at the two universities. Research methods consisted of questionnaires and interviews. The results revealed respondents' perceptions of students' strengths and weaknesses in EAP skills as utilized in note taking, understanding lectures, reading, writing, group discussions, team work, critical thinking and delivering presentations in their academic study. The findings suggested that the majority of students perceived that EAP skills are transferrable to other modules and helpful to their academic study. Furthermore, the results indicated that there are some differences between Y2 and Y3. There are also some differences between the EMI context in China and the university in the UK including class pace, communication skills and use of L1. Areas for further improvement include accent recognition and encouraging students' western way of thinking in order for better transition to their further academic study. More training on note taking, delivering presentations without preparation, critical thinking and more specific materials in case studies are also recommended in EAP lessons in order to reinforce students' skills in these fields. Reflections and discussions from audience will be invited during and at the end of the presentation.

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### b. The effect of embedded academic literacy activities on student writing in a distance learning module

Shrestha, Prithvi<sup>1</sup>; Parry, John<sup>1</sup>

<sup>1</sup>The Open University, UK

#### Format

Paper

#### Abstract for publication

Academic literacy (AL) is widely considered as central to academic knowledge building and success (Coffin & Donohue, 2014; Snow, 2010; Woodward-Kron, 2002). Evidence also indicates that AL may pose challenges to many students at risk of underachievement (Cummins, 2014). Given the disciplinary variation and associated AL practices (Haneda, 2014), early childhood studies is distinct from other disciplines. However, it is recognised that not all students come to higher education equipped with it and often students are blamed for this (Wingate, 2018). Importantly, there is limited evidence of how embedding AL in a discipline such as early childhood studies supports first year students (cf. Veitch, Johnson, & Mansfield, 2016). This paper, which relates to the conference theme of Curriculum Development, reports on an exploratory study examining Early Childhood degree students’ perspectives on the effect of embedded AL activities (e.g., constructing an academic argument, designing an essay introduction) on their academic writing.

The study context was a collaboration between an AL specialist and a team of early childhood studies academics to innovate an early childhood course. The research involved a mixed methods approach with the aim of supporting the corroboration of findings. Data gathering was sequential (Johnson and Onwuegbuzie 2009) with the main focus on generating qualitative data initially and quantitative information at the final stage. The data was drawn from student interviews (15

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transcripts), an online survey (35 responses) and written assignments (30 scripts). The five student interviews were conducted by an independent researcher after they completed the second, fourth and final assignment. The written assignments were collected from the interviewees soon after each interview. The survey was administered at the end of the course. The student interviews were thematically analysed using an approach informed by grounded theory (Corbin, Strauss, & Strauss, 2008) while the written assignments were examined through a genre analysis approach drawing on Martin and Rose (2008).

The findings reveal that students were engaged in AL activities which had positive impacts on their self-confidence in writing assignments and in their professional communication, and their knowledge about AL. The analysis of the student assignments indicated students' growing understanding of the core AL skills and knowledge introduced in the module as evidenced in their assessed writing. This study has implications for designing a subject curriculum which aims to develop both disciplinary knowledge and AL to understand and communicate such knowledge. Equally, it provides further insights into disciplinary writing pedagogy.

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## Saturday 13 April – Session 3 09:00 – 10:30

### Curriculum Development 3 - Rupert Beckett Lecture Theatre

#### a. A Context, a Curriculum and a Call to arms: Theorising the local in EAP

Kirk, Steve<sup>1</sup>

<sup>1</sup>Durham University

#### **Format**

Paper

#### **Abstract for publication**

Research in English for Academic Purposes has 'come of age' in recent years (Hamp-Lyons, 2011, p.100), with a dedicated journal and research traditions centring around, in particular, genre analysis of academic text (e.g. Swales, 1990; Nesi & Gardner, 2012) and corpus-based mining of linguistic patterns (e.g. Biber, 2006; Coxhead, 2000). The insight, for instance, that language and textual forms differ across academic disciplines (e.g. Hyland, 2004) has led to a broad consensus that EAP curriculum and pedagogy should be discipline specific, rather than generic and 'one size fits all' (e.g. Bruce, 2011; Johns, 1997; Hyland, 2002).

In contrast, EAP practice on the ground is characterised by great diversity. Global forces and university missions shape affordances for EAP units, including the institutional location, perceived remit and the kinds of students attracted (Hadley, 2015). Professional routes into an EAP career and development opportunities for teachers remain undeveloped (Ding & Campion, 2016). Curriculum and pedagogical development and implementation on the ground can therefore vary substantially, ranging from the use of published textbooks through to materials developed collaboratively with receiving departments. The nature of this diversity is poorly understood, under-researched and under-theorised. In this talk I call for greater engagement and research into such local enactments of EAP, and offer a case study example of what this might look like.

I begin with the conceptualisation of EAP itself, arguing that accepted definitions tend to conflate areas of practice that may be better seen as analytically distinct. I suggest that EAP should be seen not as a single field, but rather as three inter-related fields of practice (Kirk, 2018). The boundaries and relationships between these fields have important consequences for the realisation of EAP on the ground; yet current research tends to obscure what happens to EAP knowledge as it passes from one context of practice to another. I then present part of a research study into the local enactment of a university pre-session programme as one example of what 'theorising the local' might look like (Kirk, 2018). The study provides empirical insights into how notions of discipline specificity are *differentially* realised within a curriculum, offering a view into the spaces between general- and specific-purposes EAP. The research draws on Legitimation Code Theory (Maton, 2014) and, in particular, the dimension of Specialisation. Distinguishing *knowledge* from *knowing*, the study enables theorising EAP curricular practices in ways that can rise above the particular, facilitating wider professional and research conversations across EAP courses and contexts.

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### b. Combating knowledge blindness on an EGAP pre-sessional – preliminary PhD findings.

Cowley-Haselden, Susie<sup>1,2</sup>

<sup>1</sup>University of Northampton (employer), <sup>2</sup>Coventry University (PhD student)

#### Format

Paper

#### Abstract for publication

In the field of EAP, specificity is often lauded over the generic (see for example Hyland, 2003). This is in some ways a just argument as generic pre-sessionals can often fall short of having much purpose at all, trying to serve multiple disciplines at once and in turn serving none at all. However, for many institutions providing English for Specific Academic Purposes is not tenable. English for General Academic Purposes has been perpetually guilty of what Maton (2014) terms ‘knowledge blindness’ (indeed this is somewhat true of the field of EAP in general). As a consequence, pre-sessionals can be effective in the development of students’ academic language and behaviour, but they often fall short in developing learners’ academic knowledge. Coffin and Donohue (2014) argue that academic language, knowledge, and behaviours are interdependent and that one cannot be developed at the expense of the other. The thrust of this PhD research is to explore how it may be possible to eradicate knowledge blindness on a generic pre-sessional for postgraduate students by maintaining an interdependence of language, behaviour and knowledge.

The knowledge in question here is that of theory. The underpinning ethos of this PhD is that ‘theoretical knowledgeability’ is a threshold concept (Meyer and Land, 2003) for many postgraduates studying on pre-sessionals. The term ‘theoretical knowledgeability’ refers to the act



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of not simply knowing that theory exists and that it needs to underpin much of the academic work students are expected to produce on their academic studies (Kiley, 2015), but also enactment of this through the building of knowledge of particular theories themselves. In other words, not just knowledge of academic behaviour but knowledge itself.

Using the LCT dimension of specialisation, this paper analyses extracts from meta-cognitive affect diaries (Efklides, 2006) kept by the participants while taking part in the study. Although only a part of the whole data collected, these diaries are a good indication of how aware the participants were of developing knowledge and any potential transformation of themselves as a learner that Meyer and Land (2003) argue is necessary in order to acquire a threshold concept.

Through sharing this data, this paper will argue that the process undertaken in this PhD does transform the learner and does indeed go some way to eradicating knowledge blindness on a generic pre-sessional.

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## c. The conscious and unconscious dimension of EAP: a case of initial teacher education

Mpofu, Nhlanhla<sup>1</sup>; Maphalala, Mncedisi C.<sup>2</sup>

<sup>1</sup>Sol Plaatje University, <sup>2</sup>University of Zululand

### Format

Paper

### Abstract for publication

The purpose of this presentation is to highlight the approaches employed by four South African universities to develop competence in the use of English for Academic Purposes (EAP) for student teachers' personal and professional uses. In the context of this study, EAP development refers to the student teachers' competence in the use of the English grammar; reading texts critically with comprehension and writing. Specifically, this study reports on the nexus between implicit and

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explicit knowledge acquisition in EAP in higher education. The explicit (conscious) curriculum which incorporates formal courses and assessment opportunities is given privilege over implicit (unconscious) and across the curriculum strategies used in EAP. An examination of the available literature revealed that research output in Initial Teacher Education (ITE) is limited, as most of the studies neglect context and uphold both homogeneous and explicit patterns in implementing the EAP curriculum. To address this gap, we addressed the following question: What are the student teachers' learning experiences in EAP? This study is located within an interpretivist and qualitative epistemological paradigm. Accordingly, we addressed the study's research questions from an understanding of how the participants experienced, interpreted and perceived their learning in EAP. The theoretical insights were drawn from the Vygotskian view of social constructivism. Thus, by embracing social constructivism as our theoretical mooring, we sought to understand student teachers' development in their use of English language skills within their sociocultural environment, where they are active in the construction of their own competences. Through this epistemological realm, we held that EAP development is a socially constructed, described and conceptualised activity. In undertaking this research, we collected data from 102 purposively selected fourth-year student teachers from four universities in South Africa, using focused group discussion and document analysis. We analysed data using an inductive thematic framework. The study found that for student teachers across all ITE programmes to achieve strategic competence in EAP as future facilitators, they require knowledge representations embedded in the interaction between conscious and unconscious instructional approaches. Conscious instructional approaches refers to the obvious and collaborative activities that are programmed into the student teachers' curriculum. Unconscious (embedded) instructional strategies, on the other hand, are entrenched in the cultural, contextual and nuanced spaces of a particular institution. Although drawn from a smaller sample size, these findings might assist ITE institutions to develop an EAP curriculum that honours multiple strategies of developing student teachers' strategic competence in EAP.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Curriculum Development 4 - Parkinson Building 1.08

#### a. The Practice and Importance of EAP Assessment: A case study of a pre-sessional listening test.

Wigglesworth, John<sup>1</sup>

<sup>1</sup>Sheffield Hallam

#### **Format**

Paper

#### **Abstract for publication**

High-stakes assessment is at the heart of EAP practice. The BALEAP competency framework situates assessment and feedback at the core of EAP professional knowledge (BALEAP, 2014). Assessment knowledge ranges from interpreting international testing metrics (such as the Common European Framework of Reference and IELTS) to writing reliable test items. Arguing for the importance of assessment in EAP, Manning (2018) shows that writing language tests is a challenge for a variety of reasons including their design (constructs and specifications); production (content and authenticity); marking criteria; and evaluation. Valid listening tests are particularly challenging to write as Geranpayeh and Taylor's (2013) edited collection demonstrates. However, the central importance of this key area of EAP practice is not always adequately recognized by university systems.

In this presentation, a case study of a pre-sessional listening test at a post-92 university in the UK is used to frame some of the challenges and choices made during test development. These include compromises within the formal process of test writing, the practical difficulty of writing a listening test for students from different disciplines, and the institutional issues surrounding resourcing quality processes in EAP assessment.

First, drawing on language testing theory, as presented by Weir (2004) and Fulcher (2010), the presentation offers reflections on how valid and reliable listening tests *ought to be written*, if they are to meet external requirements of students requiring a Tier 4 visa, and how they can *practically* be written. An analysis of pre-and post-test data will exemplify the process.

Second, thinking in terms of 'graduateness', as modelled by Steur, Jansen, and Hofman (2016), allows the EAP practitioner to defend both the content validity and construct validity of a single test for students going on to a wide range of disciplines. As a result, a sustainable model of listening test content for students going onto discipline-specific courses is offered.

Third, the case study will be used to offer some suggestions about how the reporting of test results should be supported within university quality structures.

Using valid and reliable testing processes along with appropriate EAP content allows us to demonstrate the importance of the EAP knowledge-base to the modern university.

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## b. Using Assessment Criteria to Evaluate Course Quality and Inform Materials Design

Barclay, Sam<sup>1</sup>

<sup>1</sup>Nottingham Trent University

### Format

Paper

### Abstract for publication

Pre-sessional EAP courses have a dual duty; teaching learners language and skills necessary for university life, and assessing their preparedness for matriculation (Seviour, 2015). As part of the latter, assessment criteria are commonly employed as measurement instruments. They foster consistent, efficient, and reliable grading practices and offer clear feedback to individual learners on areas needing improvement. However, they can also provide rich data on student and course performance that can be utilised to evaluate course content, update teaching materials, and facilitate constructive alignment. To date though, there has been little illustration of how the latter can be realised. This presentation introduces a research study that utilised summative assessment criteria to determine areas that, despite instruction, continued to be problematic for learners. This enabled a detailed reflection on course and material quality, and helped target areas for potential revision. The grading matrix chosen for this study was used to assess the coursework essay component of a pre-sessional EAP course. The criteria consisted of a scale (from A-E) and five dimensions, with each dimension consisting of various subcomponents. As part of the grading process, instructors assessed performance against each subcomponent using an online system built by the presenter. This study used these data to provide feedback on the course materials and identify areas in need of improved coverage. The assessment criteria were initially coded and the data of 150 students analysed. This showed that learners performed considerably better of some aspects of the criteria than others, providing data against which the materials could be revised to better support those underperforming areas. Furthermore, analysis by course length and starting proficiency (determined by IELTS) revealed interesting trends in learner performance that will have significant implications on future iterations of the course. In addition to a description of the study and detailed discussion of the results, this presentation explains how institutions looking to conduct similar analyses might go about it.

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### c. Exploring the validity of IELTS scores as a measure of lexical knowledge among Chinese students

Drummond, Andrew<sup>1</sup>

<sup>1</sup>King's College London

#### Format

Paper

#### Abstract for publication

The uncritical use of IELTS scores as proxies for the language competencies of students may lead to wrong assumptions their capabilities. By exploring rich data on the receptive vocabulary knowledge of a large group of Chinese pre-sessional students (n=660) and investigating correlations with IELTS scores, assumptions about IELTS scores can be challenged leading to potential transformation within the sector with regard to the uncritical use of these scores. Nation and Belgar's Vocabulary Size Test (VST) is used with 660 Chinese pre-sessional students to establish levels of receptive vocabulary knowledge and this data was then used to explore correlations with aspects of their IELTS scores. The VST consists of 140 questions: 10 questions at 14 levels of word frequency, thus giving rich data on vocabulary knowledge. Spearman correlations between VST scores and IELTS scores are calculated with JASP software and compared with stated correlations in other published studies. The data shows that receptive vocabulary knowledge contributes less to Chinese students' overall IELTS scores than it does for other groups, and that correlations with supposedly vocabulary-dependent tests such as the IELTS reading paper are very low indeed. In fact, there is a huge range of VST results in each IELTS overall band, and test score means increase by meagre amounts for each respective 0.5 band increase.

To explore these unexpected results, two further strands of investigation were developed. Firstly, a semi-structured interview was conducted with 5 Chinese students who had VST scores lower than the mean for their IELTS overall band. They shared data on IELTS test preparation culture among some Chinese students indicating that intensive test preparation techniques, memorization and sharing information on test centres may partly account for the lower significance vocabulary knowledge has to their IELTS scores. Secondly, students' VST results were interpreted to explore the likely extent of textual coverage afforded by the receptive lexical knowledge evident in their results. Mini-corpora comprised of academic texts from the students' destination degrees were developed

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for this purpose. The results indicate that these students' receptive lexical knowledge will most likely leave them drastically short of Nation's 98% coverage goal in their chosen disciplines. These important insights suggest that pre-sessional courses should present curricula which require evidence of deep-learning and avoid tasks allowing for memorization and the operationalisation of existing test-taking skills. This may avoid our inadvertent endorsement of test-taking skills rather than language skills.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Curriculum Development 5 - Parkinson Building B.08

#### a. Innovation, exploration and transformation through corpus consultation literacy

Kostopoulou, Stergiani<sup>1</sup>

<sup>1</sup>Applied Language Centre University College Dublin

#### **Format**

Paper

#### **Abstract for publication**

In recent years, there has been an increasing interest in corpus-assisted academic writing in EAP contexts. Although several studies reveal the pedagogical value of this approach for learners (self-correction of errors and revisions of writing (e.g. Charles, 2007; Kennedy and Miceli, 2001; 2010; Yoon, 2008), enhanced lexico-grammatical knowledge and rhetorical awareness (e.g. Charles, 2007; Flowerdew, 2005; Lee and Swales, 2006), inductive, discovery learning (e.g. Johns, 1991; Bernardini, 2004), active learner participation and autonomy (Block, 2007; Boulton, 2010, Keck, 2004), development of cognitive and metacognitive skills (e.g. Boulton, 2009; Cobb, 1999; O’Sullivan, 2007)), there has been little discussion about its implications for the professional development of EAP Practitioners.

This paper argues that integrating language corpora into EAP writing instruction and assessment has an important role to play for the development of key EAP teachers’ competencies, as these are described in BALEAP’s TEAP Competency Framework.

With reference to an Academic Writing module for Pre-Master’s students in University College Dublin, I will first describe how corpus data and corpus consultation are integrated into the syllabus, to support students with their written assignments, as well as into assessment practices. More specifically, I will describe (a) how students exploit online corpus tools to redraft timed-writing tasks, using error-coded teacher feedback, (b) how teachers combine a genre-based instructional framework with insights from corpora to help students produce an independent research project, and (c) an e-portfolio approach to assessing written assignments which is adopted to promote assessment for/as learning.

In the second part, I will discuss the implications of the above model of instruction and assessment for the development of EAP teachers’ competencies in terms of academic discourse knowledge and analysis (BALEAP, 2008: 5), supporting student autonomy (ibid.: 7), text processing and text production (ibid.: 8), and assessment practices (ibid.: 10).

The conclusion suggests that corpus consultation literacy can be a powerful tool to promote innovation, exploration and transformation in EAP pedagogy.



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### b. Investigating vocabulary in academic speech of hard and soft sciences through corpora

Dang, Thi Ngoc Yen<sup>1</sup>

<sup>1</sup>School of Education, The University of Leeds

#### Format

Paper

#### Abstract for publication

To achieve academic success at English-medium universities, second language (L2) learners need to comprehend academic speech such as lectures, seminars, labs, and tutorials. A good vocabulary knowledge can improve listening comprehension significantly (van Zeeland & Schmitt, 2013). Therefore, to help learners successfully deal with academic spoken English, it is essential for EAP practitioners to understand the nature of vocabulary in this kind of discourse. Unfortunately, studies investigating academic spoken vocabulary are limited in number. All of them (Dang, Coxhead, & Webb, 2017; Nesi, 2002; Simpson-Vlach & Ellis, 2010) examined the shared vocabulary among a wide range of hard science subjects (e.g., maths, medicine, engineering) and soft science subjects (e.g., linguistics, law, business), and therefore, are more useful for EGAP programmes than ESAP programmes. It is important to investigate the vocabulary in a group of subject areas and in a specific subject area. Such research would provide ESAP practitioners with useful information on the development of courses and learning materials. It would also provide ESAP learners with the words that they should focus on in their self study.

The present study was conducted to address this need. First, it involves developing a 1,595-word Hard Science Spoken Word List (HSWL) from a hard science spoken corpus and a 1,964-word Soft Science Spoken Word List (SSWL) from a soft science spoken corpus. These corpora were created as

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part of Dang, Coxhead, and Webb's (2017) Academic Spoken Word List corpus. Each of them consisted of 6.5 million words and represented lectures, seminars, labs, and tutorials of 12 subject areas across two equally-sized disciplinary sub-corpora. The same range, frequency, and dispersion criteria were used to select items for the HSWL and SSWL. Second, the overlap between the HSWL and the SSWL was analyzed. The analysis also involved determining the overlap between each list with (a) Nation's (2012) BNC/COCA lists which represent general vocabulary and (b) Dang et al.'s (2017) Academic Spoken Word List (ASWL), which represents the shared vocabulary among multiple academic subject areas. Together the results suggest that to enhance learners' comprehension of academic speech of hard and soft sciences, teachers should help them to have a good knowledge of the most frequent 3,000 words. They also highlight the value of the ASWL, HSWL, and SSWL for different EAP programmes.

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## c. The Rhetorical Function Of 'I' In Different Genres Of Successful Business Student Academic Writing

Goodall, John<sup>1</sup>; Taylor, Helen<sup>2</sup>

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### Format

Paper

### Abstract for publication

Helping students learn how to write academic texts is a key aspect of most EAP courses, and tutors often direct students to remove themselves from their texts to achieve a more impersonal, 'objective' tone. However, for real life academic writing, the situation is more complex than that. In particular, the first person singular pronoun I is a troublesome feature of academic writing which causes debate among academics and EAP practitioners and much confusion among students writing for assessment. Some lecturers do not seem to mind it appearing in a piece of student academic writing, while others strongly object to it. Further, many study guides and EAP courses for both native speakers (NS) and non-native speakers (NNS), which aim to inform students about academic

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writing conventions, address personal pronoun use in a limited or vague way, and advice can be contradictory across textbooks and curricula.

A growing body of research suggests that academic writing is not as impersonal as study guides and EAP tutors advise. In particular, the effect of genre on pronoun use in academic writing merits further study. This paper therefore aims to contribute to our understanding of academic English by embarking on a preliminary investigation researching the use of *I* in different genres of student academic writing. Specifically, the paper aims to identify the rhetorical functions for which first person singular pronouns are used across different genres of Business students' academic writing, using a modified version of Hyland's (2002) typology to analyse the rhetorical functions of the instances of *I* in thirteen genres of good quality student academic writing. The results show that the genre of writing seems to influence the rhetorical functions for which first person singular pronouns are used.

We conclude that, if a more nuanced, genre-based approach were taken when designing EAP writing courses, this has the potential to help students better deal with the demands of academic writing.

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Curriculum Development 6 - Parkinson Building 1.08

a. Expressing Critical thinking in PhD Discussion Chapters: A Genre-Based Investigation

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**Format**

Paper

**Abstract for publication**

Exploration and innovation through genre studies that inform writing instruction have long been characteristics of the field of EAP. In this tradition, this presentation reports an exploratory study of the PhD Discussion chapter, a genre that research suggests is particularly challenging for novice and second language writers (Allison, Cooley, Lewkowicz & Nunan, 1998; Cooley & Lewkowicz, 1995, 1997; Dong 1998; Shaw, 1991; Thompson, 2012). A key requirement of the genre is to construct an extended argument or case that incorporates critical thinking (in the form of evaluative judgements) and claims that are appropriate to the norms and values of the discipline.

The reported study uses a genre-based approach to identify specifically the textual elements used to express critical thinking in the Discussion chapter of PhD theses. The study involved the manual analysis of the Discussion chapters of five PhD theses in Applied Linguistics using the social genre/cognitive genre model of the author (Bruce, 2008) as the analytical framework. In the Discussion chapters examined, it was found that three key generic elements were employed integratively to express critical thinking as part of constructing an extended argument. The first element, at an organizational level, was a recursive move structure, described as *Point, Support, Evaluation*. The second was the use of key critical statements that tended to occur in the 'Evaluation' move, the statements being framed by a small number of coherence relations. The third element was the embedding within the critical statements of the metadiscourse devices of *attitude markers* and *hedging* (Hyland, 2005). While these findings do not provide a prescriptive framework for the writing of PhD Discussion chapters, they do offer an analytical lens through which novice writers may examine this genre, and consider the types of textual resource that could potentially be employed to express critical thinking as part of the case-building that the genre requires.

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## b. Culture clash: competing identities and pressures in the ELF doctoral writing process

Skipp, Jennifer<sup>1,2</sup>

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### **Format**

Paper

### **Abstract for publication**

House (2012, 188) has noted that 'a major characteristic of ELF is its multiplicity of voices...[it is] a medium that can be given substance with many different national, regional, local and individual cultural identities'. Both the multi-faceted nature of ELF in the academic environment, but also the challenge this multiplicity presents is perhaps no better witnessed than in the doctoral writing process taking place in a multilingual context, where linguistic, educational, discipline and institutional cultures and identities frequently collide in the approach to and practice of writing a thesis. Combined with various other pressures experienced by postgrads: pressure to publish and interdisciplinarity specifically, the complexity of the doctoral writing process is difficult to represent in writing guides and on writing courses (somewhat addressed by the Palgrave Research Skills series). While there has, of late, been more investigation of the role of ELF in EAP (McIntosh et al. 2017, L. Flowerdew 2015, Nickerson 2013), specific examinations of ELF in doctoral academic writing are less frequent and practical advice about the implementation of ELF and IR into doctoral EAP materials even rarer. This paper uses the case study of the University of Luxembourg (not included in the WrELFA corpus) to contribute to this field of investigation. It presents the competing cultures doctoral students encounter during their writing process, with particular attention paid to the way these are often negotiated through discussions of and choices about the structure of their thesis. Through a pilot survey and semi-structured interviews, this paper demonstrates the complexity of ELF for doctoral writers. It argues that van Rij-Heyligers' (2007) call for EAP to be seen as a lingua franca shaped by its participants needs to be applied to the doctoral level, and attempts to open a dialogue with other practitioners about how best to do this. How should we proceed with curricula and published advice when, as Christiane Donoghue (2016) suggests, in this age of 'super-diversity' of the modern academic institution we should question the wisdom of offering generalisations in academic writing? How can our materials and practice encompass these various and competing identities and pressures? It is hoped that this paper will offer some insight into the pressures on doctoral EAP students and encourage considerations of the role of ELF in doctoral EAP.

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### c. The EAQUALS Academic Purposes Framework project



Prince, Tony<sup>1</sup>

<sup>1</sup>EAQUALS

#### **Format**

Paper

#### **Abstract for publication**

This session will outline the structure of the EAQUALS Academic Purposes Framework. The framework was designed for those working in contexts teaching the Language of Academic Purposes (i.e. which might be other languages than English, or in addition to it). The overall aim of the framework is to offer an indication of the knowledge and skills that may be useful to those working in the field. As such it is intended to be useful for:

- initial teachers (intending to enter the field) to understand the expectations / requirements
- Experienced teachers considering professional and career development

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- Managers and institutions wishing to provide career opportunities and professional development
  - Those interested in comparing different development frameworks, in terms of rationale, organisation and specific content

The session will start with an explanation of the rationale for the framework and a brief explanation of the structure, before moving into an interactive phase that allows those present to explore the relevance of the framework to themselves, their careers and their institution / context.

Curriculum Development 7 - Parkinson Building 1.08

a. From Cluster to Pathway: EAP Course Development in the Largest Language Centre in Suzhou, China

Hu, Yuan<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University

**Format**

Paper

**Abstract for publication**

In recent years, higher education is expanding, internationalizing, and changing rapid around world. As one of the pioneering Sino-foreign joint venture universities in mainland China since 2006, we have not only gained unique perspectives on students' transformative learning experience of English for Academic Purposes (EAP), but we have also faced many challenges of how to ensure the quality of design and delivery EAP courses to students who were not exposed to academic English in their high school study.

From my experience, both as an international student who completed my postgraduate degrees in Australia, and as an EAP instructor who has taught and developed courses at an international university in China for nine years, one of the major challenges that I have identified is that for this group of students from mainland China, basic receptive and productive skills from previous high school study are not adequate for the academic environment they encounter at university.

This presentation will outline the major restructuring of Year 1 English for Academic Purposes (EAP) provision, after several years of operating in a cluster-based system (e.g. EAP for Built Environment, EAP for Mathematics). This new Introduction to EAP course has been developed in the past year and is now being delivered to approximately 2,700 Year 1 students in AY 2018-2019. More specifically, this presentation will address the gaps between where the students are when entering the university and where they need to be by the end of Year 1 Semester 1, and how it is that the new course bridges these in ways that may be more effective than what has gone before. In addition, the presentation will reflect on the implementation of the module course in Year 1 Semester 1 (2018-2019) based on feedback from staff and students, and consider potential improvements that could be made to the module for next academic year.

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## b. College English Curriculum in Transition: Moving Beyond GE to EAP in Chinese Universities

Zeng, Jianbin<sup>1</sup>; Ji, Peiyong<sup>2</sup>; Fan, Ye - Co-Author<sup>1</sup>; Wang, Jianwei<sup>3</sup>

<sup>1</sup>College English Centre, Fudan University, <sup>2</sup>School of Foreign Languages and Literature, Fudan University, <sup>3</sup>Language Learning Centre, Fudan University

### **Format**

Paper

### **Abstract for publication**

During the past decade, English for Academic Purposes (EAP) has grown to become one of the most important areas of EFL teaching at Chinese universities, spurred by the internationalization of higher education and increase of English Medium Instruction (EMI). A case in point is the draft of *The Guidelines on College English Teaching* by the Ministry of Education of China, which motivates significant changes in College English curriculum and classroom practice in Chinese universities. The significance lies in the transition from a single-purpose language focused (GE) curriculum to a multi-purpose integrated curriculum design. Recognizing different domains of language use, EAP courses aim to promote students' abilities in academic performance and communication, career development, and also improve students' academic and professional literacy. However, a number of challenges have been observed in developing EAP courses in China due to the current curriculum structural constraints such as teaching or learning to the test, and teacher competency such as English language proficiency, subject knowledge, pedagogical knowledge, to name only a few. This talk considers the need for *The Guidelines* that creates the foundations of College English curriculum development and enactment, and evaluates the approaches and strategies in a top university to tackle the issues we have faced when teaching EAP in China. There is evidence of significant improvement in several aspects of our students' academic proficiency, and our evaluation results will be demonstrated in illustration.

The topic is designed to engage participants who are interested in the internationalization of EAP teaching & research, especially exchanges & partnerships in EAP workshops, seminars, co-teaching programmes, and tutorials for the academically motivated Chinese university students, as universities in China are making an effort to incorporate EAP in College English curriculum, initiated by *The Guidelines*. It is also helpful for international scholars and practitioners to join efforts in a rapidly changing landscape of EAP faculty development & academic exchanges in China and around the world.

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### c. 'Is what I want, what I need?; the case of NA in ESAP course design; a Learning-Centred approach.'

Hussain, Maria<sup>1</sup>

<sup>1</sup>University of Leeds

#### **Format**

Paper

#### **Abstract for publication**

Many universities are seeking to internationalise in order to attract increasing numbers of overseas students to study in the UK. With a more diverse student population, the position of general skills-based models of EAP has been called into question (Hyland,2002; 2006 and Cargill, 1996). Seeking to address this perceived need for greater specificity in EAP provision; this paper will explore the impact of needs analysis on course design; with particular reference to meeting the specific needs of international PG applied linguistics students and also outlining possible wider implications on course alignment (Biggs and Tang, 2011) and ESAP assessment (Paltridge, 2004).

The basis of the presentation will be a critical evaluation of a learning-centred approach (Hutchinson and Waters, 1987) to needs analysis (Basturkmen, 2010) taken in a completed MA course design project, which considers the needs, lacks and wants (ibid) of the target learners through a multi-stakeholder needs analysis. NA data was collected from; semi-structured interviews, writing samples and tutor assessment feedback. Principal findings of the study revealed mismatches between student expectations of studying in the UK compared with previous learning contexts, leading to challenges adjusting to new culturally-situated academic conventions both in discipline areas and the wider academy (Paltridge, 2004). Thus highlighting potential NA implications on course design; underscoring the importance of learner needs' alignment against course learning outcomes.

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It is hoped that through critical discussion and exploration of this key relationship; more dynamic approaches to NA may be documented and good practice shared; to build on this much needed body of literature in the field.

Furthermore, it is suggested that greater ethnographic studies into both identifying and addressing specific discipline aligned need(s) of international students through student tracking (Hyland, 2018) are needed, to gain greater insider insights (Ozdemir, 2014); in order to address the changing landscape of the academy.

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Curriculum Development 8 - Michael Sadler Building LG.19

a. Positive washback from an all-academic exam for better prepared first-year university students

Hegedus, Kristof<sup>1</sup>

<sup>1</sup>Euroexam International

**Format**

Paper

**Abstract for publication**

Each year, an increasing number of secondary school-leavers in Central and Eastern Europe decide to start their university studies in the UK. While in 2012, more students chose Germany as their destination for both undergraduate and postgraduate programmes than the UK, in 2016 this trend was reversed and approximately 15,000 students go to study in the UK from this region each year.

This paper will report on a survey conducted by Euroexam International (an exam board that operates chiefly in the CEE region), which was used to collect data from students already studying at a UK university to find out what their perceived strengths and weaknesses were in terms of subject knowledge, the required level of language proficiency and academic skills. Parallel to the survey, a series of semi-structured interviews with secondary-level teachers were held to explore to what extent they felt that they had the means and opportunity to sufficiently prepare their students for success on an EMI programme.

An analysis of the survey and interview data showed that most students feel that while their school prepares them effectively as far as subject knowledge is concerned, they lack in self-confidence on an operational level applying and presenting that knowledge in English in a HE context. More specifically, critical thinking, academic writing, debating, and research presentation skills are the most important areas of concern amongst both students and teachers. Following the analysis, Euroexam International initiated a collaborative project with Varosmajori Gimnazium, a secondary school in Budapest, to jointly create supplementary teaching modules that schools can use flexibly within their curricula to help students in their last year to achieve better at university. Taking specific tasks of the Euroexam Academic test in English as a starting point, modules were created in five major areas: (i) vocabulary extension, (ii) essay writing, (iii) listening skills, including taking effective lecture notes, (iv) reading and working with complex academic texts and (v) speaking, including giving a mini seminar presentation.

A sample of the teaching modules developed as part of the collaborative project will be presented.

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## b. To boldly go to strange new digital worlds: Developing a fully online Pre-sessional course

Forbes, Mary<sup>1</sup>

<sup>1</sup>BALEAP

### **Format**

Paper

### **Abstract for publication**

Coventry University has recently moved into the world of online learning by launching a number of wholly online Masters programmes via FutureLearn, a well-known digital education platform. To support a wider recruitment to these programmes, the Pre-sessional English (PSE) team at CU Services were asked to develop a fully online Pre-sessional course to feed into these degrees.

From an initial response of “it can’t be done”, the PSE team then started to explore the strange new world of online platforms and delivery of education programmes at distance. They concluded that it can’t be done in the same way as face-to-face delivery, but it could be if a radically different approach were taken. By letting go of preconceptions, and embracing an opportunity to innovate, the team saw a way forward.

This presentation will outline the development process of the online PSE course from the initial brief to key decisions around course design including structure, content, methodology and assessment processes. The starting point was a redesign of our five week PSE programme to fit the online platform format, taking the opportunity to review and amend the content whilst also trying to develop a clear understanding who our ‘audience’ would or could be. The team also wanted to include in the design the potential for parts of it to be repurposed for use on other programmes, such as our in-sessional delivery.

The presentation will examine the design and construction of the associated open course, a MOOC entitled “English for Academic Study”, which leads in to the closed course which follows it. It will touch upon major challenges the team faced in producing both parts of the complete course, which include constraints in terms of both time and the platform itself.

Finally, it will report on the pilot delivery of this course, called the PSE Online Award, which ran between September and December 2018, including an initial analysis of both the open and closed courses in terms of learners’ locations, levels of participation, and interactions with the materials, feedback from the designers and materials writers, and challenges that remain.

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### c. Increasing Oral Production and Enhancing Feedback: The Affordances of a Technology-mediated System

Sabbaghan, Soroush<sup>1</sup>; Peglar, Murray<sup>1</sup>; Tweedie, Gregory<sup>1</sup>

<sup>1</sup>University of Calgary

#### **Format**

Paper

#### **Abstract for publication**

The curriculum development and academic practice needed to improve oral communication skills are essential for academic success in large EAP speaking/listening courses, but can be challenging. Student feedback collected from such courses at a large Canadian university point to both a lack of sufficient opportunities to put acquired language knowledge into practice and insufficient feedback on the students' performance. This study investigated how using a voiced-based, asynchronous, technology-mediated communication (ATMC) system can help with the development of academic speaking skills owing to features that address the problems highlighted in student feedback. This innovative system, developed by an instructor-researcher team, has two benefits. First, it offers students more practice opportunities, as they create several weekly audio and video recordings in response to tasks during class. Second, students receive asynchronous, individualized written and video feedback (veedback) about oral performance from the instructor on their responses to tasks. The instructor-researcher team used a practitioner-enquiry research methodology involving several cycles of data gathering, planning, and action to improve the effectiveness of the system. Data analysis incorporated the following: the instructor's qualitative and quantitative assessments of the students' performance; inter-rater reliability of the instructor's and an independent rater's rubric-based assessments; two speaking confidence surveys; and 14 student interviews. Findings from quantitative analysis indicated that the system resulted in overall gains in accuracy and intelligible pronunciation, but not in fluency. Statistical analysis of the speaking confidence surveys suggests that the ATMC system does not increase student confidence globally. However, the majority of student interviews noted that the system helped them become more confident specifically in asking questions. Qualitative comments from participants indicated their perceptions of improved academic speaking competencies were because feedback was specifically tailored to their individual needs, and as a result, they were more motivated to apply the feedback. Moreover, students indicated that veedback was more effective than written feedback because it remedied pronunciation challenges through modelling and the establishment of a more discursive and personalized learning experience. Students also noted technological and task difficulty challenges when using the system. We believe that technology continues to play an important role in EAP curriculum development and that this presentation provides new insight into the practicality and the affordances of the ATMC system in EAP academic practice.

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## Friday 12 April – Session 1      14:45 – 16:15

### Programme Implementation 1 - Michael Sadler LG.15

#### a. EAP for Syrian academics at Risk: facilitating engagement and collaboration

Jenkins, Michael<sup>1</sup>

<sup>1</sup>University of Edinburgh

#### **Format**

Paper

#### **Abstract for publication**

The Cara (Council for At-Risk Academics) Syria programme is an innovative programme of support for Syrian academics based largely in Turkey. The overall aim is to strengthen and build connections among Syria's academics whilst in exile by facilitating their continued academic development. The programme includes EAP, academic skills development (ASD) and the connecting of the Syrians with discipline experts in the UK.

BALEAP was approached by Cara in the autumn of 2016 enquiring about the possibility of providing EAP for displaced Syrian academics. Led by EAP teachers at the Universities of Reading, Sheffield and Edinburgh, a programme of blended online and face to face support grew out of this initial approach. This is supplemented with regular face to face workshops in Turkey in EAP and ASD.

It has become accepted practice that EAP involves not only the teaching of language within academic contexts but also more broadly the 'associated practices that people need in order to undertake study or work in English medium higher education' (Gillet, 2019). As such, the work of EAP and ASD units should be broadly complementary. However, most ASD and EAP units are often only distantly connected within the university institutional structure. A sense of territorial tension can often characterise attempts to collaborate and coordinate these units' approaches to student support. Despite this, there seems to be relatively little literature on the current institutional distance between these units and how student support in the broadest sense can be better coordinated.

The programme has offered the opportunity for intense collaboration between EAP and ASD specialists in the design and co-delivery of the workshops in Turkey. This has helped to explore and develop understanding of how the work of EAP and ASD practitioners can be complementary and, at times, where our work overlaps.

The online part of the programme has also led to the development of practical online teaching skills as well as the forging of productive, collaborative engagement of EAP teachers with their paired Syrian academics.

This session will outline the programme from an EAP perspective. There will be opportunities to share experience of how ASD and EAP units are situated within the structure of institutions and how productive dialogue and collaboration can be initiated and encouraged. We will also welcome suggestions for how we can continue to expand this voluntary programme and comments on how we might choose to adapt this programme for future crises.



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## b. A Shift from Handmaidens to Enlightened Waiters: EAP Tutors for a Grassroots Sanctuary Movement

Palanac, Aleks<sup>1</sup>

<sup>1</sup>University of Leicester

### Format

Paper

### Abstract for publication

In his seminal essay, *Being and Nothingness: A Phenomenological Essay on Ontology*, Sartre (1943) cites the parable of a waiter, who defines himself by his role as a waiter, rather than as a human being. He is so defined by the parameters of his role, and of the idea that the role IS his identity, that he does not entertain the possibility that he could ever do anything else. Thus, his mind is locked to the other opportunities that life affords and his potential remains largely unspent.

In this talk, Sartre's metaphor will be applied to the modern neo-liberal university, in which there is often an unquestioning acceptance that potential students need to be able to meet a given set of entry criteria (related to academic qualifications, ability to pay fees or access funding to do so, a required level of English language proficiency, etc) in order to access their desired degree programme. Those who do not meet these criteria are routinely refused entry and offered little or no further support.

I will argue that this practice is as short-sighted as Sartre's waiter. Just as the waiter's mind was locked against opportunities for exploration and transformation, so are the gates of academia routinely locked against groups who have the potential to flourish there, but for whom adverse life circumstances may have rendered them functionally ineligible. One such group is that of Sanctuary Seekers - refugees and asylum seekers - some of whom are highly qualified in their own countries (e.g. doctors, engineers, journalists, researchers) and/or have academic aspirations, but who routinely face numerous barriers when attempting to access HE opportunities in the UK.

This interactive talk will explore how, as EAP practitioners, sometimes regarded as "third-space professionals" (Whitchurch, 2008) or "handmaidens" of the academy (Hyland, 2006) positioned on the periphery of academia (Ding and Bruce, 2017), we are ideally placed to explore, advocate and create opportunities for sanctuary seekers to navigate a path into HE. I will cite a case study of a University which gained University of Sanctuary status, an initiative which had its roots in the grassroots activities of individuals in its EAP unit, influencing policies, practices and pedagogies in its EAP classrooms and throughout the University.

We, as EAP tutors, are sitting on an opportunity to function as an enlightened waiter - one who can re-imagine his role and decide whom to serve.

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### c. Community Engagement as a Way of Training Future EAP Practitioners

Silburn, Richard<sup>1</sup>; Elliott, Hussy<sup>2</sup>

<sup>1</sup>Manchester Metropolitan University, <sup>2</sup>Refuaid

#### **Format**

Paper

#### **Abstract for publication**

The journey to becoming an EAP practitioner is neither straightforward nor linear but the challenges faced by early career teachers are becoming more widely recognised in the literature (Hamp-Lyons, 2001; Alexander, 2007; Bruce, 2011). In order to address this issue, TEAP professional development courses more prevalent and core competencies have been standardised to some degree through the BALEAP competency framework (2008). However, there has been criticism of these initiatives as they applicable to pre-service training (Campion, 2016). This paper will outline a new project intended to provide practical EAP teaching experience to MA TESOL students as part of a community engagement programme preparing refugees and asylum seekers for entry into higher education.

The project is a partnership between the Language Centre at Manchester Metropolitan University and the charity Refuaid. Refuaid supports refugees and asylum seekers in transitioning into their communities and a key component in this process is English language proficiency. The charity has identified a gap between the level of attainment from ESOL programmes and that required for entry into higher education. A pilot programme was setup in the spring of 2018 designed primarily to prepare students for IELTS examinations; however, it became apparent that the programme needed to be developed beyond general English language proficiency and exam preparation to having an explicit EAP focus.

Whilst many students were proficient in basic interpersonal communication skills, they lacked the cognitive academic language proficiency required for academic study (Cummings 2008).

This manifested itself in under performance on proficiency exams, difficulties in navigating the application process for university and adapting to the learning environment of preparatory EAP programmes. In addition to addressing the gap in learner needs, the EAP component in the revised version of the project provided an opportunity for the creation of outward-facing, work-based modules for MA TESOL students and an opportunity for them to gain EAP teaching experience within a university context.

This paper will present the evaluation and feedback on the 2019 project from the perspectives of the students, the early career teachers and course coordinators. It aims to provide a model of how practical EAP course design and teaching experience can be integrated into an MA TESOL programme and have relevance and impact in the real world. It also demonstrates how EAP professionals can contribute positively to the broader strategic ambitions of universities beyond the traditional domains of EAP practice.

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## Saturday 13 April – Session 3 09:00 – 10:30

### Programme Implementation 2 - Michael Sadler LG.19

#### a. One small step towards a pre-sessional blended reality

Newton, Hazel<sup>1</sup>; Jones, Debra<sup>2</sup>

<sup>1</sup>CELFS Bristol, <sup>2</sup>CELFS, University of Bristol

#### **Format**

Paper

#### **Abstract for publication**

Internationalisation in UK Higher Education has brought numerous challenges for pre-sessional programmes. One is the dramatic increase in student numbers – often without an equivalent increase in teachers and resources. Another is the need to prepare international students to meet the requirements of their degree programmes, not only in terms of language and academic literacy skills but also autonomy, collaboration and digital literacy. The latter is crucial because although we may expect today's undergraduate and postgraduate students to be *digital natives* (Prensky, 2001) who expect and are expected to use technology in their learning (Beetham and White, 2013), they may not be digitally competent or “knowledgeable about and skilful in digital tools, especially when they are in learning situations” (Li and Ranieri, 2010: 1031). Moreover, in dealing with international students, we need to be aware that they may have different experiences of digital learning. In response to these practical and pedagogical challenges, universities have started experimenting with digital delivery (Davies, 2015) and this has encouraged us to explore digitisation on our pre-sessional course.

This presentation describes our attempt to transform a traditional face-to-face pre-sessional into a blended programme where digital and classroom content are fully integrated, creating a ‘blended reality’ (Megele, 2012). In line with the SAMR model (Puentedura, 2016), our aim is to go beyond digitising workbook activities and flipping the classroom (*Substitution and Augmentation*) towards using online collaborative spaces to provide students with opportunities to create and critique content. In this way, we are seeking to transfer our social constructivist approach to knowledge creation in the physical classroom into the digital domain, transforming our students’ learning experience (*Modification and Redefinition*). Specifically, we plan to use digital tools to develop higher order skills of analysing, evaluating and creating, as well as assessment literacy.

In the presentation, we will give examples of the online tools and activities we are using to create this blended reality. We will present the first stage of an evolving digitisation project, share our reflections and outline our future plans. In the spirit of collaboration, we hope to stimulate dialogue with colleagues and share experience and good practice across institutions.

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## b. Talking Heads: exploring the impact of feedback on writing using screencasts

Vincent, Benet<sup>1</sup>; Preshous, Andrew<sup>1</sup>

<sup>1</sup>Coventry University

### **Format**

Paper

### **Abstract for publication**

A perennial issue in EAP teaching is the extent to which feedback on writing is effective (or indeed whether it is effective), and thus exploring new ways of providing feedback to students is an important endeavour within the field (Maas 2017). The issue from a practitioner perspective is how to assess the effectiveness of formative feedback in learning-oriented assessment (Bloxham 2014). While a great deal of work has investigated the provision of such feedback and discussed different methods (Truscott 1996, Hyland and Hyland 2006, Ferris 2014), few concrete conclusions have been reached regarding what interventions may be the most effective.

This lack of consensus is no doubt due to the sheer number of variables involved. However, one significant factor may be the amount of feedback provided by EAP practitioners, while well-meaning, is often too much for students to absorb, particularly if it is not focused. The result is that the same errors recur year after year, to the frustration of all concerned. With these issues in mind, we have implemented an intervention which takes an innovative approach by combining corpus data and digital technology to offer focused, bite-size feedback on issues common to a university-level EAP student cohort. The issues in question (e.g. use of modal verbs, the verb *make*, overgeneralisations) were chosen based on evidence from a corpus of work submitted by the previous year's cohort and from our extensive experience of teaching International Business, Finance and Accounting undergraduates at a UK university. The intervention involves groups watching short (max 5-minute) tailor-made screencasts in teaching sessions and then completing follow-up exercises for self-study. The aim of this study is to ascertain the effectiveness of this intervention based on 7 specific issues. The student work submitted for a subsequent assignment (the same genre as the original corpus) is being collected to create a corpus. We will then compare frequencies of the different types of error.

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This paper will report on the results of this research and open up discussion on the implications in terms of approaches and choices of issues to focus on. The session aims to be useful to practitioners who have a particular interest in offering varied forms of feedback to their students.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Programme Implementation 3 - Michael Sadler LG.19

#### a. Standard Immersive versus Innovative Non-Immersive Approaches to EAP

Brown, Amanda<sup>1</sup>; Lally, Robert<sup>1</sup>; Lisnyczyj, Laura<sup>1</sup>

<sup>1</sup>Syracuse University

#### **Format**

Paper

#### **Abstract for publication**

The critical importance of L2 input, output and interaction in TESOL notwithstanding, the decision between immersive (L2-English only) versus non-immersive approaches is considered “the most fundamental question facing second language acquisition (SLA) researchers, language teachers, and policymakers” (Macaro, 2014:10). This intervention-based study examines both approaches – immersive versus non-immersive – from the perspectives of learning outcomes, learner preferences, and instructor views.

Two teacher-researchers and English language learners (n>50) in four EAP courses at an intermediate level of proficiency (CEFR-B2) are currently participating in a longitudinal, 4-month study. In one of each of their courses, instructors are using the standard immersive, English-only pedagogy. In the other parallel courses, the instructors are using an innovative non-immersive approach, where students are encouraged to use their full linguistic repertoire (native or other languages) for in-class discussion, project preparation, and pre-writing activities. Planned analyses include (1) quantitative mixed between-within subjects and qualitative analyses of the development of writing (paragraph and genre) and presentational speaking, (2) qualitative analyses of student preferences for approach, and (3) qualitative analyses of comparative instructor as well as independent observer views of the pedagogical implementation.

This study expands on a prior study (forthcoming) involving one teacher and lower and higher proficiency learners, which found no differences in assignment grades between the intervention and control conditions. The current study includes greater monitoring of fidelity-to-condition through the use of external observations of lessons, generalization to a second and new teacher, replication at a more intermediate level of proficiency where critical thinking is developed, and the critical inclusion of learner voices. Results will be discussed in relation to “English/target-language-only” policies implemented in some contexts of higher education, empirical investigations of ‘translanguaging’ pedagogies defined as the use of “multiple discursive practices’ in the education of emergent bilinguals (e.g. García, 2009; García & Wei, 2014), especially beyond vocabulary teaching (e.g. Tian & Macaro, 2012; Zhao & Macaro, 2016), and the construct of ‘multicompetence’, i.e. the presence of multiple languages in a single multicompetent mind (Cook, 1992; Cook & Wei, 2017).

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## b. English Support across the Curriculum: Change, Innovation and Collaboration

Riddell, Ann<sup>1</sup>

<sup>1</sup>UAEU

**Format**

Paper

**Abstract for publication**

In many universities where English is the medium of instruction, students are often accepted into their colleges with a B1 + (IELTS 5 or 5.5) level of English. Such students not only have many language deficiencies but they do not possess the skills to process academic texts, write essays or present information orally in a coherent manner. In order to give students further English language support, many institutions provide students with EAP or ESP courses while taking college courses, to equip them with the academic skills needed to be successful students. Since this option of offering additional EAP courses was not available in our institution, a Gulf university, the English Language Unit was asked to devise an alternative approach to providing students with the continued language support needed during their undergraduate years. After examining different models of 'English across the Curriculum' and 'Writing across the Curriculum' in places such as Hong Kong, USA and South Korea, the English Language Unit recognized the need to design a program that was suitable for our institutional context. This paper will outline the multi-faceted innovative 'English Support across the Curriculum' project which is currently being implemented in this Gulf University to improve students' academic skills through teacher training, rewriting syllabi learning outcomes, adapting General Education courses and transforming classroom pedagogy. In particular, the paper will focus on the implementation of 'linked English and content courses' in the General Education Program where subject courses are being redesigned to include scaffolded language support activities and one-hour compulsory weekly EAP tutorials to provide students with specific language and academic skills required for the course. The results of two pilots courses (Critical Thinking and Professional Ethics), based on qualitative and quantitative data collected from students and course instructors, will be discussed as well as the challenges of trying to introduce a collaborative team



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teaching pedagogy. Further changes, as a result of the feedback from the project, will be highlighted.

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## c. An exploration of the characteristics and efficacy of in-sessional EAP provision at UK universities

Haghi, Saeede<sup>1</sup>

<sup>1</sup>University of Warwick

### Format

Paper

### Abstract for publication

The English language proficiency and academic literacy needs of increasing numbers of incoming students from diverse language and educational backgrounds constitute one of the major challenges faced by English Medium of Instruction (EMI) universities, both in English speaking 'inner circle' countries and elsewhere, as a consequence of the globalisation of higher education. Unprecedented pressure on universities to address the manifold academic language needs of diverse cohorts of students has resulted in a move to fashion academic English language development mechanisms, known as English for academic purposes (EAP) programmes in the UK. A growing body of research dedicated to academic English provision has thus emerged. Despite the burgeoning interest in this area of enquiry, however, research in the UK, unlike other native English-speaking contexts (e.g. Australia), has primarily focused on pre-entry EAP programmes – referred to in this context as pre-sessional courses – rather than post-entry EAP provision, normally referred to as in-sessional courses. This study therefore examined the characteristics and efficacy of current in-sessional programmes on offer across British universities and the principles underlying the design and delivery of such programmes. It also evaluated the effectiveness of the provision and those factors determining its efficacy. To this end, a mixed-method approach consisting of a large-scale online

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survey and a series of follow-up interviews was employed, in which three primary stakeholder groups participated: students, subject specialists and in-session staff. The findings suggest that, despite some variation, the provision tends to constitute primarily non-credit-bearing English for general academic purposes courses, predominantly targeted at non-native speakers of English, and offered centrally via different units across institutions. In terms of effectiveness, the results showed that the provision is perceived as less effective in terms of *adequacy*, *relevance*, and *needs analysis* respectively. In addition, new evaluation sub-criteria emerged, other than those reflected in best practice principles literature on EAP, based on stakeholders' perceptions of the provision. These findings contribute to the existing literature on in-session EAP provision by providing a more comprehensive understanding of what current in-session provision across British universities looks like, and identifying those factors which determine its efficacy, based on both best practice principles in EAP and stakeholders' perceptions.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Programme Implementation 4 - Michael Sadler Building, LG.15

#### a. How can EAP practitioners support EMI lecturers?

Deroey, Katrien<sup>1</sup>

<sup>1</sup>University of Luxembourg

#### **Format**

Paper

#### **Abstract for publication**

English-medium instruction (EMI) is a worldwide phenomenon. EMI language and communication issues (e.g. Hu et al., 2014; Murray, 2015; Werther et al., 2014) have led to calls for EAP practitioners to collaborate with lecturers and other HE stakeholders to explore ways in which these lecturers can be supported and teaching standards ensured (Coleman, 2006; Doiz et al., 2013; Dubow & Gundermann, 2017).

The design and implementation of EMI training and support programmes can be an especially challenging task for EAP practitioners. First, lecturers may not recognize the need for support and may be reluctant to be assessed. Second, we need to factor in practical considerations such as their limited availability and possible reluctance to attend 'classes' with colleagues. Third, we have limited resources in terms of specialized standardized tests, training materials and research literature that could inform our 'course' design. Innovative approaches are therefore needed to factor in all these circumstances.

This paper has two main parts. First I summarize research on the challenges EMI lecturers face, including the results of a needs analysis among lecturers at the University of XXX and my work on lecture discourse organization (Author, 2014; Author, 2015). From the relatively few studies that exist, we will see that lecturers tend to believe they have sufficient English language skills and that reduced interactivity is a particularly common issue. Second, I survey different support and training schemes at HE institutions across the world. Here, it will become clear that work on relevant pedagogical skills needs to be included and an apparently 'remedial' approach should be avoided if we want to get lecturers on board.

Author, 2014

Author, 2015

Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1-14.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (2013). (Ed.), *English-medium instruction at universities: Global challenges*. Bristol: Multilingual Matters.

Dubow, G., & Gundermann, S. (2017). Certifying the linguistic and communicative competencies of teachers in English-medium instruction programmes. *CercleS*, 7(2), 475-487.

Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese University: Rhetoric and reality. *Language Policy*, 13, 21-40.

Murray, N. (2015). *Standards of English in Higher education: Issues, challenges and strategies*. Cambridge: Cambridge University Press.

Werther, C., Denver, L., Jensen, C., & Mees, I. M. (2014). *Using English as a medium of instruction at university*

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level in Denmark: The lecturer's perspective. *Journal of Multilingual and Multicultural Development*, 35(5), 443-462.

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- Murray, N. (2015). *Standards of English in Higher education: Issues, challenges and strategies*. Cambridge: Cambridge University Press.

## b. EAP without borders: A joint China-UK syllabus for discipline-specific in-session support

Seserman, Michaela<sup>1</sup>

<sup>1</sup>University of Liverpool

### Format

Paper

### Abstract for publication

Several British universities have opened campuses in China, and students who study for two years (Foundation year plus Year 1) at the Chinese campus can then complete their degree in the UK, at the main campus (i.e. 2+2). Interestingly, most 2+2 students seem reluctant to attend discipline-specific in-session (ISE) support. When asked why that is, the students' explanation is that they "have done EAP and passed". This was further investigated during a visit to the Chinese campus by an ISE tutor from the British campus.

One of the reasons why students use 'I've done EAP' as an excuse for not attending ISE classes is because they think they are simply a repeat of the compulsory modules they had during their Foundation Year. Therefore, a need for clearer descriptions of the different provisions and perhaps even different 'labeling' of the classes might be beneficial. The second reason was the lack of transition from the content of the ISE provision in China and that of the programme in the UK. And so, the idea of *EAP without borders* was born.

This pilot project aimed to develop a 3-year syllabus for Chemistry students, to hopefully highlight the relevance of discipline-specific support to their own academic contexts, and also a different approach to 'traditional EAP'. The idea was to ensure that the content of the UK-based ISE classes is not only similar to that provided in China at the same time but that it also builds on the input from the previous two years. Some of the materials would be accessible online from both countries, and some would only be available for classroom interactions. Should the project be successful (based on anonymous feedback collected from students, and tracking statistics), it would be implemented with other departments too.

The aim of this paper is to share data on the progress of the project after one semester and to obtain feedback from other researchers.

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- Hockly, N. (2016) *Focus on learning technologies*. Oxford, UK: Oxford University Press.

### c. Are we talking about the same thing? Researcher and teacher perspectives of student collaboration

Levrai, Peter<sup>1</sup>; Bolster, Averil<sup>2</sup>

<sup>1</sup>University of the Basque Country, <sup>2</sup>University of Turku

#### Format

Paper

#### Abstract for publication

Collaboration is one of the 4Cs competencies as well as a learning and innovation skill considered essential for students and by future employers (World Economic Forum, 2016; P21, 2016). Considerable research has been done in the field of student collaboration in L2 writing, especially by Storch (2013), developing distinctions between 'cooperation' and 'collaboration'. Li and Storch (2017) state, 'future L2 writing pedagogies need to go beyond the written texts and encourage students to collaborate and scaffold each other's learning using the new technological tools'. Indeed, Talib and Cheung (2017) found in their review of 68 articles about collaborative writing over a 10-year period that, 'technology has facilitated collaborative writing'. A concern of this paper is how well theoretical distinctions hold up when considering written group assignments in EAP contexts.

Innovations in L2 collaborative writing are set to continue and while 'collaborative' projects (oral and written) feature in EAP programmes, how they are implemented, monitored and assessed differ greatly. This was clear from personal experience and anecdotal evidence within our circle of EAP colleagues. To explore how widespread the use of collaborative assignments are in EAP provision in different contexts, an online survey was distributed through the BALEAP and EATAW mailing lists in March 2018. Respondents numbered 66, from 63 institutions in 27 countries. They described how collaborative assignments are used in their institutions and how teachers view them. The data was mainly quantitative with some open questions included for the collection of rich data.

The results showed that there is a wide range of views about what is considered 'collaboration' amongst EAP practitioners, which often differs from definitions in the literature. There was also a range of collaborative assignments used across institutions, both in terms of mode and the role they played in assessment. The grading of collaborative assignments, how much they contribute to students' final grades and whether the process or final product is emphasised also produced mixed results.

Overall, there appears to be an appetite (with caveats) among practitioners for more student collaborative work to be included in EAP programmes. However, something which is greatly needed is a shared understanding of what collaboration is (and isn't) in EAP. This paper proposes a working definition of collaborative assignments in EAP, drawing from both the research literature and

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practitioner experiences. Some practical suggestions for designing, supporting and assessing collaborative assignments will also be discussed.

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Programme Implementation 5 - Parkinson Building B.08

a. From test to teaching and back again: developing a pre-sessional test for STEM writing

Hartill, Dr. Julie<sup>1</sup>

<sup>1</sup>Imperial College London

**Format**

Paper

**Abstract for publication**

Although pre-sessional course design and implementation occupy much of the EAP practitioners' work and time, the literature exploring the range of pre-sessional activities is limited. In particular, there are comparatively few research or practitioner accounts of pre-sessional assessment practice *in situ* (Schmitt and Hamp-Lyons 2015), and even fewer that focus on achievement testing (*ibid.*). In this presentation I report on the development of an innovative integrated approach to achievement assessment which starts with a carefully-designed and goal-oriented reading-into-writing test and washes back directly into the teaching. This integrated teaching-assessment approach is used in the pre-sessional course for STEM postgraduates at Imperial College London.

The approach incorporates relevant, authentic source texts into course materials and formative assignments and scaffolds practice incrementally. The final test mirrors in-class formative tasks so that it tests students' performance in relation to targeted academic language and literacy practices needed for both pre-sessional and future academic success. I outline the test design procedure adopted and discuss how we addressed issues such as topic selection and background knowledge as well as the practical issues involved in using authentic texts. I discuss potential concerns about copying and the use of source texts for assessment and share our experience of marking assessments of this kind. Ensuring that teaching feeds forward to assessment while at the same time scaffolding assessment carefully back into teaching is transformative: we observed a significant improvement in assessment performance compared to previous years. Work is now needed to consolidate the potential of the integrated teaching and assessment approach as a way to genuinely prepare students for postgraduate success.

Schmitt, D. and Hamp-Lyons, L. (2015) The need for EAP teacher knowledge in assessment *Journal of English for Academic Purposes Vol 18* pp. 3-8

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26 No.4 pp. 561-587

Plakans, L. and Gebriel, A. (2013) Using multiple texts in an integrated writing assessment: Source text use as a predictor of score *Journal of Second Language Writing* Vol 22 pp. 217-230

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## b. Using Problem-Based Learning Approach in a University Writing Course: An Innovation?

Johar, Norazida<sup>1</sup>

<sup>1</sup>Singapore Management University

### **Format**

Paper

### **Abstract for publication**

The 21st Century workplace requires future-ready graduates equipped with the 4Cs: critical thinking/problem solving, communication, collaboration, and creativity (World Economic Forum, 2016). These competencies can be addressed through the use of problem-based learning (PBL) approach. This approach has its roots in medical school education in McMaster University (McMaster University website, 2015) and was introduced by Howard Barrows. Barrows and Tamblyn defines PBL as “the learning that results from the process of working toward the understanding or resolution of a problem” (Barrows and Tamblyn, 1980, p.18). PBL has since been used at different levels (elementary, high school and universities) and across many subjects. In the teaching of writing, it has been used in a secondary school in Pakistan (Dustgeer & Afzal, 2015) and the universities across the globe (Beckelhimer, Hundemer, Sharp & Zipfel, 2007; Dharma & Adiwijaya, 2017; Kumar & Refaei, 2017; and Ng, 2017).

In the institution I am currently teaching, PBL is seen as an innovative approach to teaching writing for undergraduates. When the undergraduate writing course first started in 2007, the focus was on academic writing. It then shifted to writing in a business context before the focus shifts to writing and reasoning. Adopting PBL into the writing course helps to sharpen the focus on developing critical thinking and problem-solving skills among students. They are exposed to authentic tasks of solving real-life problems, one way of preparing them for life and the workplace. The use of PBL in the writing programme was introduced three semesters ago and its implementation brings both benefits and challenges to students and instructors. One of the benefits to students is in terms of their engagement and participation during the lessons. In terms of challenges for the instructor is the issue of teacher control as s/he moves from the role of a sage on stage to the guide on the side. Both benefits and challenges will be discussed further in the presentation with a sample problem on how it is implemented in a writing class for undergraduates.



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### c. Gamifying Vocabulary Learning: A Moodle-based learning activity for the Academic Word List

Sinnott, Mark<sup>1</sup>; Xia, Ling (Angela)<sup>1</sup>; Rogala, Grzegorz<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong Liverpool University

#### Format

Paper

#### Abstract for publication

Gamification, the “use of game elements and game design techniques in non-game contexts” (Werbach and Hunter, 2012), has become an emerging trend in education. However, little research has yet considered how gamification could help young adult second-language learners acquire academic vocabulary, which is critical when adapting to the academic environment in an international university. This paper describes a current project at a Sino-British university in China which seeks to gamify learning of academic vocabulary on its Moodle online portal. Traditionally, its students were usually encouraged to learn the 570 academic words included in the Academic Word List (AWL) (Coxhead, 2000) on their own. Although additional exercises were provided as self-study materials on the Moodle, little was known regarding how effectively students used them. There was also a shared consensus among tutors that Year 1 students, in particular, could benefit from more guidance about how to acquire academic vocabulary. This project aims at developing an online activity for the University’s Moodle which will gamify the process of learning the AWL. Unlike typical vocabulary exercises, students who use the activity will be able to gain points, receive instant feedback about their progress and compete against each other. The activity will require understanding of the word forms, their definitions and their use in context. The learning activity, which begins user trials during spring 2019, has been designed based on a review of existing AWL

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exercises. During the first stage of this project, ethically approved surveys were conducted of students' vocabulary learning behaviours, revealing interesting patterns. These patterns included a low time commitment to vocabulary learning, unfamiliarity with some good online learning resources and a serious mismatch between students' actual behaviours and what they know to be good practice. These findings were used to inform project planning and the design of the AWL learning activity. After its full release in 2019, it is hoped that the activity's gamified elements, such as avatars, points, badges, leaderboards and other interactive features, will improve student engagement and facilitate better learning of vocabulary. Other possible benefits include easier revision, greater efficiency for teachers, improved progress monitoring and potential use in continuous assessment. Some limitations are identified with ICE in terms of its potential for gamified activities.

Keywords: gamification, innovation, student engagement, AWL

### **References**

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## Friday 12 April – Session 1      14:45 – 16:15

Scholarship/Research/CPD 1 - Michael Sadler Building LG.10

### a. What makes writing academic

Molinari, Julia<sup>1</sup>

<sup>1</sup>University of Nottingham

#### **Format**

Paper

#### **Abstract for publication**

In this talk, I argue that what makes writing academic are the academic values and practices that it enacts and not its surface features, structural moves or lexical repertoires, as many popular EAP text books foreground (Sowton, 2016). I do this by shifting the focus from writing as a skills-based activity that adheres to prescribed conventions, to writing as a social practice (Paxton, 2013), which requires an account of how writers (understood as agents) enact choices as they interact with their textual environments (understood as structures) to communicate their knowledge (Archer, 2000; Scott, 2000). In doing so, I propose a conceptualisation of writing that draws on debates in the philosophy of mind, sociology and critical realism (Sawyer, 2001) to claim that academic content can *emerge* from the forms that shape it without being reduced to or determined by these forms (Abowitz, 1939). This allows me to conclude that academic writing is an open system that is realised by multiple forms (Collier, 1994; Fodor, 1974) and that it is capable of being novel. Possible implications of such a conclusion are that academic writings can be multimodal and multilingual, a conclusion that departs from the mainstream EAP writing canon.

This matters to the teaching and learning of EAP writing for at least the following reasons:

- Academic writing landscapes are varied because academic agents and structures are varied
- Popular EAP textbooks privilege selected understandings of what makes writing academic at the expense of others
- If we adhere to the view that EAP has an educative role (Widdowson, 1983), then writing as an open system may facilitate the enactment of such a role
- When EAP is framed as a field of study rather than as a service industry (Ding & Bruce, 2017), what we understand by ‘academic writing’ becomes shaped by writing scholarship and research, not textbooks
- An approach to writing that is mindful of academic practices and values may foster deeper dialogue between teachers and students, allow us to re-think assessment systems, and curtail the need for ghostwriters

My talk will exemplify academic writings from a range of disciplines that depart from the mainstream canon of what makes writing academic to explain what academic practices and values emerge. It will be interactive throughout because I intend to posit questions for the audience to reflect on and then weave these reflections into the talk itself.

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## b. From the EAP writing class to teaching across the disciplines: challenges, dilemmas, and responses

Marshall, Steve<sup>1</sup>

<sup>1</sup>Simon Fraser University

### Format

Paper

### Abstract for publication

I present data from a one-year study of teaching and learning in linguistically-diverse classes at a university in Western Canada. First, I provide a brief overview of the institution's first-year EAP/academic literacy program, taken by 800+ students annually. I illustrate some of the innovative ways that teachers deal with challenges: e.g., employing narrative writing to encourage students to develop voice, encouraging adherence to norms of academic integrity, and finding fair means of assessment through in-class writing. I then present data from different classes across the disciplines – the classes that EAP students move onto after their preparatory courses – where a plurilingual research team of two researchers and seven research assistants collected data from classroom observations/recordings in different faculties, interviews with students and instructors, and analysis of students' writing. For this talk, I present findings from four Comparative Literature and Applied Sciences classes, made up of students from many different linguistic and cultural backgrounds, many of whom have transitioned directly from the institution's first-year academic literacy course. Some of the student participants described feeling like strangers, in need of coping strategies, in their new disciplinary contexts (Leki, 1995; Leki & Carson, 1997; Zamel, 2004). Instructors described the challenges and dilemmas that they encountered as well as how they adapted (or not) their pedagogy in response. Some responded to these challenges by employing plurilingual pedagogies that opened up spaces for students to show their plurilingual and pluricultural competence (Coste, Moore, &

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Zarate, 2009), encouraging the use of languages other than English as tools for learning, and employing plurilingual teaching assistants to help students with comprehension. In contrast, others enforced strict English only classroom environments and stopped collaborative group work altogether, or separated groups according to linguistic background and perceived competence in English. The findings provide insight into the complex learning environments that EAP students transition to after taking courses in academic English. The question arises: how can we prepare our students for such complexity? Not only do students need to learn technical disciplinary knowledge, but also *how to learn* when taught by instructors who self-identify as specialists in the content of their field – not necessarily as teachers who will adapt their practices to accommodate students who speak and write in English as an additional language. In this sense, students are learning within an institutional division of labour between EAP/writing teachers on the one hand and content specialists on the other (Matsuda, 1999).

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### c. EAP Practitioner Beliefs about Scholarship Writing

Webster, Simon<sup>1</sup>

<sup>1</sup>University of Leeds

**Format**

Paper

**Abstract for publication**

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With the introduction of the Teaching Excellence Framework, there is an increasing focus on research-led teaching and learning in UK HE institutions (Gourlay and Stevenson, 2017). The BALEAP professional competencies framework aligns with this agenda with the inclusion of scholarship as an instrument for professional development (Martin, 2014). Where scholarship is introduced in employers' descriptions of EAP practitioners' professional activity, however, there can be institutional expectations of written outputs since they these often serve institutional purposes of establishing the quality of scholarship and its impact (Wood and Su, 2017). A transition into such scholarship writing repositions practitioners and, as with the undertaking of scholarship more broadly (Ding and Bruce, 2017) can be seen to have profound professional identity implications.

This paper investigates the beliefs of EAP practitioners towards scholarship writing in a UK HE setting. It explores the value placed by practitioners on the activity of producing written scholarship outputs, the challenges presented and the identity shift accompanying the transition process. For the research, in-depth, semi-structured interviews were conducted with twelve EAP practitioners engaged in scholarship in order to best access their own perspectives on and interpretations of events (Marshall and Rossman, 2006).

The findings suggest that many of the practitioners felt very limited personal investment in written scholarship outputs, principally as it was regarded as being extraneous to their core professional activity. There was also strong evidence of low teacher-efficacy (Bandura, 1997) in conducting scholarship of sufficient academic quality for critical scrutiny within the public domain. Thus, although practitioners' self-efficacy for the crafting of text was relatively high, concerns regarding theoretical understanding and the subsequent academic rigour of their scholarship writing often negatively influenced writing motivation.

This increased understanding of EAP teachers' transition into scholarship writing not only contributes to the limited literature on EAP practitioner cognition (Borg, 2015) but also serves to inform institutional change management (Wedell, 2009) in its identification of factors which are significant for EAP practitioners' positioning towards scholarship writing.

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## Friday 12 April – Session 2      17:30 – 18:30

### Scholarship/Research/CPD 2 - Michael Sadler Building LG.15

#### a. 'We're a little bit fraudulent sometimes.' Exploring EAP practitioners' professional identities

Camorani, David<sup>1</sup>

<sup>1</sup>University College London

#### **Format**

Paper

#### **Abstract for publication**

Much has been written about identity. Areas such as language learners' identities (e.g. Norton & Toohey, 2001; Kanno & Norton, 2003; Block, 2007; Preece, 2018) and English language teachers' identities (e.g. Duff & Uchida, 1997; Varghese et al., 2005; Tsui, 2007; Clarke, 2008) have long been documented. Research into EAP practitioner identity, however, remains conspicuously absent from such leading journals as *The Journal of English for Academic Purposes*, *TESOL Quarterly*, and *The Journal of Language, Education & Identity*. One notable exception is Ding & Bruce's (2017) discussion of how the ambivalent status of EAP within UK universities – that of a peripheral support service vs. that of a research-informed academic subject – can shape local EAP practice and, by extension, EAP practitioner identity. However, many questions remain: how do EAP practitioners negotiate their professional identities at work? And what are some of the implications for their professional development? In answer to these questions, this presentation reports on some of the main findings from a qualitative dissertation study (2016), in which I explored how a group of EAP practitioners negotiate their professional identities in an EAP support service unit at a London-based Russell Group university. The study draws on poststructuralist discourse theories to conceptualise identity as multi-dimensional (Hall, 1996), unstable (Bauman, 2004), and interactionally emergent (Bucholtz & Hall, 2010). To gain a deeper understanding of the practitioners' professional identities, three experienced (three or more years of continuous or discontinuous EAP teaching experience) and two 'novice' EAP practitioners (three or fewer years) were recruited. Data collection methods included classroom observations, semi-structured interviews and written accounts of a critical incident (Farrell, 2002), focusing on language as the locus for the interactional construction of professional identities.

The findings show that outside the EAP community, the presentation of the teachers' professional selves was characterised by pride and status. Inside their institutional community, however, impoverished status perceptions emerged with clear tendencies to discursively self-marginalise. The findings also point to clear 'pedagogical discomfort' when the participants were faced with their students' discipline-specific content and institutionally ascribed roles. In this presentation, I demonstrate how these findings unfolded in classroom and interview interactions through fine-grained analyses of data extracts and discuss what this might tell us about the teachers' or indeed our own professional identities and development. Implications and (difficult) questions for EAP teacher development are discussed, and opportunities for questions and/or a critical dialogue are encouraged.

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## b. Countering Commodification in EAP: The Need to Explore, Innovate and Transform

Ding, Alex<sup>1</sup>; Bruce, Ian<sup>2</sup>

<sup>1</sup>The University of Leeds, <sup>2</sup>The University of Waikato, Hamilton, New Zealand

### Format

Paper

### Abstract for publication

For several decades, higher education institutions have been reshaped by the combined neoliberal policies of *financialization, marketization and managerialism* (Ding & Bruce, 2017; Fosket, 2011). These influences have also resulted in the reshaping important aspects of the field of EAP as a result of commodification; commodification here is taken to mean assigning an economic value to something not previously seen in economic terms. For example, commodification has shaped the perceived roles and organizational structures of language centres through the outsourcing of EAP provision to global companies. Commodification is also apparent in the area of EAP materials (and by extension pedagogy) as the result of a CEFR-benchmarked, TESOL-textbook approach taken by some publishers.

This combined paper briefly reports the findings of two separate studies that have investigated the issue of commodification in EAP, both of which employed document analysis. The first study examined data around the outsourcing and privatization of language centres. This study documents a progressive increase in takeovers of EAP units by global companies worldwide over more than a decade, and considers how this phenomenon is shaping EAP, both within the outsourced/privatized units and beyond. The second study involved a materials analysis, focusing on the constituency of CEFR-benchmarked, TESOL-type textbook series often used in EAP courses. The study considers the effects of their use on the core EAP practitioner activities of needs analysis, an analytic syllabus and



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the development of students' discourse competence through genre-based pedagogy. These findings, as part of the broader trend of commodification, will then be discussed in relation to practitioner identity, scholarship and praxis. The presentation concludes with suggestions of ways in which EAP practitioners, as members of a developing academic community, can respond to this current wave of commodifying tendencies in EAP. Specific recommendations focus on practitioner action through scholarship, research and the development of a collective voice on policy issues through EAP teacher organisations and fora.

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## Friday 12 April – Session 2      17:30 – 18:30

### Scholarship/Research/CPD 3 - Parkinson Building B.22

#### a. Can academic reading empower EAP students?

Murawska, Anna<sup>1</sup>

<sup>1</sup>Newcastle University

##### **Format**

Paper

##### **Abstract for publication**

Academic reading has so far unduly played a peripheral role in EAP and the academic literacy research agenda. This work draws on constructivist approaches to reading, and a critical view of literacy to foreground academic reading as a proactive and potentially empowering literacy practice. It employed narrative inquiry (group and individual interviews) with international students enrolled on an EAP course to ascertain whether and how academic reading can be empowering. One participant's reading story is presented in its entirety to illustrate international students' complex relationship with academic reading. The data suggests reading has the potential to be empowering, but that although many current practices are disempowering. Suggestions for more empowering practices on the level of EAP curricula and classroom instruction, as well as the wider academic literacy context are made.

#### b. Rating academic oral presentations: the human dimension of alternative assessment

Palmour, Louise<sup>1</sup>

<sup>1</sup>University of Southampton

##### **Format**

Paper

##### **Abstract for publication**

Academic oral presentations (AOPs) are widely used as gateway assessment types on EAP programmes. These gateway tests may have major social consequences (Spolsky 1997), however few studies have investigated assessor and test taker decision-making processes in AOP assessments. Without such a knowledge base, there is a risk that the perception of assessor and test taker decisions will be perceived as random and unjustified.

This presentation shares some preliminary findings of PhD research which primarily investigates EAP AOP assessment practices at UK universities. The core qualitative data sets comprise video-recorded oral presentation assessments, audio-recorded rating discussions and audio-recorded interviews with teachers and students on EAP modules at two UK universities. The researcher spent time in the setting with students and EAP practitioners from the same classes in order to capture multiple

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perspectives on AOP assessment events. The study uses constructivist grounded theory (Charmaz 2014) as an analytic framework to offer a data-driven interpretive account of the dynamic, complex AOP assessment processes.

Data analysis reveals that in parts of rating discussions, test taker disposition, affective factors and task representations were discussed to enhance raters' understanding of AOP events. The initial findings indicate how the assessors' previous experience with their students may act as a tool or distraction in the rating discussion. Far from a mechanical process, the raters consider the virtues and imperfections of the human instrument in alternative assessment. Rater reflections on justifications for their AOP assessment practices reveal key considerations related to issues of validity, fairness and professionalism.

Exploring the assessment practices particular to the AOP affords discussion of aesthetic and technical considerations associated with applications of this genre in EAP settings. The paper creates greater visibility of AOP assessment practices for EAP practitioners, students and other stakeholders. This may in turn lead to increased EAP practitioner and stakeholder confidence in future design and implementation of EAP AOP assessments

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## Saturday 13 April – Session 3 09:00 – 10:30

### Scholarship/Research/CPD 4 - Parkinson Building B.08

#### a. 'From Blagademic to Academic?' The Rocky Road to Recognition for an EAP Practitioner in UK HE

Mansfield, Chris<sup>1</sup>

<sup>1</sup>Queen Mary University of London

#### **Format**

Paper

#### **Abstract for publication**

This paper reports an ongoing exploration of EAP practitioner identity conducted while simultaneously negotiating the rocky road to establishing a career pathway in UK higher education from that starting point. A lack of clarity over prospects and a perception of the precariousness of any career pathways in UK HE involving EAP will be familiar to many. Anecdotal evidence abounds of apparently insurmountable structural and institutional obstacles to our various pathways into, through and (for the lucky few) upwards in the academy. There have been a few concerted attempts to address the background to identity and recognition issues in a more academically robust manner, notably by Hadley (2015) and Ding and Bruce (2017). However, in spite of these contributions, a substantial and sustained discussion of who we are, how we got where we are and where we go next has proved to be a difficult conversation.

I offer a further evidence-based contribution to the motivation, maintenance and momentum of just such a conversation, working from empirical data obtained in a university language unit. 12 hours of conversational data was subjected to critical discourse analysis (CDA), supported by ethnographic observations and corpus-assisted discourse analysis (CADA). The data was collected using a repeatable protocol that generates naturally register-marked conversation between paired participants, elicited by prompts drawn from comments on professional issues made by contributors to the BALEAP mailing list. The resultant discussion of a range of propositions relating to identity and professional practice drawn from this working 'BALEAP corpus' was transcribed and tagged as a corpus for subsequent CADA.

The CDA of the resultant conversational data shows how societal and institutional power relations affecting EAP practitioners are established and reinforced through language use within a community of practice, in this case a group of colleagues with varying teaching and management roles relating to inter alia EAP provision at a major UK university. The identification of key 'political' themes (*topoi*) is largely supported by a complementary CADA of the data set. From the CDA it emerges that tensions exist between competing personal and interpersonal priorities and divergent opinions about desirable and achievable career pathways within both the institution and UK HE in general. However, for many EAP practitioners, the social capital accrued by working for a reputable university appears to outweigh the motivation to address more substantial, immediate and specific factors impacting on their professional identity and their development from service providers to scholars.

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### b. TEAP: Generating momentum through collaboration, peer accountability and a developmental focus.

Hendrie, Paul<sup>1</sup>

<sup>1</sup>CELF SBristol

#### Format

Paper

#### Abstract for publication

One of the key routes to recognition as a professional EAP practitioner is accreditation as a BALEAP Fellow through submission of a TEAP portfolio. Whilst there seems to be considerable interest in EAP for such professional recognition, the relatively low number of fellows listed on the BALEAP website suggests a need to further address the challenges presented by the process of evidence collection and production of a reflective account. A focus group of EAP practitioners at the University of Bristol identified some of these challenges as: navigation of the TEAP competency framework, competing priorities, maintenance of momentum, management of evidence collection and the structure of the reflective account.

To address these obstacles through a socio-constructivist approach (Vygotsky,1962), a collaborative community was established at the University of Bristol to provide a structure within which peers could address these challenges while supporting each other to navigate the collection, writing and submission process. Monthly checkpoint discussions (led by a facilitator familiar with TEAP) aimed to create interim objectives and a sense of collaborative development. This approach provided prospective applicants with the opportunity to wrestle with the criteria and peer review written work done at each stage, while allowing prospective TEAP mentor/assessor applicants to gain experience. It aimed to foster a more developmental focus by reframing gaps in portfolio evidence as opportunities to develop through peer observation, suggestions for reading material and bartering of learning. Such peer exchange has been found to be useful for the development of critical reflection and evaluation of one's own views. (Smith & Hatton, 1993)

Alongside the 2018 summer pre-session course, evidence of the success of this approach was identified through a significant increase in engagement with TEAP by practitioners. The monthly facilitated sessions provided momentum, defined tasks and a sense of shared challenge. They were recorded to enable future facilitation online, including remotely at other institutions, without the presence of a facilitator. Online tools were used to collect questions that were not immediately answerable, so that answers could be batched by mentors at a suitable time.

This presentation will explain the support provided, including the timetable, links to online resources and samples of videos. Attendees will be encouraged to consider providing opportunities

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for collaboration with others in their own context to achieve TEAP accreditation, and how to use or adapt the materials to do so. Access to the resources used will be made available to participants to facilitate the formation of TEAP collaborative communities in other institutions.

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### c. Effecting growth in professional identity of EAP practitioners during and after an MA TEAP course

Jones, Martha<sup>1</sup>

<sup>1</sup>University of Nottingham

#### Format

Paper

#### Abstract for publication

This paper aims to report on the analysis of the development of the professional identity of EAP practitioners before, during and after studying on an MA Teaching English for Academic Purposes programme. The dataset comes from a collection of alumni narratives compiled in 2017 as part of a Faculty-funded project to create an online alumni resource with accounts of alumni teaching contexts, career paths, critical incidents and continuing professional development from three language education programmes at a UK university. This paper focuses on data corresponding to alumni from the MA TEAP with varying levels of expertise in the field, and addresses issues related to Scholarship/Research/CPD.

Professional identity of teachers has been widely researched at different levels of education, (e.g. Beijaard et al. 1999; Beijaard et al. 2000; Beijaard et al. 2004; Rytivaara 2012), but as pointed out by Ding and Bruce (2017), there is a paucity of research on novice EAP practitioners, and non-existent research on experienced or established EAP practitioners,. They go on to add that the *Journal of English for Academic Purposes* has no discussions of EAP practitioner education.

Drawing on literature on 'identity work' (e.g. Clarke 2009) and negotiation of the professional identities of English language teachers, (e.g. Scotland 2014), this paper analyses the MA TEAP alumni's perceptions of changes related to their beliefs, identities, knowledge, and agency in their workplace, as they developed during their course and after successful completion of their MA programme. Preliminary findings show that factors such as insitutional and personal environments as well as an individual sense of agency led to the development of professional identity of some alumni. Other factors which enhanced the alumni's personal identity were in-depth knowledge of EAP practices and how knowledge is constructed and disseminated in different disciplines. Examples of growth in personal identity are confident use of a range of methods to analyse different disciplinary genres for ESAP materials development purposes, and gaining a deeper understanding of EAP as a profession and a valid site for academic inquiry. There is evidence of the alumni's continued efforts

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to pursue their professional interests despite some challenges, such as demands of teaching and lack of time. The MA TEAP alumni's narratives describe how after successful completion of their course, there were a number of opportunities available to them, e.g. publishing part of their dissertation, presenting at conferences, securing jobs, promotion, or pursuing further specialisation by embarking on PhD / EdD programmes.

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## Saturday 13 April – Session 3 09:00 – 10:30

### Scholarship/Research/CPD 5 - Michael Sadler Building LG.15

#### a. Adapting lectures for international students: what native speaker lecturers can learn from EAP & ELT

Aish, Fiona<sup>1</sup>; Marciniak, Ruth<sup>2</sup>

<sup>1</sup>Target English, <sup>2</sup>GCU London

#### **Format**

Paper

#### **Abstract for publication**

This paper describes a professional development project involving collaboration between a subject specialist lecturer and an EAP practitioner. The lecturer is a senior lecturer who teaches fashion marketing on programmes at postgraduate level and the EAP practitioner provides insessional support to the university's students. The aim was to use the linguistic and pedagogic expertise of the EAP practitioner to evaluate the language used by the lecturer in her lectures, and identify areas for improvement through the implementation of techniques commonly used in EAP and ELT teaching contexts. The project explored ideas relating to classroom interactional competence (Walsh, 2012), as well as native and non-native speaker linguistic competence, neutralising native speaker lecturer language, and how ELT techniques can enhance higher education teaching (Jenkins; 2014, HEA 2013; Carl and Cox, 2013).

Classroom Interactional Competence (CIC) is usually described, in the context of the second language learning classroom environment, as a way to increase and improve students' interactional communicative skills and improve learning. Teachers are encouraged to provide appropriate learning spaces which "acknowledge the need to adjust the linguistic and interactional patterns to the particular goal of the moment" (Walsh, 2012, p.6). Teachers who focus on classroom interactional competence use strategies such as increasing response waiting time, adjusting their use of language and paraphrasing responses to check understanding. This project wanted to explore how an EAP teacher could work with a subject specialist lecturer to implement some of the strategies and approaches common to CIC in her lecturing style in order to facilitate student comprehension and engagement both with the subject matter and the associated lecture discussion activities.

The project in this paper took the form of a three stage intervention. Firstly, the EAP practitioner videoed a lecture and conducted student focus groups. Walsh (2012) recommends the use of video to capture what is happening in the classroom and allow teachers to watch and reflect on their practice. Secondly, the video was analysed for various aspects of language use and this was fed back to the lecturer, along with some suggestions for improvement. Finally, a second observation and focus groups were conducted to assess the implementation of the suggestions and their impacts

This paper outlines the need for the project, explains the stages and describes the outcomes. It will also report on the next stages and possible future applications within the university and the wider higher education community.



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### b. Transforming oracy on a pre-sessional programme: language for learning in classroom discussions

Elmslie, Rachel<sup>1</sup>

<sup>1</sup>University of Glasgow

#### **Format**

Paper

#### **Abstract for publication**

This paper reports on a small-scale study of how students' speaking develops on a pre-sessional bridging programme for pre-Masters students in Accounting and Finance. The focus of the paper is on transformation in students' speaking as they move from speaking as a product of learning to speaking as a process of co-construction of knowledge, using language as a "tool for thinking together" (Mercer, 2004: 166). Spoken interaction is important in learning and teaching contexts, including one-to-one interactions and seminars (Basturkmen, 2016) and tutorials, which are a site of discussion for learning and academic socialisation (Anderson, 1997). Participation in spoken classroom interaction is also generally expected of postgraduate students (Morita, 2000), while communication skills often feature in university statements of graduate attributes and are valued by Business and Accounting employers (Kavanagh and Drennan, 2008). Those making the transition to postgraduate study in the UK therefore need to understand such academic practices and develop the linguistic resource to participate in settings where language, meaning-making and contested knowledge are central (Lea, 2004).

My study uses a methodology informed by sociocultural discourse analysis (Mercer, 2004). Although this framework has been used extensively in general education, it is less well known in EAP. The analysis considers the disputational, cumulative and exploratory talk of students (n=24) to capture

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emergent types of interaction in twice-weekly short classroom discussions over 4 weeks of a pre-session programme. Disciplinary-specific vocabulary was added as a fourth category of analysis as an indicator of emerging discourse socialisation in student talk. I discuss changes in interactions and language used in peer-to-peer classroom discussions as students develop their language, oracy skills, and knowledge of their disciplinary subject. From samples of students' classroom discussions, tentative findings suggest that over the duration of the programme, students used more lexis from course texts, while discussions became more interactive and aligned to the pedagogic goals of co-construction of knowledge through exploratory talk. Reflective writing by students offered supplementary insights into what they perceived as elements of the pre-session course that supported their progress. I discuss implications both for course design and for research into classroom interaction.

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### c. Academic lectures: the student transition from pre-session listener to academic learner.

Kilbon, Jayn<sup>1</sup>

<sup>1</sup>University of Leicester

#### Format

Paper

#### Abstract for publication

This presentation will discuss some of the findings which have emerged from an ongoing longitudinal doctoral study investigating post-graduate L2 student views on lecture comprehension at a British university. In particular, it will use data from a series of interviews to highlight how the students' perceptions about the factors affecting their lecture comprehension changed from their EAP pre-session course to their management related MSc.

The data for this study was collected via semi-structured interviews with seven post-graduate students. Thematic analysis identified that during their pre-session course, the students had very limited knowledge about the factors which might affect their academic lecture comprehension.

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However, once the students began their academic programmes, they immediately raised a number of issues which had not previously been considered. Of particular relevance to EAP practitioners are the student comments associated with both the complexity of attempting to listen, read, write and learn simultaneously, and with the importance of pre-existing subject knowledge in lecture comprehension.

The presentation will also explore why there may have been a change in the students' perceptions. Authors such as Alexander et al (2008), Benson (1989), Flowerdew and Miller (1997) and MacDonald et al (2000) have highlighted significant differences between the listening texts and tasks often included on EAP courses, and the type of listening which occurs in academic lectures. Students may therefore find it difficult to transfer the listening skills taught on a pre-session course to their academic programme (James 2006, Perkins and Salomon 1988), or may even have been taught skills which are of little use in an academic lecture. In addition, interviews with nine pre-session EAP tutors, conducted during this doctoral study, revealed a lack of practitioner knowledge about both the teaching of academic listening skills, and the academic lecture practices within the institution. This lack of knowledge may also have contributed to the students' feelings of being underprepared for their academic lecture experiences.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Scholarship/Research/CPD 6 - Parkinson Building B.08

a. What makes an EAP practitioner? Teacher identity, education, and training opportunities in HE

Brennan, Lisa<sup>1</sup>

<sup>1</sup>English Language Centre, University of Liverpool

#### **Format**

Paper

#### **Abstract for publication**

Many teachers make the transition from General English teaching to EAP teaching with little to no additional formal teacher education (Alexander, 2013). While all language schools in the UK require an Initial Teacher Training qualification (such as the CELTA or CertTESOL), and possibly a subsequent higher qualification (DELTA/DipTESOL), there is no similar gatekeeping qualification for EAP teaching; it is seen as another strand of English teaching like YL, Business English or IELTS/exam preparation, for which additional training is a bonus rather than a necessity.

Yet the presence of accrediting bodies such as BAELAP, and the related EAP-focused short courses or PG qualifications suggests that there is a perceived need, on the part of the institutions, the teachers themselves, or both, for dedicated EAP teacher education. To understand how teachers identify themselves as EAP practitioners, we need to also understand their attitudes towards, and interaction with, the educational and training opportunities available to them. This paper will begin to address the ways in which teachers form their own professional identities as EAP practitioners, and how that affects, or is informed by, teacher training and CPD opportunities. Both quantitative and qualitative data will be presented, which is drawn from questionnaires given to the EAP teachers at one HE setting in the UK, and also from a small number of semi-structured interviews.

Addressing the theme of *Innovation, Exploration and Transformation*, it will particularly focus on the exploration of EAP teacher identity; an area of growing interest and research. What are the various methods teachers use to create their identity as an EAP practitioner? Do EAP teachers perceive a need for further teacher education specific to the academic field, and how does that perceived need relate to the strength of teacher identity? What kinds of EAP specific teacher education are most required or preferred? Finally, this paper will suggest some possible ways in which we can continue to improve or transform the educational and training opportunities available to teachers to allow them to feel confident and qualified in their role as EAP practitioners, and formulate possibilities for further research.

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## b. What do we mean by EAP teachers? Reflections on practice, pedagogy and professional development.

Fitzpatrick, Damian<sup>1</sup>; Costley, Tracey<sup>2</sup>; Tavakoli, Parvaneh<sup>3</sup>

<sup>1</sup>University of Arts London, <sup>2</sup>University of Essex, <sup>3</sup>The University of Reading

### **Format**

Paper

### **Abstract for publication**

The last decade has seen significant change in the ways in which English for Academic Purposes is labelled and positioned within and across higher education institutions in the U.K. In our professional practice and research so far we have found colleagues working under a number of different titles: EAP Lecturer, EAP Tutor, Language Development Tutor, Academic Skills Advisor, In-Sessional Tutor, Pre-Sessional Tutor, EAP/Academic Skills tutors, to name but a few. These multiple titles are often overlapping, interchangeable and locally specific, while our work also takes place in a range of different settings such as language Centres, Libraries, Academic Departments as well as private providers. Despite such a diverse set of labels and locations, we are often viewed both from within and outside the field as a somewhat monolithic group. This raises a number of important questions such as: *What do we do as practitioners? What does 'EAP' mean to us and what challenges do we face in our day-to-day roles?* This leads to important discussions about our practice, pedagogy and professional development, and in particular, how our professional knowledge and practices change and develop over time and what this tells us about continuing professional development (Campion, 2016).

In this paper we draw on data collected from a mixed-methods study with EAP teachers from a wide range of Higher Education Institutions to explore some of the beliefs and practices that crosscut and permeate the different roles and identities they have. We make use of data from interviews, questionnaires and observations to look at how these roles and identities develop and what this tells us about the ways in which our field is developing. An important contribution this paper makes is to give voice to EAP practitioners, which has often been missing from research in the field (Ding & Bruce, 2017). We end with a discussion of the professional development needs and opportunities that have emerged out of this research and offer suggestions for future policy and practice.

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### c. The professional identity of EAP practitioners: professional knowledge, scholarship and research

Taylor, Sarah<sup>1</sup>

<sup>1</sup>LSE

#### Format

Paper

#### Abstract for publication

EAP aims to help students to “develop a complex interaction of knowledge and skills in order to communicate and participate effectively in HE” (Ding and Bruce, 2017:5). This involves not only developing students' general English proficiency, but also their discourse competence in using English in academic contexts (Bruce, 2017). However, EAP is frequently positioned as a 'service' (Ding and Bruce, 2017; Turner, 2004) within the academy, which reduces it to a technical function (Turner, 2004), thus undermining its complexity. The focus of EAP is on the whole discourse process, not just language, which demands a professional knowledge that draws on a number of areas of research (Ding and Bruce, 2017). This requires that EAP be seen as an academic field of study that is actively engaged in theory and research which supports practice and has a personal interest in understanding the complex needs of the students (ibid). As a result, a number of researchers (e.g. Bell, 2016; Ding and Bruce, 2017) have called for EAP practitioners to be more engaged in research and scholarly activity and for the “co-existence of teaching and research in EAP ...to be, emblematic of our discipline” (Hamp-Lyons, 2011:4) in order for the profession to continue to develop as an academic field of study.

My EdD thesis research is a qualitative study examining the professional identity of EAP practitioners from the perspective of those practitioners themselves, and using symbolic interactionism (Blumer, 1969) as a theoretical lens through which to analyse my data. I used in-depth interviews as a research method in order to gain a deep understanding of practitioners' beliefs and feelings about their own identities. This paper focuses on one part of my research, which examined practitioners' experiences of, and views on, scholarly activity, and whether they felt this activity was important to their identities as EAP practitioners. I found that, although participants generally acknowledged the importance of scholarly activity, there were tensions in terms of the importance participants gave to being research active, the practical difficulties they faced in engaging with research, and resistance to more traditional forms of research activity. This paper provides a brief overview of the main themes that emerged from the interviews, and aims to contribute to the discussion in EAP surrounding how we as practitioners develop our professional knowledge and position ourselves as an academic field of study rather than a mere service provider.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Scholarship/Research/CPD 7 - Michael Sadler Building LG.15

#### a. Ready for moving into TEAP? A case study in China

Zhang, Qian<sup>1</sup>; Zhong, Ming<sup>2</sup>

<sup>1</sup>University of Northampton, <sup>2</sup>Guangdong University of Technology

#### **Format**

Paper

#### **Abstract for publication**

This paper reports findings from an on-going project funded by The MOE (Ministry of Education in China) Project of Humanities and Social Sciences. It explores how the BALEAP TEAP Competency Framework (2008) can be applied to investigate teachers' experiences during the transition from teaching English for general purposes (EGP) to English for academic purposes (EAP) in the Chinese higher education context. Data will be collected through a combination of survey and semi-structured interview from selected high-level universities in Guangdong province. The intended outcomes are to propose strategies to support the continuous professional development (CPD) of EAP teachers in China.

Rapid globalization requires Chinese graduates to adapt global academic environment and improve their international competitiveness. It seems that traditional college English course to non-English majors in China cannot meet the requirement. Cai (2012, 2014, 2017a, 2017b) argues the importance of EAP in college English teaching curriculum. This is supported by the newly-published China College English Teaching Guidelines, which includes EAP. This is an important sign of a paradigm shift in ELT at tertiary level. Therefore, more universities start offering EAP to both undergraduate and postgraduate students.

Due to the expansion of EAP courses, there is a significant demand of EAP teachers. In order to meet the demand, it is necessary for many EGP teachers to change their roles to EAP teachers. Because there are distinct differences between the field of EAP and EGP, even experienced teacher may not be competent to teach EAP (Alexander, 2010; Campion, 2012). Therefore, the development of teachers' competence plays a vital role during the transition process. This on-going study aims to understand the challenges faced by teachers during the transition and how these challenges can be overcome.

First, a survey study will be conducted among English teachers from seven high-level universities in Guangdong Province to find out their professional background, their perceptions of teaching EAP and perceived challenges of teaching EAP. Second, a semi-structured interview will be conducted with current EAP teachers to gain an insight of the real challenges they face and how they would like to overcome.

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- Champion, G. (2012) 'The learning never ends' Investigating teachers' experiences of moving from English for General Purposes to English for Academic Purposes in the UK context; What are the main challenges associated with beginning to teach EAP, and how can these challenges be overcome? MA dissertation. Available at: <https://www.baleap.org/wp-content/uploads/2016/03/Gemma-Campion.pdf> (access on 29th September 2018)

## b. Exploring approaches to teacher observation on an intensive EAP pre-session course

MacDiarmid, Carole<sup>1</sup>

<sup>1</sup>The BALEAP Accreditation Scheme

### **Format**

Paper

### **Abstract for publication**

This paper presents findings of an investigation into innovations we have made in approaching teacher observations. Observations are a common source for providing feedback on teaching, either as part of performance evaluation or as a tool for continuing professional development (e.g., Gaudin et al., 2015; Gore et al., 2015; Gunn, 2011; Hockly, 2018). On our intensive summer pre-session courses, we offer an observation cycle comprising pre and post observation discussions, a reflective element and an agreed report. These stages are informed by the BALEAP (2008) Teaching English for Academic Purposes Competency Framework (TEAP CF), focusing on aspects of teacher knowledge, including both content and pedagogical content knowledge (Shulman, 1986). While we foreground the developmental, quality enhancement aspect of observations, as a BALEAP accredited institution we also observe for quality assurance purposes. As such, observations bring with them a number of issues. For example, some teachers see observations as intrusive or stressful, for they are some a repetitive chore. Practically, observing large numbers of teachers in a short time frame is a challenge to manage.

In response to these challenges, we have developed a range of options from the traditional class observation by a team leader to peer-observations (2016), observations of 1 to 1 tutorials (2017) and in 2018 observations 'at a distance', with feedback based on a recorded lesson. Although we innovated in approaches, prior to this investigation we had not systematically gathered insights into

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how participants viewed the observation cycle, the different alternatives offered, or the extent to which they thought the TEAP CF facilitates development. This paper reports on a small scholarship project that explored participant views of these issues via two sets of focus groups, one concentrating on the role of the observee, the other the observer. Photo elicitation was used (including visuals of learning events) to stimulate discussion along with additional prompts (see e.g. Chapter 6 in Merriam et al., 2016 and Margolis and Pauwels, 2011). The discussions are analysed for emerging themes (Vaismoradi et al. 2013).

This paper may be of use to any teachers/observers wishing to explore alternative ways to observe and reflect on lessons. Participants will be asked to critically reflect on their own observation practices and experiences.

## References

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## c. The implementation of a flexible peer observation programme at INTO, University of Exeter

Larkin, Sophie<sup>1</sup>

<sup>1</sup>Into, University of Exeter

### Format

Paper

### Abstract for publication

This paper presents the findings of a small-scale qualitative study of a model of peer observation currently in progress at INTO, University of Exeter. The INTO Exeter peer observation programme (POP) as a formalised initiative was introduced in November 2017 by senior management as a tool for developing good practice and strengthening collegiality within teams and across disciplines. Using rich descriptions from informal, unstructured interviews from 5 participating teachers, the study aims to explore to what extent teachers value the peer observation programme, and what contributions the programme may be making to the altering of their perceptions of the centre as a

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collegial community of practice. The data was analysed thematically and these themes were further explored by means of a focus group.

By way of describing this particular model of peer observation, the paper refers to established mechanisms of teacher learning, such as cooperative development (Edge, 1992), critical friends (Farrell, 2001), and 'buddy systems' (Hadfield, 2012). The model takes a sociocultural view of teacher development in that teacher learning is better achieved with the aid of the 'other' through social interaction, enabling learning teachers to 'self-regulate' and reach a higher level of awareness and understanding (Vygotsky, 1978). The paper documents the consequential impact of the peer observation process on the practitioner and the centre with reference to identity theories (Gee, 2000, Mora et al, 2013), and communities of practice (Wenger, 2000).

Overall, the results lend further credence to the notion that a teacher's identity is strengthened through supportive developmental practice (Larkin, 2017). However, the study highlights the persistence of inherent teacher beliefs regarding the practice of observation (such as feelings of judgement), and differing conceptions of its role as a learning tool. Moreover, there is a conflict between the need for structure and a need for informality regarding the delivery of the peer observation programme. Finally, despite the number of peer observations decreasing, there is some evidence of a progressive softening in teacher attitudes towards peer observation, and an enhanced spirit of collegiality, cooperation and creativity.

The session will invite the audience to contribute to a revised, more flexible model of peer observation, thereby creating newer and richer possibilities for personal and professional development, and further elaborating on the power of community. The session will therefore be part presentation and part workshop, making use of a variety of techniques designed to trigger self reflection, cooperation and co-creation

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## Saturday 13 April – Session 5 15:30 – 17:00

### Scholarship/Research/CPD 8 - Rupert Beckett Lecture Theatre

#### a. What can cognitive linguistics do for the EAP community?

Zacharias, Sally<sup>1</sup>

<sup>1</sup>University of Glasgow

#### **Format**

Paper

#### **Abstract for publication**

One principal aim of the academic disciplines is to develop learners' understanding and use of abstract concepts. In science, for example, learners are required to develop very discipline-specific understandings of concepts such as *life*, *force* and *energy*. This presentation will demonstrate how the language of the learning context plays a key role in the development of abstract thought and disciplinary knowledge and will argue that an EAP pedagogy that includes a model of language based on some key cognitive linguistic principles would benefit both EAP practitioners and their learners. I will explore the role that classroom discourse plays in the development of scientific abstract concepts and introduce an innovative model of linguistic knowledge (Zacharias forthcoming) based on principles of cognitive linguistics and stylistics (Langacker 1991; Gavins 2007, Werth 1999) to reveal how a group of learners construe a learning event. The model resulted from a four month longitudinal study of a science course in the UK in which the spoken and written language of the learners was both recorded and then analysed from a socio-cognitive discursive perspective. Specifically focusing on a group writing task, in which the learners wrote an explanation to demonstrate their understanding of *heat transfer*, the resulting framework reflects the linguistic knowledge required to complete the activity. Although I will use examples from a science classroom, I argue that a cognitive approach to thinking about language applies to all academic environments. The findings show how the concept emerges and evolves during the learning activities. More specifically, they demonstrate how the classroom discourse, the knowledge frames of the learners, as well as the social and concrete world of the learning environment plays a key role in the development of abstract thought.

I will discuss the implications of the findings for the EAP practitioner community, in particular, in relation to EAP practitioners' Knowledge About Language (KAL) and the challenges of implementing such a model on teacher training and CPD programmes. This talk will be of interest to EAP practitioners and researchers interested in transforming how we think about classroom discourse and the role of language in the knowledge-building process.

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Zacharias, S. (forthcoming) The Development of the Abstract Scientific Concept of Heat Energy in a Naturalistic Classroom Setting. In *Human Cognitive Processing* (Eds.) Marianna Bolognesi, Gerard Steen, (series Eds.) Klaus-Uwe Panther and Linda Thornburg. John Benjamins Publishing.

## b. Halliday's influence on EAP Practice: the development of a 2019 Special Issue of JEAP

Gardner, Sheena<sup>1</sup>; Donohue, Jim<sup>2</sup>

<sup>1</sup>Coventry University, <sup>2</sup>Queen Mary University of London

### **Format**

Paper

### **Abstract for publication**

At the 2017 BALEAP conference Susie Cowley-Haselden and Laetitia Monbec reported on their survey of BALEAP members that asked about theories that guide EAP practice. SFL was top among them (alongside genre theory and corpus linguistics), reflecting the EAP knowledge base discussed in Ding and Bruce (2017) and Bruce (2017).

On April 15th 2018 in Sydney, Michael Halliday died, and his passing was met with an outpouring of messages around the world expressing sadness as well as appreciation for the extensive and hugely influential work he did for linguistics, and its application in language teaching. On the BALEAP mailing list, it was suggested that the *Journal of English for Academic Purposes* (JEAP) should commemorate his work in a special issue that examines the influence his work has had on the practice of EAP. As Christina Healey said, 'we have all benefitted so much from his thinking, even if we didn't always know it.'

Following discussions with JEAP, we were invited to edit a special issue to commemorate Halliday's legacy. We wanted to go beyond the rich, insightful and applicable text analyses that JEAP regularly provides to inform BALEAP competency A (understanding academic discourse across disciplines, genres and contexts); we wanted to find evidence from around the world of how Halliday's SFL ideas have actually been applied in practice, which relates more directly to BALEAP competencies C (course delivery) and D (programme development).

In response to calls for papers over summer 2018, we received over 50 proposals, and selected those that most clearly planned to demonstrate how SFL actually informs and influences specific EAP practice.

In this session, we will provide an overview and analysis of SFL notions, areas of EAP practice and EAP contexts represented in these proposals. This ranges from how well-established notions of cohesion are currently deployed, and the role of thematic development in materials for teaching reading and writing, to work on metalanguage, genre, register, and the impact of SFL in classroom practice more broadly.

We will also update participants on the progress of the special issue, explain the recent changes that online publication have brought to JEAP (e.g. now articles appear online as they are ready,

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before the editorial). We welcome feedback on the process, and would also like to assess the extent of interest in producing a paper run of the special issue for purchase.

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### c. Publishing in academic journals: Issues and challenges for student writers

Paltridge, Brian<sup>1</sup>

<sup>1</sup>University of Sydney

#### Format

Paper

#### Abstract for publication

Publishing in academic journals is increasingly important for research students (Curry, 2016). Indeed, research students are often told that 'their academic future is dependent on peer-reviewed publications' (Badenhorst & Xu 2016: 1). This is as true for them when they are just starting out in a new academic position as when they are seeking tenure or promotion in that position (Lee 2014). The process of peer review, however, is often unclear to them and one they find challenging to deal with (Tardy, 2019). In this presentation, I discuss some of the issues students face when submitting their work to academic journals and, in particular, how they might better understand and deal with the reports they receive on their work. Data will be presented from a study which examined reviewers' reports on submissions to the journal *English for Specific Purposes*. Reviewers also completed a questionnaire which asked about challenges they faced in writing reviewers' reports and were sent follow up emails which sought further elaboration on their questionnaire responses. The study was approved by the university's human research ethics committee and all the reviewers who took part the study gave permission for their reviews and other data to be included in the study.

The study found that, for reasons of politeness (Haugh, 2013), reviewers were often reluctant to tell authors directly what changes they wanted them to make to their manuscripts, making it difficult for new researchers to understand exactly what the reviewers are wanting them to do with their submissions. The study also found that, compared to published academic writing (McGrath & Kuteeva, 2012; Hyland & Jiang, 2016), there were many fewer instances of hedging (Hyland, 2000) as well as a high use of self-mentions (Hyland, 2005) in the reviews, showing a high level of certainty in

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the views expressed by the reviewers and, thus, less encouragement for authors to negotiate the points of view expressed in the reports. The presentation concludes by suggesting ways of working through these aspects of the peer review process with students so as to help increase the chances of their work being published in academic journals. The study, thus, contributes to the field of English for research publication purposes (Flowerdew, 2013) by providing insights into the genre of reviewers' reports that can inform discussions teachers have with students on this aspect of the peer review process and, in turn, getting published in academic journals.

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**Scholarship/Research/CPD 9 - Michael Sadler Building, LG.15****a. Research Training for Emerging Chinese EAP Teachers**

Lei, Jun<sup>1</sup>; Li, Yongyan<sup>2</sup>

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**Format**

Paper

**Abstract for publication**

Against the backdrop of the intensifying internationalisation of Chinese higher education, a large number of Chinese university English teachers are transitioning from college English teachers to EAP teacher-researchers either willingly or unwillingly. This transition, however, can be a dispiriting and even debilitating process. There is thus a call for providing emerging EAP teachers with professional support to help them navigate the transition successfully, including through developing their research capabilities (Ding & Bruce 2017; Wen & Ren, 2011). In response to this call, a three-part seminar series was designed to introduce a group of emerging Chinese EAP teachers to both the literature landscape of and methods for qualitative research in EAP. Each seminar featured a lecture given by the authors and a research sharing session given by one or two Ph.D. students. The EAP teachers were provided with a 40-page booklet consisting of the lecture materials and a readings packet including seven research articles. This paper describes and evaluates the seminar series. The main data sources include teaching materials, teacher participants' responses to a pre- and post-seminar questionnaire, and group discussion recordings at the end of the last seminar. Participants' responses to the close-ended questions in the questionnaires were analyzed quantitatively to detect patterns and trends, whereas their responses to the open-ended questions in the questionnaires and group discussion recordings were tallied and analyzed qualitatively to identify salient themes and issues. The quantitative results show that overall, the participants finished the seminar with intentions to read and conduct research significantly more frequently, increased confidence in conducting research, and significantly stronger perceived influence of reading research on teaching. The qualitative results indicate that the greatest challenges they reported facing in conducting research included inadequate background knowledge, difficulties in selecting a research topic and identifying a research niche, lack of time, and unavailability of collaborators, the features of the seminar valued most were the instructors' and Ph.D. students' sharing of their own research projects and research processes, and the type of research they were most interested in conducting was practice-related, especially needs analysis and their own teaching practices. Findings of this study have implications for developing emerging Chinese EAP teachers' identity as a researcher contributing to the knowledge base of EAP.

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## b. 'Dual Practitioning': A step beyond collaboration

Godfrey, Jeanne<sup>1</sup>; Whong, Melinda - Co-Author<sup>2</sup>

<sup>1</sup>The University of Leeds, <sup>2</sup>The University of Leeds

### **Format**

Paper

### **Abstract for publication**

The trend towards an embedded approach to English for Academic Purposes (EAP) has led to calls for more collaboration between EAP practitioners and subject tutors (Wingate 2012). In this paper, we argue that this does not go far enough.

The field of EAP can be seen as comprising two areas of important work which, at present, remain somewhat distinct: research and pedagogy (Ding and Bruce 2017). Both are interested in student writing, and both have approached student writing primarily through the lens of genre. Existing research on student writing (e.g. Nesi and Gardner 2012) draws heavily on methods of analysis applied to published academic texts (Hyland, Flowerdew, among many others). Taken together, EAP research has led to a good set of useful conclusions about specific features of text such as hedging, nominalisation, etc., on the one hand, and broad generalisations about 'science' v 'social science', for example, on the other. Our survey of the literature leaves us with the observation that there are too few voices within the EAP research side of the field that go beyond investigating what's *typical* in academic writing to asking the question that practitioners engaged in pedagogy want answered: what is *good* academic writing?

We report on a project in which EAP practitioners have joined forces with subject tutors to explore this very question. Based on the experience of this project, we argue that a call for 'collaboration' between EAP and subject tutors is not ambitious enough. Significant gains are to be made if tutors with expertise in EAP and tutors with expertise in a specific academic discipline take a 'dual practitioning' approach to what both sets of professionals dedicate a significant proportion of their career to: student education. Such an approach recognises equal value of contribution to a shared interest. Subject tutors are rightly respected for their knowledge of their respective academic field. EAP tutors possess not only the knowledge of academic text in terms of both product and process, but the metalanguage to make this knowledge explicit. In addition to benefitting the field of EAP itself, a dual practitioning approach will help to prevent a deficiency model which undermines the values and intentions of academia and academics.

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### c. Internationalisation and widening participation narratives: synergies and pedagogical implications

Burns, Caroline<sup>1</sup>; Carnaffan, Jane<sup>1</sup>

<sup>1</sup>Northumbria University

#### **Format**

Paper

#### **Abstract for publication**

EAP practice is generally geared towards facilitating the process of adjustment by teaching international students what is expected of them on their target programmes. Rather than challenging the deficit approach, EAP research is largely instrumental and practitioners rarely look beyond the institutional goals. Taking a wider view, we can see that in the UK, internationalisation has been driven by neoliberal economics and pursued by successive governments from Blair onwards, in order to fund the expansion of UK Higher Education. While internationalisation and widening participation have gone hand in hand from a funding perspective, they are treated separately in terms of policy (Ippolito, 2007).

Internationalisation at home (Crowther et al 2003) seeks to promote an international experience for all students based on equality and reciprocity within a broader framework of diversity and equality (Jones and Killick, 2013) and may help us to explore the synergies in home/international student experiences. Within this field, global citizenship, albeit a complex and contested concept, offers an alternative paradigm with a theoretical and ethical underpinning in which EAP practitioners may transform their professional identities and redefine their goals, both individually and collectively.

This paper draws on two qualitative research projects in different contexts: a Russell group and a post-1992 university. Using qualitative methodologies, both explore issues surrounding social and academic transitions to university. Our findings suggest that widening participation and internationalisation narratives are intertwined, and that dialogue can support the development of a global identity for staff and students fitting for the twenty first century's interconnected world. The researcher's own personal and professional learning was an emergent outcome of one study (Burns, 2018). Although our research focuses on home students, we conclude that that the home/international student binary is unhelpful and that there are synergies to be explored across this divide. Our research therefore has pedagogical implications for how EAP professionals relate to both home and international students within the neoliberal and post-Brexit landscape.

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Scholarship/Research/CPD 10 - Parkinson Building B.22

a. Utilizing VR learning environments for learning academic writing structure: Students' perspectives

Pack, Austin<sup>1</sup>; Barrett, Alex<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University

**Format**

Paper

**Abstract for publication**

This paper explores an innovative teaching methodology that harnesses the technology of VR learning environments (VRLEs) to transform the learning environment of academic writing structure from a physical to a digital world.

Leveraging virtual reality technology for language learning remains one of the least published topics in the field of digital learning and technology (Hsu et al. 2012; Wang & Vasquez, 2012; Lin & Lan, 2015). Yet many studies suggest utilizing VR has several benefits: increasing intrinsic motivation and reducing the affective filter (Schwienhorst, 2002); promoting self-directed learning and providing a fail-safe learning environment (Vogel et al., 2006); and increasing learner autonomy, reducing learning anxiety, and fostering creativity (Lin & Lan, 2015). Therefore, the present study looks to fill the gap in researching the use of VRLEs for the study of EAP.

This paper reports the findings of a study exploring possible affordances and of VRLEs for learning EAP by investigating university EAP students' attitudes and beliefs towards utilizing a VRLE designed to teach academic writing structure. Participants were 10 first-year EAP students at a Sino-foreign English as a Medium of Instruction university in China. Academic writing structure was taught in one on one tutoring sessions with an EAP tutor. The researchers adhered to the standard ethics practices of the institution where the research took place. The study's mixed method research design included questionnaires and semi-structured interviews. The VRLE used in the study is the Virtual Reality Language Learning Lab (VRLLL), which was developed by a team of computer science and language acquisition researchers at Xi'an Jiaotong-Liverpool University. The VRLLL is a synthetic immersive environment and educational tool programmed for the Oculus Rift + Touch system and is designed to teach academic writing structure, while at the same time reducing the affective filter and promoting learner engagement. Using the pedagogical technique of painting essay structure (Pack, forthcoming), the VRLLL takes advantage of the multimodality VR technology offers to create an innovative, transformative, immersive, and interactive student-centered experience.

Findings suggest that students' attitudes towards EAP classes may affect their VRLE experience and that the VRLLL may lead to an increase in motivation and interest to study EAP, as well as provide a distraction free learning environment that helps students stay focused on assigned tasks. The presentation will conclude with pedagogical implications and suggestions for future research.

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## b. Real World Activity as a means of reshaping practice

Breen, Paul<sup>1</sup>

<sup>1</sup>University of Westminster

### Format

Paper

### Abstract for publication

This is a paper and presentation that has been theoretically shaped by a combination of Engeström's (1999) Third Generation Activity Theory and an increasing drive for real world impact in higher educational teaching and learning. That theory has been applied to a practical project looking at the impact of real world teaching and learning activities for both students and teachers. University of Westminster in London has provided the research setting, looking at a sample of students drawn from across a Foundation Programme for home students and an Academic English course for international students. In each of these classes, a component of real world learning has been integrated into the curriculum. Such instances include home students interacting with local businesses or community groups as a means of proposing ideas for future change and presenting those ideas as part of their assessment. An important point to note is that such ideas are not limited to the business sphere, but could involve suggestions of environmental change for example. The purpose of this type of project is to get students more actively involved in the society in which they are living, studying and perhaps one day working, in the case of home students.

International students are perceived to benefit from this type of project in a different way, in that this gives them a way to engage more actively with a society and culture that is essentially foreign to them. By doing this, it is believed that these students will find it easier to integrate into higher educational institutions where they are studying in a second or other language. Very often, on the basis of empirical evidence, Academic English students struggle not just because of language or disciplinary awareness, but because of the challenge of integrating purposefully into this new environment. Thus by courses facilitating that type of interaction, teachers are scaffolding students towards greater autonomy and putting into action many of the skills deemed necessary in EAP

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teaching according to the Competency framework for teachers of English for academic purposes (2008). Finally, by aspiring to a greater synergy between courses for home and international students, EAP practitioners can broaden the remit of our practice and draw on the skills and knowledge we have in order to make a more significant impact upon what might be called the academic mainstream.

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### c. EAP and the Socialisation Experiences of Students in Higher Education

Leigh, Sandra<sup>1</sup>

<sup>1</sup>University of Nottingham

#### Format

Paper

#### Abstract for publication

This presentation focuses on the findings of an investigation into the impact of EAP education on the first-year experiences of a group of post-EAP students at a Russell Group UK university. It explored students' transition into higher education using Bragg's & Weidman's socialisation theories as a conceptual framework; such a framework allows for a reflective evaluation of the efficacy of EAP programmes not only by providing a more comprehensive picture of EAP's role in preparing students for academic life, but also by challenging how practitioners engage with former EAP students to identify new directions for practice. A total of 62 individual interviews were conducted with students over their first year as well as 10 interviews with subject and EAP lecturers. The findings showed that these students benefited from their EAP experience in multiple ways. These included not only how to navigate their academic experiences, but also how to navigate the University's systems and spaces. More specifically, however, the findings address the perennial ESAP-EGAP debate; students who had received content input seemed more satisfied than those who had received no content input. More generally, the findings revealed that students were socialised into the departments primarily through their interaction with peers, staff and their institution. Relationships were key to developing the necessary knowledge and skills for succeeding on their degree programmes. A comparison of students' experiences also showed that whilst

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language competence influences socialisation, personal dispositions and agentive abilities are key to transitioning. Much rests on the individuals' ability to interpret and reconcile institutional values with their own personal values and backgrounds as well as to challenge or resist structures that seem unfair or unproductive. This presentation will examine student pairs to show that critical thinking, autonomy, agency and a tolerance for ambiguity are as important as linguistic abilities. The practical implications for EAP are that we provide opportunities for students to develop supportive relationships with each other and agency on EAP courses so they can independently address future challenges on their degree courses. This research also helps to transform traditional perceptions of students as consumers to producers of knowledge and encourages dialogic relationships with former students who can legitimately contribute to achieving the complex goal of preparing students for academia.

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Scholarship/Research/CPD 11 - Parkinson Building B.08

a. Building a practical online corpus course for teachers

Read, David - Presenting Author<sup>1</sup>; Asimakopoulos, Anastasios - Presenting Author<sup>1</sup>

<sup>1</sup>Sheffield University

**Format**

Paper

**Abstract for publication**

Several researchers have identified the benefits of corpora to develop EAP students' writing (Charles 2007; Flowerdew 2015; Gilmore 2009) as well as their discipline/genre-specific vocabulary development (Dang, Coxhead and Webb 2017; Charles 2012; Durrant 2016). It can provide data-driven insights into how academic language is actually used in different written genres; it can generate word lists for frequent terms in a particular discipline; it can help students identify particular linguistic 'moves' in academic genres such as research articles, case studies, proposals, reports, and dissertations.

And yet in our experience of working with and training EAP teachers, many of them struggle to access this information and find ways to use it practically in the classroom. This might not be due to lack of interest and motivation, but rather to the way corpus data is presented through complex and sometimes confusing websites and software tools. It sometimes seems like the only way to really become comfortable with the use of corpus data is through years of formal study, but most teachers don't have the time or inclination to do this. While there are many one-off workshops or training sessions on the subject, we identified the need for something that sat between a one-hour or one-day workshop and extensive formal study.

To try to address this, the ELTC at the University of Sheffield has developed a short six-week online course that will help teachers feel more comfortable accessing corpus data and give them practical tips for how to take that information and turn it into practical classroom activities.

This session will describe the design and planning of the course and the considerations that went into choosing the types of content and activities that made up the various modules. It will also provide some general advice for how teachers can feel more at ease using corpus data in the classroom.

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## b. An exploration into the need for English for Specific Academic Purposes (ESAP) in Fashion.

Gazeley-Eke, Zoe<sup>1</sup>

<sup>1</sup>Coventry University

### **Format**

Paper

### **Abstract for publication**

This paper will outline a current research project, which is exploring the needs for English for Specific Academic Purposes (ESAP) in the subject specific area of Fashion. In the UK there is an increasing trend towards the development of Trans National Education (TNE) whereby students study for UK university degrees in a partnered university (UKCISA 2018). In addition, there has been an increase in the number of students enrolling on to courses in the creative arts and design fields. In the academic year from 2016-17 there were over 30 000 international students who were enrolled on these arts based courses moving it into fourth position behind Business, Engineering, and Social studies (UKCISA 2018).XXXX University has been expanding its Fashion degrees in some of its partner universities, which has led to the increase in students needing to develop their English levels to ensure they are successful on these courses. This leads on to the focus of this investigation, which explores whether there is a need for English for Specific Academic Purposes (ESAP) in the field of Fashion.

Proponents of ESAP have argued that focusing on actual tasks that students have to carry out in their subject as opposed to general contexts which are found in the EGAP approach are more beneficial and motivating to the learner. Hyland (2006:12) advocates that 'the ESAP view recognises the complexities of engaging in the specific literacies of the disciplines and the specialised professional competencies of those who understand and teach those literacies'. Hyland also believes that subject specialists generally lack the expertise or desire to teach literacy skills and that they often believe that the discourse conventions are self-evident and do not need to be taught (Hyland 2016).

In this research project, I hypothesise that Fashion is a subject that will have a discourse community and therefore discourse conventions, which differ significantly from any other disciplines found in Higher Education Institutions. Therefore, English language teaching materials and the surrounding pedagogy should be developed specifically for these students.

Following a brief literature review and outline of the methodology chosen, this paper will present current findings from interviews with present international Fashion students at XXXX University and a subject specialist Fashion lecturer. The extent to which the information collected through these interviews supports data gathered during observations and how these both inform the case for ESAP will be discussed in relation to English teaching in Fashion.

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### c. Unobtrusive textography of a university building as an innovative research method

Sizer, Jennifer<sup>1</sup>

<sup>1</sup>BALEAP

#### Format

Paper

#### Abstract for publication

In *'Other floors other voices'* (1998) Swales describes his textography as: 'something more than a disembodied textual analysis, but something less than a full ethnographic account' or more simply: a 'site-based textographic study'. This small-scale research project uses an unobtrusive site-based textography of one faculty's (creative and cultural industries) building at a post-92 university. The research was undertaken after difficulties in preparing a faculty-specific EAP course due to limited range of ESAP resources and literature/research featuring art and design/creative and cultural industries. The study's main purpose is to investigate how is/are the community e.g. faculty, or communities e.g. course teams/departments, represented through texts produced and displayed within a university building. The research aims to 'go as far as we can' (Hyland, 2006) in terms of specificity by understanding texts ESAP students may encounter and/or produce. This project also provided opportunities to reflect on what [if anything] we can discover about the community through texts via unobtrusive methods. This project utilises an interpretivist paradigm based on ontological assumptions of communities inhabiting and participating in different worlds/realities, as well as a different building, and epistemological assumptions of a community's co-constructed, highly contextual and specific knowledge which requires interpretation. Pretextual analysis used archival research of historical documents and images to provide a historical and contextual picture of the building and community. Posttextual analysis used ethnographic methods i.e. fieldwork including the photography of places, spaces and texts within the building. The findings suggest a faculty community with a shared past, shared building and shared future, but also seems to suggest smaller communities e.g. courses and departments within the wider community. The images depict some aspects of the building's complex linguistic landscape. The texts themselves demonstrate the community's routine business: the boundaries, the rules, the rituals (the 'grad show' [final year exhibition]), the rhythms and the routines (academic year). This presentation may be useful for:

- Practitioners seeking to understand academic communities with limited available ESAP literature and/or resources.
- Practitioners attempting to engage with an academic community but limited opportunities for collaboration or even cooperation.
- Practitioners at initial stages of research i.e. a ‘quick and dirty’ study before ethical approval.

Further EdD research planned using ethnographic methods with one community’s texts, i.e. architecture department, in order to interpret meanings (and discover hidden or alternative meanings) of texts and co-construct further meanings and findings.

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## Friday 12 April – Session 1      14:45 – 16:15

### Workshop 1 - Parkinson Building B.09

#### Transformative pedagogy: Team-Based Learning in EAP

Robbins, Joy<sup>1</sup>; Mccarter, Rebecca<sup>2,3</sup>

<sup>1</sup>University of Leeds, <sup>2</sup>University of Bradford, <sup>3</sup>Team-Based Learning Collaborative

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

While EAP teaching practice continues to innovate to excellent effect, the broadening need for EAP provision has challenged us to deliver this good pedagogy at the necessary scale. Increasing student numbers, particularly on pre-sessionals, make it difficult to ensure rich learning experiences happen for each of our students, and even where numbers are more manageable it can be difficult to build in enough feedback loops for students to really come to terms with a needed academic literacy. This workshop therefore introduces a type of teaching practice, Team-Based Learning (TBL), which is an innovative, “flipped classroom” active-learning approach that effectively gets small-group and feedback-rich learning to happen at scale. TBL is a structured approach using set teams and integrated formative and summative assessment. It is not new, and since its seminal write-up over 15 years ago (Michaelsen, Bauman-Knight & Fink, 2002), the global HE sector has seen a steady rise in uptake across a wide range of fields, with heaviest use in business, healthcare, and engineering, but also strong use in the social sciences and humanities (Sweet & Michaelsen, 2012). New research continually finds high-impact learning benefits to implementing TBL (e.g. Boyer, 2018; Cabrera, Villalon & Chavez, 2017; Espey, 2018). Despite this, TBL is not noticeably present among the communicative teaching practices commonly used and discussed in the EAP community. Given its clear benefits, this omission seems a real loss to the field, and we hope with this workshop to explore how TBL might benefit EAP.

This will be a highly interactive workshop delivered using the TBL method so that participants not only gain an understanding of TBL, they also experience it as learners. This immersive experience of TBL will allow participants to explore this teaching approach, or further their existing knowledge of it, and to reflect on how TBL innovations could be used to enhance or transform their own EAP programmes and teaching.

\*please bring a web-enabled device and, in true flipped-learning style, please read this short guide to TBL before the workshop: <http://tiny.cc/TBL>

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## Workshop 2 - Parkinson Building B.10

### 'Bridging the EGAP': Improving EAP students' use of subject-specific lexis with personalised corpora

Evans, Sam<sup>1</sup>

<sup>1</sup>BALEAP

#### **Submission Group**

EAP Students

#### **Abstract for publication**

This workshop explores an innovative approach to the challenge of introducing subject-specific lexis onto EAP pathway courses, specifically pre-sessionals. While there is currently a movement towards introducing more subject-specific elements onto pre-sessional courses, a discrepancy still exists between students' lack of awareness of relevant lexical discourse when they enter their academic courses, and the practicality of pre-sessional teachers directly teaching this lexis.

This debate cuts to the heart of what responsibilities and skills we should be expected to possess as EAP practitioners. Many argue that the teaching of subject-specific discourse should be left to subject specialists since EAP teachers lack sufficient experience in the discourse communities of specific disciplines (Alexander et al. 2008; De Chazal 2012). Meanwhile, others believe that EAP teachers need to meet the challenge of facilitating students' learning of subject-specific language, with Hyland (2002) asserting the need for EAP tutors to teach "the literacy skills which are appropriate to the purposes and understandings of particular communities" (p.386).

This workshop explores a feasible alternative to facilitate pre-sessional students to bridge the gap in their awareness and use of subject-specific lexis, particularly relevant multi-word units (MWUs) within their field. Recent research has pointed to the feasibility of guiding pre-sessional students to build their own subject-specific corpora and to use these to facilitate a combined discourse analysis / corpus investigation approach, of the type proposed by Charles (2011), to learning relevant lexis.

The workshop will seek to engage in the debates around the teaching of subject-specific language within EAP, before a hands-on demonstration of the use of AntConc to build individualised corpora and an illustration of how this could be incorporated into a pre-sessional class, focusing on the role of the teacher as a facilitator in this approach to guide students' autonomous learning. It is recommended for those attending this workshop to bring a laptop with AntConc and AntFileConverter already downloaded from <http://www.laurenceanthony.net/software>.

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## Friday 12 April – Session 2      17:30 – 18:30

### Workshop 3 - Parkinson Building B.09

#### A Toolkit for Creating Productive-Skills Rubrics for the EAP Classroom

Crandall, Marian<sup>1</sup>

<sup>1</sup>ETS TOEFL

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

Rubrics can be a valuable tool for formative assessment. They not only provide instructors with a clearer understanding of their students' progress but, perhaps more importantly, they can clarify for learners what their goals are, where they are in relation to those goals, and what they need to do next to achieve those goals. When rubrics are well-designed and effectively implemented, they help transform the classroom environment from one of assessment of learning (AoL) to one of assessment for learning (AfL).

Creating rubrics for classroom assessments can be a complex and time-consuming activity but there are significant benefits for teachers and learners when they become an integral part of the learning environment. The goal of this workshop is to make the development process easier by providing a toolkit for instructors. We'll review the key questions to ask when developing a rubric: who will use it, what type of scale will be used, how many levels and what criteria will be measured, and what should the level descriptions say. We'll focus on the types of rubrics most commonly used for assessing the productive skills of speaking and writing, and evaluate their advantages and disadvantages. We'll look at the ways that rubrics can empower students by taking the guesswork out of how they are being assessed; this can help learners set clearer and more realistic goals for themselves. For example, when descriptive feedback is well-crafted, it can lead to better self-assessment and more focused revision. Finally, as rubric development benefits from being a collaborative activity, participants will work together on developing a rubric for a hypothetical EAP writing or speaking course activity. After considering the activity's characteristics and goals, they will decide on the purpose for the rubric, select the type of rubric they feel is best suited for that purpose, and describe it for the other participants.

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## Saturday 13 April – Session 3 09:00 – 10:30

### Workshop 4 - Parkinson Building B.09

#### EAP teachers working in, with and through the Creative Arts: an exploration

Thomas, Alison<sup>1</sup>; Jones, Hannah<sup>2</sup>; Sizer, Jennifer<sup>3</sup>; Rolinska, Anna<sup>4</sup>; Carr, Clare<sup>5</sup>; Maxwell, Claire<sup>6</sup>

<sup>1</sup>University of Edinburgh, <sup>2</sup>University of Bristol, <sup>3</sup>University of Portsmouth, <sup>4</sup>University of Glasgow, <sup>5</sup>University of Durham, <sup>6</sup>University of Leeds

#### **Submission Group**

Academic Practice

#### **Abstract for publication**

While ‘English for Business’, ‘English for Law’ and ‘English for STEM’ are widely accepted and increasingly familiar terms in our field, less attention seems to have been paid to the potential meanings of ‘English for the Creative Arts’. It seems that a limited range of literature and published resources are available to the EAP practitioner yet, in an increasing range of contexts, EAP practitioners are being asked to design courses, materials and lessons to develop academic language, skills and practices for the Creative Arts as the students engaging with these disciplines diversify. As EAP teachers teaching across UK universities, we have found that the varied and sometimes opaque expectations of student writing practices, and the prevalence of ‘fuzzy’ genres in these disciplines can make this a challenging area of practice.

In this practical workshop, then, we explore what ‘effective’ and ‘innovative’ EAP teaching practice might mean in the context of ‘Creative Arts’, including, but not exclusively: art and design, art history, architecture, film and TV studies, and music. We do not aim to provide definitive answers on genre, criticality or effective practice in teaching academic language and skills in the Creative Arts, but we do hope to raise questions through providing a forum for collaborative reflection on these themes, which have emerged from the commonalities in our practice across our institutions. These questions will be explored through a hands-on, interactive workshop experience involving the sharing of our course and materials design practices, and inviting participants to share their own practices. After a short talk looking at what innovation, exploration and transformation might mean in the relationship between EAP and the Creative Arts, we will break into round-table discussions focused on sharing and exploring innovative practice. This will involve collaborative dialogue, critical reflection on practice, and acknowledging the literature that has informed that practice.

We invite you to bring any resources you too may wish to share with the workshop participants.

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## Workshop 5 - Parkinson Building B.10

### The EAP Practitioner and misinformation: which way forward?

Leeke, Philip<sup>1</sup>

<sup>1</sup>University of Liverpool

#### **Submission Group**

EAP Students

#### **Abstract for publication**

Fake news, mis and disinformation have recently received significant research coverage in both mainstream academia (Wardle and Derakshan 2017) and academic journalism blogs like The Conversation. A major 'post-truth' research initiative has been established at the University of Sydney while the University of Washington has a complete 'Calling Bullshit' online course in honour of the philosopher Harry Frankfurt. Despite these and many similar developments in the disciplines, mainstream EAP is currently almost completely silent on what the EAP practitioner can bring to these frightening developments. They are of especial concern to lecturers because of the growth of fake or pseudo-science, the heaping of Govian scorn on 'experts' and the seeming inability of debunking initiatives to make significant headway in countering the appeal of sensationalised and inaccurate 'churnalism.' While EAP does stress the importance of academic literacy and critical thinking in the development of students, it does not have much to say about the complexity of how to achieve these aims in a world of confirmation bias, filter bubbles and motivated cognition. Since students increasingly make use of a range of sources in mapping their understanding of a subject, this is becoming an increasingly important concern. There are also significant gaps in explaining to them the ideological bias of a significant body of 'Think Tank' literature which purports to be objective but in actual fact is clearly ideological in terms of its funding base. Visual media and educational programming which uncritically reproduce the 'view from nowhere' and the notion of false equivalence in discussing such existential risks as climate change also needs to be more thoroughly deconstructed. This workshop makes use of materials generated through a fake news and critical thinking module recently developed at a British University and asks practitioners to

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question both their media literacy and their skills at spotting unreliable sources of non-peer reviewed information— whether text based or visual.

## References

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## Workshop 6 - Parkinson Cluster B.25

Develop your corpus competence and your understanding of discipline-specific student needs

Kemp, Jenny<sup>1</sup>

<sup>1</sup>Leicester University

### Submission Group

EAP Students

### Abstract for publication

Corpora can provide a pathway to understanding our students and their contexts. This workshop is grounded in the belief that every EAP practitioner should at least have some awareness of corpora and corpus methodologies. With an understanding of corpora, teachers are better able to incorporate the corpus-based research of others into their own teaching and learning; with a more practical knowledge, they can enhance their own teaching toolkit and empower students by giving them a tool to use for independent study.

Corpus methodologies enable an EAP practitioner to fulfil many aspects of the TEAP competencies, as outlined in the BALEAP TEAP Competency Framework (2008). A corpus can help a teacher gain knowledge of specific academic contexts and discourses. It can help them identify student needs and inform syllabus development. A corpus can help a student “find their way into the writing and speaking practices of their disciplines and institutions” (ibid. p.4). By introducing Data-Driven Learning (DDL) (Johns, 1991) into lessons, students can be trained to investigate the language of their discipline for themselves, raising their awareness of features and enabling them to learn autonomously beyond the classroom.

With examples drawn from existing corpora, including the author’s own *DSVC International Law* corpus, participants will first have a chance to analyse printed concordance lines for themselves, in order to see the wealth and variety of linguistic information they contain. Examples of lexicogrammatical patterns include collocation, colligation, syntactic restrictions and semantic prosody. Participants will then be shown how they can build their own discipline-specific corpus using two of Laurence Anthony’s software tools: *AntCorGen* (which accesses open source journal articles on *PLOS One*) and *AntConc*. Participants will be able to explore the language of their chosen discipline for themselves. They will have the opportunity to discuss how they might use what they have learnt in their own teaching context.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Workshop 7 - Parkinson Building B.09

‘Using interactive online content for flipped learning on a pre-sessional course’

Tathuni, Fatma<sup>1</sup>; Smith, Philip<sup>1</sup>

<sup>1</sup>The University of Sheffield

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

Flipped learning (FL) is gaining increasing currency in the practice of EAP (Soliman, 2016; Han 2018). In the summer of 2018, our centre adopted this innovative approach to teaching EAP by using in-house online materials as flipped content on our pre-sessional courses. The course design was guided by principles of FL, in which lower-level comprehension tasks were to be done out of class and higher-level production and application would then be done in class where students can work collaboratively and with the support of their tutors.

The course was designed to combine 15 hours per week of class time with a significant amount of independent study in the form of interactive online content, reading, preparation for class and other tasks. Students were expected to take responsibility for their own learning, manage their time and do the work they were required to do. In addition to the overarching aim of language learning and academic skills development expected of a pre-sessional course, a further important aim was to build student confidence when interacting in academic situations. The course was designed to help students become autonomous learners who can use the resources available independently and effectively and help them integrate key digital and information literacy skills into the processes and requirements of academic study.

As an approach it was new to our centre, and to most of the teachers who were asked to use it. Asking teachers to change their usual teaching methods and adopt this method was a major challenge in this process.

In this session, we will demonstrate a piece of online flipped content and how that is followed up with a classroom based lesson. Participants will be asked to respond to the online flipped material as ‘students’. They will then be asked to consider how as ‘teachers’ they would go about selecting key points to use and teach in class, with an emphasis on the teacher role as ‘guide on the side’ rather than ‘sage on the stage’ (Lockwood, 2014).

Participants will be able to access the sample of online content on smartphones, tablets or laptops. The approach and materials used in this session are an adaptation of a session used in the induction training for teachers on our pre-sessional course.

Participants will hopefully take away:

...a practical understanding of the challenges of adopting FL and using online content;...ideas for introducing and training teachers in a new teaching methodology;...practical lesson-planning ideas.

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## References

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## Workshop 8 - Parkinson Building B.10

### Painting in a Virtual World: How Virtual Reality Can Supplement the Teaching and Learning of EAP

Pack, Austin<sup>1</sup>; Barrett, Alex<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University

#### Submission Group

EAP Students

#### Abstract for publication

The number of English as a Medium of Instruction (EMI) universities around the world is increasing (Hu & Lei, 2014). Non-native English speaking students entering EMI universities often feel challenged by the arduous task of learning EAP (Hu & Lei 2014; Hu, et al., 2014). Learning academic writing structure frequently requires students to adopt a style of communication that is foreign to their culture.

In order to successfully write in an academic style and succeed in EMI environments, students must develop skills such as

- Identifying thesis statements, main ideas, and supporting ideas
- Understanding the author's purpose
- Developing ideas in a logical manner
- Identifying and eliminating irrelevant sentences and details.

This workshop explores how Virtual Reality (VR) Learning Environments (VRLEs) can be utilized to help EAP students learn academic writing structure and develop the skills mentioned above. The Virtual Reality Language Learning Lab (VRLLL), a VRLE designed and developed at Xi'an Jiaotong-Liverpool University as a technology-mediated pedagogical tool to supplement the teaching and learning of EAP, will be demonstrated.

While there is a growing interest in exploring VR as a pedagogical tool in second language acquisition (SLA), there remains a paucity of research and pedagogical practice regarding how VR technology can be utilized for English for specific purposes, including English for academic purposes (EAP) (Lin and Lan, 2015).

A brief explanation of how the VR program works will be given. Subsequently, some audience members will be invited to don an Oculus Rift VR headset to demonstrate the VRLLL. Audience

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members not wearing the VR headset will be able to observe the VRLLE via a live feed to a projector or TV screen. Both audience members in and outside of the VRLE will be able to participate in this workshop. Participants on the outside of the virtual world will discuss and direct the users inside the virtual world on how to virtually paint and tag sentences in paragraph and essays according to their proper function, demonstrating their knowledge of academic writing structure for paragraphs and essays (see Pack, forthcoming, for more information regarding this pedagogical practice).

In conclusion, challenges and affordances of leveraging VR for teaching writing structure will be discussed. Participants will walk away with a glimpse of how VR technology may potentially revolutionize language education in the near future.

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## Workshop 9 - Parkinson Building B.22

### Responding to student needs with academic phrases: evaluating teaching activities

Davis, Mary<sup>1</sup>; Morley, John<sup>2</sup>

<sup>1</sup>Oxford Brookes University, <sup>2</sup>University of Manchester

#### Format

Workshop

#### Submission Group

EAP Students

#### Abstract for publication

Using academic phrases effectively and appropriately is an essential requirement of academic writing; however, it presents a particular challenge for novice writers and non-native speakers (Howarth, 1998; Jones & Haywood, 2004; Coxhead & Byrd, 2007; Li & Schmidt, 2009; Hyland, 2012). EAP practitioners have responded to this need in various ways. One strategy is to adopt an explicit instructional approach in which relevant academic phrases are presented to students, and subsequently practised and produced, on a regular basis (Jones and Haywood, 2004; Al Hassan & Wood, 2015; Peters & Pauwels, 2015; Ab Manan & Pandian, 2014). An alternative approach is to equip student writers with the ability to identify useful academic phrases in the texts they are reading and to recycle these in their own writing where appropriate (Swales & Feak, 2012). However, acquiring a large and sophisticated phraseological repertoire takes considerable

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time. In particular, the approach suggested by Swales & Feak whilst being entirely valid, is limited by the extent of reading and time necessary to build a 'bank' of recyclable phrases. So a third pedagogic response is simply to provide writers with a list of commonly-used phrases for reference and incorporation into their own writing. This latter approach is exemplified in the Academic Phrasebank (AP), which is an online, open-access compendium of formulaic phrases, created and continuously developed at the University of Manchester. AP has become a well-known and widely-used resource which many tutors recommend to students at all levels of study.

In this workshop, we discuss how AP can be used beyond its role as a reference tool by employing it as a pedagogic resource, for example by exploring the link between commonly used phrases and the typical communicative moves of research writing (especially postgraduate level), learning to identify recyclable phrases, and better understanding about the boundaries between phrasal recycling and plagiarism. We will begin by explaining how AP was created and, drawing on primary data, how users find it helpful. We will then demonstrate, through audience participation, some learning activities which can be used with students. After this, we will open the session for critical discussion about the value of the activities presented and then work together to generate new ideas for using AP as a teaching tool. By the end of the session, participants will have gained new teaching ideas and a greater awareness of the key role played by phraseological elements in academic writing.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Workshop 10 - Parkinson Building B.09

#### Interrogating the “A”: What’s academic about academic speaking and writing?

Caplan, Nigel<sup>1</sup>; Freeman, Jane<sup>2</sup>

<sup>1</sup>University of Delaware, <sup>2</sup>University of Toronto

#### **Submission Group**

Academic Practice

#### **Abstract for publication**

A lot of theoretical attention—and Twitter debate—has focused on the “P” in EAP: should the purpose of instruction be specific or general(isable)? However, teachers also need to interrogate the “A”. What are “academic” genres in speaking and writing? Is there even such a thing as “academic English”, general or discipline-specific? Oral and written assignments vary dramatically not only across the university (Melzer, 2009; Nesi & Gardner, 2012) but also among departments (Samraj, 2004; Swales, 1998) and even instructors (Author, in press). What counts as academic speaking and writing, therefore, is neither monolithic nor static.

In this three-part workshop, participants will engage in activities designed to explore the nature of academic writing and speaking through strategies that teach self-awareness, self-diagnosis, and self-regulation. These strategies help students develop a repertoire of analytical tools for use across the spectrum of their writing and speaking rather than focusing on specific genres or skills.

We begin by considering some features that mark writing/speaking as academic: levels of generality (Giltrow, 1997); genres designed to address precise combinations of audience, purpose, organisation, style, and presentation (Swales & Feak, 2012); sociolinguistic and strategic competence in academic conversations (Freeman, 2003); and the relationship between context and clarity (Clapham, 2001). We will consider how context, positioning, and epistemology affect the language and organisation of academic writing and interactions.

Part 2 involves hands-on activities that allow participants to explore specific features of both academic conversations and writing:

- a. For newcomers to EAP, dialogue is predictably more difficult than monologue. The first group of activities explores the following features of academic conversation skills: the impact of high/low power distance and high/low context preferences on conversational habits; the importance of paralinguistic features of conversations in creating comfort/discomfort; and strategies for making turn-taking visible in pairs and groups.
- b. Next, we demonstrate activities that teach students to analyse their disciplinary written genres using the Teaching/Learning Cycle (Rothery, 1996):
  - Deconstruction (analysis of organisation and language) of a target genre, university syllabi;
  - Joint Construction (collaborative writing) of a parody of a syllabus (Tardy, 2016);

- 
- Independent Construction (individual/group writing) of a poster presenting original genre analyses (the preparation stage is demonstrated).

In Part 3, participants and workshop leaders will together create a list of the specifically “academic” features of writing and speaking we think we should make explicit for our students as a heuristic for understanding the full range of the A in EAP.

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## Workshop 11 - Parkinson Building B.10

Exploring the complexity of primary research with low level English students

Murby, Claire<sup>1</sup>; Gooch, Simon<sup>1</sup>

<sup>1</sup>University of Nottingham

### Submission Group

EAP Students

### Abstract for publication

Many university courses in the UK require students to undertake primary research for a dissertation or thesis. These projects often carry a large proportion of the total marks for a course and so, to succeed, it is vital that students are familiar with the research process in general.

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However, international students are often unfamiliar with the concepts, skills and practices associated with generating knowledge through primary research and the conventions/language associated with the sharing of this research in a written report. To address this, our Centre devised and implemented a primary research task-based course for pre-sessional EAP students, with a typical IELTS entry level of 5.0. The underlying approach is loosely based on Kolb's experiential learning cycle where learning is seen as the 'process whereby knowledge is created through the transformation of experience' (Kolb 1984;38). In this course, students are tasked to try out, reflect on, enrich conceptual understanding of and re-experience key parts of a primary research process i.e. identifying an appropriate research question, putting forward a proposal, creating a research design, making use of qualitative and quantitative methods to collect data, reviewing literature, considering ethical implications, analysing data and outlining findings. Their research is then disseminated through a 1500 word research report, an oral viva and a shared poster presentation.

The task is intentionally challenging and some students find it initially daunting. However, it allows them to explore and transform their understanding of academic research in a university setting in a supportive environment. In fact, by looking at some of the course assessed outputs (the research report, the viva, posters and on-going written reflection), it is possible to get an idea of the extent to which students make sense of some of the concepts, practices and processes involved in engaging with primary research.

We present a brief overview of the primary research task, exploring the common difficulties and misconceptions that students seem to face. Following this we highlight evidence from student work that helps demonstrate the benefits of conducting primary research with these students.

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Workshop 12 - Parkinson Building B.09

Online Collaborative Concept Mapping as an Innovative Approach to Vocabulary Acquisition

Leveridge, Neil<sup>1</sup>; Mehdiian, Noosha<sup>1</sup>; Gilley, Brett<sup>1</sup>

<sup>1</sup>University of British Columbia, Vantage College

**Submission Group**

Academic Practice

**Abstract for publication**

Vocabulary is essential to language learning. Increasing one's vocabulary facilitates development of all language skills and greatly affects learning, achievement, and progress in related content-area courses (Kassem, 2018; Nam, 2010). Yet, many consider learning new vocabulary items as the most challenging area of language learning and often deem a lack of vocabulary as a major obstacle to comprehension (Silverman & Hines, 2009). Traditional vocabulary building activities such as memorization, derivations, word repetition, fill-in-the-blank, and translation exercises are often found to be too tedious to be considered valuable (Riahipour & Saba, 2012) and ineffective when dealing with complex terms that are quite genre specific. To be considered effective, the instruction of academic vocabulary must provide learners with opportunities to use the new terms for the purposes in which they are intended for (Nagy & Townsend, 2012). Exploring various approaches that support academic vocabulary acquisition and use has continued to be a focus of empirical research. One method to facilitate more efficient understanding of academic vocabulary items is to provide learners with tools that allow them to create hierarchical relationships between vocabulary items, rather than just providing textual definitions.

This session will demonstrate how an online collaborative mind-mapping tool was adapted to allow EAP students to create digital taxonomy-mapping for an adjunct vocabulary-intensive Geology course. With this online tool, vocabulary items can be positioned spatially, formatted for size and color, and broken down into hierarchies to help with recall while providing deeper comprehension by displaying classifications and composition hierarchies. A rationale for this approach is that these types of mediums are thought to be more comprehensible, and provide learners with a more salient way to illustrate complex topics. When learners create visual links between items, the hierarchies and relationships become clearer. Consistent with Anderson and Krathwohl's (2001) revised version of Bloom's taxonomy "creating", putting elements together to design a functional whole, is at the highest level of cognition. Adopting mapping tools to create vocabulary taxonomies can impart critical and analytical skills while enabling learners to recall and evaluate complex definitions. Interactive learner-generated concept maps will be displayed for participant queries while conversations regarding various classroom scenarios that could benefit from this form of media literacy will be initiated. Participants will be provided access to the collaborative online tool from which they are able to work on prepared course materials or try their hand at creating taxonomies with terms from their own instruction.

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## Workshop 13 - Parkinson Building B.10

### Using Mobile Assisted Language Learning (MALL) with in-sessional students

Seserman, Michaela<sup>1</sup>

<sup>1</sup>University of Liverpool

#### **Submission Group**

EAP Students

#### **Abstract for publication**

With most students now owning a smartphone, Mobile Assisted Language Learning (MALL) can be a suitable approach for promoting student engagement on in-sessional (ISE) programmes. The rationale behind using MALL with ISE students first arose from the challenge of teaching large groups and not being able to fully interact with students on an individual level. Having seen the students' reliance on their devices, the initial idea was to integrate mobile phones into the lessons in order to minimise the distractions, but through trial and error, activities and applications were identified that could not only improve students' focus but also promote student engagement. If such activities seem to be beneficial to the learning process, they should perhaps become a permanent feature of the ISE classroom.

However, not every teacher is comfortable integrating technology into their lessons, and one main danger of MALL, and Technology Enhanced Learning (TEL) in general, is using technology for technology's sake. So the two main aspects to consider are what MALL can replace effectively, and how it can actually contribute to learning. The types of applications used should be chosen depending on task-types, group type (i.e. small number of students or very large cohorts), and how regular and consistent the attendance for the specific ISE class is. The speaker will demonstrate a range of activities based on various online applications (e.g. PollEverywhere, Padlet, Kahoot,

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WeChat, Quizlet), and how each can be applied in various contexts, with the ultimate goal of aiding the learning process in the classroom, but also potentially leading to enhanced learner autonomy. Overall, the speaker has found using mobile phones in the EAP classroom to be quite popular with students, which in itself has contributed to student engagement. Moreover, having MALL-based activities seems to have encouraged students to use their devices for similar activities outside the classroom, thus hopefully also developing their autonomous learning skills.

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Workshop 14 - Parkinson Building B.09

Student Generated Criteria: a potential pathway to students as partners in HE assessment

Jack, Victoria<sup>1</sup>

<sup>1</sup>Victoria Jack

**Submission Group**

Academic Practice

**Abstract for publication**

In this collaborative workshop, I aim to address equity, voice and collaboration in EAP. In my work as an EAP practitioner, I frequently ask myself the following questions:

1. How international is "internationalising HE?" How much does the "university" adapt compared to how much the students transform?
2. How can I encourage engagement and encourage voice while helping students to meet institutional expectations?
3. What happens to student-centredness and collaborative learning in EAP?
4. How can I encourage reflective practice, self, and peer assessment?
5. How can I engage "the university" in this process of transformation?

In response to these questions, my EAP teaching practice has evolved to guide students towards the collaborative generation of criteria describing "good" academic writing. I have largely done this by encouraging students to analyse academic genre and reflect on their experiences of academic reading, recording their observations in reflective logs. As the EAP course progresses, students build up an understanding of the academic genre until they can finally discuss their findings with other students from an "expert" standpoint. At the end of this process where students develop their expertise in the genre, they find themselves in a position to be able to formulate descriptions of "good" and "bad" academic writing to then author assessment criteria in collaboration with their peers.

In the workshop, I will demonstrate this practice-based heuristic and illustrate how the process enables students to reflect on their own, their peer's and sometimes academic author's work to develop awareness and work towards improvement.

The final, largely unanswered, question lies in how/if the "university" participates or engages in this process. The workshop aims to gather responses to this question from participants and to work through scenarios where the "university" begins to analyse academic writing from the perspective of the novice researcher or non-traditional student to facilitate the opening up of the genre to a more diverse audience.

The workshop will follow this format

Background

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How to develop student-generated assessment criteria for academic writing: hands-on experience  
Student experience: feedback and reflections on the heuristic

The Role of the University Discussion: student voice, inclusion and two-way internationalization

## References

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## Workshop 15 - Parkinson Building B.10

### Transforming Feedback for Academic Writing

Robinson, Lisa<sup>1</sup>; Leigh, Sandra<sup>1</sup>; Lee, Richard<sup>1</sup>

<sup>1</sup>University of Nottingham

#### Submission Group

Academic Practice

#### Abstract for publication

The assumption is that feedback is usable and valuable for our students. It should support and encourage, with the effort spent by both tutors and students reflected in the final piece of submitted work. To what extent are we deluding ourselves? This workshop explores the



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multidimensional nature of effective feedback on academic writing submissions. We start with a brief critical overview of the literature on EAP writing feedback and move from key theoretical points to practical application. We consider the question ‘*What kind of marker are you?*’ and explore some of the problems faced by students and tutors when receiving and giving feedback including the miscommunication and different perspectives that these two parties bring to the process. Our aim is to emphasise that feedback can be transformational for tutors and students when seen as a multidimensional process. After a brief exploration of what can be considered effective feedback, workshop participants are asked to provide feedback on a sample of student academic writing. They then review the same sample with tutor comments to assess how effective these comments are for the student and how tutors can produce effective and efficient feedback. The workshop ends with a discussion of the localised challenges of providing formative feedback on academic writing and how tutors can overcome these.

Outline: Introduction:

Which persona are you?

1. The Rusher
2. Obsessive Compulsive
3. Doctor General
4. Overloader

Why feedback? (Purpose)

What is considered ‘good’ feedback? (Link to purpose)

- Tutor perspective
- Student perspective
- Are we speaking different languages? (Problems)

When and how to feedback (The literature)

Common Pitfalls (and student voices)

Uninformative feedback: general comments, decontextualised, using language students cannot understand  
Unsupportive: harsh comments, demotivating, asking the impossible

A multidimensional process

Developmental: addressing the ‘what next?’ question?

Supportive: feedback for learning; now and after

Personal

Contextualised

Dialogic: opportunities for learners to engage

Examination of Authentic Sample

Examination of student text with tutor comments.

How effective is it? How is the feedback . . . ?

- developmental and informative (feedback for learning)

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- showing the 'next steps'
  - supportive to learners
  - contextualised and personalised
  - dialogic
  - motivating

#### Plenary Discussion – Critical Questions

- What are the challenges with providing effective feedback?
- How can feedback also be a developmental process for tutors?
- Are there any gaps in your feedback practice that you would like to address?

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## Friday 12 April – Session 1 14:45 – 16:15

### Symposium 1 - Chemistry Building Lecture Theatre D

#### “EAP leaders make history but not on their own terms”: agency and transformation in the Academy

Macallister, Chris<sup>1</sup>; Greener, Louise<sup>2</sup>; Heyns, Conrad<sup>3</sup>

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#### Submission Group

Academic Practice

#### Abstract for publication

The last three decades have seen the Academy go through a profound transformation as forces such as internationalisation, neo-liberalisation, and corporatization, challenge and question the purpose of higher education (Collini, 2012). EAP is rightly recognised as having a central role in this transformation; with EAP professionals divided as to whether their work is a force for good or ill (Hyland, 2018). In this environment the EAP leader, be they centre director, programme manager, or curriculum developer, would seem to have the potential to shape events and negotiate and guide the course of this transformation.

This symposium takes as its theme the power of the EAP leader to influence change in the EAP workplace and the wider Academy. Its starting point is Marx's observation that “men make their own history but they do not make it as they please” (1852); to what extent is the EAP leader bound by circumstances beyond their control, or is she able to make meaningful choices?

In the course of three presentations the panel of centre and programme directors will reflect on their experiences and ability to initiate, resist, and negotiate transformation in their institutions. The key questions we will explore are:

- Do we have the potential to steer EAP from a service provision model towards EAP as a legitimate field of study and pedagogy (Ding & Bruce, 2017)?
- Are we inevitably trapped in a so called ‘pragmatic accommodationist’ stance (Pennycook, 1997 & Benesch, 2001) or is there the freedom to take a more critical turn?
- How should we engage with the forces of neo-liberalism and internationalisation; can we be political without imposing our own ideologies (Macallister, 2016)?

The presentations:

1. The first paper considers the experience of a Centre Director at a Sino-British partnership campus in Eastern China. The context is that of a mainly Chinese undergraduate student body, with a multinational staff recruited from the traditional Anglosphere, and China. The focus of the presentation will be on the successes and failures in initiating change during the director's first eighteen months in the role. It will argue that in order to transform workplace culture an EAP leader needs to shift from a managerial to a strategic, and indeed visionary style of leadership; to step outside their role (Kille 2006). It will also argue that the key to a successful assertion of an EAP identity within your institution is dependent on material

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factors. Size matters; an EAP centre needs to become Hyland's 'Tyranosaur' (2018). Access to funds also matters. Some 'control of the means of production' and a willingness to use these revenues to further transformative goals (Crosland 2013).

2. In August 2018, Durham's EAP provision moved from a small academic department within the faculty of Arts and Humanities, to become a part of a new Centre for Academic Development (DCAD), alongside the Foundation Program, Learning Technologies, Researcher Development, Academic Staff Development and MA programs in TESOL and Applied Linguistics. Discussions over where EAP provision should sit within an institution, and the factors that determine this, are ongoing in the sector and reflect wider questions about the role and status of EAP and EAP professionals (Hadley 2015). This presentation will first consider some of the immediate challenges and benefits of moving from the periphery to the centre of an institution. In light of TEF and the focus on issues around teaching in the HE sector more widely, the presentation will also consider whether this change at Durham reflects new opportunities for EAP that need to be understood by EAP managers, or is a result of the 'micro politics' at work in this particular EAP unit and institution (Ding & Bruce 2018).
3. The third paper considers the experiences of the Head of the English Language Centre (ELC) at a University where what was previously a single Centre for English and Academic Writing, was split into two Centres. The ELC and the Academic Skills Centre have tried to be collaborative in approach with some tutors working in both, but there is the recognition that each needs to have distinct goals and identities effectively communicated to the wider institution. The focus on this presentation will be on how this process has worked and what the driving factors have been. It will argue that ultimately 'success' is nebulous and problematic for those tasked with this goal. It will further suggest that to strategically succeed, it is a particular culture and environment that is required as much as vision. Furthermore, if an EAP leader needs to be bold, as this is regarded as positive and big picture thinking, then winning the acceptance of ideas can be more important than ideas being right (Chussil 2005). It will also claim that there is a need to exert your EAP identity within the given structures and committees of the Academy so that you can steer EAP from a service provision model towards EAP as a legitimate field of study and pedagogy and in so doing affecting the bigger institutional picture (Ding & Bruce 2017).

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## Saturday 13 April – Session 3 09:00 – 10:30

### Symposium 2 - Chemistry Building Lecture Theatre D

#### EAP Implementation in Mainland China: Localization and Innovation

Cai, Jigang<sup>1</sup>; Ping, Huang<sup>2</sup>; PengPeng, Feng<sup>3</sup>; Chunyan, Wang<sup>4</sup>; Li, Jiang<sup>5</sup>

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#### **Submission Group**

EAP Students

#### **Abstract for publication**

The decades-long practice of EGP-oriented and tests-driven tertiary English teaching (normally known as College English Teaching, CET) in mainland China has been increasingly challenged by the sweeping trend of economic globalization and the internationalization of higher education. Against the backdrop, China EAP Association (CEAPA) has begun a paradigm shift by rejecting traditional college English programs in favour of the implementation of EAP instruction since 2013. Extensive research mainly focuses on EAP implementation in Anglophone countries or in the universities of English-medium Instruction (EMI), fewer studies report EAP practices in the context of mother tongues. The symposium will share EAP implementation in Chinese institutions where fewer EMI courses are offered.

The first presentation is made by Jigang Cai, professor of Fudan University, Shanghai. As presidents of China EAP Association and China ESP Association, he is responsible for designing and conducting a nationwide paradigm shift. In his presentation, he will use 26 Shanghai tertiary institutions as a case to illustrate the heavy barriers to the reform because of misunderstanding of EAP and different perceptions of the orientation of tertiary English teaching. His talk will especially focus on how a series of indigenized methodologies have been experimented on to facilitate the shift, including using a top-down approach with the Shanghai government support, designing an EAP-focused curriculum to guide the ground-breaking practice in Shanghai institutions, planning EAP teacher training programs, organizing project-based and publication-oriented student forums and conferences, developing EAP tests and creating China EAP Association.

The second presentation is made by Ping Huang, the professor in Chongqing University, whose EAP program has 63 EAP teachers and over 3000 PhD students and their supervisors from different disciplines. Thus, an interdisciplinary teacher community (ITC) was created. The presentation is based on the text analysis of 960 Wechat messages in this community. It is found that the mutual engagement, joint enterprise and shared repertoire in the ITC have affected the EAP teachers' ability to learn with each other in subject knowledge, linguistic awareness and genre structures. ITC Members built up confidences in writing international journal articles and understanding more subject knowledge through mutual engagement and face to face sharing between subject teachers from different subject areas and EAP teachers. However, some factors challenged the sharing of expertise between English teachers and subject teachers, such as time consuming, heavy teaching

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load, and less confidences. It is hoped that this study may provide a possible way to solve the problems the English teachers and subject teachers encounter.

The third presentation is made by Pengpeng Feng, from Sun Yat-sen University. Her presentation will trace the EAP teaching reform in Sun Yat-sen University since 2013 and discuss how the curriculum is rooted in its unique local environment. A survey upon the students, faculty members and university administrators reveals that courses on academic literacy in English are in need and feasible. The university's vision of developing into a worldwide first-class university since 2016 has paved the way for incorporating courses of English for Academic Purposes. After the research group examined carefully the history and theory of EAP in English-speaking countries, the university's unique prerequisites and challenges, the strengths of faculty members and university's expectations, academic literacy has been decided as the major target, around which a series of EAP courses have been developed, named as "Integrated and Innovative EAP Curriculum", aiming at enhancing the outcome of English courses as the wing of further learning for students. Relying on the EAP theories, EAP curriculum in Sun Yat-sen University responds to the university development goals, promoting teachers to continuously update knowledge in the process of improving students' academic competitiveness.

The fourth presentation is made by Chunyan Wang, an EAP teacher at Shanghai University of International business and economics (SUIBE). There are both EMI and non-EMI students in this university. EAP not only serves EMI students for their study of economic and trade majors in English mediated environment, but also works on helping students who intend to learn abroad for master degree, and students who wish to work directly in international companies as well. Given this complex teaching context, a research of EAP competence needs analysis by all students was carried among students of four majors in EMI courses, and eight majors in non-EMI courses on their expectations of EAP course. Teachers from these disciplines and managers of international companies were also interviewed. Combining questionnaire and interview, researchers also observed EAP classroom, and EMI classroom. Students' homework was analysed in order to find out teachers' expectation. Through the research, it is expected that EAP teaching will be able to have a clear understanding of competence needed by all kinds of students, syllabus will be adjusted accordingly, and evaluations can be carried out effectively. This research may also show some light on EAP practitioners in other non-EMI context out of Shanghai as well.

The fifth presentation is made by Li Jiang, from Northeast Normal University. Her presentation will report on teachers' and students' perceptions and practices with regard to an innovative EAP curriculum in a medical university in Northeast China, which started EAP teaching in 2010. Embracing the vision of building "a medical university that is first-class nationally and famous internationally" in the wake of internationalisation, the focal university also embarked on English-medium instruction (EMI) in disciplinary subjects teaching in 2013. A survey on students' English learning needs revealed the insufficiency of previous EAP programmes and led to a redesign of the curriculum that aimed at locating EAP in the implementation of EMI. EAP teachers were encouraged to integrate EMI into their EAP curriculum as a pedagogical innovation. Based on interviews, field observation and questionnaire surveys, this study investigates how teachers and students perceive such an innovative curriculum design and how teachers practise EMI and other instructional strategies to better cater to students' EAP learning needs. The advantages and pitfalls of EMI as a pedagogical innovation for the EAP course and the implications for the localisation and innovation of ESP/EAP in China and wider contexts are discussed.

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## Saturday 13 April – Session 4 13:30 – 15:00

### Symposium 3 - Chemistry Building Lecture Theatre D

#### CLIL in Higher Education: Implementation and innovation at a transnational university in China

Chen, Chen<sup>1</sup>; Beech, Helen<sup>1</sup>; Ford, Jon <sup>1</sup>; Scott, Penelope<sup>1</sup>

<sup>1</sup>Xi'an Jiaotong-Liverpool University

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

Xi'an Jiaotong-Liverpool University (XJTLU) is an international joint venture university in China where English is the medium of instruction. Over the last 6 years, the Language Centre at XJTLU has been successfully collaborating with various academic departments on the implementation and development of a programme of jointly delivered credit bearing modules. This initiative began in the 2012-13 academic year with a single module jointly delivered by the Language Centre with the departments of English, Culture and Communication, and Urban Planning and Design, and has now expanded to the extent that 43 integrated learning modules are planned for 2018-19. These modules involve Language Centre collaboration with 13 departments across 5 of the university's 6 clusters, and can be regarded as a form of ICLHE (Integrating Content and Language in Higher Education) (Perez-Vidal, 2015) which is itself related to a wider movement within compulsory education of Content and Language Integrated Learning (CLIL) (Dalton-Puffer, 2011; Lasagabaster, 2008). A CLIL approach to second language teaching was first developed in Europe in the 1990s by teaching and learning practitioners from different disciplines and with varied experiences, with the broad aim of promoting the synergistic development of language skills and content knowledge within formal courses of study.

The XJTLU Language Centre approach to CLIL thus aims to provide embedded language support for students who are working with authentic academic content, while also encouraging these students to make greater connections between the skills they learn in EAP modules and the tasks they need to engage in as part of study in their departments. This approach was also established with the aim of not only helping students, but also to help work towards solving the perennial problem that tutors from Language Centers often have little understanding of what content is being taught in the departments and how it is being delivered. Similarly, departmental instructors often lack insight into what is going on inside the EAP classroom and therefore how students might usefully be able to transfer EAP skills to their academic discipline.

XJTLU, with a student body of over 10,000, is one of relatively few English medium universities in China to implement a CLIL approach. Therefore, we hope that our panel of 4 members from XJTLU (Language Centre Deputy Director; Language Centre Integrated Learning Manager; a Language Centre Tutor and a departmental Associate Professor who are currently collaborating on one of our Integrated Learning modules) will be able to share valuable insights with the audience about the benefits of our approach to CLIL, whilst also discussing the challenges we have faced in order to successfully implement and grow Integrated Learning from a single module to 43 in this current academic year. By dividing our session into 3 main sections we aim to chart the successful



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development of this initiative by first giving a brief overview of exactly how the Integrated Learning programme came about and then charting its progress over the past 6 years, leading to a discussion of joint delivery in its current form at XJTLU. Following this we will give some valuable advice about exactly how such an initiative works in practice through the example of a specific module and the collaboration therein between the Language Centre and the academic department. It is therefore hoped to give audience members an insight into how collaborations of this kind could potentially be developed in their own institutions. Our session will end with our vision for the future and our plans to further develop Integrated Learning at XJTLU, which will inevitably be an even greater challenge as student numbers continue to increase and as we have to balance the growth of Integrated Learning with our commitment as a Language Centre to providing compulsory EAP modules for Year 1 and Year 2 students.

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## Saturday 13 April – Session 5 15:30 – 17:00

### Symposium 4 - Chemistry Building Lecture Theatre D

#### EAP in transnational universities in China: Large scale, new pathways, & changing policy context

Jeffrey, Ricky<sup>1</sup>; O'Connell, Jeanne<sup>2</sup>; Foster, David<sup>2</sup>; Lu, Xiucan<sup>3</sup>; Silburn, Richard<sup>4</sup>

<sup>1</sup>Zhejiang University, <sup>2</sup>University of Nottingham Ningbo China, <sup>3</sup>Xi'an-Jiaotong Liverpool University, <sup>4</sup>Manchester Metropolitan University

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

Transnational higher education (TNHE), i.e. higher education where students spend most of their time in a country different to that of the awarding institution (Council of Europe, 2001), has a faster growth rate than traditional HE, and UK universities now have more TNHE students (700,000) than they do international students studying in the UK (450,000) (WECD, 2018). Research has considered EAP within individual TNHE providers (e.g. Alexander, Argent & Spencer, 2008; Jeffrey, 2015; Li & Ruan, 2015; Seviour & Manzie, 2017); however, there has been limited consideration of general differences between TNHE EAP on the one hand and traditional "in-country" EAP on the other. We address this gap, using three institutional case studies from a leading host of TNHE (WECD, 2018): China.

The symposium considers at least three themes which may distinguish TNHE EAP from other contexts: large scale; new pathways between local high school and English-medium degree study; and the impact of changing local higher education policy. First, as the vast majority of TNHE students are deemed to require EAP instruction, TNHE EAP programs are relatively large scale, with sometimes over 100 EAP teachers employed full-time year-round in one department. This scale brings challenges for operational management - the EAP provider must consider whether to develop a multi-tiered or a flatter management structure; whether all lesson plans are designed centrally by one committee, or delegated to separate committees, or to each individual teacher; how to manage staff development; and the challenges of communication across so many staff. It also allows more division of labour and greater staff specialization. Second, while EAP in the UK or other English-speaking countries is often tied to sector-wide national requirements relating to IELTS, TOEFL, or other international gate-keeping tests, in China most TNHE EAP students complete no such test. Instead, TNHE EAP providers develop new ways to bridge between China's high school exit examination ('gaokao') and English-medium degree study, with some using a bespoke foundation course, some both a foundation course and a subsequent compulsory in-session course alongside the main degree, and some a compulsory in-session alone. Finally, the impact of changing local education policies on EAP is discussed. While the influence of 'neoliberalism' on EAP has been previously discussed (e.g. Ding & Bruce, 2017; Hadley, 2015), in China a different set of policies also come into play, and are likely to change China's English learning landscape in the coming years. The symposium's three institutions each deal with these issues in different ways, taking into account their particular student bodies, resources, and partner expectations.

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Case 1 is presented by two EAP managers (David Foster and Jeanne O'Connell) at the University of Nottingham Ningbo China (UNNC), China's first TNHE campus, whose EAP programs employ over 110 full-time staff and recruit around 2,000 students annually. The EAP department uses a long-established, multi-tiered management structure. This presentation discusses findings from surveys and interviews with the management team, into perceived challenges in their roles and the program overall. The data touches on many key themes from across EAP: curriculum and assessment, managing student and staff feedback, EAP's position within higher education, and staff development. Preliminary findings suggest a key issue relates to the transition from teacher to manager, and the lack of targeted training for this move. The presentation will aim to stimulate discussion around providing guidance and direction to EAP practitioners (Ding & Bruce, 2017), especially managers, and to outline an initial code of best practice for management of EAP professionals and centres worldwide.

Case 2 is presented by an EAP teacher (Xiucui Lu) at Xi'an-Jiaotong Liverpool University (XJTLU), China's largest TNHE campus, whose EAP programs employ over 150 full-time staff and recruit over 3,000 students annually. A case study of XJTLU's institutional practice is presented, drawing on data from curriculum design and structure, managerial policies, student assessment results, student and staff feedback, and a range of other sources, including a recent major restructuring of EAP provision. While previously modules were designed in discipline-specific 'clusters', resulting in considerable variety, a new, more standardized format has been designed and implemented. In addition to this recent restructuring, XJTLU's EAP provision has a number of other features distinguishing it from UNNC, including a flatter management structure, greater use of 'streaming' by English proficiency, and an expanding number of CLIL programs co-taught by both the EAP department and the students' main academic departments, made possible by the large operational scale.

Case 3 is presented by the director of EAP (Ricky Jeffrey) at Zhejiang University's recently opened International Campus (ZJU-IC). As China increasingly strives to use TNHE to help its local universities improve (MoE, 2018), ZJU-IC is the first example of policymakers' newly preferred TNHE model: the campus is supervised overall by a local university, and hosts multiple international partners (currently the University of Illinois at Urbana-Champaign and the University of Edinburgh) each for a different discipline. The EAP program must then balance the educational expectations and norms of universities from three (and perhaps more) different countries. Findings are presented from an "insider" case study, discussing the challenges for the set-up of campus EAP provision, with wide-ranging data including: interviews with students; student social media posts; interviews with managers, EAP teachers and other academics across the three different universities; campus management meeting minutes; lesson observations; student assessment data; teaching materials; and syllabi. Providing EAP for degrees of multiple countries presents new challenges. While provision for the UK partner aims at the increasingly specialized 'English for specific academic purposes' approach popular in UK universities, provision for the US partner must work alongside the compulsory 'Rhetoric' courses common in US liberal arts education (Tardy & Jwa, 2016), which teach humanities-related writing genres unrelated to the students' STEM degree subjects. These fundamental differences between UK and US HE are one of many challenges for the EAP program, which must work within multiple higher education systems.

Time is kept by the symposium chair Richard Silburn, former director of TNHE EAP at UNNC and current director of EAP at Manchester Metropolitan University, UK. Time is made for audience contribution: in brief after each presentation, and for an extended period at the end of the symposium. Presentation materials will be available online at [osf.io/3jfsm](https://osf.io/3jfsm) for review and comment before, during and after the conference.

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Symposium 5 - Chemistry Building Lecture Theatre D

How a focus on context could transform EAP teaching practice and advance the EGAP vs ESAP debate

King, Julie<sup>1</sup>; Northern, Andrew<sup>1</sup>; Glasman-Deal, Hilary<sup>1</sup>; Mowat, Robin<sup>1</sup>; Riley-Jones, Gary<sup>2</sup>

<sup>1</sup>Imperial College London, <sup>2</sup>Goldsmiths

**Submission Group**

Academic Practice

**Abstract for publication**

Hamp-Lyons (2001, cited in Tajino et al., 2005) states that ‘EAP begins with the learner and the situation, whereas General English begins with the language’ (p. 27). EAP itself grew out of the broader field of ESP and is both viewed as a sister field to ESP as well as a subdiscipline within it (Hamp-Lyons, 2011). Similarly, EAP gave birth to EGAP and to ESAP but the relationship between these categorisations of EAP is also not very clear as witnessed by recent conversations between EAP practitioners (e.g. de Chazal, 2012; Flowerdew, 2016).

The purpose of this symposium is to suggest that we suspend our discussions about the various categories of EAP and return to the quote from Hamp-Lyons to start a new conversation that begins once again with context. As Hyland confirms: ‘ultimately it is these local contexts, rather than universal narratives, which define what EAP is, how it is taught, and the potential it has to improve the lives of those who study it’ (Hyland, 2018). The speakers in this symposium will therefore outline how EAP provision has developed on the front line in two universities that deal with students at the different ends of the discipline spectrum: a STEM institution and an Arts, Humanities and Social Sciences institution (AHSS). It is suggested that an understanding of the work of EAP practitioners who specialise in these different contexts could inform and transform approaches to the teaching of EAP at other institutions where challenges are different but related.

The Centre situated in the STEM context argues that it finds limited value in the principles of genre-based teaching (e.g. Swales, 1990; Cargill & O’Connor, 2013) because of the fluid, dynamic and fast-changing nature of scientific communication. Rather, the Centre has developed a ‘reverse-engineering’ approach using analyses of STEM texts to create a pedagogy that expedites the lab to journal journey for both students and staff members alike. This approach also has validity in this context when it comes to scaffolding students towards their course assessments, particularly as more and more departments are using the research article rather than a standard dissertation as the final output. The Centre’s staff collaborate as equal partners with students and staff (Mogull, 2018) to pool their respective areas of expertise in academic discourse and disciplinary knowledge for the mutual goal of ensuring the science is accessible to international and interdisciplinary audiences made up from the worlds of academia, industry, government and funding bodies. This could be viewed perhaps as where ESAP could be seen as moving into EGAP or even ‘EIDAP’ – English for Interdisciplinary Academic Purposes or perhaps ‘EIDRPP’ – English for Interdisciplinary Research Publication Purposes. The question then is how useful it is to drill down into further

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categorisation. The Centre situated in AHSS context has aspects of EAP that could be regarded as being closer to ESAP, the motivation for such an understanding being quite different from its STEM counterpart, for two reasons: the epistemology and nature of Art Education. With regard to epistemology, it is apparent that EAP tutors may make epistemological choices that do not coincide with those of the disciplines of our students e.g., the general understanding of 'Critical Thinking' within EAP is regarded within Art Education as only one understanding of many in a discipline associated more with pluralism and an engagement with cultural theory. Secondly, with regard to the nature of Art pedagogy, it has been argued that the pedagogy of Art is one that is based on ambiguity and uncertainty (Austerlitz et al., 2009) that can give rise to a number of challenges characteristic of Art Education e.g., that Art Education involves a heightened emotional response (Austerlitz, 2008) which may be due to the fact that much Art and Design Education involves an exploration of one's identity through one's practice (Sovic and Blythman, 2012), which may potentially be more dramatic for international students. It is argued that the role of the EAP tutor could become more embedded in not only helping students with language and forms of interaction with which they might be unfamiliar, but also in coming to terms with a pedagogy of uncertainty.

Perhaps then, if we set aside the labels and categories that may constrain us and box us in, and rather view EAP from its origins of need and context, we may not only transform our teaching but also facilitate our integration from the periphery to the centre of the institution, a challenge facing many EAP centres as described by Ding & Bruce (2017) and Wingate (2015).

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## Friday 12 April – Session 2      17:30 – 18:30

### The BALEAP Accreditation Scheme Showcase Event - Michael Sadler Building LG.10

Greener, Louise<sup>1,2</sup>; MacDiarmid, Carole<sup>3,2</sup>

<sup>1</sup>Durham University, <sup>2</sup>The BALEAP Accreditation Scheme, <sup>3</sup>University of Glasgow

#### **Format**

Symposium

#### **Abstract for publication**

The BALEAP Accreditation Scheme (BAS) is designed to establish and sustain the standard required of specialist English for Academic Purposes provision to enhance the student experience. The overall aims of the Scheme are quality enhancement of EAP courses through peer review and quality assurance in relation to a set of criteria agreed as best practice by the profession. The Pre-session courses are measured against specific criteria within the following five categories: Institutional Context, Course Management, Course Design, Teaching and Learning, and Assessment, Evaluation and Progression. Currently we have 26 UK institutions and are branching out internationally, with our first visit to China this year. Accreditation involves a visit to the institution and every year the BALEAP Accreditation Scheme (BAS) team have the privilege of visiting institutions and learning about their EAP provision. This show case aims to share these insights with you.

We will first provide an overview of the BAS and what is involved in getting and being accredited. This will be followed by a series of short presentations by representatives of accredited institutions, including examples of innovative practice and their experiences of accreditation. There will be time to ask questions at the end.

This will be a chance to find out about the scheme, meet colleagues and find out about examples of practice in relation to specific criteria.

The BALEAP Accreditation Scheme is a peer-review quality assurance and quality enhancement scheme. The aims of the Scheme are: · To enhance the quality of learning and teaching of English for Academic Purposes (EAP); · To ensure that EAP provision prepares students for academic study; · To support the professional development of those involved in teaching, scholarship and research in EAP; · To assure standards in EAP provision across the sector. The Scheme is thus established in the interests of: · students enrolled in EAP programmes; · sponsors of students who study EAP; · EAP teachers and programme managers; · institutions where EAP programmes are delivered; · BALEAP itself, since the Scheme seeks to provide a means of self-regulated and peer reviewed quality assurance and quality enhancement in EAP in accordance with the Articles of Association of BALEAP <http://www.baleap.org/about-baleap/articles-of-association>

Additional Details:

The rationale is twofold: to introduce and foreground the Scheme and also encourage sharing of practice by scheme members (and potentially new members).

The participant presentations will be identified at the BAS October meeting discussion by assessors

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## Friday 12 April – Session 2      17:30 – 18:30

### Leadership and Management SIG Workshop - Parkinson Building 1.08

Bottomley, Jane<sup>1</sup>; Williams, Anneli<sup>2</sup>

<sup>1</sup>BALEAP, <sup>2</sup>University of Glasgow

#### **Format**

Workshop

#### **Abstract for publication**

This workshop will update participants on the development of the BALEAP Leadership and Management SIG and share what we have learnt so far about our survey respondents' hopes and expectations of this emerging SIG. (If you haven't had a chance to fill in the survey, we would be delighted to hear from you at <https://www.baleap.org/projects/leadership-and-management>.) One of the key themes to come out of our survey so far has been the desire for a forum which enables people to seek advice and share experience around specific aspects of leadership and management. Our aim in the workshop will therefore be to establish how we might come together to design and implement a structure that will allow us to put this into practice. As part of this process, there will be an opportunity to creatively explore just what management and leadership means to us all!

This workshop is open to anyone who is interested in leadership and management within EAP, whether or not you are in a formal management or course co-ordinating role.



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## Saturday 13 April – Session 5 15:30 – 17:00

### Password Sponsored Session - Parkinson B.22



#### Password – Collaboration, Consultation and Communication: Celebrating 10 Years of Success

Browne, Caroline<sup>1</sup>; Wood Helen<sup>1</sup>;

<sup>1</sup>Password

#### **Abstract for publication**

The Password journey started back in 2003 when, as a senior manager of Brunel University, Caroline Browne was tasked with trebling the number of international students whilst maintaining the University's academic standards.

In order to achieve this, she needed a secure way of reliably assessing the English language capabilities of overseas applicants, and a quick and cost-effective way of assessing students on arrival. The University was keen to offer in-session support, but it could take many weeks to identify students needing help.

Realising the drawbacks of conventional paper-based testing, Caroline tried to build a consortium of universities to develop an accurate, reliable and secure online test that could be used both in overseas markets and on campus in the UK. Whilst there was much interest in the idea, turning it into reality proved impossible. "It was like trying to herd cats!"

So in 2008 Caroline decided to go it alone and in October of that year, the first Password test, Password Knowledge (a test of language knowledge), was launched. Password Skills followed on six years later.

These days, Password Knowledge is used by institutions all over the world to quickly yet accurately assess students during induction. It is also used for admission to pathway programmes when combined with Password Writing. Equally successful, the Password Skills test has been adopted by a large number of UK universities requiring accurate and reliable four skills assessment for use in overseas markets. The Password Skills Receptive variant is popular with UK universities wishing to supplement their own speaking and writing assessments with CEFR aligned reading and listening tests.

Password's success is very much down to their continued consultation and collaboration with the UK HE Sector and this session, which will be run by Password's Founder and CEO Caroline Browne along with Dr Helen Wood, will include an opportunity to feed into enhancement being made in 2019. The session will explore the various ways in which UK universities use both the Password Skills and Password Knowledge tests to facilitate student recruitment and uphold academic standards and there will also be a chance for anyone unfamiliar with Password tests to see them "in action".

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Friday 12 April – Session 2      17:30 – 18:30

Innovative Teaching Sessions (Sponsored by CELT)

LEEDS CENTRE FOR *excellence*  
IN LANGUAGE TEACHING

Parkinson Building B.10

a. Can Lexical Bundles Increase (the Perception) of Fluency?

Bennett, Cathryn<sup>1</sup>

<sup>1</sup>University College Dublin

**Submission Group**

Scholarship/Research/CPD

**Abstract for publication**

This session aims to revisit an age-old concept, that of fluency, with a relatively newer technique, encouraging learners to ‘notice’ lexical bundles. While much research in this area was conducted at the start of the millennium following the release of Lewis’ *The Lexical Approach*, thanks to developments in corpus linguistics, we are able to identify frequently used lexical bundles of which to teach our learners. Given the complex and challenging nature often attributed to Academic English, and the high-stakes test conditions, learners are seeking any available advantage. Thus, one question has been posed within the literature: could lexical bundles help learners to obtain higher marks in gatekeeping tests such as IELTS and TOEFL?

With the technological advances, academic English corpora have been compiled for teaching and learning purposes. Techniques such as data-driven learning have highlighted learners’ ability to benefit from the exposure to academic corpora especially when encouraged to ‘notice’ patterns. However, corpora has been criticised as solidarity learning, unfavorable to current communicative language teachers. This study sought to marry ‘light’ applications of a corpus-informed website with communicative language learning classroom tasks to achieve an increase in learner speaking and writing fluency in their EAP class. However, is this a boost in real fluency or merely the perception of it?

While fluency itself has become a highly debatable topic over several decades within EAP literature, there is a group who has significant exposure to learners and yet overlooked. As international students are increasingly traveling for study abroad purposes, the administration are often the first point of contact with international learners. Potentially minimal training with non-native speakers, the administration must assist students and thus make for an interesting subject of research regarding fluency.

This session not only explores the timeless concept of fluency, but innovates it by asking and by whom? Do teachers and non teacher view fluency in similar ways and what is the relationship of lexical bundles and fluency from these two groups?

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### b. Exploring the transformative potential of Microsoft Office 365

Chiu, Liz<sup>1</sup>

<sup>1</sup>Imperial College London

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

In this session there will be a demonstration of how Office 365 was used in the 2018 Pre-session course at Imperial College London. In line with our college's new Learning and Teaching Strategy, the pre-session course has undergone a methodological shift which responds to individual learning differences through student autonomy and peer-assisted learning. Our tool of choice for delivery is the OneNote Class Notebook because it provides online access to materials, allowing students to engage and learn at their convenience and at their own speed.

The session discussion will share ideas for using the Class Notebook Collaboration Space for groupwork (in class or at distance), and for using its Student Space for individual submission and innovative feedback. These facilities are 'game-changing', opening up new learning opportunities and enhancing the way we interact with students. Participants will consider how transparency and inclusivity have been addressed and the student experience improved - having once offered these opportunities to our students, it would be hard to justify taking them away.

Office 365 is at first bewildering in its complexity, offering an enormous range of interconnected applications, but with no specialist technical skills and minimal ICT support we managed to set up a SharePoint website, incorporate video streaming, make stored files accessible, enable student contributions, and interact online using a student-friendly communications tool (similar to WhatsApp but within the closed account of our institution). These will be briefly introduced, and anyone who has access to an institutional Microsoft account will be encouraged to use their own device to explore the various apps during the session.

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All communication on the 2018 course centred around an application called “Teams”. Each Team can include several communication ‘channels’, in our case one for each strand of the course. Each channel has its own Chat facility, plus file storage linked to a SharePoint site. Webpages on SharePoint can have different levels of permissions set, so that students can have edit rights for a specific page. We used this facility to trial a pre-sessional group writing task with aspects of peer review and publication, which will be shown and discussed in the session.

### c. Building accurate pronunciation habits for technical terminology: A step-by-step guide

Richards, Monica<sup>1</sup>; Cotos, Elena<sup>1</sup>

<sup>1</sup>Iowa State University

#### **Submission Group**

Programme Implementation

#### **Abstract for publication**

EAP students learn much of their academic vocabulary through reading and often only when they suddenly need to say a given technical term do they realize they have never heard it before in listening and therefore do not know how to pronounce it (Nation, 2001). Unfortunately, mispronouncing key technical terms from one’s discipline is a recipe for quickly losing credibility as an expert in one’s field. Yet many EAP instructors feel unable to help students successfully replace fossilized pronunciations that result in compromised intelligibility with new, more comprehensible pronunciation habits (Jenkins, 2000; Munro & Derwing, 1995). This presentation, therefore, engages participants in a powerful sequence of activities that enable learners to increase their noticing (Schmidt, 1990) and ultimately uptake of L2 English pronunciations they wish to acquire by artificially increasing the density and therefore salience of relevant pronunciation exemplars (Verspoor & Behrens, 2011). Its recommended activity sequence systematically progresses from more language-focused activities to increasingly meaning-focused activities and engages students in:

1. Reading aloud an introductory text on a topic in their field that they need to be able to talk about in order to identify technical terms they are not confident they are pronouncing accurately
2. Searching in an online dictionary including audio pronunciations (e.g., Forvo) as well as in YouGlish all technical terms they are not confident they are pronouncing accurately
3. Repeating each technical term’s dictionary pronunciation until their pronunciation of the word individually is not only accurate, but also fluent
4. Repeating YouGlish speakers’ pronunciation of entire phrases including the target technical term for 5 new YouGlish videos per day every day for 5 days
5. Practicing fluently giving a talk that logically includes as many of their problem terms as possible

In spite of misunderstandings sometimes associated with Communicative Language Teaching, language-focused practice can be a powerful aid to students bootstrapping their way to habitual pronunciation accuracy by building their implicit knowledge and automatization of standard technical term pronunciations (Brinton, Celce-Murcia & Goodwin, 2010; Bui & Skehan, 2018; Nation,

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2001). The pedagogy that participants experience hands-on through this presentation should be easily transferable to a wide range of EAP contexts – even for EAP teachers with little or no training in English pronunciation teaching methods and materials.

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### d. Improving Feedback on Writing through Technology

Tan, Chia Mien<sup>1</sup>

<sup>1</sup>Singapore Management University

#### Submission Group

Programme Implementation

#### Abstract for publication

The teaching session will walk participants through the two technological solutions adopted by my institution to provide better feedback to students about their writing. It will highlight the functionality of each solution and illustrate how these contribute to the better provision of feedback to students.

Essentially, the first technological solution involves the use of a peer feedback system. The presentation will show how instructors can assign writing and reviewing tasks to students. After reviewing other pieces of writing, students are then asked to provide feedback to one another. In doing so, students improve their writing as they are now put into the shoes of their audience when reviewing their peers' writing. The second solution is an electronic marking system which gives students pictorial feedback on their strengths and weaknesses. This dashboard approach allows them to compare their performance against their peers and to evaluate how they have performed relative to previous assessments. The latter system also has some unintended benefits for instructors. The details of these will also be presented at the teaching session.

Our solutions are driven by the belief that feedback is an essential component of teaching, especially for those of us who are involved in teaching language. Feedback is defined as “information provided

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by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007, p. 81). Feedback and acting on feedback are critical success factors in the implementation of any language curriculum (Chan, 2011). Good feedback can help students learn and improve on their current competencies; however, poor feedback could confuse students and hinder understanding and achievement of the objectives of the course.

Good feedback is "constructive, and points students to ways in which they can improve their learning and achievement" (Curtin, n.d., p.2); there are four levels to this, namely: (1) task level; (2) process level; (3) self-regulation level and (4) self level (Hattie & Timperley, 2007). At my institution, the focus on feedback is typically at the first level. Our department, however, has improved on this by being more holistic and trying to provide feedback at the first three levels, using technology-based solutions. These allow instructors to provide detailed yet useful feedback to both undergraduate and postgraduate students. An added yet unintended benefit is that in giving such feedback, instructors also gain a better sense of what they are looking out for in the assessments.

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### e. Practical concordancing: giving reasons and identifying causes

Karpenko-Seccombe, Tatyana<sup>1</sup>

<sup>1</sup>University of Huddersfield

#### Submission Group

Programme Implementation

#### Abstract for publication

Although there has been extensive research into the use of concordancers in the classroom, only relatively small number of practitioners make it a daily classroom activity. One of the barriers to implementing data-driven learning into the teaching practice is the limited availability of ready-to-use materials which practitioners can use in their teaching. The aim of this session is to suggest a brief set of tasks based on the use of Lextutor Concordancer (<http://lextutor.ca/conc/eng/>) in teaching academic writing to L2 upper-intermediate and advanced students. Suggested tasks are based on the topic Giving reasons and identifying causes and focus specifically on qualifying claims, using hedges and boosters and making students aware of the rhetorical functions of the discussed patterns. After a brief introduction into the main tools of Lextutor Concordancer used in the session, participants will be presented with 5 tasks which they will be able to use in academic writing lessons. Participants will need access to computers to be able to run concordance searches to try out the tasks, otherwise the searches can be demonstrated on the screen.

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Task 1. Run a concordance search on the word reason in BAWE and find out what patterns are most common. Think about a piece of your own writing and compose three sentences giving reasons using different patterns.

Task 2. Consider adjectives modifying the noun reason in the corpus. Split these adjectives into three groups – strong, neutral and tentative. Why do authors use these modifiers? Which ones will be appropriate for your writing? Use an adjective from each group + reason in a sentence related to your own work.

Task 3. Run a search in BAWE on the noun reason with associated word no within 4 words on the left. Discuss the negative patterns:

there is NO REASON to doubt

there is NO REASON to assume that there can be one homogenous explanation

there is NO REASON that we should compare these two planets What do you think is the function of the negation? Why do writers in the corpus use this particular way of expressing their idea?

Task 4 Find adjectives used with reason in negative patterns and explain their function.

Task 5 Run concordance searches on other ways of giving reasons and note the sentence structure patterns in which they are used.

**Pick and Mix 1 - Michael Sadler Building LG.15**

- a. The use of engagement resources in SSCI-ranked journals versus non-SSCI-ranked journals

Alotaibi, Hmoud - Presenting Author<sup>1</sup>

<sup>1</sup>Shaqra University

**Submission Group**

Scholarship/Research/CPD

**Abstract for publication**

Publishing in top-tier journals is a major concern for academics and researchers around the world. Some countries such as Australia, United Kingdom, and China adopt “publish or perish” system where academics are under pressure to publish in journals with reputable and prestigious indexes for promotion, gaining tenure, receiving grants, etc. (Lee, 2014). Taking an effective authorial stance has been the interest of researchers on academic writing for quite some time. Taking authorial stance is widely recognized as one of the difficult parts of academic writing, particularly for novice and EFL/ESL researchers. It is agreed upon that the interpersonal aspect of writing is essential in setting up prosody and forcing persuasive argument expected in academic context. This paper is based on our hypothesis that effective and authorial stance is a major principal requirement for publishing in top-ranked journals. Hence, we investigated the linguistic resources employed by authors to realize authorial voices when introducing their research topics and how they relate them with the potential meanings of rhetorical moves to build up persuasive argument. The main objective in this study is twofold: 1) to explore the way each group of journals employs the linguistic resources to realize particular rhetorical move and construes authorial stance; and 2) to show variations in the evaluative language of the two groups and the extent to which they may have influence on publishing requirements and authorship credibility. To do this, we drew on Martin and White's (2005) Appraisal system and Swales' (1990) genre analysis as the two main analytical frameworks for data analysis. The data consisted of sixty research articles (RAs) taken from journals in the linguistics field. Half of the RAs were drawn from SSCI-ranked journals while the other half from other journals that do not have prestigious indexes. The results showed that the percentage of using Monoglossic resources (propositions that contain bare assertions where writer/speaker makes no reference to any alternative viewpoints) is higher in frequency in non-SSCI journals compared to SSCI-ranked journals. Overall, the introduction sections of the two groups of journals have shown a link between the use of evaluative language patterns and the potential meanings of rhetorical moves, which altogether may help projecting effective authorial stance.

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## **b. Exploring EAP provision in higher education in four South Asian countries**

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<sup>1</sup>The University of Central Lancashire, <sup>2</sup>University of York

### **Submission Group**

Scholarship/Research/CPD

### **Abstract for publication**

This paper reports on a research study exploring EAP provision in four South Asian countries.

In the context of internationalization of higher education, English enjoys a prestigious place in countries like Sri Lanka, Bangladesh, Nepal and Pakistan. Sri Lanka aims to become South Asia's knowledge hub, encouraging overseas students to study at its universities, establishing branches of foreign universities, and adopting English as a medium of instruction (EMI) (Lyne, 2013). Aside from certain humanities courses, EMI is also adopted in Pakistani universities, (Mansur & Shrestha, 2015), and in Medicine, Agriculture, Law and Engineering at Nepali universities (Shrestha, 2008). In Bangladesh, private universities use EMI, and public universities depend heavily on materials in English (Chowdhury, 2009; Chowdhury & Haider, 2012). To study in Anglophone countries or publish internationally, students and researchers need to develop academic literacies such as critical thinking and the ability to deploy source material skilfully in academic writing.

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High quality, relevant EAP education is, therefore, crucial, and most universities in these countries have made EAP courses compulsory for their students (Ashraf, Hakim & Zulfiqar, 2014; Shrestha, 2008). However, research indicates that many of these courses do not adequately serve their intended purpose. For example, Mansur and Shrestha (2015) and Gnawali and Poudel (2018) found that EAP courses at Pakistani and Nepali universities, respectively, failed to improve students' academic English proficiency to the expected standards. Similar results were found in Bangladesh (Chowdhury, 2009; Chowdhury & Haider, 2012). Issues with existing courses included their ability to improve students' academic writing and critical thinking (Gunawardena & Petraki, 2014; Shah, Rafique, Shakir & Zahid, 2014).

This paper reports on British Council-funded research that explored the extent to which EAP pedagogies could benefit university students and researchers in four South Asian countries. Questionnaires were distributed to three stakeholder groups (students, EAP staff and subject lecturers) and interviews, focus groups and classroom observations were conducted at universities in Sri Lanka, Bangladesh, Nepal and Pakistan. Data were analysed using SPSS and NVivo.

The paper outlines findings on the extent to which aspects of EAP, specifically critical thinking and academic writing, were perceived as useful by these three groups for studying and publishing in English, the extent to which they are taught, and the factors that act as catalysts or barriers to implementing EAP pedagogies. The paper engages with conversations around the role of English in an increasingly internationalized higher education landscape in South Asia.

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## c. ELF and non-native English forms in business research articles

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<sup>1</sup>WU Vienna University of Economics and Business

### **Submission Group**

EAP Students

### **Abstract for publication**

While it seems undisputed that English has, at least for the foreseeable future, become the lingua franca for business, the question arises whether ELF forms have also found their way into business research. For non-native researchers, adjusting their language to accepted norms is, though not necessarily a matter of academic survival, at least an important element in presenting their output in a favourable manner. For EAP teaching, therefore, being aware of shifts in acceptability can be an important factor in determining the emphasis of academic writing classes. Rather than putting the stress on trying to produce near-native English writing as a general principle, taking into account (newly) acceptable lexico-grammatical ELF language elements enables a specific focus on problem areas that do make a difference.

This paper, first, builds on research aiming at replicating Martinez' research on ELF and non-native English forms in international journals and tries to extend it to another discipline, i.e. business. For this purpose, a significant number of business research articles from a variety of high-ranked journals have been analysed for differences in native versus non-native use of specific language features. Second, it draws on qualitative research conducted using data and insights from business English teaching and proofreading practice, again with the same focus of analysis.

The overall aim of the paper is to show in how far there are significant features in non-native English writing in business writing, both in published journal articles and doctoral dissertations that diverge from a generally assumed native-speaker norm. On the one hand, this continues and ideally supports Martinez' work in identifying relevant ELF language elements in research articles. On the other hand, it can give EAP practitioners valuable input for class design and help them put their focus on more important problem areas. Additionally, even if one were to take the view that ELF features in academic papers do not come up to the required standards, this would provide teachers with a list of features particularly common in non-native writing that students might want to avoid using.

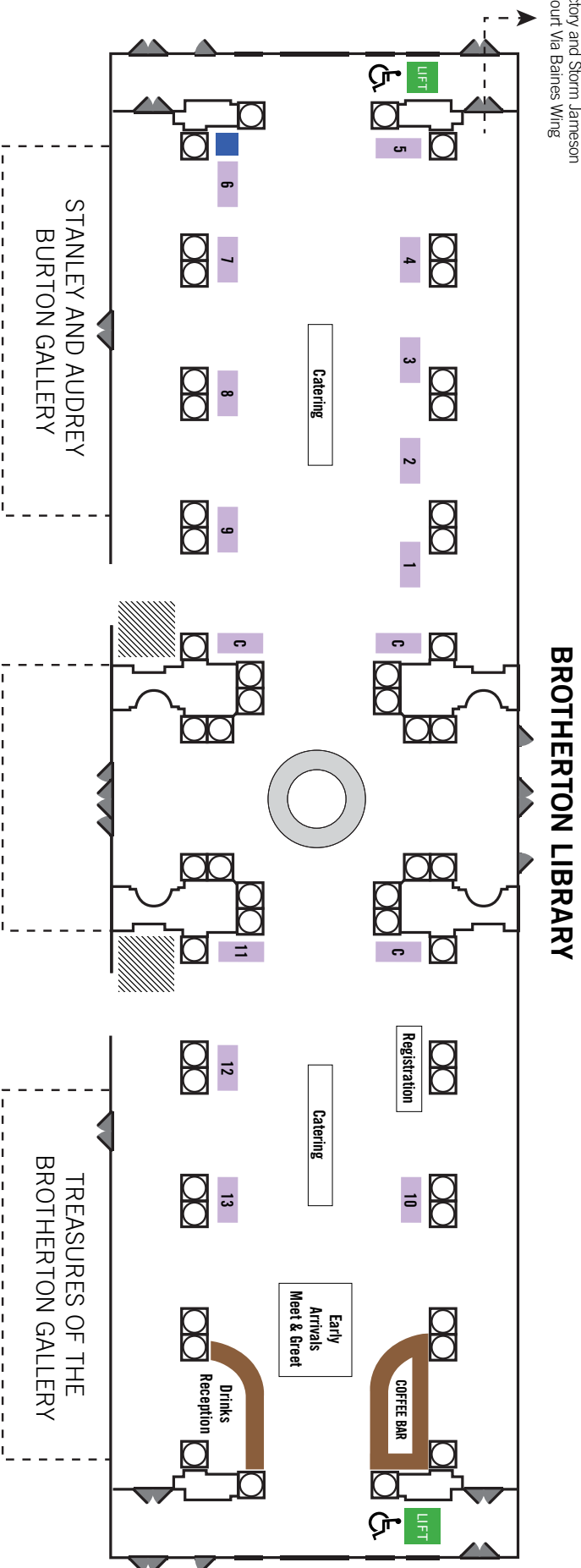
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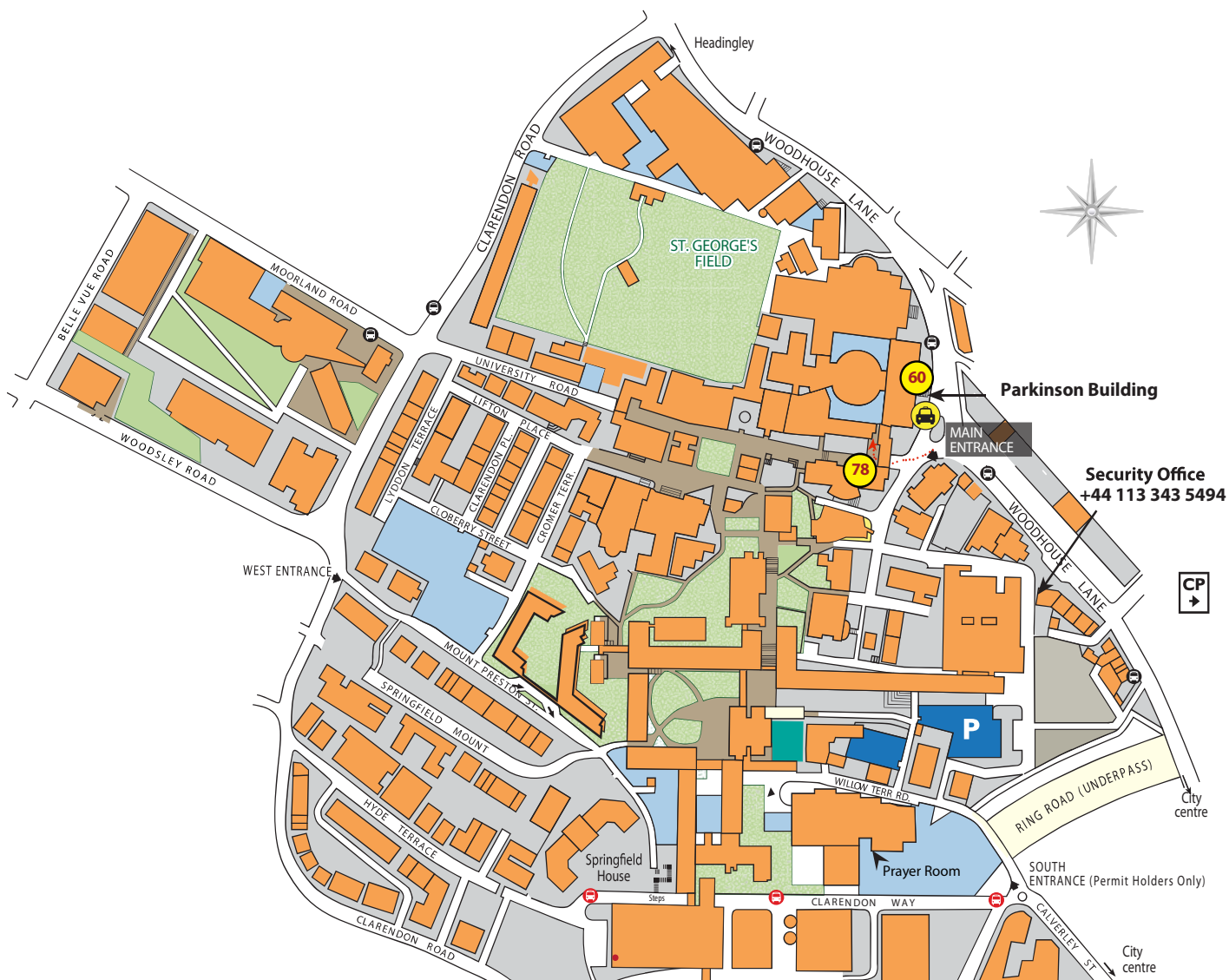
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3. BAS
4. Sanako
5. Euroexam
6. Trinity College London
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9. Cengage
10. BEBC
11. Michigan English Language Teaching
12. ETS TOEFL
13. Blackwells

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# BALEAP Campus Map



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Parkinson Building






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